



Euroclassica Newsletter
number 12, January 2004

Contents

Executive Committee, Bank Account	2
Editorial	3
President's report	4
Letter to Valéry Giscard d'Estaing	7
Euroclassica library and documentation centre	9
Annual conference in Genoa	10
Financial report	15
Euroclassica website	17
Minutes of the General Assembly in Vienna	23
Report on the annual conference in Vienna	26
Report on the Academia Homerica 2003	27
Report on activities of Academia Homerica and "Elliniki Paedeia"	29
Report on the Academia Aestiva 2003	30
Report on the Congress of Spanish Society of Classical Studies (SEEC)	31
Euroclassica Project	33
Romanian Memorandum	34
European Curriculum for Classics	38
Announcement of the Ia Academia Latina	44
Announcement of the VIIa Academia Homerica	46
Competition of Ancient Greek	49
Competition author, auctor, auteur	50
Pompeii by Robert Harris	52
Book notice	56
Members of Euroclassica	58
Supporters and Associates	61
Future members	62



Executive Committee

Francisco Oliveira President, Treasurer	Rua Luís de Camões 28, L 1, 4D	P-3060 183 Cantanhede Portugal	00351-231-423856 00351-962957733 euroclassic@ci.uc.pt
Eva Schough Tarandi Vice-president European report Academia Latina	Kolmigränd 33	S-18743 Täby Sweden	0046-8-7585879 eva.schough.tarandi@ telia.com
Barbara Pokorná East and Central Europe Newsletter	Trnkova 16	77900 Olomouc Czechia	00420-58-5224563 pokornab@ffnw.upol. cz
Paul Ieven Secretary Euroclassica Project	Avenue de Chantecler 26	B-1420 Braine- l'Alleud	0032 2 3872942 ieven.paul@skynet.be
Alfred Reitermayer Lobbying European Curriculum Website	Steinfeldgasse 26	A-8020 Graz	0043 316 719866 a.reite@utanet.at
Maria-Rosaria di Garbo Academia Latina	Via Acquarone 1/3	I-16125 Genova	0039 010211695 floridia.digarbo@ aleph.it
Jadranka Bagaric East Europe Workshops	Ivana Meštrovića 3	HR-20000 Dubrovnik	00385 20436372 jadranka_bagaric@ yahoo.com

Bank Account

Please transfer your subscription to:

IBAN: PT50003508170000170073006
Caixa Geral de Depositos
Coimbra – Portugal
Francisco de Oliveira - **EUROCLASSICA**



Euroclassica

Internet Classics

The internet age is perhaps coming to maturity. We are more at ease with the technology; we go to our email inbox with the same sense of curiosity that we may have once reserved for the postman's step and the flop of letters onto the floor. Every association (including Euroclassica – www.ehudi.at/gegenstand/EuroClassica/) has its website; jobs are advertised via listings; we may more easily look up a text at the Latin Library via a broadband connection (<http://www.thelatinlibrary.com>) than get up from the desk to pull the book off our shelves. Particularly recommended is the Bryn Mawr Classical Review (<http://ccat.sas.upenn.edu/bmcr/>) which sends you regular reviews of recent books to your inbox, and keeps you engaged with current controversies and developments in the world wide web of Classics.

Euroclassica is trying to enter this new age too. Two projects are currently underway. First the executive committee is putting together a DVD with interviews and features from all European countries who are affiliated to Euroclassica. The aim is to show what is happening in Classics in schools in each country; what arguments are used to maintain our place in the curriculum; what experiences the young people have had in their Classical studies; what they have got out of them and why they themselves would recommend them to others just starting out. The finished product should be available as a teaching tool and a useful resource for publicity and persuasion. Secondly, another group of dynamic Classicists has got EU funding for a project to establish an electronic data base for Classics across Europe. It is called CIRCE and further details will be available at the congress in Genoa in the spring. The aims of CIRCE are to introduce a 5 day transnational course in using ICT for all European classicists, which will be entered into the EU's Comenius catalogue for teachers in secondary schools. This will provide training and funding across all member countries for any who wish to participate. In addition, CIRCE will provide national training programmes in individual countries. A manual will be created, itemising how and where Classics is taught, with advice on strategies and resource lists specific to countries and languages. A multilingual website will promote the work of the partners.

We are not neglecting traditional forms of publication and have ideas for recording our commitment to Classics in book form too. There is the possibility of an English publisher who is willing to produce a book on the teaching of Classics in different European countries, and in addition we are considering a publication where each European country could present itself by means of a text from a Classical author. These texts would be accompanied by an introduction which explains the influence of the



Classical world on the particular country and which would outline teaching suggestions for their use in class.

The Vienna annual assembly saw another smooth transition via elections to a new committee which again will combine experience and innovation. We welcome Francisco Oliveira (Portugal) as the fourth president of Euroclassica, and also the new committee members from Belgium, Croatia, Italy and Austria who are each represented for the first time. The members from Sweden and the Czech Republic will continue for another term.

Committed Classics specialists in all European countries who enjoy their teaching and who transmit their own enthusiasm to their pupils show that we continue to have something vital to offer to young people today. Using the internet in all its forms is a tool which we can adapt to easily and exploit for its advantages in disseminating all that is worthwhile about ancient culture, languages and society to the next generation.

John Bulwer

President's report

At the General Assembly in Vienna I gave my report for the year 2002/2003. The report included all the activities of the members of the executive committee and of all the representatives of the member countries of EUROCLASSICA, and since it was my last report as president of EUROCLASSICA I tried to give a survey of several of our activities during the last four years.

Summer schools

Since the time the executive committee was elected in Prague in 1999 we improved the Summer Schools in Greece and tried to establish a Latin Summer School in Rome. As you all know the Summer schools of Dr. José Luis Navarro (Academia Aestiva) and of Dr. Maria Eleftheria Giatrakou (Academia Homerica) were not only very successful but worked for the idea of EUROCLASSICA. The students and teachers who participated in the summer schools are the best witnesses that Greek is an important part of higher education and that the idea of EUROCLASSICA is alive. You can read the reports about the summer schools in this newsletter. I am very thankful to both directors for their effective work. The sponsors of both schools are very important and special to us and they became friends and honorary members of EUROCLASSICA as you can see by the list of supporters at the end of the newsletter.

Nowadays it becomes more and more difficult to find sponsors. The more I am proud and thankful that we might have a Latin summer school in Rome - thanks and due to the



activities of our executive members John Bulwer, Liesbeth Berkvens, Eva Schough Tarandi and Barbara Pokorná and our Italian representative Maria Rosaria di Garbo.

Newsletter

The newsletter got a new format and appearance and is becoming a forum for discussing different aspects of teaching Latin and Greek in Europe. The editors Liesbeth Berkvens and John Bulwer invested a lot of time and ideas to make the newsletter attractive. I am glad the series of articles on teaching Latin in different countries that I started in 2001 is continuing and I would like to encourage all representatives to write articles for the newsletter. Barbara Pokorná found a more economic way to print the newsletter in Czechia. In 2003 we got also the first advertisements (from the German publishers Philipp von Zabern Verlag in Mainz) which helped financing our newsletter. Please encourage your local publishers to advertise.

Annual congresses

Thanks to Marie Louise Docquier and Chantal Janssens, to Christine Haller and Francisco Oliveira and to the crew of the Austrian Sodalitas, Mag. Wilhelmine Widhalm-Kupferschmidt, Ulrike Sedlbauer, Prof. Dr. Kurt Smolak, and Mag. Alfred Reitermayr, we had successful congresses in Brussels (2000), Bâle (20019, Coimbra (2002) and Vienna (2003). All organizers found ways to make the congresses very enjoyable and an event that also had effects on the reputation of Latin and Greek in their countries.

Political impact and lobbying

From the beginning we wanted the congresses to have more workshops. I would like to emphasize the aim to make the conferences not only a social event but also to give them a political impact. I hope this policy will continue and become even stronger.

I tried to strengthen the political impact by winning new members, by representing EUROCLASSICA on several congresses, by writing to the president of the European convention Valéry Giscard d'Estaing (see page 7 of this newsletter) and by starting cooperation with the American Classical League.

New members

We could find new members. I just would like to bring to your attention that only associations can be a member of EUROCLASSICA except if there is no association in a country. So we had to contact the associations of teachers of Latin and Greek in several countries.

I could convince the Polish association to join EUROCLASSICA and I thank Professor Dr. Jerzy Styka, Head of the Department of Classics, Jagiellonian University, PL 31-120 Cracow for his immense support.

With the help of Barbara Pokorná we are trying to get Hungary as a member of EUROCLASSICA.



France came back to EUROCLASSICA, with difficulties though. For years I tried to get back CNARELA and my letters sometimes were answered, sometimes not, the presidencies of CNARELA changed two times and finally I was informed that the committee of CNARELA does not want to join EUROCLASSICA. CNARELA has its unforgettable merits for EUROCLASSICA, was a member of the founding committee and we are grateful for it. But now we are glad to have found – with the help of Francisco Oliveira and Prof. Pascal Thiery -the *Institut Français du Théâtre Antique*, IFTA, as a member representing France in EUROCLASSICA. The IFTA got a new constitution and is open for all teachers and students of Latin and Greek. We are especially interested in continuing our cooperation with France and making it possible to have French students as participants in our summer schools.

Sophocles Memorial Day

Of course I was present at a lot of conferences representing EUROCLASSICA. I would like to mention congresses of the Union Latine in Rome and Udine, congresses of the Portuguese and German associations and, in 2003, the Sophocles Memorial Day in Athens (January 19, 2003). This event was organised by Dr. Maria Giatrakou representing EUROCLASSICA and Academia Aestiva, and was sponsored by Hellenike Paideia Schools (Mr. E. Ekonomou) and Exarter (Mr. Petros Pikanis) and several other individuals. Representatives of the Greek government and the universities and academies and about a thousand people attended the celebration,

Reports on the situation of teaching Latin and Greek

The reports of all member countries are very important in order to collect basic knowledge about the situation of teaching Latin and Greek in the member countries and about the number of pupils, students, teachers and members of the associations. We have to be able to show and to prove to our partners in politics and in educational departments how many people we represent. Therefore I am very thankful to Eva Schough Tarandi because she continued what I started in 1995: The collection of statistics and informations about teaching Latin and Greek in Europe.

Contacts and cooperation with the American Classical League (ACL)

I participated in the annual institutes of the American Classical League in Madison (Wisconsin) 2002 and in Buffalo (New York) 2003. You will find short reports in The American Classical League's newsletter, Vol. 26, Number 1, Fall 2003 and in several issues of Pro Bono. I thank Virginia Barrett and Christine Sleeper and many other members of the ACL for helping me to come to the USA and to be welcome at the ACL institutes. I thank the president of the ACL, Ken Kitchell (Dept. of Classics, Herter Hall, University of Mass., Amherst 01003) for his interest in a cooperation. We both think that a cooperation will be useful for both organisations; and we will start with exchanging reports in our newsletters and we hope to make it possible to have a congress of both associations in a not too distant future.



Finally I want to say my honest and cheerful thanks to all the members of the executive committee and the General Assembly and to the former presidents for their helpful and loyal cooperation. All the best to EUROCLASSICA.

Hans-Joachim Glücklich

Letter to Valéry Giscard d'Estaing

Frankfurt am Main, April 19, 2003

Honourable Mister President,

I am reading with very high interest about your aims for the European constitution. I would like to send you my thoughts about the importance of Latin and Greek and the need to teach those languages in schools.

