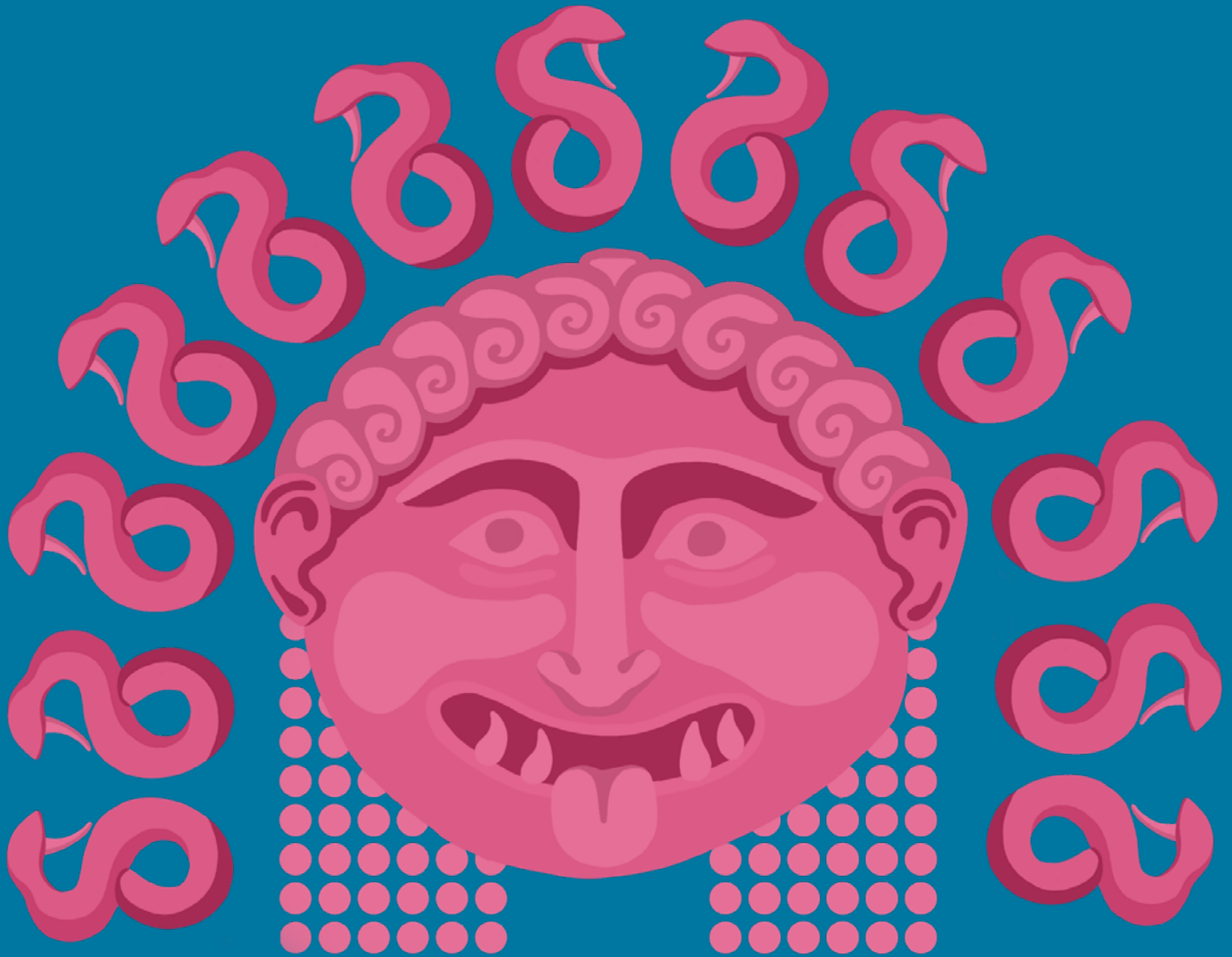


# CLASSICS MATTERS

The Classics for All Magazine Autumn 2022



Classics Matters is generously supported by Geoffrey and Caroline de Jager

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## CLASSICS MATTERS

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# A Word from Our CEO

Classics for All's CEO **Hilary Hodgson** on a ground-breaking 2022 and optimism aplenty for 2023.

**This has been a year of change for Classics for All. In Spring, we bade a sad farewell to Executive Director Jules Mann who played such a significant role in the charity's growth.**

Following a modest restructure, we have recruited Jane Page as our new Head of Fundraising. Jane, who took up post in late August will doubtless introduce herself to many of you soon. Meanwhile, she tells us a little more about herself and her impressions of Classics for All on page 15.

Summer marked the departure of Charlie Andrew, our Training and Resources Manager, to pursue a freelance career. Charlie leaves a significant legacy, including our online course Maximum Classics, now taught in over 300 state maintained primary schools across the UK. In Charlie's place we welcome Hannah Walsh to a new role as our Head of Programmes.

