

# CLASSICS MATTERS

The Classics for All Magazine Spring 2021



Classics Matters is generously supported by  
Geoffrey and Caroline de Jager

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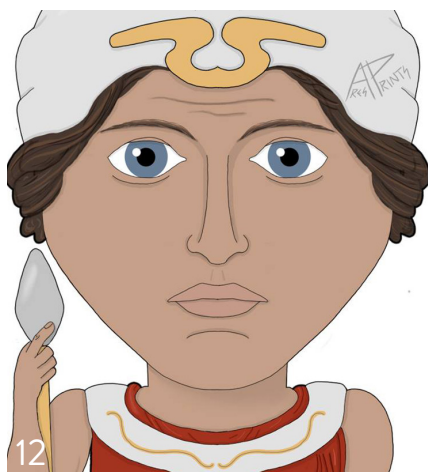
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## CLASSICS MATTERS

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Room C14, East Wing,  
Strand Building, Kings College,  
London WC2R 2LS

Web [classicsforall.org.uk](http://classicsforall.org.uk)

Email [contact@classicsforall.org.uk](mailto:contact@classicsforall.org.uk)

Telephone 020 7848 4741

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# A World of Opportunity and Adventure...

A message from Classics for All Chairman, **Jimmy Mulville**.

At the end of last year Geoffrey de Jager stood down as Chairman. He was an inspirational leader whose fierce enthusiasm for Classics for All enabled the charity to become the focused and successful organisation it is today. Our debt to him is immeasurable. I am personally grateful to Geoffrey for inviting me to join the Board and to step into the Chairman's role, which I am thrilled to accept.

The work of Classics for All is very close to my heart. As a young boy growing up in working class Liverpool in the 1960s, I was very fortunate to attend a comprehensive with a fully functioning classics department. I began my Latin education at twelve, added Greek at thirteen and by the sixth form I was taking Latin, Greek and ancient history before going up to Cambridge in 1974. Classics provided this son of a Liverpool waitress and boiler operator with a bridge into a world of opportunity and adventure. For me, a classical education was not an elitist luxury. It was a powerful engine for social mobility. The bad news is that this kind of opportunity is no longer widely available to state school pupils. The good news comes in three words — Classics for All.

Across the country, the charity is working wonders bringing Latin, ancient Greek, classical civilisation, and ancient history to willing students. I'm thrilled to be personally involved with the Greek Academy at Liverpool College which is seeing enormous success with its cohort of students.

We had our tenth birthday last year and missed the opportunity to celebrate with our friends. However, we did do justice to the landmark date with a very successful year. Despite adverse circumstances, we trained 210 schools and 780 teachers to teach classical subjects, largely online. We also ran online talks and taught primary school pupils Greek during lockdown. In the summer, we rallied 90 teachers at our Harrow online summer school to top up their Latin and Greek. Our time was also spent profitably on a thorough revamp of our website and the creation of online resources which proved popular with teachers.

None of this would have been possible without the unerring support of our donors and their magnificent response to both our Classics in the Time of Covid appeal (raising £72k) and the Big Give Christmas appeal (raising a massive £124k). Thanks to the generosity of both individual



For me, a classical education was not an elitist luxury. It was a powerful engine for social mobility.

and trust and foundation donors we ended the year ahead of target raising £656k.

Moving into 2021, we remain optimistic. First and foremost, we will support teachers in what remain challenging circumstances. There will be examination revision sessions for pupils and training for teachers who missed out during the pandemic. With lockdown restrictions in mind, we are shaping our fundraising year around online talks, hoping to hold a live event by the end of the year. Stay tuned, and please join us for what promises to be a stimulating line-up of reasonably priced Zoom talks. Our generous speakers give us their time pro bono so that all funds raised support our work in schools.

We welcome incoming Trustee Helen Geary and warmly thank Christopher A Clarke for his contribution as Trustee and Honorary Treasurer (2014–2021). We are delighted that following his tenure as Trustee and Chairman (2015–2021) Geoffrey de Jager has joined Nicholas Barber as Honorary President of Classics for All.

A huge thank you to our supporters and donors who have supplied the wind beneath our wings during this difficult last twelve months. We look forward with a sense of resolve and excitement to the next ten years as Classics for All continues to bring classics to children across the country who would otherwise be deprived of this wonderful experience.

