1. Learn vocabulary on pp. 54-55 (you have until Wednesday for this).
2. Review/complete reading of Greek pp. 46-47.
3. Grammar # 6 on pp. 48-49:
   (a) Review the paradigm of ΚΑΛΟΣ (using our orange chart #14)
   (β) Make (to hand in) a parallel chart for ΡΑΙΔΙΟΣ (watch the iota adscript!). Underneath, list other words that follow this paradigm:
      ΑΙΤΙΟΣ/ΠΟΛΕΜΟΣ/ΗΛΙΟΣ/ΑΝΘΡΩΠΟΣ/ΑΓΓΕΛΟΣ/ΜΑΧΑΙΡΑ/
      i. ΜΕΛΙΤΤΑ/ΑΡΟΤΡΟΝ. Be sure to write down all three nominative forms for each adjective (masculine, feminine, neuter) as well as the definite article, nominative, and genitive forms of each noun.
   (c) Read carefully through the rest of p. 49. Once more, you need not memorize the whole declension of ΜΕΓΑΣ and ΠΟΛΥΣ as long as you remember all three nominative forms.
   (d) Review the declension of the definite article (also using our special rainbow charts)
4. Take mental note of Grammar ## 5 and 7 on pp. 48 and 50 respectively.
5. Exercise 4k, p. 50: do orally. Identify the forms on the basis of the definite article, since you have not learned the declension of the nouns yet.

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At about this point the weak-hearted reader usually sits down in the road, removes his shoes and weeps that he 'is a bad linguist' or that he or she can't possibly learn all those languages.

One has to divide the readers who want to be experts from those who do not, and divide, as it were, those who want to see the world from those who merely want to know WHAT PART OF IT THEY LIVE IN.

(Ezra Pound, The ABC of Reading)

Oh brothers, I said, who through a hundred thousand perils have reached the west, to this so brief vigil of the senses that remains to us choose not to deny experience, in sun's track, of the unpeopled world. Take thought of the seed from which you spring. You were not born to live as brutes, but to follow virtue and knowledge.

'O frati,' dissi, 'che per cento milia perigli siete giunti a l'occidente, a questa tanto picciola vigilia d'i nostri sensi ch'è del rimanente non vogliate negar l'esperienza, di retro al sol, del mondo sanza gente Considerate la vostra semenza: fatti non foste a viver come bruti, ma per seguir virtute e canoscenza.'

Dante, Inferno XXVI 112-20

Courtesy of ΑΛΚΙΒΙΑΔΗΣ, a.k.a Calloway Scott, Greekling in 05-6
TO ATTIKON Tuesday, Week 4.2


2. First, read through Grammar #2 on pp. 56-57. Next, learn all forms of TIMAΩ (uncontracted to contracted, of course) as given in #1 on p. 56. Be sure to say them aloud when learning, for the sheer joy of hearing those honorable forms ring out and not because there will be a MINI-Quiz on them tomorrow.) Now, return to browsing mode to peruse ##3-4 on pp. 58-59.

3. Exercises p. 57-58:
   - 5β - write (to hand in) ##1-4 (for ambiguous forms please give both translations and both plural forms)
   - 5γ - write (to hand in) ##5-8;
   - 5δ - write (to hand in) ##3-4.

On high expectations (and self-fulfilling prophecies):
People generally behave as expected. If we expect people to be friendly they are more likely to be so than if we expect them to be hostile and treat them accordingly. The patients of Freudian analysts tend to have Freudian dreams, while patients of Jungian analysts tend to have Jungian dreams. There are countless examples from all realms of human experience that illustrate this principle [...]

In schools, for instance, the way teachers treat pupils and hence the way children learn is strongly influenced by expectations. The textbook example is called the "Pygmalion experiment," carried out in an elementary school in San Francisco by the Harvard psychologist Robert Rosenthal and his colleagues. These prestigious scientists created expectations in the teachers that certain children in their classes were about to bloom intellectually and would show remarkable gains in the current school year. The psychologists created this belief by administering a test to all the children in the school, describing it as a new technique for predicting intellectual "blooming," calling it the "Harvard Test of Inflected Acquisition." Within each class, the teacher was then given the names of the 20 percent of children who had scored highest. In fact, it was an ordinary non-verbal intelligence test, and the names of those most likely to "bloom" were chosen at random.

At the end of the school year, when all the children were tested again with the same intelligence test, the "promising" children scored an average of 15.4 IQ points more than the control children; in the second grade 9.5 points more. Not only did these "promising" children tend to score better, but there was also a tendency for teachers to rate them as more appealing, adjusted, affectionate, curious, and happy.

