

BOOK II.

CHAPTER 1.

toys are not put under the professor of rhetoric early enough; reasons why they should begin to receive instruction from him at an earlier age, § 1-3. The professions of the grammarian and teacher of rhetoric should be in some degree united, 4-13.

1. IT has been a prevalent custom (which daily gains round more and more) for pupils to be sent to the teachers of eloquence, to the Latin teachers always, and to the Greeks sometimes, at a more advanced age than reason requires. Of this practice there are two causes: that the rhetoricians, especially our own, have relinquished a part of their duties, and that the grammarians have appropriated what does not belong to them. 2. The rhetoricians think it their business merely to declaim, and to teach the art and practice of declaiming, confining themselves, too, to deliberative and judicial subjects,* (for others they despise as beneath their profession,) while the grammarians, on their part, do not deem it sufficient to have taken what has been left them, which account also gratitude should be accorded them,) but to encroach even upon *prosopopeicet* and *suasory* speeches, which even the very greatest efforts of eloquence are disavowed. 3. Hence, accordingly, it has happened, that what is the first business of the one art has become the last of the other, and that boys of an age to be employed in higher departments of study remain sunk in the lower school, and

* The other department of eloquence, the demonstrative or *epideictic*, rich ought to command the attention of rhetoricians, they despise. Thus in the speeches of Seneca the father, we see only *suasory* and *troversive*, deliberative and judicial addresses; and in the declaimations circulated under the name of Quintilian we find nothing but the *controversies*. *Spalding*. Quintilian would have narratives, or recitations of facts, eulogies, and invectives, to form part of the first exercises in rhetoric, as will appear hereafter. *Capperonier*.

† By *prosopopeice* we must here understand speeches suited to the characters of persons by whom they are supposed to have been spoken. Quintilian speaks of them in b. ii. c. 8. *Regius*. Such are the speeches in Livy and other historians. *Turnebus*.

Suasorias.] Speeches of the kind which they call *deliberative*, brought from *controversies*, which is a term properly applied only to judicial pleadings. *Capperonier*. The term *suasory* included both *placatory*, and *dissuatory* speeches.

practise rhetoric under the grammarian. Thus, what is eminently ridiculous, a youth seems unfit to be sent to a teacher of declamation until he already knows how to declaim.

4. Let us assign each of these professions its due limits. Let *grammar*, (which, turning it into a Latin word, they have called *literatura*, "literature,") know its own boundaries, especially as it is so far advanced beyond the humility indicated by its name, to which humility the early grammarians restricted themselves; for, though but weak at its source, yet, having gained strength from the poets and historians,* it now flows on in a full channel; since, besides the art of speaking correctly, which would otherwise be far from a comprehensive art, it has engrossed the study of almost all the highest departments of learning; 5. and let not *rhetoric*, to which the power of eloquence has given its name, decline its own duties, or rejoice that the task belonging to itself is appropriated by another; for while it neglects its duties, it is almost expelled from its domain. 6. I would not deny, indeed, that some of those who profess grammar, may make such progress in knowledge as to be able to teach the principles of oratory; but, when they do so, they will be discharging the duties of a rhetorician, and not their own.

7. We make it also a subject of inquiry, when a boy may be considered ripe for learning what rhetoric teaches. In which inquiry it is not to be considered of what age a boy is, but what progress he has already made in his studies. That I may not make a long discussion, I think that the question *when a boy ought to be sent to the teacher of rhetoric*, is best decided by the answer, *when he shall be qualified*. 8. But this very point depends upon the preceding subject of consideration; for if the office of the grammarian is extended even to *suasory* speeches, the necessity for the rhetorician will come later. If the rhetorician, however, does not shrink from the earliest duties of his profession, his attention is required even from the time when the pupil begins narrations, and produces his little exercises in praising and blaming. 9. Do we not know that it was a kind of exercise among the ancients, suitable for improvement in eloquence, for

* Whom the grammarians undertake to explain and illustrate. *Capperonier*.

[*t A narrationibus stutum.*] Beware of taking *d for post*. *Spalding*.

upon which to speak on *theses*,* *common places*,[†] and other questions, (without embracing particular circumstances or persons,) in which causes, as well real as imaginary, depend? Hence it is evident how dishonourably the profession of rhetoric has abandoned that department which it held originally,[‡] and for a long time solely. 10. But what is there among those exercises, of which I have just now spoken,[§] that does not relate both to other matters peculiar to rhetoricians, and, indisputably, to the sort of causes pleaded in courts of justice? Have we not to make statements of facts in the forum? I know not whether that department of rhetoric is not most of all in request there. 11. Are not eulogy and invective often introduced in those disputations? Do not common places, as well those which are levelled against vice, (such as were composed, we read, by Cicero,^{||}) as those in which questions are discussed generally, (such as were published by Quintus Hortensius, as, *Ought we to trust to light proofs?* and *for witnesses and against witnesses*;) mix themselves with the inmost substance of causes? 12. These weapons are in some degree to be prepared, that we may use them whenever circumstances

* By this term Quintilian means *questiones infinitae*, on either side of which a rhetorician may speak with plausibility. This kind of exercise was in use in Cicero's time, when what we now call *declamationes*, as Seneca observes, were called *theses*. Turnebus. *Theses*, or *questioner infinitae*, are questions or topics not circumscribed by any particulars relating to persons, places, or times; *theses* being thus distinguished from *hypotheses*. Capperonier. See ii. 4, 24; iii. 5, 5, 7; his Orat. c. 14, 36; Topic. c. 21. *Spalding*.

