

TUDOR FASHION TIPS



STARS BEHIND BARS

Stories behind 10 famous mugshots



ALL ABOUT

HISTORY



VICTORIAN SCHOOL LIFE

Plus more history of education



MAKING OF Japan

How the Asuka Period forged a nation

THE FIRST AMERICANS

Discover indigenous life before the colonists landed



GODDESS LESSONS

What we can learn from history's great deities

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COLD WAR GAY PANIC

How the 'Lavender Scare' ended careers in US





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A bowl depicting a bird found in the Cibola region, Arizona, dating back to between 1300 and 1400

Welcome

What was North America like before colonisation? It's a challenging topic to learn about. Like many cultures that tended towards oral traditions of history-keeping, the indigenous population of the region didn't always leave a lot of information behind. We have some history and we have records made by Europeans who attempted to record the information they were told, but as always that needs to be balanced against potential prejudices and ulterior motivations. Still, we have enough to build a fascinating picture of life in pre-colonial America, but it's not something we get to see very often. This issue we wanted to redress that imbalance a little with our cover feature.

We welcome Maureen Meyers to be our guide through this history. As senior archaeologist with New South Associates, she has firsthand

experience unearthing evidence for indigenous life across America and thanks to that we have a comprehensive exploration of that history to share with you. Beyond that you can also pick up some Tudor fashion tips, get the story behind famous celebrity mugshots and, with historian Jasmine Elmer, find out what goddesses from across history have in common. I hope you enjoy the issue.

Jonathan Gordon
Editor



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ALL ABOUT HISTORY

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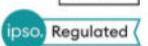
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THE FIRST AMERICANS

Discover indigenous life before
the colonists landed

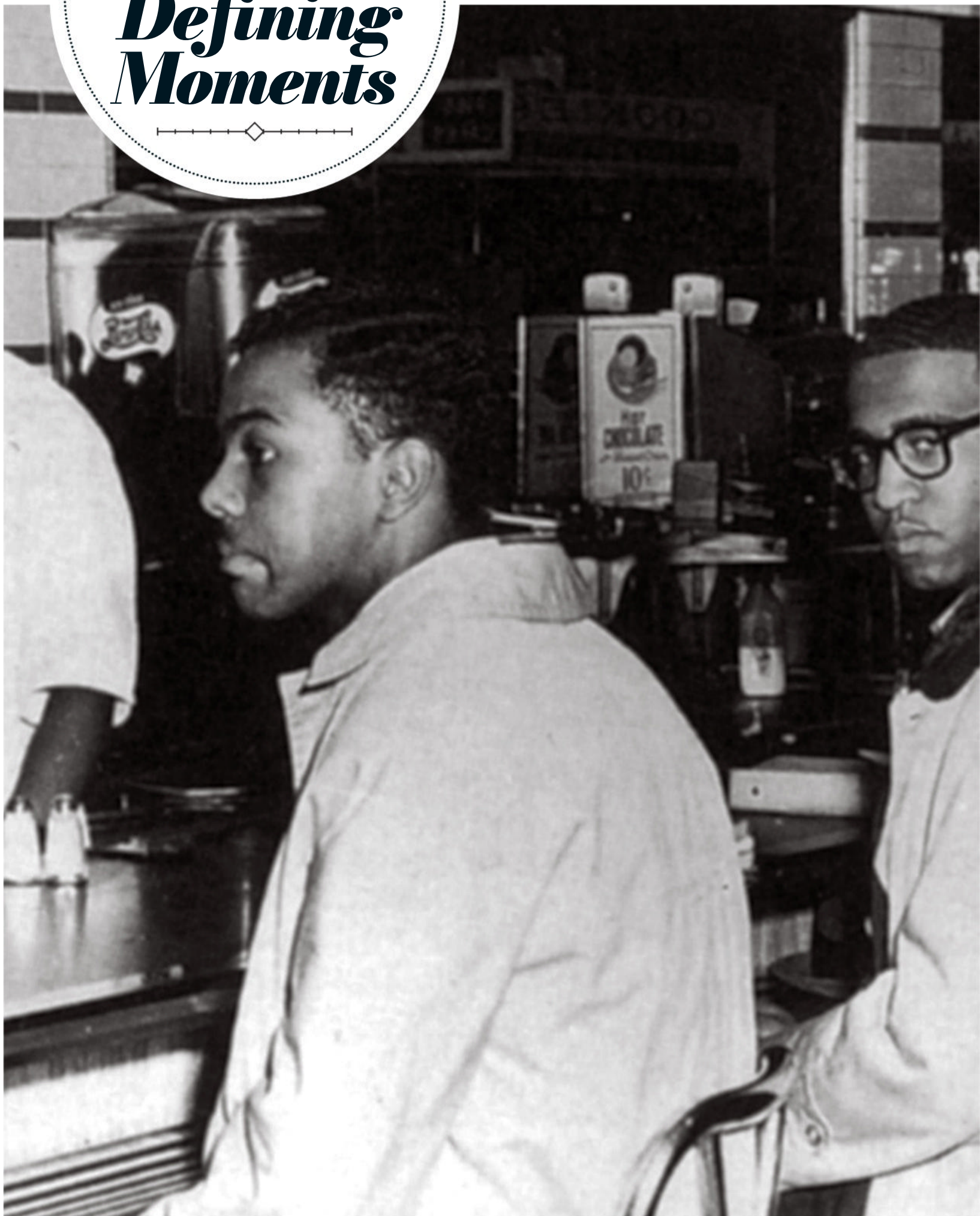
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Defining Moments





1 February 1960

GREENSBORO SIT-INS BEGIN

Four young Black students (Joseph McNeil, Franklin McCain, Billy Smith and Clarence Henderson), inspired by the nonviolent Civil Rights protests of Martin Luther King Jr, decided to sit at a whites-only lunch counter at the Woolworth store in Greensboro, North Carolina, and remain seated despite being refused service. Their sit-in continued for days and they were joined by hundreds of other students. Media coverage of the event inspired similar sit-ins across the USA, with an estimated 70,000 people participating over a number of months. As a result many businesses, including Woolworth, implemented desegregation.

© Alamy

3 February 1959


THE DAY THE MUSIC DIED

After taking off from Mason City Airport in Iowa, a plane carrying musicians Buddy Holly, JP Richardson (The Big Bopper) and Ritchie Valens crashed, killing all three passengers and their pilot Roger Peterson. It was determined that Peterson had lost control of the plane due to the poor weather conditions, leading to the crash near Clear Lake, just 10km from the airport. Holly's wife learned of her husband's death from a television news report. The tragedy later became known as The Day the Music Died after singer Don McLean described it so in his song *American Pie*.



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ALL ABOUT SCHOOLS



**Explore the evolving world of childhood education,
from the ancient world to modern classrooms**



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**ANCIENT EDUCATION
EXPLAINED**

Main image: © Getty Images



Key Events



2061
- 2010
BCE

SCHOOL IN ANCIENT EGYPT

One of the earliest schools opens in Egypt's Middle Kingdom under the direction of Kheti, the treasurer to Pharaoh Mentuhotep II. Boys from privileged backgrounds enter school at the age of five and train to become scribes, priests or government officials.

1045
- 356
BCE

ZHOU DYNASTY SCHOOLS

The Zhou Dynasty formalises the schooling system in Ancient China. The children of nobles and commoners are taught in separate government-established schools, with a focus on morality, conduct, arts and etiquette. Subjects include rites, music, archery, chariot driving, history and mathematics.



The earliest schools in China are thought to date to the Xia Dynasty from 2070 - 1600 BCE.



597

THE KING'S SCHOOL, CANTERBURY

Soon after the arrival of St Augustine, Canterbury is founded as the first cathedral in England. Monastic schools are often attached to cathedrals during the Middle Ages, and The King's School is established here in 597, making it England's oldest known school.

EDUBBA IN ANCIENT MESOPOTAMIA c.2500 BCE

Scribal schools called edubba educate Sumerian children in the art of cuneiform, the world's earliest written script. They write on clay tablets with a reed stylus.



2061
- 2010
BCE

1045
- 356
BCE

SERTORIUS' SCHOOL IN OSCA 77 BCE

The Roman General Sertorius sets up a school in modern-day Huesca, Spain, to educate the sons of the local elite in Greek and Roman learning.



597

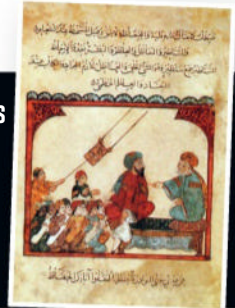
CHARLEMAGNE'S ADMONITIO GENERALIS 789

Charlemagne seeks to improve levels of literacy and Latin in the Frankish kingdom. His *Admonitio generalis* requires schools to be established in every monastery and bishop's residence.



ISLAMIC MAK TABS 900s

From the tenth century, Muslim children aged six to 14 are educated in primary schools called mak tabs, where they study the Qur'an, metaphysics, language and ethics.



ANCIENT GREEK SCHOOLS 400s BCE

Formal schools begin in Ancient Greece. Eventually they come to incorporate a mixture of athletics and fitness, music and lyric poetry, reading, writing, arithmetic and literature.



ETON COLLEGE 1440

Eton College is founded by Henry VI. Seventy poor boys, known as the King's Scholars, are housed and educated in Latin free of charge.



1567

RUGBY SCHOOL

Rugby School is founded by Lawrence Sheriff, purveyor of spices to Elizabeth I. The school is later made famous by William Webb Ellis in 1823 when he takes a football in his arms and runs with it, creating the game of rugby.



Rugby's headmaster Dr Thomas Arnold was immortalised in Thomas Hughes' novel *Tom Brown's Schooldays* in 1857.



1634 RED MAIDS' SCHOOL

John Whitson, a wealthy merchant and politician, bequeaths £90 a year to fund a house and teacher for "forty poor women children" to learn to read and sew. The Red Maids' School is the oldest surviving girls' school in the UK.

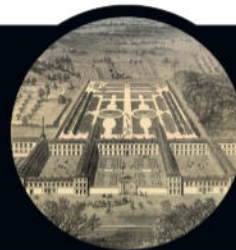
AZTEC CALMÉCAC c.1500

The sons of Aztec nobles attend a school called the Calmécac. Their education focuses particularly on the aural learning of history, alongside music, rituals and poetry.



MAISON ROYALE DE SAINT LOUIS 1686

Madame de Maintenon, a former governess at the court of Louis XIV, founds a boarding school for girls from impoverished noble families at Saint-Cyr, near Versailles.



EDUCATION ACT 1870

The first system of school boards is established in England and Wales. A further Education Act in 1880 makes school compulsory for children aged five to ten.



1567

1634 1635

1972

JAPANESE TERAKOYA 1603 - 1867

During the Edo era of Japan, children are educated in schools called terakoya. Terakoya cater to the merchant class and commoners, teaching reading, writing and arithmetic.



BRAIDWOOD ACADEMY 1760

The first British school for deaf children is opened by Thomas Braidwood in Edinburgh, followed by another in London. They use an early form of British Sign Language.



BROWN vs BOARD OF EDUCATION 1954

In a landmark decision, the Supreme Court in the United States rules that segregating children in public schools on the basis of race is unconstitutional.

1635

BOSTON LATIN SCHOOL

Boston Latin School is founded as the oldest school in what is now the United States. Supported by public funds, it offers free education to boys with an emphasis on Latin and Greek. Girls are not admitted until 1972.



1972

PUPILS PROTEST

The Schools Action Union (SAU) launches a series of protests attended by up to 10,000 British schoolchildren. Among other things, they demand an end to corporal punishment in schools, marching through central London with banners reading "No to the Cane".

Alice Cooper's *School's Out* reached the number one spot in July 1972, supported by SAU members.





Inside History

VICTORIAN SCHOOL ROOM

Britain
1870s

The popular idea of the Victorian school experience conjures up images of drab, featureless rooms with sturdy wooden desks. Of stern tutors who delivered harsh punishments for the mildest of offences. Compared to our modern, more progressive schools, it sounds like a horror story. But what was a Victorian classroom really like?

Most Victorian schools were run by the Church. Compared to contemporary school timetables, the days for a Victorian child were long, typically beginning at 9am and lasting until 5pm. The day was broken up by a two-hour lunch break as the school didn't provide the pupils meals and they returned home to eat. Boys and girls classes were segregated, and the separate entrances can still be found in some older schools.

Lessons were taught mainly using repetition, the children expected to write the same thing over and over. Alternatively, they might be expected to recite things out loud. Emphasis was placed on reading, writing and mathematics but pupils would also learn history and geography, though to a far lesser extent. Girls were also taught needlework.

In 1833 Parliament passed the groundbreaking Factory Act, which sought to restrict the use of child labour and also improve education. By 1857 the Government was donating over £50,000 to Church schools throughout the country, namely those provided by the Church of England's National Society and the British and Foreign School Society. However, it was apparent that Church schools were struggling to educate the entire population.

The Elementary Education act of 1870 saw the Government accept responsibility for the education of its nation's children. The Act divided the country into 2,500 districts with school boards set up to monitor the schools within these districts and establish new ones if needed. It was not until 1880 that education began to be made compulsory. ○

HIGH WINDOWS

The windows were placed high up so the pupils couldn't look out and become distracted from their lessons. Such high windows also meant the classroom could become incredibly stuffy, with little fresh air entering.

LOW LIGHTING

Gas lighting was developed by the Scottish inventor William Murdoch in 1792 and by the mid-19th century gas lamps were the most common form of lighting across Britain. They most likely would have been used in many schools, although the light they gave off would have been fairly dim and the typical Victorian schoolroom was probably a dark and dingy place.

TEMPERATURE

Victorian schoolrooms were usually very cold in the winter. According to surviving documents from a school in Bedfordshire, normal lessons were sometimes suspended during freezing weather so "the children could sit as close as possible to the fire".

DUNCE HAT

It wasn't just corporal punishment Victorian children had to fear - humiliation was also used as punishment by schoolmasters. The dunce hat originated in the 13th century with the philosopher John Duns Scotus, who believed that cone-shaped hats funnelled knowledge to the wearer. By the 19th century the word 'dunce' had developed into a term of ridicule and students who fell behind in class were made to wear a dunce hat.

THE CANE

Victorian schools were notoriously harsh and their most infamous punishment was the cane, a birch stick used to beat pupils on the hands, arms, legs or buttocks. They could be caned for all manner of offences - future Prime Minister Winston Churchill was once caned for his lisp.

ABACUS

This counting tool was used in mathematics lessons. The abacus as we recognise it today most likely originated in China sometime during the 2nd century BCE. However, variations date even further back, with the earliest thought to have originated in Sumeria, Mesopotamia, around 2700 BCE.

BLACKBOARD

Educational reformer James Pillans invented the blackboard, or chalkboard, in 1801, along with coloured chalk. This large piece of slate, written on with chalk, could be cleaned to allow its reuse throughout the day. The blackboard continued to be a classroom staple until the end of the 20th century.

FLOOR

Most Victorian schools had wooden floors, which probably would've remained until the 1960s when fitted carpets became cheaper and more readily available. Some classrooms had special tiered flooring, similar to that in a lecture hall or cinema, which was elevated towards the back of the classroom to allow children at the rear a clear view.

DESKS

Pupils sat at rows of desks facing the blackboard, either in their own individual desk or a shared one. A bench or chairs were often attached to the desks to maintain neatness, and inside each desk was a space to keep books and an inkwell.

SLATES

Paper was expensive, so pupils mostly used smooth pieces of slate set inside a wooden frame. They wrote on this using another piece of slate that was sharpened and shaped like a pencil, attached to the slate with string. When their work was finished, the slate could be easily wiped clean and reused.



Anatomy

ROMAN SCHOOLBOY

Roman Empire

c.300 BCE – c.476 CE

AGE

The Roman education system was comprised of various tiers. Young children received a ludus education - similar to a primary school. Our pupil is roughly ten years old and would be completing his grammaticus education, further developing his writing and literacy.

TOGA PRAETEXTA

Roman boys wore toga praetexta, recognisable by a purple border. After their first shave the boy was given the toga virillis and a ceremony held to celebrate their coming of age. This usually occurred when the boy was between 14 and 17.

BULLA

Upon their birth Roman boys were given a protective amulet called a bulla. Its material would symbolise the wearer's wealth, with affluent children having golden amulets. Boys wore their amulet until adulthood. Girls were given a moon-shaped amulet known as a lunula.

HIMATION

Upper-class children had the privilege of being taught by Greek intellectuals. A himation was the favoured clothing of the Greek tutor and his pupils would dress to match.

CORPORAL PUNISHMENT

Evidently, from the marks on his wrist our pupil has been punished for misbehaving. Roman tutors used a light rod called a ferula to strike naughty students. The Roman satirist Juvenal suggests more cunning boys might draw their hand back in order to soften the blow.

WHEN IN ROME, DO AS THE GREEKS DO

Prior to the third century BCE, Roman children were taught in the home. As the Roman education system developed, it took much of its inspiration from Greece and many of the tutors were enslaved Greeks who had been captured during the Macedonian Wars. However, unlike Greek children, Roman youngsters were not taught athletics or music.

PAPYRUS SCROLLS

These were carried in a container called a capsula along with other equipment such as wax tablets. Children from wealthy families had a pedagogue (in effect, a nanny) who escorted them to school and carried their belongings.



Historical Treasures

CUNEIFORM EXERCISE TABLET

A student's homework, carved into a clay tablet thousands of years ago
Babylonian, 20th – 16th centuries BCE

The inhabitants of ancient Mesopotamia wrote on wet clay tablets for all manner of tasks, such as letters, financial records and schoolwork. The example shown here was created by a student thousands of years ago while practising their cuneiform writing, demonstrating their knowledge of the Sumerian and Akkadian languages.

Education was an incredibly important part of Mesopotamian culture, as described by historian Stephen Bertman: "Mesopotamia's system of schools was founded upon the principle that no civilisation can prosper or long endure unless it draws upon the wisdom and experience of the past." Education was

primarily for boys and was long and arduous, lasting from dawn until dusk. Pupils were expected to fully devote themselves to their studies, which included reading, mathematics and writing.

Students were taught cuneiform at schools that were initially operated by their temples. However, in later centuries some of the more celebrated scribes opened private schools. Cuneiform was a complex writing system comprising thousands of symbols, and on average it took around 10-12 years of dedicated study before a student could fully master the difficult script.

Many similar tablets have been uncovered at archaeological digs and are on display

in museums throughout the world. The importance of these tablets cannot be overstated, being some of the oldest examples of written languages. Cuneiform is considered to be the oldest writing form in the world.

This clay tablet is one of several held at the Metropolitan Museum of Art in New York City, including one example containing administrative information and another a private letter. A similar tablet to the one shown here was discovered at archaeological excavations at Kish in Iraq in 1931. Amusingly, that particular example contains a mistake in the student's calculation of the area of a triangle. Over 4,000 years later, their error is still being pointed out! ○

CUNEIFORM

Cuneiform earned its name in the 18th century and means 'wedge-shaped'. It used images to communicate and is known as a logo-syllabic script. After 100 BCE, the language was gradually replaced with an alphabetic system.

WRITING ON CLAY

The student used a stylus to make the impressions in a piece of damp clay. Once finished, he placed his tablet in the hot sun for it to dry.

URASH

The name practised here is that of Urash. Also known as Uraš, Urash was an agricultural god. He was the protector of the ancient city of Dilbat and shared his name with a female deity who was worshipped as the goddess of the earth.

COPYWORK

The reverse of the tablet shows the same markings, but made by the teacher. The student would then copy his markings onto the opposite side of the tablet. The tablet is small, fitting into the palm of the hand.

Mesopotamian school tablets on display at the Hermitage Museum in Saint Petersburg, Russia



Hall of Fame

EDUCATIONAL REFORMERS

From an ancient Greek philosopher to the president of Egypt, ten individuals who inspired the evolution of formal education

Dr Maria Montessori

Italian, 1870 – 1952

Maria Montessori, despite her mother's insistence that she should train as a teacher, worked hard to realise her dream of becoming a doctor at a time when it was not a socially accepted profession for women in Italy. Working in psychiatric institutions with young children,

she became particularly interested in how they learned new skills. During her career she developed a method of teaching that focused on hands-on learning, taking inspiration from the interest she saw children take in activities around the home. Her methods are still used to this day.



In 19th century Italy women were not allowed to study medicine. It was only after an intervention by Pope Leo XIII that Montessori was granted entry to medical school.



MARY WOLLSTONECRAFT

BRITISH, 27 APRIL 1759 – 10 SEPTEMBER 1797

In 18th century Britain it was uncommon for women to receive a formal education. Mary Wollstonecraft was highly educated, but this was largely because she was self-taught. In 1792 she wrote *A Vindication of the Rights of Women*, considered a seminal feminist work. She campaigned vigorously for women to have the right to an education, arguing that if women were expected to be good mothers who gave their children a moral upbringing, then surely they must have the knowledge to do so?



FRIEDRICH FROEBEL

GERMAN, 21 APRIL 1782 – 21 JUNE 1852

Friedrich Froebel is best-remembered today as the creator of the kindergarten concept. He believed strongly in the idea that a young child would learn through playing and in 1816 opened a school where he put his theories into practice. In 1837 the first kindergarten in Prussia opened and its success soon saw other kindergartens open throughout the country. However, due to confusion between Friedrich and his nephew, who had socialist links, kindergartens were briefly banned.



CHARLOTTE MASON

BRITISH, 1 JANUARY 1842 – 16 JANUARY 1923

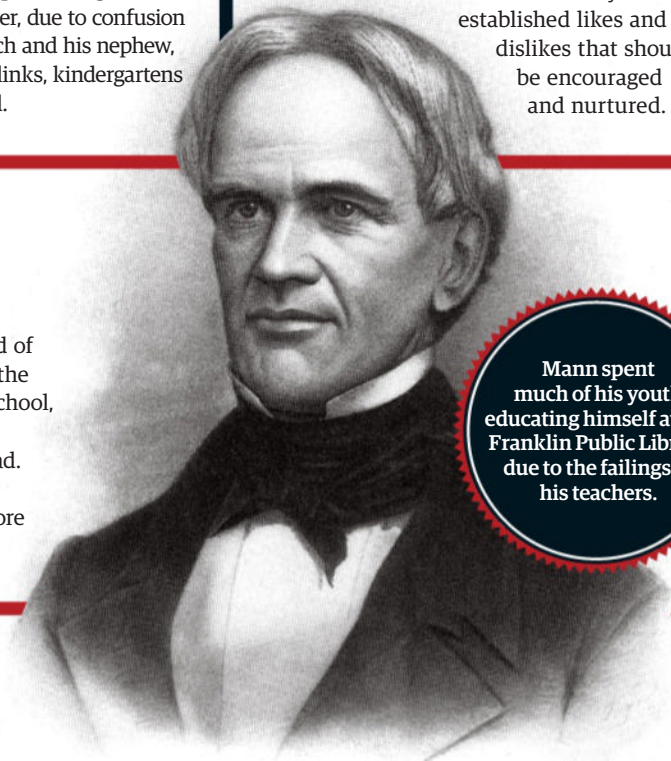
Charlotte Mason had been a teacher for over ten years when she began her quest to improve education in Britain. She was disturbed by how the British education system reflected the social status of its pupils, and began to give a series of lectures in which she discussed her concept of home education. Her approach also put forward the notion that children already have established likes and dislikes that should be encouraged and nurtured.

Horace Mann

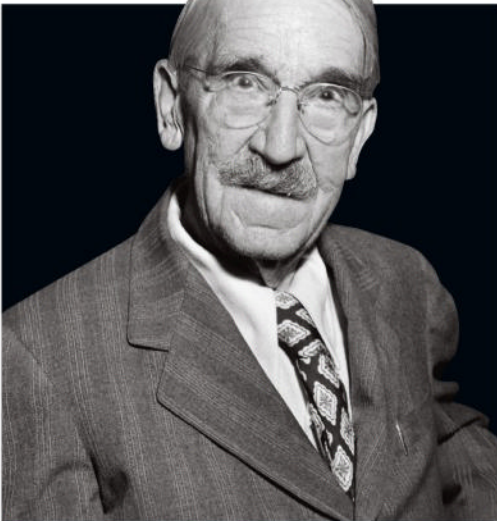
American, 4 May 1796 – 2 August 1859

In 18th century America, the notion that education was something that should be free to all was still not widely accepted. Born in 1796, Horace Mann was a politician and member of the Whig party who was determined to revolutionise education in his home state Massachusetts. In 1837 he took

the position of Secretary of the Board of Education for the state and oversaw the establishment of the first common school, and the idea that every child should receive free education began to spread. Mann believed strongly that a more educated population resulted in a more prosperous and harmonious society.



Mann spent much of his youth educating himself at the Franklin Public Library due to the failings of his teachers.



John Dewey

American,
20 October 1859
– 1 June 1952

In the early 20th century John Dewey was a giant in the world of philosophy and psychology. He was a noted proponent of pragmatism, having a strong belief in the value of experience and stated that, to him, ideas were 'tools' that human beings used to make sense of the world. He also believed strongly in the value of democracy, applying it to a variety of subjects and viewing it as a way of life. However, Dewey was also an educational reformer who emphasised the importance of learning by doing. This ideology has become known as progressive education and Dewey is considered one of its founders.



GAMAL ABDEL NASSER

EGYPTIAN, 15 JANUARY 1918 – 28 SEPT 1970

Even 50 years after his death, President Gamal Abdel Nasser remains a controversial figure. With a charisma matched only by an authoritarian streak, his legacy is still debated. But among his many policies, good and bad, was his offering of free education to all in Egypt. He also oversaw the establishment of a number of schools that focussed on vocational training. But Nasser also stifled academic freedoms and placed little value on the teaching of arts.



