

*Progetto U.LI.S.SE*  
*Unità Linguistica Storico-Scientifica Europea*

# **Teaching the Classical Languages in a Changing Europe: Aims and Methods**

## *Part II*

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### **1. Introduction**

The following document is the second part of a report, the first part of which was completed in January 2006 and is available as a pdf-file on the web-site of the ULISSE Project (<http://www-b.unipg.it/carloalb/index.php>: Official Documents: Inquiries). That first part of the report contains a survey of the conditions under which the classical languages Latin and Greek are taught in Europe at the beginning of the twenty-first century, plus a discussion of what concrete goals the teaching of Latin and Greek, in particular on an elementary level, should aim at in today's schools and universities.

This second part of the report concentrates on presenting a number of new teaching methods, mainly such as are based on computer technology, for teaching classical languages. It will be concluded by a short section that deals with university courses on classical civilization for students without knowledge of Latin and Greek and other teaching projects that aim at disseminating knowledge of the classical languages without formal language training.

In *Part I* of the report it was concluded that an elementary course of Greek or Latin, in the first place, should aim at providing the students with a working knowledge of the standard morphology of the language and a vocabulary including the most frequent words. The learning of these two components, morphology and vocabulary, will require a considerable amount of mechanical training for the student, and it is on different ways of accomplishing an effective learning process that this part of the report will concentrate. It is obvious that computer-based technology could be of importance in this context.

Since the compilers of the report have much more experience of teaching Greek than Latin on this elementary level, the focussing on the former of the two classical languages

will be more pronounced in this part of the report than in the previous one. However, since we suppose that the teaching of Greek poses, on the whole, more intricate problems on this level than the teaching of Latin, although the problems are of a similar nature in the case of both languages, we feel confident that most of what we say in the following is of relevance for Latin teaching as well.

## **2. Learning tools and reading tools: a distinction**

From the beginning, it seems opportune to make a distinction between two different utilities that may be of use for different stages in the process of learning and studying the classical languages, viz. between *learning tools* and *reading tools*.

From what has been said in the in the first part of this report (and also by Nicoletta Natalucci in her contributions to the ULISSE project), it is clear that a student of Greek and Latin, in order to be able to handle the ancient texts in an efficient way, must memorize certain facts, in the first place the regular morphology and a basic vocabulary. As an aid to this memorization process, a number of drills have been used by teachers and students of the classical languages, probably from time immemorial, and, with the advent of computer technology, new devices have become available. Such devices, which are intended to improve the memorization process, will be called ‘learning tools’ in the following.

The need for handy devices for the study of the classical languages does not end when the memorization of the basic facts of morphology and vocabulary has been completed. This is the time when the student passes on to another level of his/her studies; s/he is expected to use what was learnt in the elementary course for the reading of original texts in Greek and Latin. It is a sad fact that nobody will be able to learn everything that is necessary to know in order to be able to interpret perfectly a given text in one of the classical languages; no serious-minded professor of Greek or Latin of today’s world will claim to know the language perfectly, and a student’s knowledge will be even more limited. Consequently, when reading a text, the student, as well as the experienced philologist, will need a number of tools, such as dictionaries, comprehensive grammars and commentaries. Such ‘reading tools’, as we will call them, could also be provided with the assistance of computer technology.

In order to illustrate the difference between learning tools and reading tools, we will, in two sections that follow below (4–5), present one ‘learning tool’ and one ‘reading tool’ that are both freely accessible through Internet.

## **3. Class-room teaching, CD-ROMs or Internet?**

Traditionally, class-room teaching has been the dominant method for elementary courses in the classical languages. The teaching process has had a text-book as its foundation, normally supplemented by a grammar, and sometimes also supplemented by a number of

drills that was to make the memorization of morphology and vocabulary more efficient. The text-book will normally consist of a series of chapters which, step by step, introduce the student to the morphology of the language and which also provide, for each step, texts for training the student in reading the language; those texts were, more often than not, constructed for the purpose and were not original ancient texts. Thus, the text-book was structured on the morphology of the language: the book started with the most common types of noun declension and with the present tense forms of the verb and then went on to less common noun types and to the other tenses of the verb, and the texts that were provided for the training of the students were constructed in a way that provided examples of precisely that grammatical phenomenon that was the theme of the particular section of the book.

The main characteristic of class-room teaching is of course that it presupposes the existence of a class-room where the most important part of the teaching activity takes place. With IT technology it has become possible to reduce the portion of class-room teaching involved in the learning process: instead of meeting an instructor face to face in a particular space designed for the purpose, the students will be at liberty to locate their activities by their own choice, the only condition being that they have a computer available and, preferably, an Internet connection.

The media by which computer learning has become available are mainly of two types, CD-ROMs and Internet-based systems. Both methods provide the same sort of material, the difference being that, with a CD-ROM, the material will be available in the student's computer, with the Internet system it will be stored on a server to which the student's computer is connected. Mostly, the systems, when provided by universities or other educational institutions, are interactive in the sense that the student will be able to contact a teacher who is responsible for the course, and in many cases the students taking part in the course are supposed to attend to lectures, seminars or other class-room activities at regular intervals.