+ "*Communes loci*," says Turnebus. "are general disquisition on points of morality; or questions on points of law, on which the speaker might take either the affirmative or negative side, as *how far we ought to trust witnesses*, or *what credit should be given to written documents*."

§ Suetonius observes that the old rhetoricians employed themselves greatly in *progymnasmata*. Turnebus.

|| He means at the end of sect. 8. *Spalding*.

¶ Glesner very properly refers to the end of the preface to the *Paradoxes*, where Cicero observes that he used, for the sake of exercise, to occupy himself about the *method* of the schools, that is, on questions having no reference to particular circumstances or persons. . . . But whether "we read" should be understood as signifying that Quintilian had himself read Cicero's compositions, or that he had merely seen some reference to them in some other writer, we have nothing to enable us to decide. The latter supposition appears to me probable. *Spalding*.

require. He who shall suppose that these matters do, in fact, concern the orator, will think that a statue is not begotten when its limbs are cast.* Nor let any one blame this haste of mine (as some will consider it) on the supposition that I think the pupil who is to be committed to the professor of rhetoric is to be altogether withdrawn from the teachers of grammar. 13. To these also their proper time shall be allowed, nor need there be any fear that the boy will be overburdened with the lessons of two masters. His labour will not be increased, but that which was confounded under one master will be divided; and each tutor will thus be more efficient in his own province. This method, to which the Greeks still adhere, has been disregarded by the Latin rhetoricians, and, indeed, with some appearance of excuse, as there have been others to take their duty.

CHAPTER II.

Choice of a teacher, § 1-4. How the teacher should conduct himself towards his pupils, 5-8. How the pupils should behave, 9-13. Some additional observations, 14, 15.

1. As soon therefore as a boy shall have attained such proficiency in his studies, as to be able to comprehend what we have called the first precepts of the teachers of rhetoric, he must be put under the professors of that art.

2. Of these professors the morals must first be ascertained, a point of which I proceed to treat in this part of my work, not because I do not think that the same examination is to be made, and with the utmost care, in regard also to other teachers, (as indeed I have shown in the preceding book,) but because the very age of the pupils makes attention to the matter still more necessary. 3. For boys are consigned to these professors when almost grown up, and continue their studies under them even after they are become men; and greater care

* See Aristotle's Rhetoric, i. 16.

† Namely the grammarians who continue their instruction even after pupils are put under the rhetorician.

∴ See c. 5.

must in consequence be adopted with regard to them, in order that the purity of the master may secure their more tender years from corruption, and his authority deter their bolder age from licentiousness. 4. Nor is it enough that he give, in himself, an example of the strictest morality, unless he regulate, also, by severity of discipline, the conduct of those who come to receive his instructions.

Let him adopt, then, above all things, the feelings of a parent towards his pupils, and consider that he succeeds to the place of those by whom the children were entrusted to him. 5. Let him neither have vices in himself, nor tolerate them in others. Let his austerity not be stern, nor his affability too easy, lest dislike arise from the one, or contempt from the other. Let him discourse frequently on what is honourable and good, for the oftener he admonishes, the more seldom will he have to chastise. Let him not be of an angry temper, and yet not a conniver at what ought to be corrected. Let him be plain in his mode of teaching, and patient of labour, but rather diligent in exacting tasks than fond of giving them of excessive length. 6. Let him reply readily to those who put questions to him, and question of his own accord those who do not. In commending the exercises of his pupils, let him be neither niggardly nor lavish; for the one quality begets dislike of labour, and the other self-complacency. 7. In amending what requires correction, let him not be harsh, and, least of all, not reproachful; for that very circumstance, that some tutors blame as if they hated, deters many young men from their proposed course of study. Let him every day say something, and even much, which, when the pupils hear, they may carry away with them, for though he may point out to them, in their course of reading, plenty of examples for their imitation, yet the living voice, as it is called, feeds the mind more nutritiously, and especially the voice of the teacher, whom his pupils, if they are but rightly instructed, both love and reverence. How much more readily we imitate those whom we like, can scarcely be expressed.

9. The liberty of standing up and showing exultation, in receiving applause,* as is done under most teachers, is by no means to be allowed to boys; for the approbation even of young men,

* Not to the master, but to one another, as Spalding observes, and as appears from what follows.

when they listen to others, ought to be but temperate. Hence it will result that the pupil will depend on the judgment of the master, and will think that he has expressed properly whatever shall have been approved by him. 10. But that most mischievous politeness, as it is now termed, which is shown by students in their praise of each other's compositions, whatever be their merits, is not only unbecoming and theatrical,* and foreign to strictly regulated schools, but even a most destructive enemy to study, for care and toil may well appear superfluous, when praise is ready for whatever the pupils have produced. 11. Those therefore who listen, as well as he who speaks, ought to watch the countenance of the master, for they will thus discern what is to be approved and what to be condemned; and thus power will be gained from composition, and judgment from being heard.' 12. But now, eager and 'ready; they not only start up at every period, but dart forward, and cry out with indecorous transports. The compliment is repaid in kind, and upon such applause depends the fortune of a declamation; and hence result vanity and self-conceit, in so much that, being elated with the tumultuous approbation of their class-fellows, they are inclined, if they receive but little praise from the master, to form an ill opinion of him. 13. But let masters, also, desire to be heard themselves with attention and modesty; for the master ought not to speak to suit the taste of his pupils, but the pupils to suit that of the master. If possible, moreover, his attention should be directed to observe what each pupil commends in his speeches, and for what reason; and he may then rejoice that what he says will give pleasure, not more on his own account than on that of his pupils who judge with correctness.

