

CLASSICS MATTERS

THE CLASSICS FOR ALL MAGAZINE, AUTUMN 2019

“Relevant, flourishing, alive!”

Pupils’ thoughts on the value of classics today



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Welcome

As we approach our tenth anniversary year, we explore the appeal of the ancient world for those who support and work with us.

We hear from seasoned supporters, including children's author **Caroline Lawrence**, donor **Sophie Emler** and former civil servant **Lord Butler** about the enduring influence of classics on their personal and professional lives.

Five younger voices from schools supported by Classics for All also reflect on the relevance of classics today, their reasons for pursuing classics at university and their aspirations for the

future. We are proud to see so many students, from all backgrounds, enjoying classics in the 850 schools that we have reached and to witness some moving on to university.

To celebrate the build-up to our big birthday, our team has lined up a tempting menu of events, including a discussion with **Dr Paul Roberts**, **Prue Leith CBE** and **Sally Grainger** on Roman eating habits. Previews of these can be found on pages 12 and 13 of the magazine. Sign up early to avoid disappointment.

Classics for All has been selected to

participate in the Big Give Christmas Challenge this year. Between 3–10 December any donation of £5 or ore to Classics for All via the Christmas Challenge website will be doubled. It's a bit like our support to schools: excellent value for money! Mark your diary to join in the fundraising challenge.

Last but not least, on the domestic front, we welcome three terrific new members of staff, Charlie, Sacha and Gussie, who will support fundraising, develop our profile and help us to bring classics to new parts of the country.

Meet the (New!) Team



Charlie Andrew, Training and Resources Manager

Charlie is a graduate of UCL's Department of Greek and Latin. She teaches Latin and classics part-time at Greig City Academy in Haringey alongside working for Classics for All.

Before going into teaching, Charlie worked in the publishing and digital content industries, and uses this experience to develop and promote classics-related classroom materials such as Maximum Classics. She takes a special interest in helping primary school children access classics and develop a life-long love of the subject.

Contact Charlie by email at Charlie@classicsforall.org.uk



Sacha Glasgow-Smith, Senior Philanthropy Manager

Sacha joined Classics for All in March 2019 and has a background in fundraising for charities including the Royal Opera House, Marie Curie and UNICEF UK.

Sacha thoroughly enjoyed learning Latin at school and would like to give more children the opportunity to do so.

Contact Sacha by email at Sacha@classicsforall.org.uk



Augusta Ivory-Peters, Programme and Grants Administrator

Gussie read for a classical studies BA at the University of Bristol. During her degree, she volunteered with the University of Bristol Classics Network supporting the development of classical subjects in schools across the south west.

Gussie recently completed a Masters in women's studies, focusing on classical myth and feminist thought, at the University of Oxford.

Contact Gussie by email at Augusta@classicsforall.org.uk

Our Highlights

New Heights at Harrow



In late August, we were delighted to welcome a record 46 primary and secondary state school teachers to our third annual Greek and Latin course at Harrow School. Participants were offered two day courses in Beginners' Latin and Greek, and Intermediate Latin.

Following popular demand, we also ran two new courses this year: the first for primary schools interested in teaching classics, the second

for teachers looking to build their confidence in teaching Greek and Latin GCSE set texts. Teachers travelled from across the country to attend the course – from Durham to Somerset, and feedback was extremely positive.

“I will now be able to design and teach lessons to Year 7 from September confidently. 200 children will be introduced to Latin this academic year which is very exciting!” – secondary teacher from Priory School, Lewes.

Getting to Grips with Greek!

Basil Batrakhos and the Mystery Letter represents a first for Classics for All. To fill a significant gap in teaching materials, we have developed a brand new Ancient Greek teaching book.

The idea originated in 2009, when teacher (and Basil author) Claire-Marie Roxby proposed an Ancient Greek language course for pupils aged 9-12.

The new resource will make Ancient Greek accessible for the first time to many youngsters in state schools. The book engages its younger audience in a

mystery as Basil the Frog learns to decode Ancient Greek, offering pupils a gentle introduction to key vocabulary and grammar.

The story includes lively dialogue, which lends itself to reading aloud and encourages pupils to identify English words with Ancient Greek roots. The ten teachers trialling the course report that pupils are loving Ancient Greek.

Any state school is eligible for free copies of the book, so put in your orders now!



