



Euroclassica Newsletter Number 18, February 2010

INTRODUCTION

Dear readers of Newsletter 2010!

With the contribution of all our members, including the important remarks suggested more recently by O. Waldschmidt (Cnarella), we now have a version of the Curriculum for Ancient Greek which, for the first time, respects French, English and German *termini technici* in the same text. We also thank Elena Ermolaeva, who was responsible for the final editing.

Miroslav Adamis, the Head of Cabinet of Mr. Jan Figel, former European Commissioner responsible for Education, Culture and Youth wishes Euroclassica further success in the 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.”

On June 15, 2009 Sim Kallas, former Vice-President of the European Commission wrote:

*“...in October 2008 the Board of Governors adopted a decision regarding the teaching of languages ... including ...**reflection on the preservation of Latin and Ancient Greek in the curriculum.**”*

I congratulate all the directors of EUROCLASSICA for their great achievement in organizing past or future academies in Greece (Maria-Eleftheria Giatrakou), Italy (Eva Tarandi) and Croatia (Jadranka Bagarić).

My warmest thanks also go to Vesna Dimovska and her team, the organizers of our last congress in Skopje and Ohrid, which was a special experience for the general assembly of Euroclassica.

The European Latin Exam/Vestibulum (ELEX1) will be presented in this booklet.

The project “European symbols” is announced.

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

Alfred Reitermayer, February 2010

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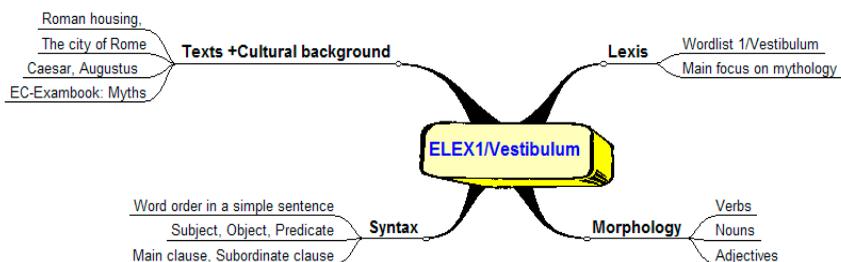
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THE EUROPEAN CERTIFICATE FOR CLASSICS



The ELEX (European Latin Exam) /VESTIBULUM



EUROPEAN CURRICULUM FOR LATIN/Vestibulum

Preamble

“Critical thinking” was originally considered as only one among many pedagogical learning objectives in the long-term project ... In the meantime, critical thinking has become a central factor in the development of an instructional system.” (*Gottfried Petri. Kritisches Denken als Bildungsaufgabe und Instrument der Schulentwicklung. StudienVerlag 2002, 301*)

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

“The good teacher of classics has to assume that in a course of Greek, Latin or classical studies the full range of the subject is given a proper airing and not just that in which s/he happens to be interested. That is one reason why it is so important that teachers interest their pupils. There is nothing more inimical to

interest than the replacement of personal responsibility for study and thought by routine drill and exposition, necessary as these are in their proper place.” (Tony Hubbard. *Special needs in Classics. In: The Teaching of Classics. James Morwood (edit.), Cambridge University Press 2003, 53*)

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

“Stet hoc igitur fixum Latinam linguam, ut hauriendae realis eruditionis reale sit instrumentum, ex authoribus esse discendam: et proinde authorum bonorum enarrationem τό πᾶν esse.” (Comenius *ibid., thesis 27*)

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

“As a broad principle, we believe that the student should first read with understanding (and, if required, translate) and then study the grammar and syntax he has already met in context. We do not stick rigidly to this principle; if experience suggests that it is more helpful to do so, we explain grammar etc. before the narrative.” (Oxford Latin Course. *Teacher’s book. Oxford University Press 1987, 6*)

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

VESTIBULUM

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

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

By acquiring single elements of Latin, pupils are able to recognize the common principles of Latin.

1) Lexis

Competences:

Pupils are able
to acquire a basic vocabulary by working on Latin texts.

Contents:

Basic vocabulary
about 400 words

Word fields:
Same stem or family

2) Morphology

Competences:

Pupils are able
to acquire forms of nouns, verbs, adjectives, pronouns, prepositions and conjunctions by working on Latin texts under instruction.

Contents:

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

Verbs:

Conjugations:

conjugate verbs with stems in -a, -e, -i and consonants

conjugate *esse* and *ire* + Composita

tenses: present tense, simple future, past tense, perfect, pluperfect, future perfect

mood: indicative, imperative

genus verbi: active voice
infinitives: perfect and present
participles: perfect and present
Recognition of *-nd-* forms

Nouns:

Declensions:

First declension or a-declension (ends in Nom./Gen. Sg. on -a, -ae)

Second declension or o-declension (ends in Nom./Gen. Sg. on -us, -i; -(e)r, -i; -um, -i)

Third declension or consonant declension: The third declension includes several classes of stems:

a) Pure consonant stems: with Abl. Sg. **-e**; Gen. Pl. on **-um**

Masculines are nouns with -or, -oris: *scriptor, -oris*; -os, -oris, *mos, moris*; -er, -eris: *carcer, carceris*

Feminines are nouns with -s, -x: *laus, laudis*; *lex, legis*; *libertas, -atis*
with -o, -inis: *magnitudo, -inis*; *origo, -inis*

Neuters are nouns with -men, -minis: *nomen, nominis*;

-us, -eris: *genus, -eris*;

-us, -oris: *tempus, temporis*; *corpus, corporis*;

-us, -uris: *ius, iuris*

-ur, -uris: *fulgur, fulguris*

b) Mixed stems: nouns with two or more consonants before -is in Gen. Sg. as *pars, partis*, f.; *ars, artis*, f. with Abl. Sg. **-e**; Gen. Pl. on **-ium**

c) I-stems: Parisyllaba with Nom. Sg. **-is** or **-es (mostly f.)**; Neuters with Nom. Sg. on **-e, -al, -ar** with Abl. Sg. **-i**; Gen. Pl. on **-ium**

Fourth declension or u-declension ends in Nom./Gen. Sg. -us, -us; **(mostly m.)** and -u, -us; **(n.)**

Fifth declension or e-declension ends in Nom./Gen. Sg. -es, -ei; **(mostly f.)**

Adjectives: Adjectives of the first and second declensions end in -us, -a, -um (some adjectives end in -er instead of -us in Nom. Sg. m. as *liber, asper, ruber*).

Adjectives of the third declension are conveniently classified according to the number of endings in the Nominative Singular, namely *one, two or three* (*ingens, ingens, ingens; fortis, fortis, forte; acer, acris, acre*).

Pronouns: Demonstrative pronouns, Personal pronouns, Possessive pronouns, Relative pronouns

Adverbs, Conjunctions, Prepositions, Interjections are the four parts of speech that do not admit inflection and are often called **particles**.

Numerals: Cardinal numeral adjectives

3) Syntax

Competences:

Pupils are able to understand that syntax treats the structure and word order of sentences.

Contents:

Predicate:

General rule with the verbs of motion:

on the question *quo is?* – response: in + Acc.

on the question *ubi es?* – response: in + Abl.;

on the question: *unde venis?* – response: e(x) + Abl.

on the question: *qua is?* – response: per + Acc.

Exceptions:

Names of towns, smaller islands and peninsulas as *Corinthus, -i, Rhodus, -i*, as well as nouns *domus, -us, f., rus, ruris, n., humus, -i, f.*

quo is? (without in) *Athenas, Carthaginem, Corinthum, Rhodum, domum, rus, humum;*

ubi es? – Abl. loci (without in) *Athenis, Carthagine* but Locative for singularia tantum a- and o-declensions and for *domus, rus, humus: Romae, Corinthi, Rhodi, domi, ruri, humi;*

unde venis? - Ablativus separationis – (without ex) *Athenis, Carthagine, Corintho, Rhodo, domo, rure, humo.*

The general words *loco, locis, parte*, also many words modified by *totus* or even by other adjectives as *hoc loco, totis castris*.

Subject: Noun, pronoun, verb (infinitive), adjective, numeral used as subject.

Object: Noun, pronoun, adjective, numeral used as object with accusative, with dative, with genitive.

Main clauses: The **indicative** is used in statements and direct questions; the **imperative** is used in commands.

Subordinate clauses: The **indicative** is used in definite relative clauses, definite temporal clauses (with *ubi*, *postquam*, *ut*), conditional clauses, causal clauses, concessive clauses with *quamquam*.

4) Texts

Competences:

Pupils are able to use different kind of methods to work with a text to improve their social and personal competences.

Contents:

Textbook or personal manuscript written by the teacher.

5) Cultural background

Competences:

Pupils are able to connect important fields of ancient life with knowledge acquired in history, to recognize elements of Roman culture, which have influence up to now e.g. mythology.

Contents:

According to available material.

VESTIBULUM: CAN – DO list

Lexis:

I can use the EC-wordlist 1.

Morphology

I can acquire forms of nouns, verbs, adjectives, pronouns, adverbs, prepositions and conjunctions by working on Latin texts under instruction.

Syntax:

I understand that syntax is concerned with the structure and word order of sentences.

I can distinguish a main clause from a subordinate clause.

I recognize subject, predicate and object (with Acc., Dat. and Gen.).

Texts:

I can translate simple Latin clauses into my mother tongue.

I understand that word for word translation is only the first step towards a good translation.

I understand that there is a difference between word order in Latin and my mother tongue.

Cultural background

I can interpret simple texts about life in ancient Italy (Roman housing e.g. *villa, thermae*, well-known locations in ancient Rome e.g. *Colosseum*).

I can interpret simple texts about well-known Greek and Roman myths e.g. *Odysseus, Romulus* and *Remus* etc. and well-known historic events and persons e.g. *Caesar, Hannibal, Augustus, Cleopatra's suicide* etc.

I can interpret abbreviations, mottoes and Latin in everyday use such as *post meridiem, nota bene*

Latin Wordlist Level 1 – ©Euroclassica 2009

Latin Wordlist Level 1 - Euroclassica

a, ab, absum, ac/atque, accipio, acer, ad, adiuvo, adulescens, aedifico, ager, ago, alienus, alius, alter, altus, amicus/ amica, amitto, amo, amor, animal, animus, annus, ante, antiquus, appropinquo, apud, aqua, arbor, arma, ars, audio, aut, autem, auxilium, bellum, bene, beneficium, bonus, brevis, cado, caedes, caelum, canis, capio, caput, carmen, causa, cedo, celer, cena, centum, certe, ceteri, clamo, clamor, clarus, cogito, cognosco, cogo, comes, committo, consido, consilium, conspicio, constituo, contendo, copia, copiae, corpus, cras, credo, culpa, cum, cupio, cur?, cura, de, dea, debeo, decem, deinde, deleo, denique, deus, dico, dies, difficilis, disciplina, discipulus, diu, divitiae, do, doceo, doleo, dolor, domi, domum, domus, donum, dormio, duco, dum, duo, e, ex, ego, mei, mihi, me, a me, mecum, enim, eo, equus, et, etiam, exemplum, exeo, exspecto, fabula, facile, facilis, facinus, facio, familia, fero, fides, filia, filius, flamma, fleo, flos, flumen, forma, fortis, forum, frater, frustra, fugio, gaudeo, genus, gero, gladius, gloria, habeo, heri, hic (Adv.), hic, haec, hoc (Pron.), hodie, homo, honor, hostis, iacio, iam, ibi, idem, igitur, ille, illa, illud, immolo, impero, in, iniuria, inquit, insula, intellego, inter, interficio, intro, invenio, ipse, ipsa, ipsum, is, ea, id, ita, itaque, iter, iubeo, iustus, iuvo, laboro, laudo, lego, lex, libenter, liber, libera, liberum,

liberi, libero, licet, littera, litus, locus, ludo, lux, magister, magnus, maior, malus, maneo, manus, mare, mater, maxime, maximus, medius, meridies, metus, meus, miles, minime, miser mitto, moneo, mons, mors, mortuus, moveo, mox, multitudo, multus, murus, muto, nam, narro, navigo, navis, -ne, nec = neque, neco, nemo, nihil, nimis, nomen, non, nonne, nonnulli, nonus, nos, nostri, (multi nostrum), nobis, nos, nobiscum, noster, novem, novus, nox, nullus, numerus, nunc, nuntius, occido, -is, -ere, -cidi, -cismus, occupo, octavus, octo, odium, officium, omnis, oppidum, opus, oratio, otium, paratus, parentes, pareo, paro, pars, parvus, pater, patria, pauci, paulo post, pax, pensum, per, periculum, perpetuus, peto, placeo, plenus, poena, pono, pons, populus, porta, porto, possum, post, postea, potestas, pretium, primo, primus, privatus, pro, prohibeo, promitto, prope, propero, propter, provincia, publicus, puella, puer, pugna, pugno, pulcher, puto, quaero, quam, quartus, quattuor, -que, quem?, qui, quia, quid?, quinque, quintus, quis?, quod, quomodo, quoque, quot, rapio, reddo, redeo, religio, relinquo, res, respondeo, rex, rideo, rogo, sacer, saepe, salve!, satis, schola, scio, scribo, se, sibi, secum, secundus, sed, sedeo, semper, septem, septimus, servo, servus, sex, sextus, si, simul, sine, socius, sol, solus, statim, statua, sto, sub, subito, sum, summus, supero, suus, tam, tamen, tango, taurus, templum, tempus, teneo, terra, terreo, tertius, timeo, tolero, tollo, totus, trado, tres, tu, tui, tibi, te, a te, tecum, tum, tuus, ubi, ubi?, ubique, unus, urbs, uxor, vendo, venio, verbum, verito, verus, vester, via, video, vinco, vir, virgo, virtus, vita, voco, vos, vestri (multi vestrum), vobis, vos, vobiscum, vox.

