

ADVICE FOR APPLYING
TO GRADUATE SCHOOL
IN CLASSICS

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Advice for Applying to Graduate School in Classics

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I. Picking a Graduate School

0. Seeking advice.

This the first and most important point: you should ask several of your professors for advice about graduate school, and you should ask at every step of the process, from whether you should go to where you should apply and how you should revise your application materials. Get all the advice you can, and listen to it. Remember, these professors went to graduate school themselves, and chances are they've read the application materials from dozens of your peers at your institution, and possibly hundreds applying to yours from other schools. They can help you, but you have to let them, and you should expect that it will take a lot of work on your part.

1. Should I go to graduate school at all?

A very important question, and one that deserves long and deep thought. The answer is not an easy one. My personal advice (and that of some of my colleagues) is, if you can imagine yourself doing anything else and being happy, you should do that thing. We think this because there are vastly more PhDs produced each year than there are permanent jobs. It is a long road and very difficult to achieve stability. That said, I have other colleagues whose feeling is that nothing in life is guaranteed. You go to graduate school for the chance to have a shot at a wonderful job, and you shouldn't expect anything else. This may also be true. So give it serious thought: would you regret and resent graduate school if, after completing the PhD you took any job other than a permanent university position? Or are you flexible enough to try for that position but still be open to other paths, which you might choose for yourself or which you might be compelled to take?

(a) Graduate school is very difficult.

Another point to consider is how difficult graduate school in Classics can be. You must remember that Classics is not a discipline in the usual sense. It is rather a meta-discipline. That is, it's not bounded by content but by time. You will be expected to learn at least to middling competency the Latin and Greek languages, history, history of their literatures, archaeology, art history, epigraphy, and pedagogy, and you will become expert in at least one or two of those areas. The amount of work that goes into this is quite intense. It might not be unusual for a course to expect you to do as much translating for one day as you did for an entire semester as an undergraduate, and this is in addition to reading scholarly articles and books, making presentations, and writing a research paper. Your first year especially, you can expect to work harder than you have at any other point in your life. Of course if you have already spoken with your current professors, are following their advice, and are still applying to graduate school, then this means you probably have what it takes to make the transition, and you'll be working at something you love. Just don't go into it with misconceptions.

(b) The life of an academic can be wonderful, but it probably is not what you think it is.

Academics are not just college teachers. Teaching is only one fraction of what we do, and most universities it is not considered the most important fraction. Academics are judged on four main criteria: scholarship, teaching, service, and collegiality. Depending on the university, they come in different orders of importance.

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- (i) Scholarship: producing books, articles, reviews, and conference presentations. At many places, especially the famous ones, this is by far the most important job of the academic. It is on scholarly articles and books that you will likely spend a large quantity of your time. Do you enjoy reading and writing about literature, conversing with other scholars and putting your thoughts into print? This is important.
- (ii) Teaching: teaching both undergraduates and graduate students, if your school has them. Usually this includes not just instruction in Latin and Greek but also in major service courses: Roman and Greek History, Roman and Greek Civilization, Mythology, etc.
- (iii) Service: serving on university committees. These can range from interesting to boring, but showing up for meetings, contributing, and basically pulling your own weight is important for eventually getting tenure.
- (iv) Collegiality: do you get along with people? Are you helpful? Would you happily cover class for a sick colleague, say hello in the hallway, show up to support your department at events? Or would you rather sit in an office with the door closed?

2. Graduate School versus Post-bacc

- (a) Are you ready for graduate school? This is one question where advice from your current professors is very valuable, and you should definitely listen. You may feel emotionally prepared but not have taken enough coursework. Or, conversely, you may have a sufficient background in the languages but not be prepared for the workload.
- (b) A Post-bacc has many advantages that might make it desirable in its own right. In addition to getting more extensive training in the languages and some of the other elements of graduate school (such as engagement with scholarship), a Post-bacc has a secondary--but possibly just as important--function: it gives you the opportunity to apply to graduate programs with a first-rate name on your transcript--a name that the graduate school admissions committees will immediately recognize and respect. This could get you into a higher-ranked, more prestigious graduate school, which will in turn give you access to better resources and likely better chances at good job further down the line.

