

quemquam facies turpissima, dicunt | “*Hic hic Germani || distribuere boni!*”). The accompanying endnote duly explains Obsopoeus’ pun in *Germani* on the ‘bromance’ of *German* drinking-brothers. I would add that *germanus* in the sense of ‘truthful’ or ‘real’ stresses *boni* to comic effect (‘the *real* honchos’), while *hic hic* likely plays on the hiccups emitted by the sloshed partygoers, whether through onomatopoeia or a bilingual pun (although Ger. *Hick* and cognates are not attested for Obsopoeus’ time in the standard dictionaries).

Beyond historicising the phenomena of ‘drinking culture’ and *potodidaxis*, this is also quite simply a witty, entertaining and well-produced book, whose editor/translator is clearly well-matched to the subject-matter: in Fontaine’s capable hands, Obsopoeus is anything but an acquired taste. *How to Drink* is a more amusing and useful gift than a bottle of plonk: with one of the most apocalyptic and depressing years in modern history behind us and a glimmer of better times ahead, one could do worse than to follow its advice. Perhaps Fontaine will follow up with a chaser of Matthaesus Delius *filius*’ *On the Art of Joking/De Arte Iocandi*, which alludes to Obsopoeus’ poem (cf. B.C. Bowen [2003], ‘A Neglected Renaissance Art of Joking’, *Rhetorica: A Journal of the History of Rhetoric* 21.3, 137–48)? I’m game.

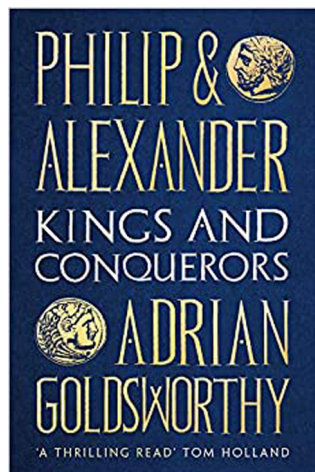
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Philip & Alexander. Kings and Conquerors.

Goldsworthy (A.) Pp.xliv +620, maps, b/w & colour pls. London: Head of Zeus, 2020. Cased, £12.99. ISBN: 9781784978693

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The history of the scholarship of Philip, King of Macedon and his vastly more famous son, Alexander III or ‘The Great’ as he has been dubbed is almost as weighty as the history of the two figures themselves. Vast quantities of ink have been spilt examining the character, military brilliance, overall aims, diplomatic prowess, and world vision (among other things) of these two men. Yet this volume by Goldsworthy attempts to create a work different from any that has gone before. The majority of works on the two

most recognisable Argead monarchs focus on either Philip or Alexander. Consider the fine volume by Hammond on the life and career of Philip, or Fox’s biography of Alexander. In these works, both men play a ‘bit part’ in the story of the other, either son to father or father to son.

In this latest, highly readable account, Goldsworthy has created a dual biography. This is an ambitious project, but one that, on the whole, succeeds markedly well. The work takes a chronological path through the reigns of both father and son and is split into three sections. The first section of the book deals with Philip and chronicles his birth, rise and reign as King of Macedon. The second covers Alexander’s ascension to the throne of Macedon and his lightning quick conquest of the Persian Empire. The third, final, and shortest section of the work deals with Alexander’s campaigns in India, his subsequent return to the heart of the Persian Empire and his mysterious and untimely death just short of his 33rd birthday.

In his introduction the author claims that, ‘without Philip there can be no Alexander’ (p.3). This is more than a statement of biology; Goldsworthy asserts that, without Philip, Alexander would not have been in a position to launch his invasion of the Persian Empire, an invasion which Philip had conceived and planned before his own assassination. Chapters 1–13 detail the startling successes, both diplomatic and military, which Philip achieved: assuming the throne of a fractured and weak kingdom of Macedon at the age of only 23, Philip transformed the fortunes of his ‘barbarian’ kingdom on the fringes of a civilised Greece.

A colourful character both in public and private, there is an entire chapter (chapter 4) devoted to Philip’s marriages, all diplomatic and all delivering some sort of personal gain and alliance for the king. Philip’s military abilities are also considered in detail, with the conclusion that he played a major role in transforming a large number of the ‘Companions’ of the King into near full-time soldiers. This, Goldsworthy notes, is integral to not just Philip’s success but Alexander’s too. Section one includes all the key moments of Philip’s life: his campaigns of expansion in Thrace, his marriage to Alexander’s mother Olympias and his victories over an alliance of Greek city states at the Battle of Chaeronea in 338 BC, a victory which left him in command of Greece as its *hegemon*. Goldsworthy then details Philip’s plans for a campaign against the Persians at the head of an allied Greek force before his assassination (perhaps at the hands of a humiliated lover). Overall, Goldsworthy’s approach is well considered; he accurately and carefully examines the challenges which faced Philip on his ascension to the throne and how, through a mixture of military conquest and well-judged diplomacy, he had forged Macedon into the dominant power of the Eastern Mediterranean.