JOHN LOCKE

ENGLISH, 29 AUGUST 1632
– 28 OCTOBER 1704

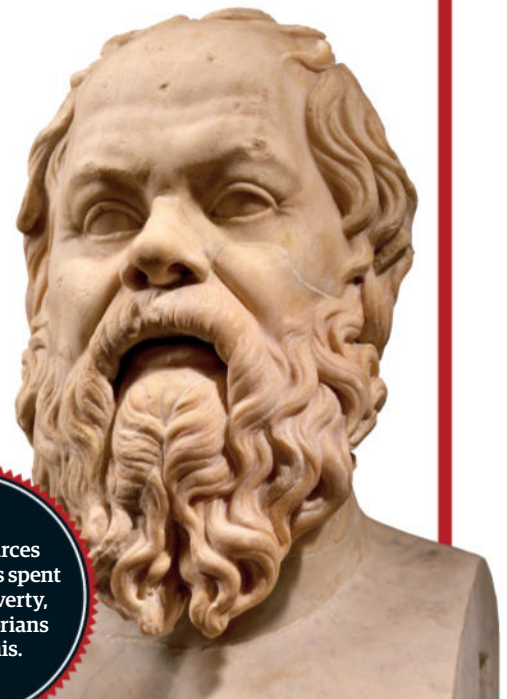
In 1693, philosopher John Locke published *Some Thoughts Concerning Education*. In it he

expanded on his earlier concept that each individual's mind, upon their birth, was a blank slate - a "tabula rasa", as Locke referred to it. He believed that learning took place through experience and his notion of the blank slate refuted the belief that some individuals were born with superior intellects, although *Some Thoughts Concerning Education* was intended primarily for use by the English upper-classes.

Socrates

Greek, c.470-469
BCE – 15 February
399 BCE

Greek philosopher Socrates was an early education reformer who developed a system of learning that's become known as the Socratic method. This involves the teacher asking questions to invite discussion and is integral to the development of the seminar, which is still at the heart of modern university education today. Socrates' ideas were at the centre of the emergence of higher education in ancient Greece. This helped move the emphasis in Greek society away from physical and athletic pursuits and towards more intellectual ones.



Ancient sources claim Socrates spent his life in poverty, though historians dispute this.

Mori Arinori

Japanese, 23 August 1847 – 12 February 1889

During the educational reforms of the Meiji era, Japan's education system was revolutionised. At the heart of this was the statesman Mori Arinori, who saw to it that Japanese boys and girls would receive six years of compulsory education. He also placed further emphasis on higher education, helping establish the

Commercial Training School in 1875. Mori was also integral in introducing Western ideas and influences to Japan. Unfortunately, his life was cut short when he was fatally stabbed by an assassin. It's alleged that the attacker had been offended by Arimori's behaviour during a visit to the Ise Shrine the previous year.





Q&A



EDUCATING THE ROMANS

Professor W Martin Bloomer discusses how the ancient Romans taught their children

What are our sources for learning about the Roman educational system?

We have some primary materials - items actually used by boys and girls in the Roman empire, like wax tablets with fables copied on them and bits of wood and shards of pots where students in Roman Egypt practised writing and sometimes made mistakes. At Pompeii students scrawled lines of the *Aeneid* on house walls. But we have a great deal more that is descriptive and prescriptive. Ancient authors recalled their own education, and educators wrote model school exercises and manuals of education.

At what age could children receive formal education in ancient Rome? Were both boys and girls given access to schooling?

Most likely students began learning their ABCs at home before they went - boys and

girls - to grammar school at age 7-9. About puberty elite boys continued on to a school of rhetoric whereas girls returned home. The girls' schooling did not stop, but remains far less visible to us than the boys' schooling.

What barriers, if any, existed to accessing schools for Roman children?

Money and class, to be frank. We have complaints from teachers about school fees not being paid, and the schooling in liberal arts which we understand to be a great achievement and legacy of the

W Martin Bloomer is a professor specialising in Latin literature, ancient rhetoric and education at the University of Notre Dame in Indiana, USA. His published works include *Valerius Maximus and the Rhetoric of the New Nobility* (1993), *Latinity and Literary Society at Rome* (1997), *The Contest of Language* (2005), *The School of Rome* (2011).

Romans was meant for the liberi (free children). And yet there were schools for enslaved children to become scribes and accountants, and alternative kinds of education for apprentices.

What sort of topics would be taught in Roman schools?

At grammar school children learned reading, writing, reciting and listening to their teacher explain texts. Much of this was also memory work.

“We have inherited from the Romans and Greeks the idea that the goal of education is to produce ethical citizens who help society”





ABOVE An illustration of a Roman-era school with students working from scrolls and writing tablets

FAR LEFT A relief of a Roman school scene

LEFT Fresco of a young Roman girl reading

The great Roman educationalist Quintilian wanted students at Rome to begin with Homer and Greek and then come to their native Latin. This was no doubt exceptional, like the curriculum of our 'top', expensive private schools. Arithmetic and geometry and music were also taught. In the rhetorical school Roman boys learned to compose and deliver speeches on legal and ethical topics. Some of these were quite far-fetched and no doubt fun: 'Should Alexander stop in India or cross the sea?' Or 'Should a Roman youth, abducted by pirates then freed by the pirate chief's daughter, marry her as he wished, although his father forbids it? Give the speech for the young lover...'

Was vocational education available?

Yes. Young apprentices in all sorts of trades were placed in the home of the master craftsman.

How did Roman educational practices evolve over time?

With the Roman conquest of the Greek world,

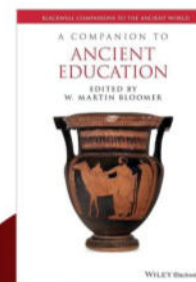
finished in the second century BCE, Roman education came to follow a Greek educational model which emphasised gaining advanced literacy skills. The Romans used their own literary texts for this training, and a great change came when at the end of the republic Virgil's *Aeneid* and Horace's poems replaced the earlier curriculum. Romans also complained that their educational system was getting soft. In truth, in a developed empire with a professional military, the skills needed to be a member of the governing class had changed. Also, Cicero and following him Quintilian in the first century CE, thought that the goal of education was to produce an orator who could sway the senate or the

people through his speech to good policy. In fact, policy was now decided by the emperor. The empire needed administrators and Roman education helped to produce these.

Are there any similarities between Roman schools and those of the modern world?

There are many similarities, some often unacknowledged like our emphasis on teaching from literary texts or producing synopses of what we have read or explanations of the moral point of a story.

Thankfully, we no longer teach students to read by having them memorise nonsense syllables (Ba, Be, Bi, Bo, Bu, etc). Most grandly, we have inherited from the Romans and the Greeks the idea that the goal of education is to produce a civic leader – an ethical citizen dedicated to helping his or her society. ○



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Places to Explore

ENGLAND'S HISTORIC SCHOOLS

These educational establishments date back centuries and are still in operation today

1 KING EDWARD VI SCHOOL STRATFORD-UPON-AVON, WARWICKSHIRE

Given its location, it's unsurprising that the King Edward VI School in Stratford-upon-Avon is best known for its links to the town's most famous resident: Elizabethan playwright William Shakespeare (c.1564 - 1616). The Bard is believed to have attended the school as a boy, though the school's origins can be traced back even earlier to 1295 when the Guild of the Holy Cross established an educational institution to teach basic learning and religious rites to boys. In 1482 the school was endowed by Guild chaplain Thomas Jolyffe, then in 1553 it was re-endowed by King Edward VI as part of a Royal Charter, hence the school's name.

The Guildhall building from which the school operated during Shakespeare's time still stands in the centre of Stratford, though the current school now has a new site nearby. Visitors to Shakespeare's alma mater are able to experience the atmosphere of the Grade I listed building and explore the ground floor hall, once used by the local council, and the classrooms on the first floor.

Shakespeare's Schoolroom and Guildhall is open to visitors every day from 11am to 5pm.



Inside the schoolroom of King Edward VI School



The Norman staircase at The King's School

2 THE KING'S SCHOOL CANTERBURY, KENT

Considered by some historians to be the oldest continuously operating school in the world, the King's School is believed to have been founded by Augustine of Canterbury in 597. It began its life as a cathedral school linked with Canterbury Cathedral and St Augustine's Abbey. It was later reestablished by a Royal Charter in 1541 during the reign of Henry VIII as a result of the Dissolution of the Monasteries and became known as the King's School. From this time, there are more records that allow historians to understand how the school operated and what the school taught its pupils. An all-boys institution, famous alumni of King's School include Elizabethan playwright Christopher Marlowe, 15th century humanist scholar Thomas Linacre and, in more recent years, author Michael Morpurgo. After over 1,000 years the King's School finally allowed the admittance of girls in the 1970s.

The campus of The King's School can be explored through a virtual map on the institution's website.



Eton College is acknowledged as one of England's most prestigious schools

3 ETON COLLEGE ETON, BERKSHIRE

Arguably the most famous school the world, Eton College was first established in 1440 by King Henry VI as "Kynge's College of Our Ladye of Eton besyde Windesore". Located in Windsor, some of the school's first pupils were a group of 70 boys from poor backgrounds who were all supported by a scholarship fund from the king. Other local boys were also allowed to attend the school as long as they paid for their accommodation. Since this time, it has remained an all-boys fee-paying school.

Some of Eton's earliest pupils were as young as five years old, though now the youngest pupils are 13. Latin was the first and only subject taught by the school for many years, until Greek was later introduced in the 17th century. By the 19th

century other subjects, such as mathematics, were added to the curriculum. Eton's illustrious history is enhanced by the number of notable alumni, many of which have gone on to become history makers. Politicians (including several prime ministers), celebrities and royalty have all graced Eton's halls. The most famous Old Etonians include Britain's first Prime Minister Robert Walpole, writer Percy Bysshe Shelley, scientist Robert Boyle, explorer Ranulph Fiennes, James Bond author Ian Fleming and, of course, Princes William and Harry.

Guided heritage tours of Eton College take place between May and September.



Sherborne School was founded in the 8th century

4 SHERBORNE SCHOOL SHERBORNE, DORSET

Originally a cathedral school founded by St Aldhelm in 705, Sherborne's pupils were educated as part of the monastery that stood on the school's site at the time of its establishment. It is believed that one of the school's earliest pupils was the future Alfred the Great, King of the Anglo-Saxons.

The school continued in its religious education until 1550 when, like many other cathedral schools, its Church affiliations were broken during the Dissolution of the Monasteries. The school continued to operate, however, and in 1550 it was re-founded by King Edward VI. In the 17th and 18th centuries, it operated as a free grammar school and by the 19th century a new railway in the town of Sherborne meant the school attracted a new cohort of pupils. Today, the school is part of the Eton Group and has a site in Qatar. Some of Sherborne's illustrious alumni include mathematician and cryptanalyst Alan Turing, and novelist John le Carré.

The campus of Sherborne School can be explored through a virtual map on the institution's website.

5 ST PETER'S SCHOOL YORK, NORTH YORKSHIRE

St Peter's School in the city of York charts its history back to the year 627 when Roman Missionary St Paulinus established the institution. It claims to be the fourth oldest school in the world, though this fact has been a matter of contention for some historians. The original site of the school was located next to York Minster, the city's cathedral that was founded in the same year. The school later moved to a new site just outside the city walls in 1557 when it was granted a Royal Charter by Mary I. During the 8th century, St Peter's was led by its most prominent headmaster Alcuin of York, a renowned scholar and clergyman who later became a leading figure in the court of Charlemagne.

St Peter's most notable alumnus is undoubtedly Guy Fawkes, the most famous conspirator of the Gunpowder Plot (1605), who was a pupil from 1575. Along with several others, including two other St Peter's alumni, Fawkes intended to blow up Parliament but he was caught before he could execute the plan and was later hanged. Due to the school's connection with Fawkes, St Peter's does not partake in the English tradition of burning a 'Guy' during Bonfire Night celebrations on 5 November.

The campus of St Peter's School can be explored through a virtual map on the institution's website

St Peter's moved to its current location in the Clifton area of York in 1887





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THE FIRST AMERICANS

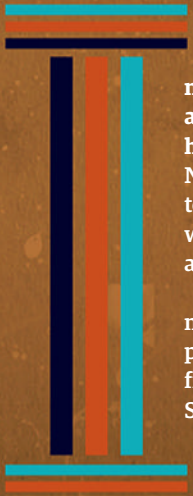
Discover indigenous life before
the colonists landed

Written by **Maureen Meyers**

EXPERT BIO

MAUREEN MEYERS

Maureen is a senior archaeologist with New South Associates, a cultural resource management team that's been operating since 1988. She has experience in the Southeastern archaeology, Mississippian settlement, frontier chiefdoms and contact-period communities. She previously held positions at the University of Mississippi and University of Kentucky.



n popular culture, Native Americans are often portrayed as a monolithic group, and often as a variant of Plains Indians - full headdresses, riding horses, nomadic, hunting buffalo. In reality, Native American groups at contact were incredibly diverse, estimated to be over 500 nations. Using a bird's eye view of Native North America, we can identify around eight areas of similar cultural groupings to get a broad picture of Native North America before contact.

When considering Native Americans at contact, it's useful to keep in mind that different parts of the continent were contacted by different peoples at different times. Depending on the location, this can vary from as early as 1540 to as late as almost 1800 and can include French, Spanish, English, Dutch and Russian explorers and settlers. ►



NORTH AMERICAN ETHNIC REGIONS

Traditional cultural areas overview



*Map shows approximations of areas

SOUTHEAST

At the time of contact, or the mid-16th century, Southeastern Native American groups were organised as hierarchical chiefdoms across a large region, from east Texas to southwestern Virginia, and from southern Illinois to Florida. These groups are known to archaeologists as belonging to the Mississippian period and were first identified by their large, flat-topped earthen mounds found in abundance along the Mississippi River. However, mound sites are found across the entire region.

Chiefdoms were societies where a chief was in charge of a few hundred to a few thousand people. Corn agriculture was the basis of the Mississippian chiefdoms' society - it provided a reliable food source and could be dried, stored and exchanged for other items. These items might include engraved shell gorgets, copper repoussé plates, shell beads and finely crafted blades. The chief and his or her entourage lived on top or near the mound, and others lived in square houses located around the mound. A plaza located in front of the mound provided a place for gatherings, games, conversation, contests and more.

At the time of contact, the largest Mississippian chiefdom, Cahokia, located in present-day east St Louis, had come and gone. At its height it may have had over 20,000 residents and was engaged in trade

RIGHT Aerial view of Monk's Mound at Cahokia

BOTTOM Illustration of life at the Mississippian mound city

BOTTOM INSET Beaver-shaped vessel from the Cahokia mounds



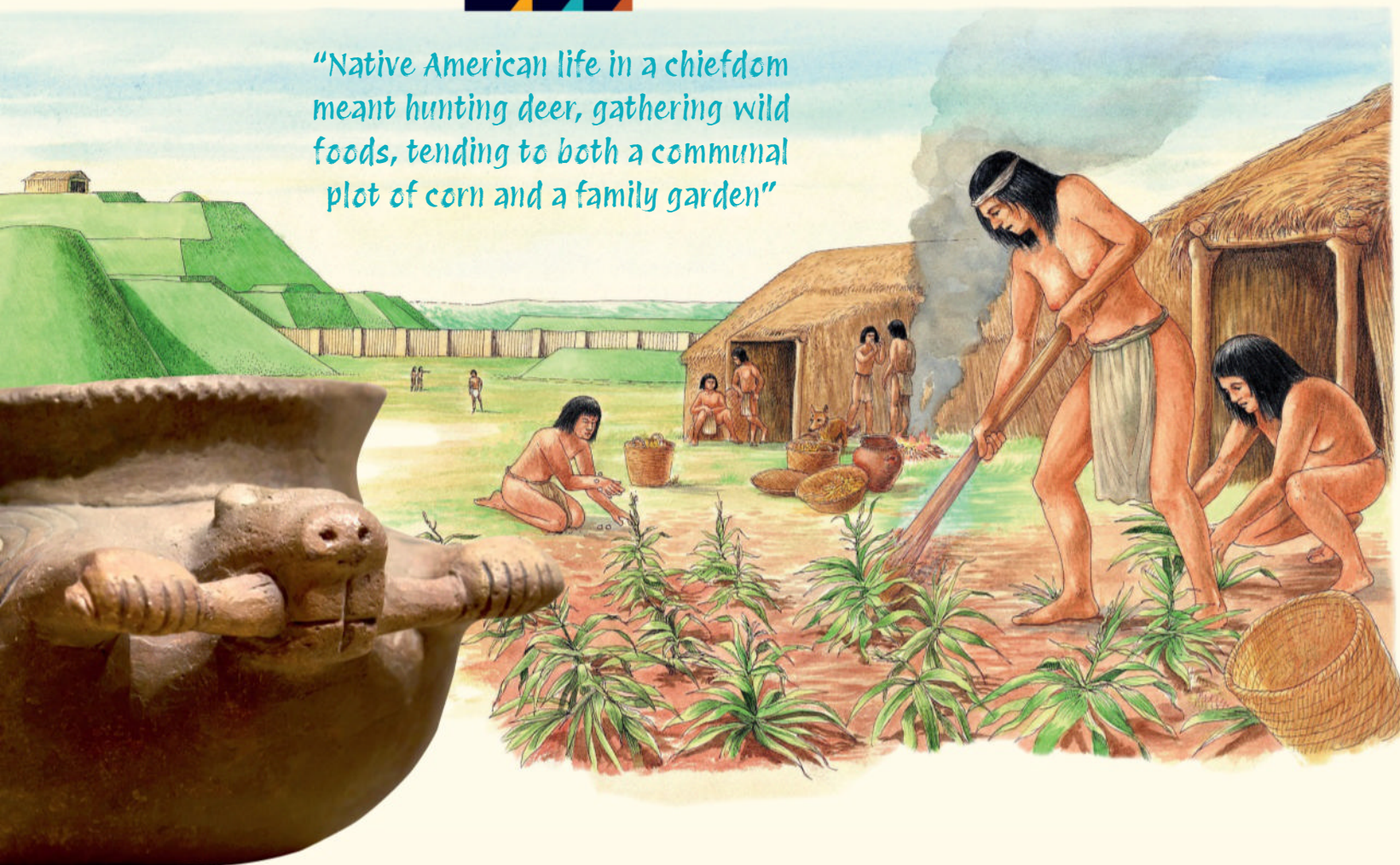
as far away as the Southwest. Chiefdoms by their nature are unstable political organisations. Other chiefly centres rose across the region, including Etowah in northwest Georgia; Moundville in central Alabama; and Winterville and Emerald in Mississippi. Mounds contain burials of past chiefs and are sacred sites to Native American descendant groups today.

Native American life in a chiefdom meant hunting deer, gathering wild foods, and tending to both a communal plot of corn and a family garden. Families lived together in extended households. Men and women's roles were clearly defined and people were related to others through marriage across a chiefdom. Chiefdoms could have multiple

towns under their control, and sometimes small homesteads were placed on the edge of chiefdoms. Trade between chiefs allowed alliances that were useful in warfare or for increasing chiefly power.

Southeastern chiefdoms were first contacted by Spanish explorer Hernando De Soto's expedition in 1539. This expedition lasted over four years and was the most extensive across the Southeast. Recorded documents of this entrada, aided by archaeologically informed interpretations, are a primary way we know about these groups. Their descendants are the Muscogee, Cherokee, Choctaw, Chickasaw and Seminole, as well as the Lumbee, Yuchi and Natchez, among other groups. ▶

"Native American life in a chiefdom meant hunting deer, gathering wild foods, tending to both a communal plot of corn and a family garden"



MID-ATLANTIC

In 1607 the English settlement of Jamestown was founded in an area that was already occupied by members of the Powhatan Confederacy, which stretched across a wide area in the Chesapeake. Powhatan was a powerful leader who in a short time consolidated power and was an equal to the British colonists in terms of political intrigue.

Other native groups like the Monacan in central Virginia paid him tribute, and he was also in contact with southern Occaneechi groups along the North Carolina coast and Susquehannock and Patowomack groups around the Washington, DC area.

His relations with groups deeper in the interior of Virginia and West Virginia is not as well-known because these areas weren't contacted until later in the 17th century. We know his power came from a successful adaptation to the environment and his ability to convince people to grow corn and harvest fish on a large scale. He also had an ability to use that surplus food to trade for valued items, and his mantle is a rare example of the type of luxury goods that could be produced at this time.

Farther north, groups were not as politically consolidated as the Powhatan Confederacy. Instead, they lived in villages

under the control of a local headperson. People lived in circular houses arranged in a circle around a central plaza where meetings, games and competitions took place. Often, villages contained palisades, which might indicate that some warfare was common. In some areas it may have been very common as territories for hunting or planting gardens were needed as populations grew. This planting, also known as intensive horticulture, relies on slash-and-burn or swidden planting methods, where trees are slashed and the dead trees are then burned. The burned trees quickly add nutrients to the soil; however, those nutrients are almost as quickly depleted. Within about a generation, new fields need to be found. As a result, people moved around about every generation, or 20-30 years. The descendants of these groups are still in the region today and include the Lenape of Delaware, the Patowomack, Pamunkey, Mattaponi, Saponi and Monacan tribes.

NORTHEAST

The groups at contact in the Northeast were organised into the Iroquois Confederacy, or League of the Haudenosaunee

BELOW Powhatan's Mantle, a leather hanging decorated with beadwork



(People of the Longhouse). This group was organised between 1400 - 1600 and was made up of five Iroquois nations: Seneca, Cayuga, Onondaga, Oneida and Mohawk. Other native groups were also in the region, although they were not members of the League. In general, Natives in the Northeast were also organised as large egalitarian tribes. They relied on hunting deer and

"If there is not enough land to support an increased population size, warfare is often a result"

growing food, and their favoured planted crops were known as the Three Sisters: corn, beans and squash. These crops were grown in large gardens maintained by extended kin families, and horticultural fields were passed through the matriline. Houses in this region differed from those of the Southern tribes: instead of individual family homes, Northeastern tribes used longhouses to house several generations. In the longhouse lived a matriarch, her spouse, their adult female children and their spouses and children. Together, they all lived in these long bark-covered structure. As might be apparent from the gardens and housing, women held political power in these societies. They often worked behind the scenes, while men were the public face of family power.

The League came about partly because slash-and-burn practices, while successful, deplete the soil. If there is not enough land to support an increased population size, warfare is often a result. The Iroquois had an interesting way to keep warfare in check - the Mourning War, a type of what is known as blood revenge. Blood revenge is practised by many groups around the world and is more commonly known as 'an eye for an eye'. For the Iroquois, if a person was killed in warfare, then warriors captured someone of equal standing from the enemy and either killed them or adopted them to replace the lost person. Adoption occurred after the person had faced a trial period that included surviving 'running



TIMELINE OF NATIVE AMERICANS

28,000 BCE	10,000 BCE	9,000 BCE	7,000 - 4,000 BCE
First ancestors of Indigenous Americans arrive in the region, travelling by boat, according to archaeological evidence.	Clovis stone tool use begins by Paleoindian culture in North and South America.	First evidence of plant cultivation appears in what is now central Mexico. Squash appears to be the first domesticated plant soon after in Missouri, Illinois, and other areas.	Athabaskan people, still represented in Alaska today, settle in the Pacific Northwest.

the gauntlet'. This meant the to-be-adopted person had to run through a line of enemy villagers who unleashed their anger at the loss of their tribal member. Mourning was increased during the 15th century until a leader known as Hiawatha had a vision to end them. This vision led to the formation of the League, which was able to keep peace until colonisation. Once Europeans began to colonise this region, by the middle of the 17th century European demand for beaver fur for hats escalated what became known as the Beaver Wars.

French incursions into the Great Lakes area resulted in the establishment of missions in Illinois, Indiana and surrounding regions. French missionary accounts, like the DeSoto and later Spanish mission accounts of the Southeast, provide valuable information about Native life and culture at this time. These Native groups remain; some have been removed to Oklahoma, while others live on reservations in their original territories. These groups include the Haudenosunee

RIGHT Illustration of Kachina dolls, representing various deities

BOTTOM Depiction of a longhouse in an Iroquois village



or Iroquois, Miami, Huron, Seneca, Quapaw, Fox and Micmac.

SOUTHWEST

In the Southwest, Native groups lived in large villages and grew corn, squash and beans for subsistence. Some

Native groups also grew cotton to make fabrics, and turkeys were domesticated and kept in pens. Both the Hopi and Navajo have lived in this region for a long time and are still present in large reservations.

In the Colorado Plateau, the Hopi lived in villages, which had a village chief and a war chief. The village chief had sacred duties such as offering prayers, and they also settled land disputes. But his power was limited and he couldn't force someone to do something against their will. The war chief had permanent power and his title was earned through exploits in battle. The Hopi lived in pueblos, constructed out of a wood frame with mud walls and roof. These often had multiple rooms built onto one another and could resemble modern apartment houses.

An important building type used by the Hopi are kivas - semi-subterranean ceremonial areas entered from ground level using a wooden ladder. The Hopi site, Old Oraibi, has been continuously occupied for over 1,000 years. ▶



A brief history of indigenous America

5,000 BCE

Inuits and Aleuts cross the Bering Straits to settle in North America.

3,000 BCE

Corn cultivation begins in the Southwest, supplementing the hunter-gatherer food production of the region.

500 BCE

The Adena culture, covering communities in what is now southern Ohio, emerges, possibly connected to further groups in Indiana, Kentucky and West Virginia.

500 BCE - 200 BCE

Hopewell culture develops in east-central North America. It gets its name from the first burial mounds being found on Hopewell farm in Ross County, Ohio.

Hopi religion was organised according to a precise calendar that was set to meet a cultural ideal of maintaining balance in nature and in relationships. This balance was known as 'being hopi' and individuals contributed to maintaining this balance to the best of their ability. They wished to be hopi and worked toward that in their actions toward others and toward the environment. Kachinas are deities that personify key beliefs and bring blessings or are themselves blessings in the form of rain and fertility. Puebloan dancers dress as kachina deities (always men) and kachina dolls, still made today, were personifications of these deities.

The Navajo are also present in the Southwest. Around 1300, the northern part of the region was abandoned by the groups who had been living there and the Navajo, Apache and Ute Native groups entered the area. The Navajo call themselves the Dine, meaning 'the people'. They were organised into small family groups, or bands, who were mobile and followed a seasonal route to find food and water. These hunter-



LEFT & BELOW Native art in the northwest coast continues to draw heavily from ancestral influences

RIGHT A belt made from vegetable fibres by the Chumash people



gatherer tribes eventually adopted an agricultural way of life.

The traditional Navajo house was a hogan, or winter house, which measured about 4.5m in diameter and had a central fireplace. Other improvised houses and campsites were used as well. After contact, the Navajo were taught to herd animals, especially sheep, and learned metalworking of silver. Navajo woven rugs became an art form still practised by women today. Navajo rugs, pottery and silver and turquoise jewellery are highly valued art forms still practised by the Navajo today.

