

CLASSICS MATTERS

THE CLASSICS FOR ALL NEWSLETTER, AUTUMN 2018

ANCIENT MYTHS AND CRACKING CODES ARE INSPIRING YOUNG LEARNERS



HILARY HODGSON, PROGRAMME DIRECTOR, ON GROWING DEMAND FOR GREEK IN STATE SCHOOLS.

In 2016, with generous support from The A.G. Leventis Foundation, Classics for All began a campaign to introduce Ancient Greek in state schools.

By 2016, entries for Greek GCSE across the UK stood at 1,270 and only a handful of state schools were teaching Greek to examination level. In the course of the last two years, spearheaded by Hannah Walsh, our A. G. Leventis Foundation Project Co-ordinator, over 37 state schools have begun to teach Ancient Greek in schools from Coventry to Newcastle. Ancient Greek is struggling to survive in state schools in an increasingly crowded curriculum with severe budgetary constraints so one of our strategies has been to support Saturday classes where pupils from a number of schools can learn together, making the numbers viable.

The article on our Liverpool Classics Network's summer school offers some useful insights into how this works and what motivates young people to get out of bed on a Saturday morning to learn an ancient language.

In the longer term, we are also conscious that the prospects for Ancient Greek will only improve if we address the shortage of teachers equipped to teach the subject and ignite an interest in learning Greek in primary schools.

With this in mind, we have commissioned an accessible and entertaining on-line course which introduces primary pupils to both Greek language and culture. This is going down well in primary schools, tapping into pupils' interest in Greek mythology and cracking codes. Angela Dix's account of work in primary schools, on page 4, offers a heartening insight into progress in Cambridgeshire where early exposure to ancient languages is beginning to create new demand for the subjects in secondary school.

Finally, on a more global theme Professor Michael Scott offers a fascinating insight into the growing wave of interest in Greek language and culture in China.

If any schools are interested in spreading the Olympic flame, Classics for All will support you with free training and resources, so please get in touch by emailing grants@classicsforall.org.uk.

FEATURED ARTICLES



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FEATURE ANCIENT GREECE AND MODERN CHINA: STRANGE BEDFELLOWS?

MICHAEL SCOTT, PROFESSOR OF CLASSICS AND ANCIENT HISTORY AT WARWICK UNIVERSITY, REFLECTS ON THE REASONS FOR A GROWING CULTURAL FASCINATION WITH THE ANCIENT MEDITERRANEAN IN CHINA.

I have been in and out of China this year to work with a number of universities on my twin research interests: ancient Greece and ancient global history. Over the past months, I have been to Shanghai and Hangzhou in the south, to Beijing, and to north-eastern China, a much less tourist-visited province, to the cities of Changchun and Harbin.

One thing has stood out that surprised me beyond everything else. The particular fascination right now in China with the cultures of the ancient Mediterranean, and most especially with the ancient Greeks.



While in Changchun, I was working with the Institute for the History of Ancient Civilisations, set up back in 1984 as China's first research institute for the study of the ancient Mediterranean and surrounding cultures: academics in the institute study the Greeks and Romans, as well as Egyptians and Assyrians.

The Institute was set up because, as the story is told there, one academic managed to convince the political and administrative rule-makers that studying these cultures was worthwhile for China, and as such had to be done properly with Chinese academics able to read Latin and Greek and so study the key ancient texts in the original (with the research institute aiming to teach these key language skills).

The popularity of the ancient Mediterranean in China, and the value the Chinese currently perceive in its study, I think, is twofold. On the one hand, there is a belief that ancient Greek and Rome in particular stand at the front of western civilisation. To understand the West, and particularly the results of China's encounters with the West over the last centuries, as a result requires an understanding of western origins, and thus of the Greeks and Romans.

But on the other hand, it is also, I think, because 21st century China sees an affinity with these ancient cultures, and in particular ancient Greece. In the West, while we assign the story of democracy to ancient Greece, we often feel more affinity with Rome. It was the Roman model of government that inspired the founding fathers in America, and the Romans left a physical imprint (not to mention a mental one) on the landscape of most of Europe.

In reverse, in China, despite the fact that the Roman and Han Empires existed concurrently with one another and traded indirectly via the ancient Silk Roads, it is the Greeks with whom they feel more cultural affinity. It might seem odd to imagine Communist China feeling affinity with the culture that gave birth to democracy.