In 2016, Hannah founded our pioneering classics network in Bristol. More recently she has managed our regional networks and partnerships, including work with the Independent Schools Examination Board on an exciting new classics qualification for primary school pupils. Hannah will join Tom Ingram on the programme team, supporting the development of national strategy.

Despite the changing of the guard, our charity has kept a firm eye on its mission and 2022 is set to be another ground-breaking year. Since September 2021, we have trained 452 teachers and brought classics to 22,000 pupils. The charity is now a familiar name in 1,200 UK schools and colleges, opening doors to the ancient world

and raising the aspirations of many young people. For more evidence of our impact, I recommend tuning into our 2022 teaching awards ceremony which offers compelling and touching insight into the difference we are making to many young lives (pages 8–9).

In 2023, we will continue to increase our foothold in disadvantaged communities and to remove barriers to classics. Our plans also include work with the Classical Association to make the case for examination reform, the launch of a new network in the Northeast and a new online platform for our growing suite of school resources.

To realise our ambitions, we cannot rest on our fundraising laurels. The economic climate is tough and competition for funding is fierce. With rising demand from schools, we need your support more than ever. There are plenty of excuses to give: this autumn you can support our regional networks appeal, engage with our fundraising events (page 11) or double your donation through our annual match funding campaign: the Big Give Christmas Challenge.

Finally, I would like to thank you, our donors, for your patience and steadfast support during this period of internal change.

Classics for All is remarkably fortunate to enjoy the backing of a loyal and dedicated community that stands fast through rain or shine. It is this community that sets us apart and makes Classics for All a force to be reckoned with.

**Hilary Hodgson**  
Chief Executive Officer,  
Classics for All



“The economic climate is tough and competition for funding is fierce. With rising demand from schools, we need your support more than ever.”

# A Greek Renaissance

Classics teacher **Clare Le Hur**, reports on a new initiative to save Greek from the brink.

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*Following a sharp decline in examination entries for Greek GCSE and A level, the future of classical Greek is uncertain in schools. Here, classics teacher Clare Le Hur, reports on a new initiative to save Greek from the brink, supported by the Classical Association, Classics for All and universities across the UK.*

Greek is in a precarious position in UK schools. At GCSE, examination entries fell an alarming 29% between 2015 and 2019 and only 180 of the 1,149 entries for the subject came from state-maintained schools.

A recent survey of teachers by Classics for All and the Classical Association suggests that factors behind the decline include competition from other subjects for space in a crowded curriculum and the challenges of timetabling enough hours to cover demanding course content.

In 2018, concerned classicists and teachers including John Taylor, author of the popular Greek to GCSE course, set out to stem the decline, proposing a new Intermediate Certificate in Classical Greek (ICCG).

The new Certificate would offer pupils struggling with the full GCSE a chance to complete half the course. Uncertain about likely levels of demand, in November 2020, we tested the appetite for the qualification receiving a healthy 302 responses, 76 from state schools.

With resounding endorsement from 85% of those surveyed, we got to work, and the Intermediate Certificate of Classical Greek was born.

Drawing on John Taylor's Greek to GCSE Book 1, the ICCG can

## Student Feedback

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It's good to have something concrete to show for the work we put into learning Greek.



I enjoy the club being quite relaxed – I wouldn't want to have the stress of a GCSE.

be completed in 30-50 hours of teaching time, an achievable goal for students in all schools. The qualification is externally assessed with results awarded at a grade of Pass, Merit or Distinction.

In 2021, we piloted the qualification in seven maintained and eight independent schools across the UK and offered teachers training and advice on how to approach the course. In June, our first 140 pupils from years 9-12, largely learning Greek off timetable, sat the pilot examination.

Feedback on the course has been reassuringly positive, suggesting that the qualification

is a great steppingstone for pupils keen to explore Greek.

With such an encouraging response, the ICCG is here to stay and many schools agree that the qualification is a more realistic option than the GCSE for many pupils. This year we have had over 200 enquiries about the course from the UK and abroad and we expect up to 400 entries for the first official examination in June 2023.

The qualification is supported by the Classical Association and Classics for All and we are keen to keep costs down. A modest examination entry fee of £15 per pupil will cover our

## Teacher Feedback

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It is great to have something concrete for students to work towards that is manageable for an after-school club. The supporting resources – passages and graded assessments – to use in parallel with the textbook are helpful. We have been able to move at a pace that gives students time to absorb vocabulary and they are finding Greek Club much more fun without the pressure of trying to get to GCSE level in two years on extremely limited time.





I like Greek because it challenges me; it's hard getting used to a new alphabet, vocabulary and different grammatical structures but that doesn't make it less enjoyable.



I started learning Greek in the middle of the second lockdown and I am really enjoying it. I relish the challenge of learning a new alphabet and like Latin (which I also enjoy greatly) learning about tenses and cases.

administration costs but we will subsidise fees in 2023 for any cash-strapped schools. Although the qualification does not yet earn pupils UCAS points, the course is listed on the UCAS site and has the support and recognition of twelve prestigious universities.

