



Euroclassica Newsletter number 11, January 2003

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Bank Account

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EUROCLASSICA

Europe, Classics and EUROCLASSICA

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

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

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

Although the European Union is limited to the European territory, there is more to Europe than the European territory. It needs to be mentioned that there is Europe outside of Europe. Greeks and Romans influenced or even dominated parts of Africa and the Near East. Islam dominated North Africa and Spain, enriched European culture, Islamic scholars studied, developed and preserved Greek and Roman philosophy and poetry. The founding fathers were Europeans, they derived their ideas of democracy and liberty and human rights from Greek and Roman ideas, then these ideas were reimported from America to Europe. The United States have a strong European heritage. Leopold Sédar Senghor, the late president of Senegal and former teacher of Latin and Greek in France, reminds us that Philon, Plotin and Origenes were Egyptians who wrote Greek, that Tertullian, Cyprian and Augustin were Berbs who wrote Latin. One might add Apuleius and Terentius and their influence on the Roman mind. Senghor also speaks of a common European-African culture not as a medley but as a combination that helps to bring out the character of the different people without taking away their identity.

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

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

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

Hans-Joachim Glücklich, President of EUROCLASSICA

President's report

The annual conference in Coimbra 2002

The year 2002 brought a lot of major events for EUROCLASSICA. The annual conference was held in Coimbra (Portugal) from April 18, 2002, through April 20, 2002. It was an unforgettable event because of the good organization and the generous hospitality of Francisco Oliveira, the Associação Portuguesa de Estudos Clássicos and the University of Coimbra. The subject was 'Odysseus and Penelope'. The congress was very successful. There were lectures given by scholars from a lot of countries and about all aspects of the subject: Homer's perception of Odysseus and Penelope, historical background, reception in literature, archeology, art, music.

Situation of Latin and Greek in Europe

There were also different workshops about the situation of teaching Latin and Greek in the European countries. Many representatives participated in these workshops and gave a report about the situation, the textbooks and the problems in their countries.

One aim of EUROCLASSICA is to make meetings and even exchanges of teachers possible. Since exchanges are difficult, we need the meetings and workshops even more. Thanks to the reports of many representatives we start to understand each other's problems better and also can give advices or examples. Maybe the reader of this newsletter remembers that I once started to ask for reports from all of you and we even had a change in our constitution to make this possible and obligatory. I know that it costs time and sometimes it gives difficulties to get all the information. Thanks to the work of Eva Schough Tarandi and Liesbeth Berkvens and your cooperation those reports come in more and more and are updated every year. To participate in these workshops obviously was not only interesting and helpful but also an enjoyable part of the congress because all participants could talk and perform themselves and discuss their problems

Methods of Teaching

In the congress 2003 in Vienna we will increase the time for those workshops and hope you will participate and send reports. This year, 2003, there will be an emphasis on methods of teaching because, at a large amount, they form the public opinion about Latin and Greek. Together with a workshop about first authentic texts in teaching Latin we might find more ways to establish and develop still more and more attractive lessons. We also started to publish papers about teaching methods in our newsletters 2001 and 2002 and we hope to continue it in the future.

Since we have more and more detailed information about the number of teachers and students, about the number of lessons, about the aims and the methods, we can promote Latin and Greek much more confidently and precisely.

Political work of EUROCLASSICA

This will be part of another aim of EUROCLASSICA. The national associations expect a political impact of Euroclassica. We only can achieve it if we have statistic material enough and can prove who we are and what we stand for. We will start with a political workshop during the congress in Vienna that has been organised by Mr Alfred Reitermayer from Austria.

Public attention, celebrations and publications

These and other events will help to get the public attention we need and deserve. In another way Dr. Maria-Eleftheria Giatrakou in Greece and Dr. Helmuth Meissner in Germany (Deutscher Altphilologenverband, DAV) find this public attention. Maria Giatrakou not only runs the Academia Homerica with a lot of attention by sponsors, Greek citizens, local and national TV. She also uses the anniversaries of great personalities of ancient Greece to gather influential and interested people for celebrations in Athens. In 2001 it was the Socrates Memorial Day (December 2, 2001), in 2003 it is the Sophocles Memorial Day (January 19, 2003). The impressive celebration of the Socrates Memorial Day was performed in presence of ministers, presidents and

professors of universities, artists and musicians, well known and influential persons of all kind of professions.

Mr. Meissner established the Humanism Award of the DAV (Humanismuspreis) that goes every second year (when DAV has its congress) to a personality of public reputation who seems to be or has been in favour of the classical education and whose life and work shows this. In 1998 the award went to the former German president Richard von Weizsäcker, in 2000 to the former president Roman Herzog, in 2002 to the professor, publicist and Grand Officier de la Légion d'Honneur Alfred Grosser. On each occasion there were well known *laudatores* and of course the media were present. All the lectures and speeches given at this event are published:

- 1) Deutscher Altphilologenverband (Ed.): Die Wurzeln unserer Kultur. Heidelberger humanistische Reden, zusammengestellt und redigiert von H. Meissner, Stauffenburg Verlag Tübingen 1999 (ISBN 3-86057-068-4);
- 2) 2) Deutscher Altphilologenverband (Ed.): Die schöpferischen Kräfte der Antike. Marburger humanistische Reden, zusammengestellt und redigiert von H. Meissner, Stauffenburg Verlag Tübingen 2001 (ISBN 3-86057-073-0);
- 3) Deutscher Altphilologenverband (Ed.): Aktuelle Antike. Dresdner humanistische Reden, zusammengestellt und redigiert von H. Meissner, Ernst Klett Schulbuchverlag Leipzig 2002 (ISBN 3-12-667110-1).

We don't underestimate that most of all good teachers and successful teaching are important. But we all know that it is advantageous and helpful to have important personalities on our side who the media are focused on.

We also hope that we can get more attention in cooperation with the national associations. We will contact the European Union. We will try to have our own publications.

Dr. Maria Giatrakou started with the publication of all lectures given at the EUROCLASSICA congress in Chios, Aug. 28 through September 1, 1997 (Chios 2002, ISBN 960-87045-0-2). The edition is sponsored by the Homericon Cultural Center of the Municipality of Chios). There is also an even earlier published publication by Francisco Oliveira about a congress with participation of EUROCLASSICA: Francisco de Oliveira (Ed.): O Espírito Olímpico no novo milénio, Coimbra 2000, ISBN 972-98225-5-7).

Summer schools

As always the summer schools were a big success and a pleasure for everybody. We would like to thank the directors Maria-Eleftheria Giatrakou and José Navarro, all the sponsors, teachers and participants. All of them showed the ultimate in energy and passion. There are reports on the Summer schools in this newsletter.

Sponsors

We still need more sponsors. The Summer schools in Greece, Academia Homerica and Academia Aestiva, have sponsors and work successfully. For the Academia Latina in Rome we still need sponsors or more students interested to participate. Maybe the

representatives of the national associations can find out if their country can guarantee a minimum of participants for 2004.

Cooperation

We also need a concentration of all those who work and fight for teaching Latin and Greek.

Unfortunately the department of languages of the Union Latine does not have someone responsible for Latin and Greek, either any more or at least for the moment.

But I had the great pleasure to attend the big congress of the American Classical League in Madison (Wisconsin, USA) in June 2002. Thanks to the efforts of Virginia Barrett (editor of Pro Bono), Christine Sleeper, and the presidents of the American Classical League (ACL), the National Committee for Latin and Greek (NCLG) and the American Philological Association I was received in generous and friendly manner and was allowed to participate in all meetings and discussions, also of the executive committees. The congress and the energy everyone showed were tremendous, starting from business breakfasts at 6:45 a.m. over lectures (all very concentrated and only 15 minutes long), workshops, introduction to and training in Powerpoint until recitations in the evenings. The ACL is interested in cooperation and I will have a meeting with their newly elected president Ken Mitchell soon. We thought about having a Summer School in Rome together but there is already an American Summer Camp in Rome which unfortunately is too expensive for us. We will try to mutually attend the ACL and Euroclassica congresses and to give reports in each other's newsletters.

