

# CLASSICS MATTERS

The Classics for All Magazine Spring 2020

Our 10th Anniversary Edition



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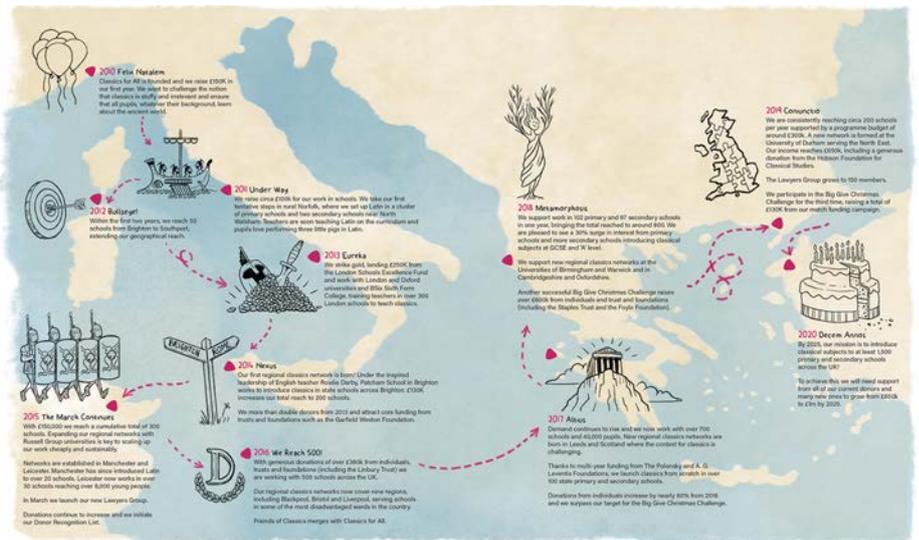
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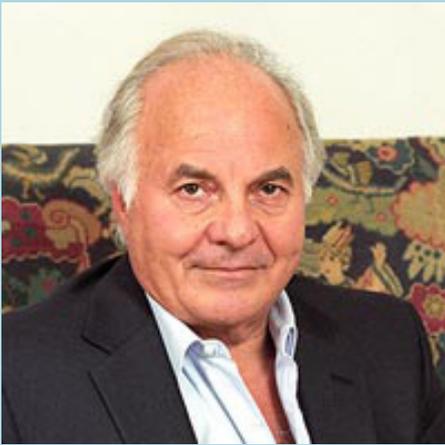
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# Welcome From Our Chairman



I came late to classics in South Africa, starting Latin at 13. I paid little attention in lessons, got poor marks and gave it up as soon as I could. I graduated in economics.

Everything changed when I began a post-graduate degree in law and returned to the subject. It had a profound effect on me. The structures and discipline of Latin gave me an ability to solve problems and conundrums, on paper, in speech and in my head. There is no question that learning Latin is one of the most powerful ways to stimulate the cerebral cortex.

I became involved with Classics for All in 2013 as a small charity working with 100 schools. Since then, the appetite for classics in

state schools has grown sharply, countering the common belief that Latin and Greek are dead languages and that the study of classical civilisation or ancient history is irrelevant. Now, as we enter our 10th year, we have reached 55,000 children in 900 state schools.

Our work is cost-effective and sustainable. For around £2,500 per school, we train up serving teachers, many with no experience of classics, to teach classical subjects. We don't stop there, offering follow-up advice, mentoring and support through our 17 regional classics networks to ensure that classics stay on the curriculum and that teaching is high quality.

Why do I think our work is vital? Not only because I have benefitted from studying the classical world but because I have seen how it inspires curiosity, stimulates the mind and raises aspirations of young people, often in areas of social deprivation.

And it works. Many pupils from Classics for All supported schools are now studying classics at Russell Group universities, including four from Blackpool Sixth Form College, who will be taking up Oxbridge places in September 2020.

We have only just begun our journey. Over time we aim to double the number of schools we work with and then double again. We want to reverse the decline of classics in state schools.

I feel privileged and compelled to pledge my support to such an important cause. I want to ensure that all state school pupils receive the gift of classics. Thank you to all of you who have helped us on our journey so far in whatever capacity. We will count on your continued support over the next 10 years.

**Geoffrey de Jager**  
*Chairman, Classics for All*



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*Geoffrey de Jager*

## Meet Our Latest Recruit **Tom Ingram**, Administrator



Tom graduated with a BA and MA in classics from the University of Nottingham, during which he took part in the department's outreach programme teaching Latin at a local primary school.

After university, he worked as a conference producer, researching and delivering international events for the media and telecoms sector.

Having been lucky enough to study classical civilisation at college, Tom believes in enabling more state schools to offer classics as part of the school curriculum.

Contact Tom by email at [Tom@classicsforall.org.uk](mailto:Tom@classicsforall.org.uk)

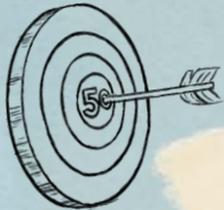
# Our 10 Year Odyssey

Milestones from the past decade.



## 2010 Felix Natalem

Classics for All is founded and we raise £150k in our first year. We want to challenge the notion that classics is stuffy and irrelevant and ensure that all pupils, whatever their background, learn about the ancient world.



## 2012 Bullseye!

Within the first two years, we reach 50 schools from Brighton to Southport, extending our geographical reach.



