TO ATTIKON:  Assignment for Monday, Week 3.1

1. Learn the vocabulary on p. 36. I realize that there is a lot of it, that's why you have no written assignment to do today. When studying I recommend warmly Caesar's principle (or was it Augustus?): *divide et impera!* (*"split and conquer!"*)

2. Review/complete the reading of 3(β) on pp. 30-31.

3. Read "Grammar" on pp. 31-33. Memorize both columns ("paradigms" or models) at bottom of p. 31. MINI-QUIZ on this. As before, learn tables vertically. When you have made your own neat chart of the material and sit back to admire your handiwork.

   *ASK ME ABOUT HOW TO MAKE A CHART*

TO ATTIKON:  Assignment for Tuesday, Week 3.2

1. Review the vocabulary on p. 36. Make sure that you know **all** the nominative singular forms given for each of the two adjectives.

2. Read "The Deme and the Polis" on pp. 28-29.

3. Review/complete the **first** paragraph of the Greek reading 4(α) on p. 37.

4. Grammar p. 38 #1: Learn the full conjugation of these three verbs. (For ΦΙΛΕΩ learn the forms uncontracted-to-contracted.) Use the special chart I provided last week, and simply add the forms for 1st and 2nd person plural.

5. Write the Exercises on p. 33 as follows:
   
   **3γ** -  ## 1-5; but please write out (to hand in) the complete phrase;
   
   **3δ** -  ## 1-3 and 6; again, write out (to hand in) the complete phrase in Greek;
   
   **3ε** -  ## 1, 3, 4 translate the Greek sentences orally into English
               ## 2, 5 first translate the Greek sentence orally into English, then use it as a guide for translating the English sentence into Greek.

*Re-peating, re-reading, re-viewing --- the key to success lies in this prefix. Plod on doggedly but keep your mind open: boredom, arrogance, and frustration all arise from expectations! Remember:*

"for a Greek[ling] every event, no matter how stale, is always unique. He is always doing the same thing for the first time: he is curious, avidly curious, and experimental. He experiments for the sake of experimenting, not to establish a better or more efficient way of doing things. He likes to do things with his hands, with his whole body, with his soul, I might as well say. Thus Homer lives on."

*(Henry Miller, *Colossus of Maroussi)*
TO ATTIKON: Assignment for Wednesday, Week 3.3

QUIZ today on:
1. Vocabulary pp. 3, 8, 12, 18, 24, 30, 36;
2. The Greek readings pp. 18-19, 24-25, 30-31;
3a. The verb-forms pp. 26-27, most of which are also tabulated on the special verb-chart I handed out. (mini-quiz stuff)
3b. The declensions p. 31, the nouns of which are also tabulated on the special rainbow chart I handed out. (mini-quiz stuff)
4. A few English-to-Greek sentences based on the vocabulary and forms above.
5. Both mottoes with authors. (mini-quiz stuff)
6. Your Greek signature, of course.

TO ATTIKON: Assignment for Thursday, Week 3.4

1. Vocabulary p. 46.

2. Review/complete the Greek reading 4(α) on pp. 37-38.

3. Grammar ## 2 and 3 on pp. 40-42:
   Read the material down to (and through) note 4. Then learn the full paradigm for Η ΚΑΛΗ ΚΡΗΝΗ (orange rainbow chart). Be surprised to find the accent on the genitive plural where it is. Take a break.
   Now review your memorization of the declension Η ΚΑΛΗ ΚΡΗΝΗ. (There will be a MINI-QUIZ on this.) Then read through the rest. When you learn a new noun, always learn nominative and genitive. Thus learn now the three nouns:
   Η ΟΙΚΙΑ, ΤΗΣ ΟΙΚΙΑΣ ("house"),
   Η ΘΑΛΑΤΤΑ, ΤΗΣ ΘΑΛΑΤΤΗΣ ("sea")
   Η ΜΑΧΑΙΡΑ, ΤΗΣ ΜΑΧΑΙΡΑΣ ("knife").
   As long as you remember the genitive forms, you need not encumber your brain with all the rules given on pp. 41-42. (I hope you will not regard this instruction as overly permissive; we do indeed run the risk that you will on occasion sound like a Spartan or even an immigrant from Asia Minor. But in this course we celebrate regional diversity!).

4. Translate (to hand in) the Grecian terms in “Word Building” (p. 38) into English.
TO ATTIKON: Friday, Week 3.5

1. Study the three charts of declensions, paying generous attention to the accents. (Peruse sheet on accents.) Train yourself to recite all the forms rapidly; try to enjoy the experience. (This is probably the closest you will ever come to feeling like a prayer-mill.)

2. Review the vocabulary listed on the three charts as well as whatever words have been giving you trouble.

3. Do the Exercises on pp. 42-43, writing (to hand in) unless marked otherwise:
   - 4β - ## 5-8;
   - 4γ - do orally;
   - 4δ - ## 1-3: put everything you can into the plural and translate (no analysis);
   - 4ε - ## 3-4: put everything you can into the singular and translate (no analysis).

After a week crowded with the preparation, it is time to recall WHY we are making this intense effort. By sorting word after word, form after form into your mental filing-cabinet, you are forging a key. It is the key to a different world and it cannot be forged without sweat and strain. Its possession, however, is invaluable. Don’t take my word for it but, for example, Matthew Arnold’s:

To A Friend

Who prop, thou ask’st, in these bad days, my mind?—
He* much, the old man, who, clearest soul’d of men,
Saw the Wide Prospect, and the Asian Fen,
And Tmolus hill, and Smyrna bay, though blind.

Much he**, whose friendship I not long since won,
That halting slave, who in Nicopolis
Taught Arrian, when Vespasian’s brutal son
Clear’d Rome of what most shamed him. But be his***

My special thanks, whose even-balanced soul,
From first youth tested up to extreme old age,
Business could not make dull, nor passion wild;

Who saw life steadily, and saw it whole;
The mellow glory of the Attic stage,
Singer of sweet Colonus, and its child.

*Homer  ** Epictetes  ***Sophocles
The study of a language or a literature or any study that will increase and refine our ability to be through words is part of a battle for civilization and justice and freedom, for clarity and truth, against vile fake-scientific jargon and spiritless slipshod journalese and tyrannical mystification.