Complete The Olympus Challenge!



In many state schools we support, committed students meet in their own time to learn about the ancient world. Yet, their enthusiasm and effort is rarely recognised.

In response to this, Classics for All has introduced The Olympus Challenge, a certificate that celebrates pupils' classical learning.

As part of the Challenge, pupils choose three modules from a diverse menu including museum visits and independent research, allowing them to tailor the Challenge to suit their interests. All students completing the Challenge get a certificate from Classics for All, endorsed by six of our university and further education

partners. In September, 15 students from Bryntirion Comprehensive School in Bridgend received their certificates at the University of Bristol in the presence of their inspirational teacher, Andrew Shell. Among other things, the group completed local research, learned basic Latin and Ancient Greek and visited local sites such as Caerleon and Caerwent.

To get your school involved with The Olympus Challenge, please contact hannah@classicsforall.org.uk

A Classical Renaissance in Northern Ireland

The future of classics in state schools in Northern Ireland has been under threat for years so Classics for All is delighted to be working with partners to reverse this decline.

Following a visit in June, we are collaborating with the Classical Association of Northern Ireland, Queen's University Belfast and Stranmillis College to launch a classics network to spread the classical flame. Our first step will be a classics teacher

training programme to be piloted in ten primary schools in 2020. We are also keen to support the few schools that maintain a proud tradition of teaching classics despite economic challenges. A case in point is the Royal Belfast Academical Institution, where Head of Department Lynn Gordon is reviving classical fortunes with 74 boys studying Latin from Key Stage 3 to A level. Classics for All's support will help the school to introduce Ancient Greek.



The Grand Classics Quiz, Saturday 28 September 2019



Retired teacher and classicist Isabel Raphael was our quiz mistress for this fun and engaging event, bright and early on a Saturday morning at King's College, London.

Isabel pitted the Trojans against the Greeks and our guests, of all ages, tested their knowledge of Greek and Roman mythology, culture, language, history and religion.

The Trojans narrowly beat the Greeks but everyone was pleased to participate. It was a fascinating

morning with all participants happy to learn something new and meet fellow enthusiasts. "I much enjoyed the classics quiz – let's have more!" – quiz attendee.

If you are interested in organising or attending a quiz, particularly outside of London, please email events@classicsforall.org.uk

The Big Give Christmas Challenge 2019

We are delighted to be participating in the Big Give Christmas Challenge for a third time.

Geoffrey and Caroline de Jager, Ian and Caroline Laing and the National Lottery Heritage Fund will generously match all donations made through the Big Give's online platform from 3-10 December, to help us achieve our target of £100,000.

Donations will enable us to reach more schools across the country, particularly

in areas of social and economic disadvantage. We are encouraged by our success so far this year; we have already worked with 150 schools and anticipate a healthy demand for support this year and beyond.

We hope you will consider donating this year. For more information on the Big Give Christmas Challenge 2019 and how you can get involved, contact contact@classicsforall.org.uk



Ten Years On

Sophie Emler reflects on how, ten years after graduating, classics has changed her life.

Next month I will be attending the ten-year reunion of my graduating class from university. It feels like this milestone has crept up on me out of nowhere, prompting reflections on where my degree has taken me so far.

At the time of my university application, I was fortunate to have been accepted onto a scholarship scheme with Deloitte. When I asked what they wanted me to study at university, expecting

them to say economics, or maybe business studies, I was instead met with 'whatever you enjoy'.

And so, in 2005 I embarked on a degree in classics and French at the University of St Andrews – Scotland's oldest university and, incidentally, my birthplace. The one degree allowed for exploration of literature, history, philosophy, politics, languages and linguistics.

Through studying literary works

spanning more than 3,000 years, we debated the influence of ancient philosophy and politics on the modern world; how the empires of the past had shaped our current world; the evolution of language, both written and spoken. And truly it was four years I enjoyed to the full.

Friends wondered how I could make use of a classics degree in the world of work, but to me the varied education seemed to open every imaginable door from academia to banks, law, rock stardom, writing and even being a Prime Minister. Though it might seem unimaginative, I chose financial services.

My classics degree had prepared me for pretty much everything the job could throw at me. Like picking apart a tricky translation, in my first years as an analyst, I had to undertake meticulous research, interpret resources, prepare reports, and then present and defend them in front of my team and clients.