There are many historians, philosophers, politicians and others who remind us that Europe, first of all, has to be a union of common culture, common roots and common thoughts. But there are differences: some emphasize the Christian roots, some the Greek roots, some the Roman roots. All those roots moulded Europe, sometimes in a good way, sometimes in a problematic way. When people speak in favour of the classics, they emphasize the teaching of the European roots, and they are right.

Kommentar: too many roots?

Kommentar: of the USA?

What are the characteristic features of these roots? Ortega y Gasset said that 80 percent of our mental possessions are common European property. And Paul Valéry said: "Wherever the names of Caesar, Gaius, Trajan, Vergil, wherever the names of Moses and St Paul, wherever the names of Aristotle, Plato, Euclid are important and esteemed, there is Europe."

Instead of the names we can put achievements that have been made by Roman and Greeks: Science, historical research, awareness of the past, analytic thinking, speculation about the future, liberalism of political theories, democracy, separation of law and religion, the reputation of experts in science and administration, a combination of capitalism and socialism, the attempt to combine all branches of science and scholarship in universities, a liberal attitude towards religion and an open mind for other cultures, the belief in beauty, the appreciation of art and poetry and music.

There is Europe outside of Europe. Greeks and Romans influenced or even dominated parts of Africa and the Near East. Islam dominated North Africa and Spain, enriched



European culture, Islamic scholars studied, developed and preserved Greek and Roman philosophy and poetry. The founding fathers were Europeans, they derived their ideas of democracy and liberty and human rights from Greek and Roman ideas, then these ideas were reimported from America to Europe. The United States have a strong European heritage.

Leopold Sédar Senghor, the late president of Senegal and former teacher of Latin and Greek in France, reminds us that Philon, Plotin and Origenes were Egyptians who wrote Greek, that Tertullian, Cyprian and Augustin were Berbs who wrote Latin. One might add Apuleius and Terentius and their influence on the Roman mind. Senghor also speaks of a common European-African culture not as a medley but as a combination that helps to bring out the character of the different people without taking away their identity.

There are many reasons why at least our classical heritage, classical studies and Latin and Greek in higher education must be mentioned in an European constitution. This part of a European constitution would help to decide how far the European Union could be developed. Whoever accepts this foundation besides the economic and financial aims can be considered European, whoever wants to destroy this fundamental element, cannot be considered as an European.

All those who teach Latin and Greek in universities and schools and all their organizations – and naturally EUROCLASSICA – need to secure that our contribution to the European mind and to the awareness of being an European is recognized. The teachers of Latin and Greek are open minded true Europeans. They help to establish an European mind that is even more able to overcome financial and economic problems, at least to avoid that those problems might lead to a relapse into narrow nationalistic ideas. They also help to establish an open mind towards a cooperation with all those countries who are either influenced by or open to the European achievements or who even helped to secure them.

That Europe is founded on Latin and Greek and that Latin and Greek are taught in schools and universities needs to be recognized as an inalienable part of the European constitution.

Sincerely yours

Hans-Joachim Glücklich, President of EUROCLASSICA



Euroclassica library and documentation centre

Thanks to Prof. Dr. Jürgen Schwindt and Franz-Martin Scherer of the Seminary of Classical Philology of the University of Heidelberg and the director of the Library of the University of Heidelberg we are allowed to establish a small Euroclassica library and documentation center as a part of the library of the Seminary of Classical Philology of the University of Heidelberg.

This library may include:

- the constitution of Euroclassica
- textbooks and text editions for teaching Latin and Greek in the different member countries,
- publications of Euroclassica like the annual newsletter and documentations and books from our congresses,
- publications of the actual and former members of the executive committee and the actual and former representatives of the member countries to the General Assembly
- important publications on the didactics of Latin and Greek in different countries
- reports on teaching Latin and Greek in Europe
- some books about methods of teaching Latin and Greek in other parts of the world

The university of Heidelberg will pay for the work, i.e. for: registering incoming books and publications and publishing the titles in the different catalogues. The university cannot pay for the books themselves. So we kindly ask all our members to contact the publishers of their countries and to ask them to send their books and other publications to me or the library. May I suggest that you send letters to my private address:

Prof. Dr. Hans-Joachim Glücklich, Myliusstraße 25 A, D-60323 Frankfurt am Main
e-mail: GlueHJ@aol.com

and books and catalogues and other publications to:

Prof. Dr. Hans-Joachim Glücklich/ Franz Martin Scherer, M.A.
Seminar für klassische Philologie der Universität Heidelberg
Marstallhof 2-4
D-69117 Heidelberg
Germany

Hans-Joachim Glücklich



Annual conference in Genoa, Italy

Annual EUROCLASSICA Conference
LATINA DIDAXIS (MULTA PER AEQUORA)
Genoa, april 16-18, 2004



COORDINAMENTO LIGURE
INSEGNANTI LINGUE CLASSICHE
c/o DARFICLET, sez. linguistico-letteraria
Genova, via Balbi 4, 3°p. - 010.2099737

April, 16

ANTEPRIMA – 9.00-11.00

Only for teachers of Euroclassica / seulement pour les professeurs d'Euroclassica.

- Reception at / accueil chez : Università di Genova, Facoltà di Lettere, via Balbi 4
- 8.00-11.00 the members of Euroclassica can attend some Greek and Latin lessons at / les membres d'Euroclassica peuvent assister aux leçons de grec et de latin au / LICEO COLOMBO (via Dino Bellucci 2, two minutes by foot from the University / deux minutes à pieds de l'Université
- 11.00 Coffee break
- 11.30-13.00 meeting with teachers of Liceo Colombo and others schools of Genoa / table ronde avec des professeurs du Liceo Colombo et d'autres écoles de Gênes : Liceo Colombo, Aula Magna

OPENING SESSION / SESSION D'OUVERTURE – 15.00

Biblioteca del DARFICLET "Francesco Della Corte", Facoltà di Lettere, Università di Genova

- Welcome / Bienvenue
il Preside di Facoltà
il Direttore del DARFICLET
il Presidente dell'I.R.R.E. Liguria
il Presidente della Provincia di Genova
il Presidente del CLILC
il Presidente di EUROCLASSICA



• Lectures / Conferences:

- 15.30 **G. Polara** (Università di Napoli)
Mari e navi nelle "Varie" di Cassiodoro
- 16.00 **N. Fick** (Université de Dijon , France)
Miranda per aequora: La nef des fous ou le bateau de Lychas dans le Satyricon
- 16.45 **Umberto Albini**
Il viaggio nel teatro antico
- 18.30 Apéritif

April, 17

PLENARY SESSION

Teatro Comunale di Bogliasco (Genova) (15mn. by train away from Genoa)

- 9.30-10.30 **M. von Albrecht** (Univers. Heidelberg)
Viaggi nelle Metamorfosi di Ovidio
- L. Cano** (Libera Università di Barcellona)
*Navigando con Internet:
La enseñanza de la lingua latina en Internet: posibilidades y realidad*
- 10.30-11.15 **R. Degl'Innocenti Pierini** (Università di Firenze)
Diversa aequora : il viaggio dell' esule
- 11.30-12.00 **Vico Faggi**
*Scippo a Sosia , dall' Amphitruo
(Presentation of Theatre: ancient drama with an actor of the Genoa
theatre / Presentation d'un texte de théâtre classique avec la lecture
d'un comédien du Théâtre de Gênes).*

Refectio (Circolo Nautico at Bogliasco, Genoa)



- 14.30 **G. Cipriani** (Università di Bari)
Viaggio tra due culture
- 15.30 **M. Eleftheria Giatrakou** (University of Athens)
"The seaway hellenism in Italy and Europe in the process of History"

Workshops / Présentations pédagogiques

P. Villa , R. Pansardi

Una strada verso il Nord : la Val Polcevera

Percorso didattico sulla Tavola di Valpocevera (Epigrafe del II sec. A.C)

M. Tixi

Naiades Aequorae (Il lessico del viaggio)

- 17-20 **General Assembly / Assemblée générale / of EUROCLASSICA**

-
- 20.15 Dinner at a Restaurant in Bogliasco
-
- Return by train or bus to Genoa / retour avec train or bus
-

April, 18

- 10.00-12 **Visit to Genoa 2004**

N.B. Please note that some items of this programme may be changed



HOTELS OFFERING SPECIAL PRICES:

(please make your reservations directly as soon as possible, making sure to mention that you are a participant to Euroclassica Conference).

Hotel Helvetia: located between University and grammar school Colombo (piazza della Annunziata), very near railway station «Genova-Principe»
30 rooms available (€69 single and €82 double), in 2004 prices will be max. 5€higher
tel. 00390102465468
fax 00390102470627
www.hotelhelvetiagenova.it

Savoia Continental (€72 E single, €93 double)
Tel. 003901022611641
hotelsavoiaigenova@libero.it

Veronese (€62 / €82,97)
www.hotelveronese.com

Vittoria , Via Balbi 33 (the same street as University) (€47 / 73)
0039010261923
www.vittoriaorlandini.com

Iris, Via G. Rossetti 5 (single €62/ double €93/ triple €121/quadruple €135)
00390103760703
hoteliris@mclin.it

Bed and breakfast “Columbus Village di Daniela Sainato” (€40 single, €60 double)
00393773972
3381342075 (phone number from prof. Remondini)

You can find others hotels or “bed and breakfast” at the website
www.turismo.liguriainrete.it



N.B.

Conference Fee: €60 (to be paid no later than March 1, 2004) by bank transfer to the following account

Paola Villa e Laura Cornero (CLILC)

IBAN IT80 B061 7501 4390 0000 1078 880

SWIFT CRGEIT GG433

(Cassa di Risparmio di Genova e Imperia ag. 73 di Genova)

Please send your applications the soonest possible, at the latest within March 1, 2004 also by email, to paolavilla@inwind.it

You may use the following Application form:

APPLICATION FORM

**To
Paola Villa
President of C.L.I.L.C.
Via Jenner 5
16100 Genova**

Dear Paola Villa

as I'm interested in participating in the Latina Didaxis 2004, Multa per aequora (April 16-19, 2004) at Genoa , Italy , I wish participate at
meeting at Lyceum Colombo, April 16, in the morning
visit to Genoa 2004, April 18, in the morning

I enclose the receipt of my participation fees, €60,00-.

Very kindly yours,

NAME:

FULL ADDRESS:



Financial report





Euroclassica website

New Concept of the Euroclassica Homepage

<http://www.eduhi.at/gegenstand/EuroClassica/>

later:

www.euroclassica.org

www.euroclassica.net

www.euroclassica.eu

A dynamic concern requires dynamic public relations. The new Euroclassica platform fully programmed in server-side PHP script language is the ideal basis for a flexible, modern and expansible linking of European teachers of Latin and Greek.

Current screenshot of the new Euroclassica homepage





Startseite
News Archiv
Kategorien

erte diem VII. Idus
Ianuarius MMIV

Europa

Welcome to the new homepage of Euroclassica
What you can see now, is the very first version of our site, produced in a very short time to show you, what is possible. Soon, you will see much more, also a completely new design.

Amici linguae Latinae: ALL
Erfreuliches gibt es aus Österreich/Linz zu berichten: Der Verein ALL versammelt Wirtschaffler, Intellektuelle, Künstler, am Humanismus und den klass. Sprachen Interessierte und gibt das Magazin 'Cursor' heraus. Vereinsstz: Agentur Medias 4020 Linz, He

AMICI LINGVAE LATINAE

Examen Europaeum
A great educational project with a comprehensive European dimension started in Vienna/Austria. It aims to create a supranational European consciousness of common cultural interests... You get more informations at the Homepage of the project

Ubi erat lupa - eine europaweite Datenbank für Römersteine
Ein tolles Projekt. derzeit umfasst die Datenbank über 6.000 Römersteine zwischen Donau und Adria. Das Projekt wird auf ganz Europa ausgeweitet.