14. That mere boys should sit mixed with young men, I do not approve; for though such a man as ought to preside over their studies and conduct, may keep even the eldest of his pupils under control, yet the more tender ought to be separate from the more mature, and they should all be kept

* Such as is given by spectators in the theatre; see i. 2, 9. Spouting.

Quintilian appears also to intimate the insincerity of the applause.

[t -Sic stilo facultas continget, auditione iudicium.] The style meant is that of 'the speaker or reciter himself, who brings with him from home a written speech, which is the audito or "recitation heard" by his fellow-students that form the audience. Spalding.

free, not merely from the guilt of licentiousness, but even from the suspicion of it. 15. This point I thought proper briefly to notice ; that the master and his school should be clear of gross vice, I do not suppose it necessary to intimate. And if there is any father who would not shrink from flagrant vice in choosing a tutor for his son, let him be assured that all other rules, which I am endeavouring to lay down for the benefit of youth, are, when this consideration is disregarded, useless to him.

CHAPTER III.

A pupil should be put under an eminent teacher at first, not under an inferior one, § 1-3. Mistakes of parents as to this point, 3, 4. The best teacher can teach little things best, as well as great ones, 5-9. The pupils of eminent teachers will afford better examples to each other, 10-12.

1. Nor is the opinion of those to be passed in silence, who, *even* when they think boys fit for the professor of rhetoric, imagine that he is not at once to be consigned to the most eminent, but detain him for some time under inferior teachers, with the notion that moderate ability in a master is not only better adapted for beginning instruction in art, but easier for comprehension and imitation, as well as less disdainful of undertaking the trouble of the elements. 2. On this head I think no long labour necessary to show how much better it is to be imbued with the best instructions, and how much difficulty is attendant on eradicating faults which have once gained ground, as double duty falls on succeeding masters, and the task indeed of unteaching is heavier and more important than that of teaching at first. 3. Accordingly they say that Timotheus, a famous instructor in playing the flute, was accustomed to ask as much more pay from those whom another had taught as from those who presented themselves to him in a state of ignorance. The mistakes committed in the matter, however, are two ; one, that people think inferior teachers sufficient for a time, and, from having an easily satisfied appetite, are content with their instructions ; (sic),
tl, o, ~ Th deservin* of reprehension, would yet be

in some degree endurable, if teachers of that class taught only worse, and not less;) the other, which is even more common, that people imagine that those who have attained eminent qualifications for speaking will not descend to inferior matters, and that this is sometimes the case because they disdain to bestow attention on minuter points, and sometimes because they cannot give instruction in them. 5. For my part, I do not consider him, who is unwilling to teach little things,* in the number of preceptors ; but I argue that the ablest teachers can teach little things best, if they will ; first, because it is likely that he who excels others in eloquence, has gained the most accurate knowledge of the means by which men attain eloquence ; 6. secondly, because method,t which, with the best qualified instructors, is always plainest, is of great efficacy in teaching ; and lastly, because no man rises to such a height in greater things that lesser fade entirely from his view. Unless indeed we believe that though Phidias made a Jupiter well, another might have wrought, in better style than he, the accessories to the decoration of the work ; or that an orator may not know how to speak ; or that an eminent physician may be unable to cure trilling ailments.

7. Is there not then, it may be asked, a certain height of eloquence too elevated for the immaturity of boyhood to cromptend it? I readily confess that there is ; but the eloquent professor must also be a man of sense, not ignorant of teaching, and lowering himself to the capacity of the learner ; as any fast walker, if he should happen to walk with a child, would give him his hand, relax his pace, and not go on quicker than his companion could follow. 8. What shall be said, too, if it generally happens that instructions given by the most learned are far more easy to be understood, and more perspicuous than those of others? For perspicuity is the chief virtue of eloquence, and the less ability a man has, the more he tries to raise and swell himself out,^a as those of short stature exalt themselves on tip-toe,§ and the weak use most

• Comp. i. 4, 23.

t *Ratio.*] *Ratio* is the same as *theoria*; opposed to *praxis*. *Spalding*. Quintilian means *method* ; and intimates that the more learned teacher will be more methodical, the less learned less methodical. *Turnebua*.

i *Dilatate.*] In allusion, perhaps, to the fall of the frog and the ox, *Phaedr.* i. 24. *Spalding*.

g *Statur brevoes in digitos eriguntur.*] An illustration borrowed b;

threats. 9. As to those whose style is inflated, displaying a vitiated taste, and who are fond of sounding words,* or faulty from *any* other mode of vicious affectation, I am convinced that they labour under the fault, not of strength, but of weakness, as bodies are swollen, not with health, but with disease, and as men who have erred from the straight road generally make stoppages.^t Accordingly, the **less** able a teacher is, the more obscure will he be.