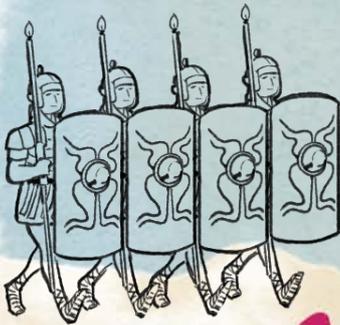
## 2011 Under Way

We raise circa £100k for our work in schools. We take our first tentative steps in rural Norfolk, where we set up Latin in a cluster of primary schools and two secondary schools near North Walsham. Teachers are soon teaching Latin on the curriculum and pupils love performing three little pigs in Latin.



## 2013 Eureka

We strike gold, landing £250k from the London Schools Excellence Fund and work with London and Oxford universities and BSix Sixth Form College, training teachers in over 300 London schools to teach classics.



## 2015 The March Continues

With £150k we reach a cumulative total of 300 schools. Expanding our regional networks with Russell Group universities is key to scaling up our work cheaply and sustainably.

Networks are established in Manchester and Leicester. Manchester has since introduced Latin to over 20 schools. Leicester now works in over 30 schools reaching over 8,000 young people.

In March we launch our new Lawyers Group.

Donations continue to increase and we initiate our Donor Recognition List.



## 2014 Nexus

Our first regional classics network is born! Under the inspired leadership of English teacher Rowlie Darby, Patcham School in Brighton works to introduce classics in state schools across Brighton. £130k increases our total reach to 200 schools.

We more than double donors from 2013 and attract core funding from trusts and foundations such as the Garfield Weston Foundation.



## 2016 We Reach 500!

With generous donations of over £360k from individuals, trusts and foundations (including the Linbury Trust) we are working with 500 schools across the UK.

Our regional classics networks now cover nine regions, including Blackpool, Bristol and Liverpool, serving schools in some of the most disadvantaged wards in the country.

Friends of Classics merges with Classics for All.



### 2018 Metamorphosis

We support work in 102 primary and 97 secondary schools in one year, bringing the total reached to around 800. We are pleased to see a 30% surge in interest from primary schools and more secondary schools introducing classical subjects at GCSE and 'A' level.

We support new regional classics networks at the Universities of Birmingham and Warwick and in Cambridgeshire and Oxfordshire.

Another successful Big Give Christmas Challenge raises over £600k from individuals and trust and foundations (including the Staples Trust and the Foyle Foundation).

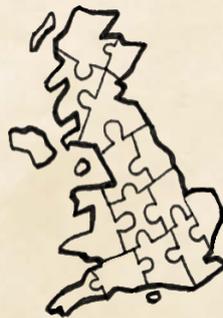


### 2017 Altius

Demand continues to rise and we now work with over 700 schools and 40,000 pupils. New regional classics networks are born in Leeds and Scotland where the context for classics is challenging.

Thanks to multi-year funding from The Polonsky and A. G. Leventis Foundations, we launch classics from scratch in over 100 state primary and secondary schools.

Donations from individuals increase by nearly 60% from 2016 and we surpass our target for the Big Give Christmas Challenge.



### 2019 Coniunctio

We are consistently reaching circa 200 schools per year supported by a programme budget of around £300k. A new network is formed at the University of Durham serving the North East. Our income reaches £650k, including a generous donation from the Hobson Foundation for Classical Studies.

The Lawyers Group grows to 150 members.

We participate in the Big Give Christmas Challenge for the third time, raising a total of £130k from our match funding campaign.



### 2020 Decem Annos

By 2025, our mission is to introduce classical subjects to at least 1,500 primary and secondary schools across the UK!

To achieve this we will need support from all of our current donors and many new ones to grow from £650k to £1m by 2025.

# The Rest Is History

**Jeannie Cohen**, co-founder of Classics for All, reflects on its origins and what it means to see the results of its progress first-hand.



In 1991, Peter Jones and I founded Friends of Classics, a small charity whose aim was to re-engage people who had once studied classics with a subject they had loved, and to raise money to support the purchase of textbooks in schools which wanted to (re)introduce the teaching of classics.

The impetus for this was Kenneth Baker's National Curriculum, which had disastrous effects on classics in state schools. The result was that it gradually faded from the state sector and was overwhelmingly taught in fee-paying schools.

Although Friends of Classics remained relatively small, we were able to demonstrate beyond a doubt that there was a demand for classics in the state sector, and that if financial support was available, schools would take the plunge.

It was Michael Gove's idea, realised in 2010, to create a suite of GCSE qualifications including Latin, Greek and ancient history, qualifying students for an EBacc, and slightly later, the introduction of foreign languages (including Latin and Greek) in primary schools, which changed the game.

No longer did schools have to relegate classical subjects to

after school clubs or restrict their curriculum to certain year groups; classics could be taught from junior school to GCSE, after which sixth-form choices were open.

As a result, we were able to envisage an organisation more ambitious and far-reaching than Friends of Classics. We invited the Joint Association of Classical Teachers to join us, and Classics for All was conceived.

Without two of our founder trustees, Sarah Jackson with her experience of running a large charity and Graham Shaw, our Treasurer, we would probably have got no further than the bright idea; but once they were on board, it was clear that we were going to have a success on our hands.



We were able to demonstrate beyond a doubt that there was a demand for classics in the state sector... schools would take the plunge.

