

companion to Cicero's *Catilinarians*, one of the all-time favorites in Classics classrooms both in translation and in the original Latin.

As other reviews have already (aptly) judged its merit as a new piece of critical scholarship on the *Catilinarians*, and there is little need for much exposition on either Cicero or the Catilinarian speeches themselves, I shall here focus on the strengths of this book as a teaching document. For reasons I will outline in this review, I expect that this volume will become the standard accompaniment to the *Catilinarians* for classroom use.

First, Berry's introduction far surpasses all others in its inclusion of, and masterful, accessible treatment of, some of the material evidence for the career of Lucius Sergius Catilina in the years leading up to the famous conspiracy of 63 BCE. This greatly increases the classroom utility of Berry's treatment - providing practising teachers with excellent resources for multi-dimensional, rich lesson planning to support a study of the *Catilinarians*. As many teachers know, one of the very best ways to enliven and engage students of Classics is to situate our 'characters' (Cicero, Catiline, etc.) amid some of the most startling finds in the archaeological record.

In particular, Berry draws our attention to two spectacular (hoped-to-be genuine) campaign memorabilia from the consular and tribunate elections of 63 (for the year 62) in the possession of the Museo Nazionale Romano Terme di Diocleziano. Both are food bowls, thought to have been handed out at campaign 'dinners' on the streets, where, as the consumer ate, an inscribed message in support of one or the other candidate revealed itself. Images of these bowls are in the public domain at the Wikimedia Commons ([https://commons.wikimedia.org/wiki/File:Cato\\_and\\_Catilina\\_propaganda\\_cups.jpg](https://commons.wikimedia.org/wiki/File:Cato_and_Catilina_propaganda_cups.jpg)). The one expresses support for Cato's standing for the Tribune of the Plebs (M CATO QUEI PETIT TRIBVNVS PLEBEI) and Catiline's for the consulship of 62 (CASIVS LONGINV QUEI CATILINAE SVFRAGATVR). The bowls themselves, the politicking they imply, the informal, readily comprehensible Latin they represent, and Berry's excellent appendix on arguments for and against their authenticity, abound with rich possibilities for exciting classroom activities and substantive teaching interventions. Similarly rich possibilities attend other *realia* Berry considers, including two silver denarii commemorating the defeat of Catiline and a bronze statuette (ca. 4<sup>th</sup>-5<sup>th</sup> century CE) depicting a grammarian teaching the *First Catilinarian*.

Second, this volume succeeds where many other volumes falter in interweaving contemporary and classical literary and political parallels in a way that is novel and grabs attention, but also makes for interesting sustained comparison (rather than for a gimmick). In particular, to begin his analysis of the *First Catilinarian*, Berry makes an unexpected comparison. He suggests that, in many respects, we ought to read the *Catilinarians* as we would read Piers Morgan's 2005 memoir, *The Insider: The Private Diaries of a Scandalous Decade*. Berry continues:

There are clear parallels between Morgan's *Diaries* and Cicero's *Catilinarians* ... [T]he *Catilinarians*, like the diaries, purport, in their form, to be something they are not: they are not verbatim records of Cicero's original speeches. Like the diaries, they were written up after an interval of some years and contain anachronisms and distortions. But the *Catilinarians* can easily be read as though they are the original speeches, because they have been written as though they are; and as long as readers are aware that they are not, they are unlikely to be led seriously astray. (p.86)

After this, Berry fleshes out this interpretive stance more precisely (and in a way more familiar to mainstream classical scholarship), but this (now) helpful comparison is clearly imprinted

on the mind of the reader. I can see this comparative illustration doing a lot of interpretive legwork in a high school or college classroom, and will provide numerous opportunities for interdisciplinary discussion in the classroom on the authenticity, intent, and genre of the *Catilinarians*. What other unexpected parallels to the *Catilinarians* might we find in popular literature - even in tabloid tell-all's?

Third, Berry does the teacher a great service in including both Latin and English translations of crucial bits of Cicero's and Sallust's Catilinarian texts, and, in particular, includes a superb appendix with the surviving 'words' of Catiline, mined from the *Catilinarians* and the *Bellum Catilinae*. This helps to bring this infamous figure to life in a Latin classroom. Catiline can now play both 'devil' and 'devil's advocate' in Cicero's Catilinarian drama.

Last, Berry's review strikes a good balance between precise, helpful scholarly academic prose and the straightforward writing our students are sure to appreciate. In this way it represents an excellent bridge between classroom reading of the *Catilinarians* and the world of scholarship that surrounds them. This volume saves advanced students the frustration of reading something interesting about Cicero, Catiline, or the speeches and then wondering where they might find a reference to the *Catilinarians* or Sallust's *Bellum Catilinae*. But it also won't overwhelm students who have less interest in the details.

The aims of the Oxford Approaches series are well-represented here. Berry does not simply rehash running theories or historical approaches to the *Catilinarians*: he instead provides a novel, exciting supplementary document that breathes new life into them. Teachers of Latin and Classics will appreciate the numerous rich lesson plans pre-made, as it were, awaiting in these pages. More important: students will appreciate them even more.

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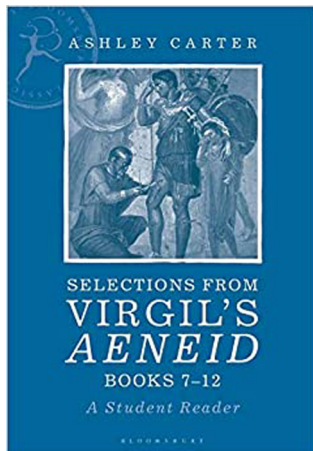
## Selections from Virgil's *Aeneid*, Books 7–12. A Student Reader.

