

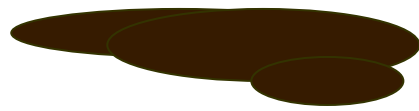
Classics  
SCHOOL OF HUMANITIES



# CLASSICS IN THE UNIVERSITY OF ADELAIDE, PART II: 1976-2008

by Ron Newbold





## Preface

This is a continuation of a slender, 21-page history (*Part I*) of the Classics Department covering the first 101 years, from 1874 to 1975, produced by onetime University of Adelaide Registrar, Victor Edgeloe who died in 2003. As Edgeloe explains in his preface (dated January 1989), this was a retirement project completed in 1978 but not apparently submitted to the Barr Smith Library until 1989. 1975 is indeed the terminus date for his general history of the department but *Appendix II*, on the department's staff, their starting and finishing dates and the dates of their promotions, contains 9 dates after 1975, the latest being 1988 (an error, as it happens, for 1987).

This current project seeks to be more than a simple continuation. Since I arrived to take up a position in the department in February 1969, I have been able to add some of my own observations and recollections to the period 1969 to 1975, which included two brief encounters with emeritus professor Fitzherbert before he died in 1969. Further, Edgeloe's work intentionally (see p. 18) does not concern itself with departmental activities such as the Classical Association, and Edgeloe not being a member of staff means that he did not have an insider's perspective on the life and work of the department. (He was, however, a Classics student in the 1920s.) This continuation, therefore, deals with a number of aspects and events that Edgeloe was either unaware of or chose not to cover. Personal recollection has been supplemented by colleagues' recollection of events. The *University Calendars* and (from 1990) *Classics Departmental Handbooks* have been invaluable in checking facts, especially dates.

RN. December 2008.

## Contents

The treatment has 3 main sections:

- |      |  |
|------|--|
| p.2  | 1. <b>Staff</b> , excluding details such as qualifications and promotions, which are listed in <i>Appendix B</i> .   |
| p.7  | 2. <b>Classics courses within the structure of the BA</b> . See also <i>Appendix D</i> .   |
| p.11 | 3. <b>Other Activities and Developments</b> , such as accommodation and restructuring, The Classical Association, Museum of Classical Archaeology, mergers, teaching technologies. |
| p.17 | <b>Five Appendices, A-E</b> .  |

# 1. Staff

As can be gathered from Edgeloe's *Appendix II*, Classics permanent staff in 1969 were Professor John Trevaskis, Reader Alf French, Senior Lecturers Ron Corney, David Hester and Ron Garson, and Lecturer Carmel Young. (Respectively, these ranks are now known as Level E, Level D, Level C, and Level B). Not mentioned by Edgeloe is that Senior Tutor (level A) Kathleen Hassall retired at the end of 1968 and her position was upgraded to a Lectureship. This was the position Ron Newbold filled in 1969, arriving from Leeds University with his doctoral thesis on public disorders in Rome from Augustus to Nero still incomplete. (It was completed in 1970, making him the department's first ever academic with a Ph D.).

The 1960s and 1970s were years of significantly increased Australian government funding and, hence, large increases in university staff and student numbers. However, because Latin had lost much of its status as a "protected" subject, meaning that many students no longer had to do it (at least for a year) for their BA and/or Law degrees, it was essential to attract significantly larger numbers of students to justify a staff complement of 7. The only in-translation course offered by the department up to 1971 was **Ancient History**, which brought in fairly modest numbers at this time (20-30). The introduction in 1971 of in-translation **Classical Studies** courses, mainly literature based but including art and architecture, saved the jobs of most of the staff. The courses were introduced at 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year levels from 1971 to 1973 and attracted excellent student numbers, so that an 8<sup>th</sup> staff member, Frank Sear, was appointed in 1975, an art and archaeology specialist (his doctoral thesis was on Roman wall mosaics) who could provide the expertise to run the non-text based courses.

Still riding an expansionary wave, the university appointed numerous tutors (equivalent to Lecturer Level A today) and Classics got 2 of them, Joe Ahern and Michael Apthorp, for a 3-year term in 1976. In addition, Anne Askew (later Geddes), who was doing a PhD with John Trevaskis, did some part-time tutoring from 1974 to 1978. When the tutors' terms expired, Joe returned to the USA and Michael moved to Queensland where he eventually achieved the lecturing post his talents and experience deserved (he had been a Classics lecturer at the University of Cape Town). They were replaced as tutors by Anne Geddes and Hugh Lindsay (University of WA) from 1979-81, and then by Judith Sinclair (later Maitland), from UWA, until 1988, and Janet DeLaine, an Adelaide undergraduate and Honours and Doctoral graduate, until 1985. Janet subsequently went on to greater things by becoming a lecturer at the Institute of Archaeology in Oxford and became known for her work on Roman baths and the Roman building industry.

These years were a high-water mark for the Classics Department as far as staff numbers went. However, despite continued good enrolment figures, Ron Corney's position was not filled when he took early retirement in 1978, aged 63. Ron had had a major health scare and, having taught Latin and Greek since his appointment in 1938, ("the boy" as Fitzherbert always referred to him), he never really came to terms with the demands of in-translation teaching and was not enjoying his work any more. Geniality personified, Ron was a much-loved figure, both by his colleagues and students. In a department where several bad hand-writers constantly tested the deciphering skills of colleagues and students, Ron's, which could be mistaken for cuneiform, was easily the most impenetrable. Ron never published anything and his contribution to the department was as a teacher, as an occasional acting head of department, and, above all, as John Trevaskis said at his retirement function, as a kind mentor and friend. He died in 1984 and, needless to say, generations of former students were present to pay their respects at his funeral.

Alf French retired in 1981, aged 65. Retirement at 65 was compulsory in those days, otherwise there is little doubt that he would have continued to teach and regale listeners on the campus with his impish humour and observations. Alf, like Ron, was a survivor of the Fitzherbert years (his tenure overlapped with Fitzherbert by 7 years), about which he had a fund of funny stories – and about many other things, including his war experiences (e.g, nearly being blown up by a mine).

It's not that what he related was always that funny, it was just that as he got into his tale he would be laughing so much that the audience would succumb to the infectiousness of his laughter and add to the uproarious hilarity. Alf was an excellent and popular teacher (students dug his humour), as well as a distinguished researcher. He enjoyed an international reputation for his publications, books as well as articles, on Greek history and was a Reader from 1964. But that wasn't all. He had gone to Prague in 1938 after graduating from Cambridge and was there teaching English to Czechs when the Nazis grabbed slices of Czechoslovakia in that year of the Munich crisis. He acquired a Czech wife and proficiency in the Czech language and as a Classicist he moonlighted as a Czech scholar, publishing in English and Czech on Czech history and literature. An authority twice over therefore, he kept researching long after his retirement and helped to keep his colleagues amused by his frequent presence in the department as a Visiting Research Fellow. This continued until 1997, when he died shortly after his 81st birthday. After the death of his wife, Alf married and was survived by Aleeta Garson, formerly wife of Ron Garson. See further, *Appendix E*.

Alf's position was filled in 1982, by Jenny Webb, a graduate of Melbourne University. She was appointed specifically to take over Alf's **Greek History** course. She was primarily an archaeologist, expert in the Cypriote Bronze Age. She resigned after 4 years to return to Melbourne and to start a family. Her position was filled in 1986 by Anne Geddes. Anne's immediate task was to take over the Greek history courses, but she also took over the **Roman Republican History** course from David Hester. David had taught this course for many years but was a rather reluctant historian, not to say Romanist, convinced as he was, and still is, of the manifest superiority of things Greek.

Meanwhile the department had acquired a new professor, the 8<sup>th</sup> and last incumbent of the Hughes chair, Robert Ussher. John Trevaskis retired, aged 60, in 1983. John took up the chair in 1958 with a publication record of 1 article and 2 notes, and did not add much to that while professor. His particular interest was philosophy. He had sufficient standing to be invited to do reviews of books, and he made significant progress on an edition and commentary of Plato's *The Sophist* but it never came to fruition.

He was a very capable administrator, serving spells as Arts Faculty Dean and Deputy Vice-Chancellor but by the mid-1970s he was weary of administration and gladly embraced the university reform whereby the head of a department no longer had to be a professor. Or, to put it another way, professors who enjoyed research and teaching were no longer ground down by decades of departmental administration. From now on heads were elected for a limited term, typically 3 years, and Alf became head in 1974. (For a list of elected departmental heads, see *Appendix A*).