(Rupert Sheldrake, Seven Experiments That Could Change The World)
TO ATTIKON: Wednesday, Week 4.3

This week you have filled many of the annoying blanks on our charts: having learned the plural, you are now finally in possession of fields, trees, plows while so far you could only have one of each. You have learned the plural forms of verbs as well as nouns. Moreover, your Greek world has been enriched by everything female: fountains, houses, knives, festivals, water jars. As a result, you probably feel inundated with charts. Instead of throwing the towel, however, rejoice in proceeding further along the arch of the rainbow by acquiring the forms of Ο ΔΕΣΠΟΤΗΣ on p. 47 (and rainbow chart). Remember that all these declensions have far more similarities than differences. Remember also that this lesson contains more grammar than any of the upcoming ones. So be of good cheer: think of each form as a knot in your net to fish the translucent waters of the Aegean.

Thursday’s quiz (tomorrow) will be based on:
2. Vocabulary pp. 37, 46, 54-55.
3. Morphology:
   - Verbs on p. 38-39;
   - Hybrid nouns on p. 47;
   - Adjectives on p. 48-49;
4. Some English-to-Greek sentences based on the above forms and vocabulary.
5. All three mottoes.

Beginner’s Greek

To one
Who smells the sun,
Eyes shut, and tastes that rain is sweet;

Who hears
Music, but fear
Its presence in empty gardens; or, discreet,

Only observes
The nerves
And fibers of a painting – shade, technique;

What is
Beyond analysis
Is perilous; we must not wish to seek

And cry
“This is what I
Love, what I cherish!” Instead be wary of such

Intensity
That we
May never be hurt or happy or anything too much

James Merrill

(Courtesy of ΦΙΛΟΚΤΗΤΗΣ, aka Nathaniel Otting, Greekling in 00/01)
TO ATTİKON Thursday, Week 4.4

1. Review/complete reading on p. 55.
2. Another sequence that requires a shifting of gears.
   N - Warm up by reading through the three short sentences that make up Grammar #5 on p. 64.
   D - Crank up your cerebral engine one notch and go on to read, carefully, Grammar #6 on pp. 64-65.
1 - Now give it the full throttle, as you memorize the forms of the personal pronoun on p. 65 and of ΑΥΤΟΣ (compare/contrast with ΚΑΛΟΣ) in #9 on p. 68. (Mini-quiz tomorrow, Friday)
2 - Stay super-attentive to read the rest of #9.
P - Finally, rejoice that you do NOT have to do more than glance at Grammar #8 on p. 67-68 and #7, since that stuff looks complicated only on the page and can be explained more easily in class.


   Reason is overrated.
   Suspend disbelief, create passively.
   If you do not know what I mean,
   perhaps Rilke will clarify.

Rainer Maria Rilke, Sonette an Orpheus, II, 4 (Carolin Hahnemann’s translation)

   O dieses ist das Tier, das es nicht giebt.
   Sie wußtens nicht und habens jeden Falls
   - sein Wandeln, seine Haltung, seinen Hals, its neck,
   bis in des stillen Blickes Licht - geliebt.

   Zwar war es nicht. Doch weil sie's liebten, ward
   ein reines Tier. Sie ließen immer Raum.
   Und in dem Raume, klar und ausgespart,
   erhob es leicht sein Haupt und brauchte kaum
   zu sein. Sie nährten es mit keinem Korn,
   nur immer mit der Möglichkeit, es sei.
   Und die gab solche Stärke an das Tier,

   daß es aus sich ein Stirnhorn trieb. Ein Horn.
   Zu einer Jungfrau kam es weiß herbei -
   und war im Silber-Spiegel und in ihr.

   This is the beast that exists not.
   They did not know that, and so all the same
   its stature, its limbs’ nimble game,
   down to the light of its calm glance they adored.

   Though it was not, yet from their love arose
   a beast all pure. They just left vacant space.
   And in the space, clear, free, and figureless,
   it lightly raised its head, having almost no
   need to exist. They nourished it with not a crumb,
   but with the possibility: it may.
   And this gave to the beast such energy

   that from its brow it grew a horn. One horn.
   White to a maiden did it make its way -
   was in the silver-mirror, and was she.
NOTE: Today is the day when those of you who have learned a foreign language before finally receive the challenge you have been waiting for. In little more than nine unpretentious forms the Greek verb breaks down the polarity between active and passive! And yet, the middle can hardly be called a stranger. If you were ever annoyed with the dishonesty of a boss, a parent, or a friend who promised somebody that "I will do it" and then had YOU do all the work, you have already experienced the middle. Did you ever sigh about "what you had gotten yourself into"? Another middle! You may never have noticed it, but the middle has been with us all along.

