



**Euroclassica Newsletter**  
**Number 19, January 2011**

**INTRODUCTION**

**Dear readers of Newsletter 2011!**

*MAXIMAS GRATIAS VOBIS OMNIBUS AGO, IMPRIMIS Jose Navarro viro vere  
Hispaniensi Concilium EUROCLASSICAE MMX maxima virtute perficienti et  
Maria Giatrakou et Christine Haller  
et John Thorley*

Developed through a process of scientific research and wide consultation the CEFR provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluation outcomes in an internationally comparable manner. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. The CEFR is a document which describes in a comprehensive manner

- The competences necessary for communication
- The related knowledge and skills
- The situations and domains of reading, writing and analyzing Classical Languages

The CEFR facilitates the clear definition of teaching and learning objectives and methods. It provides the necessary tools for assessment of proficiency.

The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers -in fact to all who are directly involved in teaching and testing Classical languages. ([www.coe.int/lang](http://www.coe.int/lang) and CEFR)

In the same manner the European Common Framework for Classical languages (ECFRCL) provides a practical tool for setting clear standards and competences to be attained at successive stages of learning and for evaluation outcomes in an international comparable manner.

([http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign\\_en.asp](http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign_en.asp))

The competences necessary for using Classical languages as an authentic source for an European way of thinking, speaking and performing in the fields of literature, architecture, theatre, arts, philosophy, politics and religion.

„The teaching of modern languages in Europe grew out of the teaching of Latin. (Foreign languages -modern and classical, 2010. In:Language Policy Division. Council of Europe, p.5 [www.coe.int/lang](http://www.coe.int/lang))

„Classical and modern foreign languages as subjects in compulsory schooling have some educational purposes in common and others which differ. They share purposes focused on knowledge and understanding of the nature of language, of other cultures and of learners' own.” (ibidem 4)

“In both classical and modern languages, teachers intend that learners should become able to use the language in question and also that they should become aware of its nature through study and analysis. The relationship between use and analysis is an issue on which consensus has not been reached, but the value of each is emphasised in curriculum documents and discourse.” (ibidem 4)

The Common European Reference Frame for Classics (ECFRCL) may be an offer to invite all European teachers for Classics to use this Reference Frame in their work and in this way to communicate better across the borders of political and educational systems. Our ideology is very near to the philosophy of the Council of Europe as it is best represented on the platform called ***platform of resources and references for plurilingual and intercultural education***. We would like to bring the attention of the users of our website to the work of the Council of Europe in this area.

The European Latin Exam in its first level (ELEX/Vestibulum) started on the European Day of languages on September 29 and reached more than 1000 members. 500 of them were awarded with certificates. ([www.eccl-online.eu](http://www.eccl-online.eu))

If EUROCLASSICA has the power and infrastructure to continue with the Exams in different Levels, we can promote Classics in a common and serious way in all countries of Europe. UNITIS VIRIBUS and good luck for the next committee.

Alfred Reitermayer, January 2011

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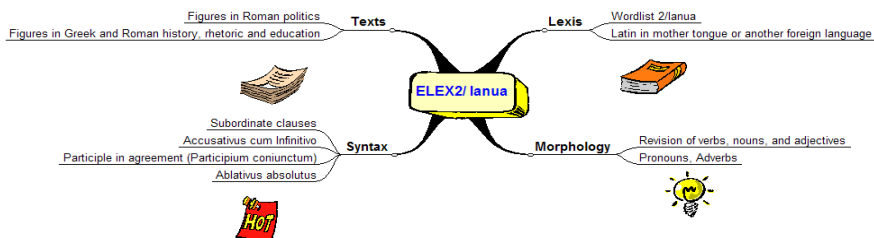
## European Latin Examination

The goal of the European Latin Examination is to provide an opportunity for participants to demonstrate their knowledge of Latin and the Roman world based on various test items. The focus of the exam is on the student's ability to read and comprehend Latin as outlined in the European Curriculum Framework for Latin. The questions in the first part of the exam are based on information contained in a passage in Latin and they aim to test the extent of the user's knowledge of vocabulary, grammatical and syntactical structures, as they relate to the comprehension of Latin. The second part of the exam assesses a student's knowledge of the impact of Roman literature, art and architecture on European culture.

## The ELEX (European Latin Exam) /IANUA



## The ELEX (European Latin Exam) /IANUA



## EUROPEAN CURRICULUM FOR LATIN/IANUA

### *Competences common to*

*lexis, syntax, morphology, texts and cultural background*

Pupils recognize analogies and differences between languages concerning semantics and syntax

## 1) Lexis

*Competences:*

Pupils are able

to make a short account of derived words from Latin in their mother tongue or in another foreign language

to give a paper on the influence of Latin words in modern languages

*Contents:*

Basic vocabulary

about 900 words

*Word fields:*

Latin in comparison with mother tongue and English or a Neolatin language

## 2) Morphology

*Competences:*

Pupils are able

to make a revision of all declensions and conjugations

to define rules for grammar and compare the common principles of Latin with their mother tongue

*Contents:*

### Revision of verbs

genus verbi: passive voice, deponent verbs

mood: subjunctive

infinitives: perfect, present, future

participles: perfect, present, future

tenses: future perfect

### Revision of nouns:

The following nouns are exceptions to gender in the second declension: vulgus, -i, n., *crowd*; virus, -i n., *poison*, laurus, -i f. *laurel*, malus, -i f. *apple tree*

Exceptions to gender in third declension:

Feminines: arbor, -ris f., *tree*

Masculines: sermo, -onis m., *speech*; ordo, -inis m., *social rank*; orbis, -is m. *wheel*, circle; mensis, -is m., *month*; piscis, -is m., *fish*; collis, -is m., *hill*; finis, -is m., *end*; grex, -gis m., *herd*; dens, -ntis m., *tooth*; fons, -ntis m., *fountain*; pons, -ntis m., *bridge*; mons, -ntis m., *mountain*

Neuters in gender except mentioned in Level 1 are: os, ossis n., *bone*; cadaver, -eris n., *corpse*; os, oris n., *mouth*; cor, cordis n. *heart*; iter, itineris n. *way*

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



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

### **Revision of adjectives:**

Adjectives: (positive, comparative, superlative)

Pronominal adjectives: (*unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius*)

### **Pronouns:**

Demonstrative pronouns, Indefinite pronouns, Interrogative pronouns, Reflexive pronouns

**Revision of adverbs:** Adverbs: (positive, comparative, superlative)

## **3) Syntax**

*Competences:*

Pupils are able

to recognize peculiarities with the use of subject, predicate and object

to understand the differences between subjunctive and indicative in main clauses

to understand the primary and historic sequence of tenses

*Contents:*

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

Predicate: in main and subordinate clauses with subjunctive

Subject: relative clause used as subject

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

### **Subordinate clauses:**

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

Construction replacing clauses:

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

Participle in agreement (=Participium coniunctum)

Ablativus absolutus with and without participle

### *The use of infinitives:*

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

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

Dico patrem venire. *I say that father comes.*

Dixi patrem venire. *I said that father came.*

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

Dico patrem venisse. *I say that father arrived.*

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

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

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

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

### *The use of participles:*

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

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

Audio te loquentem. *I hear you speaking.*

Audiebam te loquentem. *I heard you speaking.*

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

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

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

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

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

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

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

Locutura est. *She is about to speak.*

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

Attributive use and predicative use of participles

## **Syntactic and semantic main functions of cases**

### **The different use of tenses in Latin**

#### **4) Texts**

*Competences:*

Pupils are able

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

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

*Contents:*

Textbook

#### **5) Cultural background**

*Competences:*

Pupils are able

to give a paper on Roman literature, art and architecture

to play the role of a virtual guide for important places of Rome and its empire

*Contents:*

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

<b>IANUA: CAN – DO list</b>
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#### **Lexis**

I can use the EC-Wordlist 1 and 2.

I recognize analogies and differences between Latin and mother tongue or in another foreign language concerning semantics and syntax.

I can make a short list of words derived from Latin.

I can distinguish different word classes and parts of a sentence from each other.

I can tell the suitable meaning of words from the context in simple authentic texts.

#### **Morphology**

I know all the declensions and conjugations.

I know the gender rules and the most important exceptions of the consonant declension.

Due to my knowledge of morphology, I can distinguish the different kinds of words.

I know the passive forms of the verb in all tenses.

I know what deponent verbs are.

I can form the present, perfect and future infinitives.  
I can form the present, perfect and future participles.  
I can form the subjunctive.  
I can form the comparative and superlative of adjectives.  
I can form the comparative and superlative of adverbs.  
I know the pronominal adjectives (*unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius*).  
I know the forms of the demonstrative, indefinite and reflexive pronouns.

### **Syntax**

I know subjunctive sentences (optativus, iussivus/ prohibitivus, hortativus, dubitativus, potentialis, irrealis).  
I know how to form indirect statement (AcI and NcI).  
I recognize participle in agreement (Participium coniunctum) and ablativus absolutus with and without participle.  
I know that a participle can be used either attributively or predicatively (*vocatus puer* in comparison with: *puer vocatus est*).  
I know subjunctive clauses (*ut/ne, ut/ut non, si/nisi*, interrogative clauses, clauses of fearing).  
I can differ between Gerundive and Gerund.

### **Texts**

I can understand softly adapted texts of intermediate level with the main focus on Roman figures in history, rhetoric and policy.  
I can show that my knowledge of mother tongue or another foreign language has improved by translating Latin texts.