The Socratic method of teaching in my classics course encouraged all of us to air and debate our views and interpretations, and I believe communication, challenge and collaboration are perhaps the most important elements of a successful team at work.

Last year, when I was approached with an opportunity to move into the world of tech I worried how my degree and career to date would equip me for this sector. Apple co-founder Steve Jobs declared: "It's technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing."

And so, with these words playing in my head, I made the leap and became: classicist-consultant-financier-techie.



My classics degree had prepared me for pretty much everything the job could throw at me.

Sophie Emler



A Passion for Classics

Lord Butler of Brockwell on his love affair with classics.

There were several stages in the development of my love affair with classics.

When I started to learn Latin at the age of ten, I enjoyed discovering where so many English words had come from.

I then relished the detective work of getting meanings out of Latin and Ancient Greek sentences by recognising nouns, adjectives, verbs and adverbs, and fitting them together.

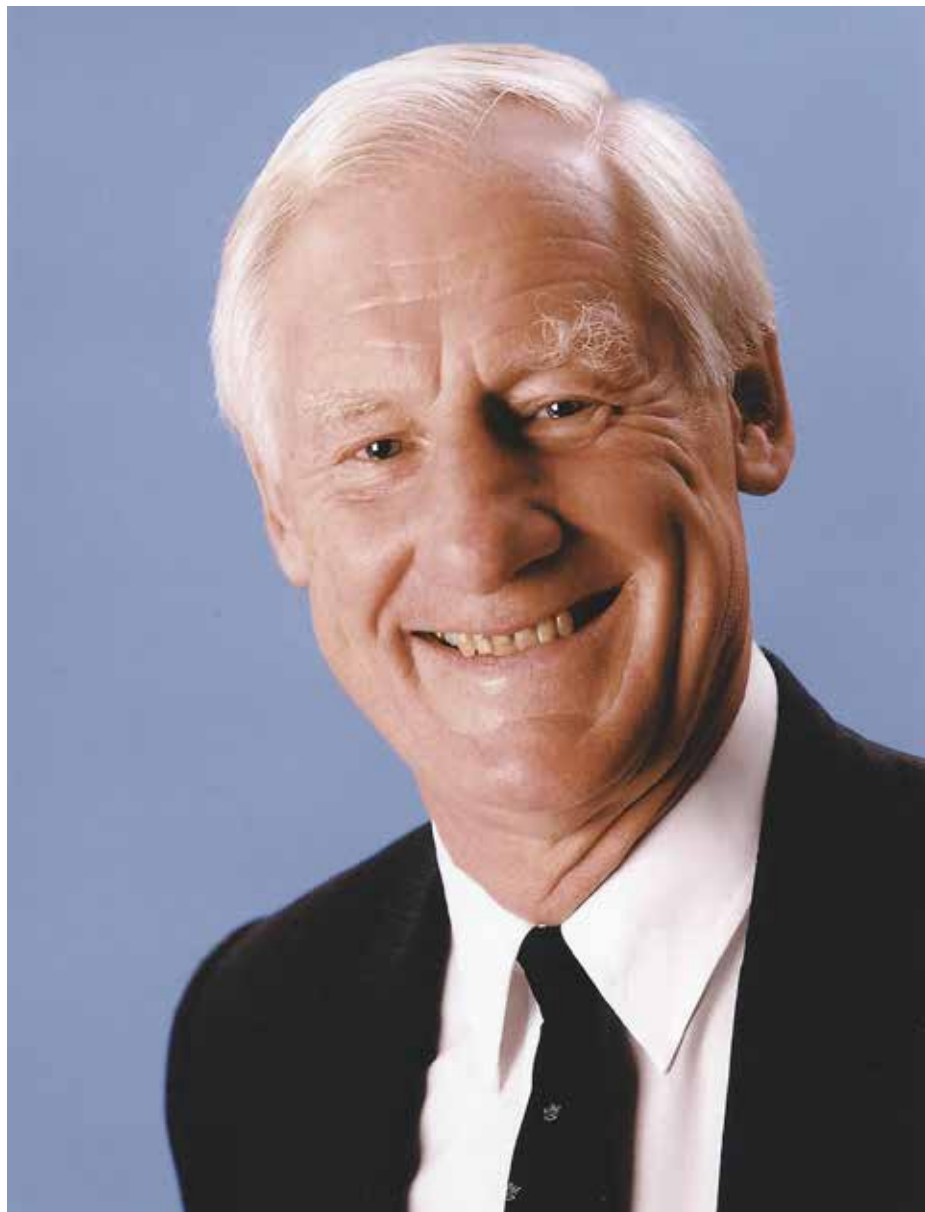
In my teens, I progressed to read the classical works of literature – Homer, Virgil, Cicero, Horace and the Ancient Greek playwrights.