**Jimmy Mulville, Chairman**

# Start 'Em Early

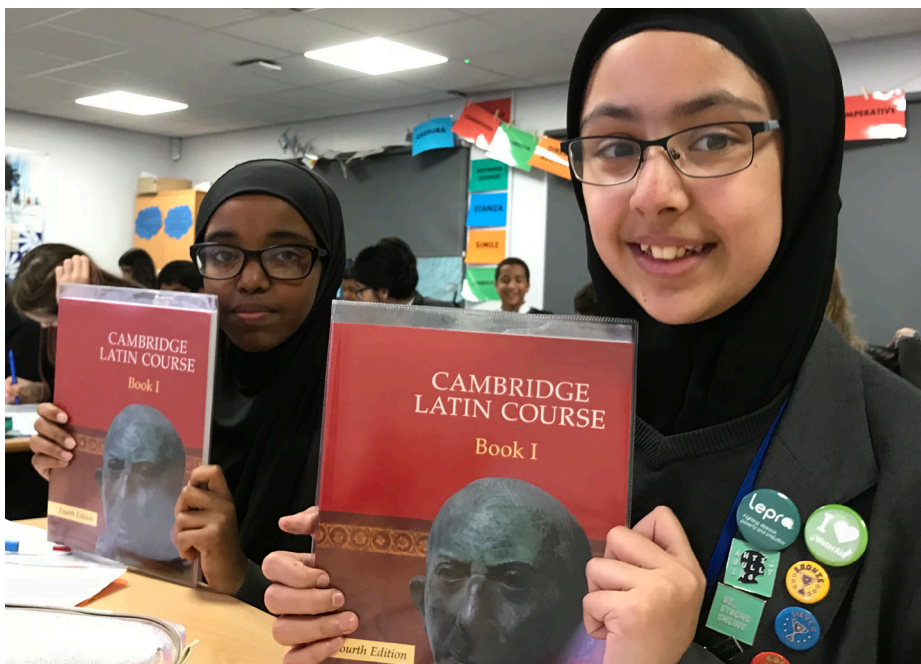
Classics Ambassador, **Lidia Kuhivchak**, reflects on the benefits of starting classics young.

Four years ago, a meeting with the Leicester University Archaeology and Ancient History Department sparked a chain of events which led, pandemic notwithstanding, to the successful introduction of classics in Lionheart Academy Trust in Leicestershire.

Despite a rich Roman history, classics teaching in Leicester state schools was limited to a few scattered after-school clubs. My goal as an English teacher with a passion for classics, was to be an ambassador: to revive Latin and to introduce classical civilisation on the curriculum, starting in our biggest school and spreading across schools in the city.

For many years, the only access to classics in our schools was an extra-curricular AS Level in Classical Civilisation, run by a lonely staff member with patchy pupil turnout. The key to sustained interest, we soon discovered, was to 'start 'em early'. By launching after-school classics clubs in Year 7 and 8 boosted by a term of 'Myths and Epic' in English lessons, we gradually drafted our first enthusiastic cohort for GCSE Classical Civilisation. The clubs were also attended by pupils from other schools in the Lionheart Academy Trust and staff, who took back the professional knowledge to run clubs for their own schools.

Lessons are enriched by a feast of extra-curricular activity, with trips to the British Museum, and archaeological sites excavated by Leicester University. Students may not always remember the dative, but will remember the time they built Greek temples, ventured to London to see ancient treasures, or were the only state school students to win a prize in the local Latin reading competition, among a host of private school candidates.



Classics students at Lionheart Academies Trust school

Some people are resistant to classical subjects because they see them as elitist. Luckily, in Leicester our students rarely take this view. With most pupils speaking English as an Additional Language, Latin is only as foreign as anything else. For students who speak Gujarati or Yoruba, it is not the hardest language that they will master in their lives. Their parents are often aspirational and keen for them to get an extra qualification after school.

We have learned that our ten schools have different needs. There is no one-size-fits-all approach; some schools prefer Latin, some classical civilisation and vice versa. We also have issues with staffing, as people retire or move on. To mitigate this, we work as a team, offering staff across schools joint training, greatly supported by Leicester University. Without this, we would have been individual teachers doing individual projects; we are now a community of mutually supportive teachers with similar goals. It has been

especially rewarding to watch non-specialist colleagues develop their personal interests in classics.

Our key achievement last year, despite the best efforts of COVID-19, was to get Latin into our four primary schools. First, I taught Latin to pupils in Year 3 using the excellent 'Hands Up Latin' website. Then I pressed on, gradually introducing Latin to older pupils using the Minimus course. With growing confidence, colleagues in three of the primary schools are teaching Year 3 on their own and I continue to teach the older pupils.

Despite the disruption of lockdown, it is a joy to see how much students remember; I hear little cries of 'Salve, Magistra!' across the playground as I move from school to school. I hope it is not too fanciful to imagine that one day our students might have a complete classics journey across our Trust, from Year 3 to Year 13. We have come a long way from that one after-school class.

# "Does that Word Come from Latin?"

Sophie Llewellyn reflects on the how Latin is sparking linguistic curiosity in her classroom.

Story Wood is a primary school in North Birmingham where many pupils receive free school meals and 25% speak English as an Additional Language. Our mission is to 'sow the seeds of success' and to nurture a thriving community of independent pupils who are lifelong learners. Aspiration and love of learning are at the heart of why we chose to change from teaching French to Latin for all our pupils aged 7-11.

Last spring, I had never heard of Latin in primary schools, but an online article and an evening's research changed that! With not a word of Latin, I approached our head teacher the next day and made the case that Latin could ice the cake of our new curriculum. I was particularly excited by the many links between Latin and other curriculum areas which would help to reinforce concepts, understanding, word roots and vocabulary. Initially unswayed by my case, our head did her own research, soon coming around to the idea that Latin could really benefit our pupils, unlocking language, history, and culture.