3. Terminal MA vs. PhD program

The terminal MA can be a good choice for someone who is ready for the academic challenge of graduate school but isn't sure they're ready to commit to a PhD program. The MA gives a taste of graduate work and graduate research, allows you to fulfill some of your PhD course load, tends to be easier to get into than a PhD program, and--if you attend a good MA institution--increases your chances of getting into one of those top PhD programs while at the same time putting you in a good position to teach at a selective high school or prep. school, or to switch fields if you find that you have a more intense overlapping interest, such as theology, history, literature, or law. The terminal MA also has the added advantage of exposing you to a wider variety of instructors and other graduate students. This both increases your professional network and can strengthen your scholarship as you encounter more approaches.

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4. Picking a program in your range.

Picking a graduate program can involve a delicate balancing act of picking program likely to admit you on the one hand and programs likely to help you get a job on the other.

(a) Faculty:

- (i) The most important aspect of picking a graduate program is knowing who you would like to work with when you do your dissertation. This may seem quite far down the road--and may in fact be quite far down the road--but having to do a dissertation on a topic that doesn't interest you is a deeply dissatisfying venture, and likewise, telling a prospective graduate school that you would like to work on late antique prose when they have no one there who specializes in that field is a sure way to be rejected.
- (ii) So think for a couple of days about what you most enjoy. Try not limit yourself to just what you have read in Latin and Greek. Start vague and work as specific as you can: do you like prose or poetry? History, novels, orations, philosophy, medical texts, letters, or inscriptions? Epic poetry, lyric poetry, epigram? Are there time periods you find more interesting and others you find less interesting? You can make your interests as specific as you like, but keep yourself flexible. The thing is, what you like will change as you read more and you yourself grow. So you may want to think of your interests not as "the moral letters of Seneca" but instead as "epistolography, moral philosophy, Stoicism, and the Silver Age". Then look to see if the places you'd like to apply to have *more than one person* who overlaps with those areas. A Tacitean scholar, a Ciceronian (especially one who deals with letters), someone who works in ancient philosophy, etc.
- (iii) Consider writing to a couple of these professors and the director of graduate studies. Tell them that you're interested in applying and the general areas you think you'd like to study. Then ask if they think that their university would be a good fit for you. Ask the director of graduate studies if there are any graduate students whom you could contact. If so, write to that student (or those students) and ask what classes are like, whether they think you could study what you want to there, if they're happy. You will get a lot of good information this way, and you might just show the department that your interest is sincere.
- (iv) Consider also professional affiliations, as they made provide you with experience and connections you would not otherwise be able to get. For example, look into who the editors of the major journals are and where they work, who runs the TLL, the TLG, the Loeb, etc. You may not want to study under these people, but you may be able to work for them and learn how journal editing, submissions, review, etc. work from the inside. This sort of experience (and the connections to other publishers these people can provide) might prove invaluable to your career.

(b) Long-shots:

Any list of schools should include two or three "long-shots", that is, schools you would love to attend but which might not admit you for one reason or another. (Whether that is your GPA, the ranking associated with your institution, or some other factor.) You can never predict the admissions process, so you absolutely should try some of these schools, but not so many that you neglect your applications to the more likely schools.

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(c) Safety schools:

Like the long-shots, you should apply to at least two schools you think of as "safety schools", that is, schools where your admittance seems very likely. The reason for two or more is that an admissions committee might very well choose not to admit their top candidate on the assumption that this candidate will accept a position elsewhere anyway causing them to lose precious time courting students who would actually attend their school.

(d) The consortium:

You should not overlook the consortium. Some schools share with each other facilities, faculty, and students. For example, graduate students at NYU, Fordham, CUNY, Columbia, and Princeton (along with several other schools) can all take courses from any of the allied schools. Likewise, Boston University, Tufts, Brandeis, and Boston College are in consortium. These consortia should factor into your decisions about where to apply, because you will have access to more faculty and resources than just those at your school. At the same time, you should not plan to attend one school in name only and another in practice (i.e., go to CUNY in order to study at NYU). Your department will resent this, the universities likely have caps on how many courses you make take at member schools, and faculty at the other member schools will almost certainly not be obligated (or have the time) to mentor or advise you once you have finished coursework.