### **Cultural Background**

I know important figures in history, rhetoric and policy (e.g. Cicero, Cato, Quintilian) I know outstanding events of the Greek / Roman history (e.g. The conspiracy of Catiline)

### **EC - Latin Wordlist Level 2**

abeo, accedo, acies, acerbus, adduco, administro, admiratio, adsum, adventus, advocatus, aequitas, aes alienum, aestimo, aeternus, aliquis, aliqui, alo, antiquitas, aperio, appareo, appello, argentum, aspectus, attente, auctoritas, audax, audeo, aurum, auxilium, avis, beatus, belua, bibo, bos, brevitatis, caedes, captivus, careo, catena, causa, celeritas, certus, cibus, cinis, civilis, civis, coepi, colo, color, concordia, conficio, confirmatio, coniux, conservo, consisto, consul, contemno, contineo, contra, copiosus, cresco, crudelis, culina, curo curro, currus, declamatio, deditus, demum, densus, depono, desidero, dictator, dignus, diligens, diligo, disco, dissentio, diversitas, divinus, dominus, dubito, dulcis, dux, edictum, efficio,

eloquentia, eripio, erro, eques, exclamo, exercitatio, exercitus, expello, falsus, fama, fateor, femina, felix, ferox, ferrum, fidelis, fingo, finis, fines/finium, fio, firmus, fluxus, fortuna, fragilis, fruur, gens, gratia, gravis, gravitas, horridus, humanus, ignis, ignoro, ignosco, imago, immolo, immortalis, immortalitas, impedio, imperator, imperium, impetus, incendium, incipio, incredibilis, incultus, indoctus, ingenium, insidiae, insum, intentus, interea, interim, intersum, invado, inventio, invictus, invideo, ira, iucunditas, iudex, iudicium, ius, iustitia, iuvenis, iuxta, labor, labyrinthus, laetus, laus, legatus, legio, levis, liber/libri, ligneus, litterae, longus, loquor, ludus, lupa, magis, magnitudo, maiores, memoria, mens, metuo, misericordia, modus, moenia, monstrum, mora, mortalis, mos, mulier, mundus, munio, natura, neglego, negotium, nescio, nisi, nitor, nolo, nondum, nosco, num, numquam, nuntio, nympha, oboediens, obses, oculus, oleo, onus, opes, oppono, opprimo, ops, oraculum, orator, ordo, origo, orno, oro, pars, patior, pecco, pecunia, pecus, pello, perfectus, perdo, peregrinor, per se, pervenio, pirata, placeo, politus, pondus, posterius, possessio, potens, praeclarus, praemium, praemitto, praesto, praetereo, premo, primum, proelium, profecto, pronus, propinquitas, provideo, provolo, pudet, quoniam, ratio, recipio, rectus, refero, regno, regnum, remaneo, restituo, res publica, revoco, rideo, rumpo, rursus, sacerdos, salus, sanguis, sapientia, sapiens, sapio, scelus, senator, senatus, senex, sententia, sentio, sequor, sermo, severus, sic, sicuti, significo, signum, Silva, silentium, similis, situs, somnus, soror, specto, spero, spes, stadium, studium, stultus, subtilis, suscipio, super, surgo, tabula, tantum, tantus, tectum, telum, tempestas, testis, timor, traduco, traho, transeo, tristis, turba, turpis, tutus, tyrannus, unde, usus, ut, uterque, utor, valeo, veluti, venter, vero, vestis, vetus, vicinus, victoria, videor, viginti, villa, vinum, vis, vitium, vitupero, vivo, volo/volas, voluptas, vulnus  
Caesar, Catilina, Cato, Cicero, Demosthenes, Plato, Polyphemus

## EXTRACTS FROM ELEX/IANUA

### AUSTRIA (© Euroclassica 2011/ Alfred Reitermayer)

#### Sallust's view of human nature

(adapted from Sallust's *Coniuratio Catilinae*)

Omnes homines, qui sese student praestare ceteris animalibus, summa ope niti decet, ne vitam silentio transeant veluti pecora, quae natura prona atque ventri oboedientia finxit.

Sed nostra omnis vis in animo et corpore sita est: animi imperio, corporis servitio magis utimur; alterum nobis cum dis, alterum cum beluis commune est.

#### Vokabel/Vocabulary

servitium, -ii, n.:	Knechtschaft	<i>service, servitude</i>
belua, -ae, f.:	Bestie	<i>beast</i>

In Zeile 1-2 erfahren wir, dass die Menschen, die besser sein wollen als die übrigen Lebewesen ...

*In the first two lines we learn that the people who want to be better than the other creatures have to...*

- a.        sich mit größter Mühe anstrengen müssen  
          *try with a lot of effort*
- b.        Macht ausüben müssen  
          *exercise power*
- c.        schöne Kunstwerke anfertigen müssen  
          *produce beautiful arts*
- d.        beste Mittel benötigen/  
          *have best means*

...

## President's Report 2009/10

### ACTIVITIES REPORT – EUROCLASSICA 2009/2010

#### 1. Lobbying

I took part in Mrs. Antebi's festival in Luxembourg (ILFG), which was efficiently organized by Franck Colotte, the Director of the 2010 Festival. It was a pleasure to see how young people were impressed by the two-day event consisting of papers, film, and actors on stage, especially by

*Marc-Olivier Girard and his group from the Parisian Latin Circle (<http://www.circulus.fr/>) present a delirious and hilarious *Hänsel and Gretel* in Latin*



*The characters : Cuniculus, the rabbit and deus ex machina, Gretula, Hanselus and their father...*



*and the unworthy mother who wishes to abandon her children in the forest (the actress also plays the Sorceress, which is not an accident!)*

The most impressive meeting for me was with Bertrand Carroy, who, in a masterly way, explains why Aristotle and other Greek and Latin writers remain fundamental to the transmission of manager training, which he applies to Crescendo. What is the management philosophy? What does the reading of the Classics bring to the directors? ([www.crescendo-ipc.com](http://www.crescendo-ipc.com))

Last but not least I had the chance to present to the mainly French auditorium what Euroclassica is for and how the European Framework for Classical Languages can be an opportunity to speak in Europe with una voce concerning Classics. I also gave my initial thoughts on ELEX Vestibulum.

In short, the IFLG is created and sustained by Mrs. Antebi, so a great deal falls on one person, which is difficult for her and her occasional co-workers.



*Edouard Wolter leads a group to discover Latin inscriptions in the house of Luxembourg and presents the brochure re-edited for the occasion by the Office for Tourism.*







In April I again presented Euroclassica (after doing so in 2006) at the largest Congress for Classical teachers in Europe, the DAV congress, which lasts for one week, perfectly organized by Stephan Kipf and his team, this time in Freiburg im Breisgau with about 1000 participants. I spoke with many people who wield political influence, who were impressed by the existence of a European Curriculum Framework for Classical Languages as an offer for the next stage of curricular planning for 2014.

In April I was asked by José Navarro and Alfonso Martinez to come to Madrid, to finish a provisional edition of the individual elements of the ECFRCL, which you are receiving during general assembly. It was my wish to have both Curricula in one copy, so everybody knows that Latin and Ancient Greek are a couple.

## ***2. Cooperation with the Council of Europe.***

After our experience with Commissioner Victor Orban last year I came into contact with the language policy division in Strasbourg. It seems to be hard to gain acceptance in the area of Classics, as not everybody is a friend, but it helped that the persons involved had the idea of having the presentation after the CEFR for modern languages, to form a new platform including modern and classical languages. After some meetings our website has been linked with the Council of Europe.

Further acceptance of ECFRCL needs an own website for this material, which I tried to develop in the last year: [www.eccl-online.eu](http://www.eccl-online.eu)

### ***3. Elex 1/ Vestibulum***

I received very enthusiastic feedback by a colleague from Germany who made the Vestibulum with 17 pupils at the age of 12:

About 60 pupils of my school passed the Exam Vestibulum in our school in the printed version at the end of the first school year at the age of 12/13 or at the age of 14/15 (three lessons per week), means 40 questions in 40 minutes. Nobody needed 40 minutes, and the average time was 30 minutes.

More than 50 persons want to take part in a workshop for European Certificates for Classics. Possible locations for these meetings are Venice and Graz (ECML) or Vienna at the moment.

On the European day of Languages, this year on 29<sup>th</sup> of September 2010 the first ECCL-Elex-Vestibulum can be held. Details will be given in Madrid and later on under [www.eccl-online.eu](http://www.eccl-online.eu).

### ***4. Elex2/ lanua, Egex1/Vestibulum***

The list with the next 400 words is based on the further comparison of 11 textbooks of 11 countries and the main focus on Roman figures from history, rhetoric and policy. Egex1/ wordlist Vestibulum and an exam was made by Elena Ermolaeva. The main focus is on mythology.

### ***5. 20th anniversary of Euroclassica in Paris***

I am glad that Cnarela will organize the 20<sup>th</sup> congress of Euroclassica in Paris and Madame Menhaut will present a programme here in Madrid.

### ***6. Participatory status for Euroclassica in the Council of Europe.***

Mr. Martyniuk , director of the ECML invited me to make an application for Euroclassica concerning participatory status with the Council of Europe in April. The Council of Europe's commitment to a holistic vision of language education – evident in the new project of 'Languages in Education. Languages for Education' – implies close collaboration among all teachers of languages horizontally in the curriculum and vertically from one educational institution to the next. This is usually raised by Council of Europe experts as it is still largely under-developed in practice. In particular there is often a need to discuss how the teaching of the national/official language(s), and their use in the teaching of other subjects, is related to the teaching of second, immigrant/migrant and foreign languages.

