



TOEBI Newsletter

TEACHERS OF OLD ENGLISH IN BRITAIN AND
IRELAND

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TOEBI Conference 2003

The annual conference for 2003 will be held on Saturday 1 November at Royal Holloway, University of London, from 10 am to 5 pm. The theme will be 'Metamorphoses: Teaching Old English in Multicultural Contexts'. The cost for the day, including coffee, lunch and tea, is £15.00 (£10.00 unwaged). If you wish to attend and have not already returned your registration form, please contact the organiser, Jennifer Neville as soon as possible, e-mail: j.neville@rhul.ac.uk

ISSN for TOEBI Newsletter (again!)

The assignment of an ISSN number to the *Newsletter* which was announced in the Spring issue turned out to be somewhat of a false - or perhaps a faltering - start. No sooner had our issues been despatched to members and all the copyright libraries than the British Library phoned to point out that there was a typing error in the number. Thankfully the mistake was not the fault of the editor, but originated at the Irish ISSN centre. For the record, the *correct* ISSN is displayed on the masthead of this issue.

Changing Faces

Matthew Woodcock has moved to a one-year post at Birkbeck College, London, having spent 2002-3 replacing Margaret Connolly at University College Cork.

Please send information about recent appointments or retirements in your department to the Editor. And encourage your new colleagues to become members of TOEBI! Application forms can be downloaded from the TOEBI website.

Old English in the News

For those of you who enjoyed Katie Lowe's witty piece 'Melvyn, me and Old English: *The Adventure of English*' in the Spring issue of the *Newsletter*, here's a report from Elaine Treharne on a recent valiant attempt to promote our subject in the media.

Teaching Old English - to Eddie Izzard

An e-mail from out of the blue arrived in my in-box in January from a television company in London, asking general questions about the nature of Old English: what evidence survives for its reconstruction, what it might have sounded like, and where it came from. The company, Outline Productions, explained they were making a series on the origins of the English, and the influences on the history of English since its earliest days. It transpired that they wanted to film me teaching the comedian Eddie Izzard (of whom I'm a great fan, though half my colleagues insisted they'd never heard of him), how to speak Old English.

The remit was to spend one morning in London filming with Eddie, who would learn how to speak very basic Old English, before flying to Friesland to negotiate buying a cow from a Frisian farmer. At this point, my heart sank. I did manage to convince the production team that sending Eddie out onto the street in Newcastle to speak Old English probably wasn't the brightest idea, but trying to talk them out of their Frisian plot got me nowhere. I'll be very interested to see how that turned out when the programme is shown in the summer.

Teaching Old English to anyone in under three hours is a bit of a challenge. I whizzed through the basics: case, number, gender, word order, different vocabulary much of which is defunct, and so on. Eddie Izzard is linguistically very proficient: he does many of his gigs in the language of the country he's touring (in France, recently, he did his gig in French, based on his 'O' Level, I think, and what he'd managed to acquire in preparation). He was genuinely interested - or did a good

job of pretending he was - in Old English and its operation, and was 'speaking' Old English by the end of the morning, albeit based around one sentence 'Do you have a cow that makes good milk?' (Yes, all right, I know ...) It was very good fun, though I'm nervous about how it will come across post-editing. It struck me that however naff it might seem in the programme itself, it is better to work with the media on programmes like this, than to refuse because it might seem to be a 'dumming-down' of our subject. I did manage to get my Mitchell and Robinson scrawled all over by the star of the show, so now it's clearly worth millions. Moreover, I learned never again to use *The Dream of the Rood* as an example of a text with familiar vocabulary (*leoht, beame*, and so on), because even when it's translated, it makes little sense to a novice. Apparently, they've retained that part of the filming, so it strikes me that the biggest risk involved in this kind of work is simply ending up talking twaddle and looking a bit of an idiot: nothing new there, then.

Professor Elaine Treharne
University of Leicester

In Memoriam

Pamela Olive Elizabeth Gradon (1915-2002)

On 10 May 2003 I attended the memorial service for Pamela Gradon in St. Hugh's College, Oxford. Pamela taught in Bedford College, London, and St. Hugh's for the best part of forty years. She was Editorial Secretary of the Early English Text Society for a number of years. In Old English circles she was best known for her edition of *Elene*, still available through Exeter University Press. Although Pamela subsequently published largely in Middle English, her teaching always included Old English and there was a moving address about her work in this area by Mrs Iris Rogers. She spoke of how Pamela evoked the world of the Anglo-Saxons through her reading of the literature, whether it was Alfredian prose, Ælfric, or *The Battle of Maldon*. Her attention to detail, her deep understanding of the language and content of Old English literature, her evident love of it, made a lasting impression that still remains more than twenty years after her retirement. Professor Anne Hudson also spoke movingly of Pamela's deep intellectual curiosity, her intrepid travels and practical approach to life. She was an inspiration to many and it was a privilege to

know her. I shall think of her particularly when examining *Elene* in the Vercelli Book in September.

