

RECOMMENDATIONS OF THE AMERICAN MANUAL.

Extracts from Letters, &c., received by the Publishers.

From Rev. H. Galphin, Principal of the High School at Eastville, Northampton County, Virginia. — My scholars have fallen in love with the American Manual and their improvement delightfully corresponds. If I do not mistake, it will be appreciated and introduced into Schools just in proportion as it becomes known. It ought to be in every family and in every library.

From Dr. J. Patrick, President of Madison College, Pa. — The questions and marginal notes are of incalculable service to the pupil; while at the same time the author's exposition combines the utmost perspicuity, precision, and clearness, making very attractive the study of those great principles which are the soul of the charter of our liberties.

The effects of the extensive use of the American Manual must be to elevate our national character, by preparing the American boy to act the part of a sovereign citizen, either in the place of authority as an officer, or as a private individual; and the American girl for enunciating at the fireside the principles of true patriotism and virtue — *Baltimore Patriot*.

The principles inculcated are sound, and tend to the improvement of the heart as well as the enlightenment of the mind — *Lutheran Observer, Baltimore*.

This Manual of Mr. Burleigh's is, in our opinion, the most valuable school book that has issued from the prolific American press for many years. Its value is greatly increased by the fact that numerous questions are given in an unique marginal arrangement, by which the skill of the pupils is much exercised in mentally tracing the analogy of synonymy, thus rendering perfect their knowledge of the language. — *Gazette of the Union*.

The conciseness and beauty of the style, the unequalled excellence of the marginal exercises in drawing out the mind, and thoroughly disciplining the mental powers, and training the pupils to reason with accuracy and precision, renders it in my opinion, the best school-book extant. I shall introduce it into the female seminary over which I preside, at the commencement of next session. D. R. ASHTON, Fifth street below Arch, Philadelphia.

I have examined the American Manual and heartily concur with Professor Ashton in regard to its merits, and shall introduce it into the French seminary over which I preside. C. PICOT, No. 15 Washington Square.

I have critically examined the American Manual. Having taken much pains in ascertaining the true tenor of the republican institutions of my adopted country, I had previously read the leading authors on government with much satisfaction, but I have not met with any work, in any language, that so clearly, so concisely, and so beautifully conveys to the mind the principles of political science. The marginal exercises afford much invaluable assistance to the foreigner in acquiring a knowledge of the English language. The exercises also afford to the mental powers a similar discipline that is obtained in studying the ancient classics. A. FRETAG, LL.D. Professor of German in St. Mary's College, Baltimore.

A text-book prepared by a man so distinguished for scholarship, experience, and success in teaching, as President Burleigh, cannot fail to secure universal favor. The general arrangement of the work is regular. The marginal exercises and questions placed at the foot of each page, greatly facilitate the labor both of the teacher and scholar, and serve to interest the mind of the latter, in the acquisition of knowledge. The appendix serves as a key to the whole work, which renders it complete. It is a book which, in my opinion, should be placed in the hands of every American citizen. ROBERT KERR, Principal of West Female High School, Baltimore.

The arrangement of the book is such as greatly to facilitate the labor of instruction, and no candid mind can look over its pages without coming to the conclusion, that the work is the best of any yet published to promote among pupils generally an exact and thorough knowledge of the principles of republican government.

WM. M. CREERY, M. CONNOLLY, M. M'CONKY, E. ADAMS, R. CONNOLLY, and many other principals of Public Schools in Baltimore.

From Professor Lewis W. Burnet. — I have examined the American Manual, by President Burleigh, and find it to be just the book that is wanted in our schools, and I may add, in every private library. While all proclaim that our existence, as a free nation, depends on the intelligence of the people, little comparatively is doing to reduce this idea to practice in our schools.

From Hon. L. G. Edwards, Pres. of the Bd. of Pub. School Commissioners for Norfolk Co. Va. — I consider the American Manual a desideratum which had not been before supplied, and respectfully recommend that it be used generally in every District Free School in this county.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, on Tuesday, December 10th, 1851, the following resolution was adopted: — **Resolved, That the American Manual, by Joseph Bartlett Burleigh, be introduced as a class-book into the Grammar Schools of this District.** ROBERT J. HEMPHILL, Sec.

The American Manual, by Joseph B. Burleigh, LL.D., has, by order of the Trustees, been introduced into the Public Schools of the City of Washington. C. A. DAVIS, Secy B. T. P. C.

From the Hon. B. Everett Smith. — I doubt whether the ingenuity of man can ever devise a work better adapted to the purpose avowed by the author. I arose from the perusal of the American Manual, more deeply impressed than ever with my responsibility as a citizen, and with the absolute necessity of fostering sound virtue and political morality.



DEPARTMENT OF STATE.
WASHINGTON, OCT. 1, 1850.

This is to certify, that Joseph Bartlett Burleigh's Script Edition of the U. S. Constitution with the Amendments, has been carefully collated with the originals in the Archives of this Department, and proved to be accurate in the CAPITALS, ORTHOGRAPHY, TEXT, and PUNCTUATION.

Dan Webster
SECRETARY OF STATE.

M. G. Serwick
CHIEF CLERK.

DEPARTMENT OF STATE.
WASHINGTON, OCTOBER 3, 1850.

I have carefully compared Burleigh's Script Edition of the American Constitution and the Amendments appended, with the original manuscript and the twelve Amendments, IN THE ORDER OF THEIR ADOPTION, and have found that it minutely delineates the original documents, with all their peculiarities.

It may be proper to add, that other Amendments have been proposed, but only the aforesaid twelve have been constitutionally ratified.

James Smackie
KEEPER OF THE ARCHIVES.

WASHINGTON, D. C., SEPT 30, 1850

I have critically compared Burleigh's Script Constitution of the United States, and all its Amendments, with the original documents deposited at the Department of State, and have found them in every respect alike, even to the minutest particular.

Joshua Melvin

PROOF-READER IN THE DEPARTMENT OF STATE

See the latter part of page 22 in the Introduction and also page 118.

SEE ALSO THE FIRST PAGE OF THIS LEAF.

THE
AMERICAN MANUAL;

OR,
THE THINKER,
(PART III., COMPLETE IN ITSELF.)

CONTAINING

AN OUTLINE OF THE ORIGIN AND PROGRESS OF GOVERNMENT; THE NATURE OF LIBERTY, THE LAW OF NATIONS, A CLEAR EXPLANATION OF THE

CONSTITUTION OF THE UNITED STATES,

AND OF THE DUTIES OF VOTERS, JURORS, AND CIVIL MAGISTRATES; WITH SYNONYMOUS WORDS APPLIED AND PRACTICALLY ILLUSTRATED IN SENTENCES, AND THE CENSUS OF 1850.

THE WHOLE

ARRANGED ON A NEW AND ORIGINAL PLAN;

DESIGNED TO IMPART AN ACCURATE KNOWLEDGE OF OUR SOCIAL AND POLITICAL INSTITUTIONS; TO AROUSE THE MINDS OF YOUTH, AND INCULCATE PURE AND NOBLE PRINCIPLES.

ADAPTED, AS A READER, OR TEXT-BOOK, TO THE WANTS OF ADVANCED PUPILS; ALSO TO THE USE OF PUBLIC AND PRIVATE LIBRARIES.

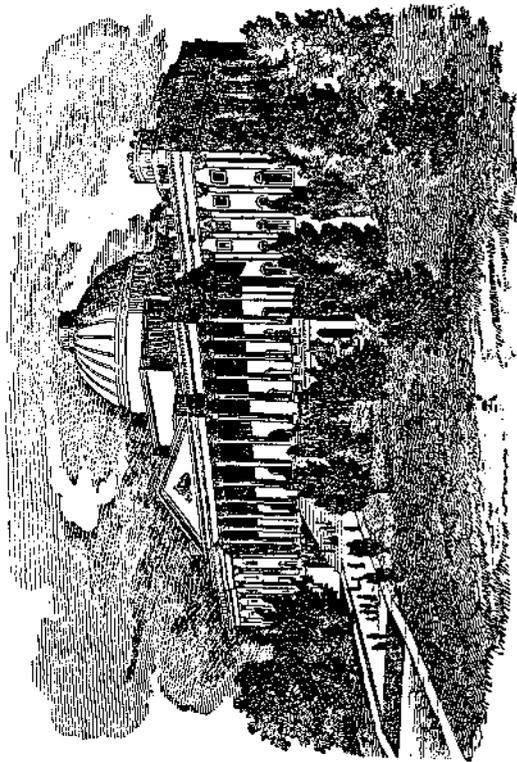
BY
JOSEPH BARTLETT BURLEIGH, LL.D.

PERMANENT STEREOTYPED EDITION.

PHILADELPHIA:
LIPPINCOTT, GRAMBO & CO.,
No. 20 NORTH FOURTH STREET.

1854.

Entered, according to Act of Congress, in the year 1851, by
JOSEPH BARTLETT BURLEIGH,
in the clerk's office of the District Court of the United States for
the District of Maryland.



CAPITOL AT WASHINGTON.

PUBLISHERS' PREFACE.

THE publishers commit this work to the practical teachers of the United States, believing that it will greatly assist them in the discharge of their important duties, and reflect the highest honor on their profession. The Author is a laborious practical teacher, of twenty years' experience; he has travelled extensively in every section of the Union, with a view to ascertain the true condition and the real wants of the schools of the country. He has also made many and important improvements in the system of instruction, and we think nothing is hazarded in the assertion that none understand the true character of the schools of the whole Union better, or are more ardently and zealously devoted to the cause of universal education.

The work seems to be imperatively demanded. It has received the highest commendation from all who have carefully examined it. Many politicians from the leading parties of the country, and some of the ablest divines from the prevailing denominations of Christians in the Union, have given it their heartiest approval.

It is intended, both by us and the Author, that it shall contain *no* sentiment that will in the least militate against the views of *any* denomination of Christians, or that shall conflict with the political opinions of the patriotic citizens of *any* party in our land.

On every page are inculcated principles that will tend to make the mind purer, and the heart better. The spirit of the entire work is of the most patriotic character; it advocates the rights and the privileges of the people. It sets forth in vivid light their duties, and the necessity of the universal dissemination of sound education, and the purest principles of patriotism and morality.

The proper use of the marginal exercises cannot fail to give the pupil an accurate use of words and an extensive command of language. It must tend to render the Teacher's Profession delightful, because the plan, carried out, will always be attended with success, and enable him, at the close of each day, to see that labor has not been spent in vain.

EXTRACTS FROM RESOLUTIONS, LETTERS, &C., RESPECTING THE THINKER, THE LEGISLATIVE GUIDE, AND THE AMERICAN MANUAL.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held on Tuesday, Nov. 11th 1851, the following resolution was adopted — Resolved, That the "Thinker," by Joseph Bartlett Burleigh, be introduced as a class-book into the Public Schools of this District. ROBERT J. HEMPHILL, Sec.

At a meeting of the Board of School Commissioners for the city of Baltimore, held on Tuesday, 10th February, 1852, the following resolution was *unanimously* adopted — Resolved, That the "Thinker," by Joseph Bartlett Burleigh, L.L.D., be introduced as a class-book into the Public Schools of Baltimore. J. W. TILYARD, Clerk Com. of Pub. Schools, Baltimore.

At a meeting of the Board of Public School Commissioners for the City of Baltimore, held on Tuesday, 10th February, 1852, the following resolution was *unanimously* adopted — Resolved, That the "Practical Spelling Book" by Joseph Bartlett Burleigh, L.L.D., be introduced as a class book into the Public Schools of Baltimore. J. W. TILYARD, Clerk Com. of Pub. Schools, Baltimore.

"The Practical Spelling Book" by Joseph Bartlett Burleigh, L.L.D. is happily calculated to teach the infant mind self reliance, and the want of which blights the prospect of so many youth. GEORGE S. GRAPE, WM. KERR, and many other principals of Public Schools in Baltimore.

The "Thinker" is one of the very best books that can be put into the hands of youth. Apart from the morality which it inculcates, it cannot fail to secure a facility in the choice of words, a command of language, and a familiarity with the construction and component parts of a sentence. HIRAM JOHNSON, Prin. Pub. School No. 8, Baltimore.

From *Ex Governor W. G. D. Worthington*. — I have examined "Burleigh's Legislative Guide," and find as its name implies, that it is indispensable for every legislator who desires to establish a uniform system of rules for conducting public business throughout the United States. In my humble judgment, every State Legislature will immediately adopt it as their standard of course as the merits of the work can be known. D. W. WALKER, Sec. of State, Baltimore.

I am convinced that the "Legislative Guide" will prove a valuable text-book for collegiate students, and will be used as such at St. Timothy's Hall, believing that every young American ought to be acquainted with the routine of order appropriate to legislative assemblies. St. Timothy's Hall, Catonsville, Md., Feb. 26, 1852. L. VAN BOPKELLEN, Rector.

From *Hon. J. C. Legrand, Ch. Justice, Court of Appeals, Md.* — The plan of the "Legislative Guide" enables the student or legislator to discover, with facility, the rule and reason for it, in each particular instance, and must, therefore, be of great value to legislative, and other deliberative bodies. JNO. CARROLL LEGRAND

At a meeting of the Board of Public School Commissioners for the City of Baltimore, held on Tuesday, 10th February, 1852, the following resolution was *unanimously* adopted — Resolved, That the "American Manual" by Joseph Bartlett Burleigh, L.L.D., be introduced as a class book into the Public Schools of Baltimore. J. W. TILYARD, Clerk Com. Pub. Sch. Baltimore.

We, the undersigned, Teachers of the Public Schools in the city of Steubenville, find, on trial, that Burleigh's "American Manual" is the best book with which we are acquainted for waking up the mind of youth for training them to understand what they read, for leading them to investigate and reason for themselves, and thoroughly fitting them for the duties of after life. The school, the irrefragable test of the merits of a class-book, proves that its proper use need only be witnessed to receive the approbation of every friend of thorough education. FRANCIS TURNER, M. A. WALKER, M. KIDDO, M. HULL, T. BROWN, M. ALLEN, WM. MCCAY, I. B. BUTLER, E. KELL, M. ORR.

The "American Manual" cannot fail to command general favor. — Baltimore Sun.

From *John B. Strange, A.M., and R. B. Tschudi, A.M., Principals of the Norfolk Academy, Va.* — We do not hesitate to pronounce the "American Manual" one of the best school-books we have ever examined, not only as regards the matter, but also the manner of communicating it. The Manual is adapted to the capacity of the youngest, and must prove highly interesting and instructive to the oldest pupils.

From *Prof. S. C. Atkinson*. — So far as my observation extends, no school book is so well calculated to enlarge and enoble the mind of youth as the "American Manual." A lawyer by profession and a teacher from choice, Mr. Burleigh possesses at the same time a consciousness of what is needed and the ability to supply it. — *Frankford Herald*.

We, the undersigned, teachers in the Public Schools of Pittsburg, have used Burleigh's "American Manual" with great satisfaction and delight. The plan of the work is in all respects judicious. The marginal exercises are a novel and original feature, and are arranged with great accuracy and discrimination. Their use not only excites the liveliest interest among the pupils, but produces great, salutary, and lasting effects, in arousing the mental powers, and leading the scholars constantly to investigate, reason, and judge for themselves. The Manual is elegantly written, and must have the effect to give a taste to what is pure and lofty in the English language. Signed by B. M. KERR, J. WHITFIELD, and twenty three other principals of Public Schools in Pennsylvania.

From the *Fredericksburg, Va. Herald* — The "American Manual" possesses a kind of railroad facility in arousing the minds of youth, no one who is entrusted with the education of the rising generation should be ignorant of its contents, or a stranger to its thorough and efficient mode of imparting knowledge. It contains a condensed, lucid, exact and comprehensive view of our social and political institutions, and ought to be in every family.

From *Hon. Wm. Roberts, President of the Bd. Pub. Sch. Com. of Princess Ann Co. Virginia* — I consider the "American Manual" the best book for training the young mind, in the earlier stages of its education. I have ever seen.

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THE synonyms have no designatory character. U. signifies unlike; S. used in different senses; M. meaning; and Q., question, applied to words not properly belonging to any of the other divisions. The numbers are:—first, the lesson; second, the question; third, the page in Appendix. Words twice given are twice elucidated.

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AMERICAN MANUAL.

LESSON I.

THE design of the right-hand column of words (See LESSON 7.) is to render the school-room a place of intense interest, enchaining the mind of the pupil by gradual and constant exercise of all the intellectual faculties; for, like the body, the more the mind is properly exercised the stronger it becomes. When the right-hand column is used as a spelling lesson, and the teacher gives out any word, it is intended that the word in the same line indicated by the figure ¹ shall be spelled in its place. For example — when the teacher pronounces *book*, the pupil will spell *work* — when *primary*, the pupil will spell *elementary* — when *lessons for practice*, the pupil will spell *exercises* — and when *writers*, the pupil will spell *authors*. Again, when the teacher pronounces *work*, the scholar will spell *book* — when *elementary*, the scholar will spell *primary* — when *exercises*, the scholar will spell *lessons for practice* — when *authors*, the scholar will spell *writers*. It is obvious that by this plain not a word can be spelled without "waking up the mind" of the scholar. The pupil spells and learns the meaning of two words in every line, and eventually forms the habit of observing how every word read is spelled, or, in other words, learns to spell every word in the language correctly; and, what is more, not only learns the meaning of every word, but also the nice shades of difference between words generally used as synonymous with each other. Youth thus enter with zest on the study of their mother tongue, and each day brings increasing delight in tracing the beauties and following out the philosophy of language, in which *all* the business of life is transacted, effectually fitting the student for the real practical duties of the world.

In order to enliven the class, train the pupils to think quick, and to rivet their attention the teacher may occasionally give them the marginal words to spell by letter. Thus, the teacher pronounces *work*, Susan begins, B, Mary instantly follows, OO, then Jane, K, and Harriet pronounces the word; and so on down the column and

through the class. It will be advisable for those who use the Manual as a reading book to take but *one feature* at a time, and to omit the questions till the pupils are perfectly familiar with the marginal exercises.

It cannot be too often repeated, that the great object has been to discipline the mind, to give the pupil an accurate command of language; and hence, the word found in the margin is often not the easiest or the plainest one that might have been given. For example (see page 83), *ken*, 18th marginal line; also (page 111) *coterie*, 33d marginal line, and *moderator*, 49th marginal line.

Some words in the right-hand column are definitions, some synonyms, and some neither definitions nor synonyms, but phrases or expressions that convey a similar idea to the mind. Hence, the pupil in properly using this book must reason, investigate, and reflect; the attention thus aroused in school will accompany the pupil through life, and in the place of stupidity, sluggishness, and a distaste for intellectual pursuits, an acute intellect and polished mind will be formed which will adorn the possessor, and! bless society to the end of time.

It is believed that pupils who properly use this book will acquire attentive habits, desire for study, and patient investigation, which will fit them in after life to be the solace and pride of their families, and the ornaments of society.

LESSON II.

Another excellent feature of the marginal exercises is, that youths gradually train the eye to look in advance of the word they are pronouncing. For example, when the scholar pronounces *schools*, the first word in the third **line** of Lesson 7., the eye glances forward to the end of the line in order to bring in the meaning of *exercises*, the word indicated by the figure 1. The eye thus accustomed to reach in advance of the words being pronounced, the pupil is enabled to articulate the difficult words that occur in the course of reading, without the least hesitancy. Hence, a habit of reading fluently is acquired at the same time youth are obtaining a command of language. Educators will find it well frequently to call the attention of the young to the great variety of meanings the same word may have, owing to its connexion with the sentence in which it is placed. Thus *work*, the second

word in the first line of Lesson 7., is used in the sense of *book*, but it may have ten different significations. See Lesson 8., Question 2 Page 6 Appendix. Teachers who properly use the marginal column will soon find the eyes of their pupils beaming with joy, as their minds expand by the use of the marginal exercises. The pupil should so study the lesson as not to make the slightest halt in substituting the meaning for the word indicated by the figure 1. For backward or dull scholars, it will be well for the teacher to simplify the answers in the Appendix. For example, Question 2, of Lesson 8., in the Appendix may be elucidated more in full, 'thus: (see Ques. 2. Les. 8.) first in the sense of BOOK, as the *work* is well written; that is, the book is well written. Second, in the sense of LABOR, as he is at *work*; that is, he is at labor. Third, in the sense of MANAGE, as *work* out your own salvation; that is, manage your own salvation. Fourth, in the sense of OPERATE, as the principle *works* well; that is, the principle operates well. Fifth, in the sense of BECOME, as the cogs *work* loose by friction; that is, they become loose by friction. Sixth, in the sense of FERMENT, as malt liquors *work*; that is, they ferment. Seventh, in the sense of REMOVE, as the plaster *works* out of place; that is, the plaster is removed out of place. Eighth, in the sense of KNEAD, as the young ladies, Bridget, Elizabeth, and Louisa, *work* pastry; that is, the young ladies knead pastry. Tenth, in the sense of EMBROIDER, as (the young ladies, Jane, Susan, and Harriet, *work* purses; that is, they embroider purses. For backward or dull scholars it would probably be best for the teacher to omit the questions in the book entirely, and give them a few easy oral ones; and for those advanced it will be well to vary the exercise and make it more difficult. By taking again Question 2, Lesson I., the advanced pupil would give something like the following answer. First, in the sense of BOOK, as my mother purchased the *work*. Second, in the sense of LABOR, as John is at *work*, &c.

It frequently occurs throughout the book that the best word for the text is found in the margin. In doing this, the author had a two-fold object; first, to exercise the judgment and discriminating powers of the pupils; second, it was often more convenient. For examples of this kind, see page 111, and the 38th line; COMMITTEE would be far preferable, both in brevity and style, to *number of their body*; PLAINTIFF, page 250, marginal line 149; REPLICATION, page 251, marginal line 167; GIVEN HIS CHARGE, Lesson XLIV., page 252, line 2; with many others, are examples of this kind.

As a general rule, the term or phrase given in the margin is the approximate meaning of the word in the same line, indicated by the figure 1. The teacher should be careful to make the pupil understand that the same word may convey a very different or even an opposite signification in one sentence from what it does in another; for example, when we speak of a nervous writer, we mean one strong and vigorous; but when we speak of a nervous lady, we mean one weak and feeble.

After the pupils have become familiar with the marginal words they should substitute original meanings, obtained by their own research and reflection: for example, in the place of the meaning given in the margin of *work*, in the first line of Lesson 7., the scholars may substitute *Reader*, *Manual*, or *Volume*; any phrase or expression that will convey a similar idea.

LESSON III.

The Index to synonyms, [see page 11] will also furnish many interesting fireside lessons, and greatly assist the teacher who uses the Manual for advanced classes. For example, suppose the pupil wishes to know the difference between *abolish* and *abrogate*; by reference to lesson XV., Question 16, page 18 of the Appendix (as pointed out by the Index), the difference is explained at length; and by turning to Lesson XV. (Question 16, which points out the line in which the words occur), and page 70, in the body of the book, the pupil will see an application of the words in a sentence; hence it is plain that if the nation does away gradually with its old regulations, *abolish* will be the best word to use in the text; if suddenly, then *abrogate* would be the best. It appears that *alter* precedes *abolish* (see page 70, line 54); hence, it is evident that the change may be a gradual alteration, and therefore *abolish* is the best word to use in the text. Again, suppose the difference between *declare* and *avow* is required; under the letter D, page 12, in the Index, the difference is indicated, and clearly explained in Lesson XXI., Question 6, page 24 of the Appendix. By reference to Lesson XXI. (Question 6, which points out the line in which the words occur), page 94, the application of the words will appear; *declare* being the best word to use in the text, because its application is national.

The Biographical Tables also furnish fruitful and varied themes

for composition, and are of much service by arousing a literary spirit in the family circle. The pupils should be encouraged to obtain knowledge from friends as well as from books.

Again, to vary the exercise, as well as to give the pupils some lesson that will interest their families at home, the teacher may assign with Lesson I., Table I. (found on page 332) of the State in which the school is taught. For example, suppose the school to be in the State of Pennsylvania; by reference to the table, it will be perceived that Pennsylvania is the ninth State in the column of States, and that opposite each State is the first column of figures denoting in years the time for which the governor in that State is elected. The figure opposite Pennsylvania in the first column is 3; hence, the governor of Pennsylvania is elected for three years. The figures in the second column denote, in dollars, the governor's salary per year; opposite Pennsylvania in the second column is 3000; hence, the governor of Pennsylvania has an annual salary of \$3000. Again, suppose the school happens to be in Virginia, and that the class has been assigned Lesson II. By reference to Table II. it will be seen that Virginia is the twelfth State in the column of States. The first column of figures denotes the number of State Senators. In the first column of figures opposite Virginia is 50; hence, the number of State Senators in Virginia is 50. The second column of figures denotes the time, in years, for which the State Senators are elected; 4 is opposite Virginia in the second column of figures; hence, the term of office for the State Senators in Virginia is four years. The third column of figures denotes the number of State Representatives for each State. The figures opposite Virginia are 152; hence, the number of State Representatives in Virginia is 152. The fourth column of figures denotes the time, in years, for which the State Representatives are elected. The number opposite Virginia is 2; hence, the term of office of the State Representatives for Virginia is two years. The fifth column of figures denotes, in years, the youngest age at which any man can legally serve as State Senator. The figures opposite Virginia in the fifth column are 30; hence, a man must attain thirty years in Virginia before he can be legally elected a State Senator. Again, suppose the school happens to be in Ohio, and the class has Lesson IV. assigned. For the home lesson the teacher may assign Table V. Ohio is the twenty-fifth State in the column of States, on page 336. The first column of figures

denotes the number of inhabited dwelling houses in each of the States respectively. The figures opposite Ohio in the first column are 336,098 ; — hence, according to the government authority of the last census, there were 336,098 inhabited dwelling houses in Ohio. The scholars may commit to memory one table, or even less than one table, for each day; and in the course of a short time they will be familiar with all the statistics of their own State.

LESSON IV.

Inattentive examination has led many who were not practical teachers to believe that the author intended the right-hand column of words as exact definitions; nothing could be farther from the fact. There are about one thousand questions calling the attention to the difference between the meaning of the word indicated by the figure and the word in the margin, at the end of the line. The great object is to give varied accuracy in the use of words, a command of language, and gradually but thoroughly to exercise, the judgment and discriminating powers of the pupils. Pages 291, 297, and many others, call the attention expressly to the use of the marginal column. It cannot be too much borne in mind, that even of any several-words derived from various tongues, and conveying each in its own, the same thought as either or all of the rest, there is generally, in our language, a slight shade of difference in the application, so that they cannot be used indiscriminately. See page 4, *Ap.* Probably no two words can be found, in their true and nice application, exactly alike, though there are many conveying a similar idea. Let it be always distinctly recollected, that the *main object of the marginal exercises is properly to discipline the mind, to cultivate a taste for the philosophy of our own language, and fit the pupils for the duties of after-life.*

Especial attention is also requested to the peculiarities of orthography in the Constitution. Several persons have had the kindness to point out what they supposed to be errors in spelling, whereas if they had taken pains to examine the questions at the termination of the Constitution (page 147), and the answers found to questions 65, 66, 67, 68, 69, 70, and 71, in the corresponding lesson in the Appendix, or Key (pages 33 and 34), they would have seen the importance of not altering one iota, a document so sacred and venerable as the AMERICAN CONSTITUTION. Hence, in-

stead of being an insuperable objection to the use of the Manual, it will be seen that the very fact of its containing a FACSIMILE of the original manuscript of the Constitution (now in the Department of State in the City of Washington), greatly enhances its value. Hundreds of errors are now to be found in law and other books purporting to contain copies of the Constitution. One of the most popular school-books of the day has XIII. amendments to the Constitution; yet only XII. have been made by Congress. If in less than a century, independent of variations and errors in orthography, punctuation, &c., an entire amendment can be added to the Constitution, is there not danger, if authors are allowed to vary from the original manuscript, that in the course of time the entire original Constitution will be changed or obliterated, and a new one formed, according to the caprices of the public mind? Again, our language is subject to constant change, and, according to the general received opinion, *up*, the last word in the 120th line, page 134, is superfluous; yet it is found in the manuscript as originally adopted. The specimens of old English poetry, page 44 of the Appendix, and the Constitution itself, may, when compared with the best writers of the present day, serve to show the changes our language has gradually undergone. It may be well here to remark, that no one can comprehend the author's system of instruction who does not constantly refer to the questions. The answers to the questions, in the Appendix or Key, are intended simply as models; the pupils should always be encouraged to give original answers.

Books are companions whose silent and ever-acting influence, for good or for evil, is incalculable. If we place in the hands of youth books from which they form habits of memorizing like parrots and reciting like automatons; if we allow our daughters to take to their bosoms productions that please the fancy while they undermine the morals; if we allow our sons to read works that enervate and degrade instead of invigorating and exalting; if we are indifferent to the contents of a volume *recommended or decried by a gaudy, a mercenary, a base, a prostituted press*, we suffer others, tampering not with things of time but of eternity, to stain the fair blank of mind, prepared for the pen of virtue, and mar the symmetrical proportions of the soul. With interests so vast at stake, it behooves every educator, if he has not at hand those known to be disinterested, carefully to read books designed for his use, relying in the end upon his own judgment, so that neither the *selfishness*

of individuals, nor the cupidity of hiring critics, burning with insane zeal to promote private ends, shall thwart his laudable efforts to ELEVATE AND ENNOBLE THE MINDS OF THE RISING GENERATION.

Should these remarks ever meet the eye of a teacher wishing to procure his bread without labor, to white away the time and pocket the money consecrated to the noble purpose of training youth for the duties of life and of eternity — if there be any having the superintendence of schools, or in any way whatever the charge of the young, who, to screen the teacher's indolence or serve in any manner private ends, advance the specious argument that the multiplicity of words given confuse and bewilder the pupil — the brief and irrefutable answer slay be made, that learning the definitions from a dictionary, the study of the classics, and the acquirement of any knowledge, is liable to the same sophistical objections. But skilful and conscientious teachers will not be dismayed by labor; and the child's eye, beaming with joy, as indications of an expanding mind, will dispel such arguments like mist before the burning sun.

By those who wish to travel the old beaten track, to use the books their forefathers used, this work may be cast aside as a "humbug;" and every other effort made to arouse the unreflecting to a sense of the imminent dangers that now threaten the ruin of our Republic will also be cried down by those who feel that knowledge and morality endanger the wheedling politician's permanent hold on office. Some will, however, be found who regret the innovations of the day; who, like the Chinese, wish Us now to live as man lived two thousand years ago, trusting to the profession of rulers, and neglecting all the means by which we may know how well they live up to their vaunting professions of disinterested patriotism.

The present is an age of progress — the farmer uses labor-saving machines in agriculture; all the departments of human industry call to their aid, and are served by, the skill and ingenuity of modern inventions; the labor of months is now often performed in a few days; feats are accomplished that would formerly have been deemed incredible; and even the lightning of heaven has been bridled and broken to an express courser by man. Has it come to this, that every thing shall receive countenance and support save that only which affects the training of the young, that which has for its object the growth, the progress, the strength, the welfare of the immortal mind?

In two quarters have objections been raised to the use of a work of this kind in female seminaries. One class argue that political science is dry, uninteresting, and useless: "What," say they, "do young girls want to know of the Constitution of the United States?" An accomplished education consists in dancing gracefully; in being familiar with the contents, of every novel in English and French." The other class wish to limit woman's knowledge to cooking and washing. The former would make woman a toy of youth, to be deserted in age; the latter, a cateress to man's selfishness — not a companion and equal, but his abject slave through life.

Who moulds the destiny of the future? Who makes an indelible impression on the infant mind ere it gives utterance to expressions of endearment and purity? Woman! Ye master spirits of the present and the past century, *who* were the real authors of your greatness? What enabled you to fill the world with your fame, and engrave your names high on the pillars of immortality? The tomb resounds, **MATERNAL INFLUENCE.** Oh, shades of *Washington and Napoleon!* How long will the world be learning that when the father's influence is no more felt, when the paternal spirit takes its flight, and leaves the widow and her infant brood to loneliness and woe, the educated mother's power is sufficient, soaring above the misfortunes of earth, to mould the character and shape the destiny of **WORLD-RULERS?**

Where is the man — yea, what man ever lived distinguished for great deeds and noble actions, for goodness and excellence, who owed not his eminence to the elevating influence of **FEMALE POWER?** What mother — yea what father — lives, believing that the mind is immortal, that God governs the universe and takes cognizance of the affairs of man, who would wish the daughter's mind to remain blank in reference to our social and political institutions? Who would wish the females of our country to remain for ever ignorant of the disinterested motives, the self-sacrifices of the founders of our Republic? Who would desire **ANY** to remain ignorant of the **AMERICAS CONSTITUTION**, the sheet-anchor of the world's liberties, and the guarantee alike of man's and woman's privileges? Who would wish the daughters of America to form alliances for life like the Turkish slave — who would wish fading beauty — wealth, "which takes to itself wings" — to be the soul of attraction? for when these begin to wane, she must bid farewell to earthly happiness, *and it may be, through a defective education, to CELESTIAL BLISS.*

The female may even now be born on whom may fall the mantle, of the combined virtues of the illustrious dead, whose name may yet animate a slumbering world to deeds of excellence and of piety. It may be that female fame may yet leave all names now first, second on earth's annals of renown. The female may even now live who may follow closer the precepts and the commands of the **SAVIOR**, of mankind than ever mortal yet attained. Who is afraid that by the study of political and liberal science woman will usurp the duties of man? As the Creator has assigned the moon, the sun, and the stars, their respective orbits, so also has he prescribed the sphere and the duties of woman; and glorious will be that day when she assumes an intelligent and a proper sway in the affairs of a **SUFFERING WORLD.**

LESSON V.

Particular attention is called to the novel plan of reading the questions, used in this book, and the answers thereto, in the Appendix. For this exercise the class should be separated into two divisions, facing each other. The poorest readers should be the questioners, who ought always to face the best readers, or answerers. For example, suppose the school to be in Maryland, and the class to be composed of Ann, Louisa, Sarah and Jane, the former two being the poorest readers. If Lesson X. be assigned, Ann begins with question 1, page 35, Miss Sarah, in what sense was Christendom formerly used? Sarah, having her book open at the 8th page of the Appendix, reads 1st answer of the 10th Lesson. Louisa then asks the 2d question on the 35th page, and Jane reads the 2d answer from the 8th page of the Appendix. A class of 30 or 40 may proceed in the same manner. The poorest readers in front of the best should proceed, in rotation, to read [ask] the questions, taking care always to raise the eyes and look at those questioned. The best readers, facing the poorest, should, in rotation, read [answer] the questions, each pupil, in turn, taking care always to look at the one propounding the query. Long practice in the school-room proves that these familiar dialogues and colloquies effectually break up drawing tones, lifeless monotony, heedlessness, &c., and impart to each pupil vigor, life, and accuracy. The tables are designed to be read as dialogues. For example, if the school be in Maryland, and Table III., page 334, be the reading exercise, Joint Ball, at the head of the 1st division, looks directly at William Lewis, who is at the head of the 2d division, and says, Mr. Lewis, (see question 40, page 334.) When is the election held in our state? William Lewis replies, (see Maryland, 11th state from the top, and the 2d column of figures,) Mr. Ball, the election in Maryland is held on the first Wednesday in October. It will be perceived that John adds to question 40, *in our state*. With little encouragement each pupil will be able to frame his own questions for the census tables of 1850. This book can be used by two different classes at the same time, the less advanced being selected to ask the questions. The Manual contains many mental questions such as are not generally found in school books. Every query is designed to lead the pupil to think, investigate, and reason. Reading the questions and the answers gives variety, and cannot be too highly commended. All who have tried this system speak of it as the best possible exercise for all scholars who are in the habit of reading too low or too fast. Asking and answering questions is the easiest and quickest way to elevate the voice to its natural pitch. The learner soon acquires the habit of reading with ease, distinctness, and elegance. The questions and answers are in reading - what the gammut is in music, a natural and an infallible guide. They are the simplest

kind of dialogues and colloquies, and gradually excite backward, inattentive, and indolent pupils to the highest degree of quickness and energy. It is, however, of the utmost importance that the class proceed, in reading these dialogues and colloquies, in the right way. By invariably raising the eyes in propounding and answering the queries, and looking at the person questioned or answered, the pupil is at once initiated into the secret of the best elocution, by following the natural instead of an artificial rule. Hence inattentive habits, indistinct enunciation, and mannerism, the great impediments to good reading, are effectually avoided. Long experience in the use of this plan has proved that the learners will soon use the language of the book clearly and naturally. Youth, in fact, form the habit of communicating what they read with the ease, facility, and clearness of animated conversation.* Pupils in rising to read should endeavor to feel that they are communicating the subject to all present, and talking the sentences read. The best readers are those who talk best to the persons in the school room. This plan will soon enable them to read with ease and facility. Accustomed to look constantly in advance of the word being pronounced, they read naturally, and will not make the slightest pause when they come to a difficult word, or raise their eyes towards the audience. The plan pursued in this work is not to make every part so plain that youth may understand it without study. The questions are of a mental character, and regard the pupil not as a parrot but as a rational being, susceptible of constant and progressive improvement. They are designed to lead youth, by easy and progressive steps, to the top of the ladder of thought.†

The marginal arrangement is believed to be the best method ever devised for forcing the eye in advance of the word being pronounced. It is most effectual in aiding the pupil to read with ease, fluency, and correctness. The exercises also give an accuracy and variety in expressing the same idea, and a command in the use of language. The marginal words that most consider best selected, may be, by a few, called the poorest. This conflicting opinion does not, however, detract any thing from their transcendent excellence. No work can ever receive the sanction of all. Even the Bible itself is loudly decried by a certain class. Suppose, however, that the author has not, in every case, selected the best marginal words, every human production must be imperfect. If the best expressions are not always used, then the

* One of the most eminent scholars of the age remarks that "the highest degree of excellence in reading and speaking is attained by following nature's laws, and not torturing the young to read according to mechanical rules as various and as contradictory as the eccentricities of the authors who compose them."
 † This subject is more extensively illustrated in a small book called "THE THINKER," by Joseph Bartlett Burleigh. The Thinker appropriately precedes the American Manual. The Thinker probably contains a greater variety than any other book of its size ever published. As a practical work of morality, it ought to be in the hands of every youth.

teacher can encourage the pupils to *unwearied* effort in selecting those which are better.* When the best are used, then the next best may be selected. Every educator **will** at once see that no class of marginal words could be selected that would alike suit all schools, and be equally acceptable to all teachers.

LESSON VI.

The questions in this book are intended to make separate and distinct reading lessons, and should be read [asked] by one division of the class and the answers (see page 4 of the Appendix) should be read [given] by the other division of the class. 1. [Mary.] Some words of the questions in this book are printed in *italics*, what is the meaning of *italic*? 2. [Jane.] What is the difference in meaning between *suppressing* and *extending*? 3. What is the meaning of *prejudice*? 4. [Susan.] You perceive the syllable *un* is placed before *weaned*, how does *un*, as a prefix, affect words? The questions and the answers thereto throughout this book are intended to be read by the pupils either as *dialogues* or *colloquies*, (see page 4, Lesson VI., of the Appendix.) In case the answers to the questions in the Appendix are lengthy, as is the case with the remarks that follow the 4th query, all the pupils in the class may read by turns, each reading only to a period.

EXPLANATIONS.

LESSON VII.

(§ 1.) This ¹work is a family manual for refer-ence, and a text-book and reader for ¹elemen-tary schools and academies. The marginal ¹ex-ercises

5 (§ 2.) Before the ¹top of the first let-ter of some word in each line is a ¹diminutive figure 1, which ¹denotes that the word marked by it may be ¹omitted, and the definition, or similar ¹idea, be put in its stead. (§ 3.) For **example, the "first line may be read, "this** ¹book is a ¹family manual," and so on through

Spelling
Pronouns
Diminutive words
Mental exercises

Book.
Primary Lessons for practice
Writer's.
Upper part
Very small
Signifies
Not men- tioned
Any 2
Meaning
Top 2
General 2
Exercise 2

* It has generally been acknowledged whenever, at first sight the best words appear not to have been taken, or where the most difficult were not marked, that they were elsewhere exemplified.

- 15 This ¹Manual can be used as a reader in the largest ¹public Schools, without occupying more time than the ¹ordinary Readers. (§ 4.) By reading in this ¹book pupils gradually acquire a ¹knowledge of our social and politi- cal
- 20 ¹progressive steps, to cultivate a taste for use- ful research, without **which** they are not ¹properly fitted for the ¹duties Of after life. (§ 5.) The
- 25 ¹alluring incentives of the Marginal words give, by easy ¹gradations, a variety of words in expressing the same ¹idea, and an accuracy in the use of ¹terms.* (§ 6.) Immediately before ¹telling the meaning of the words
- 30 ¹marked by the small figure ¹, the pupils should ¹raise their eyes from the reading ex-ercise, and ¹look at those to whom they read. †

Book
Free 2
Common.
Manual.
Familiar- ity with
In this way
Easy and advancing
Attentive
Suitably.
Labors.
Enticing.
Steps
Thought
Words
Giving
Labelled
Look
Glance

LESSON VIII. — 1. To what does *their* refer? [line 14] 2. In what sentences can you use the word *work* [see Lesson VII, line 1] so that in each it shall convey a different meaning? 3. What is a *paragraph*? 4. What does *analyze* mean? 5. What is the meaning of *marginal words*? 6. Amos, what is a *simple* sentence? 7. Peter, what is a *compound* sentence? 8. Phillip, is it a bad plan to think, out of school, about the subject of your *lesions*? 9. Thomas, what does *orally* mean? 10. Henry, what is the difference in meaning between *definition* and *synonym*? 11. Joseph, illustrate the difference in the meaning of *developing*, *strengthening*, and *elevating*. 12. William, what is the meaning of *mental faculties*? 13. Asa, what is the meaning of *metonymy*? 14. Charles, what does *rhetorician* mean? 15. Timothy, what is the difference, in meaning, between *intellectual* and *moral*? 16. Alfred, what is the difference in meaning between *progression* and *advancement*? 17. Eli, from what is *sentient* derived? 18. Moses, what is the difference in meaning between *incite* and *excite*? 19. Stephen, in how many sentences can you use the word *power*, so that in each sentence it shall convey a different meaning? 20. Joshua, illustrate, in sentences, the difference in the meaning of *strength*, *power* and *authority*? 21. Edward, what do persons mean when they speak of *pause*, *tone*, and *emphasis*? 22. Edwin, what is the difference between *scientific* and *literary*? 23. Hiram, what is the meaning of a *sentence*, a *paragraph*, an *essay*, and a *treatise*? 24. Benjamin, what is the most important part of our education?

* See the Index, page 11 † See Rules for Reading, page 1, Appendix

LESSON IX.*

† (§1.) POLITICAL SCIENCE is an exceedingly

Knowledge

Useful

claims the attention, both of the young and of the old. It expands and strengthens the

Demands.

Enlarges.

5 mind — increases our knowledge of human

Adds to

nature — enables us to judge of the actions of

Character.

Plan

men, and understand the system of government

Subject to

citizen can creditably perform the duties

Honorably.

10 incumbent on him, without a knowledge of

Acquaintance

Authority.

of the United States is the most complex

Intricate.

yet perfect system of human policy

Government

ever established, and combines alike the excellence

Good qualities

15

of all the illustrious States of an ancient

Famous.

Eras

and modern times. † (§3.) It is, therefore,

Useful.

The difficult Questions are elucidated in the Appendix.

† (§1.) 1. What is the meaning of "both of the young and of the old," in the 3d line? 2. What conjunction usually follows both? 3. Can you give an example in which both is substituted for a noun? † (§2) 4. When you substitute acquaintance for knowledge, in the 10th line, why do you change a to an? 5. In what country do you think the people the happiest and most powerful at the present time? 6. What do you think is the only guarantee of the perpetuity of liberty and the happiness of communities? 7. Can you name some of the causes which led to the settlement of this country? 8. What do you think has contributed to make the people of the United States so prosperous and happy? † (§3) 9. Why is the study of political science interesting

* Lesson IX. is the beginning of the main subject of this work. To meet the convenience of different teachers who must necessarily have classes of varied attainments the lessons are generally divided into 10 or 12 sections each of which usually contains from 8 to 12 lines. It will be borne in mind that these sections are merely arbitrary divisions and not paragraphs. According to this arrangement teachers may, with the utmost ease vary the lessons they wish to assign. For some classes, one section may be enough for a task, others may take 2, 3, 5 or sections or it may be given a whole lesson for a single exercise. The answers to the questions are often not found in the lesson and are intended to stimulate the pupils to industrious habits of school — to develop through the mental moral power of their own minds the young for the momentous duties and responsibilities that await them in the future.

† Teachers will perceive that each section of questions is intended to correspond to its numbered section in the context

thing of the origin and progress of political science, its nature and necessity; to understand

Rise

20 the causes and circumstances which

Incidents

have contributed to found States and Empires;

Helped

the means by which they acquired

Attained.

honor and renown; the reasons of their

Fame.

real happiness and grandeur; and the true

Splendor

25 causes of their degeneracy and ruin.

Destruction

(§4.) Government is a science of the most

*One

exalted character, and can only be learned

Acquired.

by study. It combines reason, morality,

Unites

and wisdom, and approximate to the attributes

Approaches

30 of Divine power. In treating, therefore,

Discoursing

of the Constitution of the United States,

Confederacy

and the duties of citizens, it seems proper

Obligations

to commence with the origin and progress

Beginning.

of government.

Political power.

(§ 5.) ORIGIN OF GOVERNMENT.

35 It is the nature of each order of created

Class

beings to take pleasure in one another's

Enjoyment

company. The beasts of the forest, and

Wilderness

and useful to all? 10. Why is it necessary for everyone to know something of the nature of political power? 11. What is the difference between ancient and modern times? 12. Can you name some of the most famous nations of antiquity? 13. Illustrate the difference between ruin, in the 25th line, and destruction. (§ 4) 14. Can you illustrate the meaning of government, in the 26th line? 15. How many simple sentences can you name in each of which government shall have a different meaning? 16. Why is the science of government a subject of much importance? 17. In what country is it necessary for every one to understand the principles of government? 18. Why do you suppose it is more necessary for people to be enlightened under a republican than under a despotic government? 19. Ought all the people in every country to be educated? 20. Why do you suppose, in treating of the Constitution of the United States, it is proper to begin with the origin and progress of government? * What do

the birds of the air, herd and ¹flock together; but the ¹power is given to the human race
40 alone, to ¹look through the vista of past, and of future time, to derive ¹wisdom from the Creator of all, and enjoy the ¹inestimable blessings of ¹rational government. (§6.) The history of the people of ¹Israel is the only one
45 that carries on a continued ¹narration from the ¹beginning of the world without any ¹interruption, and even with this, there are occasionally chronological ¹difficulties. Yet these are of minor importance, ¹compared
50 with the universal ¹obscurity and uncertainty which pertain to the ¹annals of all other nations.

(§ 7.) The Mosaic ¹history, contained in the first seven chapters of ¹Genesis, is the only reliable ¹account of the world before
55 the ¹deluge. Moses has related only those ¹momentous events which were necessary

Collect
Ability.
See.
Knowledge.
Invaluable.
Reasonable.
Jacob.
Story.
Origin.
Disturbance.
Impediments
Contrasted.
Mystery.
Histories.
Account.
The first book of the Bible.
Narration.
Flood.
Weighty.
Explanations

you think is the difference between *a* and *one*? (§5.) 21. What is the meaning of *all*, in the 42d line? 22. What do you think is the nature of each order of created beings? 23. Can you name any *created beings*, besides the birds and the beasts, that take pleasure in each other's company? 24. Can you name some of the advantages the *human race* has over *all other orders* of created beings? 25. Can you assign any reason why *forest*, in the 37th line, is used instead of *forests*, inasmuch as there are many forests in the world, and the author is speaking in general terms? (§6.) 26. What is the meaning of *one*, in the 44th line? 27. Can you tell why Jacob was called Israel? 28. In how many simple sentences can you use *story*, in the 45th line, so that the word shall in each case convey a different meaning? 29. What is understood after *this*, in the 47th line? 30. What is the meaning of *chronological*, in the 48th line? 31. What does *these* refer to, in the 49th line? (§7.) 32. Give an account of the eventful life of Moses. 33. Can you give an account of the flood? 34. Do you suppose they had any printed books in the time of Moses? 35. How do you suppose this account of Moses was originally recorded?

would be exceedingly interesting and ¹grati-fying
to us, have been ¹omitted. (§ 8.) We are,
60 however, led to ¹infer from this history, that the origin of government arose from ¹pater-nal authority, and is nearly ¹coeval with the creation. We are ¹informed that the first man ¹lived 930 years; that his children and
65 their ¹descendants generally attained a similar ¹longevity. (§ 9.) This great length of human life would, in a few ¹centuries, have filled the earth with a ¹dense population; and it would certainly have been natural for all to ¹re-
70 vance the authority of their common ¹progeni-tor, who probably ¹received much knowledge by ¹inspiration, and retained a greater amount of ¹virtue and wisdom than any of his cotem-poraries.
Moreover, it is reasonable to ¹sup-pose,
75 that the one who stood ¹preeminent in experience and years would be ¹sovereign of those in his ¹vicinity. (§ 10.) The duties of ¹rulers and of parents are in many respects nearly ¹allied; both are bound by the holiest

Pleasing.
Neglected.
Conclude.
Fatherly.
Of equal age.
Told.
Existed.
Offspring.
Length of life
Hundreds of years.
Thick.
Regard.
Ancestor.
Obtained.
Divine influ-ence.
Moral good-ness.
Conceive.
Excellent above others.
Ruler.
Neighbor-hood.
Governors.
Connected.

36. Why do you suppose we have not a more detailed account of the world before the flood? (§ 8.) 37. Whence do you suppose govern-ment originated? 38. Assign all the reasons you can for this conclu-sion? 39. Who was the *first man*? 40. What can you say of *his* extraordinary career. (§9.) 41. What does *all* mean, in the 69th line? 42. Can you name some of the *different* parts of speech in the margin? 43. *Which of the *marginal* exercises affords you the greatest facility in composing simple sentences? 44. Who do you suppose is meant by *ancestor*, in the 70th† line? 45. How do you suppose *his attainments* in virtue and wisdom *compared with* his cotem-poraries? (§10.) 46. In what respects are the duties of *rulers* and of *parents* similar? 47. Who do you suppose, among rulers, *merits most*

* Intended to exercise the discriminating powers.

† The line in the margin is generally synonymous with the one in the context.

80 ties to promote the happiness of those ¹committed to their ¹charge — both are entitled to respect and obedience; and the most ¹enviable and exalted title any ruler can ¹acquire is "the father of his ¹country." (§ 11.) Formerly,

85 fathers exercised an ¹absolute sway over their families and considered it ¹lawful to ¹deprive even their children of life; and this ~~custom is still sanctioned by many savage~~

90 populous ¹empire in the world.* How thankful populous ¹empire in the world.* How thankful from ¹despotism and unrestrained liberty;

¹republican government, and the heavenly

Entrusted.

Care.

Desirable.

Receive.

Native land

Unlimited.

Right.

Dispossess.

Usage.

Predominates.

Reason, including several countries

Free.

Arbitrary rule.

Priceless.

Representative.

Power.

the gratitude of mankind? 48. Who, among *all* the innumerable hosts that have ever lived, do you suppose deserves most our gratitude and veneration? 49. What is *enviable*, in the 82d line, derived from, and is it generally used in a good or a bad sense? 50. Can you name any word that may convey *one meaning* in one sentence, and directly its *opposite* in another? 51. What is the difference between the meaning of *acquire* and *receive*, in the 83d line? (§ 11.) 52. Name, in this lesson, a simple sentence—53. A compound sentence—54. A paragraph. 55. Can you name any revolting custom that formerly prevailed, and is sanctioned by the unenlightened at the present day? 56. Name *some* of the peculiarities, advantages, and blessings resulting from Christianity. 57. What is the *oldest* and *most populous* empire in the world? 58. How many times larger, in population, is *China* than the *United States*? 59. What nation do you suppose is the most powerful? 60. In which do you suppose the people the happiest? 61. Can you name any peculiarities in the natural productions, works of art, language, literature, &c., of *China*? 62. How do you suppose the *power* of the Emperor of *China* compares with *that of* the President of the *United States*? 63. In which country would you rather live? 64. Why? 65. What invaluable privilege and unailing source of happiness have the *people* of our country that the *Chinese* do not enjoy?

* A prominent feature of this work is to excite investigation, thought, reflection and reason. Teachers and pupils should meet over and over all possible facilities in encouraging the young to read out of school, and give extended narrations of all the knowledge thus industriously obtained.

LESSON X.

(§ 1.) Between the laws in ¹Christendom,

there are several ¹material differences; the

5 When children arrive at ¹age, they are as free as their parents—but citizens are ¹always under the control of the ¹laws of their country.

(§ 2.) Governments may and often do ¹inflict ¹capital punishment, but no parent is ever

10 allowed to exercise this ¹prerogative. The law speaks with authority, and ¹commands—the parent admonishes, ¹entreats or advises.

The child, in his ¹turn, may become a parent—but it does not ¹consequently follow that

15 the parent may exercise the ¹functions of government.

(§ 3.) The first ¹governments, like the first arts and ¹sciences, were exceedingly imper-

20 ¹sway, yet they were not able to impart harmony and ¹happiness even among those who were ¹affiliated to them by the tenderest

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. In what sense was *Christendom* formerly used? 2. What are some of the differences between national and family government? 3. Wherein consists the propriety of assigning a fixed age as minority? (§ 2.) 4. What is meant by *capital punishment*? 5. What is the design of punishment? 6. Is there any other way of inducing a compliance with rectitude? 7. What is the proper treatment of incorrigible offenders? (§ 3.) 8. Why were the earliest systems of government defective? 9. Has experience the effect to improve polity? 10. Can you tell the condition of the first laws, arts, and sciences, and name some of the improvements that have been made in each? 11. What is understood by despotic power? 12. In what grade 01

Regions inhabited by citizens

Rules.

Very important.

Restricted.

Twenty-one years.

At all times.

Regulations.

Impose.

A punishment that takes away

Peculiar authority.

Orders.

Persuades.

Vicissitude.

Accordingly.

Powers.

Polity.

Systems of polity.

Collection of points of reference to any

Ancient fathers of mankind

Power.

Felicity.

Bound.

ties; ¹discord and murder entered the family of the first ruler of the human ¹race. (§ 4.)

25 Want of proper order and ¹government among the families of mankind increased till ¹licentiousness and ¹depravity prevailed to so great an extent, that from the vast ¹multitudes of the earth only eight ¹righteous persons were

30 to be found ¹worthy of preservation. Then the ¹vengeance of heaven was kindled at the ¹frenzied disorders of men, and the ALMIGHTY, who governs with the ¹utmost harmony and regularity, the boundless ¹universe, determined

35 to ¹destroy the whole dense population of the earth with a ¹universal deluge. (§ 5.) Hence it appears that an ¹abiding sense of the ¹omniscience and ²omnipresence† of God, and personal accountability to him for all

40 that each one ¹does, says, and even thinks, is necessary to secure ¹undying grandeur.

Contention.
Family.
Discipline.
Unrestrained liberty.
Destitution of holiness.
Population.
Pioas.
Deserving.
Retribution.
Maddening.
Greatest.
* By which I cre-
ate.
Overwhelm-
ing.
Permanent*
Power of know-
ing all things
at once.
2 Presence in
every place at
the same time.
Performs.
Immortal.

society can despotic power be exercised? (§ 4.) 13. Under what circumstances are licentiousness and depravity most likely to prevail? 14. Do you think of any appalling desolation that the Almighty sent upon the earth, on account of the lawless spirit and wickedness of its inhabitants? 15. Why does the author use *boundless* before *universe*, in the 34th line? 16. Can you give some idea of the extent of the universe? 17. Which is the easiest to define, the extent of the universe, the commencement of time, or the duration of eternity? 18. What should these things teach us? 19. How does human life and all earthly happiness compare with the duration and joys of eternity? 20. Had the earth probably become very populous before the flood? 21. What cause could have accumulated so numerous a population in the comparative infancy of the earth? (§ 5.) * When you substitute *permanent* for *abiding*, in the 37th line, why do you alter *an* to *a*? 22. How are you pleased with the study in which you are now engaged? 23. Do you consider it important? 24. Who do you think will be the legislators and governors in our country 40, 50, 60 or 70 years hence? 2&. Should you ever be a legislator, a judge, or a governor, what is it ne-

† The figures 2, 3, 4, &c., before words, refer to words similarly marked in the margin.

This ¹immutable truth should be indelibly ¹engraven alike on the hearts of rulers and the ¹ruled. With this sense, the former can

45 safely ¹attain the pinnacle of earthly fame and have their names ¹transmitted in grateful remembrance to ¹posterity. By piety the former and the latter can alike ¹secure temporal comfort and ¹everlasting happiness.

50 (§ 6.) The world has been ¹created nearly six thousand years, yet, for want of ¹order and suitable government, individuals, ¹tribes, and ¹nations have been to each other the great-est ¹scourge. Even at the present day, of

55 the ¹estimated nine hundred millions of the human ¹race, that now inhabit the globe, how few are in the enjoyment of wise ¹laws and salutary ¹government!

(§ 7.) Immediately after the flood, the ¹Lord

60 blessed Noah and his sons and ¹commanded them to "replenish the earth," which ¹de-noted that they should be divided into ¹separate nations, under ¹various governments, and dwell in ¹different countries, till every

Unchangeable.
Impressed.
Governed.
Reach.
Handed down.
Succeeding generations.
Make certain
Eternal.
Made.
Method.
Races.
Communities
Punishment.
Computed.
Family.
Regulations.
Control.
Supreme Being.
Ordered.
Signified.
Distinct
Several
Dissimilar.

cessary for you constantly to remember? 26. Should you forget this, what would be your future fate among posterity—and before what *infallible tribunal* will you have to appear and answer for your conduct? 27. After we die, where must we all appear and for what purpose? 28. What effect should this consideration produce on youth? 29. What on men? (§ 6.) 30. What is the reputed age of the earth? 31. What its present population? 32. How is that population politically divided? 33. What has been the nature of their respective intercourse? 34. Does this intercourse resemble that between the respective States of the American confederacy? (§ 7.) 35. Illustrate the difference between *denoted* and *signified*, in the 61st line—36. *separate* and *distinct*, in the 62d line—37. *various* and *several*, in the 63d line—38. *different* and *dissimilar*, in the 64th line. 39. What was the

65 part of the earth was ¹reinhabited. Up-wards of one hundred years after the ¹ flood, the descendants of Noah, under the ¹ com-mand, ¹doubtless, of Nimrod, "journeyed from the east, and ¹settled on a plain in the

70 land of Shinar." (§8.) They rapidly ¹in-creased in number, but, ¹regardless of the commands of the Almighty, they ¹determined to have but one government — to ¹remain one nation — and ¹formed a plan "to build a city,

75 and a ¹tower whose top would reach unto heaven." Thus, among other ¹purposes, the tower would be a ¹beacon to guide the inha-bitants back to the city when they had ¹wan-dered to a great distance in ¹search of the

80 ¹necessaries of life; it would be a centre of union, and they would thereby not be ¹disu-nited and ¹scattered abroad upon the face of

Inhabited anew.
Inundation.
Control.
Without doubt
Fixed their habitations.
Augmented.
Neglectful.
Resolved.
Continue.
Devised.
Lofty fortress
Uses.
Sign.
Strayed.
Quest
Requisites.
Divided.
Dispersed.

exact number of years after the flood, when *the people* commenced building the Tower of Babel, and why do you suppose the term "up-wards of 100 years" should be used in the 65th line? 40. Can you tell *where* it is recorded that the Lord blessed Noah and his sons? 41. Can you tell who Nimrod was, and why do you suppose it without doubt that the hordes that "journeyed from the east" were under Nimrod's command? 42. As Noah was living at this time, what reason can you assign why *he* had not the command instead of *Nimrod*? 43. What leads us to infer that the hordes that "journeyed from the east and settled on a plain in Shinar" did *not* include *all* the inhabitants of the earth? 44. Can you tell where the *land* of Shinar was? (§ 8.) 45. What is the difference between *disunited* and *divided*, in the 81st line? 46. Why do you suppose the people did *not* intend the tower as a place of refuge in case of another flood? 47. What do you suppose were some of the objects of the tower? 48. What *name* was given to the tower? 49. What was the *meaning* of the name? 50. What do you suppose were some of the reasons why the people wished to have but *one* government? 51. How did the Lord countenance this plan of having *one grand ruler* of all mankind? 52. What effect has increasing the *territory* and *population* of a country on the *power* of rulers? 53. Does the *more power* rulers possess generally

the whole ¹earth. (§9.) It appears, moreover, that they sought their own ¹glory, and wished

85 to obtain ¹adoration and fame among pos-terity.

Yet it is ¹remarkable that of all that ambitious ¹host not a single name is men-tioned by any ¹historian.

We may here ¹derive a most instructive

90 lesson on the ¹vanity of all earthly fame, and the weakness and ¹folly of man if not guided by the ¹unerring precepts of heaven. (§ 10).

The ¹whole race at that time spoke the same language. ¹Jehovah, who gave to man speech,

95 by a ¹miracle dissolved this powerful bond of union, scattered the different ¹tribes, and thus, by ¹dividing the languages, divided the governments; ¹accordingly, since then, every nation has had a ¹language and government

100 ¹peculiar to itself. Thus it appears that the ¹descendants of Noah, after the confusion of languages, ¹occupied a position similar to that of the first ¹parents of mankind; and nearly two thousand years after the ¹world

Habitable globe.
Renown.
Praise.
Extraordi-nary.
Multitude.
Writer.
Obtain.
Pride.
Irrationality.
Infallible.
Entire.
The Lord.
Wonder.
Hordes.
Separating.
Therefore.
Dialect.
Appropriate.
Offspring.
Held.
Ancestors.
Earth.

increase or decrease their regard for *the rights* of their subjects and their morals and piety? (§ 9.) 54. In how many simple sentences can you use the word *host*, in the 87th line, so that in each case it shall convey a different meaning? 55. Can you use it so that in *one* sentence it shall convey a meaning directly the *opposite* of what it does in the *other*? 56. Can you name any Republic that has a *Christian* government? 57. Can you mention any powerful nation that once adopted a republican government, and *rejected* Christianity? 58. What has been the fate of every nation that has *not* been governed by Christian laws? (§ 10.) 59. Do you know whether learned men have thought the term *confusion of languages* might bear another construction? 60. What reasons can you assign that seem to *prove* beyond doubt that the opinion generally received is correct? 61. What was the *exact number* of years, according to the most accredited authorities, after the creation, that the confusion of languages occurred?

105 had been created, we find society ¹resolved to nearly its ¹primitive state, and govern-ment in its infancy. (§ 11.) The ¹post-diluvians

of the Divine ¹statutes. After centu-ries of ¹experience, trials, and sufferings, we

110 find mankind governed by those ¹rules and precepts which derive their ¹origin from sen-timen-ces of ¹equity and justice, engraven on the human heart by the ¹invisible hand of

115 ¹Providence.

Reduced.
First
Persons liv-
ing since the
Flood.
Kept
Laws.
Tests.
Maxims.
First exist-
ence.
Rectitude.
Unseen.
Divine guid-
ance.

62. What natural monuments go to prove, *independent* of revelation, that the Lord intended that there should be many governments? (§ 11.) 63. Do the natural divisions of the earth into *separate* continents, islands, &c., seem to indicate that the Almighty intended *one* nation to have absolute sway? 64. What reasons can you assign why it would *not* be well to have a republican president govern the whole world? 65. What has heretofore been *the fate* of republics that have attempted universal dominion? 66. Is our *own republic* the most powerful that has ever existed? 67. What do you suppose *contributes most* to the happiness of man?

LESSON XI.

(§ 1.) IT appears evident, that the first ¹gov-ernments were not the result of ¹delibera-tions.

without the ¹sanction of legislative

5 ¹assemblies, gradually became the first laws among mankind. Consequently, these ¹cus-toms were the origin of all the ¹political

Systems of
Moral disci-
pline and
manners.
Customs.
Support
Parliaments.
Usages.
National.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. What do you think *ought to be* the object of every government? 2. Mention some of the advantages likely to result from *legislative* deliberation. 3. Under what governments do you

regulations that have either ¹depressed or ¹ameliorated the condition of the human race

10 in all ¹succeeding ages. (§ 2.) In the differ-ent societiesthatwere¹formedafterthecon-fusion of tongues, and the ¹dispersion of "the people," at the building of the Tower of ¹Ba-bel, were persons noted for ¹physical power,

15 skill, and ¹bravery. Those who enjoyed these ¹blessings soon acquired public confi-dence and admiration. Hence the ¹utility of their services, and the favorable ¹opinion of men, enabled them gradually to acquire ¹do-minion.

20 (§ 3.) The ¹records of all nations prove that the first rulers sowed their ¹ascend-ancy to the ¹services they had rendered so-ciety, or to military ¹pro-*wess*. Nimrod was the ¹founder of the first empire of which we

25 have any ¹authentic account. We are in-formed by the ¹sacred historian that he was a mighty hunter, and are led to ¹infer that the people were often with him, that they ¹gra-dually put themselves ¹under his authority.

30 In ¹process of time, he conquered na-tions, increased his power, and ¹founded the

Degraded.
Made better.
Following.
Organized.
Separation.
Confusion.
Superior strength.
Courage.
Advantages.
Benefit.
Sentiment
Supreme au-
thority.
Authentic
memorials.
Superiority.
Benefits.
Valor.
Establisher.
Reliable.
Divine.
Conclude.
By degrees.
Subject to.
Progressive
course.
Established.

think a majority of the people enjoys the most happiness? (§ 2) 4. Do you suppose there were any distinguished personages at the building of the Tower of Babel? 5. Who do you suppose of those Babel-builders acquired dominion? 6. Do you think of any endowments that are requisite for every ruler to possess in rendering service to the community? 7. What is of the utmost consequence that all should possess? 8. May everyone possess this inestimable blessing? (§ 3.) 9. What sort of men have generally been the first rulers of nations? 10. Who was the *founder* of the first empire of which we have any authentic account? 11. Who informs us what this man was, and what he became? 12. Illustrate the meaning of *Sacred His-*

Babylonian, or Assyrian¹ empire, for he became a "mighty one in the earth."

Realm.

Powerful.

Extraordi-

nary.

Truth.

Absolute.*

Ruinous.

Concord.

Freedom from

trouble.

Lasting.

Grandeur.

Destructive.

Licentious.

Unlawful

seizing.

Sovereigns.

Pollution.

Wickedness.

Secular.

Shaken off

(§4.) It is a remarkable, but irrefutable fact, that the first human governments were of a despotic character. Yet they were baneful in their operation, and signally failed in securing permanent order, harmony, prosperity or tranquillity to individuals — peace between tribes and nations, or the permanent power and magnificence of empires. The deleterious influences of the arbitrary will and unbridled passions of rulers, the usurpation of human rights by petty chiefs and mighty monarchs, affected all classes, till universal contamination and depravity prevailed. (§5.) Herodotus, who

us that the Medes, after having rejected

tory. (§4.) 13. *In substituting extraordinary for remarkable, and absolute for despotic, why do you change a to an? 14. What was the character of the first human laws? 15. What was their result in relation to individuals — 16. tribes and nations — 17. and empires? 18. Do you suppose people generally look to their rulers for examples to imitate? 19. Do you suppose evil rulers tend to make good people wicked? 20. If rulers usurp, or steal, or rob, or get intoxicated, what are their subjects likely to do? 21. What would be the tendency of righteous rulers on a vicious or corrupt people? 22. Do you suppose people would be likely to become tacked or corrupt, if they always had pious rulers? 23. Do you think any one can commit a crime and escape punishment? 24. Is it wise or foolish, then, to do wrong? 25. Is it the mark of a great or a little mind to do wrong? 26. Can you mention any authority from the BIBLE that has reference to this subject? 27. Who do you think are the happiest in this life, those that do wrong, or those that strive to do right? 28. Who do you think stand the best chance of being happy in the life to come, those that are indolent and vicious, or those that are industrious and strive to be good? (§5.) 29. What is history? 30. Who is styled the father of profane history? 31. What is profane history? 32. Can you give any account of the nature and power Of the Assyrian or

50 the Assyrian yoke, were some time without any form of government, and anarchy prevailed and subjected them to the most horrible excesses and disorders. It was at length resolved by them, that, in order to avoid their direful calamities, they would elect a king. De Joces, a man of consummate prudence and skill, was unanimously elected.

Tyranny of the Assyrians

Intestine broils

Fearful.

Tumults.

Determined

Woeful.

Complete.

Without dissent.

Selected.

(§6.) In the primitive ages crowns were often elective, and those were selected who were either capable of dispensing justice to their subjects, or of commanding them in time of war. The dominions of the first monarchs were of small extent. In the early ages, every city had its king. Sacred and profane historians alike bear testimony to the narrow bounds of ancient kingdoms, and the valor and even excellent traits of their rulers. Joshua defeated thirty-one kings; and Adonibezek owned that in his

Pristine.

Chosen.

Distributing.

Directing.

Territories..

Limit.

Holy.

Secular.

Primitive.

Qualities.

Overthrew.

Confessed.