Lust auf luxus - ONLINE
Unter diesem Titel finden Sie ein österreichisches Vorzeigeprojekt, dass mehrere Schulen in Zusammenarbeit mit den oberösterreichischen Landesmuseen und der Webplattform 'Ubi erat Lupa' erarbeitet haben.

Info
Impressum
Kontakt

Hits: 0 0 0 5 0 5



The current template of the new homepage is still kept in German but will be soon accessible in **Latin, English and French**. The final version of the homepage is intended to provide multilingual menus including **all European languages**.

legend:

bold elements: clickable buttons or words on the homepage

words in italics: description of elements on the homepage

Login: This button is reserved for the admins of the website.

Aktuelles: this clickable word provides access to the materials that have been uploaded the last month.

Forum: This button will provide access to both public discussion groups and intranet groups only accessible for internal communication (password required).

Events: This module allows for the publication of important dates and events. An allocation to one or more specific countries will be provided (These specific dates will show up in the respective country communities accessible through the clickable map of Europe, see below!)

Projekte: Provides access to current interesting projects featuring a calendar based filter.

Lehrpläne: quick and comprehensive survey of the classical language curricula throughout Europe.



Upload: topical materials can be uploaded into the database and assigned to appropriate categories to guarantee easy and intuitive access to information

Search: The homepage features a search engine of its own which provides for quick research in the database. Enter a key word and click GO - the results are displayed on the screen.

Kategorien: This button allows access to various categories, under which uploaded material is placed (see above!). Categories may be easily extended and adapted to meet current needs. The following categories, which are just intended as mere examples to show what is possible, are presently available:

Europa Nostra

[Europa Nostra](#)

[Bausteine Europas](#)

[Kulturwortschatz Europa](#)

[Mythos](#)

[Mythos als Sprache der Seele](#)

[Vita est Ars](#)

Nuntii Latini

Toplinks

[Toplinks](#)

[Chats](#)

[Homepages](#)

[Institute](#)

[Linksammlungen](#)

[Newsgroups und mailing lists](#)

[Schülerlinks](#)

[Verbände](#)

[Verlage](#)

Lehrplan

[Lehrplan](#)

Andere (Lehrpläne aller übrigen Länder)

...

[Lehrplan Deutschland](#)

[Lehrplan Südtirol](#)

[Lehrplan Österreich](#)

[Schulversuche](#) sind ebenfalls länderweise sortiert



Europa: provides access to a clickable map of Europe.

EuroClassica in Europe



Clicking on a country will open the community of the respective country



schule.at Österreichisches Schulportal
Eine Kooperation von
education highway und
Bildungsministerium

Hilfe
Zurück zur Startseite

Login

schule.at Home
Alle Communities
Schulintranets
Gruppen
euroclassica >
Germany >
Diskussionsforum
Info
Materialien
News
Termine
Bewerbung
Wer ist Online
In dieser
Community

Germany
Info

Herzlich Willkommen in der Euroclassica-Community Deutschland

Wenn Sie Mitglied in dieser Community werden möchten und die hier exklusiv angebotenen Materialien nutzen wollen, kontaktieren Sie: [A. Thiel](#).

Klicken Sie auf [DAV](#), um mit der Startseite des Deutschen Altphilologenverbandes verbunden zu werden.

Klicken Sie auf [Euroclassica Homepage](#), um mit der Startseite der Euroclassica verbunden zu werden.

Über schule.at Anmeldung Partner Impressum AGB Kontakt zur Startseite
© 2002-2003 Education Highway Innovationszentrum für Schule und Neue Technologie GmbH

The country communities offer the following features:

1. **Multilingual menus**, of course also in Latin (not yet installed).
2. **Extra- and intranet-facilities**, i.e. parts of the homepage may be strictly reserved for internal information transmission.
3. **Contentmanagement** via PHP database.
4. **Onlineadministration**: country communities are to be managed by country administrators.
5. **Homepagetools** (no programming know-how required) allowing an individual design of the community and providing the installation of provincial subsites.
6. **Prominent linking** to existing websites

Kalendarium: the Latin date on the left side of the homepage is clickable and leads to a database showing topical and date-related information (Latin and Greek texts, pictures, links)

News:

Topical news are listed here. There is also an archive providing access to previous news



Info:

Information on aims and structure of the site

Impressum:

Information on the managing committee of Euroclassica, site administrators and country administrators

Kontakt:

Enables contact with the site administrators.

Europa Nostra:

This topspot provides direct access to the categories listed under Europa Nostra (see above!)

Nuntii:

This topspot provides direct access to the subcategories of Nuntii Latini

Toplinks:

This topspot provides direct access to the various subcategories of toplinks (see above!)

CIRCE:

links to the current Comenius-project CIRCE (<http://www.rago.be/europa/circe/>), whose aim is to pool resources for teachers of classical languages.

Current situation of the site:

- Most of the required modules are already implemented.
- The current design of the homepage, especially the current design of the country communities is still provisional and will be adapted to the needs of Euroclassica.
- The categories are only examples. They will be soon extended an adapted to the needs of EuroClassica
- You can find already many events by clicking the button “Events”.
- The current template of the new homepage is still kept in German but will be soon accessible in **Latin**, **English** and **French**. The final version of the homepage is intended to provide multilingual menus including **all European languages**.

Domain:

- Currently still <http://www.eduhi.at/gegenstand/EuroClassica> (mind capitalization!)
- soon: www.euroclassica.org and www.euroclassica.net
- eventually also: www.euroclassica.eu

Andreas Thiel and Peter Glatz/Austria



Minutes of the General Assembly in Vienna 20 April 2003

Present:

Committee: Hans Joachim Glücklich (D), Francisco de Oliveira (P),
Barbara Pokornà (CZ), Eva Schough Tarandi (S), John Bulwer (UK), Liesbeth Berkvens (NL) Maria Eleftheria Giatrakou (GR)
Representatives from: Austria, Belgium, Bulgaria, Croatia, Denmark, Italy, Luxembourg, Romania, Spain, Switzerland.

Admission of IFTA

In our attempt to reintegrate France into Euroclassica Francisco has proposed that we accept L'Institut Français du Théâtre Antique (IFTA) as representing France. Professeur Pascal Thiercy is present to explain his association and motivation for joining. IFTA is based in three universities (Montpellier, Brest and Toulouse) but is open to both schools and students. It hopes to expand its activities and membership further into schools with the help of Euroclassica. It is thought that the Academia Aestiva with its emphasis on drama will be of particular interest to French students, who are at present unable to attend because of the definitive withdrawal of CNARELA from Euroclassica activities.

There is considerable debate with objections from francophone communities to the admission of any other organisation than the "official" CNARELA. Some doubts are expressed about the constitution of IFTA and the Euroclassica constitution (article 4.i.c). Some felt that where a major organisation existed no other could replace it as representative; others felt that where this association had definitively withdrawn another could replace it. Many countries had several Classical associations but were represented by only one of them. It was generally felt that a definite decision had to be made at this assembly, rather than wait and grant an interim status. After a lengthy discussion the issue was put to the vote. The Assembly was asked to admit IFTA as a full member representing France. This was passed with 23 votes for, 4 against and 7 abstentions. (Two votes per country present.)

Minutes of general assembly in Coimbra 2002

These were accepted, with a request for a fuller report of debates. Minutes will be available on the website in future.

Finance

The accounts for 2002 were accepted and the budget for 2004 was also accepted. The accounts for 2002 were scrutinised and approved by the treasurer of Sodalitas. The treasurer was discharged by the general assembly and thanked for his work over the last four years.



President's report

The outgoing president gave a short resumé of the activities of the past year, drawing attention to the attempts to resolve the problem of the membership of France; the attraction of new members (Poland) and contact with other organisations (the ACL in the USA); the continuation of the report now under the supervision of Eva Schough Tarandi; and the request for updated bibliographies of frequently used to be sent in to Eva. He also mentioned the success of the Sophocles memorial day in Athens in January 2003 under the organisation of our Vice President Maria Eleftheria Giatrakou. He thanked Sodalitas and our Austrian colleagues Alfred Reitermayer and Wilma Widhalm Kupferschmidt for their organisation of the conference. He revealed the text of a letter written to Mr Valery Giscard d'Estaing stressing the importance of Classics for the creation of a modern European consciousness, hoping that this will have some effect on the wording of the new convention for the European Union. He drew attention to the new improved newsletter, and hoped that it may attract more advertising which would lower the costs and in time may even turn a profit. The cost came in at €91 (with postage), cheaper than last year with more copies. Another €300 is to come back from the publishers of the advert. Thanks to Barbara, Liesbeth and John for their management of this whole project. Lastly he mentioned two Euroclassica publications of two important events – the papers of the conference in Chios (1997) and the acts of the conference in Coimbra (2002). These have been made available to interested colleagues by Francisco de Oliveira and Maria Eleftheria Giatrakou.

Summer Schools

Reports were given to the General Assembly about the successful conduct of last year's events. Account will have to be taken of the celebration of the Olympic games in Athens next year which may affect the organisation of the summer schools in 2004. We are making contacts for an Academia Latina in Rome. It is necessary to include Italian language as well. Maria Rosaria di Garbo also had done some work on establishing a base for Academia Latina in Rome. There is the possibility of a religious boarding house which will do accommodation and breakfast for €21 and an extra €6 for dinner. Rooms in a nearby school or college would be available for teaching purposes. There is availability for the last week of August.

Euroclassica Centre for European Classics: the university library in Heidelberg is quite keen on this idea and are prepared to give space and some librarian's time to it. Hans Joachim Glücklich will continue to coordinate this after his term as president. Requests for publications should be sent to publishers asking them to send copies of their books to this centre in Heidelberg for future researchers. This should form an important part of the history of Classics teaching.

Genoa 2004 Maria Rosaria di Garbo gave details of the arrangements for the conference in Genoa. Dates: 16th - 18th April 2004, the week after Easter. Italian schools will be



open and it will be possible to arrange for observation of lessons and discussions with teachers. The theme of the conference will be *multa per aequora*, in common with the theme of the sea for the year of the cultural capital of Europe. It will also be combined with the annual meeting of *Latina Didaxis*, the local classical association. A programme has been established, but the annual assembly of Euroclassica should be put on the Saturday. There is a call for papers for the conference on the theme of *the sea*. Alfred Reitermayer asked for a workshop session on the theme of politics and Classics to be included, with invitations to local politicians or inspectors or officials.

Ex officio members of the executive committee:

The following will be invited to continue as *ex officio* members:

1. Hans Joachim Glücklich as contact person for the ACL and coordinator of the Euroclassica Centre for European Classics;
2. Maria Eleftheria Giatrakou as director of Academia Homerica and Academia Aestiva;
3. John Bulwer as editor's assistant of the Newsletter, with responsibility for the correction of the English.

This proposal was put to the General Assembly and approved. It will be up to the new committee to decide on details.

Future General Assemblies

The following offers have been made and accepted:

Genoa 2004

Dubrovnik 2005

Uppsala 2006.

Offers are invited for 2007 and 2008.

The executive committee was approved by the general assembly and discharged of their duties.

Elections:

The following were elected:

Francisco de Oliveira for president.

Barbara Pokornà and Eva Schough Tarandi to continue as committee members.

Alfred Reitermayer (A) and Paul Ieven (B) Jadranka Bagaric (Croatia) and Maria Rosaria di Garbo as new members of the committee.

