

# CLASSICS MATTERS

The Classics for All Magazine Autumn 2020



## Lessons from Lockdown



Classics Matters is generously sponsored by  
Geoffrey and Caroline de Jager

# Contents

In this issue...

3

## A word from our Directors, Jules Mann and Hilary Hodgson

Plus, meet Classics for All's latest recruit, **Alice Parr**.

4

## News from the frontline

From teacher training on Zoom to lockdown lessons and online summer schools, pupils' passion for classics has not been dulled by the pandemic.

6

## Fundraising

We launch our very first appeal, and Classics for All's Honorary President **Nicholas Barber CBE** talks about why he is leaving a legacy gift to Classics for All.



8

## Corporate giving

A spotlight on the generosity of **Goldman Sachs** and **Roma Numismatics Ltd.**, two companies that are enabling us to achieve our vision.



8

10

## Learning from history at a time of pandemic

**Professor Armand D'Angour**, Jesus College Oxford, on the valuable lessons from our ancient past.



11

## Events

**Professor Armand D'Angour** recreates the sounds of Ancient Greece. Plus, a chance to revisit **Professor Michael Scott's** webinar on Roman DIY.



9



## CLASSICS MATTERS

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# A word from our Directors

Despite the pandemic the passion for classics remains, say **Jules Mann** and **Hilary Hodgson**.

Welcome to the autumn edition of our magazine *Classics Matters*. This has been a challenging year of disrupted learning for our schools but demand for our services remains buoyant. You can read the latest from the educational frontline on Pages 4 and 5.

In September we launched our fundraising campaign '[Classics in the Time of Covid](#)', our goal to raise the £250k that we urgently need to keep support for schools going in a difficult fundraising climate.

A big thank you to all of you who have donated so far. As of 7 October, we have raised £60k, which will help to plug the funding gap, but there is still £140,000 to raise. More details on how to donate are on page 6. Please give as much as you can.

Once again Classics for All is participating in the [Big Give Christmas Challenge](#) in December 2020, a campaign to raise £50,000 from the public, every penny of which will be matched by the generosity of individual donors and the Reed Foundation.

In the summer we launched our sparkling [new website](#). We hope that you find it attractive and easy to navigate. The site includes improved resources for teachers and the latest on activities in the regions.

Undeterred by the pandemic, we continue to run our [events programme](#) online. You can find more about our most recent talk and a preview of what we have planned on page 11.

In late September we waved a sad farewell to our Programme Officer Augusta Ivory-Peters who is moving on to study for a PhD at Goldsmiths College. We thank her for her commitment and



This has been a challenging year of disrupted learning but demand for our services remains buoyant.

hard work. Tom Ingram will move into her role. We welcome Alice Parr as the new Administrator.

Finally, we announce that owing to health issues Geoffrey de Jager is stepping down from his role as Chairman of Classics for All. Jimmy Mulville will lead the charity as Interim Chair for the next year.

The Trustees and staff wish to thank Geoffrey for his vision and leadership in helping the charity to grow, as well as his tremendous generosity, and look forward to continuing to work with him.

**Jules Mann, Executive Director and Hilary Hodgson, Programme Director**



## Welcome to **Alice Parr**, our new Administrator



Alice discovered classics at school via an Ancient History GCSE and immediately fell in love with the subject, which allowed her to explore the roots of art, literature, language, history and philosophy all at once.

After graduating with a BA in Classical Studies with English from King's College London, Alice worked at Deloitte as an external

auditor for public sector clients, including NHS Foundation Trusts, local authorities and universities.

A firm believer in widening access to classical subjects, Alice is passionate about giving state school students equal opportunity to enjoy learning about the ancient world.

# News from the frontline

From teacher training on Zoom to lockdown lessons, we're still fuelling pupils' appetite for classics

2020 has been a challenging year for Classics for All, its regional partners and schools. Thankfully, fears that the pandemic would bring our work to an untimely halt were unfounded. Covid-19 may have spoiled our 10th birthday party but did not dull the appetite for classics in schools.

## Lockdown latest

**160** schools reached  
**9,000** pupils benefit

**64** Primary  
**96** Secondary

**90** New schools reached

Schools in areas of economic disadvantage

**50%**

**400** teachers trained online

**100,000+** views of online resources

**£600** average cost of training

So far in 2020 over 160 schools have requested training and, funding permitting, we are still on target to reach 1,000 schools in total by the end of our anniversary year.

