

## American School of Classical Studies at Athens

## Examination in Greek Translation 2003

Time: 1 hour

Directions: Translate two (2) of the following four passages, one prose and one poetry (50 points each).

1. Euripides, *Cyclops* 241-261.

Silenus has persuaded the Cyclops that the Greeks were stealing the Cyclops' possessions and so should be eaten, and Odysseus disputes this account of matters.

## ΚΥΚΛΩΨ

245 ἄληθες ; οὐκουν κοπίδας ὡς τάχιστ' ἰὼν  
 θήξεις μαχαίρας καὶ μέγαν φάκελον ξύλων  
 ἐπιθείς ἀνάψεις ; ὡς σφαγέντες αὐτίκα  
 πλήσουσι νηδὺν τὴν ἐμὴν ἀπ' ἀνθρακος  
 θερμὴν διδόντες δαίτα τῷ κρεανόμῳ,  
 τὰ δ' ἐκ λέβητος ἐφθὰ καὶ τετηκότα.  
 ὡς ἔκπλεῶς γε δαιτός εἰμ' ὄρεσκόου·  
 ἄλις λεόντων ἐστὶ μοι θοινωμένῳ  
 ἐλάφων τε, χρόνιος δ' εἶμ' ἀπ' ἀνθρώπων βοράς.

## ΣΙΛΗΝΟΣ

250 τὰ καινά γ' ἐκ τῶν ἠθάδων, ᾧ δέσποτα,  
 ἠδίων' ἐστίν. οὐ γὰρ οὖν νεωστὶ γε  
 ἄλλοι πρὸς οἶκους σοὺς ἀφίκοντο ξένοι.

## ΟΔΥΣΣΕΥΣ

255 Κύκλωψ, ἀκουσον ἐν μέρει καὶ τῶν ξένων.  
 ἡμεῖς βοράς χρῆζοντες ἐμπολὴν λαβεῖν  
 σῶν ἄσσον ἀντρων ἤλθομεν νεὸς ἄπο.  
 τοὺς δ' ἄρνας ἡμῖν οὗτος ἀντ' οἴνου σκύφου  
 ἀπηπόλα τε κἀδίδου πιεῖν λαβὼν  
 ἐκὼν ἐκοῦσι, κούδεν ἦν τούτων βία.  
 260 ἀλλ' οὗτος ὑγιὲς οὐδὲν ὦν φησιν λέγει,  
 ἐπεὶ γ' ἐλήφθη σοῦ λάθρα πωλῶν τὰ σά.

## ΣΙΛΗΝΟΣ

ἐγὼ ; κακῶς γ' ἄρ' ἐξόλοι'.

## ΟΔΥΣΣΕΥΣ

εἰ ψεύδομαι.

1. 241 κοπίδας--

κοπίς (adj.) for carving, cleaving

1. 242 θήξεις--

θήγω to sharpen

1. 243 σφαγέντες--

σφάζω to slaughter by cutting the throat

(cont.)

(Euripides, *Cyclops*, cont.)

1. 246 τετηκότα tender from being boiled (τήκω)  
1. 247 ἐκπλεός = ἔκπλεος, quite full  
1. 249 ἐλάφων--  
ἔλαφος deer  
1. 250 ἠθάδων  
ἠθάς accustomed to a thing  
1. 254 ἐμπολήν-- merchandise  
1. 255 ἄσσον comparative of ἄγχι, nearer  
1. 257 ἀπημπολόα--  
ἀπεμπολόω to sell

2. Apollonius Rhodius, *Argonautica* 3. 83-105

Hera, supported by Athena, asks Aphrodite to persuade Eros to induce Medea to fall in love with Jason, with the aim of helping him win the golden fleece.