Achilles, Aegeus, Agamemnon, Agenor, Argus, Ariadna, Aulus, Athenae, Creta, Cyclops, Echo, Epimetheus, Europa, Gallia, Galli, Graecia, Graeci, Graecus, Io, Italia, Iuno, Iuppiter, Laocoon, Latinus, Mercurius, Minerva, Minotaurus, Narcissus, Pandora, Phaethon, Phoebus, Prometheus, Remus, Roma, Romanus, Romulus, Sicilia, Thetis, Theseus, Tiberis, Troia, Troianus, Ulixes

According to the European Curriculum for Classics the ELEX (European Latin Exam)/ Vestibulum consists of 20 questions about well-known myths from Ancient Greece or Italy taken from an original or adapted text and 20 questions about basic knowledge about life in ancient Italy (e.g. villa, thermae ...) as well as basic knowledge about Roman locations in Italy especially in Rome (e.g. Forum Romanum) and Latin in everyday use (e.g. mottoes, abbreviations, expressions like *panem et circenses*, *post meridiem*...)

The exam is in Latin/English and the mother tongue.

THE TRAGEDY OF PHAETON/DIE TRAGISCHE
GESCHICHTE DES PHAETHON **Phaethon est filius Phoebi.
Amicus Phaethontis de fama divinae originis dubitat: „Non es
filius dei. Non habes dona deorum. Non vera est tua fabula.”
Magna ira Phaethontem movet: “Filius dei sum!”**

*This story tells what happens if you try to do a task before you are ready to do so.
Diese Geschichte zeigt, was passiert, wenn man eine Aufgabe zu bewältigen
versucht, bevor man dafür bereit ist.*

**1. Who doubts the fame of his divine origin? Wer zweifelt am Ruhm der
göttlichen Abstammung?**

- a. Phaethon's friend, Phaethons Freund
- b. Phoebus
- c. Phaethon**
- d. Phoebus' son, Phoebus Sohn

2. How does Phaeton react to these doubts? Wie reagiert Phaethon auf diese
Zweifel?

- a. He becomes angry. Er wird zornig.**
- b. He is going to be happy. Er freut sich.
- c. He cries. Er weint.
- d. He is disappointed. Er ist enttäuscht.

36. Which planet is named after a Roman god? Welcher römische Gott hat einen
Planeten, der nach ihm benannt ist?

- a. Sun
- b. Earth
- c. Neptun**
- d. Mars**

Fabula de Theseo et Minotauro

Minos rex erat in Creta. Eius uxor Solis filia et mater monstri Minotauri erat, cui tauri caput et hominis corpus erant. Minos Minotaurum in Labyrinthum duxerat, quem Daedalus cum magna cura aedificaverat.

1. Comment s'appelait le roi de Crète à cette époque ?

1. What was the name of the King of Crete at that time?

- a. Solis
- b. Minotaurus
- c. Minos**
- d. Aegeus

2. Qui était la mère du Minotaure ?

2. Who was the mother of the Minotaur?

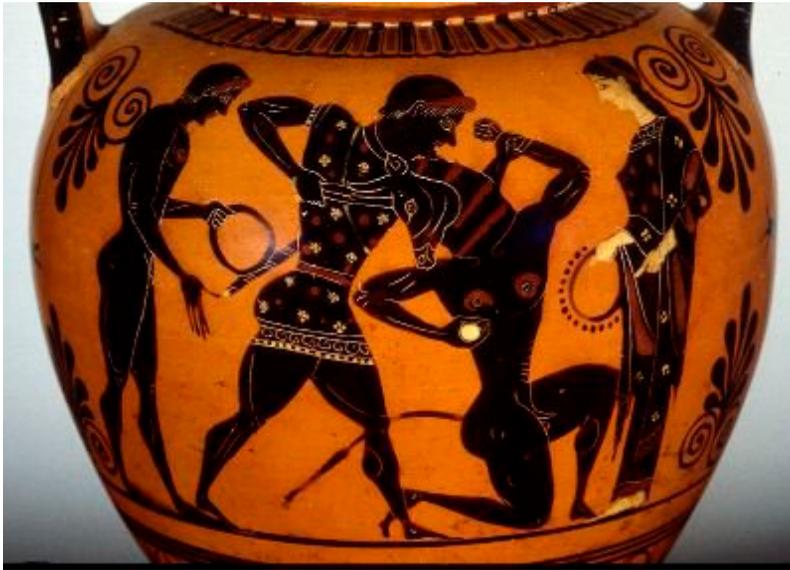
- a. Ariadna
- b. Minois uxor**
- c. Solis filia**
- d. Aegei filia

23. L'objet représenté ci-dessous est :

23. What kind of artefact is it?

- a. une mosaïque
- a. a mosaic
- b. un vase étrusque

- b. an Etrurian vase
- c. un vase grec**
- c. a Greek vase**
- d. une amphore romaine
- d. a Roman amphora



SPAIN (© Euroclassica 2010/ José Luis Navarro)

JASON Y MEDEA / JASON and MEDEA

Medea ex Iasone duos filios procreavit; summa concordia Corinthi vitam agebant. Multi tamen in urbe Medeam non amabant quia femina venefica erat.

This story tells what happens when love is complicated by social prejudices. El relato muestra los problemas del amor ante las conveniencias o los prejuicios sociales.

1. Who gave birth to the two children of Jason? Quien dió a luz dos hijos de Jasón?

- a. Medea**
- b. Creusa
- c. Corinto
- d. Creusa´s daughter/La hija de Creusa

23. What do you call “fear of closed areas”? Como se llama el “miedo a los espacios cerrados”?

- a. Agoraphobia/Agorafobia
- b. Claustrophobia/Claustrofobia**
- c. Xenophobia/Xenofobia
- d. Claustrophilia/Claustrofilia

25. When was Rome founded? Cuando se fundó Roma ?

- a. 333 B.C./ v. Chr.
- b. 735 B.C./ v. Chr.
- c. 753 B.C./v. Chr.**
- d. in the year 0/ im Jahr 0

You will find very soon all information about ELEX/Vestibulum on www.sprachenstudio.net/ec/
Alfred Reitermayer

President's Report 2008/9

ACTIVITIES REPORT – EUROCLASSICA 2008/2009

1. EUROCLASSICA and European Schools:

After various contacts that I had with Mr. Marinus Jonkers, former director of the European School at Varese and future consultant for the working groups concerning European Curricula in the European Schools, we both came to the view that cooperation would be of great importance. Our desire is to implement the European Curricula in the European schools and a number of letters on this subject were sent to the European Commission. On 20th and 21st January 2009 the Board of Governors in Brussels (AZ: 2008-D-4310-de-3) approved the Introduction of the Certificate “Latinum Europaeum” at the end of third and fifth year of Latin.

On 12th May 2009 Marinus Jonkers informed Sim Kallas, vice president of the European Commission, about the official recognition of certificates for Greek and Latin and the cooperation with EUROCLASSICA concerning European recognition of the levels of Euroclassica: “As European Schools we should not be isolated. Being pedagogical laboratories ... our students do not only sit their European School exams, but also receive officially recognized diplomas in addition to their baccalaureate, like the ECDL and several language certificates, after having done exams in Institutions such as the Maison Descartes, the Goethe Institut, the Instituto Cervantes. For these languages, certain levels have been officially established and approved in Europe. Your colleague, Commissioner Orban, whose task is plurilingualism, did very good work in this field.

Not only for modern languages, but also for (Ancient Greek) and Latin, criteria have been discussed in Europe in order to deliver officially recognized certificates to the students (and adults) possessing a certain level of Greek and Latin. The European Association of Teachers for Greek and Latin EUROCLASSICA, and particularly the Chairman Mr. Alfred Reitermayer, did a great job and an agreement has been reached on the conditions of these levels for Greek and Latin. There is collaboration between EUROCLASSICA and the European Schools: the certificate that the students will receive who did sufficiently well in the Latin exam organized last week, will refer to the second level of Latin, as established by EUROCLASSICA.

In my opinion, it would be a good idea if these levels for Latin and Greek could be officially recognized. Commissioner ORBAN informed us that he could only intervene for modern languages. It is quite difficult to know who could help us in getting European recognition of the levels mentioned for Greek and Latin. As I

spoke about this problem with Mrs. Bardoux, she advised me to contact you. She suggested that the levels could be tested in the European Schools and afterwards could be approved by the Board of Governors. Once approved on this level, it could be easier to get official recognition in Europe...

It is very important for the inspectors responsible for Greek and Latin in the European Schools, Mrs. KALOGRIDOU (Greek Inspector), Mr. SEXAUER (German Inspector) and Mr. SOLER (French Inspector) to know what would be the best strategy for having the European levels for Greek and Latin officially accepted. It is obvious that this is equally important for the association EUROCLASSICA.

I heard that the year 2011 would be the European Year of Cultural Inheritance. This would be a very good opportunity for the European Schools and the Schools in Europe to pay special attention to the importance of the teaching of Greek and Latin, and to introduce officially the European certificates for these languages, after some experimental time in the European Schools and some schools in Europe!"

On June, 15 Sim Kallas, vice-president of the European Commission answered: "Thank you for your letter dated May 12th concerning the teaching of Greek and Latin in the European schools and the official recognition of certificates in these disciplines. As you know, in October 2008 the Board of Governors adopted a decision regarding the teaching of languages and instructed the Secretary-General "to draw up a mandate for the Board of Inspectors (Secondary) proposing that the possibility be studied of revising the timetable for the observation cycle (secondary years 1-3), including reflection on possibly bringing forward by one year the start of teaching Language 3 (L3) and the teaching of Latin and, more broadly, reflection on the preservation of Latin and Ancient Greek in the curriculum."

The last point of this decision was added at the request of the Commission. "I believe that the Joint Teaching Committee, which will address the question of the preservation of Latin and Greek in order to present a proposal for decision to the Board of Governors, will be the most appropriate forum within the European School System (ESS) to initiate the discussion on the issue you raised. I can assure you of my service's full commitment to preserving and promoting the teaching of Latin and Greek in the ESS in all relevant fora."

In July Mr. Jonkers sent me both types of exams, which we want to study carefully.

2. New members

Through the help of Elena Ermolaeva, Lithuania (Societas Classica, Mantas Adomenas) is now ready to become a member of EUROCLASSICA. The statutes of Societas Classica were sent to all representatives. Mantas Adomenas is both representative of Societas Classica and Member of Lithuanian Parliament, which

is very important for us. I ask him to promote EUROCLASSICA and our projects in all relevant committees in European parliament.