In response to lockdown, we have changed our practices, training teachers largely online. Although Zoom is no substitute for face to face contact, it has been a life-saver, allowing us to maintain, even extend, our reach whilst saving on costs. Since late March, we have successfully trained over 400 teachers online with very positive feedback.

Much to our delight, interest from primary schools has been strong as more schools opt to put Latin on the curriculum instead of French or Spanish. We ran our first socially distanced training on Zoom with 63 primary teachers from four Tilbury schools in May. The schools hope that Latin will boost pupils' vocabulary and language skills, and teachers are now teaching Latin to 870 new pupils.

In August we went one better, running our annual [Harrow teachers' summer school online](#). Although a technical challenge, the event was a runaway success. Demand for places was so fierce that most groups were over-subscribed and we reached over 90 teachers across the UK.

Led by trainers including Steve Hunt and Steven Kennedy, Head of Classics at Harrow School, teachers grappled with Greek, dusted down their Latin and debated set texts. For the first time, this year the course also covered GCSE Classical Civilisation. Feedback was extremely positive, with teachers valuing the opportunity to gain new teaching ideas and to discuss topics with colleagues.



Not content with training teachers, we also offered lockdown lessons for pupils, with over 50 primary school pupils from Birmingham, Blackpool and London studying Ancient Greek online. They learned to decode the Greek alphabet and discovered ambitious English words with Greek roots. The final lesson even included an Internet first: a mass online origami Icarus-folding-and-flying session.

51 students from 11 schools also took part in the [Olympus Challenge](#), earning a certificate for completing independent tasks including learning Latin and reading Greek myths. Sponsored generously by Christopher A Clarke and The Rushworth Charitable Trust, there were some stunningly original submissions for the award, including a detailed family tree of the Greek gods and an animated Lego video depicting the story of Odysseus and the Cyclops.

On a broader front, we continue to plug gaps in [resources](#). Some secondary schools teach Latin and classical civilisation in English



**Left:** Greek God family tree (detail), a comprehensive genealogy entered for the Olympus Challenge.

**Below left:** Another submission for the Olympus Challenge: a diorama of Vesuvius.

**Below right:** Screenshots from just one of our animations exploring the Latin roots of English words.



and history lessons. To support them, we now have a [ten week guide](#) to teaching the Cambridge Latin Course for non specialist teachers. For pupils studying classical civilisation and ancient history, Warwick University has also led on the production of a suite of popular resources downloaded thousands of times.

For primary schools, in collaboration with artist Helen Forte from Minimus, Charlie Andrew has produced a set of [delightful animations](#) exploring the Latin roots of English words (available on [YouTube](#)) which are proving popular in primary schools.

We are heartened by the resilience of schools and are grateful for the dedication and commitment of our regional networks in the face of adversity. We look forward to a time when we can meet face to face with colleagues once more but will continue to develop and innovate online.

## What our schools are saying

“ I have learned more over these four days than during my Ancient Greek language module at university!  
[Harrow Summer School participant](#) ”

“ Without doubt, the most exhilarating part of this project is the response from the kids. They love it because even the most challenged student can achieve and the brightest students can progress at their own pace.  
[Teacher, Wydean School, Gloucestershire](#) ”

“ As a relatively new teacher, I found the Maximum Classics course to be exceptionally comprehensive and very reassuring. In fact, many of the teaching strategies will be highly beneficial in my French teaching.  
[Emily Cavell, St John the Baptist School, Surrey](#) ”

“ As a result of the training, we will be able to teach the hardest part of Latin A level effectively and efficiently, an especially pressing concern given the learning time lost due to lockdown. Thank you Classics for All!  
[Charles Furber, Pimlico Academy, London](#) ”

# Fundraising

We launch our very first appeal, and Nicholas Barber CBE on his legacy gift to Classics for All

## Classics in the time of Covid: Help to secure the future of our work in schools

We have launched our first-ever appeal, [Classics in the time of Covid](#), to raise much needed funds to meet soaring demand from state schools.

Despite the lockdown we are busier than ever and continue to creatively support pupils, teachers and schools across the UK to introduce, continue or improve their classics provision. In view

of the exceptional challenges for fundraising and demands on our resources, we are delighted that so many of our supporters made an additional gift this year towards our work. Thank you to everyone who has contributed so far.

