

GREEK, GREEK LEXICOGRAPHY AND GREEK STUDIES IN SPAIN

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The organizing committee of the present Conference, whose invitation I am profoundly thankful for, asked me to present a report on the *Diccionario Griego-Español (DGE)*, which we publish in Madrid and whose fifth volume, from *δαίνυμι* to *διώνυχος*, has just appeared. In addition, the organizers asked me to design a panoramic view on Greek studies in Spain.

I am going to try to address these requests. However, I cannot do it without putting these great questions within a wider frame, which I think is interesting for all: that of the Greek language and its place among the languages of the world. I shall open my speech with a few words of presentation of the *DGE*, leaving a more detailed exposition on it to Dr. Gangutia, who together with me, is at the head of the staff of twenty people working on this project.

The work is being done under the patronage of the Consejo Superior de Investigaciones Científicas (Superior Council of Research) of Spain, in Madrid, on the premises of the Institute of Philology, where we have at our disposal an excellent library on Greek studies, as well as scientific and administrative staff. Besides this, we have received financial aid from the Spanish Education Ministry to recruit additional staff. We are publishing now at the rate of a volume every three years and are preparing a completely updated re-issue of the first volume.

When the *Diccionario* is finished it will be the most extensive dictionary of ancient Greek (from Mycenaean 13th century B.C. to 600 A.D.), compiled in a modern language. Its size will be almost three times that of the biggest modern dictionary of our times, the Greek-English Lexicon of *Liddell-Scott-Jones*. Our Dictionary introduces semantic criteria in the internal organization of the entries and uses the most up-to-date editions of ancient texts, inscriptions and papyri, aiming at a well studied and advanced interpretation.

All western lexicography, as it is well known, descends from ancient Greek lexicography, fundamentally of the hellenistic epoch. From then on, Greek lexicography has progressed along a line which attained its highest level in the *LSJ* Lexicon. But this excellent dictionary, despite the improvements made to it over the period 1925-1940, culminating in its 9th edition and further supplements, does

not do justice to the present state of the study of the Greek language.

Greek vocabulary is a truly inexhaustible subject. Every day new words appear in inscriptions, papyri and manuscripts, and our knowledge of them is constantly improving. Just think that our canon of the *DGE* consists of 3,000 authors, 300 collections of papyri and 270 inscriptions.

That is why, as early as 1962, in a pre-computer era, we launched an apparently Quixotic enterprise: to make a Greek dictionary from a modern, scientific and more complete point of view. It was something absolutely necessary for a more comprehensive knowledge of the Greek language and culture, the basis of all Western culture.

It was also necessary to update several fields of the greek vocabulary: there were important gaps to fill, such as the vocabulary of Mycenaean and Christian Greek. It was necessary to compile a Mycenaean Dictionary by F. Aura Jorro, in two volumes, 1983-93, which is today linked to the *DGE* by cross references. Subsequently, we had to add a mass of new vocabulary from Christian texts as well as proper nouns and toponymes, which *LSJ* does not include. In addition, all this documentation had to be revised through a given edition for each text. Finally, we also added a separate paragraph on etymology, which in itself represents an innovation.

All this work has been done by combining and directly studying texts, indexes, concordances, lexica, editions with commentaries and diverse bibliography. At a certain moment we introduced computer methods for data storing and other purposes. This assisted our work greatly and made our pace quicker: we now publish a new volume every three years, and we are also preparing a new, computerized edition of volume I. But we must stress that computers do not exclude entirely the direct study of sources and bibliography; besides this we have to write and edit every entry. Computers, as I observed, assist us greatly. But Dr. Gangutia will tell you more on this subject.

Now I shall pass on to the second theme which has been assigned to me: the study of Greek, both ancient and modern, in Spain today. Only within this context can the birth of our Greek-Spanish Dictionary be understood.

The study of ancient Greek is currently flourishing in Spain, even at a time when its instruction is encountering certain difficulties. Today there are in Spain hundreds of students of ancient Greek, which is being taught at secondary school level and, in parallel with Latin, is a branch of study in almost all universities. There are also many specialized periodicals dedicated to ancient Greek and also other publications such as translations and monographs.

To begin with, all this renewed interest had its starting point in 1938, when the Greek language became a compulsory subject in secondary education. Subsequently, it lost some ground, but the initial spark had been given. Before our Civil War, Greek was not taught at secondary level: the well known Instituto Escuela

of Madrid, which had Greek as an optional subject, was an exception. At a university level, its learning was restricted to the universities of Madrid, Salamanca and Barcelona. Besides, two of the best known professors of Greek, Unamuno and Segala died in the course of the Civil War.