Professor Peter J. Lucas
University College Dublin

Talking Tolkien?

It is always an interesting parlour game to test the immediate reactions of medievalists when you mention the name 'J. R. R. Tolkien'. Responses usually vary from enthusiasm to undisguised indignation. Yet it is undoubtedly true that Tolkien's contribution to medieval literature and language was substantial, but moreover his high public profile could perhaps be turned to the benefit of our discipline.

Let us begin with the facts. As Tom Shippey (2000) notes *The Hobbit* and *The Lord of the Rings* are regularly voted the most popular novels of the twentieth-century. Their readership, and the enthusiasm they have generated, is widespread. Moreover the recent films by Peter Jackson (the trilogy is to be completed in December 2003) has increased this interest exponentially. If we then couple this with Tolkien's 'reuse' of medieval themes and images in his books (see Shippey, 1992) then perhaps we should be considering his works more seriously as a means to promote the study of Old English. Numerous examples abound to illustrate this. Bilbo's encounters with Smaug stem directly from *Beowulf* (plus some Old Norse material); the approach to Edoras by the Fellowship of the Ring mirrors Beowulf's arrival at Heorot; the death of Theoden reflects Byrhtnoth's demise at Maldon; Legolas quotes from *The Ruin*, and which Old English scholar cannot claim to have felt a sense of pride when watching Jackson's *The Two Towers* we see Bernhard Hill's Theoden reciting a classic Old English 'ubi sunt' passage. Furthermore if we couple this with Tolkien's dabbling in Old English in such gems as *The Notion Papers* (C. Tolkien, 1992) and *The Homecoming of Beorhtnoth Beorhthelm's Son* (1953) it strikes me as peculiar that more is not made of his fiction in teaching Anglo-Saxon.

Let me put this another way. TOEBI was founded for the single purpose of trying to bring together teachers of Old English to discuss how to promote (and in some cases save) Anglo-Saxon studies. Throughout the 13 years I have been attending TOEBI AGMs we have often discussed why this might be so, and one recurring problem we find with the students is their familiarity (and thus

engagement) with the period. Yet on the other hand we are presented with a set of films which all of them will have seen, and a set of books which most of them will have read - these can be used, in my opinion, to act as a gateway to medieval literature - or perhaps warrant studying in themselves. In short I am proposing three things. First, teachers could consider using excerpts from Tolkien's fiction to link to some of the texts we wish to teach (this is no different to asking them to read Auden's *The Wanderer* or Pound's version of *The Seafarer*). At its most basic this could be just a simple aside in class along the lines of 'this piece of [whatever Old English poem you are teaching] was of course used by Tolkien in his *Lord of the Rings* when...' and so on. Second, there is a case for looking at courses which concentrate specifically on Tolkien and medievalism (see below). Third, and this is something for another forum, is it not time that Tolkien was added to the pantheon of Joyce, Woolf, Faulkner, etc., as a major novelist of the twentieth-century? I'll leave that one hanging.

To try to substantiate my second point my colleague Elizabeth Solopova and I canvassed views on ANSAX-L and CHAUCERNET to see who was either a) using Tolkien's fiction to support their teaching of medieval literature; or b) teaching courses directly on Tolkien but with an emphasis on his work as a medievalist. The responses were interesting. We lost count of the number of people who said that they regularly use asides to *The Lord of the Rings* when teaching Old English (it just seemed natural to them). Moreover where we expected to get one or two courses on 'Tolkienism', we came across a list of over 20 courses (details below). Why might this be so? Well an illustrative response was from Kathryn Lynch (Wellesley College US, Massachusetts) who offers a course on Tolkien and medieval literature. She noted: 'Among the benefits of teaching Tolkien in a medieval course is the instant popularity of the course' (personal e-mail correspondence). She commented that many of her students started out as Tolkien fans, so it was hardly even necessary to talk about what he specifically took from texts like *Beowulf*. The course concentrated on the study of medieval texts and their background, and one of the final exam questions asked students to look at a medieval and a modern text together.