3. EUROCLASSICA, the European Year of Cultural Inheritance and the support for the European Heritage label. On April 7th 2009 Mr. Meissner and I sent a letter to Mr. Figel, Commissioner for Education, Training, Culture and Youth concerning the European Year of Cultural Inheritance. After a number of efforts Mr. Meissner and I received a letter from Mr Barroso and Mr. Figel concerning The European year of Cultural Inheritance on 23rd June 2009, sent by Ann Branch. "I agree that cultural heritage plays an important role in the European project. Indeed, during his speech at the opening of the New Acropolis Museum in Athens Mr. Barroso underlined its importance. The safeguarding of our rich cultural heritage can contribute greatly to future sustainable development. (...) I wish you much success with the work you are undertaking in the Euroclassica Platform and thank you for the effort you've taken to share your views with the European Commission. (Ann Branch, Head of Unit)."

In the meantime there is direct contact with the real author of this letter, who promised us to give us his ideas for professional promotion of such a year.

4. Academies

Academia Latina

Eva Tarandi will speak about the next Academia Latina in Rome 2010.

Academia Ragusina

I confess that I was surprised how easy it seemed for this first Academia Ragusina to run successfully, but I know that it needed enormous efforts to launch our third academy. Thanks to Jadranka Bagarić, the chief organizer of this Academia, and her whole team including Christine Haller, don Bernardo Pleše, the director of Collegium Ragusinum, Monsign. Želimir Pulić, the bishop of Dubrovnik, the Croatian Ministry of Education as well as Croatian Agency of Education.

Academia Homerica

I thank all the organizers, especially M.-E. Gitrakou, Christine Haller and John Thorley, for organizing this great event, which had the highest number of participants this year since AH began in 1998. I was represented by Paul Ieven at this Academia Homerica 12.

5. Newsletter

Newsletter 2009 was the biggest issue since the beginning, and now included the correct back cover. It came very late because of various delays. Better adherence to the timetable is necessary. The responsibility for the Newsletter lies in the hands of Jadranka Bagarić and José Navarro. For the future Jadranka Bagarić again wishes to collect all articles and lay out the Newsletter. Then there will be a

last reading by David Taylor, John Bulwer and Christine Haller. After that the final draft copies will be sent out to all representatives before Christmas and sent to José Navarro before the 10th January.

6. Finances.

At the moment we have a special amount of money thanks to a major contribution from Luxembourg. Our treasurer José Navarro will speak about this.

7. Europatria

Francisco Oliveira is still working on the edition of Europatria and will speak about it during the general assembly.

8. Future conferences

2010 Spain will organize the annual Euroclassica congress.

Contact was made by me with Silvie Pedroarena concerning a congress in Paris 2011. They prefer to organize it in a later year, but have a final meeting deciding this on September 19, 2009.

9. Latin Platform and European certificate for Latin

As our Learning platform is complete, pending a technical relaunch, it would have been a waste of time to prepare the list of vocabulary you just sent to Mr. Riegler. It will be possible for you to load up your own vocabulary on the platform. Franz.Riegler@aon.at will offer a manual, explaining how to do this. You can also start your own exams by following the instructions which you will find online soon. But please note that in the year 2009-10 we are only trying Level 1/Vestibulum certificates (see rules under www.euroclassica.eu and ECCL). As we intend to develop slowly and carefully pools of exams for every Euroclassica-Level, I suggest that we should also use ACL/National Latin and Greek exams electronically.

By personal contact with the writing board from NLE (National Latin Exam) and NGE (National Greek exam) I made the proposal to test their past exams electronically on our platform, to see how these tests work in Europe. Afterwards we can use the feedback from our pupils for developing our own tests more effectively. Meanwhile the European word list is finished for the last examination for Level 1. Please give your final favourites at Skopje.

10. Euroclassica documentation centre

Mr. Kipf, president of DAV, is willing to digitise all the books we have sent him, in order to enable direct use of this, Euroclassica's documentation centre. I asked for an official proposal and a list of the books he currently holds in Berlin.

11. European Symbols

Andreas Thiel and Peter Glatz informed me in October 2008 about the plan for a schoolbook that could be used by pupils in all the countries in Europe. There should be no reference to either national curricula or any national book. A reference to the European Curriculum for Classical Languages is desired. They will present a first version of European Symbols in Skopje.

12. Separata for the European Curricula for Classics.

Madme Odile Waldschmidt made some important remarks on the approved Curriculum for Ancient Greek, which I implemented in our Curriculum. After the deadline for corrections (30th June) we have a version which respects for the first time French, English and German *termini technici* in the same Curriculum. When we print separata for testing in schools, we also include relevant links to test some items for the European Certificate for Classics (Level 1). Silvie Pedroarena, the new president from CNARELA, was glad about our cooperation concerning their remarks: "In the name of the CNARELA, I deeply thank you for your work on the "curriculum". We were touched by the importance which you gave to Madam Mortier Waldschmidt's remarks. I thus pass on to you our agreement for the publication of this document. We hope that it will serve our cause."

13. Euroclassica Folder:

We intend to make a folder for promoting EUROCLASSICA's main projects.

14. European Diary: Euroclassica was invited to make a contribution to the Latin version of the European diary by Antonin Le Maire. His successor now is Arnaud Houdmont (arnaud@generation-europe.org) I will present first exemplars of the finished diaries in Skopje.

15. Euroclassica was this year a partner of the Festival Europeen Latin e Grec. I got an invitation from Elisabeth Antebi to her next festival in spring 2010 with the topic "writers, artists and scientists" <http://www.festival-latin-grec.eu>

16. I was invited by Roger Fromont to the ceremony of "Langue et culture grecques anciennes" to Paris.

17. Euroclassica was this year coorganizer of ANTIC-Feast in Bucharest <http://www.anticfest.webs.com>. I was invited by Luminita Gheorghiu.

18. Evan der Millner (<http://latinum.mypodcast.com>) is extremely interested in using our levels and beginning with us a fully Latin exam project. If we have some Level 1 exams I will allow him to convert our tests into appropriate Latin exams, if possible. He should test how many users want to pass such tests and inform us.

Afterwards we shall need to decide the official contribution to such tests by EUROCLASSICA.

19. Cooperation with Sherwin Little: I represented Euroclassica this year at the 62nd Annual ACL Institute in June 26-28 at Loyola Marymount University in Los Angeles. In a number of discussions in LA both presidents came to the agreement that we want to combine our efforts to promote Latin and Ancient Greek. He asked me to extend his greetings to the Euroclassica general assembly. ACL is very willing to work arm in arm with Eurclassica to promote the Classics and develop skills in teaching and improve student success. In addition to developing a student test like the NLE or NGE, ACL is working to develop teacher training standards, which our European colleagues might find instructive. They will be published in early 2010 and we will welcome comments! ACL is also developing a reading proficiency test that can be used to rate the proficiency of students and teachers. This is in the earliest stages of development but when we are ready for field testing we would welcome some test sites in Europe. (Sherwin Little, 11.8.2009, president of ACL)

20. Prof. Jan Wilhelm Beck asked me to promote the VARUS-Kongress from 15-19 September 2009 in Regensburg (www.academialatina.org.)

21. In Dubrovnik Christine Haller gave me a very attractive booklet written by Swiss authors to promote an early start to studying Latin: See under www.lateinmachtschule.ch

22. Lena Ermolaeva informed me about the Summer School of Antiquity (Academia Classica), which was organized by Societas Russica magistrorum linguarum classicarum for the first time and was held 1.08.09 - 9.08.09. There were 34 participants from five cities of Russia who were winners of the Annual Latin Competitions and also pupils who were successful in Latin and Ancient Greek. Lecturers from the universities of Moscow and Saint-Petersburg (mostly) provided 24 lectures and 29 seminars (for seminars pupils could make their choice) which were devoted to the Ancient history, science, theatre, vase painting, ancient children games, etc.; reconstruction of Latin pronunciation; textology; Latin in modern languages; Sigismund von Herberstein. *Rerum Moscoviticarum Rerum Commentarii*. Vienna, 1549 etc. Besides there were Latin theatre, Roman festivals, and some workshops, e.g., making Linear B clay plates.

23. Paul Ieven informed me about the Academia Homerica, which held its 12th event in July. It was successful, with about one hundred participants from 15 different countries. In Athens, the visit to the new museum of the Acropolis was very much appreciated and, beside the usual excursions, a new one was organized

to the island of Psara, in the West of Chios. The students were very interested in the lessons about the book 6 of *Iliad*, thanks to the enthusiastic teaching of J. Thorley. Lessons of modern Greek were taught by three specialists and various lectures were proposed to the scholars on the theme of Homer. The name of Euroclassica was always associated with the project. Many thanks to M.-E. Gitrakou for the success of the project and to C. Haller for her precious help.

Alfred Reitermayer Ohrid, August 29, 2009

The American Classical League

ACL is proud to be working with our sister organizations on the National level on some initiatives that will have a large impact on the profession.

ACL is working with the American Philological Association (APA), the organization that deals with scholarly issues, to develop Standards for Latin Teacher Training. The committee has completed its work, and the standards are now being edited and compiled for publication. When they are completed, they can be accessed on our website, www.aclclassics.org.

ACL is working with the American Council on the Teaching of Foreign Languages (ACTFL) to develop an assessment to measure reading skills in Latin. ACTFL is developing this for many languages, and we are proud to be working on this. The assessment will allow teachers to rate their students' proficiency, and give us a way to measure proficiency for prospective teachers. This project is just starting, but it has a promising future.

ACL is working with the College Board on the Advanced Placement Latin test. The College Board develops standardized tests that measure students' performance, and students who take the Advanced Placement exams from the College Board may receive credit or advanced standing at their Universities. Last year College Board reduced the number of Latin exams from two to one, despite growth in numbers, and they have begun to redesign the syllabus for a new exam. Currently the focus of the exam is Vergil, but the new exam will include selections from Caesar as well. Advanced Placement is important to many students, and I am serving on the committee as a representative of ACL.

I invite you to visit our website www.aclclassics.org and email if you have any questions or ideas.

Sherwin D. Little
President, American Classical League
president@aclclassics.org

Financial Report

EUROCLASSICA ACCOUNT — 2008

	<u>Incomes</u>	<u>expenditures</u>
1) Membership fees		
AUSTRIA (Sodalitas)	600'00	<i>(bank order 2007 & 2008)</i>
BELGIUM (FPGL)	150'00	<i>(cash Bruxelles)</i>
(ii) BELGIUM (VZW)		
BULGARIA (AAC)	200'00	<i>(bank order 2006 & 2007)</i>
CROATIA (PCSC)	200'00	<i>(cash Bruxelles 2007 & Bucharest 2008)</i>
CZECHIA (ALPHA)	100'00	<i>(cash Bucharest)</i>
DENMARK (KF)	600'00	<i>(bank order 2006 & 2007)</i>
FRANCE (CNARELA)	—	
GERMANY (DAV)	300'00	<i>(bank order)</i>
GREAT BRITAIN (JACT)	300'00	<i>(bank order)</i>
GREECE (EPh)	—	
HUNGARY	—	
ITALIA (CLILC)	150'00	<i>(bank order)</i>
LUXEMBURG (Pro Lat.)	—	
MACEDONIA F. Y. R. (ANTIKA)	200'00	<i>(cash Bucharest)</i>
THE NETHERLANDS (VCN)	300'00	<i>(cash Bucharest)</i>
POHLAND (PTF)	—	
PORTUGAL (APEC)	300'00	<i>(cash Bucharest)</i>
ROMANIA (SSCR)		<i>(excused)</i>
RUSSIA (SRMLA)	100'00	<i>(cash Bruxelles)</i>
SERBIA (?)	150'00	<i>(cash Bucharest 2009)</i>
SPAIN (SEEC)	300'00	<i>(cash Madrid)</i>
SWITZERLAND (SAV)	300'00	<i>(cash Bucharest)</i>
SWEDEN (600'00	<i>(bank order 2007 & 2008)</i>
Others		
SPONSORING	500'00	<i>(Easy Cruises/Kelly Agathos)</i>
LUXEMBOURG ACCOUNT	745'01	<i>(Krediet Bank)</i>
<u>Total</u>	<u>6.095,01</u>	

EUROCLASSICA ACCOUNT — 2008

	<u>Incomes</u>	<u>expenditures</u>
Administration, meetings	1.422'00	
Newsletter 2008	1.040'00	
Academia Homerica	1.000'00	
Cash Advance to Academia Latina	500'00	
Website (108'20 + 200'00)	308'20	
Bank costs	7'51	
Others (seals of Euroclassica)	135'90	
Reserve	0'00	
	<u>Total</u>	<u>4.413'61</u>
	<u>Superavit</u>	<u>1.681'40</u>

