

## **Inclusive Classics and pedagogy: teachers, academics, and students in conversation**

A panel of six discussing their practice of inclusive teaching. Follow up to the [Towards a More Inclusive Classics Workshop](https://cucd.blogs.sas.ac.uk/files/2020/09/GOFF-AND-PETSALIS-DIOMIDIS-Inclusive-Classics-Report.pdf) held on 25-26 June 2020, hosted online by ICS. See also <https://cucd.blogs.sas.ac.uk/files/2020/09/GOFF-AND-PETSALIS-DIOMIDIS-Inclusive-Classics-Report.pdf>

Panel co-chairs: Professor Barbara Goff, University of Reading and Dr Alexia Petsalis-Diomidis, University of St Andrews

### **Spotlight 3-minute talks: 'visions of inclusive classics'**

Lauren Canham, Trainee Teacher at Jane Austen College, Norwich: 'Ancient Paradigms of Disability on the Curriculum'

Hardeep Dhindsa, PhD candidate, Department of Classics, King's College London: 'Chromophobia: Recolouring the Classics'

Dr Victorial Leonard, Research Fellow at the Centre for Arts, Memory and Communities, Coventry University: 'Caring in Classics Network'

Joe Watson, PhD candidate, Department of Classics and Ancient History, University of Durham: 'Queer Classics and Classics for Queers; or, Beyond Gay Men Reading Plato'

Dr Bobby Xinyue, British Academy Early Career Fellow, Department of Classics and Ancient History & Centre for the Study of the Renaissance, University of Warwick: 'Race, Inclusivity, and the Future of Classics'

### **Opening remarks:**

Dr Alexia Petsalis-Diomidis, University of St Andrews

Professor Barbara Goff, University of Reading

### **Panel discussion on inclusive classics in teaching and learning:**

Tristan Craig, Undergraduate Representative for History, Classics and Archaeology, University of Edinburgh

Florence, Classical Civilisation student, Runshaw College, Lancashire

Dr Justine McConnell, Senior Lecturer in Comparative Literature, King's College London

Claude McNaughton, Teacher, Pimlico Academy, London

Rosie Tootell, Teacher, Runshaw College, Lancashire

Aaron, Latin student, Pimlico Academy, London

### **Break out rooms: 'turn to your neighbour', 10-minute exchange of responses to the panel**

### **Closing remarks:**

Dr Amy Coker, Cheltenham Ladies' College and University of Bristol

Professor Katherine Harloe, University of Reading

Dr Arlene Holmes-Henderson, University of Oxford

Professor Neville Morley, University of Bristol

Professor Isabel Ruffell, University of Glasgow

Professor Tim Whitmarsh, University of Cambridge

## **Accessing Classical Civilisation and Ancient History in Britain, past and present perspectives [panel under the auspices of Advocating Classics Education (ACE)]**

### **Chair: Hall, E.**

The debate over the future of the teaching of classical subjects in secondary schools resurfaces time and again. Publications constantly reassess the availability and utility of classical languages, especially Latin, in secondary schools. Yet the truth is that far more British teenagers sit examinations in Classical Civilisation or Ancient History. These are more widely available than classical languages in the state sector, where 93% of our teenaged children study. Because, unlike Latin and Greek, these subjects can be usually be taught by individuals qualified to teach in any discipline, the potential for introducing them into more schools and sixth-form colleges is rich. But there is little information available about the historical background, origin, content and advantages of these subjects and qualifications in them, a dearth which this panel, drawing on teachers' practical classroom experience and two interconnected AHRC-funded research projects, *Classics and Class in Britain 1660–1939* and *Advocating Classical Civilisation in Britain: Recording the Past, Fostering the Future* (the latter also funded by the Classical Association, an anonymous donor and King's College London), is intended to address.