John Bulwer, secretary.

Brussels 18th May 2003



Report on the EUROCLASSICA Annual Conference 2005 in Vienna

One of the features of attending the annual Euroclassica conferences is to see what different emphasis is put on Classics teaching in the different countries visited each year. The Austrian world of Classics showed us its own particular features. One was the importance given to medieval or neo-Latin. This was the theme of the conference and several lectures were devoted to this area of Classics, normally rather marginal to the mainstream, in my experience at least. The congress opened with a lecture from the president of Euroclassica, H.J. Glücklich, entitled *Ionathas, a novel from the Gesta Romanorum as first authentic text*. This was followed by a plea for more medieval Latin in current courses from F. Lošek. Medieval Latin even formed part of a curriculum reform, which was currently under discussion in Austrian schools. It was given a place in the Latin syllabus for general study. Some other countries' representatives also showed at moments in the conference how they used later texts in their teaching.

Vienna is a city proud of its history and cultural inheritance and it was sometimes difficult to keep conference delegates out of the museums and art galleries and into the lecture theatre. Visits were arranged to the site of Carnuntum and around the city of Vienna itself, including an evening of Handel opera extracts from his classically-based works. These were excellently performed by local music students.

Euroclassica provided workshops and a panel discussion on political developments and Classics as its part of the programme. It is Euroclassica policy now to include pedagogical forums for the interchange of methodologies and practice between the delegates from the different countries. This year I led a discussion on how to approach the first authentic text in Latin after the initial language course. This led to a fruitful exchange of ideas, not least the confirmation that different languages and cultures experience similar problems. Workshops on examples of how to apply these ideas in Latin and Greek were then led by Eva Tarandi and Liesbeth Berkvens. A political forum was organised by Sodalitas (the Austrian Classics teaching organisation) where an interesting panel of visitors (politicians, civil servants and lay supporters of Classics) each spoke briefly about how political initiatives can be used to support Classics teaching in schools. One very interesting programme was outlined, where in one German state Latin has been introduced alongside English foreign language from the age of 10, on parental insistence. For more information see: www.kultusministerium.baden-wuerttemberg.de

Thanks are due to the organisers from Sodalitas (Alfred Reitermayer and Wilhelmine Widhalm-Kupferschmidt) for arranging such an excellent stay for us all.

John Bulwer



Report on the Academia Homerica 2003

For seven continuous years took place in Greece - Chios the activities of EUROCLASSICA and for six years the activities of ACADEMIA HOMERICA which had been absolutely successful and all the media in Greece and other parts of the world made excellent presentation and positive comments.

Distinguished Hellenists and classicists and students from Australia, Belgium, England, Croatia, Greece, Italy, Spain, Portugal, Krimaia, Russia, Switzerland, Luxembourg, Denmark, Chile, participated with enthusiasm from 1120 July 2003. They started arriving in Athens from July 7. They visited Mycenae, Epidaurus, Nauplion and its Museum and accepted the hospitality of the Mayor of Nauplion who offered an excellent lunch and the emblems of Nauplion. In the evening of the same night they all enjoyed the official reception and the paintings by the Mayor of Athens which is the first Municipality in Greece and the responsible guided all in the historical Mayor's building. At Plaka then they all enjoyed the traditional Greek food under the lights of the Acropolis.

Next day all the participants visited the Acropolis and walked along the Ancient Agora where used to go the ancient Greek philosophers, poets, tragedians, sculptors, architects etc. and in the evening of the same day by the ship all the participants crossed the Aegean Sea to Chios. A warm welcome expected them by the Director of Academia Homerica offering the delicious Chios sweets and cold water and in each room they all found the blouses of the Academia participants, writing material, tourist guiding and material, sweets and mastic of Chios and of course a new cooler machine for cooling. The opening of Academia Homerica took place in an atmosphere full of enthusiasm with the presence of all the authorities, in the HOMERION CULTURAL CENTER. In the evening an excellent dinner was offered at Kardamyla by Mrs. Ageliki Fragou, shipowner. Next day by "Oinousses" ship in a cordial atmosphere we travelled to Oinousses a small island of the shipowners, where the reception and hospitality of the Mayor all day long was really fantastic. The visits to the Monastery of Evagelismos with the excellent painting of the famous painter Fotis Kontoglou, the blessing and hospitality there impressed all the participants. We enjoyed lessons in the afternoon in the Naval Academy of Oinousses and in a bright celebration eminent scholars were nominated by the Mayor as honorary citizens of Oinousses. On Tuesday we enjoyed lectures and lessons at Homerion, the bright guiding at Daskalopetra (Homer's School) by Dr. Athina Zacharou - Loutrarou, the nomination as honorary citizens of Homeropolis of all the eminent scholars, the excellent dinner by Mayor, the dancing and Music by the team of the Cultural Association "LEON ALATIOS". Next day lectures and lessons at Homerion in three sessions as always: 1st session of Hellenists with the main topic: HOMER IN THE WORLD, 2nd session of students with the topic: HOMER AND WORLD LITERATURE, 3rd session of Hellenists and students for learning Modern Greek



language, History, Civilization and of course every afternoon teaching of Greek dances and the possibility to all to enjoy swimming as the rooms of the Aegean University Boarding House were by the sea. In the evening in another bright celebration at Homerion were nominated honorary citizens of Chios Municipality eminent Hellenists. We visited the Mastic and Medieval Villages we enjoyed the dinner offered by the Mayor of the Mastic Villages and we had the opportunity to enjoy Kragiozis at the theatre of shades. On Thursday we had a delightful day visiting the Library of Chios "ADAMANTIOS KORAIIS" where we enjoyed the guiding, the visiting to the book stores, gallery, folklore Museum and we accepted as present the editions of the Library. We visited also the Naval Museum of PATERAS where Mrs. and Mr. Nicos K. Los offered a rich reception and a book with all the exhibitions. Later we visited New Monastery and Anavatos where Mr. Andreas Axiotakis guided us and at Avgonyma we enjoyed traditional lunch offered by the Mayor of Homeroupolis. In the afternoon we visited St. Markella and Volisas where Homer lived and we enjoyed the dinner offered to us by the Mayor of Amani. Some participants visited Chios Gallery and other very important Museums and places and Psara island. On Friday we attended lectures at the Homerion Cultural Centre, a presentation a videocassette and an exhibition of the Olympic Games. On Saturday lectures and lessons again, oral exams of the students in the afternoon and an unforgettable dinner at Kampochora offered by the Mayor and Mr. Vagelis Roufakis followed by singing, dancing, entertainment.

On Sunday a bright celebration closing the activities of Academia Homerica. In a bright atmosphere with the presence of the authorities, the President of EUROCLASSICA other members of its E.C. and representatives, all the participants and many others giving and taking honours, presents, editions, certificates we left Homerion and enjoyed the final closing lunch offered by Mr NICOS K. LOS at the delightful restaurant of the LOS BEACH, by the sea. The atmosphere was cordial, enthusiastic, full of emotion. We enjoyed dancing, we sang we wished to each other and at night as the ship was going to depart no one of the participants wanted to leave Chios. They all promised to return next year again.

Academia Homerica was very successful thanks to all the eminent members of Academics, University Professors, doctors, researchers, teachers, students who gave lectures or participated in all the activities, thanks to the work of Prof. Dr. Maria Eleftheria Giatrakou, the members of the organizing Committee, the sponsors, the authorities, the contribution of the president, members of the E.C. representatives of EUROCLASSICA.

2003 Greece - Chios - Oinousses. Participants from Australia, Belgium, England, Croatia, Greece, Denmark, Luxembourg, Italy, Spain, Latvia, Chile, Russia, Portugal, Crimea etc. returned to their countries delighted promising to come back soon.



Academia Homerica as a spiritual light will repeat its activities next year 8-18 July preparing a tour to Asia Minor (Smyrna, Troy etc) and of course to other places. The doors of its heart and hospitality are open and wait you all next summer 2004.

Athens, July 28th 2003

Marianna Georgountzou - Nikitopoulou

(Secretary of Academia Homerica and General Coordinator of Studies)

Report on the activities of Academia Homerica and ELLINIKI PAEDEIA

As it happens every year EUROCLASSICA and ACADEMIA HOMERICA in cooperation with other Association especially with the Educational Foundation and the Schools of "ELLINIKI PAEDEIA" we celebrated Sophocles' year in Athens, on January 2003 in the War Museum of Greece, where it also had its meetings the Executive Committee of EUROCLASSICA and we all enjoyed the fantastic atmosphere of the lecture of Maria – Eleftheria Giatrakou, of the two chorus of "Elliniki Paedeia" with musical organs of honours, of the participation of eminent and distinguished personalities as well as the hundreds of people. We also enjoyed presents, editions, exemplary hospitality and of course the sweet and excellent atmosphere of Pateras' Mansion House in Politika of Euvoia, where Katingo Pateras offered us an unforgettable hospitality as it happened in Athens at Damae's Ralli's House. "Exparter" also contributed to the success of these activities.

On May we celebrated at Tsako's Foundation, the anniversary of our National Poet, Kostis Palamas, who is considered to be the best European poet.

We also celebrated on November 2 and 23 the anniversary (170 years from his death) of the greatest classicist of Modern Greece, doctor and the wisest person of Modern Greece, who lived in Paris, ADAMANTIOS KORAIIS**.

The Mayor of Athens sent the Orchestra of Athens Municipality for making brilliant the celebration at TSAKO's FOUNDATION as well as the same celebration at the excellent Hall of the Organization of Piraefs Harbour. The main lecturer in the above celebrations was that of Maria – Eleftheria Giatrakou, Mrs. Marianna Georgountzou, Mr. Nikolaos Chalkias and Mr. Kostas Fragos.

* for the 60 years from his death.

** Edouard Wolter was also present and said a salutation in Greek.



But the most outstanding event in Athens was that of the Olympic Paedeia, that is of cultural Olympias "Elliniki Paedeia" organized in cooperation with EUROCLASSICA.

Maria – Eleftheria greatly contributed to the success of these activities and two of our colleagues, Edouard Wolter and José Luis Navarro were invited and spoke in perfect Greek.

With the efforts of Maria – Eleftheria Mr. Andreas Panagos offered a sponsorship, so that the videocassette of the above Cultural Olympias was sent to all the members of the Executive Committee of EUROCLASSICA, to all the representatives, to all our colleagues and friends. The whole performance that is really fantastic lasts four hours. Maria – Eleftheria spoke about these activities in the radios and she is going to continue to do it, giving the widest possible publicity.

On the other hand, the Hellenic Link in the U.S.A. published in USA a report referring to Euroclassica's Summer – Programme in Chios – Greece asking the Chios people of Diaspora who live abroad to support it.

Athens, December 5th, 2003

Dr. Maria – Eleftheria Giatrakou

Report on the Academia Aesiva in Athens, August 2003

This year's Summer School was based in the Stanley Hotel in Athens, a very different location from the previous nine years, when we have enjoyed the coastal resorts of Lagonisi and Anyvysos. But Athens has its advantages, and the Stanley Hotel offered us excellent facilities. We had comfortable well-equipped rooms, spacious lecturing facilities, and the hotel's roof garden for moments of relaxation. The views from the '10th floor' by day or by night of the Acropolis and Lykabettos were quite stunning.

