



**Euroclassica Newsletter
Number 17, February 2009**

INTRODUCTION

Dear readers of Newsletter 2009!

It is done: The European Curriculum for Ancient Greek is approved after six years of work and discussion since November 1, 2008 after the provisional approval of the general assembly from 29th of August, 2008 in Bucharest. Some precisions will follow in the next Newsletter.

Miroslav Adamis, the head of Cabinet of Mr. Jan Figel, European Commissioner responsible for education, Culture and Youth thanked Mr. Meissner for his detailed analysis of the recommendation of the European parliament on key competences and wished Euroclassica further success in our mission of strengthening the position of classical education: “A solid knowledge of linguistic structures which Latin is supposed to provide both for the mother tongue and foreign languages, is certainly an ideal foundation for future language learning ... I believe that young democrats who had the opportunity to study, for instance, the orations of Cicero in the original will have a deeper insight into how democracy works.”

I congratulate all directors of EUROCLASSICA for their great achievement in organizing past or future academies in Greece (Maria Eleftheria Giatrakou), 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) and Franz Riegler for the development of our new Learning platform (www.sprachenstudio.net/latein), the electronic base of our future European Certificate for Classics.

My warmest thanks also go to Gabriela Cretia, the organizer of our last congress in Bucharest, which was a special experience for the general assembly of Euroclassica.

Last but not least I thank John Bulwer and David Taylor and Andreas Thiel for correcting the English of the Newsletter.

Alfred Reitermayer, February 2009

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	<h1>EUROPEAN CURRICULUM FOR ANCIENT GREEK</h1>
<h2>Preamble</h2> <p><i>“At least two wise men of the ancient world, Socrates and Plato, have been protected from being forgotten and thus human mankind remembers at least both of them. One of them has spoken without having written ever, whereas the other one has held the words of the former one in a written version. In their complementary contrast the oldest founders of communication and saving information hide and reveal themselves at the same time: oral tradition and writing in characters as well as the transformation from the one to the other.” (Michel Serres in: Le savoir grec. Dictionnaire critique. Jacques Brunschwig/Geoffrey Lloyd (editor). Flammarion 1996, 9)</i></p> <p><i>“The study of Greek syntax, properly pursued, gives the pupil an insight into processes of thought and the manner of expression of a highly cultivated people; and while it stimulates his own powers of thought, it teaches him habits of more careful expression by making him familiar with many forms of statement more precise than those to which he is accustomed in his own language. The Greek syntax, as it was developed and refined by the Athenians, is a most important chapter in the history of thought, and even those whose classical studies are limited to the rudiments cannot afford to neglect it entirely.” (William W. Goodwin. Greek Grammar. Boston: Ginn & Company 1900, IV)</i></p> <p><i>The standards are based on the Greek Grammar made by William W. Goodwin, Eliot Professor of Greek Literature in Harvard University, on the Austrian Curriculum for Classics and on objectives of the European Reference Frame for Languages.</i></p>	

STANDARDS for pupils at Level1/ Vestibulum

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

By acquiring single elements of Greek pupils are able to recognize the common principles of Greek

1) LEXIS

Competences:

Pupils are able

- to make themselves familiar with Greek alphabet and breathings
- to acquire a basic vocabulary by working on Greek texts
- to use the knowledge of the meaning of Greek words for interpreting foreign words and derived words and so pupils experience Greek as a base of science, policy and culture
- to define word classes

Contents:

Basic vocabulary (about 400 words, not counting easy deriving words)

Word classes: verbs, nouns, articles, adjectives, pronouns, prepositions, adverbs, numerals, conjunctions, interjections,

Nouns: Stems of the first declension end originally in α . This is often modified into η in the singular, and it becomes α in the plural. The nominative singular of feminines ends in α (ἡ χώρα, *land*) or η (ἡ τιμή, *honor*); κόρη, *girl* have η after ρ ; that of masculines ends in $\alpha\varsigma$ (ὁ νεανίας, *young man*) or $\eta\varsigma$ (ὁ ποιητής, *poet*).

There are no neuters.

Stems of the second declension end in $ο$, which is sometimes modified to ω . The nominative singular regularly ends in $ο\varsigma$ (ὁ λόγος) or $ον$ (τὸ δῶρον)(*Gen. Sg.*: ου). Nouns in $ο\varsigma$ are masculine, those in $ον$ are neuter. The chief feminine nouns of the second declension: ἡ βίβλος, *book*; ἡ ὁδός, *way*; ἡ νῆσος, *island*

Word fields: same stem or same family

2) MORPHOLOGY

Competences:

Pupils are able

- to distinguish forms of verbs, nouns, adjectives, prepositions, adverbs, conjunctions, numerals, pronouns, interjections and articles

adjective

belonging to several nouns generally agrees with the nearest or the most prominent one, and understood with the rest e.g. τὸν καλὸν κάγαθὸν ἄνδρα καὶ γυναῖκα, *the honourable man and woman* (Plato, *Gorgias* 470c)

The adjective may be either attributive or predicate. An attributive adjective simply qualifies the noun, without the intervention of any verbal form. The predicate adjective may be connected with its noun by the copula or by a copulative verb e.g. ὁ ἀνὴρ ἀγαθός ἐστιν, *the man is good*; καλεῖται ἀγαθός, *he is called good*

article

In Attic prose the article retains its original demonstrative force chiefly in the expression ὁ μὲν ... ὁ δέ, *the one ... the other* e.g. Οἱ μὲν αὐτῶν ἐτόξευον, οἱ δ' ἐσφενδόων, *some of them shot with bows, and other used slings* (Xenoph. *Anabasis* 3.3)

In Attic Greek the article generally corresponds to the article *the*; as ὁ ἀνὴρ, *the man*; τῶν πόλεων, *of the cities*; τοῖς Ἕλλησιν, *to the Greeks*

Proper names may take the article as ὁ Σωκράτης or Σωκράτης, *Socrates*.

Abstract nouns often take the article as ἡ ἀρετή, *virtue*; ἡ δικαιοσύνη, *justice*

Nouns qualified by a demonstrative pronoun regularly take the article as οὗτος ὁ ἀνὴρ, *this man*; ἐν ταῖσδε ταῖς πόλεσιν, *in these cities*. But this article may be omitted with proper names, as οὗτος Νεοπτόλεμος, *this Neoptolemus* (Demosth. 18.114).

The tragedians often omit this article with demonstratives.

Position of the article:

1. An attributive adjective which qualifies a noun with the article commonly stands between the article and the noun; as ὁ σοφὸς ἀνὴρ, *the wise man*; τῶν μεγάλων πόλεων, *of the great cities*.

2. The noun with the article may be followed by the adjective with the article repeated. The first article is sometimes omitted. In these cases the noun has greater emphasis than the proceeding form e.g. ὁ ἀνὴρ ὁ σοφός, sometimes ἀνὴρ ὁ σοφός, *the wise man*; αἱ πόλεις αἱ δημοκρατούμεναι, *the states which are under democracies*; ἄνθρωποι οἱ ἀδικώτατοι, *men who are the most unjust*.

When a noun has two or more qualifying words, each of them may take an article and stand between one article and its noun; as κατὰ τὴν Ἀττικὴν τὴν παλαιὰν φωνήν, *according to the old Attic dialect* (Plato, *Cratylus* 398).

A noun qualified by a demonstrative pronoun regularly takes the article, and the pronoun stands in the predicate position e.g. Οὗτος ὁ ἀνὴρ, ὁ ἀνὴρ οὗτος *this man* (*never ὁ οὗτος ἀνὴρ*)

Contents:

Conjugations:

conjugate verbs in -ω, compound verbs, irregular verbs: εἶμι
tenses: present tense, simple future, imperfect, aorist (including irregular/strong)
moods: indicative, subjunctive, imperative
active, middle, passive voice (*present, imperfect*); deponent verbs
infinitives (present, aorist, future)
participles (present, aorist, future)

Declensions:

1st declension (stems in -α or -η; stems in -ας or -ης, e.g. νεανίας; πολίτης), 2nd declension (stems in -ος or -ον), 3rd declension (stems in consonants, e.g. ῥήτωρ; ἑλπίς, stems in ερ, e.g. πατήρ; stems in -σ, e.g. Σωκράτης, γένος; stems of half-vocal, e.g. πόλις, βασιλεύς)

Adjectives (1st and 2nd declension: positive, comparative, superlative of the 1st pattern in -τερος -τατος)

Participles (present, perfect, future in adnominal use)

Pronouns (*basic*):

Personal pronouns

Reflexive pronouns

Possessive pronouns

Interrogative pronouns

Demonstrative pronouns

(οὗτος, αὕτη, τοῦτο)

Relative pronouns

Indefinite pronouns

Pronouns:

Αὐτός has three uses:

1. In all its cases it may be an intensive adjective pronoun, *himself, herself, itself, themselves* (like *ipse*) e.g. Αὐτὸς ὁ στρατηγός, *the general himself*

2. Αὐτός in all its cases, when preceded by the article, means *the same (idem)* e.g. Ὁ αὐτὸς ἀνὴρ, *the same man*

3. The oblique cases of αὐτός are the ordinary personal pronouns of the third person, *him, her, it, them* e.g. Στρατηγὸν αὐτὸν ἀπέδειξε, *he designated him as general*

Adverbs (positive, comparative, superlative of the 1st pattern in -τερον -τατα)

3) SYNTAX

Competences:

Pupils are able

to make a system for elements of Greek and enter new phenomena in the system already acquired

to use their knowledge of single words, word groups, main and subordinate clauses for translating texts

Contents:

Categories of syntax:

Predicate:

a verb agrees with its subject nominative in number and person as (Ἐγώ) λέγω, *I say*; Οὗτος λέγει, *this man says*; οἱ ἄνδρες λέγουσιν, *the men say*; a nominative in the neuter plural regularly takes a singular verb as ταῦτα ἐγένετο, *these things happened*; a singular collective noun denoting persons may take a plural verb as Τὸ πλῆθος ἐψηφίσαντο πολεμεῖν, *the majority voted for war (Thucydides, 1. 125)*

Object:

O4: The direct object of the action of a transitive verb is put in the accusative; ταῦτα ποιοῦμεν, *we do these things*

Adverbial phrases: of time, place, cause and manner

Construction replacing clauses:

Indirect statement (accusative and infinitive, nominative and infinitive),

Syntactic and semantic main functions of cases

Accusative

The *accusative of specification* may be joined with a verb, adjective, noun or even a whole sentence, to denote a part, character, or quality to which the expression refers e.g. καλὸς τὸ εἶδος, *beautiful in form*; δίκαιος τὸν τρόπον, *just in his character*;

Accusative of extent: The accusative may denote extent of time or space e.g. Ἔμεινεν ἡμέρας πέντε, *he remained five days*.

Dative:

The *indirect object* of the action of a transitive verb is put in the dative. Certain intransitive verbs take the dative, many of which may have a direct object : Τοῖς

θεοῖς εὐχομαι, *I pray (to) the Gods*; ἐμοὶ ὀργίζονται (Platon, *Apology 23c*), *they are angry with me*; Πρέπει μοι λέγειν, *it is becoming (to) me to speak*

Dative of time: The dative without a preposition often denotes time *when*. This is confined mainly to nouns denoting *day, night, month, or year and to names of festivals*: Οἱ Σάμιοι ἐξεπολιορκήθησαν ἐνάτῳ μηνί, *the Samians were taken by siege in the ninth month (Thucyd. 1.117)*

The different use of tenses in Ancient Greek:

The tenses may express two relations. They may designate the time of an action as *present, past, or future*; and also its character as *beginning, as finished, as going on or as simply taking place*. The latter relation appears in all the moods and in the infinitive and participle; the former appears always in the indicative, and to a certain extent in some of the dependent moods and in the participle:

PRESENT, action going on in present time: γράφω, *I am writing*

IMPERFECT, action going on in past time: ἔγραφον, *I was writing*

PERFECT, action finished in present time: γέγραφα, *I have written*

PLUPERFECT, action finished in past time: ἔγεγραφα, *I had written*

AORIST, action simply taking place in past time: ἔγραψα, *I began writing, I finished writing*

FUTURE, future action (either in its progress or in its mere occurrence): γράψω, *I shall write or I shall be writing*

FUTURE PERFECT, action to be finished in future time: γεγράψεται, *it will have been written*

Participles:

Participles are present, past, or future *relatively* to the time of the verb with which they are connected: Ἀμαρτάνει τοῦτο ποιῶν, *he errs in doing this*; Ἠμάρτανε τοῦτο ποιῶν, *he erred in doing this*; Ἀμαρτήσεται τοῦτο ποιῶν, *he will err in doing this*

Attributive participle: The participle may qualify a noun, like an attributive adjective. Here it may often be translated by a relative and a finite verb, especially when it has the article as ὁ παρῶν καιρός, *the present action (Demosth. 3.3; Ἀνὴρ καλῶς πεπαιδευμένος, a man who has been well educated (or a well educated man), Οἱ πρέσβεις οἱ ὑπὸ Φιλίππου πεμφθέντες, the ambassadors who were sent by Philip*

Circumstantial participle: Any attendant circumstance, the participle being merely descriptive. This is one of the most common relations of this participle e.g. Ἔρχεται τὸν υἱὸν ἔχουσα, *she comes bringing her son (Xenoph. Cyropedia 1.3)*;

Παραλαβόντες Βοιωτούς ἐστράτευσαν ἐπὶ Φάρσαλον, (they took Boeotians with them and marched against Pharsalus (Thucyd. 1.111)

The participle here can often be best translated by a verb .

Different clauses:

Main clauses and subordinate clauses:

Interrogative sentences:

All interrogative pronouns and adverbs can be used in both direct and indirect questions.

Negatives:

The Greek has two negative adverbs, οὐ and μή

Conditional sentences:

In conditional sentences the clause containing the condition is called the protasis and that containing the conclusion is called the apodosis. The protasis is introduced by some form of εἰ, *if*.

The negative adverb of the protasis is regularly μή, that of the apodosis is οὐ.

The moods:

The *indicative* is used in simple, absolute assertions and in questions which include or concern such assertions as γράφει, *he writes*; ἔγραψεν, *he wrote*; γράψει, *he will write*; γέγραπεν, *he has written*; τί ἐγράψετε; *what did you write?* ἔγραψε τοῦτο, *did he write this?*

The *subjunctive* in its simplest and apparently most primitive use expresses simple futurity, like the future indicative; this is seen in the Homeric independent construction ἴδωμαι, *I shall see*; εἴπησί τις, *one will say*. Then in exhortations and prohibitions it is still future as ἴωμεν, *let us go!* Μὴ θαυμάσητε, *do not wonder!*

Imperative

4) TEXTS

Competences:

Pupils are able

to acquire Greek texts under instruction on the base of text grammar, syntax and word grammar

to use different kinds of methods to work with a text, for example team work or single job to improve their social and personal competences

By translating Greek texts pupils improve their mother tongue competence and increase their reading competence.