Skopje, 27 August 2009
The Treasurers
José Luis Navarro/Ramon Martínez

EUROCLASSICA BUDGET 2010

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. France (CNARELA)	300'00
09. Macedonia F.Y.R. (ANTIKA)	150'00
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. Luxemburg (PL)	300'00
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)	<i>excused</i>
23. Switzerland (SAV/ASPC)	300'00
24. Sweden (SKf)	300'00
Total incomes	5.250'00

II) EXPENSES

01. Administration, meetings	1.500'00
02. Newsletter	1.050'00
03. Academia Homerica	1.000'00
04. Academia Latina	1.000'00
05. Academia Ragusina	0'00
06. Website	100'00
07. Others	400'00
08. Reserves	200'00
Total expenses	5.250'00

Annual Conference in Madrid, 3-5 September 2010

Provisional Programme

3rd September, Friday

- 9h00 - Registration formalities
- 9h30 - Opening of the Conference
- 10h00 - Workshop on ancient writing
 - Workshop on Roman jewellery
- 11h15 - Workshop on Roman food
- 12h30 - Coffee break
- 13h00 - European Curriculum and ELEX/Vestibulum
- 14h15 - Lunch
- 16h30 - General Assembly
- 21h00 - Dinner

4th September, Saturday

- 9h00 - Departure for Segobriga(102km)
- 10h30 - Visit to the Roman remains
- 12h30 - ELECTRA (in the ancient Roman theatre)
- 14h15 - Lunch
- 16h30 - Departure for Madrid
- 18h - Arrival to Madrid

5th September, Sunday

- 9h00 - Visit either to Segovia or to Alcalá de Henares

*All the activities in Madrid will take place at the Círculo de Bellas Artes, street Alcalá 2 at the confluence with Gran Vía, 300 meters from Cibeles Circus, the very centre of Madrid.

APPLICATION FORM / FORMULAIRE D'INSCRIPTION
before 15th March, 2010 / de préférence avant le 15 mars 2010
please, capital characters / en majuscules, s'il vous plaît

I. PERSONAL INFORMATION / DONNÉES PERSONNELLES

1. Name/Prénom	
2. Family name/Nom	
3. Address/Adresse	
4. City/Ville	
5. Post code/Code postal	
6. Country/Pays	
7. Telephone/Téléphone	
8. Mobile/Portable	
9. e-mail/adresse électronique	

**II. BOOKED SERVICES-ACTIVITIES / SERVICES-ACTIVITÉS
RESERVÉS**

	Price/Prix	YES/OUI	NOT/NON
1. Application/Inscription	€ 75'00		
2. Lunch/Repas Madrid (3.09)	included/inclus		
3. Dinner/Diner Madrid (3.09)	included/inclus		
4. Trip to Segobriga (4.09)	included/inclus		
3. Lunch/Repas Segobriga (4.09)	included/inclus		
4. Trip/Excursión to Segovia/Alcalá de Henares (5.09) optional	Not included /Non inclus		
Price for Segovia depends on the number of participants. Further information will be			

given in March. Now simply say if you are interested. Then we will decide either by bus or by high speed train (95km). Anyway the program can change. A trip will be offered but it could also be to Alcalá de Henares /30km from Madrid, Cervantes borning place, ancient university and Roman remains to be visited there. Back to Madrid at 13h30. So many people could fly back on Sunday afternoon/evening after attending the trip. The airport is 15mn from Alcalá

Minutes of the General Assembly in Ohrid, 29th August 2009

Members present:

Committee's members : Jadranka Bagarić (Croatia), E. Ermolaeva (Russia), J.-L. Navarro (Spain), Alfred Reitermayer (Austria), Paul Ieven (Belgium/fr.).

Delegates: C. Laes (Belgium/fl.), J. Refslund Poulsen (Denmark), J. Neville (Great Britain), V. Dimovska (Macedonia/Fyrom), E. Tijsseling (Netherlands), F. Oliveira (Portugal), G. Cretia (Romania), C. Haller (Switzerland), E. Schough Tarandi (Sweden).

Apologies from :

S. Pédroarena (France), D. Schmitz (Germany), S. Ferrando (Italy), M. Adomenas (Lithuania), M. Jovanić (Serbia) and M-E Giatrakou (Academia Homeric).

1 and 2. Opening of the general assembly and list of delegates present.

3. Report of the general assembly of Bucharest (27/09/2008).

The report is approved, with a correction for point 19, 4th §, 2nd sentence: Professor Stefan Kipf (not Bilt) is ready to welcome).

4. Report on the activities 2008-2009.

The president said he would read out the different paragraphs of his report at the moments when the assembly treats the points concerned. The references to this report will be indicated by the abbreviation r.a..

5. New Members (r.a. n°2).

The assembly approves the admission of the *Societas Classica* of Lithuania, whose statutes have been previously sent to all members. Mantas Adomenas, representative of the association, arrived in Skopje the day before, to present his association in the course of the seminar Aeternitas Antiquitatis.

6. Financial Reports.

J.-L. Navarro presents the accounts for 2008 and the budget for 2010. The two documents are approved. The treasurer attaches to these two documents an account of income and expenditure in 2009 up to 20th August.

7. The Newsletter (r.a. n°5).

The propositions contained in the report of activities envisaging a publication earlier in the year are approved. The articles for the next newsletter should be sent to J. Bagarić by 30th November 2009, at the latest.

8. Euroclassica documentation centre (r.a. n° 10).

The assembly is interested by the proposition of Professor Stefan Kipf to digitise the books that members of Euroclassica have sent in to make a documentation centre in Berlin, but it is decided to wait before any decision is made, in order to receive further details from Mr. Kipf.

9. European Year of Cultural Heritage (r.a. n° 3).

H. Meissner informs the assembly that, following the different contacts he has had, no decision on the official name of a Year of Cultural Heritage will be taken before the next election of the president of the European Commission. Nevertheless several members of the European Parliament support our project.

10. Academia Ragusina (r.a. n° 4).

The assembly thanks J. Bagarić for the organisation of the first Academia Ragusina. Our Croatian colleague will publish a report of the academy in the next newsletter. She makes it clear that this academy is considered in Croatia as an official pedagogical training session. She asks everyone to try to contribute to the success of the next session in 2011.

11. Academia Homerica (r.a. n° 4 and 23).

C. Haller and P. Ieven report back on the 12th session of Academia Homerica, which was again successful. The assembly thanks the principal organiser M.-E. Giatrakou, who has already published the dates of the next academy: 9th to 18th July 2010. A request is launched to all delegates to bring together more students to Chios.

12. Academia Latina.

E. Tarandi announces the next Academia Latina (4th session), which will take place in Rome in August 2010 (1st to 8th). Our colleague will send to all delegates the necessary information, which will feature on the website of Euroclassica reserved for the academy. The final date for inscriptions will be 15th March.

13. Europatria Project.

F. Oliveira outlines the current state of this project: 10 contributions have been accepted up to the present time: those of Austria, Belgium/fr, Belgium/fl and the Netherlands (joint contribution), Great Britain, Italy, Macedonia/Fyrom, Portugal, Romania, Switzerland, and Czech Republic. Our colleague hopes to receive more contributions. The final publication is scheduled for next year.

14. European Symbols of Classical Antiquity (r.a. n° 11).

A. Thiel and Peter Glatz present a new project which will be included in the activities of Euroclassica. They propose to create a European course book for pupils learning Latin. Each member of Euroclassica will contribute a chapter presenting an historical object or character or another feature with a Classical inheritance which has perhaps become a national symbol in their own country. Each contribution will be composed of a short introduction in English, a text in Latin explaining the chosen "symbol", with notes and vocabulary (which does not appear in the Latin curriculum word list), interpretive questions and comments (on the model of the curriculum tests) and illustrations. No reference will be made to each national programme.

Several associations, who had agreed to work on this on an experimental basis, have already completed their contributions such as Austria, Croatia, and the Netherlands. Other members are invited to send their contributions before 2011, the proposed year of publication.

The delegates present show their approval of this Euroclassica project and will consult their associations.

15. The situation of Classical Languages in Europe.

Each delegate presents the situation of our disciplines in their country. The presentations tend to go in different directions. There are some points to emphasise: the fear of seeing the introduction all over Europe a similar organisation for secondary education where the beginners' classes of Latin and Greek only start in the second part of secondary education. On the other hand, the early beginning of Latin towards the end of secondary education, as is practised in English independent preparatory schools, produces very good results. In some countries where classical languages are doing well there is a considerable shortage of Classics teachers particularly in the Netherlands. In Romania, the situation is particularly difficult following recent reform projects; action is being prepared. Several initiatives are being undertaken to support our subjects, for example in Russia where E. Ermolaeva has participated in the creation of a summer school for pupils studying Latin and Greek (cf. a.r. n° 22), or in Switzerland where a website gathers contributions from personalities fighting against the reduction in the timetable for classical languages. (cf. r.a. n° 21).

V. Dimovska and others would like to know, in outline, the organisation of Latin and Greek secondary school teaching in the different countries in Europe in order to make use of this information in their contact at the political level about the education system in their own country. Each delegate is invited to reply to a questionnaire drawn up by A. Thiel. and P. Glatz, and return the completed questionnaire to them.

16. International Ancient Greek Competition

The Greek organisers, who make contact directly with the national associations, have not made contact this year with the president of Euroclassica. On the other hand, A. Fromont, the organiser in France of this competition who used the logo of Euroclassica with our permission invited A. Reitermayer to the French ceremony which presented the prizes.

17. Lobbying.

The president recounted the different contacts that he has had in the course of the year with a view to defending and promoting classical studies : with M. Jonkers, a headteacher of one of the European Schools who is particularly interested in the European Curriculum (r.a. n°1); with the president of the American Classical League, Sherwin Little (r.a. n° 19), who our president met last June; with A. Le Maire and A. Houdmont, authors of the Latin version of the European school diary "Europa diary" (r.a. n° 14) the first examples of which were shown to the assembly; with E. der Millner, the American author of a website for distance learning of Latin, who showed interest in our European Certificate for Latin and who A. Reitermayer authorised to translate into Latin some of our tests so that they could be tested in the USA (r.a. n°18); with E. Antebi from the European Festival of Latin and Greek (r.a. n° 15).

18. Cooperation between Euroclassica and universities.

Following a request from E. Ermolaeva, a collaborative agreement has been signed between the University of Saint-Petersburg and Euroclassica. This could perhaps encourage other universities to follow the same path.

19. European Certificate (r.a. n°9).

After the collective acceptance of the European Curricula for Classical Languages at the general Euroclassica assemblies of 2007 in St. Petersburg and 2008 in Bucharest the main focus in reference to the required standards and topics remained the development of an appropriate wordlist for Level 1/Vestibulum of the ECCL (European Certificate for Classics).

For this purpose schoolbooks and reference lists of Belgium (Flanders and Wallonia), Germany, Great Britain, Croatia, Macedonia/FYROM, Austria, Portugal, Sweden, Switzerland, Spain and the USA have been collected and the following wordlist under www.sprachenstudio.net/alfred has been compiled according to frequency and with reference to the mythology topic (see Level 1/5: "Cultural Background"). Based on all these A. Reitermayer has drawn up a list of 400 words which is approved by the assembly.

A. Reitermayer now requests each association to prepare two tests for level 1 in line with the following guidelines : According to the European Curriculum for Classics the ELEX (European Latin Exam)/ Vestibulum consists of 20 questions about well-known myths from Ancient Greece or Italy taken from an original or adapted text and 20 questions about basic knowledge about life in ancient Italy (villa, thermae ...) as well as basic knowledge about Roman locations in Italy especially in Rome (e.g. Forum Romanum) and Latin in everyday use (e.g. mottoes, abbreviations, expressions like *panem et circenses*, *post meridiem...*).

The first test should be sent by the end of October, the second by the end of November. The writers of the tests could also take as examples the tests of the American Classical League.

20. A Euroclassica Flyer.

The idea of a flyer to promote awareness of our association is adopted by the assembly. It will be available for download on our internet site and could appear at the beginning of the Newsletter. The text for presentation, which E. Ermolaeva and A. Reitermayer have already been working on will have to be finalised and approved.

