



**Euroclassica Newsletter  
number 16, January 2008**

**INTRODUCTION**

**Dear readers of Newsletter 2008!**

The European Union respects EUROCLASSICA for its programme, which strictly follows statute number 1:

*A European federation of associations of teachers of classical languages and civilisation has been formed as a non-profit-making association under the name EUROCLASSICA. It is neutral from a political, philosophical and religious point of view.*

This is one of the reasons, why the EUROPEAN CURRICULUM FOR LATIN was approved by the general assembly in St. Petersburg, on 22 September 2007, after three years of work and discussion by all representatives. This historical event is the base not for erasing national curricula, but for developing a European Certificate for Classics, as outlined in this booklet.

I congratulate all directors of EUROCLASSICA for their great achievement in organizing past or future academies in Greece (Maria Eleftheria Giatrakou and coorganizers Christine Haller and John Thorley), Italy (Eva Tarandi) and Croatia (Jadranka Bagaric).

Thanks are due to our webmasters Peter Glatz and Andreas Thiel for the outstanding quality of our website ([www.euroclassica.eu](http://www.euroclassica.eu)) and Franz Riegler for the development of our new Learning platform ([www.sprachenstudio.net/latein](http://www.sprachenstudio.net/latein)), the electronical base of our future European Certificate for Classics.

My warmest thanks also go to Elena Ermolaeva, the organizer of our last congress in St. Petersburg, which was one of the best congresses of Euroclassica.

Officially and privately I should like to thank the president of the former Executive Committee, Francisco Oliveira, for his diplomatic presidency and the members of the committee - Barbara Pokorna, Eva Tarandi, Jadranka Bagaric, Maria Rosaria di Garbo/Serena Ferrando and Paul Ieven - for their important contribution.

Last but not least I thank Barbara Pokorna and the Assistant editor John Bulwer for their involvement in publishing our Newsletter for so many years.

Alfred Reitermayer, January 2008

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# EUROPEAN CURRICULUM FOR LATIN

## 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.” (*Gottfried Petri. Kritisches Denken als Bildungsaufgabe und Instrument der Schulentwicklung. StudienVerlag 2002, 301*)

“Verba sine rebus putamina sunt sine nucleo, vagina sine gladio, umbra sine corpore, corpus sine anima.” (*Johannes Amos Comenius. Didactica dissertatio 1637 Dec. 22. Academia Pragae 1986, thesis 22*)

“The good teacher of classics has to assume that in a course of Greek, Latin or classical studies the full range of the subject is given a proper airing and not just that in which s/he happens to be interested. That is one reason why it is so important that teachers interest their pupils. There is nothing more inimical to interest than the replacement of personal responsibility for study and thought by routine drill and exposition, necessary as these are in their proper place.” *Tony Hubbard. Special needs in Classics. In: The Teaching of Classics. James Morwood (edit.), Cambridge University Press 2003, 53*)

“A tendency in the former type of dialogue is not only dependent on a minimum of two participants, but also on having a topic to talk about, what Ricoeur calls the third participant. Forced dialogue in the classroom without a topic that the learners can engage in dies out quickly.” (*Ricoeur, P. Oneself as Another. Chicago and London: The University of Chicago Press 1992 In: Anne-Brit Fenner. Cultural awareness and language awareness. Council of Europe Publishing 2001, 15*)

“Stet hoc igitur fixum Latinam linguam, ut hauriendae realis eruditionis reale sit instrumentum, ex authoribus esse discendam: et proinde authorum bonorum

enarrationem τὸ πᾶν esse.“ (Comenius *ibid.*, thesis 27)

“The civilisation of ancient Greece and Rome is of fundamental importance in its own right, as well as being crucial to our understanding of the development of our own culture and to the comparative study of societies and cultures more generally.” (University of Cambridge. *Guide to Courses 2004-2005*, 45)

“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*. Oxford University Press 1987, 6)

The standards are based on Comenius’ *Didactica dissertatio*, on the *Latin Grammar* by Charles E. Bennett, Goldwin Smith Professor of Latin in Cornell University, on the *Oxford Latin Course*, on the “Biberacher Modell”, on the Austrian Curriculum for Latin and on objectives of the European Council regarding educational policy.

<b>STANDARDS for users at Level 1/ Vestibulum</b>
<p><i>Competences common to lexis, syntax, morphology, texts and cultural background</i></p> <p>By translating Latin texts pupils improve their mother tongue competence and increase their reading competence. By acquiring single elements of Latin pupils are able to recognize the common principles of Latin.</p>
<b>1) Lexis</b>
<p><i>Competences:</i></p> <p>Pupils are able to acquire a basic vocabulary by working on Latin texts.</p>
<p><i>Contents:</i></p> <p>Basic vocabulary about 400 words</p> <p>Word fields: Same stem or family</p>
<b>2) Morphology</b>

<p><i>Competences:</i></p> <p>Pupils are able</p> <p>to acquire forms of nouns, verbs, adjectives, pronouns, prepositions and conjunctions by working on Latin texts under instruction.</p>
<p><i>Contents:</i></p> <p>Word classes: verbs, nouns, adjectives, pronouns, adverbs, prepositions, conjunctions, interjections, numerals</p>
<p><b>Verbs:</b> <b>Conjugations:</b></p> <p>conjugate verbs with stems in -a, -e, -i and consonants conjugate esse and ire + Composita tenses: present tense, simple future, past tense, perfect, pluperfect, future perfect mood: indicative, imperative genus verbi: active voice</p> <p>infinitives: perfect and present participles: perfect and present Recognition of <i>-nd-</i> forms</p>
<p><b>Nouns:</b> Declensions:</p> <p><b>First declension or a-declension (ends in Nom./Gen. Sg. on -a, -ae)</b></p> <p><b>Second declension or o-declension ( ends in Nom./Gen. Sg. on -us, -i; -(e)r, -i; -um, -i)</b></p> <p><b>Third declension or consonant declension:</b> The third declension includes several classes of stems:</p> <p>a) Pure consonant stems: with Abl. Sg. <b>-e</b>; Gen. Pl. on <b>-um</b> Masculines are nouns with -or,-oris: scriptor,-oris; -os,-oris, mos, moris; -er, -eris: carcer, carceris</p> <p>Feminines are nouns with -s, -x: laus, laudis; lex, legis; libertas,-atis with -o, -inis: magnitudo, -inis; origo,-inis</p> <p>Neuters are nouns with -men, -minis: nomen, nominis -us, -eris: genus, -eris; -us, -oris: tempus, temporis; corpus, corporis; -us, -uris: ius, iuris -ur, -uris; fulgur, fulguris</p>

<p>b) Mixed stems: nouns with two or more consonants before –is in Gen. Sg. as pars, partis f.; ars, artis f. with Abl. Sg. –e; Gen. Pl. on <b>-ium</b></p> <p>c) I-stems: Parisyllaba with Nom. Sg. –is or –es (<b>mostly f.</b>); <b>Neuters</b> with Nom. Sg. on –e, –al, –ar with Abl. Sg. –i; Gen. Pl. on <b>-ium</b></p> <p><b>Fourth declension or u-declension</b> ends in Nom./Gen. Sg. –us, –us; (<b>mostly m.</b>) and –u, –us; (<b>n.</b>)</p> <p><b>Fifth declension or e-declension</b> ends in Nom./Gen. Sg. –es, –ei; (<b>mostly f.</b>)</p> <p><b>Adjectives:</b> Adjectives of the first and second declensions end in –us, –a, –um (some adjectives end in –er instead of –us in Nom. Sg. m. as <i>liber, asper, ruber</i>). Adjectives of the third declension are conveniently classified according to the number of endings in the Nominative Singular, namely <i>one, two or three</i> (<i>ingens, ingens, ingens; fortis, fortis, forte; acer, acris, acre</i>).</p> <p><b>Pronouns:</b> Personal pronouns, Possessive pronouns, Relative pronouns</p> <p><b>Adverbs, Conjunctions, Prepositions, Interjections</b> are the four parts of speech that do not admit inflection and are often called Particles.</p> <p><b>Numerals:</b> Cardinal numeral adjectives</p>
<p><b>3) Syntax</b></p>
<p>Competences:</p> <p>Pupils are able to understand that syntax treats the structure and word order of sentences.</p>
<p>Contents:</p> <p><b>Predicate:</b></p> <p>General rule with the verbs of motion:</p> <p>on the question <i>quo is?</i> – response: in + Acc.</p> <p>on the question <i>ubi es?</i> – response: in + Abl.;</p> <p>on the question: <i>unde venis?</i> – response: e(x) +Abl.</p> <p>on the question: <i>qua is?</i> – response: per +Acc.</p> <p><i>Exceptions:</i></p> <p>Names of towns, smaller islands and peninsulas as Corinthus, -i, Rhodus, -i, as well as nouns domus, -us, f., rus, ruris, n., humus, -i, f.</p> <p><i>quo is?</i> (without in) <i>Athenas, Carthaginem, Corinthum, Rhodum, domum, rus, humum</i></p> <p><i>ubi es?</i> – Abl. loci (without in) <i>Athenis, Carthagine</i> but Locative for singularia tantum a- and o- declensions and for domus, rus, humus: <i>Romae, Corinthi, Rhodi, domi, ruri, humi</i></p> <p><i>unde venis?</i> – Ablativus separationis – (without ex) <i>Athenis, Carthagine,</i></p>

<p><i>Corintho, Rhodo, domo, rure, humo</i></p> <p>The general words <i>loco, locis, parte</i>, also many words modified by <i>totus</i> or even by other adjectives as <i>hoc loco, totis castris</i></p> <p><b>Subject:</b> Noun, pronoun, verb (infinitive), adjective, numeral used as subject</p> <p><b>Object:</b> Noun, pronoun, adjective, numeral used as object with accusative, with dative, with genitive</p> <p><b>Main clauses:</b> The <b>indicative</b> is used in statements and direct questions; the <b>imperative</b> is used in commands.</p> <p><b>Subordinate clauses:</b> The <b>indicative</b> is used in definite relative clauses, definite temporal clauses (with <i>ubi, postquam, ut</i>), conditional clauses, causal clauses, concessive clauses with <i>quamquam</i>.</p>
<p><b>4) Texts</b></p>
<p><i>Competences:</i></p> <p>Pupils are able to use different kind of methods to work with a text to improve their social and personal competences.</p>
<p><i>Contents:</i></p> <p>Textbook or personal manuscript written by the teacher</p>
<p><b>5) Cultural background</b></p>
<p><i>Competences:</i></p> <p>Pupils are able to connect important fields of ancient life with knowledge acquired in history, to recognize elements of Roman culture, which have influence until now.</p>
<p><i>Contents:</i></p> <p>According to available material</p>

<p><b>STANDARDS for users at Level 2/ Janua</b></p>
<p><b>Competences common to</b> <i>lexis, syntax, morphology, texts and cultural background</i></p> <p>Pupils recognize analogies and differences between languages concerning semantics and syntax.</p>

<b>1) Lexis</b>
<p><i>Competences:</i></p> <p>Pupils are able to make a short account of derived words from Latin in their mother tongue or in another foreign language, to give a paper on the influence of Latin words in modern languages.</p>
<p><i>Contents:</i></p> <p>Basic vocabulary about 900 words</p> <p><i>Word fields:</i></p> <p>Latin in comparison with mother tongue and English or a Neolatin language</p>
<b>2) Morphology</b>
<p><i>Competences:</i></p> <p>Pupils are able to make a revision of all declensions and conjugations, to define rules for grammar and compare the common principles of Latin with their mother tongue.</p>
<p><i>Contents:</i></p> <p><b>Revision of verbs</b></p> <p>genus verbi: passive voice, deponent verbs  mood: subjunctive  infinitives: perfect, present, future  participles: perfect, present, future</p> <p><b>Revision of nouns:</b></p> <p>The following nouns are exceptions to gender in the second declension: vulgus, -i, n., <i>crowd</i>; virus, -i n., <i>poison</i>, laurus, -i f., <i>laurel</i></p> <p>Exceptions to gender in third declension:  Feminines: arbor, -ris <b>f.</b>, <i>tree</i>  Masculines: sermo, -onis <b>m.</b>, <i>speech</i>; ordo, -inis <b>m.</b>, <i>social rank</i>; orbis, -is <b>m.</b>, <i>wheel, circle</i>; mensis, -is <b>m.</b>, <i>month</i>; piscis, -is <b>m.</b>, <i>fish</i>; collis, -is <b>m.</b>, <i>hill</i>; finis, -is <b>m.</b>, <i>end</i>; grex, -gis <b>m.</b>, <i>herd</i>; dens, -ntis <b>m.</b>, <i>tooth</i>; fons, -ntis <b>m.</b>, <i>fountain</i>; pons, -ntis <b>m.</b>, <i>bridge</i>; mons, -ntis <b>m.</b>, <i>mountain</i></p> <p>Neuters in gender except mentioned in Level 1 are: os, ossis <b>n.</b>, <i>bone</i>; cadaver, -eris <b>n.</b>, <i>corpse</i>; os, oris <b>n.</b>, <i>mouth</i>; cor, cordis <b>n.</b>, <i>heart</i>; iter, itineris <b>n.</b>, <i>way</i></p>

Exceptions to gender in fourth declension: domus, -us f., *house*; manus, -us f., *hand*; porticus, -us f., *colonnade*; tribus, -us f., *tribe*; Idus, -uum (*Plural*), *Ides*;

Exceptions to gender in the fifth declension:  
dies, -ei m., *day*; meridies, -ei m., *midday*

**Revision of adjectives:**

Adjectives: (positive, comparative, superlative)

Pronominal adjectives:

(unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius)

**Pronouns :**

Demonstrative pronouns, Indefinite pronouns, Interrogative pronouns, Reflexive pronouns

**Revision of adverbs:**

Adverbs: (positive, comparative, superlative)

**3) Syntax**

*Competences:*

Pupils are able

to recognize peculiarities with the use of subject, predicate and object,  
to understand the differences between subjunctive and indicative in main clauses,

to understand the primary and historic sequence of tenses.

