

Iliad

Book 1

Homer

with notes and vocabulary by
P. A. Draper

Ann Arbor

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Preface

This annotated edition of the first book of Homer's *Iliad* is intended to make it possible for students who have completed elementary Greek to read, enjoy, and appreciate Homer. Vocabulary and grammar notes are included liberally, conveniently placed so as to be visible at the same time as the text. To help ease the transition to a world very different from our modern one, explanations are provided of the people, deities, objects, and customs mentioned. For those new to Homer, figuring out the language itself may leave little time or energy to appreciate the artistry of the poetry, so there are also notes on scansion, literary interpretation, and Homer's skill in manipulating the language. My goal has been to give readers the idea that there is more to Homer than learning the vocabulary for a sacrifice scene, recognizing an unaugmented aorist or a short-vowel subjunctive, and remembering that the article is often used as a pronoun.

I owe a tremendous debt to the many commentaries, books, and articles that I mined extensively for explanations and interpretations of the first book of the *Iliad*. Credit is given in Appendix 2 rather than in the notes themselves in order to keep the contents of the notes focused on the text.

The Greek text is essentially that of the Oxford Classical Text. In a few places I have altered a word or a punctuation mark where such a change seemed to provide a better reading. Since the purpose of this book is primarily to help first readers of Homer grapple with vocabulary, grammar, meter, and style, not to delve into issues of textual criticism, I have not provided explanations of such changes or any apparatus criticus. Simon Pulleyn's *Iliad Book One* (Oxford: Oxford University Press, 2000) has an excellent introduction to textual criticism and extensive explanations of specific words and passages; anyone wanting to learn more about this aspect of Homeric criticism should definitely consult it.

I am very grateful to all the people who helped in so many ways as I worked on this book, especially Susan Shelmerdine and her Greek students at the University of North Carolina-Greensboro; Peggy Tyler; everyone in the Resource Sharing Office of the Clemson University Libraries for getting countless inter-library loan requests for me; the anonymous reviewers, whose suggestions led to significant improvements; and Ellen Bauerle, Colin Day, Collin Ganio,

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