VIRGIL: WITH VOCABULARY, NOTES AND MEMOIR

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Virgil: With Vocabulary, Notes and Memoir by William M'Dowall

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WILLIAM M'DOWALL

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WITH

VOCABULARY, NOTES, AND MEMOIR.

By WILLIAM M'DOWALL,
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For the Use of Schools.

SECOND EDITION, REVISED.

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PREFACE.

RETIRED from a pretty long course of practice as a public teacher of classics, the Compiler acceded with pleasure to the wish of the Publishers that he should furnish a School Edition of Virgil on a plan similar to that of the School Edition of Cæsar printed for the use of his own classes many years ago. The design has in it no pretension beyond that of giving such choice portion of any Classic as it is found practicable to read in elementary schools, with a full Vocabulary, Notes, &c., specially adapted for the illustration of the text. In the present instance the choice of this has been made not without the concurrence of practical teachers of high standing. It consists of the First, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and Tenth Eclogues, and of the First, Second, Fifth, and Sixth Books of the Æneid.

It was desirable that this might be read along with other school copies of Virgil: it is to be observed, however, that such forms as *volt*, *divom*, &c., are rejected as being recognised neither by dictionaries nor grammars, and therefore quite out of place in an elementary book; that *relligio*, *repperi*, &c., seemed inadmissible for the

same reason, in such words the inseparable preposiposition *re* being lengthened; and that *partes* is distinguished from the equivocal *partis*, *umbrâ* from *umbra*, *deûm* from *deum*, *domûs* from *domus*, *currûm* from *currum*, *meliùs* from *melius*, *egêre* from *egere*, *hìc* adv. from *hic* pron., &c.,—experience showing that where the construction is difficult, these aids often facilitate the task of the learner quite as much as judicious punctuation.

To some the foot-notes may appear too numerous and too suggestive; but it is to be noted that the book is intended for young classes, and that of translations of any kind we provide a very sparing supply.

The points of information on which a word-compartment specially applicable to the text ought to equal or exceed in serviceableness any general lexicon are—1. Interpretation; 2. Declension; 3. Conjugation; 4. Quantity; 5. Derivation; and, in a certain class of words, 6. Mythology; 7. Ancient customs; 8. Geography; 9. History.

On the *first* head, it is to be observed that the secondary meanings given apply, first of all, to *loca* in the text, and that, where space abounds, not a few synonymes have been dropped in, with a view to extend the pupil's choice of expression: on the *second*, that such words as *rabies*, *em*, *e*, are not assigned to any particular declension: on the *third* head, it may be premised that we endeavour to reduce contraction in conjugating verbs to strict method, suitable to the different classes of forms, and insert their conjugation as it stands and has long stood in grammar lists and lexicons, not choosing, in a great inflected language, to mutilate the verb on the ground that such or such a word

is not used by writers of the classical period; for in presence of the past participle of a verb passive, for instance, we deem ourselves bound to own the existence of a supine, whether, in the annals of accident, during a given period, the supine ever happened to be used or no: on the *fourth* head, that in words of three or more syllables in *uo*, we mark the quantity of *u*, having observed in young classes generally a vicious tendency to pronounce it long: on the *fifth*, that any word here given as a root either has its meaning placed in juxtaposition, or is itself inserted in the Vocabulary, and that, to prevent repetition, many roots not found in the text, or themselves even obsolete, —such as *lacio*, *specio*, *perior*, *pleo*,—were at once placed on the list of notices: and on the four remaining heads, it is trusted that the information, necessarily confined in compass, may be found sufficient for the requirements of elementary classes.

It is but just to add, finally, that for any fault discoverable in the execution, the Compiler is alone to blame, the Publishers implicitly relying on his judgment both as to the plan and its details.

MEMOIR.

The life of a close student is chequered by few events,—in most instances by none worthy of mention after his death; but, in the case of Virgil,[1] we find civil disturbance in his native place, the insalubrity of its air, and the repute of his juvenile writings, combine to lead him away from rural privacy into the highest circles of Roman society, there to be the leading poet of an ambitious age, and yet preserve unchanged the blameless morals and simple manners of early life. His parents were of the middle rank, respectable though obscure. It appears that his father was either manager or tenant of an estate at Andes, near Mantua, belonging to a person named Maius, whose daughter Maia he married; and that eventually, by inheritance, his son became proprietor of the land he cultivated.

That son, the future scholar and author, was born on the 15th October, 70 B.C. At the age of seven, he was sent to Cremona, and afterwards to Milan; at the schools of which he imbibed with avidity the elements of Latin and Greek literature and of geometry, devoting his attention also to the study of medicine; since his parents intended that he should be educated for the medical profession.

At the age of sixteen, he removed to Naples for tuition in Greek, under Parthenius, a native of Bithynia, and

[1] Among the old grammarians there was a controversy whether the name should be written Virgilius or Vergilius; but the question is of no importance, since *e* and *i* were convertible letters. Accordingly, inscriptions and codices have it both ways. Some of the Greeks wrote it Οὐιργίλιος, others Οὐιργίλιος, others Βιργίλιος. Some MSS. add to the name *Parthenias* (from παρθένος, virgo), *i.e.*, *the girlish man*,—a sobriquet he owed to the pleasure-seekers at Naples and Baiæ.