

CLASSICS FOR ALL

Championing Classics in Schools

Newsletter June 2017

Letter from the Chairman

Geoffrey de Jager



I know many of you may ask where your money goes when you donate to Classics for All. This is the year we increased our Grants and Programme Director's time because of the growing scope of our programme. We are supplementing this further through the development of regional classics hubs in order to give us a strong local presence.

There are tremendous pressures on school budgets and we are finding creative ways to add value to the grants that we make. For example, we are increasingly making use of experienced volunteer classicists who are helping us kick-start the teaching of Latin and Greek in schools. Working in partnership with independent schools is also an area of emerging interest for us; although we won't fund independent schools it is clear we can make use of their support to mentor and train state school teachers as part of their charitable benefit.

Through developing such strategies we are confident that our programme offers value for money: training a primary teacher to teach Latin can cost as little as £1,000.

A key to our continued success will be finding more regional funding for our classics hubs across the UK. These now number 12 and are located in Blackpool, Brighton, Birmingham, Bristol, Durham, Exeter, London,

Liverpool, Manchester, Norwich, Newcastle Upon Tyne and Wales. Later this year we are also launching new hubs in Scotland and Leeds. We already have donors supporting our hub work in Liverpool and Birmingham, but need some more. It would be fantastic to see our regional classics hubs sustained for a few years with modest contributions from local donors, and a corporate sponsor, enabling them to thrive and grow in the longer term.

Finally, I am delighted to let you know that Professor Richard Jenkyns has agreed to become a Patron of CFA. Richard Jenkyns is emeritus Professor of the Classical Tradition and recently retired as Public Orator at the University of Oxford. At our dinner in January at the Reform Club Richard spoke passionately and wittily about the importance of Classics in education and I know that he will be an excellent Patron and supporter.



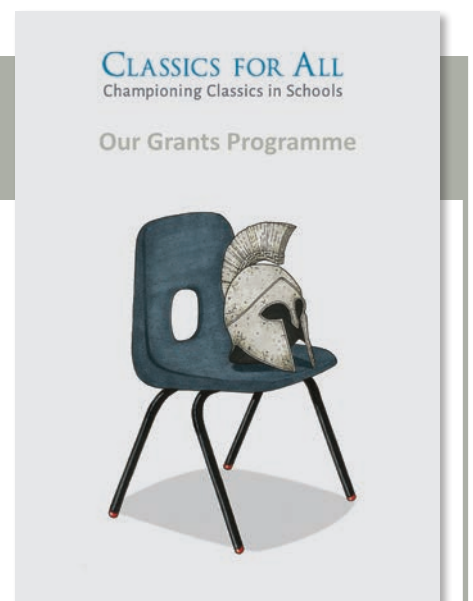
Richard Jenkyns

Our Grants Programme

We offer start-up funding to introduce or develop the teaching of Classics, including Ancient History, Classical Civilisation, Greek and Latin in UK state primary or secondary schools.

If you would like to distribute our leaflet that has details about how schools can apply for support please email Moa Taylor Hodin at

grants@classicsforall.org.uk



Why Classics – a student's perspective

My name is Ed and I'm volunteering with Classics for All before I go to study Classics at Cambridge. On 8th June, I visited Greig City Academy and had the chance to interview Adrian, a multilingual Year 9 student from Romania, about the value of learning Latin and studying classical culture more broadly.

Adrian was introduced to Latin by Charlie Andrew through her Classics Club at the school and is now working towards his Latin GCSE. He said he was originally drawn to Classics Club because he is "interested in the past and how so many languages come from Latin". We went on to discuss the legacy of the ancient world – he is interested in classical architecture, the effects of which we agreed are so ubiquitous now as to be almost imperceptible, and he expressed his admiration for the way in which "so many ancient buildings still stand today, so many years later"

Adrian also told me about how much he had enjoyed learning about war in the ancient world, "particularly Boudicca", and the training and battle tactics that produced such unparalleled armies and campaigns

There is also, he said, something rewarding about Latin grammar: not only is it undeniably satisfying to get it right after the necessary hard work but it also,



he continued, "helped with English and Spanish more than anything in other subjects".

I asked whether the attitude of his friends towards Latin were broadly positive or negative: he explained that some were initially ambivalent about the value of studying a classical language where lesson time might arguably be better spent on core subjects. (You have to miss an admittedly very small number of lessons in other subjects to study Latin at Greig City Academy until it is timetabled in Year 10.) He did imply, however, that attitudes are changing as more and more students recognise both the utility of Latin when it comes to other subjects and its intrinsic value.

Either way, this class is being inspirationally taught by Charlie Andrew and their results, in other subjects as well as Latin, will I'm sure speak for themselves.

Ideas for University outreach

This year's joint Classics for All and Classical Association roundtable at the annual Classical Association conference in Canterbury took as its theme University 'outreach' projects and the best ways to harness the efforts of University Classics departments to support Classics in Schools. The session began with an introduction by Tom Harrison, CfA trustee, on his two decades of experience of University outreach – of what works and what doesn't – before turning to the successful models of the Bristol and Manchester CfA hubs, with presentations by Hannah Walsh and Jessica Coatesworth respectively, and to a lively general discussion chaired by Kathryn Tempest of Roehampton.