Contents:
Basic text: textbook

5) CULTURAL BACKGROUND

Competences:

Pupils are able
to connect important fields of ancient life with knowledge acquired in history
to recognize elements of Greek culture, which have influence until now

Contents:

According to the textbook
private and public life
Greek mythology
topography of Athens

STANDARDS for pupils at Level 2/ Janua

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

Based on less deduction and more analogies and induction pupils are able to translate easy authentic texts

1) LEXIS

Competences:

Pupils are able (based partly on authentic texts)
to improve their Greek vocabulary
to use the acquired Greek vocabulary for working with other foreign languages, especially modern Greek

Contents:

Basic vocabulary (about 900 words, not counting easy deriving words)

Word classes:

Particles: are the four parts of speech that do not admit of inflection: adverbs, prepositions, conjunctions, interjections

Word fields:

same stem or family in comparison with Modern Greek

2) MORPHOLOGY

Competences:

Pupils are able
to improve the knowledge of word classes

article

Nouns with a possessive pronoun take the article when they refer to definite individuals, but not otherwise; as ὁ ἐμὸς πατήρ, *my father*

So also with nouns on which a possessive genitive of a personal, demonstrative, or reflexive pronoun depends; as ὁ πατήρ μου, *my father*

Τοιοῦτος, τοσοῦτος, τοιόσδε, τοσόσδε, and τηλικούτος may take the article; as τὸν τοιοῦτον ἄνδρα, *such a man*

A numeral may have the article

(a) to distinguish a part of a number

(b) to express a round number, especially with ἀμφί, περί, ὑπέρ, εἰς, .

(c) to express merely a number in the abstract

Thus, τῶν πέντε τὰς δύο μοίρας νέμονται, *they hold two of the five parts*

(Thucyd., 1.10); ἔμειναν ἡμέρας ἀμφὶ τὰς τριάκοντα, *they remained about*

thirty days (Xenoph. Anabasis 4.8); ὅπως μὴ ἐρεῖς ὅτι ἐστὶ τὰ δώδεκα δις ἕξ, *don't say that twelve is twice six* (Plato, Republic 337b)

Of the three attributive positions, the first (ὁ σοφὸς ἀνὴρ) is the most common and the most simple and natural; the second (ὁ ἀνὴρ ὁ σοφός) is the most formal; the third (ἀνὴρ ὁ σοφός) is the least common

Contents:

Conjugations:

future and aorist of verba liquida : φαίνω ἀγγέλλω ἐγείρω

verbs in-μι and οἶδα

tenses : perfect, past perfect, future perfect;

aorist of root verbs : ἔβην ἔγνων ἔφυν ἔστην

moods : optative

passive voice (*future, aorist*)

infinitives (perfect)

participles (perfect)

adverbs (positive, comparative, superlative of the 2nd pattern in -ιον -ιστα)

Adjectives of the 3rd declension (ἀληθής, εὐδαίμων); positive, comparative, superlative of the 2nd pattern in -ίων -ιστος

3) SYNTAX

Competences:

Pupils are able

to distinguish predicate, subject, object, adverbial phrase of time, place, cause and manner

to understand the primary and historic sequence of tenses

to apply a basic knowledge of indicative, subjunctive and optative in main clauses

Contents:

Categories of syntax:

Predicate:

with verbs signifying to be, to become, to appear, to be named, chosen, made, thought or regarded, and the like, a noun or adjective in the predicate is in the same case as the subject e.g. *Οὗτός ἐστι βασιλεύς, this man is king; Ἀλέξανδρος θεὸς ὠνομάζετο, Alexander was named a God*

Object:

O4: *Cognate accusative* (Internal object): Any verb whose meaning permits it may take an accusative of kindred signification. This accusative repeats the idea already contained in the verb, and may follow intransitive as well as transitive verbs e.g. *μάχην νικᾶν, to win a battle; Ὀλύμπια νικᾶν, to gain an Olympic victory*

O3: The indirect object of the action of a transitive verb is put in the dative. This object is generally introduced in English by *to* e.g. *Δίδωσι μισθὸν τῷ στρατεύματι, he gives pay to the army*; certain intransitive verbs take the dative, many of which in English may have a direct object without *to* e.g. *Ἐπίστευον αὐτῷ αἱ πόλεις, the cities trusted him, (Xenoph. Anabasis 1.9)*; The dative follows many verbs compounded with *ἐν, σύν, ἐπί*; and some compounded with *πρός, παρά, περί, ὑπό*

Adverbial phrases:

Construction replacing clauses:

Genitive absolute:

A noun and a participle not grammatically connected with the main construction of the sentence may stand themselves in the genitive: *Ταῦτ' ἐπράχθη Κόνωνος στρατηγοῦντος, this was done, when Conon was general (Isocrates 9.56)*; *Ὅντος γε ψεύδους ἔστιν ἀπάτη, when there is falsehood, there is deceit (Plato, Sophist 260c)*

Syntactic and semantic main functions of cases

Genitive

1. (possessive) Ὁ νόμος ἐστὶν οὗτος Δράκοντος, *this law is Draco's* (Demosthenes, 23.51)
2. (subjective) Οἶμαι αὐτὸ (τὸ ῥῆμα) Περιάνδρου εἶναι, *I think it (the saying) is Periander's.* (Plato, Republic 336)
3. (objective) Οὐ τῶν κακούργων οἶκτος, ἀλλὰ τῆς δίκης, *pity is not for evil doers, but for justice* (Euripides, frag. 272)
4. (material) Ἔρυμα λίθων πεποιημένον, *a wall built of stones* (Thucyd. 4.31)
5. (measure) (Τὰ τεῖχη) σταδίων ἦν ὀκτώ, *(the walls) were eight stades* (Thucyd. 4.66)
6. (origin) Τοιούτων ἐστὲ προγόνων, *from such ancestors are you sprung* (Xenophon, Anabasis 3.2)
7. (partitive) Τούτων γενοῦ μοι, *become one of these for my sake* (Aristophanes, Nubes 107)

Genitive with comparatives: adjectives and adverbs of the comparative degree take the genitive (without ἢ, *than*):

Κρεῖττων ἐστὶ τούτων, *he is better than these*; Νέοις τό σιγᾶν κρεῖττόν ἐστι τοῦ λαλεῖν, *for youth silence is better than chattering* (Menander, Monostichi 387)

Dative:

Causal and instrumental dative:

The dative is used to denote cause, manner and means or instrument:

Cause: Νόσῳ ἀποθανών, *having died of disease* (Thucyd. 8.84)

Means or Instrument: Ὀρῶμεν τοῖς ὀφθαλμοῖς, *we see with our eyes*

Manner : ταύτη, *in this manner, thus*

ἔργῳ, *indeed*

τῇ ἐμῇ γνώμῃ, *in my opinion,*

ιδίᾳ, *privately,*

δημοσίᾳ, *publicly,*

κοινῇ, *in common,*

τῇ ἀληθείᾳ, *in truth,*

τῷ ὄντι, *in reality*

The different use of tenses in Ancient Greek:

The **orist indicative** takes its name (ἀόριστος, unlimited, unqualified, undefined) from its denoting a simple past occurrence.

It corresponds to the ordinary preterite in English, whereas the Greek imperfect corresponds to the forms *I was doing*, etc. Thus, ἐποίει τοῦτο is *he was doing this*

or *he did this habitually*; Πεποίηκε τοῦτο is *he has already done this*; ἐπεποίηκει τοῦτο is *he had already* (at some past time) *done this*;

But ἔβαλον is simply *he threw* without qualification of any kind or it denotes the beginning (*he began to throw*) or the result of an action (*he reached the target*). The aorist is therefore commonly used in rapid narration, the imperfect in detailed description.

Participles:

Circumstantial participle:

1. Time: the tenses denoting various points of time, which is relative to that of the verb of the sentence e.g. Ταῦτα ἔπραττε στρατηγῶν, *he did this while he was general*; Ταῦτα πράξει στρατηγῶν, *he will do this while he is general*

2. Cause:

Λέγω δὲ τοῦδ' ἔνεκα, βουλόμενος δόξαι σοι ὅπερ ἐμοί, *and I speak for this reason, because I wish that to seem good to you which seems to me* (Plato, Phaido 102d)

3. Means, manner and similar relations, including manner of employment e.g.

Τοῦτο ἐποίησε λαθῶν, *he did this secretly*

4. Purpose or intention; generally expressed by the future participle e.g. Πέμπειν πρέσβεις ταῦτα ἐροῦντας καὶ Λύσανδρον αἰτήσοντας, *to send ambassadors to say this and to ask for Lysander* (Xenoph. Hellenica 2.1)

5. Condition

6. Opposition, limitation, or concession; where the participle is generally to be translated by *although* and a verb e.g. Ὀλίγα δυνάμενοι προορᾶν πολλὰ ἐπιχειροῦμεν πράττειν, *although we are able to foresee few things, we try to do many things* (Xenoph. Cyropedia 3.2)

Different clauses:

Main clauses and subordinate clauses:

Interrogative sentences:

The relative ὅστις (rarely ὅς) and the relative pronominal adjectives may be used in indirect questions e.g. Τί λέγει; *what does he say?* Πότε ἦλθεν; *when did he come?* Πόσα εἶδες; *how many did you see?* Ἦροντο τί λέγοι (or ὅ τι) λέγοι; *they asked what he said.* Ἦροντο πότε (or ὁπότε) ἦλθεν; *they asked when he came.* Ὅρας ἡμᾶς, ὅσοι ἐσμέν; *do you see how many of us they are?* (Plato, Republic 327c)

The Greek freely uses two or more interrogatives with the same verb e.g. Ἡ τίσι τί ἀποδιδούσα τέχνη δικαιοσύνη ἂν καλοῖτο; *The art which renders what to what would be called Justice?* (Plato, Republic 332 d)

Indirect questions may be introduced by εἰ, *whether as*
Ἠρώτησα εἰ βούλοιο ἐλθεῖν, I asked whether he wished to go.

Verbal adjectives in -τέος and -τέον:

has both *personal* and an *impersonal* construction, of which the latter is more common. In the personal construction it is passive in sense and expresses *necessity* like the Latin gerundive *-ndus* e.g.

Ὁφελητέα σοι ἡ πόλις ἐστίν, the city must be benefitted by you.

The noun denoting the agent is here in the dative. This construction is of course confined to transitive verbs.

Conditional sentences:

The classification of conditional sentences is based partly on the time to which the supposition refers, partly on what is implied with regard to the fulfilment of the condition and partly on the distinction between particular and general suppositions.

1. Present and past suppositions implying nothing as to fulfilment of condition (=Realis):

a. (*protasis*) εἰ with indicative; (*apodosis*) any form of the verb. Εἰ πράσσει τοῦτο, καλῶς ἔχει, *if he is doing this, it is well.*

In Latin: *si hoc facit, bene est.*

Εἰ ἔπραξε τοῦτο, καλῶς ἔχει, if he did this, it is well.

b. (*protasis*) εἰ with subjunctive; (*apodosis*) present indicative Ἐάν τις κλέπτῃ, κολάζεται, *if any one (ever) steals, he is (always) punished.*

(*protasis*) εἰ with optative; (*apodosis*) imperfect indicative. Εἴ τις κλέπτοι, ἐκολάζετο, *if any one (ever) stole, he was (always) punished.*

2. Present and past suppositions implying that the condition is not fulfilled (=Irrealis):

(*protasis*) εἰ with past tense of indicative; (*apodosis*) past tense of indicative with ἄν. Εἰ ἔπρασσε τοῦτο, καλῶς ἄν εἶχεν, *if he were doing this, it would (now) be well.*

Εἰ ἔπραξε τοῦτο, καλῶς ἄν ἔσχεν, if he had done this, it would have been well.

In Latin: *si hoc faceret, bene esset* (present); *si hoc fecisset, bene fuisset* (past).

3. Future suppositions in less vivid form

(Prot.) εἰ with optative, (apod.) optative with ἄν. Εἰ πράσσοι τοῦτο, καλῶς ἄν ἔχοι, *if he should do this, it would be well.*

In Latin: *si hoc faciat, bene sit.* (Potentialis)

The moods:

The *indicative* has a tense to express every variety of time which is recognized by the Greek verb and thus it can state a supposition as well as make an assertion in

the past, present or future. It also expresses certain other relations which in other languages (as in Latin) are generally expressed by a different mood e.g. Εἰ τοῦτο ἀληθές ἐστι, χαίρω, if this is true, I rejoice; Εἰ ἔγραψεν, ἦλθον ἄν, if he had written, I should have come; Εἰ γράψει, γνώσομαι, if he shall write (or if he writes), I shall know; Ἐπιμελεῖται ὅπως τοῦτο γενήσεται, he takes care that this shall happen; Λέγει ὅτι τοῦτο ποιῶ, he says that he is doing this (he said ποιῶ); Εἴθε τοῦτο ἀληθές ἦν, O that this were true!

Subjunctive: In final and object clauses it expresses a future purpose or a future object of fear e.g. Ἔρχεται ἵνα τοῦτο ἴδῃ, *he is coming that he may see this;* Φοβεῖται μὴ τοῦτο γένηται, *he fears lest this may happen.*

In conditional and conditional relative sentences it expresses a future supposition as Ἐάν τις ἔλθῃ, τοῦτο ποιῶ, *if any one comes, I do this;* Ὄταν τις ἔλθῃ, τοῦτο ποιῶ *when he comes, I shall do this.*

4) TEXTS

Competences:

Pupils are able

to begin a dialogue with an authentic text as a listener with own pre-cognition, exspectations, prejudices and the social context

to regard the authentic text 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

By translating Greek texts pupils improve their competence in English or a Neolatin language or modern Greek

Contents:

Basic text: partly based on authentic sources

5) CULTURAL BACKGROUND

Competences:

Pupils are able

to give a paper on Greek literature, art and architecture

to play the role of a virtual guide for important places of Ancient Greece

Contents:

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

STANDARDS for pupils at Level 3/ Palatium

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

Pupils are able

to use a dictionary

Pupils build a vocabulary book concerning authentic texts

Pupils compare the common principles of Greek with some phrases of modern Greek

1) LEXIS

Competences:

Pupils are able (based on authentic texts)

to complete their knowledge of Ancient Greek vocabulary

to use a dictionary

to build a vocabulary book concerning authentic texts

to give a paper on the influence of Ancient Greek words in an authentic or short literary text

Contents:

Basic vocabulary

(about 1200 words, not counting easy deriving words)

Word classes:

Particles.

adverbs: ἄν (epic κέ, Doric κά) has two distinct uses:

1) It may be joined to all the secondary tenses of the indicative (in Homer also to the future indicative), and to the optative, infinitive, or participle, to denote that the action of the verb is dependent on some circumstances or condition, expressed or implied. Here it belongs strictly to the verb

2) It is joined regularly to εἰ, *if*, to all relative and temporal words and sometimes to the final adverbs ὥς, ὅπως, when they are followed by the subjunctive. Here, although as an adverb it qualifies the verb, it is always closely attached to the particle or relative, with which it often forms one word, as in ἔάν, ὅταν, ἐπειδάν.

There is no English word which can translate ἄν. In its first use it is expressed in the *would* or *should* of the verb (βούλοιοτο ἄν, *he would wish*, ἔλοίμην ἄν, *I should choose*)

Word fields: same stem or family in comparison with an other foreign language

2) MORPHOLOGY

Competences:

Pupils are able

to work on her own with grammar

article

The article at the beginning of a clause may be separated from its noun by μέν, δέ, τέ, γέ, γάρ, δή, οὖν, and by τις in Herodotus.