We are grateful for gifts of all sizes to support training, resources and long term support for our work. Just £100 could provide resources

for up to six pupils, helping them begin their classical journey.

**If you are able to consider making a gift, share details of the campaign or are interested in finding out more, please visit [classicsforall.org.uk/covid](https://classicsforall.org.uk/covid) or contact Jules at [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) and 0207 848 4741.**

## The 2020 Big Give Christmas Challenge

In response to widening demand from schools we wish to develop our impact in areas of socio-economic disadvantage and to promote more inclusive approaches to teaching classics. In order to raise more funds for this we will be participating in the 2020 [Big Give Christmas Challenge](#), the UK's biggest match funding campaign, with a total target of £100,000.

This year's Big Give Christmas Challenge will run from 1-8 December and we are fortunate to have secured generous pledges

from Matthew Lindsey-Clark, The Reed Foundation, Roger Barnes, Geoffrey and Caroline de Jager and Ian and Caroline Laing.

Their generosity means that each and every donation made online through the Big Give platform during that week will be doubled, helping us to extend our reach even further.

Your support will help us to introduce classics to 60 state schools in disadvantaged areas, or those with income inequality.

**To give, simply visit [classicsforall.org.uk/donate](https://classicsforall.org.uk/donate) from noon on Tuesday 1 December.**



## Follow-up to the 2019 Big Give Christmas Challenge

Thanks to the money you, our donors, donated during last year's challenge, we have supported over 80 state schools new to us, many in coastal and rural areas of socio-economic deprivation.



Classics for All has helped us to introduce the study of Latin for every student in our school, with ambitions to push for several classical subjects for our first GCSE cohort. The training opportunities provide excellent Continuing Professional Development giving students in our coastal school the chance to study the ancient world, regardless of their background.

**Dominic Burrell, Classics and History Co-ordinator, Turner Free School, Folkestone**

## Legacy gifts to Classics for All

This year Classics for All launched its [Marcus Aurelius Circle](#), designed to honour those who have chosen to include Classics for All in their will.

We want to thank our supporters for making this exceptionally generous commitment within their lifetime. Each issue of *Classics Matters* will include an interview with one of our Circle members.

Nicholas Barber CBE, Honorary President of Classics for All, tells us why he has chosen to remember Classics for All in his will.

"Classics for All is one of the charitable causes I feel really strongly about so I have decided to include it in my will. It is helping the next generation of children get a better start in life, through improved understanding of language and their cultural inheritance. Perhaps most of all, it helps them to raise their sights on what they can aim to achieve.

"I find Classics for All's work really exciting. A high proportion of the schools it helps are in areas of deprivation with above average numbers of free school meals,



Nicholas Barber CBE (centre). Photograph ©Alex Brenner



I feel really strongly about Classics for All so I have decided to include it in my will.

Nicholas Barber CBE

meaning it is one of the leaders in addressing the UK's educational challenge. Over the next ten years, I expect it will be continuing its work through its livewire regional networks and reaching five times as many schools."

Visit [classicsforall.org.uk/legacy](https://classicsforall.org.uk/legacy) if you would like to find out more about leaving a gift in your will to Classics for All and the Marcus Aurelius Circle, contact Jules at [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) or on 0207 848 4741.

## Trust and Foundation News: A big thank you to The A.G. Leventis and Rank Foundations

Multi-year funding is a boon to any charity, and we're delighted to announce two three-year grants which will support particular areas of Classics for All's work until 2023.

### A. G. Leventis Foundation

Following a 2017-20 grant from The A. G. Leventis Foundation which supported over 1,000 pupils in 51 primary and secondary state

schools to learn Ancient Greek, the Foundation has renewed funding at an increased level of £150k over the next three years, to extend the take-up of [Ancient Greek and Latin](#).

### The Rank Foundation

A recent grant of £63k for three years from The Rank Foundation will help us to promote inclusive approaches to teaching and

learning about the ancient world, and to [extend our reach](#) into under-served areas of the country.

Our areas of focus will include the West Midlands, Blackpool, Dundee and Kirkcaldy, Lincolnshire and East Yorkshire and Plymouth and Torbay.

# Corporate giving

A spotlight on the generosity of two companies that are enabling us to achieve our vision

Alongside the generous donations we receive from individuals and trusts and foundations, we also receive support from companies. Two such companies are Goldman Sachs and Roma Numismatics.