1. MINI-QUIZ on ΑΥΤΟΣ (compare/contrast with ΚΑΛΟΣ) in #9 on p. 68
2. Vocabulary p. 72-73, left column.
3. Review/complete reading 5(β) on pp. 62-64.
4. Buy highlighting pens in different colors: one for contract verbs, one for enclitics, one for postpositive words. Then go through your vocab sheets and spread color! Alternatively---an alternative not at all to be sneezed at!---you could collect all specimen of each group on a sheet of paper. This is your written assignment for the day; do take it seriously!
5. Grammar:
   a. #1 on p. 74 — An important section only in so far as it shows that Greek has lots of rules but even more exceptions. Just relish the vibrant rebelliousness of this so-called dead language and move on.
   b. ##2-4 on pp. 75-78. As often in this book, these items all belong together. #3 requires memorization, though not a lot if you remember the rules of contraction (handsomely displayed on the VERY special chart I made for you). Write everything out at least once. Say everything aloud at least twice. ##2 and 4 are just for reading through, but be sure to mark the text for questions.

The very simplicity and nakedness of man’s life in the primitive ages imply this advantage at least, that they left him still but a sojourner in nature. When he was refreshed with food and sleep he contemplated his journey again. He dwelt, as it were, in a tent in this world.

Thoreau, Walden

(Courtesy of ΛΕΥΚΟΘΕΑ, aka Liz DeLisle, Greekling in 00/01)
TO ATTIKON Monday, Week 5.1

1. Vocabulary p. 72-73, right column.

2. Review/complete reading 6(α) on pp. 72-73.

3. Read "Myth" pp. 81-83.

4. A Variation on Exercise 6β p. 58 - write (to hand in) the all the forms of the deponentia ΓΙΓΝΟΜΑΙ and ΑΦΙΚΝΕΟΜΑΙ. **Contrary** to the directions given in the book, write down both the uncontracted and the contracted forms. Please keep slavishly to the order I show on the chart. If you have the order of the chart securely memorized you do not need to write down the translation of each form. (However, please do **say each translation aloud**, sticking slavishly to my tried-and-true formulas for the translation, complete with "y’all" and exclamation marks.)

5. **MINI-QUIZ** on all forms of ΛΥΩ and ΦΙΛΕΩ learned so far. Have you noticed the tables at the end of the book yet? You can find the indicative, imperative, infinitive of ΛΥΩ and ΛΥΟΜΑΙ on p. 301, and the equivalents for ΦΙΛΕΩ and ΦΙΛΕΟΜΑΙ on p. 304. Unfortunately, the latter table displays only the contracted forms, so you have to make sure you remember the uncontracted ones too (cf. pp. 39 and 77).

TO ATTIKON Tuesday, Week 5.2

1. Vocabulary p. 84.

2. Exercises pp. 79-80:
   - 6γ - ##1-3 orally;
   - 6δ - ##1, 3 orally;
   - 6ε and 6ζ - write (to hand in) all of these;
   - 6η - ## 7-10 orally;
   - 6θ - write (to hand in) ##4 and 5.

3. Review/complete the Greek reading 6(β) on p. 84 (i.e. only the first paragraph).
TO ATTIKON Wednesday, Week 5.3

The QUIZ will be based on:

1. Greek readings pp. 55, 62-64, 73-74, 84 (first paragraph only).


3. Morphology (almost all of which has been MINI-QUIZZED already):
   - Declension of ΕΓΩ, ΣΥ, ΑΥΤΟΣ (pp. 65 and 68);
   - Conjugation of ΛΥΩ, present active and middle (p. 301);
   - Conjugation of ΦΙΛΕΩ, present active and middle (pp. 38-38 and 77);
   - Conjugation of ΤΙΜΑΩ, present active and middle (pp. 56, 77-78).

4. All four mottoes.

NOTE: This QUIZ will have a different format from the preceding ones. This time I will test your knowledge of the vocabulary, grammar, and mottoes in context by putting on two translation passages: one Greek-to-English and one English-to-Greek. As a result, I encourage you to take special pains with the vocabulary. (I know from our translating in class that these pains will be universally helpful.) If you have not yet perfected your preferred vocab-training method, do so soon. Also utilize your highlighted charts of: (1) enclitics, (2) postpositive words, (3) contractable verbs, (4) deponent verbs.