10. It has not escaped my memory, that I said in the preceding book,⁺ (when I observed that education in schools was preferable to that at home,, that pupils commencing their studies, or but little advanced in them, devote themselves more readily to imitate their school-fellows than their master, such imitation being more easy to them. This remark. may be understood by some in such a sense, that the opinion which I now advocate may appear inconsistent with that which I advanced before. 11. But such inconsistency will be far from me ; for what I then said is the very best of reasons why a boy should be consigned to the best possible instructor, because even the pupils under him, being better taught than those under inferior masters, will either speak in such a manner as it may not be objectionable to imitate, or, if they commit any faults, will be immediately corrected, whereas the less learned teacher will perhaps praise even what is wrong, and cause it, by his judgment, to recommend itself to those

Johnson in his Life of Gray, who, he says, is " tall by walking on tip. toe."

* *Tumidos, et corruptos, et tinnulos.*] The *tumidi* are those who are foolishly ambitious of sublimity ; the *corrupti*, those who are always aiming to say something witty or clever ; the *tinnuli*, those who seek for fine-sounding words and phrases. *Rollin.*

^t *Devertunt.*] *Devertunt in hospitia*, go to seek lodging for the night, and thus arrive at a later period at their place of destination, which, if they had kept to the right road, they might have reached on the day on which they started. *Spalding.* An obscure passage, and perhaps not free from unsoundness. The second comparison, like the first, ought to indicate something wrong lying hid under the appearance of what is right. . . . We may suppose that those who have quitted the right track, seek for *deverticula*, bye-roads, for the sake of amusing themselves, or of shortening the remainder of their journey. *Rollin.* The reader may use his judgment as to which of these two illustrations is 'o be preferred. That of Rollin may receive something like sunpom from Liv. ix. 7 : *Et legitibita velut deverticula amcena-quarercin.*

l' ° curt. 28.

who listen to it. 12. Let a master therefor be excellent as well in eloquence as in morals ; one who, like Homer's Phoenix,* may teach his pupil at once to speak and to act.

CHAPTER IV.

Elementary exercises, § 1. Narratives, or statements of facts, 2-4. Exuberance in early compositions better than sterility, 4-8. A teacher should not be without imagination, or too much given to find fault with his pupil's attempts, 8-14. The pupil's compositions should be written with great care, 15-17. Exercises in confirmation and refutation, 18, 19. In commendation and censure of remarkable men, 20-21. Common places, 22, 23. Theses, 24, 25. Reasons, 26. Written preparations for pleadings, 27-32. Praise and censure of particular laws, 33-40. Declamations on fictitious subjects a later invention, 41, 42.

I SHALL now proceed to state what I conceive to be the first duties of rhetoricians in giving instruction to their *pupils*. putting off for a while the consideration of what is alone called, in common language, *the art of rhetoric*; for to me it appears most eligible to commence with that to which the pupil has learned something similar under the grammarians.

2. Since of *narrations*, (besides that which we use in pleadings,) we understand that there are three kinds ; the *fable*,^t which is the subject of tragedies and poems,⁺ and which is remote, not merely from truth, but from the appearance of truth ; § the *argumentum*, which comedies represent, and which, though false, has a resemblance to truth ; ¶ and the *history*, in which is contained a relation of facts ; and since we have consigned poetic narratives to the grammarians, ¶

* Iliad, ix. 432.

t Or myth)logical subject.

§ That is *epic* poems, in which we find much that is at variance, not only with truth, but with probability ; narratives which Aristotle in his Poetics calls *aiaoya*, *cibim'ara*. *Capperonier.*

¶ As the fables of Atreus and Thyestes, Medea, Iphigenia, and all the stories of [metamorphoses](#). [Cie. Rhetor. i. 19.](#) [Camerarius.](#)

¶ As appropi. hiug nearer w nature and the real events of life.

li Book i. c. 4.

let the historical form the commencement of study under the rhetorician ; a kind of narrative which, as it has more of truth, has also more of substance. 3. What appears to me the best method of narrating, I will show when I treat of the judicial part of pleading.* In the meantime it will suffice to intimate that it ought not to be dry and jejune, (for what necessity would there be to bestow so much pains upon study, if it were thought sufficient to state facts without dress or decoration ?) nor ought it to be erratic, and wantonly adorned with far-fetched descriptions, in which many speakers indulge with an emulation of poetic licence. 4. Both these kinds of narrative are faulty ; yet that which springs from poverty is worse than that which comes from exuberance.

From boys perfection of style can neither be required nor expected ; but the fertile genius, fond of noble efforts, and conceiving at times a more than reasonable degree of ardour, is greatly to be preferred. Nor, if there be something or exuberance in a pupil of that age, would it at all displease me. I would even have it an object with teachers themselves to nourish minds that are still tender with more indulgence, and to allow them to be satiated, as it were, with the milk of more liberal studies. The body, which mature age may afterwards nerve, may for a time be somewhat plumper than seems desirable. 6. Hence there is hope of strength ; while a child that has the outline of all his limbs exact commonly portends weakness in subsequent years. Let that age be daring, invent much, and delight in what it invents, though it be often not sufficiently severe and correct. The remedy for exuberance is easy ; barrenness is incurable *by any* labour. 7. That temper in boys will afford me little hope in which mental effort is prematurely restrained by judgment. I like what is produced to be extremely copious, profuse even beyond the limits of propriety. Years will greatly reduce superfluity ; judgment will smooth away much of it ; something will be worn off, as it were, by use, if there be but metal from which something may be hewn and polished off, and such metal there will be, if we do not make the plate too thin at first, so that deep cutting may break it. 8. That I hold such opinions concerning this age, he will be less likely to

* Book iv. c. 2.

wonder who shall have read what Cicero says : "I wish fecundity in a young man to give itself full scope."