CALIFORNIA

The Chumash were the Native group that lived in the central and northern parts of California, and were organised into either small, mobile kin-based bands or larger tribes. Their main subsistence was acorns, which can be dried into a flour and made into bread or added to stews, and they were an important staple food source for the Chumash. They also relied on wild plant foods and animals. Fish and shellfish, particularly for groups located along the coast, were also vital foods that also provided the raw material for shell beads, a valued trade good.

Although there were other Natives in California, particularly in the southern part of the state, who were organised as mobile bands, the Chumash were a large and complex group. They occupied an area of about 25,000 square-kilometres across

"There is archaeological evidence of salmon ranches, clam gardens, dogs bred for wool, and plant cultivation"



LEFT Puebloan dancers dressed as Kachinas perform a ceremonial dance



100 CE

Ancestral Pueblo people develop in the southwest in what is now Arizona, New Mexico, Colorado and Utah. The Pueblo tribes of the Hopi, Zuni, Acoma and Laguna take their roots from this group.

200 CE

The Hohokam culture, located around central and southern Arizona, and Mogollon culture, around southeastern Arizona and southwestern New Mexico, are established.

700

Developing across the southeast and centre of North America, the Mississippian culture establishes itself, lasting until the first European landings on the continent.

three ecoregions: the coast, the northern Channel Islands and the central eastern interior. They lived in villages that were ruled by chiefs who inherited their power, and there were also lower-ranked chiefs and ritual leaders. Commoners provided food to elites and grew surplus foods for trade with other groups and for feasts.

One very important technological advantage that the Chumash had was the plank canoe. Invented around 1000, they were made from redwood logs. Skilled craftspeople carved and covered them with natural asphaltum, collected from the mainland, and it could take someone up to 500 days to make one canoe. These canoes made trade between the Channel Islands - where shell beads were made - and the mainland possible and profitable. Chumash chiefs who were able to control this trade through their use of canoes, and by creating trade partners through marriage, consolidated power.

NORTHWEST COAST

The Northwest Coast is unique because it contains a variety of ecological zones such as coastal areas and mountains. The result is a temperate forest with abundant rainfall. Native groups in this region didn't practise intensive agriculture - they didn't have to because the environment provided sustainable and plentiful year-round food sources. Initially, groups were organised as tribes who practised hunting and gathering; over time they became food producers but without agriculture. There is archaeological evidence of salmon ranches, clam gardens, dogs bred for wool, and plant cultivation of camas bulbs (roasted like potatoes) and tobacco (for ceremonial purposes). Combined with abundant berries and fish resources, this created a sustainable environment for the growth of large populations and complex societies.

Native groups in the Northwest Coast were organised as complex tribes or chiefdoms. Villages had square houses covered in ▶

1000

Athabascan peoples are believed to have migrated to the southwest, having descendants in the Apache and Navajo communities.



North America was not an untouched wilderness

Going back into prehistory, there have been thousands of communities that have lived and thrived on the continent of North America for thousands of years. There were also cities in the Americas larger than some in Europe when the first European visitors arrived.

There is no single Native American culture

While the first European visitors to the Western Hemisphere referred to the native peoples of the region as 'Indians' thanks in large part to Christopher Columbus, there was and remains no monoculture among the first peoples. In fact there are 574 federally recognised nations in the US today.

DEBUNKING MYTHS

A few commonly repeated first American falsehoods

Not all Native Americans lived in tepees

As with there not being a monoculture, different groups lived in different circumstances. Longhouses, hogans (a hut of logs and earth), wigwams and igloos were all used in different areas depending on the building materials available. Some ancient cultures carved homes from the cliff faces, which can still be seen today.

Native Americans did not originate in Japan

A 2021 study into the dental records of Native Americans and the ancient Jomon people of Japan found no connection between the two communities. Some experts link the 15,000-year-old Jomon to America due to similarities in archaeological finds.



planks with gabled roofs. The houses had interior sleeping compartments, central fires, and storage areas for hunting and fishing equipment. These villages were the main occupation location throughout most of the year but Natives also lived in summer camps. These camps, by contrast, were flimsier because they were temporary shelters where the focus was on fishing and gathering foods for long-term storage for the winter. Subsistence focused on fishing, primarily salmon and candlefish, which were processed as much for their meat as for their oil. Other animals, including whales, sea lions and crabs, as well as bear, fox, wolves and rabbit, were also hunted.

One major Native group in this area is the Tlingit. For the Tlingit, the *kwaan* was a defining social group. It was composed of people who lived in a particular area, and multiple *kwaans* made up the entire nation. *Kwaans* were divided into two groups, known as *moiety*s, and named Raven and Wolf. Clans and lineages were emphasised artistically on totem poles; specialists carved these poles, and there were six different kinds. Some were carved to honour house group leaders and others to hold cremated remains of persons honoured, or to recreate myths, or to settle debts. Northwest coast art is unique and is often expressed through the carving and painting of square or rectangle boxes and the totem poles, but it was and still is also incorporated into house decorations and on blankets.

The potlatch was a common Northwest Coast native ceremony in which different groups brought blankets or other high-status belongings to a central place as gifts. These gifts were then ceremoniously burned. Potlatches may be an example of what anthropologists call conspicuous consumption, although other researchers have emphasised their important role in funerals. These funerals became more elaborate after contact, especially after contact with Russian trading ships and companies. Today there are still numerous Northwest Coast groups, including the Tlingit, Haida, Coast Salish, Chinook and Makah, and in total there are almost 250 recognised tribes in the region.

PLAINS

The Plains Indians were one of the last groups to be contacted by European Americans and as a result they often serve as a key part of Western frontier mythology. Although they are known for hunting bison with bow and arrow they also invented pottery and tended to native seed plants like marsh elder, squash and sunflower. By the time of European American contact, there were two main groups of Plains Natives in the region: farmers and mobile hunters and gatherers. The farmers were the ancestors of the Mandan, Hidatsa, Missouri and Osage, while the mobile

ABOVE A 1925 illustration of the Native people of the Great Plains hunting buffalo

RIGHT A mural of the indigenous Plains people at the Museum of Texas Cultures in San Antonio, Texas

BELOW Decoys made from reeds, clay and stuffed skins were commonly used



hunter-gatherers were the ancestors of the Comanche, Arapaho, Dakota, Cheyenne, Crow and Lakota Sioux.

What may be most surprising to readers is that horses were not introduced to the Plains area and its Natives until contact. Once introduced, though, they were quickly adopted by these groups and the horse rapidly altered their culture. Before the horse was introduced, Plains groups were mobile hunters and gatherers, walking in a seasonal round to secure food. Mobile hunter-gatherers lived in camps made of tipis - round structures that could easily be put up and taken down. After horses were introduced, they quickly became an essential part of the economy. Goods such as bride wealth, which was paid to a bride's family by the groom, was usually paid in horses. Conflicts between people were also settled with horses.

Warfare was a frequent part of Plains culture; men were warriors and took women and children captive. Plains cultures also practised blood revenge



1300

Ancestral Puebloans leave their cliff dwellings around this time, possibly due to a severe drought in the region. Their structures can still be seen at Mesa Verde National Park.

1451

An alliance of the Mohawks, Oneidas, Onondagas, Cayugas and Senecas is formed, called the Iroquois Confederacy. The exact date is contested, but in 1712 they are joined by the Tuscaroras and take the name Haudenosaunee.

1492

Christopher Columbus lands in the Caribbean on his first of four crossings of the Atlantic, beginning the exploration and colonisation of the Americas by Europeans.



“Horses were not introduced to the Plains area and its Natives until contact”

if a warrior was killed. Scalping, or removing a part of the scalp with hair attached, often leaving its victim still alive if done properly, was practised but was not common. Men's status was determined through warfare exploits that included capturing horses and counting coup - being close enough to touch an enemy during battle and live. Women cooked food, tended to children, made clothing and teepee covers, and were valued for their ability to process bison skins, an important trade item with non-Natives.

Religion was centred around a personal rapport with a spirit, identified through a vision quest. The most sacred ceremony was the Sun Dance, practised if a relative died at the hands of the enemy. Sun Dances were performed so a man could learn how to avenge their death. Each man cut slits on their back or chest and passed around a skewer attached to a line tied to a central pole until they broke free.

GREAT BASIN

The Great Basin includes most of Utah and Nevada but also parts of Oregon, Idaho, eastern California, western Colorado and western Wyoming. As such, its groups were influenced by and interacted with many of the groups at its edges. Because of the significant variation in elevation between the valleys and mountains, humans, plants and animals were well adapted to this environment. Freshwater shellfish, elk, moose, caribou and plant foods, particularly the pinon nut, were important.

Around 2,500 years ago, people began to settle in pit houses and formed villages, often near large rivers. They began to trade more with Northwest Coast peoples, using items like carved whalebone and soapstone as well as obsidian. The use of stone ovens to roast root crops became more popular over time. Hopper mortar bases, used to process root foods, and digging stick handles, to remove roots from the ground, were important technological adaptations.

The Kootenai were a typical Plateau group and were organised as a small tribe. They had no permanent settlements but used a mobile seasonal round following food; fish, deer and ducks were their primary food source. Fishing was done by groups using weirs and traps. Elaborate duck decoys, one of which has been preserved, were used in the duck hunt. Women were in charge of plants. The camas bulb, a type of lily that could be dug up, baked in stone ovens and then eaten was an important food source. Berries were also gathered, dried and eaten. Tobacco was the only intentionally planted crop, done by men, and used only in rituals.

This broad overview of Native American tribes at contact presents an ethnographic picture of what these groups looked like between 1540 - 1800, but it's important to remember that these tribes are still here today. Like all cultures, they change over time but they persist. During the late 20th century, through the American Indian Movement, the Native American arts movement and the Take Back movement, tribes are actively exercising agency while honouring their diverse heritage. ○

FURTHER READING

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1513

Juan Ponce de Leon lands in what is now Florida, giving the region its name after 'Pascua Florida', Spain's Easter celebration of a 'feast of flowers'. Colonisation of the area soon follows.

1519

Horses are reintroduced to North America (a local genus of Equus having gone extinct 10,000 years ago) with the arrival of Hernán Cortés. As their numbers increase they are adopted by indigenous people.

1521

With the Battle of Tenochtitlán, Hernán Cortés conquers the Aztecs with Spanish conquistadores and the aid of local fighters. Their siege of the city lasts for 93 days.

TUDOR FASHION TIPS

From farthingales and ruffs to codpieces, ten ways to achieve the styles of the Tudor court

Written by Emily Staniforth



I imagine you find yourself at the centre of the Tudor court as a minor member of the nobility. You are one of many. You want to be noticed, you want to make a fine marital match, you want to advance your position and you definitely want to please the monarch. So what do you wear? Well, English high fashion was ever-changing throughout the 118 years that the Tudors held the throne. During the reign of Henry VII (1485 - 1509) slim silhouettes, fur-trimmed outfits and gable hoods were the height of fashion, but by the time his granddaughter, the last Tudor

monarch Elizabeth I (1558 - 1603) was on the throne, corseted waists, voluminous skirts and ornate decoration were the preferred style. The royals themselves were at the heart of these trends and were the fashion icons of their time.

Much of what we know about high Tudor fashion is taken from royal and household accounts of the period, and the large number of portraits. While it's hard get a truly accurate idea of the many aspects of fashion at court, we can paint a fairly good picture through these sources and the work of fashion historians. So how do you dress like a Tudor?





1 OBEY THE RULES

Life at the Tudor court was not an easy ride: the turbulent nature of the monarchs and the scheming of ambitious courtiers made it a dangerous place. It was important to follow the expected rules and customs, and the rules of fashion were no exception. Clothing has a long history of being regulated by the monarch, with the first law defining appropriate apparel made in the 13th century. These laws were known as sumptuary laws, and were not only used to dictate acceptable fashion choices but also governed what a person could eat and the furniture they could own in their home.

During his reign, Henry VIII introduced a number of sumptuary laws. Four different Acts of Apparel were passed while he was king, which outlined who could wear which materials, garments and colours. Purple and cloth of gold were restricted to members of the royal family, as were silks and sables. The top rung of noblemen ("those above Viscounts and Barons") were permitted to wear silver and satin, while "Viscounts, Barons, Knights of the Garter and Privy Council members" were allowed to wear velvet, furs and woollen headwear that had been "made out of the realm". The implementation of these laws continued into the reign of Elizabeth I.

2 RUFF IT UP

When most of us conjure up an image of a stereotypical Tudor courtier, it's likely that they're wearing some kind of ruff - a frilled collar that has become an icon of the Tudor age. From the small and demure to the wide and extravagant, ruffs formed an important aspect of Tudor fashion, though they did not become popular until long after the death of Henry VIII. In fact, ruffs first became fashionable during the 1560s, when the frill at the tops of undershirts began to be worn so they were just visible at the neckline of an outfit. From there, the size of ruffs grew until they began to be made as a separate piece of clothing altogether, worn as an accessory around the neck. A unisex item, ruffs became fancier and more intricately designed. They reached their height of popularity during the reign of Elizabeth I, who was partial to wearing an exaggerated ruff.

As with many fashion items, the ruff was always evolving and a popular version for women during the Elizabethan era was one that exposed the chest and framed the head. This, of course, required the ruff to be stiff and rigid so it could maintain its shape. Great care was taken to ensure that all ruffs were starched, pleated and cleaned regularly by employing specialist laundresses to look after them.

TOP LEFT Purple dyes were expensive during the Tudor age and were a symbol of wealth attached to the monarchy. Henry VII is painted here wearing the colour

TOP RIGHT Ruffs increased in size and decoration into the Elizabethan period

RIGHT Tudor men traditionally wore stockings or hose as part of their outfits



3 UNDERWEAR MUST BE CHANGED REGULARLY

Unlike the underwear we recognise today, Tudor undergarments were a different thing altogether. A variety of clothes considered as underwear were worn underneath the huge and extravagant outfits of Tudor courtiers. A chemise, a sort of linen shift dress, was worn by both men and women as a base layer over their torso and upper legs and was designed to protect any outer clothing from the body's natural sweat and oils. Different kinds of linen could be used to make a chemise, but the wealthier the owner of the garment, the finer the material. Women then also wore corsets and hooped skirts over the top of their chemise as well as hose or stockings on their legs. Though men did not wear undershirts, they too wore stockings and hose, and during the reign of Elizabeth I men became partial to wearing corsets as they became fashionable for both sexes.

Many undergarments helped to create certain body shapes and silhouettes to adhere to Tudor beauty standards. However, another purpose of all this underwear was to preserve clothes for as long as possible by putting a barrier between outer clothes and the body. Bathing was not always a regular occurrence in the lives of the Tudors (Elizabeth I was noted to be a bit of a clean freak because she bathed at least once a month), and so maintaining good clothing hygiene was imperative. It was especially important that underwear was changed and washed regularly, often more than once a day.



FASHION ICON HENRY VIII

*How the Tudor king
influenced fashion trends*

When Henry VIII acceded to the English throne, he inherited a nation that had been growing in prosperity thanks to the cautious financial policies of his father Henry VII. But this would not last long. With Henry VIII's accession came extravagance and grandeur at the Tudor court and the royal household. Henry liked the finer things in life, and at the start of his reign he was a young, fit, handsome and virile man who presented himself well. Clothes were a big part of that and he made sure he was dressed in the finest imported materials. In fact, when import licences were granted it was usually with the condition that Henry got a first look at materials coming into England.

Styles of clothes were equally as important to Henry as the fabrics they were made from, and he was largely responsible for the soar in popularity in the 1530s of large, broad-shouldered silhouettes that were created by wearing padded sleeves. These sleeves helped emphasise

Henry's immense stature: at well over six feet tall he towered over most of his contemporaries. As he grew older and gained more and more weight, Henry did not hide his figure away but instead draped himself in more layers of embroidered and jewelled fabrics. His fashion choices were a statement of his power and wealth, especially to his international rivals. However, he was also not averse to taking style tips from these rivals as it's believed that Henry's decision to grow a beard in around 1515 was influenced by the facial hair of his greatest competition, Francis I of France.

66
AS HE GAINED WEIGHT, HENRY VIII
DRAPED HIMSELF IN MORE
LAYERS OF EMBROIDERED AND
BEJEWELLED FABRICS



BELOW This portrait of the Duchess of Norfolk shows a traditional farthingale gown



The large skirts that were typical of upper class female fashion during the Tudor era were enhanced using a hooped skirt contraption that formed part of a woman's undergarments. The item was called a farthingale and it was first introduced into English fashion in 1501 when Catherine of Aragon arrived in the country to marry Prince Arthur Tudor, the first son of King Henry VII and the heir to the throne. The farthingale had been popular in her homeland of Spain for a number of years before the style caught on in England. The structure of the underskirt gave a dress a conical shape, which can be seen in many portraits dating from the reign of Catherine's second husband, Henry VIII. It continued to be the style of choice in England for many years, with Catherine and Henry's daughter Queen Mary I (who ruled England from 1553-58) also having favoured the style, which reflected her Spanish heritage.

Eventually, during the reign of Elizabeth I, the popularity of the classic Spanish farthingale waned, though the shapely skirt did not disappear from England. Instead, it was overtaken in favour by the French (or Drum) farthingale, another iteration of the hooped skirt which gave its wearer a more rounded silhouette.

Tudor Fashion Tips

Just as it is today, fashion was a mutable concept for the Tudors. Styles changed and developed, new fashions were invented and inspiration was taken from other prominent European states. So how did people know what was a la mode? Looking to the royal family would have made sure you didn't go too far wrong. As with Catherine of Aragon's foreign style inspiring the farthingale's popularity in England, monarchs and their family members served as the ultimate trendsetters of the era.

This idea of evolving fashion among the royals can be seen in new developments in style that coincided with the revolving door of Henry VIII's wives. Just as Catherine of Aragon introduced the farthingale, Henry's second wife Anne Boleyn was responsible for the rise in popularity of the French hood - a rounder, softer headpiece for women than the traditional English hood. However, when Anne was beheaded in 1536 Henry's new wife Jane Seymour chose to wear an English hood which, as a result, regained its status as the most stylish headwear. One of Henry's wives, though, was inversely impacted by English fashions. Anne of Cleves, who hailed from the Holy Roman Empire, began to dress in the English style rather than her own German one after it became apparent that her husband was displeased with the way she looked and was not enamoured by her traditional German clothing. ►



BELOW In this famous portrait of Anne Boleyn she is depicted wearing a round French hood





ENHANCE YOUR MANHOOD WITH A CODPIECE...

ABOVE As seen in this Hans Holbein portrait of Henry VIII, the Tudor king was partial to an exaggerated codpiece

Is there any male Tudor fashion item more iconic than the codpiece? Probably not. The codpiece, a pouch which covered a man's crotch, had grown in popularity from the middle of the 15th century as doublets had become shorter and thus no longer covered the genital region. However, the surge in popularity of the codpiece was not just for the practical reason of protecting one's modesty. Expressions of masculinity were extremely important to men of the Tudor court, and never more so than during the reign of the ultimate insecure king Henry VIII.

Tudor social conventions dictated that a man's private parts shouldn't be discussed in polite society, which is ironic considering the amount of attention the codpiece must have drawn to the area. The first codpieces were made from a simple selection of fabrics that were attached to the legs of a man's hose, and over time the garments became more and more extravagant and sturdy. Unsurprisingly, codpieces came to be synonymous with virility and, of course, were important to Henry VIII who was eager to present himself as a virile man to distract from the fact that it took him so long to sire a son. Some men were even believed to stuff their codpieces with fabric.



...& LADIES, GET YOUR BUMROLLS READY

ABOVE The voluminous skirts of Elizabethan women were often enhanced through the use of a bumroll

Tudor skirts were large and cumbersome with a very specific shape. These skirts helped to create the vast silhouette popular in women's fashion at the time, but there was one other aspect of women's fashion that helped them achieve the desired shape. A garment called the bumroll did pretty much as the name suggests. Tied around the waist, this padded roll of fabric allowed a woman to accentuate her behind while softening and adding more dimension to the harsh silhouette of farthingale skirts. For many women, the bumroll was an essential item of underwear.

Bumrolls were particularly popular during the reign of Elizabeth I, who herself sometimes wore a bumroll under her dresses. The first evidence of a bumroll during this time actually comes from the wardrobe accounts of the Elizabethan queen in 1580. However, it wasn't just the rich who valued the bumroll as an important fashion item. Lower-class women who aspired to dress in the styles of the Tudor court also adopted the bumroll as an accessible and affordable garment that could help them achieve the desired fashionable shape. The bumroll remained a popular undergarment until the 17th century.

FASHION ICON ELIZABETH I

*The Virgin Queen's style
and influence*

Like her father before her, Elizabeth I was an imposing figure at court. The crafted silhouetted shape of her dresses and their ornate nature we see in many portraits undoubtedly helped her make a striking impression despite being about just 162cm tall. Similarly to Henry VIII, she enhanced her power through her wardrobe and dressed much more decadently than her courtiers to set herself apart as their monarch, which was important as she was only the second queen regnant England had ever known. However, unlike her father, Elizabeth was far more frugal with her clothing and often adapted and altered existing dresses to suit new fashions.

Elizabeth's taste influenced those around her, with some of her ladies-in-waiting even wearing her hand-me-downs. She favoured outfits that made her waist and shoulders look smaller, while her skirts ballooned outwards. She also liked high and extravagant ruffs. These trends were picked up by the women and men of the court, with men wearing girdles to achieve smaller-looking waists. One other aspect that defined Elizabeth's overall appearance was her striking curly red hair. Inherited from her father, her natural hair colour became a hit with her contemporaries, who bleached their hair using questionable substances and wore red wigs to mimic their queen's beauty. Elizabeth herself also wore red wigs later in her life as her hair lightened with age.

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ELIZABETH I WAS FRUGAL
WITH HER CLOTHING
AND OFTEN ALTERED
EXISTING DRESSES TO
SUIT NEW FASHIONS





LEFT Infamous Elizabethan courtier Sir Robert Dudley wears a traditional Tudor cap adorned with a feather

HATS ARE A NECESSITY

It's rare to see a portrait from the Tudor era that does not feature headwear of some kind. Hats and head coverings were a vital part of a Tudor courtier's outfit for reasons of style as well as necessity. Keeping one's hair tucked away under a cap was believed to protect one's modesty and was a traditional sign of religious respect, especially for women, and also helped to keep hair clean as bathing was an infrequent practice at best. Wealthy women's hair was usually protected by a linen cap that served as an under layer before a more elaborate and adorned headdress was placed on top. For many lower-class women, the linen cap sufficed. Female headdresses at court, often called hoods, were subject to changing fashions. The English gable hood, a structured triangular piece worn by both Henry VII's wife Elizabeth of York and Catherine of Aragon, was later replaced in popularity with the French hood. Female headdresses were often adorned with fine jewels and embroidery and, in themselves, were a display of status.

For men, headwear was less elaborate but still necessary. Caps made from materials such as silk, wool and velvet were all the rage and though they were flatter and less ornate than some of the female fashions, they could still be dressed up and bejewelled. As with hoods and headdresses, there were several different types of fashionable cap that were commonly worn at the Tudor court.

Compared to most modern clothing, which is usually designed with comfort in mind, there was nothing remotely comfortable about Tudor fashion. Men and women squeezed into corsets and were confined by hooped skirts and hose, and many of their clothes and accessories were held together or kept in place using pins. A variety of different sized pins were used to fashion clothing, from heavy pins that held together great swathes of fabric in skirts, to smaller, daintier pins that helped ruffs to keep their shape. In fact, many garments came in separate pieces that had to be pinned together.

Of course, pinning your clothes together every day must have been a time-consuming process, and the vast number of pins attached to one's clothing would have been a precarious situation to navigate. Undoubtedly the Tudors must have been extremely adept at moving carefully at all times to avoid being stabbed by their own outfits.

PIN YOUR CLOTHES TOGETHER



Embroidery and jewels served as popular accessories for the Tudors, but one aspect of fashion that proved to be the ultimate embellishment to an outfit was fur. Many of us who have watched the recent BBC series *Wolf Hall* will have noticed the huge fur trims worn by Henry VIII and his many advisors and courtiers in the show. Sables (fur from small marten mammals similar to a ferret) were immensely popular with the Tudor royals, with both Henry VII and VIII spending vast amounts of money on these costly imported furs. Lesser noblemen were also permitted to wear furs, though according to one of Henry VIII's sumptuary laws only royalty could wear sables.