Questions of curriculum design are particularly important here and regularly mentioned in the final Chapter of a Profile, a chapter which is always forward-looking:

In order to improve transparency and co-ordination, it would be helpful if the national programmes of study for languages and those of institutions accredited by the Ministry of Education were based on the CEFR, so that the levels at each stage and across languages could be related and readily compared.(...)

Issues such as the following could then be addressed in a more informed way: the longitudinal co-ordination of language teaching, particularly between the final years of primary education and the first year of the Gymnasium (...)

In the same way the ECFRCL can be an opportunity to discuss across the political borders the importance of a European frame of cultural and historical identity based on Classical languages.

After acceptance as an NGO maybe EUROCLASSICA can come in the network of Language NGOs of the Council of Europe.

## **7. Statement in principle**

If Euroclassica wants to succeed, the cooperation of the representatives must be improved. Nobody should use Euroclassica as an instrument to fulfil national or even private desires. In this case our European association will be weak.

However, if representatives persuade responsible persons in the next Curriculum phase in Europe 2013/14 to use the ECFRCL in the same way as CEFRML, then we present a real opportunity for the next generation of Curriculum makers and teachers and pupils. For this reason I made Can-Do-Lists for the different four levels as a supplement to the ECFRCL:

### **VESTIBULUM Can-Do List**

#### **Lexis**

I can use the vocabulary of my basic textbook sensibly.

I can use the EC-Wordlist 1 and the vocabulary worked out in the elementary stage sensibly.

I can assign reasonable meanings and functions to single Latin words within the sentence.

#### **Morphology**

The aims apply to the following tenses: present, future, past, perfect, pluperfect, future perfect.

I can detect verbs of the four conjugations in the indicative.  
I can conjugate *esse* and *ire* in the indicative in the tenses given.  
I can differentiate between indicative and imperative.  
I know the active forms of verbs.  
I can recognize the present and perfect infinitives.  
I can recognize present and perfect participles.  
I know the forms of the noun declensions.  
I know the forms of the declension of adjectives.  
I know the forms of the personal, possessive and relative pronouns.  
I can differentiate between adverbs, conjunctions, prepositions and interjections.

### **Syntax**

I understand that the syntax determines the sequence of words and structure within sentences.  
I know which prepositions and which case are required in connection with the question “where”?  
I know which prepositions and which case are required in connection with the question “where to”?  
I know how to form local expressions with the questions “where? where to ? and from where?”.  
I know that nouns, pronouns, verbs in the infinitive, adjectives and numerals can be used as subjects.  
I know that nouns, pronouns, verbs in the infinitive, adjectives and numerals can be used as objects in the genitive, dative and accusative cases.  
I know that affirmative sentences and direct questions demand the indicative, and that commands require the imperative.

### **Texts**

I understand easy Latin texts.  
I can analyse a Latin sentence with the help of different techniques individually or in a group.  
I can recognize main clauses and simple compound sentences.

### **Cultural background**

I know important Greek and Roman myths.  
I know important buildings in ancient Roman times, especially in Rome.  
I know abbreviations and certain phrases still in use today (*Cave canem, post meridiem...*)

## IANUA Can – Do List

### Lexis

I can use the vocabulary of my textbook sensibly.

I can use the EC-Wordlist 2 and the vocabulary worked out in the elementary stage sensibly.

I recognize analogies with and differences between Latin and mother tongue or another foreign language.

I can make a short list of words derived from Latin.

I can distinguish different word classes and parts of a sentence from each other.

I can tell the suitable meaning of words from the context in simple authentic texts.

### Morphology

I know all declensions and conjugations.

With my knowledge of morphology, I can distinguish the different kinds of words.

I know the passive forms of the verb in all tenses.

I know what deponent verbs are.

I can form the present, perfect and future infinitives.

I can form the present, perfect and future participles.

I can form the subjunctive.

I can form the comparative and superlative of adjectives.

I can form the comparative and superlative of adverbs.

I know the pronominal adjectives (*unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius*).

I know the forms of the demonstrative, indefinite and reflexive pronouns.

### Syntax

I recognize analogies with and differences between Latin and mother tongue or another foreign language concerning syntax and cases (e.g. participle in agreement, ablative absolute).

I can recognize different kinds of words in different parts of a sentence.

I know that words – depending on their function within the sentence – can change their part of speech (e.g. a verb used as a noun is regarded as a noun).

I know different forms of subjunctive sentences.

I know how to form indirect statement.

I recognize participles used in agreement and the ablative absolute with and without participle.

I know that in Latin the relation of tenses is expressed with infinitive, participle or subjunctive.

I know that a participle can be used either attributively or predicatively (*vocatus puer* in comparison with: *puer vocatus est*).

I know subjunctive clauses (*ut/ne, ut/ut non, si/nisi*, interrogative clauses, clauses of fearing).

I can differ between Gerundive and Gerund.

### **Texts**

I can understand the textbook or Latin materials written by the teacher.

I can show that my knowledge of mother tongue or another foreign language has been improved by translating Latin texts.

### **Cultural Background**

I know important personalities / public figures of ancient Greece and Rome (e.g. Alexander, Caesar, Cato, Augustus, Pompey...)

I know outstanding events of Greek / Roman history (e.g. The conspiracy of Catiline, Cleopatra and Mark Antony ...)

With the help of various working materials I can take on the role of a virtual tour guide for famous places in ancient Greek / Roman times.

I can give a lecture on Greek / Roman history.

## **Palatium: Can-Do List**

### **Lexis**

I can extend my basic vocabulary by using EC-Wordlist 3 and a dictionary.

I can summarize and present topics concerning grammar.

### **Morphology**

I know the function of conjunctions as connectors.

I know copulative conjunctions (*et, -que, atque, neque, nec*).

I know Asyndeton and Polysyndeton.

I know causal conjunctions (*nam, enim*).

I know disjunctive conjunctions (*aut...aut, vel...vel, sive...sive*).

I know adversative conjunctions (*at, verum, sed, autem, tamen*).

I know consecutive conjunctions (*itaque, ergo, igitur*).

I know the function of adverbs as connectors such as *etiam, quoque; quidem; ne quidem*

I know that *tamen et vero* in addition to their use as conjunctions are often employed as adverbs without changing their meaning.

### **Syntax**

I recognize indirect speech.

I understand the use of subjunctive in relative clauses.  
I understand indirect discourse (oratio obliqua).  
I understand the use of Gerundive and Gerund.  
I can translate the ablative absolute with an adjective or noun instead of a participle (*Caesare vivo; Tarquinio rege*).  
I understand the predicative use of the Gerundive (*aqua nunc bibenda est*).  
I understand the attributive use of the Gerundive (*liber legendus*).  
I understand the attributive use of the Gerund (*ars scribendi*).

### **Texts**

I can differentiate between literary genres (epic, lyric and narrative texts).  
I can translate accurately according to the mother tongue. I can deal with rhetorical figures as *alliteration, asyndeton, polysyndeton, parallelism or chiasmus*.  
I know authentic texts about figures and characters from mythology and history (e.g. Caesar), love, lust and leisure (e.g. Ovid, Petronius), Roman roots and ruins in my country, Europa Latina

### **Cultural background**

I can give a paper with quotations from authentic writers.  
I can be a real guide for the most important places of Rome and its empire.

## **Thesaurus: Can-Do List**

### **Lexis**

I can detect the right meaning of a word with regard to context and can make advanced use of dictionaries including EC-wordlist 4.

### **Morphology**

I recognize Latin and Ancient Greek stems in foreign words.

### **Syntax**

I recognize the use of the participle to express purpose.  
I recognize that the Genitive of the Gerundive construction can be used to denote purpose.  
I recognize that the Gerundive Construction can be used instead of the Gerund (gerundive attraction).

### **Texts:**

I can differentiate between literal translations and free translations that produce a fluent version in one's mother tongue.

I can analyze a text for form and meaning.

I can recognize “*topoi*”.

I understand features of prosody, which treats metres and versification such as Hexameter and Pentameter.

I can deal with advanced figures: climax, anaphora, hendiadys, metaphor.

I can assess the value of different types of translation.

I know authentic texts from Erasmus and Comenius.

I know authentic texts about lyric, poetry and aesthetics (e.g. Virgil), about rhetoric, propaganda and manipulation (e.g. Cicero, Sallust), about searching for the meaning of life and the pursuit of happiness (e.g. Seneca) about terminology of medicine, law and science

### **Cultural background**

I can write a paper about the impact of Latin language and literature on arts and architecture, philosophy and religion.