Above all, therefore, and especially for boys, a *dry master* is to be avoided, not less than a dry soil, void of all moisture, for plants that are still tender. Under the influence of such a tutor, they at once become dwarfish, looking as it were towards the ground, and daring to aspire to nothing above every day talk. To them, leanness is in place of health, and weakness instead of judgment ; and, while they think it sufficient to be free from fault, they fall into the fault of being free from all merit. Let not even maturity itself, therefore, come too fast ; let not the must, while yet in the vat, become mellow, for-so it will bear years, and be improved by age

10. Nor is it improper for me, moreover, to offer this admonition ; that the powers of boys sometimes sink under too great severity in correction ; for they despond, and grieve, and at last hate their work, and, what is most prejudicial, while they fear every thing, they cease to attempt any thing.

11. There is a similar conviction in the minds of the cultivators of trees in the country, who think that the knife must not be applied to tender shoots, as they appear to shrink from the steel, and to be unable as yet to bear an incision. 12. A teacher ought therefore to be as agreeable as possible, that remedies, which are rough in their own nature, may be rendered soothing by gentleness of hand ; he ought to praise some parts of his pupils' performances, to tolerate some, and to alter others, giving his reasons why the alterations are made ; and also to make some passages clearer by adding something of his own. It will also be of service too at times, for the master to dictate whole subjects himself, which the pupil may imitate and admire for the present as his own.

13. But if a boy's composition were so faulty as not to admit of correction, I have found him benefited whenever I told him to write on the same subject again, after it had received fresh treatment from me, observing that " he could do still better," since study is cheered by nothing more than hope.

14. Different ages, however, are to be corrected in different ways, and work is to be required and amended according to the degree of the pupil's abilities. I used to say to boys when

key attempted any thing extravagant or verbose, that " I was satisfied with it for the present, but that a time would come when I should not allow them to produce compositions of such a character." Thus they were satisfied with their abilities, and yet not led to form a wrong judgment.

15. But that I may return to the point from which I digressed, I should wish *narrations* to be composed with the utmost possible care ; for as it is of service to boys at an early age, when their speech is but just commenced, to repeat what they have heard in order to improve their faculty of speaking; (let them accordingly be made, and with very good reason, to go over their story again, and to pursue it from the middle, either backwards or forwards; but let this be done only while they are still at the knees of their teacher, and, as *they* can do nothing else, are beginning to connect words and things, that they may thus strengthen their memory;) so, when they shall have attained the command of pure and correct language, extemporary garrulity, without waiting for thought, or scarcely taking time to rise,* is the offspring of mere ostentatious boastfulness. 10. Hence arises empty exultation in ignorant parents, and in their children contempt of application, want of all modesty, a habit of speaking in the worst style, the practice of all kinds of faults, and, what has often been fatal even to great proficiency, an arrogant conceit of their own abilities. 17. There will be a proper time for acquiring facility of speech, nor will that part of my subject be lightly passed over by me ; but in the mean time it will be sufficient if a boy with all his care, and with the utmost application of which that age is capable, can write something tolerable. To this practice let him accustom himself, and make it natural to him. He only will succeed in attaining the eminence at which we aim, or the point next below it, who shall learn to speak correctly before he learns to speak rapidly.

18. To *narrations* is added, not without advantage, the task of refuting and confirming them, which is called *avadxvxi*; and *xaravxeuui.t* This may be done, not only with regard to

* *Vix surgendi mora.*] They scarcely allow themselves time to rise from their seat before they begin to speak. *Cappronier.*

+ The meaning of these terms is pretty well intimated by Quintilian himself; *avaaKrvh* is *refutation*, and *KaraaKtvit* is *assertion*. Turneb. B Mom- Pnneornina them rnav be seen in At)hthoniua.

fabulous subjects, and such as are related in poetry, but 'with regard even to records in our own annals ; as if it be inquired *whether it is credible that a crow settled upon the head of Valerius when he was fighting, to annoy the face and eyes of his Gallic enemy with his beak and wings,** there will be ample matter for discussion on both sides of the question ; 19. as there will also be concerning *the serpent, of which Scipio is said to have been born,*' as well as about *the wolf of Romulus,* and *the Egeria of Numa.* As to the histories of the Greeks, there is generally licence in them similar to that of the poets. Questions are often wont to arise, too, concerning the time or place at which a thing is said to have been done ; sometimes even about a person ; as Livy, for instance, is frequently in doubt, and other historians differ one from another.

20. The pupil will then proceed by degrees to higher efforts, to praise illustrious characters and censure the immoral; an exercise of manifold advantage ; for the mind is thus employed about a multiplicity and variety of matters ; the understanding is formed by the contemplation of good and evil. Hence is acquired, too, an extensive knowledge of things in general ; and the pupil is soon furnished with examples, which are of great weight in every kind of causes, and which he will use as occasion requires. 21. Next succeeds exercise in comparison, which of two characters is the better or the worse, which, though it is managed in a similar way, yet both doubles the topics, and treats not only of the nature, but of the degrees of virtues and of vices. But on the management of praise and the contrary, as it is the third part of rhetoric, I shall give directions in the proper place."