Information on IT initiatives in the field of classical language teaching are available at a number of web-sites, e.g. the *Rassegna degli Strumenti Informatici per lo Studio dell'Antichità Classica* (<http://www.rassegna.unibo.it/index.html> (under the heading 'MATERIALI DIDATTICI')) and the *ACL Software Directory*, published by the American Classical League ([http://www centaursystems.com/soft\\_dir.html](http://www centaursystems.com/soft_dir.html)).

As an example of a mainly computer-based teaching system, we will here give a short description of a course developed by Dr. Ove Strid, senior lecturer at the Department of Linguistics and Philology of Uppsala University. Essentially, this is a class-room course<sup>1</sup> that has also been published — with the proper additions and adaptations — on a CD-ROM. The course is offered to students either as a traditional class-room course or as a distance education course, and the students are supposed to register in only one of the courses. In practice, however, many of the class-room students are not content with the

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<sup>1</sup> For the class-room course a text-book is used, the contents of which is in all essentials identical with that of the CD-ROM (Ove Strid, *Nybörjarkurs i grekiska*, Uppsala Universitet s.a.).

text-book but also acquire the CD-ROM, since it makes their learning easier. Thus, some sort of computer-aided class-room teaching is practised.

The distance course is of the interactive sort: the students have access to a teacher via email or the home-page of the course at practically any time and can ask questions or submit their exercises for correcting and commenting; the department seems to have allocated sufficient teaching resources to the course, so this interactive system can function as it should.

The distance students are allowed to do the course at their own pace; in principle it is a ten-weeks course, but the distance students can drag it out for much longer time. That sort of individualized teaching is a positive feature of distance teaching, but it will also result in coordination problems (e.g., of examination) and requires much resources. The students are also invited to a meeting at Uppsala once every term.

Whereas the text-book is rather traditional in its structure but provides the student with more practical advice and offers much more detailed explanations of grammatical phenomena and more ample commentaries on the training texts than is normal, the CD-ROM fully exploits the advantages of the new technique when it provides the students with assistance of this sort. Thus, words appearing in the training texts and terms appearing in the grammatical sections are mostly clickable and linked to the word-list, the relevant paradigm or the proper grammatical section. This makes the CD-ROM most useful as a reading tool (as defined above sect. 2 and exemplified below sect. 5), less so as a learning tool.

The course is a self-contained unit in both its versions. The text-book and the CD-ROM provide the students with all they need of vocabulary and grammatical knowledge that they need for passing the final test, but very little more. There are no references to independent grammars or dictionaries, and the students receive no preparation for reading texts aided only by such more traditional tools.

However, these new methods for language teaching are not without their problems. From their own university, the compilers of this report have experienced a growing scepticism against distance education, especially as regards language teaching. Although the university has encouraged, financially and practically, the individual departments of the linguistic section to introduce distance courses, the result has been meagre: few students complete the courses they start with, the cost per student is higher than in traditional class-room teaching, and distance education still requires a considerable amount of work by the teaching staff. Thus, from the university's perspective, distance education in languages is expensive and has often proved to be not very efficient.

A recent evaluation of an ambitious teaching programme, based on Internet education, administered by Göteborg University and supported by the Swedish government agency for net education ("Myndigheten för nätuniversitet"), also indicated severe problems. In this evaluation, the focus was on the students' impressions of the teaching process. Their viewpoints were mainly negative. Their primary complaint was that the teachers did not devote enough time to the contacts with the students, and such contacts were considered vital for the efficiency of the education. Seen from the university's point of view, this

means that enough staff resources have not been allocated to the distance education, so the result of the evaluation is compatible with the universities' own experiences of distance education.

The Swedish title of the evaluation report referred to in the preceding paragraph (*Den närvarande läraren*) means 'The Present Teacher', and that title was chosen in order to high-light what the students missed more than anything else in the context of distance education, viz. the presence of a teacher. The conclusion seems inevitable that, when class-room teaching is replaced by distance education, it is necessary to allocate teaching resources to the courses, so that the students feel the desirable presence of a teacher. It is possible that a more efficient alternative would be computer-aided class-room teaching, of the sort tested in the Greek courses at Uppsala University.

Finally, the problems caused by the simultaneous existence of several, incompatible computer systems should be mentioned. The great divide is of course that between the Windows and Macintosh platforms, which has caused communication problems even within the ULISSE project. Especially the transferring of Greek texts between the two platforms is problematic, but similar problems may also occur within one and the same system, since there exists no global standard for the writing of classical Greek. Solutions do exist, but the authors of digitalized teaching material for courses in Greek must be attentive to the problems. The problems are of a technical character and they should be solved by technicians; students and teachers should not be left to cope with them by themselves, nor can students be expected to buy new computers in order to use a certain teaching tool.

Also, in order to function well as a pedagogical tool, the material presented on a CD-ROM or a web-site must be attractive to the eye. Layout, colour scheme, type face, etc. are important in this context and it is advisable to enrol professional assistance.