Babylonian empire? 33. What do you suppose contributed to the overthrow of the Assyrian empire? 34. What was the character of the government of the Medes after they had shaken off the tyranny of the Assyrians? 35. Why do you suppose their government did not continue a democracy? (§6.) 36. From whom did sovereigns in the primitive ages derive their power to govern? 37. If sovereigns sometimes derived their power to govern from the Lord, what name ought to be given such government? 38. Can you name any remarkable texts in scripture to prove that the Lord did not approve of kingly government? 39. What do you suppose was the earliest kind of government? 40. What was the first kind of human government? 41. What was the second kind of human government? 42. What were formerly considered requisites in a king? 43. Do you suppose modern kings are the most learned and virtuous people in the nations they respectively govern? 44. What are your reasons for this opinion? 45. Were monarchies formerly extensive? 46. What reasons can you

wars he had destroyed "*three score and ten* kings." (§ 7.) Egypt was ¹originally divided into several states. The different ¹provinces that compose the present ¹empires of China and Japan, formed ¹anciently as many distinct ¹sovereignties. A few families assembled in one neighborhood composed all the ¹subjects of many of the first ¹monarchs. Africa, a ¹part of Asia, and the Indian tribes of our ¹continent, present us with samples similar in many ¹respects to the primitive ¹monarchies.

(§ 8.) But the ¹ambition of monarchs — the desire to ¹transmit to their posterity their ¹power and their ¹fame, as well as their ¹property, among other causes ¹induced them to usurp the rights ¹delegated to man by his

assign for this opinion? (§ 7.) 47. What was formerly the political condition of Egypt? 48. What other sources prove that monarchies were not originally extensive? 49. Do you suppose crowns are still elective? 50. What is your reason for this opinion? 51. What countries, at the present day, are in some respects similar to the primitive monarchies? 52. What remarkable fact, independent of revelation, proves the existence of God, and of our souls after our bodies turn to dust? (§ 8.) 53. What is the principle which induces us to desire to transmit our possessions to our particular heirs? 54. What is your opinion about the justice and propriety of the law of inheritance? 55. Why do you suppose the law of inheritance ought not to apply to power and office, as well as to property? 56. Wherever it has so applied, what has been the uniform result? 57. Do you suppose human nature is the same now that it always has been? 58. What are your reasons for this opinion? 59. Do you suppose there is no danger that the rulers of a republic will ever abuse authority entrusted to them? 60. What are your reasons for this opinion? 61. If a farmer hires a man to work, or a merchant employs a clerk, or a mechanic an apprentice, and the employed, in either case, abuse the trust confided to him, what is usually done? 62. Who are the employed, the rulers or the people? 63. What ought to be done, when rulers abuse the trust confided to them? 64. Why do you suppose a

Seventy.
Primarily.
Dominions.
Regions.
Of old.
Dominions.
Vassals.
Kings
Portion
Hemisphere.
Particulars.
Kingdoms.
Inordinate grasping.
Hand down.
Renown.
Influenced.
Intrusted.

creator. ¹Accordingly all history shows, that as the ¹power of the ruler has been increased the rights of the ¹ruled have been disregarded. (§ 9.) Hence, the ¹mightiest empires of the ¹earth, the Babylonian, the Assyrian, the Egyptian, and the Chinese, ¹with all those of later ¹ages, as they increased in ¹territory and population, became hereditary. But the highest ¹dazzling power ever possessed by any ¹monarch, the renown of the mightiest ¹armies that have ever been led to the field of ¹slaughter, have exhibited alike the ¹insensibility, the degradation, the hope-less misery of the ¹mass of the subjects, and the ¹fatuity, the wretchedness of their rulers. Without the light of Divine ¹revelation, what stronger ¹proof need be adduced to demonstrate to all the absolute ¹necessity of integrity and ¹piety, than the total ruin of all ¹ancient empires and republics, whose surpassing power and ¹magnificence would be deemed a ¹fable were it not that their crumbling ¹monuments still attest that they existed.

Consequently
Authority.
Subjects.
Most powerful.
World.
As well as.
Times.
Area.
Brilliant.
Potentate.
Hosts.
Butchery.
Stupidity.
Body.
Imbecility.
Communication.
Evidence.
Want.
Duty to God.
Old.
Grandeur.
Falseness.
Relics.

people that can neither read nor write *cannot* tell when authority is abused? (§ 9.) 65. What effect has absolute power always produced on rulers? 66. Their subjects? 67. What rendered the Babylonian, Assyrian empires, &c., unable to cope with other nations? 68. How many lives do you suppose have been sacrificed to gratify the vanity or ambition of a few men clothed with authority? 69. How much treasure? 70. What incalculable good do you suppose might be accomplished with the treasure, the talent, and the lives that have been wasted in war? 71. Do you suppose it is pleasing to the Almighty Ruler of the universe to have discord and contention among men? 72. What has Christ, through whose atonement alone we can be saved, commanded? 73. Do you suppose the time will come when wars will cease? 74. What does the *Bible* say about this subject?

LESSON XII.

(§ 1.) AMONG the earliest ¹laws instituted, was, undoubtedly, the ¹establishment of the ¹regulations concerning property—the pun-ishment of crimes—the ceremonies of ¹marriage.

5 These ¹usages, which experience has proved to be indispensable to the ¹well-being of mankind, were coeval with the first ¹form of human government. (§ 2.) We ¹find, in the early ages, that the penal laws were

10 extremely ¹severe. By the code of Moses, ¹blasphemy, idolatry, profanation of the sab-bath, ¹witchcraft, and many other crimes, were punished with death. Yet it is ¹remark-able, that the laws of Moses were ¹exceed-ingly

15 tender of all the ¹irrational creation. The Mosaic statutes have ¹received the ap-probation of the wise and good of all ¹suc-ceeding ages. They are the ¹basis of the

Statutes.
Institution.
Rules.
Matrimony.
Customs.
Happiness.
System.
Learn.
Punishing.
Rigorous.
Irreverence to
ward Jehovah.
Sorcery.
Eminently wor-
thy of note.
Transcendently
Created beings
not possessing
reason.
Obtained.
Following.
Foundation.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Name some of the earliest laws instituted. 2. Have people ever deviated from these usages? 3. What are your reasons for this opinion? 4. Do you suppose these usages were designed or sanctioned by the Creator? 5. What are your reasons for this opinion? 6. Can you name a few instances where men in the most exalted human stations, possessing unlimited power, have been signally abased for deviating from these primitive laws? 7. Were the primitive laws lenient? 8. What are your reasons for this opinion? (§ 2.) 9. What is the meaning of sabbath, in the 11th line? 10. When was the sabbath first observed as a day of rest? 11. Do you think it a good or a bad plan to loiter away one's time on the sabbath? 12. Assign your reasons for this opinion. 13. Can you name any nation that has attained either durable happiness or power, that profaned the sabbath? 14. How do our laws compare with those of the primitive ages? 15. What reasons can you assign why ours may with safety be more lenient? 16. How do the laws of Moses compare with all other laws? 17. Where are the laws

laws of our country, and have ¹remained

20 unaltered, stood the ¹test of the most pro-found ¹criticism, and received the Veneration of nations for upwards of three thousand years. (§ 3.) In every age, the more ¹im-portant ¹transactions of society, such as pur-chases

25 sales, marriages, ¹sentences of judges, the ¹claims of citizens, &c., have had a certain degree of ¹notoriety, in order to secure their execution and ¹validity. Hence certain ¹forms have been established for

30 drawing ¹deeds, certain persons authorized to receive them, and public ¹places appropriated to preserve them; for the ¹welfare of society depends upon the ¹sacredness of the ¹engagements of its members.

35 (§ 4.) In the primitive ¹ages, the art of writing was not ¹practised; consequently all ¹contracts and deeds were verbal; yet it was

Continued.
Scrutiny.
Animadver-
sion
²Reverence.
Weighty.
Affairs.
Judicial deci-
sions.
Titles.
Publicity.
Justness.
Prescribed
modes.
Contracts.
Apartments.
Prosperity.
Inviolable-
ness.
Mutual pro-
mises.
Eras.
Exercised.
Bargains.

of Moses found? 18. Have our laws any similarity to those of Moses? 19. What is your reason for this opinion? 20. Why do you suppose the laws of Moses were so perfect? (§ 3.) 21. Illustrate the meaning of *im* before *portant*, in the 23d line. 22. What does *ty*, ending words, denote, as *society*, in the 24th line? 23. What is *im*, and also *ty*, called? 24. Why are they so called? 25. What is the meaning of the affix *ty*, in *notoriety*, in the 27th line? 26. What is the meaning of *ty*, in *validity*, in the 28th line? 27. Why do you suppose the line is always named in which the *prefixes* and *affixes* are used? 28. Does *ty* affixed to words always have the same meaning? 29. Is *ty* ever used as a prefix? 30. Why is it *not* a prefix in the word *tyrant*? 31. With what words are *prefixes* and *affixes* used? 32. In how many simple sentences can you use the words *notoriety*, *validity*, *forms*, *drawing*, *sacredness*, *engagements*, and *deeds*, in the 27th, 28th, 29th, 30th, 33d, and 34th lines, so that in each case they shall convey a different meaning? 33. From what is *sacredness* derived, in the 33d line? 34. Is there any thing peculiar in its meaning? 35. What is your reason for this opinion? (§ 4.) 36. What is the meaning of *con.* placed before words, as *consequently*, in the 36th line, and *con-*

1 necessary to have them acknowledged and authenticated; hence, all ¹proceedings in
 40 ¹transferring property were held in public, and before ¹witnesses. The same method was ¹adopted in dispensing justice among the ¹people; and the gates of cities were usually ¹resorted to for these purposes. (§ 5.)
 45 Though the ¹primitive inhabitants were not skilled in the ¹art of writing, yet they had adopted several ¹expedients to supply its place; the most rational plan was to ¹compose their laws, histories, &c., in ¹verse, and sing them;
 50 thus were the first ¹laws of states and empires ¹transmitted to posterity. It has been ¹found, in all ages, that it is not enough that

Requisite.
 Transactions
 Conveying.
 Deponents.
 Chosen.
 Citizen.
 Repaired.
 Original.
 Profession.
 Devices.
 Form.
 Poetry.
 Statutes.
 Handed down.
 Discovered.

tracts, 37th line? 37. *What is *con* called when placed before words? 38. *Why is it so called? 39. *Name some other syllables used in the same way. 40. Illustrate the meaning of *con* with some other words. 41. What is meant by *deeds*, in the 37th line? 42. What were *verbal deeds*? 43. How are *deeds* and *contracts* at the present day authenticated? 44. What is the difference between *requisite* and *necessary*, in the 38th line? 45. What do you understand by *gates of cities*, in the 43d line? 46. Why do you suppose we have no gates to cities in the United States? 47. Can you name any modern cities that have gates? (§ 5.) 48. What conjunction follows *though*, in the 45th line? 49. Why does this conjunction usually follow *though*, and what is it called? 50. What is the meaning of *in* before habitants, in the 45th line? 51. Why does not *in* have the same meaning before *human*, as *in*human? 52. As the ancients had not the art of writing, how did they record sentiments and events? 53. Can you name any specimens of history transmitted in verse? 54. Wherein are the functions of modern government essentially different from those of the ancients? 55. To what does *its* refer, in the 47th line? 56. What is the meaning of *com*, before *pose*, in the 48th line? 57. What is the difference between *verse* and *poetry*, in the 49th line? 58. What is the meaning of *trans*, before *mited*, in the 51st line? 59. Illustrate its meaning with some other words. 60. Why do you suppose the primitive inhabitants were not skilled in the art of writing?

* The Teacher will bear in mind, that these questions, with all others of an intricate character, are to be omitted when the pupils are not advanced.

laws exist. It is ¹requisite to provide for their ¹execution; and as the early patriarchs
 55 ¹presided over* their families, and settled the ¹disputes that naturally arose among their children, so the first monarchs ¹distributed justice in person among their ¹subjects. (§6.) It appears that the earliest ¹rulers
 60 exercised the station of both ¹magistrate and priest. We are informed that Moses, ¹op-pressed with the multiplicity of ¹affairs, chose a certain number of wise men to ¹dispense justice among the people. These judges ¹de-
 65 cided all matters of small ¹importance; but their decisions were ¹subject to the ²supervi- sion and reversion of Moses. The adminis-
 tration of ¹justice was, in the early ages, *ge-nerally* given to the ¹priests, who determined
 70 as they ¹deemed necessary.
 (§ 7.) ¹Probably the earliest, and certainly the most important regulation ¹*in reference*

Essential.
 Performance
 Superin-
 tended.
 Controver-
 sies
 Allotted.
 Inferiors.
 Governors.
 Judge.
 Overbur-
 dened.
 Business.
 Administer
 Settled.
 Weight.
 Liable.
 Review.
 Equity,
 Spiritual-di-
 rectors.
 Contests.
 Thought.
 Likely.
 Relating.

61. Who is the first writer mentioned in authentic history? (§ 6.) 62. What is the difference between a magistrate and a priest? 63. What is the meaning of *in* before *formed*, in the 61st line? 64. Illustrate the meaning of *in* with some other words. 65. What is the meaning of *in* before *flicted*, in the 70th line? 66. What meaning do *im*, *in*, and *il* always have when prefixed to verbs? 67. Illustrate their meaning by examples. 68. What meaning do *im*, *in*, *ig*, *ir*, *ne*, *dis*, and *ill* have when placed before adjectives? 69. Are there any *exceptions* to this rule? 70. Illustrate *their* meaning by examples. 71. What *offices* did the earliest rulers fill? 72. Do you suppose *one* man is competent to fill so many offices? 73. Does it require more than erudition and talent to fill *any* of them? 74. *Who* were generally appointed, in the primitive ages, to dispense justice?

* The teacher will perceive that the definitions or synonyms of two or more words are sometimes given in the margin, in which case they are printed in italics.

to property, was ¹assigning and securing
 75 to each family a certain ¹portion of land.
 This was the first step towards ¹civilization,
 for among all savages lands are common;
 they have no ¹boundaries, no land-marks;
 80 see fit. But in the civilized ¹state it is
 necessary to ¹distinguish land, and adopt
 such rules as will secure to each ¹member
 the ¹benefit of his labor; so that he who
 sows may have a reasonable ¹expectation of
 85 reaping and enjoying the ¹profits of his skill
 and ¹industry. **The rights of all ought to**
~~profits of another's labor. (§ 88) Laws were~~
 90 division of ¹land, but also to guard against
 and prevent ¹usurpation. With a view to
 curb the grasping desires of ¹avaricious and
 tyrannizing oppressors, and to protect ¹mu-
 95 tually the rights of all, we ¹find that the ear-liest
 laws ¹required every person to fix the
 boundaries of his ¹possessions by land-marks.

Allotting.

Piece.

The state of be-
 lievers in
 the Christian
 and rearing.

Limits.

Support.

Condition.

Separate.

Individual.

Profit

Prospect.

Reward.

Diligence.

Warranted.

Proceeds.

Enacted.

Real estate.

Occupation,
 without right

Covetous.

Reciprocally.

Learn.

Demanded.

Property.

(§ 7.) 75. What was probably the *first* and *most important* regulation in reference to property? 76. What is the meaning of *step*, in the 76th line? 77. Why does not *step* have the same meaning before *father*? 78. Illustrate some of the different meanings of *step* in sentences. 79. How are lands held among *all savages*? 80. How do *savages* obtain their support? 81. What *regulations* are observed among all civilized nations? 82. Why do you suppose it necessary to have *such rules*? (§ 8.) 83. Why were *other laws* established besides those that regulate the division of land? 84. Do you suppose *reason or revelation* sanctions the ownership of a *whole state* by *one, two, three, four, or five* men? 85. Assign some reasons why it would not be well for a few men to own *all* the land in a whole nation? 86. What did the ancient laws require *all* persons to do? 87. What were *all* ex-

Moses ¹expressly forbids the Israelites from In direct terms.
 and in the days of Job, those who ¹removed Limits.
 100 these marks were ¹ranked among the worst Displaced.
 of mankind. ¹Profane history informs us of Classed.
 the importance attached to this most ¹salu- Secular.
 tary regulation. ¹Homer speaks of it as a Advantage-
ous.
 custom of the highest ¹antiquity. Virgil re-fers The father of
poets.
 105 it to the age of Jupiter, which ¹appears Age.
 with him to mean the ¹beginning of time. Seems.
 (§ 9.) ¹Agriculture first gave rise to pro- Commence-
ment.
 perty in ¹lands; but this property must Husbandry.
 change after the death of the ¹owner. It Real estate.
 110 is ¹reasonable to suppose that after cultivat- Proprietor.
 ing the ¹land for years, men would become Rational.
 strongly attached to it, and desire to ¹trans- Ground.
 mit its ¹enjoyment to those bound to them by Convey.
 the holiest ties. Furthermore, the ¹peace of Possession.
 115 society required that some ¹permanent, regu- Tranquillity.
 lation should be ¹established in reference to Durable.
Settled.

pressly prohibited from doing? 88. How are *lands* measured? 89. If *land-marks* are removed, have people of the present age any means of knowing where *they* stood? 90. What nation first used *surveying*? 91. What *character* separates *land-marks*, in the 96th line? 92. Should you ever use *this character* in composing letters, or in *any other* writing? 93. Why do you think it important to notice the *different* pauses and characters used in *the books* we read? 94. Will you elucidate the meaning of the use of the *hyphen* by a few examples? 95. What *marks* are meant in the 100th line? 96. Do you know what the opinion of many learned men is respecting *Homer* and *his* writings? 97. Who was *Virgil*? (§ 9.) 98. What first gave rise to *property* in lands? 99. Why do you suppose men would naturally desire to transmit *their property* to their posterity? 100. What do you suppose has produced many *inventions* and *laws*? 101. Why do you suppose the peace of society required *permanent* regulations in reference to property of deceased persons? 102. What is the difference between the meanings of *peace* and *tranquillity*, in the 114th line? 103. What

the property of deceased persons. ¹Neces-sity, which is said to be the "mother of ¹in-ventions" as well as of laws, ¹required some ¹permanent regulations in refer-ence to in-heri-tance and also the power of making ¹de-vised. Hence, ¹property in lands was the origin of ¹rights and jurisprudence, which ¹compose the most important part of the ¹whole civil ¹code. (§ 10.) Civil laws, like governments, were at first very ¹imperfect; ¹jurisprudence was not formed into any regu-lar system till after the ¹lapse of centuries. No one ruler or lawgiver, ¹unaided by Di-vine ¹inspiration, could foresee all events; unlooked-for ¹occurrences gave occasion for the ¹establishment of most of the laws that now ¹govern civilized society. Old regula-tions have consequently been either ¹extended, ¹reformed, or ¹repealed, in proportion to the ¹ingenuity and industry of man in extending ¹commerce — discovering the natural wealth of the earth — the ¹multiplicity of inventions — the wonderful ¹improvements in the arts,

Need.
Discoveries.
Demanded.
Inherited.
Wills.
Ownership.
Claims.
Constitute.
Book of laws.
Defective.
The science of right.
Passing away.
Unassisted.
Infusion.
Incidents.
Enactment.
Regulate.
Enlarged.
Revoked.
Acuteness.
Trade.
Variety.
Progress.

is the meaning of *civil code*, in the 125th line? 104. What is the difference between *necessity* and *need*—105. *inventions* and *discoveries*—106. *permanent* and *fixed*—107. *inheritances* and *patrimonies*—108. *de-vised* and *wills*—109. *property* and *ownership*—110. *rights* and *claims*—111. *compose* and *constitute*—1-12. *code* and *book of laws*, in the 117th, 118th, 120th, 121st, 122d, 123d, 124th, and 125th lines respectively? (§ 10.) 113. What is the meaning of *un* prefixed to *aided*, in the 129th line? 114. What meaning has *un* prefixed to words? 115. What were *civil laws* at first? 116. Can any ruler or body of legislators, however wise, foresee *all* events? 117. What gave rise to *most* of the laws in force among civilized nations? 118. What has happened to *old* regulations? 119. What has caused this great difference between many of the *ancient* and *modern* laws? 120. Who is meant by the

140 sciences, letters, and, above all, the ¹pro-mulgation of the ¹ameliorating doctrines of the ¹Savior of mankind.

Diffusion.
Improving.
Redeemer.

Saviour of mankind in the 142d line? 121. Where do we find *his precepts*? 122. What do you suppose would be the result if *all lived* according to the *doctrine* taught by JESUS CHRIST?

LESSON XIII.

(§ 1.) WE see by reference to the ¹unerring ¹infallible page of history, that laws of some ¹kind ¹Sort. have ¹always governed the whole human ¹Ever. race. ¹Civilized societies have their exten-sive ¹Cultivated. and ¹complicated systems of jurispru-dence ¹Intricate. ⁵ and ¹*Semi-barbarous* states yield to the ¹Half savage. ¹commands of a king, or some other despotic ¹Orders. ruler; and even savages obey their chief, ¹en-dure ¹Abide by. the rules which the ¹customs of their ¹Usages. ¹⁰ tribes ¹prescribe, or obey the obvious and ¹Ordain. indisputable laws of ¹right and the voice of ¹Justice. nature, which ¹alarm the soul with ex-cru-ciating ¹Frighten. ¹remorse when ever justice is disre-garded ¹Agony.

(§ 1.) 1. What do you suppose is meant by *infallible* page of history, in the 1st line? 2. What is the difference between *unerring* and *in-fallible*? 3. What is the meaning of *societies*, in the 4th line? 4. What part of speech is it? 5. What number? 6. What do nouns ending in *ty* always denote? 7. How do they always form their plural? 8. What is the meaning of *states*, in the 6th line? 9. Do you know what meaning *semi* has before *barbarous*, in the 6th line? 10. Do you suppose it always has this meaning? 11. What is your reason for this opinion? 12. Illustrate the meaning of *semi* with some other words. 13. What is the meaning of *pre* before *scribe*, in the 10th line? 14. Does it always have the same power when used as a *prefix*? 15. Il-lustrate its meaning with some other words. (§ 2.) 16. Do you sup-

* When pupils give either a simple affirmative or negative answer, it is always well to require their reasons, inasmuch as *yes* or *no* may be indifferently given without either thought or reflection.

(§ 2.) Law ¹pervades the universe; 15 no created being is ¹exempt from its protect-ing care — nor can any one ever ¹deviate from its ¹salutary influence with impunity. Even in ¹societies possessing the greatest blessings, each individual is ¹restricted to cer-tain 20 ¹limitations in his intercourse with others, and ¹invested with rights which ex-tend alike to all, and which cannot be ¹in-fringed without ¹endangering the security and happiness of every ¹member, who is an 25 ¹integral part of the community.

(§ 3.) If each and every one possessed ¹suffi-cient knowledge, and a ¹disposition to do what was ¹strictly just — to give to all their due — to take only what was ¹lawful — then, indeed, 30 there would be no ¹need of human restric-tions.

But the history of man in all ¹ages proves that, either from ignorance, the ¹weak-ness of his judgment, or from his natural ¹in-

Is diffused through.
Flee.
Turn aside.
Wholesome.
Communities
Restrained within.
Bounds.
Clothed.
Violated.
Putting in hazard.
Citizen.
Component.
Adequate.
Desire.
Rigorously.
Proper.
Want
Times.
Infirmity
Propensity.

pose there is any place where there is not law? 17. What is the meaning of *being*, in the 15th line? 18. Why would not *beings* be a better word than *being*, in the 15th line, inasmuch as nothing is exempted? 19. If the *wisest* and *best* men are required to observe certain rules, is it unreasonable that *scholars* should scrupulously regard the *rules* of school? 20. Which do you suppose most benefits the pupils, the school with *perfect order*, or the school without *any order*? 21. Do you think each *one* at school should strive to *aid* the teacher in pre-serving perfect order? (§ 3.) 22. Do you suppose there might be any condition in which *human law* would not be necessary? 23. What does *all history* prove? 24. *What is necessary* for man's quiet and happiness? 25. What do *reason* and *revelation* alike prove? 26. What is the difference between *disposed* and *inclined*—*strictly* and *rigorously*—*due* and *right*—*need* and *want*—*history* and *account*—*ages* and *periods*—*weakness* and *infirmity*, in the 27th, 28th, 29th, 30th, 31st, and 32d lines respectively? 27. Why do you suppose *man* is used in the 31st line, as it is evident the author meant the *whole human race*? (§ 4.) 28.

clination to evil, he has been ¹prone to go 35 astray, and that laws are ¹indispensable to his ¹tranquillity and his happiness. More-over, reason and revelation alike ¹attest that man was created for society, and ¹intended by the ¹Deity to be subject to that law and 40 order which the created ¹intelligences of heaven ¹obey, and that there is no such thing as ¹natural liberty. (§ 4.) It has often been ¹asserted, that man gave up certain natural ¹rights when he became a member of civil 45 society, but it appears ¹evident that such was not the ¹case. No one ever had the right to do as he ¹chose, for all were born with equal ¹rights; and if one had natural liberty, then all were equally entitled to it. ¹Suppose 50 all have natural ¹liberty, then our property, yea, our lives, are at the ¹disposal of any person who is either able or ¹willing to take them from us. In our country, every ¹in-fringement of the law is a ¹violation alike of 55 public and rational liberty, for ¹God created man ¹subject to law, and that is his natural ¹state.

Disposed.
Necessary.
Quiet.
Bear witness
Designed.
Creator.
Spiritual be-ings.
Comply with.
Original.
Affirmed.
Privileges.
Plain.
Fact.
Liked.
Claims.
Admit.
Freedom.
Mercy.
Desirous.
Breach.
Transgression.
Jehovah.
Amenable,
Condition.

What has often been asserted? 29. Is such the case? 30. What are some of your reasons for this opinion? 31. In how many simple sentences can you use *case*, in the 46th line, so that in each instance it shall convey a different meaning? 32. Is the assertion that "all men were created equal" literally true? 33. What are your reasons for this opinion? 34. If some are born deformed or with sickly constitu-tions, and others are born perfect and robust, what is the meaning of "*all were born with equal rights*," in the 47th line? 35. What *reasons* prove that no one has natural liberty? 36. What effect do you suppose it would have in this country if every one violated the laws that appeared unjust? 37. What do you suppose is the natural state

(§ 5.) The laws of one's ¹country may or may not ¹protect the natural rights of man according to ¹circumstances or the peculiarities of the individual's ¹condition; but the law of God is a perpetual ¹security against ¹oppression, and no liberty has ever existed or can ¹exist where the laws of God are not obeyed. For take away the ¹sacred law, and the weaker are ¹subject to the stronger, and the ¹stronger may, in their turn, become subject to ¹combinations of the weaker. (§ 6.) It may, moreover, be ¹observed that liberty does not ¹consist in laws of our own ¹making; for let us examine the laws of our ¹country, and we shall find most of them were in ¹force before we had existence. Furthermore, it is ¹evident that a large majority of ¹people, even of this country, are never ¹governed by laws of their own making, though the statutes may be ¹enacted during their own ¹lives.

State.
Guard.
The worldly
estate.
Mode of being.
Protection.
Tyranny.
Have being.
Divine.
Liable.
More powerful.
Coalitions.
Remarkd.
Depend on.
Framing.
Confederacy.
Operation.
Plain.
Citizens.
Ruled.
Made.
Existence.

of man? (§ 5.) 38. What is the meaning of the expression, "one's country," in the 58th line? 39. May the laws of one's country operate unequally? 40. What laws always operate justly? 41. What would be the condition of society if the principles of the sacred law were banished? 42. Do you suppose any nation ever enjoyed true liberty that had not received the aid of Divine revelation? 43. Do you suppose we often enjoy many blessings which are the result of Christianity without being conscious of the true source from whence they flow? (§ 6.) 44. Do you suppose liberty consists in laws of our own making? 45. What are your reasons for this opinion? 46. How long do you suppose most of the laws of this country have been in force? 47. Why are not a majority of the people in this country governed by laws of their own making, even when the laws are made during their lives? 48. What is the difference between *people* and *citizens*—governed and ruled—statutes and laws—enacted and made, in the 75th, 76th, and 77th lines respectively? 49. What words do you consider

(§ 7.) The ¹Congress of the United States 80 consists, (1848,) in ¹round numbers, of 291 members; 31 in the ¹senate and 116 in the ¹house of representatives make a quorum for transacting business. Hence it ¹appears that a ¹bill may pass both houses by a majority 85 of one vote; 58 would be a ¹majority in the ¹house and 16 in the senate. A ¹contingency might therefore happen in which a bill would ¹pass both houses by receiving 90 74 votes, and the ¹sanction of the President would make it a ¹law. Consequently, every person in the whole ¹union might be ¹governed by a law made by 75 ¹men; and 217 senators and representatives might be ¹opposed to the law made by 75 95 men, which would ¹govern upwards of twenty millions of ¹people. On the other

Legislature.
Whole.
Upper house.
Lower house
Is evident.
Law.
Legal number.
Hall of representatives.
Fortuitous event.
Prevail in.
Approval.
Statute.
Country.
Ruled.
Legislators.
Unfavorable.
Rule.
Citizens.

synonyms, and what definitions, in section 6? (§ 7.) 50. Why is the term *round numbers* used in the 80th line? 51. In the 80th line, it is asserted that the full number is 291 members, can you tell how many there are in the senate, and how many there are in the house of representatives? 52. Can the largest State, with nearly three millions of inhabitants, send more senators than the smallest State, with less than one hundred thousand inhabitants? 53. If you know the number of States and the whole number of members in Congress, can you not tell how many representatives there are? 54. How many make a quorum in the house? 55. How many in the senate? 56. How many may pass a law in the house? 57. How many in the senate? 58. How is it that, in the 85th line, it is said 58 may be a majority, when there are 116 necessary to make a quorum, and 58 is only one-half of 116—why would not 58 be a tie, and not a majority? 59. Could there possibly be a contingency in which 75 men might make a law that would govern upwards of twenty millions of people? 60. If such is the power of law-makers, what ought to be the character of *all* men elected to legislative bodies? 61. What people do you suppose the most likely to discern and elect men of pure principles and patriotic character, an intelligent or an

hand, a bill of the ¹utmost importance may unanimously pass both houses and be ¹vetoed by the President. It must then be ¹returned to the house in which it ¹originated — say the house of representatives — who ¹pass it again ¹unanimously. It then goes to the senate, who happen to have but a bare ¹quorum — nineteen votes are given in ¹favor of the bill and ele-ven ¹against it; consequently it does not ¹re-ceive a ¹majority of two-thirds of the senate and is ¹defeated. Hence it appears that a bill of ¹vital importance might be defeated by either the ¹arbitrary will — the vanity — the imbecility — or the mistaken ¹views of one man. The President has ¹power during his continuance in ¹office to forbid any bill from becoming a law, though he is ¹sustained by less than three-eighths of the ¹members of ¹congress, and opposed by the unanimous voice of the nation. Further the ¹final vote of eleven senators may be in ¹opposition to the ¹views of two hundred and thirty-one representatives and forty-nine ¹senators.

120

illiterate people? 62. What may *prevent* a bill from becoming a law after it has unanimously passed both houses of congress? 63. What is the meaning of the word *vetoed*, in the 98th line? 64. When a bill is vetoed, to *which* house must it be returned? 65. May a bill, under any circumstances, become a law though the President *veto* (forbid) it? 66. Name some circumstances in which a *contingency* might happen to defeat a bill of vital importance? 67. Can Delaware, with a population of 78,085* inhabitants, send as many senators to congress as the State of New York, with a population of 2,428,921* inhabitants? 68. Why is the term *original collective con-*

* According to the census of 1810, New York has at the present time nearly 3,000,000.

Highest
Prohibited.
Sent back.
Had origin.
Sanction.
Waiting in voice.
Legal number to transact business.
Support
Obtain.
Plurality.
Rendered null.
Essential.
Despotic.
Opinions.
The prerogative.
Authority.
Upheld.
Delegates.
The national assembly.
Ultimate.
Contradiction.
Sentiments.
Legislative counsellors.
Further.

be from the six ¹smallest States in the Union, whose original collective ¹constituency would from the largest State. Hence the ¹hopes ¹of upwards of twenty millions have been centred in man, though an ¹unsuitable President. (§8.) Again, suppose a ¹bill passes unani-mously both ¹houses of congress, receives ¹the ¹sanction of the President, and becomes a law; ¹yet the original constituents of the ¹makers of the law would probably be less than one-tenth of the ¹people that would be ¹governed by the same. It is ¹undoubtedly by congress, whether for good or for ¹evil, have received the ¹sanction of less than two hundred votes, and that the ¹constituents of these rulers have, on ¹an average, been a ¹to say nothing of those of their ¹constituents their ¹representatives. Thus the laws that govern ¹upwards of twenty millions of people,

stituency used in the 122d line? 69. What is the difference in the way in which U. S. senators and representatives are elected? (§ 8.) 70. Do important bills generally receive the unanimous concurrence of congress? 71. What are your reasons for this opinion? 72. Do you suppose congress could pass an evil law? 73. What are your reasons for this opinion? 74. What kind of men do you think ought to be elected as legislators? 75. Do you suppose those are generally the best legislators who give the people the most to eat and drink on election days? 76. What men in former republics adopted this practice? 77. Do you suppose there is any danger that men may become candidates for congress with any other object in view than the purest

Least popu-
tous.
Body of con-
stituents.
Legislator.
Expectations
For a time.
Destroyed.
Unfit.
Form of law
not enacted.
Branches.
Approval.
Though.
Framers.
Inhabitants.
Ruled.
A fact
Woe.
Approbation.
Employers.
A mean propo-
sition.
Lawful.
Electors.
Adverse.
Deputies.
More than.

145 even in this ¹country, have been directly
¹framed by about one-twentieth of the population;
 it is, indeed, ¹an axiom that no one
 has perfect ¹liberty — no people can be go-
 150 v¹erned by laws of their own ¹making. We
 are all ¹dependent — ²dependent on our parents
 and friends — dependent on our fellow citi-
 zens — dependent on ¹our cotemporaries — de-
 pendent on our ¹ancestors — dependent on the
¹goodness, and protecting care of our Hea-
 155 venly Father. (§ 9.) If such are the ¹intri-
 cacies and the imminent dangers of ¹dele-
 gated power in the purest ¹republic on which
 the sun ever shone, how ¹indispensable is it
 that all should understand the ¹fundamental
 160 ¹principles of political science! Let every
 citizen duly ¹profit by the sufferings which
 mankind have ¹endured for nearly six thou-
 sand years. Let the ¹ambition of each
 be properly aroused to obtain the ¹imper-
 165 ishable wealth of the mind, to ¹understand
 and ¹support the Constitution of the United
 States, and transmit in ¹unsullied bright-
 ness the ¹character of the American name.
 (§ 10.) Let all early receive ¹impress-ive

Land.
 Made.
 A self-evi-
 dent truth.
 Freedom.
 Constituting.
 Unable to exist
 by ourselves.
 2 Subject to the
 power of.
 Those living at
 the same time.
 Forefathers.
 Benevolence.
 Complexities
 Deputed.
 Common-
 wealth.
 Necessary.
 Essential.
 Elements.
 Improve.
 Borne.
 Ardent desire
 Permanent.
 Comprehend
 Sustain.
 Pure.
 Good quali-
 ties.
 Indelible.

patriotism? 78. What is a self-evident truth? 79. How ought each one, then, to perform the trusts committed to his charge? (§ 9.) 80. In whose hands is power originally vested? 81. What is understood by delegated or deputed power? 82. Is *deputize* a correct English word? 83. When power is deputed, has it irrevocably left its grantor? 84. What are some of the sufferings which mankind have so long endured? 85. What is meant by the "wealth of the mind," in the 165th line? 86. Why may the American name be considered bright? 87. What is meant by political science? 88. What is the difference between an art and a science? (§ 10) 89. What are republics or com-

170 lessons from the fate of former ¹repub-
 lics, which, in their ¹day, though far more
 powerful than ours, have either been ¹crushed
 by military despotism, or rent ¹asunder by
¹intestine broils. Let every philanthropist
 175 arouse, so that the predictions of kings, ¹no-
 bles, and many of the ¹literati of Europe, pro-nounc-
 ing ¹anarchy and despotism to be the
 future ¹fate of the United States, shall be fal-
 sified.
 And thus the ¹augmenting number
 180 of our ¹adult population, now probably five
 millions, who can neither read ¹understand-
 ingly nor write intelligibly, may be ¹dimin-
 ished, and finally ¹extinguished by the well-direc-
 ted ¹efforts of every American citizen.
 185 (§ 11.) It is imperative to ¹weigh prop-
 erly the ¹expediency of disseminating in
 every part of the republic the ¹inestimable
 blessings of letters, ¹fraternal union, and
 Christian ¹sentiment. In this way our coun-
 190 try may be made the ¹hallowed ark to
 preserve in safety the ¹rational liberties of
 mankind, by becoming the ¹depository of
 human rights, and the ¹asylum of the op-
 pressed

Common-
 wealths.
 Time
 Overwhelmed.
 Apart
 Domestic.
 Peers.
 Ignorant men
 Want of rule.
 Destiny.
 Increasing.
 Grown up.
 Knowingly.
 Lessened.
 Educated
 Exertions.
 Consider.
 Propriety.
 Invaluable.
 Brotherly.
 Feeling.
 Sacred.
 Reasonable.
 Lodgment.
 Refuge.

monwealths? 90. What republics, in their day, exerted apparently a more extensive influence, and were comparatively more powerful than the United States? 91. Why should we learn lessons from these republics? 92. Why should those lessons be indelibly impressed? 93. What is the probable reason that monarchs and noblemen denounce our government? 94. Name some of the causes which may justly alarm the friends of our government. 95. Are crowned heads interested in promoting disunion in the United States? 96. Are the literati interested in the perpetuity of our institutions? 97. What should be our conduct towards those who differ from us in opinion? 98. What were some of the causes which produced the fall of former

and trodden-down of ¹*the old world*.
 195 In view of all these impending ¹circumstances
 and ¹denunciations, it behooves
 each of us to use the utmost ¹caution and
 unceasing ¹vigilance in regard to the perpetuity
 of our ¹unequaled institutions. (§ 12.)
 200 Let us justly ¹compare the fame of our
 philosophers, ¹legislators, heroes, and their
 influence on ¹contemporaries, with those that
 flourished in the ¹palmiest days of Greece
 and Rome. Let the most ¹indefatigable
 205 exertions be used to ¹convey knowledge
 to every home, that one united ¹intellectual
¹phalanx may be presented to assert the
 rights of mankind — to ¹demonstrate to the
¹monarchies of the world, that while we
 210 praise our ¹illustrious ancestors in words we
¹imitate them in actions. Then their envi-
 able names, and the ¹glory they won while
 living will not be ¹tarnished by the degene-
 racy of their ¹posterity. For our republican
 215 institutions, while they ¹inculcate human
 equality and a reverence for the ¹approxi-
 mating ¹perfection of our statutes will im-
 part

Europe.
 Facts.
 Public men-
 aces.
 Prudence.
 Watchful-
 ness.
 Unrivalled.
 Estimate.
 Law-makers.
 Persons existing
 at the same time
 Most pros-
 perous.
 Unwearied.
 Carry.
 Mental.
 Array of men
 Prove.
 Kingdoms.
 Renowned.
 Copy.
 Fame.
 Stained.
 Descendants.
 Instil.
 Approaching
 Supreme ex-
 cellence.

republics? (§ 11.) 99. How are the inhabitants of Europe oppressed and trodden down? 100. Why may our institutions be considered unequalled? (§ 12.) 101. Who were some of the principal philosophers?—102. Legislators?—103. Heroes, of antiquity? 104. Whence is the word *palmiest* derived? 105. Why is it applicable to the subject? 106. What is the nature of the indefatigable exertions we should use? 107. What is meant by a phalanx? 108. What is the strongest bulwark of American liberty? 109. What is the general tendency of republican institutions? 110. Are republics favorable to literature? 111. What should we endeavor to show the monarchies of the world? 112. Which do you think the best way to honor our

additional ¹veneration for the wisdom of
 the Divine law — instil an implicit ¹obedience
 220 to the decrees of heaven, and secure the ¹ten-derest
 regard for the rights of every human
¹being.

Adoration.
 Compli-
 ance with.
 Dearest.
 Just claims
 Creature.

illustrious ancestors, to praise them in words or imitate them in actions |
 113. What ought to be the character and tendency of our republican in-
 stitutions? 114. The class spell by letter the marginal words.

LESSON XIV.

(§ 1.) THE great ¹inequality in the condi-
 tion of the race; the general propensity to
¹exercise power to the disadvantage and in-jury
 of the ¹ignorant and the weak; the ne-cessity
 5 of ¹curbing the excesses of the base
 and the ¹wicked tend to form communities.
 The love for society; the ¹fellowship with
 those of like ¹dispositions or similar conditions
 and the ¹desire for knowledge, also, help to
 10 secure association. But a ¹proper knowledge
 of the ¹Divine Law and an unwavering ²deter-
 mination
 by all, to live according to its pre-cepts
 are ¹necessary to secure the greatest
¹comfort on earth and eternal bliss in HEAVEN.
 15 (§ 2.) In communities it is ¹requisite that each
 individual should ¹relinquish the claim of
 asserting individual rights, and ¹redressing

Disparity.
 Inclination
 Use.
 Illiterate.
 Checking.
 Evil.
 Mingling.
 Minds.
 Wish.
 Suitable.
 Bible.
 2 Purpose.
 Requisite.
 Enjoyment
 Essential.
 Quit.
 Repairing.

(§ 1.) 1. What is the difference between *disparity* and *inequality*, in the 1st line?—What do their prefixes denote? 2. What is the difference between *ignorant* and *illiterate*, in the 4th line?—What do their prefixes signify? 3. How would it affect the sense, if the comma were

personal ¹wrongs; every one must take the general will of the community for a ¹guide, and
 20 renounce all resort to individual ¹force, for each receives ¹instead of it the protection of the ¹commonwealth. None are allowed to consult ¹exclusively their own happiness, without regard to the peace and ¹order of the
 25 society with which they are ¹connected. Men with the best ¹intentions often err; ¹precipitancy, or the want of knowledge or talent, may ¹prevent them from coming to correct ¹conclusions concerning what is just.
 30 No one does ¹right on all occasions. (§ 3.) Civil society is intended to ¹remove these ¹difficulties; the ablest minds are generally
 35 ¹best promote the general good. It is ¹requisite that all subject themselves to the ¹legal authority created to ¹enforce these regulations. Christian institutions ¹conduce in the highest possible ¹degree to man's present and ¹perpetual happiness. They have
 40 the ¹immunity to enforce laws that best promote

Injuries.
 Rule.
 Violence.
 In place.
 State.
 Solely.
 Regular discipline.
 United.
 Designs.
 Hastiness.
 Hinder.
 Deductions
 Proper.
 Displace.
 Impediments.
 Chosen.
 Necessary.
 Lawful.
 Administer
 Contribute
 Measure.
 Constant.
 Prerogative.
 Entire.

omitted after *all*, in the 12th line. (§ 2.) 4. What is the difference between *relinquish* and *quit*, in the 16th line? 5. What is it requisite for every one to do in civil society? 6. What may prevent even good men from coming to just conclusions? 7. To what does *it* refer, in the 21st line? 8. What is the meaning of *none*, in the 22d line? (§ 3.) 9. What is the difference between *administer* and *contribute*, in the 37th line? — What do their prefixes *ad* and *con* denote? 10. In how many simple sentences can you write *degree*, in the 38th line, so that in each case it shall convey a different meaning? 11. What is the difference between *perpetual* and *constant*, in the 39th line? — What do their prefixes *per* and *con* denote? 12. To what does *they* refer, in the 39th line? 13. What is the character of laws en-

'subordination without oppression — regulate private conduct without ¹invading the right of individual opinions, and binding to ¹pre-scribed
 45 ¹modes of worship. (§ 4.) LAW OF NATIONS. The Law of Nations designates the ¹rights and ¹ordains the duties of nations in all their varied ¹relations with each other. It is a plain system of rules ¹emanating from the
 50 principles of justice, which ¹govern and regulate the affairs of men in their ¹social relations. On no subject have writers ¹differed more than on this; ¹yet none is more simple or easier of comprehension. It is ¹established
 55 on the ¹basis of Christianity, and is ¹recognized, understood and observed only among ¹enlightened and Christian communities. (§ 5.) Its binding ¹power is entirely of a moral and religious nature; its ¹fundamental
 60 principles are ¹contained in the text "Do ye unto others as ye would that others, in ¹similar ¹circumstances, should do unto you," and ¹enjoins benevolence, kindness and charity among all ¹mankind. There is no human
 65 ¹tribunal to enforce an observance of national law. Nations, in this respect, ¹sustain a similar ¹position toward each other that ¹individual members of society would if all the halls of justice were ¹abolished.

Submission.
 Infringing.
 Dictated.
 Forms.
 Immunities.
 Prescribes.
 Dealings.
 Proceeding.
 Control.
 Companion-
 able.
 Varied.
 Notwithstanding
 Erected.
 Foundation.
 Acknowledged.
 Intelligent.
 Authority.
 Essential.
 Embraced.
 Like.
 Situations.
 Commands.
 The human race.
 Seat of justice.
 Bear.
 Attitude.
 Single.
 Destroyed.

acted and enforced by Christian communities? (§ 4.) 14. What was anciently the difference between the law of nations and international law? — What is the meaning of the prefix *inter* before national? 15. What is the valid basis of the law of nations? (§ 5.) 16. What relation

70	(§ 6.) There are no courts for the ¹ adjustment of national ¹ misunderstandings. Each nation is a judge of its own ¹ wrongs, and decides its own ¹ standard of justice. Hence, when a ¹ controversy arises between nations,	settlement. Quarrels. Injuries. Criterion. Dispute.
75	and the parties ¹ disregard the voice of reason and the established ¹ usages of the Christian world, they have no other ¹ resort than that of ¹ arms. (§ 7.) It appears that the most ¹ renowned and powerful empires and republics	Slight. Customs. Expedient. War. Famous. Respect. Benevolence.
80	of antiquity paid no ¹ regard to the moral national obligations of justice and ¹ humanity. Athens, that ¹ fruitful mother of philosophers and statesmen, who ¹ instructed the world in the arts and ¹ sciences, encouraged her navy	Prolific. Taught Systematic knowledge. High-sea robbery.
85	petual slavery, not only the ¹ prisoners taken in war, but also the ¹ women and children of the ¹ conquered country.	Captives. Females. Vanquished.
90	(§ 8.) Rome, the ¹ boasted mistress of the world, is celebrated alike for her ¹ tyrannical triumphs, her ¹ treacherous treaties, and her continual violations of justice. To the ¹ eternal disgrace of the Roman name it is ¹ recorded,	Vaunted. Imperious. Perfidious. Lasting. Registered.

do nations sustain toward each other? (§ 6.) 17. Repeat the substance of section sixth. 18. What is the difference between *controversy* and *dispute*, in the 74th line? 19. *Disregard* and *slight*, in the 75th line? 20. *Usages* and *customs*, in the 76th line? (§ 7.) 21. Give a synopsis of section seventh. 22. What is the difference between *renowned* and *famous*, in the 79th line? 23. *Regard* and *respect*, in the 80th line? 24. *Fruitful* and *prolific*, in the 82d line? 25. *Instructed* and *taught*, in the 83d line? 26. *Conquered* and *vanquished*, in the 88th line? (§ 8.) 27. Of what does section eighth treat? 28. What is the distinction between *celebrated* and *illustrious*, in the 90th line? 29. *Treacherous* and *perfidious*, in the 91st line? 30. *Recorded* and *registered*, in the 93d

95	in her most ¹ approved legal code, that whoever ¹ passed from one country to another became immediately a ¹ slave. (§ 9.) It is only in ¹ modern times that nations ¹ assuming a moral character have, like the individuals ¹ composing them, considered	Commended. Moved. Bondman. Recent. Taking. Forming. Unchangeable. Tranquillity.
100	themselves bound by the ¹ immutable principles of justice. In a state of ¹ peace all the nations in Christendom stand in an ¹ equal ¹ relation to each other, and are entitled to claim equal ¹ regard for their national rights,	Uniform. Connection. Consideration. Mutual. Particular. Strength. Establishments.
105	and require ¹ reciprocal obligations in good faith, whatever may be their ¹ relative size or ¹ power, or however varied may be their political and religious ¹ institutions. It is a fundamental ¹ principle in the law of nations, that all	Doctrine. Complete. Advantage. Domestic. Dictate to. Ceremony.
110	are on a ¹ perfect equality and entirely independent (§ 10.) Every nation has the sole ¹ privilege of regulating its ¹ internal policy, and no political power has a right to ¹ prescribe for another a mode of government or ¹ form of	Equally. Immunities. Ends. Dignity. Humanity.
115	religion. The Law of Nations, which ¹ equally dispenses its ¹ rights and requires the fulfillment of its obligations, has for its ¹ objects the peace, the happiness, the ¹ honor and the unfading glory of ¹ mankind.	

line? (§ 9.) 31. Give a detailed account of section ninth. 32. What is the difference between *modern* and *recent*, in the 97th line? 33. *Peace* and *tranquillity*, in the 101st line? 34. *Equal* and *uniform*, in the 102d line? 35. *Power* and *strength*, in the 107th line? (§ 10.) 36. Repeat the substance of section tenth. 37. What is the difference between *prescribe* and *dictate*, in the 113th line? 38. *Mode*, in the 114th line, and the word *method*? 39. *Form* and *ceremony*, in the 114th line? 40. *Equally* and *equably*, in the 115th line? 41. *Objects* and *ends*, in the 117th line? 42. *Honor* and *dignity*, in the 118th line?

LESSON XV.

(§ 1.) THE Law of Nations may be divided into two parts, ¹viz.: the Necessary Law of Nations, and the ¹Positive Law of Nations, or International Law. Those ¹principles of

Commonwealths
Namely.
Absolute.
Precepts.
Prescribes.
Regarded as.
Because.
Intercourse.
Countenanced.
Examples.
Customs.
Nation.
Weaken.
Requisite.
Separate.
Change.
Dwell.
Explicit
Contracts.
Monarchs.
Amity.
Union.
Trade.
Contested.
Concern.

5 ¹justice which ¹reason ¹dictates and ¹revelation

Law of Nations, ¹for these principles, indispensable to international ¹commerce, are of universal application, and are ¹sanctioned by

10 the ablest jurists, numerous historical ¹precedents, and the long-established ¹usages of Christian governments. No ¹power can, by its separate laws, ¹invalidate any portion of the ¹necessary law of nations any more

15 than ¹single individuals can, by their private acts, ¹alter the laws by which the States wherein they ¹live are governed. (§ 2.) The ¹Positive, or *International Law*, consists of treaties or ¹compacts between two or more

20 ¹sovereigns or nations. Treaties are of various kinds: — as, treaties of ¹peace — of ¹alliance, offensive and defensive — for regulating ¹commercial intercourse — for settling ¹disputed boundaries — any matter of national

25 ¹interest, policy or honor. When treaties are

The difficult Questions are elucidated in the Appendix.

{§ 1.) 1. Of what does section first treat? 2. What is the difference between *principles* and *precepts*, in the 4th line? 3. *Sanctioned* and *countenanced*, in the 9th line? 4. *Alter* and *change*, in the 16th line? (§ 2.) 5. Of what does section second treat? 6. What is the difference between *sovereigns* and *monarchs*, in the 20th line? 7. *Disputed* and *contested*, in the 24th line? 8. *Display* and *exhibit*, in the

made, ministers, usually called ¹plenipotentiaries — ¹chosen, one, two, three, or more, by and for each nation, ¹meeting at some place ¹mutually agreed upon, and generally in the

30 territory of some neutral state — often ¹display much ¹ingenuity in making the preliminary arrangements, as each strives to ¹secure the best possible ¹terms for his respective ¹country.

35 (§ 3.) After the ¹plenipotentiaries have come to ¹an *understanding*, they write out their ¹agreement, which is then sent to their respective nations or sovereigns. If its ¹articles are confirmed, they ¹immediately become

40 an international law to those ¹countries. Should either power refuse to ¹sanction the acts of its ministers, the treaty is ¹inoperative and things remain ¹in *statu quo*. In the United States, the ¹concurrence of the Pre-

45 sident and two-thirds of the senate is ¹requisite for the adoption and ¹ratification of a ¹treaty. The Necessary Law of Nations may ¹apply to the whole human family; whereas international law is more ¹circumscribed

50 in its ¹extent, and binds only the contracting nations. (§ 4.) It is ¹an acknowledged principle that, having a right to ¹adopt

Ambassadors of full power.
Appointed.
Convening.
Reciprocally.
Exhibit.
Acuteness.
Obtain.
Conditions.
Nation.
Diplomates.
Astipulation.
Covenant,
Terms.
At once.
Lands.
Support.
Null.
As before.
Approbation.
Necessary.
Confirmation
Compact.
Rule.
Restricted.
Limit.
A recognized
Select.

30th line? (§ 3.) 9. Give a detailed account of section third. 10. What is the difference in the meanings of *agreement* and *covenant*, in the 37th line? 11. *Sanction* and *support*, in the 41st line? 12. *Circumscribed* and *restricted*, in the 49th line? 13. *Statu quo* is the name of a certain kind of treaty — can you tell the condition in which it leaves the contracting parties? (§ 4.) 14. Of what does section fourth treat? 15. What is the difference between *acknowledged* and *recog-*

such ¹ form of government as it deems expedient,	System.
every nation may alter, or even ¹ abolish,	Abrogate.
55 its internal regulations at ¹ pleasure,	Will.
provided the ¹ changes do not in the least	Variations.
¹ affect any of its obligations to other governments,	Impair.
and that the claims of ¹ individual	Private.
creditors are not thereby ¹ weakened. No	Invalidated.
60 division of territory, ¹ coalescence with other	Union.
powers, or change in government, can ¹ im-	Injure.
pair any of its rights, or ¹ discharge it from	Free.
any of its just ¹ engagements.	Liabilities.
(§ 5.) A community, or ¹ kingdom, basely	Realm.
65 resorting to any ¹ subterfuge to shake off	Evasion.
its ¹ obligations — or wantonly making war	Engagements
upon its ¹ unoffending neighbors without as-	Inoffending.
serting any ¹ just cause for the same, and ap-	Proper.
parently for the ¹ sake of plunder and a desire	Purpose.
70 of conquest, would ¹ forfeit alike its claim to	Lose.
the ¹ protection of the Law of Nations, and	Defence.
the ¹ regard of the civilized world. Such	Respect.
power would be a ¹ common enemy, and the	General.
act of ¹ appropriating the spoils thus obtained	Impropriating.
75 would be called national ¹ robbery. Every	Depredation.
government would be bound to join a ¹ league	Confederacy.
to force the ¹ relinquishment of such unlaw-	Abandonment.
ful possessions. (§ 6.) It is generally ¹ ac-	Allowed.
knowledged that every nation may ¹ use its	Employ.

nized, in the 51st line? 16. Abolish and abrogate, in the 54th line? 17. Coalescence and union, in the 60th line? 18. Impair and injure, in the 61st line? (§ 5.) 19. Of what does section fifth treat? 20. What is the difference between subterfuge and evasion, in the 65th line? 21. Inoffending and inoffending, in the 67th line? 22. Sake and purpose, in the 69th line? 23. Robbery and depredation, in the 75th line? (§ 6.) 24. Give a synopsis of section sixth. 25. What is the difference be-

80 own discretion in making commercial and	Judgment.
other treaties — that ¹ one government may	Any.
¹ surrender to another a part or all of its ter-	Cede.
ritory,	Conditioned.
¹ provided that in so doing the rights	Commonwealth
of no other ¹ power are either molested or	Jeoparded.
85 ¹ endangered. Every country, has a right	Engross.
to ¹ monopolize its own internal and colonial	Choice.
trade, and can exclude or admit at ¹ option	Country.
any or every other ¹ nation.	Granted.
(§ 7.) It is generally ¹ conceded that every	The sole.
90 nation has ¹ an exclusive right to rivers flow-	Ams. of the sea
ing through its territory — to all ¹ inland bays	Waters affording
and ¹ navigable waters whatsoever — and to	vessels.
the ¹ adjoining sea-coast for the distance of	Contiguous.
three miles from shore. ¹ Custom has ren-	Usage.
95 dered it necessary for ¹ vessels sailing beyond	Ships.
the ¹ jurisdiction of their own country to	Limits.
be ¹ provided with passports. (§ 8.) A pass-	Furnished.
port,	Authoritative
is an ¹ official certificate, bearing the	Beneath.
100 seal of the government ¹ under whose flag	Leave.
the vessel sails; it gives ¹ permission to pass	Harbors.
from and to certain ¹ ports or countries, and	Determinate.
to navigate ¹ prescribed seas without molesta-	Circumstan-
tion. It should contain a ¹ minute description	tial.
of the vessel, her ¹ master, crew, loading, &c.,	Captain.

tween use and employ, in the 79th line? 26. Discretion and judgment, in the 80th line? 27. Surrender and cede, in the 82d line? 28. Option and choice, in the 87th line? (§ 7.) 29. Repeat the substance of section seventh. 30. What is the difference between adjoining and contiguous, in the 93d line? 31. Between custom and usage, in the 94th line? 32. Vessels and ships, in the 95th line? 33. Provided and furnished, in the 97th line? (§ 8.) 34. Of what does section eighth treat? 35. What is the difference between under and beneath, in the 99th line? 36. Permission and leave, in the 100th line? 37. Ports and harbors, in the 101st line? 38. Minute and circumstantial, in the 103d

105 and request all ¹friendly powers to permit her to ¹pursue the prescribed voyage without any ¹interruption. Although the vessel may ¹be the property of a single merchant, yet any injury done the vessel or ¹crew would be considered a national ¹insult, and one requiring full ¹reparation, according to ¹the law of nations.

(§ 9.) The ¹mutual welfare of nations requires that they should have ¹accredited agents to ¹represent them at the national courts, or legislative ¹assemblies of each other. These ¹officers have usually been divided into the following classes, ¹to wit: — 1st class, or highest ¹order, Ambassadors and ¹Papal Legates, — 2d class, Envoys Extraordinary and Ministers ¹plenipotentiary, — 3d class, Ministers ¹resident, accredited to sovereigns or ¹independent nations, — 4th class, ¹Charges d'Affaires, accredited to the minister of foreign ¹affairs. (§ 10.) An ambassador is a foreign ¹minister of the highest ¹rank; he acts in the place of the sovereign or government that employ him, and ¹is entitled to all the respect and ¹immunities that the ruler of the country he ¹represents would be if ¹personally present. An ambassador

Amicable.
Prosecute.
Disturbance.
Belong to.
Sailors.
Affront.
Amendment.
international law.
Reciprocal.
Authorized.
Personate.
Convocations
Officials.
Namely.
Rank.
Nuncios and
Ministers.
Of full power
Abiding.
Free.
Deputies.
Business.
Representative.
Degree.
Has a claim.
Privileges.
Personates.
Individually.

line? 39. *Friendly* and *amicable*, in the 105th line? 40. *Pursue* and *prosecute*, in the 106th line? 41. *Insult* and *affront*, in the 110th line? (§ 9.) 42. Of what does section ninth treat? 43. What is the difference between *mutual* and *reciprocal*, in the 113th line? 44. What is the difference in the meanings of *class*, *order* and *rank*, in the 119th line? (§ 10.) 45. Give a detailed account of section tenth. 46. What

is not ¹answerable, even for the most atrocious crimes, to the judicial ¹tribunals of the country to which he is sent. For ¹flagrant offences he may, however, be sent to his own government, with a ¹demand that he should receive ¹adequate punishment. Ambassadors are ¹usually selected from the ablest ¹politicians of their respective countries — their residence is at the ¹seat of government of the power with which they ¹negotiate.

(§ 11.) In ¹times of peace, it is usual for each Christian ¹nation to be represented at the ¹national legislature of every foreign government, and the ¹duties of an ambassador consist in ¹transacting all public business to the best possible ¹advantage for his own government. He may ¹penetrate the secrets, the ¹designs and the policy alike of the government in which he ¹resides, and that of every nation whose ¹representatives he may meet; hence there is ¹constant danger of ¹immorality and crime among the highest national ¹functionaries. It is a mournful fact, that foreign courts have been more ¹celebrated for ¹intrigue and corruption than for ¹purity of morals and patriotic deeds. National ¹gratitude has oftener been awarded to private ¹citizens than to public functionaries.

Responsible.
Courts.
Enormous.
Crimes.
Requirement
Commensurate.
Commonly.
Statesmen.
Capital
Treat.
Seasons.
Country.
Court.
Obligations.
Negotiating.
Benefit of.
Fathom.
Schemes.
Sojourns.
Envoys.
Continual.
Dishonesty.
Officers.
Noted.
Complicated plots.
Chasteness.
Thanks.
Individuals.

is the difference between *demand* and *requirement*, in the 136th line? 47. Between *adequate* and *commensurate*, in the 137th line? (§ 11.) 48. Give a synopsis of section eleventh. 49. What is the difference between *times* and *seasons*, in the 142d line? 50. Between *grandeur* and *magnificence*!

LESSON XVI.

(§ 1.) AN envoy is a person ¹deputed by a sovereign or government to ¹negotiate a treaty, or to ¹transact any other business with a foreign nation. The ¹word is usually applied to a public ¹minister sent on an ¹emergency, or for a particular purpose. A plenipotentiary is a person ¹clothed with full ¹power to act for his sovereign or government, ¹usually to negotiate a treaty at the close of a war. The ¹representatives of the government of the United States at ¹foreign courts are usually ¹styled ministers, and their duties depend entirely on the ¹nature of the ¹instructions given them by the executive ¹cabinet at Washington. (§ 2.) The business of the foreign ministers of the ¹United States is generally to keep their government ¹correctly informed of the ¹proceedings of foreign ¹courts — to see that their countrymen are not ²⁰ molested within the realms in which they reside, and to ¹countenance all enlightened proceedings that tend to ¹ameliorate the ¹condition of the human race. The distinction ¹between ambassadors, envoys, plenipotentiaries and resident ministers, ¹relates

Appointed.
Hake.
Manage.
Term.
Agent
Exigency.
Invested.
Authority.
Commonly.
Deputies.
Distant.
Denominated
Sort of.
Advice.
Council.
American re-
public.
Accurately.
Transactions
Administra-
tions.
Disturbed.
Encourage.
Improve.
Situation.
Briest.
Applies.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Repeat the substance of section first. 2. What is the difference between *word* and *term*, in the 4th line? 3. Between *emergency* and *exigency*, in the 6th line? (§ 2.) 4. Give a synopsis of section second. 5. What is the difference between *correctly* and *accurately*, in the 17th line? 6. Between *encourage* and *countenance*, in the 21st line?

chiefly to diplomatic precedence and ¹etiquette, and not to their ¹essential powers and ¹privileges. Governments generally reserve to themselves the right to ¹ratify or ³⁰ ¹dissent from treaties concluded by their public ¹ministers.

(§ 3.) A charge d'affaires ¹ranks lowest in the ¹class of *foreign* ministers, and is usually a person intrusted with public ¹business in a foreign country ¹in the place of an ambassador or other minister of high ¹degree. A consul is a commercial ¹agent, appointed by the government of a country to ¹reside in foreign dominions, usually in ¹seaports. ³⁵ Consuls are not entitled to the ¹immunities of public ministers, ¹nor are they under the special ¹protection of the law of nations. The power of a consul may be ¹annulled at ¹pleasure by the ruler of the country where ⁴⁰ he ¹resides, whereas the power of a foreign minister can be ¹annulled only by the government which he ¹represents. (§ 4.) Consuls appointment, and must be ¹publicly recognized and ¹receive from the government in whose dominions they ¹propose to reside, a written declaration, called an *exequatur*, ¹authorizing them to ¹perform their specified duties.

Ceremony.
Requisite.
Prerogatives.
Confirm.
Reject.
Agents.
Stands.
Order.
Concerns.
In lieu.
Rank.
Factor.
Dwell.
Maritime towns.
Exemptions.
Neither.
Shelter.
Cancelled.
Option.
Lives.
Abrogated.
Supplies the
place of.
Bear.
Officially.
Get.
Intend.
Empowering
Attend to.

(§ 3.) 7. Of what does section third treat? 8. What is the difference between *business* and *concerns*, in the 34th line? 9. Between *agent* and *factor*, in the 37th line? (§ 4.) 10. Repeat the substance of section fourth. 11. What is the difference between *carry* and *bear*, in the 48th line? 12. Between *empowering* and *authorizing*, in the 52d

55	The ¹ business of consuls is to attend to the ¹ commercial rights and privileges of their ¹ country and its citizens. Unless it is ¹ stipulated by treaty, the refusal to receive a consul is considered no breach of ¹ etiquette between nations; but the ¹ refusal to receive	Occupation. Mercantile. Government. Covenanted. Decorum. Declining. Enmity.
60	a foreign minister denotes ¹ hostility.	Evil.
	(§ 5.) War, the greatest ¹ scourge that has ever ¹ afflicted the human race, has, among civilized nations, its ¹ formalities and its laws. It is customary to ¹ precede it by a demand	Troubled. Ceremonies. Preface.
65	for redress of ¹ grievances. When every means has been resorted to in vain to ¹ obtain ¹ justice — when peace is more dangerous and ¹ deplorable than war itself — then nations usually ¹ set forth their grievances, accompanied	Wrongs. Procure. Redrew Lamentable.
70	with a declaration of war, and ¹ proceed to ¹ hostilities. In monarchies, the right to ¹ declare war is usually vested in the sovereign.	Publish. Begin and carry on. War Proclaim.
	In the United States, the ¹ power to declare war is confided to the ¹ national legislature.	Authority. Congress.
75	(§ 6.) When war is once ¹ declared, each and every man in the ¹ belligerent countries is ¹ a party to the acts of his own government; and a war ¹ between the governments of two ¹ nations is a war between all	Commenced. Fighting. Concerned in Betwixt. Countries.
80	the ¹ individuals living in their respective dominions.	Persons. Functionaries.
	The ¹ officers of government are considered ¹ merely as the representatives of	Only.

line? (§ 5.) 13. Repeat the substance of section fifth. 14. What is the difference between *obtain* and *procure*, in the 66th line? 15. Between *declare* and *proclaim*, in the 72d line? (§ 6.) 10. Of what does section sixth treat? 17. What is the difference between *evident* and

	the people. It is ¹ evident that every citizen indirectly contributes to ¹ sustain war, in as much	Manifest. Support.
85	as it requires ¹ enormous sums of money, and can be ¹ waged only by the general ¹ consent of the citizens of each country in paying taxes. The ¹ soldier is therefore the direct, and the tax-payer the indirect ¹ belligerent;	Vast. Prosecuted. Concurrence Warrior. Combatant.
90	both ¹ participants, though perhaps in an unequal degree, in whatever of ¹ honor or of ¹ infamy may be attached to the common ¹ cause.	Sharers. Glory. Shame. Object pursued. Hostilely enters.
95	(§ 7.) When one nation ¹ invades the territory of another, under any ¹ pretence whatever, it is called an ¹ offensive war on the part of the invading nation, and a ¹ defensive war on the part of the nation ¹ invaded.	Pretext. Aggressive. War of resistance. Attacked. Invading.
100	¹ Offensive wars are generally waged by the most ¹ powerful nations; and nothing more clearly ¹ demonstrates the absurdity and ¹ injustice of wars than the fact that by them chiefly ¹ tyrants sustain their power — fill the world with ¹ wretchedness, and enslave man-kind.	Potent Proves. Wickedness. Despots. Misery.
105	The most ¹ unhallowed armies that ever ¹ desolated the earth and converted it into a human slaughter-house, have ¹ clamored most about the justice of their ¹ cause.	Wicked. Ravaged. Vociferated. Party.
110	The most ¹ idolized generals, those who have commanded the mightiest armies and ¹ boasted	Adored. Vaunted.

manifest, in the 83d line? 18. Between *enormous* and *vast*, in the 85th line? (§ 7.) 19. Give a synopsis of section seventh. 20. What is the difference between *principles* and *motives*, in the 11th line? 21. Can you name some renowned generals that, professing to be republicans, devastated the world and destroyed the liberties of the people? 22.

most of their republican ¹principles, have been the first to snatch the ¹*imperial purple*, and ¹usurp the unalienable rights of man.

Motives.
Dress of kings.
Steal.

Why ought not people to entrust their liberties to those who vaunt most about their patriotism and devotion to republican principles?

LESSON XVII.

(§ 1.) A BLOCKADE is the ¹surrounding of a place with hostile troops or ¹ships in such a manner as to prevent ¹escape and hinder supplies of provisions and ¹ammunition from ⁵entering, with a view to ¹compel a surrender by hunger and ¹want, without regular at-tacks.

Encompassing.
Vessels.
A departure.
Military stores.
Force.
Need.

No neutral nation is ¹permitted to afford any ¹relief whatever to the inhabitants of a place blockaded, and all ¹supplies in a ¹⁰state of ¹transmission for such relief are liable to ¹confiscation. A mere declaration of a blockade is not considered ¹binding upon ¹neutrals unless the place be actually ¹surrounded by troops and ships in such a ¹⁵manner as to render an entrance ¹hazardous. It is also requisite that neutrals be ¹apprised of the ¹blockade. (§ 2.) A Truce is a temporary ¹suspension of arms, by the mutual agreement of the ¹belligerent parties, for a ²⁰negotiating

Allowed.
Succour.
Commodities
Conveyance.
Forfeiture.
Obligatory.
Non-combatants
Encircled.
Dangerous.
Informed.
Investment.
Cessation.
Hostile.

peace or any other ¹purpose; at

Cause.