We trained two teachers to teach the Maximum Classics course and the training was first class. Our trainer was a fountain of knowledge, giving us so many tips on making the course work in the classroom. We also got all teachers behind the idea of teaching Latin through a session on word roots which showed its value decoding English vocabulary. In September we began teaching Latin to 60 pupils in Years 5 and 6 as their main foreign language. It is safe to say it's been a huge success; the children are so engaged and enthused. Children love the cultural and artistic activities and constantly question, "Does that word come from



Children at Story Wood School

Latin?." We regularly look up the etymology of words together. Some students have taken to reading Greek and Roman mythology in their own time and love to share their knowledge of gods and goddesses, heroes, and monsters.

We are constantly amazed by the connections our children make. One child asked if the dog breed Labrador was linked to the verb *laborare*, giving the justification "because a Labrador is a working dog". Another child, when playing the game 'Rota', asked if the bread roti might be linked to the Latin word for wheel, as it is round. When asked for their views about Latin, children say, "It's fun because I can get better at spelling and learn new languages,"

and "I love talking in a language that was spoken years ago".

Finally, I think this quote from a parent sums it all up:

"I have noticed that my daughter's ability to think about language has improved. We now regularly think about where words come from, and she can often work out unfamiliar words, using a section of the word and relating it to its origin. Her interest in other areas has grown too, and we explore ancient history together at home now! She is really enjoying Latin and is applying this across all areas of her life, which she doesn't always do with other subjects. It's such a fab subject – the whole family are learning from it!"

# Fundraising News

**Tessa Smith's** Classics for All legacy; **Angela Dix** puts classics on the map in Cambridgeshire.

We love to share stories about the impact of classics on pupils in state schools across the UK, and the joy that teaching classics brings to our teachers.

This all happens thanks to our passionate donors who drive our ability to support these schools each year! And they have their own stories to tell. In each issue of *Classics Matters*, we have chosen to profile an individual who has joined our **Marcus Aurelius Circle** of legacy donors.

Here, we introduce you to retired businesswoman and long-standing donor **Tessa Smith**.

## What prompted you to include Classics for All in your will?

I would like to think that the young of today can discover classics far earlier than I did. My Mother read me Greek, Roman, and Norse myths from my earliest age. I regret to say that Latin was my worst subject at school, but that changed when I majored in Latin at my college in the USA. I always felt guilty at having a degree in Classics without knowing any Greek. I now enjoy reading Greek and indeed, I can now say that it is my principal pleasure and occupation. I adore Homer and the dramas.

## Why do you think the work of Classics for All is so important?

I love to hear about the fantastic programmes which Classics for All has managed to institute. The pupils and the teachers alike are so enthusiastic and eager to do more. I thrill to see the count of primary schools now offering Latin and Greek and classical history. No one but Classics for All could have achieved this.



Long-standing Classics for All donor, Tessa Smith

## What excites you most about the work of Classics for All?

Difficult to answer. Perhaps the increasing numbers of schools supported by Classics for All doing GCSE and A levels in classical subjects, and certainly the number of university students opting for classical languages. Students used to say, "What can you do with classics? It doesn't have any relevance to jobs nowadays." But it is surprising how many classicists I met when working for IBM. There *is* a connection.

## What do you think Classics for All might look like in ten years' time?

No idea. Doubt I'll be here to see it. But that's why I have included Classics for All in my will.

We've been pleased to hear from supporters of all ages who wish to remember Classics for All in their will. If you'd like to find out more, please visit our website [classicsforall.org.uk/legacy](https://classicsforall.org.uk/legacy) or email Jules in confidence at [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) or telephoning 0207 848 4741.

We can easily post you a legacy leaflet with further information.

"A man doing good does not trumpet his deeds but goes on to repeat them, like a vine bearing grapes season after season."

[Marcus Aurelius, Meditations 5.6](#)

## Regional Sponsorship Opportunities

We now have 17 regional classics networks across the UK which offer novice and experienced classics teachers training, advice and opportunities to meet and share ideas with their peers. These networks are key to our success, helping us to champion classics in the most inaccessible parts of the UK. Here we profile the work of our Cambridge Classics Network, led by classics teacher **Angela Dix**.

Angela teaches Latin and Greek part time at Parkside Community College and Cambridge Academy of Science and Technology. Alongside this, she teaches in local schools on a self-employed basis and works one day a week as the Network Co-ordinator and trainer for our Cambridge Network.

Angela joined Classics for All in 2017 when the picture for classics in Cambridgeshire state schools looked bleak. Although the county was home to a world class university and an array of excellent museums, the teaching of classics was largely the preserve of independent schools. Classics in state schools was largely driven by passionate individual teachers with limited budgets and timetabling constraints, who were vulnerable to school cuts.

Keen to secure support for her school to continue teaching Greek and to bring classics to local primary schools, Angela joined forces with Classics for All to establish a network dedicated to supporting classics in the Cambridgeshire area.