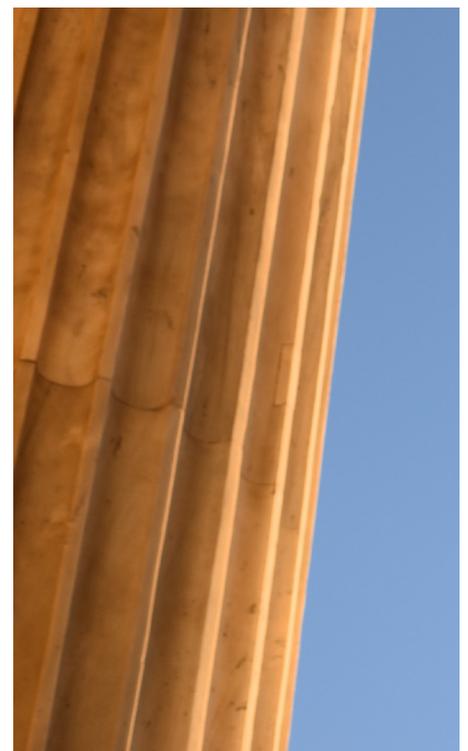
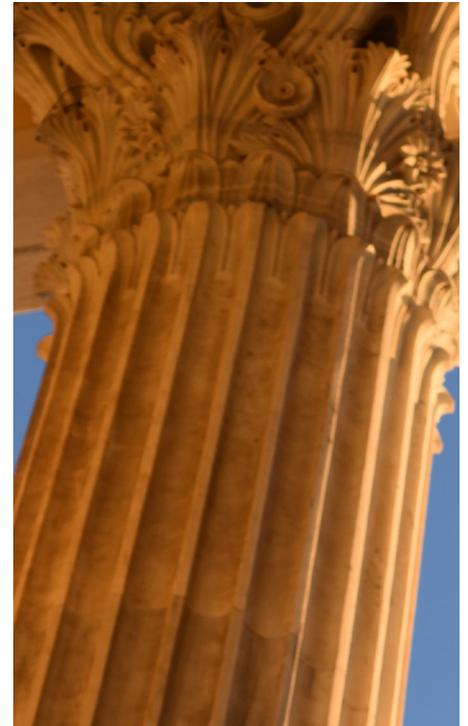
*Jeannie Cohen, co-founder of Classics for All*

Slowly but surely, the organisation took on its current shape, and our inspirational staff and trustees joined us. The rest, as they say, is history.

I might add that I have seen at first-hand what Classics for All has been able to achieve.

I have taught both Latin and Greek to teachers who have introduced both subjects to their comprehensive school, with quite extraordinary success, and have myself taught Latin to Years 3-6 in an inner London primary school which has now – thanks to Classics for All – had its own teachers trained to teach classics, making provision sustainable into the future.

Thank you, Classics for All!



# 10 Reasons To Support Classics for All

In celebration of our 10th anniversary, we invited 10 donors to share why they give so generously to Classics for All.

## 1 Roger Barnes Donor since 2010

As a Friends of Classics member for many years, I migrated to Classics for All at the merger.

An understanding of the language, literature and culture of the classical world remains hugely relevant so I am happy to support Classics for All's educational objective to launch and develop that understanding.

## 2 Jonathan Rushworth Donor since 2013 and Lawyers Group Steering Committee member

I was intrigued by this tiny charity having such an enormous impact. The excitement of the children learning classics is really inspiring.

## 3 Pauline Hire Donor since 2011

Having been fortunate enough to attend our local authority girls' grammar school, we started Latin in our second year. The following year I had a small part in the school play: *Antigone*.

From that point on classics was my total passion, enriching my appreciation of language, literature, history and culture.

## 4 Ian and Caroline Laing Donors since 2016

We have been lucky that all our immediate family have had the opportunity to study Latin at school.

With the help of Classics for All we hope that other students will also have the opportunity to enjoy the language, art, and culture from our past and the enrichment it brings to our understanding and enjoyment of the present day.

## 5 Richard Abbott Donor since 2012



Latin and Greek were the staple diet of my father and grandfather and my great-great-uncle Evelyn Abbott co-wrote Abbott and Mansfield's *Primer of Greek Grammar*.

I found that a classical education was strangely compatible with computer programming, and my career direction was fixed. I hope that Classics for All will open new paths for children who benefit from their work.

## 6 Philip Miles Donor since 2015



I believe that through learning Latin, you can learn five other languages for free. Take the word 'novum' in Latin. It's 'nouveau' in French, 'nou' in Romanian, 'nuovo' in Italian, 'nuevo' in Spanish and 'novo' in Portuguese.

This skill has been very useful for me and I hope it will be to the children we support, too.

## 7 Sarah Rowley Volunteer since 2011, donor since 2019

Classics can have a reputation for being somewhat inaccessible, and that is why the work Classics for All does in bringing these wonderful subjects to new audiences in fresh and exciting ways is so valuable.

## 8 Joan Wheeler-Bennett Donor since 2012

Studies of the ancient world offer a special perspective on life; the light dawns that so called mythologies, the stories that have survived, are relevant to our lives today.

## 9 Madeleine Perridge Donor since 2018



Having the opportunity to learn ancient languages at school completely changed my life. It opened up a wonderful world to me of history, myths, literature, art and religion and had such a profound effect on me.