But the Chinese interest (and emphasis) is on the strong (to Western tastes stifling) community spirit that existed within the ancient Greek polis community: one that gave equal political voice to all (male) citizens, but also demanded that everyone place the importance of the community over the individual—an idea that chimes with the political ethos of China in the 21st century.

And at the same time as seeing an affinity in their political and community outlook, China also recognises ancient Greece's reputation for poetry, philosophy, music and other cultural achievements, arenas in which China itself is rightly proud of its contributions from its own ancient past. Far from being different worlds on opposite sides of the world, there is a sense in China that ancient Greece and China are much more similar than they are different.

FEATURE TEENAGE KICKS: WHAT DO TEENAGERS DO IN LIVERPOOL ON A SATURDAY MORNING?

ALICE CASE, CO-ORDINATOR OF THE LIVERPOOL CLASSICS NETWORK, REPORTS ON A GREEK SCHOOL THAT GETS TEENAGERS OUT OF BED.

It is a common belief that all teenagers are sound asleep on Saturday morning. However, in Liverpool a small but committed group of 13-18 year olds are foregoing the lie in and endless scrolling through social media to gather for an unusual activity: learning Ancient Greek.

The Liverpool Ancient Greek Academy is a unique project run by the Liverpool Classics Network in partnership with the University of Liverpool and funded by Classics for All, which gives secondary school pupils the opportunity to learn Ancient Greek up to GCSE level. The course lasts two years and is taught by Dr John Taylor and Dr James Thorne, at Liverpool College.

No one should underestimate the commitment required for a teenager to give up their Saturday mornings, sometimes travelling for up to an hour each way, to learn an ancient language usually only taught in Independent and selective Grammar Schools. Our first cohort sat their GCSE this summer and although numbers are small we make up 7.5% of all state school entries in the UK for Ancient Greek GCSE and 16% of all entries in the North West.

For me, the most important part is that young people across the region are being given the opportunity to try this subject and there is huge enthusiasm for it. Last year over 40 students started the course and we expect similar numbers this September. Inevitably some of those who start the course drop out, giving us classes of 10-15 students.

What motivates a teenager to make this level of commitment to a subject when the majority have no previous exposure to Latin or Classical Civilisation? Some of their responses might surprise you!

“I love that the course lets me see the origins of languages around me, and has given me more language learning experience in preparation for university.” – *Aimee*

“I wanted to do Greek to help with an understanding of the Gospels. I am enjoying the class as it pushes us to the limits.” – *William*

“I wanted to do Greek because it will look good on a CV for an interpreter in the army.” – *Lauren*

“It is great to be able to talk to other people in class who are also interested in languages.” – *Lucy*

“I wanted to learn Greek in order to challenge myself, but also in order to enrich my understanding of other subjects. I have not been disappointed!” – *Eira*

To help with recruitment, this summer we offered schools new to us a taster lesson for their pupils and delivered Ancient Greek lessons to over 100 young people, some of whom will be joining us in September. The new academic year will bring our first results, a new cohort, a new teacher (replacing Dr Taylor, who is standing down), and funding from the Classical Association and the Hellenic Society, in addition to that from Classics for All.

Most of all, it will bring new opportunities to students, giving them a chance to get together for the sheer love of learning, and make new friends.



Getting to grips with Greek at the Liverpool Saturday School.

GATEWAYS TO GREEK

ANGELA DIX, HEAD OF INTERNATIONAL EDUCATION AND COMMUNICATION AT PARKSIDE COMMUNITY COLLEGE, REFLECTS ON APPROACHES TO ENGAGING YOUNG PEOPLE IN PRIMARY SCHOOLS WITH THE STUDY OF ANCIENT GREEK.

Parkside Community College is a state non-selective comprehensive school for pupils from 11-19, situated in the heart of Cambridge. It has taught Latin for a number of years, but has only more recently offered Ancient Greek to interested students. Both Latin and Greek are taught off the curriculum with all the advantages and disadvantages that brings.

In the last few years, I have been using outreach to our local primary schools as a way to increase interest in the Classics before the students arrive in Year 7. By meeting pupils before they come to secondary school I can inspire them with my enthusiasm so when I start to visit classes in September to drum up interest for Latin and Greek they know what to expect, both from me as a teacher and the subjects, as well as understanding and the age old 'reasons why you should study Classics'.