22. Common places, (I speak of those in which, without specifying persons, it is usual to declaim against vices themselves, as against those of *the adulterer, the gamester, the licentious person,*) are of the very nature of speeches on trials and, if you add the name of an accused party, are real accusations. These, however, are usually altered from their treatment as general subjects to something specific, as when the subject of a declamation is *a blind adulterer, a poor gamester, a licentious old man.* 23. Sometimes also they have

• Livy, book vii. ; Aul. Gell. ix. 2.

f Aul. Gell. vii. 1.

\$ B, iii. e. 7.

their use in a defence ; for we occasionally speak in favour of *luxury or licentiousness* ; * and a procurer or parasite is sometimes defended in such a way, that we advocate, not the persona but the vice.

24. *Theses*, which are drawn from the comparison of things, as *whether a country or city life is more desirable*, and *whether the merit of a lawyer or a soldier is the greater*, are eminently proper and copious subjects for exercise in speaking, and contribute greatly to improvement, both in the province of persuasion and in discussions on trials. The latter of the two subjects just mentioned is handled with great copiousness by Cicero in his pleading for Murwina. 25. Such theses as the following, *whether a man ought to marry*, and *whether political Offices should be sought*, belong almost wholly to the deliberative species, for, if persons be but added, they will be suatory.+

26. My teachers were accustomed to prepare us for *conjectural causes*§ by a kind of exercise far from useless, and very pleasant to us, in which they desired us to investigate and show why *Venus among the Laedcemonians was represented armed*; || *why Cupid was thought to be a boy, and winged, and armed with arrows and a torch*,¶ and questions of a similar nature, in which we endeavoured to ascertain the intention, or object about which there is so often a question in controversies., This may be regarded as a sort of *chria*.**

27. That, such questions as those about witnesses, *whether we ought always to believe them*, and concerning arguments, whether we *ought to put any trust in trifling ones*, belong to

* Gesner observes that Cicero has done something of this kind in his oration for Cmlius, though with great caution and modesty. There is certainly some palliation of those vices offered in c. 17-2 *L Spalding*.

+ For then it would cease to be a locus *communis*, and become a cause. *Spalding*.

§ *Suasoriw*, persuasory or dissuasory, *i. e.* deliberative.

¶ In which it is inquired whether a thing is, or is not ; *why anything is as it is*; with what intention anything was done. Such questions were said to belong to the *status conjecturalis* ; see b. vii. c. 2. *Capperonier*.

|| The cause is said by Lactantius, *Inst. Div. i. 20*, to have been the bravery exhibited by the Spartan women on a certain occasion again the Messenians, when a temple was vowed to *Venus ormata*.

¶ See *Propert. ii. 9*.

** See i. 9, 4.

forensic pleading, is so manifest that some speakers,* not undistinguished in civil offices, have kept them ready in writing, and have carefully committed them to memory; that, whenever opportunity should offer, their extemporaneous speeches might be decorated with them, as with ornaments fitted into them.t 28. By which practice, (for I cannot delay to express my judgment on the point,) they appeared to me to confess great weakness in themselves. For what can such men produce appropriate to particular causes, of which the aspect is perpetually •Cried and new ? How can they reply to questions propounded by the opposite party ? How can they at once meet objections, or interrogate a witness, when, even on topics of the commonest kind, such as are handled in most causes, they are unable to pursue the most ordinary thoughts in any words but those which they have long before prepared ? 29. When they say the same things in various pleadings, their cold meat, as it were, served up over and over again, must either create loathing in the speakers themselves, or their unhappy household furniture, which, as among the ambitious poor, is worn out by being used for several different purposes, must, when detected so often by the memory of their hearers, cause a feeling of shame in them ; 30. especially as there is scarcely any *common place* so common, which can incorporate well with any pleading, unless it be bound by some link to the peculiar question under consideration, and which will not show+ that it is not so much inserted as attached ; 31. either because it is unlike the rest, or because it is very frequently borrowed without reason, not because it is wanted, but because it is ready ; as some speakers, for the sake of sentiment, introduce the most verbose common places, whereas it is from the subject itself that sentiments ought to arise. 32. Such remarks are ornamental and useful if they spring from the question, but every remark, however beautiful, unless it tends to gain the cause, is certainly superfluous, and sometimes

* As Hortensius ; see ii. 1, 11. *Spalding*.

t *Emblematis*.] The word signifies anything that is inserted in or applied to any other thing. Thus in Cicero *emblemata* is used for ornaments attached to gold and silver vases, capable of being taken off at pleasure. *Rollin*.

§ *Appareatque*.] The sense of the text is clear, but the construction obscure ; nor has any satisfactory explanation or emendation of it been proposed.

even noxious. But this digression has been sufficiently prolonged,

33; The praise or censure of laws requires more mature powers, such as may almost suffice for the very highest efforts. Whether this exercise partakes more of the nature of deliberative or controversial oratory, is a point that varies according to the custom and right of particular nations. Among the Greeks the proposer of laws was called to plead before the judge ; among the Romans it was customary to recommend or disparage a law before the public assembly.* In either case, however, few arguments, and those almost certain, are advanced ; for there are but three kinds of laws, relating to sacred, public, or private rights. 34. This division has regard chiefly to the commendation of a law,+ as when the speaker extols it by a kind of gradation, because it is a law, because it is public, because it is made to promote the worship of the gods. 35. Points about which questions usually arise, are common to all laws ; § for a doubt may be started, either concerning the right of him who proposes the law, (as concerning that of Publius Clodius who was accused of not having been properly, rented tribune, I j) or concerning the validity of the proposal itself, a doubt which may refer to a variety of matters, as for

* Certain judges were appointed by the assembly of the people called nonaethete, before whom the proposer of a new law had to appear and support it; his adversaries were the defenders of the old law which the new one would abrogate. Spalding.

t Fere certa.] In opposition to the particulars to which he alludes in the following section, de quibus quari solet, i.e., dubitari. The arguments advanced in favour or condemnation of a law are generally Hitches can have but one tendency, that is, to prove the law to be either extremely good or extremely bad ; they are very seldom such as can be turned to advantage on either side of the question. Spalding.