All children should have the chance to study Greek and Latin for free and discover the amazing cultures on which so much of our modern world is based.

## 10 Elizabeth Cooke Donor since 2012



When we study classics we rekindle the memories that weave the human community together. I am delighted to support Classics for All in its endeavours to hand on these shared memories to our children.

# Alumni Stories

Current and former students from Classics for All supported schools talk about the impact that learning classical subjects has had on their lives.



## Thea Achillea, University of Warwick

School **Bishop Thomas Grant School**  
Subject **History**

### How does your knowledge of the ancient world support your history degree?

Understanding ancient society has really helped in thinking about chronology. My ability to draw links between the ancient world and the early modern and modern periods that many of my modules cover has been very valuable. For example, when looking at the Enlightenment, I was able to see how key Enlightenment thinkers like Voltaire and Rousseau were influenced by ideas that emerged in the ancient world.



## Serena Millen, University of Oxford

School **Alexandra Park School**  
Subject **Classics**

### Why do you think access and outreach is important for universities?

I have been heavily involved in access work during my time at university. It is important (especially for a university like Oxford and a subject like classics!) because access to university helps to foster a more diverse and inclusive environment. No one should be denied access to education. I believe that diversifying universities can only be beneficial for scholarship because it means that all voices will be heard and contribute to research and study.



## Gabriella Emery, University of Oxford

School **Bishop Thomas Grant School**  
Subject **Classics and French**

### Where do you see yourself ten years from now?

Anywhere from working in publishing, to staying in academia researching the impact of classical narratives on French colonial attitudes, to working at the UN. I don't finish my degree until 2024 and I have no idea where life will take me after that. I think that's the beauty of a classics degree – it can take you just about anywhere.



## Eleanor Barclay, University of Liverpool

School **Alexandra Park School**  
Subject **Ancient History**

### If you could turn your living room into the British museum, what items would you put in it to convey the importance of the classical worlds?

I think the vases that portray ancient plays and literature would have an important place in this set-up because of their influence in modern art and because they help us to understand how vases and pottery were made in antiquity. The Parthenon marbles would be very important to display because of their beauty and portrayal of myth.



## Nathan Land, University of Oxford

School **Blackpool Sixth Form College**  
Subject **Ancient and Modern History**

### Was Alexander the Great great?

Absolutely! To conquer the Persian Empire, which had dominated Asia for hundreds of years, and leave behind a legacy such that we still discuss his actions today, is nothing short of great. There is a reason that Julius Caesar wept at the statue of Alexander, and it is the same reason that Augustus visited his tomb and Caligula wore his armour – they all understood the impact Alexander had on the ancient world.



### Tara Jackson, University of Durham

School **Classics for All Greek Academy at Liverpool College**  
Subject **Philosophy and Theology**

#### How has the Greek Academy been useful to you?

I decided to attend the Greek Academy because I hadn't made any progress studying Greek online. I knew if I wanted to go down the academic theology route, I would need some Latin, Hebrew or Greek, and I felt Greek would be a good challenge. Since a lot of Greek involves learning by rote, already knowing the rules and patterns has helped me at university.

In philosophy, my Ancient Greek has deepened my understanding of ancient works by Socrates and Gorgias. In theology, when studying Gregory Nazianze, an eastern orthodox theologian, my ability to read the footnotes in Greek has given me different perspectives of the theological implications of his writings. I'd love to publish my own New Testament commentary or translation one day!



### Philip Spencer, University of Warwick

School **Bishop Thomas Grant School**  
Subject **Ancient History and Classical Archaeology**

#### If you could time travel to the ancient world, where would you go and why?

I would time travel back to 323 BC to find the exact burial place of Alexander the Great, then come back to the present day and excavate it for all its wonders. I would also locate any undiscovered Linear A tablets to help us to decipher the script.



### Sian Morris, University of Oxford

School **Blackpool Sixth Form College**  
Subject **Archaeology and Anthropology**

#### Which degree course have you chosen and what inspired you to pick this course?

I am going to read archaeology and anthropology at Hertford College. Initially, anthropology was something I stumbled across when reading around archaeology. I enjoy the combination of the two subjects and the way in which archaeology supports anthropology (and visa versa) is unlike any other course. The desire to understand human interaction with material culture and their interactions with each other is pivotal to understanding history.



### Lily Spencer, University of Oxford

School **Hills Road Sixth Form College**  
Subject **Classics and English**

#### Which two classical books would you take to a desert island and why?

*The Bacchae* really stands out to me. It is a very provocative play, which plays on many boundaries, such as tragedy and comedy, male and female, mortal and immortal. Particularly striking is the way in which Euripides manipulates the established form of tragedy, and questions the idea of what it is to observe and to be part of an audience.

Carrying on the idea of *The Bacchae*, I absolutely love Donna Tartt's *The Secret History*. Themes of the play run through the novel and Tartt plays with the form of the novel, by writing an inverse murder mystery, where we find out what has happened on the very first page, with the whole novel building to its unbelievable ending!



# My Double Life

Steven Hunt on the secret life of a Classics for All teacher trainer.



I remember at 13, when I started Ancient Greek, my mother saying, ‘Well, you’ve really lost me now.’