John was a good teacher, clear and well organised, but by the 1980s he had lost enthusiasm for that, too. He particularly hated marking student essays and gave this as one of his reasons for early retirement: "The next 5 years could be the best years of my life and I don't intend to spend it marking essays". It was rather sad that his last class (Latin III, set text, Horace's *Odes*) as a teacher was so anti-climactic. Neither of the 2 students turned up.

John deserves credit for the way he re-founded both **The Classical Association** (see **Section 3(d)**) and the Classics Department (realising sufficiently early that it was doomed as a mainly-

language facility). He was very interested in the art and architecture of the classical world, and taught some new art and architecture courses even before the arrival of Frank Sear. There was a small departmental collection of coins and other artefacts when he arrived but he added to it significantly, every year using some of the departmental funds to make new purchases (yes, there was money for such things in those days). The current Classics museum collection would be much less imposing without his efforts. He and Carmel Young married in 1984, both having divorced their first spouses. John died in 2004.

Every few years the university and/or the Arts Faculty experience a financial crisis and, in that dreadful euphemism, "lets people go". 1987 was one of those times and the Classics Department sort of came out in sympathy with not 1 but 2 resignations and early retirements by disgruntled members, Ron Garson and Carmel Young, with the upshot that only one of those posts was filled, and not until 1989. Ron could be very kind but had a rather formidable classroom presence which was not to everybody's liking. Those who could perceive and appreciate an excellent linguist learnt much Greek and/or Latin from him. For a number of years he ran a Latin reading competition for year 12 school students. His publications included quite a few Latin prose and verse compositions. He died in 2000.

The upheavals of 1987 may have contributed towards the crisis of 1988. That year there was a dastardly proposal to terminate Classics as a separate discipline and distribute the current staff members to other departments. Fortunately, that move was defeated and things improved next year when local product Melinda Armitt (later Jane Olsson) and, from Newcastle (Australia), Jacqueline Clarke assumed tutors' positions. Jacque's 3 year contract was renewed in 1992, but Jane's was not.

Jacque assumed primary responsibility for elementary language teaching, and became the co-ordinator for all the language courses, taking over from Judith Maitland who had now got a job at UWA. In 1994, at the expiry of her second 3 year contract, she was made a tenured Level A Lecturer. She had begun a doctoral thesis, *Imagery of Colour and Shining in Catullus, Propertius and Horace*, which was supervised at first by Robert Ussher and, when he retired, by Peter Toohey (then University of New England). It was completed in 1998 and published as a book in 2003.

In 1991, Frank Sear, who had been building his reputation as an expert on Roman architecture (especially Roman theatres) left for higher academic things, in this case the chair of Classics at Melbourne university. This left a vacancy for an art and archaeology expert, which was filled that year by Margaret O'Hea from Sydney, whose Oxford doctoral thesis had been on *The Material and Conceptual Transformation of Villas in Late Roman Gaul*. From 1994-1996, she co-directed jointly with Dr Pamela Watson (University of Sydney) the Pella Hinterland Project, a 3-year field survey, funded by a small ARC grant, which examined in detail the evidence for utilisation of the land and water systems of the hinterland of the ancient city of Pella (in Jordan). This has led to teaching the **Eastern Mediterranean** Archaeological Field School in Jordan as part of her co-direction of the excavation of the ancient Nabataean town of Zoara in the Ghor es-Safi. Apart from being a dirt (and sometimes dirty) archaeologist, she has become an expert in the analysis of glass in the ancient Near East, how it was used, in what proportions to other media of utensils (pottery, metal), and how those uses changed over time and across regions.

Robert Ussher retired at the end of 1992. He had lost his job when the Classics Department at the New Ulster University closed. He was 54 and needed a job to see him through to retirement age. He successfully applied for the Adelaide Classics chair in 1984. Robert came with a distinguished publication record, mainly on Greek drama and Theophrastus, and added a number of works to his academic record while in Adelaide. He was enthusiastic about the

reception of Classics and he soon introduced and did most of the teaching in a **Byzantine Studies** course, which went up to 1453 and which he saw as a way of helping to bridge the gap between the ancient and modern worlds. A gregarious and sociable man, he stayed at St. Mark's residential college when in Adelaide, commuting back in the longer holidays to Northern Ireland where his wife remained. Letter writing is essentially an affiliative characteristic and ancient epistolography was fittingly one of his chief interests while at Adelaide. Letter writing was an activity he engaged in when he retired, keeping in touch with Adelaide friends, often former students, from Castlerock in Northern Ireland, whither he returned permanently in retirement (that is when he was not tourist-travelling or going to Classics conferences). An Irishman and language lover, it was natural for him to teach himself Gaelic to keep his brain in shape when in retirement. Inevitably as an Irishman he heard plenty of Irish jokes, all of which he bore with fortitude and good humour. Together with Darnley Naylor, Robert was clearly one of the most academically distinguished incumbents of the Hughes chair. He died in 2006, aged 79. Since 1992, the Classics Department has had no Professor or even a Reader (now called Associate Professor).

The early 1990s were an era of apparent expansion in Australian higher education, the so-called Dawkins Revolution, after the Labor Minister of Education who greatly increased the number of universities by upgrading and amalgamating Colleges of Advanced Education (they had begun as teacher-training or technical institutions but had diversified somewhat). South Australia thereby acquired a third and very large university (after Flinders, founded in 1967), the University of South Australia, but the college in Kintore Avenue, because it adjoined Adelaide University, was amalgamated with Adelaide rather than UNISA with the promise that no academics would lose their jobs. That is how the Classics Department temporarily and theoretically also became a Modern Greek department in 1993 with the addition of Kyriakos Deliyannis and Paul Hellander, and Paul Tuffin. Only Paul Tuffin physically relocated to the Classics Department and thus brought the tenured staff complement to 6 (with Clarke, Geddes, Hester, Newbold and O'Hea). Hellander and Deliyannis moved on. Paul had trained in ancient as well as modern Greek while at Birmingham University and soon proved a great asset as he brought imagination, humour and commitment to the teaching of ancient Greek and expanded the teaching of Byzantine studies with the introduction of **The World of Early Byzantium** and **The World of Late Byzantium** semester courses in 1994. Modern Greek never became part of the department's offerings but Paul's numerous contacts with the Adelaide Greek community led to initiatives like the foundation of the annual Galatis lectures (see **Section 3(f)**), named for a local benefactor, and dedicated initially to illuminating aspects of the Byzantine world.

The 1990s was also the decade when the federal government increased the role of competitive applications for research grants as a way of funding universities. The Australian Research Council (ARC) assessed and dispensed these grants but members of Humanities disciplines found it much more difficult than, say, Science and Medicine, to propose projects that the ARC wanted to fund, in part because they lacked commercial potential. Paul, however, successfully applied for ARC funding for a project with Bill Adler from the University of North Carolina. Bill was the first **GALATIS LECTURER** and twice relocated temporarily to Adelaide to collaborate with Paul on a translation and commentary on the middle Byzantine chronographer of universal history, *George Synkellos*. It was published as a book in 2002. In that year the university was in the middle of another financial crisis and, hence, staff cutting mode. Classics had to reduce from 6 to 5 positions. Actually, it had already done that because David Hester and Anne Geddes had both gone half-time from 2002. However, the department was keen to make a new appointment, which would take the complement back to 6. Paul decided to take advantage of a generous superannuation scheme that he was on and retire just short of 55. A Classics Visiting Research Fellow, he gained an ARC Grant to work on another Byzantine chronographer, a

translation and commentary of Kedrenos with Assoc. Prof. Roger Scott of Melbourne. Funded for 2004-06, the work is still in progress. Paul has since relocated to Canberra and is fondly remembered for his warmth and generosity.

The new appointment was Han Baltussen who earned both his bachelor and doctoral degrees at the University of Utrecht and who had to overcome university attempts to cancel his contract before arriving in late 2002. The title of his doctoral thesis was: **Theophrastus on theories of perception: argument and purpose in the *De Sensibus***. Appointed at Level A, he was seriously overqualified for such a position but remedied the anomaly by being promoted to Level B in 2005 and Level C in 2007. Han was primarily an ancient philosopher but was interested in many aspects of the ancient world, including its reception. He took over the important role of co-ordinator of the level 1 in-translation courses, took over and revamped the **Ancient Philosophy** course, and was happy to contribute to the **Papyrus to Print, Greek & Roman Drama, Classical Mythology, and Afterlife and Underworld in Antiquity** courses. He established his own upper level course, **Ancient Science, Technology and Medicine** in 2005, which was given twice before being given a more medical focus and renamed **From Hippocrates to Harvey**, to be given for the first time in 2009. He gained an ARC grant for a project entitled ***Psychotherapy and the Consolation of Philosophy in Antiquity***, for the years 2007-09, having been working on it since 2004.