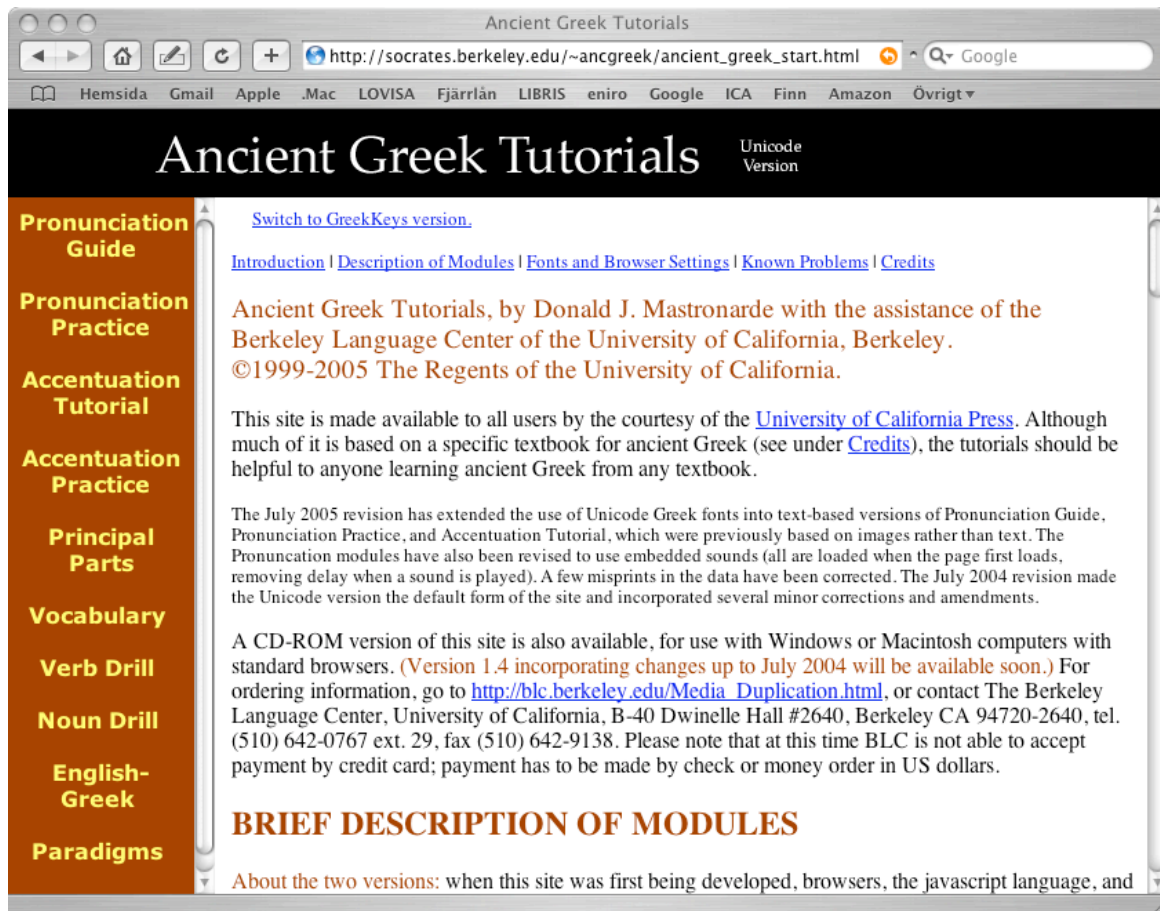
#### **4. An Internet learning tool**

One example of how IT can be used for creating a tool for learning the basics of Greek is provided by Donald J. Mastronarde's *Ancient Greek Tutorials*, which are accessible via Internet (<http://socrates.berkeley.edu/~ancgreek/>). This tool is based on Mastronarde's text-book *Introduction to Attic Greek* (University of California Press 1993). The book is structured as a normal beginner's book in classical Greek, consisting 42 'units' or chapters, which bring the student through the Greek grammar step by step and for each of them provide suitable training texts.

The start page of the tool looks like this:<sup>2</sup>

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<sup>2</sup> In order to save space, most of the extracts from the Mastronarde web-site have been slightly reduced in size. Actually, the original web-pages are easily legible also on a small laptop screen.



The left-hand column shows the different ‘modules’ between which the user may choose. In the following we will exemplify the vocabulary module and one of the morphological modules, namely the ‘Verb Drill’. All the words and word forms used in the tutorials are taken from the text-book, and the user is allowed to choose from which unit or units of the book the material should be taken.

A click on ‘Vocabulary’ in the left-hand column above will bring you to the start page of the Vocabulary module:

From Unit:  
23

to Unit:  
23

Drill style:

- Multiple clicks for answer
- One click for answer
- Study mode

Show derivatives with meaning

Start Drill

Next Action

The left-hand column of that page first allows you to indicate the unit(s) you want to study. Here we have chosen unit 23; instead of a single unit, you may also choose a sequence of units.