§ It is only however the old law that can be thus praised ; for the new, when it is proposed, is not properly a law. Spalding.

§ The points meant by Quintilian, says Spalding, are such as regard to mere form and mode of proposing or bringing forward a law ; for whether a law was good or bad would appear from the nature and tendency of it.

|| Clodius, being a patrician by birth, could not be made a tribune of the people, without having been first made a plebeian by adoption. Cicero maintained that his adoption had been irregular, Pro Domo, c. -17, where reference is also made to the auspices and to three market-days ; on which the reader may consult Ernesti's Clavier aiding.

instance, whether the proposal has been published on three market days, or whether the law may be said to have been proposed, or to be proposed, on an improper day, or contrary to protests, or to the auspices, or in any other way at variance with legitimate proceedings ; or whether it be opposed to any law still in force. 36. But such considerations do not enter into these early exercises, which are without any allusion to persons, times, or particular causes. Other points, whether treated in real or fictitious discussions, are much the same ;

f for the fault of any law must be either in words or in matter.

37. As to words, it is questioned whether they be sufficiently expressive ; or whether there is any ambiguity in them ; as to matter, whether the law is consistent with itself; whether it ought to have reference to past time, or to individuals. But the most common inquiry is, whether it be proper or expedient. 38. Nor am I ignorant that of this inquiry many divisions are made by most professors ; but I, under the term proper, include consistency with justice, piety, religion, and other similar virtues. The consideration of justice, however, is usually discussed with reference to more than one point ; for a question may either be raised about the subject of the law, as whether it be deserving of punishment or reward, or about the measure of reward or punishment, to which an objection maybe taken as well for being too great as too little. 39.

Expediency, also, is sometimes determined by the nature of the measure, sometimes by the circumstances of the time. As to some laws, it becomes a question, whether they can be enforced. Nor ought students to be ignorant that laws are sometimes censured wholly, sometimes partly, as examples of both are afforded us in highly celebrated orations. 40. Nor does it escape my recollection that there are laws which are not proposed for perpetuity, but with regard to temporary honours or commands, such as the Manilian law, about which there is an oration of Cicero. But concerning [these](#) no directions can be given in this place ; for they depend upon the peculiar nature of the subjects on which the discussion is raised, and not on any general consideration.

41. On such subjects did the ancients, for the most part, exercise the faculty of eloquence, borrowing their mode of argument, however, from the logicians. To speak on fictitious cases, in imitation of pleadings in the forum or in public court.

cils, is generally allowed to have become a practice among the Greeks, about the time of Demetrius Phalereus. 42. Whether that sort of exercise was invented by him, I (as I have acknowledged also in another book*) have not succeeded in discovering ; nor do those who affirm most positively that he did invent it, rest their opinion on any writer of good authority; but that the Latin teachers of eloquence commenced this practice towards the end of the life of Lucius Crassus, Cicerot tells us; of which teachers the most eminent was Plotius.

CHAPTER V.

Advantages of reading history and speeches, § 1-3. On what points in them the professor of rhetoric should lecture, 4-9. Faulty composition may sometimes be read, to exercise the pupil's judgment, 10-13. Usefulness of this exercise, 14-17. Best authors to be read at an early age, 18-20. The pupil should be cautious of imitating very ancient or very modern writers, 21-26.

1. BUT of the proper mode of declaiming I shall speak a little further on ; in the mean while, as we are treating of the first rudiments of rhetoric, I should not omit, I think, to observe how much the professor would contribute to the advancement of his pupils, if, as the explanation of the poets is required from teachers of grammar, so he, in like manner, would exercise the pupils under his care in the reading of history, and even still more in that of speeches ; a practice which I myself have adopted in the case of a few pupils, whose age required it,, and whose parents thought it would be serviceable to them. 2. But though I then deemed it an excellent method, two circumstances were obstructions to the

* If that acknowledgment was made in the book *De Causis Corrupt (e L)loquentice*, it does not occur in the Dialogue which we have under that title. *Spalding*.

t De Orat. iii. 24. Concerning Plotius, see Suet. de Clar. Ithet. cap. 2 ; Seneca Rhet. p. 134 Bip. ; Varro in fragm. p. 289 Bip. ; Quiutiliau, xi. 3, 143. *Qpalding*.

For most of his pupils, according to the custom of the Romans, had come to Quintilian at too advanced an age. See c. 1, sect. I and 8.

practice of it; that long custom had established a different mode of teaching and that they were mostly full-grown youths, who did not require that exercise, that were forming themselves on my model. 3. But though I should make a new discovery ever so late, I should not be ashamed to recommend it for the future. I know, however, that this is now done among the Greeks, but chiefly by assistant-masters, since the time would seem hardly sufficient, if the professors were always to lecture to each pupil as he read. 4 Such lecturing, indeed, as is given, that boys pray follow the writing of an author easily and distinctly with their eyes, and such even as explains the meaning of every word, at all uncommon, that occurs, is to be regarded as far below the profession of a teacher of rhetoric.