2003 saw the retirement of David Hester, full of years and honour, 46 of them as a servant of the Classics Department, the last 2 at 0.5. He thereby outlasted as many Arts Faculty deans as Fidel Castro did US presidents. In past times he would have had to retire in 1999 but David loves teaching and even when nominally retired he takes several undergraduate classes a week, for free, on top of his courses for the University of the Third Age, where he provides courses on such Greek luminaries as Homer, Plato and Herodotus. He was originally appointed to teach the Comparative Philology course that the department used to offer until the early 1970s, and his first publications were in this area. He then became very enthusiastic about Greek tragedy and most of his ca40 published articles were in this area.

He did more than his fair share of the third sphere that academics are supposed to engage in, administration and administrative chores. For example, although he didn't need to, he became involved in the equity issues associated with university entrance, conducting and publishing research on the matter. David sat on public examination boards, served as departmental head, was the first head of the new **Centre for European Studies**, and was sufficiently public spirited to join minority political parties and even stand for election to parliament. David was no apathetic *idiotes*, and Pericles would have approved of him. However, David's first love was teaching and he brought an enthusiasm and gusto to the task that students responded well to. He was fittingly awarded the prestigious **Stephen Cole prize for excellence in teaching** in 1994, the only Classicist ever to earn this accolade. In the largeness of their hearts, students forgave him for his truly terrible jokes, appalling puns and, shocking to relate, his occasional bursting into song. For David was not merely a bathroom baritone, he believed the ears of the world at large should be charmed by his rendition of certain ditties. For the record, it should be noted that his colleagues also had to endure and groan at his dreadful humour and his imitations of Orpheus. Truly, they did their best to discourage him but nothing worked. He was having too much fun, and admonitions not to sing were taken as invitations to do just that.

In 2006, Anne Geddes retired, having been 0.5 for the past 4 years and having had an association with the department going back to 1974. Anne had a 10 year spell as head of the Classics discipline (this term was now the officially favoured term for a department) and throughout her time as a staff member was always willing to acquire new areas of expertise that made her such a versatile and valuable member of the department. Eoghan Moloney from



Dublin was appointed to take over her Greek history courses and arrived after a month of the 2<sup>nd</sup> semester 2006 to carry on the lectures that Anne had begun in this her last year. Eoghan's doctoral thesis was on Greek theatre in Macedon.

In 2008 Ron Newbold retired after 40 academic years in the department. Ron had begun academic life as a Roman historian and in the 1970s was able to move into late antiquity where a good deal of his teaching activity and even more of his research activity came to be based. He liked to experiment with teaching and assessment methods and found that reading about what others had tried was the most fruitful source of ideas. Research publications usually involved reading from fields such as sociology, anthropology and psychology and applying ideas from there to ancient material. This produced, for example, a number of publications on nonverbal communication, and helps explain the attraction for him of Nonnus' *Dionysiaca*, a massive late antique epic that cries out for interdisciplinary approaches. As committee member, secretary, treasurer, vice-president and finally president of the Classical Association, he spent a fair bit of time on the campus at night. On his retirement he was given CDs of Rossini operas and a book on how to draw, too late, alas, to redeem his reputation as a challenged artist.

Until 1997, Classics had its own departmental secretary. The invaluable role of a secretary was never more keenly felt than when they were absent, or in the intervals between appointments. (On one occasion, having waited months for a highly qualified appointee to start work, she had to quit after a few hours on her first day. She happened to be allergic to gestetner ink.) Among the longer stayers were Kathy Torok, Evelyn Smith and Gillian Bartlett, the latter a largely autodidactic computer-literate of the late 80s/early 90s, who was forever thinking up ways to make things run better (many successes) and going on about Australian terriers, images of whom could waylay the unsuspecting reader in things like departmental handbooks. The advent of the answer phone and word processor meant a huge change in the activity of secretarial and academic staff. Many of the typing functions and teaching material preparation tasks once performed by secretaries were now done by academics who sometimes wondered if this was the best use of their time, while secretaries increasingly dealt with university administrative tasks such as financial book-keeping and teaching room allocation.

## 2. Classics courses within the structure of the BA

When the Classical Studies courses were introduced 1971-73 the guiding principle was that first year students concentrated on **Greek literature** (epic and drama, basically) which were the subject of weekly tutorials and one of the lectures, with a second lecture on the socio-political-economic-cultural background. This course was popular with students from the outset, regularly attracting over 150 starters and serving as a recruiter for both the upper level in-translation courses, and to a lesser extent, the languages. Second year students followed a similar pattern over the 3 terms in **Roman literature** (no options were available at first) and in the 3<sup>rd</sup> year, emphasis was on comparative courses, such as Greek and Roman historiography, comparative literature (a course that involved English, French and German too, with each discipline covering 2 or 3 texts), and the Late Roman empire.

Assessment in these days was mainly by examination. Classics was slower than most other disciplines to adopt continuous assessment and moved cautiously, so that Classical Studies I initially awarded just 7% for a medium length essay, keeping 93% for exams. This was soon increased but in courses that had exams Classics usually limited non-exam assessment to 60%. However, in 1973 the new **Late Roman Empire** course had no exam assessment and included a diagram in its assessment – an innovation that reflected the keen interest in pedagogical techniques of its co-ordinator, Ron Newbold. Another important innovation at this time was the introduction of **Latin IA**, that is, elementary Latin for those who had done no Latin at school. **Greek IA** had long been a departmental offering, in recognition of the lack of Greek teaching at school, but with Latin numbers in the schools in decline (by 2007 the decline was virtually terminal, with only 1 student doing Year 12 Latin), it was time to offer the same facility for prospective Latin students. At that time, 2 years of Latin and Greek were considered essential for any student considering Honours, even for in-translation **Classical Studies Honours**. Since a student had to be *invited* to do Honours, and was invited on the basis of good performance in 1<sup>st</sup> year, **Latin or Greek IA** had to serve also as a 2<sup>nd</sup> year course, and the subsequent IIA as a 3<sup>rd</sup> year course, so that **IA** doubled as **IIS**, and **IIA** as **IIIS**. It was common for Greek and Latin elementary language courses to be quite popular, attracting 20-30 starters. However, the dropout rate was quite high as students discovered how much time and effort needed to be invested. Of those that lasted the distance in 1<sup>st</sup> year, only a handful went on to further language study.

The 2<sup>nd</sup> year **Classical Studies** course, seeking to do for Rome what the 1<sup>st</sup> year course did for Greece and in much the same way, was not, after 2 or 3 years, felt to be working that well. In the 1970s the Adelaide BA moved towards offering greater choice and flexibility, the so called smorgasbord degree, where students could freely mix and match across disciplines. This meant that necessarily being locked into a year long course (except in the case of language courses) gave way to separate, term length options, and students built up the units needed for their degree by moving freely in and out of departments. Disciplinary prerequisites became less important. Students could choose to do an option at either 2<sup>nd</sup> year or 3<sup>rd</sup> year level. 3<sup>rd</sup> years attended the same lectures and tutorials at the 2<sup>nd</sup> years but did extra written work. **Classical Studies I** was kept as a year long course without options. At level 2 and 3 students could enrol for Classical Studies and then choose options every term, such as Roman Poetry and Ancient Philosophy. The one-lecture per week on the cultural background was accordingly abandoned. The long standing year-long **Ancient History** course (1 term **Greek history, 600-404BC**, 1 term **Roman Republican, 133-31BC**, 1 term **Roman Imperial 31BC-AD 138**) became 3 separate options and also became available as **CSII** or **CSIII** options. The material was extended so that in one year it was all Greek history (extended to the death of Alexander and including a

3<sup>rd</sup> term special subject, The Peloponnesian War) in one year and Roman history in the following year, with special subjects in the 3<sup>rd</sup> term, such as the foundation legends of Rome and the Roman family.

The same thing happened with the year-long **Classical Art and Archaeology** course that Frank Sear introduced, Roman in one year and Greek the following, with special subjects such as Pompeii, the Athenian agora, Late Bronze Age Cyprus, South Italian pottery, Roman mosaics, Roman baths, and Roman Libya. Upper level Classical Studies students now had 3 Classics options to choose from each term, i.e., a historical, literary, or art and archaeology option. Students could do more than one Classics option per term and this undoubtedly helped the department achieve good enrolments in the 1970-80s.