We are clear that the ICCG is not a replacement for the full GCSE qualification and will continue to press for examination reform to make GCSE Greek more accessible.

However, if classical Greek is to survive outside universities, elite independent schools and the odd summer school, we need to act now. The ICCG offers an accessible entry point to

Greek for pupils, boosting the long-term chances of demand for higher level qualifications and undergraduate study.

We encourage any schools interested in the qualification to get in touch.

For more information, the specification, a sample exam paper and teaching resources see our website [intermediategreekcert.com](https://intermediategreekcert.com) or get in touch with us at [intermediategreekcert@gmail.com](mailto:intermediategreekcert@gmail.com)



The ICCG allows Greek to continue in a school of shrinking budgets and reduced subject options. The certificate allows the most interested Latinists and budding classicists to experience a little of the wider common cultural and linguistic heritage of the ancient Graeco-Roman world.



Just to let you know that we ran the specimen course as our Year 9 exam, and it worked out brilliantly. Of the 13 candidates, five would have distinctions, a few more merits but all passed. A couple of sixth-form candidates also got distinctions; it was a good stepping stone for them.

# My Life Philologic

**Greg Woolf**, Ronald J Mellor Professor of Ancient History at the University of California, and friend of Classics for All, reflects on his own route into classics and explores why access to study of the ancient world still matters today.

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One of my favourite radio programmes is *The Life Scientific*. Created by the physicist Jim Al-Khalili, it has been broadcast for more than a decade with over 250 episodes on BBC Radio 4. Week by week Al-Khalili sits down with botanists and medics, with engineers and astronomers, with social psychologists and geneticists, and invites them to talk about their passions and their career paths.

Sometimes it is the subject that grabs the imagination – leopard seals in the Antarctic or what makes volcanoes erupt. But often it is the life story that entrances.

Almost none of the routes they followed were planned. Most, after all, work on the cutting edge of fields that are transformed year on year. Perhaps there is also a kind of modesty in narratives composed of serendipitous sequences of jobs unexpectedly won, of key conversations with other scientists, and the occasional and unexpected realisation of how some problem might be solved, or some new tool exploited to best effect.

We are fortunate to live in a world in which so many different paths of learning are open to us. There was a time when only theology or the law were studied in universities. In the ancient world there was virtually no alternative to the study of a narrow canon of classical texts.

Even geographers like Strabo and historians like Herodotus had to begin from Homer. What the classics meant in those worlds was completely different to what they mean in ours. The modern-day classicist is a specialist, and indeed has a rare skill set that is difficult



to acquire. Our subject takes its small place alongside many others from astrophysics to xenobiology.

My own route into the classics was as accidental as the journeys described by Jim Al-Khalili's scientific subjects. Looking back, I remember Greek myths read to me at bedtime, windy family outings to Pevensy Castle and Hadrian's Wall, a gang of boys spending insane amounts of time painting miniature armies with which we never quite did refigure Thermopylae or Cannae.

Then, there were those serendipitous encounters with two devoted teachers who had campaigned to keep Latin alive in our small-town state school, one of whom taught

me Greek in our lunchtimes.

After that, I was drawn on by problems and debates, by the fascination of using new ways (archaeological, sociological, critical) to find out about the past, and by more of those chance meetings and conversations.

Classics continues to fascinate me. It is a vast playground. I have taught and written about so many aspects of the ancient world, from the archaeology of the first cities to the workings of Roman libraries. I have been fortunate to travel to many parts of the world – both those inhabited by Greeks and Romans, and distant places where the subject flourishes. Who knew there were seventy odd professors of ancient history in Tokyo? Or that new departments



I think the world would be poorer if no one knew what a nebula was, if we were ignorant of dinosaurs and did not care what killed them, if the tomb of the First Emperor of China had not been excavated, and if no one could read Sanskrit or Akkadian. The importance of classics for me is of the same kind.

of classical studies were opening in Brazil? There are many more places for me to visit, and many more texts to read even now.

But none of this makes me think that classics has a special place in our culture, in the way it did in Cicero's Rome or Plato's Athens or, in different ways in the European Middle Ages or the Victorian period. The ancient world remains fascinating and important, but so too is entomology and neuroscience. Much of the best research today, in fact, reaches out from classical materials to make connections with other disciplines. But that is another story.

I think the world would be poorer if no one knew what a nebula was, if we were ignorant of dinosaurs and did not care what killed them, if the tomb of the First Emperor of China had not been excavated, and if no one could read Sanskrit or Akkadian. The importance of classics for me is of the same kind.

To be sure, there are some special resonances for people whose national literatures and philosophies have had a long engagement with those of the Greeks and Romans. It is good to understand why the grandest museums and art galleries and law courts often look a bit like Greek temples. Now and again a realistic idea of the deep past is a helpful anecdote to the bad history peddled by unscrupulous political leaders.