Four years later, the Cambridge Classics Network has made impressive progress, putting classics on the regional map. Twelve primary and six secondary schools have started teaching classics and there are more in the pipeline. Angela is also pleased to have developed strong partnerships with classics colleagues at the University of Cambridge, the Museum of Classical Archaeology, the Classical Association, and the Cambridge Schools Classics Project, which enrich opportunities for schools.

To ensure schools feel supported, Angela regularly brings teachers and classics colleagues together to share good practice and train each other in regular 'Teach Meets'. Although the pandemic put a stop to physical get-togethers, online meetings have proved surprisingly popular, allowing hard-pressed teachers to attend training despite childcare or school commitments.

Reflecting on the Network's proudest achievements to date, Angela said, "I am really pleased that so many local primary schools are beginning to offer Latin or classical studies.

"Often primary school interest is piqued by the benefits of studying Latin word roots as part of literacy lessons. Once teachers discover more, they become excited by the myriad ways in which classics can add value to the primary curriculum and become more ambitious."



I believe the work that Classics for All does with state schools is invaluable. I was state school educated myself and never had the opportunity to study classics until I was at university. I believe that all students should have the opportunity to discover the joy of studying classics at school.

[Angela Dix, Cambridge Classics Network Co-ordinator](#)

Classics for All currently seeks sponsors for the Cambridge Classics Network and for networks in Bristol, East Anglia, Leeds, London and Warwick. Sponsorship would give stability, allowing Network Coordinators like Angela to plan for the future.

To enquire, please email [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) or telephone 0207 848 4741.

### **We would like to thank the generous sponsors of the following regional networks**

Blackpool Sixth Form College Network — Geoffrey and Caroline de Jager  
The Oxfordshire, Berkshire and Buckinghamshire Classics Network — Ian and Caroline Laing  
The University of Leicester Classics Network — Dimitri Chandris  
The University of Durham Classics Network — Andrew Hobson  
Liverpool Greek Academy — Jimmy Mulville  
The Liverpool College Classics Network — the Rushworth Foundation which supports music, the arts and education in Liverpool.

# Where Have All the Exams Gone?

Academic recognition of classical subjects needs work, argues Classics for All trainer **Steve Hunt**.

Classics for All has been instrumental in getting classical languages, civilisation, history, and culture into state-maintained schools for over ten years. Even in 2020, despite the pandemic, CfA supported teachers in 87 primary and 123 secondary schools to get classics up and running. What strikes me — *mirabile visu* — are the diverse and imaginative ways in which schools have squeezed classical subjects into a crowded curriculum, especially in primary schools and the first few years of secondary school (Key Stages 2 and 3).

There are no nationally defined guidelines on what should be taught at Key Stage 3 for any classical subjects. There is barely a mention of them at Key Stage 2 either, beyond the inclusion of Latin and Ancient Greek as permitted foreign languages in primary schools, alongside French, Spanish, and German. But that *tiny* mention is hugely important: it legitimises them in the eyes of primary head teachers, parents and governors. Secondary schools which look to classical subjects to broaden and deepen their curricula note that the subjects have a stamp of approval as validated GCSE subjects which count towards the English Baccalaureate. These tiny mentions give schools the vital endorsement needed to take the plunge and introduce classical subjects.

While prospects for classical subjects are beginning to look a little brighter for students in primary schools and in the early phases of secondary school, the outlook for classical subjects at examination level is more troubling.

In 1988 there were around 16,000 entries for Latin at GCSE; this has declined and stabilised at around



Students like to work towards something in the short term, and head teachers like the fact that there is a recognised qualification at the end.



Classics for All trainer, Steve Hunt

10,000 entries in recent years.

Many Classics for All supported secondary schools have successfully introduced classical qualifications at GCSE and A level, some even at scale, but overall entries remain stubbornly low. What then will it take to encourage a change of gear?

Here is the problem. While there is much flexibility in the ways in which schools choose to introduce classical subjects at Key Stages 2 and 3, the routes to academic recognition by examination are limited and, this author would argue, not entirely suited to the students who take them, especially in state secondary schools.

To avoid any doubt, I'm not arguing that the subject matter is too difficult; rather, that the time in which to learn it all is — in the many cases of which I have direct knowledge as a CfA trainer and adviser — simply not there.

We need our exams back!

From 1996 to 2002 teachers could choose between several exams, administered by AQA or OCR. For OCR, there were two options: the rather traditional GCSE Latin 1400, and the less traditional Latin 1407. For teachers of Latin 1407, the Cambridge Latin Course, in the absence of any other official curriculum, *was* the curriculum on which the examination was based. In 2012, the WJEC examinations board introduced Level 1 and Level 2 Certificates in Latin, at a standard more likely to be achieved in the time available. The Department for Education (DfE) and Ofqual approved them, accrediting the Level 2 Certificates at the same points value as the GCSE. OCR added short course GCSEs (worth half a GCSE) and Entry Level qualifications (not accredited) in Latin and Ancient Greek. When you are starting up a classics department, qualifications which match the circumstances in which you teach are a godsend: students like to work towards something in the short term, and head teachers like the fact that there is a recognised qualification at the end, or as a staging point.