(§ 1.) 1. What is the difference between *surrounding* and *encompassing*, in the 1st line? 3. Why would not *apprised* answer as well as *apprised*, in the 16th line? 3. How many simple sentences are there in section first? 4. Of what does section first treat? (§ 2.) 5. What

the ¹expiration of a truce, hostilities may be ¹renewed without a new declaration of war. Truces are either ¹partial or general. A partial truce ¹suspends hostilities only between ²⁵certain places, as between a town and the army ¹besieging it; but a general truce ¹extends to all the territories and dominions of the ¹belligerent nations. An Armistice has a more ¹limited meaning, being applied ³⁰to a ¹short truce, and solely to military ¹affairs.

Close.
Revived.
Limited.
Stops.
Specified.
Investing.
Includes.
Hostile.
Restricted.
Brief
Matters.

(§ 3.) A ¹declaration of war is a total prohibition of all commercial ¹intercourse and ¹dealings between all the citizens of the hostile ³⁵powers. All ¹contracts made with the subjects of a national ¹enemy are null and void. It is unlawful for a ¹citizen of one of the ¹belligerent countries to insure the property, or even to ¹remit money to a citizen ⁴⁰of the other ¹country. (§ 4.) An embargo is ¹a *prohibition* upon shipping not to leave port. This ¹restraint can be imposed only by the ¹supreme government of a country, and is ¹an *implied* declaration of some im- ⁴⁵mediate and ¹impending public danger. Let- ters of ¹marque and reprisal, are letters under seal, or commissions ¹granted by a government

Proclamation
Communication.
Traffic.
Bargains.
Foe.
Subject
Contending.
Transmit.
Land.
An Injunction.
Restriction.
Paramount.
A virtual.
Threatening.
License.
Issued.

is the difference between *renewed* and *revived*, in the 22d line? 6. What do their *prefixes* denote? 7. Of what two subjects does section second treat? (§ 3.) 8. Repeat the substance of section third. 9. What is the difference between *dealings* and *traffic*, in the 34th line? 10. Between *contracts* and *bargains*, in the 35th line? (§ 4.) 11. Give a synopsis of section fourth. 12. What is the difference between *declined*,

to its citizen to make seizure or ¹re-prisal of the ¹property of an enemy, or of ⁵⁰ ¹persons who belong to a government which has ¹refused to do justice to the citizens of the country ¹granting the letters of marque and reprisal. The ¹war-vessels thus permitted by a government to be ¹owned by its private ⁵⁵ citizens are ¹called privateers.

(§ 5.) A Treaty is a solemn ¹contract between two or more nations, ¹formally signed by commissioners ¹duly appointed, and ¹ratified in the most sacred manner by the ¹supreme ⁶⁰ power of each state, which ¹thereby ¹plights its national fidelity and honor. Treaties ¹usually take effect from the day they are ¹ratified, and are as binding upon nations as private ¹contracts are upon individuals.

⁶⁵ Treaties should always ¹receive a fair and liberal ¹construction and be kept ¹inviolable. (§ 6.) Nations, like individuals, know not what ¹changes may await them. The most powerful ¹states, whose citizens ⁷⁰ vainly ¹boasted of their perpetual grandeur and ¹duration, have been subverted and their monuments of ¹art demolished by the unsparring ravages of ¹ruthless conquerors. Hence it ¹behooves the most powerful nations to

Capture.
Goods.
Individuals.
Declined.
Giving.
Men-of-war
Possessed.
Named.
Agreement.
Ceremoniously.
Properly.
Highest.
By that means.
Pledges.
Generally.
Approved-
Compacts.
Obtain.
Explanation.
Sacred.
Vicissitudes.
Governments
Vaunted.
Continuance.
Human skill.
Barbarous.
Becomes.

and *refused*, in the 51st line? 13. Between *called* and *named*, in the 55th line? (§ 5.) 14. Of what does section fifth treat? 15. What is the difference in the meaning of *agreement* and *contract*, in the 56th line? 16. How many different parts of speech are there in the marginal exercises in section fifth? (§ 6.) 17. What is the difference in the meaning of *changes* and *vicissitudes*, in the 68th line? 18. What

⁷⁵ apply to themselves the same ¹unerring rules and principles of justice and ¹humanity which they ¹require their weaker neighbors to do.

to sustain liberty, order, ¹equity and ⁸⁰ peace among all the weaker powers of the earth; to unite in ¹the enforcement of the positive law of nations, and the ¹rational usages of ¹the Christian world.

(§ 7.) It may be observed, in ¹concluding ⁸⁵ this subject, that the ¹tendency of war is to ¹aggrandize the *few*, to strengthen more and more the bands of ¹tyrants, and bring the ¹direst miseries upon *the many*. War cherishes nothing good, and fosters ¹all manner

⁹⁰ Divine law is generally ¹diffused among, and understood by the great ¹majority of the people, so do they ¹become more temperate, ¹honest, industrious and intelligent. Consequently

⁹⁵ nations grow ¹better; cultivate a liberal and humane policy, enjoy internal peace and happiness, and ¹outward power and ¹dignity. It is evident no nation can ¹contribute to another's degradation, or

¹⁰⁰ promote another's ¹welfare, without, in a corresponding degree, ¹depressing or elevating its own. The most ¹sacred observance of the ¹positive laws and rights of nations

Infallible.
Benevolence
Demand.
Curb.
Justice.
Quiet.
Putting in execution.
Reasonable.
Christendom
Closing.
Effect.
Increase the power of.
Despots.
Most terrible
Every description.
Essential part.
Disseminated
Mass.
Grow.
Upright.
More prosperous.
Generous.
External.
Honor.
Minister.
Happiness.
Sinking.
Scrupulous.
Definite.

is the duty of all powerful nations? 19. Repeat the substance of section sixth. (§ 7.) 20. What is the difference between *concluding* and *closing*, in the 84th line? 21. Repeat the substance of section seventh. 22. What is the only real guaranty of individual happiness and na-

is ¹essential to exalted national character,
 105 the ¹happiness of the whole human family,
 and the ¹tranquillity of the world. It is to
 be ¹hoped that the ¹light of Christianity
¹war, and thus promote human happiness.

Necessary.
 Welfare.
 Franchises.
 Peace.
 Desired.
 Entirely.
 Bloodshed.

tional perpetuity and grandeur? 23. Which do you think the happiest individuals and nations, those that resort to fraud and violence, or those that deal with justice and humanity?

LESSON XVIII.

ORIGIN OF THE AMERICAN CONSTITUTION.

(§ 1.) THE ¹brief survey we have now
 taken of the ¹nature of political power may
¹enable us more fully to understand the origin
 and the causes of the American ¹Union.
 5 We have seen that the nations of the ¹earth
 profess to be governed by the ¹immutable
 principles of ¹justice — that during all ages a
¹latent spark of the fire of rational liberty
 has ¹glowed in the human breast — that nearly
 10 four thousand years ago the ¹seeds of republic-
 an principles were ¹scattered over the
¹face of the earth by inspiration. When
 the world ¹seemed to be shrouded in political
¹darkness — when the sun of human liberty
 15 had set upon the melancholy ¹wreck of an-cient

Concise.
 Character.
 Help.
 Confederacy.
 World.
 Unchanging.
 Right.
 Concealed.
 Burned.
 Elements.
 Disseminated.
 Surface.
 Appeared.
 Ignorance.
 Ruin.

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. Repeat the substance of section first. 2. To whom do you suppose the principles of republicanism were given by inspiration?

republics—the Almighty, whose ¹in-scrutable
 wisdom is often ¹concealed from
 mortal ¹view, brought to light a new world.
 (§ 2.) ¹Therein liberty, flying before the po- tentates
 20 of the earth, ¹chose for itself a secret
 asylum. ¹Thither the oppressed and down-trodden
 of all the ¹nations of the earth fled.
 Though they were not able to ¹shake off
 entirely all the ¹shreds of tyranny and of
 25 ¹bigotry, yet the commingling of all nations
 and of all ¹creeds enabled them more pro- perly
 to ¹appreciate the moral worth of man.
 They valued more highly his ¹industry, the
 intellectual and pure qualities of the ¹soul,
 30 and attained the nearest ¹approximation of the
 age to an universal ¹brotherhood — the true
¹standard of human dignity.
 (§ 3.) Hence we find, ¹soon after the set- tlement
 of this country, several ¹instances
 35 of an association of the ¹people of America
 for mutual defence and ¹protection, while
 owing allegiance to the British ¹crown. As
 early as 1643, only twenty-three years ¹after
 the first ¹settlement of New England, the
 40 ¹colonies of Massachusetts, Plymouth, Con- necticut
 and New Haven, formed a ¹league,

blasearchable.
 Hidden.
 Ken.
 In that place
 Selected.
 To that place
 Kingdoms.
 Cast
 Fragments.
 Blind zeal.
 Symbols.
 Prize.
 Labor.
 Mind.
 Approach.
 Fraternity.
 Criterion.
 Shortly.
 Examples.
 Inhabitants.
 Preservation.
 Throne.
 Succeeding.
 Peopling.
 Provinces.
 Compact.

3. What is meant by the expression "bringing to light a new world," in the 18th line? 4. How does the world now compare with its condition at that time? (§ 2.) 5. Repeat the substance of section second. 6. Can you give some account of the causes of the first settlement of this country? 7. What was the religious and political condition of mankind when this country was first settled? 8. What is the highest attainment of human society? (§ 3.) 9. Repeat the substance of section third. 10. What is the difference between *instances* and *examples*,

offensive and defensive, firm and ¹perpetual, under the ¹name of the United Colonies of New England. The ¹authority to regulate
 45 their general concerns, and ¹especially to levy war and make ¹requisitions upon each component colony for men and ¹money according to its population, was ¹vested in an annual congress of commissioners ¹delegated
 50 by the several ¹colonies. This confederacy, after ¹subsisting forty-three years, was arbitrarily ¹dissolved by James II., in 1686.

(§ 4.) A ¹congress of governors and commissioners from other colonies, ¹as well as
 55 those of New England, for the sake of ¹fraternal union and the ¹protection of their ¹western frontier, was held at Albany, in 1722. A more ¹mature congress was held at the same place in 1754, ¹consisting of Commis-
 60 sioners ³from New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, and Maryland. This ¹congress was ¹called at the instance of the British ¹government, to take into consideration
 65 the best ¹means of defending America in the event of a war with France, then ¹apprehended. The object of the ¹crown was to effect treaties with the ¹Indians through this congress; but most of the ¹commissioners,
 70 among whom was the ¹illustrious Franklin,

Enduring.
 Title.
 Power.
 Above all.
 Demands.
 Means.
 Given to.
 Deputed.
 Provinces.
 Existing.
 Broken up.
 Diet.
 Besides.
 Brotherly.
 Defence
 Internal.
 Perfect.
 Comprising.
²Delegates.
³Sent by.
 Assembly.
 Convened.
 Ministry.
 Way.
 Feared.
 Government.
 Savages.
 Members.
 Renowned.

in the 34th line? 11. Between *subsisting* and *existing*, in the 51st line? (§ 4.) 12. Give a synopsis of section fourth. 13. What is the difference between *apprehended* and *feared*, in the 66th line? 14. Between *Indians* and *savages*, in the 68th line? (§ 5.) 15. Give a detailed ac-

had more enlarged and ¹philanthropic views. They advanced and ¹promulgated some invaluable truths, of which the proper ¹reception by their ¹countrymen prepared the way
 75 for future independence and ¹fraternal union.

(§ 5.) From this ¹assembly, the king and parliament ¹anticipated much support. They hoped insidiously to bribe its ¹leading members by offices, and ¹furthermore sent their
 80 ¹emissaries to divide the colonies into several ¹confederacies, so that they might be more easily ¹controlled; but all the plans of the crown were signally ¹baffled. The sagacious commissioners, with Franklin for their ¹chair-
 85 man, drew up a ¹plan of united government, consisting of a general ¹council of delegates, to be chosen by the ¹provincial assemblies, and a president general to be ¹appointed by the ¹crown. (§ 6.) Many of the rights of
 90 war and peace, and the ¹authority to lay and levy imposts and taxes, were ¹proposed to be vested in this council, subject to the ¹negative of the president. The ¹union was to ¹embrace all the colonies. This bold project
 95 was rejected by the king, who was ¹alarmed at the republican principles ¹contained therein; and, by those ¹arts among the office-holders which ¹kingly governments so adroitly practise, its rejection was ¹procured in every colonial

Benevolent.
 Made public.
 Admission.
 Compatriots.
 Brotherly.
 Convocation.
 Expected.
 Prominent.
 Moreover.
 Secret agents
 Leagues.
 Governed.
 Defeated.
 Leader.
 Method.
 Body.
 Colonial.
 Designated.
 King.
 Power.
 Intended.
 Veto.
 Confederacy.
 Include.
 Frightened.
 Embodied.
 Artifices.
 Regal.
 Contrived and effected.

count of section fifth. 16. What is the difference between *assembly* and *convocation*, in the 76th line? 17. Between *baffled* and *defeated*, in the 83d line? (§ 6.) 18. Give a synopsis of section sixth. 19. What is the difference between *embrace* and *include*, in the 94th line? 20. Between

100	assembly, and ¹ singular as it may appear, on the ground of its ¹ favouring the ¹ Crown.	Curious. Benefiting. Government.
	(§ 7.) Thus, by the ¹ swarms of kingly officers who filled the colonies, ¹ prejudice was excited against the ¹ purest patriots, and	Multitudes. Bias.
105	for several years these kingly ¹ parasites succeeded in exciting much ¹ jealousy and animosity among the ¹ colonies. So great was the ¹ disaffection, fostered mainly by monarchical	Most disinterested. Sycophants. Envy. Plantations. Unfriendliness.
110	¹ intrigue, that even Franklin dispaired of a general and a ¹ permanent union. But when the corruption and the ¹ tyranny of the government became ¹ apparent to the majority of the people, they ¹ meted out merited	Finesse. Lasting. Despotism. Evident. Measured.
115	scorn to the British rulers, and ¹ reposed the utmost ¹ confidence in their own patriotic Congress. (§ 8.) The ¹ passage of the stamp-act by the British Parliament, in 1765, ¹ imposing	Placed. Trust. Enactment. Laying. Awakened.
120	a small tax on paper, ¹ roused a general indignation ¹ throughout all the colonies; not that the tax was grievous to be ¹ borne, or that there was anything ¹ unjust in taxing paper, for several states have imposed a ¹ similar	In every part of. Supported. Wrong. Like. Resistance.
125	tax. The ¹ opposition was on the ¹ ground that Parliament had no right to tax the ¹ colonies, and that taxation and representation were ¹ inseparable. A congress of	Principle. Settlements. Indivisible.

kingly and *regal*, in the 98th line? (§ 7.) 21. Of what does section seventh treat? 22. What is the difference between *swarms* and *multitudes*, in the, 103d line? 23. Between *jealousy* and *envy*, in the 107th line? (§ 8.) 24. What is the subject of section eighth? 25. What is the difference between *borne* and *supported*, in the 121st line? 26. Be-

	¹ delegates from nine colonies met at New York in October, 1765, at the ¹ instance and	Deputies. Suggestion. Commendation.
130	¹ recommendation of Massachusetts. The colonies ¹ represented were Mass., R. I., Conn., ¹ N. Y., N. J., Pa., Del., Md., and S. C. The declaration of rights of this body ¹ asserted, that the ¹ sole power of taxation lay	Personated. New York. Maintained. Only. Provincial. Restrains.
135	in the ¹ colonial legislatures, and that the ¹ restrictions imposed on the colonies by late ¹ acts of Parliament, were unjust. The Congress also adopted an ¹ address to the king, and a petition to ¹ each house of Parliament.	Edicts. Official message. The House of Commons.
140	(§ 9.) The Congress of 1765 was only ¹ a preparatory step to the more ¹ extended and ¹ lasting union, which took place at Philadelphia, in September, 1774, and laid the ¹ foundations of the American ¹ Republic. The	An introductory. Enlarged. Permanent. Groundwork. Union.
145	¹ meeting of this Congress was first recommended by a town-meeting of the ¹ people of Providence, Rhode Island, ¹ followed by the ¹ Assemblies of Massachusetts and Virginia, and by other public bodies and ¹ meetings of	Assembling. Inhabitants Succeeded. Legislatures. Gatherings.
150	the people. In some of the colonies, ¹ delegates were appointed by the ¹ popular branch of the legislature; in others, by ¹ conventions of the people. The deputies ¹ convened September	Members. Elective. Meetings. Met. Selecting.
155	4, 1774; and, after ¹ choosing officers, adopted certain ¹ fundamental rules of ¹ legislation.	Radical. Law-making.

tween *similar* and *like*, in the 123d line? (§ 9.) 27. Repeat the subject of section ninth. 28. What is the difference between *lasting* and *permanent*, in the the 142d line? 29. Between *conventions* and *meetings*, in the 152d line?

LESSON XIX.

(§ 1.) As the Congress thus ¹ assembled exercised ¹ sovereign authority, not as the agent of the government ¹ *de facto* of the colonies, but in virtue of ¹ original power derived directly from the people, it has been ¹ called "the revolutionary government." It ¹ terminated only when regularly ¹ superseded by the ¹ confederated government, in 1781. Its first ¹ act was the declaration, that in deciding questions in this Congress, each ¹ colony should have but one ¹ vote; and this was the ¹ established course through the revolution. It ¹ proposed a general Congress to be held at the same place, in May of the next ¹ year. It was this Congress which ¹ passed, October 14th, 1774, the Bill of Rights, which ¹ set forth the great ¹ principles of national liberty. (§ 2.) It was the ¹ violation of this bill of ¹ rights that was the cause of the American revolution. The ¹ grievances under which the colonies ¹ labored being unredressed by the British government, Congress ¹ issued a declaration of independence, ¹ July 4th, 1776, and ¹ claimed a place among the nations of the earth, and the ¹ protection of their acknowledged

Convened.
Supreme.
In fact.
Primary.
Named.
Ended.
Supplanted.
Consolidated.
Deed.
State.
Voice.
Fixed.
Recommended.
Season.
Enacted.
Proclaimed.
Truths.
Infringement.
Just claims.
Oppressions.
Toiled.
Sent forth.
Seventh month.
Requested.
Defence.

(§ 1.) 1. Repeat the substance of section first. 2. In how many sentences can you use the word *May*, in the 14th line, so that in each case it shall convey a different meaning? 3. Is *season*, in the 14th line, used in its limited or extended sense? 4. In how many sentences can you use the word *principles*, in the 17th line, so that in each case it shall convey a different meaning? (§ 2.) 5. From what is *infringement* derived, in the 18th line? 6. Repeat the substance of section

law. The ¹ declaration of the Bill of Rights, and of ¹ Independence, is the ¹ basis on which the Constitution was founded, and after this declaration of ¹ rights the colonies may be ¹ considered as a separate and distinct ¹ nation.

(§ 3.) ¹ Anterior to this time, there were three ¹ distinct forms of civil polity existing in the colonies, ¹ to wit: The *Provincial* or *Royal*, *Proprietary*, and *Charter* governments.

The *Provincial* or *Royal* form of polity ¹ existed under the immediate authority of the king of England, and was ¹ entirely under his control. Under this ¹ form of ¹ government, New Jersey, New Hampshire, and South Carolina were ¹ governed as provinces, at the ¹ time of the declaration of rights. The ¹ Charter governments were great political corporations, ¹ derived from and ¹ dependent on the Crown. (§ 4.) The *Charter* governments ¹ approximated nearest to that of ¹ the mother country, and its citizens had the greatest ¹ protection in their rights. The ¹ powers of this government were, like those of England and our Constitution, ¹ distributed into three great ¹ departments — the Executive, the ¹ Legislative, and the Judicial.

Promulgation.
Freedom.
Ground-work.
Privileges.
Regarded.
People.
Previous.
Separate.
That is to say.
Grantee.
Kingly.
Continued.
Completely.
System.
Polity.
Ruled.
Period.
Corporated.
Obtained.
Subservient to.
Approached.
England.
Defence.
Duties.
Divided.
Divisions.
Law-enacting.

second. 7. What is the difference between *considered* and *regarded*, in the 30th line? (§ 3.) 8. Give a synopsis of section third. 9. In how many sentences can you use *form*, in the 39th line, in each of which it shall convey a different meaning? 10. What is the difference between *form* and *system*, in the 30th line? 11. Why does one follow dependent, and *to* subservient, in the 45th line? (§ 4.) 12. What were

The Charter governments, at the ¹time of the ¹declaration of rights, were Mass., R. I., and
 55 Conn. (§ 5.) The ¹Proprietary governments were written ¹grants from the king to one or more persons, ¹conveying to them the general powers of management within their ¹pre-scribed territories. The proprietors ¹exercised
 60 similar rights, and acted ¹instead of the king, and, like him, ¹had power at any time to convene or ¹prorogue, and also to negative, or even ¹repeal any of the acts of the Assemblies. The Proprietary ¹governments,
 65 at the time of the declaration of ¹rights, were Pa., ¹Del., and Md.
 (§ 6.) ¹Hence it appears that the king was not only ¹represented, but had, or rather, claimed the ¹right, either directly or indirectly,
 70 to ¹abolish any law, or dissolve any legislative assembly in the colonies. A ¹majority of the governors and ¹council in the colonies, were appointed ¹directly by the king. The judges, and the ¹incumbents of all important
 75 ¹places, were also dependent upon the king for their ¹continuance in office, though generally ¹paid by the colonists. (§ 7.) It was the ¹supercilious acts of the governors, and the ¹exercise of despotic power by the

Period.
 Promulgation.
 Deputy.
 Permissions.
 Transferring.
 Specified.
 Used.
 In place.
 Possessed.
 Adjourn.
 Annul
 Administration
 Privileges.
 Delaware.
 From this.
 Personated.
 Authority.
 Annul
 Plurality.
 Executive advisers.
 Immediately.
 Holders.
 Situations.
 Stay.
 Recompensed.
 Overbearing.
 Use.

the Charter governments? (§ 5.) 13. What were Proprietary governments? 14. Why is it necessary to use the preposition *to* after *conveying*, in the 57th line? 15. What is the difference between *prorogue* and *adjourn*, in the 62d line? (§ 6.) 16. In how many sentences can you use the word *right*, in the 69th line, so that in each case it shall not only convey a different meaning, but also be a different part of speech? (§ 7.) 17. What caused the declaration of rights? 18. From

80 king, that ¹led to the declaration of rights, which was indirect opposition to the ¹arrogated authority of the ¹British government, and ¹asserted in substance that the king had ¹violated the common law of England.
 65 As the colonists never retracted the ¹least portion of the ¹declaration of rights, they may be ¹considered as forming a distinct nation from that ¹time. Though in their addresses to the ¹king and parliament they
 90 professed the utmost ¹loyalty, and undoubtedly hoped that all ¹grievances would be speedily redressed, and ¹consequently that there would be no ¹necessity for the proposed ¹meeting in 1776.
 95 (§ 8.) It is important to ¹bear in mind the situation of the colonies ¹previous to their declaration of rights, in order to ¹understand correctly the political ¹progress of our country, and ¹especially the Declaration of Independence
 100 and the ¹palladium of liberty. It may here be ¹observed, that the framers of the ¹Constitution considered the declaration of rights passed in 1774, and that of independence in 1776, as ¹setting forth all the
 105 great principles of American liberty. ¹Hence they deemed it unnecessary to ¹precede the Constitution with any further ¹formal declaration of a ¹new bill of rights. (§ 9.) But

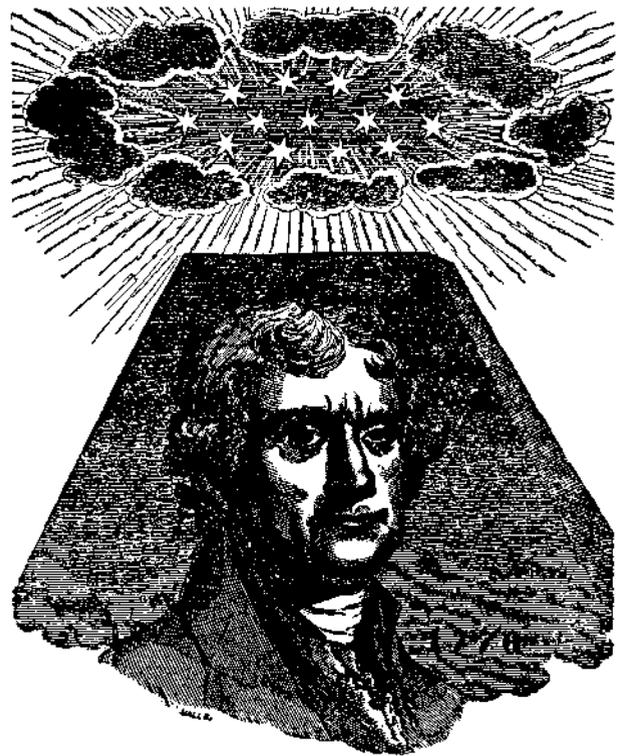
Caused.
 Assumed.
 English.
 Maintained.
 Broken.
 Smallest.
 Assertion.
 Regarded.
 Period.
 Throne.
 Fidelity.
 Wrongs.
 Therefore.
 Occasion.
 Convention.
 Remember.
 Prior.
 Comprehend
 Advancement
 None all.
 Shield.
 Mentioned.
 System of rules.
 Exemption from British rule.
 Making apparent
 Accordingly.
 Preface.
 Express.
 Fresh.

what time may the colonists be deemed independent of Great Britain? 19. What is the general meaning of *loyalty*, in the 90th line? (§ 8.) 20. What is meant by the expression "palladium of liberty," in the 100th line? 21. To what does *that*, in the 103d line, refer? (§ 9.) 22.

the American people are so ¹*extremely care-ful*
 110 of their rights, and desirous of transmit-ting
 them to posterity in ¹unsullied purity,
 that the ¹Congress of the United States, on
 the 25th of ¹September, 1789, proposed ten
¹amendments to the Constitution, which more
 115 ¹clearly and definitely specify the rights of
 the people, ¹prescribe the duties of Congress,
 and the ¹limit of the Constitution. The 2nd
 120 ¹continental Congress, which assembled at
 Philadelphia in May, 1775, was ¹invested by
 the colonies with very ample ¹discretionary
 powers. Determined to assert ¹unconditional
 sovereignty over the colonies by ¹force, Great
 125 Britain had already ¹commenced hostilities
 in the ¹province of Massachusetts. Congress,
 supported by the ¹zeal and confidence of its
 constituents, ¹prepared for defence by pub-lishing
 a declaration of the ¹causes and ne-cessity
 130 of ¹taking up arms, and by proceeding
 to levy and ¹organize an army, to prescribe
¹regulations for land and sea forces, to emit
¹paper money, contract debts, and exercise
 all the other ¹prerogatives of an independent
 135 government. ¹Goaded to the utmost by
 the ¹attacks of England, which repeatedly
 caused American ¹soil to drink American
 blood, it ¹at last, on the 4th of July, 1776, de-clared
 the ¹united colonies to be FREE and.
 140 ¹INDEPENDENT STATES.

Jealous.
 Imparting.
 Spotless.
 National As-
 sembly.
 Ninth month.
 Additions.
 Explicitly.
 Ordain.
 Extent.
 Provincial.
 Clothed.
 Optional.
 Absolute.
 Violence.
 Begun.
 Dependency.
 Ardor,
 Made ready.
 Reasons for.
 Going to war.
 Arrange.
 Rules.
 Bills of credit
 Peculiar pri-
 vileges.
 Stimulated.
 Aggressions.
 Earth.
 Finally.
 Federate.
 Self-reliant.

LESSON XX. — The advanced pupils with the aid of the Index may compose the questions for this lesson.



Th Jefferson

AUTHOR OF THE DECLARATION OF INDEPENDENCE.

LESSON XXI.

DECLARATION OF INDEPENDENCE.

(§ 1.) A ¹DECLARATION by the representatives of the United States of America, in ¹Con-
gress assembled. ¹Passed, Thursday,
¹July 4th, 1776.

Proclamation

Convention.

Adopted.

Seventh month.

Occurrences.

Destroy.

Ties.

Take.

Distinct

Decrees.

Give them a

claim.

Demands.

Avow.

Urge.

Tenets.

Made.

Invested.

Not transfer-
able.

Quest.

Confirm.

Established.

Concurrence

5 When, in the course of human ¹events, it becomes necessary for one people to ¹dissolve the political ¹bands which have connected them with another, and to ¹assume among the powers of the earth the ¹separate and

10 equal station to which the ¹laws of nature, and of nature's God, ¹entitle them, a decent respect to the opinions of mankind ¹requires, that they should ¹declare the causes which ¹impel them to the separation.

15 (§ 2.) We hold these ¹truths to be self-evi-
dent: that all men are ¹created equal; that they are ¹endowed, by their Creator, with certain ¹unalienable rights; that among these, are life, liberty, and the ¹pursuit of happiness.

20 That, to ¹secure these rights governments are ¹instituted among men, deriving their just powers from the ¹consent of the governed;

The difficult Questions are elucidated in the Appendix.

(§ 1.) 1. When was the declaration of the independence of the United States adopted? 2. By whom was it adopted? 3. When was this declaration made? 4. Repeat section first. 5. Illustrate the difference between *dissolve* and *destroy*, in the 6th line. 6. Illustrate the difference between *declare* and *avow*, in the 13th line? (§ 2.) 7. What truths are said to be self-evident? 8. What are inalienable rights? 9. For what is government instituted? 10. From what do governments derive their just powers? 11. When have the people a

that, whenever any ¹form of government be-comes ¹destructive of these ends, it is the

25 right of the people to alter or to ¹abolish it, and to ¹institute a new government, laying its ¹foundation on such principles, and orga-
nizing its powers in such ¹form, as to them shall seem most likely to ¹effect their safety

30 and ¹happiness. (§ 3.) Prudence, indeed, will ¹dictate, that governments, long estab-
lished, should not be changed for ¹light and transient causes; and accordingly, all ¹expe-
rience

35 hath shown, that ¹mankind are more ¹disposed to suffer, while evils are sufferable, than to ¹right themselves, by abolishing the forms to which they are ¹accustomed. But when a long train of ¹abuses and usurpations, pursuing invariably the same object, ¹evinces

40 a design to reduce them under ¹absolute des-
potism, it is their right, it is their ¹duty, to throw off such government, and to ¹provide new guards for their future ¹security. Such has been the patient ¹sufferance of these colo-
nies;

45 and such is now the ¹necessity which constrains them to ¹alter their former systems of government. (§ 4.) The ¹history of the ¹present king of Great Britain is a history of ¹repeated injuries and usurpations, all having,

System.

Ruinous to.

Abrogate.

Establish.

Basis.

Order.

Secure.

Welfare.

Prescribe.

Trivial.

Proof.

Men.

Inclined.

Indemnify.

Habituated.

Wrongs.

Proves.

Positive.

Obligation.

Procure.

Safety.

Endurance.

Compulsion.

Change.

Narrative.

Reigning.

Successive.

right to abolish a government? 12. Illustrate the difference between *abolish* and *abrogate*, in the 25th line? (§ 3.) 13. What does prudence dictate? 14. What has all experience shown? 15. When is it the right and duty of a people to throw off a government? 16. Illustrate the difference between *light* and *trivial*, in the 32d line. 17. Illustrate the difference between *abuses* and *wrongs*, in the 38th line? (§ 4.) 18. What is the history of the then king of Great Britain?

50 in ¹ direct object, the establishment of ² an *absolute* tyranny over these states. To prove this, let facts be ¹ submitted to a candid world.

He has refused his ¹ assent to laws the most ¹ wholesome and necessary for the public
55 ¹ good.

He has ¹ forbidden his governors to pass laws of immediate and pressing ¹ importance, unless ¹ suspended in their operation till his assent should be ¹ obtained; and, when so
60 suspended, he has utterly ¹ neglected to attend to ¹ them.

He has ¹ refused to pass other laws for the accommodation of large ¹ districts of people, unless those people would ¹ relinquish the right
65 of ¹ representation in the legislature; a right inestimable to them, and ¹ formidable to tyrants ¹ only.

(§ 5.) He has called together ¹ legislative bodies at places unusual, ¹ uncomfortable, and
70 distant from the ¹ depository of their public records, for the sole purpose of ¹ fatiguing them into compliance with his ¹ measures.

He has ¹ dissolved representative houses, repeatedly, for opposing, with ¹ manly firmness,
75 his ¹ invasions on the rights of the people.

He has ¹ refused, for a long time, after such dissolutions, to cause others to be ¹ elected;

Express.
² A complete.
Referred.
Concurrence
Salutary.
Benefit.
Prohibited.
Moment.
Delayed.
Procured.
Omitted.
The laws.
Declined.
Regions.
Abandon.
Political participation.
Terrible.
Alone.
Law-giving.
Inconvenient
Archives.
Wearying.
Proceedings.
Broken up.
Undaunted.
Inroads.
Neglected.
Chosen.

19. To what did the king of Great Britain refuse his assent? 20. What had he forbidden the governors to do? 21. Illustrate the difference between *refused* and *declined*, in the 62d line. (§ 5.) 22. Why did the king of Great Britain call legislative bodies at places distant from the depository of public records? 23. Why did he repeatedly

¹ whereby the legislative powers, incapable of ¹ annihilation, have returned to the people at
80 large for their ¹ exercise; the state remaining, in the mean time, ¹ exposed to all the dangers of ¹ invasion from without, and ¹ convulsion ¹ within.

(§ 6.) He has ¹ endeavoured to prevent the
85 population of these states; for that ¹ purpose, ¹ obstructing the laws for naturalization of ¹ foreigners; refusing to pass other laws to encourage their ¹ migration hither, and raising the ¹ conditions of new appropriations of lands.

90 He has obstructed the ¹ administration of justice, by refusing his assent to ¹ laws for establishing ¹ judiciary powers.

He has made judges ¹ dependent on his will alone, for the ¹ tenure of their offices, and
95 the amount and payment of their ¹ salaries.

He has ¹ erected a multitude of new offices, and sent hither swarms of officers to ¹ harass our people, and eat out their ¹ substance.

He has ¹ kept among us, in time of peace,
100 standing armies, without the ¹ consent of our ¹ legislatures.

(§ 7.) He has affected to render the ¹ military

By which.
Destruction.
Practice.
Liable.
Incursion.
Internally.
Striven.
Design.
Hindering.
Aliens.
Removal.
Stipulations.
Legal execution
Regulations.
Legal-deciding.
Subject to
Holding.
Emoluments
Established.
Worry.
Wealth.
Established.
Agreement
Assemblies.
Warlike.

dissolve representative houses? 24. After such dissolution, what did he refuse to do? 25. Illustrate the difference between *elected* and *chosen*, in the 77th line. 26. Between *annihilation* and *destruction*, in the 79th line. (§ 6.) 27. How did the king of Great Britain endeavour to prevent the population of the states? 28. How did he obstruct the administration of justice? 29. How did he make the judges dependent? 30. What did he erect? 31. What did he send to this country? 32. What did he keep among the people in times of peace? 33. Illustrate the difference between *salaries* and *emoluments*, in the 95th line. (§ 7.) 34. How did the king of Great Britain render the

	independent of, and superior to, the ¹ civil ¹ power.	Political. Authority.
105	He has ¹ combined with others, to subject us to a jurisdiction ¹ foreign to our constitu- tion, and ¹ unacknowledged by our laws; giving his ¹ assent to their acts of pretended ¹ legislation:	Coalesced. Extraneous. Unrecognized. Sanction. Government.
110	For ¹ quartering large bodies of armed ¹ troops among us: For ¹ protecting them, by a mock-trial, from ¹ punishment for any murders which they should ¹ commit on the inhabitants of 115 these ¹ states: For ¹ cutting off our trade with all parts of the ¹ world: For ¹ imposing taxes on us, without our ¹ consent:	Stationing. Soldiers. Shielding. Chastisement Perpetrate. Communities Interdicting. Globe. Obtruding. Assent
120	For ¹ depriving us, in many cases, of the benefits of trial by jury: For ¹ transporting us beyond seas, to be tried for ¹ pretended offences: (§ 8.) For ¹ abolishing the free system of 125 English laws in a ¹ neighboring province, establishing therein ¹ an arbitrary govern- ment, and enlarging its ¹ boundaries, so as to render it, at once, an example and a fit ¹ in- strument for ¹ introducing the same absolute 130 rule into these ¹ colonies:	Bereaving. Peers of the vicinage. Conveying. Feigned. Repealing. Near. A despotic. Limits. Tool Bringing. States.

military power? 35. For what did he combine with others? 36. Name all the acts of pretended legislation to which he gave his assent. 37. Illustrate the difference between *imposing* and *obtruding*, in the 118th line. (§ 8.) 38. Illustrate the difference between *instrument* and *tool*, in the 128th line. (§ 9.) 39. How did the king of Great

	For taking away our ¹ charters, abolishing our most valuable laws, and altering ¹ funda- mental the ¹ forms of our government: —	Deeds of pri- vilege. Essentially. Features.
	For ¹ suspending our own legislatures, and 135 declaring themselves ¹ invested with power to legislate for us, in all ¹ cases whatsoever. (§ 9.) He has ¹ abdicated government here, by declaring us ¹ out of his protection, and ¹ waging war against us.	Interrupting. Clothed. Contingencies. Renounced. Outlawed. Carrying on
140	He has ¹ plundered our seas, ravaged our coasts, burnt our towns, and ¹ destroyed the lives of our ¹ people. He is at this time, ¹ transporting large armies of foreign ¹ mercenaries, to complete 145 the works of death, desolation, and ¹ tyranny, already begun with circumstances of ¹ cruelty and perfidy, scarcely ¹ paralleled in the most barbarous ages, and ¹ totally unworthy the ¹ head of a civilized nation.	Pillaged. Wasted. Citizens. Conveying. Hirelings. Despotism. Rigor. Equalled. Wholly. Chief.
150	He has ¹ constrained our fellow-citizens, taken ¹ captive on the high seas, to bear arms against their country, to become the ¹ execu- tioners of their friends and ¹ brethren, or to ¹ fall themselves by their hands.	Compelled. Prisoners. Inflictors of death on. Brethren. Die.
155	(§ 10.) He has excited domestic ¹ insurrec- tions amongst us, and has ¹ endeavoured to	Sedition. Labored.

Britain abdicate his government in this country? 40. In waging war against the colonies, what did he do? 41. What was the king of Great Britain doing, at the time of the Declaration of Independence? 42. What did he constrain the people of this country to do, when taken captive on the high seas? 43. Illustrate the difference between *plundered* and *pillaged*, in the 140th line. 44. Between *brethren* and *brothers*, in the 153d line. (§ 10.) 45. What did the king of Great Britain endeavour to excite amongst the people of his colonies? 46. What did

bring on the inhabitants of our ¹frontiers, the merciless Indian ¹savages, whose known rule of warfare is an ¹undistinguished destruction of all ages, ¹sexes, and conditions. — In every ¹stage of these oppressions, we have petitioned for ¹redress, in the most humble terms: our repeated ¹petitions have been answered only by ¹repeated injury. A prince, whose character is thus ¹marked by every act which may ¹define a tyrant, is unfit to be the ruler of a free ¹people. (§ 11.) Nor have we been ¹wanting in attentions to our British brethren. We have ¹warned them, from time to time, of attempts, by their legislature, to ¹extend an ¹unwarrantable jurisdiction over us. We have reminded them of the ¹circumstances of our emigration and ¹settlement here. We have appealed to their ¹native justice and ¹magnanimity, and we have conjured them, by the ties of our common kindred, to ¹dis-avow these usurpations, which would ¹inevitably interrupt our connexions and ¹correspondence. They too, have been ¹deaf to the voice of justice and of ¹consanguinity. We must, therefore, ¹acquiesce in the necessity

Borders.
Barbarians.
~~Indiscriminate.~~
Kinds.
Step.
Relief.
Entreaties.
Reiterated.
Stamped.
Describe.
Race.
Deficient
Notified.
Exercise.
Unjustifiable.
Incidents.
Colonization.
Inborn.
Mental greatness.
Disclaim.
Unavoidably.
Friendship.
Inattentive.
Affinity.
Accede to.

he endeavour to bring on the inhabitants of the frontiers? 47. Was the system of savage warfare in violation of the laws of civilized nations? 48. In every stage of their oppressions, what did the inhabitants of the colonies do? 49. How were their repeated petitions answered? 50. What was the character of every act of the king of Great Britain? 51. Illustrate the difference between *redress* and *relief*, in the 162d line. (§ 11.) 52. To what was the main body of the British government deaf? 53. In what did the colonists find it necessary to acquiesce? 54. Illustrate the difference between *enemies* and *foes*, in the 184th line (§ 12.) 55. By whom was the Declaration of Inde-

which denounces our ¹separation, and hold them, as we hold the ¹rest of mankind, ¹enemies in war, in peace friends.

185 (§ 12.) We, therefore, the ¹representatives of the ¹UNITED STATES OF AMERICA, in GENERAL CONGRESS ¹assembled, appealing to the Supreme Judge of the world, for the ¹rectitude of our ¹intentions, do, in the name, and

190 by the ¹authority, of the good people of these colonies, ¹solemnly publish and declare, That these united colonies are, and of ¹right ought to be, FREE AND INDEPENDENT ¹STATES; and that they are ¹absolved from all allegiance

195 to the British ¹crown, and that all political ¹connexion between them and the State of Great Britain is, and ought to be, ¹totally ¹dissolved; and that, as FREE AND INDEPENDENT STATES, they have full power to ¹levy

200 war, conclude peace, contract ¹alliances, establish ¹commerce, and to do all other acts and things, which ¹INDEPENDENT STATES may of right do. And, for the ¹support of this ¹declaration, with a firm reliance on the protection

205 of ¹Divine Providence, we mutually ¹pledge to each other, our lives, our fortunes, and our ¹sacred honor.

Disjunction.
Remainder.
Foes.
Delegates.
American federal common-
Collected.
Uprightness.
Designs.
Power.
Seriously.
Justice.
Governments
Freed.
Throne.
Intercourse.
Entirely.
Broken up.
Make.
Treaties.
Trade.
Free.
Maintenance
Proclamation
God.
Gage.
Inviolable.

For the names of the signers of the Declaration of Independence, see the Biographical table in the latter part of this volume.

pendence made? 56. To whom did they appeal for the rectitude of their intentions? 57. In whose name, and by whose authority was the Declaration of Independence made? 58. What was solemnly published and declared? 59. What rights were claimed for the United States? 60. In support of the declaration, what did the colonists pledge to each other? 61. Upon whom did they rely? 62. Upon whom ought we to rely?

LESSON XXII.

(§ 1.) A YEAR ¹before the declaration of independence, Dr. Franklin had ¹submitted to Congress ¹a sketch of a confederation between the provinces, to continue until their ¹reconciliation with Great Britain, and to be ¹perpetual in failure of that ¹event; but it appears that this plan was never discussed. ¹Pending the declaration of independence, ¹however, Congress took measures to ¹form a constitutional plan of union; ¹for, on the 12th of June, 1776, a ¹committee of one member from each ¹province was appointed, to prepare and ¹digest a form of confederation, to be ¹entered into by the colonies. (§ 2.) The report of this committee was ¹laid aside on the 20th of August, 1776, and its ¹consideration not ¹resumed till the 7th of April, 1777, after which the subject being ¹from time to time ¹debated, the articles of confederation were ¹confirmed by Congress on the 15th of November, 1777. Congress also ¹directed that the articles should be ¹proposed to the several state legislatures, and if the ¹articles were approved, they were requested to ¹authorize their delegates in Congress to ¹ratify the ¹same.

(§ 3.) The ¹delegates of N. H., Mass. R. I.,

(§ 1.) 1. Mention two phrases that convey the same meaning as *before* and *preceding*, in the 1st line. 2. What is the difference between *sketch* and *outline*, in the 3d line? 3. Does *compile*, in the 9th line, always signify *to form*? (§ 2.) 4. What is the meaning of the expres-

Preceding.
Laid before.
An outline.
Reunion,
Lasting.
Issue.
Whilst deliberating upon.
Nevertheless
Compile.
Because.
Council of reference.
Plantation.
Arrange methodically.
Engaged in.
Put away.
Investigation
Again taken up.
Occasionally.
Discussed.
Ratified.
Ordered.
Offered.
Propositions.
Empower.
Make valid.
Articles.
Deputies.

Conn., N. Y., Pa., Va., and S. C. signed the articles on the 9th of July, 1778. The ¹N. C. delegates ¹signed them on the 21st, and those from ¹Ga., on the 24th of the same month; those of ¹N. J., on the 26th of November following; those of ¹Del., on the 22d of February, and 5th of May, 1779. But ¹Md. positively refused to ratify, until the ¹conflicting claims of the ¹Union and of the separate states to the ¹crown-lands should be adjusted. This difficulty was finally ¹obviated, by the claiming states ¹ceding the unsettled lands to the ¹United States, for the ¹benefit of the whole Union. (§ 4.) The former ¹insuperable objection of Maryland being ¹removed, her ¹delegates signed the articles of confederation on the 1st of ¹March, 1781; four years, ¹seven months, and ¹twenty-one days after they had been submitted to the ¹sovereign states by Congress, with the ¹solemn ¹avertment that they ought to be immediately ¹adopted. They seemed essential to the very existence of the Americans as a ¹free people, and ¹without them, they might be constrained to bid ¹adieu to safety and independence. The confederation being thus ¹finally completed, the event was ¹joyfully announced to

Subscribed.
North Carolina.
Ratified.
Georgia.
New Jersey.
Delaware.
Maryland.
Opposite.
Confederacy.
Public domain.
Removed.
Relinquishing.
Advantage.
Insurmountable.
Displaced.
Representatives.
Third month.
And 31 weeks
Independent.
Deliberate.
Assertion.
Approved and confirmed.
Self-governing.
Not having.
Farewell.
At last.
Gladly.

sion "the same," in the 25th and 26th lines? (§ 3.) 5. Are *crown-lands* and *public domain*, in the 37th line, synonymous? 6. What is the difference between *benefit* and *advantage*, in the 40th line? (§ 4.) 7. Why is not *good-bye* given as a definition of *adieu*, in the 52d line, instead of *farewell*? 8. Give the actual meaning of *adieu*, *farewell* and *good-bye*, and also their derivation. (§ 5.) 9. Are *revolutionary* and *transi-*

55 Congress; and, on the 2d of March, 1781, that body assembled under the new powers.*

(§ 5.) The term of the continental Congress consists properly of two periods. The first, extending from the first meeting, on the 60 4th of September, 1774, until the ratification of the confederation on the 1st of March, 1781, has been named the period of "the revolutionary national government,"

The second, from the 1st of March, 1781, 65 until the organization of the government under the Constitution, on the 4th of March, 1789, has been denominated the period of "the confederation." (§ 6.) The power of Congress was national, from September 70 4th, 1774, and gradually progressive. It had the authority to concert those measures deemed best to redress the grievances, and preserve the rights and liberties, of all the colonies. The Congress of 1775 had more 75 ample powers, and it accordingly exercised at once some of the highest functions of sovereignty, as has been before shown. In 1776, the same body took bolder steps, exerting powers not to be justified or accounted 80 for, without supposing that a national union

The national assembly.
Administration.
Duration.
Strictly.
Primary.
Confirmation
League.
Designated,
Transitional.
After.
Official beginning.
National Compact.
Entitled.
Jurisdiction.
General.
By degrees.
Means.
Wrongs.
Franchises.
Settlements.
Possessed.
Faculties.
Exhibited.
More daring.
Vindicated.
Admitting.

tional, in the 63d line, synonymous? (§ 6.) 10. Name a phrase conveying the same meaning as *gradually* and *by degrees*, in the 70th line. 11. Give a phrase signifying nearly the same as *concert those measures*, in the 71st line. 12. In how many sentences can you use the word *had*, in the 74th line, so that it shall have a different meaning in every

* The articles of confederation, being null and void, are not inserted here; but as a matter of curiosity, and in order that the reader may compare them with the Constitution, they have been added to the Appendix. The names of the signers of the Confederation and also those of the Declaration of Rights will be found in the Biographical Table.

for national purposes already existed, and that Congress was invested with supreme power over all the colonies, for the purpose of preserving their common rights and liberties.

85 The people never doubted or denied the validity of these acts.

(§ 7.) The united colonies were a nation, and had a general government, created and acting by the general consent of the people, 90 from the time of the declaration of rights; but the power of that government was not, and, indeed, could not be well defined. Still, its supremacy was firmly established in many cases, and its control over the states,

95 in most, if not all national measures, universally admitted. (§ 8.) The articles of confederation

not being ratified so as to include all the states, until March 1st, 1781, in the interim, Congress continued to exercise the 100 authority of a general government, whose acts were binding on all the states. By foreign powers, we were politically known as the United States; and, in our national capacity as such, we sent and received a 105 *bassadon* entered into treaties and alliances, and were admitted into the general community of nations, exercising the right of belligerents, and claiming an equality of sovereign power and prerogatives.

Then.
Clothed.
End.
Separate and equal.
Questioned.
Proceedings.
Federate.
Common.
Provincials.
Publication
Authority.
In fact.
Immovably.
Respects.
Public.
Unacknowledged
Comprise.
Provinces,
Mean time
National.
Obligatory.
Governments.
Moreover.
Condition
Formed.
Received.
War-makers.
A parity.
Privileges.

instance? 13. What cemented the union of the colonies during the revolution? (§ 7.) 14. When did the colonies first assume a national character? (§ 8.) 15. When were the articles of confederation ratified? 16. By what title was our country politically known among foreign powers? 17. What is the difference between *admitted* and

110 (§ 9.) The continental Congress soon ¹found that the powers ¹derived from the articles of confederation were ¹inadequate to the legitimate objects of an ¹effective national government. ¹Whenever it became necessary to
 115 legislate on ¹commerce and taxes, defects were ¹particularly evident; and it was at length indispensable to ¹amend the articles, so as to give authority and ¹force to the national will, in matters of ¹trade and revenue.
 120 This was done ¹from time to time, until the adoption of the ¹present Constitution of the United States. The ¹movements of Congress on the 3d of ¹February, 1781 — 18th and 26th of April, 1783 — 30th of ¹April, 1784 —
 135 and the 3d of ¹March, 29th of September, and 23d of October, 1786 — would be ¹interesting to the student, and show the ¹progress of constitutional legislation; but the ¹limits of this chapter afford no room to ¹discuss them. (§ 10.) Peace came; the ¹illustrious ¹commander-in-chief of the revolutionary armies surrendered his ¹commission; and the armies were ¹disbanded, without pay. Mutiny was suppressed, after Congress, ¹surrounded
 135 by armed men ¹demanding justice, had appealed ¹in vain to the sovereign state, within the ¹jurisdiction of which it was sitting,

Ascertained
 Drawn.
 Not equal
 Efficient
 As often as
 Trade.
 Especially.
 Revise.
 Strength.
 Traffic.
 Repeatedly.
 Now existing
 Motions.
 Second month.
 Fourth month.
 Third month.
 Attractive.
 Advancement.
 Bounds.
 Examine.
 Renowned.
 Generalissimo.
 Official warrant.
 Surrounded
 Best.
 Requiring.
 Ineffectually.
 Territory.

received, in the 106th line? (§ 9.) 18. What did the continental congress soon discover? (§ 10.) 19. As the words *commander-in-chief*, in the 131st line, are defined in the margin by a single term, why are they not put in italics? 20. Give some other forms of expression, conveying the meaning of *in vain* and *ineffectually*, in the 136th line.

for protection. The ¹expenses of the nation were reduced to the ¹minimum of a
 140 peace establishment; ¹and yet the country was not ¹relieved. It wanted, not a league of thirteen ¹different nations, with thirteen ¹distinct supreme governments, but a general confederacy that would be ¹revered as a
 145 common ¹parent by all the sister states — a government ¹founded on the principles of the declaration of ¹independence — a government ¹constituted by the people in their inherent, primitive ¹capacity.
 150 (§ 11.) In the Congress of the ¹confederation, during the ¹closing years of the revolutionary war, and those of peace ¹immediately
¹succeeding, James Madison and Alexander Hamilton displayed their ¹signal ability.
 155 John Jay was associated with them ¹shortly after the peace, in the ¹capacity of congressional ¹secretary for foreign affairs. The ¹mortifying experience of every day demonstrated
 160 to these men the ¹incompetency of the articles of confederation for ¹managing the ¹affairs of the Union, at home or abroad. Though ¹in retirement, Washington brooded over the ¹injustice suffered by his companions
 in arms. He deeply mourned on account of
 165 the ¹prostration of the public credit and faith of the nation, by the ¹neglect to provide even for the ¹payment of the interest of the public

Disbursements.
 Lowest point
 Nevertheless
 Disembarrassed
 Separate.
 Unconnected
 Reverenced.
 Mother.
 Based.
 Self-reliance
 Composed.
 Power.
 League.
 Ending.
 Directly.
 Following.
 Eminent.
 Soon.
 Character.
 Manager.
 Humiliating
 Inadequacy.
 Conducting.
 Business.
 With public attention.
 Wrongs.
 Soldiers
 Depression.
 Omission.
 Liquidation

(§ 11.) 21. When and where did James Madison and Alexander Hamilton display their great ability? (§ 12.) 22. Where was the idea

debt — and the ¹disappointed hopes of the friends of freedom. In the ¹address of 170 April 18th, 1783, from Congress to the ¹states, it was said to be the "pride and ¹boast of America, that the rights for which she ¹contended were the rights of ¹human nature." (§ 12.) The first idea of ¹a revision of the articles of confederation, by an ¹organization of means ¹differing from that of a compact between the state ¹legislatures and their own delegates in Congress, was ¹started at Mount Vernon, in March, 1785. A ¹convention of 180 delegates from the state legislatures, ¹independent of Congress, was the ¹expedient which presented itself for effecting an ¹augmentation of the ¹powers of Congress in ¹regulating commerce. This proposal was 185 ¹made and adopted in the legislature of Virginia, in January, 1786, and at once ¹communicated to the other state ¹legislatures. (§ 13.) The convention ¹held at Annapolis, in September 1780, in ¹pursuance of 190 this proposition, delegates ¹attended from only five of the ¹central states, who, on comparing their ¹restricted powers with the ¹glaring defects of the confederation, merely reported a recommendation for ¹another convention of ¹delegates from all the 195 states, with enlarged powers, to ¹meet at Philadelphia, in ¹May, 1787. (§ 14.) The

Defeated.
Message.
Commonwealths
Exultation.
Strove.
Mankind.
An amendment.
Arrangement
Unlike.
Assemblies.
Originated.
Meeting.
Separate from.
Shift.
Enlargement
Acts.
Ruling and restricting.
Broached.
Disparted.
Governments
Met.
Conformity with.
Were present
Middle.
Limited.
Notorious.
A second.
Deputies.
Assemble.
Fifth month.

of a revision of the articles of confederation originated? (§ 13.) 23. What is the difference between *glaring* and *notorious*, in the 193d line?

¹Constitution of the United States was framed by this convention; the ¹authority of the 200 ¹members of which was derived from the state legislatures, and not ¹directly from the people. During the ¹revolution, the power of the ¹people had never been called into action, for their rule had been ¹supplanted by 205 state sovereignty; and a ¹confederacy had been ¹substituted for a government. But, in ¹forming the Constitution, the delegates soon perceived that the ¹necessary powers were such as no ¹combination of state governments 210 could bestow; and that, ¹leaving power for right, and their irresponsible ¹authority of state rule for the ¹self-evident truths of the ¹Declaration of Independence, they must ¹retrace their steps, and fall back from 215 a league of ¹friendship between independent states, to the ¹primitive constituent sovereignty of the people, ¹for from them only could supreme authority ¹emanate.

Palladium.
Powers.
Individuals.
Immediately
Transition.
Populace.
Displaced.
Federation.
Put in the place of.
Compiling.
Requisite.
Association.
Abandoning.
Sway.
Axioms.
Proclamation
Return upon
Amity.
Original.
Because.
Proceed.

(§ 14.) 24. Are *people* and *populace*, in the 203d line, synonymous? 25. Are the words *self-evident truths*, in the 212th line, perfectly defined by the term *axioms*?

LESSON XXIII.

(§ 1.) IT ¹appears that the violation of the ¹essential principles of rational liberty and the common law of England was the ¹immediate

Seems.
Radical.
Principal.

(§ 1.) 1. Give a synopsis of section first 2. What was the immediate cause of the Declaration of Independence? 3. In how many

5 ¹cause of the Declaration of Independence; ¹and that the Declaration of Rights, Oct 14, 1774, was but a ¹reiteration of those fundamental principles ¹conceded to the English people in the ¹glorious revolution of 1688, at which ¹time the British constitution became ¹fixed and determined. After making the Declaration of Independence, ¹congress ordered it to be ¹engrossed and signed by its members. They ¹also resolved, that copies of the Declaration be sent to the ¹several assemblies, ¹conventions, and committees, or councils of ¹safety, and to these several commanding officers of the ¹continental troops; that it be ¹proclaimed in each of the United States, -and at the ¹head of the army. (§ 2.)

20 It may be useful to show more ¹definitely the ¹proceedings of the continental congress, ¹pending the Declaration of Independence. June 8th, 1776, congress ¹resolved itself into a committee of the ¹whole house. Here it

25 is ¹proper to explain that a committee is one or more persons ¹elected or appointed by any society, ¹corporation, court, legislature, or any number of individuals ¹acting together. Committees may be appointed to ¹examine

30 or manage any ¹matter or business. When any subject of ¹importance is brought before

Occasion.
Moreover.
Recapitulation.
Granted.
Renowned.
Period.
Established.
The government.
Copied.
Furthermore
Different.
Associations.
Protection.
United.
Declared.
Prominent part.
Exactly.
Transactions
Depending
Formed.
Entire.
Necessary.
Chosen.
Body politic.
Laboring.
Investigate.
Affair.
Weight.

sentences can you write the word *engrossed* so that in each it shall convey a different meaning? 4. Why do you suppose congress ordered copies of the Declaration to be sent to the several assemblies, &c., instead of printing circulars and sending them? (§ 2.) 5. Give a synopsis of section second 6. What is the expression "head of the army" called? 7. How many kinds of corporations are there?

¹legislative ¹bodies, they usually resolve them-selves into a ¹committee of the whole house, and ¹debate and amend the subject till they

35 get it into a ¹shape that meets the approbation of ¹a majority, which being reported and ¹confirmed by the house, is referred to a select ¹number of their body.

(§ 3.) The ¹form for any body to go into

40 a committee of the ¹whole house is for the ¹speaker, on motion, to put the question that the house or meeting now do ¹resolve itself into a committee of the whole, to ¹consider the proposed ¹business — which should be

45 ¹distinctly specified. If determined in the affirmative, he appoints some one as ¹prolocutor, then ¹leaves his seat, and takes a place the same as any other ¹member, and the person appointed ¹chairman does not take the

50 ¹speaker's chair, but sits at the table of the ¹secretary. A committee of the whole cannot adjourn as other ¹committees may, but if their business is ¹unfinished, they rise on a ¹question. (§ 4.) The house or meeting is

55 ¹resumed, and the chairman of the committee of the whole ¹reports that they have according to ¹order had the business under consideration and made ¹progress therein; but not having time to ¹finish it, have directed him

60 to ask leave to sit ¹again. The question is

Assemblies.
Coterie.
Discuss.
Form.
More than half
Sanctioned.
Committee.
Way.
Total.
Chairman.
Form.
Discuss.
Subject.
Clearly.
Speaker.
Quits.
Delegate.
Moderator.
Presiding, of-
ficer's.
Clerk.
Councils.
Not finished.
Subject.
Recommended.
Announces.
Command.
Advancement.
Close.
Once more.

(§ 3.) 8. Give a synopsis of section third, 9. In what sense is *whole* used, in the 43d line? 10. Whence did the continental Congress derive the custom of going into a committee of the whole? (§ 4.) 11. What is the sign for the house to be resumed? 12. What are some of

then put, on their having ¹leave, and on the time the house will again ¹resolve itself into a ¹committee. A committee of the whole ¹elicits in the fullest manner the opinions of
 65 all the members of ¹an assembly. The members are not restricted to ¹parliamentary form, but each one speaks upon the ¹subject in a familiar way, as often as he ¹chooses.

(§ 5.) The following is, in substance, ¹ex-tracted from the ¹journals of Congress: June 8th, 1776. — "After being in ¹session some time, the president resumed the ¹chair, and the ¹chairman of the committee of the whole, Benjamin Harrison, of ¹Va., reported
 75 that the ¹committee had ¹taken into consideration the ¹matter to them referred, but not having come to any ¹resolution thereon, directed him to ¹move to sit again on the 10th. ¹Resolved, that this Congress will, on the
 80 10th ¹inst, at ten o'clock, resolve itself into a committee of the whole, to ¹take into their further consideration the ¹resolutions referred to them." (§ 6.) June 10th, 1776.—¹Agreeably to order, Congress ¹resolved itself into a committee
 85 of the whole, to take into their ¹further consideration the ¹resolution to them referred; and after some time ¹spent thereon, the President ¹resumed the chair, and Mr. Harrison ¹reported that the committee have
 90 had under consideration the ¹matters referred

the advantages of a committee of the whole? (§ 5.) 13. Give a synopsis of section five. (§ 6.) 14. Why is *matters* used in the 90th line, instead of *resolutions*, in the 86th line? 15. Why is it necessary to

Permission.
 Form.
 Council of re-
 ference.
 Draws out.
 A meeting.
 Usage of par-
 liament.
 Matter.
 Desires.
 Taken.
 Records.
 Meeting.
 Speaker's seat
 Foreman.
 Virginia.
 Under.
 Business.
 Conclusion.
 Propose.
 Determined.
 Of this month.
 Receive.
 Subjects.
 According.
 Went.
 Additional.
 Matters.
 Bestowed.
 Took again.
 Announced.
 Business.

to them, and have come to a ¹resolution thereon, which they ¹directed him to report." ¹Resolved that these United Colonies are, and of right ¹ought to be, free and independent
 95 states; that they are ¹absolved from all ¹allegiance to the British crown: and that all political ¹connection between them and the ¹State of Great Britain is, and ought to be, totally ¹dissolved."

100 (§ 7.) June 11th, 1776. — ¹Resolved, that the ¹select committee for preparing the Declaration of Independence ¹consist of five. The committee were ¹chosen as follows: Benjamin Franklin of ¹Pa., John Adams of
 105 ¹Mass., Thomas Jefferson of Va., Roger Sherman of ¹Conn., Robert R. Livingston of N. Y. The momentous question ¹propounded June 10th, 1776, was ¹held under consideration till July 2d, 1776, ¹when the resolution
 110 ¹passed the house: and on the 4th of July, 1776, was, as before stated, ¹passed the entire memorable Declaration, which is as ¹imperishable as the history of ¹our country, and under the ¹guidance of Providence, has developed the
 115 most perfect ¹Constitution that human wisdom and ¹skill ever formed. (§ 8.) The members of this committee, ¹in the place of considering the

Determination.
 Requested.
 Determined by vote.
 Should.
 Released.
 Obligations.
 Relation.
 Kingdom.
 Dissevered.
 Officially determined.
 Special.
 Be composed
 Elected.
 Pennsylvania
 Massachusetts,
 Connecticut.
 Proposed.
 Deliberated.
 At which time.
 Was approved by Congress.
 Adopted.
 Enduring.
 America.
 Direction.
 System of polity.
 Ability.
 Instead.

italicise *to* after *ought*, in the 94th line? 16. Illustrate the various meanings of *preparing*, in the 101st line, in different sentences. (§ 7.) 17. Why was it necessary to appoint a select committee for drafting the Declaration of Independence? 18. Is it usual to appoint select committees when the House forms itself into a committee of the whole? 19. Why is the word *propounded* used in the 107th line, instead of *passed*? (§ 8.) 20. What preposition always follows *instead*,

'one first named as chairman, and instead of electing a chairman themselves, followed, it is supposed, the sage advice of Franklin, and each member agreed to draw up a document according to his own feelings and sentiments. They also agreed that the draft most congenial to the views of a majority should be adopted. When they had their final meeting, it was determined that Jefferson's production should be read first. It so fully met the views of the other members of the committee and of Congress, that after receiving several minor alterations, it was adopted. It would be highly interesting to read the productions of each of the other members of the committee; but it is supposed that their authors, considering their own plans of no importance, destroyed them.

(§ 9.) The Declaration of Independence exhibits the true causes and nature of the Revolution. It will be seen by reference to that document, that it only renounced the tyranny of the British king. The forms of religious worship, political and legislative proceedings, schools and seminaries, and the English language, remained unaltered in all their essential features. The American Constitution is the keystone of the arch of Ame-

Person.
Foreman.
Wise.
Engaged.
An instrument.
Views.
In accordance with.
At the time.
Last.
Draft.
Entirely.
The Representatives.
Many.
Approved.
Copies.
Concluded.
Writers.
Value.
Promulgation.
Principle.
Observed.
Instrument.
Despotism.
Adoration.
Business.
Continued.
Important.
Crowning stone.

in the 118th line? 21. Illustrate in sentences some of the various meanings of *instrument*, in the 122d line. 22. Why is not the *Senate* added to the *Representatives*, in defining *Congress*, in the 129th line? 23. Why would not *adapted* answer in the place of *adopted*, in the 131st line? (§ 9.) 24. Give a synopsis of section nine. 25. What is

rican liberty — the noblest monument ever reared by mortal hands, bears a strong resemblance to, and embodies all the excellencies of, the English Constitution. (§ 10.) The English has the same important checks and balances, under a different name, to executive power, that the American has. Many Englishmen have said that our Constitution was copied from theirs; but it is hoped that our youthful readers have, by this time, learned to reason and reflect for themselves. If so they will certainly draw the just line of demarcation. Furthermore, they can reply to such absurd expressions, without being offended with their foreign brethren, that, if such be the case, "the copy" far surpasses the original.

(§ 11.) The fact is, that our ancestors, in throwing off the British yoke, and asserting successfully their independence, did no more than many nations before them had done. The Greeks, the Romans, the Hollanders, the Swiss, and recently the French, were most eminently successful in vindicating their liberties, but signally failed in transmitting the blessing of liberty to their posterity. Hence the pre-eminent merit of our ancestors consists in their having constructed a

Memento.
Erected.
Good qualities.
British.
Regulators.
Another,
Rulers.
Averred.
Transcribed
Young.
Acquired the habit.
Competent.
Separation.
Assertions.
Angry.
Fact.
Exceeds.
Forefathers.
Vindicating.
Accomplished.
Previously.
People of Rome.
Lately.
Asserting.
Entirely.
Descendants.
Superior.
Made.

the difference between *monument* and *memento*, in the 146th line? (§ 10.) 26. What word is understood after *English*, in the 150th line? — also after *American* — also after *American*, in the 152d line? 27. Illustrate the meaning of *offended* and *angry*, in the 160th line? 28. What prepositions usually follow *offended* and *angry*? 29. In what sense is *brethren* used in the 161st line? (§ 11.) 30. What is the expression, "ship of state,"

compass from the wrecks of republics, and
 175 from the excellencies of every nation, that
 will successfully steer the ship of state in
 safety between the Charybdis of anarchy and
 the Scylla of despotism. Their work, as
 countless centuries pass away, if we of the
 180 present generation act well our part, will
 prove to the despots of the world that the
 Constitution is not composed of inflammable
 wood, but of imperishable asbestos. (§ 12.)

We should not, however, forget that the declaration
 185 was, in itself, a vast, solemn undertaking.

A majority of the signers, had
 they consulted their own ease and quiet,
 their own pecuniary gain, or the emoluments
 of office, would have bowed, as many of
 190 their countrymen did, to the throne of the
 king. To one at least of that immortal
 band of patriots, a direct offer of ten thousand
 dollars, in addition to the best office
 under the government, was made by an
 195 emissary of the Crown. If they had
 been unsuccessful, they would have been classed
 among the vilest of England's rebels; and,
 in common with those guilty of the most heinous
 and revolting crimes, expiated their
 200 temerity on the scaffold. (§ 13.) Their property
 would have been confiscated, their
 children left in penury, and their names

Guiding needle
 Country.
 Direct
 Whirlpools.
 Rocks.
 Innumerable
 Age.
 Demonstrate
 Combustible
 Incombustible.
 Be unmindful.
 Momentous.
 Subscribers.
 Comfort.
 Profits.
 Succumbed.
 Power.
 Imperishable
 Company.
 Situation.
 Crown.
 A Secret agent
 Failed.
 Basest.
 Wicked.
 Atoned for
 Gallows.
 Government of
 England.
 Poverty.

called? 31. What is meant by "the Charybdis of anarchy," and the
 "Scylla of despotism"? 32. What is the meaning of *asbestos*, in the
 183d line? (§ 12.) 33. What is the expression "throne of the king,"
 called? 34. To what does *they* refer, in the 195th line? (§ 13.) 35.

transmitted to posterity under the most ignominious
 1 reproach. The founders of the
 205 American Republic were not ensnared by
 the allurements of office, and the rewards of
 wealth. Even the enticements of ease and
 personal safety to themselves and their families
 did not induce them to acquiesce in the
 210 wrong. They sought the path of duty by
 the help of approving conscience. They
 labored to promote the welfare of mankind
 and the glory of their Creator. Let us follow
 their shining example.

