



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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Executive Committee

Alfred Reitermayer President, European Curriculum for Classics, ECCL, Website and Platform	Steinfeldgasse 26	A-8020 Graz Austria	Tel. +43 316 719866 <i>a.reite@utanet.at</i>
Jadranka Bagarić Vice-president, Newsletter, Workshops	Ivana Meštrovića 3	HR-20000 Dubrovnik Croatia	Tel. +385 20436372 Mob. +385 915745241 <i>jadranka_bagaric@yahoo.com</i> <i>jadranka_bagaric@hotmail.com</i>
Paul Ieven Secretary	Avenue de Chantecler 26	B-1420 Braine-l'Alleud Belgium	Tel. +32 2 3872942 <i>pieven@scarlet.be</i>
José Luis Navarro Treasurer, Newsletter	Manchester 12 A 4° B	E-28022 Madrid Spain	Tel. +34 915523318 Fax +34 915522318 <i>www.estudiosclasicos.org</i> <i>NAVARRAKIS@terra.es</i>
Elena Ermolaeva Lobbying	Nab. Lejtenanta Shmidta, 3, 15	RU-St.Petersburg 199034 Russia	Tel. +7 812 3287323 Fax +7 812 2351302 <i>ml304@mail.ru</i>

Bank Account/Compte Bancaire

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Beneficiary: S.E.E.C., Delegación de Pamplona
Address of the Bank: Caja de Ahorros de Navarra, Oficina de Ermitagaña
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Nº account/IBAN: ES 612054 0092 91 300 000257 9
SWIFT/BICCODE: CANVES2P
Tel.: ++34 948 172 759

Directors of Academies

Director of Academia Homérica

Maria-Eleftheria Giatrakou

4-6, Sot. Charalampi

GR-11472 Athens

Tel./Fax +30 210 6423526

Mobile: +30 6932 368388

bissias@otenet.gr

(to ME. Giatrakou)

Director of Academia Latina

Eva Tarandi

Kolmilegränd 33

S-18743 Täby

Tel. +46 8 758 58 79

eva.schoug.tarandi@telia.com

Director of Academia Ragusina

Jadranca Bagarić

Ivana Meštrovića 3

HR-20000 Dubrovnik

Tel./Fax +385 20436372

Mobile +385 915745241

jadranka_bagaric@yahoo.com

Website and Webmasters of Euroclassica

www.euroclassica.eu

Peter Glatz

Atriumweg, 6A
A-4060 Leonding
www.lateinforum.at
www.amici-online.eu

Tel. +43 699 13455001
peter.glatz@eduhi.at

Andreas Thiel

Schreinerweg 31
A-4224 Wartberg ob der Aist
www.lateinforum.at
www.amici-online.eu

Tel. +43 664 3585316
a.thiel@eduhi.at

Webmaster of the Learning Platform (ECCL)

www.sprachenstudio.net/latein

Franz Riegler

Algersdorferstraße 16
A-8020 Graz

Tel. +43 664 5342256
franz.riegler@brgkepler.at

Assistant Editor of Euroclassica Newsletter

John Bulwer

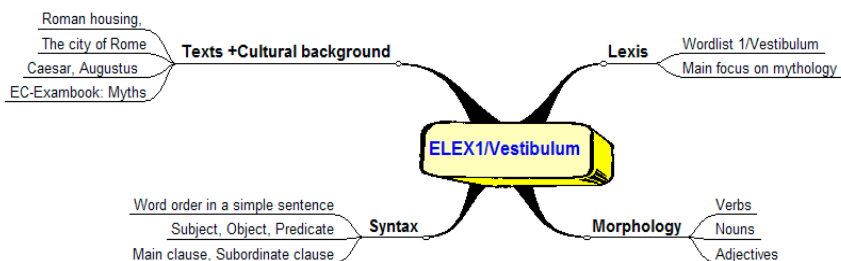
Square des Archiducs 7
B-1170 Bruxelles

Tel./Fax +32 2 6751417
fa257553@skynet.be

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.