Fast forward to 2014, and the DfE undertook massive reform of the English education system. The curriculum was reconfigured to fit the DfE's demand for greater academic rigour. The DfE handed over responsibility for the development of the GCSEs to the examination boards. This was less of a problem for subjects which had firmly established



curricula of their own. For classical subjects, which had none, we now have in GCSE not so much a qualification which tests students' performance on the curriculum, but a qualification-as-curriculum.

By 2018 the short course GCSEs in Latin and Greek, the Entry Level Greek and the Level 2 Certificates in Latin were all swept aside in favour of standard GCSEs — a one-size-fits-all approach. If we want more students doing classical subjects, then we, along with universities, need to keep on supporting the sub-GCSE qualifications. Eventually, when they are ready, the schools which have used the sub-GCSEs as stepping stones will be able to offer GCSEs. But for schools with insufficient time for the GCSE, we should resurrect the older qualifications.

We should seek to restore the WJEC Level 2 Certificates in Latin Language/Civilisation, which dates from 2012. The Certificates were

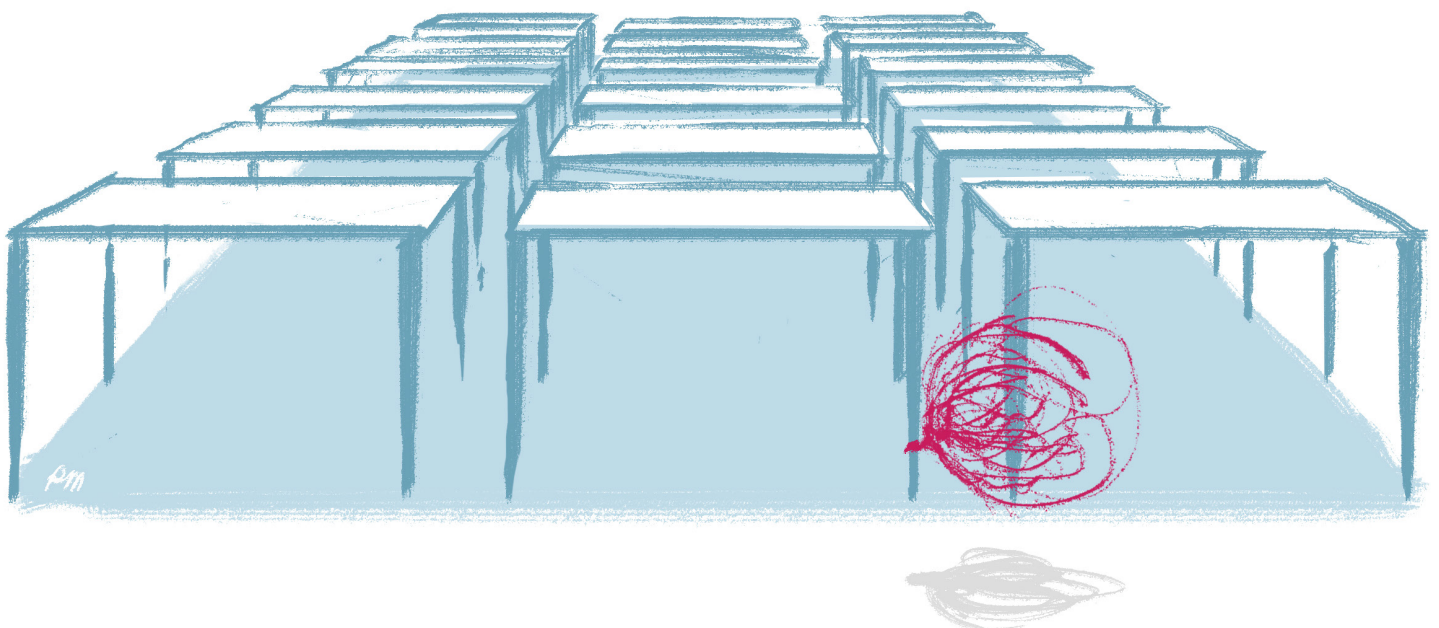
originally developed in response to teachers' feedback that the GCSE was too much for many schools. As vocational qualifications, the Level 2 Certificates also allowed some flexibility, such as the option of coursework - helpful when there's little classroom time and a golden opportunity for students to explore classics beyond the textbook. But, because the Level 2 Certificates no longer attract accountability points like the GCSEs, they are being phased out after this year.

In the author's view, the regulations for the current GCSEs also need an overhaul. This is not a popular view - the examinations are only just 'bedding in' and teachers hate too much change. Nevertheless, if we continue to uphold the 'gold standard' of the present GCSE, despite evidence that it is not achievable, even in schools where classics is flourishing, then we may not see the sort of uptick that we so desire. We should seek

changes - and quickly. Teachers in state and independent schools are already abandoning the Ancient Greek GCSE for the unreasonable demands it makes on their teaching time and are developing a new examination with the Classical Association. We should think of the same for the Latin GCSE.

A glance at the Classics for All website shows the welcome range of schools across the UK which have benefited from our support in starting classics in the corners of classrooms, the back of the library, the school hall. Some schools offer classics for everyone; some to select groups; some in Year 7, or Year 9.