Two or even three articles may thus stand together τὰ γὰρ τῆς τῶν πολλῶν ψυχῆς ὄμματα, *the eyes of the soul of the multitude* (Plato, Sophist 254)

Ὁ ἄλλος; in the singular generally means *the rest*, seldom *the other*; οἱ ἄλλοι means *the others*; as ἡ ἄλλη πόλις *the rest of the state* (but ἄλλη πόλις *another state*; οἱ ἄλλοι Ἕλληνες, *the other Greeks*)

Πολύς with the article generally (though not always) means *the greater part*, especially in οἱ πολλοί, *the multitude*, *the majority*, and τὸ πολὺ, *the greater part*. So οἱ πλείονες, *the majority*, τὸ πλεῖον, *the greater part*, οἱ πλείστοι and τὸ πλεῖστον, *the greatest number or part*

The article very often makes an adverb or a prepositional phrase declinable with respect to a certain person, e.g. ὁ πλησίον *the man in the neighbourhood* or *the neighbour*; οἱ νῦν *people living nowadays*; οἱ παρὰ βασιλεῖ *men of the court* (literally: *those with the king*)

Contents:

Conjugations:

The 4 most common verbs in -μι: δίδωμι τίθημι ἵημι ἴστημι and those related to ἴστημι e.g. φημί

root verbs with present meaning: εἶμι (*also future*), οἶδα

perfect of root verbs: βέβηκα τέθνηκα ἔστηκα

Declensions:

3rd declension (irregular stems, e.g. οἶς, σῶς; γυνή, ἀνήρ, κύων)

Adjectives of the 3rd declension (ταχύς)

Demonstrative pronouns (τοσοῦτος, τοιοῦτος)

Numerals: Numeral adverbs

3) SYNTAX

Competences:

Pupils are able

to apply an advanced knowledge of subjunctive and optative in subordinate clauses

to apply a basic knowledge of indirect discourse (=oratio obliqua)

Contents:

Categories of syntax:

Predicate:

When an adjective either precedes the article or follows the noun without taking an article, it is always a predicate adjective e.g. σοφός ὁ ἀνὴρ or ὁ ἀνὴρ σοφός (*sc. ἐστίν*), *the man is wise, or wise is the man*

Object:

O4: Two accusatives with one verb: Verbs signifying to *ask, to demand, to teach, to remind, to clothe or unclothe, to convey, to deprive, and to take away* may take two object accusatives e.g. τὴν ξυμμαχίαν ἀναμνησκοντες τοὺς Ἀθηναίους, reminding the Athenians of the alliance (Thucyd. 6.6)

O2: Any verb may take a genitive if its action affects the object only in a part e.g. Πέμπει τῶν Λυδῶν, *he sends some of the Lydians; (but Πέμπει τοὺς Λυδοὺς, he sends the Lydians)*

Adverbial phrases:

Construction replacing clauses:

Indirect discourse or oratio obliqua :

A direct quotation or question gives the exact words of the original speaker or writer (oratio recta)

In an indirect quotation or question (oratio obliqua) the original words conform to the construction of the sentence in which they are quoted.

Infinitive with an article, e.g. ἤχθετό οἱ τοῦ πολλάκις παρὰ ἄλλας φοιτᾶν *she was angry at him because he often went to other women*

Syntactic and semantic main functions of cases

Genitive

Genitive with adjectives: The *objective* genitive follows many verbal adjectives. These adjectives are mainly kindred (in meaning or derivation) to verbs which take the genitive: μέτοχος σοφίας, *partaking of wisdom (Plato, Leges 689d)*
θαλάσσης ἐμπειρότατοι, *most experienced in the sea (in navigation)*

Genitive with adverbs:

The genitive follows adverbs derived from adjectives which take the genitive:

ἀναξίως τῆς πόλεως, *in a manner unworthy of the state*; ἐμάχοντο ἀξίως λόγου, *they (the Athenians at Marathon) fought in a manner worthy of note (Herodotus 6.112)*

Genitive of time: the genitive may denote the *time within which anything takes place* e.g. τοῦ ἐπιγιγνομένου χειμῶνος, *during the following winter (Thucyd. 8.29)*

Dative:

Causal and instrumental dative:

The dative of manner is used with comparatives to denote the degree of difference: Πολλῶ κρεῖττον ἔστιν, *it is much better*;

Dative of possession e.g. Εἰσὶν ἐμοὶ ἐκεῖ ξένοι, *I have (sunt mihi) friends there, (Plato, Crito. 45c)*

Dative of time: The dative without a preposition often denotes time *when* e.g. τῇ ὑστεραίᾳ (ἡμέρᾳ), *on the following day*

The different use of tenses in Ancient Greek:

As it is not always important to distinguish between the progress of an action and its mere occurrence, it is occasionally indifferent whether the imperfect or the aorist is used; compare ἔλεγον in Thucyd. 1.72 with εἶπον, ἔλεξαν and ἔλεξε in Thucyd. 1.79. The two tenses show different views (both natural views) of the same act of speaking.

The aorist of verbs which denote *estate* or *condition*; *as* πλουτῶ, *I am rich*; ἐπλούτουν, *I was rich*; ἐπλούτησα, *I became rich*. So ἐβασίλευσε, *he became king*; ἤρξε, *he took office (also he held office)*

Participles:

Attributive participle:

The participle with the article may be used substantively like any adjective. It is then equivalent to *he who* or *those who* with a finite verb e.g. οἱ κρατοῦντες, *the conquerors*; Παρὰ τοῖς ἀρίστοις δοκοῦσιν εἶναι, *among those who seem to be best (Xenophon, Memorabilia 4.2)*; Ὁ τὴν γνώμην ταύτην εἰπών, *the one who gave this opinion (Thucyd. 8.68)*

The article is sometimes omitted; *as* Πολεμούντων πόλις, *a city of belligerents* (*Xenoph. Cyropaedia 7.5*)

Sometimes a participle becomes so completely a noun that it takes an object genitive instead of an object accusative: ὁ ἐκείνου τεκῶν, *his father* (for ὁ ἐκεῖνον τεκῶν)

The neuter participle with the article is sometimes used as an abstract noun like the infinitive as τὸ δεδιός, *fear*; τὸ θαρσοῦν, *courage* (for τὸ δεδιέναι and τὸ θαρσεῖν) (*Thucyd. 1.36*)

That *in which* the action of the verb *consists* e.g. τόδ' εἶπε φωνῶν, *thus he speak saying* (*Aeschylus, Agamemnon 205*)

Certain participles of time and manner have almost the force of adverbs by idiomatic usage: ἀρχόμενος, *at first*; τελευτῶν, *at last, finally*; λαθῶν, *secretly*; ἔχων, *continually*; ἀνύσας, *quickly*

Different clauses:

Main clauses and subordinate clauses:

Interrogative sentences:

An interrogative sometimes stands as a predicate with a demonstrative as τί τοῦτο ἔλεξας; *what is this that you said?* (= ἔλεξας τοῦτο, τί ὄν; *lit. you said this, being what?* τίνας τοῦσδ' εἶσορῶ; *Who are these that I see?* (*Euripides, Orestes 1347*)

Indirect questions may be introduced in Homer by ἢ or εἰ as Ὀρχετο πευσόμενος ἢ που ἔτ' εἴησ, *he was gone to inquire whether you were still living* (*Homer, Od. 13.415*)

Verbal adjectives in -τέος and -τέον :

In the impersonal construction the verbal adjective is in the neuter of the nominative singular (sometimes plural) with ἐστί expressed or understood. The expression is equivalent to δεῖ (*one*) *must* with the infinitive. It is practically active in sense and allows transitive verbals to have an object like their verbs.

The agent is generally expressed by the dative, sometimes by the accusative: Ταῦτα ἡμῖν (or ἡμᾶς) ποιητέον ἐστίν (= Ταῦτα ἡμᾶς δεῖ ποιῆσαι), *we must do this*; Ἐψηφίσαντο πολεμητέα εἶναι (= δεῖν πολεμεῖν), *they voted that they must go to war* (*Thucyd. 1.88*)

Conditional sentences:

Αἰ for εἰ *is sometimes used in Homer.*

The adverb ἄν (epic κέ or κέν) is regularly joined to εἰ in the protasis when the verb is in the subjunctive, εἰ with ἄν forming ἐάν, ἄν or ἦν.

The simple εἰ is used with the indicative and optative.

The same adverb ἄν is used in the apodosis with the optative and also with the past tenses of the indicative when it is implied that the condition is not fulfilled.

The moods:

The *optative* is a vaguer and less distinct form of expression than the subjunctive, indicative or imperative, in constructions of the same general character. This appears especially in its independent tenses as in the Homeric Ἑλένην ἄγοιτο, *he may take Helen away (Iliad 4,19)*; ἴοιμεν, *may we go*; μὴ γένοιτο, *may it not happen*; ἔλοιτο ἄν (Homer sometimes ἔλοιτο alone), *he would take*.

So in future conditions as εἰ γένοιτο, *if it should happen*, (cf. ἐάν γένηται, *if it shall happen*).

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.

to deal with rhetoric figures: Alliteration, Anapher, Asyndeton, Chiasmus, Hendiadys, Hyperbaton, Klimax, Metapher, Parallelism

to deal with metric rules: Hexameter, Pentameter

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

Contents:

Authentic texts about Socrates as archetype of philosophy

Lucian as prototype of wit, mockery and irony

Pagan and Christian religion

Greek historiography as the beginning of ideas about European history

5) CULTURAL BACKGROUND

Competences:

Pupils are able

to give a paper with quotes from authentic authors

to be a real guide for the most important places of Athens

Contents:

www.google.com

www.yahoo.com

www.wikipedia.com

STANDARDS for pupils at Level 4/Thesaurus

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

Pupils are able to summarize and present topics concerning grammar

Pupils are able to summarize and present topics concerning interpretation and reception of authentic texts and secondary literature

1) LEXIS

Competences:

Pupils are able (based on authentic texts)
to recognize peculiarities of inflection in the first declension,
second declension,
third declension,
irregular nouns

Contents:

Basic vocabulary (about 1600 words, not counting easy deriving words)

Word classes:

Nouns: The Ionic has η for α throughout the singular, even after ε, ι, ρ as χώρη, land. But Homer has θεά, goddess. *Nom. Sg.:* Homer sometimes α for ης as (ἰππότα for ἰππότης) *Gen. Sg.:* For ου Homer has the original form αο, as Ἄτρεΐδαο

Dialects of the second declension: *Gen Sg.* Homer οιο ου as θεοῖο

Dialects of the third declension: *Dat. Pl.* Homeric εσσι

Irregular nouns: Ζεύς, Διός, Δί, Δία, Ζεῦ

γυνή (ἡ) wife, γυναικός, γυναικί, γυναικα; *pl.* γυναικες, γυναικῶν, γυναιξί, γυναικας

2) MORPHOLOGY

Competences:

Pupils are able

to recognize the sense of any coherent part of a text by separating the main traces of semantic,

consulting dictionary and/or grammar book only for the details remaining

Contents:

Conjugations:

δείκνυμι;

homeric and herodotean forms (*epic, of different Ionian dialects*)

Declensions:

3rd declension (stems with diphthongs; e.g. ναῦς, γραῦς, Λητώ)

Adjectives of the 3rd declension (χαρίεις)

Demonstrative pronouns (τηλικούτος; homer. ὅς, ἦ, ὄν; οἶ, ἐ, μιν)

3) SYNTAX

Competences:

Pupils are able

to relate and translate the infinitive as an object (gen., dat., acc.)

to distinguish subject and object to which the infinitive is related

to understand the absolute infinitive

to apply a knowledge of the absolute accusative with a participle (*accusativus pendens*)

to understand the use of a participle in a predicative sense

Contents:

Categories of syntax

Predicate:

Object:

O2: Many verbs take the genitive when the action is designed to affect only a part of all that could be regarded as possible, e.g. ἀκούω σου or ἀκούω τοῦ λόγου *I listen to you* or *I listen to the speech*, but in combination with an accusative when the nearer detail is marked, e.g. ἀκούω σου τὸν λόγον *I listen to the speech of yours*

O3: Sometimes a verb which basically takes an O3 may be directly passivated as in English, e.g. ἀπιστῶ αὐτῷ *I mistrust him*, ἀπιστεῖται *he is mistrusted*

Adverbial phrases

in connection with an infinitive

Construction replacing clauses:

Infinitive with an article containing a subject different from the object affected by the verb, e.g. προσεπάσατο τοὺς Ἴωνας διὰ τὸ τοὺς Λυδοὺς ἀπίστους νομίζεσθαι *he brought the Ionians to his side because the Lydians were generally regarded as scarcely trustable*

Syntactic and semantic main functions of cases

Dative:

Dative of advantage or disadvantage e.g. Σόλων Ἀθηναίοις νόμους ἔθηκε, *every man labours for himself*, Καιροὶ προεῖνται τῇ πόλει, *lit. opportunities have been sacrificed for the state (for its disadvantage)*, (Demosthenes 19.8)

Dative of relation e.g. Τέθνηχ' ὑμῖν πάλαι, *I have long been dead to you*, (Sophocles, Philoctetes 1030)

Dative after compound verbs e.g. ὑπόκειται τὸ πεδῖον τῷ ἱερῷ, *the plain lies below the temple*, (Aeschylus, 3, 118)

Dative of place: In poetry the dative without a preposition often denotes the place where e.g. Ἑλλάδι οἰκία ναίων, *inhabiting dwellings in Hellas*, (Iliad 16,595)

The different use of tenses in Ancient Greek:

Participles:

Absolute accusative, e. g. ἐξὸν διαφυγεῖν *while it was possible to escape*

Some verbs take a participle in predicative sense, where in English either the participle has to be translated by the main verb, whereas the main verb in Greek will become an adverbial phrase, or, if it remains, the participle will become a subordinate clause, e.g.

τυγχάνει ἀπὼν *by chance he is absent* or *he is absent for the moment*

λανθάνει τοῦτο πράττων *he does this unnoticed* or *he remains undiscovered while doing this*

σύννοιδεν ἀμαρτάνων *he is aware* or *conscious of the fact that he is making a mistake*

Sometimes the meaning of a verb is different whether it takes the infinitive or a predicative participle, e.g.

φαίνεται ἐξελθεῖν *it seems as he has gone off* vs.

φαίνεται ἐξελθὼν *he has obviously gone off*

γινώσκει παρεῖναι τοὺς ἀνθρώπους *he thinks that the people should be present*

γινώσκει παρόντας τοὺς ἀνθρώπους *he realizes that the people are present* vs.

αἰδεῖται πεσεῖν *he is ashamed or he does not dare to fall down*

αἰδεῖται πεσών *he is ashamed because he fell down*

Different clauses:

Main clauses and subordinate clauses

Final clauses

Object clauses

Clauses with μή after verbs of fearing

Peculiar forms of conditional sentences

Relative clauses expressing purpose

Relative clauses expressing result

Consecutive clauses

Conditional sentences:

The use of the optative mood by Homer similar to irreal clauses, e.g. εἶποι ἄν (instead of εἶπεν ἄν), *he would have said*

Relative clauses:

The antecedent of a relative may be omitted, when it can easily be supplied from the context, especially if it is indefinite e.g. Ἔλαβεν ἃ ἐβούλετο, *he took what he wanted*

Assimilation: When a relative would naturally be in the accusative as the object of a verb, it is generally *assimilated* to the case of its antecedent if this is a genitive or dative e.g.