5. But to point out the beauties of authors, and, if occasion ever present itself, their faults, is eminently consistent with that profession and engagement, by which he offers himself to the public as a master of eloquence, especially as I do. not require such toil from teachers, that they should call their pupils to their lap, and labour at the reading of whatever book each of them may fancy. 6. For to me it seems easier, as well as far more advantageous, that the master, after calling for silence, should appoint some one pupil to read, (and it will be-best that this duty should be imposed on them by turns.) that they may thus accustom themselves to clear pronunciation ; 7. and then, after explaining the cause for which the oration was composed, (for so that which is said will be better understood,) that he should leave nothing unnoticed which is important to be remarked, either in the *thought* or the *language*; that he should observe what method is adopted in the *exordium* for conciliating the judge; what *clearness, brevity,* and apparent *sincerity, is* displayed in the *statement of facts*; what *design* there is in certain passages, and what well concealed *artifice*; (for that is the only true art in pleading which cannot be perceived except by a skilful pleader ; j 8. what judgment appears in the *division of the matter ; how subtle and urgent is the argumentation* ; with what force **the speaker** excites, with what amenity he soothes ; what severity **is shown** in his **invectives**, what urbanity **in** his *jest*s ; how he commands the feelings, forces a way into the understanding, **and** makes the opinions of the judges coincide with what he

asserts. 9. In regard to the *style*, too, he should notice any expression that is peculiarly appropriate, elegant, or sublime; when the *amplification* deserves praise; what quality is opposed *,) it, what phrases are happily *metaphorical*, **what figures of speech are used**, what part of the *composition* is smooth and polished, and yet manly and vigorous.

10. Nor is it without advantage, indeed, that inelegant and faulty speeches, yet such as many, from depravity of taste, would admire, should be read before boys, and that it should be shown how many expressions in them are inappropriate, obscure, tumid, low, mean, affected, or effeminate; expressions which, however, are not only extolled by many readers, but, what is worse, are extolled for the very reason that they are vicious, 11. for straight-forward language, naturally expressed, seems to some of us to have nothing of genius; but whatever departs, in any way, from the common course, we admire as something exquisite; as, with some persons, more regard is shown for figures that are distorted, and in any respect monstrous, than for such as have lost none of the advantages of ordinary conformation. 12. Some, too, who are attracted by appearance, think that there is more beauty in men who are depilated and smooth, who dress their locks, hot from the curling-irons, with pins, and who are radiant with a complexion not their own, than unsophisticated nature can give; as if beauty of person could be thought to spring from corruption of manners.

13. Nor will the preceptor be under the obligation merely to teach these things, but frequently to ask questions upon them, and try the judgment of his pupils. Thus carelessness will not come upon them while they listen, nor will the instructions that shall be given fail to enter their ears; and they will at the same time be conducted to the end which is sought in this exercise, namely that they themselves may conceive and understand. For what object have we in teaching them, but that they may not always require to be taught?

14. I will venture to say that this sort of diligent exercise will contribute more to the improvement of students than all the treatises of all the rhetoricians that ever wrote; which doubtless, however, are of considerable use, but their scope is more general; and how indeed can they go into all kinds of questions that arise almost every day? 15. So, though

certain general precepts are given in the military art, it will be of far more advantage to know what plan any leader adopted wisely or imprudently, and in what place or at what time; for in almost every art precepts are of much less avail than practical experiments. 16. Shall a teacher declaim that he may be a model to his hearers, and will not Cicero and Demosthenes, if read, profit them more? Shall a pupil if he commits faults in declaiming, be corrected before the rest, and will it not be more serviceable to him to correct the speech of another? Indisputably; and even more agreeable; for every one prefers that others' faults should be blamed rather than his own. 17. Nor are there wanting more arguments for me to offer; but the advantage of this plan can escape the observation of no one; and I wish that there were not so much unwillingness to adopt it as there will be pressure in having adopted it.*

18. If this method be followed there will remain a question not very difficult to answer, which is, what authors ought to be read by beginners? Some have recommended inferior writers, as they thought them easier of comprehension; others have advocated the more florid kind of writers, as being better adapted to nourish the minds of the young. 19. For my part, I would have the best authors commenced at once, and read always; but I would choose the clearest in style, and most intelligible; recommending Livy, for instance, to be read by boys rather than Sallust, who, however, is the greater historian, but to understand him there is need of some proficiency. 20. Cicero, as it seems to me, is agreeable even to beginners, and sufficiently intelligible, and may not only profit, but even be loved; and next to Cicero, (as Livy advises.) such authors as most resemble Cicero.

21. There are two points in style on which I think that the greatest caution should be used in respect to boys: one is

* Gesner very judiciously observes that *facile* should be inserted in the text between *quam* and *non displicebit*.

† There has been much discussion among critics as to whether *hic hietorim major ext auctor is* to be referred to Sallust or Livy; but that it ought to be referred to Sallust, will not be doubted, as Spalding observes, by any one who refers to Martial, xiv. 191; Vell. Pat. ii. 36; Tacit. Ann. iii. 30; Sen. Rhet. p. 274.

§ Quintilian repeats this advice of Livy in x. 1, 39, where he says that it was given in a letter to his son. But the letter is lost. *Spaldiny*.