So the teaching of Greek had to be improvised. There were not at that time enough professors of Greek in Spain. That is why compulsory teaching of Greek at secondary school level was, for the time being, more theoretical than real. Possibly, the legislators had gone beyond the real capabilities of the country at that time.

But soon an increasing number of Spanish teachers of Greek in secondary education started to form a coherent body. Furthermore, three departments of Classical philology became active in Madrid, Salamanca (where I come from) and Barcelona. This was later extended to Seville and Granada. The teaching methods, which were initially inadequate, became much better. Everything was in short supply: grammars, manuals, reference books. With the help of translations and with books written directly in Spanish, the deficiencies were eventually overcome.

The problems involved in teaching Greek began in the fifties due to several successive reforms in secondary school education. In 1970, the teaching of Greek almost disappeared from the curriculum of the first three forms of secondary school. The endeavours of the Sociedad Española de Estudios Clasicos (SEEC) and of many other advocates of classical studies ensured its continuity and that of the Latin language as well. However instruction in the two languages was now reduced to two years and became optional. This brought a feeling of discouragement, but, even when threatened, the teaching of Greek survived, excellent pupils became interested in it and the number of secondary school teachers of Greek continued to increase.

Subsequently, we had to face yet another reform in secondary school teaching, which began to be implemented in 1984 and became law in 1991. The two years of Greek and Latin instruction were kept, but under more adverse conditions for selection. Currently, another reform is being planned, which is supposed to benefit all humanistic subjects. We hope that the learning of Greek shall profit from this, but the new programme of studies for the first three years of secondary school has not yet been finalized.

If ancient Greek has survived in our country, it is because there exists in Spain a sector of cultivated people who acknowledge the ties that we and all European cultures have with the Hellenic past. It is also because these advocates of ancient Greek in Spain enjoy a certain prestige.

This prestige derives from the increased interest in learning ancient Greek at the universities, the increase in publications on the subject and our presence in the general Spanish cultural world at large: in books and in newspapers, at lectures, congresses, theatrical performances, on archaeological trips, etc.

We have mentioned the progressive growth of Greek studies in the universities, starting with the departments of Classical philology in Madrid, Salamanca, Barcelona, Seville and Granada, all of which have long traditions in humanistic studies. Now we have Classical philology sections in the Universities of Oviedo, Valencia, Malaga, Santiago, Valladolid, Murcia, La Laguna, Zaragoza. Even in cases where there is no Classical philology department and the studies are limited, Greek may be learned at Universities in Pamplona, Leon, Basque country, Extremaduras, Alicante, Las Palmas, Palma de Mallorca and at the Universidad a Distancia or Open University, among others, and also at several university colleges in different towns.

On the other hand, Greek, as an optional subject, is included in the curricula of several departments of History and Philosophy, where it is possible to find studies on the philosophy, literature and archaeology of Ancient Greece.

This expansion has resulted in improvements in the libraries. Still, the most important are in Madrid (at the Consejo Superior, and at several universities), Salamanca and Barcelona. The situation has improved considerably everywhere and it is now possible to work very efficiently on ancient Greek throughout Spain.

We have already mentioned the Consejo Superior de Investigaciones Cientificas, whose Institutes of Philology and History are very active in our field. At the former, which is responsible for the publication of the *DGE*, you will find *Alma Mater*, a collection of Classical Greek and Latin authors in bilingual format, as well as *Emerita*, the oldest and most prestigious of the Spanish periodicals in our field. Related periodicals, such as *Archivo Español de Arqueología* on ancient history and archaeology, are also published by the Institute of History of the Consejo Superior.

All this expansion in Greek studies and in the number of centres dedicated to the study of Ancient Greek, has resulted in hundreds of people pursuing different aspects of these studies in Spain today.

This increased interest has been reflected in activities such as scientific congresses. At the 7th National Congress of the Sociedad Española de Estudios Clásicos (SEEC), which took place in September 1987, there were over 1,500 participants and more than 300 papers were presented. Similar congresses took place in 1991 and 1995.

Another important indication of interest in Greek studies in Spain is the publication of scientific periodicals. Besides the two quoted above, we may mention others, which also deal with subjects related to the Latin language and philology, such as *Quadernos de Filología Clásica* and *Epos*, published in Madrid; *Faventia* and *Ampurias*, published in Barcelona; *Myrtia*, published in Murcia; *Habis*, published in Seville; *Zephyrus* and *Helmantica*, published in Salamanca; *Minerva*, published in Valladolid; *Florentia Iliberritana*, published in Granada, and *Fortunatae*, published in La Laguna.

