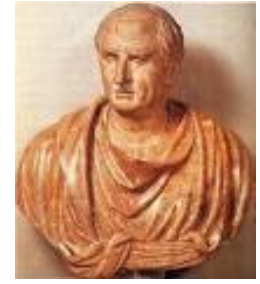


Gazette Tulliana

SOCIETE INTERNATIONALE DES AMIS DE CICERON
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OUR ACTIVITY CONTINUES AND OUR ASSOCIATION STRENGTHENS: COLLABORATION EXPANDS IN ITALY AND ABROAD

Paulatim ac pedetemptim could be the epigraph of this Gazette, which is slowly making up for the accumulated delay and which, within 2021, will see the publication of issue 2020. This issue includes almost entirely interesting didactic experiments, both Italian and American, and ones that closely touch on the problem of how to capture the interest of young people by bringing them closer above all to Cicero. The SIAC is steadily carrying out a campaign to strengthen high-profile scholarly relations. On the one hand, 2019 saw the “Cicero, Society and the Idea of *Artes Liberales*” conference about which we give more news on this page and, on the other hand, we saw the start of closer collaborations with the *Certamen Ciceronianum Arpinas* through a series of projects about which we will give more information in the 2020 issue. The development of COL (also see this page) and the path to allow the magazine to reach the highest levels of international evaluation will allow SIAC to improve that visibility and to acquire that notoriety that are now required for any high-profile cultural initiative. As always, we are constantly looking for support and help as we imagine a thorough revision of our website. With the help of everyone we will make it.

Andrea Balbo
Editor
(tr. T. Frazel)

CICERONIANA ON LINE CONTINUES AND GROWS APACE

CICERONIANA ON LINE (COL) is the major journal of the SIAC. Published only on-line every six months jointly with the CSC (Centro di Studi Ciceroniani di Roma), it hosts articles concerning Roman thought and the historical, literary, philosophical, and human figure of Cicero. COL is in continuity with *Ciceroniana* (ISSN 0009-6687), which until 2009, published the proceedings of the first international colloquia of the CSC. The articles of *Ciceroniana* were published on this site in open access in December 2015. The first issue of *Ciceroniana On Line* was posted in May 2017. Since June 2017, COL has an ISSN code relating to the online version (ISSN 2532- 5353) and another for the digitized version of *Ciceroniana*, 1959-2009 (ISSN 2532-5299). The magazine has been directed by Prof. Carlos Lévy; the executive director is Ermanno Malaspina. We invite all those wishing to submit their article to write to:

<http://www.ojs.unito.it/index.php/COL/about/submissions#online>

News about the two series at <https://www.degruyter.com/dg/newsitem/279/neue-open-accessprojekte-in-den-altertumswissenschaften-fr-de-gruyter->

CICERO, SOCIETY AND THE IDEA OF ARTES LIBERALES

From 12 to 14 December 2019, the SIAC organized a conference at the University of Warsaw dedicated to reflecting on the role of Cicero in society and in relation to the concept of the liberal arts. It was also the thirtieth anniversary of the VII *Colloquium Tullianum* “Cicero and the state”, also held in Warsaw with the participation of the best Ciceronian scholars at the time. The 2019 conference hosted various sessions in which researchers from all over the world discussed numerous aspects of Cicero's presence in modern culture. Great attention was paid to the *Aratea*, with a specific panel, and to educational experiences related to the teaching of ancient Rome. The proceedings of the conference have been published in the number 2 2020 of *Ciceroniana online* and are intended as a tribute to the superb organization of Katarzyna Marciniak and Jerzy Axer.

The Editors

Teaching section – Cicero’s competitions in France and Italy

THE CONCOURS CICERO 2018-19 A CERTAMEN CICERONIANUM ARPINAS 2018-19

The two prestigious competitions dedicated to the figure of Cicero continued again in 2018 and 2019; the SIAC has been a strong supporter for years. The first is, of course, the *Concours Cicero*, in which, since 2006, budding young antiquarians in high school compete with a very lively passion for classical disciplines and Latin, in particular. For years, SIAC has supported the competition with the *Prix Tulliana*, dedicated to the

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best young high school candidate capable of rivaling in Latin translation students from the upper levels and college. In recent years too, several hundred students have tried their hand with competence and good will, obtaining excellent results.