II. Getting Started

1. Begin looking in the Spring of your Junior Year.

(a) By this time you know enough about your grades, your interests, and your own personality to know if grad. school is something you want to look into. Your professors also know enough about you, and you need to start thinking about a writing sample.

(b) Make a list of all the universities you're interested in applying to. This could be as many as twenty, though you probably should only apply to about ten at most, and six at fewest. Start looking at the admissions requirements for each. The graduate school and the Classics departments might each have different due dates, and the date for financial aid will almost certainly be separate from the application date.

(c) Read everything. Read each department's requirements for admission. Read the Graduate School's requirements for admission (not the same). Read each department's course of study: what coursework do they require? What exams? What languages do you have to learn? (Almost certainly French and German.) What is the reading list? What sort of preparation have you already done? Can you take French or German in your senior year if you haven't already? After you've read everything, read it again. This time you'll know enough to read it more carefully.

2. Begin filling out the applications as soon as they come online, usually mid-September of your Senior Year.

(a) At this point, most, if not all, applications are online, but the department might still require supplementary material be sent to them by physical mail. Make a clear list of what is due where and when. This can be difficult to keep track of, so post the list

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- prominently where you will see it frequently.
- (b) Make accounts with the online applications, and keep your log-in and password safe so that you do not forget them.
 - (c) You'll want to start the applications with plenty of time to spare so that you can come back to them repeatedly before you have to submit them.
3. Give your recommenders plenty of time:
- (a) Give them a list of all schools you intend to apply to and the dates the recommendations are due as early as you can compile the information. You should never give a recommender less than three weeks, and the more time the better.
 - (b) Give the recommenders a copy of your writing sample, your statement of purpose, and--if they ask for it--an unofficial transcript. It would be good to meet with each of them one-on-one to talk about why you want to go to grad. school and why you want them specifically to write for you. If you've been following this advice, you will likely already have done so, as your recommenders are probably the same people you asked for advice about whether to apply to grad. school at all.

III. Writing Sample

Your writing sample will be a research paper of between 15-20 pages in length. Most likely you will have written it in the Spring semester of your Junior Year, although if you're sufficiently on the ball and start writing early, you may be able to write it in the Fall of your Senior Year. It is very important that you show it to your recommenders well ahead of time so that they can give you extensive advice on revising it into a fitting writing sample. There are several reasons for this:

- (1) Many times, research papers in an undergraduate course focus not on writing the best possible research paper but on teaching particular skills: research, organization, clear writing, etc. Therefore, a paper of yours that got a good grade might not be an example of a good research paper but rather an example of paper that showed you had learned well whatever particular skills the professor was looking for. Chances are, that is not what the graduate admissions committee is looking for. Your professor will know this and will be able to help you revise your paper.
- (2) Papers are often geared toward the level of the course. What counts for a "good" research paper in your particular course, even if you learned a huge amount and genuinely improved, may not count as a good research paper in a bigger sense. Really, this is an expansion of point (1) above. Your professor, therefore, will likely be able to help you revise your paper into the best possible submission, but they need to know that's what you intend, and they need to have a good bit of time to help you.
- (3) Even if you are already well on the road to a very good research paper, no one ever thinks of everything the first time. We all need feedback and revision. And the revision process is recursive, not single. That is, good writing goes through multiple revisions: you rarely, if ever, write a thing, fix a few errors, and are done with it. For this reason, you need to allow sufficient time for your mentoring professor to return the paper to you more than once.