If, under 'Drill style', you choose 'Study mode', the tutorial will function primarily as a reading tool, for you will be given at the same time both the Greek word and its meanings.

If you choose one of the two other options, it will be a learning tool, for then you get only the Greek word and, when you have identified it, one or two further clicks will bring up its meaning on the screen, so that you can check if your identification was correct.

A click on the button 'Start Drill' will bring up the first word on the screen:

Current drill: Greek-English by Unit

# Vocabulary (Unicode)

Ancient Greek Tutorials Home

From Unit:  
23

to Unit:  
23

Drill style:

- Multiple clicks for answer
- One click for answer
- Study mode

Show derivatives with meaning

Start Drill

Next Action

μεταδίδωμι (μετα)

The first click on the 'Next Action' button brings up the principal parts of the verb:

## μεταδίδωμι (μετα)

μεταδώσω, μετέδωκα, μεταδέδωκα, μεταδέδομαι,  
μετεδόθην

The second click adds the meaning of the word plus, in this case, a remark on how it is construed. If the option 'Show derivatives with meaning' has been chosen, further information will also appear on the screen:

## μεταδίδωμι (μετα)

μεταδώσω, μετέδωκα, μεταδέδωκα, μεταδέδομαι,  
μετεδόθην

---

give a part of, give a share of (+ gen.  
of thing shared)

The *morphological tutorials* are here illustrated by an example taken from the 'Verb Drill'. The 'Start Drill' command will bring up a screen that looks like this:

ἐλαύνεις

<b>Drill for Unit</b> 8 <b>Show Answer after:</b> 2 tries <b>Instructions</b> <a href="#">Go to Random Drill</a> <a href="#">Go to Drill by Form-Type</a>	<b>CHECK ANS.</b>	<b>1st PP</b>	<b>All PPs</b>	<b>DEFINITION</b>	<b>PARADIGM</b>
	FORM TYPE	FINITE	INFINITIVE	PARTICIPLE	
	PERSON	NUMBER	TENSE	VOICE	MOOD

When you click in what you suppose to be the appropriate compartments, these turn black:

## ἐλαύνεις

Drill for Unit  
8

Show Answer after:  
2 tries

Instructions  
[Go to Random Drill](#)  
[Go to Drill by Form-Type](#)

CHECK ANS. 1st PP All PPs DEFINITION PARADIGM

FORM TYPE	FINITE	INFINITIVE	PARTICIPLE	
PERSON	NUMBER	TENSE	VOICE	MOOD
FIRST	SINGULAR	PRESENT	ACTIVE	INDICATIVE
SECOND	PLURAL	IMPERFECT	MIDDLE	SUBJUNCTIVE
THIRD		FUTURE	MID/PASS	OPTATIVE
		AORIST	PASSIVE	IMPERATIVE
		PERFECT		
		PLUPERF.		
		FUT. PERF.		

When you click in the ‘CHECK ANS.’ compartment, the correct identification are shown against a yellow background; the incorrect ones remain black:

## ἐλαύνεις

Drill for Unit  
8

Show Answer after:  
2 tries

Instructions  
[Go to Random Drill](#)  
[Go to Drill by Form-Type](#)

CHECK ANS. 1st PP All PPs DEFINITION PARADIGM

FORM TYPE	FINITE	INFINITIVE	PARTICIPLE	
PERSON	NUMBER	TENSE	VOICE	MOOD
FIRST	SINGULAR	PRESENT	ACTIVE	INDICATIVE
SECOND	PLURAL	IMPERFECT	MIDDLE	SUBJUNCTIVE
THIRD		FUTURE	MID/PASS	OPTATIVE
		AORIST	PASSIVE	IMPERATIVE
		PERFECT		
		PLUPERF.		
		FUT. PERF.		

Further clicking will bring up more information, e.g. principal parts (‘All PPs’) or the meaning of the verb (‘DEFINITION’):

# ἐλαύνεις from ἐλαύνω, ἐλάω, ἤλασα, -ελήλακα, ἐλήλαμαι, ἤλάθην

Drill for Unit 8 Show Answer after: 2 tries Instructions <a href="#">Go to Random Drill</a> <a href="#">Go to Drill by Form-Type</a>	<b>NEXT</b>	<b>1st PP</b>	<b>All PPs</b>	<b>DEFINITION</b>	<b>PARADIGM</b>
	FORM TYPE	FINITE	INFINITIVE	PARTICIPLE	
	PERSON	NUMBER	TENSE	VOICE	MOOD
	FIRST	SINGULAR	PRESENT	ACTIVE	INDICATIVE
	SECOND	PLURAL	IMPERFECT	MIDDLE	SUBJUNCTIVE
	THIRD		FUTURE	MID/PASS	OPTATIVE
			AORIST	PASSIVE	IMPERATIVE
			PERFECT		
			PLUPERF.		
			FUT. PERF.		