Section two details Alexander’s ascension to the throne in the aftermath of his father’s murder. A small amount of time is given to Alexander’s efforts to establish his power base at home before the narrative switches to his conquest of the Persian Empire. Goldsworthy’s background in the scholarship of the Roman Army is clear: his account of the logistical challenges facing Alexander as he attempted to mount an invasion of Asia is crisp and convincing. Not only is Goldsworthy’s analysis of the military situation during Alexander’s conquest excellent, but his handling of the dubious numbers also presented by the sources detailing the vast armies of the Persian Great King are worthy of praise. While never dismissing the view that the number of troops available to Alexander’s enemies were significantly larger than those of the Greek and Macedonian forces, Goldsworthy points out the logistical issues, and in some cases, the impossibility of feeding and moving so many men (some estimates suggest anything from 200,000–1,000,000 men). Section two details the famous battles fought between Alexander and the forces of the Great King. Granicus (334 BC), Issus (333 BC) and Darius III’s eventual defeat at the battle of Gaugamela (331 BC) are all mentioned in some detail. Due to the nature of our sources, the

details of the battles are not always clear, yet Goldsworthy provides the clearest possible accounts and there are accompanying maps of the conjectural formations of each side at the start of the battle. This is a welcome aid to the reader in gaining a sense of the action. The third and shortest section of the work deals with Alexander's invasion of India. It recounts the battle of the Hydaspes River in 326 BC, his establishment of alliances in India and the refusal of his men to go any further. In some ways, this section is the slowest, as the reader is aware that Alexander is approaching the end of his own account.

Goldsworthy does not, unlike others, attempt a definitive answer on the cause of the king's death. Goldsworthy is consistently even-handed, particularly in the account of Philip's loss of an eye; in describing the moralising nature of the sources who accuse Alexander of murderous paranoia and point to Parmenio and Cleitus the Black as examples; and Alexander's supposed tryst with the Queen of the Amazons; he takes his time, weighing all against probability and available evidence.

Overall, this is a fine addition to the works on Philip and Alexander and should be considered something new in its own right. It is well written and engaging, and both the scholar and general reader will take much from this work.

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Two New Latin Courses: *Suburani* and *De Romanis*

The publication of these two new courses is most welcome and will provide teachers with a much greater deal of flexibility and choice for teaching Latin. They are very different textbooks with different pedagogical methodologies. *Suburani* follows a story-based reading approach, with a range of diverse characters to follow through the storyline of the textbook, making it an interactive and immersive learning experience for the student. *De Romanis* follows more of a grammar-translation approach, but precedes each section with cultural topics in order to give students a way into the material which is not solely grammar-based. While *Suburani* offers more of a page-by-page approach to learning Latin and about the Roman world, *De Romanis* has much to offer in terms of the amount of learning material and resources provided, which creates flexibility and choice for the teacher and the student.

Suburani (A Latin Reading Course) Book 1.

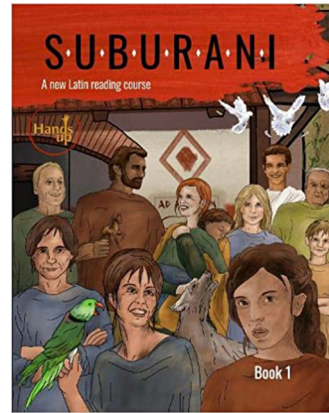
Pp. 302, colour ills, colour maps. Haverhill: Hands Up Education, 2020. Paper, £20.

ISBN: 9781912870011. <https://hands-up-education.org/suburani.html>

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The format and layout of *Suburani* provides a refreshing sense of variety. Each chapter typically begins with a 'comic strip'-style



story, introducing key structures, vocabulary, and cultural context to the chapter. The 'chunked' structure of these strips is easily processible in steps, with the pictures aiding in comprehension, and the sentences producing a coherent narrative to make it engaging and easy to follow. This is followed by a cultural section, which helps orientate the events and narrative of the strip in its historical context.

Each chapter also contains a series of stories, usually 2 or 3, related to the cultural component covered in the chapter. These are usually intersected by pages on history or culture, which complements the subject matter of the stories in an effective manner to give greater depth for the exploration of the Latin stories. Stories are almost always accompanied by related visual sources such as mosaics or sculptures, and more generally the comprehensive illustrations make the textbook interesting and attractive. Also included in each chapter are 'Language Notes' to give a summary of the grammar points introduced, and 'Language Practice' activities for the corresponding grammar point. The formatting and layout of the chapters in this way is effectively sequenced through variation and the complementary nature of the sections as laid out in each chapter.

The grammar points are introduced in a logical order according to the inductive method, with first exposure given through either the strips or a reading passage, and then explained afterwards by a 'Language Note'. By chapter 4, students have encountered all of the regular present tense endings, and the nominative and accusative singular and plural, with chapter 5 introducing infinitives. For the remaining cases, the ablative is introduced in chapter 6, the dative in chapter 8, and the genitive in chapter 11. Given the frequency of ablative prepositions in simple sentences, the early introduction of the case avoids the issue of student questions which tend to arise due to confusion about endings after *in*, *cum*, *e* and *a*. Both the imperfect and the perfect are introduced in chapter 7: the imperfect tense is introduced in the comic strip model sentences at the beginning of the chapter, followed by a 'Language Note' explaining it. The perfect tense is then introduced in the following story, although this may potentially add a point of confusion for students with the quick introduction of another set of tense endings which had not featured in the model sentences at the beginning of the chapter. Apart from the present tense, which is introduced in the singular forms first followed by the plural forms, the complete set of person endings is introduced in one go for each of the tenses. This works well as the comic book-style strips for each chapter use direct speech alternating with narrative, meaning that the 1st person and 2nd person verb endings are reinforced equally as well as the 3rd person endings.

The 'Language Note' and 'Language Practice' sections in each chapter are clear, but not overly detailed, meaning the reading and cultural element of a chapter is the primary focus. The 'Language Notes' are clear and concise, most of the time giving a few examples of sentences with an accompanying translation, and then laying out the relevant endings. This minimises clutter and makes the information easily accessible. The 'Language Practice' sections