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**Scholarship and the High School Student of Horace: a Ph.D.'s Perspective**

One learns different ways of approaching texts from different generations' critical methods. My students read criticism on each poem on the AP Horace syllabus. They come to class feeling privileged to have access to scholarly debate and eager to engage in that debate themselves. Many of the pieces I tracked down are now found in W. Anderson, *Why Horace* (Bolchazy-Carducci 1999).

An example of how we used critical studies is offered by 1.23, the Chloe ode. My students read Ronnie Ancona's article (*Helios* 16 [1989] 49-57) with Ernst Fredricksmeier's rejoinder (*CJ* 89 [1994] 251-59). Ancona interprets the ode as a representation of the objectifying, male desire of the poet-lover. Fredricksmeier argues that the poem is a playful wooing poem lacking in sinister connotations. My students appreciated these starkly different readings of the same poem as they engaged Ancona in person over her own interpretation. They learned how to argue for a reading, how to marshal and evaluate evidence, and how to confront presuppositions.

Approaches that one may loosely lump together as "critical theory" tend to exert little influence on AP questions, which call chiefly for translation and close reading. Movements like New Criticism provide more useful models to high school AP students. Steele Commager on the Cleopatra ode (*Phoenix* 12 [1958] 47-58) exemplifies how one can pull out levels of connotation and pinpoint tensions in a poem's structure.

My own scholarly work has helped me benefit my high school students as I have passed on research techniques and methods of expository and argumentative writing. Researching and publishing on ancient philosophy has helped me help students think. While publishing on paleographical topics, I have been able to introduce students to fascinating realia, including pages from a ninth-century codex of Apicius' cookbook. Italian learned for graduate school and Modern Greek acquired later helped me lead student trips to Italy and Greece and find many sites to photograph to accompany *Ecce Romani*. I am now collaborating with Ronnie Ancona on a workbook for Horace. This is giving me practice writing test questions and anticipating students' difficulties.

Scholarly work helps one develop contacts. Local university faculty are very willing to contribute to high school classrooms, and curators of manuscripts were glad to show their treasures to my students. Participation on the defense committee of a doctoral dissertation this fall has broadened the perspective from which I seek now as a high school administrator to guide faculty as they guide student research and writing.