Some unsavoury regimes have beaten the classical drum in the twentieth century and that remains true today. Echoes of the ancient world, in other words, are out there already working their magic. We probably do need a few experts around to explain and occasionally correct. For good or ill, we have inherited a classical past, one that gave us democracy and slavery, the symbols of empire and the tools of logic. Probably better not to let it run completely unsupervised.

The Greek philosopher and critic Philodemus, one of Cicero's contemporaries, wrote a book entitled *On the Good King according to Homer*. His book was recovered by archaeologists in the late eighteenth century from the Villa of the Papyri outside Herculaneum. Cicero's Rome had no kings in it – not quite – but the subject fascinated aristocrats of the day.

It is not quite *What Alexander the Great can teach us about business* (Google it!). But it does represent an attempt to deploy classics in relation to a modern set of problems. We can compare that kind of classical reception to the Trojan Women Project, founded just a few years ago to advocate for Syrian refugees. Connections – sometimes powerful ones – may be made between classics and present-day concerns. But that is not a good reason for promoting classics. Homer is worth a lot

more than the management tips he offered would be kings. The same goes for other instrumental arguments that are sometimes produced: there are easier ways to teach English grammar than by learning Latin, studying philosophy does not reliably make us wise, those educated in the classics are not noticeably more rational or better human beings than the majority who have not.

We study and we teach the ancient world because it continues to fascinate. That fascination is not in competition with curiosity about the inner workings of mitochondria or planets circling a distant star. Culture is not a zero-sum game.

Yet our small part of the whole matters, and that is why we should do anything we can to keep it accessible.

# Magna Cum Laude: Classics for All Teaching Awards 2022

With schools still reeling from the impact of the pandemic, in July 2022 we celebrated the super-human efforts made by schools to keep classics alive at our second annual teaching awards.

Presented by Classics for All Chair Jimmy Mulville, competition for the coveted awards was stiff. Hats off to the fifteen winners who made the final roll of honour, many putting classics on the map against the odds in schools with no tradition of teaching classics. You can watch the ceremony on YouTube at <https://youtu.be/805jl9JMMRQ>

## Primary Schools

### St. John's Catholic Primary School, Blackpool

Teacher Theresa Donnelly has been an energetic advocate of classics at St. John's since the launch of Classics for All's Blackpool Network in 2018. St John's has become an ambassador for classics in Blackpool and Latin is now the principal language learned by pupils aged 8 to 11 in six primary schools in the town.

### Hillcrest Primary School, Bristol

In Southeast Bristol, teacher Helen Wilson has worked tirelessly to learn Latin from scratch and now teaches the language to 240 pupils in curriculum time.

### King's Heath Primary School, Northampton

Headteacher Kim Duff leads this primary school, offering Latin to all pupils at Key Stage 2. The school is so proud of its classical curriculum that Kim chose to make Latin the focus of a recent Ofsted inspection. These are largely uncharted waters for Latin in state primary schools, and Kim is proving a powerful advocate for the subject, sharing her success with other schools across the country.

### St Luke's Church of England Primary School, London

St Luke's Primary School has been teaching Latin since September 2019 and continued classes throughout lockdown. According to headteacher Gareth Dutton, "Latin teaching in the school is thoroughly embedded and children love their weekly language sessions."

### Stanley Road Primary School, Oldham

Deputy head Andrew Percival has overseen a bold move from teaching Spanish to Latin in a school where 35% of pupils receive Free School Meals and 75% speak English as an Additional Language. Over 120 pupils are enjoying the new subject and the teachers are acting as ambassadors for Latin in other local schools.

### Shinfield St Mary's Church of England Junior School, Reading

At the height of lockdown in May 2020, St Mary's was one of the first schools to be trained online by Classics for All and now offers Latin to 360 pupils in Years 3–6. Teachers were up for the challenge – one even donned toga and laurel wreath! Ably led by Liz Ganpatsingh and with strong support from headteacher Sue Lawrence, Liz now even mentors teachers at a neighbouring school.

## The Chris Pilcher Award: In Memoriam Chris Pilcher 1992–2022

In May, we were incredibly sad to hear of the tragic passing of Chris Pilcher, a passionate and dedicated teacher at Sir Frederick Gibberd College in Harlow, Essex, who worked closely with our London and Southeast Network Co-ordinator, Anna Bell, to bring Latin and classics to his pupils.

Chris was a thoughtful and enthusiastic teacher, who wanted to do the best for his students. He had that special spark which makes the difference between a good and a great teacher. To honour his memory, The Chris Pilcher Award will be awarded to one school each year to recognise outstanding accomplishment in bringing classics to young people in state schools – an endeavour to which Chris was among the most committed and successful.

We are incredibly grateful to Chris's parents who nominated Classics for All as their chosen charity for donations in his memory.