This is just a start in a cooperation that might help to create synergy effects. Dr. Maria Giatrakou will find more associations to work together with.

Thank you

This is my last report as president of EUROCLASSICA. In April in Vienna we will elect a new executive committee and a new president. I want to say thank you to all the members of the actual executive committee. You can be sure that we had a lot of discussions and a bigger lot of work. I also want to thank all representatives for their constant encouragement and help. And I want to thank especially all the organizers of the congresses during my presidency. Marie Louise Docquier in Brussels (2000), Christine Haller in Basel (2001), Francisco de Oliveira in Coimbra (2002) and Wilhelmine Widhalm-Kupferschmidt in Vienna (2003).

I am looking forward to meeting you in Vienna and hope I will have good news for you: until then our website should work and I will have contacted the European Union.

Hans-Joachim Glücklich, President of EUROCLASSICA

Annual conference in Vienna, Austria

SODALITAS – Federal Association of Teachers of Latin and Greek in Austria and The Department of Classical Philology, Medieval and Neolatin Studies at the University of Vienna

EUROCLASSICA MEETING MEDIEVAL LATIN

Wednesday, April 23rd - Saturday, April 26th 2003

All lectures and workshops will take place at the University of Vienna, Dr. Karl Lueger – Ring 1, A-1010 Vienna, at the Department of Classical Philology, Medieval and Neolatin Studies.

Please note that some items of this program may be changed!

Wednesday, April 23rd

- 9.00: Meeting of the Members of the Executive Committee
- 14.30: **Prof. Dr. Hans-Joachim Glücklich:** Ionathas: A novel from the Gesta Romanorum as first authentic text.
- 16.00: **Doz. Dr. Fritz Lošek:** The Position of Medieval Latin in the Curriculum

Thursday, April 24th

- 9.00: Workshops:
 - First authentic text materials (**John Bulwer**)
 - The Position of Latin in European Schools (**Eva Schough Tarandi**)
 - The Position of Greek in European Schools (**Liesbeth Berkvens**)
- 14.30: Politics and the Classic Languages (**Alfred Reitermayer – Paul Ieven**)
- 17.00: **Univ. Prof. Dr. Kurt Smolak:** Ancient Mythology in the Carmina Burana

Friday, April 25th

- 10.00: **Papyrus Museum¹ (and/or Ephesos Museum)**
- 14.00: **Trip to Klosterneuburg (Verduner Altar²)**
- 19.30: **Paulus Diaconus and two of Haendel's Operas** (This event will take place at 1010 Wien, Hegelgasse 14, Festsaal)

¹ This is the largest collection of papyri in the world, containing about 180 000 objects, and showing the development of the Greek language up to the Middle Ages.

² This Altar is a masterpiece of medieval art. Its 52 enamel panels show scenes referring to the Bible and to the history of Salvation. There are also inscriptions in medieval Latin.

How to stay in the heart of Vienna without being a millionaire:

1. **Westend City Hostel**, A-1060 Vienna, Fügergasse 3 (a few minutes' walk from the Westbahnhof, Vienna's greatest railway terminal, for everyone coming from the west; prices include bed and breakfast for one person; not included: towels. Prices are very reasonable!); <http://members.aon.at/westend> e-mail: westendcityhostel@aon.at; Tel.: 0043 1 597 67 29, Fax: 0043 1 597 67 29/27
2. **Hotel Pension Astra**, Alser Straße 32, 1080 Vienna: hotelpensionastra@aon.at; near the university
3. **Hotel Pension Adria**, Alser Straße 11, 1080 Vienna: www.hotelpensionadria.com, e-mail: reception@hotelpensionadria.com; Tel. 0043 1 402 02 38, Fax: 0043 1 408 39 06 26; near the university
4. **Hotel Pension Andreas**, Schlösselgasse 11, 1080 Vienna; Tel. 0043 1 405 34 88; www.tourist-net.co.at/hotel/andreas/; andreas.hotelpension@vienna.at; not far from the university
5. **Pension Wild**, Lange Gasse 10, 1080 Vienna, Tel. 0043 1 4065 174; www.pension-wild.com; e-mail: info@pension-wild.com (not far from the university, not expensive)
6. **Hotel Bleckmann**, Währingerstraße 15, 1090 Vienna, Tel. 0043 1 40 80 899; www.hotelbleckmann.at, e-mail: info@hotelbleckmann.at (near to the university)
7. **Pension Residenz**, Ebendorfer Straße 10, 1010 Vienna, Tel. 0043 1 406 47 86-0, Fax: 0043 1 406 47 86-50; www.tourist-net.co.at/hotel/residenz/; e-mail: info@residenz.cc (next to the university)
8. **Have a look at www.tourist-net.co.at!** Here you can find more hotels, for instance **Hotel Stadtpark**, Landstraße Hauptstraße 7, 1030 Vienna (a single room with shower and WC less than 50 Euro / night, a double room 80 Euro): www.tourist-net.co.at/pics/hotel/stadtpark

EUROCLASSICA Website

Now you can go to the website of EUROCLASSICA and find

- the constitution of EUROCLASSICA
 - the EUROCLASSICA newsletter
 - informations about EUROCLASSICA congresses
 - informations about EUROCLASSICA summerschools
 - names and addresses of the members of the executive committee
 - names and addresses of the representatives in the General Assembly
 - links to the national associations and their newsletters
- and much more.

The address of our website is:

<http://www.EUROCLASSICA.com>

We thank Mr. Michael Hotz (Germany) for the design, Mr. Christoper Rabl (Germany) for technical help and Dr. Helmut Meißner, president of Deutscher Altphilologenverband (DAV) for financial help.

Hans-Joachim Glücklich, president of EUROCLASSICA

Financial report

EUROCLASSICA ACCOUNT — 2001

Received in or paid by	<u>Income</u>		<u>expenditure</u>		doc.
	COIMBRA	COIMBRA	BRUSSELS		
JACT (UK)	—				
DAV (Germany)	300,00				8
VCN (Netherlands)	300,00				cash Bâle
Pro Latinitate (Luxembourg)	300,00				cash Bâle
Classica Vlaanderen			150,00		
FPGL (Belgium Fr.)	118,87				3
Et. Phil. Log. (Greece)	300,00				10
CLILC (Liguria, Italy)	150,00				2
NKF (Norway)	—				
KF (Denmark)	—				
SEEC (Spain)	300,00				cash Bâle
PCSC (Croatia)	100,00				cash Bâle
Sodalitas (Austria)	268,88				1
ALFA (Czech Rep.)	50,00				cash Bâle
Russia 2000/2001	150,00				cash Bâle
SAV/ASPC (Switzerland)	—				isention
Bulgaria (AAC)	100,00				cash Bâle
Sweden	300,00				7
SSCR (Romania)	50,00				cash Bâle
Portugal	300,00				9
TOTAL	3.087,75		150,00		

Expenditure

Committee meeting in Brussels	469,12				4
Lobbyng, Union Latine (H.-J. Gluecklich)	250,00				5
Committee meeting in Bâle	66,00				6
Committee meeting in Athens	434,53				12
Newsletter			1234,00		
Academia Aestiva		1.000,00			11
TOTAL		2.219,65	1.234,00		

NB.: =868,10= EUROS in Coimbra from year 2001; the exercise would be negative considering the payment by account in Brussels; high charges with Newsletter.