The growth in Greek studies is also reflected in the publication of new editions and translations of ancient texts. I have already mentioned the collection *Alma Mater*, which has published more than sixty volumes. In addition, the publishing house Bosch brings out bilingual texts in the collection *Bernat Metge*. We must also mention the translations edited by Alianza, Cátedra, Ediciones Clásicas, Akal, and others. The largest series of translations is by Gredos, with 250 titles.

This meant a complete revision of translations from ancient Greek into Spanish, something which was badly needed because language and literary style change and we had at our disposal translations which followed the tradition of the nineteenth century. Today, a person wishing to read Homer or Thucydides in Spanish may choose between four or more translations of either author. The majority are accurate translations made directly from the originals.

These are not the only activities that contribute to the knowledge of ancient Greece in Spain. We must mention also performances by theatrical companies from Spain, Greece and other countries. And we must make here a special mention of the student performances which draw thousands of spectators to the Roman theatre of Segóbriga during the month of May.

Trips to visit the monuments of Greek antiquity in Greece, Italy and other places should not be forgotten. There is not one person in Spain interested in our field who has not visited the monuments and archaeological sites of Greece.

But I don't want to end this part of my speech without making a further reference to the activities of the SEEC. It was founded in 1953 and today has 5,000 members in twenty two branches around the country. It is governed by a Central Board, of which I am currently president. The SEEC has contributed decisively towards maintaining and improving the study of Greek and Latin in Spain, as a result of its campaigns and representations to educational authorities. Every four years it organizes the *Congresos Españoles de Estudios Clásicos*, which I have already mentioned. Twice a year it publishes the periodical *Estudios Clásicos*, which is partly scholarly and partly didactic and informative.

This is only a brief description of the studies related to ancient Greek in Spain. In the decade following the 1940s there was, in Spain and in other countries, an expansion in the scientific or didactic aspects of these studies. Even when, as I said earlier, we may have had problems in secondary and higher education.

I shall finish my speech, by referring briefly to the study of modern Greek in Spain. I think it will be of interest to you all.

The study of modern Greek has grown greatly in Spain since the 1960s, and especially of late. I have been more of a spectator than a participant in this movement, but I think I have on several occasions done a few things to support it. And I did so, because at a certain point, I arrived at the conclusion, through personal experience, that the Greek language and culture are united.

It is true that, historically, both our countries have remained apart for long periods of time. Byzantium was a faraway land, with which there were sporadic contacts. Then, the Ottoman empire was for a long time a hostile world which, with the episodic exception of the Battle of Lepanto, we encountered, far away from Greece, in North Africa.

But contacts existed, which I described in a paper published in the periodical *Estudios Clásicos*, with the title: España y Grecia en su historia (Adrados 1992). This paper was read in Greek, in the spring of the same year, when I was made an honorary member of the Athens Academy, which subsequently published the Greek text.

I don't want to repeat what I said then. But I do want to recall that in that paper I pointed out, rather melancholically, that our contacts had been occasioned by wars and conflicts: the Catalan campaign in the East, the fall of Constantinople and the consequent arrival of Greek erudites in Italy and Spain; the expulsion of the Jews, many of whom settled in Greece; the war of Greek independence, in which Spanish philhellenes took part.

But afterwards, in the first part of this century, there was a certain literary acquaintance. Let's remember the relation between Unamuno and Kazantzakis, the impact on the Spanish cultural world of the famous cruise to Greece in 1933, in which so many future personalities in several fields of Spanish culture took part.

But perhaps the ground was not yet ready for proceeding further. And besides, what was a great catastrophe for Spanish culture arrived: the Civil War.

As I have already said, when in the educational plans of 1938 the study of classical Greek was expressly included, and a group of secondary school teachers, followed by university professors, began to be formed, the way was opened for growth. Then, at the beginning of the 1950s, travel to Greece became easier for philologists and archaeologists. We were welcome in Greece, where, at the same time, a growing movement for studying and translating Spanish literature had begun.

All this means that the question of the study of modern Greek proceeds logically in Spain only from the study of ancient Greek. It is in the university departments of Classical Philology that modern Greek studies have been introduced effectively for the first time.