## Secondary Schools

### Aldridge School, Walsall

Classics for All began working with Aldridge School in 2018 to set up GCSE Ancient History. Under the inspiring leadership of teacher Anna McOmish, the subject has blossomed and is now taught from Key Stage 3 right up to A level. Anna also produces impressive classroom resources for other teachers and runs training sessions for Classics for All.

### Wydean School and Sixth Form, Chepstow

When the pressures of the pandemic forced classics off timetable, undeterred, classics teacher Lucy Roberts set up a club to keep classics alive. She is an outstanding speaker for classics and has been instrumental to the success of 'Ovid in the West Country' competition, which challenges pupils to produce a creative response to the myths in Ovid's *Metamorphoses*.

### Chesterton Community College, Cambridge

At Chesterton Community College pupils speak over 90 languages. Driven by teacher Katharine Russell, classics has expanded steadily, and Latin is now offered from Year 7 to GCSE and Classical Civilisation to A Level. The college has also launched a Greek club to take pupils up to GCSE Greek, with aspirations to introduce A Level in the future.

### North Liverpool Academy, Liverpool

In a school where 50% of pupils receive Free School Meals, North Liverpool Academy is proving that classics really is for all. Here, thanks to the enthusiasm of Executive Principal Phil Lloyd and Ian Mooney, all Year 7 English teachers began teaching Ovid in English lessons. Buoyed by enthusiasm, the school is now offering Latin in the lower school with ambitions to introduce Latin and Classical Civilisation to GCSE.

### Polam Hall School, Darlington

The school, which serves pupils aged 5-16, introduced Latin for younger pupils in 2019 with resounding success. Current Latin lead Emma-Jo Blundy organised an entertaining Roman day in summer 2021 to relaunch Latin after a hiatus during the pandemic. Emma-Jo has recently trained to run an ancient Greek club for pupils who can't get enough classics!

### Mackie Academy, Stonehaven

From a standing start, classics enthusiast Lucy Angel has nurtured pupils' enthusiasm for classics in this coastal Scottish school, starting with a classics club and gradually integrating classics on the curriculum. Lucy's commitment is such that she studied in her own time to achieve the qualifications needed to teach classics in Scotland.

### Cardiff and Vale College, Cardiff

Exuberant ancient history teacher, Danny Pucknell has established a highly successful classics department in the centre of Cardiff. In 2021, his enthusiasm and commitment to the wider development of classics in Welsh schools led to the successful revival of Classics for All's Welsh Network, under the leadership of our new Network Co-ordinator Leigh-Rowan Herring.

### The Chris Pilcher Award: Whitefriars School, London

The school embarked on its maiden classics voyage in September 2020, as teacher Alik Drakopoulos introduced Latin and classical civilisation to 450 pupils in years 7-9. The course went down a storm! So well, in fact, that just a year later the school has put both GCSE and A level Classical Civilisation on the curriculum, a remarkable achievement.

# Support our Regional Networks

Stretching from Scotland to the Southwest, our regional networks connect us to schools and promote the training, support and advice on offer from Classics for All.

As the demand for classics grows nationally, we're investing in our regional networks to close the geographical classics gap and ensure that state schools everywhere take full advantage of our support. This summer, we launched an appeal to raise funds for six rapidly expanding networks: Devon and Cornwall, the East of England, Leicester, London and the Southeast, Scotland, Wales and Warwick.

Our aim is to reach 1,700 schools through our networks by 2025. **Can you help us?**

**Thank you to everyone who has already donated to help us shore up support for classics in state schools nationwide – we couldn't do it without you!**

To donate to one of our networks, visit [classicsforall.org.uk/networks](https://classicsforall.org.uk/networks)

**£15** could buy a book for a pupil.

**£50** could support classics resources for two pupils.

**£100** could fund an enrichment activity, such as a classics trip or talk.

**£500** could train teachers in one primary school to teach Latin.

**£1,500** could support three days training for a secondary school to introduce a classics GCSE.

**“** The Bristol Network has provided invaluable support over the past few years. Simply put, hundreds of children would never have encountered the ancient world in a classroom setting.

English teacher,  
Orchard School, Bristol



© vanessachampion.co.uk

## Do you want to have your donation doubled? The Big Give Christmas Challenge is BACK!

**Tuesday 29 November – Tuesday 6 December 2022**

This December, we are aiming to raise £50,000 in online donations to meet skyrocketing demand from primary and secondary schools. Every penny you give during the Big Give week will unlock up to £50,000 in match funding from our generous pledgers: Nicholas Barber, Roger Barnes, Philip Miles and our Big Give Champion.

With your help, we could raise our £100,000 target, allowing us to:

- Introduce ancient languages and history in 30 new state primary schools.
- Strengthen classics in 30 secondary schools where teaching was disrupted by the pandemic.
- Level up classics in the Northeast with the launch of a brand-new regional network.

Make one donation with twice the impact by visiting [classicsforall.org.uk/donate](https://classicsforall.org.uk/donate) from 12pm on Tuesday 29 November.