We offer so many extra-curricular activities, and children generally are very busy after school, that I am in competition to gain their interest and commitment. Plus it is very gratifying to hear 'Salve!' ringing across the playground when a student recognises you from their primary school. This year I had forty-two students start Latin as a direct result of my promotional activities.

Last autumn I agreed to change the focus of my outreach as Classics for All was supporting the provision of Ancient Greek in my school in a variety of ways, one of which was to trial using Charlie Andrew's 'Maximum Greek' scheme. Charlie has created a website full of lessons and resources to make teaching Greek in primary schools a possibility. She has created fun characters based on mythology to introduce each lesson which has a lovely mix of language and culture, taught through games and more traditional worksheet activities. Teaching Greek with many of the textbooks on the market at the moment is a dry and dusty activity which has little appeal for the majority of a primary school class.

I worked with four separate classes over the course of the year and the over-riding reaction was of enjoyment, engagement and thirst to learn more. As we all know, children are capable of learning a wide range of subjects and skills, we just have to find ways to make learning Ancient Greek as appealing as the more traditional subjects. The children were fascinated by the links between Greek and their own languages - and very often EAL (English as an Additional Language) students found themselves excelling through having a knowledge of a similar alphabet system or knowing cognates.

Feedback questionnaires given at the end of the 10/12 weeks with each class were overwhelmingly positive with many students wanting to do more and even asking for homework! During the year I was also able to introduce two PGCE students to teaching Greek through this scheme, and hopefully they will introduce it in their new posts.

I hope that the school sessions will have a positive effect on recruitment to Greek this September, we will just have to wait and see!

WHAT PUPILS ARE SAYING ABOUT ANCIENT GREEK STUDIES

I enjoyed seeing the links both linguistically and socially between the ancient world and the contemporary. It has brought a new dimension to both my study of Greek language and civilisation.

This intimacy with the ideas of people from over two thousand years ago which are still relevant today, is something people need to experience. Everyone should have the chance to study Greek.



Not only can I learn about linguistics and the beautiful ancient Greek, there's so much more to discover along the way, from ancient history to philosophy to mythology and even comedies.

This Greek course has given me the fantastic opportunity to immerse myself in the Ancient Greek language and comprehend the deeper meaning of the works of poets such as Homer.

UPCOMING EVENTS

WHAT'S HAPPENING DURING OCTOBER AND NOVEMBER 2018

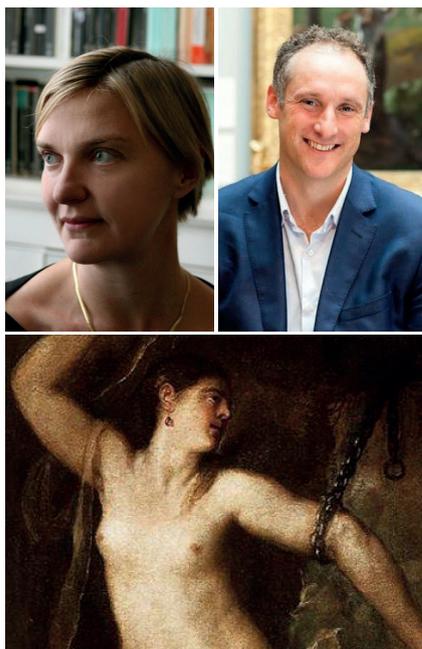
CLASSICS FOR ALL AND THE WALLACE COLLECTION PRESENT:

READING TITIAN, POUSSIN AND OTHERS THROUGH CLASSICAL LITERATURE
THE WALLACE COLLECTION, 1 OCTOBER

Xavier Bray, the director of the Wallace Collection, and **Charlotte Higgins**, journalist, author and Patron of Classics for All, host a special evening unlocking the classical resonances in some of the museum's greatest masterpieces.

Held at the enthralling Wallace Collection, which has been called 'arguably London's finest smaller national gallery', you are invited to join us for a wine and canapé reception in the Great Gallery with the speakers and Classics for All Trustees and Patrons, followed by the talk at 7.30pm.

Tickets start at £35. For more details, email events@classicsforall.org.uk.



Clockwise from top-left: Charlotte Higgins; Xavier Bray; detail from *Perseus and Andromeda*, Titian, Wallace Collection.

