

Abstract: The large amount of exegetical examples left by Carles Miralles reveal his conception of teaching classical languages and above all Ancient Greek. The multi-perspective approach (anthropological, archaeological, linguistic and, of course, philological) which can be traced in his readings of Homeric poems and Sophocles' tragedies, highlights the intellectual stature which, in Miralles' view, a Greek teacher is expected to achieve. Moreover, his sensibility for poetic language reminds Greek teachers that Greek culture is mostly based on poetry. Proudly antidogmatic, Miralles rejected formulas or prejudices about Greek literature, polemicising against cultural paradigms, such as Hegel's stance on tragedy, which divide Greek thought from Greek poetry. According to Miralles, there is no thought without poetry. Poet himself, he emphasizes the importance of a careful reading of Greek texts. Greek teachers should be able to detect hidden connections between words: intertextual references, phonic and rhythmical suggestions, metaphorical images. In passing, he admits his own skepticism about the possibility to translate poetry in a properly effective way. Finally, in his life Miralles was indeed a man of considerable intellectual stature and great civic commitment, since it was his firm belief that every Classics scholar is expected to offer a significant contribution to his age and society.

Keywords: Teaching classical languages, Greek poetry exegesis, Translation, Antidogmatism, Civic commitment.