Nigh fifty years the Buddha had wandered up and down in Ganges-land, teaching and preaching. And now he is about to die. Flowers fall from the sky and heavenly quires are heard to sing his praise. “But not by all this,” he answers, -- “but not by all this, O Ananda, is the Teacher honored; but the disciple who shall fulfil all the greater and lesser duties, -- by him* is the teacher honored.”

*or her

Charles Lanman, Memorial Address for William Dwight Whitney
(Two of America’s greatest Sanskritists)
TO ATTIKON Assignment for Thursday, Week 5.4

1. Learn vocabulary p. 94.

2. Review/complete Greek reading 6(β) on pp. 84-86.

3. Grammar pp. 87-89: ##5 and 7 contain information that you should transfer to your system of flashcards and learn as vocabulary #6 is a list of uses for the dative. Read carefully through one description at a time, think of an example, and finally baptize it with a user-friendly one word term.

4. Exercises pp. 89-90:
   6α- just write the identification of the uses in ##1, 4, 5, 7;
   6μ- write ##1, 2, 5, 10, 11 (following all the instructions);
   6ν- write ##4, 5, 6, 7;
   6ξ- write #5 (both sentences).

All you need to study Greek is the ability to cross a street in downtown Athens, namely alertness, organization, and persistence. (These qualities are useful for locomotion anywhere in Greece as well as in life generally, I suspect.)

"Language learning is over-learning; anything less is of no use," said somebody. Each step needs to be habitual in order to serve as the basis for the next step.

Even though Greek may not (yet) be the center of your existence, it needs to be a fixed part of your day, at least twice per day (one hour, e. g., and then a half-hour or so later on).

Review!
Immediately review whatever you've studied, before it fades and requires laborious retrieval. E.g., as soon after class as possible, go over whatever was new to you in the reading or the grammar. Aim to develop the methods of Richard Burton (the polyglot Oriental adventurer and translator of the Arabian Nights, not the actor), who carried word-lists and paradigms in his pocket, and practiced them at odd moments throughout the day --- e.g. while waiting to catch a boat on the Ganges, waiting for his glass of tea in a Turkish bazaar, or waiting for twilight so he could move unnoticed through the backstreets of Baghdad,

Read aloud!
Nothing else fixes so clearly in your mind the shape of words, phrases, and sentences. Short of surrounding yourself with tapes of ancient Greek (not a bad idea, incidentally), it is the nearest thing to immersion, and it has the advantage that you are actively focusing on the sounds you create.
TO ATTIKON Assignment for Friday, Week 5.5

1. Review/complete Greek reading 7(a) on pp. 95-96.

2. Grammar I: First review the full declensions of 

   Ο ΑΓΡΟΣ,
   Η ΚΡΗΝΗ,
   ΤΟ ΔΕΝΔΡΟΝ,
   Ο ΔΕΣΠΟΤΗΣ.

   MINI-QUIZ on all the declension lore assigned above.

2. Grammar 3b on p. 99 - learn the declensions of Ο ΠΑΙΣ and ΤΟ ΟΝΟΜΑ. (Omit the "prehistoric" dative plural forms.)
   Note: a) If you use what you already know of TO ΔΕΝΔΡΟΝ and what you have just learned in Ο ΠΑΙΣ, nothing is really new in ΤΟ ΟΝΟΜΑ! (We call this "networking.")
   b) The behavior of sigma in the dative plurals here shows that intervocalic sigma is only getting what it deserves.
   c) AFTER you got those two paradigms memorized read through 3a on p. 98.

3. Exercises p. 100: Write (to hand in) 7α in its entirety and 7β ##1-10.
1. Learn vocabulary on pp. 104 and 112 (It is a lot of vocabulary, but you can do it!).
2. Review/complete Greek reading 7(β) on pp. 104-106.
3. Review the declension of Ο ΠΑΙΣ and ΤΟ ΟΝΟΜΑ in 3b on p. 99. (MINI-QUIZ)
4. Grammar #4 on pp. 100-101: note that there is nothing new here. So just inspect closely and move on.
5. Exercise 7β on p. 100: write (to hand in) ##11-20. 7δ on p. 102: write (to hand in) the missing Greek and the translations for ##2, 4, 7, 9 (2 ways, depending on the case after META, do both), 10. Take a break before moving on to the next chapter.
6. Grammar ##5-9 on pp. 106-107: read through carefully, noting the little that is actually new. Then learn to decline ΣΩΦΡΩΝ for practice in the ways of the third declension. Note that the accents on these forms are regular. The vocative’s accent may be different in the singular, sometimes.
8. Read "Homer" on pp. 102-103.
9. Read Theokritos' "Idyll XI" on the handout.