With support from my teachers, I also began to write my own Latin and Ancient Greek prose and poetry and to translate great works of English literature into Latin and Ancient Greek, only to discover how much more elegantly my teachers could do it!

When I left university, I went into the Civil Service. I was lucky in my career because I caught the eye of leading politicians, both Conservative and Labour, and had the great privilege of working in 10 Downing Street and the Cabinet Office under five Prime Ministers. This gave me a ringside seat on the ups and downs of the nation's fortunes.

How did training in the classics help me in my career? Firstly, it made me good with words, both understanding them and fitting them together. Secondly, it helped me to think logically and express myself clearly.

Thirdly, it gave me a deep knowledge of the roots of our European culture and a love for it. It created in me a desire to serve my country and help to defend the civilised ideals with which I had grown up.



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The Rt Hon. the Lord Butler of Brockwell KG GCB CVO

Voces Discipulorum

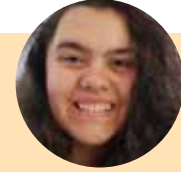
Five pupils from schools supported by Classics for All reflect on how classics is shaping their lives today and in the future.



LUKE BATEMAN, former Blackpool Sixth Form College pupil, now studying ancient and modern history at the University of Oxford.



LOUISE DACK, former Blackpool Sixth Form College pupil, now studying ancient history at the University of Manchester.



EMMA MANSELL, Year 13 pupil at Bishop Thomas Grant Secondary School, hoping to apply to study classics at the University of Cambridge.

Is the ancient world dead?



As long as we continue to study it, I believe the ancient world lives on.

Professor Mary Beard once wrote that the practice of classics is the ventriloquism of the dead, and I wholeheartedly agree. Every time we translate and interpret the treasure trove of literature, numismatic and archaeological evidence left behind, we breathe life into the ancient world and see it flourish and live once more.

To look at the Late Republic is to see a society polarised. To look at post-plague Athens is to see politics wrecked by demagoguery. The ancient world survives as a mirror to our lives, a Rosetta Stone through which to understand the modern day."

Why classics?



I love looking at how much things have changed since antiquity, comparing the candour of ancient historians to contemporary ones.

I have chosen to study ancient history at university because I love looking at how the ancient world has influenced the modern one. In the future, I would like to work at a museum."

How is classics relevant today?



There has never been a point in history where classics has not been relevant.

The ideas of the classical world penetrate systems of government, media and language today particularly throughout much of Western Europe. Sometimes we even use classical references without realising it!"

The ancient world survives as a mirror to our lives, a Rosetta Stone through which to understand the modern day.
Luke Bateman, former Blackpool Sixth Form College pupil, now studying ancient and modern history at the University of Oxford

Making Classical Waves

Dr Daniel Orrells, Head of Classics at King's College, London, describes a radical approach that aims to transform access to classics degrees for state school pupils.

Everyone has a different idea of what classics means. And rightly so. That's why the Department of Classics at King's College, London is radically opening up access to the subject.

We think that no one should be prevented from graduating with a BA

in classics, whatever their background or previous educational experience.

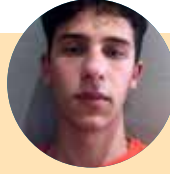
You don't need any knowledge of an ancient language before coming to King's but you can still graduate with a classics degree. So how does that work? It is pretty simple.

A prospective student applies to King's to study either classical studies, ancient history, or classical archaeology.

In year one, any student who studies an ancient language and ancient literature alongside other first-year modules, and does well, can



EMILY WARNHAM, Year 13 pupil at Bishop Thomas Grant Secondary School, hoping to study classical archaeology and ancient history at the University of Oxford.



ALEX DANIEL, former JCoSS pupil, now studying classical studies at the University of Bristol.

Oxbridge or not?

