

QUINTILIAN

BOOK X

M. FABII QUINTILIANI INSTITUTIONIS ORATORIAE

LIBER X

I. SED haec eloquendi praecepta, sicut cogitationi sunt necessaria, ita non satis ad vim dicendi valent, nisi illis firma quaedam facilitas, quae apud Graecos *ἔξις* nominatur, accesserit: ad quam scribendo plus an legendo an dicendo conferatur, solere quaeri scio. Quod esset diligentius nobis examinandum, si quali-
2 bet earum rerum possemus una esse contenti. Verum ita sunt inter se conexa et indiscreta omnia ut, si quid ex his defuerit, frustra sit in ceteris laboratum. Nam neque solida atque robusta fuerit unquam eloquentia nisi multo stilo vires acceperit, et citra lectionis exemplum labor ille carens rectore fluita-
bit; et qui¹ sciet quae quoque sint modo dicenda, nisi tamen in procinetu paratamque ad omnes casus habuerit eloquentiam, velut clausis thesauris
3 incubabit. Non autem ut quidquid praecipue neces-

¹ fluitabit et qui, *Halm*: fluvit autem qui, *G*.

THE INSTITUTIO ORATORIA OF QUINTILIAN

BOOK X

I. But these rules of style, while part of the student's theoretical knowledge, are not in themselves sufficient to give him oratorical power. In addition he will require that assured facility which the Greeks call *ἔξις*. I know that many have raised the question as to whether this is best acquired by writing, reading or speaking, and it would indeed be a question calling for serious consideration, if we could rest content with any one of the three. But ² they are so intimately and inseparably connected, that if one of them be neglected, we shall but waste the labour which we have devoted to the others. For eloquence will never attain to its full development or robust health, unless it acquires strength by frequent practice in writing, while such practice without the models supplied by reading will be like a ship drifting aimlessly without a steersman. Again, he who knows what he ought to say and how he should say it, will be like a miser brooding over his hoarded treasure, unless he has the weapons of his eloquence ready for battle and prepared to deal with every emergency. But the degree in ³

QUINTILIAN

sarium est, sic ad efficiendum oratorem maximi protinus erit momenti. Nam certe, cum sit in eloquendo positum oratoris officium, dicere ante omnia est, atque hinc initium eius artis fuisse manifestum est; proximam deinde imitationem, novissimam scribendi quoque diligentiam. Sed ut perveniri ad summa nisi ex principiis non potest, ita procedente iam opere etiam¹ minima incipiunt esse quae prima sunt. Verum nos non, quomodo instituendus orator, hoc loco dicimus; nam id quidem aut satis aut certe uti potuimus dictum est; sed athleta, qui omnes iam perdidicerit a praeceptore numeros, quo genere exercitationis ad certamina praeparandus sit. Igitur eum, qui res invenire et disponere sciet, verba quoque et eligendi et collocandi rationem perceperit, instruamus, qua ratione quod didicerit² facere quam optime, quam facillime possit.

5 Num ergo dubium est, quin ei velut opes sint quaedam parandae, quibus uti, ubicunque desideratum erit, possit? Eae constant copia rerum ac
6 verborum. Sed res propriae sunt cuiusque causae aut paucis communes, verba in universas paranda; quae si in rebus singulis essent singula, minorem

¹ etiam, *Osann*: iam, *MSS*

² qua ratione, *ed. Col. 1527*: qua oratione, *MSS*.
didicerit, *Zumpt*: dicere, *G.*

BOOK X. 1. 3-6

which a thing is essential does not necessarily make it of immediate and supreme importance for the formation of the ideal orator. For obviously the power of speech is the first essential, since therein lies the primary task of the orator, and it is obvious that it was with this that the art of oratory began, and that the power of imitation comes next, and third and last diligent practice in writing. But as 4 perfection cannot be attained without starting at the very beginning, the points which come first in time will, as our training proceeds, become of quite trivial importance. Now we have reached a stage in our enquiry where we are no longer considering the preliminary training of our orator; for I think the instructions already given should suffice for that; they are in any case as good as I could make them. Our present task is to consider how our athlete who has learnt all the technique of his art from his trainer, is to be prepared by actual practice for the contests in which he will have to engage. Consequently, we must assume that our student has learned how to conceive and dispose his subject matter and understands how to choose and arrange his words, and must proceed to instruct him how to make the best and readiest use of the knowledge which he has acquired.