21. Future congresses.

The next Euroclassica congress will take place in Spain. J.-L. Navarro makes several propositions to the assembly, which opts for the following organisation and programme:

- Thursday 2/09: pedagogical workshops in the late afternoon.
- Friday 3/09: excursion to Segobriga.
- Saturday 4/09: general assembly of Euroclassica.
- Sunday 5/09: a second excursion and a presentation of a classical play in the theatre.

For congresses of Euroclassica in the following years nothing has been fixed definitively. A. Reitermayer is waiting for a reply from Cnarella concerning the organisation of the congress in 2011 in France. Otherwise two countries have already made proposals for the future: Denmark and Lithuania.

22. Other Matters.

Our French colleagues have made very valuable contributions to our curriculum for Ancient Greek which have been incorporated by A. Reitermayer into the version approved in Bucharest. The two curricula will be published separately.

J. Bagarić would like to collect useful information on assessment methods for our courses in the different countries of Europe.

On behalf of the members of the general assembly, A. Reitermayer thanks V. Dimovska for the organisation of the congress in Skopje and Ohrid and for the warm welcome granted by her and her colleagues.

Paul Ieven, secrétaire
John Bulwer, English version

Rapport de l'Assemblée Générale d'Euroclassica (Ohrid, le 29 août 2009)

Membres présents :

Le comité : Jadranka Bagarić (Croatie), E. Ermolaeva (Russie), J.-L. Navarro (Espagne), Alfred Reitermayer (Autriche), Paul Ieven (Belgique/fr.).

Les délégués suivants : C. Laes (Belgique/fl.), J. Refslund Poulsen (Danemark), J. Neville (Grande-Bretagne), V. Dimovska (Macédoine/Arym), E. Tijsseling (Pays-Bas), F. Oliveira (Portugal), G. Cretia (Roumanie), C. Haller (Suisse), E. Schough Tarandi (Suède).

Membres excusés : S. Pédroarena (France), D. Schmitz (Allemagne), S. Ferrando (Italie), M. Adomenas (Lituanie), M. Jovanić (Serbie) et M.-E. Giatrakou (Academia Homerica).

1 et 2. Ouverture de l'assemblée générale et liste des délégués présents.

3. Rapport de l'assemblée générale de Bucarest (27/09/2008).

Le rapport est approuvé, avec la correction au point 19, 4ème §, 2ème phrase : Le professeur Stefan Kipf (et non Bilt) est prêt à y accueillir ...).

4. Rapport des activités 2008-2009.

Le président lira les différents paragraphes de son rapport au moment où l'assemblée abordera les points concernés. Les renvois à ce rapport seront indiqués ci-dessous avec l'abréviation r.a.

5. Adhésion de nouveaux membres (r.a. n°2).

L'assemblée vote l'admission de la *Societas Classica* de Lituanie, dont les statuts ont été envoyés précédemment à tous les membres. Mantas Adomenas, représentant de l'association, est venu, la veille, à Skopje, présenter son association lors du séminaire Aeternitas Antiquitatis.

6. Rapports financiers.

J.-L. Navarro présente les comptes de l'année 2008 et le budget de l'année 2010. Les deux documents sont approuvés. Le trésorier joint à ces deux documents un relevé des dépenses et recettes enregistrées en 2009 jusqu'au 20 août.

7. Le périodique (r.a. n°5).

Les propositions figurant dans le rapport d'activités et visant à une publication plus tôt dans l'année, sont approuvées. Les articles pour le prochain périodique devront parvenir à J. Bagarič pour le 30 novembre 2009, au plus tard.

8. Le centre de documentation Euroclassica (r.a. n° 10).

L'assemblée est intéressée par la proposition du professeur S. Kipf de numériser les livres que les membres d'Euroclassica ont envoyés en vue de constituer un centre de documentation à Berlin, mais elle décide d'attendre, avant toute décision, de recevoir des informations complémentaires de la part de M. Kipf.

9. L'année européenne de l'héritage culturel (r.a. n° 3).

H. Meissner informe l'assemblée que, suite aux différents contacts qu'il a eus, aucune décision sur l'appellation officielle d'une "Année de l'héritage culturel" ne sera prise avant la prochaine élection du président de la Commission européenne. Toutefois plusieurs membres du parlement européen soutiennent avec nous ce projet.

10. Academia Ragusina (r.a. n° 4).

L'assemblée remercie J. Bagarič pour l'organisation de la première Academia Ragusina. Notre collègue croate publiera un rapport de cette académie dans le prochain périodique. Elle précise qu'à présent, cette académie est considérée en Croatie de la même manière que les formations didactiques officielles. Elle demande à chaque délégué de contribuer au succès de la prochaine édition en 2011.

11. Academia Homeric (r.a. n° 4 et 23).

C. Haller et P. Ieven rendent compte de la 12ème édition de l'Academia Homeric, qui fut une réussite dans l'ensemble. L'assemblée remercie l'organisatrice principale M.-E. Giatrakou, qui a déjà transmis les dates de la prochaine académie: du 9 au 18 juillet 2010. Appel est lancé à tous les délégués afin de réunir à Chios encore plus d'étudiants.

12. Academia Latina.

E. Tarandi annonce la prochaine Academia Latina (4ème édition), qui aura lieu à Rome du 1 au 8 août 2010. Notre collègue enverra à tous les délégués les informations nécessaires, qui figureront aussi sur l'espace du site internet

d'Euroclassica réservé à l'académie. La date ultime pour les inscriptions sera le 15 mars.

13. Le projet Europatria.

F. Oliveira dresse l'état des lieux de son projet : 10 contributions sont acceptées jusqu'à ce jour: celles de l'Autriche, de la Belgique/fr., de la Belgique/fl. et des Pays-Bas (contribution commune), de la Grande-Bretagne, de l'Italie, de la Macédoine/Arym, du Portugal, de la Roumanie, de la Suisse, de la Tchèque. Notre collègue espère recevoir encore d'autres contributions. La publication finale est prévue l'année prochaine.

14. Symboles européens de l'Antiquité classique (r.a. n° 11).

A. Thiel et Peter Glatz présentent un nouveau projet qui entrerait dans le cadre d'Euroclassica. Ils proposent de créer un manuel scolaire européen destiné aux élèves latinistes. Chaque membre d'Euroclassica enverrait un chapitre qui présenterait un monument, un personnage ou un autre élément hérité de l'Antiquité classique et devenu dans son pays presque un symbole national. Chaque contribution serait composée d'une courte introduction en anglais, d'un texte latin évoquant le "symbole" choisi, accompagné de notes de vocabulaire (celui ne figurant pas sur les listes retenues pour les tests du curriculum latin), de questions de commentaires (sur le modèle des tests du curriculum) et d'illustrations. Aucune référence ne sera faite au programme national.

Plusieurs associations, qui avaient accepté de travailler à titre expérimental, ont déjà terminé leur contribution comme l'Autriche, la Croatie, les Pays-Bas. Les autres membres sont invités à envoyer leur contribution avant 2011, année prévue pour la publication.

Les délégués présents marquent leur accord sur ce projet Euroclassica et en parleront à leurs associations.

15. La situation des langues classiques en Europe.

Chaque délégué présente la situation de nos disciplines dans son pays. Les témoignages vont en sens divers. Quelques points sont à souligner: la crainte de voir généraliser partout en Europe une même organisation de l'enseignement secondaire où l'apprentissage du latin et du grec ne pourrait commencer que dans la seconde partie de l'enseignement secondaire. A l'opposé, l'apprentissage précoce du latin, dès la fin de l'enseignement primaire, comme cela se pratique dans les écoles privées anglaises, produit de très bons résultats. Dans certains pays où les langues classiques se portent bien, il existe une pénurie importante de professeurs classiques, particulièrement aux Pays-Bas. En Roumanie, la situation est particulièrement difficile suite à de récents projets de réformes; des actions se préparent. Plusieurs initiatives sont prises pour relancer nos disciplines, par

exemple en Russie où E. Ermolaeva a participé à la création d'une école d'été pour élèves latinistes et hellénistes (cf. r.a. n° 22), ou en Suisse où un site rassemble des témoignages de personnalités luttant contre la réduction de l'horaire des langues classiques (cf. r.a. n° 21).

V. Dimovska et d'autres souhaiteraient connaître, dans ses grandes lignes, l'organisation de l'enseignement du latin et du grec dans l'enseignement secondaire des différents pays d'Europe afin de pouvoir éventuellement se servir de ces renseignements dans leurs contacts avec les responsables politiques de l'enseignement dans leur pays. Chaque délégué est invité à répondre à un questionnaire mis au point par A. Thiel. et P. Glatz, à qui il renverra sa copie.

16. Concours international de grec ancien.

Les organisateurs grecs, qui s'adressent directement aux associations nationales, n'ont pas pris contact cette année avec le président d'Euroclassica. En revanche, A. Fromont, organisateur en France de ce concours et qui a utilisé, avec notre autorisation, le logo d'Euroclassica a invité A. Reitermayer à la cérémonie française de remise des prix.

17. 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: avec M. Jonkers, responsable de l'Ecoles Européenne particulièrement intéressé par nos curricula européens (a.r. n°1); avec le président de l'American Classical League, Sherwin Little (r.a. n° 19), que notre président a rencontré en juin dernier; avec A. Le Maire et A. Houdmont, responsables de la version latine du journal de classe européen "Europa diary" (r.a. n° 14) dont les premiers exemplaires sont montrés à l'assemblée; avec E. der Millner, responsable américain d'un site internet s'occupant de cours de latin à distance, qui a manifesté son intérêt pour notre certificat européen de latin et à qui A. Reitermayer a donné l'autorisation de traduire en latin certains de nos tests afin qu'ils soient testés aux Etats-Unis (r.a. n°18); avec E. Antebi du Festival Européen de Latin et de Grec (r.a. n° 15).

18. Coopération entre Euroclassica et les universités.

A la demande d'E. Ermolaeva, un accord de collaboration a été signé entre l'Université de Saint-Petersbourg et Euroclassica. Ceci pourrait peut-être encourager d'autres universités dans la même voie.

19. Certificat européen (r.a. n°9).

Après l'approbation générale des "curricula" européens pour les langues classiques lors des assemblées générales de Saint-Petersbourg (2007) et Bucarest (2008), l'objectif principal était de constituer une liste de vocabulaire pour le niveau

1/*Vestibulum* du certificat européen pour les langues classiques. Dans ce but, on s'est basé sur le vocabulaire utilisé dans des manuels scolaires et des listes de référence provenant des pays suivants: Belgique (francophone et néerlandophone), Allemagne, Grande-Bretagne, Croatie, Macédoine/FYROM, Autriche, Portugal, Suède, Suisse, Espagne et Etats-Unis. Une liste de mots a ainsi été élaborée en fonction de leur fréquence et de leur lien avec le thème de la mythologie (cf. niveau 1/5: "Cultural background"); elle se trouve à l'adresse suivante: www.sprachenstudio.net/alfred. Sur cette base, A. Reitermayer a élaboré une liste de 400 mots qui est approuvée par l'assemblée.

A. Reitermayer demande, à présent, à chaque association de préparer deux tests pour le niveau 1 en respectant les consignes suivantes: conformément au curriculum européen pour les langues classiques, l'EXEL (Examen Européen de Latin)/niveau *Vestibulum* consiste en une quarantaine de questions. Les vingt premières portent sur un texte latin, authentique ou adapté, évoquant un mythe connu de l'Antiquité grecque ou latine; les vingt questions suivantes portent sur des connaissances de base concernant la vie quotidienne en Italie ancienne (*villae*, *thermae*, ...) et quelques sites romains connus (le forum romain, par exemple), ainsi que sur l'emploi du latin dans notre vie courante (proverbes, abréviations, expressions comme *panem et circenses*, *post meridiem*,...).

Le premier test devrait être envoyé pour la fin du mois d'octobre, le second pour la fin du mois de novembre. Les concepteurs des tests pourront éventuellement s'inspirer du modèle des tests américains de l'American Classical League.

20. Un dépliant Euroclassica.

L'idée d'un dépliant destiné à faire connaître notre association est adoptée par l'assemblée. Il sera téléchargeable sur notre site et pourrait figurer au début de notre périodique. Le texte de présentation, auquel E. Ermolaeva et A. Reitermayer ont déjà travaillé, doit encore être finalisé puis approuvé.