“ I hope to apply to Oxford because of the opportunities a degree from there would bring. Although I used to think I would not fit in, I realise it is important to challenge barriers – both those in our own minds and socially constructed ones.

The classical archaeology and ancient history course appeals because I am fascinated by the rich information you can gather from archaeological evidence. I also like the fact that at Oxford the study of an ancient language is optional. Having had limited exposure to ancient languages, I would be nervous about a degree where this was a big focus.”

When did you catch the classics bug?

“ My mother’s side of the family is Greek, so I grew up speaking Greek around the house and reading lots of mythology, which was where my love for the subject began.

As a child I particularly enjoyed stories about heroes and monsters, such as Perseus and Andromeda. I fondly remember dressing up as Perseus on a school fancy dress day aged eight. This soon developed into an interest in ancient civilisations and the world of antiquity more broadly.

At this moment in time, I am unsure on where I see myself in the future. However, I am eager to find a career that allows me to maintain a close connection with the classical world.”

As a child I particularly enjoyed stories about heroes and monsters, such as Perseus and Andromeda. I fondly remember dressing up as Perseus on a school fancy dress day aged eight.

Alex Daniel, former JCoSS pupil, now studying classical studies at the University of Bristol



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Dr Daniel Orrells, Head of Classics at King’s College, London

change to the degree programme in classics in their second year.

The University then offers summer schools at the end of the first and second year, so that all students graduate with a solid knowledge of Ancient Greek and Latin.

All in three years with no extra tuition fees – there’s no other university in the UK where you can do that!

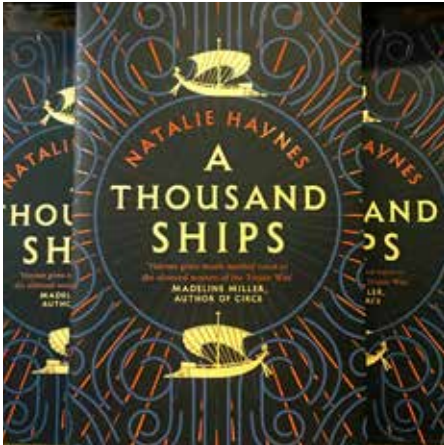
Staff at King’s would love to hear from any students interested in the course. Simply drop an email to Dr James Corke-Webster (james.corke-webster@kcl.ac.uk), the lecturer in charge of undergraduate admissions.

Hot Off the Press

With the end of the year in sight, we asked classics devotees **Edith Hall**, **Esther Pigney** and **Nicholas Barber** for their must-read classics books for 2019.

A Thousand Ships

Natalie Haynes, May 2019



There has been a recent plethora of novels based on the Homeric epics, but, in my view the best of them all is Natalie Haynes' *A Thousand Ships*. Haynes captures the grandeur and pathos of the ancient epic magnificently, and is astoundingly conversant with the alternative traditions, which arose about the mythical figures of the Trojan War.

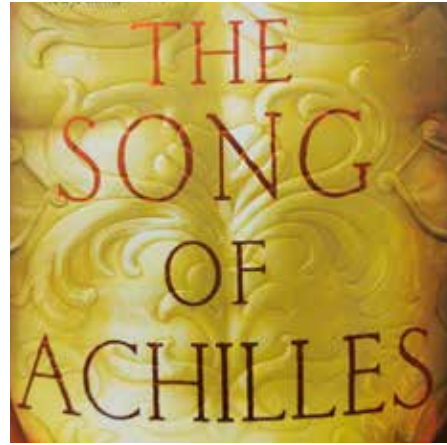
Yet, always an uncompromising spokesperson for women and other underdogs under patriarchy, she simultaneously sustains her project to give voice to the silenced victims of all large-scale military conflicts across history.

By applying delicate psychological insights and wry humour to the reporting of the subjective experience of several women whose contribution to the epic narrative has long been side-lined, she has produced a grand counter-chorus to set beside the scenes of gory combat we know so well. This novel will have staying power. Read it as soon as you can.

Professor Edith Hall is Professor of Classics at King's College, London and is the Leadership Fellow of Advocating Classics Education.

The Song of Achilles

Madeline Miller, April 2012



My best friend persuaded me to read this book after a debate about whether Achilles or Hector is the more sympathetic character (I argued Hector). In the end, she told me to read this book as it would change my mind.