*Contents:*

Nouns: Two nominatives with passiv verbs and two accusatives with active verbs of *making, calling, regarding etc.* as Romulus rex creatus est, *Romulus was elected king.*

Predicate: in main and subordinate clauses with subjunctive

Subject: relative clause used as subject

Object: noun, pronoun, adjective, numeral used as object with ablative

**Subordinate clauses:**

The **subjunctive** is used in subordinate clauses (temporal, final ,causal, consecutive, concessive except after *quamquam*, conditional of all three types; with verba timendi, impediendi, postulandi, curandi )

Construction replacing clauses :

Indirect statement (Accusativus cum Infinitivo *and* Nominativus cum Infinitivo)

Participle in agreement (=Participium coniunctum)

Ablativus absolutus with and without participle

*The use of infinitives:*

The tenses of the infinitive denote time not absolutely, but with reference to the verb on which they depend:

The present infinitive represents an act as contemporaneous with the time of the verb on which it depends as

Dico patrem venire. *I say that father is coming.*

Dixi patrem venire. *I said that father was coming.*

The perfect infinitive represents an act as *prior to* the time of the verb on which it depends as

Dico patrem venisse. *I say that father has come.*

Dixi patrem venisse. *I said that father had come.*

The future infinitive represents an act as *subsequent to* that of the verb on which it depends as

Dico patrem venturum esse. *I say that father will come.*

Dixi patrem venturum esse. *I said that father would come.*

*The use of participles:*

The tenses of the participle like those of the infinitive express time not absolutely, but with reference to the verb upon which the participle depends. The absolute time of the action of a participle, therefore, is determined entirely by the finite verb with which it is connected.

Present participle denotes action contemporary with *that of the verb:*

*Audio te loquentem. I hear you speaking.*

*Audiebam te loquentem. I heard you speaking.*

*Audiam te loquentem. I will hear you speaking.*

Perfect participle passive denotes action *prior to* that of the verb:

*Locutus taceo. I have spoken and I am silent.*

*Locutus tacui. I had spoken and then was silent.*

*Locutus tacebo. I will speak and then will be silent.*

Future participles of both active and deponent verbs are always active in meaning. They mean “about to ...”, “on the point of -ing”, “intending to ...”

*Egressuri sunt. They are about to go out.*

*Locutura est. She is about to speak.*

*Eos progressuros video. I see them on the point of advancing.*

Attributive use and predicative use of participles

**Syntactic and semantic main functions of cases**

**The different use of tenses in Latin**

**4) Texts**

*Competences:*

Pupils are able

to regard texts as a chance to gain receptive and aesthetical skills by reading in a passive role. In this opinion it is only once the reader does something with the text, like talking or writing about it, that he or she becomes a producer of language.

Pupils are able

to improve their competence in English or a Neolatin language by translating Latin texts.

*Contents:*

Textbook

**5) Cultural background**

*Competences:*

Pupils are able

to give a paper on Roman literature, art and architecture,  
to play the role of a virtual guide for important places of Rome and its empire.

*Contents:*

Catalogues of museums, Links to important websites about Greek and Roman culture

**STANDARDS for users at Level 3/ Palatium**

*Competences common to lexis, syntax, morphology, texts and cultural background*

Pupils extend their basic vocabulary concerning authentic texts.

Pupils summarize and present topics concerning grammar.

Pupils begin to gain hermeneutic skills.

<b>1) Lexis</b>
<i>Competences:</i> Pupils are able to use a dictionary.
<i>Contents:</i>  Basic vocabulary about 1200 words  <i>Word fields:</i> Latin in comparison with foreign languages
<b>2) Morphology</b>
<i>Competences:</i>  Pupils are able to recognize different uses of conjunctions and adverbs.
<i>Contents:</i>  <i>Word classes:</i>  <b>Conjunctions</b> ( <i>coordinate conjunctions</i> ) are used to connect ideas.  <i>Copulative conjunctions:</i> These join one word, phrase or clause to another as a) et, -que, atque, neque, nec; b) et ... et, <i>both ...and</i> ; c) neque (nec) ... neque (nec), <i>neither ... nor</i> ; e) cum ... tum, <i>while ... at the same time</i> ; f) cum ... tum, <i>not only ... but also</i> .  In enumerations the different members of a series may follow  a) one another without connectives (=Asyndeton) as ex cupiditatibus odia, discidia, discordiae, seditiones, bella nascuntur, <i>from covetous desires spring up hatred, dissensions, discord, sedition and wars</i> . b) the different members may severally be connected by <i>et</i> (=Polysyndeton) as horae cedunt et dies et menses et anni, <i>hours and days and years and months pass away</i> .  <i>Causal conjunctions:</i>  These denote <i>cause</i> , or <i>give an explanation</i> as nam, enim (post-positive), <i>for, because</i> .

<p><i>Disjunctive conjunctions:</i></p> <p>indicate an alternative as</p> <p>a) coita mors venit aut victoria laeta, (<i>either</i>) <i>swift death or glad victory comes</i>”</p> <p>b) qui aether vel caelum nominatur, <i>which is called aether or heaven</i>”</p> <p>and correlatives as</p> <p>c) aut ...aut, <i>either ...or</i>; vel ... vel, <i>either... or</i>; sive ... sive, <i>if ... or if.</i>”</p> <p><i>Adversative conjunctions:</i></p> <p>a) sed, <i>but</i>, merely denotes opposition.</p> <p>b) verum, <i>but</i>, is stronger than sed, but is less frequently used.</p> <p>c) autem, <i>but on the other hand, however</i>, marks a transition. It is always post-positive.</p> <p>d) at, <i>but</i>, is used especially in disputation, to introduce an opposing argument.</p> <p>e) tamen, <i>yet</i>, usually stands after the emphatic word, but not always.</p> <p><i>Illative conjunctions:</i></p> <p>The conjunctions itaque, ergo, igitur (post-positive), <i>therefore, accordingly</i> represent the statement which they introduce as <i>following from</i> or as <i>in conformity with</i> what has preceded.</p> <p><b>Adverbs</b></p> <p>The following particles, sometimes classed as conjunctions, are more properly adverbs:</p> <p>a) etiam, quoque (<i>always post-positive</i>)<i>also</i>;</p> <p>b) quidem (<i>always post-positive</i>), <i>indeed</i>;</p> <p>c) ne ... quidem, <i>not even</i>;</p> <p>d) tamen and vero in addition to their use as conjunctions are often employed as adverbs.</p>
<p><b>Numerals:</b> Distributive numeral adjectives as singuli, <i>one by one</i>; bini, <i>two by two</i></p> <p>Numeral adverbs as semel, <i>once</i>; bis, <i>twice</i></p>
<p><b>3) Syntax</b></p>
<p><i>Competences:</i></p> <p>Pupils are able</p> <p>to recognize peculiarities with the use word classes,</p> <p>to understand the use of subjunctive in relative clauses,</p> <p>to understand indirect discourse (= oratio obliqua),</p> <p>to understand the use of Gerundive and Gerund.</p>
<p><b>Subordinate clauses</b></p>

The **subjunctive** is used in **relative clauses** sometimes with virtually no change in meaning at all, but note the following specific usages:

1. Final, i.e. the relative clause shows the purpose. Caesar legatos misit, qui pacem peterent. *Caesar sent legates for negotiating about peace.*

2. Consecutive: establishing conditions for possible action, especially common after:

(a) est qui/sunt qui, *there exists/ exist the sort of person/people who* e.g.

(b) ea non est quae hoc faciat, *she is not the one who does this=not the sort of person who ...*

3. Causal, i.e. the relative clause shows the reason why something is happening, e.g.

sanus tu non es, qui me furem voces, *you are not sane who call me a thief = because you call me a thief.*

This usage is sometimes strongly 'signposted' by the addition of the fixed form "quippe" in as much as, e.g. Solis candor inlustrior est quam ullius ignis, quippe qui in immenso mundo tam longe lateque conluceat. *The brightness of the sun is more brilliant than that of any fire, in as much as it shines so far and wide in an immeasurable universe.*

Construction replacing clauses:

ablativus absolutus:

Instead of a participle we often find an adjective or noun: vivo Caesare res publica salva erat, *while Caesar was alive the state was safe (lit. Caesar being alive);* Tarquinio rege Pythagoras in Italiam venit, *in the reign of Tarquin Pythagoras came into Italy.*

#### **The Gerundive:**

The predicate Gerundive is regularly confined to its use in the Periphrastic passive conjugation

e.g. aqua nunc bibenda est, *water has to be drunk now;*

Natura servanda est, *nature has to be protected.*

#### **The Gerund:**

As a verbal noun the Gerund admits noun constructions as follows:

1. Genitive. The Genitive of the Gerund is used

a) with nouns, as objective or appositional Genitive. Cupiditas dominandi, *desire of ruling*

ars scribendi, *the art of writing*

b) with adjectives; as

cupidus audiendi, *desirous of hearing*

c) with *causa, gratia* as

discendi causa, *for the sake of learning*

2. Dative. The Dative of the Gerund is used

a) with adjectives as

aqua utilis est bibendo, *water is useful drinking.*

3. Accusative. The Accusative of the Gerund is used only with prepositions, chiefly *ad* to denote purpose as homo ad agendum natus est, *man is born for action.*

4. Ablative. The Ablative of the Gerund is used

a) without a preposition as an ablativus instrumenti or causae etc. as

mens discendo alitur et cogitando, *the mind is nourished by learning and reflection.*

b) after the prepositions *a, de, ex, in* as

summa voluptas ex discendo capitur, *the keenest pleasure is derived from learning;*

multa de bene beateque vivendo a Platone disputata sunt, *there was much discussion by Plato on the subject of living well and happily.*

#### 4) Texts

*Competences:*

Pupils are able

to translate accurately according to the mother tongue. It primarily focuses on the emotional and creative levels, not so much on a scientific one.

Pupils are able

to deal with rhetorical Figures as *alliteration, asyndeton, polysyndeton, parallelism, chiasm,*

to differ between literary genres (epic, lyric and narrative texts).

*Contents:*

Authentic texts about

Europa Latina

Everyday life

Figures and characters from mythology and history

Love, lust and leisure

Meeting and dealing with strangers

Roman roots and ruins in my country

#### 5) Cultural background

<p><i>Competences:</i></p> <p>Pupils are able to give a paper with quotation from authentic writers, to be a real guide for the most important places of Rome and its empire.</p> <p><i>Contents:</i></p> <p><a href="http://www.google.com">www.google.com</a> <a href="http://www.yahoo.com">www.yahoo.com</a> <a href="http://www.wikipedia.com">www.wikipedia.com</a></p>
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<b>STANDARDS for users at Level 4/ Thesaurus</b>
<p><b><i>Competences common to lexis, syntax, morphology, texts and cultural background</i></b></p> <p>Pupils recognize peculiarities in grammar and semantics. Pupils summarize and present topics concerning interpretation and reception.</p>
<b>1) Lexis</b>
<p><i>Competences:</i></p> <p>Pupils are able to improve the knowledge of Latin vocabulary concerning authentic texts.</p>
<p><i>Contents:</i></p> <p>Basic vocabulary about 1600 words</p> <p><i>Word fields:</i></p> <p>Latin in comparison with a Neolatin language and Ancient Greek</p>
<b>2) Morphology</b>
<p><i>Competences:</i></p> <p>Pupils are able to recognize peculiarities of inflection in declensions, to recognize defective nouns, to recognize heterogenous nouns with change of gender and meaning, to recognize peculiarities of adjectives, to recognize peculiarities of pronouns, to recognize adverbs peculiar in formation.</p>

*Contents:*

*Word classes:*

**Nouns:** An old form of the Genitive Singular in *-as* is preserved in the combination *pater familias*, *father of a family*.

Proper names in *-ius* regularly form the Gen. Sg. in *-i* (instead of *-ii*) as *Vergili*, of *Virgil*, and end in the Voc. Sg. on *-i* as *Vergili*, *mi fili*; *Vergil*, *my son*. Instead of *dei* there is also the form *di*; instead of *deorum* there is *deum*, instead of *virorum* there is also *virum*, instead of *deis* there is also *diis* and *dis*.

Nouns used only in one case (Defectiva casibus) as *jussu*, *by the order*; *injussu*; *without the order*;

Nouns used in two cases as *fors*, *chance*, *forte*, *by chance*.

Defective nouns (Defectiva numero) are used in the plural only as many geographical words as *Thebae*, *Pompeii* and many special words, of which the following are the most important: *castra*, *camp*; *angustiae*, *narrow pass*; *arma*, *weapons*; *divitiae*, *riches*; *Idus*, *Ides*; *insidiae*, *ambush*; *moenia*, *city walls*.

Heterogenous nouns (Heterogenea) have one gender in the Singular, another in the Plural as *locus* m. *place*, *loca* n. *places*, m. *loci* m. *passages* or *topics in an author*.

**Adjectives:**

Certain adjectives may be used to denote a part of an object, chiefly *primus*, *extremus*, *summus*, *medius*, *infimus*, *imus* as *summus mons*, *the top of the mountain*; *extrema hieme*, *in the last part of the winter*.

**Pronouns:**

**Sui** as an objective genitive e.g. *oblitus sui*, *forgetful of himself*.

**Suus** in the meaning *his own*, *their own* etc. as *Hannibalem sui cives e civitate eiecerunt*, *his own fellow-citizens drove out Hannibal*.