21. Futurs congrès.

Le prochain congrès d'Euroclassica aura lieu en Espagne. J.-L. Navarro fait différentes propositions à l'assemblée qui opte pour l'organisation suivante:

- Jeudi 2/09: ateliers pédagogiques dans la deuxième partie de l'après-midi.
- Vendredi 3/09: excursion à Segobriga.
- Samedi 4/09: assemblée générale d'Euroclassica.
- Dimanche 5/09: autre excursion et présentation d'une pièce de théâtre antique.

En ce qui concerne les congrès Euroclassica des années suivantes, rien n'est définitivement fixé. A. Reitermayer attend une réponse de la Cnarela quant à l'organisation du congrès de 2011 en France. Par ailleurs, deux pays se sont déjà proposés pour l'avenir: le Danemark et la Lituanie.

22. Divers.

Nos collègues français ont enrichi notre curriculum pour le grec ancien par un certain nombre de remarques qui ont été intégrées par A. Reitermayer dans la version approuvée à Bucarest. Les deux curricula feront l'objet d'une publication séparée.

J. Bagarić désirerait rassembler des informations utiles sur les modalités d'évaluation de nos cours dans les différents pays européens.

Au nom des membres de l'assemblée générale, A. Reitermayer remercie V. Dimovska pour l'organisation du congrès à Skopje et Ohrid et pour l'accueil chaleureux qu'elle et ses collègues leur ont réservé.

Paul Ieven, secrétaire

The Annual Conference Aeternitas antiquitatis in Skopje and Ohrid 2009

This year it was an honour of Association of Classical Philologists "Antika" to organize The Annual Conference of Euroclassica in Skopje and Ohrid (27 - 31 August). It has been a great pleasure for members of "Antika" and the Organizing Committee to welcome and host their colleagues from different countries. Partners and supporters of this event were also the Department of Classical Studies at the Faculty of Philosophy on the State University of Sts. Cyril and Methodius in Skopje, the Ministry of Education and Science, as well as the Ministry of Culture of The Republic of Macedonia. There were 29 representatives from 14 European countries present as well as more than 40 classical philologists, high school classical languages teachers, university professors, archeologists, historians, students and others from the host country.

On 27 August, the day of arrival, in the afternoon there was an organized bus guided tour and the participants visited the most significant monuments and historical sites in Skopje: the old city fortress, Kale; the 14th century church of St. Spas, with its remarkable woodcarved iconostasis: the picturesque Old Turkish bazaar; the City Museum, where epigraphic monuments from the ancient city of Scupi (II cen. BC) are exhibited and the church of St. Panteleymon on the slopes of Vodno mountain, near by Skopje. After that, the same evening, the Mayor of Skopje, Mr. Koce Trajanovski, hosted the participants at the joint dinner.

An official opening and the first day of the Conference "Aeternitas antiquitatis" took place on Friday, 28 August, at the Faculty of Philosophy. On the opening ceremony the Minister of Education and Science, Mr. Nikola Todorov, the Dean of the Faculty of Philosophy, Prof. Trajan Gocevski, and the President of Euroclassica, Mr. Alfred Reitermayer, greeted the participants and wished them successful work and fruitful and inspirational discussions. As the topic of the symposium was very wide, the lectures, workshops and presentations covered different aspects of presence, reception, influence and universal significance of the Antiquity in contemporary life, science and education. The lecturers were eminent university professors and scholars, as well as experienced high school teachers from Macedonia and four of them from Croatia, Switzerland, Russia and Romania. Same day, in the late afternoon the participants left for Ohrid.

On 29 August, in the University Congress Centre near Ohrid the General Assembly of Euroclassica took place, from 9.00 a.m. until 2.00 p.m. About the issues discussed in the GA, one can find more in the Minutes of the General Assembly in Ohrid. In the afternoon participants visited Ohrid and in the guided tour they had an opportunity to sightsee some points of the great cultural and historical heritage of Ohrid, as for example, City Museum, Gallery of icons, Ancient theater, churches of St. Clement & St. Panteleymon and Virgin Mary, excavations on Plaoshnik etc. and to enjoy in the authentic architecture of the old

town of Ohrid. In the evening students of the Department of Classical Studies made very successful (in common opinion) performance of *Aulularia* by Plautus in their own translation into Macedonian and under the direction of Prof. Valerij Sofronievski. Joint dinner on the Ohrid lake coast was perfect ending of this day.

The third day was devoted to sightseeing of Bitola and the archaeological sites of Heraclea Lyncestis (important strategical town in Hellenistic and Roman period and Episcopal centre in Byzantine period) and Stobi (ancient town of Paionia, established in the Archaic period, later part of a Roman province of Macedonia Salutaris), where the guests could enjoy marble mosaics, temples, theaters, basilicas, baths and other excavated objects and artifacts. This trip ended in Skopje with joint dinner.

On the last day, 31 August, Rector of the University of Sts. Cyril and Methodius, Prof. Velimir Stojkovski, organized a farewell reception and cocktail in the building of the Rectorat and spent some time in pleasant discussion with the participants of the Conference, wishing them to continue the cooperation and to reach their goals in promotion of classical education.

There were several texts regarding the goals, contents and outcomes of this event, published in Macedonian newspapers in the days before, during and after the Conference, one longer newspaper and one radio interview with the president of the Organizing Committee and with three of the participants, as well as TV report from the opening session. We find it very positive and helpful in promotion of classical languages and civilization in Macedonia.

On the behalf of all the members of "Antika", I want to thank Euroclassica representatives for attending and for giving their contribution in Euroclassica's Annual Conference 2009.

Vesna Dimovska

Report on the Academia HomERICA 2009

With great pleasure we inform you, that Academia HomERICA 2009 had been absolutely successful and according to the opinion of the participants and the media, it was better and stronger than the past years. About 140 participants, members of Academies, professors of Universities, doctors, researchers, teachers of Middle Education, students and many people interested in it, attended the very interesting lectures and the lessons on the Homeric epic poems (*Iliad* 6, etc.). The participants were of course from Greece, England, the U.S.A, Belgium, France, Germany, Denmark, Switzerland, Croatia, Ukraine, Russia, Romania, Lithuania, China, Armenia, Syria, etc. Academia HomERICA is supported by the President and the members of the Greek Parliament. All the Authorities of Greece as well as the

Benefactors of Chios support it, believing it is the more important yearly world congress.

Of course this success is due to persons who work 365 days a year to organise in the best way Academia Homeric, sacrificing really themselves as it is known by all.

The participants arrived in Athens from July 9th and stayed as usually in TEOXENIA HOTEL. On July 11th they visited free, according to the permission of the Ministry of Culture, the Acropolis, the Archaeological Museum, the Themistoclean Walls in Piraeus and enjoyed the guiding of the Prof. John Thorley. On Friday 10th, all the participants enjoyed the generous dinner offered by Mr. Spyros Bairaktaris and his famous restaurant, at Monastiraki, near Acropolis. On July 11th, the ship owner captain Panagiotis Tsakos offered to all a rich lunch at Pasalimani and all the participants left by "Chios" ship for Chios Island. Arriving all the participants in Chios were welcome by the Director of Academia Homeric and the team of the secretary ship with Homeric cordiality and generosity and went to rest to their rooms in the various hotels and some in the Boarding House of the Aegean University. The day of the official opening of the congress was delightful. The authorities and hundreds of people were present in a brilliant celebration, wearing the participant their special dresses of Academia Homeric. The audience enjoyed the introductory lecture by Prof. John Thorley and then it was offered an excellent lunch by Mr. Antonios Fogoudakis in the "Grecian Castle" Hotel. In the afternoon we attended very interesting lectures and in the evening we visited the magnificent Municipality of Kardamyila, where was offered to us an excellent dinner by the ship owner, Mrs. Aggeliki N. Fragou. We offered to her and to the authorities honours and we left happy for the really Homeric hospitality and generosity. Next day we enjoyed a delightful trip by the ship "THERA" to the most historic and famous and heroic island Psara, or "Psirii according to Homer. A warm reception by the Father Ioachim Archontos and the authorities impressed us. We visited the historical Temple of St. Nikolaos where the great hero Konstantinos Kanaris prayed before his well-known heroic actions and after them. We also visited the historic Monastery of PSARA and we enjoyed the guiding in the above historical Temples by Father Ioachim Archontos. We saw with emotion the famous historical Black Hill connected with the story of Modern Greece and the famous poem of the Greek national poet, Dionysios Solomos. The Municipality of Psara offered a generous lunch to all and in the afternoon we attended lectures and lessons in the Cultural Center of the PSARA MUNICIPALITY. We offered to the authorities honours and they offered us admirable symbolical historical souvenirs, the flag of Psara and others and the Association "Konstantinos Kavafis" offered us the traditional sweets of PSARA. Emotioned and impressed we left Psara with nostalgia to return soon. The next

days the congress took place again at the Homeric Cultural Center in the morning and afternoon. At noon we visited the Monastery of St. Fathers; the Abbot guided us in the holy cave and the churches of the Holy Monastery and offered us a rich and excellent lunch with an exemplary hospitality. He gave us books, presents and we offered honours. In the evening of the same day we visited Daskalopetra of Homer's school and we enjoyed the performance of the " Pseudoherodotean Vios (life)" of Homer by Dr. Athina Zacharou – Loutrari, Mr. Dimos Andreliodis and Ms Spyrou. In the Homeric atmosphere at sunset with fantastic colours of sky, by the seaside we spent a magnificent chance, really unforgettable. The Mayor of Homeroupolis nominated honorary citizens of Homeroupolis distinguished personalities, we also gave honours to the authorities and the Mayor offered us an excellent dinner.

On next day we visited Emporios, an archaeological area with civilization of 7000 years. Dr. Athina Zacharou – Loutari had cared for the guiding and the Archaeologist Mrs. Despina Tsardaka offered to all the participants a guiding book of Emporios, in Greek and English, in a special sack. The congress took place in the Cultural Center and the Demotic School of Pyrgi. The participants walked around the roads and the Square of this traditional village with the unique architecture of "Xysta" and at noon was offered lunch to all by the Mayor of the Mastic villages at the seaside of Pasalimani, at Mesta. We offered honours and in the afternoon lectures and lessons took place at the Homerion again and the Mayor of Chios nominated honorary citizens of Chios citizens of Chios Municipality distinguished participants. Next day we visited the famous Library of Chios "ADAMANTIOS KORAIIS", the Archaeological Museum of Chios, the Byzantine "Nea Moni", Anavatos, Avgonyma. Lunch was offered to the participants by the Mayor of Homeroupolis. In the afternoon the participants went to St. Markella, where it is the famous Castle and near it Homer's house. In the evening the Mayor of Amani offered dinner to all the participants and Academia Homerica offered honours to him through the general secretary of Euroclassica, Paul Ieven, as he always did in all the similar cases. Next day, Friday 17th July, was a very important day with lectures and lessons, morning and afternoon in the Homerion, a very interesting presentation of Gialouri's Gallery by Ms Fotini Xyla - Fafaliou. The day closed at Ms. Fotini's Xyla – Fafaliou Mansions House, in which she offered a unique dinner in her gardens. A dinner and night which made enthusiastic all the participants.

Saturday 18th July, was an exceptional day. We travelled to Oinousses island where offered to us all a very generous reception the Mayor of Oinousses, then we visited the Monastery of Evagelismos Theotokou, Virgin Mother with the famous paintings by Fotis Kontoglou. They welcome us with a brief ceremony. We also visited the Naval Museum. At noon took place in St. Nicholas's Cathedral of

Oinousses, the baptizing of the four month's baby of our Chinese participants Jang Shao Bo's and Zhang Zie's with godfather the Mayor of Oinousses, Mr. Evangelos Aggelakos. In a happy atmosphere attended all the participants. The Mayor offered the special testimonies presents, sweets to all, offered lunch and nominated honorary citizens of Oinousses distinguished Hellenists. Academia Homerica offered present to him and all the participants happy travelled back to Chios.

