

## Lesson 9



### ISOCRATES ON EDUCATION

Ancient Anecdote Elaboration By Aphthonius<sup>1</sup>

*Isocrates said that the root of education is bitter, its fruit sweet.*

[Encomion] It is right to admire Isocrates for his art, for he gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it. To go through the benefits he conferred on human life by giving laws to kings and advice to individuals would be too long; I will speak only of his wise saying on education.

[Paraphrase] The lover of education,' he says, 'labours at first, but those labours end in profit.' That was his wise saying; and we shall show our admiration in what follows.

[Cause] The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants (pedagogues) take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market-place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

[Contrast] But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants,

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1 "Aphthonius' Progymnasmata," translated by Malcolm Heath (Professor of Greek Language and Literature, Leeds University), <http://www.rhetcomp.gsu.edu/~gpullman/2150/Aphthonius%20Progymnasmata.htm>.

he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgement when he called the root of education bitter.

[Comparison] For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

[Example] Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

[Authority] For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy [Works and Days 286-92], expressing the same wise judgement as Isocrates. For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

[Exhortation] Those who consider these points must admire Isocrates for his outstandingly wise saying on education.



Lesson 9.1

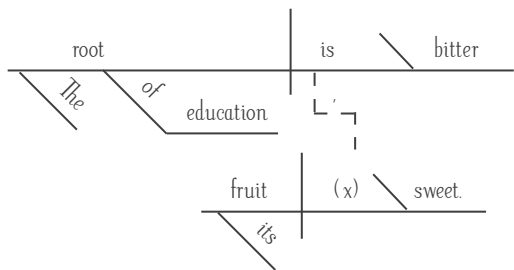
Prose & Poetry

ANCIENT ANECDOTE & PROVERB ELABORATION BY  
APHTHONIUS This is a proverb.

[The root (of education) is bitter, its fruit sweet.]

Analysis

- ◆ **Diagram** the sentence.



Inflection:

- ◆ **Number:** Educations have bitter roots, but sweet fruits.
- ◆ **Declension:** (a few possibilities – answers will vary!)  
[Nominative] Education has a bitter root, but sweet fruit.  
[Possessive – alternative to model sentence] Education’s root  
is bitter; its fruit sweet. [Objective] Toil makes education  
have a bitter root, but its reward is a sweet fruit. [Absolute] O  
Education, your root is bitter, but your fruit sweet.

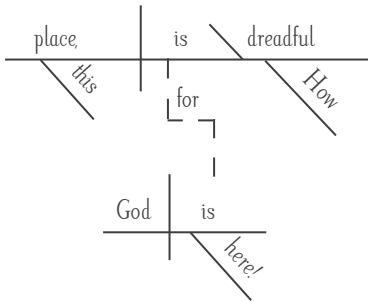
See selection at beginning of this lesson for headers.

## Lesson 9.2

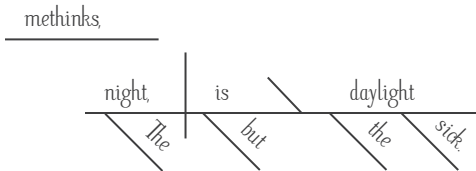
## Language Logic

## SENTENCE DIAGRAMMING

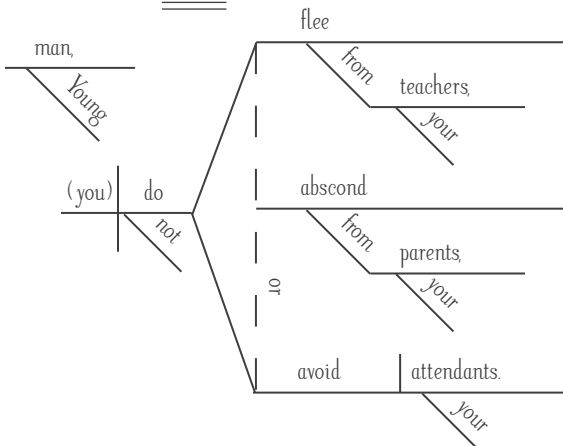
1. [How dreadful is this place,] [for God is here!] – *compound sentence*



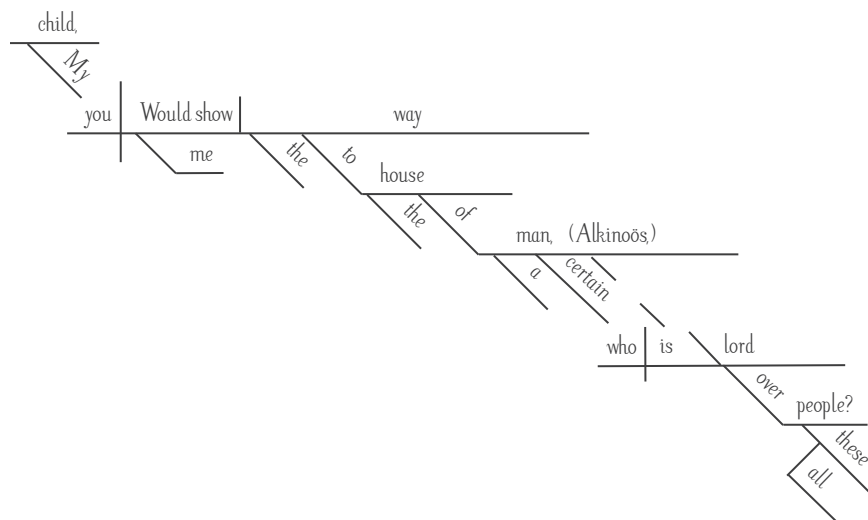
2. The night, methinks, is but the daylight sick. – *simple sentence*