We had around 40 students from eight different countries, though none unfortunately from the UK. The lecture programme for the first four days included Athenian and modern democracy, Greek Religion and Myths, the Persian Wars, Homer and Mycenaean Greece, Writing in Ancient Greece, the Role of Women, and Athenian Vases. The drama workshops concentrated on choruses from the *Persae* and the *Choepori*. Maria Eleftheria Giatrakou joined us one evening to give us a taste of modern Greek poetry, and Koraljka Crnkovic from Zagreb taught the students a little modern Greek and some Greek dances each evening.



We then spent four days visiting archaeological sites. We explored the Acropolis and the Agora (a pity the National Museum is closed – for over a year! – in preparation for the Olympics). We went to Nemea, Mycenae, Naflion (where the suit of Mycenaean armour from Dendra has been removed from the museum for restoration, together with the Linear B tablets) and Epidaurus. Then to Marathon and Eretria, and finally to Delphi (where most of the museum is closed, again in preparation for the crowds expected for the Olympics). So there were a few disappointments on the museum front, but we were to some extent compensated by the fine new museum at Mycenae, located on the north side of the citadel. It is a magnificent museum, lacking of course the golden splendour of the objects from the Shaft Graves, and dominated somewhat by Mycenaean pottery, but magnificent nonetheless.

Our students were also magnificent, great ambassadors for their countries and for the study of Ancient Greece. They were lively, enthusiastic, questioning, a teacher's dream. They were also a model of international co-operation, constantly joining with other nationalities at meal times and for social activities. The hotel staff, initially a little apprehensive at the thought of 40 eighteen-year-olds disturbing their adult and often very elderly guests, were highly complimentary about our students. It seems the hotel has had one or two bad experiences, and our students restored their faith in teenagers.

The only sad note was that we have decided that this is the last EUROCLASSICA Greek Summer School that we shall do. The team of Jose Luis Navarro (our Director), Miguel Peñasco, Anton Van Hooff and I have now completed ten years. Some of us are now busier than ever, and all of us are ten years older than when we started. Over 400 students have now passed through this Summer School and we hope that their understanding of Greece has been enhanced, and that they did enjoy themselves.

John Thorley

Report of the congress of Spanish Society of Classical Studies (SEEC)

The 11th Congress of SEEC was held between the 15th and the 20th of September 2003, and for the first time it took place completely outside of Madrid. It included five hundred and fifty participants who heard close to three hundred addresses – an astonishing number and quite revealing of the dynamism of Spanish classical studies, which, in the schools, seem to be recuperating from certain adverse policies of the past.

The addresses were organized according to various specializations: Greek Linguistics, Greek Literature, Latin Linguistics, Latin Literature, Ancient Philosophy, Ancient



History, Law, Classical Tradition in Galicia, Late Antiquity, Middle Ages, Renaissance, Didactics of Classical Languages. The results will be published in three volumes and be based on the minutes from the proceedings.

Coincidentally, the society's fiftieth anniversary was also celebrated. In a session which touched on this occasion, Professor Francisco Adrados gave a wonderful account at the end of last morning, of the society's, at times, Herculean work over the past five decades.

In addition to Euroclassica, there were various foreign associations and countries represented, such as Germany, Argentina, Chile, Costa Rica, France, Greece, Holland, England, Italy, Mexico, Portugal and the United States.

The praise given to the honored school teachers pleased me greatly. They were selected for their merit to receive a commemorative medal and diploma in a very dignified ceremony that will be an encouragement for all those in the primary, middle and high schools who are the first to motivate students to study classical languages.

On the social side, in addition to the concert given by the Soloists of Galicia and the performance by the Galician Ballet 'Rei de Viana', the performance of the *Asinaria* of Plautus by the Sardiña Group from the *Instituto de Enseñanza Secundaria & Elviña* of Corunna, which we have already seen in Coimbra, showed us how school theatrical groups can become an integral part of the teaching of classical languages.

I should mention, as well, a visit to Rosalía de Castro's house in Padrón, where Professor Andrés Pociña Pérez, from Granada, delivered an address.

In spite of the absence of *Ediciones Clásicas*, there was an excellent sampling of texts, especially didactic materials such as maps, games and slides (see libreriaurea@wanadoo.es; *Ediciones Eureka*).

The Galicia Section and Professor Dña Dulce Estefanía Álvarez, local director of the congress, and the Spanish Society of Classical Studies presided over by Professor D. António Alvar Ezquerro, all deserve our congratulations. I salute them warmly.

Francisco de Oliveira



Euroclassica PROJECT

Objectives

- Promotion of classical languages
- Their contribution to a European identity
- Target group : young people when they are choosing optional subjects (about fourteen years old depending on the country) and their parents

Project

- To put together a VHS cassette, a CD or a DVD.
- Content : accounts about classical languages from older pupils and their teachers of European countries. There would be two versions: one complete, with all the accounts, and another one of selected extracts.
- Length of the sequences for each country: between 5 and 10 minutes recorded on a DVD (or a VHS cassette) in the language of the country.
- Presentation of each sequence :
The sequence of each country would begin with an illustration of Latin and Greek cultural influence on the country (a monument, remains, a book, a personality...).
- The accounts would follow after this.
The sequence recorded on a DVD (or a VHS cassette) by each country should be sent to Belgium where we would put them all together. Then we would add subtitles in English and French.
- Material aid: national associations, Euroclassica, Comenius, or other sources of grants.

Ideas for the accounts

Pupils

1. To recall a memory, an experience that they have found significant: an author, a theme, a text and its development, a cultural aspect,...
2. To show the possible contribution of the classical languages to their present life or their future careers.
3. To speak about the continuity of classical Antiquity in their culture. To describe the place of classical Antiquity in a European identity.



Teachers

1. To show how classical languages are alive in the schools of their country.
To talk about new teaching methods and other innovations.
2. To explain what students today like about the classical languages.
3. To describe the place of classical Antiquity in a European identity.

Paul Ieven, Coordinator of the Project

Romanian Memorandum

Memorandum on the situation of classical languages education in Romanian secondary schools

The Romanian Society for Classical Studies, seated in Bucharest, on 5-7, Edgar Quinet Street, 3rd floor, "Iancu Fischer" Room, generally assembled on Thursday, 13 March 2003 at the Faculty of History of the University of Bucharest, debated a memorandum presented by the President of the Society, Prof. Dr. Eugen Cizek, regarding the dramatic situation of classical languages education (Latin and Ancient Greek) in Romanian secondary schools. The memorandum was signed by all the audience, as well as by other secondary school teachers, university professors and Academy members, etc., amounting to almost a hundred personalities. The list has remained open, and the memorandum is to be forwarded to the authorities that will decide on the Romanian education reform. We also request that the draft proposals for altering the secondary and higher education legislation should not be sent on to the legislative body of the country without prior consultation of the directly interested parties. We are hereby making public the Memorandum resulting from the discussions of the Society members who attended the meeting, as well as the opinions of several eminent scientists.

We welcome statements of support on the address of the Faculty of History (412, Regina Elisabeta Boulevard, formerly 13, Carol I Boulevard), on the Internet (alexandrubamea@yahoo.com) and in the mass media of all kind.

Secretary General,
Prof. Dr. Alexandru BARNEA
Dean of the Faculty of History, University of Bucharest

During the past few years, the situation of classical languages education (Latin and Ancient Greek) in our secondary schools has become dramatic because of its marginalisation. This is exactly what was highlighted in the motion adopted on 15



November 2002 by the Treviso Colloquium of the Latin Union, an international organisation grouping all Romance-speaking countries in the world. At present, the status of the classical languages in Romania has hardly improved since December 1989, and the changes foreseen for this year have a tendency to undermine their position even more. Could it be our wish to build a one-dimensional mail and to destroy general culture?

We are, of course, living in an era of technology, of information science, heading more towards exact sciences, towards mathematics. But these too need a humanistic culture, where classical languages cannot be absent. Thus, it is not by accident that a great physicist and physics philosopher, Ilya Prigogine, "the new Einstein", as he was nicknamed, first attended a classical secondary school! Similarly, his Belgian disciple of Romanian descent, Professor Radu Bileescu, has sound knowledge of Latin, as well.

Classical languages are vehicles for the mentality of a society which built the concepts of *democracy, legality and human rights*. In these languages literary and philosophical masterpieces were written which have exercised the greatest impact on modern culture. They served to propagate Christianity, where they have been in considerable use until today. In fact, precisely because they are formative, and even connected to Christianity, the classical languages were brutally removed from secondary schools when communism arrived in Romania, following Moscow's model and directions.

Studying classical languages stimulates children's deductive and analytical abilities, their intellectual gymnastics and discipline. Classical languages play a role equivalent and complementary to mathematics in pupils' education, as their synthetic thinking develops due to the specifically synthetic character of a language like Latin. The study of history, law, philosophy, modern languages, biology, medicine, etc., as well as the exact sciences, cannot be conceived without classical languages. Scientific terminology in all these fields involves in a large measure terms, words, suffixes and prefixes of Greek and Latin origin. Not knowing them can lead to not or hardly understanding fundamental scientific concepts. The English language itself owes numerous words and sentence structures to Latin, to say nothing of the study of Romanian and of other Romance languages, inconceivable without knowledge of Latin.

The vestiges of the Ancient Greek-Roman civilisation in Romania are very numerous and their number has been growing due to new discoveries. At the same time, the national archives are brimming with administrative, religious and political documents written in Latin. A lot of them are still to be studied or even deciphered and used, so there is imperative need for new experts. However, as shown by the experience of European and national education, such competence cannot be achieved merely through higher education: the start has to be taken early, in *secondary schools*. Therefore, cutting off the study of classical languages will harm not only the formation of experts in the above-mentioned field, but, worse, almost all the domains of higher education.

In conclusion, here follow our proposals:

- Several classes should be reestablished in a few secondary schools, where Latin and Ancient Greek would be studied compulsorily, not electively. Such classes should be opened in one, or rather two, Bucharest secondary schools and at least in the great



university cities, the centres of culture and direct interest in the field (Cluj, Iasi, Constanta, etc.), with a suitable number of teaching hours (four and two to three hours for Latin and Ancient Greek, respectively);

- Latin language should be taught in *all* secondary schools, varying according to the type of school, but compulsorily until the last form. Thereafter, Latin should become one of the test subjects in the Baccalaureate exam, compulsory in humanities, biology and theology secondary schools;
- In case the pupils are to choose their secondary school line of education in the eleventh form, two hours per week should be allotted to the study of Latin in the ninth and tenth forms;
- In case the pupils are to choose their line of education as early as the ninth form, one hour of Latin per week should be taught in the ninth and tenth forms of the scientific line, two hours per week in the humanities, philology-history line and two or three hours in the eleventh and twelfth forms; in the social sciences line: two hours per week in all forms;
- One hour of Latin per week should be taught in the eighth form, as is the role at present (and possibly supplemented on request);
- Rather than starting the study of Latin earlier (in the seventh form, as recently proposed) and then interrupting it, Latin should remain a secondary school subject, but with continuity, as well as motivation;
- in the theology secondary schools, two compulsory hours of Latin and two of Ancient Greek should be established;
- in the pedagogic secondary schools, two compulsory hours of Latin should be established for all forms.

We sincerely hope that our appeal, accompanying the still open list of signatures and the above-mentioned motion of the Latin Union, will be listened to and put into practice, to the benefit of the Romanian culture, as well as the European one.

Yours gratefully,
On behalf of the Society,

President,
Prof Dr. **Eugen CIZEK**

Secretary General,
Prof Dr. **Alexandru BARNEA**
Dean of the Faculty of History
University of Bucharest



Prof. Dr. Constantin COREGA
Minister Secretary of State for Pre- University
Education
Ministerul Educatiei si Cercetarii,
28-30 G-ral Berthelot,
Bucarest
ROMANIA

Dear Sir,

As President of Euroclassica, an association in which Romania is represented, I have been made aware of the fact that the Romanian educational system is preparing for reforms. I have also had access to a memorandum addressed by Romanian colleagues with whom I have been in contact over the years, either privately or within the ambit of Euroclassica. In this particular document a theoretical argument for the support and presence of the teaching of classical languages at pre-university and university levels is presented.

