

**BOOK VIII**

## LIBER VIII

### PROOEMIUM

HIS fere, quae in proximos quinque libros collata sunt, ratio inveniendi atque inventa disponendi continetur, quam ut per omnes numeros penitus cognoscere ad summam scientiae necessarium est, ita incipientibus brevius ac simplicius tradi magis  
2 convenit. Aut enim difficultate institutionis tam numerosae atque perplexae deterreri solent, aut eo tempore, quo praecipue alenda ingenia atque indulgentia quadam enutrienda sunt, asperiorum tractatu rerum atteruntur, aut, si haec sola didicerunt, satis se ad eloquentiam instructos arbitrantur, aut quasi ad certas quasdam dicendi leges adligati conatum  
3 omnem reformidant. Unde existimant accidisse ut, qui diligentissimi artium scriptores exstiterint, ab eloquentia longissime fuerint. Via tamen opus est incipientibus, sed ea plana et cum ad ingrediendum *tum ad demonstrandum* expedita. Eligat itaque  
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## BOOK VIII

### PREFACE

THE observations contained in the preceding five books approximately cover the method of invention and the arrangement of the material thus provided. It is absolutely necessary to acquire a thorough knowledge of this method in all its details, if we desire to become accomplished orators, but a simpler and briefer course of instruction is more suitable for beginners. For they tend either to be deterred from study by the difficulties of so detailed and complicated a course, or lose heart at having to attempt tasks of such difficulty just at the very period when their minds need special nourishment and a more attractive form of diet, or think that when they have learned this much and no more, they are fully equipped for the tasks of eloquence, or finally, regarding themselves as fettered by certain fixed laws of oratory, shrink from making any effort on their own initiative. Consequently, it has been held that those who have exercised the greatest care in writing text-books of rhetoric have been the furthest removed from genuine eloquence. Still, it is absolutely necessary to point out to beginners the road which they should follow, though this road must be smooth and easy not merely to enter, but to indicate. Consequently, our skilful instructor should select all

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peritus ille praeceptor ex omnibus optima et tradat  
ea demum in praesentia quae placet, remota re-  
futandi cetera mora. Sequentur enim discipuli, quo  
4 duxeris. Mox cum robore dicendi crescet etiam  
eruditio. Iidem primo solum iter credant esse in  
quod inducentur, mox illud cognituri etiam optimum.  
Sunt autem neque obscura neque ad percipiendum  
difficilia quae scriptores diversis opinionibus parti-  
5 naciter tuendis involverunt. Itaque in toto artis  
huiusce tractatu difficilius est iudicare quid doceas  
quam, cum iudicaris, docere, praecipueque in duabus  
his partibus perquam sunt pauca, circa quae si is  
qui instituitur non repugnaverit, pronum ad cetera  
habiturus est cursum.

6 Nempe enim plurimum in hoc laboris exhausimus,  
ut ostenderemus rhetoricen bene dicendi scientiam  
et utilem et artem et virtutem esse; materiam eius  
res omnes de quibus dicendum esset; eas in tribus  
fere generibus, demonstrativo, deliberativo, iudici-  
alique reperiri; orationem porro omnem constare

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that is best in the various writers on the subject and content himself for the moment with imparting those precepts of which he approves, without wasting time over the refutation of those which he does not approve. For thus your pupils will follow where you lead. Later, as they acquire strength in speaking, 4 their learning will grow in proportion. To begin with, they may be allowed to think that there is no other road than that on which we have set their feet, and it may be left to time to teach them what is actually the best. It is true that writers on rhetoric have, by the pertinacity with which they have defended their opinions, made the principles of the science which they profess somewhat complicated; but these principles are in reality neither obscure nor hard to understand. Consequently, if 5 we regard the treatment of the art as a whole, it is harder to decide what we should teach than to teach it, once the decision has been made. Above all, in the two departments which I have mentioned, the necessary rules are but few in number, and if the pupil gives them ready acceptance, he will find that the path to further accomplishment presents no difficulty.

I have, it is true, already expended much labour 6 on this portion of my task; for I desired to make it clear that rhetoric is the science of speaking well, that it is useful, and further, that it is an art and a virtue. I wished also to show that its subject matter consists of everything on which an orator may be called to speak, and is, as a rule, to be found in three classes of oratory, demonstrative, deliberative, and forensic; that every speech is composed of matter *and words, and that as regards matter we must*

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rebus et verbis; in rebus intuendam inventionem, in verbis elocutionem, in utroque<sup>1</sup> collocationem, quae memoria complecteretur, actio commendaret.

7 Oratoris officium docendi, movendi, delectandi partibus contineri, ex quibus ad docendum expositio et argumentatio, ad movendum adfectus pertinerent, quos per omnem quidem causam sed maxime tamen in ingressu ac fine dominari. Nam delectationem, quamvis in utroque sit eorum, magis tamen proprias

8 in elocutione partes habere. Quaestiones alias infinitas, alias finitas quae personis, temporibus, locis continerentur. In omni porro materia tria esse quaerenda, an sit, quid sit, quale sit. His adiciebamus demonstrativam laude ac vituperatione constare. In ea quae ab ipso de quo diceremus, quae post eum acta essent, intuendum. Hoc opus tractatu honestorum utiliumque constare. Suasoriis accedere tertiam partem ex coniectura, possetne fieri et an esset futurum de quo deliberaretur. Hic praecipue diximus spectandum, quis, apud quem, quid diceret. Iudicialium causarum alias in singulis, alias in pluribus controversiis consistere, et in

<sup>1</sup> utroque, *Halm* : utraque, *AG*.

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study invention, as regards words, style, and as regards both, arrangement, all of which it is the task of memory to retain and delivery to render attractive. I attempted to show that the duty of 7 the orator is composed of instructing, moving and delighting his hearers, statement of facts and argument falling under the head of instruction, while emotional appeals are concerned with moving the audience and, although they may be employed throughout the case, are most effective at the beginning and end. As to the element of charm, I pointed out that, though it may reside both in facts and words, its special sphere is that of style. I 8 observed that there are two kinds of questions, the one indefinite, the other definite, and involving the consideration of persons and circumstances of time and place; further, that whatever our subject matter, there are three questions which we must ask, *is it? what is it?* and *of what kind is it?* To this I added that demonstrative oratory consists of praise and denunciation, and that in this connexion we must consider not merely the acts actually performed by the person of whom we were speaking, but what happened after his death. This task I showed to be concerned solely with what is honourable or expedient. I remarked that in deliberative 9 oratory there is a third department as well which depends on conjecture, for we have to consider whether the subject of deliberation is possible or likely to happen. At this point I emphasised the importance of considering who it is that is speaking, before whom he is speaking, and what he says. As regards forensic cases, I demonstrated that some turn on one point of *dispute, others on several, and*

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