We must promote a re-expansion of the examinations, so that there is something appropriate, academically rigorous and, most of all, achievable in every type of school for all newcomers.

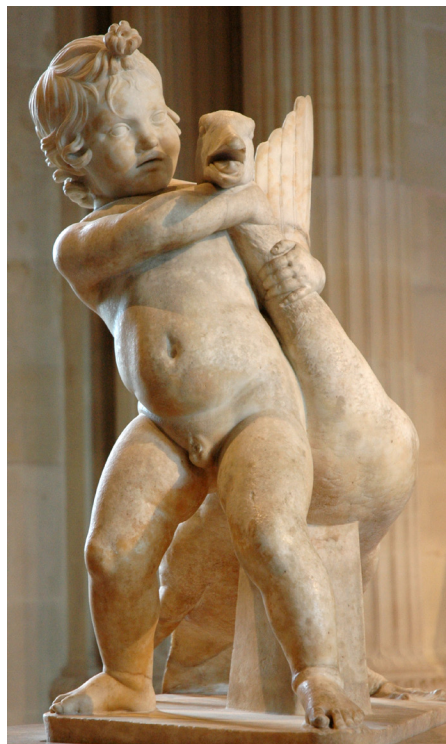


# Are All Tyrants Toddlers – or are All Toddlers Tyrants?

Dr Jane Ainsworth, University of Leicester, on Professor Mary Beard's recent inspiring webinar.



Professor Mary Beard, and Boy With Goose



399 supporters from screens as far apart as Auckland, Quebec, Copenhagen and “cold, wet Hackney” zoomed in to join Classics for All's online event hosted by Jimmy Mulville in early March. Professor Mary Beard discussed Roman emperors through a nineteenth-century lens, why she studied classics in the first place, and the challenges of nuanced discussion on social media.

Two parts of Professor Beard's response to why she chose to study classics struck me; the inter-disciplinary nature of the subject and her desire to find out what lines of poetry from her set texts were being hidden from her as too delicate for a pupil's sensitive ears. These answers are important because there is sometimes a danger that the way we study classics appears to be about learning as much stuff as possible, and this can be off-putting to newcomers.

Professor Beard's talk eloquently demonstrated the value of looking closely at evidence, whether that be an ancient statue, its reception in a nineteenth century painting, or the text which inspired it, and then selecting — from the embarrassment of riches classics includes in its toolkit — the appropriate method to analyse that evidence.

The talk looked in detail at paintings depicting the death of Julius Caesar and Roman emperors, including Smirnov's 1886 *The Death of Nero*. In this painting, we find a representation of a representation, an image of the Hellenistic sculpture *The Boy and the Goose*, in which a toddler either plays with, or attempts to strangle, a goose. Professor Beard shifted the question about the meaning of the toddler's action to the question of how we perceive Nero's reign — was the emperor having fun in childlike innocence or was he a juvenile sadist?

This focus on the detail of representations, using inter-disciplinary knowledge of their subject matter, creative context, and technique, allows us to re-address different Victorian attitudes to the Roman Empire. Were all Victorians aspirational imperialists, or did they recognise that the fall of the Empire may in fact have begun with Augustus? Professor Beard posed the question of how an outsider, such as the Syrian emperor Elagabalus, would have experienced life in the Roman world.

The talk was followed by an interview with Lidia Kuhivchak from Lionheart Academy, which highlighted the value of this interdisciplinary approach. The inspirational Anna Reynard and Lidia have recruited non-specialist teachers from their Multi-Academy Trust to teach lessons in Latin, classical mythology and ancient history using resources on *Life in Roman Leicester*, created by our University of Leicester Classics Network.

One of the Lionheart team, Stephanie Yeabsley, invited me to lead a session with her completely brilliant year 9 classics club on the worship of Hercules in Italy, as part of their Myth and Religion course. The reaction of one pupil sums up not only the appeal of classics but the importance of supporting Classics for All's continuing work — “This stuff is really cool, Miss, why doesn't everyone get to do it?”

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*Dr Jane Ainsworth is our University of Leicester Classics Network Manager*

# Upcoming Events

## An Evening with Edith Hall on Classics for All, Historically

**Wednesday 12 May,  
18:00GMT Webinar**

*Tickets (£10 standard, £5 concession) are available to purchase via our website at [www.classicsforall.co.uk/events](http://www.classicsforall.co.uk/events)*

We are delighted to be joined by **Professor Edith Hall** who will discuss her recent book, *A People's History of Classics*, co-written with Henry Stead, exploring the influence of the classical past on the lives of working-class people.

Edith will challenge the prevailing assumption that working-class culture was historically a 'Classics-Free Zone.' She will outline some of struggles that non-elite Britons went through to access the ancient Greeks and Romans between

the Bill of Rights in 1689 and the outbreak of World War II in 1939. With vivid examples of those who succeeded, Edith will demonstrate that classics, historically, was for all.

Edith Hall is Professor of Classics at King's College London and the founder of the campaign *Advocating Classics Education*. She has published more than thirty books on the ancient world and its reception and in 2017 was awarded an Honorary Doctorate from the University of Athens.

