Quiz on:
1. Vocabulary up to and including p. 112.
2. Reading passages up to and including p. 106.
4. Mottoes.
5. The first ten verses of the Odyssey.

The quiz will have a similar format to the one you took last week, except that the Greek passage to be translated will not be written by me but by a native. In addition, I will ask some questions about the grammar of the Greek passage as I have done in class and on recent assignments. Instead of the English sentences I will include a section on vocabulary since that seems currently our weakest area.

To help you with the proem of the Odyssey, here is

(1) a painfully literal translation:

MAN/TO ME/TELL/MUSE/MUCH-VERSED/WHO/VERY/MUCH
DRIFTED/WHEN/TROY'S/HOLY/CITY/HE HAD DESTROYED
OF MANY /HUMANS/HE SAW/TOWNS/AND/MIND/HE KNEW
MANY/and/HE/ON/SEA/SUFFERED/PAINS/his /IN/HEART
STRIVING FOR/His /both/SOUL/AND/HOMECOMING/OF COMPANIONS
BUT/NEVER/EVEN/OF COMPANIONS/HE SAVED/DESIRING/though
OF THEIRS/for/OVERN/RECKLESSNESS/THEY PERISHED
INFANTS/WHO/DOWN/OF THE WALKING ABOVE/SUN
ATE/BUT/HE /FROM THEM/TOOK AWAY/HOMECOMING/DAY
OF THESE/ANYWHITHER/OF ZEUS/TELL/ALSO/US.

(2) a link where you can hear Stephen Daitz recite it with absolute, i.e. absurd accuracy:

http://www.wellesley.edu/ClassicalStudies/CLCV211/Sounds/recitations.html

(3) the end of Alfred Tennyson’s poem ‘Ulysses’, including the verse which Georgia Nugent chose as the poetic inspiration for her presidency:

The long day wanes; the slow moon climbs; the deep
Moans round with many voices. Come, my friends.
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulf will wash us down;

It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are,--
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.
TO ATTIKON: Assignment for Wednesday, Week 6.3

1. Vocabulary p. 122 (omit proper names).
   a. Review/complete the first paragraph of the Greek reading 8(α) on pp. 112-113.
   b. Grammar #1 on pp. 114-116: Read through carefully. Then review the declension of ΚΑΛΟΣ (p. 39) and, on that basis, practice until you can fluently decline ΛΥΟΜΕΝΟΣ in all three genders.
2. Grammar #5 on p. 128 (this is not a typo):
   a. learn to count 1-10 (include all nom. genders of 1, 3, and 4);
   b. learn declension of 1 (masc., fem., neut.);
   c. enable yourself to recognize the ordinals (bottom of page).
4. Exercise 8γ on p. 116: write (to hand in) ##1, 2, and 5.

TO ATTIKON: Assignment for Thursday, Week 6.4

1. Vocabulary: using your special chart(s) review all verbs, noting contracts and deponents.
2. Review/complete the remainder of the Greek reading 8(α) on p. 113-114.
3. Grammar: first review the active forms of ΤΙΜΑΩ (υ1 p. 56), then the middle forms, uncontracted to contracted (in #3 pp. 77-78). mini-quiz. (I am sure that there is a special place in Dante’s hell reserved for editors of textbooks who split paradigms over two pages, unless their readers make a collective effort to forgive them…)
4. Read "Athens" pp. 117-120, clearly distinguishing the nine sections and at least these names: Solon, Pisistratus, Cleisthenes, Themistocles, and Pericles.
5. Write (to hand in) the first paragraph of the Greek reading 8(β) on p. 122-123.

TO ATTIKON: Assignment for Friday, Week 6.5

1. Vocabulary p. 133.
2. Review/complete the Greek reading 8(β) on pp. 122-123.
3. Word Building p. 124: inspect carefully! (Bill McCulloh used to call these “the little foxes” – they are cunning beasts!)
4. Grammar pp. 124-128:
   #2-3 - learn the nom and. gen. sing. for each of these; inspect the rest.
   #4 - inspect carefully, noting links with what you know already; then learn the complete paradigm. (Give it your all!)
   #6 - just read through this and add it to your lists of uses of the different cases
5. Making the charts for #4 above counts as your written assignment (enough is enough...).
Reading Break:

Even very short breaks can --- alas, as the name implies--- do damage to healthy habits. To keep your Greek from sneaking off to that remote corner of your cranium behind the memory center, I recommend the following precautions: Look over the verb-forms we have had thus far in the course, and any vocabulary or declensions that seem in need of repair. (On Monday there will be a not-so-mini quiz on vocabulary.)

Most importantly, though, get plenty of rest!

These days you do not even have to get up very early in the morning in order to catch a noseful of crisp autumn air, mixed in equal portions from sunshine and frost. (You will have ample opportunity to savor the less pleasant results of combining grey, wet, and cold in the months of November and February, so make sure you enjoy this while it lasts.) Below one of Prof. Hahmemann's favourite fragments of a (satyr-) play by Sophokles (F 149), as it speaks about warmth, and ice, and love.

*For this disease (=love) is an attractive evil. I could make quite a good comparison. Whenever ice appears out of doors, children snatch the solid crystals with both hands, and at first they experience a novel delight. But in the end, it is equally impossible for them to bring themselves to let it go as it is impossible for their acquisition to remain useful in their hands. In the same way the same desire drives lovers to act and not to act.*

Incidentally, guess how the Germans express the sentiment that "it’s all Greek to me"? They say that "it’s all Chinese to me." (Or, "I only understand 'train station'," but that’s less relevant here...) Remember this in case family and friends tweak you about learning so obscure a language.
TO ATTIKON: Assignment for Wednesday, Week 7

1. Learn vocabulary p. 142.


3. Grammar #1 on pp. 135-137: read and closely inspect this ontologically fundamental section; then learn thoroughly the paradigm of "being". Discover its power in "releasing" by learning that paradigm too. As concerns "loving" and "honoring" you need learn only the nom. and gen. sing. masc., fem., neut.