Young people have also been protagonists of what is one of the oldest competitions dedicated to Cicero, the *Certamen Ciceronianum Arpinas*, which in 2020 will reach its fortieth edition, an extraordinary record of longevity, which demonstrates how the commitment to the field and to classical culture may have been successful over time. For 2020, the *Certamen* prepared in time with a change of logo that further enhances the importance of Cicero in the European cultural context.



In 2018 and 2019 the award went to Italian students from Parma and Rome, but the participation of foreign candidates from all over Europe was also very significant, as can be seen from the numerous



*The winner of 2019 edition
Leonardo Monni
Liceo “Tacito” from Rome*

young winners from foreign schools. The *Certamen* is always a very significant training experience and an extremely beautiful and engaging adventure. For those wishing more information about the next competition, please see the link:

<https://www.certamenciceronianum.it/it/>

*The Editors
(tr. T. Frazel)*

Teaching section – Reflections on the use of Cicero in the primary school

THE *DE AMICITIA* OF CICERO: ACTIVE CITIZENSHIP AND *HUMANITAS* IN THE PRIMARY SCHOOL

Rarely do you find yourself in front of an audience as enthusiastic as that of a primary school. Belonging to a world where everything is still possible, children welcome each new learning proposal as the most exciting of adventures.

Crossing the threshold of formal knowledge, in these first years of school they experience a community life well represented by the classroom, which becomes the place – immediately after the family – for the exercise of a future active citizenship. The National Guidelines, focusing in particular on this competence, entrust the first level of education with the important task of laying solid foundations for the exercise of truly participatory citizenship. In particular, the ministerial document refers to a civic education that takes place through meaningful experiences, including taking care of others, fostering forms of cooperation and solidarity, and developing a strong ethics of responsibility, thus achieving the goal of improving life. Starting from these assumptions, the 1st Class of the “Bruno Buozzi” primary school in Brandizzo (TO) was lucky enough to have, as a teacher for the acquisition of citizenship skills, none other than Cicero, who - through the *De amicitia* - taught them about the qualities

that a true friend must possess and the peculiarities of a sincere and lasting friendship.

Through a direct relationship with the Ciceronian text, with the teacher mainly an intermediary, the children worked in a learning environment centered on the student as the protagonist. On this occasion the class, already normally set up according to a cooperative learning system, became a real laboratory environment in which the children had access to a rich variety of teaching material, from ICT tools to books related to the Roman world that they themselves, together with the teacher, chose and borrowed from the nearby municipal library.

After a brief introduction aimed at space-time orientation, the text of *De Amicitia* was covered entirely by isolating some fundamental concepts on which the class worked and reflected as a group. In particular, the children focused on the following topics: definition and value of friendship; its origin; the quality of a true friend; incorrect actions that cannot be carried out in the name of friendship; positive rules that regulate it; *virtus* as its foundation; the correct way of relating with old and new friends; and, finally, the duration of true friendship.

Through strategies of free comparison, cooperative learning



and structured work among peers, the children confronted and developed personal ideas about the concepts expressed by Cicero. This way of operating allowed the participation of all students, even those with special educational needs, who - within the democratic climate of the group - felt free to make autonomous choices, to express personal opinions and to collaborate actively in achievement of educational goals.

As regards words whose force was not fully grasped by children through the Italian translation, the Latin term was used; the most important example was *virtus*, a word that the students only ever used in its Latin form. This type of linguistic work particularly excited the children, who created the hashtag *#ioparlolatino* under which to group all of the words that they came across.