**Hic** and **ille** in the sense of *the following* as *Themistocles his verbis epistulam misit*, *Themistocles sent a letter (couched) in the following words*; *illud intellego*, *omnium ora in me conversa esse*, *I realize this, that all the faces are turned towards me*.

**Ille** often means *the famous* as *Solon ille*, *the famous Solon*.

**Iste** meaning **iste homo**, *that fellow!*

**Adverbs** on *-o* as *raro*, *seldom*; *crebro*, *often*; *subito*, *suddenly*; *cito*, *quickly*; *sero*, *late*; *continuo*, *permanently*; *certo*, *sure*; *merito*, *justified*; *falso*, *false*  
Adverbs with various other adverbial suffixes as *vix*, *hardly*; *paulatim*, *by and by* etc.

### 3) Syntax

#### Competences:

Pupils are able  
to recognize the final use of participle,  
to recognize peculiarities with the use of Gerund and Gerundive construction,  
to recognize that the Genitive of the Gerundive construction is often used to denote purpose,  
to recognize that the Dative of Gerundive construction is used in some expressions which have the character of formulas.

Participles: The future active participle in poets and later writers is used independently, especially to denote *purpose*: *venerunt castra oppugnaturi, they came to assault the camp.*

#### Gerundive construction instead of the Gerund:

Instead of the Genitive or Ablative of the Gerund with a direct object another construction *very often* is used. This consists in putting the direct object in the case of the Gerund (Gen. or Abl.) and using the Gerundive in agreement with it. This is called the Gerundive construction as

<i>Gerund construction</i>	<i>Gerundive construction</i>
<i>cupidus urbem videndi, desirous of seeing the city</i>	<i>cupidus videndae urbis, desirous of seeing the city</i>
<i>delector oratores legendo, I am charmed with reading the orators</i>	<i>delector oratoribus legendis, I am charmed with reading the orators</i>

**Mei, tui, sui, nostri, vestri** in Gerundive construction are regularly employed without reference to gender or number, since they were originally neuter singular adjectives used substantively:

*Mulier sui servandi causa aufugit, the woman fled for the sake of saving herself;*  
*legati in castra venerunt sui purgandi causa, they envoys came into camp for the purpose of clearing themselves;*  
*nostri servandi causa, for the sake of saving ourselves*

Genitive of the Gerundive construction used to denote *purpose* as *Quae ille cepit legum ac libertatis subvertendae causa, which he undertook for the purpose of overthrowing the laws and liberty.*

The Dative of the Gerundive construction in some expressions which have the character of formulas as *decemviri legibus scribendis, decemvirs for codifying the laws.*

### 4) Texts

<p><i>Competences:</i></p> <p>Pupils are able</p> <p>to understand features of Latin dictions which belong rather to style than to formal grammar,</p> <p>to understand features of prosody, which treats metres and versification as Hexameter and Pentameter,</p> <p>to deal with advanced Figures: <i>anaphora, hendiadys, climax, metaphor.</i></p>
<p>By practicing prosody pupils understand that there is a difference between Latin prosody and the prosody of other languages for example English, where poetry is based upon <i>accent</i>, and poetical form consists essentially in a certain succession of <i>accented</i> and <i>unaccented syllables</i>. Latin poetry, on the other hand, is based not up on <i>accent</i>, but upon <i>quantity</i>, consisted in a certain succession of <i>long and short syllables</i>, i.e. of long and short intervals of time.</p>
<p><i>Contents:</i></p> <p>Authentic texts including</p> <p>Erasmus (in particular Apophthegmata), Comenius (in particular Didactica dissertatio),</p> <p>Lyric poetry and estetics (knowledge of the fine arts and art criticism),</p> <p>Rhetoric, propaganda and manipulation,</p> <p>Searching for the meaning of life and the pursuit of happiness,</p> <p>The impact of Latin language and Latin literature,</p> <p>Terminology of medicine, law and science</p>
<p><b>5) Cultural background</b></p>
<p><i>Competences:</i></p> <p>Pupils are able</p> <p>to present topics concerning the impact of Latin language and literature on arts and architecture, philosophy and religion.</p> <p><i>Contents:</i></p> <p>Appropriate links to Institutes and Associations for Classics</p>

## Latin Platform

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*www.sprachenstudio.net/latein*

The learning platform Latin has been established in Austria for several years. More than 3000 students and more than 200 teachers have already been registered as users. Apart from Austria our neighbouring countries have shown great interest in the platform and its content.

In order to make the platform accessible to an even greater number of users interested in Latin, the face of the platform has been translated into English.

Most of the content is already available in English; translations into other languages will follow soon. The translation of the platform has been done in various school projects with students of different schools from all over Austria and we hope that in the near future schools from all over Europe will join us.

How to get access to the English version of the learning platform?

If the English version is not shown automatically when opening the website, go to the start page of the platform and select the English version.

Simultaneously we have begun to translate the basic vocabulary contained in the platform into various languages. We look forward to being supported in this task by many students not only from Austrian schools, but also from schools from all over Europe.

Another advantage of the platform is that interested colleagues can upload additional vocabulary suiting their own course books. This can also be done in projects with their students.

If you are interested in such a solution and cooperation, please do not hesitate to contact me with a short e-mail. (*franz.riegler@brgkepler.at*)

I am looking forward to working together as I believe that such cooperation projects following the idea of Euroclassica could create a European network where the internet could serve as an additional, motivating tool for studying Latin and at the same time as a tool for intercultural learning.

Franz Riegler

## **European Certificate For Classics (ECCL)**

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### **EUROPEAN LATIN EXAMINATION**

The goal of the European Latin Examination is to provide an opportunity for participants to demonstrate their knowledge of Latin and the Roman world based on various test items. The focus of the exam is on the student's ability to read and comprehend Latin as outlined in the European Curriculum for Latin.

The questions in the first part of the exam are based on information contained in a passage in Latin and they aim to test the extent of the user's knowledge of vocabulary, grammatical and syntactical structures, as they relate to the comprehension of Latin.

The second part of the exam assesses a student's knowledge of the impact of Roman literature, art and architecture on European culture.

In each test the maximum mark possible is 100. For those who reach at least 60 marks, a medal in metal is awarded. It is then possible to upgrade the medal, with ten stages leading to bronze, silver and the gold logo of Euroclassica. For the first to third level (Vestibulum, Ianua and Palatium) tests (which are available all through the year from Euroclassica's website and platform) there is regular feedback throughout the year, provided in a fully electronic form. The items of the tests change every year in September. The first Level (Vestibulum) could start in September 2008.

The Level 4 (Thesaurus) exam is held once a year in the second week in March. EUROCLASSICA is working on a contract with the European Union to those who possess a Thesaurus Certificate.

Alfred Reitermayer

### ACTIVITIES REPORT – EUROCLASSICA 2004/2007

Following the election of the Executive Committee in Vienna, in April 2003, a plan was drawn for the four years of its mandate (see p.7-10 of Newsletter 2005). We can say now that this plan was in general achieved.

My actual report intends to consider the whole mandate, summarizing the main activities developed by the Executive Committee, with the help of many other persons mainly the representatives of each member-country.

#### 1 — Website

One of the first challenges was to improve the Euroclassica Website. This was possible when we decided to transfer the old website to Austria and when we received the collaboration of Andreas Thiel and Peter Glatz, who have been working freely and very hard to give Euroclassica website its actual outstanding technical quality, with links to each national member homepage and many other possibilities; the next step will be to make sure that all national organisations continuously circulate updated content.

Our website includes also the Latin Platform ([www.sprachenstudio.net/latein](http://www.sprachenstudio.net/latein)), created by Franz Riegler ([franz.riegler@brgkepler.at](mailto:franz.riegler@brgkepler.at)), a high level pedagogic tool for the study of Latin, whose English version will be available soon.

#### 2 — Newsletter

Euroclassica Newsletter was always published in due time. John Bulwer continued to help to improve the linguistic competence of our drafts. For the future, we need to solve the problem of ancient Greek characters. Since the postage becomes more expensive each year, and since we now have our website working well, the possibility of exclusive electronic edition will be considered. I am indebted to Barbara Pokornà, who was responsible for the editing and the distribution.

#### 3 — Academic activities

3.1 — **Academia Homerica**: considering the decrease of students participating in the Academia, some changes have been made in the program of 2005 and 2006. But the main change was made in 2007, with the separation of the students' and of the teachers' sections, resulting in more regular and continuous pedagogical work. In consequence, the number of teachers for Ancient Greek and Civilization was enlarged (John Thorley, Serena Ferrando and Antonios Makrinos) and received the support of Christine Haller for the organization. We feel that the result was very positive, especially if we consider the comments expressed by teachers and students. We are very indebted to Maria-Eleftheria Giatrakou for her outstanding work.

3.2 — **Academia Latina**: this new activity was first held in 2004 and repeated in 2006; another one is planned for 2008. It was hard work to organize the logistics in Rome, and only the persistence of Eva Tarandi, Euroclassica's Vice-President, could solve all the problems, mainly in 2006. Academia Latina, planned for a group of about 25 young students, has always received good feedback from the participants.

3.3 — **Academia Ragusina**: Jadranka Bagaric decided to create a new Academy to be held in Dubrovnik, for students, teachers and researchers. Its main interest is the Middle Ages and Renaissance. We hope it will be a success.

3.4 — **Academia Aestiva**: after ten continuous years, José Luís Navarro decided to close Academia Aestiva in 2003, mainly for personal and financial reasons, since the price of hotels was becoming prohibitive due to the Olympic Games; meanwhile, J.-L. Navarro announced a new project, concerning Ancient Greek Drama, but no financial support has been found until now.

As a general rule concerning these activities, the Executive Committee decided that: a) it is necessary to announce the programmes in due time; b) all representatives should do their best to promote these activities, mainly in the recruitment of students; c) every national organization was asked to try to support the presence of students, for instance creating "a prize which would pay the fees" of one or more students.

#### 4 — **Classics in Europe**

The encouragement of Classics in Europe is the proper goal of our Federation, and this goal is more than even of primary importance, since the situation of classics in the education system of certain countries is in danger. Accordingly, the Euroclassica Executive Committee continued to favour initiatives and projects concerning the Classics. We supported pronouncements and petitions in the European Community and National Governments, in Belgium, France, Portugal, Romania, Switzerland, Sweden (Lund) and the Vatican.

Some specific projects have been promoted, such as:

4.1 — **Video project**, with contributions of six countries: Austria, Belgium (FPGL), Germany, Portugal, Romania, Switzerland; the project is opened to new contributions. Paul Ieven was the responsible for this project, that he managed as well as he did his job as Secretary of the Executive Committee;

4.2 — **Classics Teaching in Europe**: the results have been published by J. Bulwer (*Classics Teaching in Europe*, London, Duckworth, 2006; contact [Suzannah@DUCKWORTH-publishers.co.uk](mailto:Suzannah@DUCKWORTH-publishers.co.uk), for sales), collecting papers from fifteen countries. I hope that all national organisations give notice of this book to all associates;

4.3 — **Europatria project** is under way; some colleagues have finished their participation (Czech Republic, Classica Vlaanderen, FPGL, Portugal, Romania, Switzerland), others are working in order to present their part till the end of 2007; after

that, the final version will be prepared and the editorial issues will be considered;

4.4 — **European Curriculum for Classics:** this is a major challenge, the hard work having been made by Alfred Reitermayer. The European Curriculum for Latin has been approved in the St. Petersburg General Assembly;

4.5 — **European Certificate of Classical Studies:** after the approval of the European Curriculum for Classics, Euroclassica will be ready to analyse the possibility of creating a European Certificate of Classical Studies, as has been suggested before (see Newsletter 2007, p.5 ad finem);

4.6 — **Structure of the Bases of European Languages:** in the future, the advantage of including Latin and Greek in this project of European Council will be discussed.

## 5 — Cooperation

During our mandate, members of the Executive Committee had contacts with a lot of organisations and countries, directly or by proxy. We emphasize the contacts with Brazil, Chile, CNARELA, Eurosophia, FIEC, LIMC, Union Latine; the contacts with American Classical League, were assured by H.-J. Glücklich. We supported also individual initiatives, such as *Initiative für humanistische Bildung in Europa — Antike Verbindet*, whose result has been published by Helmut Meissner with translation to sixteen languages, and also CIRCE, Mouson Dora 'The Gift of the Muses', Certamen della Tuscia, Concours Européen Cicero, Cultural Olympiads.

An important partner was ODEG, mainly with the Annual Ancient Greek Competition, now under the leadership of Greek Education Ministry. A. Reitermayer represented the Executive Committee in the ceremony of the grant of the prizes the last three years.

## 6 — Lobbying

In Dubrovnik the General Assembly asked every Euroclassica representative to contact a Member of the European Parliament, in order to create a new sensibility in favour of Classics. The same request was presented to CNARELA. Unfortunately, only Austria and Portugal did so, in a first step. In 2006, during the Academia Homerica in Chios, thanks to an invitation of M.-E. Giathrakou, we had the opportunity to explain our idea to Mrs. Marie Panayotopoulos-Cassiotou, Greek member of European Parliament, and to receive her advice and support, since she thinks that such contacts are important. Meanwhile Mrs. Panayotopoulos-Cassiotou, Mr. Karas and Mr. Reitermayer are in written contact.

The idea of lobbying, also one of the goals of Meissner's *Initiative*, became effective in Portugal, in the sequence of the *Petition in favour of Classics in Portugal*. We have been received by the President of the National Assembly, we presented our reasons to the Education Commission to Education, the Report of this Commission was discussed in a Plenary Session of the Parliament, and the Government accepted our point of view concerning the teaching of Classics in the secondary schools.