   Practice reciting aloud the full paradigm of ΩΝ with the same fluency you should now have in ΚΑΛΟΣ. Mini-Quiz

4. Exercise 8ζ on p. 129; translate orally.

5. Exercises p. 137:
   9β - write (to hand in) all of this.
   9γ - write (to hand in) ##1-3, including translation.

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ULISSE
(1945-1946)

Nella mia giovanezza ho navigato lungo le coste dalmate. Isolotti a fior d’onda emergevano, ove raro un uccello sostava intento a prede, coperti d'alghe, scivolosi, al sole belli come smeraldi. Quando l’alta marea e la notte li annullava, vele sottovento sbandavano più al largo, per fuggirne l’insidia. Oggi il mio regno è quella terra di nessuno. Il porto accende ad altri i suoi lumi; me al largo sospinge ancora il non domato spirito, e della vita il doloroso amore.

Umberto Saba (1883-1957)

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ULYSSES

There was a time in youth I navigated along Dalmatia's shores. From the sea's surface craggy islets (where rarely birds would linger intent upon their prey) would rear, slippery, draped with seaweed, but in sunlight pretty as emeralds. When the high tide and night obliterated them, our sails would slip to leeward and the open sea to dodge their treachery. Today my realm is that rock fit for no man. The harbour there lights up for other folk. To open sea I am impelled yet by unconquered will and by life's heavy, sorrow-laden love.

[Freely adapted from Alan Marshfield's transl.; see http://www.abraxaspress.co.uk/N_life_love.htm]
TO ATTIKON  Assignment for Thursday, Week 7

1. Review/complete the Greek reading 9(β) on pp. 142-144.

2. Exercise 98 on p. 137-138: write (to hand in). In sentence #5 (and elsewhere) I would be happier if the editors did not use a relative clause “who is very brave” in the English, after giving you a Greek sentence with “pregnant” (rather than “sandwich”) word order. Please change the relative clause “who is very brave” into a causal clause “because he is very brave”, which makes better sense anyway, and translate ΜΑΛΑ ΚΑΛΗΝ ΟΥΣΑΝ with a causal clause also. Please dduuubblllee-ssspppaaccee!!

3. Read "The City of Athens" pp. 139-141. Consider that much of this is still there, though sometimes fragmentary (beguilingly so, to my mind) and overlaid or surrounded by memories of the intervening 24 centuries.

4. Read through the overview of the grammar past and (imminent) future on pp 152-155. Use this information as a map when you file away paradigms. If anything on pp. 152-153 looks less than familiar, review it NOW. If anything on pp. 154-155 does not make sense, ask in class.

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Eingang

Wer du auch seist: Am Abend tritt hinaus
aus deiner Stube, drin du alles weisst;
as letzet vor der Ferne liegt dein Haus:
Wer du auch seist.
Mit deinen Augen, welche müde kaum
von der verbrauchten Schwelle sich befrein,
hebst du ganz langsam einen schwarzen Baum
und stellst ihn vor den Himmel: schlank, allein.
Und hast die Welt gemacht. Und sie ist gross
und wie ein Wort, das noch im Schweigen reift.
Und wie dein Wille ihren Sinn begreift,
lassen sie deine Augen zärtlich los...

The Way In

Whoever you are: some evening take a step
out of your chamber, which you know so well;
your house is the last one before the distance;
Whoever you are.
With your eyes so tired that
they hardly leave the threshold, all worn out
you raise most slowly a black tree
and place it before the sky: slender, alone.
Thus you have made the world. And it is large
And like a word that ripens still in silence.
And as your will perceives its meaning,
your eyes will tenderly let go....

(This poem by Rilke was selected by ΔΕΥΚΟΘΕΑ, a.k.a Liz DeLisle, Greekling in 00/01.)

I hope you will contribute some inspirational material too.
Just bring a (photo-)copy to class or e-mail it.
TO ATTİKON: Assignment for Friday, Week 7

1. Vocabulary p. 156.

2. Grammar ##2-4 on pp. 146-147:
   - please learn the paradigm of royalty (ΒΑΣΙΛΕΥΣ) in #4. MINI-QUIZ. (Note: just learn ΒΑΣΙΛΕΙ for the dat. sing.)
   - then compare/contrast this declination with that of ΠΟΛΙΣ and ΑΣΤΥ in #3 and read through #2.
   - finally, just smile at the ships and the oxen on p. 146, since both roam the Homeric epics in all kinds of forms that are NOT listed here.

   #5 on p. 147:
   Read and compare to the parallel disquisition on the dative (#6 on p. 88). By the way, some of these terms are a matter of fact. For example, I do not believe in the “dative of respect” but prefer to think of it as a subspecies of the “dative of means,” just like the “dative of military accompaniment” which you will encounter in Herodotus. Again, reduce this information to a list of names, as you have done for the dative.

   #6 on p. 148 (=a little tip on how to translate): read through carefully.

3. Exercise 9ζ on p. 147: do ##1-5 orally; please write (to hand in) ##4, 7, 9, 11.

4. Exercise 9η on p. 149: do ##1-5 orally.

MONDAY

The QUIZ will feature:

1. A review passage from the Greek readings pp. 133-135, 142-144.

2. A grammar section on all the forms of "to be" you have learned so far (p. 153).

3. A small piece of sight translation Greek-to-English.


5. Of course, our mottoes.