According to the principle of

Teaching section – Reflections on the use of Cicero in the primary school

THE *DE AMICITIA* OF CICERO: ACTIVE CITIZENSHIP AND *HUMANITAS* IN THE PRIMARY SCHOOL

learning through experience, they then each week exercised a quality of true friend (or true friendship) encountered in the text. This type of activity was alternated with “projects based learning” wherein the children autonomously developed projects related to what was read in class; for example, one group photographically documented the emotions produced by a true or a false friendship; another drew a story about a lasting friendship (just to name a few).

The final evaluation of the project was entrusted to a self-evaluation questionnaire, mainly oriented to the verification of competences, with a view to lifelong learning. The questionnaire was divided into three open questions, which the children were able to answer without time limits. The questions posed were the following: what did I learn from Cicero about friendship? Do I now feel that I can be a better friend? What did I like most about this project? The answers were varied and articulate and all would be worth mentioning; overall they revealed in the children a deeper awareness of how friendship works and how in life “it is necessary to have *virtus*”, the ability to be better friends and enthusiastic feedback on “reading in Latin and defining the

fundamental words in this language (because Cicero spoke in Latin and now I want to learn it too).”

The enthusiasm, the active participation, the increase of interpersonal skills and the expansion of future prospects have shown how much, as Ivano Dionigi says, classicism is “a legacy to be conquered in order to possess, a capital to be profitable, a value to life,” even in primary school.

On the other hand, it is precisely in a period in which the global formation of the person is still possible that lasting passions are born. Witness Antonella Prenner, philologist and Latinist of the Federico II University of Naples, who, in a recent interview with *Il Fatto Quotidiano*, declares in relation to her novel on Cicero:

“I met him for the first time when I had eight years old; I was in third grade. The teacher accompanied us to visit the monument that here in Formia we all call “Cicero's Tomb”. Among the olive trees and cypresses, she told us a great and sad story. I didn't understand very well what “before Christ” meant, Antonius, the assassins ... yet those words were burned in my mind and I have never forgotten them”.

Loredana Boero
(tr. T. Frazel)



Teaching section – Latin in projects of support and recovery: Scuola dei compiti

THE EXPERIENCE OF ONE OF OUR YOUNG STUDENTS WITH THE WEAKEST STUDENTS IN LATIN

In the academic year 2017/2018, I participated in Project Homework School, an initiative under the patronage of the Municipality of Turin and the University of Turin

(<https://scuoladeicompiti.learn.unito.it/>). As a Latin tutor, I supported teaching in two classes of 1st and 2nd year students (linguistic and human sciences curriculum) at the “Liceo A. Einstein.”. The objective was the review and consolidation of Latin grammatical skills in students with difficulties in the subject. The proposal to review the morphosyntactic structures with annexed exercises, in the conventional way, however, was not very attractive for the children, disinterested in a world far from their references. One of the most significant limits was precisely the gap between the theoretical study and the practical application of the rules learned. To fill this gap, I therefore decided to approach their “underground” culture, proposing a Latin translation of the opening two stanzas of the song “Cara Italia” by the popular rapper, Ghali.

The text intended to highlight the most complex conceptual junctions, reinterpreted in an innovative key. Among these, the following have been the subject of detailed analysis: noun-adjective agreement (*parvulus puer*; *permultae difficultates*); the verbal system (especially the

NUGATOR GHALIUS - MIHI CORDI ES ITALIA

*Incedo, fumum volvo vultumque permutans
iam scimus quem ad finem omnes Fato perducamur
mihi cavendum est ne illa sit praegnans, matre mea obiurgante
Parvulus puer etiam sum, qui ex Italia venit sed sibi patria est
Carthago.*

*Illa autem a portu locupleti venit; si hoc accidit, permultae
difficultates erunt Donaldo Tubae!*

*Quae haec est res publica? Quid interest inter dextram et
laevam?*

Senatores commutantur, sed idem est iusculum

Laevā est latrina, balneum dextrā, in extremo.

