

students for the study of classical subjects. Book 1 covers the Olympian Gods, Roman Heroes and Roman Gods, while also including thematic studies of Favour and Punishment, Festivals and Games, and Prophecy. These thematic chapters work well to introduce interconnected myths and legends, and stories such as Cerberus (p. 126) and Spartacus (p. 160) are interesting for the young Latin learner. The second book covers the history of Rome itself, the Kings and Republic, Julius Caesar and Augustus, but also includes chapters on Egypt and Roman Britain. While the cultural and historical sections in the first two parts of each chapter complement the Latin stories, the books have the feel of being both a Classical Civilisation course as well as a Latin course, perhaps due to the nature of the structural divisions in the chapters. This means that it would be a good KS3 textbook for schools that offer both Classical Civilisation / Ancient History and Latin at GCSE level, particularly for schools where students can only take one of the options, as it would serve as equally as preparation for both options.

The Latin element of the course tends towards ‘grammar-translation’, with the explanation of new material followed by its consolidation in language exercises and the stories. Typically, the ‘Core Language’ sections commence with practice sentences and grammar explanations, followed by stories, which are all based on the cultural material covered in the introduction of the chapter, thus allowing students to utilise their recently gained cultural knowledge to aid them in translating. There is a focus on vocabulary learning before translation, and all the chapter’s vocabulary is printed at the start of each ‘Core Language’ section, so that the translations are a means of reinforcing knowledge rather than generating it. In terms of the grammar sequencing, this course deviates from many other courses in several areas. The first tense that it introduces is the perfect tense, followed by the imperfect tense and then the present tense. This may perhaps help to avoid the common problem that many students who are new to Latin tend to automatically translate the present tense as a past tense in reading material of courses which introduce the present tense first. The course also introduces the ablative after the nominative and the accusative, and the present participle relatively early in chapter 5, with the aim of avoiding a bulge in grammar at any point. The pace of the grammar slows down in book 2, to allow more time for consolidation, with specific consolidation activities built into the final chapters.

In terms of the language activities to help consolidate grammar and vocabulary, this coursebook has a lot to offer. The ‘Additional Language’ sections offer a wide variety of differentiated activities, including crosswords, anagrams, match-up activities, and English to Latin sentences, consolidating both grammar and vocabulary, meaning that teachers are able to select the most appropriate for their classes and SoW, or indeed the students can self-select. The variety of consolidation activities on offer in this section is undoubtedly a strength to this course.

There are extensive online resources which accompany this course on its companion website. As the book provides more material than any one class could cover, there are useful resources with suggestions of essential content, and teaching guides for each chapter. There are downloadable worksheets built around short-answer questions which are designed to make the introduction more accessible, and these go some way to breaking down the large quantity of information which may be difficult for students to access independently from the textbook. Online there are also

malleable word documents for each Latin story, comprehension worksheets, vocabulary quizzes, and links to Quizlets which have been set up. The amount of support material is impressive and will significantly reduce the burden on the teacher of creating materials to support the course.

While the amount of material contained in this course may initially provide overwhelming, it gives the teacher a lot of scope to pick and choose to construct a SoW most suitable for their classes. This is not the type of textbook where students would work their way through page by page, but it would be an incredibly useful coursebook in situations where students have variable numbers of hours, as is often the case in the teaching of classical subjects.

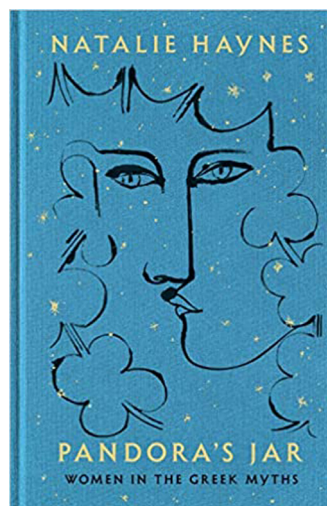
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## Pandora’s Jar. Women in the Greek Myths.

Haynes (N.). Pp. x+308, ills. London: Picador, 2020. Cased, £20. ISBN: 978-1-5098-7311-1.

Lucy Angel

Mackie Academy, Stonehaven  
lucy.d.angel@googlemail.com



In *Pandora’s Jar: Women in the Greek Myths*, Natalie Haynes, classicist, writer, and broadcaster, seeks to reframe some of the enduring perceptions of women from Greek myth. Haynes places women whose stories have historically been kept largely in the shadows, front and centre stage with her in-depth exploration and reassessment of their legacies. In this book Haynes presents an accessible and thought-provoking collection of essays, mixing scholarship and a biting wit borne from her background as a stand-up comedian.

The book is made up of ten chapters each featuring different women from classical literature and myth, including Pandora, Medea, Penelope, and The Amazons amongst others. Each chapter follows a similar format with Haynes examining the original, often fragmentary, accounts of these women before reframing the perceptions associated with them and how these have changed over the centuries. The chapter on the titular Pandora provides perhaps the most clear-cut example of this, highlighting that the famous ‘Pandora’s Box’ was erroneously mistranslated by Erasmus in the 16<sup>th</sup> century as a ‘box’ and was in fact, a jar, likely an amphora. Although this may seem an

unimportant detail in the grand scheme of things, Haynes highlights the clear difference between the accidental knocking over by Pandora of an unstable jar, and the calculated opening of a forbidden box in the understandings and interpretations of the story in centuries hence. Interesting correlations are also drawn between Pandora and other female figures, for example, the similarities between Pandora's story and that of the biblical Eve, both characterised as the first woman, set up and doomed to fail from her very creation.