I was impressed by Miller's poignant treatment of the passionate relationship between Patroclus and Achilles, from boyhood to the Trojan War.

Miller's poetic language captures the tender scenes between them beautifully using a rich range of metaphors adhering to Iliadic style. The impending tragedy looms throughout, whether or not readers are familiar with the ending.

This novel is a great introduction to an important Greek myth. And finally, for those familiar with the story wanting a new take on this epic tale, yes, it does take a more sympathetic approach to Achilles than many other versions.

Esther Pigney is a former pupil at Camden School for Girls and is studying for a Literae humaniores degree at Brasenose College, University of Oxford.

Socrates in Love: The Making of a Philosopher

Armand D'Angour, March 2019



This book is a treat, an unexpected depiction of Socrates as soldier and heterosexual lover as well as famed philosopher. Brave soldier in Thrace (when he saved the life of Alcibiades, for better or worse) and lusty lover of Aspasia, mistress (wife?) of Pericles no less. How does Armand D'Angour know all this, especially the Aspasia bit? Because it's in Plato's *Symposium* if you read between the lines. Aristophanes adds grist to the mill.

One doubt nags; was the youthful Socrates really as good-looking as Armand supposes? His famously snub nose was surely as snub when young as later.

A further treat is Colin Leach's elegant review of the book, to be found in the Reading Room on Classics for All's website. Colin's review concludes "what better book to recommend to a candidate for university pondering whether to read classics?"

Nicholas Barber CBE is the former Chair and current Honorary President of Classics for All and a passionate classicist.

Featured image: Socrates, Alcibiades and Aspasia in conversation, Nicolas Monsiau, c. 1820

Life After Classics? Hardly!

Children's author **Caroline Lawrence** on the enduring impact of the classical world.

When I go into schools to talk about my books, I tell kids, "Be careful what you read; a book could change your life!"

That's what happened to me when, on my gap year and aged 19, I read a novel set in Ancient Greece called *The Last of the Wine*. Written by British ex-nurse Mary Renault, that book was like a time machine transporting me back to the sights, sounds, smells and taste of Greece in the time of Socrates, Plato and Xenophon. I was obsessed.

When I got back from my gap year and started university, I signed up for Ancient Greek class just to see what it was like. At first it was like a bunch of squiggly black worms crawling

on white. But I quickly learned the alphabet and slowly got to grips with the grammar. Reading ancient Greek was like solving a cryptic word puzzle. Only when you decoded it were you in the minds of people who lived over two thousand years ago. Astounding! I was hooked.

I also fell in love with the art and archaeology of Ancient Greece: the painted temples, bronze sculptures and especially the vases with their superb graphic-novel style figures acting out myths and other stories.

Then they told me: "If you like Greek you must do Latin, too. We call it classics!"



Classics is like an addiction for me.
I will never be free of it.
Caroline Lawrence



So I tried Latin, reluctantly at first, then with more and more enthusiasm as I read rude poetry by Catullus, bitchy gossip by Suetonius and filmic description by Virgil.

After university I took some time out to start a family but ended up teaching Latin at my son's primary school. That led me to a career writing history-mystery books for kids set in classical times. It is honestly the best job ever.

By combining knowledge and imagination I try to transport myself and my readers back in time, the way Mary Renault transported me with her books. Classics is like an addiction for me. I will never be free of it.

There are so many fascinating classics-related rabbit-holes! I will never even begin to explore them all.

Above: photograph © Ed Miller
Left: Caroline Lawrence on the set of the Roman Mysteries TV series in 2007

Events

Mythos: a Trilogy

Stephen Fry has recently embarked on an UK-wide tour retelling the ancient stories of Greek gods, heroes and men.

The three shows feature tales from Fry's recently published *Mythos*, from the chaos of creation to gripping tales of love and war.



Last Supper in Pompeii

25 July 2019 – 12 January 2020

The Ashmolean Museum presents the 'Last Supper in Pompeii' curated by **Dr Paul Roberts**. The exhibition displays over 400 artefacts from exquisite frescoes to food remains that show the diets of Pompeian households.

Troy: Myth and Reality

The British Museum will launch its new exhibition, sponsored by BP, on 21 November 2019.

From Helen of Troy's abduction to the deception of the Trojan Horse and the fall of the city, tread the line between myth and reality in this phenomenal new exhibition.