I have two lives. I direct the PGCE teacher training course for Latin and classics at the University of Cambridge. Each year I take in some 16 trainees and deliver them fully trained into schools across the country. I also have a ‘secret’ life: I am a Classics for All teacher trainer, despatched across the UK to support and train non-specialist teachers to get classics into their schools. It sometimes feels like an uphill struggle. But it is immensely worthwhile.

Since 2018 alone I have visited 62 state-maintained secondary schools. Nearly all have never taught classics before; no Latin, no classical civilisation, no ancient history, and certainly no Classical Greek. Just think! A school without classics wanting to

start. Where to begin and why?

In my experience, schools introduce classics for a few reasons. Personal interest and motivation are key. Most often, some senior leader has studied classics at university or taken GCSE Latin at school and recognises the benefits for their understanding of English literature, etymology and grammar.

In primary schools, the demands of SATs exams and books like Alex Quigley’s *Closing the Vocabulary Gap* have made teachers more aware of the importance of grammar and etymology.

Once introduced to Latin, teachers appreciate that it supports grammatical awareness and that understanding the Graeco-Latinate origins of English supports vocabulary development. For

some schools the introduction of Latin also appeals to parents.

Making a cogent case for classics gets my foot through the door. Once in, we look at resources, qualifications and networks. Often teachers are unaware that there’s a school just down the road, just like them, about to start their classics journey...

These days, Latin GCSE is much more than language, grammar and etymology. Resources – be they the Cambridge Latin Course or the soon-to-be released Suburani – are far from the grammar-obsessed courses of yesteryear. They embed Latin in a rich, historically accurate narrative, with engaging stories which excite teachers’ intellectual curiosity.

Remember: most of the teachers I work with have never done Latin before. They want something

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accessible and don't want to fight to 'sell' Latin to their students on top of struggling with the language for the first time themselves. An attractive book, with good digital resources, allows Latin to compete with course materials for other subjects. Once introduced to the materials, in my experience teachers are absolutely delighted:

'What a great story!'  
'That's so well done!'

On the whole, schools are willing to start Latin with a small group. Some are more ambitious. I know of several schools which are teaching Latin to all students in Year 7: but the pressures of the curriculum subjects mean few can offer Latin for more than an hour per week. In such an environment, slow progress is best. This is not a race.

One of the benefits of a gentle start is that the demands of a full GCSE are three or four years down the line. There are small incremental rewards: a Latin club becomes a timetabled class; numbers increase; the local paper takes notice, or at least the school newsletter; the first students complete their Cambridge Latin certificates, or take the OCR Entry Exam or the WJEC Level 1 Certificate.

There is much to celebrate even with these small things. These are schools where awards and prizes are taken seriously. In years to come some of these students will go on to GCSE, 'A' level and to university. We provide a realistic starting point.

Classics for All has been in business for 10 years. Demand for classics in state schools has rocketed in the last couple. I can no longer train all the teachers on my own and have a small team of trainers to

spread the load, helping us to reach schools across the UK more easily.

Most schools offering classical subjects are still in the South East. Classics for All is taking classics further, to schools in the North and the Midlands, Wales the South West and Scotland.

Recent successes include the introduction of classics in schools in Birmingham, Blackpool, Bristol and Leicester. In Liverpool, Liverpool College has become a central hub for initial teacher training and classics outreach.



Classics for All has been in business for ten years. Demand for classics in state schools has rocketed in the last couple.

Classics for All's mission also chimes with the universities' widening participation agenda. Following skilful negotiation we have 17 regional classics networks, largely run in partnership with universities, which act as our local eyes and ears, identifying schools, organising training and mentoring and support groups where teachers learn from one another.

And as for the students? For the majority, this will be the first time anyone in their family has encountered classics. I was such a student many years ago. I remember at 13, when I started Ancient Greek, my mother saying, 'Well, you've really lost me now.' My brother went to a school where there was no classics.

Perhaps that's why I am so determined to help Classics for All bring the subject within reach of pretty much every student in the

country. You see, it's personal!

In my 'official' life I have 16 PGCE trainees ready to go into schools in a few months' time. In my 'other' life I have a list of some 15 more teachers, not quite *pari passu*, but ready to take their first tentative steps. We are eager to get started!

# Five In Five with Dr Peter Jones MBE

Dr Peter Jones MBE talks dinner with Herodotus, Horace's enduring influence and the changing face of classics.

You are having a dinner party. Who would be on your classical guest list and why?

I would invite Herodotus and Thucydides in order to watch them fight it out on the subject of historiography; likewise Aeschylus, Sophocles and Euripides on the subject of tragedy; then bring in Aristophanes, and they could all turn their fire on him. Then Socrates and they could all turn it on him.

Semi-finally, Homer and Virgil, and watch them compare notes. Finally, I would read out some seminal work on contemporary literary criticism of classical literature and watch the sheer incredulity on their faces.

Your favourite passage from all ancient literature?

Not my favourite but the most influential: Horace, on combining usefulness with pleasure (though referring to books, not a bad recipe for life).

What would you have been if it were not for classics?

At 8am I would be making a definitive recording of Bach's 48 while writing tasting notes for the latest Cheval Blanc vintage. At 11am open the batting for England against Australia at Lords, scoring a century before lunch. Then off to Wembley to nail a hat-trick for Newcastle United in the European Cup-Final against Real Madrid.

Write up both events for talkSPORT while test-driving HS2 up to Manchester and back. Conduct four of Handel's Chandos anthems at the Wigmore Hall, and a final dash to Sheffield to become world snooker champion.