(§ 14.) As the tyranny of the king of Great
 Britain was the chief cause of the misery
 and the bloodshed of the revolution, let us
 smoke the pipe of peace with our English
 brethren. We should be mindful that
 220 in the days of the revolution there were
 many Tories in our own country. Some of

performed by Americans against their own
 225 countrymen. Moreover, in the British Parliamen-

were delivered some of the most
 lips, in favor of American liberty. While
 the archives of our country herald the names
 of our ancestors, may our lives exhibit their
 230 wisdom, and our breasts glow with emulous

What is the most heinous crime known to English law? 36. Are all
 that rebel against a government guilty of treason? 37. What is the
 reverse of some of the marginal words? (§ 14.) 38. What may the
 expression, "pipe of peace," in the 218th line, be called? 39. How
 should we treat the people of England, as enemies or friends? 40.
 Name some of the barbarous deeds alluded to in the 221st line. 41.
 Name some of the speeches alluded to in the British Parliament.

Infamous.
 Depredation.
 Caught.
 Seductions.
 Blandishments.
 Security.
 Assent to
 Rectitude.
 Toiled.
 Happiness.
 Maker.
 Bright.
 England.
 Suffering.
 Slaughter.
 Calumet.
 Recollect.
 Times.
 Supporters of tyranny.
 Cruel.
 Executed.
 Fellow-citizens.
 Spoken.
 Orations.
 Support.
 Records.
 Show.
 Excellence.

¹zeal in their virtues, and our own actions speak loudest their praise, and the ¹sincerity of our ¹professions.

Enthusiasm.
Truth.
Declarations.

42. How can we best show our gratitude to our ancestors? 43. Give an analysis of Lesson XXIII.*

LESSON XXIV.

CONSTITUTION OF THE UNITED STATES OF AMERICA. †

WE the ¹People of the United States, in Order to form a more perfect Union, ¹es-tablish Justice, ¹insure domestic Tranquil-ity, provide for the ¹common defence, 5 promote the general ¹Welfare, and se-cure the ¹Blessings of Liberty to ourselves and our ¹Posterity, do ordain and establish this ¹Constitution for the United States of ¹America.

Inhabitants.
Confirm.
Make certain
Public.
Prosperity.
Advantages.
Descendants.
Form of go-
vernment.
The Western
Continent.
Clause.
In this.
Conceded.
Be composed.
Lower House

'Article. I.

10 SECTION. 1. All legislative Powers ¹herein ¹granted shall be vested in a Congress of the United States, which shall ¹consist of a Se-nate and ¹House of Representatives.

1. Repeat the preamble of the Constitution. 2. Repeat section first of Article I. 3. Repeat section third of Article I. 4. What is the difference between *establish* and *confirm*, in the 2d line? 5. Between *welfare* and *prosperity*, in the 5th line? 6. *Chosen* and *selected*, in the

* Intended for advanced pupils.

† This edition of the Constitution of the United States has been taken from the author's script imitation, and compared with the original in the Department of State, and also found to be correct in capitals, orthography, text, and punctuation. The lessons, questions, marginal words, and the small figure (1) before some word in each line, have been added for the convenience of teachers.—EDITOR.

¹SECTION. 2. The House of Representatives 15 shall ¹be composed of Members chosen every ¹second Year by the People of the several States, and the ¹Electors in each State shall have the ¹Qualifications requisite for Electors of the most numerous ¹Branch of the State 20 ¹Legislature.

No Person shall be a ¹Representative who shall not have ¹attained to the Age of twenty-five Years, and been seven Years a ¹Citizen of the ¹United States, and who shall not, 25 when ¹elected, be an Inhabitant of that State in which he shall be ¹chosen.

Representatives and ¹direct Taxes shall be ¹apportioned among the several States which may be ¹included within this Union, accord- 30 ing to their ¹respective Numbers, which shall be ¹determined by adding to the whole Number of free Persons, ¹including those bound to ¹Service for a Term of Years, and ¹excluding Indians not taxed, three fifths of 35 all other Persons. The ¹actual Enumeration shall be made ¹within three Years after the first ¹Meeting of the Congress of the United States, and within every ¹subsequent Term of ten Years, in such ¹Manner as they shall 40 by Law ¹direct. The Number of Representa-tives shall not ¹exceed one for every thirty Thousand, but each State shall ¹have at Least one Representative; and ¹until such enumera-

Part.
Consist.
Other.
Voters.
Legal power.
Division.
Assembly.
Delegate.
Arrived at
Possessor of the
relative fran-
chise.
Union.
Selected.
Elected.
Taxes assessed
on real estate.
Distributed.
Contained.
Relative.
Ascertained.
Comprising.
Labor.
Ejecting.
Real.
During.
Assembling.
Following.
Way.
Prescribe.
Surpass.
Be allowed.
Till.

26th line? 7. *Apportioned* and *distributed*, in the 28th line? 8. *Actual* and *real*, in the 35th line? 9. *Vote* and *voice*, in the 63d line? 10.

tion shall be¹ made, the State of New Hamp-shire
 45 shall¹ be¹ entitled to chuse three, Mas-sachuse^{ts}
¹ eight, Rhode-Island and Provi-dence
 Plantations ¹ one, Connecticut five,
 New York¹ six, New Jersey four, Pennsylv-ania
¹ eight, Delaware one, Maryland six,
 50 Virginiaten, North Carolina¹ five, South Ca-rolina
 five, ¹ and Georgia three.
 When vacancies¹ happen in the Repre-sentation
 from any ¹ State, the Executive
 Authority thereof shall¹ issue Writs of Elec-tion
 55 to ¹ fill such Vacancies.
 The House of Representatives shall ¹ chuse
 their ¹ Speaker and other Officers; and shall
 have the ¹ sole Power of Impeachment.
 SECTION. 3. The ¹ Senate of the United States
 60 shall be ¹ composed of two Senators from
 each State, chosen by the ¹ Legislature thereof,
 for six Years; and ¹ each Senator shall have
 one ¹ Vote.
¹ Immediately after they shall be assembled
 65 in Consequence of the first ¹ Election, they
 shall be divided as ¹ equally as may be into
 three ¹ Classes. The Seats of the Senators
 of the first Class shall be¹ vacated at the Ex-pi-ration
 of the second ¹ Year, of the second
 70 Class at the ¹ Expiration of the fourth Year,
 and of the third ¹ Class at the Expiration of
 the sixth Year, so that one third ¹ may be
¹ chosen every second Year; and if Vacan-cies
 happen by ¹ Resignation, or otherwise,

Finished.
 Have a claim
 8 Agents.
 1 Representative
 6 Delegates.
 8 Deputies.
 5 Factors.
 Also.
 Occur.
 Commonwealth.
 Send out.
 Supply.
 Elect
 Chairman.
 Only.
 Upper House
 Formed.
 Assembly.
 Every.
 Voice.
 Directly.
 Public choice
 Exactly.
 Ranks.
 Made void.
 Twelvemonth.
 End.
 Order.
 Can.
 Selected.
 Formal with-
 drawment.

What is the difference between *class* and *order*, in the 71st line? 11.

75 during the ¹ Recess of the Legislature of any
 State, the Executivethereof may make¹ tem-porari
 Appointments until the next ¹ Meeting
 of the Legislature, which shall then fill ¹ such
¹ Vacancies.
 80 No Person shall be a ¹ Senator who shall
 not have ¹ attained to the Age of thirty Years,
 and been nine Years a ¹ Citizen of the United
 States, and who shall not, when ¹ elected, be
an Inhabitant of that State for which he
 85 shall be ¹ chosen.
 The ¹ Vice President of the United States
 shall be ¹ President of the Senate, but shall
 have no Vote, unless they be equally ¹ divided.
 The Senate shall chuse their other ¹ Offi-cers,
 90 and also a President ¹ *pro tempore*, in
 the ¹ Absence of the Vice President, or when
 he shall ¹ exercise the Office of President of
 the ¹ United States.
 The Senate shall have the ¹ sole Power to
 95 try all Impeachments. When ¹ sitting for
 that ¹ Purpose, they shall be on Oath or Affir-mation.
¹ When the President of the United
 States is tried, the Chief Justice shall ¹ pre-side:
 And no ¹ Person shall be convicted
 100 without the ¹ Concurrence of two thirds of
 the Members ¹ present.
¹ Judgment in Cases of Impeachment shall
 not extend further than to ¹ removal from
 Office, and ¹ disqualification to hold and en-joy

Suspension
 of business
 Transient.
 Convening.
 Those.
 Deficiencies.
 Member of
 the Senate.
 Arrived at.
 Voter.
 Chosen.
 A resident
 Elected.
 Officer next in
 rank below the
 President.
 Chief Officer.
 Separated.
 Servants.
 For the time
 being.
 Non-attend-
 ance.
 Perform.
 Union.
 Exclusive.
 Holding a
 session.
 Intention.
 At the time.
 Superintend
 temporarily.
 Individual.
 Approbation.
 Attending.
 Sentence.
 Displacement
 Disability.

Between *temporary* and *transient*, in the 76th line? 12. *Purpose* and
intention, in the 96th line! 13. *Manner* and *made*, in the 110th line?

105 any Office of honor, Trust or ¹Profit under the United States: but the Party ¹convicted shall nevertheless be liable and subject to ¹Indictment, Trial, Judgment and ¹Punishment, according to Law.

110 SECTION. 4. The Times, Places and ¹Manner of holding Elections for ¹Senators and ¹Representatives shall be ¹prescribed in each State by the Legislature ¹thereof; but the Congress may at any time by Law ¹make or ¹alter such Regulations, except as to the ¹Places of choosing Senators.

The Congress shall ¹assemble at least once in every Year, and such ¹Meeting shall be on the first Monday in December, ¹unless they shall by Law ¹appoint a different Day.

120 SECTION. 5. Each House shall be the ¹Judge of the Elections, ¹Returns and Qualifications of its own Members, and ¹a Majority of each shall constitute a ¹Quorum to do Business; but a smaller Number may ¹adjourn from day to day, and may be ¹authorized to compel the Attendance of ¹absent Members, in such ¹Manner, and under such Penalties as each House may provide.

130 Each House may ¹determine the Rules of its Proceedings, punish its Members for ¹disorderly ¹Behaviour, and, with the ²Concurrence of two thirds, expel a Member.

Each House shall keep a ¹Journal of its

Emolument
Found guilty
Notwithstanding
Arraignment
Chastisement.
Mode.
Delegates.
Directed.
Of it.
Form.
Change.
Localities.
Meet.
Gathering.
Except.
Designate.
Examiner.
Numerical statements.
The greatest number.
Legal number.
Suspend business.
Warranted by right.
Non attending
Way.
Prescribe.
Fix.
Unruly.
Conduct.
² Consent.
Diary.

14. Behavior and conduct, in the 132d line? 15. Concurrence and content, in the 132d line? 16. Place and spot, in the 145th line? 17.

135 ¹Proceedings, and from time to time publish the same, excepting such ¹Parts as may in their ¹Judgment require Secrecy; and the Yeas and Nays of the ¹Members of either House on any ¹question shall, at the Desire of one fifth of those Present, be ¹entered on the ¹Journal.

140 Neither House, during the ¹Session of Congress, shall, without the ¹Consent of the other, ¹adjourn for more than three days, nor to any other ¹Place than that in which the two Houses shall be ¹sitting.

145 SECTION. 6. The ¹Senators and ¹Representatives shall receive a ¹Compensation for their Services, to be ascertained by Law, and ¹paid ¹out of the ¹Treasury of the United States.

150 They shall in all Cases, except ¹Treason, Felony and Breach of the Peace, be privileged from Arrest during their ¹Attendance at the Session of their ¹respective Houses, and in going to and ¹returning from the same; and for any ¹Speech or Debate in either House, they shall not be ¹questioned in any other ¹Place.

155 No Senator or Representative shall, ¹during the Time for which he was ¹elected, be appointed to any civil ¹Office under the ¹Authority of the United States, which shall have been created, or the ¹Emoluments whereof shall have been ¹increased during

Transactions
Portions.
Opinion
Individuals
Subject of debate.
Set down in writing.
Record.
Business term
Agreement
Suspend business.
Spot.
Assembled.
Members of Congress
Remuneration
Disbursed from
Public fund
The leaving of the State or of the duty or offices.
Presence.
Particular.
Coming back.
Harangue.
Called to account.
Situation.
Pending.
Chosen.
Post.
Government.
Profits.
Augmented.

Repeat section six. 18. Illustrate the difference between felony and breach of the peace, in the 152d line. 19. Illustrate the difference between speech and debate, in the 156th line. 20. What is the difference

165 such time; and no Person holding any ¹Office Charge.
¹under the United States, shall be a Member By authority of.
of either House during his ¹Continuance in Continuation
¹Office. Employment

between *office* and *charge*, in the 165th line? 21. What is the difference between *continuance* and *continuation*, in the 167th line?

LESSON XXV.

SECTION. 7. All Bills for raising ¹Revenue shall ¹Money for public
¹taxes, ¹expenses of the
¹Government, ¹debts,
¹interest on the
¹public debt, &c.

originate in the House of Representatives; but the ¹Senate may propose or concur with

5 Every ¹Bill which shall have passed the ¹Upper house
of Congress.
Alterations.
Form of a law
not enacted.
Deputies.

shall, before it become a Law, be ¹presented Offered.
to the ¹President of the United States; If he Chief, executive
magistrate.
Subscribe his
name to.
Adverse rea-
sons.

10 return it, with his ¹Objections to that House Had origin.
¹enter the Objections at large on their Jour-nal, Insert.
and proceed to ¹reconsider it. If after Review.
such ¹Reconsideration two thirds of that Revision

15 ¹House shall agree to pass the Bill, it shall Body.
be ¹sent, together with the Objections, to the Transmitted.
other House, by which it shall ¹likewise be Also.
reconsidered, and if ¹approved by two thirds Sustained as
right.

20 in all such Cases the ¹Votes of both Houses The Bill.
Suffrages.

1. Repeat section seven — section eight, Article I. 2. Illustrate the difference between *likewise* and *also*, in the 17th line? 3. What is the meaning of *re* before *consider*, in the 13th line? 4. What

shall be ¹determined by yeas and Nays, and Decided.
the Names of the Persons ¹voting for and Preference
or rejection of
Diary.

of each House ¹respectively. If any Bill Particularly
25 shall not be ¹returned by the President within Sent back.
ten Days (¹Sundays excepted) after it shall Sabbaths.
have been presented to him, the ¹Same shall Bill.
be a law, in ¹like Manner as if he had signed Equal.
it, unless the Congress by their ¹Adjournment Close of Ses-
30 prevent its Return, in which ¹Case it shall sion.
not be a ¹Law. Contingency.
Statute.

Every Order, ¹Resolution, or Vote to which Formal de-
the Concurrence of the ¹Senate and House of termination.
¹Representatives may be ¹necessary (except Upper and lower
houses of Con-
35 on a question of Adjournment) shall be ¹pre-sented Requisite.
to the ¹President of the United States; Sent.
and before the Same shall ¹take Effect, Executive.
shall be ¹approved by him, or being disapproved Have.
by him, shall be ¹repassed by two thirds Sanctioned.
40 the Senate and House of ¹Representatives, Re-enacted.
according to the Rules and ¹Limitations pre-scribed Delegates.
¹in the Case of a Bill. Restrictions.
In the event.

SECTION. 8. The Congress shall have ¹Power Legal authority.
To ¹lay and collect Taxes, Duties, Imposts Impose.
45 and Excises, to ¹pay the Debts and provide Discharge.
for the common Defence and general ¹Welfare Prosperity.
of the United States; but all ¹Duties, Customs.

is the meaning of *ad* before *Journ*, in the 29th line? 5. Illustrate its meaning with other words. 6. What is the meaning of *dis* before *approved*, in the 38th line? 7. What peculiarity has it? 8. Illustrate its meaning with other words. 9. What is the meaning of *pro* before *vide*, in the 45th line? 10. How many words have two prefixes in section seven? 11. Illustrate their meaning with other words. 12.

¹Imposts and ²Excises shall be uniform throughout the United States;

50 To ¹borrow Money on the credit of the ¹United States;

To regulate ¹Commerce with foreign Na-tions and among the ¹several States, and with the Indian ¹Tribes;

55 To establish a uniform Rule ¹of Natural-ization and uniform Laws on the subject of

¹Bankruptcies throughout the United States;

To coin Money, regulate the ¹Value there-of, and of foreign ¹Coin, and fix the Standard

60 of ¹Weights and Measures;

To provide for the Punishment of ¹counterfeiting the ¹Securities and ²current Coin of the United States;

To establish Post Offices and ¹post Roads;

65 To ¹promote the Progress of Science and useful Arts, by securing for ¹limited Times to Authors and Inventors the ¹exclusive Right to their respective Writings and ¹Discoveries;

To constitute ¹Tribunals inferior to the

70 ¹supreme Court;
To define and punish ¹Piracies and Felonies committed on the high Seas, and ¹Of-fences against ¹the Law of Nations;

To ¹declare War, grant Letters of Marque
75 and Reprisal, and make Rules ¹concerning Captures on Land and ¹Water;

Contributions.

² Inland duties.

Obtain.

Government.

Trade.

Different.

Races.

For investing

insolvent.

Insolvencies.

Worth.

(Stamped money.

Quantities.

Forging.

Paper.

²Circulating.

Mail-routes.

Foster.

Restricted.

Sole.

Inventions.

Courts of jus-

tice.

Highest.

Robberies.

Crimes.

International

Law.

Proclaim.

Pertaining to.

Sea.

Toraise and ¹support Armies, but no Ap-propriation of Money ¹to that Use shall be for a longer ¹Term than two Years;

80 To ¹provide and maintain a Navy;
To make ¹Rules for the Government and Regulation of the land and naval ¹Forces;

To provide for calling forth the ¹Militia to executetheLaws of the Union, suppress ¹In-surrections

85 and repel ¹Invasions;

To provide for ¹organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be ¹employed in the Service of the United States, ¹reserving to the States ¹respectively, the Appointment of the Officers, and the ¹Authority of training the Militia according to the ¹discipline ²pre-scribed by Congress;

To ¹exercise exclusive Legislation in all
95 Cases whatsoever, over such ¹District (not ¹exceeding ten Miles square) as may, by ¹Cession of particular States, and the Ac-ceptance of Congress, become the ¹Seat of the ¹Government of the United States, and to ¹exercise like Authority over all Places purchased by the Consent of the Legislature of the ¹State in which the Same shall be, for the ¹Erection of Forts, Magazines, Arse-nals, dock-Yards, and other needful ¹Build-ings;

105 — ¹And

Mountain.

For that pur-

pose.

Time.

Furnish.

Laws.

Troops.

Enrolled citi-

zens.

Rebellions.

Attacks.

Putting in or-

der.

Drilling.

Engaged.

Retaining.

Severally.

Legal power.

System of

teaching.

²Directed.

Exert.

Place.

Beyond.

Surrender.

Place.

Power.

Have.

Bought.

Commonwealth.

Building.

Edifices.

Also.

Repeat section eight. 13. What usually precedes a declaration of war? 14. What are letters of marque and reprisal? 15. In how many words is *pro* a prefix, in section eight? 10. What is the difference between *insurrections* and *rebellions*, in the 84th line? 17. Illustrate their meaning

with some other words. 18. How many miles square does the present seat of government contain? 19. How many did it formerly contain? 20. What is the difference between eight miles square and eight square miles? 21. Illustrate their difference by example. 22.

To make all Laws which shall be ¹neces-sary and ¹proper for carrying into Execution the ¹foregoing Powers, and all other Powers ¹vested by this Constitution in the Government of the United States, or in any Department or ¹Officer thereof.

SECTION. 9. The ¹Migration or Importation of such Persons as any of the States now ¹ex-isting shall think proper to ¹admit, shall not be ¹prohibited by the Congress prior to the Year ¹one thousand eight hundred and eight, but ¹a Tax or duty may be imposed on such ¹Importation, not exceeding ten dollars for each ¹Person.

The Privilege of the Writ ¹of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may ¹require it.

No Bill of Attainder or ¹ex postfacto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on ¹Articles exported from any State.

No ¹Preferences shall be given by any Re-gulation of ¹Commerce or Revenue to the

Ports of one ¹State over those of another: nor shall Vessels ¹bound to, or from, one

Indispensable
Suitable.
Preceding.
Placed.
Division
Person com-
mitted to
Immigration.
Being.
Grant en-
trance to.
Interdicted.
1808.
An impost.
Ingression.
Individual.
For delivering a
person from
custody, or
removing him
to another
court.
Need.
Law rendering
it a crime
to commit
the crime
again, or
to be
punish-
able, at the
discretion
of the
court.
Imposed.
Account of
population.
Made.
Goods.
Sent out in
traffic
Advantage.
Trade.
Province.
Sailing.

State, be ¹obliged to enter, clear, or pay ¹Duties in another.

No Money shall be drawn from the ¹Trea-sury, but in Consequence of ¹Appropriations made by Law; and a regular ¹Statement and Account of the Receipts and ¹Expendi-tures of all public Money shall be ¹published ¹from time to time.

No Title of ¹Nobility shall be granted by the United States: And no Person ¹holding any Office of Profit or ¹Trust under them, shall, without the ¹Consent of the Congress, ¹accept of any Present, Emolument, Office, or Title, of any ¹kind whatever, from any King, Prince, or foreign ¹State.

SECTION. 10. No State shall ¹enter into any Treaty, ¹Alliance, or Confederation, grant ¹Letters of *Marque and *Reprisal; coin Money; ¹emit Bills of Credit; make any Thing but gold and silver ¹Coin a Tender in ¹Payment of Debts; pass any Bill of At-tainder, ex post facto Law, or Law ¹impair-ing the Obligation of ¹Contracts, or grant any ¹Title of Nobility.

No State shall, without the ¹Consent of the Congress, lay any ¹Imposts or Duties on Im-ports or Exports, except what may be ¹absolutely necessary for executing it's ¹inspection Laws: and the net Produce of all ¹Duties and Imposts, laid by any State on ¹Imports

Compelled.
Customs.
Depository of the
public money
to be set apart
for a given pur-
pose.
Exhibit.
Disbursements.
Made public
Statedly.
Distinction by
blood or rank.
Having.
Confidence.
Permission.
Receive.
Sort
Government
Make.
League.
Commissions
Issue.
Money.
Liquidation
Weakening.
Bargains.
Appellation
Approval.
Taxes.
Positively
Commodity or
exchangeable
Goods.
Customs.
Goods or produce
of foreign coun-
tries.

140 145 150 155 160 165

priations. in the 139th line? 26. What peculiarities has it? 27. Re-peat section ten. 28. Illustrate the difference between imports and

Repeat section nine. 23. What is the meaning of the affix *tion*, in *capitation*, in the 126th line? 24. In how many words in section nine is *tion* an affix? 25. What is the meaning of the prefix *ap* in *appro-*

or¹Exports, shall be for the Use of the Treas-ury of the United States; and all such¹Laws shall be subject to the¹Revision and²Controul of the Congress.

170 No State shall, without the¹Consent of Congress, lay any Duty of¹Tonnage, keep Troops, or¹Ships of War in time of Peace, ¹enter into any Agreement or Compact with another State, or with a foreign¹Power, or
175 engage in War, unless actually¹invaded, or in such¹imminent Danger as will not admit of¹delay.

Articles of traffic carried abroad.
Ordinances.
Re-examination for collection.
²Direction.
Permission.
Carrying cargo.
Vessels.
Make.
Nation.
Entered by an hostile design.
Impending.
Procrastination.

exports, in the 165th line? 29. Are there any words spelled contrary to present usage, in section ten? 30. Name some words that are spelled differently by writers of the present day.

LESSON XXVI.

Article. II.

SECTION. 1. The executive¹Power shall be ¹vested in a President of the United States of America. He shall¹hold his Office during the Term of four Years, and, ¹together with
5 the Vice President, chosen for the¹ same Term, be elected, ¹as follows

Each State shall¹appoint, in such Manner as the Legislature thereof may¹direct, a Number of Electors, equal to the¹whole
10 ¹Number of Senators and Representatives to which the State may¹be entitled in the ¹Congress: but no Senator or Representa-tive,

Authority.
Put in possession of.
Retain.
In company.
Like.
In the following way.
Designate.
Prescribe.
Total.
Amount.
Have a claim
National Assembly.

1. Repeat section one, Article II. 2. What is the meaning of the affix or in *Elector*, in the 15th line? 3. Illustrate its meaning with

or Person¹ holding an Office of Trust or ¹Profit under the United States, shall be
15 appointed¹an *Elector*.

[*The Electors shall¹meet in their respect-ive States, and vote by¹Ballot for two Per-sons, of whom one at least shall not be ¹an *Inhabitant* of the¹same State with them-selves.

20 And they shall make a¹List of all the Persons voted for, and of the¹Number of Votes for¹each; which List they shall sign and¹certify, and transmit sealed to the ¹Seat of the *Government* of the United States,

25 ¹directed to the President of the Senate. The President of the Senate shall, in the¹Pre-sence of the¹Senate and House of Repre-sentative

¹open all the Certificates, and the Votes shall then be¹counted. The Person
30 having the greatest¹Number of Votes shall be the President, if¹such Number be a Ma-jority of the¹whole Number of Electors ¹appointed; and if there be more than one who have such Majority, and have ¹an *equal*

35 Number of¹Votes, then the House of Repre-sentative shall¹immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like
40 Manner chuse the President. But in chusing the President, the Votes shall be taken

Having.
Emolument.
A President-chooser.
Assemble.
Written papers.
A dweller.
Identical.
Catalogue.
Amount.
Every one.
Testify to in writing.
Metropolis.
Superscribed
Sight
Upper House
Break the seals of
Reckoned.
Quantity.
That.
Entire.
Deputed.
The same.
Vices.
At once.
Executive.
Greater number.
Roll.
Elect.
Suffrages.

some other words. 4. What peculiarities are there in the orthography of section one, Article II.? 5. What is the difference between a na-

* This paragraph is cancelled, Article XII. of the Amendments being substituted for it, which see. page 143.

by States, the ¹Representation from each State ¹having one Vote; A quorum for this Purpose shall ¹consist of a Member or 45 ¹Members from two thirds of the States, and a Majority of all the States shall be ¹neces-sary to a Choice. In ¹every Case, after the ¹Choice of the President, the Person having the greatest Number of Votes of the ¹Electors 50 shall be the Vice President. ¹But if there should ¹remain two or more who have equal Votes, the Senate shall ¹chuse from them by Ballot the ¹Vice President.]

The Congress may ¹determine the Time of 55 ¹chusing the Electors, and the Day on which they shall ¹give their Votes; which Day shall be the same ¹throughout the United States.

No Person except a ¹natural born Citizen, or a ¹Citizen of the United States, at the 60 time of the ¹Adoption of this Constitution, shall be ¹eligible to the Office of President; neither shall any ¹Person be eligible to that Office who shall not have ¹attained to the ¹Age of thirty five Years, and been fourteen 65 Years a Resident ¹within the United States.

In Case of the ¹Removal of the President from Office, or of his ¹Death, Resignation, or ¹Inability to discharge the Powers and ¹Duties of the said Office, the Same shall 70 ¹devolve on the Vice President, and the Con-gress may by Law provide for the ¹Case of

Deputation.
Being entitled to.
Be composed.
Delegates.
Indispensable.
Each.
Election.
Electoral college.
Unless.
Be left.
Take.
The second officer of the Union.
Set.
Selecting.
Deliver.
In every part of.
Native.
Voter.
Ratification.
Liable for a fine.
One.
Readied.
Period
In the limits of.
Displacing.
Decease.
Incapacity.
Requirements.
Fall to
Event

natural born citizen, and a citizen of the United States at the time of the adoption of the Constitution? 6. What is the salary of the President

Removal, ¹Death, Resignation, or Inability, both of the President and Vice President, ¹de-clar- ing what Officer shall then ¹act as Pre-sident, 75 and such Officer shall act ¹accordingly, until the ¹Disability be removed, or a Presi- dent shall be ¹elected.

The President shall, at ¹stated Times, re-ceive for his Services, a ¹Compensation, which 80 shall neither be increased nor ¹diminished during the ¹Period for which he shall have been elected, and he shall not ¹receive within that Period any other ¹Emolument from the United States, or ¹any of them.

85 Before he enter on the ¹Execution of his Office, he shall take the following ¹Oath or Affirmation: —

"I do solemnly ¹swear (or affirm) that I will faithfully ¹execute the Office of Presi- dent of the United States, and ¹will to the best of my Ability, preserve, ¹protect and de-fend the ¹Constitution of the United States."

SECTION. 2. The President shall be ¹Commander in Chief of the ¹Army and Navy of the 95 United States, and of the ¹Militia of the se-veral States, when ¹called into the actual ¹Service of the United States; he may require the Opinion, in writing, of the ¹principal Officer in each of the executive ¹Departments, 100 upon any Subject ¹relating to the Duties of their ¹respective Offices, and he shall have

Demise.
Proclaiming.
Govern.
Conformably
Incompetency.
Chosen.
Regular.
Remuneration.
Lessened.
Time.
Accept.
Salary.
Either.
Performance of
Solemn declaration, that he will support the Constitution.
Vow.
Perform.
Shall.
Guard.
Civil compact.
Generalissimo.
Land forces.
Citizen soldiery.
Mustered.
Military duty
Chief.
Branches of government
Pertaining.
Several.

of the United States? 7. Illustrate the difference between oath and affirmation, in the 86th line. 8. Repeat section two, Article II. 9. What peculiarity is there in the orthography of section two, Art. II.?

Power to grant ¹Reprieves and Pardons for ¹Offences against the United States, except in Cases of ¹Impeachment.

Temporary sus-
pensions of the
Crimes.

Arraignment for
reason.

Counsel.

Concurrence

Compacts.

Coincide.

Through.

Envoys.

Justices.

Paramount.

Designations.

Prepared.

Fixed.

Place.

Right.

Solely.

Chiefs.

Authority

Occur.

Absence.

Terminate.

Business term.

Furnish.

Condition.

Notice.

Proceedings.

Proper.

Call together

- 105 He shall have Power, by and with the ¹Ad-vice and ¹Consent of the Senate, to make ¹Treaties, provided two thirds of the Senators present ¹concur; and he shall nominate, and ¹by and with the Advice and Consent of the
- 110 Senate, shall appoint ¹Ambassadors, other public Ministers and Consuls, ¹Judges of the ¹supreme Court, and all other Officers of the United States, whose ¹Appointments are not herein otherwise ¹provided for, and which
- 115 shall be ¹established by Law: but the Con-gress may by Law ¹vest the Appointment of such inferior Officers, as they think ¹proper, in the President ¹alone, in the Courts of Law, or in the ¹Heads of Departments.

- 130 The President shall have ¹Power to fill up all Vacancies that may ¹happen during the ¹Recess of the Senate, by granting Commis-sions which shall ¹expire at the End of their next ¹Session.

- 125 SECTION. 3. He shall from time to time ¹give to the Congress Information of the ¹State of the Union, and recommend to their ¹Consi-deration such ¹Measures as he shall judge necessary and ¹expedient; he may, on extra-ordinary

- 130 Occasions, ¹convene both Houses,

10 In how many words in section two, Article II. is *ad* a prefix?
11. Illustrate the difference between *recess* and *absence*, in the 122d line? 12. What do their prefixes denote? 13. In how many sentences can you write case, in the 131st line, so as to convey

- or either of them, and in Case of ¹Disagree-ment between them, with ¹Respect to the Time of ¹Adjournment, he may adjourn them to such ¹Time as he shall think proper; he
- 135 shall ¹receive Ambassadors and other public Ministers; he shall take Care that the ¹Laws be ¹faithfully executed, and shall Commission **all the ¹officers of the United States.**
- 140 and ¹all civil Officers of the United States, shall be ¹removed from Office on Impeach-ment for, and ¹Conviction of, Treason, Bribe-ry, or other high Crimes and ¹Misdemeanors.

A difference.
Regard.
The close of
session.
Period.
Accept.
Ordinances.
Strictly.
Employees.
Chief officer.
The whole of
the.
Displaced.
Legal proof.
Offences.

a different meaning in each? 14. Repeat section three, Article II.
15. Repeat section four, Art. II. 16. What is the meaning of *Vice* when prefixed to nouns? 17. In how many sentences can you write *Vice*, so that it shall convey a different meaning in each?

LESSON XXVII.

Article III.

- SECTION. I. The ¹judicial Power of the United ¹States, shall be ¹vested in one supreme Court, and in such inferior ¹Courts as the Congress may from time to time ordain and ¹establish.
- 5 The Judges, both of the supreme and ¹infe-rior Courts, shall ¹hold their Offices during good ¹Behaviour, and shall, at stated Times, receive for their Services, a ¹Compensation, which shall not be ¹diminished during their
- 10 ¹Continuance in Office.

Legal.
Placed.
Tribunals.
Found.
Lower.
Keep.
Conduct.
Salary.
Lessened.
Stay.

1. Repeat section one, Article III. 2. Repeat section two, Article

SECTION. 2. The judicial Power shall ¹extend to all ¹Cases, in Law and Equity, arising under this Constitution, the ¹Laws of the United States, and ¹Treaties made, or which 15 shall be ¹made, under their Authority; — to all Cases ¹affecting Ambassadors, other public Ministers, and ¹Consuls; — to all Cases of admiralty and ¹maritime Jurisdiction; — to ¹Controversies to which the United States 20 shall be a ¹Party; — to Controversies between two or more ¹States; — between a State and Citizens of another State; — ¹between Citizens of ¹different States, — between Citizens of the same State ¹claiming Lands under 25 ¹Grants of different States, and between a State, or the Citizens thereof, and ¹foreign States, ¹Citizens or Subjects.

In all Cases affecting ¹Ambassadors, other ¹public Ministers and Consuls, and those 30 ¹in which a State shall be Party, the supreme Court shall have ¹original Jurisdiction. In all the other Cases before ¹mentioned, the supreme Court shall have ¹appellate Jurisdiction,

35 ¹Exceptions, and under such Regulations as the Congress shall ¹make.

The ¹Trial of all Crimes, except in Cases of Impeachment, shall be by ¹Jury; and such Trial shall ¹be held in the State where 40 the said Crimes shall have been ¹committed;

Reach.
Suits.
Legal enact-
ments.
Contracts.
Entered into.
Acting upon.
Government
agents.
Naval.
Disputes.
Litigant.
Sovereignities.
Betwixt.
Various.
Asserting or hav-
ing title to.
Deeds of con-
veyance.
Remote.
Inhabitants.
Envoys.
National.
Wherein.
Primitive.
Named.
Cognizance
of appeals.
Reality.
Reservations
Provide.
Examination.
Freeholders.
Take place.
Perpetrated.

III. 3. Write the word article in sentences, so that it shall convey a different meaning in each. 4. What are ambassadors, Public Ministers, and Consuls? 5. Illustrate the various meanings of

but when not ¹committed within any ¹State, the Trial shall be at such Place or ¹Places as the Congress may by Law have ¹directed.

SECTION. 3. Treason against the ¹United States, 45 shall consist only in ¹levying War against them, or in adhering to their ¹Enemies, giving them ¹Aid and Comfort. No person shall be ¹convicted of Treason unless on the ¹Testimony of two Witnesses to the same 50 ¹overt Act, or on Confession in open Court.

The Congress shall have ¹Power to declare the ¹Punishment of Treason, but no Attainder of Treason shall work ¹Corruption of Blood, or ¹Forfeiture except during the Life of the 55 Person ¹attainted.

Article. IV.

SECTION. 1. Full ¹Faith and Credit shall be ¹given in each State to the public Acts, Re- cords, and judicial ¹Proceedings of every other State. And the Congress may by ¹ge- neral

60 Laws prescribe the ¹Manner in which such ¹Acts, Records and Proceedings shall be ¹proved, and the Effect thereof.

SECTION. 2. The Citizens of ¹each State shall ¹be entitled to all Privileges and Immunities 65 of Citizens in the ¹several States.

A Person ¹charged in any State with Treason, ¹Felony, or other Crime, who shall ¹flee from Justice, and be found in another

Done.
Stations.
Ordered.
Republic of
N. America
Waging.
Foes.
Assistance.
Found guilty
Evidence.
Apparent.
Authority.
Penalty.
Detriment to
children.
Loss of right.
Rendered in-
famous.

Belief.
Allowed
Measures
Comprehensive.
Mode.
Edicts.
Authenticated.
Every.
Have a claim
Different.
Implicated.
my offence pun-
ished with
death.
Abscond.

law, in the 43d line, in sentences. 6. In how many words is con and its forms a prefix, in Article III.? 7. What is the last paragraph in Article III.? 8. What is its meaning? 9. Illustrate in sentences the various significations of open, in the 50th line. 10. Repeat section

<p>State, shall on ¹Demand of the executive 70 Authority of the State ¹from which he fled, be ¹delivered up, to be removed to the State having Jurisdiction of the ¹Crime.</p> <p>No Person held ¹to Service or Labour in one State, under the Laws thereof, ¹escaping 75 into another, shall, ¹in Consequence of any Law or Regulation therein, be ¹discharged from such ¹Service or Labour, but shall be delivered up on ¹Claim of the Party to whom such Service or Labour may be ¹due.</p> <p>80 SECTION. 3. New States may be ¹admitted by the Congress into this ¹Union; but no new State shall be formed or ¹erected within the ¹Jurisdiction of any other State; nor any State be formed by the ¹Junction of two or 85 more States, or ¹Parts of States, without the ¹Consent of the Legislatures of the States ¹concerned as well as of the Congress.</p> <p>The Congress shall have ¹Power to dis- pose of and make all ¹needful Rules and Re- 90 gulations ¹respecting the Territory or other Property ¹belonging to the United States; and nothing in this ¹Constitution shall be so construed as to ¹Prejudice any Claims of the United States, or of any ¹particular State.</p> <p>95 SECTION. 4. The United States shall ¹guarantee to every State in this Union a ¹Republican</p>	<p>The requisition. Out of. Given. Offence. As a slave. Fleeing. By means. Released. Bondage. Demand. Owing. Received. Confederation. Established. Limits. Union. Portions. Approbation. Interested. Authority. Necessary. Relating to. Pertaining. Compact. Impair. Individual. Secure. Representative.</p>
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one, Article IV. 11. Repeat section two, Article IV. 12. Illustrate in sentences the various significations of *claim*, in the 78th line. 13. What is the difference between *union* and *confederation*, in the 81st line? 14. Illustrate in sentences their various significations. 15. What is the difference between *power* and *authority*, in the 88th line? 16. Illustrate in sentences their various meanings. 17. Repeat section

<p>Form of Government, and shall ¹protect each of them against Invasion; and on ¹Ap- plication of the Legislature, or of the ¹Exe- cutive (when the Legislature cannot be ¹con- 100 vened) against ¹domestic Violence.</p> <p style="text-align: center;">Article. V.</p> <p>The ¹Congress, whenever two thirds of both ¹Houses shall deem it necessary, shall propose ¹Amendments to this Constitution, 105 or, on the ¹Application of the Legislatures of two thirds of the ¹several States, shall call a ¹Convention for proposing Amend- ments, which, in either Case, shall ¹be valid to all Intents and Purposes, as Tart of this 110 Constitution, when ¹ratified by the Legisla- tures of three fourths of the ¹several States, or by ¹Conventions in three fourths thereof, as the one or the other ¹Mode of Ratification may be ¹proposed by the Congress; Provided 115 that no ¹Amendment which may be made ¹prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth ¹Clauses in the Ninth Section of the first Article; and that no ¹State, with- 130 out its ¹Consent, shall be deprived of its equal ¹Suffrage in the Senate.</p>	<p>Defend. Solicitation. Governor. Called together. intestine. National As- sembly. Branches. Alterations. Request. Different. Deliberative Assembly. Have legal force. Portion. Confirmed. Respective. Convocations Form. Chosen. Alteration. Before. Act upon. Stipulations. commonwealth Permission. Representation</p>
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three, Article IV. 18. Repeat section four, Article IV. 19. What peculiarities in orthography are there in Article IV.? 20. How many simple sentences are there in Article IV.? 21. How many paragraphs? 22. Repeat Article V. 23. What is the difference between *several* and *different*, in the 106th line? 24. Illustrate in sentences their various significations. 25. What is the difference between *part* and *portion*, in the 109th line? 26. Illustrate in sentences their various significations. 27. What is the difference between *conventions* and *convocations*, in the 112th line? 28. What is the meaning of their prefixes? 29.

Article. VI.

All Debts ¹contracted and Engagements entered into, before the ¹Adoption of this Constitution, shall be as ¹valid against the ¹²⁵United States under this ¹Constitution, as under the ¹Confederation.

This Constitution, and the ¹Laws of the United States which shall be made in ¹Pursuance thereof; and all Treaties ¹made, or ¹³⁰which shall be made, ¹under the Authority of the United States, shall be the ¹supreme Law of the ¹Land; and the Judges in every State shall be ¹bound thereby, any Thing in the Constitution or ¹Laws of any State to the ¹³⁵Contrary ¹notwithstanding.

The Senators and ¹Representatives before ¹mentioned, and the Members of the several State ¹Legislatures, and all executive and judicial ¹Officers, both of the United States and of the several States, shall be ¹⁴⁰bound by Oath or Affirmation, to ¹support this Constitution, but no religious ¹Test shall ever be required as a ¹qualification to any Office or ¹public ¹Trust under the United States.

Article. VII.

¹⁴⁵ The ¹Ratification of the Conventions of

Incurred.
Ratification
Binding on.
Compact.
Revolutionary alliance.
Statutes.
Consequence
Entered into.
By.
Paramount.
Country.
Restrained.
Legal enactments.
Nevertheless
Delegates.
Stated.
Governments.
Magistrates.
Constrained.
Uphold.
Form of belief.
Prerequisite.
Confidence.
Confirmation

Illustrate in sentences their various significations. 30. What is the difference between *laws* and *statutes*, in the 127th line? 31. Illustrate in sentences their various significations. 32. Repeat Article VI. 33. What is the difference between *land* and *country*, in the 132d line? 34. Illustrate in sentences their various significations. 35. What is the difference between *nevertheless* and *notwithstanding*, in the 135th line? 36. Illustrate in sentences their various significations. 37. What is the difference between *qualification* and *prerequisite*, in the 143d line? 38. Illustrate in sentences their various significations. 39. What is the

nine States, shall be ¹sufficient for the Estab-lishment of this Constitution ¹between the States so ¹ratifying the Same.

¹done in Convention by the Unanimous ¹⁵⁰Consent of the States ¹present the Se-venteenth Day of ¹September in ²the Year of our Lard one thousand seven hundred and Eighty seven ¹and of the Independence of the ¹United States of ¹⁵⁵America the Twelfth In ¹witness whereof We have hereunto ¹subscribed our ¹Names,

¹G^o: WASHINGTON—
*Presidt and ¹Deputy from Virginia **

Adequate to ordain.
Among.
Sanctioning
Made.
Represented.
Ninth month
²Anno Do-
mini.
Also.
American Republic.
Testimony.
Signed.
Appellations.
The Father of his Country.
Delegate.

difference between *done* and *made*, in the 149th line? 40. Illustrate in sentences their various significations. 41. What is the difference between *witness* and *testimony*, in the 155th line? 42. Illustrate in sentences their various significations. 43. How many simple sentences are there in each Article of the Constitution? 44. How many paragraphs are there in each Article? 45. What Articles have only one section? 46. What is the number of sections in each of the other Articles?

*The names of the rest of the signers of the Constitution are in the Biographical Table in the latter part of this volume.

Note — On pages 118, 119, 120, 121, 122, 123, and several other pages in this book, few questions have been asked, on account of its being easy for the teacher to supply them. It will be observed that the questions of a moral bearing are not as frequent in this part of the book as in the former. These questions have been omitted, on account of its being easier for the young teacher to supply such questions. It was found, that carrying out the plan of full questions, would increase the size and price of the book so much, as to operate against its general introduction into Elementary schools. But it should always be borne in mind that moral questions are of paramount importance, and no recitation should be allowed to pass without an endeavor to guide the pupil aright in this respect. It cannot be too indelibly impressed on the mind of the pupil, that the above is an exact copy of the Constitution, excepting the italicised words, all of which in the original are uniform, and have been changed and the figures added for convenience in the use of the marginal exercises; that the spelling, punctuation, omissions of punctuation, &c., were peculiar to the times in which it was written; that the use of language improves with time, and that to imitate any of the peculiarities of the Constitution would be wrong and contrary to the established usage of the present age. For further illustration of the progression of the English language, see extracts from old English poetry, in the latter part of the Appendix.

LESSON XXVIII.

ARTICLES IN ADDITION TO, AND AMENDMENT OF, THE CONSTITUTION OF THE UNITED STATES OF AMERICA,

Proposed by Congress, and ¹ratified by the Legislatures of the several States, ¹pur-suant to the fifth article of the ¹original ¹Constitution.

Sanctioned.
According.
Primitive.
System of rules.

Article the first.

5 Congress shall make no ¹law respecting an establishment of religion, or ¹prohibiting the free exercise thereof; or ¹abridging the ¹freedom of speech, or of the press; or the right of the people peaceably to ¹assemble, 10 and to ¹petition the Government for a redress of ¹grievances.

Rule.
Forbidding.
Restricting.
Liberty.
Meet.
Solicit
Wrongs.

Article the second.

A well ¹regulated Militia, being necessary to the ¹security of a free State, the right of the people to keep and bear ¹Arms, shall not. 15 be ¹infringed.

Ordered.
Protection.
Weapons.
Violated.

Article the third.

No Soldier shall, in time of ¹peace be ¹quartered in any house, without the consent

Quiet.
Stationed for lodging.

1. Repeat Article I. of the Amendments.
2. Repeat Article II.
3. What is the difference between *law* and *rule*, in the 5th line?
4. Illustrate in sentences their various significations.
5. What is the difference between *freedom* and *liberty*, in the 8th line?
6. Illustrate in sentences their various significations.
7. What peculiarity is omitted in the Amendments?
8. What is the difference between *grievances* and *wrongs*, in the 11th line?
9. What is the difference between *arms* and *weapons*, in the 14th line?
10. Repeat Article III.
11. Illustrate the difference between *quiet* and *peace*, in the 16th line.
- 12.

of the ¹Owner, nor in time of war, but in a ¹manner to be prescribed by law.

Proprietor.
Way.

Article the fourth.

20 The right of the people to be ¹secure in their persons, ¹houses, papers, and effects, ¹against unreasonable searches and seizures, shall not be ¹violated, and no Warrants shall issue, but upon ¹probable cause, supported by 25 Oath or affirmation, and ¹particularly de-scribing the place to be ¹searched, and the persons or things to be ¹seized.

Safe.
Tenements.
From.
Infringed.
Likely.
Minutely.
Examined.
Taken possession of

Article the fifth.

No person shall be ¹held to answer for a ¹capital, or otherwise infamous crime, unless 30 on a presentment or ¹indictment of a Grand Jury, except in ¹cases arising in the land or naval forces, or in the ¹Militia, when in ac-tual ¹service in time of War or public ¹danger; nor shall any person be subject for 35 the same offence to be twice put in ¹jeopardy of life or limb; nor shall be ¹compelled in any Criminal Case to ¹be a witness against himself, nor be deprived of life, ¹liberty, or property, without due ¹process of law; nor 40 shall ¹private property be taken for public use, without just ¹compensation.

Apprehended
Life-endangering
Written accusa-tion.
Instances.
Citizen soldiery.
Duty.
Peril.
Danger.
Constrained.
Give evidence.
Freedom.
Proceedings in.
Personal.
Remuneration.

Article the sixth.

In all criminal prosecutions, the ¹accused

Arraigned.

- Between *way* and *manner*, in the 19th line. 13. Repeat Article IV. 14. Illustrate the difference between *oath* and *affirmation*, in the 25th line. 15. Repeat Article V. 16. Illustrate the difference between *service* and *duty*, in the 33d line. 17. Between *jeopardy* and *danger*, in the 35th line. 18. Between *compensation* and *remuneration*, in the 41st

shall enjoy the right to a ¹speedy and public trial, by an ¹impartial jury of the State and
 45 district wherein the ¹crime shall have been ¹committed, which district shall have been previously ¹ascertained by law, and to be informed of the nature and ¹cause of the accusation to be ¹confronted with the witnesses
 50 against him; to have ¹Compulsory ¹process for obtaining Witnesses in his favour, and to have the Assistance of ¹Counsel for his ¹defence.

Article the seventh.

In ¹Suits at common law, where the value
 55 in ¹controversy shall exceed twenty dollars, the right of trial by jury shall be ¹preserved, and no fact ¹tried by a jury, shall be otherwise re-examined in any ¹Court of the United States, than according to the ¹rules of the
 60 ¹common law.

Article the eighth.

Excessive ¹bail shall not be required, nor excessive ¹finest imposed, nor cruel and unusual ¹punishments inflicted.

Article the ninth.

The ¹enumeration in the Constitution, of
 65 certain rights, shall not be construed to ¹deny or disparage others ¹retained by the people.

Quick.
 Equitable.
 Misdemeanor.
 Perpetrated.
 Established.
 Reason.
 Set face to face.
 Forcible.
 Proceeding.
 Lawyers.
 Vindication.
 Prosecutions.
 Dispute.
 Maintained.
 Examined.
 Legal tribunal
 Precedents.
 Unwritten.
 Security.
 Penalties.
 Chastisements.
 Specification.
 Gainsay.
 Kept

line 19. Repeat Article VI. 20. What is the difference between *speedy* and *quick*, in the 43d line? 21. Between *crime* and *misdemeanor*, in the 45th line? 22. Between *cause* and *reason*, in the 48th line? 23. Between *proceeding* and *process*, in the 51st line? 24. What peculiarities are there in Article VIII.? 25. Repeat Article VII. 26. How many simple sentences are there in Article VII.? 27. Repeat Article VIII. 28. What is the difference between *bail* and *security*, in

Article the tenth.

States by the Constitution, nor ¹prohibited by it to the States, are ¹reserved to the
 70 States respectively, or to the ¹people.

Article the eleventh.

The Judicial ¹power of the United States shall not be ¹construed to extend to any suit in law or equity, ¹commenced or prosecuted against one of the United States by ¹Citizens
 75 of another ¹State, or by Citizens or Subjects of any ¹Foreign State.

Article the twelfth.

The Electors shall ¹meet in their respective states, and vote by ¹ballot for President and Vice-President, one of whom, at least, ¹shall
 80 not be ¹an inhabitant of the same state with themselves; they shall ¹name in their ballots the ¹person voted for as President, and in ¹distinct ballots the person voted for as Vice-President, and they shall ¹make distinct lists
 84 of all persons ¹voted for as President, and of all ¹persons voted for as Vice-President, and of the ¹number of votes for each, which ¹lists they shall sign and certify, and transmit ¹sealed to the seat of the government of

Intrusted.
 Forbidden.
 Retained.
 Inhabitants.
 Authority.
 Understood.
 Instituted.
 Dwellers.
 Commonwealth.
 Distant.
 Assemble.
 Ticket.
 Must.
 A Citizen.
 Designate.
 Man.
 Separate.
 Form.
 Balloted.
 Individuals.
 Amount.
 Catalogues.
 Closed.

the 61st line? 29. Repeat Article IX. 30. What is the difference between *kept* and *retained*, in the 66th line? 31. What peculiarity has Article IX.? 32. Repeat Article X. 33. What is the difference between *people* and *inhabitants*, in the 70th line? 34. Repeat Article XI. 35. What is the difference between *state* and *commonwealth*, in the 75th line? 36. Between *foreign* and *distant*, in the 76th line? 37. Repeat Article XII. 38. What is the difference between *meet* and *assemble*, in the 77th line? 39. Between *ballot* and *ticket*, in the 78th line? 40. Between *catalogues* and *lists*, in the 88th line? 41. Between

90 the United States, ¹directed to the President of the Senate; — The ¹President of the Senate shall, in the ¹presence of the Senate and House of Representatives, ¹open all the certificates and the votes shall then be ¹counted;

95 — The person having the ¹greatest number of ¹votes for President, shall be the President, if such number be a ¹majority of the whole number of Electors ¹appointed; and if no person have such ¹majority, then from the

100 persons having the ¹highest numbers not ¹exceeding three on the list of those voted for as President, the ¹House of Representatives shall choose ¹immediately, by ballot, the ¹President. But in choosing the President,

105 the votes shall be taken by states, therepresentation from each state having one ¹vote; a quorum for this purpose shall ¹consist of a member or ¹members from two-thirds of the states, and a majority of all the ¹states shall

110 be necessary to a ¹choice. And if the House of Representatives shall not ¹choose a President whenever the ¹right of choice shall devolve ¹upon them, before the fourth day of March next ¹following, then the Vice-President

115 shall act as ¹President, as in the case of the death or other constitutional ¹disability of the President. — The ¹person having the ¹greatest number of votes as Vice-President,

Addressed.
Speaker.
Sight.
Break the seals of.
Computed.
Largest
Ballots.
Plurality.
Returned.
Excess.
Greatest.
Surpassing.
Lower House
Without delay.
Chief officer
Delegation.
Voice.
Be composed
Deputies.
Commonwealths
Selection.
Elect.
Power.
On.
Succeeding.
Chief magistrate.
Incapacity.
Citizen.
Most

presence and sight, in the 92d line? 42. Between open and break the seals of, in the 93d line? 43. Between largest and greatest, in the 95th line? 44. Between upon and on, in the 113th line? 45. What difference is there between the orthography of the Amendments and the

shall be the Vice-President, ¹if such number

120 be a majority of the whole ¹number of Electors ¹appointed, and if no person have a majority, then from the two highest ¹numbers on the list, the Senate shall ¹choose the Vice-President a ¹quorum for the purpose shall

125 consist of two-thirds of the ¹whole number of Senators, and ¹a majority of the whole number shall be ¹necessary to a choice. But no person constitutionally ¹ineligible to the office of President shall be ¹eligible to that

130 of Vice-President of the ¹United States.

Provided.
Amount.
Allotted.
Names.
Select.
Legal number.
Entire.
More than one-half.
Indispensable.
Incapable of being elected.
Qualified for.
Union.

Constitution? 46. What are some of the differences between those documents? 47. How do you account for the apparent inconsistencies in the use of capital letters? 48. Do you suppose there is any human composition free from error? 49. What ought these things to teach us? 50. In how many words is *ad*, and the forms it assumes, a prefix in the Constitution and its Amendments? 51. In how many words is *con* and its variations a prefix? 52. In how many words is *pre* a prefix? 53. In how many words is *pro* a prefix? 54. In how many words is *ob* and its variations a prefix? 55. In how many words is *re* a prefix? 56. In how many words is *sub* and its variations a prefix? 57. How many forms does *ad* assume? 58. Why does *ad* take so many forms? 59. Why do you suppose there are so many repetitions of important words in the Constitution? 60. What is the frequent repetition of important words in the same paragraph called? 61. What rule in written documents should take precedence of all others? 62. What are the significations of the prefixes, *ad*, *con*, *pre*, *pro*, and *ob*? 63. Illustrate the use of each in words. 64. Illustrate the meaning of the words in sentences. 65. How many words are spelled different from present usage, in the Constitution? 66. How many in the Amendments? 67. What do you suppose was the last important national document, which was written according to the old plan of beginning every noun with a capital letter? 68. Do you know of any nation at the present day that begins all nouns with capital letters? 69. Name the advantages and disadvantages of this plan? 70. Name all the peculiarities of the Constitution and its Amendments. 71. How do you account for many of the variations?*

* The Teacher may continue similar questions according to the proficiency of the class. After the pupils have committed to memory the whole of the Constitution and its Amendments, and repeated the same a sufficient number of times, then they should be exercised by questions in every possible form. Additional questions may be found in the succeeding commentary.

LESSON XXIX.

(§ 1.) CONSTITUTION is ¹derived from the Latin *con*, and *statuo*, and ¹means to settle, to fix, to ¹establish, to ordain, decree, appoint, or determine. It ¹denotes particularly that ⁵form of government which is instituted either by the people, or for their ¹benefit. In its ¹general acceptance, it signifies a system of ¹fundamental rules, principles, and ordinances, for the ¹government of a society, ¹⁰community, state, or ¹nation. In England, and other ¹monarchical countries, the Constitution depends upon the ¹immemorial consent of the people, and long-established ¹usage. Hence it is difficult for a ¹majority of the ¹⁵people in ¹monarchies either to know definitely what their Constitution is, or to ¹understand its ¹meaning. (§ 2.) But the Constitution of the United States is ¹accurately and clearly ¹defined in writing, in such plain ²⁰and ¹intelligible language, that it can be comprehended by ¹every person who can read any article understandingly, ¹throughout our ¹land. It establishes and defines the ¹rights of the people, and prescribes the power ²⁵of legislators and ¹rulers. That part of the Constitution which precedes the first ¹Article, has been justly called its ¹preamble; though

Traced.
Signifies.
Confirm.
Means.
System.
Advantage.
Usual.
Essential.
Control.
Country.
Regal.
Unremembered.
Custom.
Plurality.
Kingdoms.
Comprehend
Signification.
Correctly.
Expressed.
Familiar.
Each.
All over.
Country.
Privileges.
Governors.
Distinct clause.
Preface.

(§ 1.) 1. Give a synopsis of section one. 2. From what is *Constitution* derived? 3. Illustrate its various meanings in sentences? 4. Wherein is our government different from that of England and other monarchical governments? (§ 2.) 5. What is the character of the

the framers did not designate it by any ¹name 'whatever.

30 (§ 3.) Preamble is ¹*derived from* the Latin *præ*, and *ambulo*, and means to ¹go or come before. It denotes ¹particularly an introduction, a ¹proem. In its general acceptance, it means an introduction to any ¹discourse or ³⁵writing, the ¹introductory matter to a statute, a bill, or act of a legislative ¹body. It names the parties to any ¹document of writing, and sets forth in ¹general terms its objects and its meaning. Every article in the ¹Constitution

40 has ¹reference to one or more of the ¹specified objects in the preamble, which precedes the first article, and ¹expounds the motives and the designs of its ¹framers. The preamble is, ¹therefore, of the utmost importance

45 in ¹elucidating the principles of the Constitution. (§ 4.) "We the ¹people of the United States," ¹denotes that the people of each and every ¹state have, by their separate and deliberate acts, ¹adopted the Constitution,

50 and that it consequently ¹emanated from the highest ¹source of all power. The Constitution, like every other ¹code, has been variously ¹understood by different individuals. It is ¹evident that a work of such a comprehensive

55 and ¹enduring character, must speak

Title
At all.
A derivative of.
Proceed.
Especially.
Preface.
Speech.
Preliminary.
Assembly.
Instrument.
Unrestricted
Supreme Law.
Allusion.
Particularized.
Explains.
Makers.
Consequently.
Illustrating.
Citizens.
Signifies.
Confederacy.
Acknowledged.
Proceeded.
Fountain.
Digest of law
Construed.
Plain.
Lasting.

Constitution of the United States? (§ 3.) 6. From what is *preamble* derived? 7. What is the object of a preamble? 8. Why is a preamble of much importance? 9. Illustrate it as a noun, and as a verb in sentences. (§ 4.) 10. What does the expression, "We the people of the United States," denote? 11. Has the Constitution been understood differently by different persons? 12. Is there any code which

in general terms — that it is to be ¹viewed ¹conjointly, and that every word has its natural and ¹obvious meaning.

Taken.
Unitedly.
Clear.
Introduction.
Founded.
Controlling.
In.
Advantage.
Superior.
Also.
Power.
Points.
Entire.
Succession.
First.
All the.
Production.
Sanctioned.
Framed.
Mass.
Comprehended.
Domestic.
Unequalled.
Trial.
Applause.
Supreme law
Preface.
Stipulations.

(§ 5.) It is, as its ¹preamble declares it ⁶⁰to be, ¹established by the people. It is a contract ¹binding alike each and every citizen ¹within the United States, to establish and maintain a government for the ¹benefit of the whole people, and is therefore ¹paramount ⁶⁵to all state Constitutions, ¹and all other delegated ¹authority. (§ 6.) It was scrutinized previous to its adoption in all its ¹bearings, by the people of the ¹whole country; not on one occasion alone, but for a ¹series of months.

⁷⁰Since its ¹original adoption, it has stood the investigation of ¹the entire people of all the new states. It is, therefore, the ¹work of patriots of a past age, ¹endorsed by more than thirty state legislatures. It was expressly ¹prepared ⁷⁵to be ratified by the ¹great body of the people, to be ¹understood by them, and to be the ¹fireside companion of every family throughout the land. Such are its ¹transcendent merits, that it has stood the ¹test of time and received ⁸⁰the ¹admiration of the civilized world.

(§ 7.) The ¹Constitution of the United States contained originally a ¹preamble and seven ¹articles, the framing of which occupies

is exempt from erroneous interpretation? (§ 5.) 13. By whom, and for what purpose was the Constitution established? 14. What is paramount to all authority? (§ 6.) 15. Give a synopsis of section six. 16. What are some of the reasons that lead you to believe that the Constitution is a work of much merit? (§ 7.) 17. Give a detailed account of section seven. 18. What is the difference between *meaning*

⁸⁵viewed several of the ¹purest patriots, and the ¹statesmen of the country, from the 14th of May ¹till the 17th of September, 1787. It subsequently passed the ¹ordeal of thirteen distinct state ¹conventions, and received the most ¹profound criticism of the ⁹⁰largest and most ¹enlightened body of patriots that had ever ¹existed in any country or in any ¹age. Hence we find every word has its place, and every sentence a ¹meaning — that it is the only uninspired document ¹ex-tant, ⁹⁵that combines the ¹fundamental principles of all the political ¹wisdom of ancient and modern ¹times. (§ 8.) The preamble, for ¹comprehensive brevity, is probably unequalled in this or any other ¹language. It ¹⁰⁰declares the authority by whom, and the ¹objects for which the Constitution was ordained and established. Though the Constitution was ¹framed by the tried and faithful representatives of the ¹people, yet, before it ¹⁰⁵became a law, it received the ¹comments and the ¹scrutiny of the whole people of the ¹confederacy. Each and every one of the patriots of the revolution may be ¹considered a contributor to its ¹transcendent excellences, ¹¹⁰although some may have ¹strenuously opposed its ¹adoption; for it is only by the keenest criticism, that the ¹latent defects of a theory can be discovered and ¹rectified.

Most disinterested.
Politicians.
To.
Severe scrutiny.
Assemblies.
Learned.
Intelligent.
Lived.
Epoch.
Signification.
In being.
Essential.
Knowledge.
Days.
Conciseness.
Tongue.
Proclaims.
Purposes.
Instituted.
Composed.
Citizens.
Observations
Investigation
United States
Regarded,
Surpassing.
Zealously.
Ratification.
Hidden.
Corrected.

and *signification*, in the 93d line? (§ 8.) 19. Repeat the substance of section eight. 20. What is the difference between *comments* and *observations*, in the 105th line? 21. Between *latent* and *hidden*, in the

(§ 9.) ¹Happily for this country, for the fame
 115 of its ¹framers, and for all succeeding ages,
 there existed a ¹powerful, an enlightened; and
 even a patriotic band, ¹opposed to the adoption
 of the Constitution. Some of its most ¹in-valuable
 and permanent ¹features would have
 120 been omitted, had it not been for ¹*an argus-eyed*
 opposition. ¹From the first settlement
 of the country, the colonists had ¹seen the
¹benefits of association; and at the declara-tion
 of independence ¹nothing was deemed
 135 of more importance than ¹fraternal union.
 (§ 10.) The trials and ¹reverses of the revo-lution
 were but a ¹series of experiments
 towards cementing the ¹ties of friendship
 among ¹neighboring states. This brotherhood
 130 ¹originating in necessity, and contrary to the
¹practices of ancient confederacies, has proved
 to the world, that ¹permanent political ag-grandize-
 ment can alone be ¹attained by states
¹disseminating blessings to all neighboring
 135 communities. The American ¹Constitution
 far surpasses the seven ancient ¹wonders of
 the world, in the magnificence of its ¹archi-tecture
 and in its claims to the ¹applause of
¹mankind.
 140 (§ 11.) Yet, this instrument, ¹perfect as it
 is, was ¹adopted unanimously by only three

Fortunately.
 Authors.
 Potent
 Adverse
 Inestimable.
 Parts.
 A sharp-sighted.
 Ever after.
 Perceived.
 Advantages.
 Naught.
 Brotherly.
 Misfortunes.
 Course.
 Bonds.
 Contiguous.
 Beginning.
 Customs.
 Ending.
 Reached.
 Spreading.
 Palladium.
 Prodigies.
 Construction
 Approbation.
 The world.
 Complete.
 Sanctioned.

112th line? (§ 9.) 22. Of what does section ninth treat? 23. What is the difference between *potent* and *powerful*, in the 116th line? (§ 10.) 24. Give a synopsis of section tenth? 25. What is the difference between *series* and *course*, in the 127th line? 26. Between *practices* and *customs*, in the 131st line? 27. *Palladium* is neither definition nor synonym of Constitution — what is the meaning of it? (§ 11.) 28.

of the ¹smaller states of the ¹Union. So
¹prudent, so extremely cautious were our an-cestors
 that it was ¹nearly a year after it was
 145 framed before it ¹received the sanction of the
¹requisite number of states and of the people,
 to make it the ¹supreme law of the land. It
 will be ¹perceived that the Constitution was
¹ratified by the people, who are the only true
 150 source whence all authority ¹flows; and that
 it differed ¹essentially from the old articles
 of confederation, which ¹emanated from the
 several state ¹legislatures. (§ 12.) If then
 the American Constitution ¹emanated from
 155 the people, it is reasonable to ¹suppose that
 it contains nothing but what is ¹proper for
 every one to ¹know, nothing but what is
 perfectly ¹intelligible, and nothing but what
 is the ¹duty of all to understand. The
 160 first six lines of the ¹preamble comprise the
¹objects for which the Constitution was
¹formed.
 (§ 13.) The first ¹object was "to form a
 more perfect union;" ¹implying that the
 165 union then existing, the union that had ¹car-ried
 them ¹triumphantly through the revolution-
¹ary
¹war, the union that, taking them as
 dependent colonies, had ¹raised them to the
 rank of ¹*an independent* nation, was still

Lesser.
 Circumspect.
 Almost
 Obtained.
 Necessary.
 Paramount
 Seen.
 Approved and
 sanctioned.
 Issues.
 Materially.
 Sprang.
 Assemblies.
 Proceeded.
 Think.
 Right
 Be acquaint-
 ed with.
 Clear.
 Obligation.
 Introduction.
 Ends.
 Constructed.
 Intention.
 Signifying.
 Borne.
 Victoriously.
 Struggle.
 Elevated.
 A free.

Repeat the substance of section eleventh. 29. What is the difference between *perfect* and *complete*, in the 140th line? 30. Between *perceived* and *seen*, in the 148th line? (§ 12.) 31. Of what does section twelfth treat? 32. What is the difference between *proper* and *right*, in the 156th line? (§ 13.) 33. Repeat the substance of section thirteenth 34. What is the difference between *raised* and *elevated*, in the

170	¹ imperfect. This "more perfect union" would secure ¹ tranquillity and prosperity at home, power and ¹ dignity abroad, and would diminish the causes of ¹ war. (§ 14.) It would ¹ enhance the general happiness of mankind,	Defective. Peace. Honor. Strife. Increase.
175	¹ confer dignity upon the American name, and give power, not to ¹ rulers, but to the people; thus ¹ perpetuating the "more perfect union." It should not be forgotten that our ¹ ancestors had many ¹ difficulties to contend with—sectional	Bestow. Governors. Eternizing. Forefathers. Obstacles. Prepossessions.
180	jealousies and ¹ prejudices then existed as they now do — but they ¹ went to their duties with ¹ pure hearts and enlightened and ¹ liberal views. From the political state of ¹ society, and the force of circumstances, it was requisite for them to ¹ make numerous	Applied them- selves. Open. Enlarged. The Commu- nity. Grant Generous. Slight. Throw. Derangement.
185	and ¹ liberal concessions; and now, for the people to ¹ disregard the injunctions of the Constitution, and ¹ cast it aside, would denote political ¹ insanity.	Reasonable. Pass by un- noticed. Sea-maps. Magnetic needles Vessels.
190	(§ 15.) Equally ¹ rational would it be, for navigators to ¹ disregard the position of the heavenly bodies, destroy their ¹ charts and ¹ compasses, and attempt to steer their frail	Main. Annihilate.
195	¹ pathless ¹ ocean, as for the people of this country to ¹ destroy the chart of their liber-	

168th line? 35. Between *imperfect* and *defective*, in the 170th line? (§ 14.) 36. Give a detailed account of section fourteenth. 37. What is the difference between *confer* and *bestow*, in the 175th line? 38. Between *difficulties* and *obstacles*, in the 179th line? (§ 15.) 39. Of what does section fifteenth treat? 40. What is the difference between *rational* and *reasonable*, in the 190th line? 41. Between *ocean* and *main*, in the 195th line? 42. Cannot *main* be used in two directly

	ties, by ¹ permitting the violation of their Constitution, and by ceasing to ¹ imitate the ¹ virtues of their ancestors. (§ 16.) The first	Suffering. Emulate. Moral excel- lencies. Proclaimed. Establish Suppose. Unequaled. Consideration. Hallowed. Stipulations. Mended. Uphold. Understand. Reflect upon. Period. Calculated. All the inha- bitants. Mother. In. Capable. Inviolable. Yearly. Host. Writing. Souls. Superintend and guard. Descendants. Felicity.
300	object ¹ declared in this Constitution is, to ¹ form a "more perfect union." It is reason-able then to ¹ infer, from the character of its framers, and the ¹ unparalleled caution and ¹ deliberation of the whole people, before they	
205	¹ consecrated it as the charter of the rights of mankind, that an observance of its ¹ provi-sions and rules will secure the objects ¹ de-sig-ned.	
210	But how can the people either ¹ sus-tain the Constitution, or even ¹ know what it is, unless they read it, and ¹ ponder the mean-ing of every ¹ sentence.	
313	(§ 17.) It has been ¹ computed by enlight-ened statesmen, that of ¹ the whole population in our country, not one ¹ woman in ten thousand, or one voter ¹ out of every hundred, ever read the Constitution. Yea, it is ¹ susceptible of demonstration, that the most ¹ sacred oaths to support the Constitution, are ¹ annually taken by a ¹ multitude of men, who never	
220	read a single sentence of that sacred ¹ docu-ment.	
	If the pure ¹ spirits of departed pa-triots are permitted to ¹ watch over the inte-rests of their ¹ posterity and their country, from the regions of ¹ bliss, well may we	

opposite senses? (§ 16.) 43. Repeat the substance of section sixteen. 44. What is the difference between *consecrated* and *hallowed*, in the 205th line? 45. Between *ponder* and *reflect*, in the 210th line? (§ 17.) 46. Of what does section seventeenth treat? 47. What is the difference between *computed* and *calculated*, in the 212th line? 48. Between *bliss* and *felicity*, in the 224th line? 49. Between *swords* and

225	supppse that the ¹ manes of its illustrious authors often exclaim, with an ¹ intenseness beyond the reach of human ¹ imagination, " ¹ O tempera! ² O mores!" Let it never be forgotten that teachers, and not warriors,	Shades. Earnestness. Conception. Oh, the times! ² Oh, the morals!
230	common schools, and not ¹ swords and bayo-nets, sustain and ¹ perpetuate the power and the ¹ glory of our country, and its "more ¹ perfect union."	Brands. Continue. Fame. Complete.
236	Of ¹ lands untaught it has been aye the doom To fill untimely ¹ an ignoble tomb; Then foster ¹ learning, if you wish to save Your country from the ¹ horrors of the glaive.	Statei, A disgraceful Knowledge. Terrors.

branch, in the 230th line? 50. What is the meaning of *aye*, in the 234th line? 51. Of *glaive*, in the 237th line?