- 85 Ὡς ἔφαθ'· "Ἥρη δ' αὐτίς ἐπιφραδέως ἀγορευσεν·  
 "Οὔτι βίης χατέουσαι ἰκάνομεν, οὐδέ τι χειρῶν.  
 ἀλλ' αὐτως ἀκέουσα τεῶ ἐπικέκλεο παιδί  
 παρθένον Αἰήτεω θέλξαι πόθῳ Αἰσονίδαο.  
 εἰ γάρ οἱ κείνη συμφράσσεται εὐμενέουσα,  
 ῥηιδίως μιν ἐλόντα δέρος χρύσειον οἷο  
 νοστήσειν ἐς Ἴωλκόν, ἐπεὶ δολόεσσα τέτυκται. "
- 90 Ὡς ἄρ' ἔφη· Κύπρις δὲ μετ' ἀμφοτέρησιν ἔειπεν·  
 " Ἥρη, Ἀθηναίη τε, πίθοιτό κεν ὕμμι μάλιστα,  
 ἢ ἐμοί. ὑμείων γὰρ ἀναιδότηῳ περ ἔοντι  
 τυτθῇ γ' αἰδῶς ἔσσειτ' ἐν ὄμμασιν· αὐτὰρ ἐμεῖο  
 οὐκ ὄθεται, μάλα δ' αἰὲν ἐριδμαίνωυ ἀθερίζει.  
 95 καὶ δὴ οἱ μενέηνα, περισχομένη κακότητι,  
 αὐτοῖσιν τόξοισι δυσηχέας ἄξαι οἰστούς  
 ἀμφαδίην. τοῖον γὰρ ἐπηκείλησε χαλεφθεῖς,  
 εἰ μὴ τηλόθι χεῖρας, ἕως ἔτι θυμὸν ἐρύκει,  
 ἔξω ἐμάς, μετέπειτά γ' ἀτεμβοίμην ἐοῖ αὐτῇ. "
- 100 Ὡς φάτο· μείδησαν δὲ θεαί, καὶ ἐσέδρακον ἄντην  
 ἀλλήλαις, ἢ δ' αὐτίς ἀκηχεμένη προσέειπεν·  
 " Ἄλλοις ἄλγεα τάμ' ἀγέλας πέλει· οὐδέ τί με χρὴ  
 μυθεῖσθαι πάντεσσιν· ἄλλ' εἰδυῖα καὶ αὐτῇ.  
 νῦν δ' ἐπεὶ ὕμμι φίλον τόδε δὴ πέλει ἀμφοτέρησιν,  
 105 πειρήσω, καὶ μιν μειλίξομαι, οὐδ' ἀπιθήσει. "

1. 85	χατέουσαι-- χατέω	to long for	1. 105	μειλίξομαι-- μειλίσσω	to coax
1. 86	ἀκέουσα ἐπικέκλεο-- ἐπικέλομαι	quietly to call upon		ἀπιθήσει-- ἀπιθέω	to refuse
1. 88	δέρος	= δέρμα (poetic)			
1. 94	ὄθεται ἀθερίζει μενέηνα-- μενεαίνω	to have regard for to slight to be angry with			
1. 96	ἄξαι	from ἄγνομι			
1. 97	ἀμφαδίην χαλεφθεῖς-- χαλέπτω	openly to be angry			
1. 98	ἐρύκει	to restrain			
1. 99	ἀτεμβοίην-- ἀτέμβω	to blame (+ dative)			

## 3. Isokrates, Archidamus 17-19

Isokrates portrays Archidamus III of Sparta as stirring patriotic fervor at a time of peril with an recounting of Spartan history that includes this account of the Return of the Herakleidai.

(17) ἐπειδὴ γὰρ Ἡρακλῆς μετήλλαξε τὸν βίον θεὸς ἐκ θνητοῦ γενόμενος, κατὰ μὲν ἀρχὰς οἱ παῖδες αὐτοῦ διὰ τὴν τῶν ἐχθρῶν δύναμιν ἐν πολλοῖς πλάνοις καὶ κινδύνοις ἦσαν, τελευτήσαντος δ' Εὐρυσθέως κατόκησαν ἐν Δαριεῦσιν. ἐπὶ δὲ τρίτης γενεᾶς ἀφίκοντο εἰς Δελφούς, χρῆσασθαι τῷ μαντεῖῳ περὶ τινῶν βουλευθέντες. ὁ δὲ θεὸς περὶ μὲν ὧν ἐπηρώτησαν οὐκ ἀνεῖλεν, ἐκέλευσε δ' αὐτοὺς ἐπὶ τὴν πατρίαν ἵεναι χώραν. (18) σκοπούμενοι δὲ τὴν μαντείαν, εὕρισκον Ἄργος μὲν κατ' ἀγχιστείαν αὐτῶν γιγνόμενον (Εὐρυσθέως γὰρ ἀποθανόντος μόνοι Περσειδῶν ἦσαν καταλελειμμένοι), Λακεδαίμονα δὲ κατὰ δόσιν (ἐκβληθεὶς γὰρ Τυνδάρεως ἐκ τῆς ἀρχῆς, ἐπειδὴ Καστώρ καὶ Πολυδεύκης ἐξ ἀνθρώπων ἠφανίσθησαν, καταγαγόντος αὐτὸν Ἡρακλέους δίδωσιν αὐτῷ τὴν χώραν διὰ τε τὴν εὐεργεσίαν ταύτην καὶ διὰ τὴν συγγένειαν τὴν πρὸς τοὺς παῖδας), (19) Μεσσήνην δὲ δοριάλωτον ληφθεῖσαν (συληθεὶς γὰρ Ἡρακλῆς τὰς βοῦς τὰς ἐκ τῆς Ἐρυθείας ὑπὸ Νηλέως καὶ τῶν παιδῶν, πλὴν ὑπὸ Νέστορος, λαβὼν αὐτὴν αἰχμάλωτον τοὺς μὲν ἀδίκησαντας ἀπέκτεινεν, Νέστορι δὲ παρακατατίθεται τὴν πόλιν, νομίσας αὐτὸν εὖ φρονεῖν ὅτι νεώτατος ὢν οὐ συνεξήμαρτε τοῖς ἀδελφοῖς).