I may speak on behalf of the University of Madrid, then the only one in Madrid, today called Complutense. In the sixties, taking advantage of the possibility of the introduction of certain optional subjects, the late Prof. Fernandez Galiano and I took the initiative of proposing one in modern Greek and recommending travels to and stays in Greece for people interested in these studies. I recall, among the first at the time, the names of Goyita Nuñez (who very soon taught modern Greek at the University), José M^a Egea, Pedro Badenas and many others who followed. That is how a school for the study of modern Greek was started in Spain: my only contri-

bution is that I helped in its creation together with Prof. Fernandez Galiano.

As I have said, there were at that time in Spain only three departments of Classical Philology: in Madrid, Salamanca and Barcelona. During the sixties, there appeared a modern Greek movement more or less parallel to the one I described at Madrid. It was promoted by Prof. José Alsina and his student Carles Miralles. Following them were Alexis Eudaldo Solá and others. The publication (1966) of *La literatura griega medieval y moderna* (with an Anthology) by Alsina and Miralles and their article in *Estudios Clásicos* (1963), entitled: *La literatura griega moderna: esbozo histórico y bibliográfico*, was a pioneering effort that exerted enormous influence.

These are the grounds which made possible the development of modern Greek and Byzantine studies in the sixties and seventies. In the beginning, Spanish professors of Classical Philology participated in this movement; however, we must also mention Greek scholars established in Spain and add a third nucleus of interest: that of Spanish poets who, impressed by the splendor of modern Greek poetry, decided to study the language and subsequently translated and assimilated the works of Greek poets. Some of them had also studied Classical philology.

If I should make an up-to-date survey of modern Greek studies in Spain, I should refer to the universities and other centres of learning, to the scientific societies and congresses, to the translations of Greek literature, and to publications in general. I shall now proceed to do this but would like to be excused for its summary character. And I shall close my paper with a reference to the future of these studies in Spain.

Modern Greek is taught, as I said, in several universities as an optional subject in the Departments of Classical Philology, and also in foreign language institutes, especially in the Escuelas Oficiales de Idiomas (State Language Schools).

It is an encouraging picture, when compared with that of only a few years ago. I do not think this is the place to provide a list of the professors, which I would be forced to leave incomplete. On the other hand, I must mention here the courses in Thessaloniki and Athens, which have done much to encourage the growth of these studies in Spain. There are also other courses in Greece, organized by Greek and Spanish professors.

In practice, activities in the field of modern Greek are no longer confined to those within the scope of our national centres. There is a Sociedad Hispano-Helénica, which recently organized symposia in Madrid, Vitoria and Granada. And I would like to make a special mention of the symposium on: *La presencia de la lengua griega en España*, which took place at Delphi in September 1992. A large group of Spanish and Greek hellenists, specialists in several epochs of the Greek language and culture, gathered there. The symposium was organized by the Greek Ministry of Culture, the Greek Embassy in Madrid, and the Instituto Cultural Español en Atenas.

All this has kept pace with the gradual setting up of libraries with Byzantine and modern Greek bibliography in several universities and the creation of instruments for the teaching of modern Greek. We have to mention here the publication of the periodical *Erytheia*, published by the Sociedad Hispano-Helénica; also, there has been space reserved for these studies in the publications of the Sociedad Española de EC.

The existence today of many translations of neo-hellenic literature has had a more general repercussion. I am thinking, in the first place, of the works of Kazantzakis, who long ago opened the path to many other authors. It is impossible to provide here the complete list of authors and translators. I want to mention Elitis, Karapanou, Kavafis, Samarakis, Seferis, Tsatsos, Venezis, Ritsos, Anagnostakis, Koutsouheras, Babatsikos, etc. Modern Greek literature is no longer an unknown subject in Spain, just as modern Spanish literature is no longer unknown in Greece.

This is a process in which we are not alone: in Brazil, Chile, Argentina and Mexico, there is growing interest in the Greek language and literature. This has affected the cultivated public in general, but especially scholars of classical antiquity. So, the future prospects are good. Let us say something about them.

At university level, it is important that what already exists be expanded; we have already said something about that. In addition to the universities, we have the language schools: at the moment there are three which offer modern Greek. This number should be increased.

Furthermore, in secondary education there is a propitious field for the introduction of modern Greek as an optional subject under the concept of "second language". The Sociedad Española de EC, which, as I said, I have the honour to be president of, has made strong requests to the education authorities to provide the necessary measures for this to be realised.

This is the state of things. There has been immense progress, but there is an open field for further expansion. However, it is necessary that those who pursue the study of the different periods of Greek language studies co-operate and not become divided.

And with this consideration, I conclude the ambitious attempt to place our *DGE* in the general frame of Greek language studies and also in the cultivation of ancient and modern Greek studies in Spain.

And that is all. Ευχαριστώ πολύ.

References

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