LESSON XXX.

(§ 1.) A FREE ¹people should ever pay the most scrupulous attention to the liberal ¹edu-cation of those whom ¹nature has pointed out as the ¹first teachers of mankind. No ⁵nation has ever attained, or can ever ¹attain ¹enduring greatness, whose females are superficially educated. The ¹school, then, the entire school, both ¹male and female, should early be made ¹acquainted with the most ¹⁰perfect ¹charter of human government that was ever framed by mortal men, whose ¹fun-damen-tal principles can be ¹traced down the vista of Time, for nearly ¹four thousand years,

(§ 1.) 1. To what should a free people ever pay the most scrupu-

Nation.
Training.
Providence.
Earliest
Beach.
Lesting.
Pupils.
Masculine.
Familiar.
Embodiment
Primary.
Followed.
Forty centu-
ries.

¹ deriving their immutable wisdom from	Receiving.
15 ² in-spiration.	² Divine power.
To keep ¹ intact this "perfect union formed,"	Untouched.
And give its blessings to each ¹ future age,	Coming.
Our youths must be with patriot ¹ passion warmed	Ardor.
By ¹ studying its glories on that page	Pondering.
20 Where, ¹ midst foul blots ¹ exposing Britain's shame,	Disclosing.
Is graved, in words of fire, ¹ Columbia's fame.	Our country's
(§ 2.) The ¹ first object after forming a	Primary.
"more perfect union," was "to ¹ establish	Institute.
justice." Thus it is ¹ evident that the authors	Clear.
25 looked not for a ¹ model among the most	Pattern.
¹ powerful governments of the age in which	Mighty.
they lived, but to those ¹ immutable principles	Unchangeable.
that respect men according to their ¹ deeds.	Actions.
This provision ¹ tends to secure, to all, the	Helps.
30 equal ¹ enjoyment of property, liberty, reli-gion	Fruition.
and domestic ¹ happiness. Without the	Felicity.
most ¹ exact and impartial administration of	Strict.
justice, no inhabitant would be ¹ safe; hence	Secure.
the necessity "to establish justice" that would	Equity.
35 protect or ¹ punish alike the exalted and the	Chastise.
humble, the rich and the poor, the ¹ powerful	Potent.
state with its ¹ millions, and the feeble terri-tory	Myriads.
with its hundreds. (§ 3.) In ¹ disputed	Contested.
boundaries, in conflicting claims of ¹ indi-viduals	Persons.
40 living in ¹ different states, in reference	Separate.
to the national debt, and the ¹ local laws of	Sectional.
each state, the ¹ national government must	Executive autho- rity.

lous attention? 2. From what is *Columbia*, in the phrase "Columbia's fame," 21st line, derived, and what is its meaning? (§ 2.) 3. Give a synopsis of section second. 4. What is the difference between *model* and *pattern*, in the 25th line? 5. Between *safe* and *secure*, in the 33d line? (§ 3.) 6. Of what does section third treat? 7. What is the difference

deal to all ¹ even-handed justice. The people	Equal.
having ¹ <i>an august</i> and impartial arbiter,	A grand.
45 might ¹ confide in it with perfect safety. Thus	Trust.
border ¹ warfare, which in all past history had	War.
been found to ¹ disturb the tranquillity of	Interrupt.
¹ neighboring states would be prevented. —	Adjacent.
The honest ¹ foreigner, driven by oppression	Alien.
50 from his native country, may ¹ repose in the	Confide.
liberality and ¹ justice of the American Con-stitution	Equity.
which proclaims to the ¹ utmost	Extreme.
limits of the earth, that its ¹ object is "to es-tablish	Aim.
¹ justice."	Right.
55 (§ 4.) "To ensure domestic ¹ tranquillity,"	Quiet
was the third ¹ object of the Constitution. It	Design.
is important ¹ here to remark, that immedi-ately	In this place.
after the ¹ war, the confederation bore	Contest.
the ¹ aspect of a speedy dissolution. The	Appearance.
60 ¹ sages of the revolution had, with reason,	Wise men.
¹ feared less the formidable power of Great	Dreaded.
Britain, than the domestic ¹ tumults, that had	Riots.
¹ engulphed all former democracies and repub-lics.	Swallowed up.
The ¹ confederation was a league of	Confederacy.
65 ¹ friendship among thirteen separate and inde-pend-	Amity.
¹ sovereignities or nations, each of	Governments
which was exposed to the ¹ intrigues of foreign	Plots.
monarchies. ¹ Dissensions and disputes were	Contentions.
liable to arise ¹ among themselves; in fact each	Between.
70 state, looking to its own ¹ immediate interest,	Present.

between *repose* and *rest*, in the 45th line? 8. Between *disturb* and *interrupt*, in the 47th line? (§ 4.) 9. From what is *independent* derived? 10. What does its first prefix denote? 11. What does its second prefix signify? 12. When two prefixes are joined to a word, which governs the meaning of the word? 13. Illustrate the difference between *contentions* and *dissensions*, in the 68th line? 14. What

had ¹ silently withdrawn its support from the	Quietly.
confederation, till, in the ¹ language of the day,	Expression.
"its ¹ tottering edifice was ready to fall, and	Shaking.
crush the country ¹ beneath its ruins." (§ 5.)	Under.
75 All past history furnished ¹ admonitory	Warning.
lessons of the evils of ¹ disunion; and, not-withstand-	Separation.
ing	Motives.
the most powerful ¹ inducements	Strengthen.
existed to ¹ cement the union of the states,	Trial
yet every day's ¹ experience proved, that	Disturb.
80 petty strifes were likely to ¹ agitate the en-tire	Quarrels.
country. ¹ Dissensions about boundaries,	Source.
a fruitful ¹ cause of discord, had arisen;	Fearful.
the states seemed to be ¹ jealous of each	Increasing.
other's ¹ growing greatness. There was no	General.
85 ¹ common head to the government; there was	Every.
no president of all the union, but ¹ each state	Reality.
was, in ¹ fact, an independent nation, and	Possessed.
¹ had the full privilege of establishing any	Sort.
¹ kind of government.	Finesse.
90 (§ 6.) Hence, foreign ¹ intrigue might be	On.
brought to bear ¹ upon one or a few states,	in-sua-te.
and ¹ induce them to adopt monarchical go-vernment.	Hinted.
it had been even ¹ suggested that	Monarch.
Washington should be ¹ king. Experience	Demonstrated.
95 ¹ proved that the confederacy could not long	Remain.
¹ continue; that there must be a government	Force.
of more power and ¹ energy; that, to main-tain	

do their prefixes denote? (§ 5) 15. What is the difference between *quarrels* and *dissensions*, in the 81st line? 16. Illustrate in sentences their various significations. 17. What is the difference between *each* and *every*, in the 86th line? 18. Illustrate in sentences their significations. (§ 6.) 19. Why do you suppose it of the utmost importance to preserve domestic tranquillity? 20. What is the difference between *upon* and *on*, in the 91st line? 21. Spell each word in its order

the union, and secure domestic¹ tran-
 100 quillity was of the utmost importance. ¹Se-
 parate states would not have the ¹power to
 defend themselves against foreign¹ aggres-
 sion; the weak would be ¹unable success-
 fully to contend against the strong; ¹rivalries,
 105 jealousies, and ¹retaliatory measures would
 be ¹interminable. Those who had been rocked
 in the cradle of ¹disunion, and experienced
 the horrors of war, well knew that the ¹hap-
 piness and ¹greatness of nations, as well as
 110 ¹tranquillity.

Quiet.
 Different.
 Ability
 Assaults.
 Notable.
 Competitions
 Revenging.
 Unlimited.
 Separation.
 Bliss.
 Strength.
 Devoutness
 Peace.

in the first simple sentence of section six. 22. In the second. 23. In the third. 24. What advantage is there in spelling words from one's reading lesson? 25. What in spelling them seriatim?

LESSON XXXI.

(§ 1) THE fourth ¹object in establishing
 the Constitution was, "to ¹provide for the
 common ¹defence." As the present state of
 human society is ¹constituted, the powerful
 5 are ¹prone to disregard the rights of the weak.
 The history of the world exhibits the ¹mourn-
 ful fact, that individuals and nations are ¹dis-
 posed to consider their immediate ¹pecuniary
 interest, and not their own permanent ¹wel-
 10 fare, the cause of justice, or the ¹inalienable
 rights of man. ¹Innumerable instances have

Design.
 Make provi-
 sion:
 Protection.
 Formed.
 Disposed.
 Melancholy.
 Prone.
 Monetary.
 Benefit.
 Inherent.
 Numberless.

(§ 1.) 1. What was the object of the framers of the Constitution?
 2. What does the history of the world show? (§ 2.) 3. What is the

¹occurred, in which the most unwarrantable
 and unprovoked ¹assaults have been made
 upon the ¹weak and defenceless. (§ 2.) The
 15 ¹founders of our republic justly considered it
 a matter of the utmost ¹importance to shield
 their dearly-bought treasure — the ¹legacy
 they were to ¹bequeath, not to their posterity
 alone, but ¹eventually to all mankind — against
 20 the ¹arts, the arms, and the machinations of
 the ¹crowned heads of Europe. In union
 there would be less danger of war ¹among
 the states; without it, the ¹chances of war
 would increase, in exact ¹ratio to the ²aug-
 25 mended number of states. There would be
 no guarantee against the most ¹prolific of all
¹sources of war disputes about boundaries.
 (§ 3.) If our forefathers feared ¹collision
 among only thirteen nations — if they ¹saw
 30 the ¹necessity of union then to guard against
 dissensions at home, and assaults from
 abroad, it may be interesting and ¹profitable
 for us to examine ¹briefly some of the grounds
 on which they predicated their views, in
 35 providing better for the ¹common defence.
 They ¹viewed the early history of the mother
 country, divided into seven ¹kingdoms, un-connected
 with Scotland and Ireland, ¹sub-jected

Transpired.
 Attacks.
 Feeble.
 Establishers
 Consequence
 Inheritance.
 Give by will.
 Finally.
 Artifices.
 Kings.
 Between.
 Liabilities.
 Proportion.
²Increased.
 Fruitful.
 Causes.
 Clashing.
 Observed.
 Need.
 Invasions.
 Beneficial
 Concisely.
 Established.
 General.
 Beheld.
 Realms.
 Exposed.

difference between *inheritance* and *legacy*, in the 17th line? 4. Illustrate in sentences their various significations. 5. What is the difference between *among* and *between*, in the 22d line? 6. Is the impression conveyed by some of the dictionaries, that *between* is restricted to two, correct? 7. Assign your reasons for this opinion. (§ 3.) 8. Give a synopsis of section third. 9. Illustrate the difference between *need* and *necessity*, in the 30th line? 10. What is the difference between

to insults and wrongs — a ¹scourged
 40 and ¹timid victim of all warlike nations. They traced the causes of the ¹growing and constantly advancing ¹greatness of England, as century after century passed ¹away, to the ¹augmented and cemented union at home, till
 45 all the nations of the ¹earth respected the British ¹name, and awarded to England the proud title of mistress of the ¹ocean. (§ 4.) A ¹memento of the effects of disunion, and its results, misery, ¹imbecility, and ruin, was
 50 to be seen in the ¹aboriginal inhabitants of ¹this country. After having degenerated from time ¹immemorial, the Indians, at the era of the ¹discovery of America, were numerous, and ¹consecrated themselves to war; yet, by
 55 disunion, ¹tribe after ¹tribe was overcome by the European ¹conquerors, until, where millions of the aborigines were formerly ¹marshalled
 in ¹battle array, no vestige remained of their ¹existence.
 60 (§ 5.) The measure of their ¹irrational career has been ¹filled. No more do the midnight ¹orgies of barbarous ²incantations disgrace human nature, and pollute Atlantic soil. Their only ¹monument is the history
 65 written by their ¹conquerors, which will ever

Chastised.
 Fearful
 Increasing.
 Power.
 By.
 Increased.
 World.
 Appellation.
 Sea.
 Memorial.
 Weakness.
 Indians
 America.
 Out of mind.
 Finding out.
 Devoted.
 Sept.
 Invaders.
 Mustered.
 Order of battle.
 Being.
 Unreasonable.
 Made full.
 Revelries.
²Enchantments
 Memento.
 Victors.

ocean and sea, in the 47th line? (§ 4.) 11. Repeat the substance of section four? 12. What is the difference between *consecrated* and *devoted*, in the 54th line? 13. Illustrate in sentences their various significations. 14. What is the difference between *tribe* and *sept*, in the 55th line? 15. Illustrate in sentences their various significations. (§ 5.) 16. What is the only monument of the aborigines of the Atlantic states? 17. In what way is the common defence best secured?

remain, to exhibit the ¹results of war, and to afford a ¹salutary lesson to all succeeding
 'ages, that the "common defence" is best secured,
 not by the ¹constant use of arms, but
 70 by ¹fraternal union. (§ 6.) Since the Constitution was ¹formed, Europe has furnished incontestable proofs of the ¹wisdom of our ancestors. Hereditary kings and ¹nobles have made common cause to ¹extirpate every
 75 root of republican ¹principles. The soil of Europe has been ¹soaked with the blood of millions ¹struggling for liberty. The people of France and Greece have had, ¹against their ¹will, monarchical forms of government
 80 ¹prescribed for them by the "Holy Alliance." Unhappy Poland has been ¹crushed by the ¹tyrants' power, and blotted from the list of nations. Without union, standing ¹armies would be as ¹requisite in America as in Europe.
 85 One of the ¹champions of the Constitution ¹said, that "without standing armies, the ¹liberties of republics can never be in ¹danger; nor, with large armies, safe."
 90 (§ 7.) The fifth object of the ¹framers of the Constitution, was "to ¹promote the general welfare." In a country so ¹extensive

Consequences.
 Beneficial.
 Generations.
 Continual.
 Brotherly.
 Framed.
 Prudence.
 Peers.
 Eradicate.
 Tenets.
 Steeped,
 Striving.
 Contrary to.
 Inclination.
 Established.
 Overwhelmed.
 Despots'.
 Battalions.
 Indispensable.
 Zealous supporters.
 Remarkd.
 Privileges.
 Jeopardy
 Fabricators.
 Advance.
 Large.

18. What is the difference between *ages* and *generations*, in the 68th line? 19. Illustrate in sentences their various significations. (§ 6.) 20. Repeat the substance of section six. 21. What is the difference between *wisdom* and *prudence*, in the 72d line? 22. Between *nobles* and *peers*, in the 73d line? 23. Why does the word *tyrants*, in the 82d line, mean more than one, when the same word is often used to express the oppression of a single despot? 24. Illustrate the importance of punctuation, by examples in sentences. (§ 7.) 25. What was the fifth object of the framers of the Constitution? 26. What must necessarily

as the American republic, there must¹ neces- sarily exist a variety of¹ pursuits, and of¹ occupations among the people of the different 95 states. The¹ apparent policy of one state might¹ induce it to import all goods free of¹ duty, whereas another state would impose duties upon all imported¹ goods, in order to encourage their constant¹ manufacture at 100 home. (§ 8.) No¹ plan of legislation could be¹ devised, which would be acceptable in a¹ pecuniary view to all the people in every part of the Union. Hence the¹ importance of a national¹ government that would look 105 with impartial eyes upon every¹ part of the Union, and¹ adopt only such laws as would¹ contribute the greatest amount of benefit to the greatest¹ numbers. A just and wise administration must¹ award to each section 110 corresponding advantages, and¹ enact laws, and make¹ appropriations that perpet- ually¹ redound to the glory and lasting benefit of the whole country. (§ 9.)¹ Separate states look generally to the¹ immediate interests of 115 their own people. No power is so¹ likely to keep in view the rights of the¹ citizens of all the other states, as the¹ general government. ¹Commerce, the greatest source

Indispensably.
Objects.
Vocations.
Seeming.
Incite.
Impost.
Articles.
Making.
Scheme.
Contrived.
Monetary.
Necessity.
Administration.
Section.
Enact
Yield.
Multitudes.
Adjudge.
Frame.
Grants.
Contribute.
Individual
Particular.
Apt
Denizens.
Chief.
Traffic.

exist, in a country so extensive as ours? (§ 8.) 27. Is there any plan of legislation that will contribute equally to the pecuniary gain of every part of the country? 28. What are your reasons for this opinion? 29. What are some of the advantages of a national government? (§ 9.) 30. Give a synopsis of section nine. 31. What is the difference between *citizens* and *denizens*, in the 116th line? 32. Illustrate in sentences their various significations. 33. What is the differ-

of wealth, of¹ improvement, and of civiliza- tion, 120 if left to the¹ protection of single state governments, would be¹ destroyed by the jealous and¹ arrogant powers of Europe. Under the¹ protecting care of the Union, the American¹ flag commands respect in 135 every part of the¹ world, and is one of the mightiest¹ bulwarks of knowledge. Hence the general welfare is best¹ promoted by the¹ Union. (§ 10.) The sixth and¹ last object men- tioned 130 by the¹ framers of the Constitution was, to "¹secure the blessings of liberty to our- selves and our¹ posterity." American liberty had been obtained by¹ an immense sacrifice of treasure and of life. The people had¹ en- dured 135 all the horrors and¹ misery of war. Hence the¹ authors of the Constitution fully ap- pre- ciated the¹ inestimable blessings of civil and¹ religious liberty. (§ 11.) Hence, they wished to¹ establish a government that might 140 combine¹ durability with moderation of power — energy with¹ equality of rights — respon- sibility with¹ a sense of independence — stea- diness of¹ counsels with popular elections — and a lofty¹ spirit of patriotism with the love 145 of personal¹ aggrandisement — to combine the¹ happiness of the whole with the least practicable¹ restraints, so as to insure per- manence

Advancement
Guardianship
Ruined.
Haughty.
Fostering.
Banner.
Earth.
Shields.
Advanced.
Confedera- tion.
Final.
Makers.
Insure.
Descendants.
A vast.
Suffered.
Dreadfulness
Originators.
Invaluable.
Spiritual.
Form.
Permanency.
Similarity.
Knowledge.
Deliberations
Zeal for.
Advancement.
Welfare.
Restrictions.

ence between *flag* and *banner*, in the 124th line? 34. Illustrate in sentences their various significations. (§ 10.) 35. What was the sixth object of the authors of the Constitution? 36. In what way was American liberty obtained? (§ 11.) 37. Give a detailed account of

in the public institutions, ¹intelligent
 legislation, and ¹incorruptible private virtue.
 150 The success of the ¹labors of the framers
 of the Constitution has ¹thus far been with-
¹a *parallel*. (§ 12.) Here, thought is
 liberal, conduct free, ¹property and person
¹secure, manners independent; and here mind
 155 enjoys its free ¹scope. With us alone, now
 rests the chief responsibility of ¹testing the
 practicability of a ¹republican government.
 We stand as a ¹beacon of hope to the enslaved
 millions of other lands, and an object of ¹dis-trust
 160 and ¹dread to their oppressors. The
 success or failure of our ¹example, will dis-pense
¹light and liberty to the world, or
¹strengthen the hands of tyrants, draw still
¹firmer the chains, and extinguish for ages
 165 the hopes of the oppressed. May no ¹dis-sensions,
 no vice or corruption, ¹destroy our
¹flattering prospects; and may no dazzling
 visions of ambition, no ¹specious pretensions
 of deceiving tyrants, ever ¹induce us to betray
 170 our high and ¹sacred trust.

THE CONSTITUTION

That ¹monolith, so lofty and enduring,
 Which fills the eye with its ¹proportions grand,
 Has long since ¹proved its fitness for securing
 Unnumber'd blessings to our ¹favor'd land.

175 It is a ¹proper monument beside,
 For all its ¹authors, mighty, pure, and sage,
 Who are ¹indeed their grateful country's pride,—
 The crowning glory of a ¹trying age.

Wise.
 Pure.
 Toils.
 So.
 An equal.
 Wealth.
 Safe.
 Exercise.
 Trying.
 Free.
 Signal.
 Suspicion.
 Fear.
 Precedent.
 Knowledge.
 Nerve.
 Closer.
 Disagreements.
 Annihilate.
 Favorable.
 Plausible.
 Cause.
 Holy.
 Obelisk.
 Dimensions.
 Shown.
 Happy.
 Fitting.
 Framers.
 In truth.
 Testing.

section eleven (§ 12) 38. What great responsibility rests with us?
 39 What is the meaning of *monolith*—of *obelisk*, in the 171st line?
 40. Illustrate the difference between them.

LESSON XXXII.

LEGISLATIVE DEPARTMENT.*

(§ 1.) THE ¹exercise of legislative, execu-tive, Employment
 and judicial ¹powers, is indispensable to Authorities.
 the energy and ¹stability of government. Permanency.
 Whenever these are all ¹vested in one per-son, Reposed.
 5 or ¹body of men, the government is a Assemblage.
 despotism. Their entire ¹separation in our Detachment.
 Constitution, ¹forms one of the strongest pos-sible Gives.
 securities to public liberty and ¹private Individual.
 rights. The ¹advantages of a division in the Benefits.
 10 legislative power, also, are ¹numerous. It Manifold.
¹interposes a check upon hasty or oppressive Places.
 legislation; opposes ¹abarrier to the accu-mulation An obstruc-
 of all powers in a single body, ¹pre-vents tion.
 any ¹artifices of popular leaders, and Hinders.
 15 secures a calm review of the same ¹measures Machinations
 by differently ¹organized bodies. Acts.
 Constructed.

HOUSE OF REPRESENTATIVES.

(§ 2.) Section second ¹relates to the struc-ture Refers.
 and ¹organization of the house of repre-sentative Establish-
 ment.
 This being the more ¹popular Democratic
 20 branch of the legislature, the ¹members are Representa-
¹elected at intervals of only two years, that tives
 the people may have frequent ¹opportunities Chosen.
 Chances.

(§ 1.) 1. What are some of the evils arising from a want of union?
 2. In what are all legislative powers vested? 3. Of how many
 branches is Congress composed? 4. What powers are necessary to
 government? 5. What does their separation form? 6. What are the
 advantages of a division in the legislative department? (§ 2.) 7.
 How often are the members of the House of Representatives chosen?

Teachers who wish to continue the examples on the meaning of words, are referred to the
 Index of synonyms and mental exercises

* See Article I of the Constitution, sections 1 and 2 Page 118 and 119.

of expressing their approval or ¹disapproval of their ¹conduct, and of making known their ²⁵wishes through them. A representative should be of ¹sufficient age to enjoy the be-¹nefits of some experience, to have his ¹judg-¹ment ¹matured, and his principles established, and generally known. ¹Aliens cannot be ex-³⁰pected to have that ¹attachment to the soil and interests of the country, nor that ¹acquaint-¹ance with its institutions, which is ¹necessary to constitute patriotic or ¹efficient public offi-¹cers.

It is ¹important that a representative ³⁵should possess ¹afamiliar knowledge of the ¹interests of those whom he represents, and share with them the ¹results of the measures which he may ¹support. (§ 3.) The number of representatives was ¹restricted to one for ⁴⁰every thirty thousand ¹inhabitants, that the House might not become ¹unreasonably large, and too unwieldy for the ¹transaction of bu-¹siness.

There is also much ¹wisdom and consideration ¹manifested in that provision, ⁴⁵which ¹secures to every state, however small, one representative. Otherwise the ¹ratio of re-¹pres-¹entation might be ¹raised so high as to ¹exclude the smaller states from any share of the legislative power in one ¹branch. The

Disapproba-
tion.
Proceedings.
Desires.
Proper.
Understand-
ing.
Well formed.
Foreigners.
Regard.
Familiarity.
Requisite.
Competent.
Essential.
An intimate.
Advantages.
Effects.
Uphold.
Limited.
Citizens.
Immoderately.
Performance
Discreetness.
Exhibited.
Grants.
Elevation.
Elevated.
Debar.
House.

8. By whom? 9. What are the qualifications for electors? 10. Why is a short term of office selected? 11. What are the qualifications requisite for members of the House? 12. Why is a qualification in respect to age necessary? 13. Why are aliens excluded? 14. Why should the representative be an inhabitant of the state in which he is chosen? (§ 3.) 15. How are representatives apportioned? 16.

See Article I. of the Constitution, sections 1 and 2, page 118 and 119.

50 ratio of representation ¹established by act of Congress, for the census of 1850, is ¹one representative for 93,420 ¹inhabitants.

(§ 4.) The power of ¹impeachment is the right to present a written ¹accusation against ⁵⁵persons in high ¹offices, for the purpose of bringing them to trial for any ¹misconduct. Persons of high ¹rank and influence, who might escape punishment before the ¹ordinary tribunals, may thus be brought to ¹justice.

The Representatives in Congress for each State are, Me 6, N H 3, Vt 3, Mass H, R I 2, Ct 4, N Y 4, N J 5, Pa 2, Del 1, Md 6, Va 10, N C 8, S C 6, Ga 6, Fl 1, Ala 2, Miss 2, La 4, Tex 4, Ark 2, Tenn 10, Ky 10, Mo 10, Ill 10, Mich 4, Ia 11, W V 4, Wis 3, Iowa 2, Cal 2, and one Delegate for each Territory. Each State is entitled to two U. S. Senators.

SENATE.*

(§ 5.) Two senators are ¹chosen from each state, so that in this ¹branch all the states are ¹equal; and though the small states may be ⁶⁵¹outvoted in the other branch, by the large ones, here, the smallest stand on a ¹perfect ¹equality with the largest. The members are ¹chosen by the state legislatures, and are ¹therefore the representatives of these bodies, ⁷⁰and not of the people ¹directly. A term of six years ¹secures greater stability in its counsels, and more ¹experience and infor-¹mation in its members, than a ¹shorter term.

Made.
A member.
Souls
Arraignment
Charge.
Trusts.
Misdemeanor
Station.
Common.
Trial.
Selected.
Division.
Alike.
Overcome.
Complete.
Level.
Elected.
Accordingly.
Immediately.
Insures.
Practice.
Briefer.

How is the census to be made? 17. How is the number of representatives limited? 18. Why thus limited? 19. Why is it important that each state should have at least one representative? 20. What is the ratio established in 1850? (§ 4.) 21. How are vacancies filled? 22. How are the speaker and other officers chosen? 23. Over what has the House sole power? 24. What is the power of impeachment? (§ 5.) 25. Of what is the Senate composed? 26. How are the members chosen? 27. For what time? 28. Why is an equal number chosen from each state? 29. What do the senators represent? 30. What does a term of six years secure? 31. What proportion is chosen

* See Article I. of the Constitution, section 3 page 130

The ¹whole body is changed in six years, 75 and ¹must always retain a large share of experience in public ¹matters. The Senate is an ¹important check upon government; and it is worthy of ¹remark, that those republics which ¹endured the longest, and secured 80 most the ¹respect of mankind, have been ¹shielded by the wisdom and foresight of Senates. (§ 6.) The ¹office of Senator being, in some respects, more ¹important than that of Representative, greater age is ¹required. 85 The term of citizenship is also ¹increased, on account of the ¹connexion of the Senate with ¹foreign nations, in the appointment of ambassadors and the formation of ¹treaties. Nine years does not appear to be an ¹unreasonable 90 term for a foreigner to lose his ¹attachment for his ¹native country, and become ¹identified with the interests of his adopted ¹country.

(§ 7.) A Senator must also be ¹an inhabitant 95 of the State which he ¹represents, that he may be acquainted with the ¹local interests and ¹wants of the State, and share in the effect of ¹measures, relating to the rights and ¹sovereignty of the State. Here, we 100 may ¹observe, that no qualification, as to property

Entire.
May.
Affairs.
Essential.
Observation.
Continued.
Regard.
Protected.
Post.
Momentous.
Demanded.
Lengthened.
Intercourse.
Distant.
Agreements.
Inconsistent.
Regard.
Mother.
Joined.
Land.
A resident.
Acts for.
Particular.
Requirements.
Acts.
Supremacy.
Remark.

every second year? 32. How may temporary appointments be made? 33. In what time is the whole body changed? 34. What does it always retain? 35. What are the qualifications requisite for a senator? (§ 6.) 36. Why is greater age required for a Senator than for a member of the House? 37. Why a longer term of citizenship? 38. Why should he be an inhabitant of the State which he represents? (§ 7.)

See Article I. of the Constitution, section 3, page 120.

is required either in ¹regard to Senators or Representatives. ¹Merit and talent have free access to the highest ¹stations of honor in the land, and thus receive ¹direct 105 and powerful ¹encouragement. (§ 8.) The Senate is the most ¹suitable body upon which the trial of ¹impeachments could have been ¹conferred. It is generally composed of men of ¹distinguished talent, mature age, and ripe 110 experience, in whose wisdom and ¹integrity the whole country have ¹confidence. In a great degree removed from popular ¹passions, and the influence of ¹sectional prejudices, they would be likely to act ¹impartially. On account 115 of their numbers, and the ¹assurance arising from ¹permanency of place and dignity of station, they would act ¹independently.

(§ 9.) It is, ¹moreover, a political body, well ¹acquainted with the rights and duties of the 120 public ¹officers who may be brought before it. Trials for ¹impeachment are not such as ¹usually come before the Supreme Court; the court is not, therefore, ¹accustomed to examining cases of political ¹delinquency.

125 ¹Besides, one of its judges may be the very person to be ¹impeached. In that case

Respect.
Worth.
Offices.
Immediate.
Assistance.
Proper.
Crimes.
Bestowed.
Eminent.
Uprightness.
Credence.
Impulses.
Territorial.
Equitably.
Confidence.
Stability.
Without restraint.
Furthermore.
Familiar.
Functionaries.
Misdemeanors.
Customarily.
Used.
Guilt.
Moreover.
Arraigned.

39. Is there any property qualification required in a Senator? 40. Who is president of the Senate? 41. When may he vote? 42. What officers are chosen by the Senate? (§ 8.) 43. What body has sole power to try impeachments, and who presides when the president is to be tried? 44. What number is necessary to convict? 45. What are some of the reasons why the Senate is the most suitable body for the trial of impeachments? (§ 9.) 46. Why is not the Supreme Court suitable for the trial of impeachments? (§ 10.) 47. How far does

See Article I. of the Constitution, section 3 page 121.

the court would be ¹likely to feel a strong ¹partiality for one of its members. (§ 10.)
 The ¹object of impeachment is punishment
 130 for a political ¹offence, hence the removal from
 office ¹appears to be sufficient. Yet, the guilty
 cannot ¹escape chastisement, they are amenable
 to trial and ¹punishment in the courts
 of law. For this ¹reason, trial for impeach-
 135 ment may have been ¹excluded from the
 courts; for then, they would ¹decide twice
 upon the same ¹offence. (§ 11.) Each state is
¹allowed to consult its own local convenience
 in reference to the time and place of ¹elec-
 140 tion. As the ¹ability of the government
 to carry on its ¹operations, depends upon
 these elections, the ¹ultimate power to make
 or alter such ¹regulations, in order to pre-
 serve the ¹efficiency of the government, is
 45 ¹placed in Congress. Otherwise, the govern-
 ment would possess no ¹means of self-pre-
 servation.
 The more ¹carefully we examine
 thenice ¹arrangement and the skillful distri-
 bution of the powers of the ¹Constitution,
 150 the more shall we be ¹impressed with the
 surpassing wisdom of its ¹construction, and
 the more shall we ¹imbibe the patriotic zeal
 of its ¹framers.

Apt.
 Favor.
 Purpose.
 Transgres-
 sion.
 Seems.
 Avoid.
 Penalty.
 Cause.
 Debarred.
 Determine.
 Crime.
 Permitted.
 Choosing.
 Power.
 Measures.
 Final.
 Schemes.
 Energy.
 Vested.
 Power.
 Accurately.
 Order.
 Supreme law.
 Convinced of.
 Formation.
 Receive.
 Coustructers.

judgment extend in cases of impeachment? 48. To what else is the convicted party, liable? 49. Why were trials for impeachment excluded from courts? (§ 11.) 50. How are the times, places, and manner of holding elections for Senators and Representatives, prescribed? 51. Who may alter such regulations? 52. With what exception? 53. Why is this power necessarily left to Congress?

See Article I. of the Constitution, section 4 page 122.

LESSON XXXIII.

DUTIES AND COMPENSATION OF THE MEMBERS; AND
 OP THE POWERS OF CONGRESS.*

(§ 1.) THE power to judge of ¹elections
 must be ¹lodged somewhere, in order to pre-
 vent ¹impositions; and if vested in any other
 body, might prove ¹dangerous to the legis-
 5 lative department. It is ¹important that some
 number should be fixed for the ¹transaction
 of business; or laws might ¹sometimes be
¹passed by a minority, and thus defeat the
¹design of the Constitution. A power to
 10 ¹compel the attendance of absentees is also
 indispensable, or legislation might be ¹utterly
 suspended. No body can ¹transact business
 with proper ¹order and deliberation, nor pre-
 serve its ¹dignity and self-respect, without
 15 the ¹power of making and enforcing its own
¹rules. (§ 2.) A member, knowing that his
¹vote upon every question is recorded where
 it is ¹exposed to public view, and may be
 brought in ¹judgment against him, will vote
 20 with ¹deliberation and caution upon every
¹measure presented for consideration. Both
 Houses must concur to ¹enact a law. Hence
 the provision to prevent ¹unnecessary adjourn-
 ment.

Choice made
 of officers.
 Placed.
 Wrongs.
 Hazardous.
 Requisite.
 Performance.
 Occasionally.
 Enacted.
 Object.
 Enforce.
 Totally.
 Do.
 Method.
 Honor.
 Ability.
 Regulations.
 Suffrage.
 Open.
 Account.
 Considera-
 tion.
 Act.
 Make.
 Useless.

(§ 1.) 1. Of what is each House the judge? 2. What constitutes a quorum? 3. What may a smaller number do? 4. Why is the power to judge of the elections, &c., of its own members, given to each House? 5. Why should a majority be required to constitute a quorum? 6. What power has each House over its proceedings and members? 7. Why are these powers necessary to Congress? (§ 2.) 8. What

« See Article I. of the Constitution, section 5 page 122.

and needless ¹delay in the transaction of
 25 business. Congress must ¹adjourn, every second
 year, on the 3d of March, ¹because on
 that day the term of ¹office of all the represent-atives
 and one-third of the senators ¹expires.
 (§ 3.) ¹Objections have been made to al-
 30 lowing a ¹compensation to members, because
 it was alleged that it ¹tempted the unworthy to
 intrigue for office, ¹chiefly on account of the
 pay. On the other hand, if no ¹compensa-
 35 tion was ¹allowed, none but the wealthy
 would be found in the ¹halls of Congress, and
¹poverty might exclude the highest merit from
 the ¹councils of the nation. Senators and
 Representatives are ¹paid from the national
¹treasury eight dollars per day. The exemption
 40 of members from ¹arrest, must not be consi-
 dered a personal privilege, for the ¹benefit of
 the member, but for the benefit of his ¹con-
 stituents, whom might be deprived of his ¹ser-
 vices and ¹influence in the national councils.
 45 ¹Exemption from being questioned for "any
 speech or debate," is also a public right, ¹de-
 signed to secure independence and ¹firmness

Retarding.
 Prorogue.
 For.
 Service.
 Terminates.
 Exceptions.
 Recompense.
 Incited.
 Mainly.
 Remunera-
 tion.
 Granted.
 Seats.
 Indigence.
 Assemblies.
 Compensated
 Repository.
 Seizure.
 Advantage.
 Fellow-coun-
 sellors.
 Labors.
 Weight
 Freedom.
 Instituted.
 Stability.

must each House keep, and from time to time publish? 9. What pro-
 portion is necessary to have the yeas and nays entered on the journal?
 10. What is the object of this? 11. How long can one House adjourn
 without the consent of the other? 12. Why cannot it adjourn for a
 longer time? 13. Why must Congress adjourn every second year on the
 3d of March? 14. In what cases are they privileged from arrest? 15.
 Can they be questioned in any other place for any speech or debate in
 either House? (§ 3.) 16. What are some of the reasons for allowing
 compensation to members? 17. How much are they paid? 18. For
 what reasons are they privileged from arrest? 19. From being ques-
 tioned for any speech or debate? (§ 4.) 20. What offices are the members

See Article I. of the Constitution, section 6 page 123.

in action, and freedom in ¹debate. (§ 4.)
 — ¹Legislators are prevented from holding
 50 any office ¹inconsistent with their legislative
 duties. ¹An *intermingling* of the departments
 is also ¹prevented. The House of Repre-
 sentatives have the power of ¹levying taxes.
 The probable reason why ¹revenue bills
 55 must ¹originate in the House of Represen-
 tatives is, that the members are ¹elected
¹directly by the people, and therefore ac-
 quainted with their local ¹interests and their
 wishes. But the Senators are ¹chosen by
 60 the ¹legislatures of the states. It is also in
 accordance with the ¹usages of the British
 Parliament. All bills for ¹raising revenue
 must ¹originate in the House of Commons,
 which ¹corresponds with our House of Re-
 65 presentatives. According to the ¹usages of
 Congress, bills that indirectly ¹create or aug-
 ment the revenue, ¹may originate in the Se-
 nate as well as the House of ¹Representatives.
 (§ 5.) The Veto is generally regarded as
 70 imposing a salutary ¹check upon rash and
 hasty legislation. The ¹power of the presi-
 dent is only ¹negative, and is not absolute;
 for if a bill be ¹passed by a vote of two-thirds,
 after ¹reconsideration, it becomes a law, not with-
 75 his veto. The veto ¹power has,

prohibited from holding? 21. Why? 22. Where do revenue bills
 originate? 23. Why? 24. To whom must every bill be presented
 before it can become a law? (§ 5.) 25. What is done if he vetoes it?
 26. Can a bill become a law without his signature? 27. How? 28.
 What is the object of the veto power? 29. What objections have

See Article I. of the Constitution, section 7 page 124.

Discussion.
 Lawgivers.
 Incompatible
 A commingling.
 Obviated.
 Assessing.
 Income.
 Have origin.
 Chosen.
 Immediately
 Advantages.
 Elected.
 Assemblies.
 Customs.
 Collecting.
 Commence.
 Is similar to.
 Practices.
 Make.
 Can.
 Delegates.
 Prohibition.
 Restraint.
 Authority.
 Conditional.
 Carried.
 Reading
 Privilege.

however, in its present form, many¹ opposers, who¹ contend that it is a monarchical feature in the government — ¹enables one man to set his private ¹opinions against the wishes of the people — and ought to be ¹modified. (§ 6.) The adjournment is very ¹properly left to the ¹discretion of Congress, unless the two houses disagree, when it ¹devolves on the President. The eighth ¹section of article first ¹specifies the legislative powers conferred on Congress. Congress has power to ¹lay and ¹collect taxes, duties, imposts, and ex-cises, in order to ¹pay the debts, and provide for the common ¹defence and general welfare, but for no other ¹purpose. They must be ¹uniform. Congress is thus prohibited from giving an ¹undue preference to any particular ¹section of the Union, or to the particular ¹interests of any party.

(§ 7.) In ¹times of war, the expenses of one year may ¹exceed the revenue of many years. ¹Emergencies may also arise in times of peace, when the ¹ordinary revenue would be found ¹insufficient to meet the demands upon government. In such cases the ¹efficiency of the government would be ¹greatly

Opponents.
Argue.
Helps.
Views.
Changed.
Wisely.
Judgment.
Passes to.
Division.
Names.
Levy.
Gather.
Cancel.
Protection.
Object.
Equal.
Improper.
Part.
Benefits.
Seasons.
Be more than
Exigencies.
Usual
Inadequate.
Power.
Much.

been made to it? 30. To whom must every order, resolution, or vote be presented? (§ 6.) 31. Can Congress adjourn without the consent of the president? 32. What if the two Houses disagree? 33. For what purposes has Congress power to lay and collect taxes, &c.? 34. Must they be uniform? 35. Why is it important? 36. Illustrate the difference between *taxes* and *duties*. 37. Between *imposts* and *excises*. 38. Illustrate in sentences their various meanings. (§ 7.) 39. How may congress borrow money? 40. For what purposes is this

See Article I. of the Constitution, section 8 page 125.

¹impaired, without the power to collect taxes, its existence might be ¹endangered. The power to ¹regulate commerce with foreign nations can only be safely ¹entrusted to Congress. It cannot be ¹left to the states. Experience under the Confederation ¹taught this. Each state then ¹pursued its own imaginary local interests; opposite and ¹conflicting regulations were adopted; ¹rivalry and jealousy impelled each to retaliatory ¹measures. Our commerce ¹declined, and became the prey of foreign nations; contention was rife; ¹anarchy and ruin ¹seemed to be near at hand.

(§ 8.) To prevent conflicting ¹arrangements by the states, the power to ¹establish "a uniform rule of ¹naturalization" is given to Congress. ¹Citizens of one state are entitled to the rights and ¹privileges of citizens in another.

Now, if one state should ¹require a long ¹term of residence, and another a short one, ¹a foreigner by becoming naturalized in that which required the ¹shortest term, might ¹immediately remove to any other, and ¹claim all the privileges of a citizen.

The term of ¹residence required by Congress is five years. Bankrupt ¹laws are ¹designed to obtain for honest but unfortunate debtors a ¹discharge from debts which they are unable to ¹pay. They also secure to

Weakened.
Jeopardied.
Adjust.
Committed.
Submitted.
Shown.
Followed.
Gashing.
Competition.
Proceedings.
Diminished.
Confusion.
Appeared.
Plans.
Create.
Indenization.
Residents.
Advantages.
Ask,
Period.
An alien.
Briefest
At once.
Demand.
Habitation.
Statutes.
Intended.
Clearance.
Discharge.

power necessary? 41. What power has congress over commerce? 42. What example shows that it could not be left to the states? (§ 8.) 43. What power has congress with regard to naturalization and bank-

See Article I. of the Constitution, section 8 page 126.

creditors a full ¹surrender of, and an equal participation in, the ¹effects of the debtor. The states have power to pass ¹bankrupt laws, when there is no bankrupt ¹law of the

135 United States in ¹force.

(§ 9.) Money being the ¹standard by which all merchandise and ¹property of every kind, as well as the value of labor, are ¹measured, should be of ¹uniform value throughout the

140 nation. A like reason might be ¹assigned for ¹fixing the standard of weights and mea-

They cannot, therefore, be ¹left to the states, as this would produce ¹intermin-able confusion and ¹embarrassment. Con-

145 gress has power to punish ¹infringements upon its sole right to ¹coin money, and to prevent ¹forgery and fraud upon its securi-

ties when it ¹borrows money. (§ 10.) As the mails are to be ¹carried to all parts of the Union, the ¹adoption of any uniform system of ¹regulations by the different states would be ¹impossible. The post-office is one of the most ¹useful departments of government.

By it, ¹intelligence, literary and private, is

155 ¹disseminated through the country with great ¹speed and regularity. It keeps the people constantly ¹advised of the doings of their

Resignation.
Property.
Insolvent.
Enactment.
Operation
Medium.
Effects.
Gauged.
Equal.
Given.
Establishing.
Referred.
Continual.
Perplexity.
Encroach-
ments.
Mint.
Counterfeit-
ing.
Hires.
Conveyed.
Selection.
Rules.
Unattainable
Beneficial.
Information.
Spread.
Dispatch.
Informed.

ruptcies? 44. Why may not the states enact naturalization laws? 45. For what are bankrupt laws designed? (§ 9.) 46. What power has congress over moneys, weights and measures? 47. For what reason is this power given to Congress rather than to the states? 48. In what case may Congress punish counterfeiting? (10) 49. What power has it in regard to post-offices and post-roads? 50. Why?

See Article I of the Constitution section 8 page 126.

rulers, which is ¹indispensable for a free government.

—¹Authors of valuable works, and

160 ¹discoverers of useful inventions ought to be ¹considered public benefactors, and should receive encouragement and ¹reward for their labors. They cannot obtain ¹protection from the states. A copy-right or a ¹patent,

165 given by one state, might be ¹violated with impunity by all the ¹others.

(§ 11.) Piracy is ¹generally defined to be robbery upon the ¹high seas. Pirates are the declared ¹enemies of all nations, and may

170 be ¹punished by any realm. The law of nations can only be ¹deduced from reason and the law of nature, the ¹practices and general consent of the ¹civilized world. Each government is ¹responsible to foreign

173 authorities for the ¹conduct of its citizens on the high seas, and must have ¹power to punish any ¹infraction of the law of na-

tions.

(§ 12.) The power to ¹declare war must ¹evidently be deposited with the general

180 government. It seems to belong ¹appropriately to Congress, where all the ¹states and all the ¹people are represented. Congress may raise and ¹support armies; but no ap-

propriate to Congress? 51. What are the benefits of this department? 52. How may Congress promote science and the useful arts? 53. Why may not a state grant a copy-right or patent? 54. What power has Congress in regard to establishing tribunals? (§ 11) 55. What power in regard to piracies and the laws of nations? 56. What is piracy? 57. Why may any government punish offences against the laws of nations? (§ 12) 58. What power has Congress in regard to war? 59. Why is this power appropriate to Congress? 60. What are letters of marque and

See Article I. of the Constitution, section 8 page 126.

Requisite.
Writers.
Introducers.
Deemed.
Compensa-
tion.
Support
Privilege.
Invaded.
Best.
Usually.
Open waters
Foes.
Condemned.
Drawn.
Usages.
Learned.
Answerable.
Department.
Authority.
Violation.
Wage.
Obviously.
Fifty.
Commonwealths
Inhabitants.
Sustain.

of money to that ¹use shall "be for
 185 a longer ¹term than two years." Without
 this authority, the power to ¹declare war
 would be ¹nugatory. It secures promptitude
 of action; and by being always ¹prepared
 for war, a nation may frequently ¹avoid it.
 190 This power is also important, for the ¹sup-
 pression of domestic ¹insurrections. As this
 power might be ¹abused in times of peace,
 a restriction is placed upon the grant of ¹ap-
 propriations for the ¹support of armies.

195 (§ 13.) Congress ¹may "provide for and
¹maintain a navy." This power has the same
¹objects as that to raise and maintain armies.
 It is ¹considered less dangerous to the liber-
 ties of the people than ¹an army. There is
 200 no ¹record of any nation having been de-
 prived of liberty by its ¹navy, while many have
 been ruined by their ¹armies. A navy is very
¹important for the protection of commerce,
 and is a strong arm of ¹defence in war.
 205 Congress may "make rules for the ¹govern-
 ment and ¹regulation of the land and naval
 forces." This power is ¹an indispensable
 consequence of the ¹preceding clauses. (§ 14.)
 The next power of Congress is to ¹pro-
 210 vide for "calling forth the militia to ¹exe-

reprisal? 61. For what purpose are they granted? 62. What power
 in regard to armies? 63. How is this power restricted? 64. What
 are its objects? (§ 13.) 65. What power in regard to a navy? 66.
 What are the benefits of a navy? 67. What power in regard to the
 regulation of land and naval forces? 68. To what is this power
 incident? (§ 14.) 69. For what purposes may Congress call forth the

See Article I. of the Constitution, section 8. page 127.

Purpose.
 Period.
 Make.
 Ineffectual.
 Ready.
 Prevent
 Checking.
 Rebellions.
 Misused.
 Supplies.
 Maintenance
 Can.
 Support.
 Designs.
 Thought
 A soldiery.
 Account.
 Fleet of ships
 Land forces.
 Needful.
 Protection.
 Control.
 Management
 A necessary.
 Previous.
 Make provi-
 sion.
 Enforce.

cutte the laws of the Union, ¹suppress insur-
 rections, and repel ¹invasions." Among a
 free people, there are the ¹strongest objec-
 tions to ¹maintaining a large standing army,
 215 justly deemed the ¹curse of republics. This
 power of calling on the ¹militia prevents this
 necessity, which must otherwise ¹exist, for
 the purpose of ¹suppressing insurrections and
 riots. The power ¹exercised by Congress
 220 over the militia is designed to ¹secure uni-
 formity and energy of action, while the ¹con-
 trol left to the states ¹prevents them from
 being ¹entirely deprived of the means of mili-
 tary defence, in any sudden ¹emergency.

225 (§ 15.) ¹Congress, to maintain its dignity
 and enforce its ¹authority, must be free from
 state laws and ¹govern the district where its
 members meet. At the close of the ¹Revolu-
 tion the ¹continental Congress was insulted
 230 and its ¹business interrupted by the insur-
 gents of the army. Those venerable ¹Legis-
 lators, with world-wide fame, were ¹forced
 to leave ¹the cradle of independence and
 adjourn to Princeton. (§ 16.) ¹National
 235 also ¹intended to guard against state inno-
 vations, and secure wise and uniform ¹laws.

militia? 70. The Class. Name, in rotation, the reverse of the
 marginal words. 71. Spell by letter each word. 72. Give the defi-
 nitions. 73. What words are neither definitions nor synonyms.
 74. What is the difference between *insurrections* and *riots*? (§ 16.)
 75. What power has Congress over the seat of government and places
 purchased? 76. Why are these powers necessary? 77. What is the

See Article I, section 8, page 127.

Subdue.
 Incursions.
 Greatest.
 Supporting.
 Bane.
 Citizen sol-
 diery.
 Be.
 Subduing.
 Wielded.
 Maintain.
 Governance.
 Hinders.
 Wholly.
 Exigency.
 Government
 Statutes.
 Rule.
 First war with
 England.
 Revolution-ary
 army.
 Proceedings.
 Law-makers
 Compelled.
 Philadelphia.
 Congres-
 sional.
 Property.
 2
 Designed.
 Regulations

Congress should ¹use all necessary and proper means to carry out the ¹foregoing laws. It is ¹clear, that a power to do a thing, without the right to use the ¹necessary means to perform it, would be absurd and ¹nuga-tory.

But this clause is ¹inserted to avoid all possible ¹doubt, for

245 The bane of governments is ¹want of power. To make effective ¹wholesome laws enacted, And steadfastness ¹forsakes them from the hour. Concessions are of ¹feebleness exacted..

Employ.
Preceding.
Evident.
Needful.
Useless.
Put in.
Uncertainty.
Lack.
Useful
Deserts
Impotence.

present seat of government? 78. By whom selected? (§ 16.) 79. What general powers are given to Congress? 80. For what purpose? 81. Give the four last lines of the lesson in prose, and supply the ellipses.

LESSON XXXIV.

PROHIBITIONS UPON THE POWERS OF CONGRESS, AND UPON THE STATES.*

(§ 1.) THE ninth section of the first ¹article treats of the ¹limitations and prohibitions upon the power of Congress. "The ¹migra-tion or ¹importation of such persons, as any 5 of the States now existing shall think ¹proper to admit, shall not be ¹prohibited by the Con-gress, ¹prior to the year one thousand eight hundred and eight. But a tax or ¹duty may be ¹imposed upon such importation, not ex-ceeding 10 ten dollars for each ¹person." This clause will be understood as ¹referring to the

Clause.
Restrictions
Expatriation
Entrance.
Fit.
Forbidden.
Previous.
Impost
Levied
Individual.
Relating

(§ 1.) 1. What prohibition upon Congress in respect to the migration or importation of certain persons? 2. What tax may be imposed

* See Article I. of the Constitution, section 9, page 128.

slave-trade. Congress was ¹prohibited from passing any act to ¹prevent the importation of ¹slaves until the year 1808. Soon after 15 this ¹restriction was removed, Congress ¹abolished the slave-trade, thus setting the first example of its ¹interdiction in modern ¹times. (§ 2.) The writ of habeas corpus is a ¹term used in common law, and is em-ployed, 20 when a person is ¹imprisoned, to ¹ascertain whether the imprisonment is lawful or not. The writ, "habeas corpus," ¹signi-fies "you may have the body," and ¹autho-rizes the officer to whom it is ¹directed, to 25 bring the prisoner from ¹confinement, before a judge, and if the ¹cause of the imprison-ment be ¹insufficient, he is immediately set at liberty. This is ¹justly esteemed the great ¹bulwark of personal liberty, and cannot be 30 ¹suspended unless "the public "safety require it."

(§ 3.) "No bill of ¹attainder, or ex post facto law, shall be ¹passed." A bill of at-tainder, is an act ¹convicting a person of 35 some fault, for which it ¹inflicts upon him the ¹punishment of death, without any trial. Such acts, as they ¹deprive a person of life without any legal proof of his ¹guilt, are in the

Prevented.
Prohibit.
Persons in bond-
age.
Restraint.
Destroyed.
Prohibition.
Days.
Phrase.
Incarcerated
Determine.
Means,
Empowers.
Addressed.
Duration.
Reason.
Inadequate.
Rightly.
Defence.
Intermitted.
²Security.
Impeachment
Enacted.
Criminating.
Brings.
Penalty.
Bereave.
Criminality.

on them? 3. To what does this prohibition refer? 4. Has the slave trade been abolished? (§ 2.) 5. When, only, can the privilege of the writ of habeas corpus be suspended? 6. What is a writ of habeas corpus? 7. What is its design? (§ 3.) 8. Can a bill of attainder or ex post facto law be passed? 9. What is a bill of attainder? 10. What is the difference between a bill of *attainder* and an *ex post facto*

See Article I. of the Constitution, section 9 page 128.

highest degree ¹reprehensible. Ex post facto
 40 laws are laws made after the ¹act is done.
 By these a person might be ¹punished for acts
 which were lawful when committed. They ran
 and injustice of these laws are ¹apparent.
 (§ 4.) "No tax or duty shall be laid on ¹arti-cles
 45 exported from any State. No ¹prefer-ence
 shall be given by any ¹regulation of
 commerce, or revenue to the ¹ports of one
 State over those of another; nor shall ¹ves-sels,
 bound to or from one State, be ¹obliged
 50 to enter, clear, or pay ¹duties, in another."
 The ¹design of these two clauses is similar;
 it is to preserve the equal ¹rights of the
 states, and to ¹prevent Congress from giving
 any ¹undue preference to the interests and
 55 ¹pursuits of one state over those of another.
 (§ 5.) "No money shall be ¹drawn from
 the treasury, but ¹in consequence of appro-pria-tion
 made by law. And a regular ¹state-
 ment and account of the receipts and ¹expen-
 60 ditures of all public money shall be ¹published
 from time to time." Thus, the ¹expenditures
 of the ¹president are made dependent upon
 the ¹appropriations of the people's representa-tives.
 An ¹account of the expenditures and
 65 ¹receipts is to be published, that the people

Censurable.
 Deed.
 Chastised.
 Done
 Obvious.
 Goods.
 Favor.
 Law.
 Harbors.
 Ships.
 Compelled.
 Tastes.
 Purpose.
 Privileges.
 Debar.
 Improper.
 Engagements.
 Taken.
 On account.
 Detail.
 Disburse-
 ments.
 Made known
 Expenses.
 Chief magis-
 trate.
 Grants.
 Exhibit.
 Money, re-
 ceived.

law? 11. What are *ex post facto* laws? (§ 4.) 12. What restriction
 in respect to taxes, commerce and revenue? 13. What is the purpose
 of these restrictions? (§ 5) 14. In what manner, only, can money be
 drawn from the treasury? 15. Why should an account of expendi-
 tures be kept and published? 16. Why may not titles of nobility be
 granted? 17. Why may not an officer receive a present, office or title

See Article I of the Constitution, section 9 page 128

may be acquainted with the ¹nature, extent,
 and ¹authority of each. (§ 6.) A perfect
¹equality, not only in rights and privileges,
 but in ¹rank, among all citizens, being con-templated
 70 by the ¹Constitution, there would
 be manifest ¹impropriety in allowing Con-gress
 to grant titles of ¹nobility. To pre-vent
¹bribery of national servants by foreign
 nations, officers of the government are ¹pro-hibited
 75 from accepting any present, ¹emolu-ment,
 office, or title. The tenth ¹section of
 the first article contains the ¹prohibitions
¹upon the states.
 (§ 7.) "No State shall ¹enter into any treaty,
 80 ¹alliance, or confederation; grant letters of
 marque, or reprisal; or ¹coin money." Such
 powers are ¹reposed exclusively in the national
 government. They cannot be ¹exercised by
 states of ¹various local interests, and acting
 85 from a different policy, without ¹conflicting
 with each other, and with the ¹general go-vernment.
 The "bills of credit" ¹alluded to,
 are a denomination of paper money ¹issued
 by the colonies ¹before the revolution, and
 90 afterwards by the states. No ¹adequate funds
 were ¹provided to redeem them, and they
¹depreciated, until they became nearly or
 quite ¹valueless. (§ 8.) From this example,

Character.
 Force.
 Uniformity
 Standing
 Charter of
 rights.
 Unsuitabil-
 ness.
 Rank.
 Corruption.
 Debarred.
 Reward.
 Division.
 Interdictions
 On.
 Become a
 party to.
 Compact.
 Stamp.
 Placed.
 Used.
 Numerous.
 Interfering.
 Mam.
 Referred.
 Sent out.
 Previous to.
 Sufficient.
 Set apart.
 Lessened in
 value
 Worthless

from any foreign government? (§ 6.) 18. Why are officers of the
 government prevented from accepting any present from foreign gov-
 ernments? (§ 7.) 19. Why is not a state allowed to make treaties,
 grant letters of marque, or coin money? 20. What are bills of credit?

See Article I of the Constitution, section 10, page 129

may be seen the propriety of ¹prohibiting
 95 their ¹emission. The making of anything but
 gold and silver coin ¹a *tender* in payment of
 debts, has been ¹found to be attended with
 similar ¹pernicious results, and is prohibited
 for similar ¹reasons. The power to pass
 100 "any ¹bill of attainder, ex post facto law, or
 law impairing the obligation of ¹contracts,
 or to grant any title of nobility," is ¹denied to
 the states. The reasons why they are ¹*de-nied*
 to the general government have been ¹*al-ludea*
 105 *to*; and the same ¹objections exist in
¹regard to the states.

(§ 9.) It will be ¹seen that the powers here
 denied to the states, belong to, and are ¹ex-er-cised
 by ¹Congress. The same could not
 110 be intrusted to the ¹individual states, without
¹producing confusion, and engendering feuds
¹*destructive of the* prosperity, and dangerous
 to the ¹peace, of the Union. In case of ac-tual
¹invasion, when delay would be attended
 115 with pernicious, if not ¹fatal consequences,
 they have power to engage in ¹defensive war.

EXECUTIVE DEPARTMENT.*

(§ 10.) The second article ¹relates to the
 structure, ¹organization and powers of the
¹Executive Department. Section first is as

Forbidding.
 Issue.
 An offer.
 Discovered.
 Destructive.
 Causes.
 Instrument.
 Bonds.
 Refused.
 Withheld
 from.
 Spoken of.
 Reasons.
 Relation.
 Observed.
 Used.
 The National
 Assembly.
 Separate.
 Generating.
 Detrimental
 to.
 Quietude.
 Incursion.
 Ruinous.
 Protective.
 Refers.
 Regulation
 Presidential.

(§ 8.) 21. Why may not the states pass bills of attainder, ex post facto laws, or grant any title of nobility? (§ 9.) 22. What restrictions are laid upon the states in respect to duties? 23. What, in respect to troops and ships of war, compacts with the other states or foreign powers, and engaging in war? 24. Why are these powers denied to the states? 25. In what case may a state engage in war? (§ 10.)

* See Article II of the Constitution, section 1, page 130

120 follows: "The executive ¹power shall be
 vested in a President of the ¹United States of
 America. He shall ¹hold his office during
 the ¹term of four years; and together with
 the Vice-President, ¹chosen for the same term,
 125 be elected as follows." *The ¹executive power
 is ¹vested in a single individual, to secure
 energy and ¹promptitude in the administra-tion.

The ¹term of four years is long enough
 to secure independence and ¹firmness in the
 130 ¹execution of his duties; but not so long as
 to remove a ¹sense of responsibility to, and
 dependence upon, the ¹people. In case of the
 vacancy of the ¹office of President, by death,
 impeachment, or ¹otherwise, the Vice-Presi-
 135 ¹succeeds him in office. (§ 11.) The
 President and Vice-President ¹commence
 their ¹duties on the fourth day of March,
¹succeeding their election. The first govern-ment
 under the Constitution ¹went into ope-ration
 140 on the 4th of ¹March, 1789. There-fore
 it is on the 4th of this ¹mo. that every 2d
 year a new House of Representatives is ¹vested
 with ¹official power, and one-third of the Se-nate
 is renewed. Hence the ¹term new Con-gress.
 145 Representatives and Senators ¹may
 be ¹re-elected to office, and consequently con-tinue
 to be ¹members of Congress as long as

Authority.
 Confederated
 Retain.
 Period.
 Selected.
 Acting.
 Lodged.
 Despatch.
 Space.
 Steadiness.
 Performance
 Feeling.
 Citizens.
 Place.
 In any other
 manner.
 Follows.
 Begin.
 Functions.
 After.
 Commenced
 Third month
 Month.
 Clothed.
 Delegated.
 Phrase
 Can.
 Chosen.
 Delegates in

26. In whom is the executive power vested? 27. How long does the President hold his office? 28. The Vice-President? 29. Why is the executive power vested in a single individual? (§ 11.) 30. When did the first government go into operation under the Constitution?

* See Article II of the Constitution, section 1, page 130, and 145.

the citizens of their¹ respective states see pro-
per to keep them in the National¹ Legislature.

150 (§ 12.) The¹ name of the Congress for any
year may be found by¹ — 1789, the year the
Congress first originated, from the¹ current
year, and¹ dividing the remainder by two. If
the¹ result is an even number, it denotes the
155¹ number of the Congress of the year; if there
¹ remains one, this last remainder is to be
¹ added to the quotient, and the result will be
the Congress of the year.*¹ Ex. 1848 —
1789¹ = 59 / 2 = 29 + 1 remainder = 30,
100 the name of the new Congress, in¹ session
for the year 1848. (§ 13.) The¹ people do
not¹ vote actually for President, but for elec-
tors;
and these electors vote¹ directly for
President and Vice-President.† This¹ plan,
165 it was thought, would be¹ attended with less
excitement than a¹ purely popular election.

No¹ right hereditary names the chief
Ordain'd our country's¹ rugged sons to guide —

No¹ warrior famous, grasping as a thief,

170 Can here¹ through bayonets to power ride; —

Our law from all such¹ despots gives relief,

And,¹ as our freemen point to it with pride,

Kings tremble for their¹ crowns, and see in grief,

¹ Throngs move towards open polls with manly stride,

175 Where, free from¹ sharpen'd sabres at their throats,

They cast in peace their¹ silent, mighty votes.

Several.

Council.

Appellation.

Subtracting.

Present.

÷

Quotient.

Title.

Is left.

+

For example.

Equals.

Continuance.

Citizens.

Ballot

Expressly.

Way.

Accompanied

Strictly.

Privilege of

Nervous.

Leader.

On.

Tyrants.

While.

Thrones.

Crowds.

Keen-edged.

Quiet.

(§ 12.) 31. How are the different Congresses named? 32. How can you ascertain the name of each Congress? (§ 13.) 33. How many presidential electors are chosen from each state? 34. Do the people vote directly for President? 35. Why was the present mode of election preferred? 36. Give the last ten lines of this lesson in prose, and supply the ellipses if any.

* When the calculation is made in December following any short session 1 is also to be added. † See Article II. of the Constitution, page 130, and Art. XII., page 146.

LESSON XXXV.

(§ 1.) ARTICLE¹ XII. of the Amendments
of the Constitution points out, in¹ an explicit
manner, the duties of the electors in¹ casting
their votes. It gives such¹ directions in re-gard
5 to the signing, ¹ sealing, transmission,
and¹ opening of the certificates of the elec-
tors,
as are¹ necessary to prevent frauds or
¹ alterations. It also provides for an election
of the President by the House of¹ Represen-
tatives,
10 and a¹ Vice-President by the Senate,
whenever the people fail to make a¹ choice
¹ through their electors. They are, however,
restricted in their¹ choice to the three who have
received the highest number of¹ votes. Other-wise,
15 a person having a¹ small number of
votes might be elected, ¹ against the wishes of
a large¹ majority of the people. (§ 2.) The
design of making all the electors ¹ give
their votes on the same day, is to ¹ prevent
20 ¹ frauds or political combinations and intrigues
among the¹ colleges. Congress has still fur-
ther
provided against frauds in the¹ migra-
tion
of voters from one¹ place to another, and
double-voting, by¹ causing the electors them-selves

Twelve.

A plain.

Bestowing.

Instructions

Enclosing.

Unsealing.

Essential.

Changes.

Delegates.

Second exe-
cutive officer

Selection.

By.

Choosing.

Ballots.

Trifling.

Contrary to.

Plurality.

Cast

Avoid.

Impositions.

Electors of
different
states.

Moving.

Poll.

Requiring.

(§ 1.) 1. How do the electors proceed in the choice of President and Vice-President? 2. How is the President chosen, when the electors fail to make a choice? 3. How the Vice-President? 4. To what number is the House restricted in its choice? 5. To what number is the Senate limited? 6. Why are they thus limited? 7. To how many electors is each state entitled? 8. What persons are disqualified from being electors? (§ 2.) 9. How is the time of choosing electors, and

See Article XII. of the Amendments of the Constitution, page 115.

- 25 to be chosen ¹upon the same day throughout the ¹Union. By a law of Congress, the ¹electors for President and Vice-President must be ¹appointed on the Tuesday ¹succeeding the first Monday in November.
- 30 (§ 3.) The electors are ¹required to vote for President and Vice-President ¹on the first Wednesday in December, in ¹every fourth year after the last ¹election. The electors do not assemble ¹the general seat of government,
- 35 but ¹usually at the capitals of their ¹respective states. The electors in each ¹state are required to make and sign three ¹certificates of all the votes given by them, and to ¹put the same under seal. One of the
- 40 ¹certificates is to be at once put into the post-office, ¹directed to the President of the Senate at Washington. Another ¹certificate is also to be ¹sent by some responsible person, selected by the electors, to the ¹President of the Senate;
- 45 and the last certificate is to be ¹delivered to the judge of the ¹district in which the electors shall have ¹assembled. The day appointed for opening and ¹counting the votes is the second Wednesday of the ¹following

On.
United States
Choosers.
Designated.
Following
Enjoined.
During.
Each.
Choice of officers.
Washington.
Generally.
Particular.
Commonwealth
Attestations
Place.
Authentications.
Addressed.
Testimonial.
Conveyed.
Chairman.
Committed.
Precinct.
Convened.
Numbering
Succeeding

the day on which they shall give their votes, determined? 10. Why should the same day be fixed throughout the Union? (§ 3.) 11. Why is it necessary that the House of Representatives choose the President before the 4th of March? 12. In case it fails to elect a President, what is then done? 13. When are the electors chosen for President and Vice-President? 14. When are they required to vote for President and Vice-President? 15. How many distinct tickets are the electors of each state required to sign? 16. What do you suppose is the reason of this law? 17. When are the votes of the electors of all

See Article XII of the Amendments of the Constitution, page 145.