*Recta via eo; melius putatur aliquam partem, quam nullam
attingere*

*ante fores expecta: matre mea non probante, etiam mihi tu non
probaris.*

mihi dicis te hoc iam scivisse, sed puto hoc non esse verum

Ducisne me stolidum esse?

*Sunt qui in vincula mentem coniciunt et umquam profecti sunt,
sed in medio aevo manserunt.*

*In ephemeridibus abutuntur communibus opinionibus: alienigena
alienus videtur*

sine syngrapho: ille enim pecuniam consecatur

Fortunatum me esse credo, cum dies evanescit

Cum fortunatus sum tum mundus resolvitur.

*Sum quidam amens qui legit, quidam amens qui legibus certat,
sed etiam quidam egregius qui scribit: «Stolidus qui legit»*

Age nunc, cum ad officia vocamur

Age nunc, respondeamus: «Hic nos sumus»

Age nunc - inquis - Audi matrem tuam!

Age nunc, unum duo tria, illic perveniam

Age nunc, cum mihi dicunt: «Redde ad patriam tuam!»

Age nunc, ego respondebo: «Haec est patria mea»

Age nunc, mihi cordi es Italia!

Sine te dimidiatus sum.

passive voice, the moods required and verbal polysemy as in the case of *duco*); the ablative absolute; adjectives of the second class; the complements of place; the search

for the nominative of the III declension; subordination (use of the infinitive, direct interrogatives, hints to the relative); the double dative; personal and

Teaching section – Latin in projects of support and recovery: Scuola dei compiti

THE EXPERIENCE OF ONE OF OUR YOUNG STUDENTS WITH THE WEAKEST STUDENTS IN LATIN

demonstrative pronouns. The memorability of the Italian text greatly facilitated the understanding of the structure of the Latin sentence. This also allowed the students to enrich, limited in our case, an otherwise poor vocabulary by then enhancing comparative and metalinguistic reflection, as proposed in the National Guidelines. The relationship of adjectives such as *egregius*, “out of the flock,” and *praegnans*, “pregnant,” with Italian was noted; to this we added the distortion of the English *trump(et)* in *tuba* and also the periphrasis *portus locuples* for the Spanish *Puerto Rico*. From a practical point of view, the repetition of recurring stylistic elements (*matre mea impediēte, matre mea non probante*) helped fix the not easily intelligible concepts so that they became immediately recognizable. Finally, reflection on the cultural meaning of the terms (*senatores, balneum, Carthago, res publica, alienigena*) was not neglected, allowing

children to “orient themselves on certain aspects of the society and culture of ancient Rome [...] with special attention to the lexical fields that indicate family ties, the language of law, politics and the sphere of worship and religion.”

Furthermore, at the end of our work, I explained to the class how Latin does not end in banal thought – *Magistra pulchra est* – but has its own linguistic dignity and a peculiar stylistic aspect. I do not therefore believe that it was inappropriate, once a sufficient threshold of textual understanding has been reached, to introduce concepts such as homoteleuton (*communibus opinionibus*), anastrophe (*quem ad finem*), chiasmus (*Laevā est latrina, balneum dextrā*) and synecdoche (*Carthago*, i.e. Tunisia). The ambition was to focus on the difficulties, continuing the reflections formulated by, among others, Prof. Gian Enrico Manzoni (see “Nuova Secondaria” 7 (2012), p. 70) that “he studies grammar to get

to know the optatives, but the optatives are used to understand Sophocles and Lysias.” Among impromptu verses, a real author's phrase from *Tusculans* 1 made its appearance (*melius putatur aliquam partem, quam nullam attingere*, Tusc. 1.93); a collocation with a Virgilian flavor (*fumum volvere*; cf. Aen. III, 206); and a Senecan concept such as *mundus resolvitur* (cf. *Ep.* 9, 16). This proposal, derived from the works of Prof. G. Amandonico (well known in the school environment), has received applause from the audience, and strives to combine rigor of method with a note of color. With the humility of those who are just starting out in the world of education, I do not hide the hope that even the new generations of high school students will be able to look with wonder at a *Latinorum* less dusty than it appears. *Caesar an Ghalius non interest.*

Alberto Crotto
(tr. T. Frazel)

INSCRIPTIONS 2021

To join the SIAC you can go to the website Tulliana, to fill out the questionnaire for membership and pay the fee of 25 euro. You can use PayPal.