Classicists, you see, can do anything. But nothing can beat teaching Latin and Greek.

The lowlight of your teaching career?

I had taught only boys (in a secondary modern school as a supply teacher during university vacations, the USA and Scotland) until I taught the sixth form part-time at St Paul's Girls' School for a year, to write up my PhD.

One day I was teaching an entrance Oxbridge group, and there was a racket coming from the corridor where a class of 12 year-olds was waiting to go into the classroom.

So I strode masterfully out and instructed them to shut up. They seemed not to understand. Right: into the classroom, where I gave them the full sergeant major.

They *giggled* at me. I fled in utter humiliation (and still dream about it). When I admitted this to a staff member, she fell about laughing and said I should have appealed to their better natures. Hmm.

What next for Classics for All?

Since I have never run anything in my life except the occasional mile, I would not know where to begin in suggesting a future course.

But my old friend Adrian Spooner has suggested we make far more consistent use of (grits teeth) social media to raise funds and make connections. He's right. After all, look at the high-profile supporters we have, and the tens of thousands of 'followers' they have.



Dr Peter Jones MBE, a co-founder of Classics for All, has been a driving force and advocate for the teaching of Classics in state schools for more than four decades.

He has published widely on ancient language, culture and history, has for almost 30 years written a weekly 'Ancient and Modern' column (now in *The Spectator*) reflecting on how the ancient world might 'talk' to the modern, and is an adviser for the BBC History Magazine.

# Regional Network Events

Celebrating 10 years of regional achievement.

We are sorry to announce that owing to the escalation in Coronavirus (COVID-19) we have postponed all of our regional events. They are featured here to whet your appetite. We will be in touch to confirm revised dates as soon as we can.

## **Birmingham Network: Discovering the Ancient World Summer School**

*University of Birmingham and Corinium Museum, Cirencester*

An opportunity for pupils from schools across the Midlands to hone their Latin and Greek, learn more about the ancient world, visit the Corinium Museum and test their classical knowledge in the ultimate Big Classics Quiz!

## **Durham Network: Ancient Myths, New Voices**

*Assembly Rooms Theatre, Durham*

Local schools and Durham Student Theatre will work together on a short piece of theatre based on Ovid's *Metamorphoses* to be performed in a showcase at the Assembly Rooms Theatre. There will be prizes for the most creative classical story and an exhibition of artworks created by pupils from West Rainton Primary School.

## **Liverpool Network: Greek and Classics Taster School**

*Liverpool College*

A three-day programme to stretch and challenge gifted linguists and humanities students interested in classics. There will be chances to learn Ancient Greek, explore philosophy and archaeology and find out about studying classics at university. The event will culminate in a celebration for parents, teachers and other supporters.

## **Oxford, Buckinghamshire and Berkshire Network: An Odyssey of Art**

A travelling art exhibition inspired by scenes from Homer's *Odyssey*, which will accumulate contributions throughout its *nostos* from school to school. The epic will terminate in Oxford with a short talk on the *Odyssey* and a prize-giving reception to celebrate the work.

## **Wales Network: Ovid at Wyedean**

*Wyedean School*

Following a session with professional storyteller Katy Cawkwell on the story of Odysseus and Penelope, Year 5 pupils will record their creative responses to the myth using unfired ceramic tiles and paint. The results will be exhibited in Wyedean Art Festival.

## **Bristol and South West Network: Ovid in the West Country Celebration**

*Roman Baths, Bath*

Building on the annual Ovid in the West Country competition for secondary schools, primary school pupils will make their own creative responses to Ovid's *Metamorphoses*. Both competitions will culminate in an awards ceremony at the Roman Baths, where a professional storyteller will perform one of the myths.

## **Leicester Network: Everyday life in a Roman Town**

*Chester Farm Heritage Park*

An ambitious two-week outreach programme at Chester Farm Heritage Park in Northamptonshire will introduce local schools to everyday life in the Roman world. The programme includes creative activities, object handling, language sessions and a chance to see excavations in progress.

## **Manchester Network: Classics Fest**

*Manchester Metropolitan University*

A day-long festival for pupils aged 11-14 with classically themed workshops on literature, Greek myth, Roman fashion and the history of Pompeii (including making your own Plinian volcano!). The event will end with a short drinks reception with some Roman food samplers.

## **Sussex and South East Network: I, Medusa**

Inspired by recent successes at the V&A Museum such as 'David Bowie Is' and the recent 'Troy: Myth and Reality' at the British Museum, I Medusa, will curate 'memories' and 'objects' inspired by the stories of key figures in mythology and antiquity. Think Carol Ann Duffy and 'The World's Wife'. Creative outcomes will be displayed in an exhibition.

To receive information and updates on these and all other Classics for All events, please email **Tom Ingram** at [events@classicsforall.org.uk](mailto:events@classicsforall.org.uk)

# 10th Anniversary Public Events

## The UK Première of *Penelope* by Tom Stoppard *A Friends of Classics Memorial Event*

The Grey Coat Hospital  
Comprehensive School for Girls,  
London

*Penelope* by Tom Stoppard has been postponed from 30 June. We will notify the public of the rescheduled date when confirmed.