- 50 ¹February. (§ 4.) Section first of Article II, also ¹relates to the qualifications of the President.
- By the ¹requirements of the Constitution, the ¹qualifications of the Vice-President ¹must be the same as those of the President.
- 55 The ¹office of President being the highest post of ¹honor in the United States, the greatest degree of ¹attainment is required to render a person ¹eligible to that office. As to the ¹qualification in respect to age, the middle
- 60 period of life has been ¹selected, when the characters of individuals are ¹generally known, their talents fairly ¹developed, and the faculties are fast ripening into ¹maturity. No true ¹lover of his country could see, without
- 65 fearful ¹apprehensions, the highest office in his country's gift ¹intrusted to any other than a citizen of the ¹Union.
- (§ 5.) ¹Provision is made* for any possible ¹contingency that might occur to prevent
- 70 ¹a total suspension of the executive ¹functions, which would be injurious, if not fatal, to the ¹interest of the country. The ¹salary of the President is twenty-five thousand
- dollars ¹per annum; that of the Vice-President
- 75 five thousand dollars. The ¹salary of the President cannot be ¹increased during

Second month.
Refers.
Requisitions
Capabilities
Shall.
Situation.
Dignity.
Accomplishment.
Qualified for.
Requirement
Chosen.
Commonly.
Formed.
Perfection.
Patriot.
Forebodings.
Given.
Confederacy.
Precaution.
Chance.
Anentire.
Duties.
Welfare.
Stipend.
Year.
Embodiment
Enlarged.

the states counted? * In case of a removal, death, resignation, or inability both of the President and Vice President of the United States, the President of the Senate pro tempore, and, in case there shall be no President of the Senate, then the Speaker of the House of Representatives, for the time being, shall act as President of the United States, until the disability be removed or a President shall be elected. [Act

See Article II. of the Constitution, section 1, page 132.

the ¹period for which he shall have been elected." This provision removes all ¹temptation to use his influence, or to ¹intrigue for its increase during his ¹administration. It cannot be ¹diminished, because this would make him ¹dependent upon Congress, or an humble ¹suppliant for its favor. (§ 6.) No-thing has contributed so much to the ¹stability and ¹unequalled prosperity of our country, as the universal and abiding ¹principles of Christianity. No ¹witness, no jury-man, no ¹judge, no governor, no president can ever ¹enter upon any duty, without first being ¹placed under oath or affirmation, which ¹implies a belief in a supreme being, who will ¹reward the good and punish the ¹guilty. It is moreover an appeal to the Judge of all to bear witness to the ¹purity of the intentions of the person ¹taking the oath or affirmation, and is the strongest ¹binding authority on the ¹conscience.

(§ 7.) Woe be to him who ¹inculcates the idea that these are vain and ¹idle forms; they were ¹ordained by the founders of human liberty in America, and no one can ¹escape the retributive justice of ¹Him whose name is idly invoked. Should any President ¹violate his

Time.
Inducement
Plot.
Term of office
Lessened.
Subservient to.
Petitioner.
Strength.
Unparalleled
Doctrines
Deponent.
Justice
Engage in.
Bound by.
Invokes.
Requite.
Bad.
Innocence.
Receiving
Obligatory.
Mind.
Enforces.
Unprofitable
Established
Evade
God
Break.

of Congress March 1st, 1792.] In case the above offices all become vacant the power of filling them again reverts first to Congress and then to the PEOPLE. See Art. II. Const. Sec. 1. page 132. (§ 6.) 18. What has contributed most to the stability of our form of government? 19. What is required from every public functionary on his initiation into office? (§ 7.) 20. What is the consequence of a violation of the so- See Article II. of the Constitution, section 1, page 133.

solemn ¹obligations of office; should he dare knowingly exclude honest merit, and ¹promote to office for dishonorable ¹ends, the ¹fawning tools of party; he can only get the ¹outward and temporary applause of his obsequious ¹sycophants. He must even by them be ¹inwardly despised; his doings will pass the searching ¹ordeal of an enlightened posterity, and his happiest ¹fate OH earth will be an early oblivion. No evasion can ¹shield him, or any who ¹pander for power, and barter principle for ¹office, from the inevitable ¹retribution of heaven.

Promises.
Elevate.
Purposes
Cringing.
External.
Parasites.
Secretly.
Scrutiny.
Lot.
Protect
Cater.
Place.
Punishment

POWERS AND DUTIES OF THE PRESIDENT.*

(§ 8.) The second ¹section of the second article ¹enumerates the powers and duties of the President The ¹command of the army, navy, and militia, ¹obviously belongs to the executive ¹department In no other department can we ¹expect to find the qualifications of ¹promptitude of action and unity of design, ¹indispensable to success in cases of war or ¹rebellion. (§ 9.) The President has "power to grant ¹reprieves and pardons." The ¹unavoidable imperfections in human laws, the ¹fallibility of human tribunals, and the possibility that new ¹testimony may be brought to light, which might prove the ¹innocence

Part.
Recounts.
Direction.
Plainly.
Branch.
Look for.
Quickness
Necessary,
Insurrection
Temporary suspension of punishment.
Inevitable,
Uncertainty
Evidence.
Harmlessness

lemn obligation of the official oath by a public functionary? 21. What power have they to fear? (§ 8.) 22. Why is the command of the army, navy, and militia, given to the President? (§ 9.) 23. Why is the power to grant reprieves and pardons necessary and important?

* See Article II. of the Constitution, section 2, page 133.

or¹mitigate the crime of the offender, render this power¹highly important in the¹administration of justice. Any criminal¹code, which provides no pardoning or miti-gatin

135 power, would justly be¹considered cruel and¹oppressive. The President cannot pardon in cases of impeachment; because the¹convicted party might have been acting under his¹authority, or be one of his corrupt

140 favorites. In this¹case, there would be a dangerous temptation to¹pardon the guilty.

(§ 10.) The¹treaty-making power is so extensive, and so¹capable of abuse, that it is not¹confided to the President alone, but two-thirds

145 of the Senate must¹concur with him. Thus, a treaty receives the¹sanction of a sufficient number of public¹functionaries, to give the surest¹guaranty of its utility or ne-cessity.

The power of appointment¹fur-nishes

150 one of the greatest¹means for exert-ing influences,¹possessed by the executive. It is, however, guarded in some¹degree, by making the appointment¹dependent upon the¹concurrence of the Senate. (§ 11.) The Pre-sident

155¹removes the officers of his appointment without the¹assent of the Senate, and usage seems to have given the¹custom validity. It has been¹maintained by some of the states-men

Lessen.
Very.
Dispensation.
System.
Deemed.
Tyrannical.
Remit pun-ishment.
Condemned.
Sanction.
Instance.
Clear.
Negotiating.
Liable to.
Committed.
Agree.
Approbation.
Officers.
Warranty.
Supplies.
Facilities.
Enjoyed.
Measure.
Subject to.
Approval.
Displaces.
Concurrence
Practice.
Held.

24. Why may not the President pardon in cases of impeachment?
(§ 10.) 25. What body must concur with the President in forming treaties? 26. What proportion? 27. What body must concur with him in the appointment of ambassadors and other public officers?
28. Why is the appointing power thus granted? (§ 11.) 29. Is the

See Article II of the Constitution, section 2, page 134.

who¹assisted in framing the Constitu-tion, Aided.
160 that where the advice and¹consent of Approval.
the Senate are necessary to an¹appointment, Investment
they are also¹necessary to a removal from of office.
1office. Requisite.
Employment

concurrence of the Senate necessary to removal from office? 30.
What opinion has been held by some concerning this? 31. In what
case has the President power to fill vacancies?

LESSON XXXVI.

(§ 1.) THE third¹section of the second Division.
article¹enumerates the duties of the Presi-dent. Recounts.
From his general¹supervision of the Superintend-
1 affairs of the nation, foreign and domestic, ance.
5 the President is¹peculiarly qualified to give Concerns.
"information of the¹state of the Union," Particularly.
and, from his¹large experience, to recom-mend Condition.
measures for the¹consideration of Con-gress. Extensive
10 Occasions may arise, when the in-terests knowledge.
of the nation¹require im-mediate Action.
11 action. Hence the necessity of a Circumstances.
power to¹convene Congress. He can ad-journ Demand.
Congress only in case of¹disagree-ment. Deliberation.
15 "He shall take care that the¹laws Convoke.
be¹faithfully executed." The great object Dissension.
in the establishment of the¹executive depart-ment Enactments.
16 is, to accomplish a faithful¹execution Justly.
Administer-
ing.
Performance

(§ 1.) 1. Why is the president peculiarly qualified to give informa-tion and recommend measures to Congress? 2. Why is the power to convene Congress necessary? 3. When may the president adjourn Congress? 4. What was one of the principal objects in the establish-

See Article II. of the Constitution, section 3, page 134.

of the laws. (§ 2.) It is a ¹duty of the Pre-
 20 sident to send ¹annually to Congress, at the
 opening of the session, a message, which
 should include ¹a synopsis of all national
 matters of importance. Special messages
 are oftensent to Congress, which have ¹par-
 25 ticular reference to one, or only a few ¹sub-
 jects. It is evident that the ¹chiefmagistrate
 of the nation wields an ¹immense and increas-
 ing ¹influence through patronage. The num-
 ber of postmasters alone, ¹dependent on the
 30 executive, the eighth day of February 1851
 was 19265; ¹whereas, in 1790, one year
 after the ¹Constitution went into operation,
 the ¹number was only seventy-five. The
 office of the President ought always to be
 filled from the rank of the ¹wisest and best
 35 statesmen of the ¹nation.

(§ 3.) The President ¹occupies the most
 exalted office in the country, and as he ¹re-
 ceives all foreign ¹ambassadors — who are
 the ¹personal representatives of their sove-
 40 reigns, as has been ¹heretofore shown in the
 'Laws of Nations, (page 66,) — he must ne-
 cessarily have much ¹weight with foreign
 powers. In cases of ¹revolution, or divi-
 sions of other ¹governments, much discrimi-
 nation

Requirement
 Yearly.
 Beginning.
 An epitome.
 Business.
 Especial.
 Matters.
 President
 Extensive.
 Power.
 Depending
 President.
 But.
 Government
 Amount.
 Station.
 Ablest
 Country.
 Holds.
 Admits.
 Ministers.
 Peculiar.
 Previously.
 Regulations.
 Influence.
 Alterations.
 Realms.

merit of the executive department? (§ 2.) 5. What annual duty de-
 volves on the president? 6. What are some of the causes that in-
 crease the influence of the president? 7. What number of post-offices
 was there in the United States in 1790? 8. What number in 1851?
 (§ 3.) 9. Who do you suppose occupies the most exalted office in the
 world? 10. What gives the president much weight with foreign

See Article II. of the Constitution, section 3, page 134.

45 and wisdom is ¹required on the part of
 the executive, inasmuch as the ¹rejection of
 ambassadors ¹usually produces hostility. (§ 4.)
 When treaties are ¹violated by foreign nations,
 it devolves on the President to ¹require their
 50 proper ¹enforcement. When public officers
¹neglect their business, or abuse their privi-
 leges, it is the duty of the President to ¹re-
 move them, and ¹appoint in their places faith-
 ful and efficient ¹agents. It may be proper
 55 here to ¹remark, that no member of Con-
 gress, no judge, no president, no ¹officer what-
 ever under the national government is ¹honor-
 able in any titular way, by the ¹authority of
 the Constitution. All titles are ¹given as mat-
 60 ters of ¹etiquette.

(§ 5.) The ¹President, like the members of
 Congress, cannot be ¹impeded in the discharge
 of his official duties, but is ¹privileged from
 arrest in all civil cases. For any ¹derelic-
 65 tion of ¹duty, he may, in common with all
 the ¹civil officers of the general government,
 be ¹impeached. He is also held accountable to
 the ¹courts of justice for any violation of the
 laws of the land, the same as any other ¹citi-
 70 zen. Senators and ¹Representatives hold
 their offices, and ¹derive all their power to

Necessary.
 Repulsion.
 Generally.
 Infraction.
 Demand.
 Execution
 Disregard.
 Discharge.
 Employ.
 Factors.
 Observe.
 Functionary.
 Excellent.
 Sanction.
 Accorded.
 Courtesy.
 Chief-magis-
 trate.
 Hindered.
 Exempted.
 Desertion.
 Office.
 Municipal.
 Arraigned.
 Tribunals.
 Subject.
 Delegates.
 Obtain.

powers? (§ 4.) 11. What is the duty of the president when treaties
 with other nations are violated? 12. What is the duty of the presi-
 dent when any of the national officers neglect their duties or abuse
 the trusts confided to them? 13. Why are members of Congress
 called honorable? (§ 5.) 14. Illustrate the difference between *citizen*
 and *subject*, in the 69th line. (§ 6.) 15. Illustrate the difference be-

See Article II. of the Constitution, section 4, page 135.

act from their ¹constituents in the several states, and consequently are ¹exempted from ¹impeachment; but for misconduct, they are ⁷⁵liable to be summarily ¹expelled from Congress.

(§ 6.) In the exercise of his ¹prerogative, the President ¹pursues the course dictated to him by his ¹conscience, and has the power of ¹contributing much to the prosperity ⁸⁰or ¹ruin of the republic. The President of the nation should ¹consider his own interest of secondary moment, and the ¹welfare, not of any ¹party or state, but of the whole Union, of paramount ¹importance. His main ⁸⁵¹study should be, not to secure the temporary ¹eulogies of favorites, but to perform with ¹uprightness the functions of the most exalted office that can be ¹committed to mortal man. By ¹preserving the purity of republican institution

⁹⁰ he adds to the ¹honor and prosperity of the nation, and thereby ¹promotes the civil and religious ¹liberties of the world.

(§ 7.) However ¹excellent, patriotic, and pure may have been the ¹characters of American ⁹⁵Presidents, the people should ¹constantly remember that no past ¹excellence, no barriers of the Constitution, no ¹restraints of law, can ¹perpetuate liberty. They must ¹inspect the conduct of their rulers, if they

Employers.
Freed.
Arraignment
Ejected.
Right.
Follows.
Sense of justice.
Adding.
Destruction.
Regard.
Prosperity.
Clique.
Weight.
Desire.
Praises.
Probity.
Entrusted.
Protecting.
Dignity.
Forwards.
Privileges.
Eminent.
Reputations
Always.
Worth.
Restrictions.
Preserve.
Overlook.

tween *ruin* and *destruction*, in the 80th line. 16. What should be the main study of the president of the nation? (§ 7.) 17. What should the people constantly remember? 18. What are the extreme dangers of a republic? 19. Why should people inspect the conduct of their rulers? 20. What is requisite to sustain and perpetuate liberty? 21.

* See Article II. of the Constitution, section 1, page 130.

¹⁰⁰become ignorant of the ¹requirements of the Constitution, political power must ¹inevitably pass from the ¹many to the few. A republic in name may become a ¹despotism in reality, or be rent asunder by intestine ¹broils and ¹⁰⁵anarchy. Intelligence and vigilance are alike requisite to ¹perpetuate liberty.

JUDICIAL DEPARTMENT — TREASON.

(§ 8.) It is ¹evident that government must possess ¹*an administering tribunal*, to interpret the laws, decide ¹controversies, punish ¹¹⁰offences, and enforce rights. ¹Otherwise the government will be ¹deficient and powerless, or this power will be ¹usurped by the other departments, which would be ¹fatal to liberty. The ¹celebrated Montesquieu has said, that ¹¹⁵"there is no ¹liberty, if the judiciary be not separated from the legislative and executive powers." And no ¹remark receives stronger ¹confirmation from experience, in all ages of the world. It is the ¹duty of the judiciary ¹²⁰to decide concerning the ¹constitutionality of the ¹acts of the legislature; to carry into effect ¹established laws, and prevent the ¹enforcement of those that are unconstitutional; its powers are ¹*equally extensive* with those of the legislative ¹department.

Requisitions
Certainly.
People.
Tyranny.
Tumults.
Knowledge
Continue
Obvious.
A judiciary.
Disputes.
Else.
Imperfect.
Assumed.
Destructive.
Famous.
Freedom.
Divided.
Observation.
Corroboration.
Function.
Validity.
Proceedings.
Constitutional.
Sanction.
Co-extensive
Division.

Do wise and good rulers wish to keep their national or legislative proceedings from the knowledge of the people? (§ 8.) 22. For what purpose is a judiciary necessary? 23. Why should it be separated from the other departments? 24. With what are the judicial powers co-extensive? 25. Who was Montesquieu? (§ 9.) 26. In what is the

See Article III. of the Constitution, page 135.

(§ 9.) The third article ¹relates to the judiciary. The judges, as we have ¹seen, are ¹appointed by the President, with the ¹concurrence of the Senate. Were they ¹elected by the people directly, they would be liable to have their feelings ¹enlisted in favor of the party which ¹elected them, and to be ¹prejudiced against the party which opposed them. They would be more ¹liable to be ¹swayed by faction, and to mould their decisions to suit the ¹prevailing opinions of the day, in order to ¹retain their places. The ¹judges "hold their offices during good behavior."

They can be ¹removed only on impeachment. This ¹secures firmness and independence, by removing all ¹apprehensions of being displaced, so long as they ¹discharge their duties with ¹fidelity and integrity. A situation so ¹permanent and independent, so exalted above the hopes of higher ¹aspirations, should awaken a ¹laudable ambition to leave behind them a lasting ¹fame, by a wise and faithful ¹discharge of duty.

(§ 10.) Section second of Article III. ¹refers to the ¹jurisdiction and powers of the judiciary. The ¹Supreme Court has jurisdiction in cases ¹arising under the constitutional laws and ¹treaties of the United States,

Refers.
Observed.
Deputed.
Assent
Chosen.
Engaged.
Chose.
Biased.
Prone.
Influenced.
Existing.
Hold.
Arbitrators.
Set aside.
Renders certain.
Fears.
Perform.
Truth.
Unchangeable.
Wishes.
Praiseworthy
Renown.
Performance
Relates
Extent of authority.
Highest
Coming up
Compacts.

judicial power vested? 27. How long do the judges hold their offices? 28. Why should not the judges be elected by the people? 29. What is the probable effect of this term of office upon the judges? (§ 10.) 30. To what cases does the judicial power extend? 31. Why does it

See Article III. of the Constitution, page 136.

¹because the judicial power must be co-extensive with the ¹legislative and executive, in order to ¹insure uniformity in respect to their ¹operation. The other cases of jurisdiction are too ¹numerous to be particularly mentioned in a work of this ¹kind. They ¹are such as obviously ¹appertain to the jurisdiction of the Supreme ¹Court, and such as could not ¹properly belong to the courts of the states. (§ 11.) Foreign ¹ministers are national ¹officers. No tribunal can have ¹jurisdiction against such foreign officers, but the ¹Supreme Court of the United States. The Supreme Court has ¹power over cases of ¹admiralty and maritime jurisdiction, because they are intimately ¹connected with commerce, and the ¹regulation of commerce belongs to the national ¹government. It has power over ¹controversies between states, and citizens of ¹different states, because no state should be ¹a judge in its own case, as it ¹might be ¹inclined to favor its own citizens.

(§ 12.) A court is said to have ¹original jurisdiction when a party may ¹commence a suit before such court. ¹Appellate jurisdiction is the right to ¹revise and affirm or reverse the decision made by ¹some other court. The

For the reason that.
Law-making.
Secure.
Action.
Many.
Character.
Pertain.
Tribunal.
Suitably.
Envoys.
Functions.
Legal power.
Highest.
Authority.
Naval.
United.
Management
Administration.
Disputations.
Various.
An arbitrator.
Disposed.
Primary.
Begin.
Appealing.
Review.
Any.2

extend to cases arising under the Constitution and laws of the United States? (§ 11.) 32. Why does the judicial power extend to cases affecting foreign ministers? 33. Why to cases of admiralty and maritime jurisdiction? 34. Why to controversies between the states and between citizens of the different states? (§ 12.) 35. In what cases has the Supreme Court *original* jurisdiction? 36. In what cases

See Article III. of the Constitution, page 136.

right of trial by jury is ¹esteemed one of the great ¹bulwarks of human liberty. It se-cures to every one who may be ¹accused of crime, ¹an impartial trial by his fellow-citi-zens, who can have no interest in ¹oppressing the ¹suspected, and may have a common ¹sympathy with him if he be innocent. The trial must "be held in the ¹state where the crime shall have been ¹committed, that the accused may not be removed from ¹home, witnesses, and ¹friends, to be tried by strang-ers, who can feel no ¹sympathy for him, and may be ¹prejudiced against him.

Considered.
Barriers.
Charged with
A just.
Maltreating
Accused.
Affection for.
Commonwealth.
Perpetrated.
Residence.
Associates.
Compassion.
Predisposed.

appellate jurisdiction? 37. What is meant by original jurisdiction? 38. What by appellate jurisdiction? 39. How must all crimes except impeachments be tried? 40. Where must it be? 41. What are the advantages of a trial by jury? 42. Why should the trial be held where the crime was committed?

LESSON XXXVII.

(§ 1.) SECTION third of Article ¹III. relates to ¹treason. Treason is the highest crime known to human laws, as its aim is to ¹over-throw the ¹government, and must generally ⁵be ¹attended with more or less bloodshed. So ¹atrocious is the crime considered, that even a ¹suspicion of treason is likely to rouse the public ¹indignation against the suspected person, to a ¹degree that must operate to the ¹⁰prejudice of the accused, though he may

Three.
Rebellion.
Subvert.
Administration.
Accompanied
Enormous.
Distrust.
Wrath.
Height.
Injury.

(§ 1.) 1. In what does treason consist? 2. How many witnesses See Article III. of the Constitution, page 137.

be innocent. To prevent the ¹innocent from suffering, treason is confined to ¹overt acts of ¹hostility against the government. For a like reason, two witnesses are ¹required to ¹⁵convict of treason, while in other cases only one is ¹necessary. (§ 2.) "The Con-gress shall have ¹power to declare the pun-ish-ment of treason. But no ¹attainder shall work corruption of blood, or ¹forfeiture, ex-cept ²⁰during the life of the ¹person attainted." ¹According to the common law of England, treason was punished in the most ¹cruel manner. The ¹offender was drawn to the ¹gallows in a hurdle. He was then hanged ²⁵by the neck, cut down while ¹yet alive, ²his ¹head cut off, and his body quartered. The punishment ¹declared by Congress is death by ¹hanging. Under the common law, the person attainted ¹forfeited all his estates, real ³⁰and ¹personal. His blood was also corrupted, so that his descendants were ¹incapable of ¹inheriting any of his property. Thus the ¹innocent suffered for the crimes of their ¹ancestors.

Guiltless.
Public.
War.
Demanded.
Find guilty.
Essential.
Authority.
Conviction.
Confiscation.
Individual.
Agreeable.
Unfeeling.
Criminal.
Gibbet.
Still.
²Decapitated.
Pronounced.
Gibbeting.
Lost
Moveable.
Notcapable
Possessing.
Harmless.
Progenitors.

PUBLIC RECORDS — PRIVILEGES OF CITIZENS — FUGI-

THE NATIONAL ARCHIVES — PUBLIC DEBT — SYSTEM OF THE CONSTITUTION, &C.

35 (§ 3.) If a case which had been ¹decided

Determined.

are required to convict of treason? 3. Why is treason confined to overt acts? (§ 2.) 4. How is Congress restricted in regard to the punishment of treason? 5. How was treason punished under the See Article III. of the Constitution, page 137.

in one state could ¹afterwards be brought to trial in another state, it is ¹evident that end-less ¹contests at law might be produced by either party, and the ¹ends of justice effectually ¹defeated. Section second relates to the privileges of citizens, ¹fugitive criminals and slaves. In ¹regard to this subject there exists much animosity, and ¹diversity of opinion. "The citizens of each state shall ¹be entitled to all privileges and ¹immunities of citizens in the ¹several states." The United States, though ¹consisting of many different states, as they are ¹bound by the Constitution to the same ¹national government, constitute one ¹nation. ¹Hence, a citizen of one part must be a citizen of any and every ¹part (§ 4.) This ¹provision is designed for the mutual ¹benefit and convenience of the states. It ¹aids in carrying out the demands of justice, and has a great tendency to ¹suppress crime, by diminishing the ¹chances of escaping its penalties. This ¹enables the slave-holding states to ¹reclaim slaves who may have ¹escaped into the states where slavery is not ¹permitted. The third section of the fourth

Thereafter.
Plain
Litigation.
Purposes.
Foiled.
Runaway.
Relation.
Contrariety.
Have a claim
Rights.
Different
Comprising.
United.
General.
Therefore.
Portion.
Measure.
Advantage.
Assists.
Prevent.
Probabilities.
Empowers.
Recover.
Fled.
Allowed.

common law? 6. How was an attainted person treated under the common law? 7. Who were thus made to suffer? (§ 3) 8. Why should credit be given in each state to the judicial proceedings of every other? 9. To what are the citizens of each state entitled in every other state? 10. In what manner may fugitive criminals be reclaimed? 11. What is the tendency of this provision? 12. How may fugitive slaves be recovered? 13. What is the design of this provision? (§ 4.) 14. What power has Congress in relation to the admission of new states? 15. What in relation to forming new ones from the other states? 16. How many states were there when the

See Article IV of the Constitution, page 137.

article relates to the ¹admission of new states, and the government of ¹territories. When the Constitution was ¹formed, there were only thirteen states: ¹since that time the number of ¹commonwealths has more than doubled. (§ 5.) There is still remaining ¹in the west a ¹vast amount of territory, which will probably be admitted at some future time, ¹forming several states. But ¹Congress has no power to form a new state within the ¹jurisdiction of another state, or ¹merge two in one, without the ¹consent of the legislatures of the states ¹concerned; for then, the states would no longer be ¹independent, but hold their ¹sovereignty at the will of Congress. It is but ¹reasonable that Congress should have ¹power to govern and control the territories, ¹since they are the property of the United States. The ¹territories generally have a governor ¹appointed by the president, and a legislature, ¹consisting of representatives, elected by the ¹people of the territory. They also send a ¹delegate to the House of Representatives at Washington, who ¹may ¹debate questions, but cannot vote. (§ 6.) The fourth section of the fourth article ¹guarantees a republican ¹form of government to each of the states. Were a state ¹allowed to

Entrance.
Districts.
Framed.
Subsequently
States.
Towards the Pacific
Very large.
Constituting.
The national legislature.
Limits.
Involve.
Approval.
Interested.
Uncontrolled
Supremacy.
Just.
Authority.
Become.
Provinces.
Designated.
Composed.
Inhabitants.
Deputy.
Can.
Discuss.
Secures.
Mode.
Permitted.

Constitution was adopted? 17. How many have since been added? 18. Why may not Congress form new states from others without the consent of the states concerned? (§ 5.) 19. What control has Congress over the territories and other property of the United States? 20. How are the territories generally governed? (§ 6.) 21. What

See Article IV. of the Constitution, page 138.

¹adopt a monarchical government, it would
 90 be ¹dangerous to, and probably destruc-
 of, the Union. The ¹duty of a govern-
 to ¹protect all the people within the
¹limits of its jurisdiction, from domestic vio-
 lence, by ¹insurrection, and from foreign in-
 95 vasion cannot be ¹reasonably doubted.
 (§ 7.) The fifth article ¹prescribes the
 manner in which ¹amendments may be made
 to the Constitution. No Constitution is ¹per-
 100 fect. No one can be so ¹framed as to
 meet all the ¹exigencies which may arise in
 different ages. ¹A total change may in the
¹course of time take place in the character,
 or ¹aims and pursuits of a people, which
 will require corresponding ¹changes in the
 105 powers and ¹operations of government, to
 suit their interests, conveniences, and ¹ne-
 cessities.
 To guard against too ¹frequent and
 easy ¹changes is also highly important. A
¹changeable government cannot have a pro-
 110 perous effect on the ¹people. Hence the
¹propriety of making two-thirds of each
¹House of Congress necessary to propose
¹amendments, or ¹an application of the
 legislatures of two-thirds of the states,
¹necessary to call a convention.
 115 (§ 8.) The sixth article is a ¹declara-
 tion of an obligation which is ¹morally

Receive.
 Detrimental.
 Obligation.
 Guard.
 Bounds.
 Rebellion.
 Candidly.
 Sets forth.
 Improvements.
 Complete.
 Formed.
 Emergencies
 Antire.
 Process.
 Designs.
 Alterations.
 Effects.
 Wants.
 Often recur-
 ring.
 Mutations
 Variable.
 Fitness.
 Branch.
 Alterations.
 A request
 Essential
 Proclamation
 Conscien-
 tiously.

must the United States guarantee to every state? 22. Why is this
 necessary? 23. Is it the duty of the general government to protect
 the states from invasion? (§ 7) 24. How may amendments be made?
 25. Why are they sometimes necessary? 26. What should be guarded
 against? (§ 8.) 27. In what manner are all debts binding upon go-

See Article V. of the Constitution, page 139.

¹binding upon every nation through all
¹changes. The powers enumerated in the
 Constitution would be ¹utterly useless, if they
 120 could not be ¹exercised independent of any
 other power; or, in other ¹words, if they
 were not ¹supreme; and the Constitution it-self
 would be ¹a nullity. The propriety of
 an oath on the part of public ¹officers, in
 125 every department, will hardly be ¹doubted.
 The last part of this ¹clause is, to prevent
 any ¹alliance between church and state in
 the ¹administration of the government. The
 history of other countries ¹affords examples
 130 of the ¹mischievous effects of such a union,
 amply sufficient to warn us against a ¹like
¹experiment.
 (§ 9.) Two of the ¹states, North Carolina
 and Rhode Island, did not at first ¹accede to
 135 the Union, but they finally ¹ratified it, when
 they found that the national government ¹con-
 sidered them as foreign nations. At the ¹close
 of the Constitution follow the ¹names of the
¹delegates* from the different states, most of
 140 whom are ¹distinguished in history for their
¹wisdom and patriotic devotion to their coun-
 try. At their head, as President, and ¹dele-
 gate from Virginia, ¹stands the name of

Obligatory.
 Variations.
 Entirely.
 Used.
 Language.
 Paramount.
 Void.
 Function-
 aries.
 Questioned.
 Article.
 League.
 Management
 Furnishes.
 Injurious.
 Similar.
 Trial.
 Confedera-
 tions.
 Consent.
 Confirmed.
 Looked upon
 End.
 Cognomens.
 Deputies.
 Eminent.
 Discreetness
 Deputy.
 Is registered.

vernments in all circumstances? 28. What is declared to be the su-
 preme law of the land? 29. Who are bound thereby? 30. What
 would the Constitution be without this provision? 31. What officers
 are bound by oath to support the Constitution? 32. Why is any reli-
 gious test prohibited? (§ 9.) 33. How many states were required to

See Articles VI and VII of the Constitution, page 140.

* See Biographical Table

George Washington — a sufficient¹ guaranty¹ Warrant.
 145 to¹ every American that the Constitution was Each.
 framed with¹ prudence and foresight, and Discretion.
 with an ardent desire that it might¹ prove a Become.
 'perpetual blessing to the whole American Continual.
 'people. Nation.

ratify the Constitution? 34. What states at first refused to ratify it?
 35. Who was President of the Convention that framed the Constitu-
 tion? 36. Of what is his name a sufficient guaranty?

LESSON XXXVIII.

AMENDMENTS.

(§ 1.) THE¹ amendments to the Constitu-tion Additions.
 have all been¹ ratified, and are now a Approved.
 part of that¹ instrument. The greater part Document
 of them are designed more¹ effectually to Efficiently.
 5 guard rights before¹ alluded to in the Con-stitution. Referred.
 or more¹ clearly to define certain Lucidly.
 'prohibitions of power, the exercise of which Interdiction
 would be dangerous to the¹ interests of the Welfare.
 country. The first¹ article is — "Congress Clause.
 10 shall make no law¹ respecting an establish-ment Concerning
 of religion, or¹ prohibiting the free ex-ercise Forbidding
 thereof; or¹ abridging the freedom of Curtailing
 speech, or of the press; or the¹ right of the Liberty.
 people peaceably to assemble, and to¹ peti-tion Memorialize
 15 the Government for a¹ redress of griev-ances. 'Correc-tion.
 (§ 2.) We have¹ seen, in Article VI. Observed.

(§ 1.) 1. Of what are the amendments now a part? 2. For what
 are they mostly designed? 3. Why is Congress forbidden to make
 any law respecting an establishment of religion? (§ 2.) 4. What pre-

See Article I of the Amendments to the Constitution, page 142.

of the Constitution, that no religious¹ test¹ Pledge.
 can be¹ required, as a qualification for office. Exacted.
 The first clause here, is an¹ extension of that Enlargement
 20 'prohibition, and is supported by the same Interdiction.
 reasons. It prevents all¹ interference of go-vernment Inter-med-
 in¹ religious duties. Moreover, Pious.
 this¹ clause presents an insurmountable bar-rier Passage.
 to the¹ union of church and state. Junction.
 25 Congress can never have any¹ pretence for Pretent.
 legislating on the¹ various forms of religion. Different.
 'At whatever time a government has estab-lished Whenever.
 the¹ form of belief of any sect, it has Creed.
 usually¹ patronised only those professing that Favored.
 30 belief, and placed¹ grievous restrictions upon Oppressive.
 all other¹ denominations. Sects.

(§ 3.) It may be¹ proper here to remark, Suit-able.
 that the Constitution makes no¹ provision for Arrangement
 the support of¹ Christianity, because it was The religion
 35 framed¹ exclusively for civil purposes; and of Christ.
 'the Christian religion formed no part of the Altogether.
 'agreement between the contracting parties. Christianity.
 Each of the states surrendered to the¹ general Bargain.
 government a few of its¹ political rights National.
 40 for the better¹ protection of the rest; but Public.
 every state and every¹ individual in the Defence.
 country¹ retained untouched and unmolested, Person.
 all the principles of religious¹ freedom. It Kept.
 Liberty.

sents an insuperable barrier in this country to the union of church
 and state? 5. What has generally been the result whenever any
 government has adopted sectarian tenets? (§ 3) 6. For what reason,
 in your opinion, was no provision made to support Christianity in the
 Constitution? 7. Why did the states cede to the national government any
 of their political rights? 8. What did every state and every individual

See Article I of the Amendments to the Constitution, page 142.

would likewise have been ¹impossible to
 45 introduce the ¹subject of religion in such
 manner as to meet the ¹approbation of the
 numerous ¹sects of Christians. Though
 most agree on the ¹fundamental doctrines of
 religion, yet there are various ¹minor differ-ences.
 50 (§ 4.) Among the ¹framers of the
 Constitution were men as ¹eminent for their
 wisdom and ¹piety, as they were for their
 patriotism. The ¹history of our country
 has ¹demonstrated that religion may flourish
 55 in its ¹utmost vigor and purity, without the
¹aid of the national government. Further
 the universal ¹dissemination of Christianity
 is best promoted, the highest ¹happiness of
 society secured, and the most ¹enduring glory
 60 of the nation ¹attained, through the medium
 of ¹schools.
 (§ 5.) The ¹freedom of speech and of the
 press is indispensable to the ¹existence of a free
 government. The ¹acts of the government
 65 are open to free ¹discussion, — hence any
¹abuse of its powers may be exposed. This
 power is designed to ¹shield the people from
 those tyrannical ¹usurpations, which have so
¹wantonly deprived the world of some of the
 70 richest ¹productions of the mind. In despotic
 countries, no newspaper or book can be ¹pub-lished
 even of ¹ascientific or literary cha-acter,

Impracticable.
 Matter.
 Sanction.
 Denomina-
 tions.
 Essential.
 Smaller.
 Founders.
 Distinguished.
 Religion.
 Chronicle.
 Proved.
 Greatest
 Help.
 Diffusion.
 Felicity.
 Lasting.
 Reached.
 Seminaries.
 Liberty.
 Duration.
 Deeds.
 Debate.
 Ill-use.
 Guard.
 Assumptions.
 Wickedly.
 Literary works.
 Printed.
 An artistic.

retain? (§ 4.) 9. What does the history of our country demonstrate?
 10. How is the happiness of mankind best promoted? (§ 5.) 11. In
 what manner is free discussion useful? 12. What is the design of the
 first Article of the Amendments to the Constitution? (§ 6.) 13. What

See Article I. of the Amendments to the Constitution, page 142.

without the ¹sanction of government. Approval
 — There are probably, ¹at the present time, Now.
 75 in the United States, more ¹newspaper presses
 than in all the rest of the ¹world. (§ 6.) Gazette.
 Despotism always ¹fears the truth, and stifles
 public ¹discussion; but our government being
¹instituted by the people for the benefit of the
 80 people, is interested in the ¹universal disse-mination
 of knowledge. The ¹purity of its
 objects and the ¹ability of its administration, General.
 should ever be so manifest as to ¹render the
 discussion of its affairs, and the ¹dissemination
 85 of truth, its strongest ¹bulwarks. It should,
 however, be ¹distinctly understood, that this
¹power does not confer an unrestricted right
 of ¹speech or publication. Justness.
 (§ 7.) If that were the case, a ¹citizen
 90 might ¹vilify and abuse another with impu-nity,
 might destroy his reputation, and ¹sac-rifice
 his ¹happiness and dearest interests, from
 a mere ¹wantonness, or to gratify a spirit of
 revenge. A man might even excite ¹sedition, Wisdom.
 95 ¹rebellion, and treason against the govern-ment. Make.
 It gives ¹liberty to print or say any-thing
 that will not ¹injure another in his rights, Diffusion.
 property, or ¹reputation; or that will not dis-turb
 the public peace, or threaten the ¹over-throw. Barriers.
 Clearly.
 Privilege.
 Utterance.
 Denizen.
 Reproach.
 Immolate.
 Felicity.
 Sportiveness.
 Disaffection.
 Insurrection.
 Permission.
 Wrong.
 Character.
 Defeat.

are some of the restrictions upon knowledge in despotic countries?
 14. What does despotism always fear? 15. What are the strongest
 barriers of our government? 16. Has any one the right to say or
 print what he pleases? (§ 7.) 17. What is the real meaning of this
 phrase, "the freedom of speech and the press?" 18. What must be
 the condition of those who are denied the right of petition? (§ 8.)

See Article I. of the Amendments to the Constitution, page 142.

100 of the ¹government. The right of the
 people "peaceably to assemble and ¹petition
 for a redress of ¹grievances" is invaluable.
 (§ 8.) It is difficult to conceive of a more ¹ab-
 ject state of slavery, or one more ¹humiliating
 105 to those who have even limited ¹views of their
 own ¹rights, than where the people dare not
 make known their grievances, and ¹petition
 for their ¹redress. This right has often been
 denied in ¹despotic governments, under a
 110 pretence of guarding against ¹insurrections
 and ¹conspiracies.

(§ 9.) These ¹second articles — "A well ¹re-gulated
 Militia being ¹necessary to the security
 of a free State, the ¹right of the people to
 115 keep and bear ¹arms shall not be infringed."
 Some ¹tyrannical governments resort to dis-
 arming the people, and making it ¹an offence
 to keep arms, or participate in military ¹pa-
 rades.

In all countries where despots ¹rule
 130 with standing armies, the ¹people are not
 allowed to keep ¹guns and other warlike
 weapons. The true ¹nature ¹of a standing
 army was fully ¹known by our forefathers;
 they had ¹experienced its practical results
 125 before the ¹revolution. It may indeed be
 a ¹question, if England could have waged

Administra-
 tion.
 Pray.
 Wrongs.
 Despicable
 Degrading.
 Ideas.
 Immunities.
 Memorialize
 Relief
 Tyrannical.
 Rebellions.
 Plots.
 Organized.
 Needful
 Liberty.
 Weapons.
 Imperious.
 A crime.
 Drills.
 Govern.
 Inhabitants.
 Muskets.
 Character.
 Recognized.
 Realized.
 Change.
 Doubt.

19. What is the most abject state of slavery to which man is subject?
 20. What right has been denied under despotic governments? (§ 9.)
 21. What is the condition of the people in despotic countries? 22.
 What is the difference between *guns* and *muskets*, in the 12¹st line?
 23. In what way had the republic of this country realized the evils
 of standing armies? 24. Are the citizens of a country easily made

* See Article II. of the Amendments to the Constitution, page 142.

any war of long duration against the ¹colo-nies,
 without its ¹standing army. The citi-zens
 of any country ¹quickly perceive the
 130 injustice of despotic ¹measures, and cannot
 generally be made the ¹tools of oppression.
 (§ 10.) It is the ¹extreme of folly for any
 people to ¹maintain a large standing army in
¹times of peace. Almost every feature of a
 135 free government is ¹abolished in organized
 armies; the soldiers are not tried by ¹juries
 for any real or ¹supposed offence; they are
 at the mercy of their officers — in ¹short, under
 the most ¹absolute despotism. Denied the
 140 privileges of going out of ¹prescribed limits,
 the endearments of ¹domestic life, the freedom
 of ¹speech, or the enjoyments of the social
 privileges of ¹civil society, they are required
 to move as ¹puppets, to receive orders which
 145 they must obey, to ¹consider others as their
 superiors, and to ¹pay homage to men.

(§ 11.) Thus, ¹gradually led to be the ser-vants
 and slaves of power, to obey ¹com-mands,
 right or wrong, they are ¹further lia-ble.
 150 for ¹offences which in civil society would
 entail but slight punishment, to be ¹court-martialled
 whipped, ¹hung or shot. Thus
 a man of ¹discretion, of wisdom, and of

Provinces.
 Permanent.
 Soon.
 Proceedings.
 Hirelings.
 Height
 Support.
 Seasons.
 Destroyed.
 Equals.
 Imaginary.
 Fine.
 Complete.
 Defined.
 Home.
 Discourse.
 Free.
 Automaton.
 Deem.
 Render.
 Impercepti-
 bly.
 Mandates.
 Moreover.
 Derelictions
 of duty.
 Tried by mil-
 itary officers.
 Executed.
 Judgment.

- the tools of oppression? (§ 10.) 25. What laws exist in established
 armies? 26. What is the tendency of long-continued surveillance
 upon men? 27. How must men in armies view their officers? 28.
 Do men in armies dare to go without the limits prescribed by their
 officers? 29. Name some other objections to permanent armies. 30.
 Do you suppose any people can lose their liberty without standing
 armies? (§ 11.) 31. What do you suppose is the difference between

See Article III. of the Amendments to the Constitution, page 142.

years, may be hung, for refusing to obey, or
 155 questioning the orders of some young and
 perhaps passionate and senseless upstart,
 whom chance, accident, or favoritism, has
 placed in command. It is well worthy of
 remark, that the most illustrious generals of
 160 the revolution were citizens and not soldiers
 by profession, and gave the strongest testi-
 mony against standing armies. (§ 12.) The
 whole revolutionary army were citizens be-
 fore the war, and may justly be regarded as
 165 citizen soldiers. The standing army of the
 king of England was the most oppressive and
 hated instrument of his power. The princi-
 pal officers, like Washington, resigned their
 posts, and assumed their places as citizens at
 170 the close of the war. Ambitious men may ad-
 vocate the feigned glory achieved by stand-
 ing armies: but the people should remember,
 that as the soldier's profession is advanced,
 their own calling is degraded. Make war the
 175 most honorable of all callings, and every
 one must bow to the nod of military despot-
 ism. Wherever the largest standing armies
 have been found, there also has existed the
 most oppressive and absolute despotism.

Advanced
 age.
 Doubting.
 Foolish.
 Partiality.
 Authority.
 Renowned.
 Civilians.
 Evidence.
 Permanent.
 Continental.
 Looked upon
 Regular.
 Potentate.
 Abhorred.
 Relinquished
 Positions.
 End.
 False.
 Forces.
 Calling.
 Business.
 Respected.
 Reverence.
 Hosts.
 Had sway.
 Uncontrolled

a trial by jury and a trial by court-martial? 32. Where is trial by
 jury prohibited? 33. Who were the illustrious generals of the revo-
 lution? (§ 12.) 34. Did the revolutionary generals resort to war as a
 profession? 35. In what light may the whole revolutionary army be
 regarded? 36. What was the most oppressive menial and tool of the
 king of Great Britain? 37. What effect has the exaltation of the sol-
 dier's profession upon the pursuits and calling of citizens? 38. Who
 must support soldiers? (§ 13.) 39. What are insuperable barriers to

See Article II. of the Amendments to the Constitution, page 112.

180 (§ 13.) The great body of the people, the
 militia of a nation, presents insuperable bar-
 riers to the usurpation of power by artful
 and ambitious men; citizens and not stand-
 ing armies, are the bulwarks of freedom.
 185 Let then all knowledge and power be uni-
 versally disseminated among the people, and
 all foes to liberty, whether domestic or fo-
 reign, will flee like "chaff before the wind."
 The political condition of the world is such,
 190 that the friends of human improvement
 should be constantly on the alert. If the
 history of the past is an index for the future,
 it admonishes the people of this country to
 195 countenance no system of policy that pro-
 duces an inequality of its citizens. It shows
 that arms, followed as a profession, have
 inevitably produced either the most abject
 slaves and absolute despotism, or a disso-
 lute and disorderly soldiery, the bane of
 200 civilization—both of which, though in oppo-
 site extremes, are alike ruinous to republics.
 (§ 14.) Let then each and every citizen
 throughout the land, participate in whatever
 of honor or of disgrace there may be at-
 205 tached to the profession of arms. Let not
 the preposterous idea that a standing army
 can effectually protect the country, ever be

Large.
 Invincible.
 Cunning.
 Established.
 Supporters.
 Attainment.
 Spread.
 Enemies.
 Dust.
 National.
 Advance-
 ment.
 Look-out.
 A director.
 Counsels.
 Favor.
 A disparity.
 Vocation.
 Despicable.
 Depraved.
 Unruly.
 Different.
 Fatal.
 Inhabitant.
 Share.
 Ignominy.
 Calling.
 Very absurd.
 Save.

the usurpation of power? 40. If military science is essential, who
 ought to possess it? 41. Do you suppose the tendency of keeping
 men constantly under military subjection, of requiring them to receive
 and obey orders, gradually renders them fit tools for tyrants? (§ 14.)

See Article II. of the Amendments to the Constitution, page 142.

entertained. In cases of sudden ¹invasions, as well as violent ¹commotions, the country
 210 must be ¹shielded by the great body of the people. Let then our ¹chief reliance be upon the citizen soldiery so that in ¹war every citizen may be a soldier, and in ¹peace every soldier a citizen. Let not the ¹military profession be
 215 considered the ¹requisite road to the highest honors, but as a necessary evil, ¹produced by the ¹wickedness of tyrants, and the ignorance of their subjects. The third ¹amendment is —
 220 "No soldier shall in time of peace be ¹quartered in any house without the ¹consent of the owner; nor in time of war, but in a ¹manner to be prescribed by law." It was a ¹custom in ¹arbitrary times to lodge soldiers in the houses of private citizens, without ¹regard to
 225 their interests, or to ¹forms of law.

Hostile en-
trances.
 Perturba-
tions.
 Protected.
 Individual.
 Conflict.
 Quietude.
 Warlike.
 Necessary.
 Generated.
 Uprightous-
ness.
 Addition.
 Lodged.
 Approbation.
 Way.
 Usage.
 Despotic.
 Respect for.
 Regulations.

42. Can soldiers be quartered in any house? 43. In what manner only? 44. Has it ever been done without regard to forms of law?
 4 1. Why should not *a*, in the 222d line, be changed to *an*, when you substitute usage for custom?

LESSON XXXIX.

§ 1.) THE fourth Article ¹protects the citi-zens against unreasonable ¹innovations and molestations by government ¹officers. In ¹former times, any house might be searched,
 5 at the ¹discretion of the officers of govern-ment, without any ground of ¹accusation,

Secures.
 Changes.
 Officials.
 Past.
 Option.
 Suspicion.

(§ 1.) 1. What rights of the people cannot be violated? 2. Upon what conditions may warrants for search be issued? (§ 2.) 3. What See Articles III. and IV. of the Amendments to the Constitution, pages 142 and 143.

and many ¹innocent persons suffered from such ¹illegal acts. This Article renders searches of this kind ¹impossible in this
 10 country. (§ 2.) The ¹provisions of Articles five and six are very ¹important. They pre-vent
 false ¹accusations, by making an indict-men-
 necessary before the ¹accused can be
 put upon his ¹defence. They protect him
 15 from unnecessary ¹oppression, before his
 guilt shall be ¹established: he cannot be har-
 assed by more than one ¹trial, and cannot
 be ¹compelled to self-accusation. His life,
 liberty, and property are all ¹protected by
 20 law, unless he shall have ¹forfeited them by
 crime; and his trial must be ¹speedy and
 public, that he may be promptly ¹acquitted,
 if innocent. (§ 3.) They also ¹afford the ac-cused
 every reasonable advantage for ¹de-fence.

25 He is to be informed of the ¹nature of
 the ¹accusation against him, that he may pre-
 pare his defence and ¹refute the allegation; he
 is to be confronted with the ¹witnesses against
 him, that he may ¹question them; he is to have
 30 ¹process to compel the attendance of wit-
 nesses in his favor. He may have ¹coun-
 sel to assist him in his defence. In ¹arbitrary
 governments, many, and ¹frequently all of
 these privileges are ¹denied.

Guiltless.
 Unlawful.
 Impractica-
ble.
 Stipulations.
 Momentous.
 Charges.
 Charged.
 Justification.
 Severity.
 Confirmed.
 Ordeal.
 Forced.
 Guarded.
 Lost.
 Expeditions.
 Exonerated.
 Give.
 Vindication.
 Character.
 Charge.
 Rebut.
 Deponents.
 Interrogate.
 Proceedings.
 Lawyers.
 Despotic.
 Often.
 Refused.

is necessary before a person can be brought to trial for an infamous crime? 4. In what other respects is the accused protected from inconvenience, injury, and oppression? 5. How are false accusations prevented? 6. Why should a trial be speedy? (§ 3.) 7. Why must the accused be informed of the accusations against him? 8. Why See Articles V. and VI. of the Amendments to the Constitution, page 143.

35 (§ 4.) The seventh Article has ¹reference to the ¹extension of the right of trial by jury to civil as well as criminal cases. This ¹re-lates only to the ¹courts of the United States. This Article ¹also prescribes the manner in
40 which the Supreme Court shall ¹re-examine the facts in a ¹cause tried by a jury. The eighth Article is — "Excessive ¹bail shall not be required; nor excessive fines ¹imposed; nor cruel and unusual punishments ¹inflicted."
45 Cruel and ¹atrocious punishments, which might be inflicted from ¹malice, or to gratify a feeling of ¹revenge, are thus prevented. The history of past ¹ages affords numerous examples of the ¹disgraceful and tyrannical
50 exercise of what is here ¹prohibited. (§ 5.) The ninth Article is — "The ¹enumeration in the Constitution of certain ¹rights shall not be construed to deny or ¹disparage others ¹retained by the People." The tenth Article
55 is — "The powers not ¹delegated to the United States by the Constitution, nor ¹prohibited by it to the States, are ¹reserved to the States ¹respectively, or to the People." These two Articles speak for themselves. It is ¹evident
60 that the powers not ¹delegated to the United States must ¹belong to the States, except such as are prohibited to them or to the ¹people.

Allusion.
Application.
Pertains.
Judiciary.
Likewise.
Review.
Case.
Security.
Exacted.
Executed.
Wicked.
Malignity.
Vindictive-
ness.
Tunes.
Unworthy.
Debarred
Specification
Privileges.
Undervalue.
Kept.
Given.
Forbidden.
Secured.
Individually.
Clear.
Intrusted.
Appertain.
Citizens.

confronted with the witnesses against him? 9. Are any of these privileges ever denied to persons accused? (§ 4.) 10. To what civil cases is the right of trial by jury extended? 11. What is prevented by the prohibition of excessive bail and fines, and cruel punishments? (§ 5.) 12. What powers are reserved to the states respectively, or to See Articles VII, VIII, IX, and X, of the Amendments to the Constitution, pages 144 and 145.

(§ 6.) The eleventh Article is — "The ¹ju-dicial ¹power of the United States shall not
65 be ¹construed to extend to any suit in law or equity, ¹commenced or prosecuted against one of the States by ¹citizens of another State, or by citizens or subjects of any ¹fo-reign State." This is ¹merely an additional
70 ¹specification of the prohibitions upon the ¹Supreme Court, the powers of which have been ¹considered, in treating of Article III. of the Constitution.* (§ 7.) This ¹amend-ment applies only to ¹original suits against
75 the states, and does not ¹exclude the Supreme ¹Court from trying cases brought by appeal or writ of error from any of the state ¹tri-bunals.
A writ of error is a ¹writ founded on an alleged error in ¹judgment, which car-ries
80 the suit to some ¹superior tribunal, and ¹authorizes the judges to examine the record on which ¹judgment has been given in the inferior court, and to ¹reverse or affirm the ¹same.
85 (§ 8.) The twelfth and last ¹Article of the Amendments has been ¹inserted in the body of the Constitution.† It may, ¹however, be here ¹observed, that each and every Article of the ¹Amendments of the Constitution is
90 equally as ¹binding as the original Constitu-tion,

Law admin-
istering
Authority.
Interpreted
Begun
Denizens.
Distant
Only.
Notation.
Highest.
Examined.
Alteration.
Commencing
Prevent
Tribunal.
Courts
Legal instru-
ment.
Decision.
Higher.
Empowers.
Sentence.
Annul.
Judgment.
Clause.
Placed.
Nevertheless
Remarked.
Improvements.
Obligatory.

the people? (§ 6.) 13. To what suits cannot the judicial power of the United States be extended? (§ 7.) 14. Does the eleventh amendment prohibit the Supreme Court from trying causes that may commence in the state courts? 15. What is a writ of error? (§ 8.) 16.

* See page 200. † See pages 131, 189, and 190.
See Articles XI and XII of the Amendments to the Constitution, page 145

	and ¹ justly considered part and parcel of that ¹ document. The 11th and 12th Amendments are the only ones that ¹ alter, in any way, the original Constitution. The 12th was ¹ pro-posed	Rightly. Instrument. Change. Propounded.
95	in 1803, ¹ on account of the presidential contest of Aaron Burr and ¹ Thos. Jefferson. On the return of the electoral ¹ vote, in 1801, it was ¹ found that each had seventy-three votes. (§ 9.) The House of Representatives ¹ pro-ceeded,	By reason. Thomas. Suffrage Ascertained. Commenced.
100	on the 11th of ¹ February, 1801, in the manner ¹ prescribed by the Constitution, to elect a President of the ¹ U. S., and con-tinued to ¹ ballot during the business hours of each day, till the 17th of ¹ Feb. 1801, when	2d month. Ordnained. United States Vote. February. Chosen.
105	Thomas Jefferson was ¹ elected, on the thirty-sixth ballot, ¹ Chief-Magistrate of the Union. This amendment is, ¹ therefore, important, inasmuch as it requires the electors ¹ ex-pressly to designate the ¹ candidates for Pre-sident and Vice-President; ¹ by that means	President. Consequently. Particularly. Nominees. Thereby. Needless. Virulence.
110	saving the nation from ¹ useless expense, and the animosity of party ¹ rancor. (§ 10.) The Constitution has been in ope-ration	Use. During.
115	¹ for fifty-nine years. In peace and in war it has proved itself the ¹ guardian of the republic. In its ¹ infancy it was assailed with unparalleled ¹ vehemence: it was then a matter of ¹ theory, if the Constitution could	Protector. Origin Violence. Conjecture.

Why was Article XII. of the Amendments inserted in the body of the Constitution? 17 What is peculiar of the twelfth amendment? (§ 9.) 18. Give an account of the presidential contest in 1801. 19. Why is the twelfth amendment important? (§ 10.) 20. How long has the Constitution been in force? 21. What has been the result of its operation? 22.

See Article XII. of the Amendments to the Constitution, page 145

	¹ bestow upon the country union, and its na-tural consequences, ¹ prosperity and power. Experience, the infallible ¹ test of all human theories, has demonstrated the ¹ wisdom of its arrangements, and the ¹ unequalled bless-ings of its ¹ operation. Those who hereafter	Give to. Success. Proof. Sageness. Unrivalled, Action.
120	attempt to ¹ weaken its bonds, must do so against the ¹ weight of its own transcendent ¹ example to bless mankind, and the light of all past ¹ experience. Nothing but the mental ¹ darkness of the people could ever	Enfeeble. Power. Precedent Trial. Blindness
130	give a chance of success to the ¹ schemes of those ¹ unworthy Americans who would wish to destroy this glorious ¹ confederacy. (§ 11.) Every friend of ¹ liberty throughout the world has felt a new ¹ impulse to duty by	Intrigues Base. Union. Freedom. Motive. Success.
135	the unparalleled ¹ prosperity and happiness ¹ conferred by the American Constitution. It has proved the mightiest ¹ rampart against those ¹ dreaded evils which its early but often patriotic ¹ opponents feared it might foster; its	Fortification. Feared. Adversaries. Hopes. Confident. Sincere.
140	fruits have surpassed the ¹ expectations of the most ¹ sanguine of its framers. Let then every ¹ honest person reflect upon the dangerous doctrines of dissensions and ¹ disunion. Every one should ¹ remember that our bond of union	Separation. Recollect. Severed.
145	once ¹ broken, makes over 30 distinct but	

Why was the Constitution opposed in its infancy? 23. What is the infallible test of all human theories? (§ 11.) 24. What effect has the success of the American Constitution had on the friends of liberty throughout the world? 25. What are its results upon the evils it was supposed it might foster? 26. Is there any danger in disseminating doctrines of dissension and disunion? 27. What would result from the destruction of the Constitution? 28. If the Union were destroyed,

¹feeble nations, where now exist the most prosperous people of the world. ¹Questions that are now debated and reasonably ¹de-cided in the ¹Halls of Congress, would then be ¹decided by brute force in the field of ¹battle.

(§ 12.) Let ¹disunion once take place, and who can tell where the ¹line of division will ¹end? Who could tell the number of unprin-cipled politicians and military ¹adventurers that would spring up; the ¹enormous taxes that would be ¹exacted of the people to sup-port armies for mutual ¹aggression; the mili-tary despotism and the consequent ¹misery that would ¹inevitably follow? (§ 13.) But how can the Constitution be ¹maintained, unless it is made known to the ¹people, and how can it be made known if not ¹taught in our schools? May the youth of our ¹land learn to ¹appreciate the security it gives to property, ¹liberty, equal laws, and even life, and ¹realize the truth that measures injurious to one section of our country must ¹eventually destroy our glorious ¹Union. Harmoniously united, our country will not only ¹stand, but take the ¹lead of all others in the improve-ment of the ¹social condition of man, and ¹attain a degree of renown unequalled in the ¹annals of the world. (§ 14.) For nearly

Helpless.
Subjects.
Determined.
Houses.
Settled.
Strife.
Separation
Mark.
Terminate.
Desperadoes.
Heavy.
Required.
Annoyances.
Wretched-
ness.
Certainly.
Supported.
Community.
Inculcated.
Country.
Value,
Freedom.
Comprehend.
Finally.
Confederacy.
Exist.
Advance.
Domestic.
Reach.
Chronicles.

how would questions of sectional moment be then decided? (§ 12.) 29. Would the Union, once divided, continue without numerous subdivisions and distractions? (§ 13.) 30. What is the only effectual way to support the Constitution? 31. In what consists the strength of our country? 32. To what desirable position does the Constitution lead

175 ¹six thousand years has the world been created, yet during that ¹time liberty has heretofore been ¹pent up in narrow territo-ries, and never before had ¹dominion on such a ¹magnificent scale as is now exhibited in

180 America. Never before have knowledge and equal laws been ¹extended to the million, and the highest ¹offices of honor, of profit, and of ¹usefulness, been given alike to the rich and the ¹poor. Never before have the mightiest

185 men of a nation, the brightest ¹names in the ¹curriculum of fame, risen to immortal re-nown from ¹obscurity, solely on the ground of ¹merit.

(§ 15.) The ¹Constitution may justly be

190 ¹regarded as the promoter of universal know-ledge and ¹equality among men, the patron of ¹letters, the fountain of justice and of ¹order in human society; it is the strong bul-wark of American ¹freedom. It is a mag-nificent

195 ¹structure, reared with unequalled ¹wisdom by the purest patriots; and the most successful ¹benefactors of the human race. Its ¹pillars are now the virtue and intelli-gence of the people; its ¹keystone is *union*.

200 Vice, immorality, and corruption may ¹under-mine the one; faction, ¹sectional jealousies, and strife, may ¹corrode and destroy the other. Let it be the ¹care of every Ameri-

6000.
Period.
Shut
predomi-
nance.
Grand.
Information
Offered.
Places.
Utility.
Indigent.
Appellations.
Cycle.
Retirement.
Ability.
Palladium.
Looked upon
Equal rights.
Literature.
System.
Liberty.
Edifice.
Sagacity.
Friends.
Supports.
Fastening.
&ap.
Local.
Consume.
Solicitude

our country? (§ 14.) 33. How long has the world continued under despotic rule? 34. What country set the example of freedom to all others? 35. Are poor men promoted to office under the Constitution? 36. For what reason? (§ 15.) 37. How may the Constitution be re-

can to ¹ comprehend the vastness of its bless-ings,	Understand.
205 and to ¹ guard it from all possible	Protect.
² en-croachments.	² Intrusions.
(§ 16.) The ¹ legacy of the Father of his	Farewell Ad- dress
country sets forth alike the ¹ importance and	Necessity
the ¹ paramount claims of the Constitution.	Highest.
210 They who ¹ revere the sage counsels of him,	Reverence.
whose fame is ¹ co-extensive with the history of	Co-existent.
America, will ¹ coincide in the opinion, that	Agree.
the Constitution should be ¹ studied in all the	Learned.
¹ schools. "It is of infinite moment that you	Seminaries.
215 should ¹ properly estimate the immense value	Adequately.
of your national union to your ¹ collective and	Combined.
individual ¹ happiness; that you should cherish	Felicity.
a ¹ cordial, habitual, and immovable attach-ment	Heartfelt.
to it; ¹ accustoming yourselves to think	Habituating.
220 and speak of it as of the ¹ palladium of your	Shield.
¹ political safety and prosperity; watching for	National.
its preservation with jealous ¹ anxiety; dis-coun-ten- ing	Social.
whatever may ¹ suggest even	Hint.
a ¹ suspicion that it can, in any event, be	Doubt.
225 abandoned; and indignantly frowning ¹ upon	On.
the first ¹ dawning of every attempt to alienate	Appearance.
any ¹ portion of our country from the rest, or	Part.
to ¹ enfeeble the sacred ties which now link	Weaken.
together the ¹ various parts."*	Different.

garded? 38. What should be the care of every American? (§ 16.)
39. What should be properly estimated? 40. Should all understand
the Constitution? 41. Is it written so that all can understand it?
42. Should each pupil in every school in the country understand it?
43. Should every citizen study it? 44. How should all speak of
it? 45. Would it be reasonable or safe to require persons to speak
in a favorable manner of a document which they had never read?

*The entire Farewell Address is inserted in the "Citizen's Manual, by Joseph Bartlett
Burlingame.

(§ 17.) Great were the hearts, and ¹ strong the minds,	Stout
Of those who ¹ framed, in high debate,	Made
The ¹ immortal league of love that binds	Eternal.
Our fair ¹ broad empire, state with state.	Wide.
And deep the ¹ gladness of the hour,	Pleasure.
235 When, as the ¹ auspicious task was done,	Prosperous.
In ¹ solemn trust, the sword of power	Awful.
Was given to GLORY'S ¹ UNSPOILED SON.	Unstained.
That ¹ noble race is gone; the suns	Worthy.
Of sixty years have ¹ risen and set;	Soared,
240 But the bright ¹ links those chosen ones	Rings,
So strongly ¹ forged, are brighter yet.	Formed.
Wide — as ¹ our own free race increase—	Americans.
Wide shall extend the ¹ elastic chain,	Stretching.
And bind, in ¹ everlasting peace,	Everduring.
245 State after state, a ¹ mighty train.— BRYANT.	Potent.

(§ 17.) 46. What were great? 47. What strong? 48. What was
framed? 49. What was given? 50. To whom? 51. What is gone?
52. What are brighter yet? 53. What shall extend wide? 54. Should
all endeavor to imitate the virtues of Washington, who endeavored
never to tell a falsehood, violate an obligation, or be guilty of any other
dishonorable act? 55. If we strive to attain the highest pinnacle, shall
we be happier, and accomplish more good than we should otherwise?
56. Who do you suppose the happiest in this life, the wicked or the
good?

LESSON XL.

THE DUTIES AND RESPONSIBILITIES OF VOTERS.*

(§ 1.) THE impressions and ¹prejudices
imbibed in infancy — the ¹infancy of a person
or of a nation — and ¹perpetuated in the use
of ¹terms and phrases which should vary
5 with changing circumstances, are, ¹perhaps,

(§ 1.) 1. What can you say of impressions imbibed in early life?
* This subject is not deemed irrelevant to the education of females, inasmuch as they are
naturally the first trainers of youth. Ladies should possess all information in reference to our
social and political institutions.

in no instance more ¹indelibly and injuriously fixed, than those relating to our ¹social, poli-tical, and ¹national associations. Thus, the phrases and the impressions ¹incident to them, 10 "right of suffrage," which ¹implies the grant by the ¹ruling power to the subject to exer-cise the elective ¹franchise, and "government," as applied to a ¹detached body of men in power, are both rendered ¹obsolete 15 by the ¹peculiar character of our republican institutions, and by the ¹declaration that "all men are ¹created free and equal. Hence society, as ¹regards its organization and govern-ment, is resolved into its ¹original elements; 20 and man votes, and elects ¹legislators and rulers, as a right, not as a ¹privilege; government ¹exists for man, not man for governors. (§ 2.) As then all men are ¹po-litically free and equal, the only ¹operation 25 necessary to ¹constitute civil society is their association for social enjoyment, the ¹protec-tion of the ¹weak against the strong, the ¹ignorant against the shrewd, the destitute ¹against the wealthy, ¹and so forth; and in this 30 ¹compact each has equal liberty to partici-pate and ¹express his will. The united will of all the members ¹constitutes the govern-ment of a republican ¹community.

(§ 3.) A ¹republican government then, is 35 nothing more nor less than ¹a contract formed

Permanently
Domestic
Public.
Appertaining
Means
Governing,
Privilege
Separate
Antiquated
Genius.
Assertion.
Made.
Relates to.
Primary.
Law-makers
Favor.
Endures.
Nationally.
Thing.
Form.
Defence
Feeble.
Illiterate.
&c.
Agreement.
Declare.
Makes.
People.
Free.
An agreement.

2. Do people derive the right to vote from their rulers? 3. For what does government exist? (§ 2.) 4. What are some of the advantages of society? (§ 3.) 5. What is a republican government? 6. What is

by the people for ¹mutual protection, de-fence, and security of their ¹inalienable rights. Hence the duty of every freeman is ¹plain; his own interest and the ¹interest of those 40 dear to his heart, his family and his ¹suc-cessors, require him to meet the ¹assembled ¹community and express his wish respect-ing measures ¹proposed for the general ¹weal, which will be found ultimately to 45 ¹subserve his own self-interest. (§ 4.) But how, and where, shall a ¹modest, humble in-dividual meet the ¹assembled community, ¹composing this great nation, to express his ¹opinion fearlessly and efficiently? At the 50 ¹polls. His diffidence is there at once re-lieved by the ¹consciousness of his rights and the use of the ¹ballot; and his vote, thus cast, may ¹counterpoise that of the millionaire over his ¹coffers, the judge on the bench, or 55 the ¹general in command.

(§ 5.) Except in very small ¹communities, the direct ¹agitation of the question under debate, cannot conveniently and ¹simultane-ously be discussed and decided by the ¹united 60 will of the nation. This ¹circumstance gives rise to a representative republican ¹govern-ment, in which the voter ¹delegates to his representative the privilege of ¹carrying his ¹opinions to the legislature, and presenting

Reciprocal.
Untrans-fer-able
Obvious.
Welfare.
Followers.
Collected.
Citizens.
Suggested.
Prosperity.
Promote.
Diffident.
Gathered.
Forming.
Conviction.
Place of elec-tion.
Knowledge.
Vote.
Counterbal-ance.
Treasures.
High officer.
Societies.
Discussion.
At the same time.
Combined.
Incident.
Polity.
Grants.
Conveying.
Views.

the duty of every freeman? (§ 4.) 7. How do voters express their opinions? 8. Is there any difference between the vote of the man that cannot read and that of the most learned man in the country? (§ 5.) 9. What gives rise to a representative government? (§ 6.) 10.

65 them for him. (§ 6.) But let the ¹voter bear constantly in ¹mind, that the ballot here cast, is his ¹immediate opinion, expressed on the matter at issue, and such ¹collateral points as are ¹connected with it, to be immediately

70 decided in the ¹legislature by his agent. — No one should be so ¹thoughtless as to consider the "election" merely an ¹opportunity of expressing his ¹partiality for a favorite aspirant, who has ¹elicited admiration by a

75 ¹facetious "stump speech," or for the gratification of ¹personal feelings. The candid citizen will ¹discard all unworthy motives; he will look with pureness of heart and ¹sincerity of purpose, to the future ¹effects of

80 the ¹choice of officers. (§ 7.) He will neither be the ¹tool of party, nor allow personal ¹enmity or prejudice to sway his vote. He will ¹participate with the pure patriotism of other ages in the self ¹sacrifice of individual

85 or party preferences, for the most ¹meritorious and the ablest officers, and, ¹governed by good commonsense, and patriotic ¹reflection, will select a faithful, ¹efficient, and trusty ¹agent, to convey and execute his will

90 on ¹subjects connected with his interest, the interest of the nation, the well-being of ¹Christianity and of the ¹world.

