

looking to engage with information quickly, about specific topics. The nature of the content means that it is a useful resource for both those approaching the study of Hera as a deity and those aiming at a more generalised Religion and Belief study.

The book contains three main chapters. Chapter 1, 'On Olympus: Conjugal Bed and Royal Throne' contains sub-sections on Hera's position as a wife and mother and her conflicts with other Olympians. Chapter 2, 'In the Cities: *Teleia* and *Basileia*' focuses largely on Hera's associated cults and sites of worship,

and Chapter 3, 'From Anger to Glory: Testing and Legitimising' contains explorations of Hera's engagement with mortals, e.g. her monstrous creations and her involvement with the Argonauts as well as her relationships with her husband's illegitimate children, Herakles and Dionysos.

For a scholarly volume book of this type, the content is reassuringly accessible to students and would be appropriate reading for senior pupils to engage with. Some of the deeper analysis may challenge pupils but it is pitched at an appropriate level for those in the 16–18-year-old age group. There is no knowledge of the Ancient Greek language required and there is a comprehensive bibliography available for students to undertake further study as well as a comprehensive index. The concluding 'Envoi' section contains some thought-provoking analysis for further discussion and study in this area. The authors present some interesting arguments concerning Hera which challenge some of the traditional, and often reductive, opinions about her character and her role in Greek religion and belief. The coherent chapter and sub-section structure make this book particularly useful for students to quickly find specific information or for educators to assign a quick reading task. Students looking to conduct a more in-depth study of Hera in particular would find this volume a very useful starting point.

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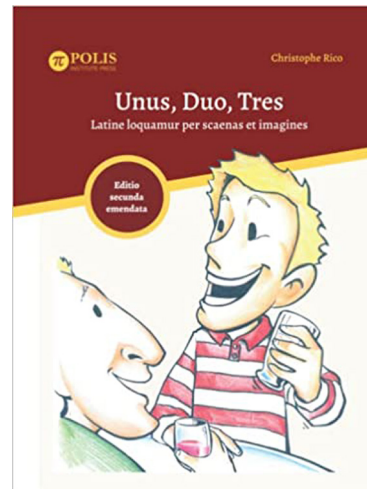
Unus, Duo, Tres. Latine loquamur per scaenas et imagines

Rico (C.) Pp. xviii + 275, b/w & colour ill.
Jerusalem: Polis Institute Press, 2022. Paper,
US\$42.90. ISBN: 978-965-7698-13-6.

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This new textbook for Latin beginners from the Polis Institute does not look like any Latin textbook you will have seen before. Written almost entirely in Latin, it shows meaning through very carefully considered and attractive line-drawings which are integral to the method. The only English is in the introduction, which explains the



approach taken in this book, with elements from ancient Roman education, the *Orbus Pictus* of Comenius in the late renaissance, and François Gouin in the 19th century.

As well as historical precedents, the book takes on board some of the latest research on how languages are taught and learned most effectively. It believes in an approach using listening, speaking and movement from the outset, since research suggests that use of these methods is more

efficient and helps fix material in the long-term memory more quickly than more traditional ways. Research also strongly suggests that real fluency in reading a language at higher levels can only be attained through speaking the language, since fluency requires a different process in the brain which is not activated by traditional approaches. For those who are concerned that a spoken approach results in imprecise or ungrammatical Latin, the book instils high quality, idiomatic Latin into the student from the start.

The book uses a technique developed at the Polis Institute named 'Living Sequential Expression'. Polis has adopted the technique for other ancient languages including Greek, Biblical Hebrew and Coptic. All languages the Institute offers are taught using full immersion and aim to develop speaking, listening, reading, and writing skills. More about the method and 'Living Sequential Expression' can be seen at <https://youtu.be/E4iMjYoTZ08>.

Rico follows the insight of Gouin that everyday actions occur in particular contexts and in simple sequences. He uses this as a central organising principle for initial language learning. For example, the first actions in the course (which must be physically acted out) are *surge! ambula! consistere! consede!* (get up, walk, stop, sit down), all illustrated by simple line-drawings. The student hears the command; then physically carries out the command (imperative forms); and then describes what he/she is doing (first person singular form), tells someone else what they are doing (second person singular) or describes the actions of others (third person). The line-drawings themselves are clear and entertaining and sometimes witty. It is easy to see that they have been refined by a lot of use in the classroom.

Endings as well as vocabulary are internalised by the meaningful context, the use of multiple senses (hearing, reading the word, seeing the picture, speaking) and by the much greater repetition than that offered by more traditional reading courses. Although no grammatical explanations are given in the text, there is plenty of scope for the teacher to explain and draw attention to what is going on. This can be in an immersive environment, as used at the Polis Institute, but it is equally possible to use English to explain and guide students.

In some ways the method uses an approach based on Comprehensible Input, but it rejects the view that input is sufficient on its own. The method is rigorous in structuring the input in a logical way, based on everyday activities, but then requires output from learners as a way of helping them to internalise the language.

The method has been refined through use. It works – but it has been used primarily for highly-motivated postgraduate students.