Tickets prices range from £25 – £100. Tickets over £25 include donations eligible for Gift Aid (subsidised £15 tickets available for students and teachers). For more information, contact Tom Ingram at [events@classicsforall.org.uk](mailto:events@classicsforall.org.uk)

In 2016 Tom Stoppard was commissioned by Andre Previn and the Emerson Quartet to produce five poems, to be sung by Renée Fleming. His first poem took as

its subject **Penelope, the wife of Odysseus, and was performed in Tanglewood (USA) last year.**

Tom has now generously agreed to experiment with it as a read monodrama. This is the form in which it will be given its first performance in the UK under the auspices of the charity Classics for All.

The reading will be preceded by a discussion about Penelope in Homer and her reception down the ages, between Tom Stoppard, Dr Melinda Letts (Jesus College, Oxford) and a leading actor. It will be chaired by Martha Kearney (Today programme).

The actor will then give Penelope its first UK performance. The event will



Tom Stoppard. Photograph ©Matt Humphrey

be filmed by Hat Trick Productions thanks to Jimmy Mulville, trustee of Classics for All.

*Friends of Classics established Classics for All in 2010 and the two organisations merged in 2016.*

## Reflecting on the Olympics, Ancient and Modern

**24 September 2020 (TBC). Doors at 18.15, talk commencing at 19.00**  
The Royal Geographical Society

We will confirm in July whether we are proceeding with 'Reflecting on the Olympics'

Ticket prices range from £20 – £80. Tickets over £20 include donations eligible for Gift Aid (subsidised £15 tickets available for students and teachers). For more information, contact Tom Ingram at [events@classicsforall.org.uk](mailto:events@classicsforall.org.uk)

**Why do we make such a big fuss over the Olympics? Where did the Games come from?**

Classics for All will be hosting a panel discussion reflecting on the Olympics through the lens of ancient and modern traditions, chaired by Dr Peter Jones MBE, with contributions from classical historian

Professor Michael Scott and modern Olympians including Constantin Louloudis and Jen Browning.

The panel will draw on athletes' experiences from the modern Olympics with reference to the ancient context and traditions, considering how the Games have developed and how society has interacted with them over time.

The Olympics offer a forum for discussions beyond sporting concerns – international relations, diversity, individual virtue – but can we gauge the lasting impact of the Olympic legacy on such discourse? Can we learn from those who came before?

A reception will follow with the opportunity to view an Olympic-inspired exhibition

of work from some schools in our London based network.



Roman bronze reproduction of Myron's Discobolus, 2nd century AD, Glyptothek, Munich

# Lawyers Group And Community Events

## Legal World Supports Classics for All

**2020 marks the 5th anniversary for the Lawyers Group.**

Members of the legal world are invited to join for a subscription of £12.50 per month (£150 a year), in return for three exclusive events a year (£6 per month for under 30's).

In five years the group has grown to 150 active members, contributing £27,000 to our work in schools in 2019. A list of members, from trainee barristers to high court judges, can be found on our website at [classicsforall.org.uk/lawyers](http://classicsforall.org.uk/lawyers)

**If you work in the legal world and are interested in joining the Lawyers Group, please email Tom at [contact@classicsforall.org.uk](mailto:contact@classicsforall.org.uk)**

## Upcoming Lawyers Group Events

**Remembering & Forgetting the Past: Athens in 403 BC, with Professor Michael Scott**

*Summer anniversary reception, hosted by Linklaters*

**This event has been postponed until 2021. We will notify all members of the rescheduled date when confirmed.**

**Boudicca: terrorist or freedom fighter?**

*October 15 2020*

**We will confirm whether this event is happening in October in due course.**

A moot trial at the Supreme Court. Presided over by Lord Brian Kerr, Justice of the Supreme Court, with Thomas Grant QC as counsel for the defence and Alison Morgan QC as counsel for the prosecution.

## Review: Clay Club at Greig City Academy

**'Cross-curricular learning' is not only something guaranteed to delight Ofsted, but is also a great opportunity to introduce classics to pupils through other subject areas.**

Classics for All has just completed a ten-week collaboration with Greig City Academy (GCA), the Friends of Highgate Roman Kiln (FoHRK) and the Clayground Collective to trial a cross-curricular project combining elements of Roman archaeology and art with modern design and pottery.

Dan Chorley, art teacher and Head of Cross-Curricular Learning at the school kindly loaned both his Year 8 class and copious enthusiasm to bring the project to life.

Students began with a session from FoHRK's Nick Peacey on the Roman



kilns and pottery excavated in Highgate Wood, just a mile from the school. This was followed up by a visit to Bruce Castle Museum in Tottenham to view the remains of one of the kilns, as well as a lesson in sherd handling and pot sketching. The pupils' learning about form, pattern and finish were then put to practical use as Duncan Hooson from the Clayground Collective taught the class diverse pottery techniques.

Over several weeks, students created a range of pottery, drawing inspiration from the original 1 Century AD 'Highgate Ware'. This was presented to the school and wider community (and even the local MP) in an interactive exhibition demonstrating the pupils' newly-acquired knowledge of archaeology, local history, pattern and pottery.

# Donor Recognition List

We are so grateful to everyone who generously supported us in 2019. Here's the list of our donors who gave £100 or more. If you'd like to discuss how you can become more involved in 2020 for the year and even the decade ahead, please get in touch with Sacha Glasgow-Smith at [Sacha@classicsforall.org.uk](mailto:Sacha@classicsforall.org.uk) or call 07854 634 861.