This event will be chaired by **Professor Paul Cartledge**, A.G. Leventis Professor of Greek Culture at Cambridge University.

**For booking information, visit [classicsforall.org.uk/events](http://classicsforall.org.uk/events)**



Professor Edith Hall

## A decade of bringing classics to state schools

**Monday 12 July, 18:00GMT  
Webinar**

In 2020, the pandemic may have spoiled our tenth birthday party, but it did not dampen enthusiasm for classics in the hundreds of schools we support.

If you would like to know more about what we do, this free event will celebrate some of the inspiring work taking place in Classics for All schools across the country. You will have a chance to hear from some of our talented and enthusiastic teachers about their classical journeys,



challenges, and triumphs. The event will culminate in an awards ceremony to recognise the achievements of some of our most passionate and hard-working school partners.

**For further information please email [tom@classicsforall.org.uk](mailto:tom@classicsforall.org.uk)**

# Alternative Ways to Give

From crafting to shopping, many supporters put charitable giving at the heart of what they do.

## Crafty ideas

Surely one of the most creative ways of giving comes from **Emily Small**, University of Edinburgh classics graduate and founder of *21st Century Agora*, who donates a portion of the proceeds from her online shop, or *agora*, selling ancient history gifts for classics enthusiasts.

According to Emily, 21st Century Agora is all about engaging with the ancient world in a fresh way. Her designs celebrate the

vibrancy of antiquity and her dedication to ensuring that the ancient world remains relevant, accessible, and entertaining is demonstrated by her generous pledge to give £1 from every sale to Classics for All.

*You can find Emily's classically inspired creations at [etsy.com/uk/shop/21stCenturyAgora](https://www.etsy.com/uk/shop/21stCenturyAgora)*



© Emily Small

## Shop 'til you drop

Did you know you can donate to Classics for All when you shop online?

**Give as you Live** is a free way to raise money for charity — at no extra cost to yourself — when you shop online via their website. With over 4,000 participating stores, including eBay, Asos, Marks & Spencer, Selfridges, and John Lewis, it couldn't be more convenient.

If you prefer to enjoy your retail therapy in one place, try **Amazon Smile**. When you shop at Amazon Smile, you get the same products, same prices, and same services as the Amazon you know, but with the added bonus that Amazon will donate 0.5% of the price of your eligible purchases to your chosen charity.

And if you're in the market for lifestyle solutions from **Invictus Active**, it's worth knowing

that for every order placed, they give a £10 donation to the customer's charity of choice.

Classics for All is registered with all three fundraising platforms, so all you need to do is sign up via their websites or visit our website to sign up from there.

*Got any more ideas on alternative ways to give? We'd love to hear them. Write to Alice at [alice@classicsforall.org.uk](mailto:alice@classicsforall.org.uk)*



# In With the New

A warm welcome to our latest recruits.

## Alice Case, interim Rank Project Co-ordinator



This year, Alice has temporarily taken on the role of co-ordinator for a project funded by The Rank Foundation, which seeks to

increase access to classics for young people in areas of low social mobility, particularly the rural South West, Scotland, and the North East. This is in addition to her role as the Classics for All Network Co-ordinator in Liverpool, a role she has occupied since late 2016.

Originally from Somerset, Alice studied Ancient Greek at Manchester University in the late 1980s, then an MA in Museum Studies at Leicester, with a dissertation on Tibetan collections. Her varied work history includes teaching English in Athens,

work in museums, at The British Council and co-ordinating an EU Project in Yemen, interspersed with as much travel as possible!

Motherhood heralded a shift of direction, teaching cookery and running a small direct sales business. In 2013 she became a school governor at her son's school, Liverpool College, and supported its enthusiastic Principal, Hans Broekman to reintroduce classics. Such was the commitment that Liverpool College now houses the Classics for All Liverpool Network.

## Jasmine Elmer, Exeter Network Co-ordinator

As Classics for All's most recently appointed Network Co-ordinator, Jasmine's job is to get schools in the furthest reaches of the South West engaged with classics.

She is a former teacher, having spent most of her professional career teaching classics to students from all kinds of backgrounds. She

has just accepted a role as a Trustee of the Classical Association, with a brief to improve equality, diversity, and inclusion in the field of classics, a personal passion of hers.

Originally from East London, she now lives in Exeter with her husband John, son Ted and their three(!) cats.



## Will Dearnaley, University of Manchester Classics Network Co-ordinator



Will has just taken over as our Network Co-ordinator and Manchester University, following the departure of Maria Haley, who continues to run our Leeds Network.