There can then be no doubt that he must accumu- 5 late a certain store of resources, to be employed whenever they may be required. The resources of which I speak consist in a copious supply of words and matter. But while the matter is necessarily 6 either peculiar to the individual case, or at best common to only a few, words must be acquired to *suit all and every case.* Now, if there were special

QUINTILIAN

curam postularent, nam cuncta sese cum ipsis protinus rebus offerrent. Sed cum sint aliis alia aut magis propria aut magis ornata aut plus efficientia aut melius sonantia, debent esse non solum nota omnia sed in promptu atque, ut ita dicam, in conspectu, ut, cum se iudicio dicentis ostenderint, facilis
7 ex his optimorum sit electio. Et quae idem significarent solitos scio ediscere, quo facilius et occurreret unum ex pluribus et, cum essent usi aliquo, si breve intra spatium rursus desideraretur, effugiendae repetitionis gratia sumerent aliud quod idem intelligi posset. Quod cum est puerile et cuiusdam infelicis operae tum etiam utile parum; turbam tantum modo¹ congregat, ex qua sine discrimine occupet proximum quodque.

8 Nobis autem copia cum iudicio paranda est vim orandi non circulatoriam volubilitatem spectantibus. Id autem consequemur optima legendo atque audiendo; non enim solum nomina ipsa rerum cognoscemus hac cura, sed quod quoque loco sit
9 aptissimum. Omnibus enim fere verbis² praeter pauca, quae sunt parum verecunda, in oratione locus est. Nam scriptores quidem iamborum veterisque comoediae etiam in illis saepe laudantur, sed nobis

¹ turbam tantum modo, *Halm*: turbañtum modo, *G*: turbam enim tantum, *vulgo*.

² fere verbis, *cod Harl.* 4995: ferebis vel, *G*.

¹ See §§ 59 and 96.

BOOK X. i. 6-9

words adapted to each individual thing, they would require less care, since they would automatically be suggested by the matter in hand. But since some words are more literal, more ornate, more significant or euphonious than others, our orator must not merely be acquainted with all of them, but must have them at his fingers' ends and before his very eyes, so that when they present themselves for his critical selection, he will find it easy to make the appropriate choice. I know that some speakers ⁷ make a practice of learning lists of synonyms by heart, in order that one word out of the several available may at once present itself to them, and that if, after using one word, they find that it is wanted again after a brief interval, they may be able to select another word with the same meaning and so avoid the necessity of repetition. But this practice is childish and involves thankless labour, while it is really of very little use, as it merely results in the assembly of a disorderly crowd of words, for the speaker to snatch the first that comes to hand.

On the contrary, discrimination is necessary in ⁸ the acquisition of our stock of words; for we are aiming at true oratory, not at the fluency of a cheapjack. And we shall attain our aim by reading and listening to the best writers and orators, since we shall thus learn not merely the words by which things are to be called, but when each particular word is most appropriate. For there is a place in ⁹ oratory for almost every word, with the exception only of a very few, which are not sufficiently seemly. Such words are indeed often praised when they occur in writers of iambics ¹ or of the old comedy,

END OF SAMPLE TEXT



The Complete Text can be found on our CD:
Primary Literary Sources For Ancient Literature
which can be purchased on our Website :
www.Brainfly.net

or

by sending **\$64.95** in check or money order to :
Brainfly Inc.
5100 Garfield Ave. #46
Sacramento CA 95841-3839

TEACHER'S DISCOUNT:

If you are a **TEACHER** you can take advantage of our teacher's discount. Click on **Teachers Discount** on our website (www.Brainfly.net) or **Send us \$55.95** and we will send you a full copy of *Primary Literary Sources For Ancient Literature* **AND** our *5000 Classics CD (a collection of over 5000 classic works of literature in electronic format (.txt))* plus our *Wholesale price list*.

If you have any suggestions such as books you would like to see added to the collection or if you would like our wholesale prices list please send us an email to:

webcomments@brainfly.net