Further options were provided for students when the ancient history and art and archaeology courses were spread over 2 years, so that, for example, a student could do one or more Greek history options in one year and then one or more Roman ones in the next. Greek history, as indicated above, went from Solon to Alexander in the first 2 terms and a special subject on the Peloponnesian War in the 3<sup>rd</sup>. Roman history went from the Gracchi to Hadrian, with the 3<sup>rd</sup> term devoted to 2x4 week blocks, the foundation legends of Rome, and the Roman family. In order to provide more choice for literature-minded students, Pastoral, Satire and the Novel, and Narrative and Didactic Poetry were introduced. This, then, was the arrangement that persisted until the advent of semesters in 1989. The department had in the university calendar 3 (4 after 1993, when Paul Tuffin joined the staff, until 2003 when it was reduced to 3 again by Faculty edict) level 2 and 3 term-length in-translation courses on offer. Staff unavailability because of study (now called special research leave) or long service leave meant that they sometimes were not available.

Courses in Latin and Greek I, II and III were provided, sometimes to very small numbers at Level III. Because of an ever-declining number of students with an understanding of grammar and syntax, a trend not unrelated to the diminishing number of students Latin in school, **Introduction to Greek and Latin (ILAG)** was introduced in 2004, to give students a better grounding in language and extend beginners Greek/Latin from 2 semesters to 3. The course proved popular, attracting 40-60 students and providing some increased flow-on to Greek and/or Latin in subsequent semesters..

A kind of *de facto* semesterisation existed prior to 1989 where Disciplines, including Classics, offered half-subjects (designated H) that began and ended midway through the 2<sup>nd</sup> term. It was an opportunity to rethink, rationalise, consolidate and expand (from 8- or 9-week to 13-week) courses. Classics maintained the 2 year rotating cycle for level 2 and 3 in-translation subjects and in 1989 and 1990, for example and to provide a snapshot of how things worked, offerings were as follows:

- 1<sup>st</sup> semester 1989: **Classical Mythology, Greek Art and Archaeology (Bronze Age to 500 BC), Roman Republican History (133 BC-AD 14)**
- 2<sup>nd</sup> semester: **Roman Literature, Greek Art and Archaeology (5<sup>th</sup> Century to Hellenistic period), Roman Imperial History (AD 14-192)**
- 1<sup>st</sup> semester 1990: **Ancient Philosophy, Roman Art and Archaeology (origins to Hadrian), Greek History Archaic and Classical (c. 750-404 BC)**
- 2<sup>nd</sup> semester: **Late Roman and Byzantine Studies, Roman Art and Archaeology (Hadrian to Constantine), Greek History to Alexander the Great (404-322 BC)**

An important innovation in 1998 was the revamping of the level 1 **Classical Studies** course. Initial enrolments had been slowly declining over the years from 180 plus to c. 130 (fewer than 100 were completing the course), so something had to be done. The first semester course now covered ancient Egypt, Mesopotamia, Israel, Hittites, Persia and archaic Greece, including Homer. The second semester included Classical Greece and Rome up to Late Antiquity. This reform proved popular, with enrolments several times exceeding 200, before starting to decline to pre-1998 levels. (This has caused another revamp for 2009. More wholesale reforms are planned from 2010).

Classics had since 1974 offered no less than 4 Honours courses. The in-translation **Classical Studies** course was the most popular, though the language requirement kept numbers down. Provided their results were good enough, students who did Latin and/or Greek III could do **Latin, Greek, or combined Latin and Greek Honours**. Few did. Apart from some set texts, Classical Studies students had to write a quite long essay every week in the first part of the year (the Oxbridge model is evident in this, and the tutorial discussion it entailed), which was pretty tough, and a thesis in the last part. The language requirement was gradually relaxed, firstly for those particularly interested in art and archaeology, and then for almost everyone unless they planned to do a thesis involving close examination of texts.

The advent of semesterisation provided an opportunity to rethink the structure and content of Honours degrees and, together with new faculty requirements for greater uniformity in Honours degrees across Disciplines, led to a larger component for the thesis, now to comprise 50% of the assessment and be 15-20,000 words long. If the thesis occupied mainly the 2<sup>nd</sup> semester, the 1<sup>st</sup> semester was occupied by 2 major components, comprising 25% each: 2 special subjects, each lasting 6 weeks, and the so-called Common Course, weekly seminars, for which every student wrote and presented on 2 topics and participated in the discussion with staff. Much depends on the numbers and abilities of students for the success of such a programme but in recent years, with occasional exceptions, numbers at least (averaging 5-6) have been sufficient and better than other small departments. **Language Honours** students wrote a shorter thesis (12-15,000 words, 40% of assessment), did most of the **Common Course** but not the special subjects, as well as set texts, including an essay, and unseen and prose composition exam papers. It had always been possible to do a joint Honours degree, where a student in effect did an individualised course, splitting course work and theses work between 2 disciplines, or even doing a thesis that embraced 2 disciplines and splitting coursework requirements. Initially, theses were jointly marked by the student's supervisor and another member of staff. This was an unsatisfactory situation, as it put the supervisor in the invidious position of being both judge and counsel, and was replaced by 2 non-supervisor markers, even if this meant going outside the department for those with the necessary expertise.

Clearly a major challenge faced by any small and shrinking department is being able to offer a sufficient range of expertise to supervise Honours and Postgraduate students. Having some Postgraduate students is particularly important for Classics Department, as a qualification to do postgraduate research is one of the important justifications for continuing to teach Latin and Greek in fairly small advanced level classes. A list of successful MA and PhD candidates is contained in **Appendix C**. Inevitably, there were those who gave up sooner or later, or even submitted and were failed. There has been a huge change in the supervision of postgraduates at this university, attempting to adopt international best practice to ensure the dropout rate was cut and completion rates expedited. Gone are the *laissez-faire* days of the pre-1980s when a student and a single supervisor could meet rarely or irregularly and acquiring research skills was often acquired, if at all, by a process of osmosis than by formal instruction. Nowadays at least 2 supervisors per student are required, postgraduate co-ordinators exist to assess and assist progress, and together with annual progress reports, training for supervisors, induction

courses and an exercise known as **The Research Proposal** - basically a draft introduction and to be submitted to a faculty postgraduate panel - are seen as ways of countering the aimlessness and supervisory neglect that used to characterise so much postgraduate research (in)activity in the Arts faculty in the past. Students clearly benefit from having more than one expert to guide them but, as indicated above, finding sufficient expertise within a small department is a challenge.

Developments in 2008 deserve special and separate treatment because they have left the discipline seriously wounded and its future will be different, even more a struggle for survival than before. 2008 proved to be very much a watershed year, marking the end of an era, and going far beyond a planned name change (more in line with practice elsewhere in Australia, and clarifying just what and how much it does) to **Classics, Ancient History and Archaeology**. Changes imposed this year upon the Arts faculty have some effect on all disciplines but Classics is the hardest hit. First, some background that explains how such changes could have come about. It is to do with the university governance.

Adelaide University governance has become increasingly infused by managerialism: "key performance indicators", "change management", "benchmark indices" etc. and characterised by the concentration of power in the hands of the Vice-Chancellor and assistant executives, such as the Deputy and Pro VCs. As a result, much collegiality and consultation - and, it has to be conceded, time spent by many academics at meetings - has been replaced by edicts from above. An example of this was the unilateral, surprise decision a few years ago to reduce the number of teaching weeks per semester from 13 to 12. A compliant University Council, whose elected members are fewer than they used to be compared with the number of those nominated by the Chancellor and Vice-Chancellor, and whose meetings are no longer open to observers, is increasingly encouraged to rubber-stamp executive decisions and policies now that the university senate no longer exists to ask questions and put forward dissenting opinions. The Senate's last attempt to do just that, to inconveniently take issue with the executive, precipitated its abolition!