### **Hall, E. 'Historical Overview'**

Although both ancient historical subjects and ancient literature in translation were taught sporadically in some British state secondary educational institutions from the Education Act 1870 onwards, courses leading to examined qualifications in these subjects became a recognisable and standardised feature of the curriculum in 1951. Syllabuses were drawn up under different titles by several examination boards. Classical languages were offered to pupils in the private sector, and to those pupils selected competitively by the 11-plus examination to receive their secondary education at a grammar school or direct grant school subsidised by the state as a result of the 'Butler' Education Act 1944 and the Education Act (Scotland) 1945. This legislation also raised the school leaving age to 15 (upped again to 16 in 1964), bringing the opportunity to study for O Level (from 1965 CSE) qualifications to thousands more British teenagers. An educational 'apartheid' system therefore operated in Classics education between 1951 and the mid-1970s. Teenagers in secondary modern and (occasionally) technical schools, if they were offered any access to ancient Greece or Rome at all, took qualifications accessed through translation and material culture. Some of the innovative courses and materials developed by teachers at this time were of dazzling creativity. The situation changed again in the 1970s. The direct grant system ended; comprehensive schools multiplied. The decline in availability of classical languages outside the fee-paying sector became and remains precipitous. But a proportion of comprehensive schools and sixth-form colleges now saw both Classical Civilisation and Ancient History as exciting subjects for pupils of all backgrounds. Some modern universities, especially Warwick, Liverpool and Kent, were now offering degrees in classical subjects without an exclusive emphasis on the ancient languages, and A-Levels in Classical Civilisation or Ancient History were welcomed by admissions tutors at such institutions.

### **Stead, H. 'Adult Education & Mass Market Publications in the Long 19th Century'**

There has been a long and proud British tradition of teaching and self-educating in classical civilisation via English-language translations extending back to the late 17th century and the availability in translation of an increasing number of ancient authors and encyclopaedic reference works. This paper explores the classical reading experiences of non-elite people from the early days of mass cultural enterprises in the 19th century, fuelled by technological advancement and propelled by the Labour Movement and commercial capitalism. Across Britain widening routes to the Greek and Roman Classics developed fast: Mutual Improvement Societies, Adult Schools, Mechanics Institutes, University Extension schemes, the Workers' Educational Association (WEA) and the Labour Colleges. Classical material featured heavily in the cheap and popular publishing ventures of both George Miller in Dunbar and the

Peebles-born brothers, William and Robert Chambers, whose educational publications found their way across the British empire. Other key publications and John Cassell's Popular Educator. These pioneers, all 'in the same ruinous business', as Cassell would put it, 'of giving the vulgar people more knowledge for a "Penny" than the lords used to have for a pound', built on earlier enterprises in South-east Scotland and Lord Brougham's Society for the Diffusion of Useful Knowledge. Cassell joked that 'the country is positively threatened with cooks, housemaids, nurses, footmen, grooms, mechanics, and peasants, that will have more information, intelligence, piety, and morality, than the kings, lords, clergy, and gentry, of the olden time!' Other Victorian and Edwardian series which fuelled widespread interest in Classics included Henry Bohn's famed 'Classical Library' of Greek and Roman classics, William Stead's 'Books for the Bairns' series and Dent's Everyman's Library.

### **Holmes-Henderson, A. 'Who has Access to Classics in Schools Today?'**

This paper will reveal which Classical subjects (Latin, Greek, Classical Civilisation and Ancient History) are available in various types of schools across England (fee-paying, state-maintained [selective] and state-maintained [non-selective]). This new data analysis has been made possible by the compiling of a schools' database as part of the Advocating Classics Education research project. Numbers of students, numbers of schools and the regional distribution of schools offering these subjects at GCSE and A Level will be examined and their significance discussed. Three initiatives which seek to bridge the divide between the 'haves' and the 'have-nots' of Classics education will be highlighted, together with suggestions for widening access to the study of Classics for all young people in British schools in future.

### **Wright, P. 'Classics and Blackpool'**

I'm often greeted with surprise regarding the success of the subject in an area more associated with the Blackpool Tower, the Pleasure Beach and the Illuminations. However, our dynamic young people have a real thirst for the ancient world and can see the relevance of classical study—from politics and language, to their own careers and local environment.