This approach would be a non-starter as the main method of instruction in the UK at the current time. Few teachers have any experience of using spoken Latin, and the age range, lack of contact time and the exam-driven nature of our education system militate against it. However, my experience is that there is great value in introducing a little spoken Latin: it promotes greater fluency in reading and can be enjoyable for teachers as well since it introduces a very different dynamic with students.

Some of this book could be adapted for brief bursts of spoken Latin – for example for learning or revising parts of the body or for adverbs of place or the less common prepositions. It would also be a good text for a Latin club. Younger learners would enjoy the physicality and practical approach. A Level students would appreciate seeing how Latin has been a living language and can still be used to communicate and to internalise basic grammar in a more natural way. This book is a great resource for teachers who think they can't speak Latin but are interested in giving it a go with their students. With such a structured resource, trying it out becomes a real possibility.

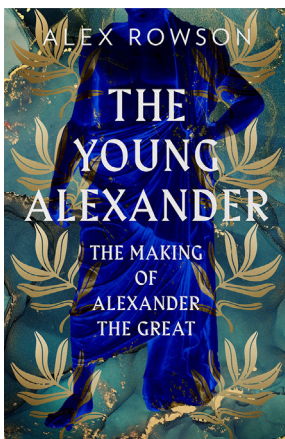
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The Young Alexander. The Making of Alexander the Great

Rowson (A.) Pp. xviii + 494, ills, maps, colour pls.
London: William Collins, 2022. Cased, £25. ISBN:
978-0-00-828439-8.

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In the prologue of this book Alex Rowson quotes the old adage that 'everybody has their own Alexander', such is the diversity of opinions about the fourth century BC king of Macedonia, who conquered much of Asia and reputedly wanted to conquer even more.

Part one of Rowson's book focuses on Alexander's childhood and the importance of Alexander's father to his subsequent military achievements, exploiting the archaeological evidence primarily. Based on this evidence, he provides intriguing insight into the

Macedonian army culture under Alexander and Philip II, Alexander's father. For example, he refers to the arrow heads with the message 'an unpleasant gift' found in the remains of Olynthus, which was sacked by Philip; as Rowson remarks, such finds provide glimpses of the culture in the Macedonian army encouraged by Philip.

On the other hand, as well as primary sources, he acknowledges his debt to the novelist Mary Renault, even naming his first chapter

after her first Alexander novel. This influence is used effectively to draw out the possible interpretations of the evidence, and Rowson is not uncritical of Renault's interpretation at times.

Furthermore, Rowson presents the relevant archaeological debates in a clear manner, such as evidence for the Nymphaion or supposed Asklepion at Mieza being the location for Alexander's lessons with Aristotle. In this section he uses questions about the lack of infrastructural remains to highlight the problems with the Nymphaion, then lays out Angeliki Kottaridi's argument about the Asklepion - and her comparison of the site to surviving Macedonian barracks - to convincing effect. This discussion of the archaeology, combined with references to Plutarch and epigraphy, is the foundation for Rowson's argument that Alexander's school curriculum combined military training with academic exercises.

Rowson's background as a journalist comes to the fore when he uses this archaeological evidence to provide vivid descriptions, such as what Pella might have been like. That is not to say he moves into the realm of fantasy, since the extensive footnotes show he has read widely from the literary sources. Nor is Rowson shy to use topographical descriptions in conjunction, as exemplified by the section on Alexander's childhood attendance at the religious centre of Dion.

Moreover, his narratives are clear and even arresting, most notably his chapter on the Battle of Chaeronea, combining Diodorus' report with archaeological research and snippets from biographies. Rowson's account of the injuries on the excavated Theban bones reminds us about the human cost of Alexander's successes even this early in his career.

Furthermore, he looks ahead to the influences on Alexander's later actions. Most notably, he compares Plutarch's accounts of Philip's anger at Alexander with Alexander's murder of Cleitus the Black, demonstrating the similar temperaments of father and son. In this way, he helps us to understand the murder in the wider context of Alexander's character development from childhood.

In part two, Rowson investigates the evidence for Alexander's early reign. Again, he combines recent archaeology with literary sources to produce a gripping narrative about the events surrounding Philip's assassination, resulting in an atmosphere of threats and plots. Consequently, his argument is convincing, that Alexander was no more than necessarily violent on his ascension, considering the circumstances.

Building on this point, he devotes a chapter to the possible rediscovery of Philip's tomb at Vergina. Although on first reading this section feels like a tangent, he makes pertinent points, such as how the unfinished decoration shows Alexander's haste to move on from the funeral and tackle civil unrest. Therefore, the archaeological debates explored in that chapter are proved to be integral to his argument, at least when reread.

Likewise, Rowson effectively combines topographical descriptions of Thrace with Arrian's evidence (after a clear introduction to the provenance of this source) to illustrate the early signs of Alexander's military genius, displayed on his first independent campaign there; Rowson illustrates the daunting heights of the mountains, which emphasises all the more Arrian's portrayal of Alexander's clever tactics in defeating the tribes there. Moreover, the detail of the inscriptions there concerning the preservation of wood offer fascinating insight into Alexander's early preparations for his Persian campaign.

He has less physical evidence, as he admits, to compare to the literature about Alexander's siege of Thebes. Nevertheless, he matches precise examples in Arrian and Diodorus to what has been excavated at that location, analysing these matches to again