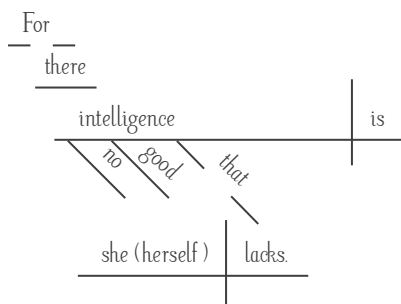
3. [Young man, do not flee (from your teachers,) abscond (from your parents,) or avoid your attendants.] – *simple sentence*



4. [My child, would you show me the way (to the house) (of a certain man,) Alkinoös, [who is lord (over all these people?)]] – *complex sentence*



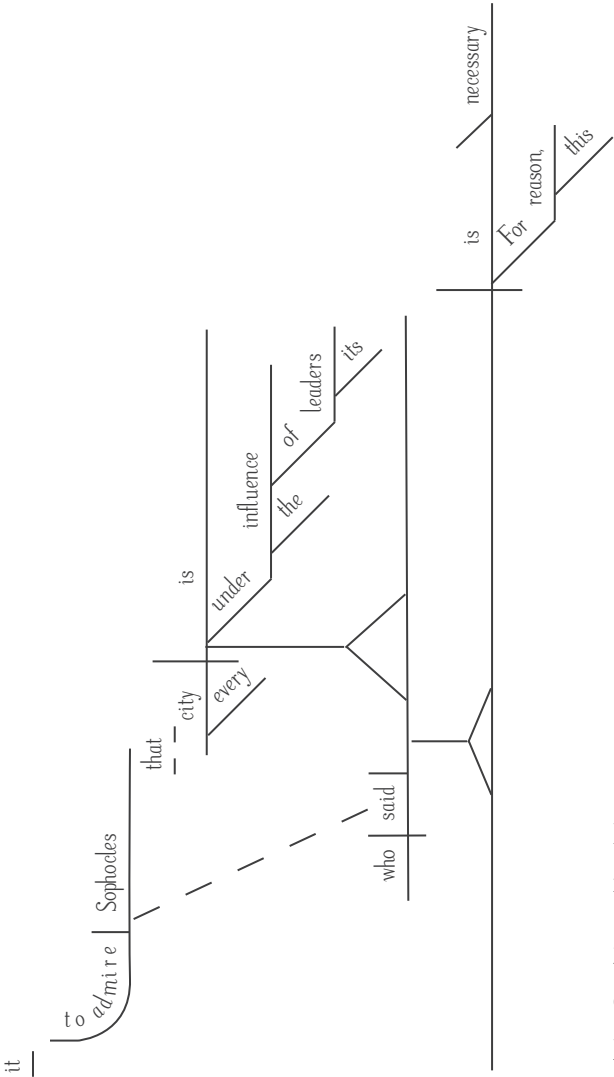
5. [For there is no good intelligence [that she herself lacks.]] – *complex sentence*



6. [(For this reason,) it is necessary to admire Sophocles, [who said [that every city is (under the influence) (of its leaders.)]]] – *complex sentence*

This diagram is a bit more complex than others we have seen, and it would make a good classroom exercise either on the board, or with little scraps of paper that they can arrange into the complete diagram. Remind students to

consider at each clause separately, and then look at how they fit together. Have students first diagram the quote (*every city is under the influence of its leaders*). Then ask them what function that entire noun clause has (it is the direct object of *said*). Finally, help them see that all of that is the subject of *is*, since *it* is an expletive in that clause.



Relevant sections  
in *Sentence Sense*:

23. 2 Indirect  
Quotations; 24.3  
Expletives.

## SENTENCE PARSING

WORD	PART OF SPEECH	DEFINE	CLASSIFY	PROPERTIES	FUNCTION
1. dreadful	verbal	modifies noun	descriptive	--	PA, modifies <i>place</i>
1. for	conjunction	connects two clauses	coordinate	--	connects principal clauses
1. is (second use)	verb	state/ be- ing	intransi- tive	3rd singular present	main verb of principal clause
2. but	adverb	modifies verb	--	--	modifies <i>is</i>
3. do flee	verb	action	intransi- tive	3rd singular present	main verb of principal clause
4. Alkinoös	noun	person	proper	3rd singular masculine objective	appositive for <i>man</i>
5. no	adjective	modifies noun	definitive	--	modifies <i>intelligence</i>
5. she	pronoun	unstated	personal	3rd singular feminine	subject of principal clause
6. is	verb	action	linking	3rd singular past	main verb of principal clause
6. necessary	adjective	modifies noun	descriptive	--	PA, modifies <i>to admire . . .</i>
6. to admire	verbal	<i>to admire</i>	infinitive	--	noun – subject of principal clause