=2070,40= Euros in the Bank in Coimbra from year 2000;

TOTAL BALANCE IN COIMBRA 2000/2001: =2.938,50=EUROS

ACTUAL BALANCE IN BRUSSELS =1.729,00=EUROS

EUROCLASSICA BUDGET — 2003

	<u>Income</u>	<u>expenditure</u>
Membership fees and donations		
JACT (UK)	300	
DAV (Germany)	300	
VCN (Netherlands)	300	
Pro Latinitate (Luxembourg)	300	
Classica Vlaanderen	150	
FPGL (Belgium Fr.)	150	
Et. Phil. Log. (Greece)	300	
CLILC (Liguria, Italy)	150	
KF (Denmark)	300	
SEEC (Spain)	300	
PCSC (Croatia)	100	
Sodalitas (Austria)	isention	
ALFA (Czech Rep.)	100	
Russia	100	
SAV/ASPC (Switzerland)	300	
Bulgaria (AAC)	100	
Sweden	300	
SSCR (Romania)	100	
Portugal	300	
Poland	300	
<u>total</u>	<u>4.250</u>	
<u>Expenditure</u>		
Administration, meetings		800
Lobbying		500
Newsletter		550
Academia Aestiva		1.000
Academia Latina		1.000
<u>total</u>		<u>3.850</u>
<u>Balance</u>		<u>400</u>

1. **Present:** Committee: Hans-Joachim Glücklich, Liesbeth Berkvens, John Bulwer, Maria-Eleftheria Giatrakou, Francisco Oliveira, Barbara Pokornà, Eva Schough-Tarandi. Also representatives from: Romania, Spain, Italy, Belgium (Flemish and Francophone), Croatia, Denmark and Switzerland.
Apologies: Bulgaria, Russia, France, and Austria.
2. **Minutes** - accepted
3. **President's Report**
Readers are referred to the current newsletter for a full picture. Many international organisations are now active in the field of Classics. All organisations want to include everyone, but only Euroclassica can truly claim to represent all countries and their associations. We have a new member in Poland, who wants to become fully active. We may accept that Norway is unable to continue as a full member. Renewed contacts have been made with France and the President is hopeful of getting them back. Contacts have been made with Union Latine and Eurosophia who both want contacts with teachers, something which we are able to provide. He has also had contacts with the USA. Though outside Europe, the USA counts as an official Classics organisation which Euroclassica's constitution encourages us to make contact with. The president has been in touch with the ACL (American Classical League) and the NCLG (National Committee for Latin and Greek). Both these are teachers' associations. He will be attending the General Assembly of the ACL in Madison, Wisconsin. It is thought the ACL may be interested in receiving the newsletter and perhaps contributing to it, and may be interested in co-operating on running a summer school. They wish to maintain contacts with European associations and to promote Classics within the USA. Edouard Wolter (former president) continues to try to support a Latin summer school through contacting the ambassadors of Italy, Germany and Luxembourg. The president has been invited to represent Euroclassica at several conferences over the year in Rome, Udine and Heraklion. (Please see the newsletter for full details.) Finally he mentioned the Socrates memorial day which has been a day of celebration in many countries.
4. **Finance**
2001 accounts circulated, with comments from Francisco Oliveira. Accepted *nem. con.*
Budget for 2003, projected budget circulated and approved.

Jose Luis Navarro requested that full figures for accounts and budget for 2000 and 2001 should be published in the newsletter.

5. Newsletter

The deadline for this year's issue will 1st December 2002, in view of the earlier date for the conference in Vienna. A request was made for contributions, especially on teaching methods and style. Examples from different countries would be most welcome. The newsletter will be available electronically to anyone who wishes for a copy and may be reproduced. We shall continue to produce a hard copy for reference and for anyone who prefers it. The number of copies produced will continue at 500.

6. Website

The domain name Euroclassica.com has been registered. The new website will be created by the DAV and will contain links to other classics sites. Thanks are offered to other associations (Greece and Netherlands who also offered to create the site.

7. Acta of 1997 conference in Chios

This will be published in July.

8. Members' Reports

All figures concerning the numbers of students studying Classics in your country, as well as numbers of teachers, institutions, examination candidates etc should be sent to Eva Tarandi when they are available. This is an ongoing project which is beginning to bear fruit as Eva's preliminary table of results showed. When this is ready for publication it will appear in the newsletter. Each member association will be able to use these figures to promote Classics in their own country. Euroclassica should be mentioned as the source of this material whenever it is quoted. Promotion of Classics was discussed and it was decided to include a session on this at the Vienna conference. Workshops should take place at each conference on the following topics:

Latin teaching in the different member countries

Greek teaching in the different member countries

Promotion of Classics in Europe

These should take place regularly and should not be timed against each other. There should also be a workshop on a specific teaching topic: at Vienna this will be an exchange of views on the transition from synthetic Latin in course books to authentic original texts.

9. **Summer Schools**

Academia Aestiva: numbers back to previous levels. There were 45 students from 13 countries in 2001. At present applications for 2002 are only from Italy, Belgium and Sweden. More expected. Prices are rising in Greece and sponsorship will be needed soon. After 2003 there will be the pressure of the Olympic Games which may force prices even higher. Jose Luis Navarro may not be able to continue as organiser for much longer but he will arrange to find a successor.

Academia Homerica: the successful programme will continue this year and a visit to Corinth will be added to the itinerary.

Both schools continue to be a success with good results from the students. Congratulations are extended to the organisers. Maria-Eleftheria Giatrakou has been given the power of director by the Executive Committee for the next five years, expiring at the end of the period of the next Executive Committee, but renewable. This is to enable her to continue her work as organiser of the schools with official recognition.

Academia Latina: main problem appears to be the lack of an experienced organiser in Italy with local knowledge who can arrange practical details. We also need to attract more students as a lack of students is a problem. Attempts are going on via the embassies of involved countries to gain official recognition and backing. Another attempt will be made to start next year. Co-operation with the ACL in the USA was mentioned as was the organisation which has circulated committee members called Projekt ad fontes, who also wish to have a summer school. Maria Rosaria di Garbo is willing to help with organisation in Italy, and to find accommodation and teaching facilities. The price is too high for some countries' students, including Romania and we need to find sponsors to help.

10. **Future Meetings**

The following places have offered to host annual conferences:

Vienna 2003 23rd – 26th April 2003. Theme: Medieval Latin. Information to follow on programme and accommodation. Euroclassica business meetings will be on Friday and Saturday.

Genoa 2004. The city will be city of culture in 2004. Conference will form part the programme. Will be combined with annual conference Latina Didaxis.

Dates: April 16-18. Theme: multa per aequora. (Languages of conference will be Italian, French and English)

Dubrovnik, Croatia 2005. National association represented by Jadranka Bagaric. It will probably take place in April when prices are lower than high season.

Uppsala 2006 Sweden. Probably in August when the weather is better.

Socrates Day/Sophocles Day

It is recommended that these days are celebrated in all countries. Please contact Maria-Eleftheria Giatrakou for further details. This takes place in Athens and could take place in other countries

12.

Alia

Festival of Ancient Drama will take place in Spain in April 2003. Participation is invited from groups of students to take part in performing Antigone in all languages. Information to follow from Jose Luis Navarro.

2003 elections to the Executive Committee. Maria-Eleftheria Giatrakou, Hans-Joachim Glücklich, and John Bulwer will automatically be leaving after eight years. Liesbeth Berkvens will be leaving also after four. Barbara Pokornà, Eva Tarandi, and Francisco Oliveira may stand again for re-election. New members will have to be found to replace those leaving including a new president. Please consider whether you or a member of your association would be willing to serve on the committee for a period of at least four years. Candidates are invited to submit their names to the secretary at any time up to six weeks before the date of the General Assembly (Art. 9. ii)

Report on the EUROCLASSICA Annual conference 2002 in Coimbra

Coimbra is an old university city in mid-Portugal with an active faculty of Classics. The new spirit of multi-disciplinarity is evident in their activities, particularly in this conference on Penelope and Odysseus. The order of the names is significant as well as the openness of the subject:

papers were scheduled to cover all aspects of Homer from historical to literary with special emphasis on the reception of the myth in a number of different literatures. Speakers were present from Greece, Germany, Spain, Romania, the Netherlands, the UK and Portugal covering aspects of the Penelope story in Latin and their own literatures and also in children's books. Sir John Boardman was to have opened the conference on Odysseus's Travels, but his paper had to be read in his absence.