With their help, we can achieve our vision of giving every state school pupil access to

the rich classical world, regardless of their background or educational ability.

**If you are a business and would like to find out more about sponsorship or donation opportunities, please contact Jules at [jules@classicsforall.org.uk](mailto:jules@classicsforall.org.uk) or call 0207 848 4741.**

## Goldman Sachs

Financial services firm Goldman Sachs is very generous in its charitable offering: not only does it match employees' donations to their chosen charities but it also has the [Goldman Sachs Gives](#) donor-advised fund from which current and former partners can recommend grants to charities. In fact, since our inception in 2010, Goldman Sachs has, at the request of employees, contributed over £125,000 to Classics for All.

These significant and much-appreciated gifts are hugely important for our work each year

and have helped us to introduce classics to over 42 state schools. When combined with the generous donations from its employees, the total contributed has supported the equivalent of 315 training days for primary school teachers.

Lots of companies offer matched giving schemes and these are not always well-publicised, so if you work for a company it is always worth checking to see if it can match the donations you make, helping your donation to be twice as impactful and for us to reach twice as many state schools.



## Our partnership with Kallos Gallery

For six years Classics for All has enjoyed a partnership with London-based [Kallos Gallery](#), founded in 2014 by Baron Lorne Thyssen-Bornemisza.

Offering a carefully curated selection of art and artefacts from Antiquity, the collection is unified by a particular aesthetic, inspired by *kallos*, which means 'beauty'!

Kallos Gallery has hosted many Classics for All events over the years, including object handling with state school pupils and donor receptions with leaders from our regional classics networks.

We are excited to announce that this year Kallos Gallery is combining its Christmas shopping catalogue with a charity auction to benefit Classics for All.

Details will be shared closer to the time.

WE ARE PLEASED TO ANNOUNCE OUR FORTHCOMING CHARITY AUCTION TO BENEFIT CLASSICS FOR ALL

WINTER 2020



[info@kallosgallery.com](mailto:info@kallosgallery.com)  
0207 4930806



Choosing Classics for All as one of our chosen charities was an obvious choice for the team... so many of us are trained classicists and ancient historians. I've found that my classical grounding has been just as useful working on the business side of things as when handling objects.

Alice King, Client Manager at Roma Numismatics

## Roma Numismatics, introduced by its Client Manager, Alice King



ROMA NUMISMATICS LIMITED

Earlier this year [Roma Numismatics](#) Ltd. began its [partnership with Classics for All](#) as part of a move to develop the company's charitable potential. Choosing Classics for All as one of our chosen charities was an obvious choice for the team, given the fact that not only are coins from the ancient world one of our main focuses as a business, but also that so many of the team are trained classicists and ancient historians; classics is a field that remains close to all our hearts.

Within our small team we have a wide spectrum of classical backgrounds ranging from degrees and A Levels in ancient history, classical civilisation, history of art and, of course, classics itself. We all feel extremely lucky to be able to use our academic experience in such a meaningful way every day as part of our jobs. As the Client Manager at Roma I've found that my classical grounding has been just as useful working on the business functions side of things as it was when handling objects. I studied classics for my BA and then did an MA in history of art, which led me down the path of working in an ancient art gallery in

central London, then to running and heading an antiquities department at a small auction house, prior to my role at Roma. I now use my professional and specialist expertise to work closely with clients and their ancient coins.

It is, of course, the objects themselves that get everyone in the team most excited and, for those whose primary role is cataloguing, they get to work with the coins day in, day out, often getting the opportunity to research some of the rarest and most valuable coins on the market.

There is nothing like the excitement of receiving a coin of which there may only be a few or no other known examples and using our knowledge to make sure it goes to the best home. Earlier this year, we were all delighted with the result achieved by an extremely rare silver coin from Knossos that came to us from a private seller, which portrayed on its reverse the well-known labyrinth of King Minos, of Theseus and the Minotaur fame.

Were it not for learning classics in its many forms both at school and in further education it is unlikely any of us would be lucky enough to do the jobs we do today and in supporting Classics for All we all hope that more young people will be as inspired as we were and continue to be.