*If you think that in your country it is impossible to reach these aims, you should nevertheless try to combine your national Can-Do-Lists with ECFRCL Can Do Lists. This was the reason, why I sent you in June my Euroclassica/Austria Can-Do-lists, where I demonstrated how far Austrian Latin Curricula fulfil the ECFRCL. Politicians responsible for education have to accept that the ECFRCL can not be realized in 3 or 4 years Latin. You have to teach at least six years with 20 lessons divided for example in 4, 4, 3, 3, 3, 3, lessons per week beginning at the age of 12 or earlier. All other models are Potemkin villages with no chance for serious results.*

Alfred Reitermayer Madrid, September 4, 2010



## Financial Report

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### EUROCLASSICA ACCOUNT — 2009

	Income	Expenditures
<b>Membership fees</b>		
AUSTRIA (Sodalitas)	<b>300'00</b>	<i>(cash Skopje)</i>
BELGIUM (FPGL)	<b>150'00</b>	<i>(electronic transfer)</i>
BELGIUM (VZW)	<b>300'00</b>	<i>(bank order 2008 &amp; 2009)</i>
BULGARIA (AAC)	<b>100'00</b>	<i>(bank order for 2008)</i>
CROATIA (PCSC)	<b>150'00</b>	<i>(cash Skopje)</i>
CZECHIA (ALPHA)	—	
DENMARK (KF)	—	
The Former Yugoslav Republic of MACEDONIA.		<i>(excused)</i>
FRANCE (CNARELA)	<b>600'00</b>	<i>(bank cheque 2008 &amp; 2009)</i>
GERMANY (DAV)	<b>300'00</b>	<i>(bank order)</i>
GREAT BRITAIN (JACT)	—	
GREECE (EePh)	<b>300'00</b>	<i>(bank order)</i>
HUNGARY	—	
ITALIA (CLILC)	<b>150'00</b>	<i>(bank order)</i>
LITHUANIA	<b>150'00</b>	<i>(bank order for 2010)</i>
LUXEMBURG (Pro Lat.)	—	
THE NETHERLANDS (VCN)	<b>300'00</b>	<i>(cash Skopje)</i>
POLAND (PTF)	—	
PORTUGAL (APEC)	<b>300'00</b>	<i>(bank order)</i>
ROMANIA (SSCR)	<b>150'00</b>	<i>(cash Skopje)</i>
RUSSIA (SRMLA)	<b>150'00</b>	<i>(cash Skopje)</i>
SERBIA		<i>(payed cash Bucharest for 2009)</i>
SPAIN (SEEC)	<b>300'00</b>	<i>(bank order)</i>
SWITZERLAND (SAV)	<b>300'00</b>	<i>(cash Skopje)</i>
SWEDEN (	<b>300'00</b>	<i>(bank order)</i>
<b>Total</b>	<b><u>4300'00</u></b>	

## EUROCLASSICA ACCOUNT — 2009

Incomes	Expenditures
Administration, meetings	96'00
Newsletter 2008	1120'00
Academia Homeric	1000'00
Cash Advance to Academia Ragusina	500'00
Website (29'00 + 200'00)	229'00
Lobbying	300'00
Bank costs	72'02
Others (seals of Euroclassica)	47'60
Reserve	0'00
<b>Total</b>	<b><u>4236'62</u></b>
<b>Superavit</b>	<b><u>63'38</u></b>

Madrid, September, 3, 2010  
The Treasurers  
José Luis Navarro/Ramon Martínez

## EUROCLASSICA BUDGET 2011

### I) INCOMES (Membership fees)

01. Austria (BKPhÖ)	300'00
02. Belgium (FPGL)	150'00
03. Belgium (VZW)	150'00
04. Bulgaria (AAC)	150'00
05. Croatia (PhCSC)	150'00
06. Czechia (ALFA)	150'00
07. Denmark (Kf)	300'00
08. The Former Yugoslav Republic of Macedonia (ACPh)	150'00
09. France (CNARELA)	<i>excused</i>
10. Germany (DAV)	300'00
11. Great Britain (JACT)	300'00
12. Greece (EEF)	300'00
13. Hungary (AASH)	150'00

14. Italy (CLILC)	150'00
15. Lithuania	150'00
16. Luxemburg (PL)	300'00
17. The Netherlands (VCN)	300'00
18. Poland (PTF)	300'00
19. Portugal (APEC)	300'00
20. Romania (SSCR)	150'00
21. Russia (SRMLA)	150'00
22. Serbia	150'00
23. Spain (SEEC)	300'00
24. Switzerland (SAV/ASPC)	300'00
25. Sweden (SKf)	300'00
<b>Total incomes</b>	<b>5400'00</b>

## II) EXPENSES

01. Administration, meetings	1500'00
02. Newsletter	1050'00
03. Academia Homerică	1000'00
04. Academia Latina	0'00
05. Academia Ragusina	1000'00
06. Website	200'00
07. Lobbying	400'00
08. Reserves	250'00
09. European Certificate	1000'00
<b>Total expenses</b>	<b>6400'00</b>

REMARK.- The chapter 09. European Certificate will be payed with the foreseen amount in the budget of 2010 for the Academia Latina, not spended.

**Programme prévisionnel EUROCLASSICA PARIS**

**Jeudi 25 août**

Lycée Jules Ferry 77 Boulevard de Clichy. 75009 **PARIS**

9h30-10h	Accueil, formalités
10h -12h	Atelier pour le Certificat européen pour les classiques “ <b>European Certificate for Classics</b> ” dirigé par A. Reitermayer
12h	Déjeuner
14h -17h	Atelier pour le Certificat européen pour les classiques “ <b>European Certificate for Classics</b> ” dirigé par A. Reitermayer
17h	Visite de l’Institut de France
19h 30	Embarquement pour une promenade sur la Seine ; repas à bord

**Vendredi 26 août**

Lycée Jules Ferry 77 Boulevard de Clichy. 75009 **PARIS**

9h00	Ateliers CNARELA interventions sur les <i>Parcours d’enseignement du latin et du grec en France</i> : présentation d’un film de promotion des Langues anciennes réalisé par des lycéens du Lycée Montesquieu de Bordeaux ; séquences en latin et en grec ; présentation d’une séance de bilinguisme en collège, outils informatiques au service du latin et du grec.
12h	Repas
14h	AG Euroclassica
17h	Visite en nocturne du département des Antiquités grecques du Louvre qui connaît une nouvelle présentation. Repas près du Louvre

**Samedi 27 août**

Heure à fixer	Départ en RER pour Versailles : Visite des jardins par A. Collognat sur le thème : <i>Les statues de Versailles et les Métamorphoses d’Ovide</i> . Grandes eaux. Repas libre
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Retour en RER

### **Dimanche 28 août**

Heure à fixer **Visite facultative des Thermes de Cluny + crypte**  
13h30 Fin.

**N.B.** Des aménagements peuvent encore être apportés au programme qui n'est que prévisionnel.

Des indications pratiques concernant les prix et inscriptions, le logement et les moyens de transport parviendront fin janvier 2011.

**Personne de contact** :Marie-Hélène Menaut, Email: *mh.menaut@sfr.fr*

### **Provisional Programme**

#### **Thursday, August 25<sup>th</sup>**

Lycée Jules Ferry 77 Boulevard de Clichy. 75009 **PARIS**

9:30-10	Registration formalities
10-12	Workshop by A. Reitermayer on “ <b>European Certificate for Classics</b> ”
12:00	Lunch
14-17	Workshop by A. Reitermayer on “ <b>European Certificate for Classics</b> ”
17	Visit to the Institute of France
19:30	Ship cruise on the Seine; dinner on board

#### **Friday, August 26<sup>th</sup>**

Lycée Jules Ferry 77 Boulevard de Clichy. 75009 **PARIS**

9-12	CNARELA interventions workshops on the <i><b>Ways of teaching Latin and Greek in France</b></i> : film show: pupils of the Lycée Montesquieu in Bordeaux promote Ancient Languages; sequences in Latin and in Greek; presentation of bilingual teaching in a secondary school, ICT for Latin and Greek.
12	Lunch

14 General Assembly  
17 Late afternoon visit to the new Rooms for Greek antiquities in  
the Louvre Museum.  
Dinner nearby the Louvre

### Saturday August 27<sup>th</sup>

Morning Departure by RER-train for Versailles: Tour of the Gardens  
conducted by A. Collognat with the topic: *Statues of the park  
and Ovid's Metamorphoses*. 'Grandes eaux'.  
Free lunch  
Return by RER

### Sunday, August 28<sup>th</sup>

Morning Optional visit to the **Gallo-Roman Thermae** de Cluny and  
crypt (Museum of The Middle Ages)

13:30 End of the congress.

**N.B.** This provisional programme might be changed a little.

Further information about prices, application, accommodation and transportations  
will be sent by the end of January 2011.

**Contact** : Marie-Hélène Menaut, Email: [mh.menaut@sfr.fr](mailto:mh.menaut@sfr.fr)

## **Minutes of the General Assembly in Madrid, 3<sup>rd</sup> September 2010**

### **Members Present:**

**Committee:** S. Demo (replacing J. Bagarić for Croatia), E. Ermolaeva (Russia), J.L. Navarro (assisted by R. Martinez, Spain), A. Reitermayer (Austria), P. Ieven (Belgium / Fr.).

**The following delegates:** F. Claus (Belgium / fl.), G. Cretia (Romania), V. Dimovska (The Former Yugoslav Republic of Macedonia), B. Flaig (Germany), C. Haller (Switzerland), D. Jansen (Netherlands), N. Juchneviciene (Lithuania), M.-H. Menaut (France), F. Oliveira (Portugal), B. Pokorna (Czech Republic), J. Refslund Poulsen (Denmark), E. Schough Tarandi (Sweden), D. Taylor (Great Britain).

**Members Excused:** J. Bagarić (Croatia), S. Ferrando (Italy) and M.-E Giatrakou (Academia Homerica).

### **1. Opening of the meeting.**

The Chairman welcomed members of the assembly, hoping especially to welcome new delegates or those who came in place of official delegates: F. Claus (Belgium / fl.), B. Flaig (Germany), D. Jansen (Netherlands), N. Juchneviciene (Lithuania) and M.-H. Menaut (France), S. Demo (Croatia).

### **2. Report of the General Assembly of Ohrid (29/08/2009).**

The report was approved.