The chapter on Medusa resonates particularly strongly with current feminist discourse, relating to the blame attributed to women for the crimes perpetuated against them. In many interpretations Medusa has been reduced to little more than Perseus' battle trophy, a disembodied head, despite being blameless for her transformation into a monster in some early versions of her story. Throughout the volume Haynes seeks to challenge and reframe these perceptions, questioning why these women have come to be viewed the way they have and to explain their changing interpretations over time.

Classical texts are also compared to their modern receptions through examples such as the *Twilight Zone*, *Wonder Woman*, Beyonce and Margaret Atwood's *Penelopiad* to exemplify the continuing influence of these texts on modern storytelling. It can sometimes feel as if the narrative jumps around at a breakneck speed, but these comparisons are effectively couched within the context of wider Ancient Greek society and culture and the pace makes for an invigorating and thought-provoking read.

Despite some of the strongly worded arguments presented, the book never feels like a single-minded diatribe against Classical writers, with some such as Ovid and Euripides being highlighted as having written complex and strong female characters that hold their own against modern heroines. Rather, the book provides a more balanced and nuanced analysis to some of the thornier questions and debates of our current time.

Although not perhaps directly applicable to aspects of school coursework, *Pandora's Jar* provides numerous jumping-off points for deeper discussions about the interpretation and modern reception of female characters from classical literature and myth. It examines how these women's stories have come down to us through time and invites us to critically examine how these women were viewed and continue to be viewed in the current day.

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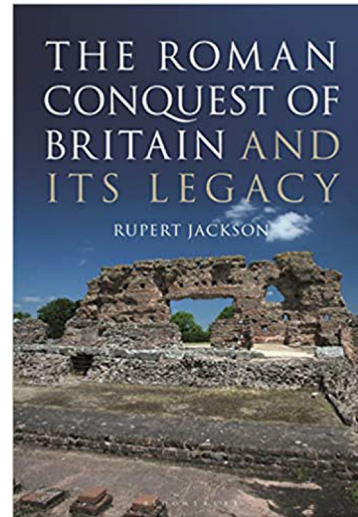
## The Roman Conquest of Britain and its Legacy

Jackson (R.). Pp x+347. Bloomsbury Academic, 2020. Paper, £27.99. ISBN 978-1-350-14937-3

Giles Dawson

Freelance Classics teacher, Oxfordshire  
gilesvdawson@gmail.com

The very title of this new survey gives a clear indication of its purpose. So, it should be judged on the degree of success it achieves



in describing and – hopefully, freshly – interpreting that 400-year period of our history. Jackson investigates why the Romans went so far (literally) to conquer territory of dubious profit to them; the process by which they did this; and what the effects of Romanisation were on 'Britannia'.

The author has spent most of his career in the law rather than academia; but his wide reading and enthusiasm for the revelations of archaeologists have put him in a strong position to add

positively and enjoyably to the ever-growing stock of secondary material.

All the important persons, places, troop movements and cultural developments are here. Jackson begins with a useful summary of 'Britain in the Iron Age', reminding the reader of the existence of a far-from-primitive 'Celtic' culture – coinage and all. Julius Caesar of course comes and goes (twice) then Jackson gets into his stride with an excellent sequence of 13 chapters taking us from the Claudian invasion of 43AD to the abandoning of Britannia early in the 5<sup>th</sup> century.

Especially interesting is the inclusion – for the first time in a full-length study of Roman Britain – of writing about the Bloomberg tablets. Discovered in 2010–13 in the City of London, these documents make a fascinating addition to our store of knowledge, not least because some of them date from the earliest decades of Roman occupation and the growth/development of Londinium. Dare we to hope for any further such discoveries?

Chapter 9 'The Romanisation of Britain in the 1<sup>st</sup> century' is particularly valuable. Jackson has thought long and hard about Romanisation actually means, and considers judiciously how this process differed between Britannia and other provinces. Chapters 17–20 ('Towns and Urban Life'; 'Life in the Countryside'; 'Religion in Roman Britain; and 'The Romano-British Legacy') summarise those topics admirably, and could certainly help the subject to come more alive for school students studying The Romans in Britain topic for GCSE Latin 'Literature and Culture'.

At practically no point in his narrative can the author resist a sharp aside or humorous comment. Not all of these work terribly well. After a digest of Tacitus' account of the occupiers' foul treatment of Boudica and her daughters following the death of Prasutagus, Jackson writes: 'The Romans had much to learn in the sphere of bereavement counselling.' Silly, and even a bit tasteless. More apposite perhaps is his observation, re the production of Tacitus' *Agricola*: 'It is a brave man who publishes books about his wife's family.' Hit-and-miss jokiness aside, this book is the most informative (for its length) that can be imagined. It will be a valuable addition to any school library – not least for the up-to-date quality noted above – and should be reckoned useful for A Level and early undergraduate Classical studies too.

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