

The title of my talk is taken from Bach's *Well-Tempered Clavier*. In borrowing this title, I wanted to allude to the fact that Bach originally composed these wonderful pieces as a learning exercise for his students, not for publication (Kroher, *The Well-Tempered Clavier*). Furthermore, "well-tempered" (in both English and in German) means well-proportioned or characterized by a proper mixture of elements: when research in support of teaching becomes part of the tenure and promotion process, everyone needs to temper their demands and expectations if a harmonious result is to be achieved.

As a Hellenist, when I was asked to teach a sophomore level Latin class on Cicero's orations, I had to do a substantial amount of research just to prepare to teach the class. But because classroom-oriented research is really no different from any other kind of research, once my interest in Cicero and the late Republic was piqued, my ongoing investigations gradually evolved into a published student edition and historical commentary on several of Cicero's orations. As an unexpected bonus, the work I did for the student commentary changed the direction of my scholarly research; I am currently investigating the political context of Catullus' invective poems.

But while research done in support of teaching may be essentially the same as scholarly research (and is certainly just as time-consuming), it is often more difficult to evaluate, since it does not naturally culminate in a scholarly monograph. As my textbook began to take shape, I approached my department chair and dean about the possibility of using it as part of my tenure dossier. Remarkably, everyone was willing to compromise. My department was willing to step back from the requirement for a scholarly monograph, as long as the manuscript was peer-reviewed and the textbook had a genuine scholarly component. I was willing to expand the scope of my historical research and to produce a more carefully constructed manuscript than was necessary for my own classroom use, but I remained quite clear that the intended audience for the book was the undergraduate Latin student. Because intellectual inquiry is a universal process, research originally undertaken to support my teaching not only contributed to my tenure dossier, it also forced me to reexamine the types of scholarly questions I wanted to pursue.

Although Bach wrote the *Well-Tempered Clavier* for his students, it was carefully studied by both Mozart and Beethoven, and is now recognized as one of the most important works in Western classical music (Kroher). And while I do not wish to compare our humble endeavors with Bach's great works, it is nonetheless true that when research in support of teaching is encouraged and supported, the process of inquiry and investigation begun in the classroom can lead us into fruitful new directions that could not have been foreseen.