FRIENDS OF CLASSICS MEMORIAL LECTURE – TOM HOLLAND

DID RELIGION EXIST IN THE ANCIENT WORLD?

PIMLICO ACADEMY, 26 NOVEMBER

Books that take for granted the existence of Greek or Roman religion are everywhere. But did 'religion' as we understand the word today actually exist in the ancient world, or is it a word so freighted with Christian - and specifically Protestant - assumptions that to apply it to antiquity is to risk anachronism?

Classics for All Patron **Tom Holland** will deliver this talk as the third in an annual series of Friends of Classics Memorial Lectures.

Join us on Monday 26th November at Pimlico Academy, Lupus Street, Pimlico, London SW1V 3AT. Doors open at 6.30pm, the talk begins at 7.00pm. Wine and nibbles will follow.



Tom Holland

MOOT TRIAL OF VERRES

THE SUPREME COURT,
4 OCTOBER

For the final Lawyers Group event of 2018, a moot trial of Verres will be held on 4 October at the UK Supreme Court, presided over by **Lady Hale**, President of the Supreme Court.

Verres served as governor of Sicily between 73 and 71 BC, allegedly plundering the wealthy province. By taking flight before conviction, he ensured that his trial was never concluded.



Now, 2,088 years later, Verres will face a fresh trial and there will be ace counsel on both sides, who specialise in white collar crime: **Alex Cameron QC** for the prosecution and **Nicholas Purnell QC** for the defence. The verdict will be given by the audience.

Anyone working in the legal world is welcome to join the Lawyers Group for an annual subscription; members enjoy three events per year on a legal and classical theme. Email contact@classicsforall.org.uk for a subscription form.



HOW CAN YOU HELP CLASSICS FOR ALL?

JULES MANN, EXECUTIVE DIRECTOR OF CLASSICS FOR ALL, DESCRIBES SOME OF THE CREATIVE WAYS TO RAISE FUNDS. YOUR IDEAS ARE ALWAYS WELCOME!

AUCTIONS

CHRISTIAN PARKER, LONG-TIME DONOR TO CLASSICS FOR ALL, WRITES:

“ When Classics for All was contacted out of the blue with an unorthodox request for the sponsorship of a painted hare with a view to its auction and the proceeds gifted to CfA, I was lucky enough to be contacted as a CFA supporter and local-ish resident of Haslemere and subsequently to meet the artist, Harvey, and to sponsor the highly impressive “HAREcules”.

The unsolicited approach by an aspiring Classicist who had been prompted to focus the 12 tasks of Hercules on a hare was particularly serendipitous and a great opportunity for CfA to spread its message to the more far flung parts of the country, like Haslemere.



'HAREcules', with Haslemere artist Harvey (middle).

LEGACY GIFTS

THIS SEPTEMBER, CLASSICS FOR ALL, ALONG WITH MANY OTHER CHARITIES, CELEBRATED **REMEMBER A CHARITY IN YOUR WILL WEEK**.

Gifts to charities are exempt from Inheritance Tax; a bequest to Classics for All will be deducted from the value of the estate before any tax liability is calculated. If you have already made a Will, you do not have to rewrite it to include a gift to Classics for All. You can simply add a codicil to your existing Will to include additional gifts.

If you have left a gift to Classics for All in your Will or are considering doing so, please let us know by contacting Jules Mann, Executive Director, at 07809 256839 or jules@classicsforall.org.uk. Prior knowledge of such gifts will ensure that we can fund aspects of our school programme that reflect your interests and acknowledge your gift in the most appropriate way.



10-16 September 2018

MATCH FUNDING - DOUBLING DONATIONS

CLASSICS FOR ALL IS PREPARING FOR THE 2018 BIG GIVE CHRISTMAS CHALLENGE.

Our Chairman, Geoffrey de Jager, has thrown down the gauntlet for a Champion from The Big Give to match his £23k pledge. Classics for All will be running a matching gift campaign during the week of 27 November - 4 December where any donation from the public over £5 will be doubled. We'll be sharing more detail soon.