Ἐκ τῶν πόλεων ὧν ἔχει, from the cities which he holds (for ἅς ἔχει)

The moods:

The *optative* is in other dependent clauses generally a correlative of the subjunctive, sometimes of the indicative; here it represents a dependent subjunctive or indicative in its *changed relation* when the verb on which it depends is changed from present or future to past time. The same change in relation is expressed in English by a change from *shall, will, may, do, is* etc. to *should, would, might, did, was* etc. Compare Ἔρχεται ἵνα τοῦτο ἴδῃ, *he is coming that he may see this*; φοβεῖται μή τοῦτο γένηται, *he fears that (or lest) this may happen*; Ἦλθεν ἵνα τοῦτο ἴδῃ, *he came that he might see this*; ἐφοβεῖτο μή τοῦτο γένοιτο, *he feared lest this should happen*.

The remnants of the *injunctive* mood (common to old Indoeuropean and still in use in English) are found in the works of Herodotus e.g. πάντες οἱ ἄν ἦλθον *all those who would come*

4) TEXTS

Competences:

Pupils are able

- to cope with texts in other dialects than Attic (epic, lyric) on a literary level
- to evaluate the texts according to the rules of literary criticism and compare them to texts written in their respective mother tongue
- to have keen insight into historic, social and economic circumstances which contributed to the development of the kind of literature actually focussed

Contents:

- Authentic texts about
- Greek thinking as a fundament of sciences
- The Greek lyric as impulse for the presentation of sensitive people
- The Greek epos as a prototype of European literature
- The Greek drama as the beginning of European theatre
- The Greek orators

5) CULTURAL BACKGROUND

Competences:

Pupils are able

- to present topics concerning Greek literature, culture, arts and architecture, philosophy and reception

Contents:

- Appropriate links to Institutes for Classics

EUROPEAN COMMISSION

Cabinet of Mr Ján Figel'

The Head of Cabinet

Brussels, 22 Oct. 2008

PC-cl A-2610D (2008) 1094

Dear Dr Meißner,

Thank you for your detailed analysis of the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, which reveals and highlights important connections between teaching classics and the way we can effectively improve the capacity of the students to face contemporary challenges.

I agree with you that learning Latin could serve as a basis for learning other languages, not only the Romance ones, as widely accepted, but also many other languages with grammatical structures close to Latin. I think it would be very interesting to assess scientifically the impact of Latin on later language learning. Indeed, in our modern world characterised by globalisation, nobody can say which languages will later be useful. So a solid knowledge of linguistic structures which Latin is supposed to provide both for the mother tongue and foreign languages, is certainly an ideal foundation for future language learning. I also share your views, on the necessity to understand the historical dimensions of our contemporary concepts of democracy, on which the European Union has been built. I believe that young people who had the opportunity to study, for instance, the orations of Cicero in the original will have a deeper insight into how democracy works, and will feel encouraged to act themselves as true democrats. Therefore I am convinced that history and classical languages should remain a part of national curricula, and more young people should be invited to study these subjects. Latin

and the knowledge it vehicles are an essential part of our common spiritual heritage in Europe and should be preserved in schools as elsewhere.

I wish you and all participants of the Euroclassica Platform further success in your mission of strengthening the position of classical education. Let me mention here, that three of our lifelong learning programmes bear the name of such humanists like Leonardo, Comenius and Erasmus, who could be regarded as the best examples of how classical knowledge contributes to be a true European citizen. These programs symbolize the Europe's commitment to the classical heritage, as well as to legacy of the Renaissance, and I would like to reassure you, that these values remain important for us.

Yours sincerely,

Miroslav ADAMIŠ

Letter to Mr. Orban (European Commission)

Dear Mr Orban,

I am writing to you to inform you that this year's EUROCLASSICA Congress has just been held in your mother country Romania. As you certainly know, EUROCLASSICA is the parent organisation of the European national associations of classical teachers. Overwhelmed by the deep impression the hospitality we enjoyed in your country has left on us I should like to send you our kindest regards on behalf of all the participants.

This year's highly successful and harmonious conference was organized by Prof. Dr. Gabriela Creția, the vice-president of the SOZIETATEA DE STUDII CLASICE DIN ROMÂNIA. Apart from getting a glimpse of Bucharest we also enjoyed our trip to Constanta, where the famous and popular Roman poet Ovid spent the remaining years of his life in exile. On the way back to Bucharest we also had a tour around the impressive monument and through the archeological remains of Tropaeum Traiani, which was founded by the Romans in 108 A.C. The kind Romanian guides in charge of our group looked after us expertly. We should also like to mention our helpful and courteous bus driver.

As EU Commissioner for Multilingualism we expect you to be especially interested in the linguistic significance of our conference. The official languages of the congress were as usual French, English and German. In numerous personal dialogues with each other the participants of the conference, however, also resorted to Danish, Spanish, Serbian, Croatian, Macedonian and Greek. As in many previous conferences mutual understanding on an international scale succeeded perfectly.

Here we should like to elaborate a further consideration. Understanding, as we take it, is not just a matter of linguistic competence, but rather one of common

Die klassischen Sprachen gehören ohne Zweifel zum Grundbestand unseres gemeinsamen europäischen Erbes, das zu erhalten und zu pflegen unsere Pflicht ist. Wenn Sprache einen wesentlichen Teil unserer Identität ausmacht, wovon ich überzeugt bin, so betrifft dies, wenn auch in anderer Form, selbstverständlich auch Latein und Griechisch als sprachliches Fundament unserer noch im Entstehen begriffenen europäischen Identität. In diesem Sinne hat sich auch die Intellektuellengruppe unter Leitung des libanesisch-französischen Schriftstellers Amin Maalouf geäußert. Denn in ihrem Bericht unter dem Titel „Eine lohnende Herausforderung“ heißt es: „Jede Sprache [...] bildet das legitime Fundament einer kulturellen Identität. Keine ist austauschbar, keine ist verzichtbar, keine ist überflüssig. Die Bewahrung aller Sprachen unseres Erbes, einschließlich der altüberlieferten europäischen Sprachen wie Latein oder Altgriechisch, [...] all dies ist vom Gedanken eines Europas des Friedens, der Kultur, der Universalität und des Wohlstands schlichtweg untrennbar.“¹

Wie ich sehe, wird eben diese Sicht in Ihrer Schrift „Antike verbindet“ ausgebreitet und vertieft. Ich möchte Sie deshalb meiner ausdrücklichen Zustimmung versichern und Sie ermuntern, die Sache der klassischen Sprachen in Europa entschlossen zu verfechten.

Was die konkrete Förderung von Seiten der Kommission angeht, kann ich Ihnen nur unser Programm für Lebenslanges Lernen empfehlen, das in allen Unterprogrammen ein spezielles Kapitel zum Sprachenlernen enthält und die klassischen Sprachen nicht ausschließt. Im Herbst wird die Antragsphase für 2009 eingeleitet; Fristende ist je nach Programm erfahrungsgemäß Ende Februar oder Ende März (für 2008: http://eacea.ec.europa.eu/llp/index_en.htm). Mit einem originellen Projekt können Sie dem Fach sicherlich viel Resonanz verschaffen. Um es mit Comenius, dem Namensgeber eines unserer Programme, zu sagen: *Natura humana oblectatur varietate, identitatem fastidit*. Weitere Möglichkeiten bieten sich im Rahmen unseres Kulturprogramms, insbesondere was die Förderung literarischer Übersetzungen angeht: http://eacea.ec.europa.eu/culture/guide/documents/culture_programme_guide_de.pdf

Ich hoffe, Ihnen damit weitergeholfen zu haben, und wünsche Ihnen bei Ihren Bemühungen viel Erfolg,

¹ http://ec.europa.eu/education/languages/archive/doc/maalouf/report_de.pdf (S. 15)

ACTIVITIES REPORT – EUROCLASSICA 2007/2008

1. Lobbying

A number of contacts have taken place in the political arena, especially between Marie Panaiotopoulos-Cassiotou and myself concerning the acceptance of Latin and Ancient Greek within a project of the European Union. However, it was impossible to get them accepted, because of the aims of the project, which concern only the five most-widely spoken languages in Europe. Thus we have established valuable contact with The European Commissioner L. Orban; however, he was unable to comply with our wishes at this moment.

The committee noted with regret the refusal of Commissioner L. Orban to include Ancient Greek and Latin in the index of European language competences on the grounds that this programme only concerns the languages spoken in Europe.

It decided not to write to L. Orban for the moment, but relaunched the ideas of constituting a group of European parliamentarians which would promote our cause and of creating contacts with them. In order to do this the committee decided to write a text making a brief presentation about our association. Elena Ermolaeva has written the text concerning the presentation of Euroclassica (with the collaboration of John Bulwer over the English). It was sent by Paul Ieven to all representatives, who can use this text as well as the manifesto of H. Meissner to get in touch with a Member of the European Parliament in their own country and ask him or her to be prepared to take part in a meeting organized by us with other MEPs.

Meanwhile Mr. Meissner did much lobbying in Brussels and made contact with MEPs, who signalled the will to announce a year of Classics. I got also the rapport d'initiative from the Portuguese MEP Vasco Graca Moura from 3rd of April :“La commission de la Culture et de l'Education suggere que 2010 soit l'annee europeenne celebrant Chopin et que 2011 soit designee „Annee europeenne des classiques grecs et latins.“

In July Mrs. Panaiotopoulos asked me again to help her to make a new request to Mr. Orban to include the Classical languages in the programme of multilingualism. I sent all representatives my ideas:

There are many historians, philosophers, politicians and others who remind us that Europe, first of all, has to be a union of common culture, common roots and common thoughts. Paul Valery 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, the attempt to combine all branches of science and scholarship in universities, an open mind for other cultures, the belief in beauty, the appreciation of art and poetry and music.

“The study of Greek syntax, properly pursued, gives the pupil an insight into processes of thought and the manner of expression of a highly cultivated people; and while it stimulates his own powers of thought, it teaches him habits of more careful expression by making him familiar with many forms of statement more precise than those to which he is accustomed in his own language. The Greek syntax, as it was developed and refined by the Athenians, is a most important chapter in the history of thought, and even those whose classical studies are limited to the rudiments cannot afford to neglect it entirely (William W. Goodwin).”

After three years of work and discussions by representatives of 22 countries the European Curriculum for Latin was approved in St. Petersburg 2007 and the European Curriculum for Ancient Greek is in the final stage for discussion in Bucharest, September 2008. The two Curricula will form the base of a future European Certificate for Classics. The goal of the European Latin and Greek examination is to provide an opportunity for participants to demonstrate their knowledge of Latin and the Roman world as well as of Ancient Greek and the Greek world.

Question to Mr. Orban:

Sollte die Europäische Kommission nicht im Hinblick auf das schwindende Interesse seiner Bürger an Europa einmal den mutigen Schritt wagen, Latein und Griechisch als kulturelle Muttersprachen zu verankern, so dass ein ausgewogenes Verhältnis zwischen den 5 meistgesprochenen europäischen Sprachen und deren Vorläufern möglich wäre. Ist die kulturelle Komponente bisher nicht vernachlässigt worden? In welcher Weise könnte ein Zertifikat der Classics von der Europäischen Kommission verankert werden als Werbung für Europa? Geht die Europäische Kommission im Programm der Mehrsprachigkeit von den 5 meist gesprochen Sprachen aus? Griechisch und Latein sind für alle Europäer Kultursprache. Sie sollten jedem Europäer als Vehikel zum Verständnis Europas ermöglicht werden. Sie müssen in das Programm der Mehrsprachigkeit aufgenommen werden, wenn dieses Programm seinen Namen verdient.

With best regards
Alfred Reitermayer

We still wait for an answer from the European Commission.

Mr Dietmar Schmitz represented me at the DAV-Congress in Göttingen, which was a great success with more than 800 participants. Meanwhile he initiated a contact with the German EU parliamentarian Elmar Brok, who is interested in promoting Latin and Ancient Greek in the EU: I will contact him in the following way:

The general assembly of Euroclassica hat zu meiner Freude in St. Petersburg den neuen European Curriculum for Latin nach vierjähriger Vorarbeit im September 2007 beschlossen und kann darauf basierend nun ein Certificate for Latein andenken, das als Pendant zum Cambridge Certificate Europäern eine Zusatzqualifikation im Berufsleben ermöglichen soll. Das Selbe ist auch für Griechisch nach Approbation des Curriculum for Ancient Greek geplant. Sehr wichtig wäre es, dass der European Curriculum for Classics jetzt einmal vom European Directorate-General for Education and Culture of the European Commission in Brüssel begutachtet und als Ergänzung zum European Frame of Modern Languages ein European Frame of Classics angedacht würde. Das Jahr der Classics 2011 würde sich für eine Implementierung hervorragend eignen.

English version

After four years of work the general assembly of Euroclassica has approved the new European Curriculum for Latin in September 2007 in St. Petersburg. Now we can think about a Certificate for Latin, which can be a supplement to the Cambridge Certificate and can be used as an additional qualification for a portfolio. The same is planned for Ancient Greek after the approval of the European Curriculum for Ancient Greek.

It would be very important now for the European Directorate-General for Education and Culture of the European Commission would to examine the Curricula in Brussels and to consider after the implementation of the European Frame of Modern Languages a similar process with Classics namely a European Frame of Classics. 2011, designated as the Year of Classics would be the right time to implement a European Frame of Classics.

Together with Barbara Pokorna and Jadranka Bagaric I represented Euroclassica at the congress "Meeting the Challenge. Bringing classical texts to life in the classroom" in Venice. I invited Licia Landi coorganiser of this Conference, together with **SSIS VENETO** (UNIVERSITÀ CÀ FOSCARI DI VENEZIA) to become associated members of Euroclassica. She is important for her work at the University of Verona on the theory of Classics teaching. Last year she was invited by the Vatican to give a paper about the future of Classics. A few days ago I got the answer that the director of SSIS and Mrs. Landi are honoured to join our organization as associate members.

Elena Ermolaeva, Christine Haller and I took part on a one day Congress in Athens at the invitation of the Greek ministry to discuss the future of the International Competition for Ancient Greek.

Mrs. Papadaki from the ministry was impressed by the idea of a Common Curriculum for Ancient Greek and in time a Certificate for Ancient Greek. The competition itself will continue with the same procedure but information about texts will come earlier. Each year the national coordinators of the national competitions will be invited together with the winners and their teachers to Greece. The coordinators will take part on a yearly congress to discuss the development of the competition.

In Greece Paul Ieven met Mrs Diakoyanni, who proposes to Euroclassica to take part in a cultural project in Greece, in the region of Desfina. He is waiting for papers about this project.

Contacts began with Egypt to create a wider Euroclassica on the ground of the former Imperium Romanum. I am in contact with Prof. Ahmed Etan, President of Egyptian Society of Greek and Roman Studies.

2. New members

We welcome Mrs. Jovanovic, as the representative of Serbia, to be a new member of Euroclassica through the help of Francisco Oliveira. Francisco Oliveira will present the new candidate to the general assembly.

3. The Academies

Academia Homerica

I thank M-E-Gitrakou, Christine Haller and John Thorley for all their efforts to assure the success of the Academia Homerica 11. Christine Haller represented me in the first half of the Academia, Francisco Oliveira in the second half.

You all received the various papers from Maria Gitrakou about the success of the Academia 11 and the programme of Academia in July 2009.