The emphasis was strongly on the need for University departments to focus their contributions. Rather than dissipating their energies on too many individual schools visits, it was suggested that the same time might be better spent in wider schools conferences, or in supporting teachers - whether through the development of resources,

through CPD courses for teachers, or through local CfA hubs. It was crucial also for University departments to be clear on what they were aiming to achieve through these activities. (If one tried to run an event for schools to train teachers, recruit more students to one's own degree programmes, and prove the impact of the research of Professor X, it seemed likely that it might not satisfactorily achieve any of these objectives!) And it was vital that the efforts of University departments should continue to be coordinated: in the case of CPD, by Peter Liddel and the Classical Association Teaching Board in England, and in Scotland by the Classical Association of Scotland.

All in all, the session was a useful opportunity both to showcase some of the work of CfA projects to colleagues from schools and universities – and to share experiences of different models of outreach. For Hilary Hodgson, CfA's Grants and Programme Director, it was also a useful chance to meet some more potential hub coordinators!

Grant Programme Update

Hilary Hodgson, Grants and Programme Director



It has been a busy three months and we welcome the persistent level of interest from primary and secondary schools across the UK in engaging with Classics in the curriculum.

In May we were very pleased to be invited to run a two day introductory Classics course in Grantham for the National Union of Teachers (NUT) which attracted 20 primary school teachers from across the country. The fast-paced two-day course was run by Charlotte Andrew from Greig City Academy in North London and Sue Balmer, a primary Latin expert. It included an introduction to the primary Latin course *Minimus and Maximum Classics*, a new online course that covers beginners' Latin as well as entertaining insights into other aspects of the classical world including Gods, Roman cookery and classical art.

On the second day, there was a guest appearance from Paul O'Mahony from Kallos Gallery who demonstrated how to animate stories from the *Odyssey* through drama. Early feedback suggests that the course was a huge success and we are looking forward to offering teachers

further support to ensure that Classics are embedded in their classrooms. We are very grateful to the NUT for the opportunity to bring Classics to a wider audience and are committed to developing other partnerships which help to raise profile and embed regional activity.

Work continues on developing Classics for All's regional hubs, which are often run in partnership with major universities; these offer regional advice, training and networking opportunities for schools that is helping to extend our impact. Most recently, we have started to establish a hub in Scotland backed by the Universities of Edinburgh, Glasgow and St Andrews, language associations, local authorities, and the Scottish Classical Association. This is a particularly welcome development in light of the challenges that have affected take-up of classical subjects in Scottish state schools over the last twenty years. One of the first priorities will be to work with the Scottish Association of Language Teachers (SALT) and SCILT (Scotland's National Centre for Languages) to encourage the introduction of Classics in primary schools as part of the Curriculum for Excellence.

Another strand of recent activity has been the cultivation of stronger links with independent schools across the UK. Whilst our focus remains firmly on kick-starting Classics in the state sector, we acknowledge the enormous contribution that independent schools can make to this mission as part of their charitable benefit. In April, we ran our first independent state partnership day with St Paul's Junior School in London, which offered local state primary schools an introduction to Classics.

Last but not least, we are delighted to announce the launch of *Electra*, our new programme which aims to promote the teaching of Ancient Greek in state schools. This programme, funded by the A.G. Leventis Foundation, has attracted considerable interest but we are still keen to hear from any state schools that are interested in a new classical adventure.



Paul O'Mahony engages teachers with mythological stories at NUT course

“We are still keen to hear from any state schools that are interested in a new classical adventure.”

Letter from the Director

Jules Mann, Executive Director



Thank you so much for supporting Classics for All. Your donations have made it possible to support the schools we have reached, giving their pupils the opportunity to study classical subjects and their teachers the opportunity to teach them.

Some of the best proponents of our work are the pupils themselves. At Bishop Thomas Grant School (Streatham) a Year 10 pupil recently argued that “in subjects such as Maths and Physics where calculations involving Greek letters are needed, my knowledge of Greek makes it easier to remember what the letters in the formulae stand for”. A Year 8 Pupil who studies Latin at St Gabriel's College (Lambeth) has told us “I think that Latin has changed my mindset and has also made me more confident in sharing my answers in other classes”.

This edition of our newsletter celebrates our supporters with our annual donor recognition list. We now have over 200 Centurions supporting our campaign to champion

Classics in state schools by giving us £100+ a year. In a new category, we have 26 Tribunes giving £300+ a year. You will also see nearly 30 Praetorians giving over £1,000 a year, followed by our new category of Quaestors, of which there is 1 intrepid donor giving us £300/month (£3,600+ per year). We have five Senators giving £5,000+ and our Consuls have tripled this year, with 11 giving £10,000+ a year to Classics for All's programme. I'd like to thank our Hero this year, Geoffrey de Jager, who has contributed by hosting our fundraising dinners as well as donating to our work.