# Events

## Investigating the Sounds of Ancient Greek Music



**Thursday 6 October | 7:00–8:15pm | via YouTube Live**

**Broadcast live from the Royal College of Music, Classics for All brings you an evening of ancient Greek music, recreated for the modern day.**

Hosted by Jimmy Mulville, this magnificent evening will feature a talk by Professor Armand D'Angour on the process of bringing ancient Greek music back to life in the 21st century and live performances by world-leading musicians Stef Conner (voice and lyre), Barnaby Brown and Callum Armstrong (aulos).

Great strides have been made in shining a light on the power and beauty of ancient Greek sounds. Ancient instruments have been

recreated and ancient texts with musical notation have been reconstructed, revealing music that was sung and played as early as the 5th century BC. In this fascinating event, Professor D'Angour will explore how ground-breaking research casts a new light on the nature of ancient Greek music.

**Book tickets to attend in person or online at [classicsforall.org.uk/ancientgreekmusic](https://classicsforall.org.uk/ancientgreekmusic)**

## A Moot Trial of Alexander the Great

**Wednesday 26 October | 6:00–7:15pm | via YouTube Live**

**Alexander the Great became King of Macedonia in 336 BCE and went on to conquer the Persian Empire, earning a reputation as one of the most successful military commanders in world history.**

In 330 BCE, he captured the Persian capital of Persepolis, burning it to the ground in a final act of revenge. His army pillaged the city, destroying the palace complex, killing civilians and enslaving the women.

Were the atrocities committed at Persepolis a deliberate political act or the tragic consequences of a drunken mistake? War hero or war criminal? The jury will decide...

Watch as Alexander the Great stands trial for war crimes at the Supreme Court. Presided over by Lord Leggatt (Justice of the Supreme Court) with Philippe Sands QC counsel for the prosecution and Patrick Gibbs QC counsel for the defence.

**Book tickets at [classicsforall.org.uk/alexander](https://classicsforall.org.uk/alexander)**



## Save the Date: An Evening with Mary Beard

**Wednesday 30 November | 7:00–8:00pm**

Details for booking either live or online tickets to be announced soon via our mailing list.

Sign up at [classicsforall.org.uk/news](https://classicsforall.org.uk/news) to be the first to know.



# Out of Chaos

Theatre Director **Paul O'Mahony**, a long-time supporter of Classics for All, on how the ancient world inspires his work.



Out of Chaos © Alex Brenner

I have worked in theatre as an actor, director and writer for 20 years but my interest in ancient stories and myths goes back much further. I run a theatre company called **Out of Chaos**, and much of our work is inspired by Greek and Roman stories. These tales are in turn dramatic, exciting, surprising, appalling and even hilarious but they are also much more than that. What draws me to them is their humanity, and their capacity to connect us to a past that feels surprisingly familiar.

We have devised shows inspired by the Iliad and the origins of the world (**Out of Chaos**), staged Greek tragedies (*Hippolytus*), and even created a show retelling all the Greek myths in just one hour (**Unmythable**). Our shows have toured the world and won awards in four countries, playing in venues large and small.

But for me it is our most recent project that has confirmed the brilliance of these ancient stories. When the first lockdown struck in March 2020, I contacted Harvard's Center for Hellenic Studies (CHS) to suggest that we meet online once a week to read a Greek tragedy and discuss it. The following day, with help from a few friends, we created our first episode of **Reading Greek Tragedy Online**

(RTGO). The format was simple, 45 minutes' worth of scenes from a Greek tragedy performed by a talented group of actors followed by a discussion where academics put the tragedy into context and responded to the performance. Our intentions were to build a cultural community at a time of isolation, to provide a free and accessible online resource for anyone interested in Greek tragedy, and to explore what these stories had to say about that time that we were living in.

The results were extraordinary. Over 40 weeks in 2020 we met every Wednesday to live stream a new episode on YouTube. We performed every extant Greek tragedy, some comedies, epic poetry, and even fragments. The series continues to this day, and so far, we have worked with over 120 actors from around the world. The themes of leadership, democracy, identity and social justice all played out before our eyes – with each episode touching on a contemporary issue (for example, a particularly powerful discussion about Black Lives Matter was led by one of our actors from **Ajax**).

Through this international network created by RTGO, we have staged a full online version of Aeschylus's **Suppliants**, highlighting the continuing refugee crisis in the

Mediterranean. Earlier this year we worked with a community in Urbana-Champaign, Illinois, on a staged reading of **Xtigone** – an adaptation of *Antigone* which relocates the action to modern-day Chicago, putting the issue of gun violence at the heart of its story. Urbana-Champaign has experienced a marked increase in gun violence recently and students on the project found it incredible to discover parallels in a play from 2,500 years ago. It is something we have heard time and again from young people the world over.

With support from Classics for All, we are launching a competition for UK students to stage and film a scene from the *Bacchae*. There will be cash prizes on offer, and it will form part of an international initiative. Details will appear soon on the Out of Chaos website.