Popular types of fur at court included lynx, squirrel, mink, leopard and rabbit. The use of ermine (fur from a stoat) on clothing, however, was also restricted to members of the royal family. In fact, Queen Elizabeth I was painted with a live ermine as the animal, and thus its furs, were believed to represent purity because of its bright white coat. As a result of the restrictions placed on ermine, the furs became a symbol of wealth. ○

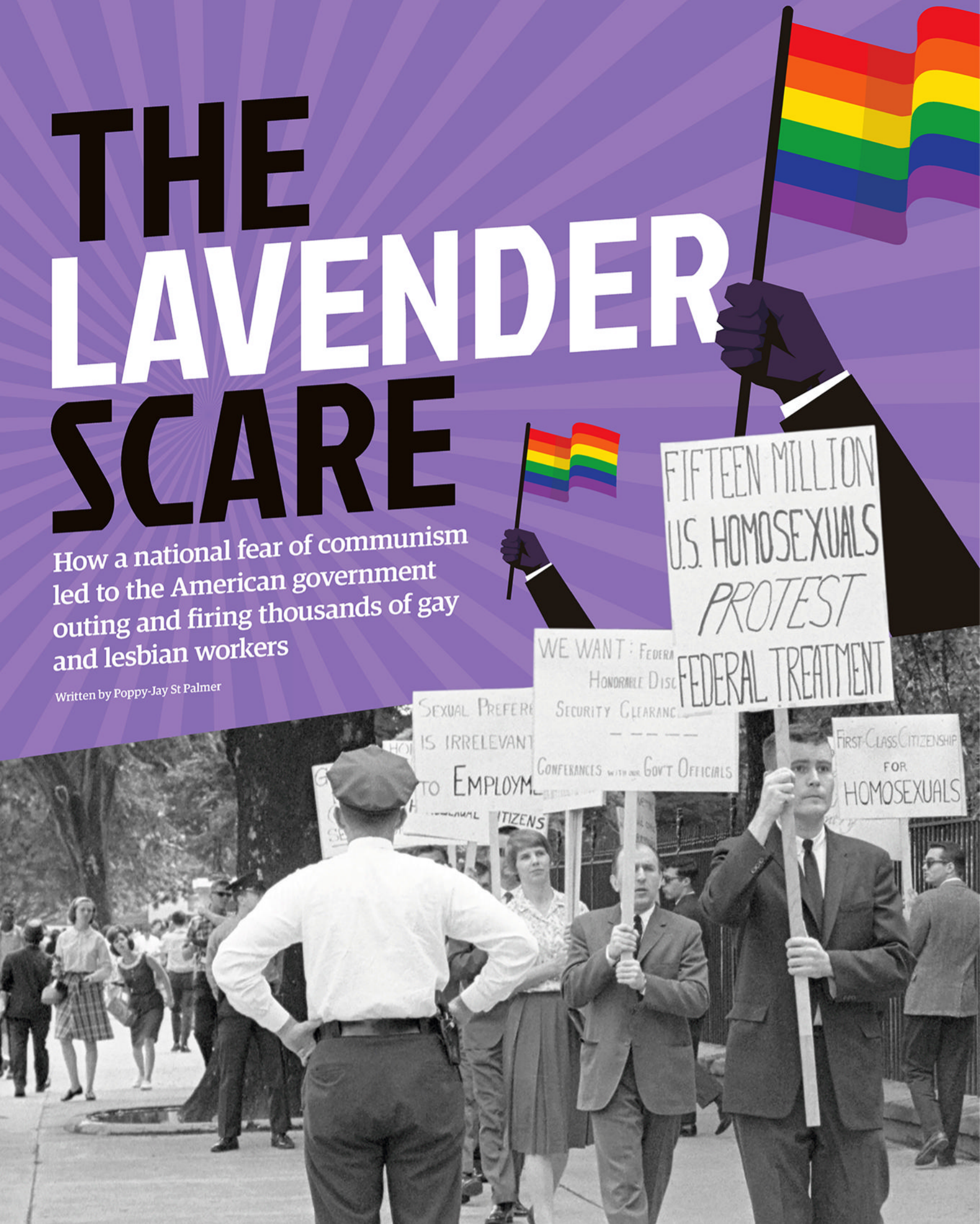
LEFT Tudor outfits would have been uncomfortable and precarious due to the pins holding them together

TOP Prominent Tudor nobleman Thomas Howard is shown here wearing a magnificent fur-trimmed coat

THE LAVENDER SCARE

How a national fear of communism led to the American government outing and firing thousands of gay and lesbian workers

Written by Poppy-Jay St Palmer



Senator Joseph McCarthy facilitated a national moral panic in the US with his accusations of government workers being communists and homosexuals



What's the difference between a communist and a homosexual? None, according to the United States government during the time of McCarthyism.

You may have heard of the Second Red Scare, an era of US history shortly after the Second World War that saw the nation gripped by an intense fear of communism. An onslaught of aggressive propaganda led citizens across the United States to become terrified of the idea of communism, anarchism and other extreme left-wing ideologies. Following the mania of the first Red Scare that took place after the First World War, the second entertained the idea that American and foreign communists were infiltrating the federal government to disrupt the American way of life. But with it came another moral panic that has largely been omitted from history.

Known as the Lavender Scare, the next campaign took aim at America's LGBTQ+ community. Its title was in reference to the phrase 'lavender lads', a synonym for gay men that was repeatedly used by a prominent senator at the height of the scare, and 'lavender menace', used by infamous homophobe Anita Bryant to describe lesbians. Throughout the Lavender Scare, it was widely believed that homosexuals had infiltrated the US government and posed a grave threat to national security.

A widespread panic ensued, and the government began harassing and firing those suspected of being LGBTQ+.

POINTING THE FINGER

The national reaction to the notion that homosexuals had infiltrated the government may seem unbelievable by today's standards, but it was the boiling point of a pot of fear that had been simmering for years. In February 1950, Senator Joseph McCarthy gave a speech that chilled the nation to the bone: he claimed that he had a list of 205 Communist Party members who were working and shaping policies in the State Department. Even worse was the response that came from Deputy Under Secretary John Peurifoy. In a poor attempt to quell the panic, Peurifoy assured the committee that the department didn't employ any actual communists, and a number of people who had been considered security risks had already been forced out. Among them were 91 homosexuals. Many interpreted the admission as proof that the State Department had been infiltrated by 'sexual perverts'.

The revelation was met with even more fear, and the general view of LGBTQ+ people in the United States was blown completely out of proportion. Communism was overshadowed by this new moral panic, with many believing homosexuals ▶





“BY NOVEMBER 1950, ALMOST 600 CIVIL SERVANTS HAD BEEN DISMISSED IN WHAT SOME POLITICIANS DESCRIBED AS THE ‘PURGE OF THE PERVERTS’”

to be even more of a threat to security than the communists they had been clutching their pearls at just a few weeks before. Respected broadcaster Elmer Davis even commented on national radio: “It looks as if the enemies of the State Department, and of the administration generally, have gotten hold of a more profitable issue than communism.”

BEFORE THE STORM

Two years after the end of the Second World War in 1947, President Harry S Truman's administration attempted to strengthen the government in any way it could. The president passed an executive order establishing a loyalty programme for federal employees, meaning that anyone who could be seen as immoral or disgraceful became a target. However, the way in which the executive order was worded made it very clear who were intended as the targets. Gay and lesbian employees were singled out and treated as a threat to the wellbeing of the United States, despite there being no evidence to support this theory. The Secretary of State issued a memo stating: “The tendency towards character

ABOVE American sexologist Alfred Kinsey's book *Sexual Behaviour in the Human Male* helped bring LGBTQ+ people into the public eye

ABOVE RIGHT The Lavender Scare came at the same time as the Second Red Scare, which saw countless US citizens live in real fear of communism

weaknesses has led us to the conclusion that the known homosexual is unsuited for employment in the department.”

One of the first rounds of dismissal initiatives came from the National Park Service the same year. The Park Police began what was crudely known as the ‘Sex Perversion Elimination Program’. They started targeting gay men for arrest and intimidation, and even labelled them mentally ill. At this point, the arrests were very hush-hush compared to those that came after 1950, but the misinformation being spread about the LGBTQ+ community, particularly gay men, was rife.

‘PURGE OF THE PERVERTS’

Following McCarthy's infamous speech, the federal government found itself with a case of mass hysteria on its hands, and was now tasked with finding a way to save face. The solution? Firing those at the centre of the hubbub. Republican members of Congress already had concerns about gay and lesbian people working for the US government as early as 1947, during the onset of the Cold War with the Soviet Union, and McCarthy's speech turned the pressure up even higher.

By November 1950, almost 600 civil servants had been dismissed in what some politicians described as the ‘purge of the perverts’. The State Department even began boasting that it was firing one homosexual per day, which was twice the rate at which they were getting rid of those suspected of ‘political disloyalty’.

Following McCarthy's initial speech, he continued to make passing references to “communists and queers” in his addresses, but eventually dropped the subject, unsure of how to proceed or investigate his own accusations. Some believe it was McCarthy's lack of involvement from thereon out that caused the Lavender Scare to be largely forgotten from United States history.

CUTTING TIES

The US government already had a strained relationship with the LGBTQ+ community. Sodomy laws had been in place in the country for many years, but they weren't particularly enforced and most didn't specifically target same-sex relationships. It wasn't until the 20th century that the US began to become more aware of the existence of LGBTQ+ people – partly



thanks to the publication of sexologist Alfred Kinsey's book *Sexual Behaviour in the Human Male* - and thus began to take sodomy laws more seriously. In addition to that, even more anti-LGBTQ+ legislation was brought into law. From 1941 homosexual men were no longer allowed to serve in the military, and those suspected of being gay were served with 'blue discharges'.

Although McCarthy had backed off from the issue of homosexuals infiltrating the government, the damage was already done. His colleagues in the Senate formed committees to investigate the claims with even more gumption. The rate at which gay employees (or even those suspected of being gay) were being dismissed increased. Most of the concern around gay people working for the government came from the belief that they were more susceptible to Soviet blackmail, and were more likely to be taken in by communist ideologies than the average heterosexual.

McCarthy had previously claimed that intelligence officials had informed him that "practically every active communist is twisted mentally or physically in some way". He ended up linking this wording

ABOVE Politicians and police began targeting and harassing government workers who were suspected to be gay as they were seen as a 'security risk'

ABOVE RIGHT The damage done by McCarthyism and the Lavender Scare affected the United States' LGBTQ+ community for decades

to the LGBTQ+ community simply because homosexuals were considered to be mentally ill or, as he personally put it, have "peculiar mental twists". A few individuals defended the gay employees being targeted by the government, like Secretary of State Dean Acheson, but most saw the dismissals as a positive move for the future security of the country.

THE DOWNWARD SPIRAL

Things came to a head in 1953 when the then-president Dwight D Eisenhower signed Executive Order 10450, which barred homosexuals from working for the federal government. Hundreds of gay civil servants were forcibly outed and fired as a result. But it didn't stop there: many other employers followed the State Department's example and thousands more were dismissed by private contractors and the military, leaving them jobless and their reputations tarnished. The press eventually lost interest in the stories - unlike the suspected communists, the gay civil servants didn't challenge their dismissals so the firings were far less dramatic and no longer of interest to the

general public. Instead, those affected continued to be systematically oppressed by the government quietly and privately, which did nothing to help the historical record of the Lavender Scare.

It wasn't until 1957, a decade after the first government employees were targeted, that someone finally stood up and fought back. After being dismissed as an astronomer from the US Army Map Service, Franklin Edward Kameny formally appealed his firing. He lost the case, but the proceeding was the first known civil rights claim based on sexual orientation pursued in an American court. Kameny is now widely considered as one of the most significant figures in the American gay rights movement.

The Lavender Scare lasted for more than two decades: the US government didn't officially stop using sexual orientation as grounds for dismissal or to deny employment until 1995. But by that time more than 10,000 queer government employees had been driven out of their jobs. They were left outed and unemployed, and their suffering barely made it into the history books. ○



The Making of JAPAN

The rise of imperial power and a flourishing of the arts and culture in the Land of the Rising Sun can be traced back to the Asuka period

Written by Ben Gazur



The Asuka period (592 - 710) was pivotal in the development of Japan's culture and is regarded as the beginning of the country's Classical Age. Japan's modern name, Nippon, was first adopted in this time and shows an increasing awareness of the potential of Japan. Nippon, which means 'the sun's origin' and is widely translated as 'the Land of the Rising Sun', set itself apart from the lands to the west where the sun set.

MOVING POLITICS

The Asuka period takes its name from the move of the imperial capital to the Asuka region in Yamato Province. Each time the emperor died a new palace was constructed and the capital moved, but during this period most remained in the Asuka region. We know much about Asuka politics because this was the first period of Japanese history where actual historical events can be distinguished from legendary and folkloric narratives.

The government of Japan at this time was controlled by the powerful heads of the great clans. These families played vital roles in the administration of the state. The emperor was notable for his role in the rituals thought necessary for the maintenance of divine favour. Before the Asuka period the Mononobe and Soga clans had contended for supremacy. The Mononobe were conservative and inward-looking while the Soga were more open to allowing foreign influences, such as Buddhism. At the Battle of Mount Shigi in 587 the Mononobe were defeated by the Soga and their leaders killed, and the Soga became the most powerful clan in Japan. Marriage to the imperial family led to generations of emperors having Soga blood.

With the backing of the Soga, the emperor began to have more influence over the government, if only with the assent of the Soga leaders. In 593 Empress Suiko, the first of Japan's eight female rulers, came to the throne after the previous Emperor Sushun was



Image source: wiki/The Prince Shōtoku exhibition

assassinated on the orders of one of the Soga. She appointed her nephew Prince Shōtoku as her regent, and many of the reforms of this period are credited to him.

POWERFUL REGENTS

In the defeat of the Mononobe clan, Shōtoku is said to have called on the Buddha to aid the Soga forces. As a devoted Buddhist, Shōtoku founded the first Buddhist temple in Japan, Shitennō-ji, employing Korean builders. Yet Shōtoku also continued to visit Shinto shrines and a distinctive Japanese syncretism between the two faiths would continue to develop. According to legend, a sweet-smelling wood drifted over the sea to Japan in this time and when burned produced aromatic smoke, and incense became central to Japanese rituals.

It was Shōtoku who first referred to Japan as the Land of the Rising Sun. When

ABOVE Empress Suiko was the first ruling empress of Japan. Her reign marked the start of the reforms in the Asuka period

LEFT The Asuka period saw a growth in literacy. Poetry was composed by the elite members of society, as in this illustrated poem by Emperor Tenji

the emperor of Sui in China wrote to the empress he said: "The sovereign of Sui respectfully inquires about the sovereign of Wa." Shōtoku responded with a letter addressed: "From the sovereign of the Land of the Rising Sun to the sovereign of the Land of the Setting Sun." This is said to have angered the emperor of China as it suggested that the Japanese leader was of the same rank as himself.

Under Empress Suiko the business of the government was reformed to be more like the Chinese model; Confucian doctrines from China insisted on service and deference to those in power. The centrality of the emperor in Chinese government and society was an attractive one for Japanese rulers to follow as they struggled with their own powerful nobility.

Other reforms weakened the grip select families had on the levers of government. While positions had been decided on ▶



Timeline of Asuka history CE

DEFINING MOMENT

Prince Shōtoku made regent

Prince Shōtoku, son of a previous emperor, is appointed as regent for the empress. As a supporter of Buddhism he encourages the erection of temples in Japan. Envoys to China bring back knowledge of their system of government that he implements to increase imperial power. Prince Shōtoku also writes the first legal codes, histories and Buddhist texts in Japan, and stimulates interest in Chinese literature. It is Prince Shōtoku who first refers to Japan as the "Land of the Rising Sun" in correspondence with the emperor of China.



Image source: wiki/JapaneseTemplesandtheirTreasures (The Shimbun Shin 1915)

592

Suiko becomes empress

Empress Suiko ascends the throne after her predecessor is assassinated. The imperial court in Asuka begins to centralise its power. Under her rule reforms to administration and law begin to be enacted.

593

603

Twelve Level Cap System

The Twelve Level Cap System is introduced at court to define the seniority of officials in imperial service. Each colour of cap denotes a different rank. Instead of inherited positions the best-qualified person is appointed to a role.

608

Sent to China

Takamuko no Kuromaro is dispatched to China to study its system of government. He remains there for 32 years and when he returns is pivotal in Japanese reforms. He is granted the title National Scholar.

7TH CENTURY

New artistic styles

With the rise of Buddhism new styles of painting, sculpture and architecture are imported from Asia. Tori Busshi's statues of the Buddha become emblematic of the fusion of Japanese design with Buddhist iconography.



Image source: wiki/www.banana.org

"Buddhism took on the role of a state religion"

heredity, a new system known as The Twelve Level Cap and Rank System was adopted in 603. This assigned ranks and powers, denoted by different coloured silk caps, to officials. Those who were skilled could rise through the ranks in a more meritocratic way, allowing for some amount of social mobility, though still tightly controlled. The Seventeen-Article Constitution promulgated by Shōtoku in 604 is regarded as one of the world's first written constitutions but deals mainly with the behaviour of government officials.

CONTROLLING THE SOGA

Empress Kōgyoku came to the throne in 642 but the influence of the Soga clan was challenged almost immediately. Many were upset by the patronage that the Soga gave to Buddhism and the control they had of key Buddhist sites.

A plot was hatched by the minister Fujiwara no Kamatari and Prince Nakano Ōe to purge the Soga. In 645, during a court ceremony, they struck in an event known as the Isshi Incident. The palace gates were locked and a spear hidden in the hall where the empress was in attendance. Soga no Iruka was attacked in front of the empress but begged for mercy. As the empress retired to consider the matter, guardsmen slaughtered him. His father died by suicide and the Soga clan was left leaderless. Empress Kōgyoku abdicated the throne in favour of a male

relative, though she would later retake the throne as a regent.

Following the fall of the Soga the Buddhist sites and hierarchy were taken under direct imperial control. The emperor appointed ten chief priests who were told to instruct all Buddhists on the loyalty they owed to the emperor above all others. Three secular officials were also appointed to ensure Buddhist worship and practice conformed to the needs of the imperial court. Under these reforms Buddhism took on the role of a state religion that existed to serve the needs of the crown. By adopting Buddhism the elite may have hoped to raise the status of Japan, which was considered barbarous by many in China and Korea.

Fujiwara no Kamatari and Prince Nakano Ōe retained the real power after the Isshi Incident and launched the Taika Reforms based on Chinese models and philosophies. These all tended to centralise power in the hands of the Imperial Court. Provinces were created under the control of governors who were to survey their land, redistribute it and tax it accordingly. All free men and women were allotted a small amount of land to farm. By issuing regular salaries to officials the emperor linked wealth and security to loyalty.

Weapons were to be taken from private ownership and held by the government, and landholders were placed under obligation to the throne. A bureaucracy



Image source: wiki/TempleBrochure



DEFINING MOMENT

The Isshi Incident

The Soga clan is one of the most powerful in the state and holds many important roles. Jealousy of their power and influence on the throne leads Nakatomi no Kamatari and Prince Naka no Ōe (the future Emperor Tenji) to plot their downfall. At a court function Soga no Iruka is attacked in front of Empress Kōgyoku. As the empress leaves, he is killed. The Soga clan is targeted and removed from power. Empress Kōgyoku abdicates and Prince Naka no Ōe becomes the most powerful lord under the following emperors.

DEFINING MOMENT

First coins

In 708 the first written mention of coins minted in Japan is made. These Wadōkaichin emulate Chinese coins and point towards an increase in trade both domestically and internationally. As the state becomes more powerful and larger it becomes cumbersome to transport goods for trade instead of money. Archaeology suggests coins were made before this but with official recognition a complex economic system forms. It becomes possible for the emperor to issue salaries to officials and hire workers efficiently. Trade and taxation are made simpler.



Image source: wiki/PHGCOM/CC BY-SA 3.0

645

646

661

668

672

708

710

Taika reforms

Following the Isshi Incident a series of reforms based on Chinese models is announced. These include land reforms, the appointment of governors, taxation, military service and laws. They bring more authority and power to the emperor.

Fighting in Korea

A fleet of Japanese ships and a large army is dispatched to aid the Japanese allies in Korea against Chinese forces. At the Battle of Baekgang in 663 the Japanese forces are completely destroyed.

First Law Code

Emperor Tenji orders the codification of all Japanese laws into a single work. This Ōmi Code consists of 22 volumes and is expanded and edited in future law codes issued in the Asuka period.

Civil War

Following the death of Emperor Tenji a civil war breaks out between his brother and son as to who will succeed. The war is won by his brother, who becomes Emperor Tenmu. He increases the power of the Japanese military.

Capital moves to Nara

Empress Gemmei moves with the imperial court to its new seat, modelled after a Chinese city, in Nara province. The Asuka period ends but the reforms to Japanese governance begun in Asuka continue to shape social evolution.

was created to limit the independence of powerful local leaders but not all

of these were successful and clans maintained much of their strength.

Systems of Chinese law and administration were introduced based on the first-hand knowledge of envoys sent from Japan. Householders were expected to draw up documents known as koseki, which listed the inhabitants of their home, to aid in taxation and the levying of troops. Wooden strips with these registers written on them have been discovered from the 7th century.

WAR & LAW

Japanese involvement in south-east Asia was not limited to importing ideas and goods. In 663 Prince Ōe sent a fleet and thousands of men to aid Baekje, one of the kingdoms of Korea, against an incursion from Tang China. At the battle of Baekgang the Japanese forces suffered their largest defeat in pre-modern history and lost a key ally with the collapse of Baekje. Perhaps 10,000 Japanese warriors were killed and Japan was left as the sole enemy of Tang China in the region. Efforts were made to strengthen the defences of those parts of Japan close to China in case of an

invasion, while envoys were sent to China to reestablish peaceful relations between the two countries. Following the war there was a wave of immigration to Japan from the fallen kingdom, which furthered the influence of mainland ideas.

In 668 Prince Nakano Ōe ascended the throne as Emperor Tenji, having been crown prince during the preceding reigns. He issued one of the first collections of laws in Japanese history and continued with reforms aimed at drawing more power into the emperor's hands. In 672 Tenji died and left the throne to his son Prince Ōtomo after previously favouring his brother Prince Ōama. Prince Ōama raised a rebellion, known as the Jinshin War, against his nephew and defeated him in battle. After less than a year on the throne Ōtomo killed himself and Ōama came to power as the Emperor Tenmu.

While historians refer to earlier rulers as emperor or empress it was only under

Tenmu that they were given the title tennō (emperor); before this other titles were generally used. Tenmu's reign was marked by continued efforts to strengthen the position of the emperor. Perhaps given that a rebellion had raised him to the throne Tenmu sought to reinforce his military ►

BELOW The power of the clans was reduced in the Asuka period but violence flared when some became too influential, as at the Isshi Incident



Image source: wiki/Galea/Sumiyoshi



Image source: wiki/Touken World Ukyo

LEFT The powerful regent Prince Shotoku was integral to introducing Buddhist worship to Japan through his support of temples, art and literature

RIGHT At the Battle of Baekgang a Japanese fleet was destroyed as it came to the aid of an allied kingdom in Korea

position. The administration of the army was reformed and new fortifications were built to protect the lands close to the capital. By placing some of his many sons into important roles in the government he further reduced the power of the clans to control him.

Emperor Tenmu took his role as head of the traditional Shinto worship seriously. He sent his daughter to act as the high priestess of the shrine dedicated to Amaterasu - from whom the imperial family claimed descent. Yet he also continued to patronise Buddhism and encouraged homeowners to have both a Shinto altar and a statue of the Buddha. He also forbade the eating of domesticated animals during a certain part of the year, though those lords who had large hunting grounds could still eat deer and other wild game. The structures of Buddhism came under increasing control of the imperial throne as only those given permission could become Buddhist monks or priests.

EMPRESSES IN CHARGE

Following Tenmu's death in 686 his wife (who was also his niece) took the throne as Empress Jitō. Jitō helped to continue the reformation of Japanese government along Chinese lines by insisting that her officials study the laws of Tang China. She ruled directly for 11 years before abdicating in favour of her grandson, relinquishing the crown but remaining a powerful influence at court. After abdication she was given the title of daijō tennō. For much of Japanese history emperors would follow this path by retiring but remaining potent forces in the government when they became daijō tennō.

Empress Jitō was succeeded by her grandson Emperor Monmu in 697 but when he died young in 707 his mother became Empress Genmei. Monmu had planned to transplant the imperial court to Nara but the preparations for this were not complete by the time he died and it was Genmei who oversaw the move from Asuka in 710. Though she ruled for several more years this is generally considered to be the end of the Asuka period and the culture that flourished there.

Following the move to Nara a poet described the feeling of change for Japan:

*"Asuka breezes
Which used to flutter the sleeves
Of lovely ladies
Aimlessly blow on in vain
Now that the court moved away"*

RIGHT Horyu-Ji temple, founded by Prince Shotoku, is one of the oldest wooden buildings in Japan and exemplifies the architectural style of the Asuka period



Image source: wiki/6G3highland/CC BY-SA3.0

ASUKA ENLIGHTENMENT

The earliest written documents from Japan date from the Asuka period. They were composed in classical Chinese and use the Chinese writing system. The first Japanese literary works to be passed down are said to have been written by Prince Shōtoku and include a commentary on Buddhist texts, which is now considered a national treasure. Shōtoku also wrote two works of history that have not survived.

Literacy in Japan can be traced to China and there was a large influx of texts from China in the Asuka period that influenced much of Japanese literature. Though it was likely only officials and members of the upper classes could read and write, many masterpieces of literature were produced. In the *Man'yōshū* (Collection of Ten Thousand Leaves), 4,500 poems are collected that can be dated to the Asuka period. They are written in Classical Japanese as waka, poems in various metres and that take their name from the old name for Japan, Wa.

This was a period of artistic evolution and knowledge of the arts could aid a person's rise through society. Yamanoue Okura, a poet of the 7th century, became a minor noble and bureaucrat and through his works we can understand the feelings of people in Japan at this time. We know the population boomed but also suffered enormous losses due to waves of disease, and Okura described losing one of his sons, whom he likened to a white pearl, to illness. After the child passed away we are told:

*"I stood, I jumped, I stamped,
I shrieked, I lay on the ground,
I beat my breast and wailed.
Yet the child I held so tight
Has flown beyond my clasp.
Is this the way of the world?"*

"Jitō helped to continue the reformation of Japanese government along Chinese lines"

The art of the Asuka period showed the transformations that were occurring in Japan at this time. For example, the introduction of Buddhism created a need for statues to decorate temples. Tori Busshi is considered to be the greatest sculptor of his day. His grandfather immigrated to Japan from the Asian mainland and became a saddle-maker, and Tori followed this path and learned many of the skills needed for his later craft.

Tori Busshi was employed by members of the Soga clan and Prince Shōtoku and became one of the most renowned makers of Buddhist imagery. He was influenced by the Chinese style of Buddhist rock carvings, replicating them in gilt bronze. Many works of the Asuka period are ascribed to Tori Busshi or those in his workshop.

As well as works in bronze many sculptures were created from wood. One

of the few to have survived can be found in the only remaining Asuka-period building, Horyūji Temple, which contains the oldest wooden buildings in Japan and it also houses a carved Buddha made from camphor wood. The Kudara Kannon stands over 2m tall and was the first item to be designated a national treasure.

The development of Japan into a more centralised society led to increasingly complex trade and economic relationships. Coins from China dating to the early centuries of the 1st millennium have been discovered across Japan, and the first coins minted in Japan were made in the Asuka period. In imitation of Chinese coins they are circular with a square central hole. That fact that coins were required points to the development of a society where trading in commodities was no longer possible or desirable in the Asuka period. ○



ABOVE Hachiman, a Shinto kami of archery and war, was incorporated into Buddhist belief as a revered figure on his way to enlightenment

Blending Shinto & Buddhism

Shinto is the ancestral and indigenous religion of Japan which focuses on the worship of kami – spirits that inhabit the natural world. Buddhism focuses on attaining freedom from suffering and the never-ending cycle of birth and death. Since the widespread introduction of Buddhism to Japan in the Asuka period there has been syncretism between the two belief systems among Japanese worshippers.

