

tragedy—a point also made in Euripides' lost *Chrysippus* where Laius was cursed by Pelops for raping his son Chrysippus of Elis. This play resists the 'chrononormative' imperative by bringing together 'multiple generations and family branches which are kept separate elsewhere in the tragic corpus' (p.177), creating a new reality, in which 'Jocasta has access to an old age' (p.178). *Phoenissae* 'upsets the normativity of the tragic form—the *muthos*—by subjecting it to a kitschy, hypertrophic de-formation' (p.3) with its 'queer construction of time, power and genealogy' (p. 13).

All Greek is transliterated and (mostly) well translated. It is surprising that more was not made of the queerness of having all female roles played by male actors, and the urge to find queerness can produce some strained readings—Heracles' club may be just a club (for example) rather than a 'phallic signifier'. The surprise factors of these re-readings may thus not carry universal assent, but will constantly challenge our assumptions and force us to read the text with fresh eyes.

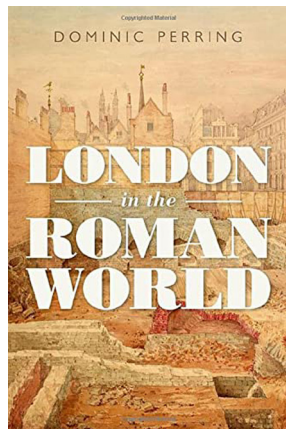
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London in the Roman World

Perring (D.) Pp. xviii + 573, ills. Oxford: Oxford University Press, 2022. Cased, £40, US\$50. ISBN: 978-0-19-878900-0

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Roman Britain forms an essential part of the Latin and Classics curriculum for students studying the ancient world across age groups. This book presents students and teachers alike with a comprehensive and in-depth overview of the history of London from its foundations to the evacuation of Britain by Roman forces in the fifth century.

Rooting the story of London in the archaeology is a necessary approach given the little literary evidence there is for the city. The focus on archaeology, both historical finds in the city, as well as newer archaeological finds and material culture that is not yet publicly available, makes this account of the city of London through the Roman era far more accessible to students. In particular the use of maps and plans of buildings throughout the text will allow students to better imagine the development of the city through time. It is very easy to draw the conclusion that this book would be most impactful for those schools and students who are based in London due to the recognizability of the locations that are discussed. In turn this will allow students to better engage with their local ancient history in a far more vivid and tangible way.

The approach that Perring takes in his history of Roman Britain is both chronological and thematic, which effectively breaks down the 500-year history of London during the Roman period into much

more manageable and digestible chunks. The thematic approach will undoubtedly allow teachers to lead discussions around key questions about the development of London through this period and will also allow for far more incisive analysis of sources. This makes this particular book a useful piece of scholarship for a classroom. In addition, while the book itself is probably most accessible to those students tackling A Levels, the wider content can be easily distilled and broken down by teachers for younger audiences.

It is undeniable that this book is immensely well researched and detailed; however, this does not take away from its accessibility from a teaching and learning perspective. Facebook can also serve as an effective teaching tool in terms of how the study of London is approached in an academic way. It is possible for teachers to directly point to two examples of how the author has used a wide range of all sources and evidence in order to devise his pieces and come to convincing conclusions within his work. This is helped by the inclusion of diagrams that help to highlight exactly where this evidence has been drawn from and allow the reader to be a more active companion in the historical analysis that is taking place in the book. As a result, not only is this text useful for the knowledge and content it contains but it can also help students develop their historical approaches to sources and essay writing.

The importance of London to Roman Britain cannot be overstated and this book serves as a helpful companion to any teachers and students looking to gain a better understanding of the city at different points in Roman history. As a result of the broad nature of the topic and the time period that is covered there are perhaps one or two limitations in terms of this book as a teaching resource. The main one is that teachers hoping to use this book in order to give students a better idea of daily life in a town in Roman Britain will be left wanting more. Nonetheless this is an excellent book for teachers, schools and students to be engaging with and will make a fine addition to any school library.

doi: 10.1017/S2058631023000132

The Hera of Zeus. Intimate Enemy, Ultimate Spouse

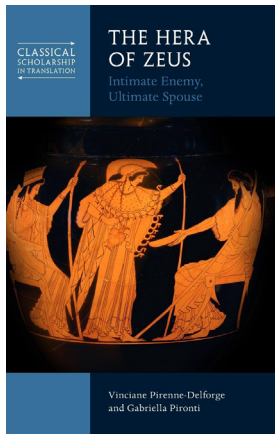
Pirenne-Delforge (V.), Pironti (G.) Pp. xxii + 381, b/w & colour ills. Cambridge: Cambridge University Press, 2022. Cased, £90, US\$120. ISBN: 978-1-108-84103-0.

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As the title suggests, the main focus of this book is on Hera, queen of the Greek gods. However, rather than serve as a character study of her as an individual, Pirenne-Delforge and Pironti focus instead on her relationship dynamics with the other gods, in particular Zeus, her brother-husband and her interactions with mortals. The book also explores Hera's divine aspects and her associated cults.

The structure of the book is broken down into clear chapters and sub-sections. This makes it particularly useful for students



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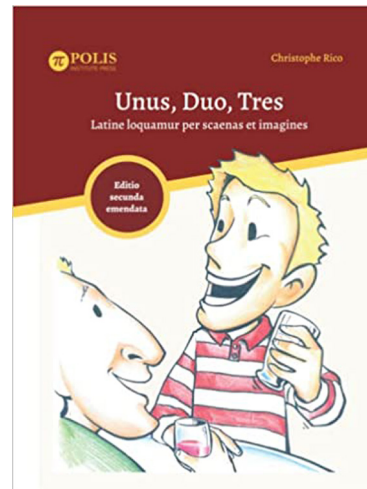
Unus, Duo, Tres. Latine loquamur per scaenas et imagines

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.