(§ 8.) Thus, as so much ¹importance is attached to the ¹elective franchise, it appears

Balloter.
Memory.
Direct
Indirect.
United.
Law making department.
Unreflecting.
Occasion.
Favor.
Called forth.
Witty.
Individual.
Renounce.
Honesty.
Results.
Election.
Instrument.
Pique.
Share.
Immolation.
Worthy.
Directed.
Meditation.
Competent.
Deputy.
Themes.
Religion.
Earth.
Value.
Voting prerogative.

What should every voter bear in mind? 11. To what will every patriotic voter look? (§ 7.) 12. What should not sway the opinion of the voter? 13. What will govern every intelligent voter? (§ 8.) 14.

95 that the ¹duty of a voter is one of great privilege to the freeman; but its ¹importance to the nation rests on the honesty, the ¹candor, and ¹intelligence of its several members. Hence the ¹propriety and necessity of the exertions

100 to ¹disseminate, with other general "topics of education, a knowledge of the principles of the government, and to ¹inculcate morality and ¹religion — the pillars on which rest the freedom, the ¹permanency, and the entire value of our ¹republican institutions.

105 (§ 9.) Every ¹voter is bound by self-interest independent of the ¹unerring commands of the scriptures, to ¹support such measures as will ¹contribute most to ameliorate the sufferings and ¹distresses of society, to the general ¹prosperity of his country, and, above all, to the ¹perpetuity of its institutions. In the ¹course of time, addition to and alterations of the Constitution must ¹necessarily be

115 proposed for the ¹consideration of the people, and even its very existence is ¹committed to them; hence the imperative ¹injunction is placed upon all, to ¹understand that document, which has conferred so many ¹blessings upon

120 mankind. ¹Inasmuch as there are in our country about a million of ¹adult white persons that cannot read, it is ¹deemed important here to state ¹briefly the necessity and

Business.
Consequence
Sincerity.
Enlightenment.
Suitableness.
Diffuse.
Branches.
Infuse.
Christianity.
Duration.
Liberal.
Balloter.
Undeviating.
Maintain.
Aid.
Adversities.
Weal.
Duration.
Progress.
Of course.
Deliberation.
Entrusted.
Command.
Comprehend.
Benefits.
Seeing that.
Full-grown.
Thought.
Succinctly.

In what way does the elective franchise benefit the nation? 15. What are the pillars on which the permanency of republican institutions rest? (§ 9.) 16. What is every voter bound to do? 17. What must be proposed in the course of time? 18. Can persons unable to read be considered safe guardians of liberty? 19. Who direct the

125 claims of sound instruction, to allude to the
 duty of all to support measures for the general
 diffusion of knowledge, and especially
 of those who direct through the ballot-box
 the destiny of the nation.

130 (§ 10.) If a citizen neglects to Vote, he
 relinquishes one of his most valuable privi-
 leges, and neglects an important duty. The
 boast of our republic is, its representative
 feature, and to carry out its plan, all ought
 to be represented. All ought to vote, for if
 135 they do not, the object of government fails, the
 people are not wholly, but only in part, repre-
 sented.

Every good citizen who stays away
 from the polls, may be justly said to frustrate
 the plan of our institutions; and in case of
 140 bad officers being elected, to support tacitly
 their election and its consequences. (§ 11.)
 In voting, a man is acting both for himself
 and his country, and is under obligation to
 use the utmost discrimination and sound
 145 sense in the selection of public officers, and
 conduct himself on all occasions with cool-
 ness, candor, and kindness. There should
 never be any angry words, or imputations
 of bad motives. The display of ungovern-
 150 able temper, or of rude and ungentlemanly
 conduct, is beneath the dignity of freemen,

Hint.
 Means.
 Dissemina-
 tion.
 Guide.
 Fate.
 Ballot.
 Gives up.
 Obligation.
 Glory.
 Character.
 Character.
 Should.
 Design.
 Inhabitants.
 Keeps.
 Baffle.
 The event.
 Silently.
 Results.
 Citizen.
 Responsibility.
 Judgment.
 Designation.
 Instances.
 Ingenuous-
 ness.
 Exist.
 Designs.
 Vulgar.
 Below.

destiny of the political affairs of the nation? (§ 10.) 20. What does
 the man relinquish who neglects to vote? 21. Why should all vote
 in a republican government? (§ 11) 22. Under what obligation is
 every man who votes? 23. What should never exist? 24. Do the
 best of men ever make mistakes? 25. Do instances occur in which
 men think profound statesmen wrong — in which, if they possessed

and totally ¹ unworthy of a citizen of the American	Undeserving.
¹ republic. The best of men may some-times	Commonwealth.
¹ think they are right, and yet be in the	Believe.
155 wrong. Persons oft think ¹ profound states-men	Learned.
in the wrong, when, if they ¹ enjoyed	Possessed.
like advantages, all would ¹ know that they	Understand.
were in the ¹ right.	True way.
(§ 12.) In making political ¹ statements, it	Assertions.
100 is ¹ incumbent on those who advance them to	Obligatory.
use much ¹ caution and inquiry in reference	Discretion.
to their ¹ validity. It is by fair and honorable	Soundness.
¹ discussion that the cause of human liberty	Argument.
is ¹ advanced; and the greatest folly any party	Promoted.
165 or people can commit, is to ¹ cheat, ² dupe,	Defraud.
and deceive each other; all honorable men	² Impose upon.
will ¹ endeavor to support the cause of truth	Aim.
and justice. As ¹ treason is the worst crime	Rebellion.
known in civil society, so should political ¹ de-ceive	Liar.
170 be ¹ ranked among the most heinous	Classed.
falsifiers of truth, and be ¹ dismissed from	Discarded by
<i>the society of</i> all ¹ honorable and respectable	Magnanimous.
men. (§ 13.) Experience ¹ proves, that the	Demonstrates.
more the human race are ¹ accustomed to rea-son	Habituated.
175 and reflect upon their ¹ duties, the more pure	Obligations.
and ¹ holy they become. A community that has	More sacred.
for a ¹ series of centuries been oppressed by	Coarse.
taxation, and made the ¹ cringing slaves of	Bowing.
¹ despotism, are prone to run into the extremes	Tyranny
180 of vice and folly when their ¹ shackles are	Fetters.

proper information, they would find that they were right? (§ 12.) 26. What is the result of fair and honorable discussion? 27. How should political deceivers be regarded? (§ 13.) 28. What does experience prove? 29. In what way can you answer the objection that man is

removed. They are sometimes ¹led to believe that "¹kings rule by divine right," and that man is not ¹capable of self-government. Without ever ¹reflecting on the absurdity, that if

185 men, in the ¹aggregate, cannot control their own affairs, the ¹baser class of men may seize the ¹prerogative of heaven, and not only ¹govern themselves, but also others; that the ¹greater number should be oppressed with

190 taxes to support in sumptuousness the ¹few; that they must have ¹an imbecile race of kings, to force them to ¹submit to law and to do right. (§ 14.) The fact is, that ¹in times past, education has been ¹denied to the mass of the people. Hence the most ¹dis-interested

195 benefactors of ¹our race, — those who ¹disseminated most the fundamental principles of human ¹equality — that the people should be free and ¹enlightened — that

200 ¹virtue and wisdom constituted the highest ¹excellence of character — and that men should be ¹respected according to their personal merit and the ¹piety of their lives, have been sacrificed

205 ¹duped and made the tools of artful despots. (§ 15.) Recount the names of the most ¹re-nowned

¹philosophers of antiquity, the "most disinterested statesmen, the ablest ¹orators, the purest ¹philanthropists, even to him "who

Induced.
Monarchs.
Qualified for.
Pondering.
Whole.
Inferior.
Exclusive privilege.
Direct.
Majority.
Minority
A weak
Yield.
Heretofore
Withheld from.
Unselfish.
Mankind.
Diffused.
Right.
Educated.
Morality.
Worth.
Esteemed.
Sanctity.
Ignorant
Deceived.
Celebrated.
Sages.
Speakers.
Lovers of mankind.

incapable of self-government? (§ 14.) 30. What has heretofore been the state of education? 31. What has been the fate of those who have heretofore contributed most to human happiness? (§ 15.) 38. What art the names of the most distinguished philosophers of anti-

210 spake as never man spake," they have ¹suf-fered the most ¹excruciating pains, and death, through ¹ignorance, by the hands of those whose best interests could alone be ¹promoted by their existence. ¹Providence will ever

215 render the ¹inevitable hour of death happy to those who live for the ¹benefit of mankind. The dupes of tyrants have brought ¹untold misery and wretchedness upon ¹mankind, and their ignorance and ¹subserviency have

220 often ¹clothed the world in mourning. (§ 16.) ¹Ignorance then cannot be anything but a moral crime of the darkest ¹dye to those who have ¹imperishable education placed within their reach, and fail to take the ¹prize. The

225 history of the world, the ¹infallible index of future human action, ¹shows that no people can remain free who are ¹illiterate. Know-ledge, true knowledge, is ¹indispensable to secure ¹permanently in families even the necessary

230 ¹riches of this world. Without it, in a republic, it is ¹utterly impossible for wealth to continue in, and ¹contribute happiness to a family; it becomes the ¹putrid carcass that invites ¹unseen vultures, which seize it, and

235 bring either poverty or ¹inevitable ruin on its ¹possessors.

Endured.
Tormenting.
Illiteracy.
Advanced.
God.
Certain.
Welfare.
Unrevealed.
Our race.
Submission.
Habited.
Want of know-ledge.
Color.
Enduring.
Reward.
Unerring.
Proves.
Uneducated.
Requisite.
Lastingly.
Wealth.
Entirely.
Administer.
Corrupt.
Unobserved.
Unavoidable.
Holders.

quity? 33. Name the most distinguished orators and philanthropists? 34. How, and for what did they suffer? (§ 16.) 35. Why is it a crime to be ignorant? 36. What is shown by the history of the world, on this subject? 37. Why is knowledge necessary to public and private prosperity? 38. What does wealth prove to its possessors without knowledge. 39. Do those who live for the benefit of mankind best advance the cause of Christianity?

LESSON XLI.

(§ 1.) ¹SELF-INTEREST alone, even for this world's ¹enjoyment, renders moral intelligence indispensable. Let then no one rest ¹satisfied whilst, within this Union, there are 5 hundreds of thousands who ¹find it difficult to ¹discriminate between right and wrong. It is not ¹enough that they know how to read and write; an ¹enlightened man without probity, may become the more ¹efficient tool for 10 mischief; but morality should be ¹paramount to letters. Let the ¹youthful mind be always ¹impressed with moral examples in theory and ¹practice, and so be fortified against the evil influences of after-life. (§ 2.) Let the ¹instructors 15 of youth receive such ¹remuneration, and such honor, that the ¹profession may command the ablest ¹talents of the land, and so society will receive the rich ¹rewards of the common harvest. ¹Apathy to the vital subject 20 of the moral ¹training of the young may be fatal; no citizen, however ¹wealthy, or however ¹exalted, can escape the evils of surrounding and ¹depraved ignorance. Let none ¹imagine themselves in permanent security,

(§ 1.) 1. What renders moral intelligence indispensable? 2. Can the morals of children, or the property of individuals, remain safe among ignorant and corrupt communities? 3. What may an enlightened man without morality become? 4. What examples are requisite to enforce morality? (§ 2.) 5. Who will reap the benefits of having good instructors? 6. What is necessary to have a good school besides good teachers? 7. Are any so wealthy or so exalted, that they may be shielded from surrounding ignorance? 8. Who have a

Individual gain.
Pleasure.
Necessary.
Contented.
Are puzzled.
Discern.
Sufficient.
Educated.
Effectual.
Superior.
Young.
Stamped.
Performance.
Teachers.
Compensation.
Calling.
Capacities.
Compensations.
Indifference.
Guidance.
Opulent.
Elevated.
Corrupting.
Suppose.

25 surrounded by ¹mental darkness, or immoral ignorance. ¹mental illumination; all have a part Intellectual. to ¹perform — the richest and the poorest, the Fulfil. ¹mightiest men of the nation, and the feeblest Most influential. women of the land. No ¹citizen should be Voter. 30 ¹destitute of feeling for the mental distresses, Insensible of ¹sufferings, and perishing wants of the multitudes Endurances. within this republic. (§ 3.) May no ¹lethargic stupor overtake, or contracted ¹personal Deathly. views ¹engross the attention of the citizens Individual. 35 of America, till, revelling in the ¹fruits of others' labors, and claiming part of the ¹re-nown Monopolize. of their ancestors, the hand of ¹barbarian Productions. ¹ignorance writes "mene, mene, tekell, Fame. upharsin," on the walls of the ¹republic, and Feroacious. 40 the tide of ¹brutal force, guided by mental Illiterance. ¹depravity, sweeps liberty for ever from the Nation. ¹shores of America. Let then every one remember Depraved. that here the people rule, that the ¹minority Recklessness. must always ¹submit to the majority, Coasts. 45 whether their ¹political measures savor of Smallest number. vice or virtue, offolly or ¹wisdom. The vigilance Yield. of all should be used, that the ¹eloquence National. of leaders, the ¹zeal for party may not cause Discretion. them to ¹forget either the rights or mental Oratory. 50 wants of their ¹country. Devotion. Overlook. Nation. Commonwealth. (§ 4.) All minorities in a ¹republic are entitled to equal rights and ¹protection with the Security. majority, and any ¹violation of the just rights Infraction.

part to perform in the univereal dissemination of knowledge? 9. Who founded those republican institutions, the blessings of which we now enjoy? (§ 3.) 10. To what has "mene, mene, tekell, upharsin," reference? 11. What is the expression, "walls of the republic," called?

of any minority, however ¹ small, would be	Diminutive.
55 ¹ despotic oppression in a republic. The worst of all despotisms has been ¹ exercised by ignorant ¹ multitudes, over the wisest and best citizens. The man that ¹ votes for an evil person, for any office, commits a ¹ hei-nous	Tyrannical. Wielded. Masses. Supports. Flagrant.
60 ¹ offence against his country and human liberty; he does all in his power to ¹ disgrace and ¹ ruin the republic. But the cause of liberty is ever ¹ onward, and though often be-trayed,	Crime. Defame. Destroy. Progressive.
it cannot be kept down. ¹ Apparently	Seemingly.
65 crushed and entirely ¹ consumed, it will rise in some other land, and like the ¹ fabled phœ-nix, will revive from its ¹ ashes with renewed youth and ¹ vigor. (§ 5.) The great majority of the ¹ people of the American republic will	Destroyed. Feigned. Dust. Strength. Inhabitants.
70 never knowingly pursue a course ¹ fatal to liberty. Education, ¹ moral education, is the sole ¹ foundation on which the perpetuity of our institutions ¹ depends; upon it alone is centered the future ¹ renown of America.	Ruinous. Correct. Basis. Rests. Fame. Ionia.
75 ¹ Greece, Carthage, Rome, Poland, Switzer-land, Holland, and ¹ France, those attempted nurseries of republics, where the ¹ embers of liberty are still ¹ glowing, are now to look to the ¹ eyry of the eagle of freedom in the New	Gaul. Cinders. Burning. Home.
80 World. The countries of the ¹ Old World,	Home. Eastern Con-tinent.

(§ 4.) 12. Under what circumstances may despotism exist in a republic? 13. What does a man do who votes for a wicked officer? 14. Have there been times when there appeared to be no rational liberty in the world? 15. What has taken place on such occasions? (§ 5.) 16. Will the majority of the American people knowingly pursue a wrong course? 17. What is then the only security for the perpetuity of our institutions? 18. What countries are now to become disciples

that formerly contained all that was ¹ con-sidered	Deemed.
¹ of surpassing splendor in the produc-tions of man and of ¹ nature, are now to be-come the ¹ pupils of America. — If we per-form	Magnificent. Creation Disciples.
85 our duty with the ¹ fidelity of our an-cestors, our country will attain ¹ enduring greatness, and receive, ¹ through all time, the enviable appellation of the ¹ Alma Mater of rational ¹ liberty.	Integrity. Permanent. During. Cherishing mother. Freedom.
90 (§ 6.) In ¹ conclusion, it may be Well to remind all Voters, that we enjoy more liberty and are ¹ subject to more sudden and intense ¹ discussions than any other people on the globe. Every ¹ citizen is a voter and a law-maker,	Closing. Citizens. Liable. Controversies. Individual.
95 ¹ almost every one is a politician, warmly ¹ attached to his party. The op-posite views and interests of ¹ parties engender controversies. There is ¹ imminent danger that the ¹ ascendency over an opponent may	Nearly. United. Sects. Threatening Power.
100 be too often the aim, ¹ when, on the contrary, the discovery of truth should ¹ alone be the ob-ject of ¹ investigation. (§ 7.) Party contest, even with a small number of ¹ uninformed voters, may endanger the ¹ tranquillity of the nation	Whereas. Only. Search. Ignorant. Peace.
105 by a ¹ struggle for power among ambitious leaders. Political questions in this ¹ country will ¹ test the virtue and intelligence of the people, and the ¹ discretion, moderation, and	Contest. Nation. Prove. Judgment.

of America? 19. What maybe the enviable title of America? 20. What is requisite on our part? (§ 6.) 21. What are the people of this country subject to? 22. What is each voter? 23. What causes controversies? 24. What should be the object of all discussion? (§ 7.) 25. What may endanger the liberties of the nation? 26. Upon whom

1 integrity of American politicians. Upon the
 110 present generation devolves the ¹momentous
 question of republican government. If ¹successful
 we shall ¹recommend our institutions
 to the ¹esteem, the admiration, and the imita-
 115 tion of the ¹civilized world.
 (§ 8.) It is believed that no ¹secular know-
 ledge can ¹contribute so much to the stabi-
 lity, perpetuity, and ¹grandeur of our insti-
 tutions and so well ¹prepare voters to dis-
 120 charge their ¹duties, as a familiar acquaint-
 ance with the Constitution. The ¹converse
 of the present and the ¹rising generation should
 be alike with its ¹principles and the causes,
 the motives, the forbearance, the ¹unworn
 125 labor in its production, and the ¹unparalleled
 wisdom and ¹sagacity of its framers. The
 daily and domestic ¹intercourse with that
 hallowed instrument, and the pure spirit of
 its authors, must promote ¹harmony and
 130 union, and ¹inspire every one with patriotism,
 and ¹an ardent desire faithfully and effi-
 ciently to ¹perform his duty. Voters are the
 protectors of the ¹charter of freedom; the
 children of the ¹poorest may yet enjoy some
 135 of its highest ¹honors, and, like its framers,
 by patriotism and merit ¹engrave their names
 on the pillars of ¹immortality. Let then every
 one, ¹severing the chains of prejudice, select
 the best men for office, that the ¹duration of
 the republic may be ¹co-extensive with time.

devolves the momentous question of republican government? (§ 8.)
 27. What is believed to best prepare voters to discharge their duties?

Uprightness.
 Important
 Prosperous.
 Commend.
 Regard.
 Enlightened.
 Worldly.
 Conduce.
 Splendor.
 Qualify.
 Obligations.
 Familiarity.
 Coming.
 Doctrines.
 Indefatigable
 Unequalled.
 Quick dis-
 cernment.
 Communica-
 tion.
 Consecrated.
 Concord.
 Enliven.
 A warm.
 Discharge.
 Constitution.
 Most obscure
 Rewards.
 Write.
 Eternity.
 Cutting.
 Continuance.
 Of equal du-
 ration.

LESSON XLII.

DUTIES AND RESPONSIBILITIES OF JURORS.

(§ 1.) THE right of trial by ¹jury was justly
 1 considered by our ancestors as one of the
 most ¹inestimable privileges of freemen, and
 the ¹violation of this prerogative was one of
 5 the causes* of the revolution. No ¹citizen †
 of the United States, ¹excepting those in the
¹regular army, and civil officers under the
¹general government, can ever be deprived of
 this natural ¹birthright. Jury trials in civil
 10 suits, when the amount in ¹controversy ex-
 ceeds twenty dollars, are also ¹guaranteed to
 every citizen in this country. (§ 2.) ¹Though
 the trial by jury has in all ¹ages been highly
 15 prized, and is justly considered the ¹palladium
 of liberty, yet ¹comparatively little has hereto-
 fore been done ¹duly to discipline the mind,
 or to impress the responsibility of the ¹under-taking
 on the minds of those who are to ¹sit
 as ¹judges, and decide on matters affecting
 20 not only the fortunes, the ¹reputations, and

Equals.
 Regarded.
 Invaluable.
 Infringement
 Denizen.
 Reserving.
 Standing.
 National.
 Inheritance.
 Dispute.
 Secured.
 Notwithstanding
 Periods.
 Bulwark.
 Relatively.
 Properly.
 Duty.
 Preside.
 Arbiters.
 Characters.

(§ 1.) 1. How was the trial by jury regarded by our ancestors?
 2. What is your opinion of the trial by jury? 3. What are your rea-
 sons for this opinion? 4. What is the difference between *denizen* and
citizen, in the 5th line? 5. What persons in the United States are not
 tried by jury? 6. Can civil officers, after being impeached, be tried
 by jury? 7. Why does not this conflict with Article V. of the Amend-
 ments of the Constitution? 8. Can the members of the established
 army be tried by a jury? 9. By whom must they be tried? (§ 2.)
 10. Can any abuses result from trial by jury? 11. What has hereto-
 fore been done to discipline the minds of the majority of the people

* See Declaration of Independence, page 94.

† See Articles V., VI., and VII. of the Amendments to the Constitution, pages 143 and 144.
 Also Article III, section second, of the Constitution, page 136.

the lives of their ¹*fellow-citizens*, but even the ¹*well-being* of society, and the permanency of our institutions of ¹justice. (§ 3.) The object of juries is ¹thwarted, if men, from
 25 deficient or ¹improper mental training, are incapable of listening to ¹evidence, and rea-soning and ¹discriminating between direct and ¹irrelevant testimony. It is well known that men who have never formed the ¹habit
 30 of attention, of investigating and ¹reasoning for themselves, after listening for a few days to evidence, become totally ¹bewildered with regard to the ¹matter in controversy. Hence, it is ¹evident that well-meaning men
 35 may often be called upon to ¹discharge duties for which they are totally ¹unprepared, and if not suitably ¹qualified by mental training, they may become the instruments of ¹de-priv-
 40 *valuable* ¹rights. their fellow-citizens of their ¹*most*
 (§ 4.) It is a prominent ¹object of this book to impart a ¹zest for critical, accurate, and ¹continued attention, and the most extended examination of any ¹subject that may come
 45 under consideration, to strengthen and ¹dis-cipline themind, and awaken that ¹com-mendable
 spirit of self ¹reliance and self per-severance, which is ¹essential to the highest
¹success in any calling. This plan constantly

Countrymen.
 Welfare.
 Judicature.
 Obstructed.
 Unsuitable.
 Testimony.
 Discerning.
 Not appli- cable
 Custom.
 Ratiocinating
 Hearkening.
 Confused.
 Subject.
 Plain.
 Perform.
 Incompetent.
 Fitted.
 Bereaving
 Dearest.
 Privileges,
 Design.
 Relish.
 Protracted.
 Questions.
 Regulate.
 Praiseworthy
 Dependence.
 Necessary.
 Prosperity.

while at school, to act as jurors? (§ 3.) 12. What may thwart the object of juries? 13. What is necessary for one properly to discharge any duty which involves testimony, and affects the property or lives of persons? (§ 4.) 14. What is the difference between *object* and *design*, in the 41st line? 15. What is necessary to the highest success

<p>50 'affords renewed and increased pleasure, in the most¹ intense thought and the most un-wearied¹ application. (§ 5.) It is believed that no youth can study this book¹ thoroughly without being better¹ prepared in due time to</p>	<p>Bestows. Ardent. Diligence Accurately. Fitted</p>
<p>55 discharge¹ efficiently, not only the office of a juror, but all the varied¹ duties of life. Its judicious use will¹ indelibly impress on the minds of all, the importance of the proper¹ discipline of the¹ mental powers. Youths, actuated</p>	<p>Effectually Avocations. Permanently Culture Intellect</p>
<p>60 by the purest¹ philanthropy, and the loftiest¹ patriotism, as well as the consciousness that their own private interest and¹ immediate personal¹ happiness are inseparably linked with their¹ social duties, will surely become</p>	<p>Benevolence Love of country. Direct. Enjoyment. Domestic.</p>
<p>65 the enlightened, the efficient, the¹ vigilant guardians of justice. Thus, while each receives new¹ impulses to cultivate, in the best possible¹ manner, the immortal mind, an imperishable¹ foundation is laid, on which to</p>	<p>Watchful. Protectors. Incentives. Way. Basis.</p>
<p>70 rear the inseparable superstructures of domestic bliss and national¹ greatness. (§ 6.) As the object of this work is to¹ benefit in¹ part the present as well as the rising generation, the¹ following subjects will be</p>	<p>Erect. Power. Serve. A degree Succeeding.</p>
<p>75¹ briefly considered. The manner of the organization of juries; the nature and¹ character of their duties; the¹ extent of their power; the¹ correct way of doing business; their responsibilities</p>	<p>Concise. Description. Boundaries Right</p>

in any calling? (§ 5.) 16. What effect is it hoped the use of this book will have upon the minds of the young? 17. What is the result of impulses to cultivate the undying mind? (§ 6.) 18. What is the object of this work? 19. What subjects is it proposed to consider? (§ 7.)

and ¹ <i>influence</i> on the social and	Power over
80 political ¹ institutions of our country. (§ 7.)	Regulations
A jury is a ¹ certain number of citizens, selected	Particular.
at ¹ stated periods, and in the manner	Specified.
¹ prescribed by the laws of the various states,	Directed.
whose ¹ business it is to decide some question	Duty.
85 of ¹ controversy, or legal case. Juries are of	Dispute.
two kinds; the grand jury and the ¹ petit	Traverse.
jury. In whatever ¹ manner the jurors may	Mode.
be ¹ selected from the people, it is the duty of	Taken.
the sheriff of the county or ¹ district, to re-turn	Precinct.
90 ¹ <i>their names</i> , on a piece of paper, to the	The panel.
court, previous to the ¹ appointed day for	Designated.
opening. Grand ¹ jurors must be selected	Arbiters.
from the county or ¹ district over which the	Bailiwick.
court has ¹ jurisdiction. Twenty-four men	Legal authority.
95 are ¹ summoned to attend court, but not more	Notified.
than twenty-three are ever ¹ entered upon	Sworn.
duty. (§ 8.) This prevents ¹ <i>a contingency</i>	An occurrence.
that might otherwise ¹ <i>take place</i> , of having	Arise.
twelve ¹ men in favor of arraigning a party	Jurors.
100 for trial, ¹ opposed to the other twelve, who	Contrary.
might wish to ¹ ignore the indictment. Not	Make invalid
less than twelve men can ¹ serve on any grand	Act.
jury in any state; and ¹ generally some odd	Usually.
number, ¹ between twelve and twenty-four, is	Betwixt.

20. What is a jury? 21. How are juries selected? 22. Do all the states have the same laws in reference to juries? 23. How many kinds of juries are there? 24. What is a sheriff? 25. What is the duty of the sheriff? 26. What is a panel? 27. What is the difference between *panel* and *pannel*? 28. What is the largest number of grand jurors ever sworn? (§ 8.) 29. Why is not a larger number sworn? 30. What is the smallest number of men that can ever serve on a grand jury? 31. What number is usually selected? 32. What is an odd number? 33. How is the foreman usually selected? (§ 9.) 34.

<p>105 ¹selected. After they are called to the side of the court-room ¹appropriated for the jury, they are generally ¹permitted to choose their own ¹foreman. But the judges can appoint, or rather nominate a ¹foreman for them.</p>	<p>Taken. Set apart. Allowed. Spokesman Chief.</p>
<p>110 (§ 9.) The foreman is then required to ¹take the following oath or ¹affirmation, which is ¹administered by some authorized person. "You, A. B., do ¹solemnly swear (or affirm), that you will ¹diligently inquire, and true 115 ¹presentments make, of all such articles, ¹matters and things, as shall be given to you in ¹charge, or otherwise come to your know-ledge, touching the present ¹service; the commonwealth's counsel, your ¹fellows', and 130 your own, you shall ¹keep secret; you shall present no one for ¹envy, hatred, or malice, nor shall you leave any one ¹unpresented, for fear, favor, ¹affection, or hope of reward or ¹gain; but shall present all things truly, as 125 they come to your ¹knowledge, according to the ¹best of your understanding, so help you God." (§ 10.) After the ¹foreman has taken the above ¹official oath, the grand jurors are ¹sworn according to the following precedent. 130 "You and ¹each of you do solemnly swear (or affirm), that the same ¹oath (or affirma-tion) which your foreman has taken ¹on his part, you and ¹every one of you shall well</p>	<p>Subscribe to Averment. Given. Seriously. Attentively. Indictments. Subjects. Keeping. Session. Associates'. Not reveal. Antipathy, Unindicted. Love. Emolument. Information. Utmost. Leader Legal. Affirmed. Every one. Invocation For himself Each.</p>

What is the foreman and each of the jurors required to do before proceeding to business? (§ 10) 35. What is the difference between *sworn* and *affirmed*, in the 129th line? 36. After the grand jury are sworn, what should be done? 37. May the powers of the grand jury

and truly ¹observe on your part." The grand
 135 jurors, after being thus ¹sworn or affirmed,
 should be informed by the ¹presiding judge
 of the ¹nature of their business and the
 extent of their ¹jurisdiction, which some-times
 may be ¹permitted to extend beyond
 140 the ¹limits of their county. He should also
¹briefly allude to all the offences, and other
 matters, which it is their duty to ¹investigate.
 (§ 11.) It is the duty of the jury then to ¹re-tire
 to a room appropriated ¹solely to their use,
 145 and sit in secret as a jury of ¹accusation. The
 foreman acts as ¹chairman, and the jury should
 appoint one of their number to ¹perform the
 duties of ¹secretary; but no records should
 be kept of their ¹proceedings, except those
 150 that are ¹essential for the transaction of their
 own business in order, and for their ¹official
 use. (§ 12.) After the grand jury is ¹organ-ized,
 the ¹Attorney-general usually supplies
 them with bills of ¹indictment, which should
 155 ¹specify the allegations against offenders. On
 these bills are ¹written the names of the wit-
 nesses
 by whose ¹evidence they are supported.
 The witnesses, before the jury ¹proceed to
 business, should be in ¹attendance at court,
 160 and should be ¹carefully examined, with the
 utmost ¹scrutiny, and in such manner as in

ever extend beyond their own county? 38. When? (§ 11.) 39.
 What should the grand jury do after receiving the directions of the
 judge? 40. Should they have any officer besides the foreman? 41.
 Why? 42. Why should they not keep permanent records of their
 proceedings? (§ 12.) 43. Who usually draws up the bills of indict-
 ment for the jury? 44. What should the indictment contain? 45.

Keep.
 Qualified.
 Chief.
 Character.
 Power.
 Allowed.
 Bounds.
 Succinctly.
 Examine.
 Go.
 Exclusively.
 Arraignment
 President.
 Execute.
 Scribe.
 Doings.
 Requisite.
 Legal.
 Regulated.
 Lawyer for
 the State.
 Accusation.
 Enumerate.
 Endorsed.
 Testimony.
 Enter upon.
 Waiting.
 Attentively.
 Carefulness.

the ¹judgment of the jury will best elicit the
 whole truth in ¹reference to the pending in-dictment.

The ¹object of the grand jury
 165 is, to secure the ¹punishment of the guilty,
 and to ¹protect the innocent; to prevent the
 commission of ¹crime, and lead all to reve-
 rence
 and obey the laws of the ¹land; to
 show that the way of the ¹transgressor is
 170 hard, and that the only ¹path of safety is the
 path of ¹duty.

Opinion.
 Relation.
 Purpose.
 Correction.
 Guard.
 Wickedness.
 Country.
 Criminal.
 Road.
 Well-doing.

Why should witnesses be in attendance at court? 46. How should
 they be examined? 47. What should be the object of every grand
 juror?

LESSON XLIII.

(§ 1.) THE grand jury should ¹always ex-amine
 witnesses under oath, and ¹proceed
 with the utmost ¹vigilance and caution. —
 When twelve jurors have ¹agreed that the
 5 accused party ¹ought to be placed upon trial,
 it is their duty at once to ¹find a true bill, and
 any ¹further delay on their part is merely
 a waste of time, and of the public ¹money.
 When the grand jury ¹find a true bill against
 10 an ¹accused party, on the testimony of others,
 it is ¹called an indictment. (§ 2.) When
 twelve or more jurors ¹know of any public
 offence ¹within their jurisdiction, or if even

Invariably.
 Act.
 Watchful-
 ness.
 Decided.
 Should.
 Bring in.
 Longer.
 Treasure.
 Return.
 Impeached.
 Named.
 Are aware.
 In.

(§ 1.) 1. In what manner should grand jurors examine evidence? 2.
 What is their duty, when twelve have decided to put the accused on
 trial? (§ 2.) 3. What may be done when twelve or more jurors know
 of any public offence? 4. What when one juror knows of any crime?

one or more ¹jurors, less than twelve, know
 15 of any libel, ¹nuisance, or public offence, he or
 they may be ¹placed on oath, and examined
 in the same way as any other ¹witnesses, and
 after such ¹examination, if twelve jurors shall
 agree that the ¹allegations are just, they may
 20 find a true bill, and cause the ¹authors or
 offenders to be brought to ¹trial. When a
 bill is found in this ¹manner, it is usually
 called a presentment. It should be ¹drawn
 up in ¹legal form, describing the alleged
 25 offence, with all the proper ¹accompaniments
 of time, and ¹circumstances, and certainty
 of the libel, ¹nuisance, or crime. The word
 presentment, in the jurors' oath, ¹compre-hends
 all bills, and is ¹consequently used in
 30 its ¹most extended application.

(§ 3.) No ¹indictment or presentment can
 be made, except by the ¹agreement of at least
 twelve jurors. When a ¹true bill is found, it
 is ¹the duty of the foreman to write on the
 35 ¹back of the indictment, "a true bill," with
 the ¹date, and sign his name as foreman.
 The bill should be ¹presented to the court
 publicly, and ¹in the presence of all the jurors.
 When an indictment is not ¹proved to the
 40 satisfaction of twelve ¹jurors, it is the duty
 of the ¹foreman to write on the back of the
 bill, with the date, "¹we are ignorant" or

Triers.
 Pest.
 Put.
 Testifiers.
 Investigation
 Accusations.
 Originators.
 Adjudication
 Way.
 Written.
 Proper.
 Adjuncts.
 Particulars.
 Annoyance.
 Includes.
 Therefore.
 Widest.
 True Bill.
 Concurrence
 Real.
 Incumbent
 on.
 Outside.
 Time.
 Handed.
 Before.
 Verified.
 Arbiters.
 Moderator.
 Ignoramus.

5. What is the difference between a presentment and an indictment?
 C. How should a presentment be made? (§ 3.) 7. What number of
 jurors must concur, to bring in a true bill? 8. After the jury have
 concluded to find a true bill, what is the duty of the foreman? 9.

"not a ¹true bill," or "not found." When
 there is not sufficient evidence to ¹authorize
 45 the jury to ¹find a true bill, and they express
 a doubt as above ¹described, the indictment
 is said to be "¹made null and void." The
 indictments, ¹instead of being signed by the
 foreman, may be signed by ¹all the jurors, in
 50 which ¹case the foreman's name should be at
 the head of the ¹list of names. (§ 4.) In re-ference
 to ¹indictments, the jury must depend
¹entirely on the testimony of others, and their
 own ¹judgments. When a disinterested wit-ness,
 55 of good moral ¹character, has been in
 a position to ¹know all the facts about which
 evidence is ¹required, and has sufficient abi-lity
 to testify in ¹courts of justice, the jury
 are legally bound to place implicit ¹credence
 60 in such evidence, ¹provided there is no
¹motive for telling a false or exaggerated
 story. It requires the closest ¹discrimina-tion
 and ¹judgment on the part of each juror,
 to detect the ¹fallacies of evidence, inasmuch
 65 as the ¹accused party can never be present.

(§ 5.) It is ¹incumbent on every juror to
 use his own ¹opinion and good sense in
 these ¹matters, as well as all others. Any
 one who is ¹swayed by the suggestions of
 70 others, against the ¹dictates of his own con-science,
 is ¹recreant to the trust reposed in

Veru.
 Empower.
 Bring in.
 Named.
 Ignored.
 In place.
 Each of.
 Instance.
 Panel.
 Accusations
 Solely.
 Opinions.
 Reputation.
 Ascertain.
 Requisite.
 Halls.
 Belief.
 If.
 Cause.
 Scrutiny.
 Discretion.
 Deceptions.
 Criminated.
 Obligatory.
 Judgment.
 Subjects.
 Moved.
 Impulses.
 False.

What would be the difference if *and* should be substituted for *or*, in
 the 42d and 43d lines? 10. When is a bill said to be *ignored*? 11.
 How should all ignored bills be signed? (§ 4.) 12. On what must
 the jury depend in indictments? 13. What is required of each juror?
 (§ 5.) 14. When may a juror be said to be recreant to the trust reposed

him. Every public ¹offence within the county may be considered a ¹legitimate subject of ¹indictment by the grand jury; but they can never try the ¹accused party. Their business is ¹simply to investigate the case, so far as to ¹see if the criminated party ought to be put on trial. Hence they are ¹debarred from examining any witness in his ¹favor.

75

80 (§ 6.) In ¹concluding this subject, it may be well to ¹remark, that grand jurors are justly bound to ¹secrecy; for if they were not, the ¹imprudent remarks of jurors, that bills had been ¹found against accused persons, might

85 enable the ¹guilty to escape, and thereby ¹thwart the ends of justice. It would also hold out an ¹inducement for persons guilty of ¹crimes to inquire of jurors respecting the accused, and ¹consequently facilitate their

90 escape. The certainty of ¹punishment is the surest ¹preventive of crime.

(§ 7.) The ¹duration of secrecy is not in all cases ¹permanent. If a witness should ¹swear in open court directly opposite to the

95 evidence given in by him ¹before the grand jury, the ¹injunction of secrecy in reference to the witness would ¹be at an end. Any of the jurors might be ¹put on oath, to show that the witness was not ¹worthy of credit,

100 and was guilty of ¹testifying to a falseflood.

Crime.
Lawful.
Accusation.
Arraigned.
Merely.
Ascertain.
Prevented.
Behalf
Closing
Observe
Silence.
Careless.
Sanctioned.
Criminals.
Defeat.
Incentive.
Offences.
Therefore.
Retribution.
Hindrance.
Continuance.
Lasting.
Take oath.
In presence
of.
Obligation.
Terminate.
Sworn.
Entitled to.
Perjury.

in him? 15. Can the grand jury ever try the accused party? (§ 6.)
16. Assign a few reasons why grand jurors should be bound to secrecy?
17 What is the surest preventive of crime? (§ 7.) 18. Is the injunction of secrecy on the part of grand jurors always permanent? 19.

¹From these reasons it appears, that the grand jury may be justly ¹considered the vigilant and efficient guardians of public ¹virtue.

Hence.
Regarded.
Morality.

JURY OF TRIALS.

(§ 8.) To the ¹petit jury are committed all ¹trials, both civil and criminal. Petit jurors must be ¹selected from the citizens residing within the ¹jurisdiction of the court. The form of the ¹petit jurors' oath varies in the ¹different states of the Union. The following ¹form is in substance generally used: "You and each of you ¹solemnly swear, to try the ¹matter at issue between the parties, and a true ¹verdict to give, according to law and the ¹evidence." As the grand jury was considered the jury of ¹accusation, the petit may be ¹regarded as the jury of conviction; hence their ¹qualifications should be of an equally high order, and every one should be ¹im-bued with a sincere ¹desire to render strict justice to ¹all the parties concerned, without ¹partiality or hope of reward. (§ 9.) A petit jury ¹consists of twelve persons, and unlike the grand jury, it requires ¹perfect unanimity to enable them to render a ¹judgment against any party. When the ¹litigant parties, in

Small
Issues,
Picked out.
Bounds.
Traverse.
Several.
Phrase.
Sincerely.
Question.
Judgment.
Testimony.
Arraignment
Considered.
Attainments.
Impressed.
Wish.
Every one.
Favor.
Comprises.
Complete.
Verdict.
Persons at law.

In what light may grand jurors be always regarded? (§ 8.) 20. What is committed to the petit jury? 21. In what way must the petit jury be selected? 22. Do the local customs of this country vary in the selection of petit jurors? 23. What is required of each juror before he enters on duty? 24. What was the grand jury considered? 25. What may the petit jury be considered? 26. What should be the qualifications of the petit juror? (§ 9.) 27. Of how many persons must a petit jury always consist? 28. What is always necessary to

their ¹ allegation, come to a fact which is ¹ affirmed on the one side, and denied on the other, the cause is at ¹ issue. The jury are the ¹ sole judges of the matter in controversy.	Statement. Alleged. Trial. Only. Fairness. Public. Affirmed. Lawyers. Bystanders.
130 To insure ¹ uprightness, the trial by jury should always be ¹ <i>in open court</i> . The witnesses should be ¹ sworn in the presence of the judges, the ¹ counsel on each side, and all the ¹ spectators.	Testimony. Devolves. Deponents. Cross-exam- ining. Granted. Propounded. Deemed. Court. Commonly. Proof Address. Name. Litigation. So. Plaintiff.
135 (§ 10.) The ¹ evidence should then be given by the party on whom ¹ rests the burden of proof. After the ¹ witnesses called by a party are examined, the privilege of ¹ re-examin- ing them is ¹ allowed to the opposite party.	Deponents. Cross-exam- ining. Granted. Propounded. Deemed. Court. Commonly. Proof Address. Name. Litigation. So. Plaintiff.
140 Whenever a question is ¹ asked which is ¹ considered improper by either of the liti- gants, the ¹ judges decide upon the propriety of the admission. ¹ Generally, before any ¹ evidence is offered, the counsel who open the cause on each side, make a short ¹ speech, in which they ¹ state the case, the matter in ¹ suit, and the facts which they expect to prove, ¹ <i>in order</i> that the jury may better understand the evidence. (§ 11.) After the ¹ <i>party who</i>	Propounded. Deemed. Court. Commonly. Proof Address. Name. Litigation. So. Plaintiff.
145 ¹ <i>supports the affirmative of the issue</i> has ¹ exa- mined all his witnesses, the ¹ opposite party then calls evidence to ¹ support his side of the ¹ question. The parties sometimes try to re-but	Propounded. Deemed. Court. Commonly. Proof Address. Name. Litigation. So. Plaintiff. Questioned Adverse. Maintain. Controversy.

enable a petit jury to render a verdict? 29. Who are the sole judges of the matter in controversy? 30. Why should all trials be in public? (§ 10.) 31. What is done when an objectionable question is asked? 32. What is usually done before any evidence is offered? (§ 11.) 33. What is done after the evidence for the prosecution is examined? 34. What should determine in cases of conflicting testimony? 35. What is done

the testimony ¹ produced by each other.	Offered.
155—Whenever ¹ conflicting testimony is pro- duced, neither the judges, nor any ¹ authority ¹ but the jury have a right to decide which is ¹ right. After all the witnesses have been ¹ examined, the counsel for the plaintiff ad- dresses	Contradicting. Legal Power Except. Correct. Heard. Recapitulates.
160 the jury, ¹ <i>sums up</i> the evidence in his own favor, ¹ shows all the strong points in his case, and insists upon a ¹ judgment in favor of his ¹ client.	Exhibits. Verdict. Patron. Attorney. Also. In his favor. Replication. Succeed. A rejoinder.
(§ 12.) The opposite ¹ counsel then addresses 165 the jury, and ¹ <i>in like manner</i> claims all the facts and the law ¹ <i>on his side of the question</i> . A ¹ <i>reply of the plaintiff's counsel to the argu- ments of the counsel of the defendant</i> may ¹ fol- low, and then ¹ <i>the answer of the counsel of</i>	Replication. Succeed. A rejoinder. Reply. Usage. Surrejoinder Pleas. Closed. Collect. Expounds. Thinks. Succinct. Expounder of law. Endeavor.
170 ¹ <i>the defendant</i> to the plaintiff's ¹ replication. According to ¹ custom, the counsel for the plaintiff has the privilege of ¹ <i>speaking last</i> . After the ¹ arguments on both sides are ¹ finished, the presiding judge proceeds to	Reply. Usage. Surrejoinder Pleas. Closed. Collect. Expounds. Thinks. Succinct. Expounder of law. Endeavor.
175 ¹ <i>sum up</i> the reliable evidence on both sides, and ¹ explains to the jury so much of it as he ¹ deems correct. The opinion of the judge should contain a clear and ¹ explicit exposi- tion of the law, but the ¹ judge should never	Reply. Usage. Surrejoinder Pleas. Closed. Collect. Expounds. Thinks. Succinct. Expounder of law. Endeavor.
180 ¹ undertake to decide the facts, for these are	Reply. Usage. Surrejoinder Pleas. Closed. Collect. Expounds. Thinks. Succinct. Expounder of law. Endeavor.

after all the evidence has been produced? 36. What part of speech is *but*, in the 157th line? 37. How many different parts of speech may *but* be? 38. When is it always a preposition? 39. When an adverb? 40. When a conjunction? 41. What is the difference between the Roman and the modern English meaning of *client*, in the 163d line? (§ 12.) 42. What is a Replication?—A Rejoinder? 43. Whose counsel has the privilege of addressing the jury last? 44. After the

committed to the jury. It is generally¹con-
ceded that the¹judges are the proper inter-
preters of the law. But the¹jury should
for ever¹retain *inviolable* the right of decid-
ing upon the¹validity of testimony.

Acknowledged.
Justices.
Arbiters.
Keep sacred
Truth.

arguments on both sides have been closed, what is then done? 45. What should the judge not do? 46. If he should decide the facts of the case, would the jury be bound to coincide with his views? 47. What evils might result, if a judge decided upon the merits of the evidence? 48. What is generally conceded to the judge? 49. What to the jury? 50. What are the advantages of this plan?

LESSON XLIV.

(§ 1.) AFTER the¹judge has²*summed up the evidence on both sides, and elucidated the points of the law*, the jury should¹retire to some room appropriated¹solely to their use, and consider¹critically and exclusively the subject in¹litigation. Much reliance as to the¹meaning of the law may generally be placed in the¹explanation of the judge. — In this as well as all other matters¹at issue, each juror is bound to¹use his own good sense, with the utmost¹prudence and discrimina-
tion, lest some¹fallacy of judgment, from which the¹wisest and best of men are not at all times¹exempt, should sway the opinions of the¹court. (§ 2.) Should a juror at any time

Legal ex-
pounder.
Given his
charge.
Withdraw.
Entirely.
Closely.
Controversy
Signification
Elucidation.
On trial.
Exert.
Caution.
Error.
Ablest.
Free.
Bench.

(§ 1.) 1. What is meant by the judge's charge to the jury? 2. What should engross the attention of the jury after they receive the charge of the judge? 3. What are some of the important duties of the judges? 4. What are some of the essential duties of each juror? 5. Are all men liable to err in opinion? 6. Why should *court*, which implies several judges, be used in the 15th line, when *judge* was used in the 1st line?

¹honestly believe that the judge had mistaken the¹application of the law, it is his duty to¹mention such instances in the jury-room. — If no juror¹is able to explain the same so as to show that the¹bench was right, they should¹at once inform the presiding judge of the doubt. For no man¹does his duty as a juror, or fulfils his obligations to¹society and his country, who follows blindly the¹*ipse dixit* of any man, or any¹body of men.*

(§ 3.) No one should ever¹consent to serve on a jury who is¹conscious of being unable to draw just¹conclusions from statements which have before been made; of¹discrimi-
nating between¹specious eloquence and plain evidence. For if a jury may be¹swayed by the enchantment of¹oratory, the lawyer who is the most¹eloquent, or perhaps the one who speaks last, will always have an¹undue influ-
ence.

— An¹ignorant and incompetent jury may then as often be¹arrayed on the side of

Sincerely.
Precedents.
Name.
Can.
Court.
Immediately
Fulfils.
The commu-
nity.
Mere asser-
tion.
Number.
Agree.
Sensible.
Inferences.
Judging
Showy.
Moved.
Declamation.
Gifted.
Unwarranted
Illiterate.
Marshalled.

(§ 2.) 7. What is the duty of any juror when he thinks the judge has erred? 8. Is it the duty of a juror to follow blindly the opinions of others? 9. When you substitute *community* for *society*, in the 23d line, why is it necessary in the former instance to prefix the article *the*? (§ 3.) 10. Who should not serve as a juror? 11. What may an ignorant and incompetent jury do? (§ 4.) 12. How should a jury regard

* The following brief extract from Vaughan's Reports will show the independence of English juries and their sacred adherence to conscience, even in the infamous and despicable reign of Charles II. The illustrious William Penn was put on trial in London in 1670 charged with disrespect, contempt, unlawful assembly, and tumult, but was acquitted by a jury against what the bench considered full and clear evidence, given in open court, and also against the charge of the judges in points of law. For this offence the jury were fined and imprisoned, but by the habeas corpus were brought before a higher tribunal, and acquitted, for the following reasons: That how manifest soever the evidence might have been to the judges, it was not plain to the jurors, for they did not believe it, and consequently they were not deserving of fine and imprisonment.

If the meaning of these words, *finding against the direction of the court*, in matter of law, be, that of the judge, having heard the evidence, given in court, shall tell the jury, upon this evidence, the law is for the plaintiff, or for the defendant, and you are under the pain of fine and imprisonment to find accordingly, and the jury ought of duty so to do, then every man sees that the jury is but a troublesome delay, great charge, and of no use in determining right and wrong; and therefore the trials by them may be better abolished than continued.

error as on that of ¹justice. (§ 4.) The opinions of the ¹court are entitled to much and care-ful ¹consideration, yet if a jury were to fol-low

40 ¹implicitly such directions, they would not comply with the ¹requisitions of their oath, which ¹enjoins them to act according to the ¹best of their own knowledge. They are not to ¹see with "another's eye, nor hear with

45 another's ear," but to ¹perform their duty according to the ¹dictates of an approving ¹conscience, with an abiding remembrance of the omniscience and ¹omnipresence of God.

(§ 5.) ¹Sometimes a case is so plain that

50 the jury may ¹render a verdict without leaving the ¹court-room. When the matter in ¹controversy is involved in much obscurity, they should ¹retire to the juror's room, and there freely ¹interchange views on the various

55 points at issue. It is ¹unlawful for any juror to have ¹communication with any but his ¹fellow-jurors and the proper officers of the ¹court. By the *common law, jurors were kept without ¹food, drink, candles, or fire,

Right
Judges.
Deliberation.
Strictly.
Demands.
Requires.
Utmost
View.
Discharge.
Monition.
Sense of right
Conginual pre-
sence.
Now and
then.
Bring in.
Jury-box.
Suit.
Withdraw.
Give and take
mutually.
Illegal.
Intercourse.
Co-laborers.
Judicial tri-
bunal.
Sustenance.

the opinions of the court? 13. How should jurors endeavor to discharge their duties? (§ 5.) 14. What may be done by the jury when the case is plain? 15. When there is much obscurity in the evidence what should be done? 16. What is unlawful for jurors to do? 17. What is the common law? 18. Wherein does the common law differ from the statute law? 19. What was a regulation of the common law? 20. Where is the common law in all its essential points in

* As the term, "common, or unwritten law," is in general use, it may be proper here to observe that the term is used in contradistinction to written or statute law, which is a rule of action prescribed or enacted by the legislative power, and promulgated and recorded in writing. But the common law is a rule of action which derives its authority from long usage or established custom, which has been immemorially received and recognized by judicial tribunals. As this law can be traced to no positive statutes, its rules or principles are to be found only in the records of courts, and in the reports of judicial proceedings. The common law is in force in England, and its essential features are recognized by the supreme courts of every state in the Union, as well as by the supreme court of the United States.

60 until they rendered a ¹verdict, unless the court directed ¹otherwise. (§6.) But juries in ¹modern times are not bound to such exact rules, and instances ¹frequently occur in which they do not come to any ¹agreement, and

65 are ¹dismissed by the court: the case must then be tried ¹de novo. At other times, when they find it ¹difficult to determine all the points in dispute, from the ¹perplexity of evidence, and the ¹obscurity of law, they may

70 render a ¹special verdict. This is done, either by ¹stating all the evidence in general terms, and requesting the ¹court to decide the case for them, or by finding the ¹facts of the case for the ¹plaintiff or defendant, but

75 requesting the ¹judges to decide the case according to ¹law.

(§ 7.) Criminal prosecutions ¹require of jurors the most ¹unwavering firmness; they are selected as ¹impartial judges, and should

80 not ¹incline either to the side of leniency towards the ¹criminals, or on the other hand be unjustly anxious for ¹conviction. In the United States, the ¹tendency of juries is probably

always to favor the side of the ¹guilty, and consequently it is this ¹weakness of our

85 ¹nature that jurors have most to guard against. (§ 8.) The certainty of immediate ¹punishment

Decision.
To the contrary.
This age.
Often.
Verdict.
Discharged.
Anew.
Troublesome
Entanglement.
Unintelligibility.
Peculiar.
Recounting.
Justices.
Truth.
Prosecutor.
Court.
Legal principles.
Demand.
Steady.
Correct.
Lean.
Misdoers.
Condemnation.
Inclination.
Criminals.
Infirmary.
Disposition.
Suffering.

force? (§ 6.) 21. What can you say of jurors in modern times? 22. What instances occur? 23. When the jury are dismissed by the court, what must be done? 24. What is a special verdict? 25. In what two ways may a jury find a special verdict? (§ 7.) 26. What is the duty of jurors in criminal prosecutions? (§ 8.) 27. What is the surest pre-

is the surest preventive of ¹ crime. The	Wickedness.
inadequacy of law, or the ¹ laxity of juries	Looseness.
90 towards criminals, has a strong ¹ tendency	Influence.
to lead the injured parties to take ¹ justice into	The law.
their own hands, and ¹ summarily avenge	Quickly.
their real or supposed ¹ wrongs. This state of	Injuries.
society is the more to be ¹ dreaded, as all law	Feared.
95 is thus trampled on, and ¹ anarchy, one of the	Want of justice
¹ hideous monsters that have crushed all other	Frightful.
republics, is thereby ¹ fostered. (§ 9.) It re-quires	Cherished.
but little ¹ acquaintance with human nature	Insight into.
100 to know, that wherever ¹ crime can be	Misdemeanors.
committed with the greatest ¹ impunity, there	Exemption from punishment.
both property and life are the most ¹ insecure.	Unsafe.
It is, however, ¹ natural for those who are	Usual.
¹ interested, or expect so to be, to "declaim	Concerned.
¹ eloquently against the horrid law," and dwell	Fluently
105 most ¹ pathetically upon the claims of hu- manity.	Feelingly.
Jurors should however ¹ remember,	Bear in mind
that the ¹ purest principles of true humanity	Most genuine
require them to ¹ protect the innocent and	Shield.
punish the guilty. The ¹ amount of human	Sum.
110 ¹ suffering is infinitely less, confined to one	Misery.
criminal, than extended to many ¹ victims.	Sufferers
Further the " ¹ horrid law" has made the fol- lowing	Cruel.
most ¹ humane provisions in reference	Benevolent.
to criminal ¹ prosecutions. (§ 10.) In cases	Arraignments.

ventive of crime? 28. What has a tendency to lead persons to become avengers of their own real or supposed wrongs? 29. Why is this state of society to be dreaded? 30. What part of speech is *that*, in the 96th line? 31. When is *that* a relative pronoun? 32. When is it an adjective pronoun? 33. When is it a conjunction? (§ 9.) 34. What is it natural to expect from those directly or indirectly interested in criminal cases? 35. What is the most com-

<p>115 of ¹offences against government, the accused at trial has the right to ¹exclude thirty-five jurors, without ¹assigning any reason, and also the privilege of ¹preventing any man from ¹serving as a juror, who is supposed to be unfriendly or ¹incompetent. In all other criminal ¹cases, the accused or his counsel, at trial, may object to and ¹exclude twenty men, without ¹assigning any cause whatever for so doing. The accused also has the ¹privilege of ¹challenging the whole panel of jurors for any just cause, or he may ¹challenge "to the polls." Or if the accused can make it appear that the community are ¹prejudiced the trial must be ¹removed to some other ¹place.</p> <p>130 other ¹place.</p> <p>(§ 11.) The number of names of ¹jurors ¹returned to court varies; there are usually forty-eight or seventy-two, whose ¹names are written on ¹tickets, and generally put</p> <p>135 into a small ¹receptacle. When a cause is called, the first twelve of those ¹persons whose names shall be ¹drawn from the box, serve as jurors, unless ¹challenged or excused; but in criminal ¹cases it frequently happens</p> <p>140 that the ¹entire number of names is drawn without obtaining ¹the requisite number. The ¹deficiency is then supplied by summoning</p>	<p>Treason. Reject. Giving. Hindering. Acting. Unfit. Suits. Shut out. Rendering. Right Excluding. Object to. Any particular jurors. Biassed. Changed. Situation. Triers. Given. Appellations. Papers. Box. Individuals. Taken. Objected to. Suits. Whole. Twelve suitable jurors. Want.</p>
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mendable humanity? (§ 10.) 36. What humane provisions have been made by the law? 37. What is the meaning of the prefix *in* before *puniry*, in the 100th line? 38. What is the meaning of the prefix *in* before *secure*, in the 101st line; before *nocent*, in the 108th line; before *finitely*, in the 110th line; before *competent*, in the 120th line? (§ 11.) 39. What words are neither definitions nor synonyms in section 11?

¹men to act as jurors from the spectators in court. (§ 12.) There are two ¹methods of determining whether the juror ¹challenged is competent, and has no ¹partiality for either of the parties. First the court may ¹appoint two indifferent ¹persons, who must be sworn to ¹try the first two jurors, who, when found 150 capable by the first triers, are ¹sworn and become the sole ¹triers of all the other jurors for that case; this is the plan of the ¹common law. Secondly, the ¹judges may themselves be the triers of the jury; this is the ¹more expeditious way, and is ¹sanctioned by several of the states of our ¹country.

(§ 13.) There are also other ¹lenient provisions of law in favor of ¹accused persons. The ¹impeached party must be made acquainted 160 with the ¹charges, in writing, previous to the day of ¹trial. He must have a ¹panel of the jurors, their business and residence; also ¹a list of all the witnesses who are ¹summoned to appear in the case.

165 The law also ¹provides that the accused may ¹summon witnesses to prove either innocence, or the ¹mitigation of the alleged offence, and further that the ¹accused party may have the ¹selection of counsel for assisting in making 170 the ¹best possible defence. Again, no one

40. How many jurors' names are usually returned to court? 41. Who serve as jurors on any case that is called? 42. What are *talesmen*? (§ 12.) 43. What methods are there of determining whether a juror that is challenged is capable of serving? (§ 13.) 44. What are some of the lenient provisions of the law in favor of criminals? 45. What must be done before any one can be put on trial for any heinous of-

Talesmen.
Ways.
Excluded.
Bias.
Name.
Individuals.
Examine.
Affirmed.
Judges.
Unwritten.
Court.
Quickest
Approved.
Nation.
Kind.
Indicted.
Arraigned.
Allegations.
Test.
List.
The names
Notified.
Enacts.
Cite.
Alleviation.
Suspected.
Choice.
Strongest.

can be ¹put on trial for any heinous offence, until ¹thought guilty by at least twelve disinterested 175 men on the grand jury, and in ¹cases of indictment the grand jury must be ¹sustained by ¹respectable sworn witnesses. (§ 14.) If a jury has ¹found a verdict against any one, and there has been any ¹transaction whatever during the trial, ¹prejudicial to the prisoner, the ¹judges by law are bound 180 to grant a new ¹trial. But if the party is once ¹acquitted, there can be no new trial, however ¹fraudulent may have been the means by which he ¹obtained his acquittal.* Again, in ¹doubtful cases, the law commands 185 the accused to be ¹acquitted. No prisoner can ever be ¹convicted, if eleven jurors consider him ¹guilty, and only one is in his favor, i. e., no one can be convicted, until at least twelve grand jurors and twelve ¹petit jurors 190 have, on oath, ¹declared to that effect, according to the ¹evidence and the best of their ¹judgment. Moreover, in addition to the perfect ¹unanimity of twenty-four sworn jurors, must be added also the ¹assent of sworn 195 witnesses, and the ¹concurrence of the court.

fence? 46. By what must the grand jury be sustained in cases of indictment? (§ 14.) 47. What is done when an unfair verdict is rendered against any criminal? 48. What is done when an unfair verdict is given in a felon's favor? 49. When eleven jurors are for conviction, and one against it, what is then done? 50. Before any punishment can be inflicted upon any criminal, how many honorable and disinterested men must consider him guilty? 51. Who besides the at-least twenty-four jurors must also concur in opinion that he deserves punishment? 52. Are convictions generally sanctioned by more than twenty-four jurors?

* See Article V, Amendments of the Constitution, page 143

Placed.
Considered.
Finding a true bill.
Upheld
Reputable.
Declared.
Proceeding.
Injurious.
Bench.
Hearing.
Set free.
Illegal.
Acquired.
Uncertain.
Released.
Found guilty.
In fault.
That is.
Traverse.
Averred.
Testimony.
Opinion.
Agreement.
Unanimity.
Approval.

LESSON XLV.

(§ 1.) THE ¹remarks in this book have no ¹reference ¹whatevtothe propriety or impropriety of ¹continuing existing modes of punishment.

They are ¹intended to show that the ⁵regulations of society should be ¹infallibly put in force, for so long as juries ¹efficiently and ¹properly perform their duties, there is no danger of ¹convicting innocent persons. The innocent, and society ¹in the aggregate, have ¹⁰rights as well as ¹felons. As long as laws exist, they should be ¹administered with cer-tainty, scrupulous justice, and ¹impartiality, by those who have charge of their ¹execution.

(§ 2.) It has been intended to ¹prove that ¹⁵our ¹laws are reasonable and humane, in giving ¹alleged criminals an ample chance of ¹justification; that no one can ever be ¹condemned without a fair hearing. It may be demonstrated that they ¹emanate from ²⁰the people, and should be ¹administered for the ¹good of the people, and not rendered ¹null for the temporary benefit of individuals. A constant desire for ¹change is agitating the minds of the community in ¹reference to ²⁵our laws. Hence they must ¹inevitably ¹change either for the better or for the worse.

(§ 1.) 1. What is the purport of the remarks in this book upon the laws? 2. Why ought laws to be impartially executed? (§ 2.) 3. What is the character of our laws in reference to alleged criminals? 4. From whom do laws emanate? 5. Should the people be afraid of laws of their own making? 6. If the representatives of the people make a bad law, what may be done? 7. What is a strong argument

Observations
at all.
Perpetuating
Designed.
Invariably.
Well.
Faithfully.
Condemning.
As one body.
Ruffians.
Enforced.
Rectitude.
Application.
Demonstrate
Statutes.
Supposed.
Defence.
Convicted.
Proceed.
Put in force.
Advantage.
Void.
Alteration.
Relation.
Certainly.
Be altered.

Our only safety is ¹universal moral education. General
(§ 3.) There is reason to ¹apprehend Fear.
that, from the eloquence of lawyers, the ¹negligence Inattention.
of juries, and the ¹clemency of executives, Favor.
³⁰ a great many dangerous ¹offenders are Depredators.
¹annually let loose, to prey upon society.— Yearly.
It is to be feared that the ¹loop-holes for Avenues.
the escape of ¹criminals are annually increasing; The guilty.
³⁵ that the ¹punishment of crime by human Correction.
law is more and more ¹uncertain; that the Doubtful.
law is ¹reverenced less and less; that gilded Regarded.
¹crimes and moneyed offenders frequently go Offences.
unpunished; and that the most ¹atrocious have Wicked.
⁴⁰ at their ¹mercy the property, the morals, and Disposal
and the lives of the ¹innocent, whose numbers Unoffending.
alone form a barrier to their ¹rapacity. Devastation.

(§ 4.) Is there no danger that ¹degeneracy Deterioration
and corruption, ¹mob law and anarchy, will Lynch.
⁴⁵ ¹inevitably overrun the country; that the Certainly.
hands of ignorance, and the tools of ¹tyrants Kings.
will ¹insidiously disseminate throughout this Cunningly.
Union the fatal error, that the ¹punishment of Chastisement
criminals is ¹oppression, and their indiscriminate Despotism.
⁵⁰ acquittal philanthropy. The masked ¹meander- Winding.
traint to a ¹mammoth powder-magazine. Clue.
may be lighted without ¹warning the people Notifying.
of the danger of an ¹overwhelming explosion. Irresistible.

(§ 5.) The more ¹critically and extensively Accurately.
⁵⁵ our laws are examined, in ¹reference to Relation.

in favor of universal moral education? (§ 3.) 8. What is there reason to apprehend? (§ 4) 9. What follow degeneracy and corruption? 10. What dangerous and fatal opinions may be insidiously disseminated? 11. To what will this opinion, if allowed to prevail, lead? (§ 5.)] 2. What effect has a critical examination of our laws?

the trials of criminals, the more ¹transcendent will their ¹wisdom and humanity appear, compared with those of other ¹countries. Indeed, so perfect are they in this ¹respect, that it seems impossible that ¹*an innocent* person could ever be ¹convicted. It should, however, be ¹borne in mind, that any law which, while it professes to ¹protect the property and lives of citizens, ¹permits reckless persons to burn their houses, ¹seize their property, or take their lives; and then, out of ¹professed philanthropy, lets them escape or ¹pardons them, ¹sanctions the most oppressive despotism.

(§ 6.) The law in its ¹administration grows either better or worse; the trial by ¹jury must make either a ¹progressive advancement, or ¹decline in its power to protect and bless the larger and better ¹portion of mankind. To the juries of the country is ¹committed the correct administration of ¹justice; they are equally bound to ¹convict the guilty and protect the innocent. ¹Consequently, they should exercise their utmost ¹sagacity, and have patience to enter into the minutest ¹details. They should be slow to convict on the ¹testimony of dissolute and ¹immoral witnesses, slow to convict persons known for ¹probity of character, and for leading ¹exemplary lives, still slower to ¹acquit infamous persons, whom

Superior.
Dustiness.
Nations.
Regard.
A guiltless.
Condemned.
Kept
Guard.
Allows.
Steal.
Pretended.
Forgives.
Sustains.
Dispensation
Citizens.
Constant.
Grow weaker.
Part.
Entrusted.
Law.
Condemn.
Hence.
Penetration.
Particulars.
Evidence.
Vicious.
Integrity.
Praiseworthy
Set at liberty.

13. What seems impossible? 14. What is every law that without reason acquits or pardons convicts? (§ 6.) 15. How does the law in its administration grow? 16. What are your reasons for this opinion? 17. What is the difference between *voters*, and *juries*, in the 74th line?

85 they believe ¹guilty, with the evidence preponderating against them. (§ 7.) ¹Sometimes jurors do ¹honestly differ from the judges; they may even know what is ¹deposed in court to be absolutely ¹false, when such evidence may be alike unknown to the ¹counsel and the court. They should endeavor to ¹divest themselves of every particle of ¹prejudice — to act as the impartial ¹arbiters between man and man, ¹irrespective of personal fear or personal favor, popular ¹applause or popular ¹indignation. The turning of a ravening beast into the fold is as much to be ¹dreaded, as the ¹possibility of cruelly confining an innocent sheep in the ¹guise of a wolf.

100 (§ 8.) We may confide in the ¹general excellence of our laws, the ¹wisdom and spotless ¹integrity of the American judiciary as a ¹body, and the ample provision already made to ¹befriend criminals. Moreover, it is a ¹great ¹pecuniary advantage to the lawyers who are ¹selected to defend them to procure their ¹acquittal. In the United States nothing is to be feared from the ¹oppression of law, ¹administered as it always must be, in all its ¹essential features, by jurors selected from the

Criminal.
Occasionally.
Sincerely.
Sworn to.
Untrue.
Lawyers.
Free.
Bias.
Judges.
Without regard to.
Praise.
Censure.
Feared.
Likelihood.
Clothing.
Humanity
Prudence.
Purity.
Class.
Aid.
Profit.
Chosen.
Liberty.
Grievance.
Dispensed.
Important.