Academia Latina

The Academia Latina had 23 enrolments from 9 different nations. I thank Eva Tarandi, B. Pokorna and L. Berkvens for their efforts to assure the success of the Academia Latina

Academia Ragusina

The Academia Ragusina 2007 was cancelled because of a lack of participants. I thanked the lecturers for their willingness and invited them to try again for 2009. Jadranka Bagaric has received a communication from former Euroclassica president J. Thorley, who is willing to participate at the summer school specialising in Medieval Latin.

After discussion, the committee proposes the following dates for Academia Ragusina: 13th to 18th April 2009.

Jadranka Bagaric will write straightaway to possible conference attendees among the members of Euroclassica. All conference papers will be published on our website after the meeting.

4. Newsletter

The committee is pleased with the new presentation. Thanks are due to Franz Riegler for the new cover and to Jose Navarro for printing the Newsletter. Unfortunately, it was not the latest version of the cover that was printed, but a Beta version.

The general assembly will propose the general assembly a new project. This will consist of a review containing articles of a pedagogic nature about secondary education. If possible, each member association will propose an article, linked to our subject disciplines, which will contribute to a wider appreciation of the culture and history of each country. The articles will be presented in the two official languages of Euroclassica (English and French) and accompanied by an abstract in the other language.

J. Bagaric, who is the organizer of this project, accepts the post of coordinator. She wrote a paper explaining the outlines of the project which was sent to all members at the same time as the invitation to the general assembly. She will try to form an editorial committee for this new review.

5. Finances

After the transfer of the money from the Portuguese account administered by the former treasurer F. Oliveira to the Spanish account all countries received an invitation to pay their contribution for 2008 and at the same time they received an invitation to the general assembly. The treasurer will make it clear that payment in cash is preferable to avoid transfer fees.

6. Europatria

Nine associations have submitted their chapters: Great Britain, Czech Republic, Belgium (both Dutch-speaking and French-speaking parts), Italy, Macedonia, Portugal, Romania, Switzerland and Austria.

F. Oliveira should give a final deadline for contributions.

7. Contact with Odeg

K. Karkanias has spoken to Paul Ieven about a lobbying project similar to ours; but since then he has provided no further news. We shall keep him up to date about the progress of our project and shall see how the two projects can be a combined. In a personal meeting in Athens three weeks ago we discussed the

possibility of a common hearing in Brussels together with Euroclassica to present our aims. I support this idea but separate contacts between Euroclassica and the European parliament are also important.

8. The website

Thanks also go to Andreas Thiel and Peter Glatz, who created a new link on our website for conference papers. All papers from the conferences at St Petersburg and Dubrovnik can be found there then. In future we shall have only one email address in order to save money: www.euroclassica.eu

9. Future Euroclassica Conferences

Future conferences

For future conferences, the committee considers it best to return to dates in the second half of August. Jadranka will ask V. Dimovska if it is still possible to change the dates of the conference in Skopje in 2009.

For conferences after 2009, all applications are welcome, with priority given to those countries which have not yet organised a conference.

If there are no other candidates, the Spanish association will be prepared to host another conference in 2010, perhaps in Madrid.

10. Latin Platform and European certificate for Latin

I ask you all again to translate the manual of the platform. The English version is already done. The Russian version is on the way. Please send us also the vocabulary of your own schoolbooks as word lists. Thus your pupils can use the tools of the platform with their own vocabulary.

A first electronic test version of a Vestibulum-Certificate for Latin has been created by Franz Riegler, Christine Haller and me. It can be seen here in Bucharest. We have prepared a list of 400 basic words, which representatives should feel able to adapt in order to include those they consider most appropriate for their solution.

Alfred Reitermayer
2008

Bucharest, Romania September 27,

Financial Report

EUROCLASSICA Account — 2007

	<u>Income</u>	<u>expenditure</u>
Membership fees		
AUSTRIA (Sodalitas)	—	
BELGIUM (FPGL)	150,00	
BELGIUM (VZW)	150,00	
BULGARIA (AAC)	—	
CROATIA (PCSC)	—	
CZECHIA (ALPHA)	100,00	
DENMARK (KF)	600,00	
FRANCE (CNARELA)	300,00	
GERMANY (DAV)	300,00	
GREAT BRITAIN (JACT)	300,00	
GREECE (EPh)	—	
HUNGARY	—	
ITALIA (CLILC)	150,00	
LUXEMBURG (Pro Lat.)	—	
MACEDONIA/FYROM	200,00	
THE NETHERLANDS (VCN)	600,00	
POLAND (PTF)	—	
PORTUGAL (APEC)	300,00	
ROMANIA (SSCR)	100,00	
RUSSIA	—	
SPAIN (SEEC)	287,00	
SWITZERLAND (SAV)	300,00	
SWEDEN	—	
Total	3.837,00	
Administration, meetings (doc. 1abc, 2abcde, 3)		1.310.00
Lobbying		—
Newsletter 2007		951.00
Academia Homerică		1.000.00
Academia Latina		1.000.00
Website (79,20+58,00)		137.20
Reserve (deficit -561,20)		—
Total		4.398.20
Deficit		561,20

Bucharest, on 27 September 2008

The Treasurer

Francisco Oliveira

EUROCLASSICA BUDGET — 2009

	<u>Income</u>	<u>expenditure</u>
Membership fees		
01. AUSTRIA (BKPhÖ)	300,00	
02. BELGIUM (FPGL)	150,00	
03. BELGIUM (VZW)	150,00	
04. BULGARIA (AAC)	150,00	
05. CROATIA (PCSC)	150,00	
06. CZECHIA (ALPHA)	150,00	
07. DENMARK (KF)	300,00	
08. FRANCE (CNARELA)	300,00	
09. GERMANY (DAV)	300,00	
10. GREAT BRITAIN (JACT)	300,00	
11. GREECE (EPh)	300,00	
12. HUNGARY (AAGH)	150,00	
13. ITALIA (CLILC)	150,00	
14. LUXEMBURG (Pro Lat.)	300,00	
15. MACEDONIA/FYROM (ACP) <i>excused</i>		
16. THE NETHERLANDS (VCN)	300,00	
17. POLAND (PTF)	300,00	
18. PORTUGAL (APEC)	300,00	
19. ROMANIA (SSCR)	150,00	
20. RUSSIA (SRMLA)	150,00	
21. SERBIA	150,00	
22. SPAIN (SEEC)	300,00	
23. SWITZERLAND (SAV)	300,00	
24. SWEDEN (SKF)	300,00	
Total incomes	5.400,00	
Administration, meetings		1.500,00
Newsletter		1.050,00
Academia Homérica		1.000,00
Academia Latina		0,00
Academia Ragusina		1.000,00
Website		100,00
Others		400,00
Reserve		350,00
Total expenses		5.400,00

Treasurer / *Trésorier*: Prof. Dr. José Luis NAVARRO (Spain)
as Treasurer / *Trésorier f.f.*: Prof. Dr. Ramón MARTÍNEZ (Spain)
e-mails: navarrakis@terra.es // rmartinez@unav.es

Annual EUROCLASSICA Conference

AETERNITAS ANTIQUITATIS

Skopje and Ohrid

August 27-30, 2009

Organized by:

EUROCLASSICA

The European Association Of Teachers Of Classical Languages

ANTIKA

Association Of Classical Philologists Of Macedonia

INSTITUTE FOR CLASSICAL STUDIES

Faculty Of Philosophy, University Of "St. Cyril And Methodius" - Skopje

A. PRELIMINARY PROGRAMME

August 27, Thursday

Arrival

17.00 – 20.00 Guided city tour

August 28, Friday

University "Sts. Cyril and Methodius"

Faculty of Philosophy, Skopje

09.00 – 09.30 Registration

09.30 – 10.00 Opening session

10.00 – 11.00 Lectures (*to be announced*)

11.00 – 11.30 Coffee break

11.30 – 13.00 Lectures (*to be announced*)

13.00 – 15.00 Lunch

15.00 – 17.00 Lectures and workshop (*to be announced*)

18.00 Departure for Ohrid

August 29, Saturday

Ohrid

09.00 – 13.00 General Assembly of Euroclassica

13.00 – 14.00 Lunch

14.00 – 16.00 General Assembly of Euroclassica
17.00 – 19.30 City tour
19.30 – 20.15 School Performance of an Ancient Drama
20.30 Dinner

August 30, Sunday

Ohrid / Bitola (Heraclea) / Stobi

09.00 – 10.30 Sightseeing
10.30 – Departure for Bitola
12.00 – 13.30 Visit of the archaeological site of Heraclea
13.30 – 14.30 Lunch in Bitola
14.30 – Departure from Bitola
16.30 – 18.30 Visit of the archaeological site of Stobi
18.30 – 19.30 Trip to Skopje
20.30 Farewell dinner

August 31, Monday

Departure from Skopje

Languages: Lectures will be delivered in English, French or German.

B. ACCOMMODATION AND MEALS

Skopje

Hotel	Single room	Double room
HOTEL HOLIDAY INN 4* www.holiday-inn.com/skopje	100 €	140 €
HOTEL BEST WESTERN 4* www.bestwestern-ce.com/turist	115 €	125 €
HOTEL KARPOS 4* www.hotelkarpos.com.mk	80 €	100 €
HOTEL JADRAN 2*	35 €	58 €
HOTEL ARISTOCRAT PALACE 3* www.aristocratpalace.com.mk	55 €	60 €
HOTEL LEONARDO 3*	58 €	68 €

Ohrid

Hotel	Single room	Double room
UNIVERSITY CONGRESS CENTRE www.ukim.edu.mk/kc	17.5 €	23 €
HOTEL METROPOL 4* www.metropol-ohrid.com	61 €	94 €

N.B. All prices include bed and breakfast, as well as the complete tourist taxes and some discounts. (Four first listed hotels in Skopje give a 10% discount if a group of 20 guests is accommodated at the same time in any of them. Two last listed hotels also offered discount for conference participants. Regular prices on hotels price lists are higher.)

APPLICATION FORM

NAME AND SURNAME:

FULL ADDRESS:

TELEPHONE:

MOBILE PHONE:

E-MAIL:

PASSPORT NO.:

CITIZENSHIP:

ARRIVAL:

TIME:

DEPARTURE:

TIME:

ACCOMODATION...

HOTEL IN SKOPJE:

SINGLE OR DOUBLE:

HOTEL IN OHRID:

SINGLE OR DOUBLE:

TOURS / TRIPS...

GUIDED CITY TOUR, AUG. 27 (23€, INCL. ENTRANCES) (Y/N):

TRIP TO OHRID, AUG. 29&30 (Y/N):

GUIDED CITY TOUR IN OHRID, AUG. 29 (15€ FOR ENTRANCES) (Y/N):

DO YOU NEED A LETTER OF INVITATION (Y/N):

Conference fee: 75€ (including transfer airport-hotel and hotel-airport, dinner on Aug. 29, lunch on Aug. 30, coffee breaks).

The conference fee and other expences can be paid either in cash after you arrive or by a bank transfer to the following account:

IBAN MK07 2103000002587 58

deponent: TUTUNSKA BANKA A.D. SKOPJE

ul Udarna Brigada bb

1000 Skopje

Please be kind to send the completed application form by March 1, 2009.

Contact:

Vesna Dimovska – Janjatova

Institute for Classical studies

Faculty of Philosophy

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e-mail: goce@nehartours.com.mk

Minutes of the General Assembly in Bucharest, 27th September 2008 (English)

Members present:

The committee: Jadranka Bagaric (Croatia), J.-L. Navarro (Spain), Alfred Reitermayer (Austria), Paul Ieven (Belgium-Fr.).

The representatives of the following countries: Germany (D. Schmitz), Denmark (M. Kiil Joergensen and J. Refslund Poulsen), Macedonia/FYROM (V. Dimovska), Netherlands (E. Tijsseling), Portugal (F. de Oliveira), Romania (G. Cretia), Serbia (M. Jovanovic), Switzerland (C. Haller), Sweden (E. Tarandi).

1. Opening of the general assembly.

2. Report of the general assembly of Saint Petersburg (22nd September 2007)

The rapport is approved.

3. Report of activities (2007-2008).

The president reads his report, which is approved by the representatives (annexe 1).

4. New Members.

The assembly votes in approval of the admission of the Association Classical Studies of Serbia as a new member of Euroclassica. It will be represented by Mme Milena Jovanovic, who is introduced by F. Oliveira who managed to establish the first contacts with the Serbian association. M. Jovanovic makes it clear that her association, composed of university teachers as well as those in secondary education, is eager to promote the exchange of ideas with European colleagues.

In addition the assembly grants the title of associate member to two associations: the Italian association SSIS VENETO (UNIVERSITÀ CÀ FOSCARI DI VENEZIA), which co-organised the conference in Venice this year (see the report of the president) and the Spanish publishing house EDICIONES CLASICAS, which publishes our review.

5. Financial Report.

F. Oliveira presents the accounts for 2007, recalling that this was a year in which the office of treasurer was transferred. Certain subscriptions due for 2007 and paid late have been transferred to the new treasurer and accounted for in 2008. The final balance is as follows: 3837 (in) and 4398 (out). The accounts are approved (annexe 2).

J.-L. Navarro presents the budget proposing together with Alfred Reitermayer that from the beginning of the year 2009 the subscription for all Eastern countries should be fixed at 150 €. This proposal and the budget are approved by the general assembly (annexe 3). The treasurer promises that reminders will be sent out to the countries who are in arrears and that he will contact them himself personally if they are seriously in arrears.

E. Tarandi informs the treasurer that her association needs an invoice before paying the subscription.

6. The Newsletter.

It is decided to keep the newsletter in its current form as a paper version.

J. Bagaric proposes, in addition, to collect together each year documents of a pedagogical nature (courses, articles, reviews etc.) which each representative is willing to send in. This will be in an electronic version on the website for economic reasons, and not as previously announced (see the document *Euroclassica Didactica*) as hard copy.

7. The website.

Please note the new address of the website: www.euroclassica.eu.

A new link has been created for the summaries of lectures given at the conferences.

8. Academia Homerica.

M.-E. Giatrakou, president of Academia Homerica, has sent to each representative an account of the session of 2008.

C. Haller, who supports M.-E. Giatrakou in the organisation of the summer school refers the representatives to this account and confirms that the session of 2008 was a success.

The president thanks the organisers for their work.

9. Academia Latina.

E. Tarandi is very pleased with Academia Latina 2008: 23 students from 9 different countries. She makes it clear that Academia Latina is independent financially. The president thanks her as well as B. Pokorna and L. Berkvens.

10. Academia Ragusina.

J. Bagaric presents her project for 2009. She has already received promises of financial aid (Croatian Ministry of Education, local authorities) as well as promises to attend from two lecturers from abroad. The theme of the summer school - Medieval Latin - will have to be adapted to make it accessible to pupils in

secondary school. The lectures will be mainly in English, but a translation into French, for example on screen, could be provided on demand. Final date for inscription: 15th January.

11. Europatria.

F. Oliveira outlines the state of play of the project: 9 countries (10 associations) have sent in their contributions: Austria, Belgium (francophone and Flemish-speaking), Great Britain, Italy, Macedonia/FYROM, Portugal, Romania, Switzerland, Czech Republic.