We are also happy to notice that, in May 2006, in an interview for a Portuguese Television Channel, the President of the European Commission pronounced in favour of the Humanities, even recommending the reading of the Classics (he quoted *Odyssey*, *Ars Amatoria* and *Satyricon*).

In consequence, we recommend to the New Executive and to Euroclassica members to continue to use this means.

#### **7 — Heidelberg Documentation Centre**

The idea of creating a Documentation Centre could not find, till now, the necessary logistic and financial support to become effective, even if H.-J. Glücklich did his best in Heidelberg and Berlin. In consequence, in Stockholm, the General Assembly decided to postpone the project, and to offer to Heidelberg University the books that have been sent. It seems, however, that some good news could come from Berlin soon.

#### **8 — Internal Organisation**

Even with the presence of seven members in the Executive Committee, some tasks were so specialized that we needed to use the possibility of assigning them to some responsible for special tasks. It was the case of the contacts with ACL, thanks to H.-J. Glücklich (now the contacts are direct, from President to President); the same for the editing of Newsletter, with the help of John Bulwer; in the case of the Academies, powers for a five years mandate as Directors have been given, in the Executive Meeting of Vienna in May 2007, to Maria-Eleftheria Giatrakou (Academia Homérica), Eva Tarandi (Academia Latina) and Jadranka Bagaric (Academia Ragusina).

For these reasons, and because of financial difficulties, the Executive Committee decided to make the proposal to reduce the number of members of EC to five, as before. In the same time, some other changes of our Constitution have been discussed in Stockholm and approved in St. Petersburg.

#### **9 — Euroclassica Congresses**

Thanks to the national organizers, the Euroclassica Congress was held in Genoa in 2004, in Dubrovnik in 2005, in Stockholm in 2006, now in St. Petersburg in 2007. The success of such events was only possible thanks to the enthusiasm and dedication of Maria Rosaria di Garbo, Jadranka Bagaric — she was also responsible for the workshops —, Eva Tarandi and Elena Ermolaeva. For the next two years, we announce Romania for 2008, and Macedonia for 2009.

#### **10 — Financial Issues**

The payment of membership fees in due time or of the normal amount is still a problem. At least, the payment is now easier and cheaper than before, since it can be ordered by electronic transfer. In this case, a copy of the order should be sent on the

occasion to the treasurer, by e-mail or by post, giving notice of the payment. No financial report can be presented if the payment is not made in due time.

The fiscal problem of certain national organizations dealing with Euroclassica programmes, for funding goals, has been solved. In these special cases, in our opinion, when the authorities ask for the Euroclassica address, the address of the national representative should be used, since this person and this national organisation represent Euroclassica in the country.

As is well known, Euroclassica has no money enough to support even the Academies. This is the reason why it is a challenge for their Directors to guarantee the principle of self-sufficiency.

## **11 — Members and contacts of Euroclassica**

The Executive Committee decided that one of the first goals should be to increase the number of associated countries and to clarify some situations. To this, a lot of contacts have been made.

V. Paparinska, representative of Lithuania in Euroclassica, informed us that there is not really a classical association in Lithuania. She and her colleagues will continue to work with Euroclassica as associated members.

Following approaches made by A. Reitermayer, the Hungarian association *Die Ungarische Gesellschaft der Altertumswissenschaft*, president: Mr. Tamas Adamik, has proposed its candidature as a member of Euroclassica, being accepted in Stockholm 2006.

Meanwhile, as was declared when IFTA was accepted as representative of France, Pascal Thiercy asked to give the place to CNARELA before 2007. After a decision of the Executive Meeting of Coimbra in this sense, with Paul Ieven, I was in a meeting in Paris with the Executive Committee of CNARELA, that decided to join Euroclassica again in 2007.

Although the contacts have been few, the Polish association has expressed that it wishes to continue to be a member of Euroclassica.

I received a letter from Dr. Art. Vibeke Roggen, member of the board of the Classical Association of Norway, declaring that Norway is preparing a proposal to apply for membership.

Very recently, the contacts with Serbia developed to a final agreement, and the Association d'Études Classiques de Serbie (pres. Milena Jovanovic — Majora Branka Vukosavljevic 16 — 11077 Beograd; [jmilena@eunet.yu](mailto:jmilena@eunet.yu)) is ready to join us, being in principle accepted in St. Petersburg General Assembly.

Contacts with Cyprus and Turkey are still waiting for further developments.

In the meeting in Coimbra, the committee decided to introduce the following distinctions for groups or individuals who are not representatives (see last page of Newsletter 2007): associated members (groups, institutions or associations supporting Euroclassica), co-operators (those persons who carry out a specific task or give a continuous support to a particular activity of Euroclassica), and contacts (for those who give a general support to Euroclassica).

As a conclusion, I think that the activity described here is the result of, and counts on the support of all the members of the Executive Committee and of those who have been responsible for certain tasks; I am thankful to everyone for their dedication and enthusiasm. If anything has not been successful, then I assume full responsibility.

I need as well to thank the Calouste Gulbenkian Foundation of Lisbon and the Foundation António de Almeida of Oporto for the financial support that was given to me for the costs of travelling, administration and representation.

Many colleagues who are present offered indispensable collaboration for the launching of certain of our projects. I thank all of you equally and encourage you to continue. The future of classical languages in Europe is in your hands.

St. Petersburg, on 22 September 2007

**On Behalf of the Executive Committee**

**Francisco de Oliveira**

*President of Euroclassica*

## Financial Report

### EUROCLASSICA Account — 2006

	<u>Income</u>	<u>expenditure</u>
<b>Membership fees</b>		
AUSTRIA (Sodalitas)	300	
BELGIUM (FPGL)	150	
BELGIUM (VZW)	150	
BULGARIA (AAC)	—	
CROATIA (PCSC)	100	
CZECHIA (ALPHA)	100	
DENMARK (KF)	—	
FRANCE (IFTA)	150	
GERMANY (DAV)	300	
GREAT BRITAIN (JACT)	300	
GREECE (EEPH)	300	
HUNGARY	100	
ITALIA (CLILC)	150	
LUXEMBURG (Pro Lat.)	—	
MACEDONIA	200	
THE NETHERLANDS (VCN)	—	
POLAND (PTF)	300	
PORTUGAL (APEC)	300	
ROMANIA (SSCR)	100	
RUSSIA	100	
SPAIN (SEEC)	287	
SWITZERLAND (SAV)	300	
SWEDEN	excused	
<b>Total</b>		<b>3687.00</b>
Administration, meetings (doc. 1abc, 2abcde, 3)		845.00
Lobbying		—
Newsletter (doc. 4)		798.00
Academia Latina		—
Academia Homerica (doc. 5)		1000.00
Website (doc.6)		79.20
Others (doc.7)		149.00
Reserve		815.80
<b>Total</b>		<b>3687.00</b>

Approved by the General Assembly in  
St. Petersburg, on 22 September 2007

PS: Some countries did pay after the GA; it will appear in account 2007.

**EUROCLASSICA BUDGET — 2008**

	<u>Income</u>	<u>expenditure</u>
<b>Membership fees</b>		
AUSTRIA (Sodalitas)	300	
BELGIUM (FPGL)	150	
BELGIUM (VZW)	150	
BULGARIA (AAC)	100	
CROATIA (PCSC)	100	
CZECHIA (ALPHA)	100	
DENMARK (KF)	300	
FRANCE (CNARELA)	300	
GERMANY (DAV)	300	
GREAT BRITAIN (JACT)	300	
GREECE (EPh)	300	
HUNGARY (AAGH)	100	
ITALIA (CLILC)	150	
LUXEMBURG (Pro Lat.)	300	
MACEDONIA (ACP)	200	
THE NETHERLANDS (VCN)	300	
POLAND (PTF)	300	
PORTUGAL (APEC)	300	
ROMANIA (SSCR)	excused	
RUSSIA	100	
SERBIA	200	
SPAIN (SEEC)	300	
SWITZERLAND (SAV)	300	
SWEDEN (SKF)	300	
<b>Total</b>	<b>5250</b>	
Administration, meetings		1500
Newsletter		1050
Academiae		1500
Website		100
Others		700
Reserve		400
<b>Total</b>		<b>5250</b>

ANNUAL CONFERENCE 2008

**CLASSICA DACOROMANICA  
BUCHAREST – CONSTANȚA  
ROMANIA**

**September 25–29**

Lectures and workshops will take place at the University of Bucharest, Foreign Languages Faculty, the National History Museum and, in Constanța, at the Archaeological Museum.

**A. PRELIMINARY PROGRAMME**

**25 September, Thursday**

Arrivals, registration (15 – 19 h)

**26 September, Friday**

9<sup>00</sup> Welcome address

9<sup>30</sup>–11<sup>30</sup> Lectures: Dr. Crișan Mușetescu, director of the National History Museum; Prof. Dr. Lucia Marinescu, specialist in history of art; Prof. Dr. Alexandru Barnea, chief of the Ancient History Department of the University.

11<sup>30</sup> Coffee break.

12<sup>00</sup>–13<sup>30</sup> Lectures: Prof. Dr. Florica Bechet, chief of the Classical Studies Department of the University; Prof. Dr. Liviu Franga, vice-dean of the Foreign Languages Faculty (Subjects connected to the archaeology, ancient history and culture of Dacia).

14<sup>00</sup>–15<sup>30</sup> Lunch.

16<sup>00</sup>–18<sup>00</sup> Workshop at the National History Museum of Romania (Traiani Columnae metops).

18<sup>00</sup>–19<sup>30</sup> Walk in the city centre.

**27 September, Saturday**

9<sup>00</sup> General Assembly of Euroclassica.

14<sup>00</sup> Lunch.

17<sup>00</sup> Departure for Constanța (the trip is estimated about 3<sup>30</sup> h).

**28 September, Sunday**

- 9<sup>30</sup>–12<sup>30</sup> Workshop at the Archaeological Museum of Constanța and visit of the near-situated Mosaic.
- 12<sup>30</sup> Lunch.
- 14<sup>00</sup> Departure to Adamclisi and visit of the Tropaeum Traiani.
- 17<sup>30</sup> Departure from Adamclisi to Bucharest.

**29 September, Monday**

Departure.

LANGUAGES: FRENCH, ENGLISH, GERMAN.

**B. ACCOMMODATION AND MEALS**

For this problem contact the Travel Agency ZENIT

**ZENIT Voyages**

Agentie: Str. Stirbei Voda no. 2, Bl. 1, sc. 1, et. 1, ap. 5, Bucuresti 010111

Tel: ++40.21.311.11.21. // 22. Fax: ++40.21.311.11.23.,

E-mail: [office@zenith-voyages.ro](mailto:office@zenith-voyages.ro)

**PRICES FOR ACCOMMODATION, night/room/EUR, bed and breakfast**

BUCHAREST	Sgl	Dbl/Twin
Hotel CAPITOL, 3* (very centrally located, near the University)	75	90
Hotel VENEZIA, 3*+ (very centrally located, near the University)	85	95
<b>CONSTANȚA</b>		
Hotel IBIS, 3* (very centrally located & sea view)	70	90

**Hotel booking** have to be made by mail or to our agency as per above details latest by **April 1<sup>st</sup> 2008**.

**Payment** for accommodation can be made by bank transfer to the below mentioned account prior to your arrival or by credit card to the agency during your stay in Romania.

**MEALS AND TRANSPORT: TOTAL PRICE per person, - EUR 111,**  
3 lunches: EUR 51, alcoholic beverages not included, and transport by bus EUR 60  
(Bucharest-Constanța-Bucharest)

**Payment to the Zenit Voyages account latest by May 1<sup>st</sup>, 2008**

**Banca:** B.C.R. – Sucursala Sector 1 – Bucuresti,  
Code IBAN RO36RNCB0072049700280001

Please, send your **application** to the Travel-Agency above mentioned and also to

Gabriela Creția  
Calea Călărășilor 319, apt. 28  
030622 Bucharest  
Tel. 0040 –21-3276533  
e-mail *gabrielacretia@yahoo.com*

**latest by April 1<sup>st</sup> 2008.**

**C. The conference fee: 60 EUR** (for the transport from the airport and entrances to the Museums) must be paid on arrival.

**You don't need any invitation or visa.**

**APPLICATION FORM**

NAME

FIRST NAME

FULL ADDRESS

TEL.

FAX

E-MAIL

ARRIVAL

TIME

DEPARTURE

TIME

ROOM

Single (rare!)

Double/Twin

(It is possible to stay longer in Bucharest or in Constanța, please contact the Travel Agency)

## Minutes of the General Assembly in St. Petersburg, on 22 September 2007 (English)

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### Members present:

The committee : Francisco de Oliveira (Portugal), Jadranka Bagaric (Croatia), Barbara Pokorna (Czech Republic), Eva Schough Tarandi (Sweden), Alfred Reitermayer (Austria), Paul Ieven (Belgium, French-speaking).

The representatives of the following countries: Germany, Belgium (Flemish), Denmark, Spain, Great Britain, Netherlands, Republic of Macedonia, Switzerland, Russia, Romania.

### Apologies from :

M.-H. Menaut (France), M.-E. Giatrakou (Academia Homerica), S. Ferrando (Italy). Opening.

The president officially welcomes two new representatives: Dietmar Schmitz, to succeed H.-J. Glücklich to represent Germany and D. Taylor, following J. Bulwer, will represent Great Britain.

### 2. Report of the General Assembly of Stockholm (28-29/10/2006).

The report is approved.

### 3. Report of activities (2003-2007).

The president reads his report which is approved by the representatives. A copy will be sent to each representative after it has been translated by J. Bulwer.

### 4. Admission of new members.

F. Oliveira first of all mentions the change in the representation of France. From now on CNARELA will represent Classics in France within Euroclassica.