Euroclassica representatives delivering papers included Hans-Joachim Glücklich on Penelope as more a Roman heroine than a Greek one, basing his thesis on Penelope's letter in Ovid's *Heroides* and Maria-Eleftheria Giatrakou on Odysseus in modern Greek poetry. Many Portuguese colleagues contributed papers on many different aspects of the myth ranging from James Joyce to Gilgamesh. Specific Euroclassica events were two workshops on Latin and Greek teaching in different European countries. These sessions (chaired by Liesbeth Berkvens and Eva Schough Tarandi) gave useful chances for the interchange of ideas and experiences between all delegates to the conference, including such countries as Croatia and the Czech Republic who are outside the usual mainstream of European culture. We hope to run similar sessions on specific themes in future conferences.

Beyond the lecture theatre were a performance of Plautus' *Amphitryon* in one of the splendid buildings of the university (in Portuguese, but acted so well as to get plenty of laughs; and a visit to the site of Conimbriga - the Roman city a few kilometers away. These annual conferences offer valuable opportunities to local teachers to meet other colleagues from all over Europe and the chance to spread good practice and to learn from others is always welcome. The presence of guest speakers is always an advantage and offers from anyone willing to contribute to the academic theme of the conference or to a workshop on practical issues of teaching Classics are invited. Please contact me if you would be willing to travel to a conference to deliver such a paper or to add your experience to a workgroup.

English is always accepted a working language, but some knowledge of other European languages is useful at these meetings. Many thanks are due to the main organiser of this conference the Euroclassica treasurer: Francisco Oliveira.

John Bulwer

Report on the Academia Homerica 2002

With great pleasure we inform you that took place in Greece, Nafplion, Corinth, Athens, Chios, Oinousses the scientific and cultural activities of ACADEMIA HOMERICA (12-21 July 2002). Academia Homerica is supported by the President of the Greek Democracy. It is organized by EUROCLASSICA in cooperation with “Etaireia Hellenon Philologon” and Homerion Cultural Centre of Chios, as well as with Universities, State, scientific and cultural Associations. About 150 (one hundred and fifty participants took place. Seventy five scholars Hellenists, seventy five students from the following countries: England, America, Belgium, Germany, France, Denmark, Croatia, Latvia, Luxemburg, Spain, Portugal, Italy, The Netherlands, Sweden, Romania, Russia, Czechia, Chile, Greece etc.. The lessons and lectures were of high quality. Eminent professors of various sciences gave lectures and taught in three sessions: the first of professors session with the main topic: HOMER IN THE WORLD, the second with the main topic: HOMER AND THE WORLD LITERATURE. OUR CLASSICAL HERITAGE and the third session with the main topic: MODERN Greek LANGUAGE, HISTORY AND CIVILIZATION.

All the participants delighted by the lectures and lessons had also the chance to attend lessons of Greek traditional dances, which they used to dance after the dinners or in other chances. We had also the chance to attend a theatre of shades with main topic the Odysseia.

Professors and students lived a unique time enjoying the high quality lectures, of the Director of homeric studies for students, Prof. John Thorley, of Prof. Dr. Maria-Eleftheria Giatrakou, Prof. Marianna Georgountzou etc.. At the official closing days all the participants accepted presents, editions, and above all the spiritual diamond, the Acts of the 7th International Congress of EUROCLASSICA in Chios in 1997, which is the Outstanding participants of ACADEMIA HOMERICA were also nominated honorary citizens of Chios, Homeroupolis and Oinousses Municipalities. All the participants received certificates of attendance. All the participants enjoyed Chios, Oinousses, Greek generosity and hospitality, visited libraries, museums, archaeological places, enjoyed the sea and went sight-seeing. The time of departure was full of emotion for all. No one wanted to leave. Some participants stayed in Chios for enjoyed Greece better. Almost all the participants wrote or called immediately thanking for the fantastic and unique experience of Academia Homerica, promising and applying to participate again next year. Academia Homerica succeeded again, promising a successful future.

Prof. Dr. Maria-Eleftheria Giatrakou
Vice President of EUROCLASSICA
and
Director of the Academia Homerica

Report on the Academia Aestiva at Anavyssos, Attica, 6-15 September 2002

The 9th EUROCLASSICA Summer School was as international and as successful as its eight predecessors. We were again based at Anavyssos, near Cape Sounion, in the Hotel Xenia Helios overlooking the beautiful bay of Anavyssos. We had nearly 40 students, and in all (including the teachers) eleven nations were represented.

The first three days we spent in lectures and drama workshops. In the lecture programme we covered Athenian Democracy, the Persian Wars, Women in Ancient Greece (including a few poems of Sappho, in Greek), Myth and Religion, Mycenaean Greece, Writing and Literacy, and Athenian Vases – all topics which would be relevant to the later programme of site visits. All students were involved in the drama workshops – a choral ode, the invocation of Darius's ghost from Aeschylus' *Persians*, and a short (very short!) version of the *Oresteia*. We also learned two Modern Greek songs and enjoyed a performance of scenes from *Iphigeneia in Tauris* performed by pupils of the Elliniki Paedeia School in Athens.

The next five days were long, often beginning before the sun rose over Anavyssos Bay. We went to the Argolid, visiting Nemea and its stadium (an excuse for a run by most of the students), Mycenae, Nafplion and the theatre at Epidauros. We had to cut our visit to the theatre short because it rained, warm rain but nevertheless inconvenient. Some were rather shocked by the modern set for the performance of Aristophanes' *Lysistrata*, which was littered with battered old vehicles. Perhaps not quite what Aristophanes had in mind.

We had two visits to Athens, to the Acropolis, the Agora and the Kerameikos Cemetery, and then to the National Museum, where still unfortunately the upper floor is closed because of the earthquake over two years ago.

The visit to Delphi was a long day but a rewarding one. The museum is being redesigned, but the charioteer is still there, though he no longer gazes along the length of the upper floor from his pedestal as he used to do – a pity.

We followed the Persian invasion of 490 in reverse, visiting Marathon, where we paid homage to the Athenian dead at the Soros, and then took the ferry to see Eretria on Euboea, with its excellent little museum. In the evening we went to Cape Sounion, an atmospheric place even though the clouds obscured the sunset. Some of us found Lord Byron's name on one of the columns of the temple of Poseidon, carved in the days before anyone thought it was an act of vandalism.

The last evening we performed our short dramas, watched the video of our activities, which Anton van Hooff produces for us every year as a memorable record of the Summer

School, and said our thanks and farewells, because very early next morning the departure schedules began.

Anton's little daughter Anna (8 months) attended the whole programme of lectures and visits with her mother Aija and was the focus of much attention from all the students. She will in due course be bilingual in Dutch and Latvian, perhaps a unique achievement.

We ask the students each year to write a short essay at the end of the Summer School. The results always astound me. Most write in English, some in such fluent English that it is difficult to believe I am not reading the work of my own students in Lancaster. Lovro from Croatia wrote a most evocative essay on Marathon, Vladislav from Russia completed a poem of Sappho, and Sara (also from Croatia) expressed so vividly her impressions on seeing Athens and Delphi for the first time.

As we left the Hotel Xenia Helios in Anavyssos the removal men moved in. The hotel, which has been a catering school for the tourist industry and hence has offered good services at a modest cost, is being sold and will become a luxury complex with prices way beyond what we are used to paying. So we are looking for another base for the EUROCLASSICA Summer School. We hope we can find one.

Thanks to Jose Luis Navarro for his meticulous organization and leadership, to Miguel Peñasco for the administration of all the details, to Anton van Hooff for his teaching and his video skills, to Maria-Eleftheria Giatrakou and Mrs Giorgountsou for the Greek songs, and to the pupils and teachers of Elliniki Paedeia for the performance of *Iphigeneia in Tauris*.

John Thorley

For information on next year's EUROCLASSICA Summer School, please contact John Thorley on 015395 62076, or at 4 Hill Top, MILNTHORPE, Cumbria, LA7 7RD, or on e-mail jthorley@globalnet.co.uk

Report 2003 on teaching Classics in Europe

Dear Friends, doctissimi!