A. Reitermayer presents the contribution of Austria.

F. Oliveira hopes to receive still more contributions before the end of the year. He has obtained subsidies in order to publish this next year. At the moment he is busy editing the publication. He asks the Netherlands and Dutch-speaking Belgium who have begun their common contribution to find a solution for the final presentation which has to be done by country as was originally the intention.

12. Present Situation of Classics

The representatives report on the present situation of each country where the situation has changed since last year.

In Denmark, faced with a difficult situation, the Danish association is attempting to promote the study of Latin on the following website: www.antikken.nu/

In Macedonia/FYROM, the Classics association has published a booklet which consists of teaching material (texts and CD ROMs) which could be useful for the Latin Platform and the *Euroclassica Didactica* project.

In Serbia, Latin is studied in secondary schools for four or two years as well as in university in certain faculties. Greek is also taken in schools and universities.

13. International Ancient Greek Competition

The organisers of the competition acknowledge the importance of direct relations with the national associations, but A. Reitermayer, present at Athens last September at the proclamation of the results, reminded Mrs. Papadaki, an external relations official at the Ministry of Culture, of the support which international associations such as our own can bring for the promotion of Ancient Greek. Mrs. Papadaki was very interested in the European programme for Ancient Greek.

14. European Programme for Ancient Greek

The president, who has completed the European programme for Ancient Greek requests the assembly to approve the programme so that it can be used in political activities before the next general assembly. The version to be approved is still

“open” in the sense that comments and suggestions can still be made before the end of October. The president will include them as far as possible in the definitive version.

F. Oliveira makes some immediate suggestions: make the principles of morphology clearer, add some more examples, and simplify the presentation.

15. Lobbying.

A. Reitermayer has explained in the president’s report his different approaches to European politicians.

H. Meissner has also undertaken separate approaches to promote Classical education in Europe. He has most notably received an encouraging reply from the president of the European Parliament, Mr H.-G. Pöttering. H. Meissner notes that the decision to create the year 2011 as the year of Classical languages has been adopted by the European Parliament, but not yet by the Commission. According to his contacts it would be better to rename the year 2011 as the Year of Cultural Heritage. This is a wider term, and would be more likely to gain support. H. Meissner will prepare a letter to the Commission leading in this direction which will be signed by the president of Euroclassica. H. Meissner will use his contacts to pass the letter on to Mr Orban, commissioner. It will be translated into Romanian by G. Cretia.

A. Reitermayer also suggests getting in touch on this matter with the president of the Youth European Parliament, Kevin Lognogne.

F. Oliveira and A. Reitermayer suggest that we begin to prepare for 2011. Each country should think about what projects to organise in their country for this year and to set them out to the next general assembly.

H. Meissner is prepared to gather together texts on Classical education from the different countries and to create the links for this project.

16. Latin Platform

A. Reitermayer asks each member to kindly translate the structure of the site and to send the translation to F. Riegler. At present the site exists in German and English.

17. European Certificate

A. Reitermayer distributes a list of Latin vocabulary, which consists of the basic vocabulary for Austrian schools. He asks everyone to give their reactions to this list considering the basic vocabulary used in their own country at this level. The intention is to edit this list to provide a basic vocabulary of 400 words which will form the required vocabulary for level 1 of the European certificate. Each representative will send the list to the president before the end of October.

Then each representative is invited to set a test suitable for the Vestibulum (level 1), following the example which has already appeared on the website. The text chosen for this test - adapted or original - will use the basic vocabulary list. Any additional vocabulary needed will be given in notes. One test will be chosen as the official test for the basic certificate.

18. Future conferences

For 2009, V. Dimovska has accepted a change of date for the upcoming conference in Macedonia/FYROM. It will take place from 27th to 30th August 2009. After a discussion about where the general assembly will take place, the programme is approved as set out in annexe 4.

For 2010, Spain is ready to organise a conference, most probably in Madrid, as it is more easily reached than Pamplona which was previously mentioned. The conference will take place in early September and its probable theme will be the theatre.

19. Other Business

F. Oliveira reports on the contacts he has had with Mme Antebi, organiser of the European Festival of Latin and Greek (FELG). Mme Antebi asks if the name and logo of Euroclassica can be used to promote this festival. The assembly accepts this proposal.

G. Cretia and her colleague Luminita Matei who is an inspector ask the representatives of Euroclassica to support a petition which hopes to avoid a reform of secondary education which would mean a heavy reduction of the hours available for teaching the Classical languages.

E. Ermolaeva is preparing as well an electronic petition opposed to a similar timetable reduction of the hours for the Classical languages. She will circulate members when it is ready.

D. Schmitz, representative of Germany recalls that at the University of Berlin a section of the library is reserved for Euroclassica. Professor Bilt is prepared to welcome copies of all textbooks or other documents on the teaching of Classical languages in Europe. On this matter, F. Oliveira explains that H.-J. Glücklich, who arranged for this project in Heidelberg, had promised to establish a list of the books which had already been sent and which should have been transferred to Berlin. F. Oliveira expects these promises to be fulfilled before any new books are sent.

Several members of Euroclassica have been contacted by the mayor of Oinousses, the island off Chios, to translate into their mother tongue an Ode to Beijing written in the style of Pindar on the occasion of the Olympic Games. The ode will be published in the next Newsletter.

In the name of the general assembly and personally, the president thanks G. Cretia very much for the organisation of the conference in Bucharest and for the warm welcome received from the Romanian colleagues.

Paul Ieven, secretary.

Original: French

Translated by John Bulwer

Minutes of the General Assembly in Bucharest, 27th September 2008 (French)

Membres présents :

Le comité : Jadranka Bagaric (Croatie), J.-L. Navarro (Espagne), Alfred Reitermayer (Autriche), Paul Ieven (Belgique-Fr.).

Les représentants des pays suivants : Allemagne (D. Schmitz), Danemark (M. Kiil Joergensen et J. Refslund Poulsen), Macédoine/FYROM (V. Dimovska), Pays-Bas (E. Tijsseling), Portugal (F. de Oliveira), Roumanie (G. Cretia), Serbie (M. Jovanovic), Suisse (C. Haller), Suède (E. Tarandi).

1. Ouverture de l'assemblée générale.
2. Rapport de l'assemblée générale de St-Petersbourg (22/09/2007).

Le rapport est approuvé.

3. Rapport des activités (2007-2008).

Le président lit son rapport, qui est approuvé par les représentants (annexe 1).

4. Adhésion de nouveaux membres.

L'assemblée vote l'admission de l'Association des Etudes Classiques de Serbie comme nouveau membre d'Euroclassica. Elle sera représentée par Mme Milena Jovanovic, que présente F. Oliveira qui a établi les premiers contacts avec l'association serbe. M. Jovanovic précise que son association, composée de professeurs universitaires et de professeurs de l'enseignement secondaire, est très désireuse d'échanges avec des collègues européens.

En outre, l'assemblée accorde le titre de membre associé à deux associations: l'association italienne SSIS VENETO (UNIVERSITÀ CÀ FOSCARI DI VENEZIA), qui a coorganisé le congrès de Venise cette année (voir rapport du président) et la maison d'édition espagnole EDICIONES CLASICAS, qui publie notre revue.

5. Rapports financiers.

F. Oliveira présente les comptes de l'année 2007, en rappelant qu'il s'agit d'une année de transfert de la trésorerie. Certaines cotisations dues pour 2007 et payées en retard ont été versées au nouveau trésorier et comptabilisées en 2008. La balance finale est la suivante : 3837 (recettes) et 4398 (dépenses). Le bilan est approuvé (annexe 2).

J.-L. Navarro présente le budget en proposant avec A. Reitermayer qu'à partir de cette année 2009 la cotisation de tous les pays de l'Est soit fixée à 150 €. Cette proposition ainsi que le budget sont approuvés (annexe 3). Le trésorier promet que des rappels seront envoyés aux pays en retard de cotisation et qu'il prendra lui-même des contacts directs avec les plus retardataires.

E. Tarandi signale que son association a dorénavant besoin d'une facture pour verser sa cotisation.

6. Le périodique.

Il est décidé de conserver le périodique actuel en version papier.

J. Bagaric propose, en outre, de rassembler chaque année les documents d'ordre pédagogique (cours, articles, ...) que chaque représentant voudra bien lui envoyer. Contrairement à ce qui avait été annoncé dans le résumé de ce projet (cf. document *Euroclassica Didactica*), ce recueil de documents pédagogiques sera publié non sur papier, mais sur notre site internet, et cela pour des raisons économiques.

7. Le site web.

Il faut noter la nouvelle adresse de notre site internet : www.euroclassica.eu.

Un nouveau lien a été créé pour les comptes rendus des conférences de nos congrès.

8. Academia Homerica.

M.-E. Giatrakou, présidente de l'Academia Homerica, a fait envoyer à chaque représentant un compte rendu de la session 2008 de son académie.

C. Haller, qui a soutenu M.-E. Giatrakou dans l'organisation de l'académie, renvoie les représentants à ce compte rendu et confirme que la session 2008 fut une réussite.

Le président remercie les organisateurs pour leur travail.

9. Academia Latina.

E. Tarandi est très satisfaite de l'Academia Latina 2008 : 23 étudiants de 9 pays différents. Elle précise que l'Academia latina est indépendante financièrement. Le président la remercie ainsi que B. Pokorna et L. Berkvens.

10. Academia Ragusina.

J. Bagaric présente son projet pour 2009. Elle a déjà reçu des promesses d'aides financières (ministère de l'Education croate, autorités locales) ainsi que l'engagement de deux conférenciers venant de l'étranger. Le thème de l'académie –le latin médiéval– devra être adapté pour qu'il soit accessible à des élèves de l'enseignement secondaire. Les conférences se feront plutôt en anglais, mais une traduction en français, par exemple sur écran, pourrait être prévue s'il y a des demandes. Date ultime d'inscription : le 15 janvier.

11. Europatria.

F. Oliveira dresse l'état des lieux de son projet : 9 pays (10 associations) ont remis leur contribution : Autriche, Belgique (francophone et néerlandophone), Grande-Bretagne, Italie, Macédoine/ARYM, Portugal, Roumanie, Suisse, Tchéquie.

A. Reitermayer présente la contribution de l'Autriche.

F. Oliveira espère recevoir encore d'autres contributions avant la fin de l'année. Il a des subsides pour publier l'année prochaine. A ce moment, il se mettra à travailler à la présentation de la publication. Il demande aux Pays-Bas et à la Belgique néerlandophone, qui ont abouti à une contribution commune, de trouver une solution pour la présentation finale, qui doit se faire par pays comme cela était initialement prévu.

12. Situation des langues classiques.

Les représentants des pays dont la situation des langues classiques a changé depuis l'année passée sont invités à prendre la parole.

Au Danemark, face à une situation difficile, l'association danoise s'est efforcée de promouvoir l'étude du latin sur le site suivant : www.antikken.nu/

En Macédoine/ARYM, l'association des classiques a réalisé une publication consistant en un recueil de matériel pédagogique (textes et cédéroms), qui pourrait alimenter *La plate-forme latine* et le projet *Euroclassica Didactica*.

En Serbie, on étudie le latin dans les écoles secondaires pendant 4 ans ou 2 ans ainsi qu'à l'université dans différentes facultés. On étudie aussi le grec dans les lycées et à l'université.

13. Concours international de grec ancien.

Les organisateurs du concours privilégient les relations directes avec les associations nationales, mais A. Reitermayer, présent à Athènes, en septembre dernier, lors de la proclamation des résultats, a rappelé à Mme Papadaki, chargée des affaires extérieures pour le Ministère de la Culture, le soutien que peuvent apporter des associations internationales comme la nôtre pour la promotion du

grec ancien. Mme Papadaki s'est montrée très intéressée par le programme européen pour le grec ancien.

14. Le programme européen de grec ancien.

Le président, qui a achevé de rédiger le programme européen pour le grec ancien, demande d'approuver en assemblée ce programme afin de pouvoir l'utiliser avant la prochaine assemblée générale dans des démarches politiques. La version à approuver est « ouverte » c'est-à-dire que chaque représentant peut envoyer à A. Reitermayer ses remarques avant la fin du mois d'octobre. Le président les intégrera dans la mesure du possible dans la version définitive.

F. Oliveira fait déjà part de ses remarques : faire davantage ressortir des principes de formation morphologique, ajouter certains exemples, simplifier la présentation.

15. Lobbying.

A. Reitermayer a expliqué dans son rapport de président ses différentes démarches auprès des politiciens européens.

H. Meissner a également entrepris différentes démarches pour promouvoir *la formation classique* en Europe. Il a notamment reçu une réponse encourageante du président du Parlement Européen, Monsieur H.-G. Pöttering. H. Meissner précise que la décision de consacrer l'année 2011 *Année des langues classiques* a été adoptée par le Parlement Européen, mais pas encore par la Commission. D'après ses contacts, il serait préférable de revendiquer pour l'année 2011 l'appellation *Année de l'héritage culturel* : l'appellation est plus large et susceptible d'emporter plus d'adhésion. H. Meissner préparera une lettre à destination de la Commission allant dans ce sens ; cette lettre sera signée par le président d'Euroclassica. H. Meissner usera de ses contacts pour transmettre la lettre à Mr Orban, commissaire. Elle sera traduite en roumain par G. Cretia.

A. Reitermayer suggère également de prendre contact à ce sujet avec le président du Parlement Européen des Jeunes, Kevin Lognogne.

F. Oliveira et A. Reitermayer suggèrent de préparer l'année 2011. Que chaque pays réfléchisse à des projets à organiser chez lui dans le cadre de cette année et les expose à notre prochaine assemblée.

H. Meissner est prêt à rassembler des textes sur la formation classique venant de différents pays et à créer des liens sur ce projet.

16. Plate-forme latine.

A. Reitermayer demande à chaque membre de bien vouloir traduire la structure du site et d'envoyer la traduction à F. Riegler. A présent le site existe en allemand et anglais.

17. Certificat européen.

A. Reitermayer distribue une liste de vocabulaire latin : ce sont les mots classés comme vocabulaire de base en Autriche. Il demande à chaque représentant de réagir face à cette liste en fonction du vocabulaire utilisé dans son propre pays à ce niveau : il s'agit donc de compléter la liste ou d'en enlever certains mots de manière à aboutir à une liste de 400 mots de base, qui servira de référence pour le vocabulaire du niveau 1 du certificat européen. Chaque représentant enverrait sa liste au président avant la fin du mois d'octobre.

Ensuite chaque représentant est invité à composer un test destiné au niveau Vestibulum (niveau 1), suivant l'exemple qui apparaît déjà sur le site internet. Le texte choisi pour ce test – texte composé ou original- utilisera surtout le vocabulaire de la liste de base ; le vocabulaire supplémentaire sera donné en notes. Un test sera finalement choisi comme test officiel pour le certificat de base.

18. Futurs congrès.

Pour 2009, V. Dimovska a accepté de changer les dates du futur congrès Euroclassica en Macédoine/ARYM. Il aura lieu du 27 au 30 août 2009. Après une discussion sur le lieu de l'assemblée générale, le programme est approuvé tel qu'il est décrit dans l'annexe 4.

Pour 2010, l'Espagne est prête à organiser un congrès, sans doute à Madrid, plus accessible que Pampelune évoquée précédemment. Le congrès aurait lieu au début du mois de septembre et aurait probablement pour thème le théâtre.