The president informs the assembly of the request of the Association *des Études Classiques de Serbie* (AECS) to become a member of Euroclassica. The assembly agrees in principle. The statutes of the Serbian association will be sent to members and then F. Oliveira will inform the Serbian delegate, Dr. Milena Jovanovic, of the decision.

The Institute of Classical Studies in Karelia (part of the Russian federation) has also asked to become a candidate. As this is not a national association this institution will have to join as an associate member. E. Ermolaeva will negotiate with those responsible for the application.

## 5. Modification of the statutes of Euroclassica.

Having obtained a quorum, the modifications proposed in the invitation to the General Assembly (see below) are voted on and adopted by the representatives.

**A** — Article 8: Constitution; Powers: Art.8 (iv) constitution (addition): The Directors of Academia Homerica, Academia Latina, Academia Ragusina, and similar activities, from the point when the academies are organised, have one vote if they are present at the General Assembly / *Les directeurs de l'Academia Homerica, de l'Academia Latina et de l'Academia Ragusina, à partir du moment où ces académies sont organisées, disposent chacun d'un vote s'ils sont présents à l'AG;*

**B** — art.12.(i): (new version): The Federation is administered by an Executive Committee consisting of a President and other 4 members elected by the General Assembly; / *(nouvelle rédaction): La Fédération est administrée par un Conseil d'Administration se composant d'un Président et de quatre membres élus par l'Assemblée Générale;*

**C** — addition of an initial item in art.12 (ii): each member shall be actually engaged in secondary or tertiary teaching / *(un nouvel item au début): chaque membre doit être en activité dans l'enseignement secondaire ou supérieur;*

**D** — art.13 (ii): (new version): The Executive Committee forms a quorum when at least three of its members are present including the President or the Vice-President / *(nouvelle rédaction): Le Conseil d'Administration ne peut valablement délibérer que si trois au moins de ses membres sont présents et parmi eux le Président ou le Vice-Président.*

## 6. Financial Reports.

a) Financial balance 2006: the contributions of Macedonia and of Russia, that is 300 Euros, must be added. The contributions of the countries that are behind in their payments for 2006 will be added to the accounts for 2007

b) The budget for 2008 is approved.

## 7. Election of the new committee

There are five candidates for the new committee: J. Bagaric (Croatia), E. Ermolaeva (Russia), P. Ieven (Belgium/Fr.), J.-L. Navarro (Spain). A. Reitermayer is willing to be a candidate for president. The candidate from Spain explains that there will be elections in the near future in his national association, and that it is possible that he will be replaced on the committee Euroclassica by someone else from Spain. In reply to a question from J.-L. Navarro, the candidates undertake to support the Academies of Euroclassica, as far as financial constraints allow.

The candidates are elected to the new committee unanimously, with A. Reitermayer as president.

## 8. The Newsletter

B. Pokorna draws attention to the rise in the cost of the Newsletter owing to postal charges. She questions whether it is necessary to publish a hard copy and wonders whether it might be better to rely on an electronic version.

## 9. The academies of Euroclassica.

### a) Academia Ragusina.

Because of a lack of candidates this academy will not take place in October 2007, as announced. J. Bagaric had however obtained subsidies from the state. The academy which is scheduled to take place every two years in alternation with the Academia Latina will be postponed until 2009. The director will see if it is possible to keep the financial subsidy until that date.

### b) Academia Latina.

The announcement of the Academia for 2008 is already published on the website of Euroclassica and it will soon be possible to sign up online. The programme will be sent later when the address of the place to stay has been established. Eva Tarandi asks the national associations to find ways of supporting those applicants financially who would like to take part in this Roman summer school.

### c) Academia Homeric.

After a letter from M.-E. Giatrakou, director of the Academia Homeric, who was unable for professional reasons to attend the General Assembly, C. Haller herself described the last stay on Chios. This was a considerable success not only for the 30 or so students, but also for the adults. The two groups had separate sessions but joined up for the visits. The Modern Greek courses were much appreciated. The next session has already been announced on the website and online inscription is already possible. C. Haller ends her presentation with a number of images to recall the Academy.

## 10. European Curriculum.

A. Reitermayer presents the final version of the Latin programme which he began in 2003 and has pursued up to the present taking account of the comments of the representatives of the member countries. The assembly thanks him and approves the final version. Following the final suggestions, A. Reitermayer will prepare two versions of this programme: a complete one for professionals and another more concise version designed for the general public and those interested in helping us (politicians and others).

## 11. The situation of Classics in Europe.

### a) The numbers of those taking Latin and Greek

E. Tarandi thanks some members who have supplied figures for the classes taking Latin and Greek in their country. She requests those who have not sent in their figures to do so before the end of the calendar year.

b) Comments from different representatives.

Each member gives a picture of the situation in their own country. The situations are varied. For some the figures are good or at least stable but for a large number the situation is less reassuring. The following aspects are put forward: a general change of mentality; a lack of motivation; the passivity of education authorities; the need and sometimes the effectiveness of some actions in the press or with politicians; the fall in numbers of pupils in the upper parts of the schools; the negative influence of the Bologna reforms; the maintenance of Classics in a small number of specialised schools; difficulty with options.

c) Lobbying.

H. Meissner recalls his project to amass the greatest number possible of signatures for his manifesto *Antiquity Connects, Initiative for a Humanistic Education in Europe*. He emphasises the European values which our subject can promote or regenerate in the Europe of tomorrow: freedom, reason, truth and a sense of responsibility. The text will soon be available online on the website. The suggestion of an online petition is made.

Also concerning lobbying, A. van Hooff presents an extract from a documentary made in Russia on the teaching of Classical languages there. This extract could form part of a video project.

A. Reitermayer sets out different contacts in the area of lobbying: with Madame Panayatopoulos, Greek MEP who wrote an article in the press expressing support for Classics; with Mr Sexauer, inspector of the European Schools, who is interested in the European Curriculum and Certificate; and with the Vatican, which has organised a congress on Latin on 25<sup>th</sup> and 26<sup>th</sup> May 2007.

12. Cooperation.

In the matter of the International Competition for Ancient Greek, the members of Euroclassica would prefer to return to the previous way of running the competition in the way it was organised by ODEG.

13. European Certificate.

A. Reitermayer makes certain points clear about the project of a European Certificate in Latin (and later in Greek). There is no intention to replace national certificates and this European certificate will be a voluntary extra open to all. A test will be taken after each of the four levels. For the first three levels the test will be a kind of personal evaluation to be taken online, where the candidates will if they wish assess their level of achievement. They will reply online to the questions set and will have access to the

answers and an immediate evaluation. For the final level the test will be set once a year; everyone will take it at the same moment supervised by a test committee. The test will be graded into four levels (ABCD) by a committee of three persons who will send the results to candidates with the logo of Euroclassica. This will be the same committee which will be in charge of setting the tests. The first three tests could be active online in 2008 and the fourth in 2009.

A. Reitermayer will make contact with the European Parliament to see if they can recognise the qualification.

#### 14. Europatria Project.

F. Oliveira confirms that he will continue to look after this project after his presidential term has finished. The publication of the contributions which have already been sent as well as those sent in before the end of 2007 is guaranteed.

Three members present their contributions. G. Cretia has completed the chapter for Romania; she presents it and offers all assembly delegates a photocopy. H.-J. Glücklich (Germany) and E. Tijsseling (Netherlands) indicate that their contributions are well advanced.

#### 15. Latin Platform.

The Austrians will translate the website into English. There is call for volunteers to translate into other languages

#### 16. Future Congresses of Euroclassica.

G. Cretia agrees to organise the congress for 2008 in Romania. It will take place from Thursday 25 September till Sunday 28 September 2008 as follows:

- Thursday 25: arrival in Bucharest and tour of the city;
- Friday 26: conference;
- Saturday 27: general assembly;
- Sunday 28: excursion to Constanza.

Following the proposition of V. Dimovska, the Euroclassica congress in 2009 will take place in Macedonia (Skopje and Ohrid).

#### 17. Other Business.

Mrs Xanthakis-Karamanou, member representative of Greece, has asked in a mail that we don't use the word "Macedonia", but "Former Yugoslav Republic of Macedonia". The General Assembly couldn't take any decision on this point because of the absence of Mrs Xanthakis. Meanwhile we'll continue to use the name "Macedonia" (Republic of Macedonia) as we have done since the admission of the country in Euroclassica.

A. Thiel and Peter Glatz give some information about the Euroclassica website. They ask everyone to send information about any event which could figure on the website.

They announce a page devoted to the congress and to Classical Studies in Russia; a photo gallery of St Petersburg and the presentation of the text of H. Meissner. They can include on the site certain texts reserved for internal consultation and are prepared to arrange for the possibility of an online petition.

The new president A. Reitermayer thanks F. Oliveira for all his work as president of Euroclassica for four years and E. Ermolaeva for the warm and efficient welcome she has reserved for Euroclassica in Russia.

Paul Ieven, secretary

John Bulwer, English Translation

## **Minutes of the General Assembly in St. Petersburg, on 22 September 2007 (French)**

### Rapport de l'Assemblée Générale d'Euroclassica

(Saint-Pétersbourg, le 22 septembre 2007)

#### **Membres présents :**

Le comité : Francisco de Oliveira (Portugal), Jadranka Bagaric (Croatie), Barbara Pokorna (Tchéquie), Eva Schough Tarandi (Suède), Alfred Reitermayer (Autriche), Paul Ieven (Belgique-Fr.).

Les représentants des pays suivants : Allemagne, Belgique-Vl, Danemark, Espagne , Grande-Bretagne, République de Macédoine, Pays-Bas, Roumanie, Russie, Suisse.

#### Membres excusés :

M.-H. Menaut (France), M.-E. Giatrakou (Academia Homerica), S. Ferrando (Italie).

#### 1. Ouverture de l'assemblée générale.

Le président accueille officiellement deux nouveaux membres représentants : Dietmar Schmitz, qui succède à H.-J. Glücklich pour représenter l'Allemagne, et D. Taylor, qui après J. Bulwer, représentera la Grande-Bretagne.

#### 2. Rapport de l'assemblée générale de Stockholm (28-29/10/2006).

Le rapport est approuvé.

### 3. Rapport des activités (2003-2007).

Le président lit son rapport, qui est approuvé par les représentants. Une copie sera envoyée à chaque représentant, après vérification de la traduction par J. Bulwer.

### 4. Adhésion de nouveaux membres.

F. Oliveira rappelle tout d'abord le changement de représentation de la France. C'est désormais l'association CNARELA qui représentera les classiques français au sein d'Euroclassica.

Le président informe également l'assemblée de la demande de l'Association des Études Classiques de Serbie (AECS) de devenir membre représentant d'Euroclassica. L'assemblée marque son accord de principe. Les statuts de l'association serbe seront envoyés aux membres représentants. F. Oliveira transmettra la décision à son interlocutrice serbe, Dr. Milena Jovanovic.

L'Institut des études classiques de Carélie, faisant partie de la Fédération de Russie, a également présenté sa candidature. Comme il ne s'agit pas d'une association nationale, c'est plutôt comme « membre associé » que cet institut pourrait rejoindre Euroclassica. E. Ermolaeva en parlera aux responsables.

### 5. Modification des statuts d'Euroclassica.

Le quorum étant atteint, les modifications proposées dans la convocation à l'assemblée générale (voir ci-dessous) sont votées et adoptées par les représentants.

**A** — Article 8: Constitution; Powers: Art.8 (iv) constitution (addition): The Directors of Academia Homeric, Academia Latina, Academia Ragusina, and similar activities, since actually being ruled, have one vote if they are present / *Les directeurs de l'Academia Homeric, de l'Academia Latina et de l'Academia Ragusina, à partir du moment où ces académies sont organisées, disposent chacun d'un vote s'ils sont présents à l'AG;*

**B** — *art.12.(i): (new redaction): The Federation is administered by an Executive Committee consisting of a President and other 4 members elected by the General Assembly; / (nouvelle rédaction): La Fédération est administrée par un Conseil d'Administration se composant d'un Président et de quatre membres élus par l'Assemblée Générale;*

**C** — *addition of an initial item in art.12 (ii): each member shall be actually engaged in secondary or tertiary teaching / (un nouvel item au début): chaque membre doit être en activité dans l'enseignement secondaire ou supérieur;*

**D** — *art.13 (ii): (new redaction): The Executive Committee forms a quorum when at least three of its members are present including the President or the Vice-President / (nouvelle rédaction): Le Conseil d'Administration ne peut valablement délibérer que si*

trois au moins de ses membres sont présents et parmi eux le Président ou le Vice-Président.

6. Rapports financiers.

- a) Bilan financier 2006 : il faut ajouter les cotisations de la Macédoine et de la Russie, soit 300 Euros. Les cotisations des pays retardataires pour 2006 seront ajoutées aux comptes 2007.
- b) Le budget 2008 est approuvé.

7. Election du nouveau comité.

Cinq candidats se présentent pour siéger au futur comité : J. Bagaric (Croatie), E. Ermolaeva (Russie), P. Ieven (Belgique/fr.), J-L Navarro (Espagne). A. Reitermayer se présente comme candidat à la présidence. Le candidat espagnol explique que des élections étant prévues prochainement dans son association nationale, il sera peut-être remplacé au comité d'Euroclassica par un de ses compatriotes. Suite à une question de J.-L. Navarro, les candidats s'engagent à soutenir les Académies d'Euroclassica, dans la mesure des moyens financiers disponibles.

Les cinq candidats au nouveau comité sont élus à l'unanimité, avec pour président A. Reitermayer.

8. Le périodique.

B. Pokorna souligne l'augmentation du coût du périodique liée aux frais de poste. S'il reste important de garder une publication « papier », il faudra utiliser davantage la voie informatique.

9. Les académies d'Euroclassica.

a) Academia Ragusina.