Carter (A.) Pp.vi + 237. London: Bloomsbury Academic, 2021. Paper, £16.99.  
ISBN: 978-1-350-13625-0.

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This scholarly but accessible edition completes Ashley Carter's journey through Virgil's *Aeneid*, and it is immediately obvious to anyone reading it, that he loves Virgil's writing. The format of this edition mirrors that of *Selections from Virgil's Aeneid, Books 1–6* (Bloomsbury Academic 2020), and would for me be a must-have in the book-cupboard of any school. The helpful background section on Virgil and the *Aeneid* can be used not only for Latin students but is a good summary for those embarking on Classical Civilisation courses who are trying to understand how poetry was regarded in the ancient world. The individual synopses of each book, at the beginning of this edition would also be of use to Classical Civilisation students; however, the real focus of this selection is Latin students and the clear explanation on metre along with a section on word order and literary



devices will be of great help to students and to teachers, both experienced and less experienced. One of Carter's many strengths is his ability to understand what students (and teachers) find difficult as well as what they enjoy, so in the word order section he rearranges a three-line section of Latin into word order which is accessible to the inexperienced student and then explains why it is so in clear and accessible language. It is this explanation that is most helpful, since inter-linear numbering of word order can only

take a student so far. An alphabetical list of persons and places precedes the actual Latin selections and, given the list of Turnus' allies in Book 7, this is a life-saver! Once you reach the Latin selections themselves you will find them clearly set out in manageable chunks with clear and practical notes on the facing page along with suggested questions to aid literary, and wider, understanding. For students who have not encountered Virgil before, the passages are well chosen to showcase the story and Virgil's skill with words and introduce the student to epic poetry in an engaging way – omens and portents, Allecto, the shield of Aeneas, moments of pure emotion such as Euryalus asking Ascanius to take care of his mother if he dies, similes such as that of the poppy when Euryalus does die, the death of Camilla, the pursuit of Turnus by Aeneas and the revenge taken for Pallas' death. Many of these are the well-known passages of the *Aeneid* but the helpful commentary really assists in bringing out underlying meaning and showing how the narrative of this epic tale rises and falls. There is something here for all tastes and a good overview of the story along with plenty of examples of Virgilian narrative and characterisation. I would most certainly recommend this for any student, or teacher, who is teaching Virgil either to GCSE or A Level.

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## Why Study History?

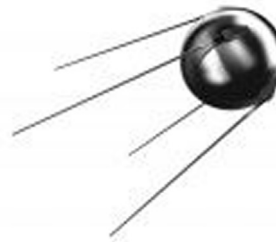
Collins (M.) and Stearns (P.N.). Pp. viii+197.  
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<http://londonpublishingpartnership.co.uk/why-study-history/>

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This book should take its place on the crowded shelf of those volumes that have addressed the question, described the practice, or defined the nature, of history; that have asserted the use, endorsed the pursuit, or imagined the future of this academic endeavour; that have insisted on its rethinking, undertaken its deconstruction, or gone once more unto the breach in defence of this humanistic discipline.

## Why Study HISTORY?



Marcus Collins  
Peter N. Stearns

On the one hand, it is odd that there should be so many such books, since most working historians would agree that the methods and materials of their craft are fairly simple and straightforward, and that the work of history is to augment our knowledge and enhance our understanding of the past. The historical books that matter are the ones that present the specialised research of professional historians; the what-is or why-study history books are mere historiography.

On the other hand, these books do reflect the state of the specialisations, and the shape of

the debates that go on among and between them. They are themselves source materials for a history of the discipline. We can read them to get a sense of the interpretive trends and turns that plot the progress of the profession. The differing opinions of E. H. Carr and G. R. Elton can be comfortably accommodated within a survey course; Keith Jenkins' two books and new journal have no doubt encouraged the broadening of offerings and the diversifying of hiring. But if historians simply get on with their teaching and research without considering what they are doing and why, or whether they will be able to keep doing it, they might be surprised that historiography has come to this.

*Why Study History?* raises not so much an academic as an existential question. It might be argued that some of the more recent historiographical trends – those typically deplored as 'postmodern' – are what have brought history to this crisis; but I will not take that up here. It is just the sort of argument we cannot afford to indulge in, if we are afraid that unless we can get enough students, our programs will be shut down and we ourselves turned out. This consideration is what should make this book of interest to Classicists.

This is the first published volume in the London Publishing Partnership's *Why Study?* series, which is intended to address and assuage the concerns of prospective students that a particular course of study promises a sufficient return on investment. There is not at present a *Why Study Classics?* volume in preparation, but it would surely not come amiss. Marcus Collins and Peter N. Stearns insist that history is practical; that those who choose to study it do enjoy it; and that it prepares them for a wide range of satisfying and remunerative careers. They begin by addressing the misconception that under current conditions, only businesslike and technological courses of study are viable and advisable. The study of history is not so obviously and instrumentally connected to the jobs that follow from it, which may not be as immediately lucrative as some others; but students of history will have skills and knowledge that are wanted in the working world.

Collins and Stearns make the case for the study of history with an earnestness that takes the edge off the desperation. They have plenty of pertinent and persuasive data, and beyond insisting that history is rather than is not practical they reaffirm everything that the most convinced and committed historian would want to say or want said about their profession. Thus, we read that 'the study of history is really about gaining habits of mind, not winning prizes for factual retention', and that 'the world today simply can't operate without historians and historical training'.