The joining of Shinto and Buddhism is known as Shinbutsu-shūgō. From the earliest days Buddhist temples were constructed near to Shinto shrines, though the priesthood of the faiths remained separate. The Buddhism that reached Japan had already been changed from the original Buddhism of India by the influence of Chinese culture. This made it more amenable to assimilation into Japanese culture.

Buddhist priests were willing to accept the existence of kami as spirits in need of their care just like all sentient beings. The two religions never completely united but in the minds of most Japanese people they were entirely compatible. For the emperors, both faiths were equally useful as they supported the spiritual legitimacy of their rule.

Today many Japanese are welcomed into the world with Shinto rituals but buried in Buddhist ceremonies – this has led to the saying: "Born Shinto, Die Buddhist."

LEFT The Asuka Daibutsu is a large bronze statue of Buddha created in 608 by the sculptor Tori Busshi for the temple built in Asuka





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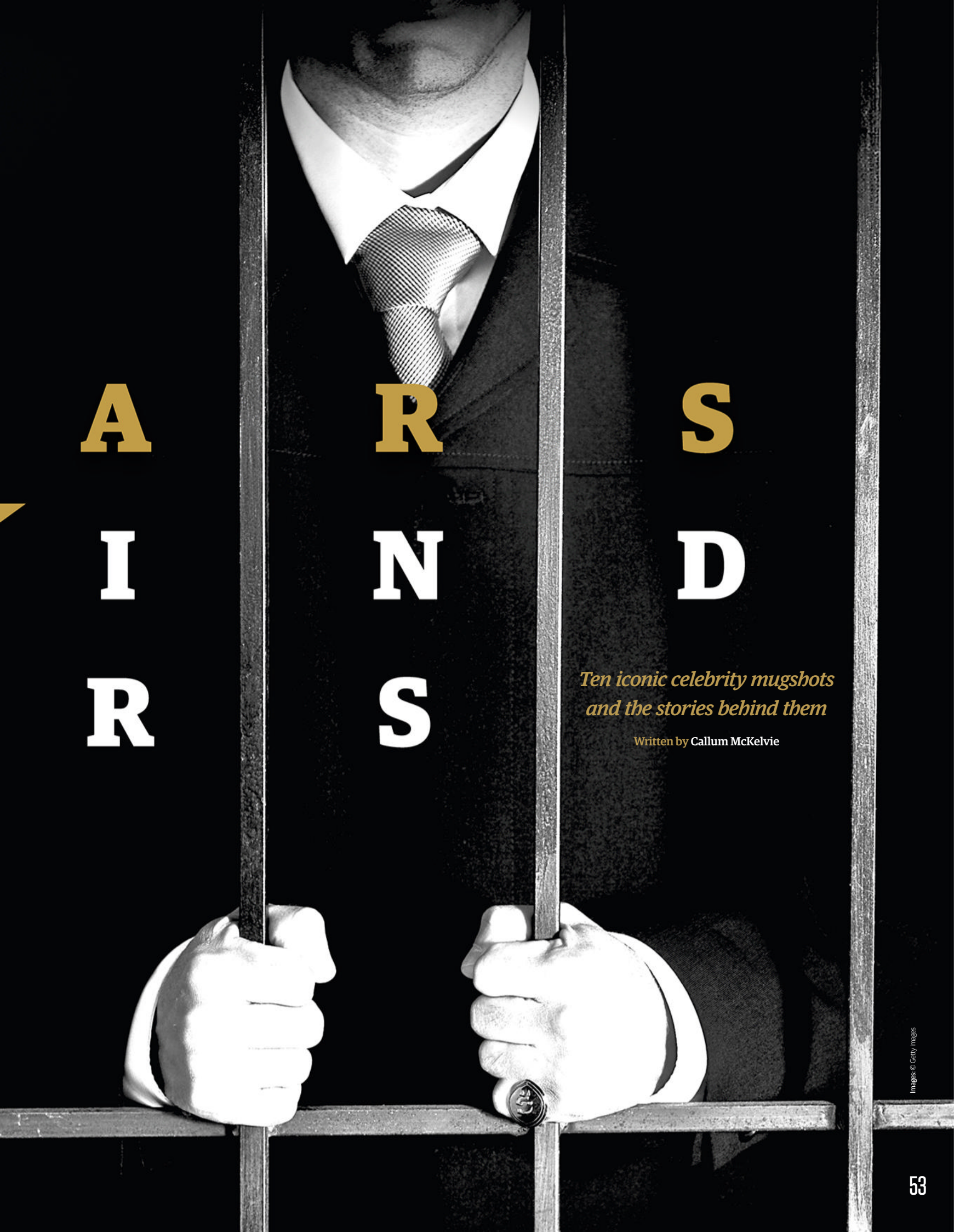
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A warning to any would-be rock stars, actors, TikTokers and influencers: be prepared to have your photo taken - lots of photos. From elaborately staged red carpet shoots to less-than-glamorous paparazzi snaps, pick your favourite celebrity and no doubt thousands of pictures can be found in a simple Google search. But some A-listers have had to get used to a very different image being shared online, one they would perhaps prefer you didn't see - their mugshot.

During the last century some of the most famous and widely recognised celebs found themselves arrested, placed in handcuffs and hauled in front of police cameras. From Cher, caught driving while only 13 years old, to Frank Sinatra, arrested as a young man for the offence of 'seduction', the crimes these A-listers found themselves charged with are varied to say the least. So let's spend a night in the slammer and get to know some of the most famous stars behind bars. ►



A R S I N D R S

*Ten iconic celebrity mugshots
and the stories behind them*

Written by Callum McKelvie

NAME: FRANK SINATRA
DATE OF ARREST: 27 NOVEMBER 1938/
 22 DECEMBER 1938
ACCUSATION: SEDUCTION, ADULTERY



Frank Sinatra - singer, actor and future Ratpacker - was just 23 years old when he found himself on the wrong side of the law. But to our modern sensibilities the crime he was accused of might seem a surprising one - seduction. At the time, this was an offence under laws that were designed to protect the virtue of women. These laws allowed women to bring legal action against men who, according to an 1856 Iowa ruling, by "promise or artifice" or "by flattery or deception" had enticed them into the bedroom.

"SINATRA WAS RELEASED AFTER ONLY A FEW HOURS"

The young Sinatra landed in hot water after supposedly propositioning a woman and offering to marry her. When it was discovered that the woman in question was already married, the charges against the singer were dropped. But Sinatra hardly had time to utter a sigh of relief because he suddenly found himself rearrested the following month - this time on charges of adultery.

He was able to pay a \$500 bond and was freed from police custody after only a few hours behind bars, and fortunately for him the incident didn't scupper his burgeoning showbiz career. Sinatra went on to become one of the 20th century's most successful performers, with classic songs such as *My Way* (1969) and *New York, New York* (1980), and appearances in films including *The Man with the Golden Arm* (1955) and *The Manchurian Candidate* (1962).

On 3 November 1970, actress Jane Fonda was on her way home from a trip to Canada, where she had given a speech protesting against the ongoing Vietnam War. Upon reentering the United States at Cleveland Airport, she was taken aside by officers and her luggage searched. They quickly came upon a bag full of vitamin pills and Fonda was arrested under the suspicion that the pills were illegal drugs.

The real reason for Fonda being searched was soon the source of fevered speculation in the media. She was a vocal critic of the Vietnam War and had been photographed astride a North Vietnamese anti-aircraft gun in Hanoi - an image that earned her the nickname 'Hanoi Jane'. She had also called for American POWs to be executed. The officer at the airport allegedly told Fonda that she'd been detained on the direct orders of US President Richard Nixon.

Her mugshot quickly became an iconic image. In it her hair is in shaggy bangs, the same cut she wore in the 1971 film *Klute* co-starring the late Donald Sutherland, and her fist is raised in defiance. According to *Vogue* magazine, the photograph soon became "a symbol for women who won't back down".

This would not be the last time Fonda would spend an evening behind bars. In 2019, she was arrested five times during the Washington 'Fire Drill Friday' protests. Fonda had worked with Greenpeace to launch the movement, which seeks to raise awareness of the dangers of climate change. "One night, big deal!" she remarked of her second stint in the slammer.



NAME: CHER
DATE OF ARREST: 27 JANUARY 1959
ACCUSATION: 'BORROWING' A CAR AND DRIVING WITHOUT A LICENCE

Without a doubt the youngest star on our list is Cher, years before she became known as one half of Sonny and Cher and later the singer of such hits as *Believe* (1998). At just 13 years old, on 27 January 1959 she found herself in the back of a Los Angeles police car.

What had the future pop icon done to find herself in this situation? Allegedly, she had been sitting in a friend's car outside his home while he ran inside. Cher waited patiently... and waited... and waited. Soon angry drivers complained that she was blocking the road, so she moved the car to allow them to pass... and continued to wait.

Finally, Cher decided enough was enough, her friend was taking too long and she refused to wait any longer. She 'borrowed' the car and drove across town to a drive-in movie theatre, but police were soon alerted to the young teen spotted behind the wheel. At 3.30 in the morning her mother received the call all parents dread - her young daughter was in police custody.

The incident was brought up during the 2013 television special *Dear Mom, Love Cher*. While Cher didn't initially remember what had happened, her mother Georgia Holt recounted the story in full, including the moment she received the dreaded phone call. To her daughter's horror, she then proudly displayed the infamous mugshot!



NAME: JANE FONDA
DATE OF ARREST: 3 NOVEMBER 1970
ACCUSATION: ASSAULTING AN OFFICER/
 POSSESSION OF DRUGS

A titan of 20th century cinema, Al Pacino has starred in such classics as *The Godfather* (1972) and *Heat* (1995). He has been nominated for nine Oscars (making him one of the actors with the most nominations) and won for his performance in 1992's *Scent of a Woman*. But long before he became a household name and worked with the likes of Marlon Brando, Pacino found himself spending three days in a Rhode Island jail.

In 1961 Pacino and two friends were pulled over after they had been spotted driving around the same area again and again. Upon investigating, arresting officers found the would-be actor and his friends wearing balaclavas and gloves. When a gun was discovered hidden in the boot, the officers took no chances and arrested all three on the spot.

Unable to pay the \$2,000 fine required to secure his freedom, Pacino spent the following three nights in jail on suspicion of attempted robbery. He told the police that the loaded pistol was intended for use only as a prop and that the three young men had been on their way to an audition. The young actor was eventually released without charge.

Pacino never again crossed paths with the law, making his film debut in 1969, and since then he has gone on to star in over 70 movies. Recent film appearances include 2019's *The Irishman* and 2021's *House of Gucci*.



NAME: AL PACINO
DATE OF ARREST: 7 JANUARY 1961
ACCUSATION: POSSESSION OF A
 CONCEALED WEAPON

The Rolling Stones, originally composed of Mick Jagger, Keith Richards, Brian Jones, Bill Wyman and Charlie Watts, were one of the biggest bands of the 1960s and remain so today. Their debut album, released on 17 April 1964, was a hit and topped the UK charts.

But in February 1967 the band was rocked by scandal. An article appeared in the *News of the World* that alleged Jagger had been seen at the Blaises nightclub in London smoking marijuana and taking other illegal substances. On 12 February police raided Keith Richards' home.

Initially Jagger was sentenced to three months imprisonment and Richards received an entire year. However, after an appeal both had their sentences reduced. Jagger would be arrested once more for alleged drug possession, on 24 May 1968, alongside his partner Marianne Faithfull.

But this would not be the singer's final brush with the law. In 1972 he was arrested by Warwick police after getting into an altercation with a photographer. The band had been booked for a concert that evening in Boston and when Kevin White, the town's mayor, heard about the arrest he was concerned about the potential chaos if the Stones did not show up. After pulling some strings, White ensured that Jagger and the band arrived on stage at 12.45am. ▶

NAME: MICK JAGGER
DATE OF ARREST: FEBRUARY 1967
ACCUSATION: POSSESSION OF DRUGS



By 1976, David Bowie was already a star. He had retired his Ziggy Stardust persona three years earlier and in 1974 had moved to the United States. However, on 25 March he found himself arrested for drug offences in Rochester, New York, in an incident that would spur him to move to Europe.

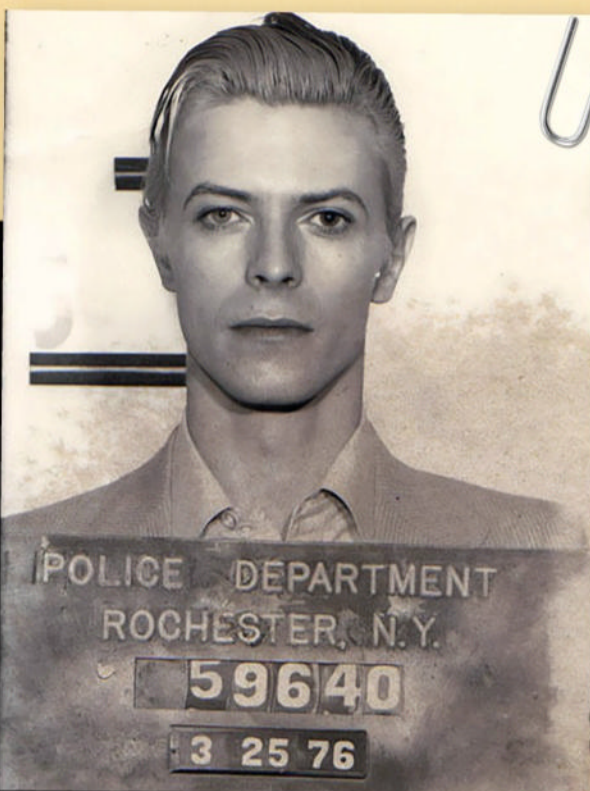
But Bowie was not alone when arrested. Another singer was taken into custody alongside him, though this star had not quite yet fully risen: Iggy Pop. The pair, along with two others, were charged with possession of marijuana.

Bowie and Iggy Pop had been struggling with substance abuse for several years. When Iggy Pop voluntarily submitted himself to a psychiatric ward, Bowie frequently visited him. However, according to one story, Bowie and either Dennis Hopper or Dean Stockwell (accounts differ as to which actor it was) once smuggled cocaine into the facility - while wearing spacesuits.

Following their arrest, Bowie and Iggy Pop decided that enough was enough and the time had come to beat their addictions once and for all. "Well, both Iggy and I felt like it might be time to clean up," Bowie stated in a 1997 interview. "We were very smart about it - we went straight out of LA to the heroin capital of Europe: Berlin!"

Bowie's original mugshot was auctioned in 2022 and sold for £4,940 - far more than its original estimate of £1,000 to £1,500.

NAME: DAVID BOWIE
DATE OF ARREST: 25 MARCH 1976
ACCUSATION: POSSESSION OF MARIJUANA



"I'VE ALWAYS TRIED TO HAVE A FAIR AMOUNT OF CASH WITH ME. I LIKE THE IDEA OF BEING ABLE TO BAIL MYSELF OUT"

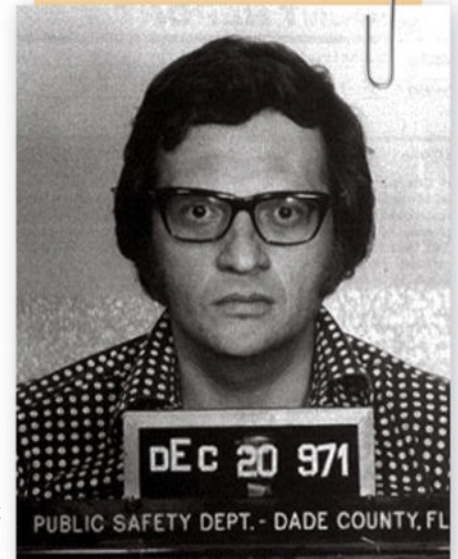
NAME: BILL GATES
DATE OF ARREST: 13 DECEMBER 1977
ACCUSATION: SPEEDING/RUNNING A RED LIGHT

By 1971, Larry King was already a popular Miami radio and television host, working as a late-night presenter and sports commentator. However, he soon found himself dismissed from both positions and in the middle of a career slump when he was arrested for grand larceny.

The trouble began when his former friend and business partner Louis Wolfson accused King of stealing \$5,000. The money was supposedly part of a \$25,000 payment Wolfson made intended for New Orleans District Attorney Jim Garrison, who was investigating the assassination of JFK. King was meant to deliver the payment but was accused of taking the money for himself.

The grand larceny charge against him was dismissed because the statute of limitations had expired. But Wolfson was not happy and allegedly attempted to get King's employers to pay for the television personality to spend a stint in a mental institution so "he can do no further harm in this community or in any other".

The scandal had a lingering effect and King spent several years battling to rebuild his media career - eventually with considerable success. By 1978 he began hosting the *Larry King Show* and in 1985 started *Larry King Live*. Nonetheless, the past proved difficult to shake off. In 2014, a biography of Wolfson entitled *Junkman Genius* was published and tales of King's supposed theft resurfaced in the press.



NAME: LARRY KING
DATE OF ARREST: 20 DECEMBER 1971
ACCUSATION: GRAND LARCENY



Perhaps one of the most iconic celebrity mugshots is this image of Bill Gates, taken in 1977 when he was only 22 years old. The future tech mogul found himself in front of a police camera after he'd been caught speeding and running a red light.

Arrested and taken into custody, the young Gates had to spend the night in a cell, surrounded by, as he himself described it, "all the drunks". And this wasn't his first run in with the law - he'd been arrested two years earlier for the same offences. The car he was driving at the time of his 1977 arrest wasn't even his own but the property of his childhood friend and co-founder of Microsoft, Paul Allen.

Although some disputed this image's authenticity, Gates himself addressed the photograph in a 2007 interview with *Time* magazine, claiming the notorious incident had taught him a valuable lesson as a young man. "I've always tried to have a fair amount of cash with me," Gates explained. "I like the idea of being able to bail myself out."

The mugshot has become iconic, with suggestions that it has more than a passing resemblance to the blank silhouette used as the default profile icon for Microsoft Outlook. Was the photo's silhouette used as a secret in-joke? We may never know, but the image of Gates grinning from ear to ear for the police has become infamous, with prints and posters available online.

In 1968 Steve McQueen starred in the film *Bullitt*, which is celebrated for its incredible car chase that is considered one of the best in cinema history. However, four years later he was demonstrating his own somewhat erratic driving skills when he was pulled over in Anchorage, Alaska.

McQueen had come to the town on a fishing excursion with his friend, documentary filmmaker and surfing enthusiast Bruce Brown. At some point during the trip, the locals spotted McQueen driving an Oldsmobile Tornado at high speeds up and down the main street. He's said to have pulled a few doughnuts as well.

Officers arrived on the scene and pulled McQueen over. Suspecting that he'd been drinking, they asked him to complete a simple sobriety test that involved walking in a straight line down a road marking. Instead, McQueen allegedly chose to somersault himself down the line, failing the test spectacularly.

Arrested and taken to the police station, he managed to ensure his 'bad boy' persona shone through in his mugshot, raising the peace sign and giving a defiant smile as the camera flashed.



NAME: STEVE McQUEEN
DATE OF ARREST: 28 JUNE 1972
ACCUSATION: RECKLESS DRIVING

Stars Behind Bars

NAME: ZSA ZSA GABOR
DATE OF ARREST: 14 JUNE 1989
ACCUSATION: ASSAULT, DRIVING WITHOUT A LICENCE AND CARRYING OPEN ALCOHOL



When LA motorcycle officer Paul Kramer pulled over a Rolls-Royce for driving with expired number plates on 14 June 1989, he had no idea who the occupant of the car was... or what lay in store for him.

Behind the wheel was Zsa Zsa Gabor, the actress and fashion icon who'd appeared in films such as 1952's *Moulin Rouge* and 1958's *Queen of Outer Space*. Gabor drove off and Kramer pursued her, forcing her to pull over again. But it was what Gabor did next that made her arrest so infamous. When asked to get out of the car a second time, she slapped Kramer in the face.

Following the arrest, Gabor was tried in what the *Los Angeles Times* described as "less of a trial than a circus". Throughout the proceedings, Gabor seemed to enjoy every moment. She made vicious attacks about Kramer's personal life both in court and to the press, including the suggestion that he had a number of secret gay lovers. So persistent were these remarks that the judge threatened to hold her in contempt of court for violating a gagging order.

But Gabor's bravura performance in court was in vain, and she was sentenced to three days in jail and 120 hours community service. She was also ordered to pay \$12,937 in fines and fees and undergo a psychiatric evaluation. But perhaps the most ludicrous moment didn't involve Gabor herself at all. Onlookers at the trial said they witnessed a fight between a Gabor impersonator and another member of the public wearing a T-shirt proclaiming 'Hang Zsa Zsa'. ○





It can be a busy life, being a goddess. One day you're expected to ferry the kings of the realm to the afterlife, then you have to help shepherd everyone. One day you're looking after the creatures of the forest, the next you're responsible for fate. And let's not even get into the challenges of being a goddess of both childbirth and doomsday. Rather a lot to ask, even of a deity, we would suggest. These contradictions and conflicts in the realm of deities is something that Jasmine Elmer explores in her new book, *Goddess With a Thousand Faces*. We were delighted to chat with her about her book and what she learned walking in the footsteps of the divine.

LIFE AS A

Jasmine Elmer uncovers the complexity and darker sides of ancient deities and delivers history with soul

Interview by Jonathan Gordon

GODDESSES

*How did you go about selecting the goddesses in your book, *Goddess With a Thousand Faces*?*

Yeah, that was fun! The honest answer is geographically, first. I wanted cultures that we already explore really commonly, so that's why I wanted a Greek or Roman goddess, for example. But I also wanted to make sure that I gave a global view, so I actually went by continent, and I already had a footing in some of these cultures, but I was really determined to get off the beaten track and look at goddesses or cultures [that were new] to myself and probably also to most of my readers. I wanted a geographical spread and then I just went where my nose took me. I started looking at the cultures and then I'd be like: "That's fascinating. I'm going to go with that." So it's reasonably instinctive after that, after the geographical exploration. I just wanted to feel like I had a truly global view.

You've written the stories of these goddesses in first person before detailing their history, allowing them to tell their own story but also putting you in their shoes. How did that decision come about?

It follows quite a well known tradition in mythical retellings to use a first person narrative, because what you're generally doing in this genre is reclaiming female stories. The best way to do that is to put yourself in the shoes of that individual. That's the first reason. The second reason is I wanted the reader to walk with the goddess in a really emotive way before they do the story. And the best ►

EXPERT BIO



JASMINE ELMER

Jasmine is an expert in ancient history and classics and has appeared on Channel 4, Channel 5 and National Geographic as well as hosting her own podcast *Legit Classics*. Prior to this she studied at University College London, Cambridge and Exeter and was a secondary school classics teacher. Her debut book, *Goddess With a Thousand Faces* (Renegade Books, 2024) is available now.

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GODDESS CVs

Being a female deity involves a lot of multitasking



FREYJA

NORSE

Mythology goddess of
LOVE • FERTILITY
BATTLE • DEATH

Fun fact
FREYJA RIDES
IN A CHARIOT
PULLED BY CATS



ARTEMIS

GREEK

Mythology goddess of
THE HUNT • WILD ANIMALS
CHASTITY • CHILDBIRTH

Fun fact
ARTEMIS SENT A STORM AGAINST
AGAMEMNON'S SHIPS IN THE
TROJAN WAR AFTER HE KILLED
A DEER IN HER SACRED GROVE



KALI

HINDUISM

Goddess of
TIME • DEATH
DEATHBED

Fun fact
IN SOME TRADITIONS
KALI IS ALSO LINKED
WITH MOTHERLY LOVE



ISIS

EGYPTIAN

Mythology goddess of
THE DEAD • MOTHERS
HEALING

Fun fact
ISIS IS CREDITED WITH
TEACHING EGYPTIAN
WOMEN TO WEAVE,
BAKE AND BREW BEER



THE
MORRIGAN

CELTIC

Mythology goddess of
BATTLE • FERTILITY
STRIKE • FATE

Fun fact
THE MORRIGAN IS
OFTEN DEPICTED
AS A CROW

way to do that is to immerse yourself in the story. That's the idea behind reading a story first where you really feel like you're part of the story, and then you're hooked into their personal narrative. Ultimately, they're goddesses, they're divine figures. There are some goddesses who are actively worshipped, so I'll just exclude them for a minute, because it's slightly different when it's an active religion. But in mythologies the heart of mythology is the human condition, human stories. So in lots of ways it's showing you that, showing you that this might be a divine figure but really this figure contains, in the heart of it, the concepts that we need to know as women today.

You mentioned that you weren't necessarily familiar with all the goddesses that you researched. Tell us about that process of hunting for those goddesses?

I like to do things bold and big. I didn't want to be too afraid to go to new source material or material that was difficult. I began writing in the few cultures that I was really well versed in that I had qualifications in and background in. Then I could get the structure right and I knew what I was playing with, what I wanted to put in there, what kind of facts and information I was looking for. And then when I went to a new goddess, the first thing that I had to understand a bit more about is relying on oral tradition and being overt and honest about that. Thank goodness for alumni access to university archives to be able to get into the nitty gritty of some of the archeology. Very few of those cultures have a written history, so I ended up working with material that I'm really comfortable with, because my background is mainly in archeology. I'm quite happy working with material culture, but in some ways there's some nervousness. You would prefer it to be propped up by written sources, in some way, you want to be able to build a picture [and] you couldn't do that. My way of dealing with that is taking what I had and then just being really honest with the reader with what I had. If it was largely archeological, I tried to show that. But also it was a wonderful teaching point about lack of resourcing for these cultures in terms of academic interest or money and resources and time that has gone into the study of these cultures, particularly from the West, which owes to the lack of scholarship. I wanted to make that point too.

Are there any common elements that emerged as you studied the stories of these different deities?