Faute de candidats, l'académie ne pourra voir le jour en octobre 2007, comme annoncé. J. Bagaric avait pourtant obtenu des subsides de son État. L'académie, qui est prévue tous les deux ans, en alternance avec l'Academia latina, sera reportée en 2009 et sa responsable étudiera les possibilités de conserver l'aide financière pour cette année-là.

b) Academia Latina.

L'annonce de l'Academia 2008 figure déjà sur le site internet d'Euroclassica et une inscription en ligne sera bientôt possible. Le programme sera envoyé plus tard lorsque l'adresse du logement sera déterminée. Eva Tarandi demande aux associations nationales de trouver des moyens financiers pour aider les élèves candidats à participer à l'académie romaine.

c) Academia Homeric.

Après avoir lu une lettre de M.-E. Gitrakou, directrice de l'Academia Homeric, empêchée pour des raisons professionnelles de participer à l'assemblée générale, C. Haller évoque à son tour le séjour à Chios. Ce fut un succès, aussi bien pour la trentaine d'étudiants que pour les adultes : les groupes avaient leurs sessions propres et se retrouvaient pour les visites. Les cours de grec moderne furent également appréciés. La prochaine session est déjà annoncée sur le site internet et l'inscription en ligne, à privilégier, est déjà possible. C. Haller termine sa présentation en montrant quelques photos souvenirs.

10. Programme scolaire européen.

A. Reitermayer présente la version finale du programme de latin qu'il a commencé en 2003 et poursuivi jusqu'à aujourd'hui, en tenant compte des remarques des membres représentants. L'assemblée le remercie et approuve la version finale. Suite à de dernières suggestions, A. Reitermayer préparera deux versions de ce programme : une complète pour les « professionnels » et une autre plus synthétique destinée plutôt au grand public ou aux personnes susceptibles de nous aider (hommes politiques ou autres).

11. La situation des langues classiques en Europe.

a) Les statistiques de fréquentation des cours de latin et de grec.

E. Tarandi remercie les quelques membres qui lui ont fourni des chiffres concernant les cours de latin et de grec dans leur pays. Elle demande aux membres qui ne l'ont pas encore fait de lui envoyer leurs données avant la fin de l'année civile.

b) Commentaires des différents représentants.

Chaque membre évoque la situation des langues classiques dans son pays. Les situations sont diverses. Si pour quelques-uns les chiffres sont bons ou, du moins, stables, pour un plus grand nombre la situation n'est pas rassurante. On met en évidence différents aspects relatifs à la situation de nos disciplines : le changement des mentalités, le manque de motivation, la passivité des pouvoirs publics, le besoin et parfois l'efficacité de certaines actions auprès de la presse ou d'hommes politiques, la diminution des effectifs à la fin de l'enseignement secondaire, l'influence négative de la réforme de Bologne, le maintien de nos disciplines dans un petit nombre d'écoles spécialisées, la difficulté du statut optionnel de nos cours...

c) Lobbying.

H. Meissner rappelle son projet de rassembler le plus grand nombre possible de signatures sur son manifeste *L'Antiquité crée des liens. Initiative pour une formation humaniste en Europe*. Il insiste sur les valeurs européennes que nos matières sont susceptibles de promouvoir ou de régénérer dans l'Europe de demain : liberté, raison,

vérité et sens des responsabilités. Le texte sera bientôt disponible sur le site internet. La suggestion est émise de lancer une pétition en ligne.

Dans ce cadre de lobbying, A. van Hooff présente un extrait d'un reportage tourné en Russie sur l'enseignement des langues classiques dans le pays. Cette séquence pourrait être associée au projet vidéo.

A. Reitermayer évoque différents contacts dans le cadre du lobbying : avec Madame Panayatopoulos, eurodéputée grecque qui signa un article dans la presse en faveur de nos disciplines, avec M. Sexauer, inspecteur des écoles européennes, qui s'est montré intéressé par notre programme scolaire européen et avec le Vatican, qui a organisé un congrès sur la langue latine les 25 et 26 mai dernier.

#### 12. Coopération.

En ce qui concerne le concours international de grec ancien, les membres d'Euroclassica souhaiteraient revenir à l'ancienne formule du concours, tel qu'il était organisé par l'association ODEG.

#### 13. Certificat européen.

A. Reitermayer précise quelques points concernant le projet de certificat européen en latin (et plus tard en grec). N'ayant nullement l'ambition de remplacer les certificats nationaux, ce certificat européen serait facultatif bien entendu et ouvert à tous. Une épreuve serait prévue après chacun des quatre niveaux. Pour les trois premiers, le test serait une espèce de défi personnel que le candidat pourrait relever sur internet, quand il le souhaite, pour évaluer ses capacités ; le candidat répond en ligne à des questions posées ; il a accès aux réponses et est évalué immédiatement. Pour le dernier niveau, le test serait proposé une fois par an ; il devrait se passer au même moment partout avec un comité de contrôle ; le test est alors évalué avec quatre lettres (ABCD) par un comité de trois personnes ; les résultats sont envoyés aux candidats avec le logo d'Euroclassica. Ce serait ce même comité qui serait chargé de créer les tests. Les trois premiers tests pourraient être mis en ligne déjà en 2008, et le quatrième en 2009. Des contacts seront pris par A. Reitermayer avec le Parlement européen en vue d'une éventuelle reconnaissance.

#### 14. Projet Europatria.

F. Oliveira confirme qu'il continuera à s'occuper du projet après son mandat présidentiel. La publication des contributions qui lui ont déjà été remises ainsi que celles qui lui seront envoyées avant la fin de l'année 2007 est garantie.

Trois membres présentent leur contribution. G. Cretia a terminé le chapitre consacré à la Roumanie ; elle le présente et remet aux membres de l'assemblée un exemplaire photocopié. H.-J. Glücklich (Allemagne) et E. Tijsseling (Pays-Bas) parlent également de leurs travaux qui sont en bonne voie.

15. Plate-forme latine.

Les Autrichiens traduiront le site en anglais. Appel aux bonne volontés pour le traduire dans d'autres langues.

16. Futurs congrès d'Euroclassica.

G. Cretia accepte d'organiser le congrès de 2008 en Roumanie. Il aura lieu du jeudi 25 septembre au dimanche 28 septembre 2008 suivant ce canevas :

jeudi 25 : arrivée à Bucarest et tour de la ville ;  
vendredi 26 : conférences ;  
samedi 27 : assemblée générale ;  
dimanche 28 : excursion à Constanza.

Suite à la proposition de V. Dimovska, le congrès Euroclassica en 2009 se tiendra en Macédoine (Skopje et Ohrid).

17. Divers.

Madame Xanthakis-Karamanou, membre représentant la Grèce, a demandé par courrier qu'on n'utilise plus le terme de "Macédoine", mais celui d'Ancienne République Yougoslave de Macédoine. L'Assemblée Générale n'a pu prendre aucune décision sur ce point vu l'absence de Madame Xanthakis. En attendant nous continuerons d'utiliser la dénomination Macédoine (République de Macédoine), comme nous le faisons depuis l'admission de la Macédoine au sein d'Euroclassica.

A. Thiel et Peter Glatz donnent quelques nouvelles du site internet d'Euroclassica. Ils insistent pour qu'on leur communique tout événement susceptible de figurer sur le site. Ils annoncent une page consacrée au congrès et aux classiques en Russie, une galerie de photos sur Saint-Pétersbourg, la présentation du texte de H. Meissner. Ils pourront insérer sur le site certains textes réservés à une consultation interne et sont prêts à préparer un cadre informatique pour une éventuelle pétition en ligne.

Le nouveau président A. Reitermayer remercie F. Oliveira pour son action en tant que président d'Euroclassica pendant quatre ans et E. Ermolaeva pour l'accueil chaleureux et efficace qu'elle a réservé à Euroclassica en Russie.

Paul Ieven, secrétaire

## **The Annual Conference Classica Petropolitana in Saint-Petersburg 2007**

St. Petersburg, on 24 November 2007

This year St. Petersburg had the honor and privilege to be the organizer of the annual conference of Euroclassica (19-22 September, 2007). It was the first time when such a congress has taken place in Russia. 33 representatives from Austria, Belgium, Chile, Croatia, Czechia, Denmark, Germany, Great Britain, Macedonia, the Netherlands, Portugal, Romania, Spain, Sweden, Switzerland and the USA attended the conference in St. Petersburg. Besides there were 15 participants from Russia (Moscow, Perm', Tomsk, Petrozavodsk, Saratov), Ukraine (Simferopol') and a lot of teachers, scientists and students of Latin and Greek from St. Petersburg.

The conference was opened at the Philological Department of the State St. Petersburg university, the former palace of Prince Peter the Second (beginning of the XVIII century). The participants were greeted by the President of Euroclassica Prof. Francesco de Oliveira, by the representative of the university and the director of the Bibliotheca Classica Petropolitana Prof. Alexander Verlinsky, by the director of the "Anabasis" Foundation for the Support of Classical Education Elena Juzbashjan and the director of Gymnasium Classicum Petropolitanum Sergey Buryachko who addressed the participants in Latin.

The programme was quite intensive in order to present to the participants the different aspects of studying classics in Russia and in St. Petersburg in particular: the school and university education (member of Russian Academy of Sciences N. Kazansky, Prof. A. Podossinov, Dr. V. Zelchenko); personalia (Prof. A. Gavrilov spoke about Jakov M. Borovskij a famous Russian scientist and translator who also used to write his poems in Latin). The presentation of Latin manuscripts of St. Petersburg by Dr. V. Mazhuga was to prepare the participants for the visit to the Russian National Library and its Manuscript Department on 21 September. *Latin inscriptions in St. Petersburg* by Dr. O. Budaragina was accompanied by a lot of photos of St. Petersburg architecture preparing the people for the bus tour of the city after the session on the first day of the conference. Finally, Prof. Anton van Hoof told about the first contacts of Euroclassica with Russia at the beginning of 1990 when he visited St. Petersburg and Moscow for the first time. It was a time of great hopes of restoring the classical education which was destroyed partly at the universities and totally at schools during the time of soviet regime in Russia.

The next day the session took place at the State Hermitage Museum. Director Prof. Mikhail Piotrovsky started the meeting with an opening address to the participants. There was a talk of Dr. Nadia Jijina devoted to Greek and Roman art at the Hermitage as a support for pupils and students who study classics, and then Anna Namojlik spoke about Greek inscriptions from Bosporus, Chersonesos, Nympheus and Olbia. Prof. José Navarro presented the talk of Prof. Maria-Eleftheria Giatrakou who unfortunately could

not attend the conference. Dr. Natalia Botvinnik told the audience about the peculiar features of Horace-Pushkin *Monument*. Andreas Thiel and Peter Glatz presented the web site of Euroclassica where we could see the newborn page of Russia. Finally Prof. Ladislaus and Marie Bolchasy had announcement about a self-study series *Artes Latinae* and kindly presented their product to the participants. You can find the most of these presentations on the web site of Euroclassica.

Then there was a workshop in the galleries of the Hermitage where the participants could study Scythian gold, Greek and Roman art. In the evening the participants were invited to the Bibliotheca Classica Petropolitana (BICL) where its director Alexander Verlinsky spoke about the history of this institute, its library and the scientific journal *Hyperboreus*. The people were tired after so long a day; one can see it in the photo. But then they were refreshed by the dinner at Gymnasium Classicum which is located at the same building as BICL which is very helpful both for teachers of Latin and Greek, as well as for the students of the Gymnasium who want to study classics more profoundly. The dinner was accompanied by a short performance in ancient Greek (from *the Dialogs of gods* by Lucianus) staged by the pupils of the Gymnasium under the direction of Elena Juzbashijan. Finally all the participants together with the pupils were singing in Latin the Beatles' *Yellow submarine (Imo sub mari)* with guitar accompaniment by our teacher of Latin Elena Zheltova.

I        Municipio meo  
          Fuit nauta nobilis.  
          Ille retulit nobis  
          Laete vivi sub undis.

II        Ergo solvimus rates,  
          Perge, rector, donec stes.  
          Ubi nos, si placet dis,  
          Condat unda viridis.

Twice : Flava nave manemus sub mari,  
          Imo sub mari, imo sub mari.

Etc. (Trans. M. Pozdnev and V. Zelchenko)

The third day of the conference was devoted to the visit to the Russian National Library, in particular to the *Study of Voltaire*, the *Room of Faust*, where the collection of incunabula and elseviers, books on the chains is on display and to the *Department of Manuscripts*. After that the participants had a guided bus tour to the palaces and Catherine the Second residence in Tzarskoe Selo.

On Saturday according to the tradition of Euroclassica the General Assembly was held. This year it was especially important as there were elections of a new president of

Euroclassica and a new executive committee. One can read about it in *Minutes of the General Assembly in St. Petersburg 2007 in Newsletter 16*.

This conference was very important for the Russian association of Euroclassica as well because we had an opportunity to meet colleagues from many European countries, to make contacts asking about teaching of Latin and Greek in their countries, to discuss the ideas and projects of Euroclassica with its representatives. On the other hand we used the chance to invite the teachers of Latin and Greek from over Russia to hold the assembly of our association and as a result to expand it including such cities as Tomsk in Siberia, Petrozavodsk in Karelia, Perm' and Saratov. Before that only St.Petersburg and Moscow took part in the projects of Euroclassica. We have also given our association a new name *Societas Russica Magistrorum Linguarum Classicarum*. On January 2008 we plan to attend the annual congress of the university and school teachers in Moscow to promote Euroclassica. We have no opportunity to hold the meetings of the association quite often - Russia is so large, you know. In this way we are going to use actively a web site of our association which is bilingual, English-Russian: <http://ruclassica.googlepages.com/>.