19. Divers.

F. Oliveira fait part des contacts qu'il a eus avec Mme Antebi, organisatrice du Festival Européen de Latin et de Grec (FELG). Mme Antebi demande de pouvoir utiliser le nom et le logo d'Euroclassica pour promouvoir son festival. L'assemblée accepte.

G. Cretia et sa collègue inspectrice, Luminita Matei, demandent aux représentants d'Euroclassica de soutenir une pétition visant à éviter une réforme de l'enseignement secondaire entraînant une importante réduction d'heures dans l'enseignement des langues classiques.

E. Ermolaeva prépare également une pétition électronique pour s'opposer à une réduction horaire de l'enseignement des langues classiques. Lorsque la pétition sera prête, elle sollicitera le soutien des membres d'Euroclassica.

D. Schmitz, représentant de l'Allemagne, rappelle qu'à l'Université de Berlin un département de la bibliothèque est réservé à Euroclassica. Le professeur Bilt est prêt à y accueillir tous les manuels ou autres documents sur la pédagogie des langues classiques en Europe qu'on lui enverrait. A ce sujet, F. Oliveira explique que H.-J. Glücklich, qui s'occupait jadis de ce projet à Heidelberg, avait promis

d'établir une liste avec les livres qu'on lui avait envoyés et qui devaient être transférés à Berlin. F. Oliveira attend que ces promesses soient tenues avant d'envoyer de nouveaux livres.

Plusieurs membres d'Euroclassica ont été contactés par le maire d'Oinoussès, la petite île proche de Chios, pour traduire dans leur langue maternelle une Ode à Pékin rédigée à la manière de Pindare à l'occasion des jeux olympiques. L'ode sera publiée dans notre prochain bulletin.

Au nom des membres de l'assemblée générale, A. Reitermayer remercie G. Cretia pour l'organisation du congrès à Bucarest et l'accueil chaleureux que les collègues roumains leur ont réservé.

Paul Ieven, secrétaire

La conférence annuelle CLASSICA ROMANO-DACICA Bucarest – Constanța 2008

Cette année, c'est à la Roumanie qu'est revenu l'honneur d'être l'organisateur et l'hôte de la Conférence annuelle EUROCLASSICA. Les travaux se sont déroulés entre le 25 et le 29 septembre, à Bucarest et à Constanța, cette dernière ville étant choisie en raison des nombreux vestiges antiques qui y sont conservés ou qui l'entourent.

Les participants étrangers, représentants officiels ou visiteurs, au nombre de 22, provenaient de 13 pays: Allemagne, Autriche, Belgique, Croatie, Danemark, Espagne, Grande-Bretagne, Macédoine, Pays-Bas, Portugal, Serbie, Suède, Suisse. Les participants roumains étaient, normalement, plus nombreux et comprenaient le comité de notre organisation nationale, SOCIETATEA DE STUDII CLASICE DIN ROMÂNIA, ainsi que beaucoup de professeurs des universités et des lycées, des scientifiques, des doctorants, des étudiants en langues classiques et en histoire, des élèves.

La matinée du 26 septembre, dédiée aux communications scientifiques, a débuté par les brèves mais cordiales salutations adressées aux participants par le professeur Alfred Reitermayer, président d'EUROCLASSICA, par les vice-doyens des deux Facultés, de Langues Étrangères et d'Histoire, respectivement les professeurs Octavia Nedelcu et Ecaterina Lung, par le professeur Zoe Petre, ancien doyen de la Faculté d'Histoire, qui a d'ailleurs aimablement accepté d'être le modérateur de cette séance, et par la représentante de la Roumanie, le professeur Gabriela Creția.

Le contenu des lectures présentées avait été choisi de manière à offrir à nos hôtes des informations essentielles sur l'ancienne Dacie, préromaine et romaine, par les personnes les plus compétentes dans les domaines afférents. Ainsi, le Dr. Crișan Mușețeanu, directeur du Musée National d'Histoire, a évoqué les aspects les plus importants de la civilisation et de l'économie antiques au Bas-Danube, le Dr. Lucia Marinescu, experte en histoire de l'art, a commenté les images de sculptures représentatives découvertes en territoire dacique, le Prof. Alexandru Barnea, chef du Département d'Histoire Ancienne de l'Université de Bucarest, a fait le point des récentes recherches et de l'importance capitale, au niveau européen, du site spécial *Tropaeum Traiani*, le Prof. Florica Bechet, chef du Département d'Études Classiques de la même Université, a rappelé le mode de vie dans les colonies grecques du Pont Gauche. Choisisant une autre perspective, le Prof. Liviu Franga, vice-doyen de la Faculté de Langues Étrangères, a offert une analyse profonde et moderne de l'écriture de celui qui ne pouvait certainement pas être absent de ce Colloque, le poète Ovide.

L'après-midi du 26 septembre a été consacré à la visite du Musée National d'Histoire, où les participants ont pu examiner une riche collection d'inscriptions grecques et latines, ainsi que les métopes de la Colonne Trajane, séparées et exposées au niveau des yeux, mises en ordre de façon à illustrer clairement les péripéties des deux guerres daco-romaines et les minutieux détails d'équipement militaire, religieux, ou vestimentaire, qui font de ces hauts-reliefs un véritable film documentaire d'époque. Dans la Salle des Trésors ont pu être admirées des œuvres d'art, antiques et modernes, travaillées dans l'or dont la Dacie abondait.

La soirée s'est passée dans le riche cadre baroque de la Maison des Universitaires et dans l'atmosphère cordiale d'un cocktail offert par le Recteur de l'Université, le Prof. Ioan Pânzaru (malheureusement, lui-même n'a pas pu y participer, vu qu'il représentait la Roumanie dans un Congrès sur le multilinguisme, à Paris).

Samedi, le 27 septembre, s'est déroulée, sous la conduite du président d'EUROCLASSICA, le prof. Alfred Reitermayer, l'Assemblée Générale, réservée aux représentants officiels des pays-membres (enrichis d'une unité face à l'année passée, par l'élection, à l'unanimité, de la Serbie). Y ont été aussi invités quelques collègues roumains de l'enseignement pré-universitaire, parmi lesquels notre nouvelle inspectrice, Luminița Gheorghiu, qui a fait part de certains de ses projets, tels que des spectacles de théâtre latin soutenus par des élèves, destinés à diversifier les approches didactiques de l'Antiquité.

Après avoir parcouru en autocar le trajet Bucarest – Constanța et s'être reposés dans le confortable hôtel Ibis, les participants ont passé la matinée du dimanche 28 septembre au Musée d'Archéologie, dont ils ont pu admirer les riches collections grâce à leur excellent guide, le prof. Livia Buzoianu, de l'Université *Ovidius* de Constanța. La visite de la Mosaïque située à proximité du Musée a clos le périple tomitain, sans toutefois omettre les inévitables photographies devant la statue d'Ovide.

Déjeuner, puis trajet en autocar vers Adamelisi, où l'on visite *in situ* les restes bien conservés du *Tropaeum Traiani*, monument érigé en 109 apr. J. Chr. en l'honneur de la victoire de Trajan sur les Daces, ainsi que le Musée afférent, dont les nombreuses métopes sont tout aussi évocatrices que celles de la Colonne. Les visiteurs, déjà avertis par l'exposé d'Alexandru Barnea présenté deux jours auparavant, ont bénéficié sur place de la compétence d'une autre spécialiste, la doctorante Adriana Panaite, dont la thèse porte sur ce sujet-même.

Le voyage de retour à Bucarest et les départs du lendemain, lundi 29 septembre, ont mis fin à cette rencontre qui, au dire de mes collègues, a atteint son but.

Je tiens à remercier ici, encore une fois, mes collègues de la Faculté d'Histoire, qui ont gracieusement hébergé cette Conférence, étant donné que la Faculté de Langues Étrangères, en réparation, n'a pas pu le faire. Cette circonstance a fait que

nous n'avons pas réussi à montrer à nos collègues étrangers les vastes bibliothèques, classique et moderne, dont nous disposons.

La prestigieuse *Editura Humanitas* a bien voulu nous offrir les belles images, posters et invitations, qui ont servi à l'annonce de cette rencontre. Nous lui en sommes reconnaissants.

Je remercie aussi le doctorant Emilian Ghiță, dont le dévouement et le soutien technique m'ont considérablement allégé le travail d'organisation; de même, je remercie mes jeunes collègues classicistes, qui ont eu la gentillesse d'accueillir nos hôtes à l'aéroport.

Tout en regrettant le rythme un peu rapide des travaux, imposé par le manque de temps, tout en regrettant, aussi, la présence de la pluie, improbable à ce moment de l'année, qui a obscurci l'horizon bucarestois, j'adresse à tous les participants et à tous les membres d'EUROCLASSICA l'invitation de (re)faire ce voyage, dans des conditions plus propices. *Utinam!*

Gabriela Creția

Report on the Academia HomERICA 2008

We inform you with great pleasure that in Greece for twelfth year the activities of EUROCLASSICA took place and for eleventh the activities of ACADEMIA HOMERICA. The success was great according to the unanimous enthusiastic opinion of all the participants and the everyday audience and the authorities, underlining that Academia HomERICA was not simply successful but in 2008 reached its zenith, we may say. The fantastic flourishing of Academia HomERICA is a reality. The President of the Greek Democracy accepted to put it under his protection as well as the President and the member of the Greek Parliament. Very important and meaningful salutations were sent also by the Ecclesiastical and State Leaders as well as Ministers, Mayors, the Vice – Mayor of Chios and President of the “Homereion Cultural Center”, Mr. D. Mantikas, the General Secretary of the Ministry of National Education and Religion, the Honorary President of Etaireia Hellenon Philologon Mr. P. Vlachos, the President of Euroclassica, Mr. Alfred Reitermayer, by the President of the Philotechnic Association of Chios, Mr. Ioannis Karalis, by the Director of Academia HomERICA, Dr. Maria – Eleftheria Giatrakou, etc. All year long, as it happens for twelve continuous years Mrs. Giatrakou worked hard to organize A.H. as she is the “soul of it”, Maria – Eleftheria Giatrakou having harmonical cooperation with the members of the E.C. of Euroclassica as well as with the members of the Organizing Committee of A.H. and the dean of it Christine Haller all of whom enthusiastically supported A.H. The Director of A.H. chose a good team of persons for the days of the congress contributing in this way to the general

success. The General Secretary and Cooperator of Studies, Mrs. Marianna Georgoutzou – Nikitopoulou facing special difficulties could not go to Chios but joined the participants in Athens, at “Bairaktaris” restaurant for the offered dinner and had contact with all the participants. The participants this year, members of Academies, Professors of Universities, doctors, researchers, students from England, Belgium, Croatia, China, France, Germany, Greece, Italy, Spain, Switzerland, Russia, Syria, Portugal, Chile, etc. Members of the European and Greek Parliament participated also and have supported the activities of A.H. in the above Parliaments as well as the authorities, Presidents, and members of Scientific and Cultural Foundations and Associations. Some members of Academies said the congress of Academia Homeric is the greatest, more important and meaningful of all the congresses that take part in Greece.

In Athens all the participants stayed in “Theoxenia” Hotel and visited the Acropolis, its New Museum, the Archaeological Museum in Athens and the “Themistoclean Walls” in Pasalimani, Peireas. Prof. John Thorley guided all the participants in the above places and the participants had also the possibility to walk round the Centre of Athens, the Ancient Agora and Monastiraki. Mr. Spyros Bairaktaris offered them an excellent dinner in his famous restaurant at Monastiraki and next day offered to all the participants Mr. Pan. Tsakos an excellent lunch and offered them a packet with food, etc. for the travel by ship to Chios.

On July 13th. Dr. Giatrakou and the administrative team welcomed all the participants at the port of Chios, offered to all of them a special hospitality and cared to arrange everything regarding their residence in the Hotels and the Boarding House of the Aegean University. In every room the participants found their sack, blouse, cap, writing material, touristic information, special guides, natural mastic, sweets and ouzo of Chios. On July 13th took place at Homerion the official opening of the congress. The authorities were present and the congress Hall was crowded. Prof. John Thorley gave the first lecture and in the afternoon started the teaching in students’ session as well as three Greek Philologists started running the three sessions of Modern Greek and of course eminent personalities gave lectures in scholars’ session. Eminent personalities were nominated honorary citizens of Chios Municipality by the Mayor of Chios. At noon offered lunch to the participants the Ship-owners Brothers Veniamis, at the luxurious hotel “Grecian Castle” and in the evening offered a fantastic dinner by the seaside of Kardamyla the Shipowner, Mrs. Ageliki N. Fragou. On July 14th the participants travelled to Oinousses island, where for the first time was founded “Academia Homeric” by Nicos D. Pateras. The Mayor of Oinousses, Evangelos Angelakos booked the ship “Oinoussai III” for the travel of the participants and offered an exemplary homeric hospitality.

The participants visited the Monastery of Evangelismos Theotokou of Oinousses, where they all accepted a generous hospitality as well as the new book published in memory of the chief nun Maria Myrtydiotissa who founded the

monastery with her husband. They also visited the Naval Museum and the Naval Academy of Oinousses and attended lessons and lectures there. The Mayor nominated honorary citizens of Oinousses Municipality, distinguished personalities.

On Tuesday, July 15th 2008, Prof. John Thorley and Dr. Antonios Makrinos continued teaching students at Homerion the Odyssey and the Scholars also gave lectures too. At noon all the participants visited the Naval Museum «A and M PATERAS» in Chios and the President and the Executive Committee of it offered a very generous lunch and reception and an excellent edition in Greek and English referring to the exhibits of the Museum. In the evening of the same day all the participants visited «Daskalopetra» (Homer's Rock or School, where Homer used to teach his students 'Homerides').

They all enjoyed the very important and attractive lecture given by Dr. Athina Zacharou- Loutrari, 'Homer, the poet of Chios'. The Mayor of Homeroupolis nominated 'Honorary citizens of Homeroupolis Municipality distinguished personalities of Academia Homerica and offered a fantastic dinner.

On July 16th the participants visited the Mastic and Medieval villages and the archaeological Place of Emporios with the 7000 years of civilization for which Dr. Athina Zacharou – Loutrari made a fantastic scientific presentation at Homerion with pictures in a bilingual way, she did the same for the Archeological Museum of Chios. The Hellenists attended lectures at the cultural Centre of the Mastic villages at Pyrgi and the students at the school at Pyrgi. After it the participants enjoyed a fantastic lunch which was offered by Mr. Antonios Fegoudakis at his excellent hotel "Golden Sand". In the afternoon the participants attended the lecture and the lessons at the Homerion.

On the July 17th, Thursday the participants visited the library "ADAMANTIOS KORAI" the Gallery of Argentis and the Folklore Museum of it and the responsible of the Library guided them there. Then they visited The Archeological Museum of Chios with the famous exhibits and after it the Byzantine Monastery "NEA MONI", Anavatos castle village and Avgonyma and enjoyed the guiding by Dr. Andreas Axiotakis. The TEDK (Local Administration of Municipality and Communities) offered a traditional lunch at Avgonyma to all the participants. In the afternoon the participants visited St Markella and Volisos where it is the castle and near it Homer's house according to the tradition. The Mayor of Amani (Volisos) offered to all a fantastic dinner.

In the evening scholars and students went to Daskalopetra and read lines from the Homeric epic poems in an excellent chance, organized by DIPETHE of Chios.