The high quality of this meditation, which I include here in attachment, releases me from the need to further elaborate to you the advantages and the importance of preserving the classical humanities in Romanian pre-university education. As such, I will limit myself to drawing your attention to this memorandum and to emphasizing own certainty that the arguments presented therein will be given due consideration, and that, with clear-sightedness, the right decisions will follow.

I have a real hope that your decisions will become a reference point for the European classical curriculum as it is postulated by Euroclassica.

With my most respectful regards,

Cantanhede, 02 June 2003

Francisco de Oliveira, Prof. Dr., President of Euroclassica
(Rua Luís de Camões, 28 – Lote 1, 4D
3060-183 Cantanhede — Portugal)



European Curriculum for Classics

“The dream of unifying Classic Europeans”

The first step was the preamble of the European Constitution beginning with a quote from Thucydides:

“Χρομεθα γαρ πολιτεια ... και ονομα μεν δια το μη ες ολιγους αλλ ες πλειονας οι κειν δημοκρατια κεκληται...” (Our constitution is called a democracy because power is in the hands not of a minority but of the greatest number.)

The second step was to ask for the help of heads of federal ministry and Mrs Gehrler answered:

Wien, 16 Juni 2003

Sehr geehrter Herr Mag. Reitermayer!

Mit grossem Interesse habe ich die Aktivitäten im Rahmen der EUROCLASSICA zur Kenntnis genommen. Ich teile Ihre Meinung, dass der Unterricht der klassischen Sprachen einen wichtigen Beitrag zum Europa-Bewusstsein, zur kulturellen Kompetenz und zum logischen Denken leistet. Aus diesem Grund werde ich mich auch in Zukunft dafür einsetzen, dass die Verständnis für die Wichtigkeit der klassischen Sprachen erhalten wird.

Die in Ihrem Bericht enthaltenen Vorschläge, besonders das "Biberacher Modell", könnten wichtige Anstösse für den Unterricht der klassischen Sprachen in Österreich geben. Ich habe deshalb die zuständige Fachabteilung ersucht, Ihre Anregungen in den weiteren Entwicklungsarbeiten zu berücksichtigen.

Ich freue mich, dass diese Diskussionen in einer europäischen Perspektive stattfinden, und bin überzeugt, dass die klassische Bildung auch beim Erreichen der Ziele, die sich die europäischen Bildungsministerinnen und Bildungsminister bis 2001 gesetzt haben, einen wichtigen Platz einnimmt.

Mit den besten Grüßen

Elisabeth Gehrler



The third step is to build the house of an

EUROPEAN CURRICULUM FOR CLASSICS

Alfred Reitermayer (responsible for the content 2003-2007)

“Who passes Greek and Latin, is a winner.”

PREAMBLE

“Critical thinking” was originally considered as only one among many pedagogical learning objectives in the long-term project (...) In the meantime, critical thinking has become a central factor in the development of an instructional system. (Petri 2002, p301)

One of the best ways for pupils of the 21st century to gain substantial improvements in the field of critical thinking, is to work with Greek and Latin texts because of their complex structure. The main advantage is that Greek and Latin are not spoken languages, so pupils fully concentrate on translating a very complex structure and by doing so they make a critical appreciation of the contents much more than by using a translation. The main purpose of learning a modern language is to learn to gain competence in communication. Greek and Latin texts cover the highlights of European mentality in science, philosophy, culture and politics until Copernicus, otherwise the texts wouldn't have survived until now in the curriculums of secondary schools in most European countries. In some countries Latin is even required for studying at university. For example, in Austria, Latin is a precondition for about 40 subjects, even for studying medicine and law, which many students begin to study.

So the European Curriculum for Classics is intended as a frame including standards for pupils at the age of twelve, fourteen, sixteen and eighteen to inform them about basic cultural, political and economic ideas. By translating and discussing Greek and Latin texts pupils will realize the good and bad sides of European projects from the origin of Europe until now. For example, the human reaction to use and abuse political power, discussions about the importance of topical interest at the clash of civilisations and religions since the 11th September 2001 etc. will give the pupil the earliest possible chance to become a European citizen in *“a multicultural, inclusive and tolerant society” (First global report by the European Commission Expert Group A 2002/2003, p 13: You can get the report under a.reite@utanet.at)*

So the main new aim of the Curriculum is not to emphasise the work with ancient authors, but the work with themes that have been important for humans since ancient times, discussed by the most important authors of world literature. This means by authors writing in Latin up to the time of Copernicus..

Besides that Greek and Latin will give the pupil the opportunity to gain key competences like the competence in rhetoric, an important field for the successful member of the 21st century to increase the quality and effectiveness of education and training systems in the European Union. By gaining confidence pupils of a university entrance course strengthen their *“entrepreneurship” (ibid. p 13)* to be involved in hard, but promising projects of personal fulfilments and business career.”



GREEK/LATIN and KEY COMPETENCIES

From the beginning Greek and Latin lessons lay the foundations for reading competence like translating, interpreting and understanding texts. When the stage of textbooks is passed, pupils learn personal and civil competences by interpreting original texts and by analyzing the texts in comparison with their own life circumstances and experiences. They learn to be aware of their own cultural identity in framework of plurality and multicultural coexistence. By investigating information credibility they learn to think critically, to have their own judgement and to be able to discuss with other people on a higher level than before regarding xenophobia and tolerance. Thus pupils get familiar with responsibility, independency and initiative for their own benefit and also for public benefit. (compare *The Key Competencies, Czech 2003, 2*)

In addition to this, pupils learn to know the foundations of architecture, theatre and art by visiting Greece, Italy and other countries, where monuments of the Greek and Roman Empire are visible. By making these excursions supervised by teachers of Classics, pupils learn to acquire general cultural taste, which also helps their home countries to uphold the standards of their cultural acquisitions for the future.

"Who doesn't care about MUSAE in his youth, has died and is dead for his life; for the time is gone and the time will come." (Euripides)

STANDARDS

The following standards are based on a model which was started in 1997 at 3 grammar schools and will be used in 2003/04 by 70 grammar schools in Baden-Württemberg (Germany). Furthermore the standards are based on the Oxford Latin Course, on the new Austrian Curriculum for Classics starting 2004/05 and on objectives of the European Council regarding educational policy until 2010.

Other countries are invited to send us their models of "good practice".

STANDARDS for pupils at 12th

Competences common to *vocabulary, syntax and lexis*

By acquiring single elements of Latin pupils are able to recognize the common principles of Latin. Based on deduction, analogies and induction they define rules for morphology, syntax and semantics. They compare the common principles of Latin with their mother tongue and the foreign language first learned and thus pupils are able to recognize common things and differences.

1) Vocabulary

Competences

Pupils are able

- to acquire a basic vocabulary by working on Latin texts
- to use basic elements of word grammar for deducing new words



- to use their knowledge of mother tongue and the first foreign language to deduce Latin words
- to use the acquired Latin vocabulary for working with the vocabulary of other foreign languages
- to use the knowledge of the meaning of Latin words for interpreting foreign words and derived words and thus pupils experience Latin as a base of many European languages.
- to define the word classes used in the texts and to distinguish between different word fields "As a broad principle, we believe that the student should first read with understanding (and, if required, translate) and then study the grammar and syntax he has already met in context. We do not stick rigidly to this principle; if experience suggests that it is more helpful to do so, we explain grammar etc. before the narrative (*Oxford Latin Course. Teacher's book 1987, 6*)

Contents

- Basic vocabulary (about 400 words, not counting easy deriving words)
- *Word classes*: verbs, nouns, adjectives, pronouns, prepositions, adverbs, numerals, conjunctions, particles
- *Word fields*: word family, word field

2) Syntax

Competences

Pupils are able

- to make a system for the elements of Latin and enter new phenomena in the system already acquired
- to use their knowledge of single words, word groups, main and subordinate clauses for analyzing texts
- to use meta-language terminology for describing language phenomena

Contents

Categories of syntax:

- Predicate: verb and noun with the auxiliary verb *esse*
- Subject: noun, pronoun, verb(infinitive), adjective, numeral used as subject
- Object: noun, pronoun, adjective, numeral used as O4, O3, O2
- Adverbial phrases: of time, place, cause
- Constructions replacing clauses: Indirect Statement
- Syntactic and semantic main functions of cases
- The different use of tenses in Latin and mother tongue:
- Different clauses: Main clauses: the indicative is used in statements (*homo sum, humani nihil a me alienum puto. Terentius Afer, Heautontimoroumenos*) and direct questions (*in homine quid optimum quid est? Ratio. Seneca, Ep.76*), the imperative is used in commands (*hoc fac! Noli hoc facere!*)



- Subordinate clauses: the indicative is used in definite relative clauses, definite temporal clauses, causal clauses, concessive clauses with *quamquam*, open conditional clauses, *cum* (=when) takes the indicative in present and future time

3) Lexis

Competences

Pupils are able

- to acquire forms of verbs and nouns by working on the Latin text under instruction

Contents

Conjugations

- Conjugate verbs of all conjugations, *esse* and important compound verbs
- tenses: present tense, simple future; past tense and perfect, past perfect tense
- mood: indicative, imperative
- active voice, passive voice
- present and perfect participle
- present and perfect infinitive

Declensions:

- decline nouns: 1st declension (stems in -a), 2nd declension (stems in -o), 3rd declension (stems in consonants), 4th declension (stems in -u), 5th declension (stems in -e)
- decline adjectives: Masculine & neuter 2nd declension; feminine 1st declension, 3rd declension (stems in consonants, stems in -i),
- present participle, perfect participle
- pronouns: personal- and possessive pronouns (reflexive and non reflexive, relative pronouns, possessive pronouns, interrogative pronouns)
- cardinal numbers(1-10, 10-100, 1000)

4) Texts

Competences

Pupils are able

- to acquire Latin texts under instruction on the base of text grammar, syntax and vocabulary
- to translate texts, to write a summary and to interpret texts
- to give papers and present topics, which make a supplement to the texts studied
- to visualize results
- to use different kinds of methods to work with a text, for example team work or individually to improve their social and personal competences

By translating Latin texts pupils improve their mother tongue competence, increase the number of rhetorical possibilities, recognize the worth of precise messages and increase their reading competence.

Contents



Textual Criticism: categories of different texts, structure, coherence
Syntax: simple clause, the addition of main clauses, the addition of main clause and subordinate clause
Lexis: syntactical and semantic definition of forms and words
Basic text: textbook or personal file written by the teacher himself

5) Cultural background

Competences

Pupils are able

- to connect important fields of ancient life with knowledge acquired in history
- to recognize elements of Roman culture, which have had influence until now
- to compare the Roman life with their own life circumstances for learning tolerance towards other cultures

Contents

According to the textbook or personal file

- private and public life
- Greek and Roman mythology
- topography of Rome

This first version I presented in Rome (18/19th October 2003) was discussed by the executive committee and finally we decided to present this version to all members of Euroclassica, which is now done. In Genova we'll discuss the further objectives to continue with standards for pupils at the age of 14, 16 and 18, because this is the will of the European politicians responsible for education for any subject. The most important fact is to speak with one tongue against "friendly" opponents of Greek and Latin. Maybe we can work together with CIRCE, also present at Genova, to speak with more force and money against opponents. Meanwhile I got the Latin Curriculum of Great Britain and Sweden, but I ask for all Curricula of European countries to obtain a full range of material to include in the European Curriculum.