On 20 September there was an announcement of Euroclassica conference on television in the news of St.Petersburg and then the report was devoted to this event showing the conference participants and the performance in ancient Greek at the Gymnasium Classicum. Some time later there was issue of the journal "St.Petersburg university" (Number 15, October 31, 2007) with the article devoted to our conference (<http://journal.spbu.ru>). So we used the conference also for lobbying the classical education in St.Petersburg.

For me as an organizer this conference was a great ordeal and I was rewarded when I saw how warm was the meeting of our former student Anna Hesina who visited *Academia Latina* in 2006 with Eva Tarandi and Barabara Pokorna. Or when Vera Zhizhina, a young teacher of our Gymnasium, its former student and the graduate of 2007 of the Classical Department of the university, met Anton van Hooff and then José Navarro who were her teachers in *Academia Aestiva 2001*. Of course, there were some inconveniences which gave me a kind of stress. I hope that you did not notice some of them. For example, we planned the Neva and canals boat trip on the first day of our conference, but in the afternoon when the session was over I knew that there was a flood and the water level was so high that the canals boat trip - which was always splendid - now was absolutely impossible. Nevertheless we took a risk doing only the Neva trip and this time nature took pity on us showing the marvellous and grand sunset.

I would like to thank vice-president of Euroclassica Francisco de Oliveira who got me to organize the conference of Euroclassica in St. Petersburg and Christine Haller who helped me kindly and patiently giving advices etc. I am also grateful to all the participants who have attended St. Petersburg.

*Elena Ermolaeva*



## Report on the Academia Homerica 2007

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Report on ACADEMIA HOMERICA (13-22 July, 2007)  
in Greece (Athens, Chios, Oinousses)

With great success according to the general opinion, reports, comments and excellent publications in newspapers and magazines<sup>1</sup>, took place in Greece (Athens, Chios, Oinousses) the congress of Euroclassica – Academia Homerica. This Academia Homerica was widened with participation from more countries, with a very systematic scientific programme thanks to the excellent teaching staff and the eminent scholars, who read their original and very interesting lectures.

In spite of the special difficulties in Greek academic affairs, as the academic year was extended until the end of July and it wasn't possible to live the participants in the Boarding House of the Aegean University, thanks to Dr. Maria-Eleftheria Giatrakou who is really the soul and inspired organizer, we found solutions and in spite of the very high cost of excellent and luxurious hotels ("Chandris", "Kyveli", "Agia Markella", "Grecian Castle", "Erytha") with high quality facilities and thanks to the generosity and hospitality of Chios authorities and sponsors and all the difficulties were faced, so 140 participants except of all the others who attended the congress, enjoyed this world yearly international philological meeting.

The Academia Homerica *is under the aegis* (auspice and support) *of the President of the Greek Democracy*, the support of the Greek Parliament, the Ministries of Education, Culture, Touristic Development and accepted by all the State Authorities. We must also say that Christine Haller cooperated excellent with us, especially with Maria-Eleftheria Giatrakou and her contribution was important. Prof. John Thorley as Director of Homeric studies in the students' department did a fantastic work thanks of course to his cooperators, Dr. Antonis Makrinos, Prof. Alexandra Trachsel, Dr. Serena Ferrando, Dr. Maria-Eleftheria Giatrakou, Dr. Athina Zacharou-Loutrari and we must underline the offer also of Prof. Alfons Wouters, Director of Greek studies of Leuven University.

The participants were from Greece, England, Belgium, Croatia, Denmark, Switzerland, Italy, Spain, Russia (Moscow, Lomonosov University), Georgia (Tiflida), China, Serbia, Romania, Latvia, Lithuania, Sweden, Norway, Portugal, Chile (Santiago) etc. We must express our gratitude to the Prefecture of Chios which offered sponsorship for hospitality of about 18 students from Scandinavian countries with the inspector of the Hellenic embassy in Sweden, for Hellenic studies, Mrs. Kyriaki Doumas.

Of course hospitality was offered to many participants as always, so we may say that during the eleven years of Euroclassica in Chios – Greece 2000 (two thousands) of participants attended our congresses. The participants started arriving in Athens from

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<sup>1</sup> cf. the report by Prof. L. Dellasoudas in "Kapodistriako", Journal of the Athens University (01.10.07), ([www.kapodistriako.uoa.gr/](http://www.kapodistriako.uoa.gr/))

July 11 and stayed all in Theoxenia Hotel. We tried for free entrance for all to the Acropolis, Archaeological Museums and Archaeological places in Athens and Chios. The Minister of Culture cared personally for free entrance. Of course the staff of the Acropolis was on strike on July 14, but the participants had the possibility to visit the theatre of Dionysus, Ancient Agora, the Archaeological Museum, the Themistoclean Walls in Piraeus. The participants enjoyed the generous lunch and dinner by Spyros Bairaktaris, at Monastiraki, under the Acropolis, as well as in Pasalimani by the ship-owner, Mr. Panagiotis Tsakos and traveled by the ship "MYTILENE" to Chios where welcome the participants Maria-Eleftheria with her cooperators and offered a generous reception.

The official opening was brilliant and took place at Homerion and were present there all the authorities, chancellors, professors of Universities, participants, wearing their delightful blouses, etc. with an extract written on it from *Odysseia* "Ἀνδρᾶ μοι ἐνεπεν....." and fantastic equipment. The audience attended the introductory lecture of Prof. John Thorley and enjoyed the musical presentation of Easter's St. John's the evangelist gospel, in Homeric dialect, composed by St. Nekodimus Agiorites and sung by Mr. Mich. Triantafyllos. Lunches were offered at the opening and closing of the congress by Homerion; as were fantastic lunches and dinners in various occasions, by the Municipalities of Chios and sponsors. The congress had three sessions: a) The session of students with Director Prof. John Thorley and general topic: "Homer and world literature". The session of scholars which coordinated Dr. Maria-Eleftheria Giatrakou. Eminent scholars from all the European and of the whole world Universities gave lectures and scientists as astronomers, professors of Medicine, sculptress, folklore writers eminent philologists professors of Archaeology and Cardiology, etc. according to the rich programme. Very successful were also the lessons of the third circle of teaching Modern Greek, History, civilization which was divided into three levels of studies: Elementary, Intermediate, Advanced. Teaching material and DVD were offered to all the participants free and as presents many selected editions during the closing celebration .as well as certificates of attendance to all and honorary distinctions to those offering to the progress of classics, humanities and generally to sciences. The General Secretary of Academia Homerica and General Coordinator of studies, Mrs. M. Georgountzou had worked also hard for the success of the congress of A.H. with excellent cooperation with the Director, M.-E. G. Giatrakou and the Dean, Mrs. Christine Haller, who offered also her systematic work as well as with the organizing Committee and members of the secretaryship and the special cooperators Dr. Athina Zacharou-Loutrari, Dr. Andreas Axiotakis and this year contributed greatly to the congress Dr. Giannis Xenakis, President the E.C. of Skylitsion Hospital as well as the Vice-Mayor and President of Homerion, Mr. Dimitrios Mantikas, the Vice-Prefect Mr. Nikolaos Nyktas, members of the E.C. of the Naval Museum of Chios (A. and M. Pateras), etc. The participants had the chance to visit many places and Oinousses as always, to attend lessons in the Naval Academy, to visit the Monastery of Evagelismos, the Naval Museum and enjoy the hospitality of the Mayor, Mr. Evangelos Agelakos as it

happened also in Chios, where mostly the Mayors offered a fantastic hospitality. The visit in Daskalopetra (Homer's School) was a unique experience. Mayors of Chios, Oinousses and Homeroupolis nominated honorary citizens of their Municipalities some participants who are distinguished personalities.

Members of "Etaireia Hellenon Philologon" participated too.

We finally express our gratitude to all those who worked hard, offered, cooperated, contributed to the success of Academia Homeric and we ask pardon if we have omitted, not on purpose of course, to mention all our benefactors who are mentioned analytically in our programme. During the closing we read our Resolution:

We are happy for Academia Homeric 2007 which has made vivid the presence of Euroclassica in Greece but mainly in the whole world and has contributed in expanding classics, Homeric epic poems, Greek language and civilization to the whole world.

Wishing to all our colleagues a happy meeting for Academia Homeric in July 2008.

Athens, August 2<sup>nd</sup> 2007

The General Secretary and General Coordinator of Studies of Academia Homeric  
Marianna Georgountzou-Nikitopoulou

### **Official Resolution of Academia Homeric 2007**

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With a brilliant success and for eleventh continuous year took place in our country Greece (Athens, Chios, Oinousses) with main conference center the "HOMERION CULTURAL CENTER OF CHIOS MUNICIPALITY", that is from 13-22 July 2007, the activities of the yearly world philological congress of EUROCLASSICA (FEDERATION OF EUROPEAN ASSOCIATIONS OF PROFESSORS OF CLASSICAL LANGUAGES AND CIVILIZATIONS) and of ACADEMIA HOMERICA, which is under the aegis (under the auspices), of the President of Greek Democracy. ACADEMIA HOMERICA appeared this summer with a new dynamics, renewed and flourishing, with an important scientific programme and widened, regarding the participants, students and scientific programmes of teaching and scientific lectures.

Members of Academies, Professors of Universities, doctors, researchers, students, from Greece, England, Belgium, Switzerland, Russia, Croatia, Lithuania, Spain, Italy, Portugal, Sweden, Norway, Denmark, Serbia, Georgia, Syria, China, Chile, Latvia, Romania, and from other countries participated. The rich programme, contained four circles. In the first circle participated Hellenists scholars on the general topic: "Homer in the world", aiming to approaching Homer, the development of teaching topics referring to the Homeric epic poems the classical antiquity, our cultural heritage.

In the second circle participated students from almost the whole world and attended lessons of eminent Professors on the general topic: "Homer and world literature"

In the third circle attended lessons of Modern Greek language, History and Civilization, both professors and students.

There was also a fourth circle for attending lessons of Greek traditional dances.

The programme of ACADEMIA HOMERICA contained also educational visits to the Acropolis, Historical, Archaeological, Naval, and Byzantine Museums of our country, holy pilgrimages, Monasteries in Athens, Chios, Oinousses and admirable sights.

After the closing of the activities of the congress, the Organizing Committee of Academia HomERICA in cooperation with the present President and representatives of Euroclassica and its founding members, representatives of various European Associations, members of Academies and other professors, having in mind the crisis which face the classical letters and generally the humanities in the whole world, decided unanimously:

**a)** To support with all the means the classics through which was taught the humanity the eternal dignities of democracy, liberty, justice, peace, equality before the law, equal right to speak and express, love which have been the basis of the civilization of the humanity.

**b)** To address to all the responsible authorities, asking them to support and increase the hours of teaching Greek literature in all the levels of the education of the whole world.

**c)** To publish all the lectures in a journal with the title: "Homer in the world", which will contain except of all the others the conclusion of the congress and the other activities of Academia HomERICA.

**d)** The continuation of the fertile running of Academia HomERICA which contributes to the progress and development of the Homeric epic poems and generally of humanities being in this way a constitution.

**e)** Finally expresses the wish to suggest to the authorities of the State the support of classics, the increasing of the hours of education, founding Departments of Classics, Ancient and Modern Greek History, Archaeology, Civilization, that is Departments of Humanities in the University of the AEGEAN, with headquarters in Chios. Founding the above Departments the brilliant tradition, of the Chios inhabitants will be continued as they had always cultivated knowledge and loved it and in this way will be utilized the spiritual treasure that is contained in the books and Archives of the Library of Chios "ADAMANTIOS KORAIIS".

Chios, 21 July, 2007

FROM EUROCLASSICA – ACADEMIA HOMERICA

## Announcement of Academia HomERICA 2008

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July 11-20 2008

The 11<sup>th</sup> Academia HomERICA will take place, July 11-20, 2008, in Athens and in the islands of Chios and Oinousses.

Three sessions will be offered

**a) Students' session**

**b) Scholars / Hellenists' session**

**c) Modern Greek session.**

All participants are invited to take part in the optional Greek traditional dances session in the afternoon.

### General Information

- July 11           Arrival of all participants in Athens.  
Stay at Hotel Theoxenia, 3-6 Gladstonos str.
- July 12           Visit of the Acropolis and (hopefully!) a part of the New Acropolis  
Museum, visit of the Archaeological Museum,  
Lunch at Pasa Limani – Piraeus (Themistoclean Walls)  
Departure to Chios by ship in the late afternoon
- July 13           Arrival in Chios and installation at the Boarding House of the Aegean  
University (resp. hotels).  
Official opening of the Academia HomERICA at the Homerion Cultural  
Center
- July 13-20       Lessons and lectures in Homerion, various activities and trips (Visit of  
the island of Oinousses, of Emporio and the Mastic village Pyrgi, trips  
over the mountains...).
- July 20           Closing of the congress (with the traditional Homeric competition of the  
students).  
Return by ship to Piraeus in the evening.
- July 21           Arrival at Piraeus and return to town by bus. (Participants are kindly  
requested not to book return flights before noon. Private direct return by  
bus/metro from Piraeus to the Airport is possible.)

### Deadline of applications

May 10, 2008 (exclusively electronically).

[www.euroclassica.net](http://www.euroclassica.net) →Academiae →Academia HomERICA →  
Registration.

### Participation fees

500 EUROS (full board in Athens and Chios, ship tickets, excursions).  
Flight tickets to and from Athens are not included.

**Address of the Bank**

PROBANK, BRANCH KORAI (023) ATHENS-GREECE  
Code of Bank 054, SWIFT BIC CODE: PRNKGRAA  
No account 006 3224011022 EUR.  
IBAN GR 8105400230000063224011022  
Beneficiary EUROCLASSICA - ACADEMIA HOMERICA (M.-E. Giatrakou)

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N.B.