Classics at Blackpool Sixth Form has been a high profile and high achieving subject in the college for some years. I am passionate in my view that the engagement and skills acquired from a study of classical history and literature can have a profound impact on student grades, literacy, communication and aspirations. A packed enrichment programme ranging from theatre visits to archaeology digs, to visits to Athens and guest speakers, reinforces and reiterates the relevance and skills of the subject and has led to the creation of long term, highly profitable links with a range of outside associations, schools, universities and employers.

Despite this, locally, no primary or secondary schools offered students any opportunities for exposure to classical literature or language. The possibility of introducing Latin and Classical Civilisation in the Blackpool and Fylde area was an opportunity too good to miss. Classics is now thriving in Blackpool—we have ten primary schools delivering Latin as part of the curriculum, four high schools offering Latin/Ancient History and Classical Civilisation to Key Stage Three pupils and a £10K research grant to measure how Latin improve English literacy levels for primary children.

In an area that often, and undeservedly, suffers from poor press coverage it is thrilling to see pupils engage with Classics—history, literature and language—and see it as meaningful, relevant and exciting.

## CA Celebrations

1.30pm **AGM** chaired by Prof. Douglas Cairns (all welcome, including non-members of the CA)

2.00pm **Presidential Address** by Mari Williams (pre-recorded)

2.40pm **CA Prize** presented by Natalie Haynes

The CA Prize aims to recognise outstanding contributions to the promotion of Classics in the UK and is awarded annually to the person, group, or project whose work is felt to have raised the profile of Classics in the public eye.

2.50pm CA **Teaching Awards** presented by Natalie Haynes. Nominations are invited in following categories:

- lifetime achievement;
- outstanding new teacher;
- innovative pedagogy;
- making classics more inclusive;
- outstanding state sector initiative;
- promoting the study of the ancient world in schools/FE;
- other.

3.20pm **CA2022** trailer: Presented by Maria-Elpiniki Oikonomou and Dr Ian Goh

3.30pm Close

## Greek theatre night (90-minute session)

A brief intro by Prof. James Robson, three 20-minute slots for the following to present material ending with a collective Q&A:

[By Jove](#) Theatre Company

[Out of Chaos](#) Theatre Company

[Barefaced Greek](#) Film Company

### **Developing Classics in the local community: CA Branches in 2021**

Chair: CA Branches Officer, and Chair of Lytham St Annes Classical Association, Katrina Kelly,

Speakers: Dr Richard Cole (Bristol CA Secretary) Stephen Clifford (North Staffordshire CA Secretary), Dr Rosanna Omitowoju (President of Cambridge CA), Dr Svirthe Pugh (Chair of Aberdeen and North Scotland Classical Association)

This panel, featuring speakers from a range of CA branches, will not only be of interest to branch committees and their members, but to anyone who is interested in getting involved in Classics in their local community - regardless of age, background or experience with classics. The panel will showcase branch activities, discuss ideas and best practice, and explore, in particular, the role of branches in the local community; outreach activities; how technology can be used to benefit branches; and how different branches approach hosting, advertising and running events, especially in light of the pandemic.

### **Classics in the marketplace: being a Classicist in public**

Chair: Gloyn, L.

Panel speakers: Draycott, J.; Gloyn, L.; Musié, M.; Morley, N.

This panel offers an opportunity for PhD students and early career academics to begin thinking through how to shape a public profile for themselves that lets them connect to colleagues and promote their work whilst creating a comfortable space for doing so. More senior colleagues are also welcome to share their experience, as well as pick up some new hints and tips. The speakers on the panel have experience of popularising the ancient world across a broad range of platforms and bring expertise on a diverse spectrum of topics in antiquity. Each speaker will talk for about ten minutes about their own experience of using social media and other venues, the choices they have made in creating their public profile, and the consequences of their decisions.

The remainder of the session will be used for guided discussion to cover some key topics around being a classicist in virtual public spaces, including:

- identifying motivations for maintaining a public profile;
- changes in priorities for a public self over time;
- digital networking;
- what works and what doesn't about sharing the ancient world;
- possible venues for doing public Classics;
- social media and the collapse of hierarchy;
- the risks of being on the internet and what you can do to mitigate them;
- managing activism online.