Most importantly, the full series of RTGO remains free to use online. In the coming months we are going to make shorter thematic videos for classroom use and would love to hear from students and teachers about what you would find useful. RTGO returns with live online performances this October and we are also developing a staged version of the *Aeneid*, and a new musical about the first Olympics.



# The Art of Classics

Illustrator and classicist **Charlotte Bunney**, describes the happy convergence of her interests in classics and art.

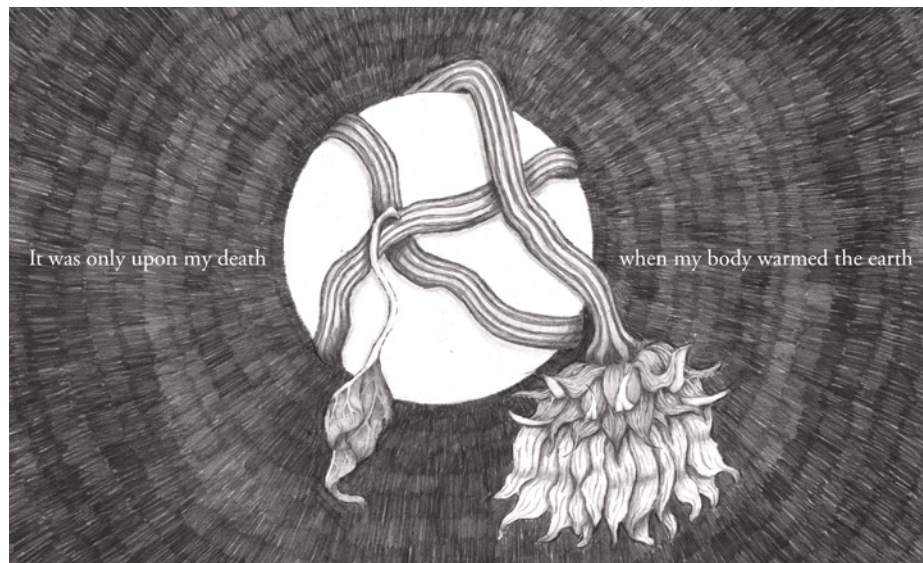
*Charlotte Bunney, who recently completed her undergraduate degree in Classics at Oxford, is currently completing a masters in Illustration. She is a talented visual artist whose work is inspired by her love of classics. We are grateful for her generous recent support in designing the logo for our Hadrian's Wall for All campaign.*

**I have always enjoyed making visual art and was lucky enough to attend a school where I could study classical civilisation at GCSE and A Level. I quickly fell in love with the ancient world and chose to study classics at Oxford.**

While there, I got involved with student publications and started to take illustration and design seriously as a career option. I love the classical world, so it is only natural that these two interests converged, whether it is sketching objects from the Ashmolean or my most recent masters illustration project where I am writing and illustrating a series of pamphlets, each based on a different classical figure.

Studying classics has allowed me, a notoriously indecisive person, to explore different disciplines and to understand how they are all interwoven in the study of culture both ancient and modern. Practically speaking, my study has also given me transferable skills should I eventually chose to pursue a non-art-based career.

I still find it amazing how much textual and material evidence from the ancient world survives, a *mythos*, which helps to elevate narratives that I illustrate and write myself. Working from such an established canon allows me to consider perspectives and situations



Detail © Charlotte Bunney

beyond my own experience making me a better artist.

It was no coincidence that my studies gravitated towards visual culture, favouring exploration of classical art and archaeology over literary sources for my finals. I am drawn to many works for different reasons, and I while I cannot pick an absolute favourite, I often find myself returning to the **Demokleides stele** of the 4th century BC. The hoplite Demokleides, who probably lost his life in a sea-battle, sits sorrowfully on the prow of a trireme, his shield and helmet aside. Although it would originally have been brightly painted, for me its bare state

enhances the *pathos* of the scene.

I am currently completing my masters project and hope eventually to publish my pamphlets and establish myself as a freelance artist. Although the path I have chosen is not a 'conventional' route for a young classicist, I remain indebted to the ancient world as a source of inspiration. Pursuing your interests can lead anywhere and I firmly believe all children should have the opportunity to explore the rich cultural vein of classics.

You can view Charlotte's work in all its glory via her website: [charlottebunneyart.squarespace.com](http://charlottebunneyart.squarespace.com)



© Charlotte Bunney



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# Breaking Barriers to Classics at University

**Alice Case**, our Liverpool Network Co-ordinator, on how university open days can give young people the confidence and inspiration to take the plunge into studying classics.

**Classics attracts students of all abilities, including a fair share of high achievers. For some in the state sector a place at Oxford or Cambridge University is realistic but it can be a daunting prospect. Students attending our Saturday morning Greek Academy largely come from schools with no or limited classics provision and would often not consider classics as an undergraduate option.**

For the past few years with support from Classics for All and Aspire Liverpool, Liverpool College Network has organised trips to Oxford and Cambridge University for enthusiastic pupils studying Greek GCSE or A level as part of its Saturday morning Greek Academy.