### **3. Activity Report 2009-2010.**

Each representative has a copy of the report. The president discusses the various paragraphs when the meeting addresses the issues involved (see Annex 1).

### **4. Financial reports.**

JL Navarro presented the accounts for 2009 and Budget 2011. The two attached documents (see Annex 2) are approved. For the 2011 budget, expenditures exceed revenues by EUR 1000: this difference will be offset by the 1000 Euros that had been budgeted for 2010 for the Academia Latina and have not been spent.

For members in arrears of contribution, the treasurer will send them a reminder once again and warned that without reaction on their part, Euroclassica will send them no more copies of the next Newsletter. The treasurer will attach to the two documents a statement of revenue and expenditure recorded in 2010 until 20 August.

## **5. The Newsletter.**

The President regrets that the magazine has arrived late in 2010. To avoid this, it suggests that a single person handles the editing and printing. If no volunteers come forward, the Newsletter will continue to be printed in Spain as before. Articles for the next Newsletter should arrive by November 30, 2009 at the latest.

## **6. Academia Ragusina.**

On behalf of J. Bagarić, S. Demo announced that the next Academia Ragusina be held in Dubrovnik, on Monday 25<sup>th</sup> April 2011 to Saturday, April 30<sup>th</sup>: two days will be devoted to workshops, conferences on medieval manuscripts and the classical heritage; two days will be reserved for visits to Dubrovnik and elsewhere. The organizers are looking for speakers from other European countries.

## **7. Academia Homeric.**

C. Haller reported on the 13<sup>th</sup> edition of the Academia Homeric, which has been organized, in good conditions, by M.-E. Giatrakou, despite all the difficulties currently faced by Greece. The meeting thanked the main organizer M.-E. Giatrakou, who has already sent the dates for the next academy: from 8<sup>th</sup> to 17<sup>th</sup> July 2011.

Alongside this report, P. Ieven presents to the meeting a proposal from Professor Dellassoudas, former professor at the University of Athens. He would like to organize, in collaboration with Euroclassica, an international competition on the internet, with the theme of Homer. The competition would take place under the auspices of the University of Athens, the President of the Cultural Committee of Chios and the President of the Homeric Cultural Centre of Chios. Some recipients would be offered, as prizes, a stay at the Academia Homeric. A summary of the project, written by Professor Dellassoudas is sent to members. This raises several questions, including technical and financial support. P. Ieven is asked to be responsible for writing Professor Dellassoudas to obtain clarification. In light of the responses, delegates will be aware if Euroclassica can support the project in one way or another.

## **8. Academia Latina.**

E. Tarandi regrets that the Academia Latina could not take place in 2010 for lack of sufficient enrolment. She tries to determine the reasons for this failure and asked the delegates to submit their ideas on the question so that the next edition in 2012 could be organized.



## **9. The project Europatria.**

F. Oliveira has already received ten contributions. He has set the number of 12 before starting his editing work. It still awaits one from French colleagues and another from Spanish colleagues, and one of them, Professor Alvar, presents at the meeting the outlines of its future participation in the project. F. Oliveira would also like there to be a contribution from Greece and is looking for a collaborator. The final publication is expected next year.

## **10. The Handbook of European symbols of classical antiquity.**

Started two years ago at the initiative of A. Thiel and P. Glatz, the project has collected 8 completed contributions (Austria, Belgium, Croatia, The Former Yugoslav Republic of Macedonia, Netherlands, Russia, Sweden, and Switzerland). Other countries have contributions under way (Germany, Denmark, Great Britain, Lithuania, Portugal, Romania). The project should be completed between 2011 and 2013 as an electronic version, but also on paper.

## **11. The situation of classical languages in Europe.**

Delegates share their testimonies on the teaching of classical languages in their countries, particularly as regards the introduction to Latin for young children (primary level). Practices or interesting experiments are taking place in different countries: Germany, Portugal, The Former Yugoslav Republic of Macedonia, and Great Britain where the Minimus Latin course for young children and the Iris project are having some success (cf. on <http://www.eccl-online.eu/> our site, the tab Early Language Learning). The president asks members to send him any information on the subject in order to promote this early learning.

## **12. Lobbying.**

The President mentioned the various contacts he had over the past year to defend and promote our disciplines. They are detailed in the Chairman's report (No. 1-2-3):

- Participation in the European Festival of Latin and Greek, organized by Ms. Antebi, held in Luxembourg in May 2010; A. Reitermayer had the opportunity to showcase the various work-related curricula of Euroclassica including the test Elex vestibulum.
- Participation in the congress of the German DAV, Freiburg im Breisgau;
- Contacts with the Language Policy Division of the Council of Europe, where the president has attempted to provide a place for classics alongside modern languages. The classics are now on the platform of resources and references for multilingual and intercultural education, and a link between the Council of Europe and Euroclassica exists

([http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign\\_fr.asp](http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign_fr.asp)).

### **13. Proposal for *Participatory status for international non-governmental organizations with the Council of Europe*.**

At the invitation of Mr. Martyniuk, director of the European Centre for Modern Languages, institution of the Council of Europe based in Gratz, the president has submitted, last April, the application of Euroclassica for *participatory status for international non-governmental organizations with the Council of Europe*. The objective is to affirm the role of classical languages in the language and cultural training for young people. The decision will be reached in December.

### **14. Status of Euroclassica as a non-profit-making organisation.**

Euroclassica was founded in 1991 as a nonprofit association. Its articles have been officially registered in the Official Register of Companies in Luxembourg. Since then, the law on non-profit associations has changed. The committee of Euroclassica, through the intermediary of its secretary, examined how to adapt the articles of Euroclassica to the current legislation. There is particular need for a more precise address for the headquarters of our association. Contacts have been made for that purpose with E. Wolter, Luxembourg delegate. The meeting agrees with these efforts.

### **15. European certificate: Vestibulum and European Day of Languages.**

The President will give each delegate a printed version of the European Programmes for Latin and Greek, they agreed at previous meetings. The printing has been done by Ediciones Clásicas.

Linked to these European programs, the draft European certificate of Latin advances. Several tests related to level 1 (vestibulum) Latin programme have been made since the previous meeting by delegates (Austria, Belgium fl-fr, Croatia, Spain, Switzerland) and a test connected to the programme was conducted in Greek (Russia). They all appear on the Euroclassica website (extension ECCL).

The president proposes that Euroclassica joins the European Day of Languages which is celebrated every year in September, for the Council of Europe, by encouraging young European students to take one of the Latin tests mentioned above, on Wednesday, September 29. The test proposed by the committee is the Austrian test, the first test done. The meeting agrees.

### **16. The European Certificate Ianua.**

President launches a group for testing, the second level Ianua. He asked that more delegates participate in the work. B. Flaig (Germany) agrees to assist the

President in his work of preparation and coordination and D. Taylor (Great Britain) will work to develop a test in Greek. Everyone is invited to contribute.

### **17. Workshop ELEX**

The Chairman mentioned the plans for European colleagues for a one-day workshop devoted to the tests mentioned above. Several locations are being considered: Venice, Graz and Paris. The latter city is chosen, since it will host the next Euroclassica congress.

### **18. Future Congresses.**

The next Euroclassica Congress, that is to say, the twentieth, will be held in France at the invitation of Cnarela. M.-H. Menaut outlines the organization. It will be held from Thursday 25<sup>th</sup> August to Sunday, August 28<sup>th</sup> 2011; general meetings and workshops will be held at the Lycée Jean-Baptiste Say, near the Porte d'Auteuil (16<sup>th</sup> arrondissement).

- Thursday 28/08: ELEX educational workshop (see paragraph 16).
- Friday 26/08: Morning: educational workshops, led by Cnarela on the teaching of Latin and Greek in France; Afternoon: General Assembly; Evening: visit to a section of the Louvre.
- Saturday 27/08: excursion to Versailles, garden tour on the theme of Ovid's Metamorphoses.
- Sunday, 28/10: other excursions (Cluny thermae and crypt) optional (until 13h30).

Regarding the conference Euroclassica following years, both countries have offered their services: Denmark and Lithuania. The selection will be done during the year 2011.

### **19. The printing and sale of Euroclassica products: rules.**

The issue is postponed, since for the moment, no Euroclassica product is sold.

On behalf of the General Assembly, A. Reitermayer thanks R. Martinez, JL Navarro and their Spanish colleagues for organizing the congress in Madrid and for the warm welcome reserved for members of Euroclassica.

Paul Ieven, Secretary

English version, John Bulwer (with thanks to Google Translate)

## **Rapport de l'Assemblée Générale d'Euroclassica** (Madrid, le 3 septembre 2010)

### **Membres présents :**

**Le comité :** S. Demo (en remplacement de J. Bagarić pour la Croatie), E. Ermolaeva (Russie), J.-L. Navarro (assisté de R. Martinez, Espagne), A. Reitermayer (Autriche), P. Ieven (Belgique/fr.).

**Les délégués suivants :** F. Claus (Belgique/fl.), G. Cretia (Roumanie ), V. Dimovska (L'ex-République yougoslave de Macédoine), B. Flaig (Allemagne), C. Haller (Suisse), D. Jansen (Pays-Bas), N. Juchneviene (Lituanie), M.-H. Menaut (France), F. Oliveira (Portugal), B. Pokorna (Tchéquie), J. Refslund Poulsen (Danemark), E. Schough Tarandi (Suède), D. Taylor (Grande-Bretagne).

