

Aphthonius' Model and Exercise Outline

"The root of education is bitter, its fruit sweet."
—Isocrates

Aphthonius' Model

Read Aphthonius' model essay aloud.

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.

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

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 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.

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgment when he called the root of education bitter.

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.

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.

For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy, expressing the same wise judgment as Isocrates.¹ For what Hesiod represented as a road, Isocrates called the root; both disclosed the same opinion, though in different words.

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

Discovery

Research and list several facts about the saying's author, Isocrates.

¹ Hesiod, *Works and Days*, 286-92.

I. Encomium

Introduction

In the first sentence of the first paragraph, Aphthonius introduces the author of the saying:

It is right to admire Isocrates for his art.

Your Paraphrase: _____

Praises

Next, Aphthonius praises the author:

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.

Your Paraphrase: _____

Thesis

Aphthonius ends the paragraph with a thesis statement, which states what he will speak about in the rest of the essay:

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.

Your Paraphrase: _____

Rough Draft

Combine your paraphrases into a paragraph. Add a figure of description or figure of speech.

2. Paraphrase

In the second paragraph, Aphthonius paraphrases the saying from Isocrates:

“The lover of education,” he says, “labors at first, but those labors end in profit.” That was his wise saying; and we shall show our admiration in what follows.

To write your own paraphrase of Isocrates’ saying, “The root of education is bitter, its fruit sweet,” follow the steps below.

Word Variations

List several synonyms (words or phrases) for these words from Isocrates’ saying: *root*, *education*, *bitter*, *fruit*, and *sweet*.

Sentence Variations

Write four variations of the saying. Choose the best one to be your paraphrase and add this phrase: “This saying teaches that ...”

1.

2.

3.

4.

3. Cause

In the third paragraph, Aphthonius explains the meaning of the saying by telling a narrative/story about how education is hard but leads to a good end:

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 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.

Nine Narrative Components

Identify the *who, what, when, where, how, and why* of Aphthonius’ narrative, which applies the meaning of the saying to life.

- 1. Recognition: _____
- 2. Reversal: _____
- 3. Suffering: _____
- 4. Agents: _____
- 5. Action: _____
- 6. Time: _____
- 7. Place: _____
- 8. Manner: _____
- 9. Cause: _____

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius’ paragraph. Include a figure of description or figure of speech. Identify Recognition (R), Suffering (S), and Reversal (V) by writing the abbreviation after the sentence where each of these components appears.

4. Converse

In the fourth paragraph, Aphthonius uses the same people/agents from the Cause narrative, but he explains what happens to them if they do not live as the saying suggests, i.e., if they do not endure the hard part of their education so that they can enjoy its benefits or “fruit”:

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates’ judgment when he called the root of education bitter.

Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of Aphthonius’ narrative; note that some of these components will be the same as those in the Cause paragraph, but some will be the opposite.

1. Recognition: _____
2. Reversal: _____
3. Suffering: _____
4. Agents: _____
5. Action: _____
6. Time: _____
7. Place: _____
8. Manner: _____
9. Cause: _____

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius’ paragraph. Include a figure of description or figure of speech. Identify Recognition (R), Suffering (S), and Reversal (V) by writing the abbreviation after the sentence where each of these components appears.

5. Analogy

In the fifth paragraph, Aphthonius explains the saying's meaning in another way, that is, by using an analogy:

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.

In analogies like this one, there are always two different kinds of actions or events being compared, e.g., striving for education vs. farming. However, the point of the analogy is to show that, although the actions are different, the effects are the same. Use the diagram below to identify the differences and the similarity.

Diagram

Identify the saying's action on the left side and its effect below. Then write the dissimilar action that has the same effect.

Chreia's Action	Dissimilar Action
<hr/> <hr/>	<hr/> <hr/>
Same Effect	
<hr/> <hr/>	

Nine Narrative Components

The dissimilar action that Aphthonius describes (i.e., farming) is a narrative with narrative components. Identify the *who*, *what*, *when*, *where*, *how*, and *why* of the narrative.

1. Recognition: _____
2. Reversal: _____
3. Suffering: _____
4. Agents: _____
5. Action: _____
6. Time: _____
7. Place: _____
8. Manner: _____
9. Cause: _____

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description or figure of speech. Identify Recognition (R), Suffering (S), and Reversal (V).

6. Example

In the sixth paragraph, Aphthonius explains the meaning of the saying by referring to a famous example (e.g., from history) that illustrates how education is hard but leads to a good end:

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.

Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of Aphthonius' narrative, which demonstrates the saying with a well-known person or event.

1. Recognition: _____
2. Reversal: _____
3. Suffering: _____
4. Agents: _____
5. Action: _____
6. Time: _____
7. Place: _____
8. Manner: _____
9. Cause: _____

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description or figure of speech. Identify Recognition (R), Suffering (S), and Reversal (V).

7. Testimony

In the seventh paragraph, Aphthonius supports the saying by quoting another famous and respected person, who said something similar to what Isocrates had said:

For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy, expressing the same wise judgment as Isocrates. For what Hesiod represented as a road, Isocrates called the root; both disclosed the same opinion, though in different words.

Quotation and Source

Write a paraphrase of Aphthonius's Testimony. You can use the same words that Aphthonius used to quote Hesiod, i.e., "the road to virtue ... etc." However, use your own words for telling where the quotation came from and for explaining how the quote is similar to Isocrates' saying.

8. Epilogue

In the last paragraph, Aphthonius calls his audience/readers to admit that Isocrates' saying is wise and should be followed:

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

Audience and Challenge

Write a paragraph of Aphthonius' Epilogue. Make sure you name the audience (e.g., "those who consider these points"), and calls the audience to a particular response (e.g., "must admire ...").

Variations

Give two synonyms for the bold words in each sentence. Then vary the sentence in three ways, and include one of these figures of speech in a sentence:

- enallage** - to vary by slightly altering a word; e.g., to change a noun into an adjective, or change a verb from active to passive
- antonomasia** - to vary by changing the name of someone or something; e.g., the star/Sun
- metonymy** - to vary by substituting a word with its source (e.g., rays/sun) or with what holds or contains it (e.g., water/jug)
- diminutio** - to vary words to change an idea into an understatement; e.g., "It is an amputation!" / "It's just a flesh wound."

A. When the **person** picking pockets was **caught**, he **begged** not to be **taken** to jail. (enallage)

1. _____

2. _____

3. _____

B. Robin Hood had to **hit** the **center** of the target to **win** the **prize**. (antonomasia)

1. _____

2. _____

3. _____

C. The plantation **owner** had his men **irrigate** the **fields** with the water from the **river**. (metonymy)

1. _____

2. _____

3. _____

D. My **huge blunder** caused a **catastrophe**. (diminutio)

1.			
2.			
3.			

Final Draft

After finishing the Variations, check each of the eight heads above from your paraphrase of Aphthonius, and correct errors in grammar, spelling, and punctuation. On a separate sheet of paper, rewrite the eight paragraphs, including one figure of speech, in the form of a final draft. Include the saying above your essay.