The aim is to give students with limited experience of classics the confidence to consider the subject as a degree option.

Our trip to Brasenose College, Oxford, in 2021 was a great success, resulting in six applications and three offers. Buoyed by this, in 2022 we ran a more ambitious trip to the joint Oxford and Cambridge Classics Open Day for students from our Saturday morning Greek class and eight other schools across the Northwest.

Visiting Oxford or Cambridge is a squeeze in a day from Liverpool and Classics for All Chair, Jimmy Mulville kindly arranged for us to stay overnight at his old college, Jesus, joining us in the afternoon with two current students to share amusing anecdotes about his own university experiences. As part of the open day, students also learned about courses and application processes, got a taste of university lectures and enjoyed a visit to the

Museum of Classical Archaeology.

The trip had a lasting impact, giving students the confidence to imagine themselves as part of college life. Since the visit, several students have attended summer schools and open days at Oxford, one winning the Newnham College Classics essay prize. We will continue to support the students as they apply for places this autumn and know that whatever the outcome, for some students this has been a life changing experience.



The trip to Cambridge was extremely enjoyable and informative, and I am very thankful for the opportunity to take part in it. I am so glad I was able to meet so many like-minded people who were as passionate about Classics and the Ancient World as myself.

[Student, Liverpool College](#)



One thing I particularly liked was staying in the College itself as it helped me to envisage what it would be like to study there.

[Student, Calderstones School, a school with no classics.](#)



Before coming on the trip, I was sure that Cambridge wasn't the right place for me and that I'd stick out like a sore thumb, but everything was so welcoming. I am now 99.9% sure that I'll apply to Cambridge.

[Student, Parrs Wood High School, Manchester](#)



The trip showed me where I want to end up, motivating me to keep going so that I can achieve my end goal of applying and maybe getting into one of these cool, prestigious universities.

[Student, Blackpool 6th Form College](#)



# Novae Homines

Join us in welcoming two new Classics for All team members, our new Head of Fundraising **Jane Page**, and Head of Programmes **Hannah Walsh**



*Our new Head of Fundraising, **Jane Page**, shares her first impressions of Classics for All.*

This is my second week and so far so good! As with all new roles, I am busy learning all about Classics for All and the more I learn, the more excited I am to be part of this small, hardworking, and driven team.

With your generous support, I am struck by how quickly Classics for All has grown, raising the aspirations and skills of over 140,000 students through introducing them to the languages and cultures of the ancient world. However, for me, whilst numbers are impressive, they are only part of the picture. It is the stories behind the numbers that capture my attention and imagination.

Those of you at the gala dinner in December 2021, will remember hearing Mille Ayers talk about how she became one of the first travelling Showmen to study classics at Oxford University. Last week, post A level results, we received an email from one of the schools we work with in a tough part of Manchester,

proudly informing us that eleven students are going on to study classics at university, four of them at Oxbridge. In another email from Blackpool Sixth Form College, we learned how a trip to Jesus College Cambridge convinced one student to apply, remarking 'I now know I won't stick out like a sore thumb.'

These stories are replicated in schools across the country as more and more teachers engage with our training and resources.

Your generous support has already helped us achieve so much and I am looking forward to meeting as many of you as possible over the next few months, be it at our Royal College of Music event in October or the Moot Trial of Alexander the Great.



*As the previous regional network co-ordinator for Bristol and the Southwest, **Hannah Walsh** brings a wealth of energy and experience to her new role as Head of Programmes.*

Although I have already been involved with Classics for All for six years, I am excited to join

the central team as incoming Head of Programmes. In this role, I will be working closely with Tom and Hilary to oversee our work in schools, develop our national strategy and strengthen our regional networks.

Classics for All's ongoing commitment to tackling educational inequality is a huge motivating factor for me, particularly the prospect of developing new partnerships with other organisations and cultural institutions.

My interest in education for social justice was sparked by my first graduate job as an education worker at IntoUniversity. I then undertook an English PGCE and happily taught English

for several years at a large comprehensive school in Devon before moving to teach English and Classics in Bristol. It was in Bristol that I discovered the work of Classics for All and in 2016 I was delighted to help launch the regional network covering Bristol and the wider Southwest.

As network coordinator, it was energising to work alongside ambitious and enthusiastic teachers who were committed to offering new learning opportunities to their students.

Having worked in education for the last ten years, I am looking forward to taking on this new role within such a dynamic and responsive organisation.

# Who's Who at Classics for All

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## Support Us

We rely on donations from individuals, trusts and foundations and companies and are grateful for gifts of all amounts. Demand from state schools for classics is rising, and only with your support can we address this exciting trend. Contact Jane Page, [jane@classicsforall.org.uk](mailto:jane@classicsforall.org.uk), to find out more.

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