**Membres excusés :** J. Bagarić (Croatie), S. Ferrando (Italie) et M-E Giatrakou (Academia Homérica).

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

Le président accueille les membres de l'assemblée, en souhaitant notamment la bienvenue aux nouveaux délégués ou à ceux venus en remplacement des délégués officiels : F. Claus (Belgique/fl.), B. Flaig (Allemagne), D. Jansen (Pays-Bas), N. Juchneviene (Lituanie) et M.-H. Menaut (France), S. Demo (Croatie).

### **2. Rapport de l'assemblée générale de Ohrid (29/08/2009).**

Le rapport est approuvé.

### **3. Rapport des activités 2009-2010.**

Chaque représentant dispose d'une copie du rapport. Le président évoquera les différents paragraphes au moment où l'assemblée abordera les points concernés (cf. annexe 1).

### **4. Rapports financiers.**

J.-L. Navarro présente les comptes de l'année 2009 et le budget de l'année 2011. Les deux documents ci-joints (cf. annexe 2) sont approuvés. Pour le budget 2011, les dépenses dépassent de 1000 euros les recettes : cette différence sera compensée par les 1000 euros qui avaient été prévus dans le budget 2010 pour l'Academia Latina et qui n'ont pas été dépensés.

Pour les membres en retard de paiement de cotisation, le trésorier leur enverra à nouveau un rappel en les avertissant que, sans réaction de leur part, Euroclassica ne leur fera plus parvenir les exemplaires du prochain périodique. Le trésorier

joint aux deux documents un relevé des dépenses et recettes enregistrées en 2010 jusqu'au 20 août.

### **5. Le périodique.**

Le président déplore que le périodique soit arrivé trop tard en 2010. Pour éviter cela, il suggère qu'un même responsable s'occupe de la mise en page et de l'impression. Si aucun volontaire ne se présente, on maintiendra l'impression en Espagne comme précédemment. Les articles pour le prochain périodique devront parvenir pour le 30 novembre 2009, au plus tard.

### **6. Academia Ragusina.**

Au nom de J. Bagarić, S. Demo annonce que la prochaine Academia Ragusina aura lieu à Dubrovnik, du lundi 25 avril 2011 au samedi 30 avril : deux jours seront consacrés à des ateliers-conférences sur le thème des manuscrits médiévaux et de l'héritage postclassique ; deux autres journées seront réservées à des visites, à Dubrovnik et ailleurs. Les organisateurs recherchent des conférenciers étrangers.

### **7. Academia Homeric.**

C. Haller rend compte de la 13<sup>ème</sup> édition de l'Academia Homeric, qui a pu être organisée, dans de bonnes conditions, par M.E. Gitrakou, malgré toutes les difficultés que connaît la Grèce actuellement. L'assemblée remercie l'organisatrice principale M.-E. Gitrakou, qui a déjà transmis les dates de la prochaine académie: du 8 au 17 juillet 2011.

En marge de ce rapport, P. Ieven transmet à l'assemblée une proposition de projet venant du professeur Dellassoudas, ancien professeur à l'Université d'Athènes. Celui-ci aimerait organiser, en collaboration avec Euroclassica, une compétition internationale, sur Internet, ayant pour thème Homère. La compétition se ferait sous les auspices de l'Université d'Athènes, du Président du Comité Culturel de Chios et du Président du Centre Culturel Homère de Chios. Certains lauréats se verraient offrir, en guise de prix, un séjour à l'Academia Homeric. Un résumé du projet, rédigé par le professeur Dellassoudas, est transmis aux membres. Celui-ci suscite plusieurs questions, notamment d'ordre technique et financier. P. Ieven est chargé d'écrire au professeur Dellassoudas afin d'obtenir des précisions. À la lumière des réponses apportées, les délégués pourront se rendre compte si Euroclassica peut soutenir le projet d'une manière ou d'une autre.

### **8. Academia Latina.**

E. Tarandi regrette que l'Academia Latina n'ait pu avoir lieu en 2010 faute d'un nombre suffisant d'inscriptions. Elle essaie de déterminer les raisons de cet

insuccès et demande aux délégués de lui transmettre leurs idées sur la question afin que la prochaine édition en 2012 puisse être organisée.

### **9. Le projet Europatria.**

F. Oliveira a déjà reçu dix contributions. Il s'est fixé le nombre de 12 avant de commencer son travail d'édition. Il en attend encore une des collègues français et une autre des collègues espagnols ; l'un de ceux-ci, le professeur Alvar, présente à l'assemblée les grandes lignes de sa future contribution. F. Oliveira aimerait également avoir une contribution de la Grèce et est à la recherche d'un collaborateur. La publication finale est prévue l'année prochaine.

### **10. Le manuel *Symboles européens de l'Antiquité classique*.**

Commencé il y a deux ans à l'initiative d'A. Thiel et de P. Glatz, le projet rassemble aujourd'hui 8 contributions terminées (Autriche, Belgique, Croatie, L'ex-République yougoslave de Macédoine, Pays-Bas, Russie, Suède, Suisse). D'autres pays sont au travail (Allemagne, Danemark, Grande-Bretagne, Lituanie, Portugal, Roumanie). Le projet devrait aboutir entre 2011 et 2013 sous la forme d'une version électronique, mais aussi papier.

### **11. La situation des langues classiques en Europe.**

Les délégués échangent leurs témoignages sur l'enseignement des langues classiques dans leurs pays, particulièrement en ce qui concerne l'initiation au latin destinées aux jeunes enfants (niveau enseignement primaire) . Des pratiques ou expériences intéressantes ont lieu dans différents pays : Allemagne, Portugal, L'ex-République yougoslave de Macédoine, et en Grande-Bretagne où le cours de latin pour jeunes enfants *Minimus* et le projet *Iris* connaissent un certain succès (cf. sur notre site <http://www.eccl-online.eu/>, l'onglet Early Language Learning). Le président insiste pour que les membres lui transmettent toute information utile sur le sujet afin de promouvoir cet apprentissage précoce.

### **12. Lobbying.**

Le président fait état des différents contacts qu'il a eus au cours de l'année écoulée en vue de défendre et promouvoir nos disciplines. Ils sont détaillés dans le rapport du président (n°1-2-3):

- participation au Festival Européen de Latin et de Grec, organisé par Mme Antebi, qui s'est tenu au Luxembourg, en mai 2010 ; A. Reitermayer a eu l'occasion de présenter les différents travaux d'Euroclassica liés aux curricula, notamment les tests Elex Vestibulum.

- participation au congrès de l'association allemande DAV, à Fribourg-en-Brigau ;

- contacts avec la *Division des politiques linguistiques* du Conseil de l'Europe, où le président s'est efforcé de donner une place aux langues classiques à côté des langues modernes. Les langues classiques figurent désormais sur la *Plateforme de ressources et de références pour l'éducation plurilingue et interculturelle*, et un lien entre le Conseil de l'Europe et Euroclassica existe ([http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign\\_fr.asp](http://www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign_fr.asp)).

### **13. Candidature Statut participatif des organisations internationales non gouvernementales auprès du Conseil de l'Europe.**

À l'invitation de M. Martyniuk, directeur du *Centre Européen pour les Langues Vivantes*, institution du Conseil de l'Europe siégeant à Gratz, le président a déposé, au mois d'avril dernier, la candidature d'Euroclassica au *Statut participatif des organisations internationales non gouvernementales auprès du Conseil de l'Europe*. L'objectif est d'affirmer le rôle des langues classiques dans la formation linguistique et culturelle des jeunes. La décision tombera au mois de décembre.

### **14. Statut d'association sans but lucratif d'Euroclassica.**

Euroclassica a été fondée en 1991 comme une association sans but lucratif. Ses statuts ont été déposés officiellement au Registre officiel des sociétés au Luxembourg. Depuis lors, la loi sur les associations sans but lucratif a évolué. Le comité d'Euroclassica, par l'intermédiaire de son secrétaire, examine la façon d'adapter les statuts d'Euroclassica à la législation actuelle. Il est notamment nécessaire d'avoir une adresse plus précise pour le siège social de notre association. Des contacts ont été pris à cette fin avec E. Wolter, délégué du Luxembourg. L'assemblée marque son accord sur ces démarches.

### **15. Certificat européen *Vestibulum* et journée européenne des langues.**

Le président remet à chaque délégué une version imprimée des programmes européens de latin et de grec, qu'ils ont approuvés lors des assemblées précédentes. Le travail d'impression a été réalisé par les Ediciones Clásicas.

Lié à ces programmes européens, le projet de certificat européen de latin avance. Plusieurs tests liés au niveau 1 (*Vestibulum*) du programme latin ont été réalisés depuis la précédente assemblée générale par des délégués (Autriche, Belgique fl-fr, Croatie, Espagne, Suisse); un test lié au programme de grec a été réalisé (Russie). Ils apparaissent tous sur le site internet d'Euroclassica (extension ECCL).

Le président propose qu'Euroclassica s'associe à la journée européenne des langues, célébrée chaque année, au mois de septembre, par le Conseil de l'Europe, en incitant les jeunes élèves latinistes européens à passer un des tests

mentionnés ci-dessus, le mercredi 29 septembre. Le test proposé par le comité est le test autrichien, le premier test réalisé. L'assemblée marque son accord.

### **16. Le certificat européen *Ianua*.**

Le président lance le chantier pour la réalisation de nouveaux tests, pour le deuxième niveau *Ianua*. Il demande que davantage de délégués prennent part au travail. B. Flaig (Allemagne) accepte de seconder le président dans son travail de préparation et de coordination et D. Taylor (Grande-Bretagne) travaillera à l'élaboration d'un test en grec. Chacun est invité à apporter sa contribution.