# ἐλαύνεις drive, set in motion, (intrans.) ride, march

Drill for Unit 8 Show Answer after: 2 tries Instructions <a href="#">Go to Random Drill</a> <a href="#">Go to Drill by Form-Type</a>	<b>NEXT</b>	<b>1st PP</b>	<b>All PPs</b>	<b>DEFINITION</b>	<b>PARADIGM</b>
	FORM TYPE	FINITE	INFINITIVE	PARTICIPLE	
	PERSON	NUMBER	TENSE	VOICE	MOOD
	FIRST	SINGULAR	PRESENT	ACTIVE	INDICATIVE
	SECOND	PLURAL	IMPERFECT	MIDDLE	SUBJUNCTIVE
	THIRD		FUTURE	MID/PASS	OPTATIVE
			AORIST	PASSIVE	IMPERATIVE
			PERFECT		
			PLUPERF.		
			FUT. PERF.		

The compartment 'PARADIGM' brings up a survey of the regular forms of the verb:

**ω-Verbs: Present System Active**

	indicative	subjunctive	optative	imperative	imperfect indic.
s. 1	βουλεύω	βουλεύω	βουλεύοιμι		ἐβούλευον
2	βουλεύεις	βουλεύῃς	βουλεύοις	βούλευε	ἐβούλευες
3	βουλεύει	βουλεύῃ	βουλεύοι	βουλεύετω	ἐβούλευε(ν)
d. 2	βουλεύετον	βουλεύητον	βουλεύοιτον	βουλεύετον	ἐβουλεύετον
3	βουλεύετον	βουλεύητον	βουλευοίτην	βουλεύετων	ἐβουλευέτην
pl. 1	βουλεύομεν	βουλεύωμεν	βουλεύοιμεν		ἐβουλεύομεν
2	βουλεύετε	βουλεύητε	βουλεύοιτε	βουλεύετε	ἐβουλεύετε
3	βουλεύουσι(ν)	βουλεύωσι(ν)	βουλεύοιεν	βουλευόντων	ἐβούλευον
	infinitive	βουλεύειν			
	participle	βουλεύων, βουλεύουσά, βουλεῦον (see <a href="#">declension</a> )			

**5. An Internet reading tool**

*The Perseus Digital Library* (<http://www.perseus.tufts.edu/>) contains a vast collection of material of interest to students and teachers of the classical languages. As appears from the front-page of the web-site—reproduced below—not only classical material is included.

**The Perseus Digital Library**  
 Gregory Crane, Editor-in-Chief, Tufts University

Configure Display · Help Library · Tools · Publications · Collaborations · Support Perseus

**Perseus Contents**

- [Classics](#)  
Greek, Latin, Archaeology
- [Papyri](#)  
Duke Data Bank
- [English Renaissance](#)  
Shakespeare, Marlowe, ...
- [London](#)  
Bolles Collection
- [California](#)
- [Upper Midwest](#)
- [Chesapeake](#)  
Library of Congress

**Perseus Digital Library**

A [graph of the places and dates](#) mentioned in this collection

Here we will focus on how original texts are presented in the Classics section of the library. Since it is of particular interest to the ULISSE project, we have chosen Pausanias' *Description of Greece* as an example. The first paragraph of that text appears in the way shown below in the Perseus Library. Here we have chosen to show the Greek text; a click on the link [English](#) will bring forth an English translation of the paragraph.

### Pausanias, *Description of Greece*

Editions and translations: Greek | [English](#)

Your current position in the text is marked in red. Click anywhere on the line to jump to another position.

[Table of Contents](#)

Go to



Click on the asterisks (\*) for commentary notes, the crosses (+) for references from other works.

#### Ἀττικά

I. τῆς ἠπείρου τῆς Ἑλληνικῆς κατὰ νῆσους τὰς Κυκλάδας καὶ πέλαγος τὸ Αἰγαῖον ἄκρα<sup>+</sup> Σοῦμιον πρόκειται γῆς τῆς Ἀττικῆς· καὶ λιμὴν τε παραπλεύσασιν τὴν ἄκραν ἐστὶ καὶ ναὸς Ἀθηνᾶς Σοιμάδος ἐπὶ κορυφῇ τῆς ἄκρας. πλεόντι δὲ ἐς τὸ πρόσω Λαυρίον τέ ἐστι<sup>+</sup>, εἶθα ποτὲ Ἀθηναίοις ἦν ἀργύρου μέταλλα, καὶ νῆσος ἔρημος οὐ μεγάλη Πατρόκλου καλουμένη· τεῖχος γὰρ ὠκοδομήσατο ἐν αὐτῇ καὶ χάρακα ἐβάλετο Πάτροκλος, ὃς τριῆρασι ὑπέπλει ναύαρχος Αἰγυπτίαις, ὡς Πτολεμαῖος ὁ -\*πολεμαίου τοῦ Λάγου τιμωρεῖν ἐστελεῖν Ἀθηναίους, ὅτε σφίσιν Ἀντίγονος ὁ Δημητρίου στρατιὰ τε αὐτὸς ἐσβεβηκῶς ἐφθειρε τὴν χώραν καὶ ναυσὶν ἅμα ἐκ θαλάσσης κατεῖργεν.