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(4) Some general advice on writing a paper:

(a) Clarity:

The most important aspect of any writing is clarity. Sentences should be straightforward. Avoid awkward constructions, pseudo-academic complexity, jargon, unnecessary passives, and pointless verbiage (i.e. "as to the fact that", etc.). How to achieve this? Can you read your paper out loud without stumbling over the words? Can your roommate or your friends follow the thread if you read it out loud? Are any parts annoying to anyone if you read it out loud? If you answer "no" to any of these questions, those are parts to rewrite. The virtue in oral reading is that immediately shows us when we have written something that is not a part of our true speech. The best writing closely approaches our true speech.

(b) Organization:

Sister to clarity, organization is the sign of well-thought out paper, and it brings with it its own pleasures and persuasion. A poorly organized paper is a sign of an early draft or of shoddy thinking. Either one of these has no place in a graduate program. Below are two methods for improving organization.

(i) The Retrospective Outline.

Often when we write papers, we make an outline of the paper before writing. I call this a "Prospective Outline". It's the outline of the paper we envision before we begin writing. Papers do not, however, always turn out as we intended, but we have a tendency to read them as if they had. We do this because we still have in our heads that prospective outline as a guide, that is, we know what we meant. To combat this, make a retrospective outline. Go slowly through the paper and outline each section and paragraph. Or, better, ask a friend to do this for you. Then compare it with your prospective outline. Do they actually match up? If not, why not? Is the paper better as it is, or do you need to do some revision to make the flow make more sense?

(ib) Related to this: sometimes the order of sections and paragraphs makes good sense in the prospective outline, but, because of the way we actually wrote them, does not make sense in retrospect. In this case, see if you can solve your organizational issues by changing the order of some of the paragraphs and then making cosmetic changes to the connections.

(ii) Section Headers.

After you have worked through the retrospective outline, is your paper still difficult to follow? Sometimes, with especially dense writing, it can be helpful to include section headers. This is called "sign-posting". You do not do it for every paragraph, but for every major section. Just make sure that the headers are clear, short, simple, and not inane. Do not, for example, include "Section I: Introduction".

(c) Concision:

(i) Do not use two words where one will do, nor two sentences. No sentence nor any word has a right to exist, and "delete" (or "backspace") is the most important key on your keyboard. If you need to spend five or ten minutes finding *le mot juste*, then spend that time--it's worth it. But do not make a vice of a virtue: if you're spending that much time on every word, you should reexamine your relationship with English.

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- (ii) When clarity and concision come into conflict, it's best to err on the side of clarity. A few more words may bring bloat, but too few will cause a headache, and you do not want to annoy a reader.
- (d) Style:
Style is perhaps the least important consideration when compared to clarity, organization, and concision, but the more of your own personal style--that is, your own, living voice--you can put into your writing, the more lively and lovely and eye-catching it will be.
- (e) Titles:
Every paper, like every book, should have a title. A few brief principles of titling:
 - (i) Keep it short. We haven't indulged in paragraph-length titles in over a century. Even titles that stretch onto two lines are a bit unhealthy.
 - (ii) Keep it descriptive. A reader should know from the title exactly what the paper is about.
 - (iii) Don't be insipid. "Term Paper" should no more appear in your title than "Book Report".

IV. Statement of Purpose / Personal Statement

- (1) Start this early.
The "Statement of Purpose" (or "Personal Statement") is the most difficult part of the application process. Even incredibly intelligent and capable students fall down when they must write about themselves. And of the most intelligent have the hardest time because they become so self-conscious that engaged and engaging writing becomes impossible. Below I offer some advice on how to approach the genre.
- (2) The first basic issue with the statement of purpose that most people experience is writing what amounts to a list of their thoughts: I started Latin in high school where I had a great teacher, then I went to college, learned Greek, majored in Classics, won the following awards, and loved it. Now I want to go to grad. school, learn more Classics, have a PhD and teach it. I took the following classes, got great grades, even attended a conference, etc.... This is all the pre-work for a statement or, better, it's a narrative CV. This is a normal first step and one that I have often gone through myself, but it's really not what the admissions committee wants to read. What I suspect they want to read is--mostly-- is not what you have done, and not why Classics is worth studying (for that is preaching to the choir), but rather an answer to "Why do *I* love Classics?" An even better question, though, is "What about Classics makes my heart beat faster?" This is better because it takes the focus off that vain monster "I" and puts it squarely on Classics, but by doing so, it really tells a story about you and shows indirectly what you will bring to the profession while also showing immediately why you should go to grad. school.
- (3) So, specific advice on how to proceed. Start by meditating on why you want to go to grad. school. And I do mean meditating on it, not just contemplating it. Make sure you remember: the question isn't why you want to read more Latin and Greek (for you can do that on your own), or how other people have influenced you (for they are not the ones going to graduate school), etc. These may play in, but the question is why do *you* want to

