**JACT Greek Summer School 2022: Directors’ report**

The 54th JACT Greek Summer School took place at Bryanston School in Dorset between July 31st and August 13th 2022. It was attended by 291 students, 182 of whom were female and 109 male; 13 were teachers, who were developing their knowledge of Greek in order to teach it in their schools, in some cases by introducing the subject to the curriculum for the first time. 78 students were attending or had attended maintained schools in the UK, and 19 were already at University; 31 had attended the Greek summer school in a previous year. These students were taught in 38 groups by tutors employed in schools and universities across the UK or retired from such posts, and were further supported by a matron and three directors’ assistants.

There were 90 Beginners in 12 tutor groups, 46 Intermediates (i.e. pre-GCSE) in 6 groups, and 143 Advanced students (from immediately post-GCSE to university level) in 17 groups. The proportion of Beginner students, 32%, was the highest it has been for many years. No group had more than 10 students, and the size of Beginner groups was again kept small thanks to a special grant from the Cambridge Classics Faculty. Beginners all used Reading Greek. Intermediates used either Reading Greek or the Taylor course, depending on the students’ level and previous experience. Advanced groups all read three texts: some Homer, some prose, and some drama. For the Homer, there was a very even split between those reading books of the Iliad and those reading books of the Odyssey; Iliad 6 and Odyssey 21 proved particularly popular this year. Of the prose authors, Plato and Xenophon were in highest demand; in all, 14 different prose texts were read across the 17 groups. Of the dramatists, Euripides was read by 10 groups, in particular *Hippolytus* (which was the Greek Play performed at the end of the course); most other groups read Sophocles.

There were 3 additional tutor groups for the week-long teacher courses at Beginner, Intermediate, and GCSE levels. The Beginner and Intermediate teacher groups used Taylor’s Greek to GCSE since that is the textbook that the teachers are most likely to use in their schools. The GCSE-level group revised the key GCSE constructions, discussed the teaching of these and other language topics, and read the two most widely-chosen GCSE set text options (Homer and Herodotus).

In addition to the 32 hours of formal lesson time, afternoon grammar clinics were scheduled in order to provide additional 1-on-1 support and allow students to ask further questions about specific areas of language. Students were also encouraged to take advantage of the video explainers that are freely and permanently available on the Summer School website: https://www.greeksummerschool.org/resources/. These cover a range of language topics from beginner to more advanced levels; other videos offer analysis of passages of texts or mini-lectures on a selection of cultural and historical topics. Please do have a look, if you are reading this report!

For the first time since 2019, we were able to include external speakers among those delivering the evening lectures, and we were joined during the fortnight by Andrew Meadows (portraiture and Greek coinage), Andrew Bayliss (the Spartans), Emma Nicholson (Polybius), Barbara Goff (Femi Osofisan and Greek tragedy), Philomen Probert (Greek alphabets) and Judith Mossman (*Hippolytus*). Other lectures were delivered by tutors: John Taylor (on the New Testament and the Greek world, at very short notice), Il-Kweon Sir (lyric poetry) and Christopher Burden-Strevens (the art of rhetoric). There was also a busy programme of afternoon seminars from the tutors, with topics ranging from scansion, accents and prose composition, to Greek temples, Alexandria and Pergamum, and classics and creative writing. One seminar, on modern Greek, was dedicated to Elizabeth Warren, for many years the Course Secretary, who died last year.

The hours of formal tuition were supplemented not only by committed further study and the programme of lectures and seminars, but by a wide range of extra-curricular activity, made possible by the wonderful facilities at Bryanston School. There were tennis and squash tournaments, and the 2021 innovation of rounders matches after the evening lectures was continued, played in the gloaming and this year under a waxing moon. The series concluded with a tightly-fought meeting between the student victors and the tutors, which ended in a very narrow tutor victory. Music flourished, with a course orchestra and a course choir, as well as a chamber choir. These groups performed, alongside talented soloists and small ensembles, in the concert on the second Thursday, which concluded, in this Jubilee year, with a combined performance of Handel’s *Zadok the Priest*. On the middle Sunday there was a production in English of Aristophanes’ *Assemblywomen*: an imaginative and vigorous staging offered a compellingly coherent reading of the play which was also, thanks to some inspired performances, hilariously funny. On the final evening we sat in the Greek theatre – the first time since 2017 that the weather had permitted us an outdoor performance – to watch Euripides’ *Hippolytus*. The play shone with moving solo performances and a simple and wonderfully effective chorus; we sat and watched and listened as the light faded and the mortal drama played out under the divine gaze of Aphrodite and Artemis, seated on stage in this production throughout the play.

The online questionnaire, which was circulated at the end of the course, had a response rate of 62% (172 students). Almost all (94%) felt that they had made as much (31%) or indeed more (63%) progress with their Greek than they had expected prior to arrival. It was a typically industrious summer school cohort: the great majority of students had devoted at least 3 hours per day to independent study outside of lesson time; some 35% of respondents had spent 4 or more hours on their Greek outside of the tutor sessions. There was much appreciation for the academic pace (challenging but rewarding) and the teaching (clear and supportive). Almost all respondents had also attended many of the evening lectures and afternoon seminars, and/or participated in the musical, dramatic or sporting activities on offer. As in previous years, many students described the transformative effect the summer school had had upon their confidence levels in the subject, and the sense of satisfaction that this had fostered.

The Summer School continues to benefit from the generosity of a number of institutional and individual benefactors, which, among other ends, enables us to offer bursaries to all students whose circumstances would otherwise prevent them from attending the summer school. 62 bursaries, totalling £34185, were provided in 2022. We are grateful for a donation in memory of Neil Hopkinson, and to the Cambridge Classics Faculty, the Oxford Faculty Board of Classics, the Craven Committee (Oxford), the Jowett Copyright Trust, the Classical Association, the JACT Greek Project, Trinity College Cambridge, the Society for the Promotion of Hellenic Studies, the Gilbert Murray/Cromer Trust, and Classics for All for their ongoing support of the Greek Summer School.

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