**Report by the Director and Director of Studies on the JACT Greek Summer School, held at Bryanston School 28 July - 10 August 2019**
**Students:**

The 52nd Greek Summer School had 289 students. They included people educated in Australia, Belgium, Bulgaria, the Czech Republic, Dubai, France, India, Turkey, the USA and Venezuela. The majority were at school in the UK. 60 students attended or had attended maintained schools. There were 25 university students, including two from the Charles University in Prague, two from Istanbul and one each from Bologna, Delhi, Pisa and Tokyo.
Eight were teachers or trainee teachers, attending the summer school to enhance their ability to teach their own students.

**Greek classes:**

There were 70 Beginners in 10 groups, 50 Intermediates (i.e. pre-GCSE) in 7 groups, and 169 Advanced students (from immediately post-GCSE to university level) in 20 groups. No group had more than ten students, and the size of Beginners groups was once again kept small thanks to a special grant from the Cambridge Classics Faculty. The Beginners all used *Reading Greek* except the teacher group, which used Taylor’s *Greek to GCSE* since that is the textbook that the teachers are most likely to use in their schools; the Intermediates used either *Reading Greek* or the Taylor course, depending on the students’ level and previous experience. Favourite authors and texts read by Advanced groups included: of the many books of Homer that were read, *Iliad* 3 and *Odyssey* 9, 13 and 18; amongst prose authors, Plato, Lucian and Demosthenes; of the dramatists, Euripides was the most popular, especially his *Bacchae*, *Hippolytus* and *Helen*; Sophocles, Aeschylus and Aristophanes all featured too.

**Tutors:**

There were 38 tutors, including 14 from universities (Oxford, Cambridge, Cologne, Durham, Glasgow, Manchester, Reading, Swansea, and Warwick), and three teaching at the summer school for the first time. One tutorship was again generously supported by Trinity College, Cambridge. Heather Sanger in her tenth year as our matron was as always supportive and reassuring to students and tutors alike. Will Cross, Patrick Johnson and Matilda Schwefel were superbly efficient and energetic Director’s Assistants.

**Beyond the classes:**

Visiting lecturers were William Allen on the Homeric hero, Jenny Bryan on why philosophers should read Homer, David Raeburn on the tragic poet’s task, Laura Swift on the newest Sappho and Katherine Clarke on the lively landscape of Herodotus. The home team was represented by Henry Cullen on Greek inscriptions, Alastair Harden on Dionysus, John Taylor on Aristophanes’ *Frogs* and Julian Spencer on Euripides’ *Bacchae*. The early-afternoon seminar programme continues to expand in attendance and in the range of topics on offer: Linear B, scansion, accentuation, prose composition, verse composition, the verb ἵημι, papyrology, the ancient schoolroom, similes, Herodotus and Persia, Hero and Leander, the Greek novel, New Testament Greek and Modern Greek. Katharine Radice visited to talk about teaching Greek and David Raeburn to give his presentation on the sound of Greek, and there was an English reading of *Bacchae*.

There was as usual lively competition among 34 teams in the Greek and general knowledge quiz, masterminded and compered by Tom Ford and Emma Woolerton. Eleanor Dickey and Philomen Probert led a walk to the Iron Age and Roman site of Hod Hill. A fine and varied concert was arranged, rehearsed and conducted by Rosalind Aczel and Keith Maclennan. Aristophanes’ *Frogs* was stylishly produced by Rowena Hewes and Adrienne Gould, with a highly talented cast. The Greek play on the final evening (driven indoors by the weather) was Euripides’ *Bacchae*, produced in a stunningly powerful way by Stuart Macaulay and Alastair Harden. Clare Sharp and her large team of helpers headed by Anne Bowers and Cathy Hudspith produced superb costumes and ingenious props for both plays.

**Students’ feedback:**

204 students (71%) returned questionnaires; this response rate was a record by a considerable margin, and the switch from paper to an online form can take the credit. Almost all students felt that they had made as much or indeed more progress with their Greek than they had expected. It was a typically industrious cohort: the vast majority of students devoted at least three hours per day to independent study, with many spending four or five hours on their Greek outside of the tutor sessions. The overwhelming majority said that they had found the academic pace challenging but rewarding, the teaching clear and the atmosphere supportive. Almost all respondents had attended many of the lectures and seminars on offer, and many had also found time to participate in the musical, dramatic or sporting activities. As in previous years, there were many comments praising individual tutors and the course as a whole.

**Our thanks:**

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The Summer School is as always grateful to Bryanston School, whose staff do everything they can to be helpful, and of whose superb facilities we have free run. The Summer School also relies on the commitment and dedication of many individuals throughout the year. We owe a particularly large debt to Cathy Bothwell, the Course Secretary, who from autumn onwards arranges almost every aspect of the Summer School, from initial publicity through the applications process and living arrangements at Bryanston to the coaches that transport people away at the end.

John Taylor, Director
Henry Cullen, Director of Studies