When, therefore, in 2007, the structure of the BA was put up for review, and a consultative process begun, Arts staff members mostly thought, "Fine, change is needed because the current 4/3/2 subject structure for levels 1/2/3 was not ideal and left level 3s somewhat under-challenged". A major issue was how much progression there needed to be between different levels in a discipline's offerings. However, this process of discussion was then aborted and, by administrative fiat, the faculty was told to adopt a 4/4/4 scheme. Some faculty members started doing work on envisaged new courses, including capstone courses designed to round off study in a discipline in the last semester level 3. Then, as if out of nowhere, came an edict that the number of courses that any discipline could offer was to be drastically cut, and the capstone idea jettisoned. Classics was limited to just 8 semester courses, based on the calculation of the current numbers of Classics students. Considering that in 2008 Classics provided 17 (11 languages courses, 6 non-language ones), it was immediately clear that the days of offering majors in Latin and Greek were over and any student doing a level 1 or 2 language course in 2008 and hoping to continue in beyond that year would have to abandon the idea (or enrol for distance learning). "Generously", the choice of what to axe was left to the discipline but since Classics was also told that it must boost its staff/student ratio from 1 to 25 to 1 to 30 (in the halcyon 1980s, 1 to 10 was thought appropriate for a prestigious university like Adelaide), the choice was to limit language courses to just 2 and try to boost enrolments in the few non-languages that could be offered from the existing 13-item menu. Any other course of action would be suicidal.

As it is, Ron Newbold, retiring at the end of the year, will not be immediately replaced, and may never be, even with an increase in student enrolments if the threat to make the faculty teaching-only materialises, and the pursuit of ever higher staff/student ratios continues. Farewell to long established courses on subjects such as Greek archaeology and Roman history, and to Honours courses in the languages. As indicated above, most disciplines feel some pain at these dictated, somewhat arbitrary, restrictions but Classics is the worst affected. The heart of its activity will be largely removed and the task of attracting and training postgraduate and Honours students made more difficult. Being able to offer summer schools as extra subjects is hardly an attractive option for staff who want to pursue research or have a domestic life. This Discipline enters uncharted waters in 2009 with just 4 full time staff and in an administrative environment not very sympathetic to its endeavours.

### 3. Other developments and activities

#### (a) The changing environment

The Classics Department has had to cope with many kinds of change, as is clear from the above, which are partly the product of wider, societal changes, partly the university seeking to satisfy federal government policies, and to demonstrate accountability and international best practice as it strives to improve its international tertiary institution ranking. The number of students taking Latin, Ancient History and Classical Studies at school have all declined steeply from the heyday of the 1970s, when AH could attract about 500 students for the year 12 Matriculation exam and CS about 1500. Less than half that number enrol today. The schools offering AH shrunk to a handful and about 12 years ago. The AH and CS syllabuses were amalgamated into a single subject. Latin is almost dead in SA schools and, together with a general decline in primary and secondary schools of the teaching of grammar and syntax, has made the teaching of university elementary Greek and Latin more difficult. School students have a range of new subjects like Legal Studies and Computer Studies to choose from these days and, like at university, gravitate to “practical” subjects they think will ensure them a job. At this university, the introduction of generic degrees within the BA, such as Cultural Studies, Media Studies, International Studies, exemplify this trend and reduce the pool from which to attract students to Classics.

Subjects like Classics also lose in the competition to attract research funding and foreign, fee-paying students. Australian university students are among the most heavily charged in the world, with federal governments imposing increased financial burdens on students. Mature students, who often return to university to satisfy long-deferred desires to learn more about the ancient world, are consequently less common in Classics courses than they once were. On the other hand, interest in the community at large in the ancient world remains high and ABC, SBS and pay television broadcast many programmes on the ancient world. Technological advances such as computer generated imagery have meant that films can now once again be made about the ancient world without incurring extravagant costs. *Gladiator*, released in 2000, was the first Hollywood film for 36 years to be set in classical antiquity, and has been followed by several others. In addition, the internet and online learning can make the ancient world in its many aspects more accessible to billions, although this is true of all subjects.

#### (b) Accommodation and restructuring

When the Ligertwood Building was opened in 1967, the bottom 2 floors were occupied by the Law School. Classics moved from the Old Classics wing of the Mitchell Building to share the 3<sup>rd</sup> floor with Philosophy. The plan was always to add a 4<sup>th</sup> floor which meant that the roof was only a temporary one, and that meant it didn't offer much protection from the summer sun. It also meant that the Philosophy professor stripped to his underpants on occasion. Although the law library was air-conditioned, the upper floors had only fans to assuage the furnace-like temperatures prevalent during heat waves. Bar heaters warmed rooms in winter. Otherwise, the standard of accommodation wasn't too bad: adequately sized academic offices, secretarial room, tearoom, tutorial rooms and, at the end of the corridor, a large seminar room/Honours room/departmental library.

In 1988, Classics moved to the upper floor of the Mitchell Building. The Ligertwood then gained its 4<sup>th</sup> floor, and a thorough refurbishment that included air-conditioning on every floor. The Classics section of the Mitchell Building had a pleasant ambience, was conveniently close to the Classics Museum (as it was called colloquially), and to 2 teaching rooms, the Edgeloe Room and the Attic, which had once been the site of many classes delivered by Fitzherbert *et*

*al.* Academic offices varied considerably in size and were mostly unheated and uncooled, except by fan and bar heater – until Classics moved out and the space was taken over by administration and air-conditioning was installed. *Quel surprise.*

That move came in 1997 when Classics moved to the 7<sup>th</sup> floor of the Hughes Building, air-conditioned and with a conveniently central location on the campus. This move was part of a Faculty restructuring into Schools. Classics (6 staff) now formed part of the **School of European Studies and General Linguistics**, with French (5), German (5), European Studies (1) and Linguistics (2, later 4). The last 4 disciplines occupied the 8<sup>th</sup> floor, while Classics shared the 7<sup>th</sup> with Philosophy and secretarial offices, including those of the administration. David Hester was elected first head of this new academic unit and served from 1997-99. Linguistics had a professor but French has remained a professor-free zone since 1988, Classics and German since 1992. Disciplines lost their own secretaries to a central pool of 3.5, later reduced to 2 and currently just 1 (but none at all if that 1 is away, as is sometimes the case for extended periods), secretarial assistance having largely migrated to the Napier.

The size of academic offices, again, varies. Most are rather cramped. The school initially shared access to 5 teaching rooms (3 were later lost to postgraduate rooms when the students were transferred from the Napier), and Classics kept its massive slide collection in an archive room in the Mitchell Building. It was then time for that periodic exercise so beloved of the administration – restructuring (again!). The Faculty was divided into 4 Schools, each with an appointed Head. The old **GESGL** as an administrative and academic unit (spellcheckers would correct GESGL to cesspool but it really wasn't like that) was slowly dissolved (the final death knell came in 2006), and its constituents were lumped with Philosophy, Media and English to form the **School of Humanities** headed by Gerard O'Brien from Philosophy. For some years the plan has been to co-accommodate all constituent disciplines in the Napier. To that end, Philosophy and Linguistics have joined English there, pending an eventual shift by Classics, French and German, a shift often given a tentative date of 2010, but ever-receding into the future. Just to complicate things, Media have moved to fill the spaces vacated by Philosophy, Linguistics and the administration, not to mention the 3 positions lost collectively by Classics, French and German in the university's staff cull of 2002. But with the final expulsion of the Classics slide collection from the Mitchell Building, extra room was negotiated for the Classics Library.

### (c) Teaching and Assessment

In the 1970s, most boards in teaching rooms were black and required chalk. White boards and textas were beginning their advance. Some staff still wore academic gowns to classes (useful for keeping chalkdust off clothing). Questionnaires to students seeking feedback on courses were sporadic and voluntary. Handouts to students were produced by gestetners, which cyclostyled typed material or diagrams. The slide and cine projectors were the other great teaching tools, particularly important for image based courses. Some departments had decided to abolish formal written examinations as the sole or substantial means of assessing student performance, moving wholly or partly to continuous assessment, that is, counting the marks given to exercises written during the term/semester. Classics was slower than many Arts departments to move in this direction and even today the assessment of Greek and Latin is overwhelmingly exam based. Most of the Classics non-language (and non-summer school) courses have had a mixture of continuous and exam (usually counting for 40% overall) assessment, although some courses have allowed students to choose between the exam and an academic journal (and in 1 course participation in an online discussion programme). Slide tests have long been part of the assessment of art and archaeology courses. Student Evaluation of Learning and Teaching (SELTs) became frequent and mandatory exercises in



seeking student (increasingly regarded as “clients”) feedback on courses. Without good SELTs, applications for tenure or promotion were likely to fail. Such applications, like applications for study leave, have become much more rigorous and time-consuming.