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(giving £100,000+)

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(giving £10,000+)

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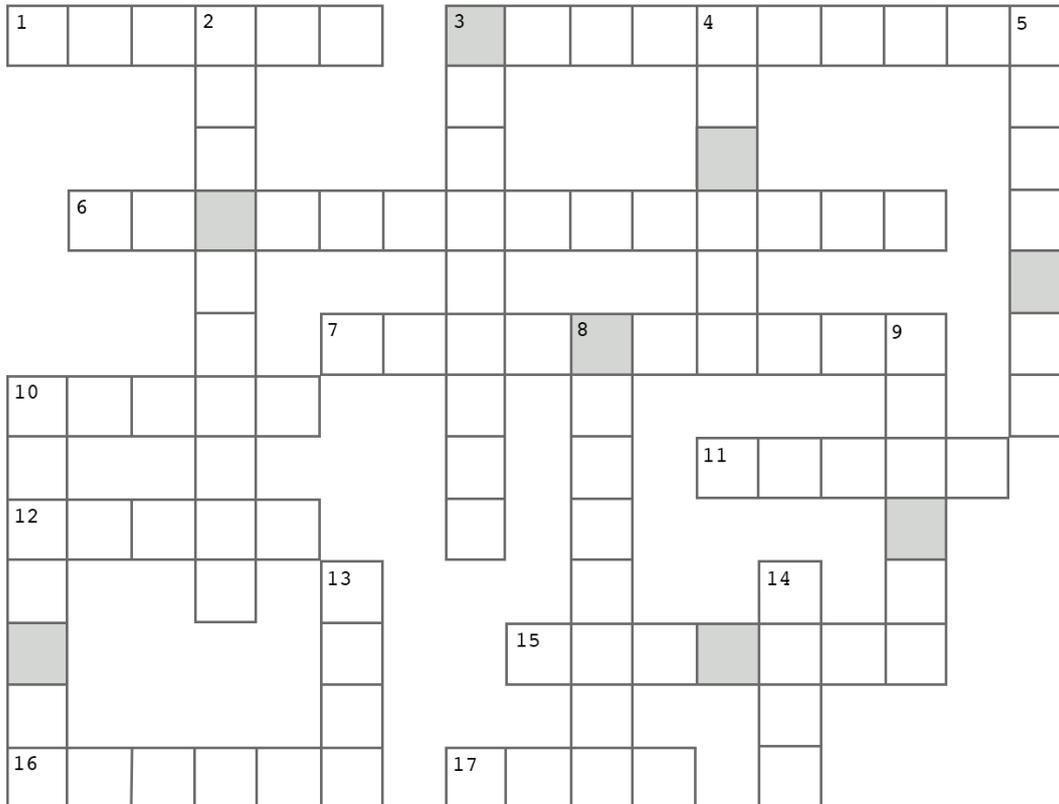
### In Memory Of Professor Donald Russell

Classics for All has received several donations in memory of Professor Donald Russell FBA, Emeritus Professor of Classical Literature at St John's Oxford, who sadly died on 9 February at the age of 99. Professor Russell was a dedicated tutor and a leading figure in classical scholarship, specialising in Greek imperial literature, Latin imperial prose, and ancient literary criticism.

Professor Russell's funeral took place on Monday 9 March in the Chapel of St John's College. It was kindly requested that donations in his memory be made to Classics for All, for which we are humbled and grateful.

# Classical Puzzle: World Of Odysseus

The travels of Odysseus were recorded by Homer in a long series of adventures which followed on from the Trojan War. See if you can complete the grid below and then identify one more character from the story by solving the anagram made by the letters in the shaded boxes.



## Across

1. He was the friend of Odysseus in whose guise Athena often appeared. (6)
3. He was the friend of Odysseus who just avoided being turned into a pig. (10)
6. They were a giant and savage race of man-eaters. (14)
7. He was a goatherd on Ithaca who had his nose and ears cut off. (10)
10. She was the witch who enjoyed turning people into pigs. (5)
11. It is used as another name for Africa. (5)
12. He was the king of the tribe mentioned in 6. Across. (5)
15. It was the island of which Alcinous was king. (7)
16. It was Calypso's home. (6)
17. He was the son of Telamon. (4)

## Down

2. He was the son of Odysseus. ( 10)
3. She was the nurse of Odysseus who first recognised him when he came home. (9)
4. He would be a member of a race of people from Thessaly. (6)
5. They were the bad guys who took over Odysseus' palace in Ithaca. (7)
8. She was the daughter of Alcinous who found Odysseus on the beach after his shipwreck. (8)
9. She was the six-headed monster who faced Charybdis. (6)
10. She was the nymph who was eventually forced into letting Odysseus build his raft and escape. (7)
13. She was the wife of Zeus. (4)
14. This was where all the problems started. (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 20 May 2020.

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

**One more character from the story is:** .....

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**We rely on donations from individuals, trusts and foundations and companies. We receive no government funding and are grateful for gifts of all amounts.**

Your generosity and support is more important than ever in these uncertain times. We remain confident and positive about the year ahead, despite the challenges it holds, and remain on track to reach our target of **1,000** state schools and over **60,000** pupils by the end of 2020. Your continued support is crucial to our success.

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

Thank you for your consideration.

## Contact Us

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Students from Beauchamp College on the college's first ever classics trip to Athens.



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