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go to *graduate* school. That is, what's the purpose for you of getting this advanced degree? Then, when you think you have a few specific reasons, pick a specific person to write to. Do not imagine that you're writing this letter for an admissions committee, imagine that you're writing it for an intelligent, close friend, one who does not share your religious or cultural upbringing, if possible, because that's what your audience will be, and such a person will be less likely to accept expressions of emotion that might seem to you perfectly passable, like your references to your parents, your high school teacher, or that great time you had at Latin convention. Pick someone who will be helpful and call you out on silliness or unnecessary pathos. If you feel that you would be even the least bit embarrassed to read this letter out loud to any of your professors in their office, then you shouldn't write the phrases that make you feel that way.

- (4) Then write to that a person an explanation of why you want to go to graduate school in Classics, and write it as a letter or email--in whatever format you express yourself most comfortably. *That* should be the first draft of your statement of purpose. The point, though, is that you want the admissions committee to see you as a real person, not as an abstract entity trying to write the prose of an abstract, objective entity, so you must write to them as to a person you know.

Additional Advice:

- (1) It's more important that you write this statement straight through than that you worry that your first writing be any good. As a rule, when we start writing essays, the first paragraph or two that we write are written just to get the juices flowing and should be excised after the whole essay is complete.
- \ (2) Always give explicit examples. (I.e., show, don't tell.) Paragraphs may start with general principles but should immediately move into one, or at most two, specific examples that you use to show how you mean those principles. The purpose here: by telling a story, you draw a picture of yourself without using "I...I...I..." AND you *show* that you know a thing, can do a thing, have thought about a thing. For example, a paragraph about being a tutor in Latin or Greek and/or working for a summer program is a great place to give a story about how teaching a student the language mattered, both for the student and for you. A specific book or specific professor that influenced--and a story about how--will show the admissions committee more about you and your education than a thousand platitudes and transcripts ever could.
- (3) A corollary to (2): avoid "I" as much as possible. You can do this in various ways. "I now intend to pursue a Ph.D. in Classics in order to blah blah blah..." becomes instead "A Ph.D. in Classics means to me ...". This changes the focus nicely. Another way is to start the sentence with a dative a reference: "Me, ... " or "For me," or "As for me, ..."--whichever is appropriate.
- (4) Don't talk about a high school, and if you mention your parents, relegate them to a single clause (not even an independent sentence!). It's natural to start with high school as you think through why you want to go to graduate school, since, after all, that's a reasonable enough place to put the chronological beginning of the journey, but high school is

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irrelevant to grad. school, and your parents are useful only (if one or both are university professors) in so far as you might have a slightly better idea what it means to become a university professor. You *don't* want to give them prominence where it will seem that you want to go to grad. school because daddy did it or because your parents want you to.

- (5) A small matter, but be consistent in the use of "Classical Studies" or "Classics" and use whichever form the department you're applying to uses. Even though we might use them interchangeably in casual speech and even in program titles, they aren't (originally) actually the same thing, and you never know when someone might be prickly about it.

Give all of this a try. When you do it, though, don't get caught up in a mental feed-back loop. You shouldn't spend more than 10-15 minutes meditating on "why grad. school" because if you do, you'll be over-thinking it. And you shouldn't spend much more than 30-45 minutes writing to your imaginary (or, better, real friend), because if you do you'll be over-thinking *and* over-writing it. Almost anything can be revised into better writing (and in fact should be, multiple times), but honest writing, with a clear, human voice, comes best when it comes quickly, not slowly.