Practically all words are clickable, the only exception being certain names. The signs + and \* are also clickable and will lead to parallel passages in other texts (or in commentaries on them) or to encyclopaedic references.

Clicking on one of the ordinary words, e.g. ἠπείρου, will lead you to a window with this information in the first lines:

ἠπειρος	terra-firma, the land	Entry in <a href="#">LSJ</a> or <a href="#">Middle Liddell</a>
ἠπείρου	fem <a href="#">gen</a> sg	

The form of the word is identified as fem.gen.sg. and its basic form ἠπειρος is given. If you are interested in a lexicon entry with the meaning of the word, the window offers a choice between the complete Liddell-Scott-Jones<sup>3</sup> and the 'Middle' or 'Intermediate' version of an older edition of the same lexicon.<sup>4</sup> The choice between the two depends on how much lexical information the user of the utility is looking for; a beginner will probably choose the intermediate version, whereas the advanced student will prefer the full LSJ (which also has the advantage of being a more recent publication).

The LSJ entry will appear in this way:

<sup>3</sup> *A Greek-English Lexicon*. Compiled by H. G. Liddell and R. Scott. A new edition by H. St. Jones, Oxford University Press 1925–1940 — *Revised Supplement*. Edited by P.G.W. Glare & A.A. Thompson, 1996.

<sup>4</sup> *An Intermediate Greek-English Lexicon*. Founded upon the seventh edition of Liddell and Scott's Greek-English Lexicon, Oxford University Press 1889.

ἤπειρ-ος , Dor. ἄπ- [α], ἦ ,

**A.** *terra firma, land*, opp. *the sea*, [Od.3.90](#), [10.56](#), [Il.1.485](#), [Hes.Op.624](#), etc.; [κατ' ἤπειρον](#) by *land*, [Hdt.4.97](#), [8.66](#); [μῆτ' ἐν θαλάττῃ μῆτ' ἐν ἠπείρῳ](#) [Ar.Ach.534](#) , cf. [Timocr.8](#): hence, even of an island, [ἠπειρόνδε](#) [Od.5.56](#) ; but,

**II.** esp. *the mainland of Western Greece*, opp. the neighbouring islands, [Od.14.97](#), al.; [ἠπειρόνδε](#) [18.84](#) , cf. [Th.3.114](#) (so as pr. n., [Pi.N.4.51](#), [X.HG6.1.7](#), etc.): generally, *mainland*, opp. islands, [Hdt.1.148,171](#), al., [Th.1.5](#), [Philostr. VA1.20](#), etc.

**III.** later, *a continent*, esp. of *Asia*. [Hdt.1.96](#), [4.91](#), [A.Pers.718](#) (troch.), [X.HG3.1.5](#), [D.60.11](#), etc.; [ῥεῖθρον ἠπείρου](#) (-ων codd.) ὄρον , of the *Tanais* or *Phasis*, [A.Pr.790](#); so [δισσαὶ ἄπειροι](#) , i.e. *Europe* and *Asia*, [S.Tr.101](#) (Iyr.); [τὸ δὲ ἠπείρῳ](#) [Id.Fr.881](#) ; [ἐφ' ἑκατέρας τῆς ἠ](#) . [Isoc.4.35](#); ἦ. [δοιαί, δίδυμαι, ἀμφοτέραι](#) , [Mosch. 2.8](#), [AP7.18](#) (*Antip. Thess.*), 240 ([Adaeus](#)), [Lib.Ep.783.3](#); [ρίζαν ἀπείρον τρίταν](#) , of *Libya*, [Pi.P.9.8](#).

**IV.** *plain*, opp. mountain, [ἠπειρόνδε](#) [A.R.2.734](#) , [976](#).

**V.** in *Egypt*, *land above inundation level*, [PGiss.48.8](#) (iii A.D.); more freq., [γῆ ἦ](#) . [PLond.3.1201.2](#) (ii B.C.), etc. (Fr. ἀπερ -yos, cf. Germ. *Ufer*.)

This is how the entry of the Intermediate lexicon appears:

## [ἤπειρος](#)

**I.** *terra-firma, the land*, as opp. to *the sea*, **Hom.**, **Hes.**, etc.; [κατ' ἠπείρου](#) by *land*, **Hdt.**; [μῆτ' ἐν θαλάττῃ μῆτ' ἐν ἠπείρῳ](#) **Ar.**:-- hence in **Od.**, even an island is called [ἠπείρος](#).

**II.** *the mainland of Western Greece*, opp. to the neighbouring islands (afterwards called [ἤπειρος](#) as n. pr.), **Od.**:--then, generally, *the mainland*, **Hdt.**, attic

**III.** later, *a continent*: *Asia* was esp. called *the Continent*, **Hdt.**, etc.; also *Europe*, **Aesch.**; whence **Soph.** speaks of [δισσαὶ ἠπείροι](#) , i. e. *Europe* and *Asia*.