On Sunday 19th was the official closing day. In a brilliant, enthusiastic atmosphere with the presence of the authorities and the official persons as well as many other people who were in the audience as well as all the participants of Academia Homerica we said the conclusions of our activities, put again the aims for the future meeting, gave to our sponsors and Benefactors honours, as well as the certificates of attendance to all the participants. All the participants expressed their gratitude to all contributing to the success of Academia Homerica, underlining the hard work of Dr. Maria-Eleftheria G. Gitrakou, who is characterized the soul of Academia Homerica. We must also refer to the contribution of the Dean of Academia Homerica, Mrs. Christine Haller, as well as of all the members of the Organizing Committee, the secretary and all the volunteers supporting it on one or other way.

After the celebration we went all to the ship owner's Captain Panagiotis Tsakos Mansion House, where he offered to us all a fantastic lunch and the whole atmosphere by the sea was ideal. Captain Panagiotis Tsakos read and explained to us an abstract from Thucydides History referring to Kardamyla, the place where he offered us the Homeric reception.

The afternoon was free for all and in the evening as the ship was leaving Chios all the participants were very moved expressing the wish to return soon and attend Academia Homerica 2010.

Mariana Georgountzou-
Nikitopoulou
and Dr. Athina Zacharou-Loutrari

Announcement of Academia Homerica 2010

The 13th Academia Homerica will take place, 9-18 July 2010, in Athens and in the island of Chios, visit the island of Oinousses or Psara, and perhaps the ruins of Ephesos in Minor Asia.

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 9 Arrival of all participants in Athens. Stay at Hotel Theoxenia, 3-6 Gladstonos str.
Dinner at Bairaktaris Restaurant at Monastiraki
- July 10 Visit to 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 11 Arrival in Chios and installation at the Boarding House of the Aegean University and hotels
Official opening of the Academia Homerică at the Homerion Cultural Center
- July 12-17 Lessons and lectures in Homerion, various activities and trips: visit of sightseeing places in Chios town and island (archaeological site of Emporio, Mastic villages, Nea Moni, Homer's House and School, etc.), trips to near islands or Minor Asia
- July 18 Competition of the students and Closing of the congress.
Return by ship to Piraeus in the evening.
- July 19 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, 2010

www.euroclassica.eu > Academiae > Academia Homerică > Registration.

Participation fees (for all; financial supports cannot be guaranteed)

500 EUROS (full board in Athens and Chios, ship tickets, excursions).

Flight tickets to and from Athens are not included.

Address of the Bank

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Code of Bank 054, SWIFT BIC CODE: PRNKGRAA

No account 006 3224011022 EUR.

IBAN GR 8105400230000063224011022

Beneficiary EUROCLASSICA - ACADEMIA HOMERICA

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 (and in different places on the excursions' days).

The session will be directed by Prof. John Thorley (GB) assisted by Dr. Antonis Makrinos and other professors from European Universities.

The programme will include classes on Homer, *Odyssey*, 23.

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 (*Odyssey* 23, 1-296) and vocabulary notes will be sent in advance by e-mail to students who will be attending the Academia Homerica and have sent their e-mail address to jt275@etherway.net Students should bring printed copies of these with them in Greece. It will be useful if they also bring with them a translation of the *Odyssey* into their own language.

b) Scholars / Hellenists' session

Scholars and Hellenists will attend another session with the main topic *Homer in the World*. Lectures will be given by Members of Academies, Professors of Universities, doctors, principally in Modern Greek (with English summaries), but also in English, (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 Dr. Maria-Eleftheria Giatrakou. They must also send an English summary of it to be photocopied and handed out, and a brief CV. (Those wishing their lecture to be published should give it with a disk.)

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:

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 (object: "to ME. Giatrakou")

2. Prof. John Thorley

e-mail: jt275@etherway.net

3. Christine Haller

e-mail: christine_haller@hotmail.com

Academia Latina IV

1st –8th August 2010 Rome

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

participants: students taking courses in Classical Languages aged 15-18

date: Sunday 1st - Sunday 8th August 2010

location: Rome

topics: **Aere perennius**

- lessons on Latin authors (Ovidius, Martialis, Horatius, Plinius, Tacitus, Augustus etc), Roman art and history
- instructional tours to museums and archaeological sites in and close to Rome
- detailed program will be sent to the applicants in May 2010

director: Eva Schough Tarandi

tutors: from European countries.

cost: € 500 (incl. tuition, accommodation, breakfast, dinner, and instructional tours) of which 150 Euro must be paid as a registration fee, 350 Euro on arrival

- flight to Rome is not included
- in order to get some financial support, each member association should contact the European Platform through the National Offices.

language: lessons will be primarily taken in English; a good working knowledge of English will be required from the applicants in order to be accepted at the summer school.

application: Enter your application on the **Euroclassica website** or

<http://www.stiftergym.at/thiel/academia/latina/index.php>

As soon as you get a confirmation, pay

150 Euro to bank account

IBAN-number SE235000000059368257086 Bic code: ESSESESS

➤ **requirements :** be sure you have a valid travel and health

insurance for this stay. Also bring a document from your school testifying you are a student there, with the name of the school, address, country etc.

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

For further information

E Schough Tarandi

Kolmilegränd 33

S 187 43 TÄBY

SWEDEN

eva@tarandi.se

deadline: idibus Martibus

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

EUROCLASSICA – ACADEMIA RAGUSINA I (Dubrovnik, 13-18 avril 2009)

Grâce à la persévérance et aux efforts déployés par Jadranka Bagarić sur plusieurs années, la première Academia Ragusina d'Euroclassica a pu se dérouler à Dubrovnik la semaine après Pâques et être gratifiée d'un superbe temps de printemps. L'accueil a été chaleureux et l'encadrement efficace.

Selon une formule originale, cette semaine d'étude a réuni d'une part une trentaine de lycéens et d'étudiants principalement croates et bosniaques (on décomptait encore, accompagnés par leurs professeurs, quatre jeunes Russes et un étudiant du Danemark qui s'était vu offrir l'Academia comme prix d'un concours national), et d'autre part une cinquantaine d'enseignants croates pour lesquels les exposés de cette semaine constituaient une partie de leur programme de formation continue. Quelques participants proches d'Euroclassica complétaient l'effectif.

Après les salutations des autorités et le rappel des buts de l'Academia par J. Bagarić, les exposés scientifiques et les ateliers se sont succédé à un rythme soutenu sur deux jours. Ils se sont articulés autour du thème général « *On the survival of culture from the fall of the Western Roman Empire to the invention of printing* ». Étant donné le public, seul un exposé-atelier a été tenu entièrement en anglais, les autres intervenants se sont arrangés soit pour projeter une traduction anglaise en parallèle de leur conférence, soit pour insérer de très brefs résumés dans leur présentation Power Point ; certains y ont renoncé, mais des résumés anglais et croates de toutes les contributions ont été régulièrement distribués. Les sujets étaient variés quoiqu'essentiellement locaux –seuls les moines irlandais ont apporté une touche exotique... Deux ateliers ont été particulièrement animés et appréciés, l'un portant sur la lecture restituée d'inscriptions latines et l'autre sur la pratique du chant grégorien par les participants eux-mêmes, pour lesquels celui-ci constituait d'ailleurs souvent une part de leur culture religieuse.

Des visites d'ordre culturel en ville de Dubrovnik et dans les alentours ont judicieusement complété le programme.

Les élèves ont été soumis à un test-concours portant sur le contenu des exposés, ce qui a permis de les récompenser de leurs efforts lors de la soirée festive organisée à l'intention de tous les participants. On a pu remarquer que le handicap de la langue n'a pas vraiment joué de rôle, puisque deux des élèves étrangers ont reçu des prix.

Le président d'Euroclassica était également présent. Il a pu s'adresser aux professeurs croates et leur présenter les curricula mis au point ces dernières années

ainsi qu'une démonstration des possibilités qu'offre à chacun la plateforme pour le latin disponible sur le site d'Euroclassica (www.euroclassica.eu).

La prochaine édition est prévue pour 2011.

Christine Haller

Book reviews

Tacite, *La Germanie*, traduit du latin et présenté par Patrick Voisin, Paris, Arléa, 2009, 115 p., ISBN 9 782869 598508, 13 €

De la défaite de Varus à la chute du Mur de Berlin, les années en 9 ont ponctué l'histoire des Germains tant antiques que modernes. Les relations est-ouest qui ont suivi l'effondrement du communisme culminent en 2009 dans l'Europe des Vingt-Sept. C'est la même impression d'une ouverture, d'une aspiration vers l'est (le nord-est) qui émane de la nouvelle traduction française de *La Germanie* de Tacite donnée par Patrick Voisin cinquante ans après celle de Jacques Perret aux Belles lettres.

L'ouvrage, sous-titré *L'origine et le pays des Germains* s'ouvre sur une présentation du sujet par l'auteur intitulée *Un petit livre d'or*, comme on a pu qualifier l'opuscule à la Renaissance. Il y rappelle brièvement les nombreuses lectures qui ont été faites de *La Germanie* au cours du temps. Si quelques ouvrages-clés (essentiellement en français) sont mentionnés en notes comme références à ses propos, on regrette que P. Voisin se contente de renvoyer à Pierre Grimal et à Jacques Perret pour les études étroitement liées au texte, telles par exemple celles concernant les sources de Tacite sur la question.

Comme aide à la lecture, on mentionnera en ouverture une bien utile carte des peuples de la Germanie selon Tacite, qui permet de situer sinon toutes les tribus, du moins les régions occupée par celles-ci. Une chronologie, à la suite du texte, met en évidence les relations conflictuelles des Romains avec les Germains. Quant à la généalogie des Julio-Claudiens qui clôt l'ouvrage, force est d'admettre qu'elle ne situe que des personnages qui, bien que leur nom soit intimement lié à la conquête de la Germanie, ne couvrent qu'une modeste période de ces relations conflictuelles commencées, comme le prouve le tableau chronologique, des siècles auparavant et qui se poursuivront longtemps après encore...

La traduction se laisse lire très agréablement ; ne s'appuyant pas, comme celle de J. Perret, sur le texte latin en regard, elle en est aussi moins « tacitéenne » dans le style et ainsi plus accessible aux lecteurs, pas nécessairement spécialistes, de la Collection « Retour aux grands textes » des éditions Arléa. Les chapitres sont clairement intitulés et enrichis de notes souvent utiles mais où l'on sent l'auteur

parfois tirailé entre le besoin, ou pas, de donner une information basique, l'information générale, et des notes plus élaborées à l'intention de lecteurs plus avertis, telles qu'on en aurait souhaité sur les rapports entre les Germains et les Gaulois, par exemple. Quoi qu'il en soit, *La Germanie* est, aujourd'hui, à (re)découvrir et à faire découvrir !

Christine Haller

**British Classics outside England, Judith P. Hallet and Christopher Stray
(Editors) Baylor University Press 2009**

This is a volume from a conference on the history of classical scholarship containing a number of papers from different hands mainly on significant but not widely known classicists who had an impact on the subject beyond their own countries. The title gets us into difficulties straightaway. British Classics outside England: but England is part of Britain. So what exactly is meant here? Americans are usually very precise in their usage. The American Revolution in the 18th century was against Britain as it took place after the union with Scotland, and so American English refers always to Britain in relations with the United Kingdom. Europeans are often much more vague about their usage and can use equivalent words to England in their own languages (*Angleterre, Engeland* etc) to refer specifically to England or to the whole of Britain and even Ireland (North or South) indiscriminately, much to the irritation of the Scots, Welsh and Irish. This is a bit of a cultural and linguistic minefield and it is well to tread carefully. Usually referring to "the UK" is the safest way to proceed.

So here we have chapters on Classics in Wales and in Scotland which outline their separate cultural traditions: separate from England that is. The rest of the book, however, tends to treat British Classics as a single entity in relation to the rest of the world. Perhaps Anglophone Classics would be better, or Classics in English, but then this will not quite do either because the emphasis of all the pieces is on relations between the UK and other English-speaking countries, mainly the USA, but including India. The two chapters on Scotland and Wales reflect the often troubled relationship between them and England, and how the learning of the classical languages can both support the feeling of independence and yet link the two countries to England through the use of English as the means of communication. As often the study of Classics links to a broader tradition showing smaller countries how they form part of a European continuum without relying totally on their more culturally and linguistically dominant neighbours. This can apply equally to Belgium, Switzerland, the Netherlands and others as well as to the constituent parts of the United Kingdom. India is an interesting case within

the (then) British Empire in the study by Phiroze Vasunia of the part Classics played in the recruitment of young men to the Indian Civil Service through competitive examination.