SOME RULES FOR SENDING ARTICLES TO THE GAZETTE

Articles should be sent as attachments to e-mail address andrea.balbo@unito.it. Please use Word in Times New Roman 12 font and do not exceed 1500 characters, unless the Editors agreed otherwise.

Teaching section – A classical School in the Far West

THE CLASSICS, MODEL OF LIFE, AND THE FORGETFULNESS OF GRAMMAR IN A MODERN «HIGH SCHOOL» IN COLORADO

Half an hour from Denver, in the heart of Colorado, an institute was opened in September, where kids study Latin and ancient history: the *Ascent-Classical Academy*, a private school in Castle Rock. Here, at the beginning of December 2018, I completed the experience as a volunteer. For six days I supported the Latin teachers and aides, with the opportunity to observe some characteristics of local education, from political inspiration to the poor grammar awareness of students. The first day the headmaster welcomed me, a friendly, but always impassive ex-marine. As a marine, punctuality is required: entrance is at 7.15 am precisely, exit at 3 pm, after seven lesson modules. Daily lessons include five compulsory subjects - Latin, Western civilization, literature, mathematics and science - and two to be chosen from music, art, philosophy, physical education. Such a developed attention to the humanities is not common for an American school: the Americans favor science teaching, so much so that the schools that give greater importance to these disciplines tend to receive greater subsidies from the state, private companies, and lobbies. The aim of this institute is, therefore, innovative: a complete and balanced education, on the model of traditional European schools. Apart from the didactic offerings, the structure is typically American: students have partial freedom of choice in the study plan, are divided for each subject into class levels, not by age - with the resulting competitiveness - and move between classrooms of teachers at every change of hour. The teacher offers a strong value of authority: the furniture itself signals this. The Latin teacher's classroom is a good example: the desk, a small podium from which to talk to the students and, above all, the American mini-flag on the blackboard. The flag, in particular, is worthy of attention: it is the tangible sign that school education is not intended as the development of a critical sense - historical sense and rigor in reasoning - but, above all, as training to be a good US citizen. Instead of showing the complexity of the past, in fact, the teaching tends to cut out useful aspects for this purpose. Indeed, there is a strong sense of Republican politics and ethics in ACA: political inspiration has the power to influence what to teach, what students will know about the world. Two examples: for the ancient history course, which does not require the use of a textbook, the suggestion to the teacher is to address the theme of "Sparta", an implicit model of discipline, honor and sacrifice for the homeland; in ancient philosophy, the favorite author must be Plato, especially the political one. The study of the classics, therefore, has not so much value in itself as in relation to current cultural models. On the one hand, this "instrumental" attitude is fascinating, because it pushes us to enter into a dialogical and almost personal relationship with the ancients and with history; on the other hand, there is the risk of slipping towards indoctrination, especially political, instead of impartial, in-depth and autonomous knowledge. The teaching of Latin also has this imprint. The choice of many excerpts contains moral examples (Cato, maxims of Seneca) and learning itself constitutes a training aimed at discipline: the main objective seems to be that of acquiring tools and mental schemes, rather than engaging in the translation of a complex language. Here we notice a difficulty: since elementary school, the average American education does not teach grammar and syntax in depth. Some children find themselves so disadvantaged in learning Latin and even English, that, at thirteen, they are unable to recognize and understand the categories of person, grammar and number. Therefore, even if the students try their hand at Latin grammar until their final year, only one of them is able to face Caesar in the original language. *I will do the good, I will learn the true, I will love the beautiful*: this is the motto of the Academy, and the reason why the ancients are used. It is a motto that poses a fundamental question to us: what relationship do we want to have with antiquity and what sense does its study have for us.

Beatrice Bersani