Two things emerge as key points of interest when looking at the list below. First, with the exception of Matthew Woodcock all the courses are outside of the British Isles. Is

this a reflection of the differences in teaching practices? Or is this simply a demonstration again of the British failing to recognise a good thing when we see one? Second, the courses presented range far and wide in their topics but in general have one thing in common - they see Tolkien as both a medievalist and writer of prose in equal terms and attempt to link the two. It is quite clear therefore that my third suggestion, i.e. the study of Tolkien as a writer in himself is emerging as an accepted topic in the US.

Finally we should note that at this year's Kalamazoo, five sessions were run on medieval literature and Tolkien, and this is set to be expanded for next year's conference. Can we afford to ignore this trend? Are we as Anglo-Saxonists in such a safe and luxurious position that we can do without the popularity of Tolkien? I appreciate that there are possible issues of being seen as dumbing down the subject, or the fiction (and the desire by the students to talk about it) overwhelming the teaching of the Old English but surely we could handle this effectively?

I'd be interested in hearing from anyone else who is using or has used Tolkien's work as a bridge between popular culture and medieval literature and continuing this discussion with colleagues at the TOEBI AGM.

Stuart Lee
University of Oxford

Shippey, T. A. J. R. R. *Tolkien : Author of the Century* (London, 2000)

Shippey, T. A. *The Road to Middle-earth* (London, 1992). This is a revised edition of the original 1982 work.

Tolkien, C. (ed.) *Sauron defeated : The End of the Third Age ; The Notion Club papers, and, The Drowning of Anadûnê* (London, 1992). Part of Christopher Tolkien's lengthy study of the writings of his father, but Anglo-Saxonists should look at *The Notion Papers* which shows J. R. R. Tolkien dabbling with ideas of linking his mythology with Old English.

Tolkien, J. R. R. T. 'The Homecoming of Beorhtnoth Beorhthelm's Son', *Essays & Studies*, new series, v. 6, (1953), pp. 1-18. This epilogue to *The Battle of Maldon* now also appears in numerous Tolkien anthologies.

Sample Courses

Martin Foys, Hood College (US) - freshman/sophomore writing class called 'Medieval Texts/Modern Expressions'.

Gerry Richman, Suffolk University (US) - will be teaching a course on *Beowulf*, J. R. R. Tolkien, and Seamus Heaney (trial run available at <http://www.cas.suffolk.edu/english/richman/Beowulf>)

Sarah Larratt Keefer, Trent University (Ca) - teaching 'The Anglo-Saxon World of JRRR' as an advanced fourth year OE course (http://www.trentu.ca/english/en431/en431_2001fwp.html)

Alexander M. Bruce, Florida Southern College (US) - will be teaching a course entitled 'The Literatures of J. R. R. Tolkien'.

Jonathan Evans, University of Georgia (US) - teaches 'Topics Medieval Literature: Tolkien and the Inklings - Medievalists and Medievalism' (<http://chold5.english.uga.edu/dept/FMPPro?-DB=courses.fp5&-lay=web&-Format=course2.htm&coursekey=51-956200305&-Find>)

Chris Vaccaro, University of Vermont (US) - teaches 'Tolkien's Cosmos' in which he includes *Beowulf*, *Christ II*, *The Dream of the Rood*, *The Kalevala*, and the *Prose Edda*.

Leslie Donovan, University of New Mexico (US) - teaches a course called 'J.R.R. Tolkien: Writings, Myths and Sources' (brings in *Beowulf*, *Sir Gawain*, selections from Malory, and the *Prose Edda*).

James McNelis, Wilmington College (US) - teaches Tolkien as the primary topic of a lower-division non-major course.

Ted Sherman, Middle Tennessee State University - regularly directs his *Beowulf* students to read Tolkien's *The Lord of the Rings*, and teaches courses 'built around Tolkien'.

Felicia Steele, College of New Jersey (US) - teaches Tolkien and Lewis (<http://steele.intrasun.tcnj.edu/summer2003/engl428>)

Matthew Woodcock, University College Cork (Ireland) - taught short tutorials on Tolkien's fiction at Oxford, now uses Tolkien "as a way of getting students 'into' some of the key ideas that inform a great deal of my teaching".