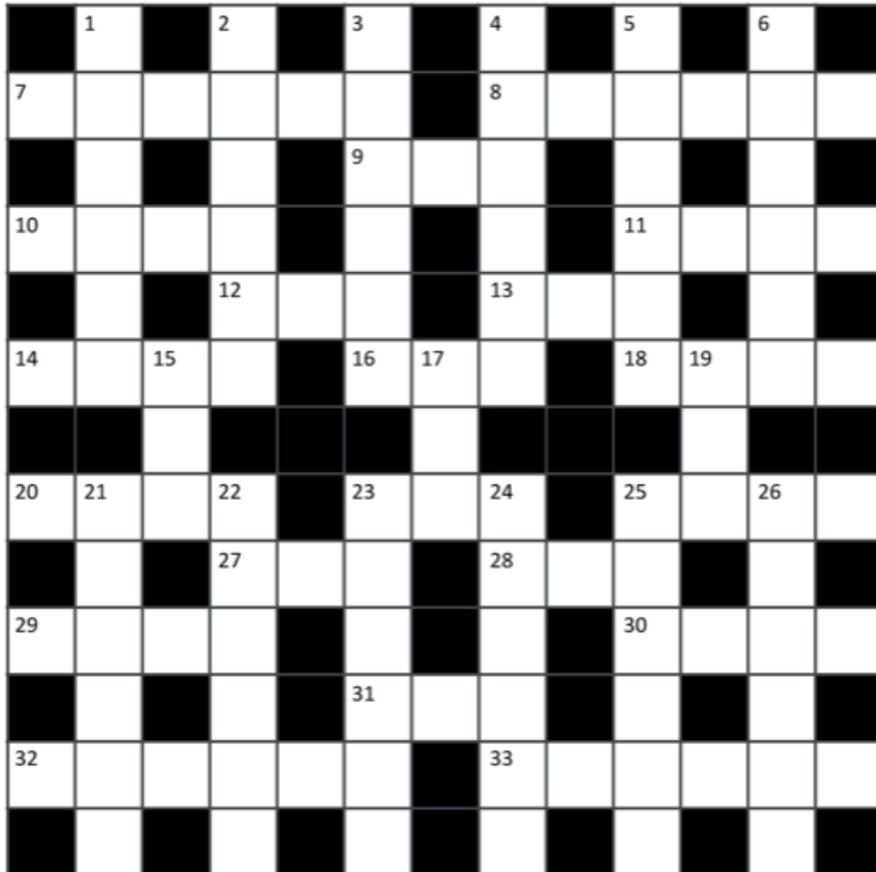


Classics for All has a passionate commitment to ensuring that pupils of all abilities and background have access to high quality education opportunities that are stimulating, rich and allow them to fulfil their potential. If you'd like to help, visit our website www.classicsforall.org.uk and click 'donate' for further details.

CRYPTIC GREEK CROSSWORD

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 CROSSWORD, GARDEN STUDIOS ROOM 201, 71-75 SHELTON STREET, LONDON WC2H 9JQ.**

THE WINNING ENTRY WILL BE PULLED OUT OF A HAT ON 6 DECEMBER 2018.



ACROSS

7. Hop about in attempt to mark victory (6)
8. Sounds royal for Athena (6)
9. Letter could be seventeenth star (3)
10. Snakes for Medusa (4)
11. Finger, foot or stade? (4)
12. A general number (3)
13. Attendant took Teiresias (3)
14. No pole again on earth (4)
16. Spartan kings in number (3)
18. River flows like twigs (4)
20. Money where your mouth was (4)
23. Only one for the Graeae (3)
25. A confused one for Libyan (4)
27. In pattern with dart (3)
28. Draco gave it (3)
29. War god in a resolution (4)
30. Mother of Delos (4)
31. Top down for painting (3)
32. Grain from Sicily, perhaps? (6)
33. Not sup? Don't let Aegeus do this to his wineskin! (6)

DOWN

1. A drama for Sicilian task force (6)
2. Trap back inside like Athenian foe (6)
3. Old ruler sounds like fun - not! (6)
4. A survey? Nothing for Phoebus! (6)
5. Rainy chums for Socrates (6)
6. Oresteia theme (6)
15. Theban queen sounds sure of herself (3)
17. Sacred? It's a road! (3)
19. Gordius, fix the yoke! (3)
21. I'm ready for beer on the galley (6)
22. Sappho's at home here (6)
23. Two of them by the Nile? (6)
24. Salute for Lapith chief (6)
25. Maybe how Athena once was (6)
26. No hate for Odysseus' assumed name (6)

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

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