I think that nearly all of these goddesses are multifaceted and to a Western, modern, (let's be real) often male view that is 'complicated' and 'difficult', right? There has been a tendency to follow this 'Mother Earth' trope. That's where the original scholarship went. When they started looking at goddesses, it was often led by women and it was often considered a bit spiritual or unserious. There was a tendency to cast all the female deities as mothers, they're all nurturing and caring, because that's what they think is reflected in society. They thought it must be that, because women had more traditional roles in most of these cultures. But actually that's not true and that's the thing that I found really interesting. The commonality I found is that these goddesses, on the face of it, to a modern audience probably don't look that neat and tidy, but that's really what femininity is today, and that's why I chose this, to show us that you can be completely contrasting things, and that's femininity. And the ancients knew that and honoured it and worshipped it. I tried to pick out where that was reflected in the culture. When it was a highly patriarchal culture where there was very little scope for women to express themselves, I've made that clear too. But where there were cultures where it was a little bit



TOP An Indonesian dancer dressed as Rangda, a demon queen from Balinese mythology

LEFT Hindu goddess Kali is primarily associated with death and destruction

BELOW LEFT Goddess of the hunt, Artemis, depicted with Apollo on a volute krater

ABOVE In Norse mythology Freyja rules over her own domain and receives half of the people who die in battle

BELOW The Temple of Artemis is located in Jerash, Jordan



different, I tried to make that clear, like the Muisca women in the Colombian section, and the Agojie women of ancient Benin. There are examples where women did have a lot more power and position. I wanted to make that point.

Even some well-known goddesses have these split roles in mythology, like Athena being a goddess of wisdom but also of war...

I don't think people like that sometimes, and when I say people I mean scholars. There's probably a genuine background uneasiness at times with: 'Why do we have Artemis, goddess of childbirth, when she's a virgin goddess? I'm freaking out now!' And it's not like academics haven't written plenty about this; they have. But I think there is a kind of fluidity in worship because obviously it goes over many centuries. These goddesses evolve and to us, looking back, we see they've got 50 different roles related to them. It can also be about the evolution of a culture.

"THE FIRST THING THAT I HAD TO UNDERSTAND A BIT MORE ABOUT IS RELYING ON ORAL TRADITION"

Is it fair to say they represented the qualities that people needed from them at a given time?

Exactly. You have got to remember that, putting aside the active religions, all myths are about exploring the world around you, your human world, your natural world. They all contain lessons or morals or just reflections. And those reflections, morals, concepts, they all change over time. So that's why I think it can look quite conflicting and confusing. In the 1950s and 1960s, when this scholarship was starting, they just wanted them to be these Mother Earth figures. And that is there sometimes. There is a Gaia. But there was a tendency to make all ancient goddesses be about childbirth and nature and Mother Earth. And I think that just hemmed it in. It's not been that long that people have been cracking that open and debunking it and I wanted to do that in the mainstream. People are doing that in academic circles, but how many people pick up an article like that or find it easy and accessible?

What did you find in these goddesses as examples of the meaning of femininity that particularly surprised or delighted you?

I think the aspects of darkness, which makes me sound really dodgy. I was going through my own things, I was going through my own mental health concerns. I think that looking at the aspects of darkness in these goddesses, the way that they own their darkness and need it as part of their balance, is a really wonderful way to get more comfortable with the sides of you that you find more challenging. There are lots of goddesses that have this as a concept: Rangda and Kali, for example. It's not just about female rage, although that is there, but a lot of it is just like a yin-yang concept, essentially light and shadow and that we all have it. I think that helps you be at peace with parts of yourself and that aspect of femininity is not something that I had experienced before this. For anyone of any gender, we're all a little bit uncomfortable with our aspects of darkness, whatever they might be for us. If you think about that from a feminine perspective, 'traditional femininity' is all about nurturing and care. If you bring that to the dark side, then all of a sudden it transforms and becomes something better. ▶



I think that's what the goddesses show in their exploration of the dark. And I think that was pretty powerful.

Women have frequently been ignored or written out of the historical records. To what extent does that apply to the stories of these goddesses?

I make that comment in the Freyja section, which is the first chapter in the book. I put that there on purpose because first of all her story is brilliant, but the first thing I say about Freyja is that most of our concept of Norse mythology comes from external sources because they don't have a written record. So yes, there's archeology, yes, there's other things, but it can be quite difficult. And then those stories got in the hands of male Christian chroniclers. Freyja was quite a highly sexualised goddess but in a way where she owned it and it was powerful and revered by the Norse people. Later chroniclers then turned her into something that was more sinful and her story became an issue of morality. That's how her story has been left until today. People don't know that about her. And as you know, there's so much fascination with the male gods Loki and

Thor. They were what Christian chroniclers decided to put their attention to. So Freyja is probably the neatest example of what happens to women's stories and goddesses' stories. Goddesses really are a reflection of the ideals of a society and the way that they viewed femininity. So it's quite helpful for us to look at that, even if there is a division between the average woman on the street and a goddess. They're not supposed to be the same thing but it's an interesting place to look for what

ABOVE A modern depiction of Sedna, the Inuit goddess of the sea

BELOW Mesopotamian goddess Inanna was associated with war, love, fertility, divine law and political power

"FREYJA WAS QUITE A HIGHLY SEXUALISED GODDESS, BUT IN A WAY WHERE SHE OWNED IT"

attitudes to femininity were. I put her up front [in my book] because that is basically true for most of the goddesses... there's this filter that happens from the earliest days.

It seems like the writing of this book was a pretty personal journey for you. What do you think you were hoping to find and what did you find?

That's a great question. I don't know what I was hoping to find. I don't really have expectations like that. I just knew it was interesting and I knew I had to go to it to see what I could develop from it. I knew I was looking at femininity but I didn't know what I was going to come up with. I knew enough about some cultures to get some concept, but I think what really surprised me in writing the book is just how much comfort, to be completely frank, there is in the stories of these goddesses. Because for me, at the end of the book, after the last full stop I stepped back and thought: "Okay, you've got all these different time periods, you've got all these different cultures, all of these different things, but all of them are basically telling you the same thing, which is to embrace yourself, whatever's in there, whatever's going on." And I think that in a world where mental health is a massive concern, we could all do with that. That, to me, was a bit of a coming home moment. I hope that's what the readers get from it. In fact, it's already what readers are getting from it. I do get a lot of comments about how it really helps them feel certain things, or make some peace with themselves or give them self-reflective questions to get to know themselves a bit more, which is my type of history. It's the way I want to do it. My term is 'history with soul'. That's my style of history. ☉



GODDESS WITH A THOUSAND FACES
BY JASMINE ELMER
IS AVAILABLE NOW FROM
RENEGADE BOOKS



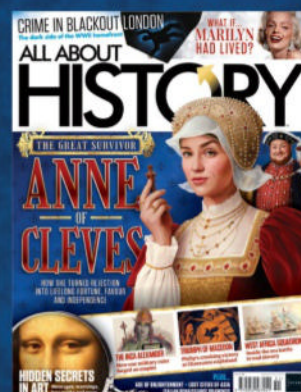
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Greatest Battles

THE GLORIOUS FIRST OF JUNE

ATLANTIC OCEAN, 400 NAUTICAL MILES WEST OF USHANT
28 MAY – 1 JUNE 1794

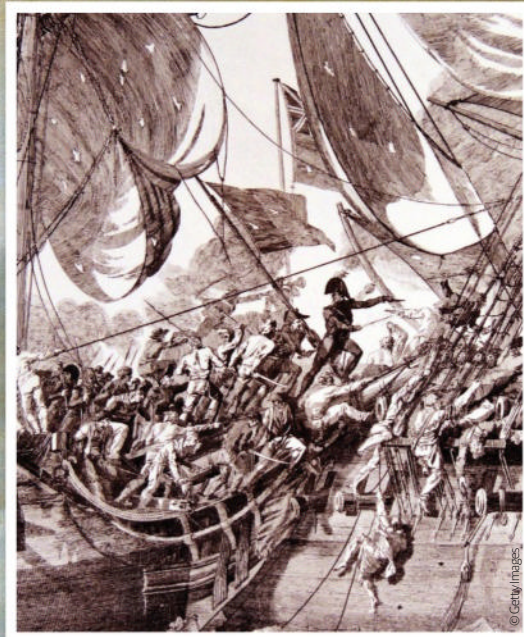
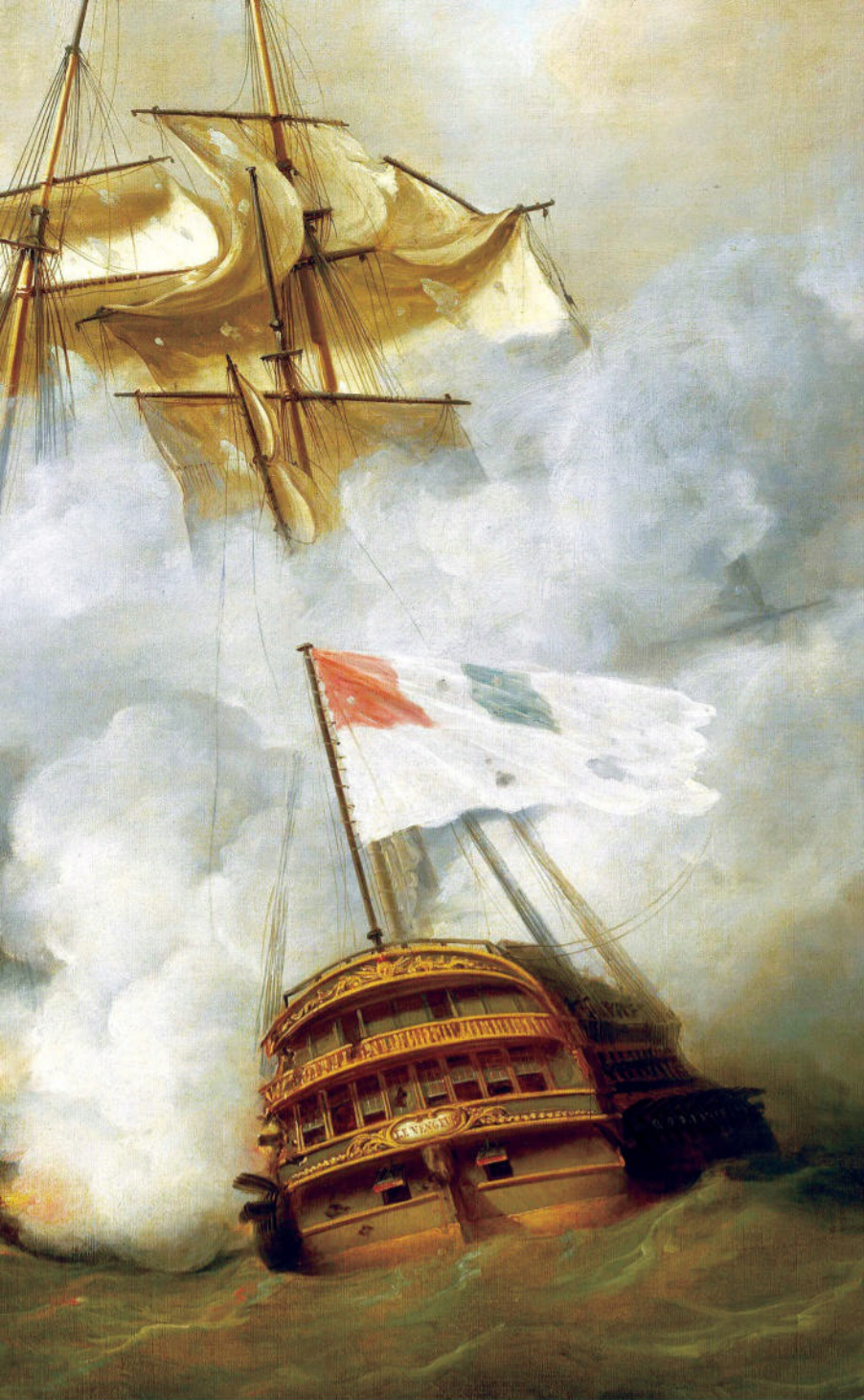
Written by David Smith

It's not uncommon for both sides involved in a battle to claim victory. Desperate commanders terrified of disgrace, propaganda machines at home demanding success, even confusion in the aftermath of a battle can all lead to conflicting reports of the outcome. However, it is less common for both sides to have a valid claim to victory.

The naval confrontation known as The Glorious First of June in Britain, and Bataille du 13 prairial an II in France, is one of the exceptions. Each side sailed away from a brutal, prolonged fight satisfied that they had done their duty, and each side was justified in their opinion.

BACKGROUND

In 1794, France was slowly starving. The upheaval of the revolution, coupled with bad weather, had led to meagre harvests. France's enormous new armies were sucking up manpower, including many



MAIN In this painting, based on an original by Nicholas Pocock, Vengeur (left) begins to sink, having been pummelled by Brunswick (centre)

ABOVE LEFT At the start of the engagement, Brunswick runs straight into Vengeur, setting the stage for the most dramatic event of the entire battle

LEFT This painting by Henry Perronet Briggs shows King George III visiting Lord Howe's ship, the Queen Charlotte, on 26 June 1794

agricultural workers, and in some regions there were too few available to gather the crops.

On the battlefield, France had cause for optimism, but if the new armies could not be fed, the new French Republic might die in its cradle. Food needed to be found somewhere, but France had few friends. One sympathetic power, the newly formed United States of America, was officially neutral but willing to assist the country that had done so much to win America's independence from Britain. With the help of a middle-man (so there was no direct interchange of money or produce between the two nations) a massive supply convoy was gathered off the east coast of America.

Among the supplies were 67,000 barrels of flour, as well as coffee, cotton, salted beef, bacon and more. An escort of 12 warships was put together to protect the merchantmen (around 156 transport ships made up the convoy, with some

estimates putting that number even higher). The vast quantities of food promised salvation, at least for a while, for the beleaguered French.

There was just one problem. In June of 1793, Britain had banned imports into France - and it had the Royal Navy to enforce that ban.

Britain and France each put together large fleets for the coming contest, but their aims were subtly different. Louis Thomas Villaret de Joyeuse, commanding the French, was ordered to ensure the convoy reached France safely. If it did not, he would pay with his head, and in revolutionary France that was no idle threat.

Lord Howe, commanding the British, was instructed to stop the convoy from arriving, but was also expected to defeat Villaret's fleet in battle. This was a tall order and, depending on how skilfully his opponent handled his ships, it was probably impossible to achieve both goals.

Howe had 55 years of naval experience and had commanded a fleet during the American War of Independence. In contrast, Villaret had been a lowly lieutenant when the French Revolutionary Wars broke out in 1792. They made a fascinating pair of protagonists. Each would lead a roughly equal number of ships of the line into battle, with fate and circumstance conspiring to give them roughly equal numbers.

OPPOSING FLEETS

As the Revolutionary Wars morphed into the Napoleonic Wars, the Royal Navy would earn a formidable reputation, but in 1794 things were not quite so clear-cut. Britain's ships had not fought a fleet action in more than a decade, so many of the sailors were inexperienced in battle.

To make matters worse, there was a shortage of manpower. Most of the ships in Howe's fleet were ►

undermanned and the crews they did carry were often supplemented by soldiers.

These problems paled, however, in comparison to those besetting the French Navy. In the chaos of 'the Terror', many experienced officers had been guillotined for having suspect political leanings. Almost all of the captains in Howe's fleet had served in fleet battles, compared with only one of the captains in the French fleet.

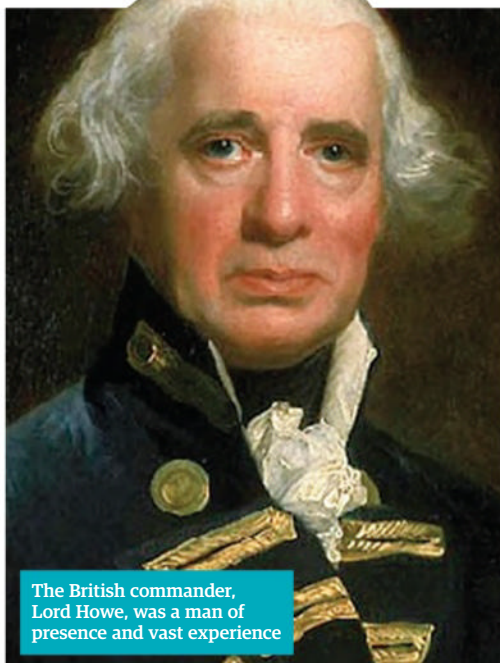
It is also traditional to credit the British with superior gunnery skills and this is probably fair, though it was not a decisive advantage. British gunpowder tended to be of higher quality as well, meaning that their broadsides carried more power. Countering this, the French had bigger ships, carrying more (and heavier) guns.

OPENING MOVES

Howe's first gambit was to bottle up Villaret in port and prevent him from sailing out to protect the convoy. On 21 May, however, bad weather forced Howe off his station and Villaret slipped free. The chase was on.

Villaret had explicit orders and a political officer on board to scrutinise his every move. The French admiral had been informed that "it is not a naval victory that we need at the moment, but our convoy". Still, he could not refuse battle if Howe offered it - such action, however justified by circumstances, would lead inevitably to an appointment with the guillotine.

Howe had no other thought than to chase Villaret and bring him to battle. As he pursued his foe, merchantmen fell into British hands. These would normally be given a small 'prize crew' and sent back to Britain, earning varying sums of money for all involved. Already short of sailors, Howe simply let the ships go, drawing grumbles from disgruntled officers. Then, early in the morning on 28 May, the French fleet was sighted for the first time.



The British commander, Lord Howe, was a man of presence and vast experience



Howe's opposite number, Louis Thomas Villaret de Joyeuse, made up for a lack of experience with great instincts and a willingness to fight

In rough seas, Villaret was leading the British away from the anticipated route the convoy would take, but he could not run forever. Howe hoped to catch up with the French rear and, by attacking it, force the rest of the fleet to turn to its aid. His plan was partially successful, but it was the hugely powerful *La Révolutionnaire* (a first-rate ship of the line carrying 110 guns) that was caught first, by the 74-gun *Bellerophon*. *La Révolutionnaire* proved to be far too much to handle, battering the smaller British ship into silence. Three further 74-gun ships, (*Russell*, *Audacious* and *Marlborough*) rushed to assist, but *La Révolutionnaire* stood them all off like a wild animal at bay. Eventually its guns fell silent, but there was confusion among the British over whether or not it had surrendered. With nobody taking the initiative to board the ship, it was able

to drift away and eventually find its way home. *Audacious* was also out of the reckoning, limping back to Britain and arriving on 4 June. The opening engagement of the battle had knocked ships out on each side, but the British had learned a few things about French belligerence and fighting spirit. They were in for a serious scrap.

HOWE'S GAMBLE

The crew of *Bellerophon* worked like demons to patch up their ship, and it was ready to answer the call to battle again the following morning. Howe wanted to try a novel tactic, hoping it might allow him to inflict a devastating defeat on the French. Conventional naval battles saw the opposing fleets sail in line, parallel to each other, exchanging fire. This tactic, known as 'line ahead', only produced a decisive victory if one side enjoyed a significant numerical advantage. With well-matched fleets, it was a recipe for an inconclusive action.

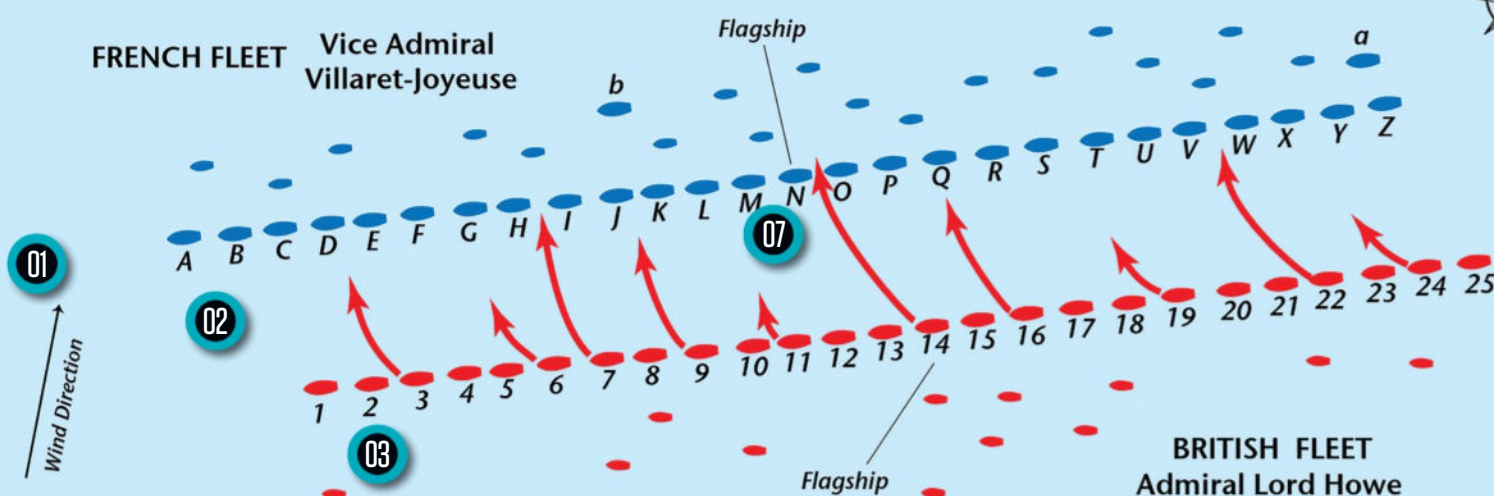
An alternative was to sail towards the enemy at an angle and cut through his line, splitting his force and theoretically throwing his ships into confusion. Howe's preferred tactic took this a step further. His intention was for each British ship to cut through the French line at a different point, transforming the unwieldy line-ahead confrontation into a series of private duels. Howe had confidence that his men would prevail in such duels, but enacting such a complex plan was extremely difficult.

Howe's first attempt to cut the French line, on the morning of 29 May, was misjudged and an inconclusive line-ahead face-off ensued. That afternoon, he again ordered his ships to cut the French line, but not a single vessel answered the call. With damage sustained throughout the fleet, many ships were now handling poorly, and there was also the matter of effectively communicating to a line of ships that might stretch for 3km. ►



Howe (second from left) is depicted wearing admiral's full-dress uniform during the battle. In reality he was said to have worn an old civilian coat and a knitted woollen cap

The Glorious First of June, 1794



01 The weather gage

The British ships hold the advantage of the 'weather gage', meaning they are upwind of their opponent, making it easier for them to manoeuvre in pursuit of the French. It does, however, offer the French an option to avoid battle, but Villaret is determined to meet the British challenge and holds his position.

02 Evenly matched

The arrival of French reinforcements has made good their losses from earlier clashes, but the British work hard to repair their own damaged ships and meet the French with only one fewer ship of the line on 1 June, pitting 25 ships against 26.

03 Bellerophon fights again

Bearing testimony to the outstanding work of its crew, Bellerophon is ready to take its place in the British line, having been fought to a standstill just four days previously.

04 Cutting the line

Howe's goal of every ship cutting the French line proves impossible to achieve for a variety of reasons. Caesar, for example, takes a shot to the rudder and is simply unable to steer towards its opposite number in the French line.

BRITISH FLEET

- 1 Caesar
- 2 Bellerophon
- 3 Leviathan
- 4 Russell
- 5 Royal Sovereign
- 6 Marlborough
- 7 Defence
- 8 Impregnable
- 9 Tremendous
- 10 Barfleur
- 11 Invincible
- 12 Culloden
- 13 Gibraltar
- 14 Queen Charlotte
- 15 Brunswick
- 16 Valiant
- 17 Orion
- 18 Queen
- 19 Ramillies
- 20 Alfred
- 21 Montagu
- 22 Royal George
- 23 Glory
- 25 Thunderer

FRENCH FLEET

- A Convention
- B Gasparin
- C America
- D Téméraire
- E Terrible
- F Impétueux
- G Eole
- H Mucius
- I Tourville
- J Trajan
- K Trente-et-un Mai
- L Audacieux
- M Juste
- N Montagne
- O Jacobin
- P Achille
- Q Patriote
- R Vengeur de Peuple
- S Northumberland
- T Jemmappes
- U Entreprenant
- V Neptune
- W Republican
- X Sans-Pareil
- Y Scipion
- Z Pelletier
- a Mont Blanc
- b Tryannicide

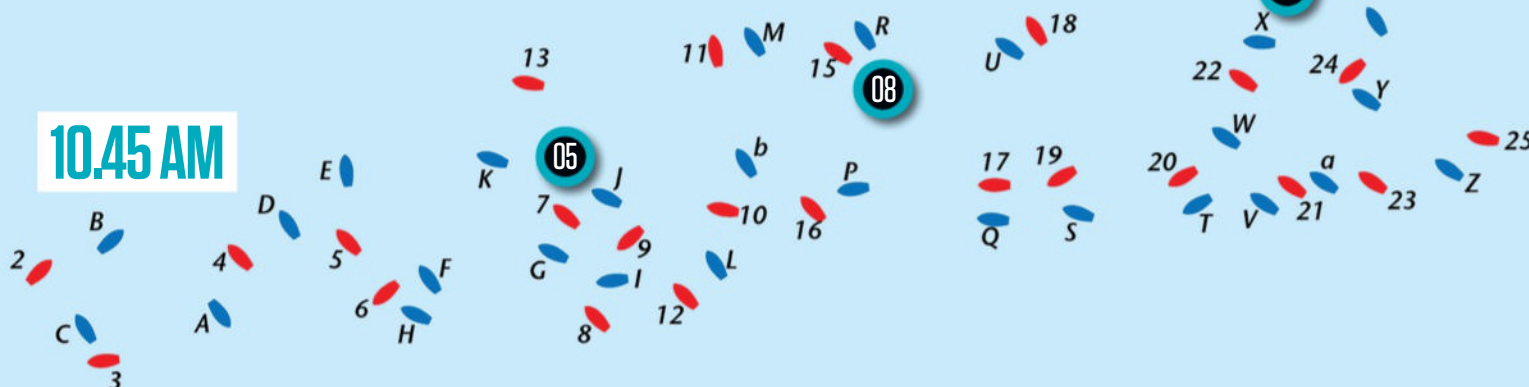
05 The best form of attack

The 74-gun Defence is the first British ship to get through the French line, sailing between Mucius and Tourville, but is completely dismantled in the ensuing melee.