### **17. Atelier EXEL.**

Le président évoque le projet d'organiser pour les collègues européens un atelier d'une journée consacré aux tests évoqués ci-dessus. Plusieurs lieux sont envisagés : Venise, Gratz ou encore Paris. Cette dernière ville est retenue, puisque elle sera le siège du prochain congrès d'Euroclassica.

### **18. Futurs congrès.**

Le prochain congrès d'Euroclassica, c'est-à-dire le vingtième, aura lieu en France, à l'invitation de la Cnarela. M.-H. Menaut présente les grandes lignes du rendez-vous. Il se déroulera du jeudi 25 août au dimanche 28 août 2011 ; l'assemblée générale et les ateliers auront lieu au Lycée Jean-Baptiste Say, près de la porte d'Auteuil (16<sup>ème</sup> arrondissement).

- Jeudi 25/08: atelier pédagogique EXEL (cf. point 16).
- Vendredi 26/08: matin : ateliers pédagogiques, animés par la Cnarela, sur l'enseignement du latin et du grec en France ;  
après-midi : assemblée générale ;  
soirée : visite d'une section du Louvre.
- Samedi 27/08: excursion à Versailles ; visite des jardins sur le thème des Métamorphoses d'Ovide.
- Dimanche 28/08: autres excursions (Thermes de Cluny et crypte) en option (fin 13h30).

En ce qui concerne les congrès Euroclassica des années suivantes, deux pays ont proposé leurs services : le Danemark et la Lituanie. Le choix se fera au cours de l'année 2011.

### **19. L'impression et la vente de produits Euroclassica: les règles.**

La question est reportée à plus tard, puisque, pour le moment, aucun produit Euroclassica n'est mis en vente.

Au nom des membres de l'assemblée générale, A. Reitermayer remercie R. Martinez, J.L. Navarro et leurs collègues espagnols pour l'organisation du



congrès à Madrid et pour l'accueil chaleureux réservés aux membres d'Euroclassica.

Paul Ieven, secrétaire

## **The Annual Conference Didactica Hispanica Classica in Madrid 2010**

### **Didactica Hispanica Classica, Madrid, 3-5 septembre**

Pour la seconde fois de son histoire –bientôt vingt ans !–, la Conférence annuelle d'Euroclassica s'est tenue à Madrid les premiers jours de septembre. Elle a réuni une quarantaine de participants étrangers et quelques Espagnols aussi.

Après les paroles d'ouverture d'usage, la matinée du jeudi 3 septembre a vu se dérouler deux ateliers didactiques qui ont remporté un franc succès. Le premier était consacré à l'écriture. Un collègue espagnol a commencé par présenter le phénomène de l'écriture dans l'Antiquité à l'aide d'une très nombreuse documentation épigraphique certes, mais surtout matérielle. Chacun a ensuite pu s'initier à la calligraphie au moyen d'un calame et tâter de l'écriture sur papyrus.

Deux autres périodes ont ensuite été consacrées, selon le même principe alliant la théorie et la pratique, aux questions de mode, d'hygiène et de cosmétique romaines, avec à la clé, la confection d'un onguent parfumé... L'attention et la bonne humeur étaient remarquables et méritent d'être expérimentées en classe !

L'après-midi était réservé par le président d'Euroclassica à *A European Curriculum Framework for Classical Languages. The European Certificate for Classics – Elex and Egex*, dont tous les détails se trouvent sur le site du Conseil de l'Europe et celui d'Euroclassica ([www.euroclassica.eu](http://www.euroclassica.eu) -> ECCL (acronyme appelé à changer sous peu).

Si les ateliers didactiques sont une spécialité espagnole développée par la Saguntina Domus Baebia (<http://domusbaebiasaguntinacast.blogspot.com/>), il en est une autre qui a vu le jour en 1984 et qui culmine dans le Festival de Théâtre classique de Segóbriga : la représentation de pièces antiques par des élèves des gymnases et lycées à l'intention des élèves du secondaire (<http://www.teatrogrecolatino.com/>).

De Segóbriga on n'a longtemps connu que les vestiges du théâtre romain, mais aujourd'hui, grâce au travail des archéologues, ce sont les ruines de toute une ville des débuts de notre ère que l'on peut visiter à une centaine de kilomètres de Madrid (<http://www.patrimoniohistoricoelm.es/parque-arqueologico-de-segobriga/>). Spécialité locale à l'époque romaine : l'exportation de verre à vitre ! Nous avons assisté là, sous le soleil de midi du samedi, à une remarquable

représentation de l'*Électre* de Sophocle (en espagnol) par la troupe d'un lycée de Madrid.

Last but not least, la visite du centre historique d'Alcalá de Henares nous a finalement permis, le dimanche matin, de pénétrer dans les murs de la plus ancienne université espagnole (fin du 15<sup>e</sup> s.) et dans ceux de la maison natale de Cervantès. Après ce fut surtout une histoire de grève des contrôleurs aériens...

Christine Haller

## **Report on the Academia HomERICA 2010**

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With excellent success took place from 9<sup>th</sup>–18<sup>th</sup> of July 2010 the scientific activities of Euroclassica for fourteen continuous years and for thirteen years the activities of Academia HomERICA, in Greece (Athens, Chios, Oinousses).

In these activities participated about 140 participants from Austria, Belgium, England, Germany, Switzerland, Spain, Portugal, Croatia, Lithuania, Cyprus, Syria, Greece, Ukraine, Holland, Denmark, America and Japan.

The participants were members of Academies, Universities, doctors, researchers, students and not only scholars, as well as scientists from various other scientific fields who gave excellent lectures inspired by the Homeric epic poems, which are really a source for all the sciences.

We had four sessions of studies:

1. The session of scholars with main topic: HOMER IN THE WORLD, where suggestions for means of teaching the Homeric epic poems were made too.
2. Session of students with topic: HOMER AND WORLD LITERATURE.
3. Session of Modern Greek language, History and Civilization for both teachers and scholars.
4. The session for attending voluntarily Greek traditional dances.

The students attended lessons by Professor John Thorley and Dr. Antonis Makrinos who taught them daily on the 23<sup>rd</sup> book of Odyssey.

The program contained visits to the Acropolis, the New Museum of the Aeropolis, the Archaeological, Byzantine and Naval Museums of Chios, the Library "KORAIS", the Archaeological place of Emporios with the 7000 years of Civilization, the Byzantine Monastery "NEA MONI", St. Fathers Monastery, St. Marcella, Daskalopetra (Homer's Rock or School) Mastic Villages, the Monastery of Annunciation at Oinousses the Naval Museum of Oinousses, etc.

All the organizers and the supporters and friends of Academia HomERICA offered a unique and fantastic and really Homeric hospitality. Many eminent personalities attended this congress and underlined that it was of high quality. That's why the Chancellor, the two Vice-Chancellor and the General Secretary as well as the senate of the Athens University expressed their wish to support Academia HomERICA.

The Prefect of Chios also announced that he has in his plans to create a centre, of Homeric Studies, so that Academia HomERICA will accept a better support.

The general atmosphere was really enthusiastic and the participants expressed their wish to participate again next year.

ACADEMIA HOMERICA has the longest life comparing with the two other Academies of Euroclassica, thanks to the great efforts of the Director, the Secretary, the organizing committee, the Dean, the teachers, the members of Greek State, cultural Associations, Committee of Euroclassica, the friends and supporters of it. We hope to run it next year 8-17 July.

We decided:

- (a)** The future edition of the Acts of the congress with the title "HOMER IN THE WORLD", which will contain among the others the lectures of the participants.
- (b)** The continuing of running Academia HomERICA.
- (c)** Finally and above all we decided to suggest the responsible factors of the State the widening of the Aegean University by Creating a Department of Humanities (Classics, History, Archaeology, Greek language, Greek Civilization and Modern Greek History as well as Ionic and Minor Asia Studies), with official centre in Chios, so that we'll use and gain a spiritual profit from the Library of Chios "KORAIS" so that Chios will be the Centre of Homeric, historical studies and humanities.

Marianna Georgountzou-Nikitopoulou & Dr. Athina Zacharou-Loutrari

Abstract, Ch. Haller

## **Announcement of Academia HomERICA 2011**

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The 14<sup>th</sup> Academia HomERICA will take place 8-17 July 2011, in Athens and on the island of Chios, with a visit the island of Oinousses or Psara.

Three programmes will be offered

- a) Students' programme**
- b) Scholars' / Hellenists' programme**
- c) Modern Greek programme.**

**The programme of visits and some lectures will be common to all of them.**

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

### **General Information**

- July 8           Arrival of all participants in Athens. Stay at the Hotel Theoxenia, 3-6 Gladstonos Str. (near Homonia Square)
- Dinner.
- July 9           Visit to the Acropolis, the New Acropolis Museum and the National Archaeological Museum.
- Lunch.
- Departure to Chios by ship in the late afternoon.
- July 10          Arrival in Chios and installation at the Boarding House of the Aegean University and hotels.
- Official opening of the Academia HomERICA at the Homereion Cultural Centre.
- July 11-16      Lessons and lectures in the Homereion, various activities and trips: sightseeing visits to places in Chios town and island, e.g. the archaeological site of Emporio, the Mastic villages, Nea Moni, Daskalopetra (where tradition has it that Homer taught), and trips to nearby islands.
- July 17          Presentation by the students.
- Closing of the congress.
- Departure for Piraeus by ship in the evening.