[deriv. uncertain]

In both cases the layout of the lexicon entry has been reshaped, and the Perseus undeniably offers a much more easily readable text than the printed books; cf. above on the importance of the layout of the digitalized material. Clicking on the underlined words will bring up the passages where they occur.

However, the Perseus Library contains much more information. Above, we reproduced only the first lines of the window that appears on the screen when you click an individual word. The entire window of this 'Word Study Tool' will look like this:

Word Study Tool					
ἡπειρος	terra-firma, the land	Entry in <a href="#">LSJ</a> or <a href="#">Middle Liddell</a>			
ἡπίρου	fem <a href="#">gen</a> sg				
<a href="#">Frequency in other Authors</a>			<a href="#">Greek Word Search</a>		
Corpus	Words	Max. Inst.	Freq./10K	Min. Inst.	Freq./10K
Pausanias	218068	<a href="#">75</a>	<a href="#">3.44</a>	30	1.38
Greek Texts	4844028	<a href="#">1024</a>	<a href="#">2.11</a>	278	0.57
Click on a number in the <b>Max. Inst.</b> column to search for this word in that group of texts.			Click on a number in the <b>Freq./10K</b> column for a more detailed frequency table.		

This window offers immediate information on the frequency of the chosen word in the present author as compared to its frequency in the text corpus as a whole. The link [Frequency in other Authors](#) will bring up detailed statistics on the frequency of the word in all other Greek authors included in the Perseus Library. The link [Greek Word Search](#) will bring up an inventory of all the passages in Pausanias where the word ἡπειρος occurs, with the Greek text of the passages is quoted in full.

This additional information is probably of limited interest to the ordinary student, who is likely to use the Perseus Library only as an elementary reading tool, but it comes very handy to the advanced philologist who uses Perseus as an aid in his research activities.

## 6. Where does syntax come in?

The two enterprises presented briefly in the last two sections are both mainly concerned with morphology and vocabulary. It is not to be denied that, within these areas, they provide the user with nearly all relevant information and, in this sense, they are what they intend to be, viz. handy tools for learning and reading, respectively (and the Perseus Library, in fact, offers much more than that). But we have reason to ask where syntax comes in. Without a proper understanding of the syntax of a passage, the student cannot grasp its content. The syntactical relationships of the individual words and the semantic content communicated by those relationships are essential for the correct interpretation of any passage. Without syntax no language; morphology and vocabulary are not sufficient.

None of the ‘modules’ of the Mastronarde web-site refers to syntax. In the text-book, on which the web-site is based, syntactic themes are presented step by step in the successive units, as is traditional in books of that sort. This is also the case in the Uppsala course material described in sect. 3, but there the more general syntactic sections are supplemented by ample commentaries on the individual training texts.

The Perseus Word Study Tool allows access to a syntactical component. Clicking on [gen.](#) will bring up a window which contains the section on genitive in Jeffrey A. Rydberg-

Cox's *Overview of Greek Syntax* (digital publication in 2000); we reproduce the first part of the window here:

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## Jeffrey A. Rydberg-Cox, *Overview of Greek Syntax*

### Nouns, Adjectives, and Pronouns

Your current position in the text is marked in red. Click anywhere on the line to jump to another position.



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#### I. Genitive

1. limits the meaning of a noun
2. expresses the idea of source or separation.

These relationships can be expressed by the English prepositions *of* or *from*.

- **Possession:** Denotes possession or ownership [Smyth 1297-1302](#)  
[ὁ Κύρου στόλος Xen. Anab. 1.2.5](#) ; *the expedition of Cyrus*
- **Partitive:** Denotes the general class to which a specific noun belongs. [Smyth 1306-1319](#)  
[οἱ ἄποροι τῶν πολιτῶν Dem. 18.104](#) ; *the needy among the citizens*
- **Quality:** Denotes the quality of a person or thing. Used mainly as a predicate. [Smyth 1320-1321](#)  
[οἱ δέ τινες τῆς αὐτῆς γνώμης ὀλίγοι κατέφυγον Thuc. 3.70](#) ; *but some few of the same opinion fled*