Being a member of an Expert Group for the EU I often heard during the discussions about changes in teaching and training competences the following :

The new strategic goal for the European Union to be reached by 2010 – "to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion" - recognised the key-role of education systems, focusing on common concerns and priorities while respecting national diversity. (First global report, p2)

I hope and wish that OUR EUROPEAN CURRICULUM will become the source for pedagogical symposions in any European country.



Announcement of the Ia Academia Latina

2nd -11th August 2004 Rome

One of the most important aims of EUROCLASSICA is to make pupils and students aware of the European dimension of Classics. EUROCLASSICA's summer school will bring together young people from different European countries around a classical theme. The summer school will be held in Rome so that a theoretical and practical approach to classical topics could be made by combining lessons with instructional tours to museums and archaeological sites.

- participants:** students or undergraduates taking courses in Classical Languages aged 16-20
- date:** Monday 2nd - Wednesday 11th August 2004
- location:** Monastery Trinitá , Rome
- topics:** **Augustus and the Roman Empire**
- lessons on Latin authors (Vergil, Livy, Horace, Ovid), Roman art and history
 - instructional tours to museums and archaeological sites in Rome, and other nearby Classical sites
 - NEW! lessons in Italian for foreigners / beginners
 - further details concerning lessons, time-tables, etc will be sent to the representatives of each member association of EUROCLASSICA after 1st May 2004
- directors:** Eva Schough Tarandi, Maria Rosaria di Garbo
- tutors:** from several European countries.
- cost:** ? 500 (tuition, accommodation, instructional tours)
- flight to Rome is not included
 - in order to get some financial support, each member association should contact the European Platform through the National Offices.
- language:** lessons will be primarily taken in English; a good working knowledge of English will be required from the applicants in order to be accepted at the summer school.
- French may be used as second language
- application:** representatives should select 2-6 candidates aged 16-20. Please make a list containing at least name, full address, phone number, (/ e-mail address) and birth date of the candidates.
- **requirements :** be sure you have a valid travel and health insurance for this stay. Also bring a document from your school testifying you are a student there, with the name of the school,



address, country etc.

Send the applications to:
E Schough Tarandi
Kolmilegränd 33
S 187 43 TÄBY
SWEDEN

Deadline 20th February!

Pay the fee to

Eva Schough Tarandi, address as above

Bank:SEB, Stockholm, Sweden

SWIFT/BICCODE : ESSESESS

IBANACCOUNTNR:SE000000053982948290

Please be sure we get the full 500 Euro to our account, you will be charged the rest on arrival if anything are withdrawn through fees from the banks.

The Academia Latina will only run with at least 20 participants!



Announcement of the *vita* Academia Homérica 2003

We inform you with great pleasure, that the activities of Academia Homérica will take place from **8 to 18 July 2004**. The participants (students of Classical Studies of Universities, professors-hellenists) are expected in Athens on July 7 and will stay at THEOXENIA HOTEL (3-6 Gladstonos, near KANINGOS and OMONIA Square, almost opposite MINION shop, pavement Gladstonos (pezodromos), tel. 0030-210-3800-250 or Fax: 0030-210-3817-895).

On July 8 the participants will visit the Acropolis and the Archaeological Museum, and late in the afternoon they'll travel by ship to Chios, where they'll arrive on July 9 very early in the morning, reception at the Aegean University Boarding House (tel. 0030 22710 35000), by the seaside. The participants will relax on Friday morning and in the afternoon will have some preparatory and introductory lessons, a placement test for applicants for Modern Greek lessons, and information about our visit to Asia Minor (Cesme, Smyrna, Pergamos, TROY), on Saturday 10.

July 11 (free program on Sunday morning). Official opening on Sunday afternoon at 6.30? p.m. In the evening dinner at Kardamyla.

July 12 travel to the island of Oinousses. Reception by the Mayor, Mr. Evangelos Angelakos. Guided tour to the Monastery, Naval Museum, Stadium; swimming for those wishing it.

In the afternoon some participants will give lectures in the Naval Academy of Oinousses. We hope Dr. José Luis Navarro and his students will be with us, and we'll possibly enjoy the performance of Euripide's tragedy "ION".

Every day there will be lectures by eminent scholars at the HOMERION CULTURAL CENTRE (5, Polytechniou str., tel. 0030 22710 44391/22710 44379). Our excellent colleague, Prof. John Thorley will be the main tutor and responsible for the lessons of the students on "Homer, his time, his work". A good knowledge of English is required. All those wishing to attend Modern Greek lessons may apply in time, to arrange it.

In the following days we'll have the chance to climb up the DASKALOPETRA (Homer's Rock or School) under the guiding of Dr. Athina Zacharou – Loutrari. We'll visit in Chios the ADAMANTIOS KORAIIS Library, the Naval Museum, the very interesting Archaeological Museum; then the Nea Moni Byzantine Monastery, the castle village of Anavatos, Avgonyma, Volissos (the place where Homer lived according to the tradition), the Medieval Mastic villages, Kampochora, etc. We'll enjoy the hospitality of the inhabitants. Those wishing will be given the opportunity to attend and practice everyday Greek traditional dances.



The participants will leave Chios by ship on July 18 and arrive in Athens on 19 early in the morning.

Note that a passport is obligatory for our tour to Troy!

Deadline: Scholars, teachers, and students must send their application forms until **April 30** to Dr. Maria-Eleftheria Giatrakou.

The **participation fees** (all inclusive from Athens) amount to **400 EUROS** and must be deposited in PROBANK, N^o account 00632240110141 EUR, PROBANK KORAI (023) IBAN GR 06 0540 0230 0000 6322 4011 014, Swift Code : PR NK GR AA.

Our colleagues and cooperators are kindly requested to contribute as always to the success of Academia Homerica and send the topics of their lectures or express their wishes as soon as possible. It would be very good to have the curriculum vitae of each participant. I also hope that we'll have again the great chance of nominating honorary citizens of three Municipalities, all outstanding persons.

For application or further information, write to:

Dr. Maria – Eleftheria G. Giatrakou
13, Nikiforou Uranou
11471 Athens – Greece
Tel N^o and Fax: 0030-210-3642131
[Mobile tel:0030-6932-3683



APPLICATION FORM

To the
Prof. Dr. Maria-Eleftheria Giatrakou
Director of Academia Homerica
13, Nikiforou Uranou
11471 Athens – Greece

Dear,

as I'm interested in participating in Academia Homerica (8-18 July 2004) in Chios – Greece, in (please select):

- a. scholars session
- b. students session
- c. Modern Greek session,

I apply, asking you to be accepted.

I enclose the receipt of my participation fees, 400 EURO, and a brief curriculum vitae..

Very kindly yours,

Mr / Mrs

Name

First name

Exact date of birth

Address

Country

Passport number

Phone

e-mail



Competition of Ancient Greek

Dear Sirs,

The Foundation for the Internationalization of the Greek Language has organised with the approval of the Greek Ministry of Education and with the cooperation of the Cypriot Ministry of Education 4 competitions of Ancient Greek among the last class students of the Greek and Cypriot Lyceums.

In the 4th competition (February 2003) 6 European Classical Lyceums had participated as well, from six European countries: (Belgium, Bulgaria, Germany, Spain, Italy and Croatia).

With this letter, we propose you to co-organise the 5th Competition. Generally, we would like you to participate in:

- The Management Committee, which will bear the general responsibility for the competition. The Committee will consist of five members and you will take part in it with two.
- The Scientific Committee, which will set the exam questions and will determine the grading scheme. This will consist of five members and you will take part in it with three representatives.
- The Exam Committee, which will be in charge of the organisation of the exams in each country and the grading of the examination papers. This Committee will consist of three members from Greece, two from Cyprus and one from each of the other participating countries. You will set the latter participants.

Besides, a three to five member National Organisation Committee will be formed in each country, by the national association-members of EUROCLASSICCA.

The Competition will take place in February 2004. The local committees may propose specific dates more convenient to each country. Anticipating your earliest response, we remain,

Yours Sincerely

K.Karkanias
President

G.Pavlakos
Gen.Secretary



Competition author: custom: autours

A small prize is offered to the first person to identify the following quotations.
Answers to John Bulwer (fa257553@skynet.be) by 31st May 2004 please.

1.

non ut sollemni more sacrorum
perfecto posset claro comitari Hymenaeo,
sed casta inceste nubendi tempore in ipso
hostia concideret mactatu maesta parentis,
exitus ut classi felix faustusque daretur.

2.

d'fī? μ?s ? μα t??μ?? ? ??ađ?
??ét', e?p??e?e ? ??ā?. ta?ta ?a? μ??μe? μ??
d'h`μα ????, ?a?pa ?le? ??t??a ??aú??a ?d??' eμ?.

3.

Père inhumain! N'entends-tu pas
Les cris des Euménides ?
L'air retentit
Des affreux sifflements
De leurs serpents homicides,
Vengeresses des parricides.



Last year's solution:

1.

dulces exuviae, dum fata deusque sinebat,
accipite hanc animam meque exsolvite curas.
vixi et quem dederat cursum fortuna peregi,
Et nunc magna mei sub terras ibit imago.

Virgil, Aeneid 4. 651-4

2.

Thy hand, Belinda, darkness shades me,
On thy bosom let me rest,
More I would, but Death invades me;
Death is now a welcome guest.
When I am laid in earth,
May my wrongs create
No trouble in thy breast;
Remember me, but ah! forget my fate.

Purcell, Dido and Aeneas (words by Nahum Tate)

3.

D'un malheureux amour, funestes gages,
Dans la flamme emportez avec vous mes chagrins.

Berlioz, Les Troyens Acte 5



Pompeii by Robert Harris

You've taught the lesson, read the Pliny letters, taken the school trip, seen the travelling exhibition. Now read the bestseller. Pompeii is enjoying a period of intense popularity. Our students always take to this topic as it has such human interest combined with social history, and even literary texts. But in the end it is more interesting than other archaeological sites because of the dramatic end of the city. This enables us to imagine more vividly what life was like for the real inhabitants, and to see that their daily lives came to such an abrupt, dramatic and violent end. *Pompeii* is a new book by the writer Robert Harris which has been recently topping the bestseller charts in the UK. His previous work has set thriller plots in recent historical periods. *Fatherland* imagined that Hitler had won the Second World War; *Enigma* told the story of the code-breakers in the same conflict. *Archangel* imagined the return of a Stalin-figure in the Russia newly emerging from the Communist past. *Pompeii* is therefore Harris's first excursion into a more distant past, but the virtues of his earlier work are as apparent here. First, a young male hero doing his best to overcome difficulties, personal and political; then a well-constructed thriller plot; and finally a sustained and sympathetic portrayal of the imagined historical period.

Harris comes to the classical world as a professional writer not as a scholar or teacher. This means he has no academic baggage to carry and never feels the need to impress us with his knowledge. This is not to say that he is light on the research or that his picture of 1st century Italy is in any way inaccurate. He has read widely and has grounded his work in the solid foundations of vulcanology and classical texts. He quotes extensively from up-to-date scientific research on Vesuvius as chapter headings, preparing the way for the final catastrophe. Pliny the Elder appears as a character and his work and his nephew's letters form the basis of much of the geography, the setting and the timing of the events. To my mind Harris relies too much on Petronius' *Cena Trimalchionis* as an historical source for one of the supporting characters, and does not read it as the highly satirical text it is. Though it is a roughly contemporary text and its action takes place just down the road from where the main characters find themselves, it is an ironic piece and is exaggerated for comic effect. Harris asks too much of his rather normal characters if he expects them to behave like Trimalchio. It is rather like taking *Blackadder goes Forth* as an accurate picture of what happened in First World War trenches.