Probably to the great surprise of some critics in the 1970s, the lecture continues to have an important place in teaching at Adelaide University. However, a number of technical innovations have greatly changed the way teaching is delivered, in Classics as elsewhere. The 2 great boons of the 1980s were the photocopier, which made the production of teaching material so much easier and cleaner, and the overhead projector. Lecture theatres and seminar rooms began to host projection for videotapes (later for DVDs) as well as slides and film. Such innovations gave teachers valuable additional didactic and assessment tools in both lectures and tutorials. In the 1990s, the computer and the internet offered both opportunities and challenges (e.g., curbing plagiarism) that Classics, too, has had to embrace. Combined with the facilities offered by **MyUni** – the university’s version of the intranet **Blackboard** software - new ways of assessing, presenting or preserving information (recording of lectures, using PowerPoint instead of slides or transparencies), and relating to students (e.g., by email) mean that today’s Classics lecturer or tutor is less dependent on secretarial help but more dependent on technical, computer-savvy help.

#### **(d) The Classical Association of South Australia**

This association was founded in 1908, most probably on the initiative of Prof. Darnley Naylor, who joined the university the previous year. It was founded in the days when the number of people well versed in Latin and Greek was comparatively large and the topics at meetings were often very scholarly. A mark of the centrality of Classics in society at the time is shown by the generous coverage of meetings (e.g., several-hundred-word summaries of talks) by the local newspapers, *The Advertiser* and *The Register*, until the 1930s. Although membership numbers and meeting attendance was never large (10-20 at a meeting was normal), holding a position in this evidently prestigious body was clearly valued, with Vice-Chancellor Mitchell and other professors taking the vice-presidencies (numbering 5 in 1924), and the SA Chief Justice/University Chancellor, Sir Samuel Way, patron. Later patrons included Chief Justices and University Chancellors Sir George Murray and John Bray, and (currently) former Justice Doreen Bulbeck. The president in early decades was usually the Hughes professor. However, although Trevaskis became Hughes professor in 1957, his predecessor, Fitzherbert continued as president until 1967, when Trevaskis took over. Ken Peake-Jones served as president from 1972 to 1975, Ron Corney from 1976 to 1978 and then Les Wilhelm until 1996 when he was succeeded by Ron Newbold, who was president until 2008. The six meetings a year at 8pm were on Friday evenings and continued through WWI. Meetings were suspended during WWII, and in the 1970s, to avoid competition with newly available late night shopping in the city, meetings were changed to Mondays. The number of meetings per year was reduced to 5 ca 1980 and to 4 from 1995.

The association came close to collapse in 1966 after a prolonged series of meetings at which only 4 or 5 were present. A committee was set up to see if salvage was possible. It decided that it was, provided that meetings were opened to non-members and topics were less scholarly, directed more at an intelligent lay public. Soon meetings attended by 100 or more were common and in the 1970s and 1980s could attract close to 200 (on one occasion in 1990, c. 250) when a topic dealt with material in the Matriculation CS or AH syllabi, and teachers brought their classes along to the Ligertwood (sometimes Napier) lecture theatres. By the 1990s, however, schoolteachers were less willing to do this and attendances dwindled to the point that 15-20 became a good turnout. Accordingly, a committee meeting in December 1995 devoted considerable time to discussing ideas for boosting membership and attendance. Part

of the problem was the venue for meetings, the Mitchell Building's Edgeloe Room, which had no lift access.

One of the factors that boosted attendances in the 1980s and early 1990s was joint meetings with **The Friends of the Classics Museum** when the topic was an archaeological one. One of the agenda items of the aforementioned committee meeting was a proposal to approach the Friends with a view to amalgamation. The proposal was not adopted. Amelioration came in 1997 when Classics moved to the Hughes building and began using Hughes 723 and then the nearby council room (occasionally the Hughes lecture theatre). Attendances improved to an average of 30-40. 2008 was marked by the designation of all 4 lectures as centenary lectures and the presentation of a brief potted history of the association. However, the 1st lecture, held on 31<sup>st</sup> March, 100 years and 11 days after the inaugural meeting in 1908, was *the* Centenary lecture, given by Assoc. Prof. Chris Mackie from Classics, University of Melbourne: "**Gallipoli 1915: Encounters With Antiquity**".

The association has had a longstanding association with schools in the form of prizes offered to the Year 12 student achieving the best results in Matriculation CS and AH, and presented, usually, at a meeting. Ron Garson, a long-time vice-president and servant of the association, ran a Latin reading competition for Latin school students from the 1960s to the early 1980s, for which the association provided the prize. When AH ceased to exist as a separate subject, a prize was offered to Latin matriculants instead. Unfortunately, a candidate of sufficient merit never manifested and from 2007 only the CS prize was offered.

#### **(e) The Museum of Classical Archaeology and Friends of the Classics Museum.**

The university's Classical Archaeological collection was formally opened in August 1983 after 5 years of negotiations and derives from material bought and donated since the department began. John Trevaskis did much to improve the collection but it was Frank Sear who became the museum's first curator and who established the museum in the Basten Room of the Mitchell Building, securing funds for a custodian to be paid and hence for it to be open to the public (free) 3 hours per weekday. Margaret O'Hea assumed the curatorship on Frank's departure. Funds are no longer available to pay a custodian and tours have now to be booked in advance, and paid for. The museum is now housed in the basement of the Mitchell Building, largely because a now-departed Vice-Chancellor had wanted the Basten Room as the V-C's Dining Room (it is now a meeting room). Since the Basten Room – lovely though its ambience was – had a leaking roof and recurrent insect infestations, this move was not unwelcome, and the new venue was bigger and more sympathetic to the layout of display cases. It nevertheless required 2 full days of volunteer staff and students making the move, along with the bigger items being transferred by professional staff. Frank Sear's large plaster model of Ancient Athens had been painstakingly created within the Basten Room, and needed to be carved up in order to fit through the double doors and down 2 flights of stairs.

The museum contains a fine collection of Egyptian, Etruscan, Greek and Roman artefacts, some of them on loan from the SA Museum and Art Gallery. There are particularly good examples of Cypriote, Etruscan bucchero and South Italian pottery as well as Roman glass, pottery and lamps. Also on display are casts of Classical Greek and Hellenistic sculptures. It is opened to the public as one of the campus attractions on university open days.

**The Friends of the Museum of Classical Archaeology**, which has a better-sounding acronym than the original **Friends of the Classics Museum**, was established when the museum was opened. It helps to provide funds for purchases of new artefacts and has an annual programme of talks given by (mostly visiting) archaeologists.

## SELECTED PUBLIC LECTURES (1996-2008)

### 1996

- Dr D. Michaelides (Dept Antiquities, Cyprus) *Roman Cyprus*
- Dr R. Moorey (Keeper of Antiquities, Ashmolean Museum) *Egyptians & Sumerians in 4<sup>th</sup> millennium BC*

### 1997

- Prof. S. Lieu (Macquarie University) *Manichaeism in Late Roman and Early Byzantine Empire*
- Prof. H. Kienast (Dep-Director, DAI Athens) *Monumental Architecture in Archaic Heraeum, Samos*

### 1998

- Prof. E. Barber (LA) *World's Oldest Textiles*
- Dr J. Papadopoulos (Getty Museum) *Trajan's Forum*
- Prof. S. Morris (UCLA) *Human Sacrifice in Antiquity*

### 1999

- Prof. A. Shapiro (Johns Hopkins University) *Art of Democratic Athens*
- Prof. S. Mitchell (Swansea) *Siege of Cremna*

### 2000

- Prof. J. Camp (Director, American School at Athens) *Recent Excavations at the Athenian Agora*
- Dr B. Ward-Perkins (Trinity, Oxford) *Did Civilisation End with the Roman Empire?*

### 2001

- Prof. N. Khairy (University of Jordan) *Nabataean Culture*
- Prof. G. Clarke (ANU) *A Hellenistic Palace at Jebel Khalid*
- Prof. A. Stewart (UCL Berkeley) *King, God and Hero: Alexander*

### 2002

- Prof. D. Kennedy (UWA) *Ancient Jordan from the Air*
- Dr P. Leriche (French mission, Syria) *Dura-Europus*
- Dr P. Nicholson (Cardiff) *Remote Outpost of Empire: Berenike on the Red Sea*

### 2003

- Dr C. Hope (Monash) *Ancient Kellis*
- Dr K. Eriksson *Leaping Bulls and Winged Griffins*

### 2004

- Prof. M. Waelkens (Leuven Catholic University, Belgium) *Sagalassos*
- DR A. BURNETT (DEP-DIRECTOR, BRITISH MUSEUM) *ROMAN IDENTITY IN EAST AND WEST*

### 2005

- Prof. M. Joukowski (Brown University) *Great Temple, Petra*

### 2006

- Prof. R. Beacham (Director, Visualisation Lab, King's College London) *Virtual Worlds of Roman Theatre & Painting*
- Prof. Jacques Perreault (University of Montreal) *Ras el-Bassit*

### 2007

- PROF. PETER PFALZNER (TÜBINGEN) *ROYAL TOMBS AT QATNA*
- Prof. W-D. Niemeier (Director, DAI Athens) *Most Recent Discoveries at Miletus*

## 2008

- Prof. J-P Descoedres (Geneva) *Pompeii's Last Years*
- Prof. F. Lissarague (Centre Louis Gernet) *Image and Ritual in Ancient Greece*

### (f) Galatis/Moraitis Events

A major benefactor of the Classics Department in recent years has been Nick Galatis. Not only has his generosity made it possible for the department to triple the number of prizes it offers, but he has borne the expense of a series of well-attended public lectures on aspects of Byzantium and, from 2007, ancient Greece. These occasions were also when some of the department's prizes were awarded. Paul Tuffin organised these events 1997-2002, Han Baltussen since 2003.