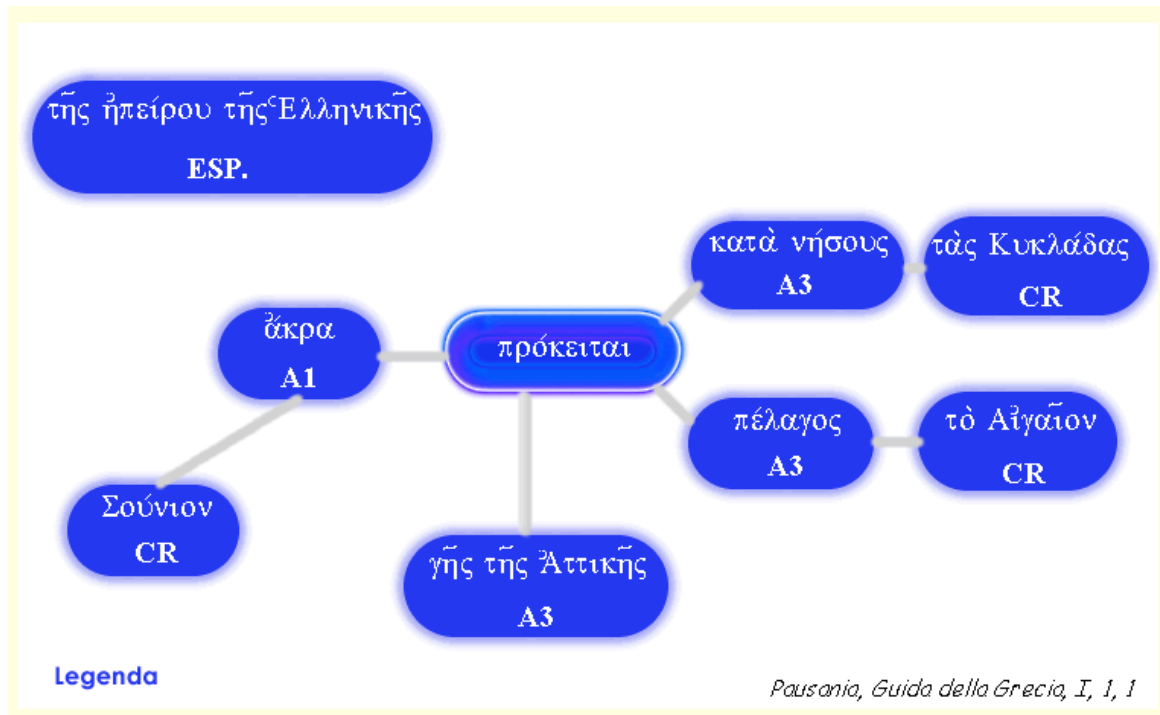
The list continues for almost another two pages. It is a fairly complete list of the functions that a genitive may have in a classical Greek text and, as can be seen in the extract reproduced here, it contains links to Smyth's much more comprehensive grammar,<sup>5</sup> which is also included in the Perseus Digital Library. But from the point of view of a student who uses the Perseus resources as a reading tool when studying Pausanias, something important is missing here: there is no indication provided as to what particular syntactic or semantic function the genitive τῆς ἠπείρου τῆς Ἑλληνικῆς in Pausanias 1.1.1 has, and that information is crucial for the understanding of the passage.

With this we should compare Nicoletta Natalucci's enterprise. In contrast to the other initiatives discussed so far, Natalucci puts the primary focus on the phrase, i.e. the interaction of the words with each other within the frame-work of the sentence, not on the individual words and their declension. This approach provides a more direct access to the meaning of the text than the methods used in other electronic tools known to us. The difference becomes clear if we put Natalucci's schema of the first sentence of Pausanias

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<sup>5</sup> H. W. Smyth, *Greek Grammar*. Revised by G. M. Messing, Cambridge, Mass.: Harvard University Press 1956.

Description of Greece beside the presentation of the same sentence in the Perseus Digital Library:



Natalucci's *Pausania al computer* certainly opens new roads, both into the complex topography of the Greek language and into the landscapes of ancient Greece.



## 7. Classics without language training

A detailed and intimate acquaintance with classical antiquity cannot be attained without a working knowledge of the classical languages. But language training takes time and, for students who are not prepared to devote great part of their years at the university to Greek and Latin, many universities offer courses that introduce students to classical civilisation without requiring knowledge of the languages. At Lund University, e.g., courses have been offered in 'Ancient Literature' and 'Classical Mythology', with good results. Courses with the same content are offered in many other universities as well.

A course with a different content has recently been tested at Lund University. It is entitled 'Greece throughout the Ages' and takes up themes of Greek history, in particular the manifestations of cultural life, from the Bronze Age until today, focussing on phenomena of both change and continuity. It is attended by students of both classical and modern Greek and by students of other departments as well.

The Swedish *gymnasium*, i.e., the final stage of the school system, underwent a transformation in the 1960's which, among other things, reduced the teaching of Latin and Greek. Some sort of substitute was introduced in the shape of a discipline called 'General Language Knowledge' (*Allmän språkkunskap*).<sup>6</sup> The discipline does not exist in the universities, except that we educate the teachers who shall teach it in the schools. 'General Language Knowledge' is supposed to give the students an understanding of the role that Greek and Latin have played for the development of the modern European languages. It concentrates to a great extent on loan-words existing in our languages, and the students are supposed to learn the original forms and meanings of the Greek and Latin words that now appear as elements of such loan-words; they also learn a little Latin morphology and something about the Greek alphabet, but no syntax or more complicated things. Thus, in a way, this discipline aims at a certain knowledge of the classical languages. However, it will never produce a student able to read a text in Greek or Latin; it will never provide the means for first-hand knowledge of the ancient culture.

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<sup>6</sup> A similar discipline is now being introduced in the Danish *gymnasia* as well. There it is called 'General Language Understanding' (*Almen sprogforståelse*). The rather clumsy designations have been introduced in order to distinguish this school discipline from the more prestigious academic disciplines 'Linguistics' or 'Linguistic Science'.