July 18           Arrival at Piraeus in the early morning and return to town by bus. (NB 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 for applications**

**Please register your application before May 10, 2011 on the following website:** [www.euroclassica.eu](http://www.euroclassica.eu) >Academiae > Academia HomERICA > Registration.

### **Participation fees (for all participants; unfortunately no financial support from EUROCLASSICA is available)**

**500 EUROS** (this covers full board in Athens and Chios in mostly double/triple rooms\*, ship tickets, and all excursions). Flight tickets to and from Athens are not included.

\* N.B. A list of the hotels can be sent to participants wishing to book a room at their own expense; please contact Dr. Maria-Eleftheria Giatrakou (see below) to make the appropriate arrangements.

### **Address of the Bank**

PROBANK, BRANCH KORAI (023) ATHENS-GREECE

Code of Bank 054, SWIFT BIC CODE: PRNKGRAA

Account No.   006 3224011022 EUR.

IBAN           GR 8105400230000063224011022

Beneficiary   EUROCLASSICA - ACADEMIA HOMERICA

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**N.B.** Participants who need a **visa** (Eastern European countries, South America, etc.) must **apply as soon as possible** to arrange officially for their invitation and to 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.

All participants should also have valid **travel and health insurance** for their stay in Greece.

**Final information** about the programme, bus, metros and the hotel in Athens will be sent in June.

## a) Students' Programme

***Students with at least some acquaintance with Homeric/Ancient Greek will have the opportunity to improve their knowledge of Homer's poems and their historical context – on Homer's own territory!***

- Students will attend their lectures and lessons mainly at the Homereion Cultural Centre in Chios (and in different places on the excursion days).
- The programme 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, *Odyssey*, 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 traditional dances will be offered.
- The programme also contains educational tours and visits together with the participants of the other sessions.

**N.B.** A text of *Odyssey* 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 to Greece. It will be useful if they also bring with them a translation of the *Odyssey* into their own language.

## b) Scholars' / Hellenists' Session

Scholars and Hellenists can attend the programme of lectures on the theme ***Homer in the World***. Lectures will be given by Members of Academies, Professors of Universities, and others, principally in Modern Greek (with English summaries), but also in English, French or in any other language provided that an English summary can be handed out.

Some general lectures will be common to all participants.

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

**N.B.** Participants who wish to give a lecture in the Scholars' / Hellenists' session are kindly requested to communicate the topic and the language in which it will be given to Dr. Maria-Eleftheria Giatrakou. They must also send an English summary of the lecture to be photocopied and handed out, and a brief CV.

(Those wishing their lecture to be published should provide both electronic and printed texts.)

**d) Modern Greek Programme**

This programme 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:**

1. Dr. Maria-Eleftheria Giatrakou  
Director of Academia Homerica  
4-6, Sot. Charalampi  
11472 Athens – Greece  
Tel: 0030-210 642 35 26,  
Mobile: 0030-6932-368 388  
e-mail: [bissias@otenet.gr](mailto:bissias@otenet.gr) (object: "to ME. Giatrakou")
2. Prof. John Thorley  
e-mail: [jt275@etherway.net](mailto:jt275@etherway.net)
3. Christine Haller  
e-mail: [christine\\_haller@hotmail.com](mailto:christine_haller@hotmail.com)

**Dubrovnik - 26<sup>th</sup>-30<sup>th</sup> April 2011**

**POSTCLASSICAL INHERITANCE OF CLASSICAL  
LANGUAGES**

***Preliminary Program:***

26.04.11.	<b>Tuesday</b>	Arrival and registration
27.04.11.	<b>Wednesday</b>	Courses and pedagogic workshops
28.04.11.	<b>Thursday</b>	Courses and pedagogic workshops
	Morning	Visit of Scientific library in Dubrovnik
	Afternoon	Free for teachers
	Evening	Symbolic student's competition for each level
		Performance in St. Jacob's medieval church
		Gala dinner and awards to the best students
29.04.11.	<b>Friday</b>	Full day excursion to some archaeological site
30.04.11.	<b>Saturday</b>	Departure.

It would be wonderful if from each country member of Euroclassica could come one speaker with the paper on proposed topics related to his country.

**Instructions for paper submission**

If you are interested to submit a paper to ACADEMIA RAGUSINA SECUNDA 2011, you need to prepare an extract on one page before **January 15 2011**. The languages of the Conference are English, French and Croatian. The papers are submitted in their final form including text, references and figures (electronical and printed forme) **by April 28 2011**.

Jadranka Bagaric, prof.  
ACADEMIA RAGUSINA SECUNDA  
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fax: +385 20 432 569 or +385 20 432 379



## HUMANISM ON THE THRESHOLD OF THE RENAISSANCE

### The conferences

- On the verge of printing - the circulation and the collation of manuscripts, the founding of the first libraries
- First printed editions and critical editions
- The first humanists and their works.

### Workshops

- Paleography exercises
- Preparation of critical editions
- The search for manuscripts on the Internet.

## DE L'HUMANISME AU SEUIL DE LA RENAISSANCE

### Les conférences

- À la veille de l'apparition de l'imprimerie : circulation et collation des manuscrits, fondation des premières bibliothèques
- Premières éditions imprimées et éditions critiques
- Les premiers humanistes et leurs œuvres.

### Les ateliers

- Exercices de paléographie
- Préparation des éditions critiques
- Recherche de manuscrits sur l'Internet.

### *Information:*

**Registration fee: 50,00 €** includes course summaries, translation of courses from other languages into English projected simultaneously on the screen, photocopies of teaching material; coffee breaks, old city tour with our entrances and the Certificate of Attendance.

**Registration fee** has to be paid before **March 15, 2011** on:

HRVATSKO DRUŠTVO KLASIČNIH FILOLOGA  
ZAGREBAČKA BANKA  
Paromlinska 2

10000 Zagreb  
SWIFT: ZABHR2X  
IBAN: HR642360000-1101583404

At the **Dormitory** in double room per person **with breakfast 30,00 €** per person  
Book on the e-mail address: [jadranka\\_bagaric@yahoo.com](mailto:jadranka_bagaric@yahoo.com)  
Pay 15 days before arrival at the same account as the registration fee!

For students **Dormitory** 3, 4, 5 bedded rooms **with breakfast 15,00 €** per person.  
Book on the e-mail address: [jadranka\\_bagaric@yahoo.com](mailto:jadranka_bagaric@yahoo.com)  
Pay on arrival to the COLLEGIUM RAGUSINUM.

**Private accommodation** in double room per person per night ca **20,00 €**. See and book <http://www.hotelscombined.com/City/Dubrovnik.htm>  
or STRADUN Tourist Agency - <http://www.stradun-dmc.com> – e-mail [info@stradun-dmc.com](mailto:info@stradun-dmc.com)

Hotel accommodation, please choose between nearest hotels and book directly:  
Hotel Lero - <http://www.hotel-lero.hr/>  
Hotel Ivka - <http://www.hotel-ivka.com/>  
Hostel Dubrovnik - <http://www.hfhs.hr/>

**General information about Dubrovnik** please see on [www.tzdubrovnik.hr](http://www.tzdubrovnik.hr)

All additional questions must be sent to the Organizers on the e-mail address [jadranka\\_bagaric@yahoo.com](mailto:jadranka_bagaric@yahoo.com) or on fax no: +385 20 432 569

**Don't book your flights before you get the reconfirmation from the organizers, because the course needs a required minimum of 30 persons.**

**Requirements:** be sure you have a valid travel and health insurance for this stay. Also bring a document from your school testifying you are a student (or teacher) there, with the name of the school, address, country, etc.

## REGISTRATION FORM

Participation in:  
**ACADEMIA RAGUSINA SECUNDA**

Organized by:

**EUROCLASSICA – EUROPEAN ASSOCIATION OF TEACHERS OF  
CLASSICAL LANGUAGES  
CROATIAN ASSOCIATION OF TEACHERS OF CLASSICAL LANGUAGES  
DEPARTMENT OF CLASSICAL PHILOLOGY OF PHILOSOPHICAL  
FACULTY OF ZAGREB UNIVERSITY  
MINISTRY OF SCIENCE, EDUCATION AND SPORTS OF REPUBLIC OF  
CROATIA  
AGENCY OF EDUCATION OF THE REPUBLIC OF CROATIA  
INSTITUTE LATINA & GRAECA  
GIMNAZIJA DUBROVNIK  
BISKUPIJSKA KLASIČNA GIMNAZIJA RUĐERA BOŠKOVIĆA  
DUBROVNIK**

In

**DUBROVNIK – COLLEGIUM RAGUSINUM  
26 to 30 April 2011.**

*Name and Family name:*

*Address and ZIP code:*

*Tel.:*

*Mob:*

*E-mail:*

*Institution/School/University:*

Please confirm your profile with sign **X** on proposed answers:

University professor  High school teacher

University student  High school student

Arrival date:

Departure date:

**High school students under the age of 18 must be accompanied by their teacher.**

**Workshops** are organized that everyone can participate. Please confirm your participation in workshops with sign **X** on proposed answers:

**YES**

**NO**

**Accommodation:** (Mark the right answer with the sign **X**)

	<b>YES</b>	<b>NO</b>
<b>Hotel</b> (name of the hotel):		
<b>Private accommodation:</b>		
<b>Dubrovnik Hostel:</b>		
<b>Dormitory:</b>		
<i>Dormitory of the COLLEGIUM RAGUSINUM</i>		

**Registration form to be sent to the Organizer before February 15<sup>th</sup>**

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