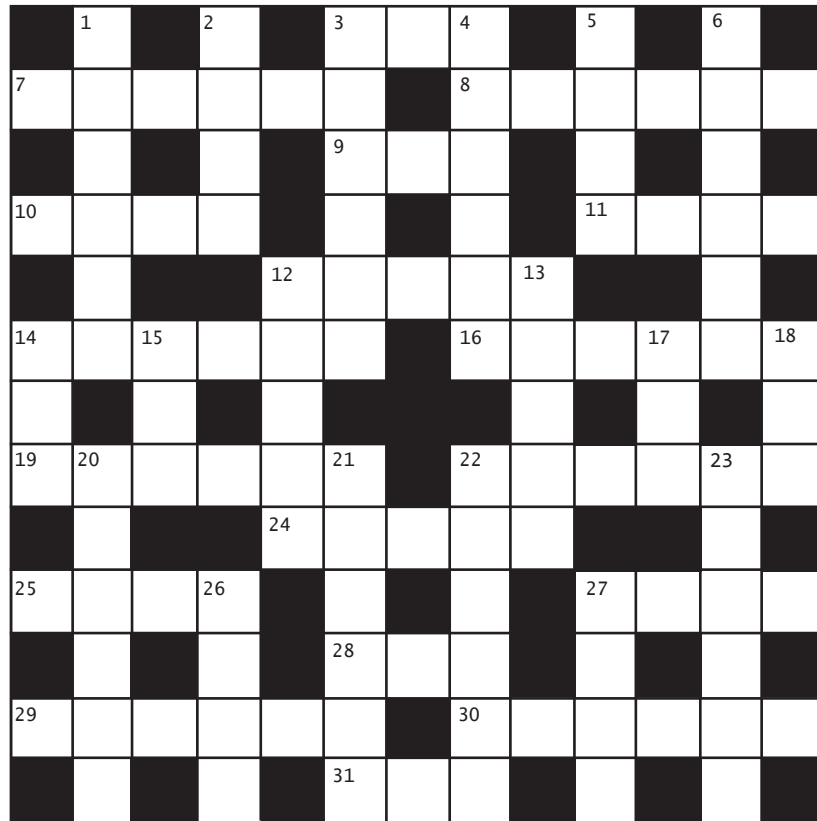
Will currently teaches A level Ancient History and Classical Civilisation at Xaverian Sixth Form College in Manchester. He was educated at a state comprehensive school and studied classics at the University of Hull. In his thirty-year teaching career, Will has worked

in primary and secondary schools, both in state and independent sectors. He has also taught English and drama, putting on countless school productions. For the last few years, he has been brushing up his Latin so he can teach his students up to GCSE.

Outside the classroom he loves rugby, cricket and going to the theatre. Visiting classical sites is also a passion and he has travelled extensively in Greece and Turkey.

# Classical Puzzle

Test your knowledge of the Greek and Roman world.



## Across

- Count law commission (3)
- A rugby guy out bird spotting (6)
- It's hell, be sure about it (6)
- Sid goes back to God (3)
- Garment from goat (4)
- Roman turkey seemed larger then (4)
- Waspish cove (5)
- Libyan founder mistook but sat (6)
- Carved in stone, high or low (6)
- This ruin lost points in Italian instep (6)
- She started work after Dido's cave experience (6)
- Cloudbearer shows the way (5)
- The chief within will amaze us (4)
- Fate of Sabine women (4)
- Aesop's grasshopper nemesis (3)
- So I came out East, in pieces (6)
- Wax brought his downfall (6)
- There's a radiant altar inside (3)

## Down

- Eos renamed (6)
- Second king lacks pomp (4)
- EU duty for one of the Seven (6)
- O stern old advisor! (6)
- Hear Juno's other name (4)
- Fun on ice for old Italian lake (6)
- Naughty wife of Marcellus, Agrippa and Tiberius (5)
- Bashed-up twin bro (5)
- Atalanta lost hers for three apples (3)
- Half-bull sign shows letter (3)
- Daughter of Cadmus sounds very well informed (3)
- Last tree for Pity's (3)
- Son of Creon, Oh Amen! (6)
- Motorists itch to go home (6)
- Lost a day over crazy tirade in Roman province (6)
- Trajan's name confused us pupils with no follow-up (6)
- Caesar's comet or Julian? (4)
- Appius Claudius Caecus laid one out (4)

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](mailto:contact@classicsforall.org.uk)

The winning entry will be pulled out of a hat on 31 May 2021.

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

# Donor Recognition, 2020

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This is our opportunity to warmly thank our supporters — trust and foundations as well as individuals — and to publish the names of those who gave generous gifts of £1,000 or more during 2020. We welcome several new donors to Classics for All along with many who have been with us much longer.

With 2020 marking our charity's tenth anniversary, we have given a **special recognition** to those who have donated to us for the last ten years.

## Heroes (giving £25,000+)

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We are grateful to everyone who supported us in 2020. The names of individuals and trusts and foundations will be listed on the Donor Recognition page on our website for the rest of the year; we have a special section on our website for our Centurion donors (giving £100–£999).

If you would like to discuss how you can help Classics for All further, please contact **Jules Mann** at [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) or call **0207 848 4741**.

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We rely on donations from individuals, trusts and foundations and companies and are grateful for gifts of all amounts. Your generosity is more important than ever in these uncertain times.

For more information on supporting our work, please email [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk)

## Get in touch and get involved


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**Web** [classicsforall.org.uk](http://classicsforall.org.uk)


**Email** [contact@classicsforall.org.uk](mailto:contact@classicsforall.org.uk)

**Call** 0207 848 4741

**Mail** Room C14, East Wing, Strand Building  
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