### Galatis Lectures

1997: Prof. W. Adler (U. North Carolina) *Historiography in Byzantium*

1998: Prof. S Lieu (Macquarie University) *Myth and Constantine the Great*

1999: Dr. A Moffat (ANU)

2000: Prof. M. Jeffrey (U Sydney)

2001: D. Hester, A. Geddes, R. Newbold, P. Tuffin. Short presentations of their work in Greek studies.

2002: Prof. J Haldon (U. Birmingham) *Food, transport and movement in Byzantium*

2003: Prof. E. Maguire (Brown University) *Dining in Byzantium*

2004: Prof. M. Mullet (Queen's U. of Belfast) *The missing Jezebel: rewriting empresses in Byzantium*

2005: Prof. E. Chrysos (U. Athens). *The European character of Byzantine Cyprus*

2007: Dr. H. Baltussen (Adelaide) *Hippocratic oaths: from Kos to Glasgow?*

### Reports by students on Constantinos Moraitis travel scholarships to Greece:

2006: S. Bucsay

2008: J. Turner.

### (g) Departmental Library

In 1969 the collection was housed in the Honours room of the Ligertwood accommodation and so was also called the Honours Library. Money was available then to buy new books. Unfortunately, anybody could walk in and help themselves or not record they had borrowed a book, and then fail to return it. Consequently, new acquisitions barely kept pace with losses. When the department moved to the Mitchell building, access was via the secretary's office and losses greatly slowed. By now legacies and gifts were the main sources of additions. Ron Corney left a huge private collection of books to the library, and Frank Dalziell, a Classics-loving psychologist, Alf French and John Trevaskis all bequeathed substantial additions. As schools phased out Latin and Classical Studies and Ancient History, unwanted texts were donated. Limited space meant some culling of duplicates and, along with donated duplicates, were sold to staff and students and the money used to buy new and up-to-date works. This work was largely done by Ron Newbold. The library is currently securely-housed in the Hughes Building in the staff tea room (now renamed **Hester Hall**) and in the adjoining former photocopier room (now renamed **Newbold Retreat**). The old card catalogue has been replaced by an electronic catalogue. Most of the reorganisation of the collection was done in 2008 by

Margaret O'Hea. The collection currently contains about 7500 volumes of books, theses and journals, the vast majority of which were published pre-1990.

# Appendices

## **Appendix A: Heads of Department/Discipline**

Since departmental/discipline heads became elected positions (elected by the academic staff), the following have held this position. The list does not include those who acted as head when the permanent head was absent.

1974-76: Alf French.

1977-79: David Hester.

1980: Ron Newbold.

1981-83: John Trevaskis.

1984-88: Robert Ussher.

1989-91: Frank Sear.

1992-2001: Anne Geddes.

2002- Margaret O'Hea.

## **Appendix B: Staff qualifications and promotions since 1975**

*Dates of arrival and of retirement/resignation are contained in Section I, Staff.*

- Ron Newbold: promoted to level C 1979.
- Frank Sear: promoted to level C 1980.
- Michael Apthorp: BA (Cape Town), MA (Cantab.).
- Joe Ahern: BA (Wesleyan), M Phil. (Yale).
- Hugh Lindsay: BA Hons (WA).
- Judith Sinclair/Maitland: BA Hons (WA), Ph D (Adel.).
- Jenny Webb: BA Hons (Melb.).
- Robert Ussher: MA (Dublin), Ph D (Belfast).
- Janet DeLaine: BA Hons (Adel.), Ph D (Adel.).
- Anne Geddes: MA (Oxon.), MA (Melb.), Ph D (Adel.). Promoted to level C 1994.
- Jacqueline Clarke: BA Hons (Newcastle), Ph D (Adel.). Promoted to level B 2002, to level C 2007.
- Melinda Armit/Jane Olsson: BA Hons (Adel.), Ph D (Adel.).
- Margaret O'Hea: BA Hons (Sydney), D. Phil (Oxon.). Promoted to level C 2000.
- Paul Tuffin: BA Hons (Birmingham), Ph D (Birmingham).
- Han Baltussen: BA (Utrecht), Ph D (Utrecht). Promoted to level B 2005, to level C 2007.
- Eoghan Moloney: BA (NUI Maynooth) MA (NUI Maynooth) D. Phil. (Cantab.)

Traditionally, universities have relied to some extent on casual, part-time academics, and postgraduate students have usually been happy to earn some extra money, gain teaching

experience and fill out their cvs by undertaking such work. Adelaide, like other Australian universities, has embarked on a policy of casualising teaching that has increased such opportunities. Further, the establishment of **Visiting Research Fellows** has encouraged (at least in Classics) scholars to (continue to) offer their services, including postgraduate supervision and Honours thesis marking. Casual tutors since 1975 include:

- Anne Geddes
- Colin Turner
- Martin Holt
- Ann Barstch
- Jeni Brown
- Terry Haywood
- Guy Olding
- Danijel Dzino
- Andrea Katsaros
- Vicki Jennings
- Silke Trzcionka
- Felicity Harley
- Lisa Reynolds
- Simon Bucsay
- Sariah Willoughby
- Barbara Sidwell

**Visiting Research Fellows include:**

- Alf French (the first in this department, in 1985)
- Albert Devine
- Paul Tuffin
- Anne Geddes
- Wendy Mayer
- Andrea Katsaros
- Vicki Jennings,
- Danijel Dzino
- Felicity Harley
- David Hester

Scholars from elsewhere who have spent some time in Classics as temporary visiting fellows include:

- Walter Trillmich
- Bill Adler
- Tom Burns

- K.O. Chong-Gossard

### **Appendix C: Postgraduate degrees 1970-2008**

From 1991 to 1996, the department offered a **Graduate Diploma in Archaeology**, taught jointly with the Archaeology Dept of Flinders University. This could be done in 1 year (FT) or over 3 years (PT). It was intended to provide preparation for students who wished to go on to postgraduate studies in archaeology but whose undergraduate career had pre-dated the introduction of specialised archaeology courses at any of the South Australian universities. The Diploma required students to take 2 undergraduate courses offered at either Flinders or Adelaide, as well as **Archaeological Theory & Methods**, and **Archaeological Field School**. The first of these was held at the National Trust's Beaumont House in eastern Adelaide, and was fortuitously timed so that staff and students could gather up the ripened olives for South Australia's earliest surviving olive groves.

The Theory & Methods course was held in the Edgeloe Room in the Mitchell Building from 5.10 pm. It was a perk of this course for Margaret to be empowered to boot out overlong senior administrators' meetings when they ran past the hour.

No **postgraduate degrees by research** seem to have been awarded in the dept earlier than 1970. Four people who did gain Classics MAs early in the 20<sup>th</sup> Century appear to have got what were essentially Honours degrees. (See Edgeloe p. 19.)