Another piece of advice. If you have already drafted a statement of purpose before reading this advice, don't look back at your original before you do this. Looking back at it will trap your mind into what you've already written. Instead, use what you remember being important in it. After you've written a new one, you can always look at the old again and add in anything particularly good that you've left out.

V. Supplementary Materials

You may wish to include some materials which the application does not specifically ask for. This can be a good strategy if the materials are short, clear, and genuinely instructive, but do not overdo it. Pay special attention to the strengths of the departments to which you're applying. If one has faculty who pride themselves on their translations, and translation is a side interest of yours, you might want to send them a sample.

- (1) List of texts read:

It can be helpful both for the admissions committee and for your chances if you include a simple page or two on which you list all of the Classical texts you have read in Latin, Greek, and English, broken down by those read in class and those read outside of class (in a reading group or on your own), and then subdivided by Latin, Greek, and English.

- (2) Scholarly materials (literature review):

You may want to include any scholarly (or proto-scholarly) work you have written if it's especially good. For example, a literature review on some particular topic or text, or a book review.

- (3) Creative materials (artistic translation):

If you have an artistic translation that is especially good, you may want to include this as well. Make sure, however, that your professors vet this first. You do not want to expose any weaknesses unintentionally.

VI. The Campus Visit

In the course of your applications, you may make a visit to a campus you're especially interested. Consider the following.

(1) Your initiative or theirs?

- (a) If the visit is your initiative and not theirs, then remember that you are imposing. A program will likely welcome you to come, talk with the Director of Graduate Studies and any other professors who may be around, and attend a class. You should focus above all on being polite, interesting, and intelligent. You are one of several unsolicited visitors, but they will remember you, and if you are otherwise a good applicant, it can serve you well. Above all, be polite. I've seen a visitor walk out of a class halfway through because the hour was just too late for him, but he made no explanation, came off as haughty, and torpedoed his chances.
- (b) If the visit is invited, they are either trying to decide between you and several other top candidates, or you already have an offer, in which case they may be deciding on your specific funding. In any case, you should make all possible efforts to attend. Before you go, read up on the university again. What are their strengths? Why do you fit in? What do you want to do there? While there, first, be polite. Second, you will likely meet several faculty, attend a class, and possibly have a lunch with the grad. students or faculty. Be interesting. Answer the faculty's questions honestly, and be ready with your own. You should know what they study generally, but what are they working on right now? If you meet with your preferred faculty members, ask if they're open to working with you on whatever your interests are--what do they think of that field right now, etc. When you are in the class, be ready to join in, but only after you've sussed it out a bit first: how do the grad. students interact with the professor? What's the culture like? When you meet the graduate students, you can be less formal (and should be), but remember that it's still part of the interview. Assume that anything you say can and will get back to the faculty.

(2) Questions for the faculty:

The faculty want to see that you're intelligent, interesting, and sociable, and that you actually know what graduate school is--or at least that you don't think it's a continuation of undergrad. Show them this with clear, honest, and thoughtful answers to their questions, and with follow up questions of your own.

- (a) What are they working on right now?
- (b) Will they be teaching a seminar any time soon, and if so, on what?
- (c) If they ask you a content question, e.g., what do you think about this text or this area of study, then after you answer, ask them what they think about it. Don't neglect to ask why they see it this way or that way, or what particularly has influenced their thinking on it. If you ask genuinely and engage with the answers, a good conversation can ensue.

(3) Interacting with the graduate students

Remember that the entire visit is essentially one long interview. Even when you're with the graduate students, you should be talking and asking about the program. It's normal and, indeed, healthy, to talk about your interests outside of the program and to develop a healthy rapport with the grad. students that way, but the focus should be on the school, what it's like for them, what it would be like for you. You can ask them many of the same questions you'd ask the professors, and compare the answers. You should also ask

them how they find the stipends: they will have a much better idea of how easy it is to live on them than the professors will.