Above: An exquisitely preserved coin from Knossos featuring on its reverse a labyrinth now synonymous with the legendary King Minos

# Learning from history at a time of pandemic

Professor Armand D'Angour, Jesus College Oxford, on the lessons from our ancient past



At the time of pandemic can we learn anything useful from history, in particular that of the classical world? As the virus took hold in the UK, a spate of newspaper and journal articles appeared drawing parallels with plagues in history. Classicists' thoughts turned to Thucydides' brilliant account of the Great Plague of Athens in 430-29 BC (with a second spike in 427 BC), which killed up to a third of Athens' inhabitants.

The classical education and leanings of the Prime Minister Boris Johnson make it seem particularly appropriate to draw such a parallel. The PM's avowed hero is Pericles, a victim of the Plague in 429 BC, whose famous funeral speech as reported by the historian Thucydides, with its high-minded

patriotism and democratic fervour, the PM has often quoted admiringly. Thucydides' grim account of the Plague also seems an especially worthy focus, because the historian himself claims to have written his history in accurate detail so that future generations might learn from it.

But as often with history, genuinely relevant lessons seem to be unavailable, misunderstood, or unheeded. One might derive from Thucydides' account, for instance (as I suggested in a BBC Online article in April), that in a time of plague front-line workers should be properly protected, steps should be taken to forestall an increase in crime, and public morale should be boosted to reduce mortality. But in the event the actions (at least in the UK) to reduce risks for medical workers on the front line were woefully slow; the incidence of crime did not soar but actually dropped; and Covid-19 cut down mainly older and less healthy victims according to a remorseless trajectory that made no allowance for sufferers' states of mind.

So we might recognize that the study of history should not be

thought of as a simple means of helping us prepare for the future. History is not a science; but science cannot answer the questions that arise involving the interplay of actions and chance events. Things work differently every time, and unique circumstances need to be taken into account in each case. Moreover, history as written deals with an astronomically tiny proportion of events and actions in the past, which have been selected out and organised into a narrative of cause and effect according to how a particular historian thinks.

But this is precisely where the study of history can best serve new generations: in helping to teach us all, as individuals, how to think. Conditions are always changing and new challenges are constantly arising, requiring individual and collective judgement to tackle and solve. We cannot expect answers to be handed to us on a plate by politicians or scientists. We need to ask ourselves hard questions about what the relevant issues are in any particular situation, to learn to evaluate evidence and sources for accuracy and reliability, to be flexible and judicious in





History is not a science; but science cannot answer the questions that arise involving the interplay of actions and chance events. Things work differently every time, and unique circumstances need to be taken into account in each case.

Professor Armand D'Angour

weighing up alternatives, and to be duly critical of solutions that might create greater problems.

To learn such skills and develop the kind of judgement that can help us face new challenges with confidence and success, there is no better – perhaps no other – route than to pay careful attention to the

past. The study of ancient history is hugely enhanced by the narratives of great historians such as Herodotus, Thucydides, Suetonius, and Tacitus, who captivate readers with their accounts of political vicissitudes, moral ambivalence, and human success and failure. By challenging our critical faculties, these historians teach

that the benefits of studying history include the opportunity for, and the pleasure gained from, constructive intellectual engagement with the past.

## Events

### Upcoming event

#### Ancient Music, with Professor Armand D'Angour, Jesus College Oxford

23 November 6pm

Online

Music was ubiquitous in Ancient Greece, but what did it sound like?

The most exciting developments relating to this question have taken place in recent decades.

Thanks to notated documents

of ancient music on stone being accurately transcribed by scholars into modern notation, and applying a truer understanding of the rhythmical implications of Greek metre, it has become possible to hear Greek music more reliably than ever before.

This talk will present research that

has contributed to breakthroughs in the discipline that have finally allowed scholars and performers to make musical sense of the fascinating evidence.

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

### In case you missed it...

#### Roman DIY with Professor Michael Scott, University of Warwick

15 October

On 15 October, Classics for All hosted the second episode in our series of online talks, inspired by lockdown obsessions.

As the nights began to draw in, we turned our attention from staycations to the *domus*

with Jimmy Mulville (Hat Trick Productions) and Professor Michael Scott, casting a wry light on the unexplored secrets of ancient DIY.

You can watch a recording of this event on our website or YouTube at [youtube.com/ClassicsForAll](https://youtube.com/ClassicsForAll)



# Who's Who at Classics for All

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Sir Rupert Jackson  
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## Support Us

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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 is more important than ever in these uncertain times.

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

## Get in touch and get involved

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