The rest of the volume is devoted to British/American relations. The controversial figure of Basil Gildersleeve, the southerner who fought against the north in the American Civil War, is given a full treatment by Ward Briggs. He traces Gildersleeve's relations to English scholarship (Briggs mixes "English" and "British" indiscriminately) as opposed to the German influences which he was also exposed to. (The relationship between English-language and German-language scholarship is perhaps an area where some very interesting new research could be done.)

The other papers are devoted to individual scholars: Kathleen Freeman, Grace Harriet Macurdy (and her relationship to the pioneering reception studies scholar JAK Thomson) and Edith Hamilton. The struggles of these women scholars with the established academic community are noted by Judith Hallett and Barbara McManus as are the links they set up between the USA and Britain. This is a significant book for those interested in the history of Anglophone Classical scholarship and may serve as a model for similar volumes which research the academic relations between different European countries.

Insegnare Latino Sentieri di ricerca per una didattica ragionevole Andrea Balbo UTET 2007

For anyone wishing to find out about the current state of thinking in Italy about the teaching of Latin, Andrea Balbo supplies an excellent account. There is a lot of Latin taught in Italian schools, to the surprise of many others in Europe who look at their secure position on the timetable with envy. The theorising, reform and innovation which often seem to concern others who have to struggle to keep a place for Classics in the curriculum are here given a thorough Italian analysis.

Balbo gives a brief history of Latin teaching in Italy including the educational reforms from the 19th century up to the most recent ones of Brocca in the 1990s. He then starts to look forward to teaching in the new millennium taking in thinking and innovations from a wide variety of countries: Germany, the USA and even including the work of Euroclassica. Chapter 3 analyses in depth the situation in Italian schools with clear explanations of the curriculum in the different *licei* their programmes and syllabuses. The maintenance of classical studies in the *liceo scientifico* always seems to me to be exemplary: in Italy this is not done because scientific students should have a bit of literary culture but because they see science

as a part of the humanities and a theoretical or purely academic area of the curriculum. There is therefore no division between physics and Latin. The contrast is between theoretical or academic subjects and practical or vocational ones.

Balbo then analyses a number of different approaches to Latin teaching beginning with the traditional approach and including many others from all over Europe which many Euroclassica members will recognise. The advantages and disadvantages of each are considered. He then moves to the practical and in two chapters provides many worked examples both for language teaching and for literature. He outlines his principles for teaching Latin literature in the 21st century emphasising the close connection between literature and its historical context, the need to make clear that language learning leads directly to the literature, and the continuity between the ancient world and the modern cultural experience. While many teachers in Europe would assent to these principles it is always worth underlining that colleagues in other countries feel the same. For those making a case for the continuance of Classics in their country, a parallel with Italy could be a powerful argument. The European nature of the study of Latin, and the way it unites us across national boundaries in ways that first language literary studies do not is an important element of classical studies.

He concludes with a look at modern multimedia resources and provides an extremely useful set of addresses and references to all kinds of material for teaching Latin and classical studies, including film, online data banks, audiovisual performances, and websites, with sections on individual authors. There is such a wealth of resources available now that perhaps it is time to move away from uncritical awareness and to return to a more traditional form of criticism of sources, knowing that we have reliable access to them online.

Euroclassica readers will want to make contact with their European colleagues to learn from them, support them and to widen the experiences of themselves and their pupils. This book will provide a vade mecum to Italian Classics teaching as valuable to them as it must have already proved to Italian professional classicists and students about to begin their careers.

EUROCLASSICIST

I have been blogging as Euroclassicist since the beginning of the school year. To see the whole blog you can go to: <http://euroclassicist.blogspot.com/> . Please read the short articles and feel free to comment and start a discussion or thread in any European language. It is meant for teachers of Classical subjects in Europe but it

will occasionally include posts of a more general interest to any readers. I confess to having been inspired by Mary Beard's blog "A Don's Life" on The Times website: http://timesonline.typepad.com/dons_life/. This is highly recommended to anyone who likes to read a take on modern life but which takes Classics seriously and does not feel the need to justify it all the time to its critics.

Here is a sample Euroclassicist blog:

Pronuntiatio restituta

4th August 2009

How we should pronounce Latin today? From day to day when Latin is used or referred to, we hear many varieties of pronunciation in the broadcast media. The restored pronunciation, which most professional classicists use, has not settled the matter, nor has it solved the problem. I am put in mind of this because of a TV programme about Roman food. The BBC has made a series called *The Supersizers Eat* in which two presenters eat the food of a particular era for a week to see how they get on.



Unsurprisingly one episode was set in Rome, where the two supersizers ate Roman food cooked according to Apicius and others with a fairly convincing recreation of the whole pig roasted at Trimalchio's dinner party in Petronius. More perhaps about the food later, but first language. I shan't repeat the gossip I heard from a former pupil of mine who was acting as researcher on this programme, but I should like to take issue with the pronunciation of Latin by Giles Coren. There was a brief passage of Latin conversation between him and the other presenter Sue Perkins (with subtitles) which as far as I could tell was not too

bad, apart from the use of a soft ‘c’ throughout. The Roman dinner *cena* was referred to thereafter as “saynah”. My former pupil apparently did her best to persuade Giles that it should be *cena* “kayna” but without success. This was what he had been taught and he (as many do) insisted that this was correct. I come across this regularly, usually from parents, who are convinced that the pronunciation we use in class is eccentric if not plain wrong, but who of course cannot agree on what should be a suitable way of speaking Latin. What can we as professionals do about this? I suppose we must go on doing what we already do and try to be as consistent as possible, even between ourselves in our different countries and traditions and perhaps in a century or two there may be some sort of consensus. For the moment, however, it seems that the old pronunciation of Latin in English, which was supposedly reformed out of the classroom at the beginning of the twentieth century, is still hanging around in the dusty corners of some English private schools. We shall never be able to change Julius Caesar (“Jeevlius Seizer”) nor would it be right to, and a Caesar salad will keep its soft ‘c’. (As this dish, invented in Las Vegas at Caesars Palace (no apostrophe) is usually spelt Ceasar salad, I suggest we should keep this spelling for the salad to indicate its pronunciation and origins.) However, it would be best for Latin in an ancient context to be spoken in an authentic way. So please, television presenters everywhere, repeat after me one hundred times: *cena* with a ‘k’ sound.

If you like this, try the full version.

John Bulwer

Project: “European Symbols” for Students of Classical Languages

modules for a European schoolbook

- Aim: the end-version should feature a schoolbook that may be used by pupils in all the countries of Europe (perhaps with a commentary for teachers)
- Each country should create 4 pages (two double pages)
- Language: English with a preface (maybe in Latin) catering for optional bilingual teaching in each European country
- Dedications by most eminent European functionaries are desirable
- Central idea: the starting point of the project should be a genuine national symbol, a truly relevant central popular text or a person of national interest and popularity. The population of the country should be ready to identify with the choice properly. The ideal choice would not be taken from classical antiquity but rather later times or the present
- The product is understood to be a collection of core texts showing the reception of classical culture and thinking in politics, social norms, art, literature, philosophy, law, etc. corresponding to the chosen topic
- Texts should be introduced, commented and supplied with three to four pictures in best quality. Special effort should be taken in finding sufficient well-considered questions of interpretation to go with the texts. Please supply information on what is expected from students by these questions. A translation of the chosen text into English is also necessary. The level applied for designing the comments should correspond to an average level (ECCL: Palatium). As the texts will also be offered online by www.euroclassica.eu, each individual teacher may adapt the product to their individual needs.
- There should be no reference to either national curricula or any national books. A reference the European Curriculum for Classical Languages is desired. Skills or structures required by Thesaurus or even beyond the ECCL should definitely be commented on.
- Further online materials may be offered as extensions in the future
- The choice of the topic should be based on a broad national consensus
- example: Sweden – The Wasa

The ship rescued from the ground of Stockholm harbour offers numerous representations of Roman emperors and mythical figures. Thus suitable texts would be texts, if existent, about the Wasa, texts about one of the emperors starring on the Wasa or a text on one of the rendered myths. The central focus will be the justification of rule in Roman succession (translatio imperii) and the functionalization of myth in this respect

- The first edition does not yet comprise contributions of all European countries, but rather of only 7 to 10 nations. The final version should contain contributions of all European nations
- Printing will be done in Austria
- **schedule:**
 - 30.04.2009 deadline for electronic manuscript of first edition. Send e-manuscript to the coordinators Peter Glatz peter.glatz@eduhi.at und Andreas Thiel a.thiel@eduhi.at
 - 30.06.2009 Finish of layout and draft print of the first version.
 - 16.08.2009 edition of the first version of **“European Symbols”**
 - 27.-30.8.2009 presentation at the Euroclassica 2009 in Skopje
 - 2009/2010 emendation, extension of contributions and improvement of concept
 - ?2010 presentation of the status quo at the Euroclassica 2010 in Madrid
 - 2010/2011 final layout and ultimate version of **“European Symbols”**
 - ?2011 presentation at the Euroclassica 2011

Peter Glatz and Andreas Thiel



Le FESTIVAL EUROPÉEN (Latin Grec) s'exporte à Luxembourg !

Heureux pays dont la Ministre de la Culture¹ garde un œil sur l'Enseignement supérieur et invite le Festival à se produire dans les lieux magiques de l'abbaye de Neumünster - dirigée par un homme politique qui est aussi acteur et écrivain² ; dont la Ministre de l'Education nationale³ s'est mise au grec ancien à l'âge de dix-huit ans ; dont le bourgmestre⁴ se rappelle avoir choisi (avec bonheur) l'apprentissage du grec ancien de préférence à celui de l'anglais ! Comme ne cesse de le démontrer notre Point Métier, où nous invitons de grands témoins qui doivent beaucoup de leur succès à leur éducation classique, cela leur a plutôt bien réussi.

Notre Festival a six ans, plus qu'un an avant l'âge de raison. Né à l'Ouest de la France, en Bretagne du pays gallo, il s'est poursuivi à Nantes - devise : « Neptune favorise ceux qui vont de l'avant » - et se retrouve très logiquement au carrefour de l'Europe, à Luxembourg, ville de la *Curia* (Cour de Justice des communautés européennes), carrefour de la France, de l'Allemagne et de la Belgique.

Sérieux et drôle, ponctué de chansons à l'orgue de barbarie, de Piaf ou Presley en latin, et même de hip hop, il est aussi le lieu de danses, créations théâtrales, conférences décalées et sérieuses, défilés de mode à l'antique, signatures d'auteur, expositions de photos, dessins ou instruments de musique, de rencontres entre gens de tous âges et de tous milieux, qui parlent ou ne parlent pas grec et latin. Il a été porté sur les fonds baptismaux par une Académicienne, Jacqueline de Romilly – qui en reste la marraine éternelle –, par un journaliste, Patrick Poivre d'Arvor, inauguré par l'écrivain Jacques Lacarrière. Il s'est toujours voulu une plate-forme d'échanges entre pays d'Europe (et du Nouveau Monde), à partir d'un héritage

¹ Mme Octavie Modert

² M. Claude Frisoni

³ Mme Mady Delvaux-Stehres : « En introduction à ce catalogue superbement illustré [*Monnaies grecques, monnaies celtes, catalogue d'exposition, Banque centrale du Luxembourg, 13 janvier-2 février 2007, Luxembourg*], Mady Delvaux-Stehres, ministre de l'Éducation nationale et présidente du conseil « Éducation » de l'Union européenne, fait un éloge vivant et personnel de l'héritage hellénique, rappelant qu'elle décida d'apprendre le grec ancien à l'âge de dix-huit ans. »

⁴ Paul Helminger

commun, pour mieux parler des spécificités et différences de chacun. Car le substrat de l'Europe reste, non l'€, mais une histoire partagée et différente, une *Weltanschauung, a way of life*, une manière de voir les choses, qui viennent d'Orient et de Méditerranée, même si Goethe ne peut que rêver dans les brumes du Nord du « pays où fleurit l'oranger » ..



**28-30 Mai 2010, Abbaye de Neumünster : „Ecrivains,
Artistes, Scientifiques : l'Inspiration antique“
Infos/réservations : latin.grec@orange.fr + 33 (0)6 24 58 78
64 www.festival-latin-grec.eu**



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