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Sommario/riassunto	The teaching and research of the Classics in South Africa are deeply rooted in the racial, political and educational inequalities which have characterised its turbulent history. In this original study, Michael Lambert opens three windows on to this history, using the creation of identities as his theoretical lens. The foundation of the Classical Association of South Africa in 1956 and the cultural reinforcement of Afrikaner nationalist identity; the deployment of British colonial identity in public discourses about the role of the Classics in apartheid South Africa at an English-speaking uni