- |    |                          |  |
|----|--------------------------|--|
| 17 | γενεᾶς                   | generation   |
| 18 | καταγαγόντος--<br>κατάγω | to restore (someone) to his land                                     |
| 19 | συληθεὶς--<br>συλάομαι   | to be robbed or despoiled of a thing (+ acc. of the thing) (passive) |

## 4. Xenophon of Ephesos, 5.14-15

Anthia and Habrocomes, separated when captured by pirates, are reunited and assure each other of their faithfulness during their frightful adventures.

XIV (1) Ὡς δὲ οἱ μὲν ἄλλοι πάντες κατεκοιμήθησαν, ἡσυχία δὲ ἦν ἀκριβής, περιλαβοῦσα ἡ Ἀνθία τὸν Ἀβροκόμην ἔκλαεν, "ἄνερ" λέγουσα "καὶ δέσποτα, ἀπειλήφά σε πολλὴν γῆν πλανθεῖσα καὶ θάλασσαν, ληστῶν ἀπειλὰς ἐκφυγοῦσα καὶ πειρατῶν ἐπιβουλὰς καὶ πορνοβοσκῶν ὕβρεις καὶ δεσμὰ καὶ τάφρους καὶ ξύλα καὶ φάρμακα καὶ τάφους." (2) ἄλλ' ἤκω σοι τοιαύτη, τῆς ἐμῆς ψυχῆς Ἀβροκόμη δέσποτα, οἷα τὸ πρῶτον ἀπηλλάγην εἰς Συρίαν ἐκ Τύρου· ἔπεισε δέ με ἀμαρτεῖν οὐδεὶς, οὐ Μοῖρις ἐν Συρίᾳ, οὐ Περίλαος ἐν Κιλικίᾳ, οὐκ ἐν Αἰγύπτῳ Ψάμμις καὶ Πολύιδος, οὐκ Ἀγχίαλος ἐν Αἰθιοπία, οὐκ ἐν Τάραντι ὁ δεσπότης, ἀλλ' ἀγνὴ μένω σοι πᾶσαν σωφροσύνης μηχανὴν πεποιημένη· (3) σὺ δ' ἄρα, Ἀβροκόμη, σάφρων ἔμεινας, ἢ μέ τις παρευδοκίμησεν ἄλλη καλή; ἢ μή τις ἠνάγκασέ σε ἐπιλαθέσθαι τῶν ὄρκων τε κάμου;" (4) Ταῦτα ἔλεγε, καὶ κατεφίλει συνεχῶς, ὁ δὲ Ἀβροκόμης "ἄλλ' ὁμνύω σοι," φησὶ "τὴν μόγις ἡμῖν ἡμέραν ποθεινὴν εὐρημένην ὡς οὔτε παρθένος ἐμοί τις ἔδοξεν εἶναι καλή, οὔτ' ἄλλη τις ὀφθεῖσα ἤρεσε γυνή, ἀλλὰ τοιοῦτον εἴληφας Ἀβροκόμην, οἷον ἐν Τύρῳ κατέλιπες ἐν δεσμοτηρίῳ." XV (1) Ταῦτα δι' ὅλης νυκτὸς ἀλλήλοις ἀπελογοῦντο καὶ ῥαδίως ἔπειθον ἀλλήλους ἐπεὶ τοῦτο ἤθελον.

## XIV

1	ληστῶν	of robbers
	πειρατῶν	of pirates
	πορνοβοσκῶν	of brothel-keepers
	ξύλα	wooden beams
3	παρευδοκίμησεν	surpass in reputation
	ἢ μή...	μή introducing a doubtful positive assertion: "perhaps..."

**American School of Classical Studies at Athens**

**Examination in Greek Literature 2003**

Time: 2 hours

Directions: Answer Part I and **three** questions from Part II.

In choosing which questions to answer, try to show as broad a range of knowledge (chronological, geographical, and of subject matter) as possible.