Thank you for sending in your numbers or some lines on the status in your country. I still am not sure how to report this to you. I tried to write something about when and how Latin is taught, when they can choose, optional or not in different countries, but it demands a lot of explaining of the national school system etc.

I personally still think my tables speak the most. So please study them and compare, and please, if I misunderstood things, as I already know I did, report to me so that they not will remain!

If anyone of you tried to get in an amount of answers from people, and in this case people all over Europe, you will realise what this means, it is almost impossible to get answers to all the questions from everyone. There are also very different kinds of schools and educational systems so it is sometimes very hard to compare or to interpret the figures!

When people and pupils ask you why to study Latin and you have thousands of good arguments for understanding other languages and our common European heritage and roots etc and they ask if is not spoken anywhere? And here you can always say it is the official language of the Vatican but in the end of February last year I read an article in the Spiegel on line that there are huge problems of lacking knowledge of Latin in the Vatican. It was reported that at a gathering for bishops only the one from Riga really knew Latin. Also at other occasions, some cardinal has been forced to go over to Spanish to make the members of the meeting understand, not even the translators were able to understand fully. Though still all official documents must be translated into Latin. So that is what we could have in mind when we start talking about teaching classics.

Just to see what dimension this problem has taken and what we actually accomplish anyway!

But to come to a few things the tables can not cover and that is problems and changes.

In many countries it has become a problem when pupils are allowed to choose between a modern and a classical language, which then often comes out to the advantage of the modern language, in Austria, Germany and Switzerland, where Latin also has to fight with natural science or philosophy as optional subjects.

That's of course why the number of pupils taking classics is sinking.

Poland reports a reform of their educational system, which is still going on, and the position of classics leaves much to be desired and many problems are still to be solved. Spain reports a happy improvement. An optional course in classical civilisation for 2 years. In Denmark, they also have this kind of course in classical civilisation but it is compulsory for all pupils in the gymnasium, one year.

In Portugal as well as in Denmark and Sweden a revision of the secondary school system is being prepared. In Sweden some changes have already been made to the worse, which means that Latin is now divided into 3 courses of about 80 hours, and the school leaders almost always skip the third one so it means we have only 160 hours for the whole course instead of 240 earlier when it was one course. Greek is now reduced to one year 80 hours. And you are almost only allowed to give Greek if you have a full class, 20-25 pupils... so it almost never happens. We only have about 140 pupils in Greek at the moment. The same kind of problem is reported from Romania where Greek almost vanished from the lyceum and reduction of hours in their Latin courses has been the fact. In Czech Republic they fight to keep Latin in the secondary schools, even in the universities... In Bulgaria and in other Eastern European countries lack of resources is reported as a main problem. books, encyclopaedia, lexica, maps etc. but also the salaries of the teachers.

Didactical problems reported are how to handle the learning of reading original texts after the beginner's texts. This will be discussed in a seminar in Vienna, please come! And some reporters say that new didactical methods do not always get along with classics...

There is actually no lack of arguments for learning classics but we fight against so much. Many school leaders do not understand the huge importance of classics and understanding the connection between almost all our European languages. They are unwilling to see, or not interested because of the costs, to see how much it means to be able to see that we all belong together if we go back to our European roots. I do not need to convince YOU, but what is more important, we do not only have to convince school leaders and politicians that roots and knowledge of cultural belonging in Europe are essential, you also have to make pupils understand the immense use AND fun you have from learning classics. And that is not the easiest to do, in competition with everything else in this world, Information technology, media etc with a lot of money in it. But as soon as you have caught them, it IS easier, BUT you have to keep them using all kind of methods and really showing them how fun and stimulating it is....just use the right texts as soon as they are old enough!!! If they already have seen the light, so to say, you can do almost any texts or comparing languages practises or telling about history culture or anything but if not, I think we have to use modern methods of learning. I still am convinced we have to teach grammar, but for us only having them 2 years and for those wanting to keep them, maybe one must try other methods for translating texts, more a direct comparing method to get them come into the language somehow? We all know there are no short cuts but it is maybe better to teach something and open their eyes for lifelong learning. I don't really know; let's discuss it in our seminars in Vienna, Teaching Latin/Greek in Europe.

So what can I say about contents and aims and methods more than that they vary with the school systems and teachers of course, you all know that. We have everything from very

thorough grammatical studies of the texts to just trying to understand the text with the help of a translation to the mother tongue, depending of how many hours you have at your disposal and of what aims there are in the regulation of the subject. Though I think most of us start with a beginners book, easier texts , basic grammar, some cultural history of every day life, comparing of words in different languages and then after a while you can go over to more complicated and longer original texts, most of us use about the same kinds of authors , if you have more time at your disposal, you can get to know the writer better and study a whole work, maybe with help of a translation for some parts of it or to be able to compare a similar work or to get an overview. In countries where they have more time at their disposal and start in early classes I have seen very good tasks, like funny games and crosswords and very pedagogical things for practising grammar such as cases of the nouns and words, and they need to do this because of the age of their pupils I think. So methods may also vary because of when you start teaching. If you start teaching them with 17 you can demand a higher speed and you also know you only have a few years at your disposal. In most countries we study about the same authors, you all know, I think, with some variation due to country:

For instance in Croatia they mention *Historia Salonitana* of Thomas Archidiaconus, in Romania *Ovidii Tristia*, Belgium *De Bello Gallico* of course and I would guess that *Agricola* would be of interest to Great Britain as we in Sweden often read short texts from *Revelaciones St. Brigidae* in school.

This is what I will report for now. Send me your correct numbers and comments upon this, and if you can, bring materials and didactical thoughts and methods to the Vienna congress!

Orate et laborate!
Eva semper vestra

Pupils

	LATIN				GREEK			
country	begin La	number	years	hours/week	begin Gr	number	years	hours/week
A 0043	12 -14		4-6		14/9th gr			
B 0032 Flanders		50 000	2-6	4(5)		9000	2-5	4(3)
B 0032 Wallonia		75000	1-6	2-4				
BU 00359	13	430	5	4	9th gr	430	4	4
Nat. school for anc.lang and class civ. In Sofia								
CH 0041	13 or 16		4-7	2-6				
CR 00385	11 or 15	27800		3/2	13 or 15	2600		3
CZ 0042	11 or 16	16100		2	15 -16			2
D 0049	10-16	580000	3-9	3-5	13-14	5000	3-9	3-5
DK 0045		8600						
1 year compulsory classical civilization		18000						
E 0034	17-18	16500	2	4	17-18		2	4
also opt. classical civilization	15-16		2					
GB 0044	17-19	12800 gcse	2	4	18			3-4
		5400 alevel						
GR 0030	15-18			4	16-18	15000		4-8
I 0039	14	472237	5	3-5		223000		3-4
		taking exams in latin				taking exams in greek		
L 00352								
NL 0031	12-13	30000	5-6	2-4	13-14	15000	4-6	2-4
		(5311 taking exam)				(2108 taking exam)		
PL 0048	16-19	± 40000	2					
P 00351	15-18	24760	3	4	15-18	960	3	4
RU 007	10							
St.petersburg gymn		40 /year	7	3-5	12-13	40/year	5	3-4
RO 0040	8-12 th gr	300000	2-5	1(-3)	very few	almost vanished		
S 0046	17-18	2000	2	3	18-19	400	1	3

Teachers

country	LATIN teachers in sec. school	Number of universities with class.	univ. stud	GREEK teachers in sec. school	universities	univ. stud
A 0043						
B 0032 Flanders		3	200 la/gr			
BU 00359		9			9	
Sofia			600			
CH 0041						
CR 00385	150	3	250	70	3	80
CZ 0042	380 la/gr	8	2840 la/gr			
D 0049	10000 la/gr	almost every				
DK 0045	300	3	200	100		300 elementary gr
	500 classical civilization					
E 0034	1500-2000 la/gr	16	1200 la /gr		16	
GB 0044	1000		100			
GR 0030						
I 0039	31500la/gr					
L 00352						
NL 0031	1000 la/gr	5				
P 00351	1800 la/gr	13	7500		6	1700
PL 0048	650 la/gr		45650 la/gr			
RO 0040	850	6	340	30	4	180
S 0046	250	4	200	100 (of the 250 latin teachers)	4	100

A la découverte du grec au Canton de Neuchâtel (Suisse)

Quand en novembre 1998, M. Th. Béguin, chef du Département de l'instruction publique et des affaires culturelles du canton de Neuchâtel (DIPAC), décida souverainement que toute une frange de la population scolaire bénéficierait d'une initiation aux Langues et Cultures de l'Antiquité (LCA), son choix s'arrêta sur les niveaux 7 et 8 de la section dite de « maturités » (élèves âgés de 13-14 ans env.).