#### **MA by thesis:**

Bruce Roper 1970. *The originality of Propertius.*

Bernard Neville 1970. *The religious policy of Domitian.*

Margaret Morgan 1975. *The opposition to Sulla.*

Michael Smee 1984. *The nature of the education of the Athenian citizen in the C5th BC, and what is presupposed by the Attic dramatists.*

Dorothy Hudson 1986. *Aspects of Valerius Flaccus' Argonautica. A literary assessment.*

Giannoula Goussias 1992. *Heroes and heroic life in the Iliad and Akrita.*

Nicholas Eid 1995. *The Roman imperial cult in Alexandria during the Julio-Claudian period.*

Victoria Jennings 1995. *Reincarnation in early Greek thought.*

John Georgopolous 1996. *Observations on the phonetic structure of the Minoan Linear A script.*

Danijel Dzino 2001. *The legislation of the late Republic: some neglected evidence in the historiography of the fall of the Roman Republic.*

Sue Wallis 2008. *Understanding and dealing with evil and suffering: a fourth century AD pagan perspective.*

#### **Ph D by thesis:**

Anne Askew 1975. *The origins of behaviour in the philosophy of Plato.*

Colin Turner 1981. *The role of the Praetorian Guard in the personal security precautions of the Roman emperor, 30 B.C. - A.D. 235, and contemporary perceptions of the security problem.*

Judith Maitland 1986. *Ridicule and humiliation in Greek literature, from Homer to the fourth century B.C..*



- Melinda (Jane) Olsson 1989. *The Casa della Venere in Bikini (I 11, 6-7) at Pompeii: its decoration and finds.*
- Janet DeLaine 1992. *Design and construction of Roman imperial architecture: the baths of Caracalla.*
- Jacqueline Clarke 1998. *Imagery of colour and shining in Catullus, Propertius and Horace.*
- Paul Horrocks 1998. *The architecture of the forum of Pompeii.*
- Felicity Harley 2001. *Images of crucifixion in late antiquity.*
- Andrea Katsaros 2001. *Literary perspectives on pseudo-Xenophon's Athenaion Politeia.*
- Gail Higginbottom 2001. *Study of Neolithic and Bronze Age archaeo-astronomy in Western Scotland.* (Joint with Physics)
- Guy Olding 2002. *Anti-intellectualism in Classical Athens.*
- Silke Trzcionka 2004. *Relating to the supernatural. A case study of 4<sup>th</sup> century Syria and Palestine.*
- Matthew Williams 2004. *The relationship between sound and content in Latin poetry.*
- Geoff Adams 2005. *The nature of the villa suburbana in Latium and Campania.*
- Danijel Dzino 2005. *Illyrian policy of Rome in the late republic and early principate.*
- Barbara Sidwell 2008. *The portrayal and role of anger in the Res Gestae of Ammianus Marcellinus.*

#### **Appendix D: Level 2 and 3 term and/or semester options for Classical Studies.**

The life-spans of these courses are obtainable from the university calendars and departmental handbooks. These courses were usually rotated every second year.

\* items began as compulsory term courses when Classical Studies III was introduced in 1973. Some of the courses are recognisable as Ancient History and Classical Art and Archaeology that could also be taken by students doing Classical Studies.

\*\* items were also available as European Studies options.

#### **\*\*Ancient Philosophy**

**Afterlife and Underworld in Antiquity**

**Archaeological Field Methods**

**Archaeological Theory and Method**

**Archaeology IH**

**Byzantine Studies (later, Late Roman and Byzantine Studies)**

**Classical Mythology**

**Classical/Later Greek Art and Archaeology (later, Classical and Hellenistic Greek Archaeology)**

**\*Comparative Literature**

**Early Greek Art and Archaeology (later, Egypt, Greece and the Aegean: Bronze and Iron Age Archaeology)**

Early Roman Art and Archaeology (later, Archaeology of Rome)

Greek and Roman Drama

\*Greek and Roman Historiography

Greek History to Alexander the Great (later, Alexander the Great and the Decline of Greece)

Greek History: Archaic and Classical (later, The Glory of Athens, the Shadow of Sparta)

Later Roman Art and Archaeology (later, Archaeology of the Roman Provinces)

\*Later Roman Empire

Media and Communications: from Papyrus to Print

Narrative and Didactic Poetry

Pastoral Satire and the Novel

Poetry and the Passions

Roman Imperial History

Roman Literature

Roman Poetry

Roman Republican History

Science, Technology and Medicine in Antiquity (later, From Hippocrates to Harvey: Ancient Medicine and its Legacy)

\*\*Songs for Heroes

The Early Medieval West (later, Europe from Late Antiquity until the Early Middle Ages)

The World of Early Byzantium

The World of Late Byzantium

The Writer in Greek and Roman Society

Also offered between semesters were 2 4-week "Summer" Field School courses:

Pamphylia in Antiquity

Eastern Mediterranean Archaeological Field School

APPENDIX E

Ron Newbold  
1997

Alf French 1916-1997

Obituary for The Adelaidean

Alf French was born in Wolverhampton, England, in 1916. When he graduated in Classics from Cambridge in 1938 he needed a job. He found one, at the British School in Prague, a city recently denuded of English-speakers as they fled, fearing a German invasion. He knew no Czech, which made life difficult at times. Much happened in the 6 months he was there. He met and married his first wife, Lida. He tried to teach English to Czechs and was sacked for incompetence. <sup>Despite</sup> this unpromising start to <sup>his</sup> working life, he secured a job in the English department at the Caroline University of Prague. And he witnessed the German invasion that came in March 1939, whereupon he decided to return to England

Notwiths-  
tanding

He volunteered for the army when war came, in the hope that thereby he would exercise some control over his fate. He was sent to North Africa and managed to get himself a role as a liaison officer with Czech units. His knowledge of the Czech language was by then much improved. He received the Czechoslovak Military Medal in 1943 and the Comenius Medal in 1992.

to Australia, taught at Newington College in Sydney and got the Sydney University Classics department. He was appointed to Adelaide University in 1950, where he remained until his retirement in 1977. Alf established an international reputation in two distinct fields, Greek history and society, and modern Czech literature and history. He produced several books and articles in both areas. He was particularly interested in the ancient Greek economy, and his book, *The Growth of the Athenian Economy*, was an important contribution to our understanding of Greek society. His military experience gave him a keen appreciation of the importance of logistics in warfare and in his latter years he grappled with demographic problems. Alf returned many times to Prague and kept in touch with an extensive network of academic and artistic contacts. He translated Czech poetry into English and wrote an important book on Czech politics and society from 1938 to 1969. Three weeks before his death he completed a biography of the Czech artist, Alphonse Mucha. When death intervened, he was about to give a paper to the European History conference at Adelaide after 1968. A Visiting Fellow of the Classics department, he came in most days of the week to work on his latest project. Alf will be remembered as a supportive colleague, and a man who missed as a fine scholar and teacher, conscientious and never took himself too seriously. Many of his best stories were told against himself, such as when he was made jeep-driver in the war

during a long and productive retirement

After the war he emigrated to Australia and got some part-time work with the senior lecturer in Classics at Adelaide University in 1950. He was appointed to the Academy of the Humanities in 1977. He was interested in the ancient Greek distinct fields, Greek history and society, and modern Czech literature and history. He produced several books and articles in both areas. He was particularly interested in the ancient Greek economy, and his book, *The Growth of the Athenian Economy*, was an important contribution to our understanding of Greek society. His military experience gave him a keen appreciation of the importance of logistics in warfare and in his latter years he grappled with demographic problems.

Alf returned many times to Prague and kept in touch with an extensive network of academic and artistic contacts. He translated Czech poetry into English and wrote an important book on Czech politics and society from 1938 to 1969. Three weeks before his death he completed a biography of the Czech artist, Alphonse Mucha. When death intervened, he was about to give a paper to the European History conference at Adelaide after 1968. A Visiting Fellow of the Classics department, he came in most days of the week to work on his latest project. Alf will be remembered as a supportive colleague, and a man who missed as a fine scholar and teacher, conscientious and never took himself too seriously. Many of his best stories were told against himself, such as when he was made jeep-driver in the war

pts to get a South Australian driving licence. When telling stories he often became so convulsed with laughter that the audience could not help joining in. Popular with students, his classes were often uproarious affairs. His ability to see the funny side of almost anything made departmental meetings almost something to look forward to. Constantly outwitted by technology, one of his retirement's major triumphs was to acquire a modest competence in word processing. For this he earned the undying admiration of the Classics secretary.

stories were told against himself, such as when he was made jeep-driver in the war without knowing how to drive and his unsuccessful attempt to get a South Australian driving licence. When telling stories he often became so convulsed with laughter that the audience could not help joining in. Popular with students, his classes were often uproarious affairs. His ability to see the funny side of almost anything made departmental meetings almost something to look forward to. Constantly outwitted by technology, one of his retirement's major triumphs was to acquire a modest competence in word processing. For this he earned the undying admiration of the Classics secretary.