Part I: Identifications [value, 25 points]

In one or two sentences identify **seven** (7) of the following:

Sappho  
aristeia  
Second Sophistic  
choregic inscriptions  
Stesichoros  
bucolic poetry  
peripeteia  
Little Iliad  
Hellenistic epigram  
aporetic dialogue  
Menander

Part II: Essay questions. Answer **three** (3) of the following [value, 75 points]

1. The Homeric dialect is more appropriately described as a *Kunstsprache*, that is, an artificial, artistic form of language not actually spoken. Why?
2. How, if at all, is early Greek poetry influenced by the symposion?
3. Describe the history and function of epinician poetry.
4. List and discuss views of the origins of Greek tragedy. Which do you think is most plausible, and why?
5. The three Athenian tragedians make different dramatic uses of deities and have different concepts about them. Using Zeus and one other god or goddess, and giving specific examples from the plays of the three writers, consider the differences in how the deities are discussed, represented and used in the plays.
6. Discuss the development of Greek prose style from Herodotus to Demosthenes
7. Describe what is meant by Hellenistic or Callimachean aesthetics. How useful do you think this label is?
8. Discuss the ways that the majority of texts of classical authors were transmitted from antiquity to the modern world and the problems resulting from the transmission. Mention and describe briefly at least two examples of actual ancient manuscripts that survived and have been recovered in the 19th-21st centuries; what were the circumstances of their survival?

American School of Classical Studies at Athens

Examination in Greek History 2003

Time: 2 hours

Directions: Answer Part I and **three** questions from Part II.

In choosing which questions to answer, try to show as broad a range of knowledge (chronological, geographical, and of subject matter) as possible.

Part I: Identifications [value, 25 points]

In one or two sentences identify **seven** (7) of the following:

Knossos  
Delian League  
Antigonids  
stasis  
Themistokles Decree  
wanax  
Battle of Arginousae  
Pergamon  
Lelantine War  
Epaminondas  
Diodorus Siculus

Part II: Essay questions. Answer **three** (3) of the following [value, 75 points]

1. What is the current thinking about the "Coming of the Greeks"?
2. Discuss the uses that can be made of Homer as a historical source.
3. What was the impact on the Greek world of contact with the Near East in the dark and archaic ages?
4. What are the sources for fifth-century Athenian history, and how do they complement or contradict each other?
5. What is the value of fourth-century oratory for understanding fourth-century history?
6. Discuss our sources for understanding the status of women *either* in archaic Greece *or* in classical Athens.
7. How did the Greeks respond to the threats and opportunities posed by the Romans between 215 and 31 BC?
8. Discuss the history of Athens under Roman rule, from 86 BC to the 4th century AD.

American School of Classical Studies at Athens  
Examination in Greek Art and Archaeology 2003

Time: 2 hours

Directions: Answer Part I and three questions from Part II.

In choosing which questions to answer, try to show as broad a range of knowledge (chronological, geographical, and of subject matter) as possible.

Part I: Identifications [value, 25 points]

In one or two sentences identify seven (7) of the following:

dendrochronology  
Siphnian Treasury  
Franchthi Cave  
niello  
Chigi Vase  
Piraeus bronzes  
metope  
Delos  
Beazley  
Pella  
griffin cauldrons

Part II: Essay questions. Answer three (3) of the following [value, 75 points]

1. Discuss the number, construction, and decoration of the fortified citadels of the Argolid. What does this information tell us about Mycenaean culture?
2. What are leading theories of the origins and antecedents of Greek temple architecture? Summarize them and give an account of monumental architecture and early temple building through the seventh century.
3. Trace the development of the Athenian Agora from ca. 700 B.C. through the second century A.D., focusing on its character at key points in this development. How accurate a source is Pausanias?
4. What are the ways of dating Greek inscriptions? In what ways do scholars disagree, and what are the consequences of these disagreements?
5. Describe the work of either Lysippus, Praxiteles or Skopas. What is known of your sculptor and how is it known? What have modern art historians presumed about your sculptor?
6. What is the evidence available for the architecture of the Greek house from the 5th to the 2nd century BC? Indicate particular sites and other sources of information. What conclusions about Greek houses can be reached on the basis of the evidence?
7. Write a synoptic history of Greek painting in the classical and Hellenistic periods, using the extant monuments and giving an account of what is lost.
8. Imagine that you have the responsibility of carrying out preliminary investigation of a newly discovered archaeological site (and have a permit and limited funding to do so!). The ancient name of the site, if it had one, is unknown; what is visible is a scatter of potsherds and the line of a few walls. Outline the procedures of dealing with your site, connecting these procedures where possible with current archaeological theory.