His most original stroke is to create the character of Attilius and to base the story round the Aqua Claudia aqueduct. Here his recreation of the world of the Roman craftsman and technologist is convincing, and the reader is full of admiration for the can-do attitude of his young water engineer. If only we didn't know that all his skill and technical know-how is futile in the face of the forces of nature about to be unleashed. (There is a slight



problem in writing a thriller in which everyone knows what the ending is, but even so he manages to keep us guessing over the details.)

Some reviewers have noticed comparisons between the Roman Empire and the might and arrogance of another superpower, closer to home. This passed me by completely, but this may be due to familiarity with the historical setting and the story. Readers viewing this book from a firmly present-day perspective may see it differently. This is thoroughly entertaining and informative reading, highly recommended for any adult and older teenager who has come across the story of Pompeii through the Cambridge Latin Course or any other Classical Studies resource.



The Man from Pompeii





This figure is a bit of an old friend. We first met in 1979 in London at an exhibition at the Royal Academy. We have since met in Amsterdam and Brussels where I have introduced him to a number of my colleagues and students. I have also seen him at his home in Italy but the last couple of times he seems to have fallen on hard times and had to live in a storeroom just by the forum in Pompeii. Now, however, he is on his travels again and recently he even appeared in a documentary about his city on BBC television.

Should we worry about the way this figure is always on the move around Europe? It is after all the remains of a citizen of Pompeii who died in the eruption of 79 CE. Interest in his fate continues to fascinate as can be seen from the review of Robert Harris's *Pompeii*. Yet no-one agitates for humane treatment for him in his continuing existence. Perhaps it is his close resemblance to a statue that enables us to distance ourselves from his fate and to look at him as just another piece of Roman archaeology. This is what makes Pompeii such a popular place of modern cultural pilgrimage and distinguishes it from other sites of archaeological interest. It is the bodies that draw us back each time. When we enter the parallel world of Classics, are we so separated from the people of the time that we see them as historical objects? At what point do we cease to care about them enough for us to view their distress with such detached objectivity? Perhaps my friend continues to keep his hands in front of his face because he can no longer bear to see the visitors gazing at him for ever.

John Bulwer



BOOK NOTICE

This book should be of interest to professional Classicists:

The Teaching of Classics

Morwood, James (Wadham College, Oxford) Editor

Cambridge University Press

0521527635

This collection of essays, the first book of its kind for more than twenty-five years, offers a series of snapshots of where the teaching of Classics stands at the start of the twenty-first century. The Teaching of Classics outlines how teaching of the subject has developed and arrived at its present situation and suggests strategies for the future. In addition, the book communicates the sense of innovative excitement that surrounds current initiatives, celebrates the successes in the two major growth areas - primary and adult education - and confronts the dangers that face the subject with clear-eyed realism.

Table of Contents

List of contributors

Foreword

Introduction

THE HISTORICAL CONTEXT AND CLASSICS IN THE CURRICULUM

Classics in the curriculum up to the 1960s

Classics in the curriculum from the 1960s to the 1990s

Classics teaching and the National Curriculum

The place of classics in the curriculum of the future

Effective teaching and good practice in classics

Special needs in classics

FROM PRIMARY TO HIGHER EDUCATION

CLASSICS AT PRIMARY LEVEL

Minimus

Classics in prep schools

CLASSICS AT SECONDARY LEVEL

The theoretical underpinning of the main Latin courses

The development of the Cambridge Latin Course

The Oxford Latin Course

Learning Greek

Working with the chalk face

Ancient history

The teaching of Classical Civilisation

Using ICT in Classics



CLASSICS AT TERTIARY LEVEL

Classics in the universities

For 'Anyone who wishes'- Classical Studies in the Open University, 1971-2002

CLASSICS OUTSIDE THE CURRICULUM

Twilight Classics

Classics and museums

Epilogue.

John Bulwer



Members of Euroclassica and their Representatives in the General Assembly

Austria

(Sodalitas, Bundesarbeitsgemeinschaft klassischer Philologen in Oesterreich)
Alfred Reitermayer Tel/fax: +43 316 719866
Steinfeldgasse 26 a.reite@utanet.at
A-8020 Graz

Belgium

www.agers.cfwb.be/fpgl/fpgl.htm

(FPGL, Fédération des Professeurs de Grec et de Latin)
(French and German speaking part of the country)
Paul Ieven Tel: +32 2 3872942
Avenue de Chantecler 26 ieven.paul@skynet.be
B-1420 Braine-l'Alleud

(VZW Classica Vlaanderen)
(Dutch speaking part of the country)
Liesbet Waumans Tel: +32 3 2369630
Tweelingenstraat 12 liesbet.waumans@pi.be
B-2018 Antwerpen

Bulgaria

(A.A.C., Association des Antiquites Classiques)
Anna Nikolova Tel: +359 2 465143
University of Sofia, Classical Philology Fax: +359 2 463589.
Bulevar Ruski 15 anik@fcml.uni-sofia.bg
Sofia annikbg@yahoo.com.uk

Croatia

(Philologorum Classicorum Societas Croatica)
Jadranka Bagaric Tel/fax: +385 20436372
Ivana Meštrovića 3 mobil: +385 915745241
HR-20000 Dubrovnik jadranka_bagaric@yahoo.com

Czechia

(ALFA, Antiquis Linguis Fovendis Associatio)
Barbara Pokorná Tel. : +420 58 5224563
Trnkova 16 pokornab@ffnw.upol.cz
779 00 Olomouc



Denmark

(Klassikerforeningen)
Jette Kjems
Tinguallevej 45
5210 Odense

www.kl.gymfag.dk

Tel: +45 66162294
jette-kp@post6.tele.dk

France

(IFTA, Institut Francais du Théâtre Antique)
Pascal Thiery
10, Rue Park ar Maner
F-29850 Gouesnou

Tel. : +33 2 98379114
thiery@univ-brest.fr

Germany

(DAV, Deutscher Altphilologen Verband)
Hans-Joachim Glücklich
Myliusstrasse 25a
D-60323 Frankfurt/M.

Tel: +49 69 726633
Fax: +49 69 173647
GlueHJ@aol.com

Great Britain

(JACT, Joint Association of Classical Teachers)
John Bulwer
Square des Archiducs 7
B-1170 Bruxelles, Belgium.

www.jact.org

Tel/Fax: +32 2 6751417.
bulwer@skynet.be

Greece

(ΕΤΑΙΡΕΙΑ ΕΡΕΥΝΩΝ ΚΛΑΣΙΚΩΝ ΣΠΟΥΔΩΝ)
Maria-Eleftheria Giatrakou
Nikiforou Ouranou 13
GR-11471 Athens

Tel/Fax: +30 210 3642131.
mobil: 6932 368388
gstc@otenet.gr

Italy

(CLILC: Coordinamento Ligure Insegnanti Lingue Classiche)
[Regione di Liguria]
Maria Rosaria di Garbo
Via Acquarone 1/3
I-16125 Genova.

Tel/Fax: +39 010 211695
flordia.digarbo@aleph.it

Latvia

Vita Paparinska
Vangazu St. 32-49
Riga LV 1024

VITAPAP@yahoo.com



Luxemburg

(Pro Latinitate)

Edouard Wolter

32, Boulevard de la Fraternité

L-1541 Luxemburg

Tel: +352 481371.

Fax: +352 26196136

edouard.wolter@alice.lu

edouard.wolter@ci.educ.lu

The Netherlands

(VCN, Vereniging Classici Nederland)

Egge Tijsseling

H. Burgerstraat 57

1942 EK Beverwijk

www.vcnonline.nl

www.oudheid.nl

Tel.: +31 251 224510

tijsseling@felisenum.nl

Poland

PTF, Polskie Towarzystwo Filologiczne)

Prof. dr. Hab. Jerzy Styka

Zarząd Główny Al. Mickiewicza 9/11 VI p

31-120 Krakow

ZGPTF@vela.filg.uj.edu.pl

jstyka@vela.filg.uj.edu.pl

Portugal

(Associação Portuguesa de Estudos Clássicos)

Francisco Oliveira

Rua Luís de Camões 28, Lote 1, 4D

P-3060 183 Cantanhede

Tel.: +351 231423856

euroclassic@ci.uc.pt

Fax: +351 231423856

Romania

(Societatea de Studii Clasice din Romania)

Gabriela Cretia

Calea Calarasilor 319 App. 28

R-74331 Bucuresti

Tel.: +40 1 3276533

Fax: +40 1 3121313

(University of Bucarest)

Russia

Elena Ermolaeva

Nab. Lejtenanta Shmidta, 3, 15

St.Petersburg 191028

Tel: +7 812 3287323

Fax: +7 812 2351302

ml304@mail.ru

Spain

(SEEC, Sociedad Española de Estudios Clásicos)

José Luis Navarro

Fernández Shaw 2

E-28007 Madrid

Tel: +34 91 5523318

Fax: +34 91 3100309



Switzerland

(SAV, Schweizerischer Altphilologenverband /
ASPC, Association suisse des philologues classiques)
Christine Haller
ch. des Carrels 15
CH-2034 Peseux

www.latein.ch
www.latigrec.ch

Tel: +41 32 7311612.
Fax: +41 32 889 62 65
christine_haller@hotmail.com

Sweden

(Svenska Klassikerförbundet)
Eva Schough Tarandi
Kolmilegränd 33
S-18743 Täby

Tel: +46 8 758 58 79
eva.schough.tarandi@telia.com

Supporters and associates

EATAG (European Association of Teachers of Ancient Greek)

Bulletin: EUROPAPHOS
James H. Willets (editor)
1 Sandy Court, Seamill
West Killbride, Ayrshire
KA23 9NT Scotland

Tel: +44 1294 822709
europaphos@eatag.u-net.com

EUROSOPHIA

Jean-Pierre Levet
46, rue La Fayette
F-87100 Limoges
France

www.eurosophia.org
Fax: +33 5 55371919
jplevet@geocities.com

ACL (American Classical League)

Christine Sleeper
1115 Clinch Road
Herndon VA 2017 2412
U.S.A.

cffsleeper@aol.com

Η ΕΛΛΗΝΙΚΗ ΠΑΙΔΕΙΑ

mr. E. Ekonomou
Mavromichali str. 32
1068 Athens
Greece



Tel: 0030-010-3614119

Exparter

Petros Karasmanis Pikanis
118 patission Ave. and 2 Androu str.
112 57 Athens-GREECE

Tel:+30 210 8212706/2108841643
Fax.:+30 210 8236694
mobile: 097 7208229
info@exparter.gr

Andreas Panagos

2 Astigos and Tzlepi
185 31 Piraeus-GREECE

Tel.: +30-6976003572

Vagelis Roufakis

Dafnonas Chiou
82100 CHIOS

Tel.: +30-22710 78353

Future members

Estonia

Kristina Leinemann
Ehitajate te 54-28
Tallinn EE-0029

Tel: +372 2 597821

Finland (Societatis praeceptorum Latinorum Finnicorum)

Tuomo Pekkanen
Adolf Lindforsintie 9A 34
SF- 00400 Helsinki 40

Hungary (Hungarian Association of Classics)

L. Kákósy
Muzem Kőrut 4b
H-1088 Budapest

Ireland (The Classical Association of Ireland)