On July 18th, the scholars and students attended lectures and lessons at the "Homerion" and the same happened on Saturday July 19th. In the afternoon took place at Homerion the oral competition of the students who read Homeric epic poems in Greek and their own languages, directed by the Prof. John Thorley. During all the days there were also three sessions in which attended lessons of

Modern Greek, history and civilization students and professors. On Sunday 20th, in a very enthusiastic atmosphere in the Conference Hall of Homerion which was crowded by the Authorities, the participants and generally a distinguished audience, the sponsors and cooperators received honorary distinctions and all the other participants the certificates of attendance and selected editions. After it, it was offered to all a generous, rich lunch at the hotel “Grecian Castle”, which was offered by the ship owner, Mr. Nikos Fistes. The students directed by Prof. John Thorley repeated their oral public competition. John thanked Dr. Maria –Eleftheria Giatrakou, Dr. Antonis Makrinos and Jang Shaobo who offered lectures to the students’ session successfully. All the participants were very satisfied and touched expressing their cordial gratitude for the excellent congress of Academia Homerica and expressing the wish to participate again next year 2009.

Athens – Chios, July 25th, 2008

Marianna Georountzou- Nikitopoulou and Dr. Athena Zacharou- Loutraki

In memoriam

On the 8th of December our Academia Homerica lost one of its earliest active members. Christos, Maria-Eleftheria Giatrakou's brother, departed this life after several months of illness. From the beginning he had effectively supported Academia Homerica. Among other tasks, he took the responsibility of carrying out the electronic correspondence. Not many people met this discreet man, but he was always there, always reliable. His comments and suggestions were particularly useful when we finalized the application online to Academia Homerica. Last summer, as he did not have to stay in Athens, Christos Giatrakos had joined the meeting at Chios and had read a paper on Odysseus' Voyages, a subject which ideally suited the former navy captain he was. To Maria and to his family we express our deepest sympathy.

Christine Haller

Announcement of Academia Homerica 2009

ANNOUNCEMENT OF THE 12th ACADEMIA HOMERICA July 10-19 2009

The 12th Academia Homerica will take place, July 10-19, 2009, 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 10 Arrival of all participants in Athens. Stay at Hotel Theoxenia, 3-6 Gladstonos str.
Dinner at Bairaktaris Restaurant at Monastiraki
- July 11 Visit of the Acropolis, the New Acropolis Museum and the Archaeological Museum
Lunch at Pasalimani – Piraeus (near to the Themistoclean Walls)
Departure to Chios by ship in the late afternoon
- July 12 Arrival in Chios and installation at the Boarding House of the Aegean University (resp. hotels)
Official opening of the Academia Homeric at the Homerion Cultural Center
- July 12-18 Lessons and lectures in Homerion, various activities and trips: visit of sightseeing places in Chios town and island (archaeological site of Emporio, Mastic village of Pyrgi, Nea Moni, Homer's House, ...) trip to the island of Oinousses.
- July 18 Competition of the students.
- July 19 Closing of the congress.
Return by ship to Piraeus in the evening.
- July 20 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, 2009. www.euroclassica.eu >Academiae > Academia Homeric > 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)

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.

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 Dr. Antony Makrinos and other professors from European Universities.
- The programme will include classes on Homer, *Iliad*, 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 (*Il.* 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 *Iliad* 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, in French or in any other language provided that an English summary can be handed out.

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 Giatrakou. 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:

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ACADEMIA RAGUSINA

April 2009, 13 -18

On the survival of culture from the fall of the Western
Roman Empire to the invention of printing

PROGRAMME

- 13.04.09.** Monday **Arrival and registration**
- 14.04.09.** Tuesday **Morning session 9:00-12:30**
- 9:00 Opening ceremony
Welcome by Croatian authorities and the president of
Euroclassica
- 9:30 *Jadranka Bagarić, Gymnasium Dubrovnik, The frame
and the goals of Academia Ragusina*
- 9:45 *Olga Perić, University of Zagreb, Medieval Latin
charter and philology,
Lecture*
- 10:15 *Paula Dias, University of Coimbra, Breaking the
silence – Contact, mobility and cultural movement
between the East and the West on Late Antiquity,
Lecture*
- 10:45 Coffee break
- 11:15 *Josip Degl'Ivellio, composer and conductor, Zagreb,
Gregorian choral, Lecture*
- 11:45 *Josip Degl'Ivellio, composer and conductor, Zagreb,
Gregorian choral, Workshop*
- 13:00 Free time for lunch

Afternoon session (15:00-18:30)

(Pupils' and students' session, free time for teachers)

- 15:00 *Anamarija Kurilić, University of Zadar*, Characteristics of Vulgar Latin on the inscription in the Late Antiquity, Lecture
- 15:30 *Anamarija Kurilić, University of Zadar*, Characteristics of Vulgar Latin on the inscriptions in the Late Antiquity, Pedagogic workshop
- 16:30 Coffee break
- 17:00 *Tomislav Galović, University of Zagreb*, Scriptura Beneventana – Example of European calligraphic scripture, Lecture
- 17:30 *Tomislav Galović, University of Zagreb*, Scriptura Beneventana – Example of European calligraphic scripture, Workshop
- 18:30 End of afternoon session
- 19:00 Dinner

15.04.09. Wednesday Morning session (9:00-12:30)

- 9:00 *Darko Novaković, University of Zagreb*, Scribes, scholars and authors: The beginnings of Humanism in Croatia, Lecture
- 9:30 *Neven Jovanović, University of Zagreb*, Editing the "Regum Dalmatiae et Croatiae gesta" by Marko Marulić, Lecture
- 10:00 *Vlado Rezar, University of Zagreb*, Reception of "De administrando imperio" in Ragusa, Lecture
- 10:30 Coffee break

- 11:00 *Tamara Gović, Diocesan classic gymnasium "Ruđer Bošković", Dubrovnik, Medieval and humanistic inscription in Dubrovnik, Lecture*
- 11:30 Visit of Scientific Library of Dubrovnik and Historical Archives of Dubrovnik (in two groups with two guides)
- 13:00 Free time for lunch
- Afternoon session (14:30-18:30)**
- 14:30 *Christine Haller, Lycée Denis-de-Rougemont, Neuchâtel,*
The long march of the Irish monks – from the mists of the North to the heights of the Lake Constance, Lecture
- 15:00 *Christine Haller, Lycée Denis-de-Rougemont, Neuchâtel,*
The long march of the Irish monks – from the mists of the North to the heights of the Lake Constance, Pedagogic workshop
- 16:30 *Dino Demicheli, University of Zagreb, Carmina epigraphica in the early Christian inscriptions from Croatia, Lecture*
- 17:30 Walking tour in the old city of Dubrovnik
- 19:30 Dinner

16.04.09. Thursday

10:00-13:00 Pupils and student's competition
(free day for the other participants)

20:00 Gala dinner and awards to the best pupils and students

17.04.09. Friday

10:00 – 18:00

Full day excursion to the medieval town Ston (lunch included)

19:00 Dinner

18.04.09. Saturday **Departures**

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Book reviews

Anglophone Angles

Three English-language books of interest to teachers of Latin

Counting the Stars by Helen Dunmore (Penguin Fig Tree)

The first is a novel about Catullus' relationship with Lesbia. Using the poems as a starting point, the narration is centred on the poet's psychological state of mind as the affair progresses. The identification of Lesbia as Clodia is unquestioned and the whole socio-political setting is evoked in literal detail: Cicero, Clodius, Metellus and the sparrow all make their expected appearances. The passion and torment of Catullus is convincingly portrayed as are the details of Roman life in this particular social milieu. A student, who is coming across Catullus for the first time may well find rewards in the structure the novel gives to the love of Catullus and Clodia/Lesbia, but the picture drawn of the life lived by these characters in Roma and Baiae is ultimately rather prosaic. In addition the poems are treated

more as material for the fiction than as poems in themselves. Nevertheless, this is a good fictional introduction to Catullus and his world.

Pompeii: the Life of a Roman Town by Mary Beard (Profile Books)

Mary Beard is well-known as a commentator on the ancient world in the media (she also blogs regularly for The Times – www.times-online.co.uk). Her recent book on The Roman Triumph was, well, a triumph and she now turns her attention to Pompeii. Many teachers will be using course books that have a chapter on Pompeii to illustrate Roman everyday life: in Pompeii all the regular features of the daily existence of the ordinary people in the 1st century become clear. The baths, the theatre, the houses, the streets, the forum, the amphitheatre, the food-shops and the bars are all there for our inspection and wonder. Mary Beard, however, makes us look at Pompeii not only as an artefact frozen for ever in August 79 CE, but as a piece of history changing and updating as we the observers intervene in the material remains, leaving our own marks and changing them and interpreting them in our own ways. She makes us realise that the excavations of Pompeii have their own history in which we as modern visitors and interpreters play our own part. Traditionally arranged in the usual chapters on Roman life (baths, forum, gladiators, etc), we take a fresh look at familiar material and are given new material to think about for our next visit with a group of our students. Equally valuable as a practical guide to the present state of the remains and as a general introduction to archaeology, this book is strongly recommended for the school library for students and faculty alike. Every visitor to the site of Pompeii will look at the streets and houses in a different way after reading this book, and the dedicated will find unexpected things to look at in out of the way places away from the sights presented to most tourists.

Amo, amas, amat by Harry Mount

Colleagues should be warned against the superficial attractions of Harry Mount's short book on the pleasures of Latin. His is a very narrow, rather privileged and aristocratic view of education. It is not representative of Classics teaching in England as it concentrates only on the independent (or "public") school system. Indeed it seems to be unaware that any other sort of worthwhile education goes on at all. Those of us from the UK who have more in common with our European colleagues who work teaching the Classical languages in their state systems do not wish to be portrayed in this manner, and find his remarks on our favourite Cambridge Latin Course positively offensive. Not to be recommended or disseminated in Europe.

Classics and Albanian Literature

How well read are we Europeans in Albanian literature? Do any of us read in Albanian? **Ismail Kadare** is the best known modern Albanian author to the rest of Europe (perhaps the only one). It is significant for readers of the Euroclassica newsletter that he shows considerable interest in and knowledge of classical themes and literature and that these play an important part in his writing. *The File on H* is a comic tale of two western academics at an unspecified time in the past who attempt to do research on the origins of the Homeric oral tradition by investigating the techniques and abilities of the rhapsodes of the region to compare with the possible way in which Homer worked. Of course Kadare's main concern is with the workings of Albanian society when faced with these outsiders who do not understand the local idiosyncrasies. The misapprehensions develop and the two innocent interlopers complicate the lives and social interactions of the local inhabitants by their actions. Disinterested academic research cannot take place in an anthropological vacuum and the two rather blundering classicists cause a certain amount of havoc in the totalitarian society in which they find themselves.

Agamemnon's Daughter is a modern tale, more overtly political and directed towards the totalitarian communist regime that Kadare had to endure in the post-war years. It is a retelling of the Iphigenia myth in which the daughter of a high-ranking party official makes a different kind of sacrifice of herself. The main character, her lover, has to endure the consequences of her decision. Quite unlike anything else we may read, these novels should be of interest to any European classicist who will find here a light shining in unimagined corners of European life, which are just as affected by the classical legacy of Greece as our more familiar mainstream culture.

Ismail Kadare is available in French and English translations, if our Albanian language skills are not up to reading them in the original.

Agamemnon's Daughter by Ismail Kadare, translated from the French of Tedi Papavrami and Jusuf Vrioni by David Bellos (Canongate)

The File on H by Ismail Kadare, translated from the French of Jusuf Vrioni by David Bellos (Vintage)

Future Reviews

Please let me know if you would like to review any recently-published books for the Euroclassica Newsletter, and I shall try to obtain a copy for you. Please supply full details of title, author and publisher. Any books of general or pedagogical interest will be suitable for future editions.

John Bulwer



**HELLENIC REPUBLIC
PREFECTURE OF CHIOS
MUNICIPALITY OF OINOUSSAI**

«Bulwark of shipping, famous Oinoussai, isles divine»

On the occasion of the Olympic Games in Beijing and on the initiative of shipowner Evangelos Angelakos, the Mayor of the Oinousses Islands, –which lie between Chios and Turkey-, the well known classisist, historian and author Sarantos Kargakos composed an “Ode to Beijing” in ancient Greek.

The Ode was recited at the opening ceremony of the archaeological exhibition “Agon”, which took place on the 4th August by the Greek Minister of Culture M. Liapis and his Chinese counterpart Cai Wu at the Capital Museum in Beijing. Also the Ode has been put up at the “Hellenic House” in the Chinese capital for the permanent exhibition of Greece there.

The idea of this Ode is to hand down a message of peace, hope and virtue throughout the world via the Olympic Games “Beijing 2008”. It also expresses the desire for closer relations between East and West, North and South. Greece can contribute towards this, as it has always been the connecting bridge between them. Last but not least, this Ode is to thank China, the host country, which has dedicated the year 2008 to the cultural heritage of Greece.

It is reminded that similar initiatives had been taken on both occasions when the Olympic Games took part in Athens: in 1896, an Oxford Professor by the name G.S. Robertson recited a poem that he had composed in ancient Greek. Similarly, in 2004 the Oxonian Don Dr. Armand D’Angour wrote an ode in Pindaric style, at the instigation of Dame Mary Glen-Haig (Member of the International Olympic Games Committee), who also recited it.

The Greek Ministries of Foreign Affairs and that of Education have supported the initiative of the Mayor of the Oinousses Islands and already make arrangements for the presentation of the Ode in various venues worldwide in the framework of the Olympic Games.

ΩΔΗ ΣΤΟ ΠΕΚΙΝΟ
Όλυμπιακοὶ ἀγῶνες 2008

Όλυμπιάς δάς,
τοῦ οἰκουμένη τῆ πάση χεῦαι
εἰρηναῖον τὸ φάος
ἐς γαῖαν Σηρικὴν ἔμολες τήμερον,
ἦν οὐχ ἴκετο
Ἰάσων, Ἄργοῦς ναυβάτης,
οὐδὲ Λαερτιάδης, κλεινὸς Ὀδυσσεύς,
οὐδ' ἀήσητος Ἀλέξανδρος
κραταιότατος πάντων ἀγὸς
ὁ καὶ Μέγας ἐν ὑστέρῳ κληθεῖς.

Ἦ Πεκίνου πτόλι,
αἰωνία τε καὶ πολυκλεῆς
τουτὶ φάος ὀλυμπικὸν
δέξαι
καὶ ὀμφαλὸς γενοῦ
ἀμφικτυονίας καινῆς
πανταχοῖ πεταννύσης
εἰρηναῖον τὸ φάος
ἐλπίδων τ' αὖ φάρος
πονούντων, πεινώντων, ταλάνων.

Φλόξ αὐτῆι
φρυκτωρίας δίκην
ἐν γὰς πέρασιν ἄξασα
ἐν σταδίῳ τῷ τῷδε
φωταγωγεῖ
ὑποθήκην τε νεότητι
δίδωσιν
ἀγνώς ἐν ἀθλήμασιν ἔχειν
ἀγωνίζεσθαί τε
οὐκ ἀγῶνα χρημάτων
ἀλλὰ κοτίνου, ἐλαίας κλώνου
εἰκόνοσ τε ἀρετᾶσ καὶ εἰρήνης
ἐν γὰ τῆ πάση

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