Jane Chance, Rice University (US) - teaches courses on Tolkien that link directly to Old English/Middle English (<http://www.ruf.rice.edu/~jchance/>)

John Walter, Saint Louis University (US) - teaches 'J.R.R. Tolkien: *The Lord of the Rings* and its Literary Context' directing students to *Beowulf* etc (<http://pages.slu.edu/student/walterj/courses/eng316.html>)

Stephanie Hollis, University of Auckland (NZ) - teaches 'Tolkien and his Worlds' as part of a medieval course (<http://www.arts.auckland.ac.nz/eng/eng256.htm>)

Steven Walker, Brigham Young University (US) - teaches Tolkien as part of general literary class.

Edward James, Rutgers University and University of Reading (US/GB) - taught medievalism and Tolkien at Rutgers.

Kathleen Kelly, Northeastern University (US) - teaches a general class on Tolkien and C.S.Lewis. (<http://www.dac.neu.edu/english/kakelly/courses/tolkienlewis.html>)

Fred Hoyt, University of Texas (US) - teaches 'Tolkien and the languages of Middle-earth' (giving students an introduction to linguistics and Old and Middle English) (<http://www.utexas.edu/features/archive/2002/tolkien.html>)

Michael Drout, Wheaton College (US) - teaches general Tolkien courses and Old English courses. (<http://www.wheatonma.edu/Faculty/MichaelDrout.html>)

Kathryn Lynch, Wellesley College (US) - just finished teaching for the first time a course called 'Monsters, Villains, & Wives' on English and French medieval literature, includes reading Tolkien's scholarly essays

and research on medieval sources of *The Hobbit*.

Bonnie Wheeler, Southern Methodist University (US), Dennis Kratz, University of Texas at Dallas (US), Stephen Maddux, University of Dallas (US) - will offer in Fall 2003 a course 'J.R.R. Tolkien: Middle-earth, Middle Ages' (Hum5357) sponsored by the Dallas Medieval Consortium.

Miriam Youngerman Miller, University of New Orleans (US) - taught a course on Tolkien and medieval literature several years ago.

John McLaughlin, East Stroudsburg University (US) - taught courses on Tolkien and medieval literature (now retired).

Not quite getting it right: assorted extracts from student examination scripts

I think the Wanderer and the Seafarer are in the same boat.

Bede's poetry is some of the earliest prose work we have.

Scholars have found Anglican influence in this [Old English] poem.

When English prose began is a hairy old chestnut.

I wish next to consider antiaquarian themes in the sagas.

...before the industrial age, in which Marx said men became clogs in a machine.

The Old English word *rice* is now a small grain that is eaten.

Anglo-Saxon literature was written in the manuscript age, before the invention of the printer.

Beowulf and the dragoon.

This approach to criticism does not pass mustard.

The coming of the Angles, Saxon and Dudes.

With thanks to Hugh Magennis, Queen's University, Belfast.

Forthcoming Conferences 2003/4

'Discovering the Other': 800-1600

University of Leicester

2-4 July 2004

This conference aims to bring together scholars from the medieval and early modern fields in order to engage in the exchange of ideas and lively debate on the theme of 'otherness', with specific reference to travel writing, although in the interests of inclusiveness this should be regarded as a guideline that can be interpreted loosely. It is envisaged that topics such as cultural encounters and cultural clashes, gender and racial 'otherness' and issues of identity, as well as harmonious encounters with different races and faiths, will be the subject of papers.

Confirmed speakers include: Professor Mary Baine Campbell and Professor Jeffrey Jerome Cohen (plenary lectures), and Dr Suzanne Akbari, Dr Catherine Clarke, Dr Elizabeth Herbert-McAvoy, Dr Alfred Hiatt, Dr Claire Jowitt, Dr Christina Lee, Professor Hugh Magennis, Dr Melanie Ord, Dr Kathryn Powell, Dr Philippa Semper, Dr Joanna Story, Dr Louise Sylvester, Professor Elaine Treharne, and Professor Scott Westrem.

Contact:

Jasmine Kilburn

✉ e-mail: jalk1@le.ac.uk

'Clash of Cultures': International Medieval Congress, University of Leeds

12-15 July 2004

Contact:

Axel. E. Muller or Claire Clarke,
International Medieval Institute,
Parkinson Building 1.03,
University of Leeds,
Leeds. LS2 9JT.

✉ e-mail: imc@leeds.ac.uk

<http://www.leeds.ac.uk/imi/imc/imc.htm>

7th Cardiff Conference on the Theory and Practice of Translation in the Middle Ages

22-26 July 2004

Hosted by the Université de la Sorbonne Nouvelle, Paris.