Pour les membres de la Commission chargée d'élaborer le programme de ce nouvel enseignement (qui ne devait plus entretenir que de lointains rapports avec l'enseignement traditionnel du latin mis à mal par les réformes successives et l'air du temps), il était d'emblée clair que non seulement la civilisation grecque, mais le grec lui-même, avec tout ce que l'Europe lui doit tant au plan culturel que linguistique, regagneraient quelques lettres de noblesse.

Plus encore que pour le monde romain et le latin, on manquait, sur le marché, de matériel adapté à cette nouvelle approche de l'enseignement du grec. Un groupe de professeurs (Sylviane Bloudanis, Christiane Grossen, Antoinette Hurni et Philippe Martin) prit en charge l'élaboration de documents *ad hoc* en complément aux fascicules élaborés pour les LCA en général. Ainsi vit le jour *A la découverte du grec* comprenant un cahier à l'intention de l'élève (106 p.) et un livre du maître (nombreux sont les enseignants qui n'ont pas une formation complète d'hellénistes), édité par le Département de l'instruction publique et des affaires culturelles du canton de Neuchâtel, première édition 2002.

Ce travail mérite d'être connu ; nous en publions ici quelques extraits illustrant la méthode proposée avec l'aimable autorisation des auteurs et du DIPAC.

Philippe Martin peut être contacté par e-mail : philmartin@bluewin.ch pour d'éventuels renseignements complémentaires.

INTRODUCTION

Le fascicule « *A la découverte du grec* » est un support pédagogique destiné à faciliter l'initiation au grec ancien prévue dans le plan d'étude de 8^e des « Langues et Cultures de l'Antiquité » (LCA). Les trois séquences (a, b et g) qui le composent correspondent à trois moments d'étude égrenés au cours de l'année scolaire et présentent chacune la même structure tripartite :

- A Une partie consacrée à la découverte de l'**écriture** ainsi qu'à l'étude d'**éléments linguistiques**, surtout **lexicaux**, que l'on retrouve dans de nombreuses langues modernes. Se limitant à une sensibilisation, elle renonce à une approche grammaticale, d'ailleurs admirablement proposée par d'autres ouvrages. Le but est ici différent. À côté d'informations diverses, on trouvera des exercices centrés sur la

recherche et la découverte : lecture, écriture, jeux de lettres, étymologie, bref toute une panoplie d'activités, dont certaines à caractère ludique. Cette première partie, la plus fournie, vise également l'enrichissement de la langue maternelle des élèves.

- B La 2^e partie de chaque séquence est centrée sur la lecture en grec. Commencant chaque fois par une page de « mots et expressions célèbres », elle présente de très brefs extraits de **vrais textes grecs** avec leur traduction (parfois partielle seulement), accompagnés d'explications et de questions bien ciblées. Elle offre non seulement des textes littéraires connus par la tradition manuscrite, mais aussi des exemples d'inscriptions et de papyrus. Chacun d'eux est assorti de questions qui mettent en relief tel ou tel aspect (langue, étymologie, contenu, réflexions diverses).
- C Enfin, la 3^e partie de chaque séquence présente en **traduction française** des extraits de textes du patrimoine hellénique. Même si ceux-ci sont insuffisants pour être qualifiés de « représentatifs de la littérature grecque », ils illustrent différents genres ou domaines où les Grecs ont marqué de leur empreinte notre civilisation jusqu'à aujourd'hui. Il est tout à fait concevable de recourir à cette partie du fascicule pour l'étude de thèmes culturels prévus dans le programme de 8^e des LCA.

Chacune des 3 séquences pédagogiques comprend en outre une page intitulée « *Mon stock de mots grecs ...* ». Les élèves y inscriront en grec et en français les mots qui les auront frappés en cours d'étude. Cette page sert de transition entre les parties B et C de chaque séquence.

(page 3)

Séquence a / A page 9

Le grec dans le langage courant et scientifique

Les traces du grec se retrouvent également dans des mots de la langue courante.

Dans la liste des mots qui suivent, marque d'une croix les mots qui, selon toi, remontent au grec. (Corrige ensuite avec ton professeur.)

aéroplane	asile	automatique	avion
cathédrale	cinéma	cosmétique	diable
disque	dynamite	église	machine
mathématique	numérique	panorama	photo
pneu	politique	théâtre	thermomètre

Cependant, il est vrai que les mots à caractère technique ou scientifique ont souvent été empruntés au grec, cela non seulement par le français, mais aussi par de nombreuses langues modernes.

Exemples

	français	anglais	espagnol	allemand	russe
1	thermomètre	thermometer	termómetro	Thermometer	Термометр
2	orchestre	orchestra	orquesta	Orchester	Оркестр
3	mécanique	mechanical	mecanico	mekanisch	Механический
4	aérodynamique	aerodynamic	aerodinámico	aerodynamisch	Аэродинамический

Commentaires

1. vient du grec	thermos (θερμΠφ) métron (μ τρον)	chaud la mesure
2. vient du grec	orchestra (Ὀρχ≈στρα)	la partie du théâtre où danse et chante le chœur
3. vient du grec	mêchanikos (μηχανικΠφ) adjectif formé sur le mot mêchanê (μηχαν≈) = l'invention ingénieuse, la machine	
4. vient du grec	aéro- ('ερ@-) dynamis (δυναμφ)	l'air la puissance, le

pouvoir, la force

Pourquoi donc le grec ancien a-t-il servi de réservoir pour tant de mots scientifiques ?

Après la Renaissance, l'essor extraordinaire de la science, dans tous les pays, a créé le besoin d'une quantité très grande de mots si possible compréhensibles par tous les scientifiques. Il fallait un vocabulaire commun à toutes les langues. Or, le grec ancien disposait précisément d'un stock de mots considérable dont s'étaient servis les « philosophes », les « physiciens » et les « savants » de l'antique monde grec. En effet, c'est bien dans la Grèce antique qu'étaient nées les sciences modernes.

