

**HOMER WITHOUT A
LEXICON FOR BEGINNERS.
HOMER'S ILIAD, BOOK VI**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649246748

Homer without a lexicon for beginners. Homer's Iliad, book VI by J. Surtees Phillpotts

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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J. SURTEES PHILLPOTTS

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Homer without a Lexicon for Beginners

HOMER'S ILIAD

BOOK VI.

EDITED, WITH NOTES

GIVING THE MEANINGS OF ALL THE LESS COMMON WORDS

BY

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MDCCCLXXVI

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INTRODUCTORY NOTICE.

THE welcome addition of Science and English to the curriculum of Public Schools has reduced the time left for Greek and Latin. The diminution of time necessitates the improvement of methods. In studying a language there are three things required: (i) knowledge of words, (ii) knowledge of grammar, and (iii) power of putting the words together so as to extract the right sense. The last of these is a real intellectual exercise which must not be interfered with, as it would be by the use of translations. There will be no 'educing of the faculties' where there is no problem left to solve. To the study of grammar there is no royal road, though it may be made at once more interesting and more intellectual by illustrations from comparative philology. In gaining knowledge of words, much time may, I believe, be saved. No one who has not actually watched a hard-working boy beginning Homer, can imagine how much time he spends on looking out words. In this process there are obviously two parts: (i) the mere mechanical turning over the leaves of a lexicon, and (ii) the exercise of memory in retaining the result. These two are often confounded, and it is said that 'nothing impresses the memory like looking out the words.' But the looking out cannot impress the meaning on the memory, for the memory is not at work till the word is found, and then the attention is instantly diverted to a hunt after the next word, during which the meaning of the first is often forgotten. What really impresses the memory is (i) the constant recurrence of the words, and (ii) an insight into

their etymology, so as to bring in the aid of association in grouping words which are akin. Some pains have been taken to meet this latter want ; with regard to the former, while a boy would be puzzling out the five hundred lines once with a lexicon, with this glossary he can read them through often enough to know them thoroughly, and read also two other books of Homer as well with the help of the vocabulary which this one will have given him. The most important thing is to give a boy an interest and a sense of power in dealing with a language ; once give him this, the sense of drudgery will be relieved and progress will be certain.

The first draught of the notes was kindly made for me by Mr. C. J. WARETON, my late colleague, and now Master of the Preparatory School at Tonbridge. The etymology is mainly taken from Curtius Grundsätze (1873). The text is mainly based on Ameis ; his notes, and those of Faesi, Heyne, and Paley have been constantly consulted. The book is only intended for beginners. Hence, even the commonest words are explained when there is anything peculiar in their form. Indeed, in respect of the number of words given, a glance at a boy's note-book makes it clear one can hardly err on the side of excess.

BEDFORD,

September, 1876.

ΙΛΙΑΔΟΣ Ζ.

Ἔκτορος καὶ Ἀνδρομέχης ὄμιλία.

Τρώων δ' οἰώθη καὶ Ἀχαιῶν φύλοπις αἰνή·
πολλὰ δ' ἄρ' ἔνθα καὶ ἔνθ' ἴθυσε μάχη πεδίοιο,
ἀλλήλων ἰθυνομένων χαλκήρεα δοῦρα,
μεσσηγὺς Σιμόεντος ἰδὲ Ξάνθοιο ῥοάων.

Αἴας δὲ πρῶτος Τελαμώνιος, ἕρκος Ἀχαιῶν,
Τρώων ῥῆξε φάλαγγα, φάος δ' ἐτάροισιν ἔθηκεν,
ἄνδρα βαλὼν, ὃς ἄριστος ἐνὶ Θρήκεσσι τέτυκτο,
υἱὸν Ἐυσσώρου Ἀκάμαιτ', ἦν τε μέγαν τε.
τόν ῥ' ἔβαλε πρῶτος κόρυθος φάλον ἱπποδασείης,
ἐν δὲ μετώπῳ πῆξε, πέρησε δ' ἄρ' ὀστέον εἰσω
αἰχμῇ χαλκείῃ· τὸν δὲ σκότοφ' ὄσσε κάλυψεν.

Ἄξυλον δ' ἄρ' ἔπεφνε βοῆν ἀγαθὸς Διομήδης
Τευθρανίδην, ὃς ἔναιεν ἐκτιμένη ἐν Ἀρίσβῃ
ἀφνειὸς βιότιοιο, φίλος δ' ἦν ἀνθρώποισιν·
πάντας γὰρ φιλέσκειν ὀδῶ' ἐπι οἰκία ναίειν.
ἀλλὰ οἱ οὐ τις τῶν γε τότε ἤρκεσε λυγρὸν ὄλεθρον

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