Contact:

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Recent Books

Vital Signs: English in Medieval Studies in Twenty-First Century Higher Education
edited by Elaine Treharne

Issues in English 2

The English Association, 2002 36 pp.

0 900232 20 X £5.00

This publication, which will be of particular interest and relevance to TOEBI members, contains an introduction by Elaine Treharne, followed by three essays on Old and Middle English and the current state-of-play. The essays are 'Medieval Studies and the Future of English', by Wendy Scase; 'Medieval Studies at the Beginning of the New Millennium' by Richard K. Emmerson; and 'The Portfolio for Medieval Studies', by Robert Bjork. Whilst the writers recognise the difficulties faced by medievalists, they also commend to the profession the many reasons to be positive about the longevity of the field within tertiary education.

Available from the English Association,
[www.http://www.le.ac.uk/engassoc](http://www.le.ac.uk/engassoc)

Pride and Prodigies: Studies in the Monsters of the Beowulf Manuscript

Andy Orchard

University of Toronto Press, 2003 360pp.

paperback 0 8020 8583 0 £20.00

In this series of detailed studies, Andy Orchard demonstrates the changing range of Anglo-Saxon attitudes towards the monstrous by reconsidering the monsters of *Beowulf* against the background of early medieval and patristic teratology and with reference to specific Anglo-Saxon texts. The immediate manuscript context of the monsters in *Beowulf* is analysed, shedding light on the poet's treatment of the theme of the monstrous and its integration into his work, and a series of parallel discussions consider a range of medieval treatments of the same theme in a variety of analogous texts in Latin, Old English, Middle Irish, and Old Icelandic. An appendix contains new editions and translations of the *Liber Monstrorum*, *The Letter of Alexander to Aristotle*, and *The Wonders of the East*.

Unlocking the Wordhord: Anglo-Saxon Studies in Memory of Edward B. Irving, Jr.
edited by Mark C Amodio and Katherine O'Brien O'Keeffe

University of Toronto Press 2003 388pp.

hardback 0 8020 4822 6 £48.00

This collection of essays, gathered to honour the memory of the noted Anglo-Saxonist Edward B. Irving, Jr., brings together an international group of leading scholars who take the measure of Anglo-Saxon literary, textual, and lexical studies in the present moment. Ranging from philological and structural studies to ones that explicitly engage a variety of contemporary theoretical issues, they reflect the rich diversity of approaches to be found among Anglo-Saxonists. Subjects addressed include comparative work on Old English and Latin, and on Old English, ancient Greek, and South Slavic, notions of authorship and textual integrity, techniques of editing, heroic poetry, religious verse, lexicography, oral tradition, and material textuality.

Book Reviews

If you have a book at press or which has recently appeared, please ask your publisher to send a review copy to TOEBI. If you would be interested in reviewing for the TOEBI newsletter please let the Editor know.

Writing Gender and Genre: Approaches to Old and Middle English Texts
Essays and Studies 2002

edited by Elaine M. Treharne

D.S. Brewer, 2002 142 pp.

hardback 0 85991 760 6 £30.00

Treharne and Walker's introduction sketches the way in which 'Gender Studies' has expanded from a more politically correct term for 'Women's Studies' to encompass 'a variety of masculinities and feminisms, the "straight", the "queer", the bi-, trans- and a-sexual, the ancient, the medieval, the early, late, and post-modern' (p. 1). The only way to cover such an enormous subject-area in relation to both Old and Middle English literature in the space of 142 pages is by careful selection, or 'summary sample' as they put it (p. 2). In practice, this becomes two essays on Old English literature and four on Middle English. Hugh Magennis writes on *Judith*; Mary Swan on the legend of St Veronica in Anglo-Saxon England; David

Salter on women in Middle English romances, and three essays on the *Canterbury Tales* conclude the volume. Elaine Treharne discusses the Wife of Bath and gendered language; Greg Walker looks at masculinity and Absolon in the *Miller's Tale* and Anne Marie D'Arcy studies the Prioress's Prologue and Tale in the context of Marian and penitential literature. Notwithstanding the careful extension of the term 'gender studies' in the introduction, all essays but one take women as their subject. Indeed, Mary Swan's essay on the legend of Veronica, meticulous and fascinating in itself, seems to class itself as a study in gender and genre largely because Veronica happens to be female.