Séquence a page 24

L'élément -graphie , -graphie employé comme suffixe	← graphein (γραφειν) : écrire, décrire, dessiner
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Complète les définitions ci-dessous en recherchant les mots cachés dans la grille (dans tous les sens)

P	V	B	N	M	G	H	J	J	B	B	B	A	C
C	H	O	R	E	G	R	A	P	H	I	E	E	Z
G	E	O	G	R	A	P	H	I	E	O	G	I	E
F	G	M	T	D	F	G	H	J	E	G	A	H	T
O	R	N	H	O	K	J	G	D	D	R	S	P	H
Q	F	G	M	J	G	J	D	S	D	A	S	A	N
Q	G	H	C	D	B	R	A	A	P	P	D	R	O
R	Z	U	V	B	N	M	A	A	S	H	F	G	G
C	E	C	H	O	G	R	A	P	H	I	E	I	R
S	I	S	M	O	G	R	A	P	H	E	M	P	A
C	A	L	L	I	G	R	A	P	H	I	E	E	P
X	N	E	I	H	P	A	R	G	O	M	E	D	H
Y	E	I	H	P	A	R	G	O	T	R	A	C	I
T	O	P	O	G	R	A	P	H	I	E	Q	Y	E

- T..... configuration, relief d'un terrain
- S..... instrument qui mesure les mouvements de l'écorce terrestre
- E..... enregistrement, au moyen d'ultrasons, de la position de certains organes du corps ou de la taille d'un fœtus
- D..... étude statistique des populations
- C..... art de mettre en scène des mouvements de danse
- P..... technique permettant de restituer des images par l'action de la lumière sur une surface sensible
- B..... genre littéraire qui raconte des histoires de vies
- E..... science qui étudie les inscriptions (en général sur des supports de pierre)
- C..... art de bien former les caractères d'écriture, de bien écrire

G.....	étude des phénomènes physiques, biologiques ou humains sur la terre
E.....	étude descriptive des groupes humains, de leurs caractères anthropologiques et sociaux
C.....	technique de l'établissement du dessin et de l'édition des cartes et plans

Séquence a / B page 30

LECTURE – Deux grandes épopées grecques

A l'aide des explications qui suivent, complète la traduction des premiers vers de l'*Iliade* et de l'*Odyssee*, ces deux grandes épopées d'Homère (environ VIIIe siècle av. J.-C.)

Il faut savoir qu'à l'époque, les poètes avaient l'habitude de s'adresser à une divinité au début de leurs œuvres. Ils demandaient ainsi l'inspiration nécessaire à toute création artistique.

Le premier vers de l'*Iliade*

ΜΣνιν ∞ειδε, θεε, Πηληιδεω εΑχιλσοφ.

Vocabulaire et explications

ΜΣνιν	la colère (forme de l'accusatif, complément de verbe)
∞ειδε	chante (impératif)
θεε	déesse (mot employé en interpellation)
Πηληιδεω	du fils de Pélée (forme du génitif, complément du nom)
εΑχιλσοφ	... à deviner ! (Il s'agit d'un nom propre, celui d'un héros bien connu)

Le premier et le dernier mot de ce vers indiquent de quoi parlera cette épopée d'environ 16'000 vers.

L'*Iliade* relate un épisode de la guerre de Troie, la

.....

Les deux premiers vers de l'*Odyssee*

Ανδρα μοι ννεπε, Μοδσα, πολντροπον, √φ μλα πολλf
πλεγθη, πε Τρο ηφ ερΠν πτολ εθρον περσεν.

Vocabulaire et explications

Ἄνδρα	l'homme, le héros (forme de l'accusatif complément de verbe)
μοι ννεπε	raconte-moi
Μοῦσα	Muse (mot employé en interpellation ; le poète s'adresse à une Muse)
πολυτροπον	rusé (mot accordé avec Ἄνδρα)
ἴφ ... πλῆγθη	qui... a erré
μῆλα πολλὰ	énormément (littéralement : très beaucoup)
πε ... περσεν	après ... avoir ravagé / avoir ruiné
ερον πολὺ εθρον	la ville forte sacrée (forme à l'accusatif complément de verbe)
Τροίην	... à deviner ! (Il s'agit du nom d'une ville bien connue ; ce nom est employé à la forme du complément de nom)

Comment s'appelle le héros dont les hauts faits sont chantés dans cette deuxième épopée ?

.....

Quel est le sujet de l'Odyssée ?

.....

Qui a dit ? : « *Mon nom est Personne.* » ... et en quelle occasion ?

.....

.....

.

Mon stock de mots grecs pour la séquence a

Relève dans le tableau ci-dessous une douzaine de mots grecs. Tu peux t’inspirer des diverses activités de cette séquence, mais aussi de la liste des éléments grecs (dernières pages du fascicule). Ecris-les en caractères grecs, transcris-les ensuite en caractères latins, puis notes-en la signification, selon l’exemple.

	Caractères		Signification	Exemples
	grecs	latins		
Ex.	β ο-	bio-	vie	la <u>bi</u> ologie, une <u>bi</u> ographie
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Lecture en traduction No 1

Epopée : un épisode épique

Titre :

L’Odyssee

Auteur :

Homère (VIII^e av. J.-C.)

Après la guerre de Troie, Ulysse rencontre bien des embûches sur son chemin tandis qu’il essaie de rejoindre l’île d’Ithaque dont il est le roi. Dans le passage ci-dessous, il est aux prises avec le Cyclope Polyphème qui a déjà dévoré une partie de ses

compagnons et qui garde les autres prisonniers dans sa grotte. Ulysse imagine alors d'enivrer Polyphème afin de le priver de son unique œil pendant son sommeil d'ivrogne.

La vengeance d'Ulysse

Quand le vin lui eut noyé l'esprit, je lui adressai ces paroles mielleuses : « Cyclope, tu me demandes mon nom glorieux. Je vais te le dire. (...) *Personne* est mon nom. *Personne*, c'est ainsi que m'appellent ma mère, mon père, et tous mes compagnons. » Je dis ; il me repartit aussitôt, d'un cœur impitoyable :

« *Personne* est le dernier, entre ses compagnons, que je mangerai. (...) »

A ces mots, il tomba, couché sur le dos ; et il resta étendu, inclinant son cou épais : le sommeil qui dompte tout l'envahissait ; son gosier vomissait du vin et des morceaux de chair humaine ; il les rejetait, lourd d'ivresse. Alors je glissai le pieu sous un amas de cendres, pour le chauffer ; et j'excitais tous mes compagnons par mes paroles, dans la crainte de les voir céder à la peur. Quand le pieu d'olivier fut près de s'enflammer dans le foyer, (...) je l'approchai du Cyclope : mes compagnons se tenaient autour de moi, la divinité leur inspirait une grande audace. Ils prirent le pieu d'olivier, au bout aiguë, et l'enfoncèrent dans l'œil. Moi, pesant de tout mon poids à l'autre extrémité, je le tournais rapidement : ainsi fait un charpentier qui perce avec la tarière une pièce de bois destinée à un navire (...) De même nous tournions dans l'œil du Cyclope la pointe aiguë au feu ; toute chaude, elle se trempait de sang ; la vapeur brûlait tout autour les paupières et les sourcils, pendant que la prune se fondait ; et les racines de l'œil éclataient en se gonflant. Comme un forgeron plonge dans l'eau froide une grande hache ou une doloire qui fait un grand sifflement, (...) ainsi l'œil du Cyclope sifflait sous l'effort du pieu d'olivier. Il poussa un hurlement terrible et les rochers en retentirent ; tout tremblants, nous avions reculé. Il arracha de son œil la pièce de bois toute souillée de sang, et il la lança loin de lui, en agitant furieusement les bras.

HOMERE, *L'Odyssee*, IX, 363-398 (traduction Ch. Georgin et H. Berthaut)

Recherche

- Pourquoi Ulysse prétend-il s'appeler *Personne* ?
- Au travail de quels artisans l'auteur compare-t-il les efforts d'Ulysse et de ses compagnons ?
- Illustre ce texte en quatre dessins.

Neuchâtel, novembre 2002

Christine Haller

Classics at the theatre

In any year there are a number of productions of plays based on classical sources in the professional theatre in Europe. This year alone I have been able to see many different examples which have not been specialist performances for classicists but which have been put on for the general public.

My year started with Racine's *Andromaque* at the *Comédie Française* in Paris – high tragedy played with passion and commitment, in a modern setting and staging. This classic text from the end of the Trojan war cycle was performed before a packed house who knew the play well, some of them reciting the big speeches along with the actors as so many of them had learnt the parts at school. A week later I took my classical studies group to an amateur performance of Euripides' *Medea*. This was a small scale studio performance in a converted warehouse in the backend of Brussels. A group of Anglophone actors who normally do Shakespeare decided to branch into Greek tragedy perhaps because the distribution of parts gives good parts to a number of women. This was certainly a feminist reading with a Medea who asked for sympathy for her terrible acts. In the intimate atmosphere of the studio theatre the young audience were truly caught up in the acts of revenge and treachery of the principal players. I was able to invite the actress playing the Nurse to come to talk to the class later about her experience of playing the part. A few weeks later I took the same class to see a professional performance in Brussels of *Les Troyennes*, Jean-Paul Sartre's 1960 adaptation of Euripides. Sartre's point was to bring his Parisian audience face to face with the enormities of the Algerian war. This production shifted the setting to the recent violence in the Balkans with the Greeks as UN troops and the Trojan women as the refugees of the crisis in a set of rubble and bombed out buildings. Cassandra built up considerable power in her mad scenes and Hecuba maintained her dignity among the collapse of her world. However, modernist tricks and a Madonna-like Helen made the tension of the first dissolve into comic bathos.