Exploring Troy

Join us on 16 January 2020 for our talk on Troy at King's College, London.

In response to the upcoming BP exhibition at the British Museum, **Lesley Fitton** will share her unique perspective on curating the 'Troy: Myth and Reality' exhibition.

What was Roman Marriage Like?

Dr Peter Jones MBE reviews 'The Friends of Classics Memorial Lecture' by Professor Gregory Hutchinson

Using evidence from visual, legal, literary and inscriptional sources, Professor Hutchinson demonstrated that there was far more to Roman marriage than a mere business transaction between one *paterfamilias* and another.

Legal sources made clear that the girl's wishes were required before a marriage could be contracted. A tomb-relief of Aurelius and his wife Aurelia, two freed slaves of Greek origin, portrayed them as Roman citizens. It was accompanied with a dialogue between the two, he praising her fidelity, devotion and

sense of duty, and she pleased to agree with him, while saying he was more to her than a father.

Another moving tomb-relief expressed a wife's sadness at her husband's grief at her death, he expressing a desire to die too, she that her death would prolong his life. Each offered a real sense of an equal partnership.

In another inscription recording a row between husband and wife, she expressed a desire for divorce because they could not have children, he his rage that she should ever consider such a move. So children were perhaps not the be-all and end-all of marriage. Loyalty was just as important.

Then again, Plutarch reported Cato refusing a marriage alliance with Pompey's family. The women were furious, and some of Cato's friends accused him of arrogance; these were matters for serious discussion both inside and outside the whole

family. As for female heroism, Brutus reckoned his wife Porcia would fight mentally as bravely as his men against Caesar's army.

Cicero's brother Quintus was married to Pomponia, daughter of Atticus. In a letter to Atticus, Cicero complained about Pomponia's stropky behaviour over a lunch, which lasted all day and into the next morning. He suggested advice from Atticus was needed. Being nice to each other was important. As for Augustus' unpopular 'marry, have children and get a top job' laws, he did his best to nudge people gradually into them, but with no success at all.

Professor Hutchinson concluded that one could not easily generalise about Roman marriage. With his lucid, graceful lecturing style, occasionally becoming a keenly received Q and A session, he gave the large audience a memorable master-class in historical exposition.

Dining with the Romans

A discussion with Dr Paul Roberts, Prue Leith CBE and Sally Grainger.

28 November 2019, 19.00-21.00

Stationers' Hall, Ave Maria Lane
London EC4M 7DD

Tickets £40 - £100

The talk includes a reception

Did the Romans really gorge themselves on dormice, wine, mackerel, oysters and olive oil? Were their lives truly a ceaseless series of lavish dinner parties? Was Garum considered a delicacy and why was it so popular?

Our speakers will explore the extravagance of Roman dining and the indulgence of mystifying delicacies, with Dr Peter Jones MBE as the facilitator.

As the topic of the everyday lives of Romans heats up, research into the diets of Roman people is intensifying. Roman food has long been studied and considered, often with textual references, such as Apicius' cookbook and Trimalchio's dinner party, as the focus of research.

As archaeological techniques have developed, excavations at Pompeii and Herculaneum have uncovered some of the richest material evidence in the Roman world, unearthing detailed frescoes, complex mosaics, and well preserved sewer remains.

This evidence allows us insight into the culinary world of the Ancients.

Read more and book tickets online via classicsforall.org.uk/events

Our fascination with the doomed people of Pompeii and their everyday lives has never waned. What better connection can we make with them as ordinary people than through their food and drink?

Dr Paul Roberts is Keeper of the Department of Antiquities at the Ashmolean Museum. Formerly, he was Roman Curator and Senior Roman Curator in the Department of Greek and Roman Antiquities at the British Museum.



The history of food and its presentation is a fascinating subject, and none more than the dining habits of the Romans - from exquisite salads and oysters imported from Britain, to the excesses of live mullet pickled at the table so diners could admire their iridescence as they thrashed about in the vinegar.

Prue Leith CBE is a restaurateur, chef, caterer, television presenter/broadcaster, businesswoman, journalist, cookery writer and novelist.



The Romans travelled the known world with a triad of liquids - oil, wine and fish sauce. Wherever they went these liquids followed and often it is the tell-tale sign of the strangely-shaped amphora that tells archaeologists that the Romans had arrived!