The ubiquity of gendered and generic approaches to most of the highlighted texts has led some essays to read in parts like a literature review: this is the case with Magennis on *Judith*, D'Arcy on the Prioress, and the earlier sections of Walker on Absolon, although Walker enters less trodden (and noticeably less footnoted) ground when he goes on to place Absolon within the framework of the literature of popular religious culture. Salter begins with an old chestnut in an opening section entitled 'Romance: A Feminine Genre?', but moves beyond the expected discussion of calumniated queens to look at the accidentally adulterous Olympias in *Kyng Alisaunder*.

Revisiting familiar ground, as much of this volume does, can be a good thing. Where the collection may lack somewhat in novelty, it makes up in clarity and consequent usefulness to students, which is more than can be said for a great deal of critical literature in the minefield of gender/genre criticism. As such it deserves a place on both library bookshelves and lists of suggested reading.

Rhiannon Purdie
University of St Andrews

Englisc: Old English for Beginners

David Parry

Edgeways Books, Brynmill Press 2003 162pp.
paperback 0907839738 £6.00 (\$9.60).

Parry's aim in this book is to provide an elementary course in Old English for students coming to the subject with little prior knowledge of either Old English literature or modern English grammar. He aims to have students, by the end of this short book, able to read extracts from prose and poetry in the original and to be enthusiastic to continue their study. He prints some 185 lines of prose and

330 lines of poetry from texts such as *Phoenix*, *Maldon*, *Husband's Message* and *Genesis B*. It certainly seems likely that those who work conscientiously through the book will be able by the end to read the extracts given.

This book has some excellent qualities. Above all, Parry's enthusiasm for Old English literature, coupled with his clear belief that it is easy to learn, is always evident. Throughout, the book proceeds from the known to the unknown. For example, some of the early exercises use modern English to lead the student into Old English grammar. In §24 students are asked to give various inflexional endings of *cyning*, but only after stating what the case and number would be of modern English words had these sentences been in Old English. (Example: 'Jane's cat was asleep on the top of the wardrobe. The officers' mess is located underneath the canteen'). Some of the later revision exercises are useful and the final chapter (entitled 'Can These Bones Live?') poses some thought-provoking questions.

The style of the book could be described as 'chatty'. That is, the reader is addressed directly, in a colloquial style, with extensive use of dashes and italics. For example: "Ugh, now he's going on about grammar. I don't know any grammar." - Is that you speaking? Well, the answer is "Yes he is and yes you do." Let's see if I can convince you ... True, I *shall* be using some grammatical terms in later chapters of this book - for in the long run, they *are* useful' (pp. 12-13). Such a style may well appeal to many students; but might others consider it a shade patronising?

The present reviewer has a few more important caveats. It seems less than helpful to students to hide essential pieces of grammar and phonology (for example present tense contracted verb endings and i-mutation vowel changes) in a chapter on sound changes, a chapter that readers are told they might want to read only 'out of curiosity' (p. 107). Again, why spend a lot of chapter 1 on pronunciation, including the letter *æ*, and yet only replace the letters *th* by *þ* and *ð* in chapter 13?

Nevertheless the good qualities of this book easily outweigh the less good. Above all, Parry's book radiates enthusiasm. Having worked through it, most students should have a basic knowledge of Old English and more than a few may well be inspired to continue their study further. After all, of what other elementary Old English book could the same be said?

Elisabeth Okasha
University College Cork

TOEBI committee

The dates refer to when members of the committee are due to retire or to stand for re-election.

President: Professor Eric Stanley (2003)

Chair: Professor Peter Lucas (2004)

Secretary: Dr Elisabeth Okasha (2003)

Newsletter Editor: Dr Margaret Connolly (2004)

Committee members:

Dr Richard Dance (2003)

Dr Carole Hough (2003)

Dr Jennifer Neville (2003)

Dr Mary Swan (2004)

Professor Elaine Treharne (2004)

Dr Jayne Carroll (2005)

Dr Gale Owen-Crocker (2005)

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Action points for Members:

- **Send topics or proposals for the November TOEBI meeting** to the Secretary or to
- **Contribute to the Newsletter:** responses to this issue; book reviews; short articles on your Old English courses or assessment procedures; material about professional practice; student howlers
- **Please send information about the following items for inclusion in the Newsletter:**
 - Conferences on Anglo-Saxon Studies
 - Special Lectures by Anglo-Saxonists
 - Postgraduate Courses and Opportunities in Old English in your Department
 - News about promotions, or general (non-salacious) news about lecturers in your Department
 - The publication of new books or articles useful for teaching Old English

Don't forget the TOEBI Website:

<http://www.hcu.ox.ac.uk/toebi>