- Participants who need a **visa** (Eastern European countries, South America, etc.) must **apply the soonest possible** to arrange officially their invitation and get their visa in time.
- Professors and students must have their **University or school identity card** for free entrance to the museums, the Acropolis and the Archaeological places.
- They must all also have a **valid travel and health insurance** for their stay in Greece.
- **Final information** about the programme, bus, metros and hotel in Athens will be sent in June.

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**a) Students' session**

*Students with at least some acquaintance with Homeric Greek will have the opportunity to improve their knowledge of Homer's poems and world at Homer's place!*

- Students will attend their lectures and lessons mainly at the Homerion Cultural Center of Chios, (in the Naval Academy in Oinousses and at the Cultural Center of Pyrgi).
- The session will be directed by Prof. John Thorley (GB) assisted by professors from European Universities.
- The programme will include classes on Homer, *Odyssey*, book 6.
- It will also include lectures and seminars on Homeric topics, Mycenaean and Trojan archaeology, as well as Greek/Chian epigraphy and history.
- Lessons and lectures will be conducted in English.
- An introduction to Modern Greek and traditional dances will be offered.
- The programme contains also educational tours and visits together with the participants of the other sessions.

**N.B.** A text (*Od.* 6) and vocabulary notes will be sent in advance by e-mail to students who will be attending the Academia HomERICA and have sent their e-mail address to *jt275@etherway.net*. Students should bring printed copies of these with them in Greece. It will be useful if they also bring with them a translation of the *Odyssey* into their own language.

### **b) Scholars / Hellenists' session**

Scholars and Hellenists will attend another session with the main topic *Homer in the World*. Lectures will be given by Members of Academies, Professors of Universities, doctors, principally in Modern Greek (with English summaries), but also in English or in French.

The programme contains also educational tours and visits together with the participants of the other sessions.

**N.B.** Participants who wish to give a lecture are kindly requested to communicate the topic and the language of it to Maria-Eleftheria Gitrakou. They must also send an English summary of it to be photocopied and handed out.

(Those wishing their lecture to be published should give it with a disk to Mrs Marianna Georgountzou-Nikitopoulou, Hegemonos 2, GR-15773 Zografou-Athens.)

### **c) Modern Greek session**

The third session will be devoted to **Modern Greek language**, with intensive courses morning and afternoon, under the direction of qualified professors.

All participants of this session will participate with the other ones in educational tours and visits as well.

For more information contact:

#### **Maria-Eleftheria Gitrakou**

Director of Academia HomERICA

4-6, Sot. Charalampi

11472 Athens – Greece

Tel: 0030-210 642 35 26,

Mobile: 0030-6932-368 388

e-mail: [gstc@otenet.gr](mailto:gstc@otenet.gr)

(subject: Academia HomERICA)

#### **Prof. John Thorley**

4 Hilltop Milnthorpe

Cumbria LA7 7RD - UK

e-mail: [jt275@etherway.net](mailto:jt275@etherway.net)

#### **Christine Haller**

15, ch. des Carrels

CH-2034 Peseux

e-mail: [christine\\_haller@hotmail.com](mailto:christine_haller@hotmail.com)

## Announcement of Academia Latina 2008

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### Academia Latina III Rome, 2-10 August, 2008

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 taking courses in Classical Languages aged 15-18  
**date:** 2 – 10 August, 2008  
**location:** Padre Teatini, Sant Andrea della Valle  
**topics:** **Panem et circenses**
- lessons on Latin authors (Ovidius, Iuvenalis, Horatius, Augustus etc.), Roman art and history
  - instructional tours to museums and archaeological sites in and close to Rome
  - detailed program will be sent to the applicants in May 2008
- director:** Eva Schough Tarandi  
**tutors:** from European countries.  
**cost:** € 500 (incl. tuition, accommodation, breakfast, dinner, and instructional tours) of which 150 Euro must be paid as a registration fee, 350 Euro on arrival
- 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.
- application:** Enter your application on the **Euroclassica website**  
[www.euroclassica.net](http://www.euroclassica.net) or  
[www.stiftergym.at/thiel/academia/latina/index.php](http://www.stiftergym.at/thiel/academia/latina/index.php)

As soon as you get a confirmation, pay

**150 Euro** to bank account

**IBAN-number SE235000000059368257086 Bic code: ESSESESS**

- **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.

- As soon as accepted you must pay 150 Euro as confirmation and also send a letter with a presentation and tell how many years of Latin you have studied, what languages you speak and if there are any special needs concerning food etc.

For further information

**E Schoug Tarandi**

**Kolmilegränd 33**

**S 187 43 TÄBY**

**SWEDEN**

*Eva.Schoug.Tarandi@telia.com*

**deadline 15<sup>th</sup> February**

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

### **Situation of Latin and Greek in Germany**

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The following declaration found, first of all, upon an essay written by Mr. Rainer Schöneich for the Federal Association of Classics (DAV) about the situation of the classical languages (school year 2005/2006) (published in the Forum Classicum 2007, number 1, 6-11). Also I take into consideration the official informations of the Federal Office of Statistics in Wiesbaden (Hesse, Germany). For the fifth time successively the numbers of the schoolgirls and the schoolboys that have chosen Latin increases. Nearly 770000 schoolgirls and schoolboys learned Latin in 2006, that means a rise of 4,5%. This is a true increase, because the numbers of pupils in Germany diminished. The numbers of pupils that have chosen Latin in the 5<sup>th</sup> grade continued increasing. Several high schools (Gymnasium) in Germany offer the possibility to choose both Latin and English in the 5<sup>th</sup> grade. Parents and pupils like to accept this model. The growth of Latin in the 6<sup>th</sup> grade is very big, because in many states of Germany the school time is reduced on 8 years and the pupils have to choose the second foreign language. In the Sekundarstufe II (the three last years of the Gymnasium) the absolute numbers of Latin pupils have increased.

About 160000 schoolgirls and schoolboys have chosen Latin in the school year 2005/2006. So every third pupil in the Gymnasium learnt Latin in the school year 2006/2007, six years ago only every fourth pupil did so. This means an increase of 30% from 2000/2001 until today. We can observe a similar development in the case of

Greek, but on a considerably lower level. In 2001/2002 nearly 13000 pupils learnt Greek, in this year over 15000 pupils are learning this language. We can ascertain that there is a big difference concerning the development of Latin und Greek between the East and the West in Germany. Because of the number of pupils which are diminishing in the East consequently the pupils that choose Latin and Greek are decreasing too.

Actually we have to deplore a shortage of teachers of the classical languages. Therefore the most of the states present different programs for qualifying more teachers for all in Latin. Meanwhile more students have chosen the classical languages at the universities, and so we hope that in a few years we can calculate with a solution of the shortage of teachers.

Dietmar Schmitz

## Book Notice

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### Anglophone Angles

Three books on Classics Pedagogy in English

Ancona, Ronnie (ed.) *A Concise Guide to Teaching Latin Literature*

University of Oklahoma Press 0806137975

Gruber-Miller, John (ed.) *When Dead Tongues Speak: Teaching Beginning Greek and Latin* American Philological Association Oxford University Press 019517495X

Lister, Bob *Changing Classics in Schools* Cambridge University Press 0521677745

These three books (two from the USA, one from the UK) deal with present state of teaching Classics in English on both sides of the Atlantic. Public perceptions about Classics are usually several years behind the reality. Many still imagine the subject holds an elitist position in the curriculum, others assume that it has been removed completely. These books in contrast are written by professionals for their professional colleagues, and they show how various crises have been survived and how we are dealing with current problems today. They take stock of the new situation and demonstrate what effective teachers can do with up-to-date techniques and thinking.

Gruber-Miller's collection of articles for the MA and MAT Classics programmes develop new methods of teaching beginners' language classes. The contributors have absorbed research on language learning by linguists and psychologists and adapt this to the teaching of Latin and to large extent to Greek as well. Two chapters address topics

which would once have seemed way beyond the experience of Classics teachers, but which are now essential to any forward-looking school's aims and objectives: dealing with pupils with learning difficulties and feminist theory. Others treat questions vital to language instructors: cognitive styles (how different learners approach language learning); different theories of language acquisition; approaches to teaching reading and much else. There is plenty of opportunity for reflection in this volume on matters that affect all those professionally engaged in the teaching of the ancient languages for whom this book should be required reading.

Ancona's collection is of essays on Catullus, Ovid, Horace, Cicero and Virgil; all authors regularly set for examination in advanced courses in American schools. They are all also regularly reading in most European countries. The author of each chapter is a specialist on their author and they set out how current scholarship and research can affect the reading of these texts at an intermediate or advanced level. Written with the teacher in mind, they aim to outline practical approaches to the reading of texts while simultaneously taking account of recent theoretical material.

The first half of Lister's book also deals with an area of teaching outside the sphere of most Classics teachers: the primary school. He shows how teachers in the UK had to come to terms with the provisions of the new National Curriculum which gave a statutory place to learning about the Greeks and Romans for the first time, but not in its traditional place in the secondary school, but for pupils aged between 7 and 10 years. This teaching, carried out almost entirely by non-specialists, is non-linguistic but consolidated the position of Classics in state primary schools. It is mainly transmitted through mythology and story-telling, and is continued through project and creative work done by the pupils. Lister's accounts of some of the projects such as the story-telling of the *War with Troy* are encouraging in the enthusiastic responses from the pupils (and the teachers). The second half is concerned with the position of Latin in English state schools and deals mainly with the development of the Cambridge Latin Course e-learning project, which is now available on DVDs, and with the use of IT in modern Classics teaching.

For snapshots of the current situation of Classics teaching through English, these three books are essential. The pressure put upon teachers in both countries has resulted in innovative projects and creative ways in dealing with the problems. Lucky the educational system which does not have to face the same kind of problem: those which do may find much that is helpful here.

We should like to carry more reviews of books of interest to Euroclassica readers, particularly ones on teaching or on the position of Classics in your country. Please send to me any reviews (300 words in English or French) of books you think should be more widely known. If you would like to receive a review copy, please send me the details (title, author, publisher, etc.) and I will try to obtain a review copy for you from the publisher.

**ROMA, by Steven Saylor**

Constable (2007) h/b, 554pp. £16.99 (ISBN 9781845291105)

Saylor is known for his Gordianus series of Roman detective stories based on cases of Cicero. Here he gives us the broad sweep of early Roman legend and history, using Livy instead as his main source of inspiration. He follows two obscure families, the Potitii and the Pinarii, from the foundation of Roma through to the end of the republic. A phallic amulet is passed from one generation to another as the thread which runs through the whole volume. Separate chapters treat particular moments in the story of Roma's inexorable rise to domination: Romulus and Remus, Coriolanus, Hannibal, the Gracchi among others. Woven into all this are the stories from Livy which we used to meet in Latin unseens, the improving tales of Roman virtue as character-forming exercises in moral rectitude beloved of Victorian schoolmasters: Lucretia, the Caudine forks, the geese on the Capitol, the rape of Verginia by Appius Claudius, Vestal virgins. S.'s take on these stories is characteristically modern: lots of sex and plenty of fairly gruesome violence. His portrayal of Rome is as authentic as we can manage for today and is certainly a corrective to the versions of Livy we have been used to. The early stories are perhaps the strongest and the first one is almost reminiscent of William Golding's novel of Neanderthal man *The Inheritors*. Others about the rise of the city are equally original with the familiar episodes worked up into full-length stories from which the expected elements emerge in subtle and surprising ways. The Coriolanus character, for example, is given a full back story as a friend of one the many Potitii and Pinarii who form the central pillar of the narrative and we are well on in the story before we realise who he really is. Some of the characters, as in many historical novels, tell each other things that they probably already know, but there is not too much of the "Hello, Scipio, have you met Plautus" style of writing. When we reach Julius Caesar we are on more familiar territory covered by S.'s *Roma sub rosa* series. Overall an entertaining way for young people to absorb a neglected part of Roman cultural studies.

John Bulwer  
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## Author, auctor, auteur

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A small prize is offered to the first person to identify the following quotations.  
Answers to John Bulwer (*fa257553@skynet.be*) by 31<sup>st</sup> May 2008 please.

- A. O folle \_\_\_\_\_, si vedea io te  
già mezza ragna, trista in su li stracci  
de l'opera che mal per te si fé.
- B. And in those Tapets weren fashioned  
Many faire pourtraicts, and many a faire feate,  
And all of loue, and all of lusty-hed,  
As seemed by their semblaunt did entreat;  
And eke all *Cupids* warres they did repeate,  
  
Therein was writ, how often thundring *Ioue*  
Had felt the point of his hart-percing dart,  
And leauing heauens kingdome, here did roue  
In straunge disguise, to slake his scalding smart;
- C. Maeonis elusam designat imagine tauri  
Europam: verum taurum, freta vera putares;  
ipsa videbatur terras spectare relictas  
et comites clamare suas tactumque vereri  
adsilientis aquae timidisque reducere plantas.

### Last year's solution:

- A. Portitor has horrendus aquas et flumina servat  
terribili squalore  
*Virgil Aeneid 6 298-9*
- B. O tu ch'innanzi morte a queste rive  
Temerario ten vieni, arresta i passi  
Solcar quest'onde ad uom mortal non dassi  
Né può co' morti albergo aver chi vive  
*Monteverdi Orfeo Act 3*  
(Libretto, Alessandra Striggio)
- C. τίς εἰς ἀναπαύλας ἐκ κακῶν καὶ πραγμάτων;  
τίς ἐς τὸ Λήθης πεδίον, ἢ σ' Ὀνοῦ πόκας,  
ἢ σ' Κερβερίους, ἢ σ' κόρακας, ἢ πὶ Ταίναρον;  
*Aristophanes, Frogs 185-7*

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