The highlight of tragedy performances was Peter Hall's production of Euripides' *Bacchae* at London's National Theatre (translation by Colin Teevan, music by Harrison Birtwhistle). This was a remarkable production in many ways. At the same time completely contemporary, but with many authentic touches, this show set new standards for modern interpretations of Euripides. First, the chorus moved. They sang and danced, creating a weird atmosphere of Bacchic frenzy. Secondly, the actors and chorus were masked and last the parts were divided among only three actors. This meant that the actor playing Pentheus came back at the end of the play as Agave, wearing the same mask but with a feminine wig. Thus at a stroke the awkward disappearance of one of the main characters and the sudden appearance of a new one to take over the final third of the play made perfect sense. Greg Hicks played Dionysus and Teiresias with a sinuous

beauty that both threatened and attracted simultaneously. This terrific show toured Europe and was performed finally at Epidaurus in Greece.

The same theatre had a contrasting show in the summer production of Aristophanes' *Birds*. This production was an attempt to combine the theatre with the circus. The chorus of birds who meet the two exiles from Athens on their way to Cloud Cuckoo Land was played by circus performers who juggled, tumbled, swung from trapezes and descended from the flies on long red silk ribbons. This was great fun and pleasing to the audience who might have found the conventions of Old Attic Comedy somewhat confusing, but in the end this was an uneasy mix of styles in which the circus acts seemed to feel rather out of place. In addition the departures from the text in the second half meant that the Aristophanic characters lost the plot rather more than usual.

Shakespeare's Globe, a theatre which performs the plays in a recreation of the original theatre, put on *A Midsummer Night's Dream* as one of their summer shows. To complement this, the company commissioned a play from Peter Oswald which adapted Apuleius' *The Golden Ass* for the stage. This Latin work of the second century CE is the inspiration (probably in an English translation) for the scenes in which Bottom is changed into an ass and is made to fall in love with Titania. The actors clearly relished the broad humour of Apuleius and the chance to romp through the adventures of Lucius in three hours. The dramatic technique was highly varied – from a puppet show narration the Cupid and Psyche episode to contemporary music settings and comic tricks. There was even some of Apuleius' original text in Latin, which actually got laughs from the audience. An unusual experiment in modern theatre well worth the visit.

Today's public is much more likely to come across classical themes and texts in live performance by professional companies who continue to take seriously the theatrical heritage of Europe. Alongside new pieces and the classic modern plays there is still a place for the foundation texts of European literature.

I haven't mentioned the *Amphitryo* of Plautus at Coimbra, Monteverdi's *Orfeo* and Strauss's *Electra*, and the new opera on the Oedipus theme commissioned at the Brussels opera; or the studio performance of tales from Ovid's *Metamorphoses* by the Theatre-Poeme, but there is so much you can't get round to everything.

John Bulwer

Competition author, auctor, auteur

A small prize is offered to the first person to identify the following quotations.
Answers to the secretary by 31st May 2003 please.

1.

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

2.

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

3.

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

- participants:** students taking courses in Classical Civilisation and/or Classical Languages aged 16-19
- date:** Friday 22th August- Saturday 30th August 2003
- location:** Hotel Stanley
Sounion Avenue K. 50, ANAVYSSOS (Attica)
- topics:** **the heritage of Classical Greece**
- lessons on Ancient Democracy, Greek theatre, Mythology, Art and Literature, Classical Tradition during the first part of the week
 - instructional tours to museums and archaeological sites during the second part
 - further details concerning lessons, time-tables, etc will be sent to the representatives of each member association of EUROCLASSICA after May 31st 2000
- director:** Dr. José Luis Navarro
- tutors:** from several European countries. University teachers and teachers at High School
- cost:** € 500 (tuition, accommodation, instructional tours)
- flight to Athens is not included
 - a minimum of 40 students is required to save that prize
- language:** lessons will be primarily taken in English; a good working knowledge of English will be required from the applicants in order to be accepted at the summer school.
- French may be used as second language
- application:** anyone interested in attending should contact:
- José Luis Navarro
Fernández Shaw 2
E-28007 Madrid
España
Tel : +34 91 5523318
Fax : +34 91 3100309
- Students aged 18 will be especially welcome
 - countries where courses in Classical Civilisation and/or Classical Languages are non-existent at Secondary School will be allowed to nominate students in Classics at University provided they are under the age of 22
 - **deadline 15th May!**

Announcement V^a Academia HomERICA 2003

We have the great pleasure to announce you, that ACADEMIA HOMERICA will be in Chios next year (11-20 July). Professors and students must arrive in Athens on July 10 and stay at THEOXENIA HOTEL, near Kaningos and Omonia Square, at 3 Gladstonos Str., tel. +30-1-3800250. On July 11 the participants will visit Mycenae, Epidaurus, Argos, Nafplion, Corinth. On July 12 they will visit the Acropolis, the Acropolis Museum and the Archaeological Museum in Athens. On July 12 in the afternoon travel by ship to Chios. Residence at the new-built with modern facilities Boarding House of the AEGEAN UNIVERSITY, by the seaside.

There will be three sessions: One for students of Classical Studies of Universities, with the topic "HOMER AND WORLD LITERATURE. OUR CLASSICAL HERITAGE". A second session for professors-hellenists, with topic "HOMER IN THE WORLD". For all sessions: "MODERN Greek LANGUAGE AND LITERATURE". Those wishing may attend lessons of Greek traditional dances.

A good knowledge of English is required since the lecture programs and workshops are held in English. For those who wish to study Modern Greek language there will be a special session with expert professors of the Athens University who teach Greek language for foreigners. For those wishing to learn Greek dances, there will be teaching every day voluntarily. There will be also educational visits to Museums, Archaeological, Byzantine and Medieval places and libraries. It may be some cruises and visits to the islands of OINOUSSAE, PSARA or some other island of the AEGEAN SEA. Lessons will take place at the HOMERION CULTURAL CENTRE AND AEGEAN UNIVERSITY. All the participants will gain a certificate at the closing day of the lessons.

ACADEMIA HOMERICA is organized by EUROCLASSICA in cooperation with ETAIREIA HELLENON FILOLOGON, HOMERION CULTURAL CENTRE OF CHIOS, in cooperation with Universities and other Educational and Cultural Foundations. Lessons are mainly taught in English.

Director: Dr. MARIA-ELEFThERIA GIATRAKOU

General Secretary: MARIANNA GEORGOUNTZOU-NIKITOPOLLOU

Tutors: PROFESSORS OF UNIVERSITIES FROM VARIOUS EUROPEAN COUNTRIES AND Greece.

The participation is the amount of € 300. Deadline will be April 30. Those wishing to participate must send their applications not later than this date to:

Dr. MARIA-ELEFThERIA GIATRAKOU
13, NIKIFOROU OURANOU
11471 ATHENS – Greece
TEL/FAX: +30-210-3642131
Mobile Phone: +36932368388

Please send your applications the soonest possible.

APPLICATION FORM

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

Dear Prof. Dr. Maria-Eleftheria Giatrakou ,

as I'm interested in participating in the VIth Academia Homerica (11-20 July 2003) in Chios – Greece, I apply in

the scholars session
the students session
the Modern Greek session,

asking you to be accepted.

I enclose the receipt of my participation fees, €300,-.

Very kindly yours,

Name

Full address

Curriculum vitae

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