"HOWE HAD NO OTHER THOUGHT THAN TO CHASE VILLARET AND BRING HIM TO BATTLE"

Flagship
14 Flagship

10.45 AM



06 The line pierced

It is unclear exactly how many British ships make it through the French line, but the Sans Pareil is one of the French ships captured, suggesting the line is broken at its point or very close by.

07 Clash of the flagships

Lord Howe aims the 100-gun Queen Charlotte directly at the flagship of Villaret, and a momentary lapse of concentration opens a big enough gap in the French line for him to slip through behind his opponent.

08 Fight to the death

As Brunswick (already badly damaged after screening the advance of the Queen Charlotte) approaches the Vengeur, the French ship speeds up to block its path and the two ships collide, becoming fatally entangled.

Howe decided to lead by example, cutting the French line in his flagship, *Queen Charlotte*, which spurred *Orion* and the repaired *Bellerophon* to follow suit. Five French ships were isolated from the rest of their fleet and Villaret turned to protect them, but this promising position for the British faded away as night approached. Too battered from their engagements, Howe's ships were simply unable to drive home their advantage and the day ended in frustration. Three more French ships had to drop out of the confrontation at this point, but the arrival of Rear-Admiral Joseph-Marie Nielly, with a small squadron, compensated.

SHOWDOWN ON 1 JUNE

All the time, Villaret was drawing Howe away from the course of the convoy. If Howe was frustrated at his failure to trigger a decisive action on 29 May, he would've been furious to learn that the convoy passed through the waters contested that day on the 30th. By then, he was further west, making repairs and attempting to bring Villaret to battle again.

A heavy fog on 30 May prevented any fighting, and by the time the scattered fleets had reformed on the 31st, there was no time left to allow for a major action. Howe ordered his ships to stay close to the French during the night of the 31st, determined to have a full day to do battle on 1 June.

The two days of relative calm had allowed the British to patch up their ships so that all of the

remaining 25 could take their place in the line. Howe ordered each ship to cut the French line at the point of their opposite number, no doubt aware that it would not be possible for all of his captains to accomplish this. With the two fleets around 3km apart, it took time to close, and the British tactic of delaying their first broadside until at close range meant they had to endure French fire as they closed.

The Defence belied its name by being the first to cut the French line, and the battle began in earnest. Howe sought out his opposite number, Villaret's 120-gun *Montagne*, and cut the French line behind it, but the majority of his captains were unable to follow their orders. Sailing between two enemy ships was demanding work, and a ship that was already damaged from two days of battle might not respond as handily as it would have when completely sound.

Between four and six British ships were successful in cutting the line. Failure to follow Howe's battle plan was not a sign of disobedience or cowardice, but of the extremely demanding nature of the manoeuvre. *Brunswick*, for example, collided with *Vengeur du Peuple* rather than slipping past it. The two ships became locked together as anchors entangled, and they wheeled away from the general combat, firing furiously into each other at point-blank range.

Queen Charlotte got the worse of its exchanges with *Montagne* and gradually slowed to a halt after

its masts were brought down. Things looked bad for the British as the massive French ship slipped away, a lion on the prowl, hunting for smaller prey. *Royal Sovereign* and *Marlborough* were both mauled by the French flagship as it cut through the British fleet. The next target for Villaret's ship was the *Queen* (not to be confused with Howe's *Queen Charlotte*). The flagship of Rear-Admiral Alan Gardner, the *Queen* was already badly damaged but, thanks to the efficiency of its gun crews, it managed to fend off *Montagne* and several other French ships until help could arrive.

BRUNSWICK AND VENGEUR FLIGHT TO THE DEATH

Meanwhile, *Brunswick* and *Vengeur* were locked in their death struggle, the ships close enough that sometimes the guns of one ship would enter the gunports of the other. At one point, a British sailor was so close to a French counterpart that he simply threw a cannonball at his head rather than bothering to load his gun and fire it. The Frenchman duly fell between the two ships, never to be seen again. Other men (and women) fell to riflemen on both sides, who turned the exposed decks of the entangled ships into killing grounds.

The captain of the *Brunswick*, John Harvey, was hit multiple times by splinters and musket balls and lost three fingers to a blast of shrapnel. He would later lose an arm to amputation and eventually died of his wounds.

Around 1,000 British sailors were killed, while the French lost 5,000-7,000, including those taken prisoner

“THINGS LOOKED BAD FOR THE BRITISH AS THE MASSIVE FRENCH SHIP SLIPPED AWAY, A LION ON THE PROWL, HUNTING FOR SMALLER PREY”





King George III presents a sword to Lord Howe after the bloody encounter with the French fleet



Philip James de Loutherbourg captured the chaos of naval engagements in this depiction of the battle

Image source: wik/PD/J. Eke

Both ships caught fire but were still held together. As dead bodies were thrown over the side, the sea around their private hell became a mass of floating corpses. Finally, the two ships wrenched apart, Brunswick losing its starboard anchors in the process. Both vessels were crippled and at the mercy of the next ship to arrive on the scene, but *Vengeur* had clearly taken the worst of the encounter.

Howe's aggressive order to cut the French line had resulted in seven French ships being cut off from the rest of their fleet, and each one had been severely mauled by the British. *Vengeur* was in the worst state, and efforts were now made to rescue as many of its crew as possible. More than 350 of its complement of 723 had been killed or wounded in the savage fighting, and it quietly sank shortly afterwards, the only ship to be completely lost in the entire confrontation.

COUNTING THE COST

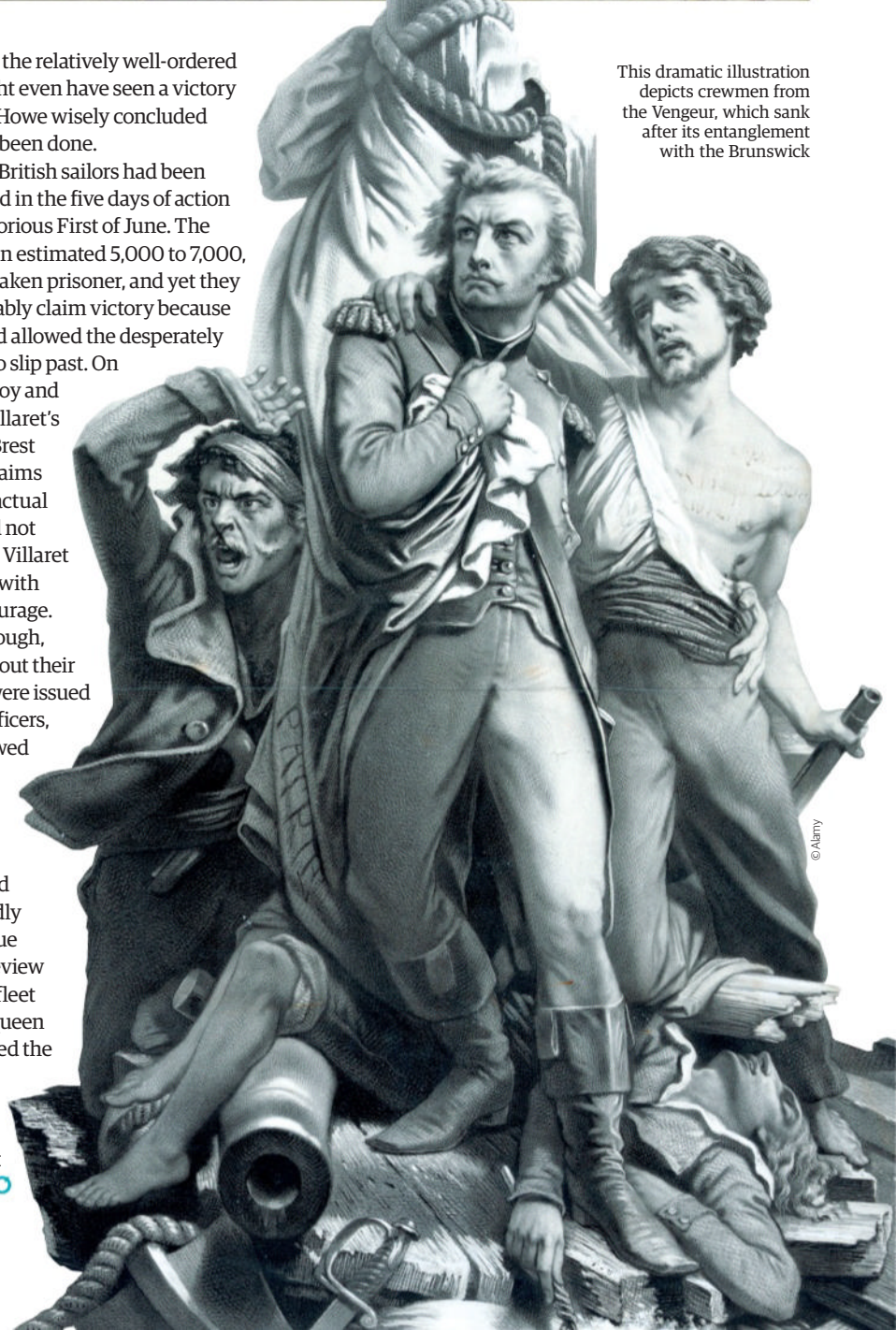
As well as the sinking of *Vengeur*, the French ships *America*, *Impétueux*, *Juste*, *Achille*, *Northumberland* and *Sans Pareil* were captured. One ship sunk and six captured was a superb day's work for Howe, and the margin of victory might have been even greater had he not mistakenly called back ships bearing down on other potential prizes. Nevertheless, Howe's ships had undoubtedly won the day, although neither fleet was in any condition to fight again. Both would now head for home to refit, repair and recover from the ordeal, but it would be two days before Howe could get his ships into a fit state to depart the scene of the battle. All through the delay, and as they finally sailed away, the ships' surgeons went about their grim work of amputating mangled limbs and patching up shattered bodies as best as their skills and supplies would allow.

Later some critics, passing judgement on the vicious battle from the comfort of armchairs, were of the opinion that Howe should have continued the action, but this seems unrealistic. His men were exhausted and his ships badly damaged. A pursuit

of the remains of the relatively well-ordered French fleet might even have seen a victory turn into defeat. Howe wisely concluded that enough had been done.

Around 1,000 British sailors had been killed or wounded in the five days of action known as The Glorious First of June. The French had lost an estimated 5,000 to 7,000, including those taken prisoner, and yet they could also justifiably claim victory because their sacrifice had allowed the desperately needed convoy to slip past. On 14 June, the convoy and the remains of Villaret's fleet sailed into Brest together. False claims of victory in the actual battle itself could not alter the fact that Villaret had done his job with great skill and courage.

The British, though, had no doubts about their victory. Medals were issued to many of the officers, titles were bestowed with abandon, promotions scattered like confetti and pensions awarded to officers too badly injured to continue their careers. A review of the victorious fleet by the king and queen themselves capped the celebrations as Britain basked in the glory of one of its greatest naval triumphs. ○



This dramatic illustration depicts crewmen from the *Vengeur*, which sank after its entanglement with the *Brunswick*

© Alamy



STALIN HAD CONTINUED WEST AFTER BERLIN?

Having used the Allies for his own ends, the Soviet dictator plots to overthrow the rest of Europe

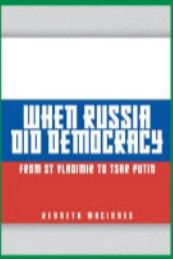
Interview by David J Williamson

INTERVIEW WITH



KENNETH MACINNES

Kenneth lived in Russia under leaders Mikhail Gorbachev, Boris Yeltsin and Vladimir Putin. He worked at the State Russian Museum and later the UK Parliament. He is the author of *When Russia Did Democracy* (Amberley, 2023).



In February 1945, Winston Churchill, Franklin D Roosevelt and Joseph Stalin meet at Yalta in Crimea. The resurgence of the Soviet war machine following such heavy losses - and almost defeat - against the Nazis had played its part in Hitler's eventual downfall. Their prize, conceded to them by the Allies, was Eastern Europe. But out of collaboration and alliance was to emerge mutual distrust, rivalry and the uneasy stand-off of the Cold War. Stalin was perhaps not as satisfied with the arrangement as he seemed to appear. He'd made gains, but he was not a dog to be fed scraps by the West. He thought it was the destiny of the world to be socialist and he was determined to make it happen.

At what point would an attack by the Soviet Union on its former Allies have had the most chance of success?

In 1945, Stalin had 12 million men in uniform and occupied half of Europe. But his armies were exhausted and, like the rest of Soviet society, not psychologically ready for an attack on their former Allies. Stalin needed to restore the pre-war levels of terror and paranoia before he could go to war again. The USSR did not become a nuclear power until 1949, although Stalin did not so much fear American unipolarity as the ability of the USA to totally destroy the USSR in an atomic war. By Soviet calculations, based on information supplied by [spies] Klaus Fuchs and Donald Maclean, the West would only have enough missiles in 1955.

Stalin described his personal philosophy to the Bulgarian and Yugoslavian leaders in 1948: "The whole question lies in the balance of power... We strike not when the enemy

wants it, but when it is in our interests."

Writing to [Chinese leader] Mao [Zedong] in October 1950, he reckoned that "the USA, as Korean events have shown, is not ready at present for a big war" and "together we are stronger than the USA and England."

Three months later, in January 1951, Stalin held a Kremlin summit with the communist leaders of Poland, Czechoslovakia, Hungary, Romania and Bulgaria. The five satellite countries were given three years to raise a combined army of three million men for a Soviet-led attack on Western Europe. So the best time would have been around 1954 - particularly now the USA was engaged in Korea and had more troops in Asia than in Europe.

What would Stalin's main motivations have been for such a move?

Like all dictators ruling long and unchallenged, Stalin was a megalomaniac. Post-war Soviet films - *The Vow* (1946) and *The Fall of Berlin* (1950) - betray the former seminarian's messiah complex. He saw his relationship with Lenin not as 'disciple' but more like Jesus Christ to John the Baptist. A move against the West would see Stalin continue Lenin's work - except that he would succeed.

As Stalin explained shortly after 1945, WWI gave rise to the first communist state. The next war created several. Following this logic, a Third World War could see the whole planet turn socialist, just like on the state ►



Images: © Alamy, © Getty Images

RIGHT After WWII Soviet troops could quickly push even further into Europe



THE PAST

1942-43

BREAKING OUT

The turning point that was the Battle of Stalingrad has become etched into the very DNA of the Russian people. It is this pivotal conflict that was to give the Soviet forces and the Russian civilians the will to dig deep and drive the Nazis from their lands. The counteroffensive, and subsequent German surrender, was the start of a huge push westward towards Germany itself. In July 1943, the Soviets repelled a massive German tank attack at Kursk before embarking on their own offensive. By November they'd liberated Kiev.



1944

GATHERING PACE

In June a massive Soviet offensive destroyed the German army in eastern Belarus before advancing towards Poland. The advance halted on the east bank of the Vistula river. Polish resistance rose up against the Germans to try and liberate Warsaw, but eventually they were forced to surrender to the Germans. By August Allied troops reached Paris, by September the German border, and by December virtually all of France, most of Belgium and southern Netherlands were liberated. With the arrival of Soviet troops, the Romanian opposition managed to overthrow the regime.



1945

RACE TO THE FINISH

By April 1945 the Battle for Berlin had begun. By now the defence of the city included old men and young boys, many of them decorated personally by Hitler for their bravery. The Soviet troops hunted for the Führer while the brutal street fighting laid to ruin one of Europe's most beautiful cities. Hitler did not sacrifice himself for his people as he had vowed to do, and the radio propaganda that stated he had fallen in battle perpetuated the lie. By the time the fighting stopped, some 300,00 Berliners and 80,000 Red Army soldiers were dead. At the Yalta Conference Stalin acquired part of Berlin, Germany and Eastern Europe. The Iron Curtain was draped across Europe and the Cold War began.



emblem (a hammer and sickle covering the globe). But while Lenin thought that revolutions would occur spontaneously in Europe, recent events showed Stalin that communism could only be introduced through invasion and occupation.

Stalin regarded himself as more of a 'tsar' than a 'commissar'. He considered Ivan the Terrible his 'teacher' and pursued the same expansionist policies as Peter and Catherine the Great. In the 1930s, the Comintern became a useful tool for advancing Russia's foreign-policy objectives and, in the 1940s, Stalin increasingly replaced the word 'Soviet' with 'Russian' in toasts and speeches.

In one of his last conversations before he died in 1953, Stalin warned a bodyguard about the USA: "They will attack us, they're imperialists, and they certainly will attack us. If we let them." Ultimately, Stalin had always thought that war with America was inevitable. As historian Alexander Gogut points out, he had been saying this since 1919.

What would be Stalin's plan and the likelihood of success?

Judging by accounts later published by participants of the 1951 summit, Stalin planned a 'Blitzkrieg' to capture the whole of Western Europe in a couple of weeks. Polish forces would take Denmark,

while the Czechoslovaks would push through southern Germany into France. Russian troops would doubtlessly get the prestigious task of entering Paris (as in 1814). Stalin also counted on support from communist parties inside some countries, such as France and Italy.

After securing the Eastern Hemisphere - Britain would have been subjected to aerial bombardment - the second stage would be attacks on the United States, either via the North Pole or by launching missiles against coastal cities (one idea was to fire thermonuclear torpedoes from Soviet submarines). A nuclear strike followed by an invasion was a real possibility; this was wargamed in 1954 at Totskoye with 45,000 soldiers, 600 tanks and 300 planes.

The likelihood of success was quite high if Stalin had struck in the early 1950s and employed tactical nuclear weapons (he had killed more of his own citizens than the USA could in a retaliatory attack). The memorandum of a US Joint Chiefs of Staff meeting in January 1951 echoes his own analysis: "The Soviet Union has the capability of overrunning Western Europe at any time during the next two or three years... If war comes during this period, though we would probably not lose it, we would have a difficult time winning it."

How might the aftermath of a Soviet victory have looked?

Events in an occupied Western Europe would have mirrored the history of Eastern Europe after 1945. There would have been hasty 'elections' to appoint new governments. For example, only a month after Soviet forces entered east Poland in September 1939, ballots were held for the People's Assembly of Western Ukraine. The turnout was increased by giving Red Army soldiers the vote and forcibly marching voters to polling stations (one

ABOVE Military strength was at the heart of the USSR's propaganda

BELOW The Soviet War Memorial to its fallen troops at Tiergarten, Berlin





“There would have been no limits on Stalin’s dreams of conquest... his goal was a ‘worldwide Soviet Union’”

woman from Lviv was “taken from home dressed only in slippers and a bathrobe”). The official figures reported a clearly false turnout of 93 percent with 91 percent voting for the communist candidates.

Coalition governments may have initially been elected in several West European countries, as in Czechoslovakia in 1946, with the key portfolios going to communists – and the non-communists simply ignored, sidelined or ousted. A string of ‘people’s democracies’ would have been established with membership of Comecon [the Soviet Council for Mutual Economic Assistance] and the Warsaw Pact (not the EU or NATO). Stalinist methods would be used to crush any remaining opposition in other parties, religious organisations and private institutions.

ABOVE China’s leader Chairman Mao would stand with Stalin against the West

What would have been the limits to Stalin’s ambitions?

There would have been literally no limits on Stalin’s dreams of world conquest. His ultimate goal was a ‘worldwide Soviet Union’. If his plan had succeeded he would have occupied the whole continent of Europe, while his communist allies in China, Korea and Vietnam would control much of Asia.

Stalin unexpectedly published an article on linguistics in 1950, possibly thinking of the day when the Russian language would become the world’s main lingua franca. Likewise, following a Western defeat, the rouble and not the dollar would have become the world’s reserve currency.

A Soviet victory in a Third World War – or, at least Victory in Europe Day II – would have culminated in the world’s largest parade in Moscow. The most prominent place would be given to Stalin – unlike in the victory parade of 1945, when Marshal Zhukov rode a white horse across Red Square. This was a role allegedly intended for Stalin until he fell off his horse while practising at a parade ground. (Zhukov was shortly afterwards demoted and accused of the unauthorised looting of war booty.)

Could anyone have stopped Stalin?

Opposition may have arisen within the ranks of the East Europeans. The establishment of the Warsaw Pact in 1955 legitimised the use of their troops in a Soviet-led war. There was now a single command with all decisions made by the Soviet staff and the sole representatives of the satellite states reduced to liaison officers. As these countries were more vulnerable than the USSR to Western bombing raids and Soviet battle plans exposed their armies to greater danger, there was a chance of either a revolt or an unwillingness to fight.

Soviet political and military leaders would have feared becoming victims in the purges – which would inevitably have preceded a war, like in the late 1930s – as Stalin took measures to ensure his own unassailability. In 1949, he began replacing his inner circle. The prospect of losing their ministerial posts – or their heads – may have encouraged them to overthrow Stalin (the same reasons given for 1991 coup against Mikhail Gorbachev).

Perhaps someone did act? Colonel Grigori Tokaty defected in 1947 after attending an ‘underground conference’ of anti-Stalinists, which discussed “the peril of a new war, and the part to be played by the opposition groups if war materialised.” He described the existence of “an underground Jewish group with its HQ in Central Russia”, and Stalin died on the day when, according to rumours, “the Jews would be loaded onto trucks” and deported to Siberia as a prelude to war. ○

THE POSSIBILITY

1945 ONWARDS

EAST IS EAST AND WEST IS WEST

As communist states, the alliance between the Soviet Union and China against the West was a strong hand for Stalin. He continued to pursue his vision of Russia as a nuclear power and assisted his new partner to do the same. With the Americans and British already nuclear-armed, Stalin’s pursuit of more territory in Europe would bring the Continent to the brink of nuclear war. The conflict may even spread to Asia as China took the opportunity to cement its own dominance over its neighbours, supported by a Soviet Union with even more global reach. Stalin’s dream of a socialist world would not be far away.

1949 ONWARDS

RUSSIAN SATELLITES

Having secured Soviet influence across Europe through annexation and invasion, Stalin would look to build a far broader and larger version of what became known in history as the Eastern Bloc. By reaching far deeper into Europe, and tapping into the socialist support within existing nations, Stalin would oversee the establishment of communist dictatorship throughout continental Europe with the ‘democratic people’s republics’ of France, Spain, Italy and Germany. United in their policies and doctrine, they would be universally and unconditionally bound in a Cold War against Great Britain and the United States.

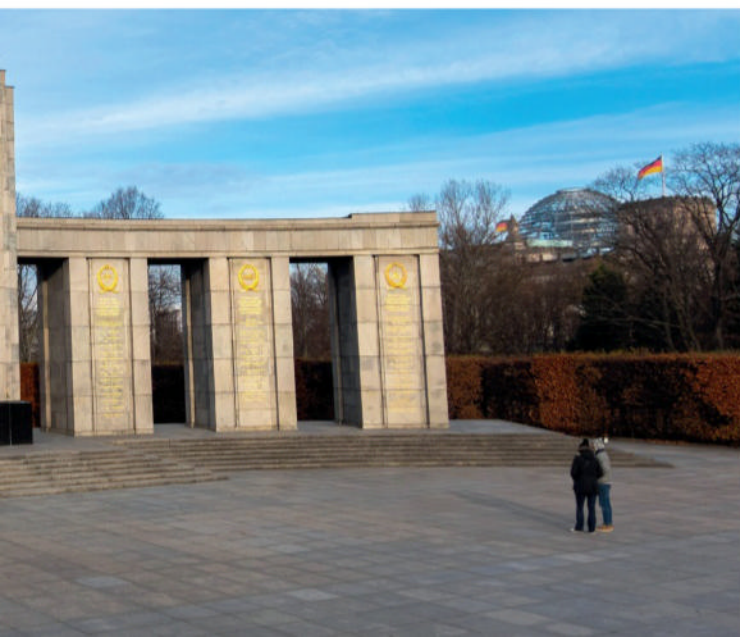
1950s

OUT OF THE ASHES

Stalin’s brutal regime had triggered fear and resentment in those close to him, and it is possible that some of them may have found the courage and the backing to act against the dictator. A successful assassination, or even attempted coup, may lead to an uprising among satellite states that had been robbed of their sovereignty and their right to decide on war or peace. Once again Europe would be plunged into desperate, dangerous turmoil. But in time this may lead to a new liberal order in the USSR and freedom for Eastern Europe in the 1950s.



All images: © Alamy





Through History

ORACLES, OMENS & ANSWERS

A new exhibition explores divination
practices from around the world

ALL YOU NEED IS...

▶ The Lovers card from the Pam B edition of the Rider-Waite Tarot was created by Arthur E Waite and Pamela Colman Smith in 1909. Waite said *The Lovers* indicated attraction, love, beauty and trials being overcome.

HEAVENLY BODIES

▶ This brass astrolabe was made by Muhammad Muqim in Lahore, Pakistan, between 1643 and 1644. Astrolabes have been prominent in divination since ancient times as they can be used to calculate planetary positions – an important factor when casting horoscopes.

Humans have often sought knowledge and wisdom from unconventional sources to predict the future or understand the quandaries that plague us. Palm reading, tarot cards, necromancy, fortune telling and many other practices have been used by those seeking guidance, particularly in times of instability. This tendency to turn towards divination continues today, with unorthodox disciplines such as horoscopes and astrology.

A new exhibition at the Bodleian Libraries in Oxford curated by Dr Michelle Aroney, an historian of science and religion, and Professor David Zeitlyn, an expert in the anthropology of divination, brings together objects and artefacts dating as far back as ancient Mesopotamia to demonstrate the pervasive interest in foretelling the future.

The exhibition demonstrates the ubiquity of divination practices and humanity's desire to tame uncertainty, diagnose problems and predict outcomes. An accompanying book *Divination, Oracles & Omens*, edited by Aroney and Zeitlyn, explores a number of divinatory techniques from around the world. ○

SPIRITUAL SHAPES

▶ Hexagrams like this one have been used as part of the ancient Chinese *Yijing* divination manual for centuries. They served as an index of cosmic conditions and were created based on numbers chosen by a person when picking up yarrow stalks or tossing coins.





STRANGER STRINGS

▲ Dating from before 1922, this divination apparatus is from southern Nigeria. To answer a question, the strings are thrown two at a time and the rough and smooth surfaces are counted. The resulting number points to a particular verse that will provide an answer.