Pupils from the Bristol Classics Hub



Retitle: Pupils from London Classics Hub © James Hooker

Every so often we have benefited from the largesse of others who have held events (or memorials) and donated the takings to Classics for All. Most recently the Classics Department of St Gabriel's School in Berkshire hosted a talk on The Poetry of Pop: was ancient drama the rock music of its era? This ground-breaking occasion, fusing high academia and cutting edge cool, featured Simon Gallup and Roger O'Donnell of iconic band The Cure speaking on the modern perspective, with Dr Henry Stead, author of 'A Cockney Catullus' giving the Classical angle. A lively debate ensued, with topics ranging from the mania of Greek theatre, rebellion in modern music and the overarching themes of love and death that encompass much of life and art.

Lunchtime Latin in Manchester

Cavendish Community Primary School is a vibrant and diverse 3 form entry primary school in south Manchester. Almost a third of our children are eligible for free school meals, which is above the national average. The number of children who don't speak English as a first language is also around a third, well above the national average. We have a reputation for doing things slightly differently here and we are constantly on the look-out for ways in which we can enhance the children's learning, so when a chance conversation about Latin took place between Prof. Langslow and a member of the Cavendish staff we thought, 'Let's give it a go!'

We chose to introduce the project to our Year 4 classes, because they already study The Romans as part of their curriculum which naturally linked to Latin. With the support of Classics for All, we have been running lunchtime Latin classes to groups of 15 children at a time. These are led by Amy Dakin, a Classics student from Manchester University, and I sit in on the sessions to offer extra support to the children and to learn alongside them. In this way, the project becomes sustainable. We are using the Minimus materials, which are child-friendly and fun.

It has been an absolute joy to see the children develop confidence in reading and translating the short Latin texts we use. It's fabulous to see them applying their knowledge of English grammar to identify similarities and differences between the structures of English and Latin. They are also becoming great little language detectives who take great pleasure in spotting the Latin roots to English words.

“
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with very important things on it,
like a poem from Ancient Rome,
nobody would be able to read and learn
about it if no-one learned Latin.”

Because so many of our pupils speak languages other than English, we also get lots of excited chatter about the links between Latin and their own home languages such as French, Spanish, Italian and Romanian. Aspects of language such as gender and accents don't faze them either because we already teach French at KS2, so there is clearly a lot of consolidated learning going on too. We believe that we should do all we can to encourage children to love learning languages – that way, the world opens up to them for both work and pleasure.



Cavendish Community Primary School
is one of 15 schools currently involved
in the North West classics hub led by
David Langslow, Professor of Classics,
University of Manchester.

However, perhaps the best validation of the project comes from the children themselves:

What did you enjoy about learning Latin?

Sonia: I enjoyed that we could learn new words and have fun learning it; we did all sorts of fun activities and I really want to do it again.

Sam: It will help us with other languages, I enjoyed learning it.

Aslan: Kind of the same as Sam. I also liked the activities and learning about the animals in Latin and seeing what words we have in common with Latin.

Can learning Latin help you with other subjects at school?

Sonia: Well yes it can, because when you go to high school you might be learning different sorts of languages and you might need to use some of those words. The Romans – because that's who Latin came from – they spread along lots of countries and made new languages and now there are different languages and some of them are very similar to Latin. It will help you as well with learning French and it might help develop your French more.

Sam: Yes, because a lot of countries that the Romans conquered spoke Latin but then they made their own languages as time went on and Latin can help.

Aslan: I understood some of the words in Latin from English so I could get on really well and learn more things. The sentences aren't in the same order, they would say 'Aslan I am' instead of 'I am Aslan' so knowing grammar helps you.

No-one actually speaks Latin anymore, so why do you think it's still important to give children the opportunity to learn it?

Sonia: Well, Latin is like learning about the past. Historians might never be able to compare languages if we stopped learning it.

Sam: If you learn Latin, it can help you stay a step ahead with other languages.

Aslan: Like what Sam said, we can stay a step ahead. And if we learn Latin and not many other children do, then it's really special. If there was a really old stone tablet with very important things on it, like a poem from Ancient Rome, nobody would be able to read and learn about it if no-one learned Latin.

Donor Recognition List 2016-17

All of us at Classics for All would like to thank everyone who has supported us over the past year, enriching the education of pupils in our state schools through Classics. We could not do it without you! We devised a number of recognition categories, naming them from the Classical world, and have added two more since last year: Tribunes (giving £300pa) and Quaestors (giving £300pm, £3,600pa). Whatever your level of support, you have contributed to a growing momentum of change in the landscape of Classics in state schools.

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- the family and friends who made donations in memory of Sir Jeremy Morse;
- those who participated in the second Classics Quiz arranged for The Godolphin and Latymer Ancient World Breakfast Club;
- the Garfield Weston Foundation for their three-year £50,000 grant which concluded in 2016.

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Mary Beard at CfA gathering © Alex Brenner

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