VII. Choosing between acceptances.

When several schools on your list have accepted you, you will have to make a choice between them. The sooner you can make your choice, the better both for you and for each of the departments waiting to hear from you. The one you choose will be relieved, and those you reject will need to know as soon as possible so that they can make offers to the next in line. The following advice is to help you with your choice.

(1) Questions for the faculty / DGS:

You will likely have a phone call from the Director of Graduate Studies, although these same exchanges may happen by email. You should consider the following questions, in addition to any that may be weighing on your mind.

(a) Who will be on sabbatical?

You don't want to show up only to find out that the three professors you wanted to work with are on a two-year sabbatical, or--worse--that they will be when it's time for you to do your dissertation.

(b) How does funding work? Are there levels? If so, what level is yours?

You should never attend a graduate school in which you are unfunded. And if the funding has tiers you want to know about this, too. Some places offer only provisional funding the first year and then require students to compete for limited slots. Others fund everyone but at different levels. These conditions, while not the worst, can definitely be unhealthy and foster competition and contention between the graduate students who should instead be each others' best support. If you can avoid a program of this nature, it's in your best interest to do so.

(c) What percentage finish?

You may have made it into a program with good funding and with good professors who teach in your area, but what if only one in every ten students admitted actually finishes the program with a PhD? This is worth knowing going into it and worth following up.

(d) What's their placement?

A question that's at least as important as how many finish, is how many who finish end up with permanent jobs? The DGS might not know the answer to this, but they should know how many of the recent grads have secured permanent jobs.

(2) Funding:

It is very important to be funded. In most cases, this includes both tuition remission and a stipend to live on. In return for the stipend you will likely have to TA courses many semesters, if not all of them. This is actually a good thing. It means more work, but that work is direct training for your eventual job. Concerns to avoid: TAing multiple courses in a semester, incomplete funding, no funding, programs with competitive, tiered-funding.

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(3) Location:

You should go where the best school is, where you get the best funding, and where you fit the best. A few considerations regarding location, however, follow.

- (a) As a rule, bigger cities will have a greater concentration of Classicists for you to meet, along with more resources.
- (b) Some areas of the country are more expensive than others. An \$18,000 stipend in New York is much less money than a \$16,000 stipend in Virginia.
- (c) Remember to check into consortiums.
- (d) Do not be swayed by "close to home". The normal course of a new PhD's career requires that they take a series of temporary positions, moving from place to place for the first several years until they have published enough--and get lucky enough--to land a tenure-track job at some university. There is often little or no choice involved in the location of any of these schools, and those who limit themselves geographically must overcome much greater odds if they ever wish to secure a permanent job. The best thing you can do to improve your chances in the long run is to go to the best possible school now.

(4) Writing to schools which you reject.

A last piece of advice. When you have made your decision and inform the school you accept, inform also those you have not accepted. Do so immediately and with the greatest possible politeness. If you can, you should also give some objective reasons why it made more sense to choose another offer. You should *not* say anything that could be interpreted to mean that you just liked another place better or just think another place ranks better. If you find you can't give a reason with potentially being offensive, then say merely that you were very glad to hear from them, but that you regret to inform that you have decided to take another offer. This is important because these people will one day be your colleagues, and they may very well remember you. See to it that they remember you well.

List of Terminal MA Programs

For a full, up-to-date list, see <https://camws.org/directories/MA-programs.php> and <http://apaclassics.org/education/list-of-graduate-programs-classics>

Boston College

Texas Tech.

Tufts

Univ. of Arizona

Univ. of Kansas

Univ. of Kentucky

Univ. of Massachusetts Amherst

Univ. of Minnesota

Univ. of Notre Dame

Vanderbilt

Villanova

List of Post-Baccalaureate Programs

Advice for Applying to Graduate School in Classics

For a full, up-to-date list, see <https://camws.org/directories/post-bacc-programs.php> and <http://apaclassics.org/education/list-of-graduate-programs-classics>

Catholic University of America

College of William and Mary

Columbia University

Georgetown University

Loyola University Chicago

Rutgers

University of California, Davis

University of California, Los Angeles

University of Iowa

University of Pennsylvania

University of North Carolina at Chapel Hill