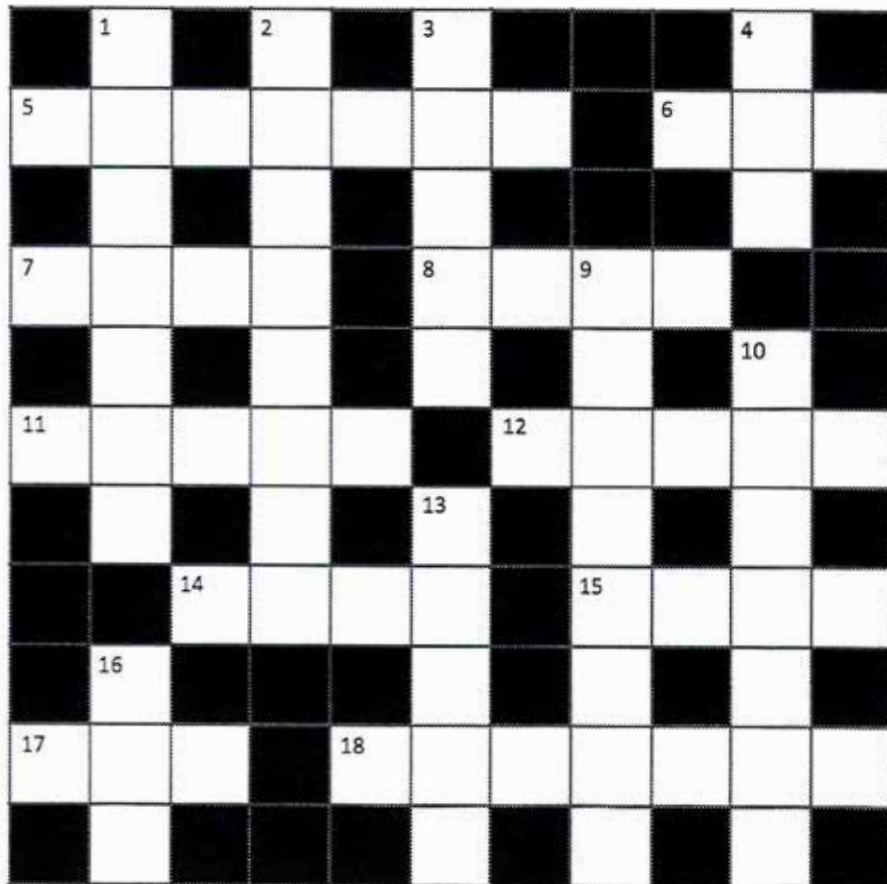
Sally Grainger is a well-known food historian and has presented banquets and food demonstrations at many locations including the British Museum, the Museum of London and several Roman villas.



Above: Detail from mosaic Fish (c) Museo Archeologico Nazionale di Napoli, 100–1 BC.

Classical Puzzle: Cryptic Romans

Test your knowledge of the Roman world



Across

5. Quainter fellow was rather proud out East (7)
6. I hear this Pluto (3)
7. By god, gum or heck (4)
8. Constantine, Septimius Severus and Titus each had their own in the Forum (4)
11. Birdwatcher's a mixed up guru (5)
12. Caligula's was Claudius (5)
14. It's a hoot deposing Galba (4)
15. Romulus' huts roofing material sounds like a good book (4)
17. Faunus the cooking utensil? (3)
18. A rap hit for Rome's enemy (7)

Down

1. Tin of suppuration heard by Hadrian's canal (7)
2. A cute quad to fetch water (8)
3. Giant's name in 1912 disaster ship (5)
4. Aid for divine goddess (3)
9. Real hard stuff for Roman builders (8)
10. Roused-up local, for example, was courageous heroine (7)
13. I take soap for Dido's lyre-playing bard (5)
16. Peace hears wraps (3)

For a chance to win a free copy of *Classical Puzzles* from which this puzzle is taken, submit your answers to contact@classicsforall.org.uk, or post to:

Classics for All
Room C14, East Wing, Strand Building
King's College, London WC2R 2LS

The winning entry will be pulled out of a hat on 20 December 2019.

The Classical Puzzles books are available on Amazon, published by J-PROGS.

Who's who at Classics for All

Our continued thanks to all of our Trustees and donors

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