PLAY YOUR CARDS RIGHT

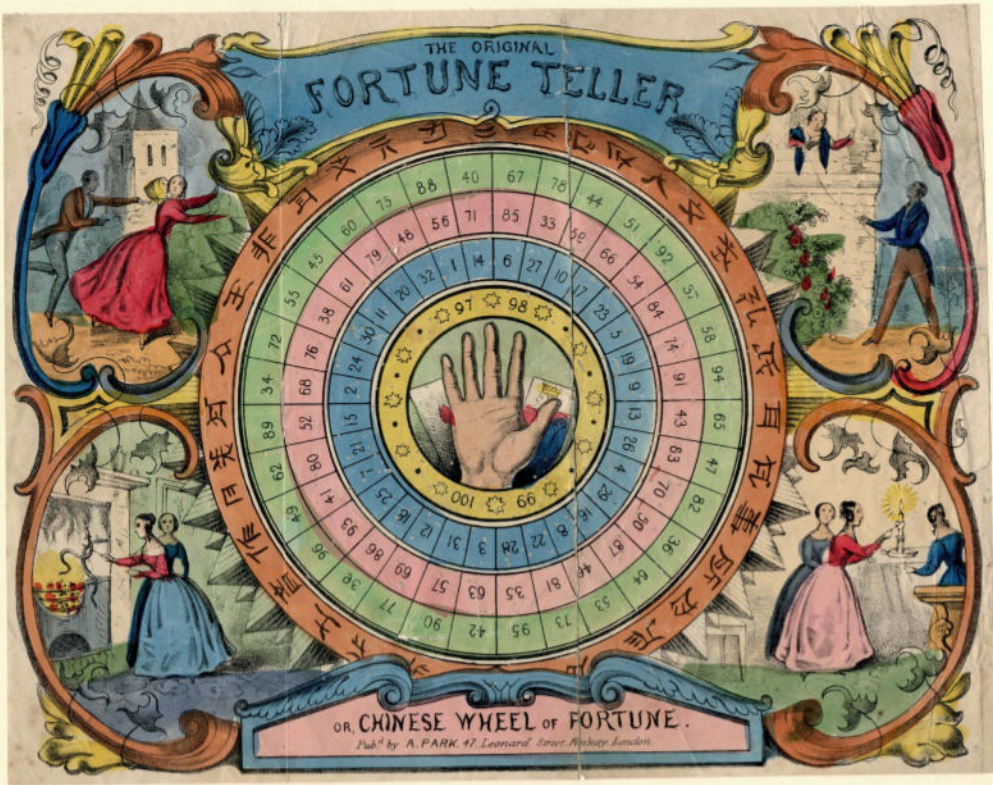
▲ *Le sorti di Francesco Marcolino da Forlì* (The Oracles of Francesco Marcolini da Forlì) is the earliest example of a printed work that provides instruction for telling fortunes using playing cards. It was published in Venice in 1540.





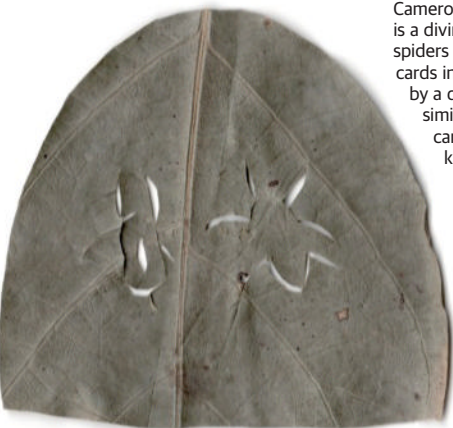
IT'S IN THE GAME

▶ This wheel, known as *The Original Fortune Teller* or *Chinese Wheel of Fortune*, might possibly have been used in Victorian times as a form of parlour game. It was designed by A Park, an engraver and publisher.



CREATURE COMFORT

▶ Used by the Mambila people of Cameroon and Nigeria, *Ngam dù* is a divination process that uses spiders or land crabs to rearrange cards in patterns that can be read by a diviner. These leaf cards, similar in some ways to tarot cards, are an example of the kind used in this practice.

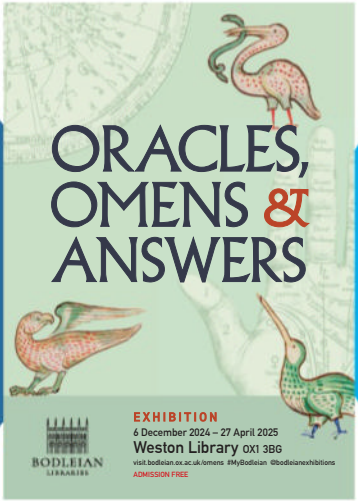


HANDY HINTS

▶ Writer Oscar Wilde became intrigued by palmistry (palm reading) in the 19th century. This sketch of his palms was drawn by British polymath Edward Heron-Allen, who revived and developed palmistry in the Victorian era. The sketch is signed by Wilde next to the phrase "Rien n'est vrai que le Beau" ("Nothing is true but Beauty").



**Oracles, Omens
& Answers**
at the
Bodleian Libraries
*is open until
27 April 2025*



**Divination, Oracles
& Omens**
*edited by Dr Michelle Aroney
and Professor David Zeitlyn
(Bodleian Libraries, 2024)
is available to buy now*



REVIEWS

The books, TV shows and films causing a stir in the history world this month



WILLIAM TELL

A rollicking retelling of the Swiss legend's story of rebellion

Certificate: 15 **Creator:** Nick Hamm **Cast:** Claes Bang, Rafe Spall, Ben Kingsley **Released:** Out now

When history arrives on the big screen, there must always be a word of caution. The true story has almost certainly been somewhat reshaped or redirected, illuminating the subject matter in a manner that often veers from actuality. Timelines are abridged, important episodes rearranged, and the true complexities of any historic figure can be rendered opaque or biased. Biopics can sometimes bend towards the hagiographic, offering up a portrait of a saint and the narrative tantamount to their cinematic beatification.

When it comes to William Tell, the Swiss legend who became an emblem of heroism and political rebellion who was later appropriated by the likes of the French Resistance during the Second World War, we are very much in the fictional realm to begin with. It's not fictionalised history, it's simply fiction. William Tell never existed, but he arose in history as if he did. His impact on Switzerland, and later other nations who came up against tyrants, has meant the figure of the humble huntsman was

transformed into mythology and the archetypal. This alone makes it fascinating.

Nick Hamm's *William Tell* is the type of pleasingly old-school romp that doesn't get made much these days. It isn't nostalgic or creaking, it's classical in its filmic form - the kind of spectacle Hollywood once made, and made well. Also, Danish actor Claes Bang, likely best known to British viewers for his wonderfully camp yet menacing portrayal of Count Dracula in the 2020 BBC and Netflix adaptation, equips himself well as the brooding hero of the hour.

14th century Europe is a time of empire and invading nations. The Hapsburgs are keen on gobbling up parts of Switzerland in order to further expand their territories. The Alpine people, however, aren't so keen on falling under their rule and so stirrings of a fightback commence (leading to the formation of the Swiss Confederacy).

One day, out hunting, minding his own business, William Tell's life and place in history as a symbol of defiance and nation-building

rapidly unfolds. Seeing a bloodied and exhausted man running through the countryside, he helps him and quickly realises he's being chased and is wanted for murder after a skirmish with some Hapsburg goons. Before you can shoot an apple off a person's head (his iconic feat) Tell is spearheading a movement to unite his people.

What Hamm's film doesn't have is a blockbuster-sized budget. But if things are occasionally let down by unconvincing CG-enhanced backdrops and action sequences, *William Tell* makes up for it with a cracking story, stunning locations and a game cast (including Ben Kingsley, Rafe Spall and Jonathan Pryce appearing in supporting roles). William Tell, much like Robin Hood is to England, is part of the fabric of a nation's mythology. Despite being fictional he influenced how we view history because he's the swashbuckling personification of the birth of a nation when it casts off tyranny. **MC**



Reviews by

Martyn Conterio, Jonathan Gordon, Callum McKelvie, Emily Staniforth

AFTER THE FLYING SAUCERS CAME

A GLOBAL HISTORY OF THE UFO PHENOMENON

Exploring our ongoing obsession with unidentified flying objects and little green men

Author: Greg Eghigian **Publisher:** Oxford University Press **Price:** £22 **Released:** Out now

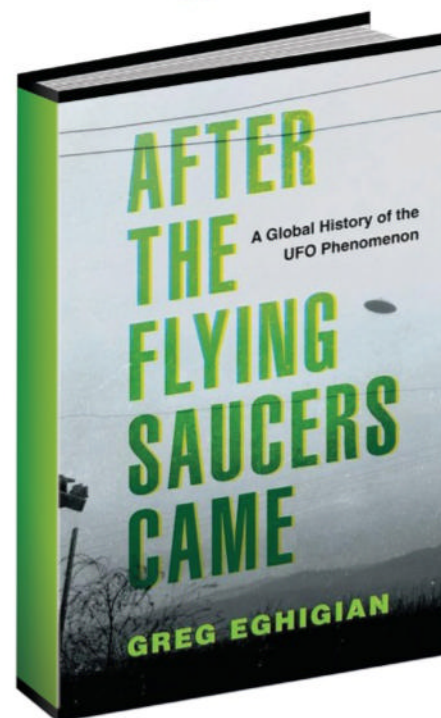
Have you ever seen something unusual in the sky? Something you can't explain? Do you want to believe? Plenty of people have and do. Since (and even before) the term 'Unidentified Flying Object' or 'UFO' was first coined by the US Air Force in 1952, there have been numerous reports of strange objects in the heavens. Are they top-secret experimental aircraft? Hitherto unknown natural phenomena? Visitors from another planet? Or perhaps all three?

Exactly what these objects are has been the focus of numerous works of ufology, but in *After the Flying Saucers Came* historian Greg Eghigian takes a different approach. He chooses to chart the history of UFOs, placing these sightings and stories within the context of their time. This results in some fascinating theories, particularly his ideas concerning the numerous reports of alien abduction

in the 1980s which occurred alongside a decline in the number of UFO reports.

Eghigian also spends much of this book looking at the individuals who can be credited with initiating public interest in UFOs, from unscrupulous pulp magazine editors like Raymond Palmer to famed debunker Donald Menzel, as well as those who helped shape the ufology movement. Yet Eghigian never focuses too long on one individual, his attention instead centred on telling the story of these mysterious sightings as a whole. He is never vague and always absorbing.

After The Flying Saucers Came is a sober, serious examination of a phenomenon that's often ridiculed. Eghigian is as interested in the ufologists as he is the UFOs, and what results is a fascinating read. **CM**



KICKASS WOMEN OF HISTORY

An exciting new podcast about women who changed the world

Hosts: Amy Cotterill & Emma Cook **Released:** Out now



Podcasting has allowed history lovers to learn and be curious about the past in a new way. Listening to top historians and experts discussing their areas of research and interest at the click of a button is an exciting prospect, and now a new history podcast has arrived for those who are fascinated by incredible women of the past. *Kickass Women of History*, hosted by historians Amy Cotterill and Emma Cook, aims to educate the audience about overlooked women who changed history, with the help of guest experts.

The first episode studies Margery Kempe (1373-1438), a Catholic mystic and writer. It hears from guests Dr Eleanor Jackson, curator of the British Library's Medieval Women: In Their Own Words exhibition, and Professor Anthony Bale of the University of Cambridge, who take us through Kempe's life, work and significance.

The second installment focuses on the fascinating actions of Chris Bearchell (1953 - 2007) who played a significant role in Canada's gay rights movement.

Though at times there are some prolonged pauses or odd transitions, it's likely that these are just teething problems as the podcast finds its feet over the first episodes. Cotterill and Cook are engaging hosts who facilitate fascinating discussion through their intriguing and well-researched questions. Available on all major podcast platforms, including Spotify as well as Apple and Google Podcasts, *Kickass Women of History* is easily accessible, and with new episodes released every week it is sure to bring to light more stories of history's forgotten women. **ES**





History's Biggest Traitors
Whether for power, wealth or revenge, people have betrayed each other since time began. But what does it really mean to be a traitor? And how has treachery changed the course of history? From the infamous Judas Iscariot to an American spy who sold his countries secrets for cash, get the lowdown on some of history's most slippery customers.
Buy *History's Biggest Traitors* in shops or online at magazinesdirect.com Price: £14.99

HISTORY WAR RECOMMENDS...

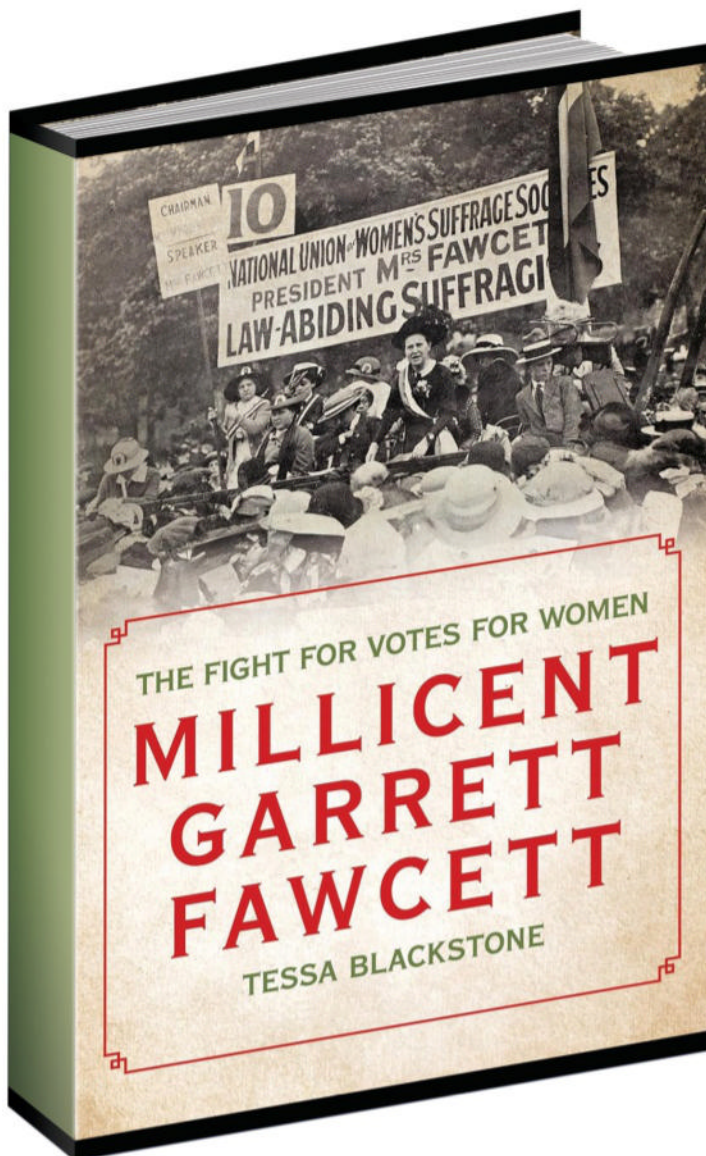


Vatican Spies
Author Yvonnick Denoël **Price** £25 **Publisher** Hurst
Drawing on freshly released archives of foreign services that worked with or against the Holy See, French historian and intelligence specialist Yvonnick Denoël brings to light an account of 80 years of shadow wars and dirty tricks within the Vatican. These include infiltrating priests into the Soviet Union, secret negotiations between John XXIII and Nikita Khrushchev, and more.

MILLICENT GARRETT FAWCETT

A thorough and engaging biography of the leader of the Suffragist movement

Author: Tessa Blackstone **Publisher:** Biteback Publishing **Price:** £20 **Released:** Out now



"This stalwart campaigner spent 60 years advocating for the rights of women on multiple fronts"

A stalwart campaigner for women's suffrage in Britain as well as access to education and employment opportunities, Millicent Garrett Fawcett is not as well known as she probably should be. She spent the better part of 60 years campaigning for the rights of women on multiple fronts. What's more, her sister Elizabeth Garrett Anderson was the first female physician in Britain. Fawcett was a Suffragist rather than a Suffragette, eschewing direct action and disruptive protest in favour of political influence campaigns, speaking tours, letter writing campaigns and so on. Fawcett was head of the National Union of Women's Suffrage Societies (NUWSS) from its unification in 1897, with the Women's Social and Political Union breaking away in 1903 led by the Pankhurst family.

One particularly fascinating chapter in Blackstone's book compares and contrasts the approaches, backgrounds and advocacy of Millicent Fawcett and Emmeline Pankhurst. She paints a picture of two women, alike in some respects but also with totally different temperaments and outlooks. Where Fawcett approached the movement from a middle-class perspective with social gatherings and meetings with influential figures, Pankhurst sought working-class action, people in the streets to show the full public support for the movement.

Reading this chapter brought to mind other social movements through modern history where two contrasting approaches to change could be argued to have been complementary to one another. Martin Luther King Jr and Malcolm X is probably the most

well-known and studied example, where the militancy and rhetoric of Malcolm X has been said to have pushed the establishment towards embracing King as the more 'reasonable' voice for change. The same might be said of Fawcett and Pankhurst, although today the latter is much better known.

Blackstone explains some of her personal connection and fascination with Fawcett, whom she clearly holds in very high regard. Blackstone was made a peer in 1987 and was Master of Birkbeck College for a decade, living in the former Fawcett home in London during that time. That being said, she doesn't balk from examining Fawcett's more controversial positions. A recurring lack of understanding of working class conditions, for instance, is referenced in different contexts. When Fawcett became the first woman to have a statue in Parliament Square in London in 2018, a common objection was that she had been willing to isolate working class women from the suffrage movement to achieve her goals.

There is a recurring debate as to whether the Suffragettes or Suffragists did more to earn the right to vote for women in Britain, but that is not the focus of this book. Clearly, being a biography and analysis of Fawcett, Blackstone spends most of her time championing her contributions to the suffrage movement. But there is a solid balance to how this is done and given how little Fawcett is discussed more broadly, it perhaps redresses some of the balance of the discourse around the topic. **JG**



HISTORY HOLLYWOOD

Fact versus fiction on the silver screen



NEW SPECIAL



AVAILABLE NOW

THE FALL OF THE ROMAN EMPIRE

Director: Anthony Mann **Starring:** Sophia Loren, Alec Guinness, Christopher Plummer **Country:** Italy **Year:** 1964

Did golden-age Hollywood stick to the facts of this calamitous period?

VERDICT: A lot of added melodrama and stretching of facts.



01 The film opens with Marcus Aurelius (Guinness) campaigning against the German tribes and gathering regional leaders to him. He promises them the rights of Roman citizens. But he made no such offer and in fact crushed the Quadi (Germanic) tribes in the north.



02 Aurelius is poisoned by the supporters of his son, Commodus (Plummer), after he tells General Livius (Stephen Boyd) that he'll be his successor. In reality Commodus was already co-emperor with his father, Livius is fictional and Aurelius died from natural causes.



03 Commodus appears to go mad with power after his father dies, taxing the provinces, proclaiming himself a god and even renaming Rome after himself. Some of this is true, as Rome was renamed Commodiana under his leadership and there was much internal unrest.



04 Aurelius can't make his daughter Lucilla (Loren) his heir, so she's married off to the king of Armenia. She's later nearly burned at the stake with German rebels. In reality she was married to a Syrian general, then executed by Commodus for plotting his murder.



05 While the film claims to show the beginning of the end of the Roman Empire, the events are about 300 years before the Western Empire fell. This happened when Odoacer, the Germanic king, took Rome and the seal of the Empire was sent to the eastern rulers.



All images © Alamy, © Getty Images



Did you know?

Early methods had it steamed inside the sleeve or leg of an old article of clothing, which is likely how the morbid moniker 'dead man's arm/leg' came about!

JAM ROLY-POLY

CLASSIC BRITISH SCHOOL DESSERT, UK (ORIGIN), 19TH CENTURY

Ingredients

- 250g self-raising flour
- 50g unsalted butter
- 50g caster sugar
- 50g shredded suet
- 1 vanilla pod or 1 tsp vanilla paste
- 150ml whole milk
- 100g raspberry or plum jam
- Custard, to serve

Main image: © Shutterstock
Inset image: © Getty Images

METHOD

This one will be well-known to our British readers, but perhaps less so elsewhere. It was sometimes referred to as 'dead man's arm' or 'dead man's leg', adding to the pantheon of unappetising food names from the UK such as 'toad in the hole' and 'spotted dick'. Jam roly-poly originated as a steamed pudding made with jam and suet pastry, and the earliest recipes can be traced back to the early 19th century – although it's possible it was made earlier.

Jam roly-poly is made with a flat suet pastry spread with jam and rolled up into a log before cooking. As such it sits among a proud heritage in British cooking of steamed and boiled dishes. An 1845 recipe from Eliza Acton asked for jam, marmalade or mincemeat (meaning mixed fruit rather than ground meat), while a later recipe by Isabella Beeton suggests fresh fruit could also be used. It likely gained popularity among British children thanks to mentions in stories by Enid Blyton and Beatrix Potter. As a relatively simple pudding, it was widely adopted by school canteens as a dessert and was usually served with custard. ○

- 01** Preheat your oven to 180°C (160° for fan assisted ovens or Gas Mark 4). Fill a roasting tin two-thirds full with water and place at the bottom of the oven or on a low shelf to generate some steam before baking.
- 02** Take a large piece of tin foil and lay it on a flat surface. Then place a piece of greaseproof paper on top. Butter the greaseproof paper.
- 03** Sift the flour into a large mixing bowl and then add the butter in cubes. Rub the butter into the flour with your fingers to make a breadcrumb-like texture. Add the sugar and stir together.
- 04** Add the shredded suet and mix, then gradually add and mix in your milk and vanilla until you have a soft, sticky dough. You may have some milk left over before you reach that point, which is fine.
- 05** Flour a work surface and your hands. Tip your dough out onto the surface and gently knead

it for a couple of minutes to help it combine further. Re-flour your surface, hands and a rolling pin to roll out the dough into a square shape, about 25cm in each direction.

- 06** Spread the jam over the dough, leaving a gap of between 1-2cm on one edge. Take the opposite edge to begin rolling the dough into a log. Pinch the final edge and ends to create seals.
- 07** Gently lift your roll onto the pre-greased paper and foil, join-side down, using a palette knife or spatula is necessary. Pull the edges of the greaseproof and foil around the roll, creating a parcel with plenty of room for the roll to rise.
- 08** Place the parcel onto a baking tray and bake in the oven for 50 minutes to one hour. Once finished, remove from the oven and allow to steam in the package for five minutes before opening. Allow to cool before serving with custard.

NEXT MONTH

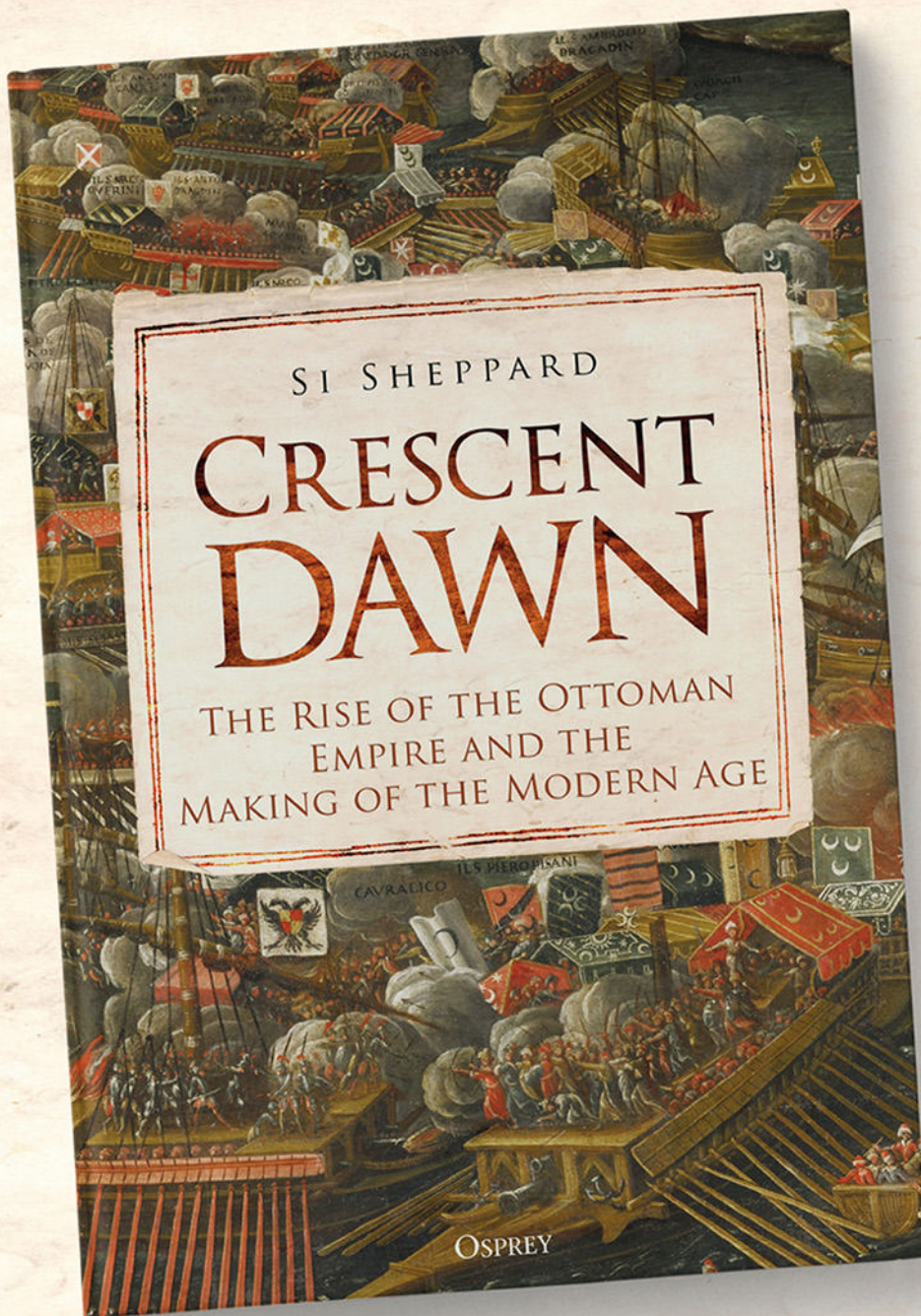
EL CID: THE SPANISH CRUSADER

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