18. Repeat the substance of section six. (§ 7.) 19. May any juror ever honestly differ from the judges? 20. What are your reasons for this opinion? 21. What is the difference between *counsel* and *lawyers*, in the 90th line? 22. What should all jurors endeavour to do? (§ 8.) 23. What is there peculiar in parsing *sheep*? 24. Is *humanity*, in the 100th line, either a definition or synonym of *general excellence*? 25. What are your reasons for this opinion? 26. Are *liberty* and *acquittal*, in the 107th line, either synonyms or definitions? 27. What is most to be feared in criminal prosecutions? 28. Why should *Executives* be

mass of the people. The ¹ danger then rests	Risk.
with the improper ¹ management of jurors	Conduct.
themselves, and the ¹ Pardoning Power. (§ 9.)	Executives.
Independent of these, and many other ¹ ra-	Reasonable.
115 tional and kind privileges ¹ allowed by law,	Granted.
criminals, who are ever ¹ vigilant to destroy	Watchful.
the ¹ peace of society, and the lives of its in-	Welfare.
nocent members, ¹ resort to the most artful,	<i>Have recourse.</i>
fraudulent, and ¹ untiring means to get their	Indefatigable
120 friends ¹ placed on the juries. They set forth,	Put.
in the most ¹ pathetic appeals by counsel, or	Feeling.
otherwise, the cruelty of inflicting ¹ pain when	Torment.
it cannot restore the ¹ dead to life. By the	Deceased.
¹ mazes of the law, the conscientious scruples	Intricacies.
125 of those who lose sight of the ¹ welfare of the	Good.
many, and look solely to the present ¹ grati-	Indulgence.
fication of the individual, they ¹ adopt many	Put in requi-
devices that are never ¹ resorted to on the	sition.
part of the ¹ agents of the innocent.	Embraced.
130 (§ 10.) To such ¹ an ascendancy has the	States-Attor-
¹ eloquence and the skill of some lawyers	neys.
¹ attained in some sections of the country,	A pitch.
that it is often remarked by the ¹ people, that	Oratory.
if a ¹ criminal, no matter how aggravated	Reached.
135 may be his crime, can ¹ secure the services	Inhabitants.
of certain lawyers, he is ¹ sure of an acquittal.	Misdoer.
It is a happy and ¹ just feeling of our nature	Obtain.
	Certain.
	Right.

the marginal word for *Pardoning Power*, when it is neither a definition nor a synonym? (§ 9.) 29. Do criminals resort to any but legal means to obtain exemption from punishment? 30. What are some of the arguments used by those who wish to obtain the acquittal of felons? (§ 10.) 31. What is often remarked in some sections of the country? 32. Should we generally sympathize with the oppressed and distressed? 33. When a person is robbed, or has his dwelling burned

to ¹ sympathize with the sufferings and afflic-	Feel for.
tions of the oppressed. And this is, ¹ per-	Probably.
140 haps, the most effective weapon used in ¹ ora-	Rhetorical.
torical dexterity, to ¹ captivate and win the	Fascinate.
verdict of an ¹ unreflecting jury. It is the	Unreasoning.
business of the ¹ lawyer to use every argu-	Jurist.
ment in favor of his side of the ¹ question;	Issue.
145 his ¹ pecuniary interest and his professional	Monetary.
reputation, alike ¹ demand it. (§ 11.) If a	Require.
party ¹ is really guilty, it is he, and not the law	Has violated
that is the ¹ oppressor. He, and not the law,	the law.
¹ should suffer. He, and not the whole com-	Tyrant.
150 munity, should endure the ¹ penalty of its vio-	Ought to.
lation	Privations.
Any one guilty of a ¹ revolting crime,	Horrible.
though in a more ¹ obscure or limited way, is	Humble.
as much the ¹ usurper of the rights of man,	Assailant.
the oppressor of the innocent, the ¹ violator	Breaker.
155 and destroyer of law and ¹ rational liberty,	Reasonable.
as a Tarquin, a Caligula, or a Nero. ¹ Any	Every.
juror, in criminal ¹ prosecutions, who allows	Arraignments.
the eloquence of ¹ counsel on either side to	Attorneys.
sway his better judgment, who ¹ entertains	Cherishes.
160 prejudice against, or false ¹ sympathy for,	Kindness.
either the ¹ prosecution or defence, is throw-	State.
ing his ¹ influence against the purity and the	Power.
¹ sanctity of the law. If the accused is guilty,	Holiness.
and a juror by any means ¹ contributes to his	Countenances.

by another, who is the oppressed, the unfortunate person who sustains such losses, or the one who commits such aggressions? 34. Are heinous felons then oppressors, or are they oppressed by the law? (§ 11.) 35. Who should suffer when a crime is committed? 36. Who should always suffer for the violation of the law? 37. Is there more than one authorized way to spell *defence*, in the 161st line? 38. What does every juror who countenances the escape of criminals? 39. Does

165 escape, he ¹aids the worst of despots, who totally disregards ¹suffering and oppressed innocence. He is the actual ¹abettor of crime; he throws his ¹weight in favor of one who aims to ¹destroy the peace and harmony of society, and the laws of this free ¹republic.

170 (§ 12.) Any juror who ¹lends his influence to set at liberty the ¹prowling robber, and the midnight murderer, is equally ¹recreant to his duty, as he would be if he ¹knowingly

175 aided in ¹convicting an innocent man. The ¹saying which has filled so many lawyers' pockets with gold to the ¹contrary notwithstanding

"that it is ¹better that ninety-nine ¹guilty persons should escape, than that one innocent person should ¹suffer." The fact is,

180 this saying originated in a ¹monarchical country. It is totally ¹inapplicable to the soil of a free republic, whose ¹laws are infinitely more ¹lenient, and ought always to

185 detect and punish. It was ¹undoubtedly ¹intended to minister to the unbridled passions and ¹unhallowed crimes of royal princes, dukes, marquises, ¹earls, viscounts, and barons.

All the ¹nobility of England have more

190 or less escaped ¹unwhipped of justice, from this saying, uttered by a ¹pampered pet of royal ¹favor. (§ 13.) But where and when

Assists.
Distressed.
Aider
Influence.
Subvert.
Country.
Gives.
Plundering
False.
Intentionally
Condemning.
Adage.
Opposite.
Preferable.
Criminal.
Be condemned.
Tyrannical
Foreign.
Statutes.
Mild.
Certainly.
Designed.
Wicked.
Counts.
Hereditary
Tyrants
With impunity
Nourished.
Partiality.

every one who indirectly aids in the escape of criminals contribute to the ruin or the support of our free institutions? (§ 12) 40. Is it right or wrong to aid criminals to escape the penalty of the law? 41. What are your reasons for this opinion? 42. What saying has contributed most to this effect? 43. Whence did this adage originate? (§ 13)

has it ever ¹protected poverty and innocence? Shielded.
¹Certainly not in our country, for in cases of Surely
195 ¹doubt, the law requires the jury to acquit, Uncertainty
and the ¹conviction of the innocent is next to Condemnation
an impossibility. If there is no ¹doubt, Question.
the acquittal of a criminal is ¹upholding despotism Sustaining.
it is ¹giving the few — those "who Bestowing
200 fear not God, nor ¹regard man" — the privilege upon.
to ¹revel on the fruits of the labors, and Respect.
trample upon the ¹happiness and the lives of Feast.
them any with ¹impunity. He who counts nances Comforts.
criminals, the ¹enemies of rational punishment.
205 freedom, upholds them in ¹setting at defiance Opponents.
the infallible laws of ¹God. Putting.
The Deity.
(§ 14.) It is therefore ¹incumbent on all Especially the duty of
jurors in the Union to use their ¹utmost sagacity Greatest.
and discrimination, alike for the ¹plaintiff Prosecution.
210 and ¹defendant, in civil suits as well as Defence.
criminal, to ¹view the cases before them in Examine.
all their ¹bearings, to reason, to think, and Variations.
¹investigate for themselves, and with an enlightened Inquire.
and ¹unduped zeal to pursue their Undeceived.
215 course with ¹unwavering rectitude. Be it remembered that
that jurors are the most ¹efficient and
judicial officers of the ¹country, that upon Effective.
them ¹depend the honor and the dignity of Land.
our lenient and ¹humane laws, and the enduring Rest
220 glory of our ¹unequaled institutions. Benevolent
Every ¹unjust verdict of an American jury, Incomparable.
Illegal.

44. Do the innocent in our country stand in need of this saying? 45. Is there any danger with us the innocent will be punished? 40. What may the unjust acquittal of criminals be rightly termed? 47. Who support criminals? 48. Who support tyrants? (§ 14.) 49. What is incumbent on every juror in the Union? 50. What is the difference

from criminal¹ suits, however aggravated, to
'civil suits, however trifling, is the sapper's
blow at the ¹foundation of the Temple of
225 ¹Liberty.

Cases.
Pecuniary.
Base.
Freedom.

between *unjust* and *illegal* in the 221st line? 51. What bad effect have the unjust verdicts of juries even in trifling pecuniary cases?

LESSON XLVI.

DUTIES AND RESPONSIBILITIES OF CIVIL MAGISTRATES.

(§ 1.) A ¹CIVIL magistrate* is a public
officer, ¹charged with some executive part
of the government. In ¹treating of the duties
and responsibilities of civil ¹magistrates in
5 this book, ¹reference will be had solely to
their connection with juries, in ¹relation to
'culprits; duties which it is deemed impor-
tant that every citizen ¹throughout the coun-
try should understand. In the ¹outset it may
10 be observed, that the ¹pardoning power of
executives in the United States is ¹co-exten-
sive with that of the most ¹absolute despot
in the world. (§ 2.) The ¹presidents and go-
vernors of these United States, ¹have now
15 the same unlimited power to ¹pardon that
was exercised by kings in ¹by-gone centu-

Civic
Intrusted.
Discoursing
on.
Rulers.
Allusion.
Respect.
Convicts.
All over.
Beginning
Remitting.
Equally un-
limited.
Unlimited.
Chief officers.
Possess.
Forgive.
Past.

(§ 1.) 1. Parse *duties*, in the 7th line. 2. Also *which*. 3. Where are *who*, *which* and *what*, in the objective case, always placed? 4. What is always the form of *who*, in the objective case? (§ 2.) 5. What is the difference between *pardon* and *forgive*, in the 15th line? 6. What

* A full illustration of the powers and extent of the judicial, financial, and other incorporated institutions of the United States, is contained in the *Citizen's Manual*, by Joseph Bartlett Burleigh.

ries, when the world was just ¹emerging
from barbarian ¹darkness, when hundreds of
thousands of ¹innocent persons suffered the
20 most ¹revolting tortures for no crime whatever,
and were even ¹burned alive at the stake by
the hands of ¹deluded ignorance.* No longer
'ago than the middle of the seventeenth cen-
tury, it was deemed a reproach to the ¹Turks
25 that they had neither witches nor ¹demoniacs
among them, and urged as a ¹decisive proof
of the falsity of their ¹religion.† (§ 3.) How
¹wonderful, how incredible, has been the
¹improvement of human society! for in every
30 ¹country where then such savage cruelties,
such horrible excesses against ¹reason, against
¹humanity, and the religion of the Bible,
were ¹committed, the enlightened principles
of ¹true Christianity are now beginning to
35 bless ¹mankind.

(§ 4.) It must not, however, be ¹understood
that the ¹banishment of those barbarian cus-
toms was ¹owing to the wisdom and human-
ity of the ¹civil magistrates of those coun-
tries.
40 — The history of the world ¹shows,
that wherever man has been found ¹incapable

Issuing.
Gloom.
Unoffending.
Abhorrent.
Consumed
Blind.
Past.
Moslems.
Possessed
persons.
Conclusive.
Faith.
Marvellous.
Advancement.
Land.
Justice.
Benevolence
Perpetrated.
Time-honor-
ed.
Man.
Imagined.
Expulsion.
Due.
Rulers.
Proves.
Un capable.

is meant by the phrase, "burned alive at the stake," in the 21st line? 7. Near the middle of what century are we now living? 8. How do we find the distinctive name of any century? 9. Explain the reason of this. 10. What is the difference between *Turks* and *Moslems*, in the 24th line? 11. Is the word *demoniacs*, in the 25th line, correctly defined by the term, *possessed persons*? (§ 3.) 12. What are the improvements of society to be attributed to? (§ 4.) 13. To what was the banishment of these barbarian customs owing? 14. Are those

* It is estimated that upwards of one hundred thousand innocent persons have been condemned to death for witchcraft.

† Essay on Crimes and Punishments: translated from the French, by Edward D. Ingraham

of self-government, there ¹also has been exhibited in the ¹most glaring light his total ¹incapacity to govern others. This remarkable improvement in human ¹society has been brought about by the ¹enlightening influence of wide-spread ¹education, and the humane effect of the ¹religion of Christ on the minds of society. No people have ever ¹main-tained for any ¹length of time their national liberties, who did not ¹understand the duties and ¹responsibilities of their civil magistrates. (§ 5.) Even Greece, once the ¹cradle of the arts and sciences, the ¹fountain of whatever was considered ¹grand and noble among men, by ¹withholding proper education from the ¹mass of the people and keeping them ignorant of the ¹duties and responsibilities of their civil ¹magistrates, lost its liberty. For the wise were ¹immolated or banished from the re-public, because they were honest, and ¹ex-posed the follies of the ¹age, whereas those who ¹wheedled and ²cajoled the most, that they might aggrandize themselves by pleasing the people, were most ¹applauded, and reached the highest ¹posts of honor and power. It ¹should never be forgotten that our own country once ¹enjoyed less liberty than England on account of being ¹deprived of the

Too.
Clearest.
Unfitness.
Intercourse.
Illuminating.
Instruction
Doctrines.
Sustained.
Extent.
Comprehend
Accountability.
Dwelling-place.
Source.
Great.
Keeping back
Bulk.
Obligations.
Officers.
Sacrificed.
Laid here.
Times.
Flattered.
Deceived.
Commended.
Places.
Must.
Had.
Debarred.

who are unable to govern themselves fit to rule others? 15. Have an ignorant people ever maintained their liberties for any length of time? (§ 5.) 16. Why is *cradle*, in the 53d line, defined by *dwelling-place*? 17. What term was used by the Greeks to denote banishment? 18. For what reason? 19. When did our country enjoy less liberty than

70 liberties* which the ¹great charter secured to all Englishmen as an ¹inalienable right; and that this deprivation ¹caused the revolutionary war. (§ 6.) Our ancestors in England ¹knew the duties and responsibilities of ¹civil magistrates, and when the British ¹governor attempted to take the trial by jury ¹out of the hands of the American people,† when he ¹pardoned ‡ his ¹menials and profligate nobles, for aggressions on the people, and ¹violated the Declaration of Rights, he was ¹proclaimed

Magna Charta.
Inborn.
Produced.
Understood.
Rulers.
King.
From.
Forgave.
Tools.
Invaded.
Declared.

England? 20. What is the meaning of *Magna Charta*? 21. From what king of England was it extorted? (§ 6.) 22. What caused the revolutionary war? 23. What did our ancestors know? 24. What should we understand? 25. What is meant by the phrase "our ancestors in England?" 26. Did the patriots of the revolution prize the liberties of their English ancestors? 27. What were some of the acts of ancient Englishmen in favor of liberty? (§ 7.) 28. Give a

* The principles of these liberties are set forth, often nearly verbatim, in the Declaration of Rights. (See Lesson XX., page 86.)

† Extract from *Magna Charta*, confirmed by King Edward I. in the five-and-twentieth year of his reign, A. D. 1225, chap. XXIX. — *None shall be condemned without trial. Justice shall not be sold or deferred.* — No freeman shall be taken or imprisoned, or be disseized of his freehold, or liberties, or free customs, or be outlawed, or exiled, or any otherwise destroyed, nor will we nor pass upon him, nor condemn him, but by lawful judgment of his peers, or by the law of the land. We will sell to no man, we will not deny, or defer to any man either justice or right.

(Also see section 7, page 56, American Manual.)
‡ From the English Statutes enacted the second year of the reign of Edward III. — *In what cases pardon of felony shall be granted.* — Whereas offenders have been greatly encouraged, because the charters of pardon have been so easily granted in times past, of manslaughter, robberies, felonies, and other trespasses against the peace. It is ordained and enacted, That such charters shall not be granted, but only where the King may do it by his oath, that is to say, where a man slays another in his own defence, or by misfortune.

In case of death, of man, robbery, and felony, against the peace, divers acts of parliament have restrained the power of granting charters of pardon: First, That no such charters shall be granted, but in case where the King may do it by his oath. Secondly, That no man shall obtain charters out of Parliament, Stat. 4 Edw. 3, c. 13.

And accordingly in a parliament roll it is said, for the peace of the land it would be much help, if good justices were appointed in every county, if such as be let to imprison do put in good sureties, as esquires, or gentlemen. And that no pardon were granted, but by parliament. Thirdly, For that the King hath granted pardons of felonies upon false suggestions; it is provided, That every letter of pardon which shall be granted at the suggestion of any, the name of him that maketh the suggestion shall be comprised in the Charter; and if the suggestion be found untrue, the Charter shall be disallowed.

By the ancient and constant rule of law. *Non poterit rex gratiam facere cum injuria et damno alterius: quod autem alienum est, dare non potest per suam gratiam.* In an appeal of death, robbery, violence, &c., the King cannot pardon the defendant, for the appeal is the suit of the party, &c., and whether the defendant be attained by judgment, &c., or by outlawry, the pardon will be disallowed.

Lord Coke says, "these statutes are excellent instructions for a religious and prudent king to follow, for in these cases, *Ut summa potestas Regie est posse quantum veli sic magnitudinis est velle quantum possit* (as it is the highest kingly power to be able to act what he wills; so it is his greatness and nobleness to will only what he lawfully can.)"

Thus it appears, that our English ancestors found it necessary to limit the pardoning power of their monarchs. They found it unsafe to have the pardoning power solely in the hands of their sovereigns. Hence it seems probable that many Republican Executives may exercise greater pardoning powers than hereditary kings.

a ¹tyrant* When it was found that the Eng-lish king would not keep within the ¹bounds their English brethren had ¹prescribed to him, they ¹resolved to shake off this power, as 85 their ¹ancestors had done.†

(§ 7.) It is ¹deemed not inappropriate to give here an extract from Locke's ¹Essay on Civil Government: "This holds ¹true also concerning the supreme ¹executor, who hav-
90 a double ¹trust put in him, both to have a ¹part in the legislative and the supreme ¹execution of the law, acts also against both, when he sets up his own ¹arbitrary will as the ¹law of the society. He acts contrary
95 to his trust, when he ¹employs the force, ¹treasure, and offices of the society, to cor-rupt the representatives, and ¹gain them to his ¹purposes. When he openly pre-engages the ¹electors, and prescribes to their choice —
100 those whom he has by ¹solicitations, threats, promises, or ¹otherwise, won to his designs — and ¹employs them to bring in those who have ¹promised beforehand what to vote, and what to ¹enact. (§ 8.) Thus to regulate candi-
105 dates and electors, and ¹new-model the ways

synopsis of section seven? 29. What is the difference between *trust* and *confidence*, in the 90th line? 30. What is here said of those who pervert to a bad use the power entrusted to them by the people? 31. What bearing have the remarks concerning the abuse of the elective franchise, on the conduct of political parties in the United States? (§ 8.) 32. What is the difference between *tear* and *cut*, in the

* See Lesson XXI, page 94.

† By the Magna Charta forced from King John, 1215, the Great Charter made by King Henry III, and confirmed by Edward I., various acts of Parliament, and the Revolution of 1688, the principles of liberty were secured to the people, and acknowledged by all succeeding sovereigns.

of election, what is it but to ¹cut up the go-vernment by the ¹roots, and poison the very ¹fountain of public security. For the people, having ¹reserved to themselves the choice of their representatives, as the ¹fence to their properties, could do it for no other ¹end, but that they might always be freely ¹chosen; and so chosen, freely act and ¹advise, as the ¹necessity of the commonwealth, and the
110 public ¹good, should, upon examination and mature ¹debate, be judged to require. This, those who ¹give their votes before they hear the debate, and have weighed the ¹reasons on all sides, are not capable of ¹doing. (§ 9.)
120 To prepare such ¹an assembly as this, and endeavor to set up the declared ¹abettors of his own will, for the ¹true representatives of the people, and the ¹lawmakers of the so-ciety, is certainly as great a ¹breach of trust,
125 and as perfect a ¹declaration of a design to ¹subvert the government, as is possible to be met with. To which, if ¹one shall add re-wards and ¹punishments visibly employed to the same end, and all the arts of ¹perverted
130 law made use of to ¹take off and destroy all that stand in the way of such a ¹design, and will not comply and consent to ¹betray the liberties of their country, it will be ¹past

106th line? 33. Why should the purity of legislation be an especial object of our care? 34. Why are pledged representatives unfit to transact public business? (§ 9.) 35. What is the difference between *true* and *faithful*, in the 122d line? 36. Illustrate the meaning of these words in sentences. 37. Why is the word *one*, in the 127th line, defined by *a person*? 38. Give some examples. (§ 10.) 39. Why

Tear.
Foundation.
Source.
Kept.
Barrier.
Purpose.
Selected.
Counsel.
Need.
Welfare.
Discussion.
Are pledged.
Arguments.
Performing.
A legislature
Alders.
Faithful.
Legislators.
Violation.
Promulgation.
Overthrow.
A person.
Privations.
Misused.
Put away.
Plot.
Subvert.
Certain.

doubt what is doing. What ¹power they ought to have in the ¹society, who thus employ it ¹contrary to the trust that went along with its first institution, is easy to determine; and one cannot but see, that he who has once attempted any such thing as this, cannot longer be trusted.

(§ 10.) Again, as to ¹judicial ministers, according to the observation made by ²the *Father of Candor*, 'Should any one in that station of high trust and dignity temporize, or ever join those in power, he must be despised by every one, as it is the power, not the person, he courts.'

(§ 11.) "Suppose any man base enough, for ¹a pecuniary satisfaction, or dishonorable title, to concur in the introduction of arbitrary power into a free state. By what tenure will he hold his illegal acquisitions? What reasonable hope can he entertain that his posterity will enjoy the acquisition which he would transmit? Will he leave his children tenants at will to his hereditary and acquired fortune? It is said, the profligate and the needy have not any reflection: true. But will Britons make choice of such to be the guardians of their property, their lives, and their liberties?"

(§ 12.) "Liberty receives ¹ strength and

Place.
Community.
Against.
Settle.
Observe.
Tried.
Confided in.
Justices.
Remark.
²Locke.
Post.
Unite with.
Hated.
Solicits.
Unworthy.
Money.
Rank.
Commonwealth.
Title.
Feel.
Descendants.
Pass down.
Occupiers.
Possessions.
Thought.
Select.
Keepers.
Freedom.
Power.

should a minister of the law refrain from interfering in political matters? (§ 11.) 40. Repeat section eleven. 41. What is said of those who, through motives of gain, deliver the liberties of their country into the hands of tyrants? 42. Who are destitute of reflection? 43.

vigor by wholesome laws, and ¹a punctual observance of them; not by ¹contemning or treading them under foot. Justice, equity, and regularity, are all friends to ¹liberty: she cannot subsist without them; and in a word, courts Virtue as her chief and bosom friend, and abhors Vice as her greatest enemy.

(§ 13.) "When honors of any sort are prostituted, they are changed into marks of infamy and disgrace, and will be looked upon by every honest mind with horror and disdain. They are no longer badges of dignity, but yokes of servitude; no longer the price of virtue, but the bribes of vice. They degenerate into the accoutrements of knaves and fools, and become the signs and tokens to distinguish the corrupt from the incorrupt, the Catilines from the Catos. But on the other hand, when honors, as in the days of Trajan, flow in a pure channel, and spring from a fountain that is clear and unsullied, who is not glad to approach the stream?"

(§ 14.) Another writer justly remarks: * "In governments where liberty is held in regard, great precaution should be taken that the power of pardon be not rendered detrimental, and that it shall not become a privilege

An exact.
Despising.
Trampling.
Freedom.
Exist.
Greatest.
Detests.
Kind.
Basely used.
Reproach.
Contempt.
Marks.
Slavery.
Inducements.
Equipments.
Marks.
Pure.
Traitors.
²Patriots.
Course.
Source.
Near.
Properly.
Freedom.
Esteem.
Injurious.
May.

Why is this the case? (§ 12) 44. What is the difference between *detests* and *abhors*, in the 169th line? 45. Illustrate the meaning of these words in sentences? (§ 13.) 46. To what does the prostitution of honors to base purposes lead? 47. Why is a course of honesty recommended to all public functionaries? 48. What is the difference between *badges* and *marks*, in the 174th line? (§ 14.) 49. What should

* Commentary and review of Montesquieu's Spirit of the Laws

190	to ¹ certain persons or classes for the ¹ perpetration of crimes with impunity, as too often ¹ happens in monarchies." "It is certain, governments which ¹ support themselves by ¹ false ideas, do not venture to give their subjects a very ¹ solid education. That those which require to keep certain ¹ classes in a state of ¹ degradation and oppression, do not permit them to obtain ¹ instruction; and that those governments only which are ¹ founded on reason, can ¹ desire that education should be ¹ solid, profound, and generally diffused."	Particular. Commission. Occurs. Sustain. Spurious. Substantial. Orders. Wretchedness. Knowledge. Established. Hope. Correct
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be done in governments where liberty is held in regard? 50. What attention do corrupt governments pay to education? 51. What do good governments desire?

LESSON XLVII.

(§ 1.) SUCH are the opinions of the ¹ ardent friends of liberty in other ¹ countries, and of other ages; of those whom our ¹ forefathers revered, and from whom the ¹ framers of the Constitution ¹ derived much instruction; and such are the ¹ sources to which we may trace the origin of some of our ¹ best laws. From those ¹ fountains of wisdom we may learn, that there is less danger from ¹ vigilance than from ¹ lethargy; less danger in watching our rulers too closely, than in relying ¹ implicitly on their patriotism and ¹ professions. (§ 2.) Is	Zealous. Lands. Ancestors. Fabricators. Received. Fountains. Wisest Springs. Watchfulness. Stupor. Blindly. Declarations.
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(§ 1.) 1. From what sources did our fathers derive much benefit? 2. Should the people look to more than the mere professions of their rulers? 3. What are your reasons for this opinion? (§ 2.) 4. What

there no ¹ danger at the present time lest the law, the ¹ rampart of our liberties, be perforated by false ¹ sentinels, who, while working for pecuniary ¹ benefit and personal aggrandizement, may let in a ¹ torrent of vice to overwhelm the liberties of the ¹ country? How many secret ¹ loop-holes does every year's experience ¹ show there are, through which the most atrocious criminals ¹ escape by intrigue, gold, or the ¹ pardoning power of executives?	Fear. Protecting wall. Watchers. Gain. Flood. Nation. Apertures. Prove. Slip. Remitting.
(§ 3.) The criminal ¹ calendar of our country merits the closest ¹ scrutiny on the part, not only of juries, but of the ¹ people of the whole country. If the ¹ governors of several states, each for a single ¹ term of office, may of their own free will ¹ pardon hundreds of ¹ criminals who have been, by the ¹ all-protecting care of the law, and against the skill of ¹ able counsel, found guilty by hundreds of different juries of the ¹ country, is there not just ¹ apprehension that the law may become a ¹ dead letter, and be totally ¹ disregarded. May it not blind the innocent, and render them more likely to be ¹ preyed upon by the ¹ wicked?	Register. Examination Citizens. Executives. Period. Forgive. Culprits. Guardian. Efficient. Union. Dread. Silent. Unheeded. Seized. Guilty.
(§ 4.) Is there not reason to ¹ fear that the	Apprehend.

danger exists at the present time? 5. What does every year's experience exhibit? (§ 3.) 6. Why does the criminal calendar of our country deserve careful examination? 7. What do you suppose would result from the total disregard of law? 8. What has always followed

* Owing to the fallibility of all human institutions, the pardoning power ought undoubtedly to exist somewhere. Might it not, with more reverence to the law, and greater safety to the republic, be entrusted to the State and National Legislatures, and limited to instances in which the convicting power had palpably erred? In some States, the pardoning power is not entrusted alone to the Governors. In New Jersey it is vested in the Governor and Council. In Connecticut the pardoning power is vested in the Legislature. In Louisiana the Governor pardons with the assent of the Senate.

trial by jury is becoming a mere mockery?	Examination
40 Is there not a confident hope on the part of the criminal, that if found out, he will not be convicted; if convicted, he will easily receive a pardon? Does he not feel assured that it is the easiest thing in the world to obtain the executive clemency? Is there no danger that a wholesale pardoning power will aid practised felons to entrap the young? Is it not an incentive to crime?—an imputation on the intelligence and candor of the jury, and consequently upon the people? Is not the power gradually sliding away from the many into the hands of the few? Does it not denote that the sanctity of the law is less revered? (§ 5.) Every unjust pardon or acquittal tends to weaken the confidence of the people in the law, tends to encourage mob-law, tends to make honest people look for safety, not to tribunals of justice, but to weapons of steel and missiles of lead;	Expectation. Trespasser. Pronounced guilty. Confident. Most facile. Governor's. Extensive. Old. Encouragement. Fairness. Of course. By degrees. Rulers. Sacredness. Respected. Reliance. Foster. Upright. Security. Bullets.
55 tends to encourage crime and depress virtue; tends to weaken republican institutions, and strengthen despotism. One of the fruitful sources of the ruin of other republics has been the connivance at gilded crime, the degeneration and corruption of rulers, and the disregard of the public good.	Wickedness. Establishments. Prolific. Destruction. Drinking. Governors. Neglect.

anarchy? (§ 4.) 9. Give a synopsis of section 4. 10. Do hardened felons ever endeavor to entrap youth? 11. What are some of your reasons for this opinion? (§ 5.) 12. What is the effect of every unjust pardon or acquittal? 13. What has been one of the fruitful sources of the ruin of other republics? 14. What is the difference between ruin and destruction, in the 63d line? (§ 6.) 15. What impediments

(§ 6.) Let not the delusive hope that moral suasion can take the place of law, be entertained, while our country numbers nearly a million of adult white inhabitants that cannot read and write; while the aggregate official term of office of the rulers of the Union, throws upon the people thousands of pardoned convicts. Moral suasion, holy as it is, without the certain chastening hand of law, has no more power over many hardened and reckless criminals than ropes of tow to bind the raging flames. (§ 7.) What object has the pardoning power, which seems to be spreading over several states in this Union? Has it come to this, that hundreds of American juries annually render erroneous verdicts? Do the American judges, during their official terms of office, pass thousands of oppressive sentences? If not, the pardoning power seems imperfect, inasmuch as it does not include all criminals. But some assert that it includes only those who have reformed: and who is to be the judge of this? Cannot a person who is guilty of an atrocious crime tell a falsehood? Is a man too good to deceive, who is vile enough to wield the midnight torch, to rob, and murder?	Vain. Exposition. Contains. Grown up. Whole. Period. Multitudes. Reason. Correcting. Authority. Strands. Fire. Appears. Country. Is it possible. Wrong. Law-officers. Pronounce. Judgments. Defective. Convicts. Embraces. Decider. A revolting. An untruth. Beguile. Kill.
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are there to prevent the full power of moral suasion? 16. What effect has moral suasion on many hardened convicts? (§ 7.) 17. Do you suppose there are hundreds of American juries that annually render erroneous verdicts? 18. What does this imply, in the 89th line? 19. If felons are pardoned when they profess to be reformed, do you suppose their keepers would ever be deceived? 20. What are your reasons for this opinion? (§ 8.) 21. If a criminal has really re-

95	(§ 8.) If truly reformed, would not a convict cheerfully comply with the laws of the land, which assign to certain crimes certain punishments? shall any one, under feigned or even real reformation, evade them? If a man suffers innocently, may he not suffer for the good of his country? May there not be patriotism in prison as well as in the field of battle? May not a man receive credit for sustaining the majesty of the law, and the honor of his country in the former, as well as in the latter. (§ 9.) What right has one man to pardon without assigning any valid reason, a few hundred criminals, within his jurisdiction, and not all? Was the pardoning power designed especially to protect the wealthy and the intelligent, and not the poor and the ignorant? Was it designed to favor hypocrisy—to hire conversion, by offering the reward of freedom, and the revelling on the earnings, and taking the lives of others — to free from the confinement of the prison, and its plain fare, for feigned reformation? (§ 10.) Was it designed to put the people to enormous costs to support courts of justice, and render null and void, at the will of executives, hundreds of righteous verdicts of juries? Is the liberty of the	Regenerated. Willingly. Allot. Penalties. Shun. Endures. Welfare. Love of country. Get. Upholding. Cell. War. Free. Sound. Territory. Intended. Rich. Illiterate. Deceit. Price. Feasting. Incarceration Spurious. Amendment. Heavy. Tribunals. Correct Decisions.
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formed, what is it reasonable to suppose he ought willingly to comply with? 22. What can you say of a person who suffers innocently? 23. What is the duty of every citizen? (§ 9.) 24. What do you suppose was the object of the pardoning power? 25. What is the difference between *illiterate* and *ignorant*, in the 11th line? (§ 10.) 26. Who support courts of justice? 27. What is the object of courts? 28.

125	vultures to take precedence of the safety of the doves? Is the happiness of the many to be sacrificed to the unrestrained inclinations of the few? Let the people look well to the safety, the honor, the dignity of the law, so that no power can either open Pandora's box, or render the verdicts of republican juries a bye-word and a farce among the nations of the earth.	Security. Welfare. Licentious. Citizens. Respect. The casket of ruin. Make. Reproach. World. Sun-scorch'd plains. Fire-glare. Crag. Might. Fell. Sateless. Child. Alike. Change place Soars above. On high. Ward. Slyness. Numerous. Health. Humblest.
130	(§ 11.) The lion, o'er his wild domains, Rules with the terror of his eye; The eagle of the rook maintains By force his empire in the sky;	
135	The shark, the tyrant of the flood, Reigns through the deep with quenchless rage; Parent and young, unweaned from blood, Are still the same from age to age.	
140	Of all that live, and move, and breathe, Man only rises o'er his birth; He looks above, around, beneath, At once the heir of heaven and earth: Force, cunning, speed, which Nature gave The various tribes throughout her plan,	
145	Life to enjoy, from death to save,— These are the lowest powers of man.	
150	(§ 12.) From strength to strength he travels on; He leaves the lingering brute behind; And when a few short years are gone, He soars, a disembodied mind: Beyond the grave, his course sublime, Destined through nobler paths to run, In his career the end of time Is but eternity begun.	Journeys. Tardy. Brief Tow'rs. Tomb. Higher. Bright course Immortality.

What evils do you suppose would result from not enforcing the laws? 29. What do you suppose is the object of law? (§ 11.) 30. Who possesses ascendancy over all created things? 31. To what is man the heir? 32. What are the attributes of man? 33. For what end

155	What guides him in his ¹ high pursuit, Opens, illumines, ¹ cheers his way, ¹ Discerns the immortal from the brute, God's ¹ image from the mould of clay? 'Tis ¹ knowledge: — knowledge to the soul	Great. Smooths. Descries. Likeness. Learning.
160	Is ¹ power, and liberty, and peace; And while celestial ¹ ages roll, The joys of ¹ knowledge shall increase.	Potence Seasons. Wisdom.
	Hail to the ¹ glorious plan, that spread The ¹ light with universal beams,	Noble. Dawn.
165	And through the human ¹ desert led Truth's living, pure, ¹ perpetual streams. Behold a ¹ new creation rise, New ¹ spirit breathed into the clod.	Barren. Unfailing. Fresh.
	Where'er the ¹ voice of Wisdom cries,	Ardor.
170	"Man, ¹ know thyself, and fear thy God." MONTGOMERY.	Tongue. Scan.

is he created? (§ 12) 34. What is the destination of man beyond the grave? 35. How is knowledge the guiding star of man? 36. Is there any limit to the increase of knowledge? 37. What are your reasons for this opinion? 38. What are the teachings of wisdom?

LESSON XLVIII.

CONCLUDING REMARKS.

(§ 1.) WHEN the most ¹renowned
re-publics* were deprived of their ¹liberty,
mankind were oppressed either by ¹military

Famous.
Freedom.
Warlike.

(§ 1.) 1. How have the most renowned republics of antiquity lost

* "The generals, having armies and kingdoms at their disposal, were sensible of their own strength, and could no longer obey. The soldiers therefore began to acknowledge no superior but their general, to found their hopes on him only, and to view the city as from a great distance. They were no longer the soldiers of the republic, but of Sylla, of Marius, of Pompey, and of Caesar. The Romans could no longer tell, whether the person who headed an army in a province was their general, or their enemy."

So long as the people of Rome were corrupted by their tribunes only, on whom they could bestow nothing but their power, the senate could easily defend themselves, because they acted consistently and with one regular tenor, whereas the common people were continually shifting from the extremes of fury to the extremes of cowardice; but when they were enabled to invest their favorites with a formidable exterior authority, the whole wisdom of the senate was baffled, and the commonwealth was undone.

A wise republic ought not to run any hazard which may expose it to good or ill fortune: the only happiness the several individuals of it should aspire after is, to give perpetuity to their state. — Montesquieu's *Decline and Fall of the Roman Empire*

despots, or by degenerate and ¹ corrupt rulers,*	Wicked.
5 who silently ¹ vitiating the majority of the people.	Tainted.
The most ¹ unbridled crimes went unpunished	Unrestrained
¹ anarchy then prevailed, and as a	Disorder
resort from its horrors, the people took ¹ re-fuge	Shelter.
under ¹ despotism. Should the civil	Tyranny.
10 magistrates of our own ¹ country ever become	Nation.
¹ insensible to their just responsibilities—should	Unmindful of
they ever ¹ neglect to sustain, by appeals to	Forget.
¹ enlightened reason, the righteous verdicts of	Unobscured.
juries, and the wise ¹ decisions of the courts	Judgments.
15 of ¹ justice, the people may justly regard the	Law.
¹ boasted institutions of the republic as on the	Vaunted.
¹ verge of ruin. (§ 2.) We may then have,	Brink.
as now, the ¹ name of a republic, but all the	Title.
¹ evils of despotism will stride through the	Horrors.
20 land. Instead of ¹ encouraging the patriot	Stimulating
and the ¹ philanthropist, our history, like that	Lover of man
of the French ¹ republic of 1793, will convey	Commonwealth.
no ¹ cheering hopes to the oppressed of other	Animating.
countries, but will only ¹ transmit the wreck	Float.
25 of our ¹ temple of liberty down the current	Fane.

their liberties? 2. What usually precedes despotism? 3. Can despotism ever exist in an intelligent and virtuous community? 4. What may the people justly apprehend when the laws are violated with impunity? (§ 2) 5. Can a government ever exercise the power of tyranny under the name of a republic? 6. What was the power that existed in France in 1793 called? 7. Why? (§ 3.) 8. What does the

* "Cities and nations were now invited to Rome by the ambitious, to disconcert the suffrages, or influence them in their own favor. The public assemblies were so many conspiracies against the state, and a tumultuous crowd of seditious wretches were dignified with the title of Comitia. The authority of the people and their laws, nay that people themselves, were no more than so many chimeras, and so universal was the anarchy of those times, that it was not possible to determine whether the people had made a law or not. The grandeur of the republic was the only source of that calamity, and exasperated popular tumults into civil wars. Dissensions were not to be prevented, and those martial spirits, which were so fierce and formidable abroad, could not be habituated to any considerable moderation at home. — *Causes of the Rise and Fall of the Roman Empire*

"Athens fell, because the errors of the people appeared so lovely in their own eyes, that they would not be cured of them. — *Ibid.*

<p>of time, a mournful and melancholy mento of human wisdom. (§ 3.) It is possible in a republic for mob-law and anarchy to prevail during the administration of virtuous and wise rulers, but whenever such is the case, it infallibly denotes previous mal-administration. Good rulers countenance and support wise and virtuous laws. Good rulers raise nations to the palmiest heights of prosperity, power, and happiness. Bad rulers depress them to the lowest depths of corruption, depravity, and misery. (§ 4.) In our country, then, how important is it that the people should be thoroughly educated, that they may select good rulers, and cause wise laws to be enacted and sustained. It is indispensable for every one to understand the elements of political science, and possess a knowledge of the laws which are designed alike to govern and protect the rich and the poor, the ruled and the rulers. "Sine lege, est sine ratione, modo, ordine."* Every one ought to know something of the duties and responsibilities of civil magistrates, to know whether their influence be exerted in favor of learning and virtue, or whether they are the abettors of vice and crime.</p>	<p>Gloomy. Sagacity. Free country Continuing. Correct. Fact. Bad govern- ment. Sustain. Pious. Loftiest. Sink. Vileness. Wretched- ness. Essential Correctly. Occasion. Made. Comprehend. Government- al. Intended. Control. People. Each. Should. Powers. Weight. Intelligence. Encouragers</p>
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existence of mob law denote? 9. What is produced by good rulers?
10. What by wicked rulers? 11. What is requisite to secure good
rulers (§ 4.) 12. Why should every one know something of politi-
cal science? 13. Why should all understand the duties of civil ma-

* "To be without law, is to be without reason, order, and safety."

<p>(§ 5.) The chronicles of the day disclose the existence of crime, and violations of the laws to an alarming extent in our beloved country. Frauds, breaches of public trust, thefts, incendiarism, mobs, robberies, mur- ders, and other revolting affairs have arrived to a pitch, at which all patriots may be justly alarmed. We are all perhaps too certain that our country is rapidly advancing to power and renown — too insensible of the accumulating growth of ignorance and immorality, and too indifferent to the gradual but silent progress they are making towards sapping the foundation of our laws, and overwhelming the institutions of the republic. Let all be aroused to constant Vigilance. (§ 6.) At the present day a contest is commencing, mightier than ever before was waged — the strife of reason against error — the contest of the friends of republican liberty against the benighted and interested friends of heredi- tary kings and nobles. Our forefathers fought with perishable steel for the liberty of a single country. We fight with imperishable reason to sustain what they won, and for the rational liberty of the whole world. Let correct education pervade our land — Jet the people, legislators, and rulers,</p>	<p>Newspapers. Wickedness. Degree. Confidence. Tumults. Horrible. Height. Frightened. Speedily, Glory. Increasing. Vice. Insidious. Basis. Overthrow- ing. Watchfulness Beginning. Vaster Contest. Advocates. Selfish. Lords. Contended. Indestruc- tible. Uphold. Entire. Permeate. Law-makers.</p>
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gistrates? (§ 5.) 14. What may justly alarm all good citizens? 15.
Of what are we all probably too certain? 16. What are gradually
undermining the institutions of our country? (§ 6.) 17. What is com-
mencing at the present day? 18. For what did our forefathers fight?
19. For what do we contend? 20. What will correct education pro-

bestow upon it their utmost ¹ aid, then tyranny in every part of the world will ¹ give place to wise laws and ¹ enduring liberty, and all will attain the Christian's highest ¹ reward.	Support. Yield. Permanent
85 (§ 7.) The ¹ echo of the voice of liberty has reached every ¹ monarchy in the world. The ¹ embers of the ruins of former republics, ¹ consumed by the hearts and arms of despotism,	Recompense Reverberation. Kingdom. Cinders. Desolated.
90 are still ¹ glowing on European soil. All the ¹ potentates of the earth, their nobles, their ¹ menials, and their tools, see in the promulgation of sound education and the ¹ rights of man, their ¹ utter ruin, and their irretrievable ¹ ignominy. Europe may boast of her splendid cities, her ¹ stately palaces, her magnificent temples. The Pyramids, all the ¹ gigantic monuments of the East, the ¹ herculean works of art, remain alike to show their ¹ inutility,	Underlings. Privileges. Total. Shame. Towering. Stupendous. Alcidean. Uselessness.
100 and the ¹ effects of despotism — how the few may gradually ¹ possess supreme power, and make the many their ¹ subservient tools. The monuments of the ¹ East are the works of despots and ¹ tyrants. (§ 8.) But in America	Results. Enjoy. Slavish. Oriental world. Oppressors.
105 is reared a ¹ mightier monument than has ever before claimed the ¹ admiration of man. It is the monument of the ¹ intellect, the work of patriots and philanthropists, the ¹ charter	Greater. Wonder. Mind. Constitution.

duce? (§ 7.) 21. What has reached every monarchy in the world? 22. What will inevitably follow the promulgation of sound education and the rights of man? 23. Of what may Europe boast? 24. Of what may the East boast? 25. What is meant by the East? (§ 8.) 26. What has been reared in America? 27. What is constantly held out to all industrious citizens in America? 28. What secures this privilege? 29. Among what classes were most of the framers of

of rational liberty. It holds out a constant ¹ incentive to merit, for it ¹ guarantees equal privileges to all: its framers rose from the ¹ industrious ¹ classes of the citizens of the country. The two most ¹ prominent characters in its ¹ origin were both, in their early	Stimulant Secures Formers. Ranks. Eminent. Foundation. Life.
110 career, numbered among the mass of the laboring people. (§ 9.) ¹ The first, possessing limited ¹ advantages in early life, inferior to those enjoyed by the ¹ youth of the present day at our ¹ common schools, was, when	Washington. Means. Young. Public. Of age. Toiling. Measurer. Honor. Open.
120 twenty years ¹ old, without classic knowledge, ¹ laboring at days' works in the wilderness, as a common ¹ surveyor of land. He had no badge, no claim to ¹ distinction, other than an ¹ honest heart, and a sincere desire to promote the welfare of his fellow-men. ¹ The other,	Franklin. Laboring. Occasionally Go-cart. Public ways Imagined. Laborers. Bounds. Vicinity. Short Efforts
125 at the age of twenty-four, was ¹ toiling at the printer's press, in Philadelphia, and ¹ some-times working at the ¹ wheelbarrow in the ¹ streets.	
130 (§ 10.) Who then would have ¹ thought, that the names of these young ¹ men would have been known out of the ¹ limits of their own ¹ neighborhood, and even there but for a ¹ brief period? Yet, by unwearied industry,	
135 by well-meant ¹ exertions, they outlived the	

the Constitution? (§ 9.) 30. What were the early advantages of Washington? 31. How did he improve them? 32. What claim had he to distinction? 33. What claim has he to our regard? 34. What can you say of Franklin? 35. Can you name any other distinguished men who contributed largely in framing the Constitution? 36. Are not your advantages of education better? (§ 10.) 37. How do you suppose people looked upon young Washington and Franklin? 38.

opposition incident to all ¹meritorious efforts. Their names will glow with ¹perennial bright-ness, when the names of the ¹kingly office-holders, those clothed with the ¹robes of power in their day, will moulder in ¹oblivion. But let it not be ¹supposed that they gained their ¹fame, or reared those enduring mental monuments that will bless the latest ¹posterity, without ¹opposition. (§ 11.) Washington was ¹bitterly denounced, as being unfit to command the American army, a ¹faction was organized to ruin his fame and blast his ¹character. Franklin was ¹hurled from office, and more than once ¹seemed to be on the ¹brink of ruin. Yet for their country they forgot their personal ease and ¹comfort — they sought not the ¹praises of men, but the path of ¹duty, and the sanction of an approving conscience. Let every one ¹study well the patriotism, the ¹philanthropy, the piety of past ¹ages, not only of our own, but of other countries, that ¹actuated by those pure examples, each may be ¹sustained in pursuing ¹unwaveringly, through every change of ¹fortune, the path of ¹rectitude. It is by cease-less ¹exertion, in imitating the great and good, that we best promote our own ¹happiness, and advance the cause of our ¹holy religion.

What did they do when surrounded by difficulties? 39. Was their cause just? 40. Should every one strive to be engaged in a good calling? 41. What should you do when encompassed by opposition? (§ 11.) 42. What can you say of some of the difficulties Washington encountered? 43. What obstacles did Franklin encounter? 44. What did they do when surrounded by troubles? 45. Do all persons encounter

Deserving.
Ever-blooming.
Royal.
Panoply.
Forgetfulness.
Presumed.
Renown.
Generations
Resistance.
Fiercely.
Party.
Reputation.
Ejected.
Appeared.
Verge.
Enjoyment.
Adulations.
Rectitude.
Examine.
Benevolence
Epochs.
Moved.
Borne up.
Undeviatingly.
Uprightness
Effort.
Welfare.
Pure.

(§ 12.) If this ¹work shall tend in the slight-est degree to ¹awaken the dormant talent of the land; if it shall in any manner ¹call to the ¹safety of the Union some Cincinnatus from ¹the plough, some Sherman, Franklin, or Washington from ¹manual labor, to the affairs of state and the cause of ¹education, the ¹object of the author will be realized. If ¹diffusing political science shall, in the most ¹remote way tend to awaken the minds of the community to the ¹superior subject of the sound and ¹efficient education of the females of the ¹land; if it shall, in the small-est ¹degree, call attention to the fact, that the ¹invisible influence of woman is paramount to all others; the principles of ¹patriotism and ¹Christianity will be ¹better disseminated. Ladies ¹wield a lever, whose prop is youth, whose length is all time, whose ¹weight is the world, and whose ¹sweep is eternity. (§ 13) Let woman be ¹soundly educated; let no art, however skilful, no science, however ¹intricate, no ¹knowledge, however profound, be ¹withheld from her grasp; let woman be properly educated, and ¹enlisted in the cause of ¹common school education. Let the natural ¹trainers of the young come to the rescue, and all will be ¹safe. The portentous cloud of ignorance and of ¹delusion, that now overshadows our country, will ¹disappear like

troubles? 46. What should all do? (§ 12.) 47. What subject is of paramount importance? 48. What power does woman exert? 49. What is the difference between *fulcrum* and *prop*, in the 181st

Book.
Arouse.
Summon.
Security.
Husbandry.
Labor of the hands.
instruction.
Design.
Disseminating.
Distant.
Paramount.
Adequate.
Country.
Extent.
Unseen.
Philanthropy.
2
Sooner.
Move.
Object.
Extent.
Thoroughly.
Difficult.
Attainment.
Kept.
Engaged.
General.
Directors.
Secure.
Error
Vanish.

mist before the rising sun. ¹Education may
 195 then be ¹placed *within reach* of all — man will
 learn his ¹duty to himself, his fellow-crea-
 tures, and his ¹Creator. The powerful will
 not ¹pounce upon the defenceless, like ti-
 gers, nor marshal armies and ¹ravage the
 200 earth, like ¹famished wolves. Men will no
 longer fawn like spaniels in the ¹courts of
 kings, nor ¹crawl in the dust like serpents.
 Guided by the ¹hands of gentleness and of
 kindness in childhood, to the ¹perennial founts
 205 of literature, they will attain ¹manhood with
 a better ¹relish for knowledge. All raised
 and honored by the ¹purest moral education,
 will become the ¹fit recipients, and the effi-
 cient ¹protectors of civil and religious liberty.

Knowledge.
 Extended to.
 Obligation.
 Maker.
 Spring.
 Desolate.
 Starring.
 Palaces.
 Creep.
 Influence.
 Evergushing
 Maturity.
 Taste
 Holiest.
 Suitable.
 Guardians.

line? (§ 13.) 50. Why should woman be educated? 51. Repeat
 the substance of section nine.

LESSON XLIX.

FINAL.

AN EXTENSION OF THE AUTHOR'S SYSTEM OF MARGINAL
 EXERCISES.

Curious.
 Seemed.
 Glanced at
 Undoubtedly
 Bizarre.
 Needful.

(§ 1.) ¹UNIQUE as the pages of
 this book must have ¹appeared to
 the reader when he first ¹saw them,
 the one he now beholds is ¹surely
 5 much more ¹so. At this stage of
 the work it can hardly be ¹neces-
 sary

Singular.
 Looked.
 Perceived.
 Certainly.
 Outre.
 Requisite.

1. What do you suppose is the design of the double column of mar-
 ginal words? 2. Is either *bizarre* or *outré* in the 5th line a definition
 or a synonym of *so*? 3. Why may *bizarre* and *outré* be used?

Dilate.
 Multiplied.
 Certain.
 Procure.
 Stir up.
 Study.
 Is left.
 Exhibit.
 Scheme.
 Granted.
 Employing.
 Expression.
 Relation.
 Advancing.
 Signification
 Conceived.
 Gained.
 Competent.
 The more so.
 Frame.
 Sentences.
 Kind.
 Found place
 in.
 Sated.
 Descried.
 Cleared.
 Pointed.
 Make up
 Novitiate

for the author to ¹expatiate
 upon the ¹many advantages of the
 marginalexercises, and their ¹in-
 evitable
 10 tendency to ¹secure marked
 attention from, and ¹excite intense
 thought in the mind of the pupil.
 It only ¹remains for him here to
¹display and explain an extension of
 15 his own ¹system. With the privi-
 lege
 already ¹accorded to the read-
 er,
 of ¹giving either the marked
¹word in the body of the page, its
¹relative in the margin, or a word
 20 of his own, nearly ¹approaching in
¹sense to both or either, it might be
¹supposed that the variety of ex-
 pression
 thereby ¹attained would be
¹sufficient for all educational pur-
 poses,
 25 ¹especially since the learner
 would naturally be led to ¹form for
 himself corresponding ¹examples of
 every ¹description, when the idea
 had once ¹entered his mind.
 30 (§ 2.) But the writer is not ¹satis-
 fied
 with having ¹discovered and
¹opened a new road through the
¹sharp rocks and tangled under-
 brush,
 which ¹constitute so much
 35 of what is to a ¹tyro the hither

Enlarge.
 Multitudi-
 nous.
 Sure
 Obtain.
 Incite.
 Reflection.
 Rests.
 Show.
 Plan.
 Given.
 Using.
 Term.
 Connection.
 Approximat-
 ing.
 Meaning.
 Thought.
 Reached.
 Ample.
 Particularly.
 Make.
 Phrases.
 Sort.
 Taken root
 in.
 Contented.
 Found.
 Cut.
 Angular.
 Comprised
 Beginner.

4. Miss ———, will you name some *definitions*, in the mar-
 ginal columns? 5. Miss ———, will you name some *synonyms*?
 8. Miss ———, will you name some words which are neither *defi-
 nitions* nor *synonyms*? 7. What terms are *opposite in meaning* to the
 words indicated by the (), Miss ———?

Division	portion of the unexplored region of	Part.
Convinced	learning; for, being fully ¹ aware	Assured.
Road.	that, take it as we will, the ¹ way is	Path.
Tiresome.	long and ¹ toilsome enough, he can not	Wearry.
Halt.	40 ¹ rest without making it, so far	Stop.
Rectilinear	as in him lies, as ¹ straight, smooth,	Direct.
Practicable.	level, and perfect as ¹ possible.—	Can be.
Once.	Having ¹ already acted as pioneer,	Before.
Desirous.	he is now ¹ anxious to leave nothing	Solicitous.
Amended.	45 to be ¹ bettered, in the way of plan	Improved upon.
Succeed.	or system, by those who may ¹ fol- low	Come after.
Relation.	him. With ¹ respect to execu- tion,	Regard.
Cognizant.	he is fully ¹ sensible of his ma- nifold	Aware.
Benefit.	deficiencies. However, ¹ use-ful- ness	Usefulness.
Clearness.	50 and ¹ perspicuity having been	Plainness.
Principal.	his ¹ main objects, he can scarcely	Chiet
Blamed.	be ¹ censured for want of elegance	Condemned.
Ascertained.	in style, when it is ¹ known that he	Understood.
Adorned.	did not aim at the ¹ ornate. He has	Ornamental.
Usual.	55 availed himself of the ¹ common	Universal.
Searching.	privilege of ¹ consulting the various	Examining.
Authors.	law and other ¹ authorities, on the	Standard books.
Affairs.	¹ subjects of which he has treated,	Matters.
Avowal	and deem this a sufficient ¹ acknow- ledge- ment.	Admission.
Specification.	60 without ¹ particulariza- tion.*	Enumeration
Verified.	For the ¹ metrical scraps	Rhythmical.

8. Master ———, will you name three *definitions*, three *synonyms*, and three words which are neither? 9. What terms are *opposite in meaning* to the words indicated by the (¹), Master ———?

* The Author has spoken freely of threatening evils in our republican institutions, yet he hopes none will consider that he entertains the least feeling of disregard towards those of his fellow citizens who are members of the standing army or hold military or civil offices under the general or state governments. Those high officers are often chosen from the ranks of the ablest men in the Union, and the Author believes that no one among them would be so inconsiderate as to take offence at remarks which are necessary for a full discussion of the political institutions of our country, he has spoken not of the office-holders, but of the system. The evil is not the work of the standing army and of the civil magistrates, but is upheld by and includes the whole community. The Author would further observe that he has endeavored to say nothing in any manner whatever which would conflict with the sound opinions of any political party or Christian sect in the Union.

Spread.	¹ scattered through this work, he is	Dispersed.
Quondam.	indebted to his friend and ¹ former	Late.
Scholar.	¹ pupil, Charles J. Lukens.	Student
Thought.	65 (§ 3.) The ¹ notion of a second	Idea.
List.	¹ line of marginal words, on the left	Column.
Folio.	of the ¹ page, to correspond with	Leaf.
The row.	and balance ¹ that on the right,	The file.
Perhaps.	would ¹ probably occur, to many	Likely.
Work.	70 persons on seeing this ¹ book: — such	Volume.
Pre-repre- sented.	thought is here ¹ anticipated. The	Foreshown.
Pass on.	author will now ¹ proceed to explain	Go on.
Secondary.	and illustrate the use of the ¹ supplemental	Additional.
Association.	line in ¹ connection with	Conjunction.
Pristine.	75 the ¹ original one. It is obvious that	Primary.
Methods.	we have two distinct ¹ ways from	Modes.
Select.	which to ¹ choose, as the marked	Pick.
Elucidations.	word may either have two ¹ defini- tions	Explanations
Pointed.	or synonyms, or two ¹ marked	Designated.
Severally.	80 words in one line may have ¹ each	Singly.
Equivalent.	a definition or ¹ synonym — that of	Like term.
Place.	the word first in ¹ order on the left	Rank.
Following.	of the page, and that of the ¹ second	Succeeding.
Preceding.	word on the right. In the ¹ former	First.
Example.	85 ¹ case but one mark is needed, as	Instance.
Points.	usual; in the latter, two ¹ marks are	Characters.
Different from.	required, which must be ¹ unlike	Dissimilar to.
Modes.	each other. Both ¹ methods will	Plans.
Depicted.	now be ¹ described at length, pre-mising	Represented.

10. Mr. ———, how many words conveying a similar idea can you substitute for *scattered*, *former*, *pupil*, and *notion*, in the 62d, 63d, 64th, and 65th lines respectively? 11. What is the meaning of the prefixes to the words in the 72d and the 74th lines, Mr. ———? 12. Illustrate the meaning of each prefix with some other words, Mr. ———. 13. THE CLASS. — Spell by letter the marginal words. 14. Name the reverse of the marginal words.

Connectedly.	90	that they may be used ¹ together in the same page if ¹ desirable.	In company.
Needed.		(§ 4.) If we ¹ wish to define the same word twice, the simple ¹ one [1], as before used, will ¹ suffice, and	Wished.
Want.		this character has been ¹ accordingly selected; but ¹ if two words in each line are to be ¹ taken, the matter is not quite so clear. It might be ¹ said that 1 should ¹ refer to the left hand	Desire.
Unit.		1 margin, and 2, to the right; but it must be ¹ remembered that 2 has already been used for a ¹ specific	Prime.
Do.		purpose in connection with the right margin, and that it would	Answer.
Therefore.	95	still be needed there. (§ 5.) On the whole, in ¹ both cases the 1 and 2 have been ¹ suffered to keep their old ¹ positions, and to the period [] is ¹ deputed the task of guarding the	Conformably
In case.		left margin. In a page so ¹ narrow as this, the first plan is, in general, much the easier to ¹ arrange, for it	When.
Used.		will be seen at a glance, that it is rather a ¹ difficult thing to find two	Defined.
Proposed.		words in any ¹ one line of the present	Affirmed.
Allude.		length, which may each be supplied with a ¹ definition or ¹ synonym, on account of the ¹ great pre-ponderance	Direct.
Confine.	100		Border.
Borne in mind.			Recollected
Special.			Particular.
Design.			Object.
Off.			Second.
After all	105		Yet.
The two.			All.
Permitted.			Allowed.
Stations.			Posts.
Committed.			Delegated.
Strait.	110		Contracted.
Extension.			Project.
Fix.			Order.
Can.			May.
Troublesome			Hard.
Lone.	115		Single.
Reach.			Extent.
Description.			Equivalent.
Large.			Overweighing

15. Miss ———, will you name some words in the marginal columns which are definitions of the corresponding words in the text? 16. What words in the marginal columns do you call synonyms, Miss ———? 17. Name some words which are neither definitions nor synonyms, Miss ———. 18. What terms are in opposite meaning to the words indicated by the (1), Miss ———?

Little.		of •small ¹ undefinable	Uninterpret- able.
Words.	120	particles; ¹ therefore, a book written	Consequently.
Wholly.		entirely with ¹ double margins on	Two.
System.		the second •plan, must have ¹ comparative	Relatively.
Broad.		•wide ¹ pages. It may be	Leaves.
Questioned.		•doubted, indeed, ¹ whether such se-cond	If
Amplification	125	•extension would be ¹ more	Better.
One.		than the •single margin ¹ under a	In.
Changed.		•different ¹ garb; every long line re-presents	Dress.
Primary.		two of the •original ¹ ones.	Lines,
Drain.		To •exhaust the ¹ subject, it is as	Matter.
Appropriate.	130	well to ¹ say, that as many marginal	Observe.
Can.		lines •may be ¹ used on each side as	Placed.
Contain.		the page will •hold, and that ¹ they	The margins.
Permitted.		may be •allowed to ¹ encroach upon	Intrude.
Text		the •story itself, till that is ¹ narrowed	Decreased.
Simple.	135	to a •mere thread, with ¹ every word	Each.
Explained.		in it •defined and ¹ re-defined, and	Explained over.
Arrangements.		having •provision for ¹ extra notes	Further.
Head.		at •top and ¹ bottom.	Foot
Would.		(§6.) It may be an advantage to	Interest.
Leaf.	140	have a page prepared without re-ference	Provided.
Points.		marks, to exercise the judgment	Employ.
Learner.		of the scholar in designating	Showing
Connection.		the correspondence of the marginal	Bordering
Terms.		words with those in the text; and	Narrative
Hard.	145	this is not such a difficult task but	Thing.
May.		that it can even be accomplished	Done.
Commencers		by beginners, who will take the	Hare.
Enjoyment.		same pleasure in it as in solving a	Explaining.

19. THE CLASS.—Mention, in rotation, the opposite of each marginal word, beginning at the top of the left-hand column. 20. Name, in rotation, the definitions, synonyms, and the words which are neither definitions nor synonyms, in the marginal columns.

Charade	riddle. This section is left without	Printed
Pointers	150 the references as a specimen. (§ 7.)	Sample
Preceding	The •above remark will ¹ also apply	Further
Intended	to an •entire omission of ¹ punctua-tion	Stopping.
Like.	for a •similar ¹ purpose but only	Design.
Higher.	•advanced scholars should be ¹ re-quired	Asked.
Suitable	155 to fill in the •proper ¹ points	Stops
When.	and •after they shall have ¹ done it	finished.
Accurately	•correctly they should be ¹ instructed	Desired
Change.	to •vary the points in every ¹ possible	Practicable
Way.	•manner they will ¹ thereby learn the	Thence.
Alteration	160 great •change of meaning ¹ occa-sioned	Caused
Want.	by the •omission or ¹ mis-placem ^{ent}	Wrong posi- tion
Apparently.	of such •seemingly ¹ in-signifi- cant	Teaching
Things.	•characters When ¹ dis-pute	Contentions
Concerning.	•about pointing ¹ ran high years	Were violent
Asingular.	165 ago •aneccentric ¹ individual pub-lished	Personage.
Complete.	a •whole book without ¹ stops	Dots.
Put	and •placed at the ¹ end by way of	Close
Five or six.	appendix •several pages of ¹ commas	, , , , ,
: : : : :	•semicolons ¹ colons ² periods marks	: : : : 2 . . .
! ! ! ! !	170 of •exclamation and ¹ interrogation	? ? ? ? ?
() ()	•parentheses and so ¹ forth quaintly	[] - * † ‡ §
Remarking	•observing that the ¹ reader was at	Peruser.
Punctuate.	liberty to •pepper the ¹ hash as he	Matter.
Liked.	•pleased The punctuation is ¹ want-ing	Omitted
Division.	175 in this •section and in both ¹ this	The present section
Foregoing	and the •preceding the reader ¹ will	Must

21. THE CLASS. — Give, in rotation, the words in the text corresponding to the marginal words, beginning with the 139th, and ending with the 150th line. 22. Name, in rotation, the places where pauses ought to be made, and the kind of stops proper to insert, beginning with the 151st, and ending with the 184th line. 23. Mention, in rotation, the *definitions*, the *synonyms*, and the *words* which are neither *definitions* nor *synonyms*, in the marginal columns.

A loss.	be at •sea until he shall ¹ stop and	Wait
Furnish.	•supply the ¹ points	Proper cha- racters
Probable	(§ 8.) It is not •likely that ¹ any	Every
Perfectly	185 one should •fully ¹ comprehend the	Understand
Diversified	•varied beauties of the ¹ system here	Plan.
Exhibited.	•presented, and the happy ¹ effect it	Result
Attaching	must have in •giving ¹ copiousness	Amplitude.
Accuracy	and •precision to the ¹ style of such	Manner
May	190 as •shall be ¹ drilled by it, without	Taught
Prior	•previous ¹ acquaintance by use.—	Knowledge
Gives	It •affords us three separate, ¹ yet	But
Closely.	very •nearly connected ¹ narratives	Accounts
Threads	in one: three •strands, if the ¹ ex-pression	Mode of speech
Can	195 •may be ¹ allowed, which,	Permitted.
Constant	by •continual interweaving ¹ go to	Tend
Make.	form, and do •form, one ¹ strong and	Sound
Complete.	homogeneous cord — a •perfect ¹ tria	Three joined in one
Should.	<i>juncta in uno</i> . It •may ¹ likewise be	Also
Said.	200 •remarked, that it gives ¹ opportunity	A chance.
Use	for the •employment of ¹ phrases,	Sentences.
Different	totally •distinct in ¹ meaning from	Signification
The ones.	•those they supply, if taken sepa-rately,	Apart
Pertain	but which •belong ¹ naturally	Properly
Matter	205 to the •subject in ¹ hand, and do not	Progress
Essentially	•materially ¹ alter the meaning of the	Change.
Accompany- ing passages	•context: thereader may have ¹ ob-served	Seen
A number of	•many such ¹ instances in the	Examples
Mam part	•body of the ¹ work. (§ 9.) At the	Book
Moment	210 same •time the ¹ writer will say, that	Author

24 THE CLASS — Name, in rotation, the opposite of each marginal word. 25. Name, in rotation, the *definitions*, the *synonyms*, and the *words* which are neither *definitions* nor *synonyms*, in the marginal columns. 26. Name, in rotation, the reverse of the marginal words. 27. Spell by letter the marginal words.

Deems.	he •considers the one ¹ marginal line	Border.
Equal	•adequate to most ¹ purposes, especially	Ends.
Reason.	on •account of the ¹ great	Vast.
Throws.	labor it •entails upon all ¹ connected	Concerned.
Writing.	215 with the •composing and ¹ compo-siting	Printing.
Volume.	of a •book of this ¹ kind. In	Description.
Truth.	•fact, the public can have no ¹ con-ception	Idea.
Prolix.	of the •tedious and ¹ ha-rassing	Fatiguing.
Character.	•nature of the ¹ servicere-quired.	Duty.
For	220 •and even ¹ those used to	Persons.
Come.	publishing would •fall far ¹ short of	Off
Reality.	the •truth in making an ¹ estimate.	Estimation.
Conceded.	This being •granted, no ¹ one will	Person.
Gainsay.	•deny that a double ¹ margin must	Edge.
Augment	225 increase the ¹ difficulties more than	Embarrass- ments.
Verily	half: •indeed, the writer is ¹ truly	Really.
Pleased	•delighted to find himself thus ¹ near	Nigh.
Termination	the •end of his ¹ self-imposed ² task —	Self-created.
	and	² Labors.
Placid.	So •gentle ¹ readers all, of sexes both and ev'ry age,	Hearers.
Unyielding.	From this time forth •unceasing ¹ war with error may you wage:	Strife.
Darkness fell	May •ignorance your ¹ presence flee,	Nearness.
Heap up.	And may you •gather, like the bee,	As.
Blossoms.	Sweets from the •thought-flow'rs ¹ found in books, —	Grown.
Bitter.	The •poison ¹ leave behind, —	Let
Stow.	And honey •store in ¹ ready nooks	Open.
Crammies.	And •corners ¹ of the mind.	In.
Sedulous.	On •careful ¹ retrospection you will find,	Retracement
Tracked.	That we have •traced the ¹ progress of mankind	Trials

28. THE CLASS. — Name, in rotation, *terms* which may be substituted for the words indicated in the text, besides those in the margin. Name, in rotation, the contrary of each marginal word. 29. Name, in rotation, the *definitions*, the *synonyms*, and the *words* which are neither definitions nor synonyms, in the marginal columns. 30. What

Polity.	In •government, e'en from its ¹ very birth	Early.
Current.	Up to its •present ¹ state upon the Earth:	Lot.
Rough.	Its first •rude ¹ elements we've seen resolved	Principles.
sleep.	Into a ¹ mass of codes ¹ crude and involved,	Harsh.
Darker.	The •complex parts of which ¹ have their solution	Reach.
Last	At •length within our own ¹ free Constitution.	Great.
Right	Of •course not ¹ perfect, yet so near perfection,	Finished.
That Past Time.	•The <i>By-gone</i> well may ¹ pardon this reflection,	Sleep on.
Nowhere.	To which the •Present ¹ offers no objection;	Proffers.
Coming.	And if the •Future should ¹ propose rejection	Desire.
Lesser.	Of •minor ¹ portions of our glorious laws,	Clauses.
Should.	Care •must be taken that, in ¹ mending flaws,	Helping.
Larger.	•Greater mistakes are ¹ haply not committed,	Chance-like.
By it	So that they'd •thereby be for ¹ good unfitted.	Use.
Cit'zen's.	A •voter's ¹ obligations have been told,	Bounden du- ties.
Ballot-box men.	And all our •suffrage-holders ¹ fully warned	Rightly
Mind.	To •see that freedom is not ¹ lightly sold,	Freely.
Gone.	For, once •lost, ¹ fruitlessly will it be mourn'd.	Uselessly.
Counsel.	•Advice is ¹ given to our jury men	Offered.
Weigh with care.	To •ponder well all ¹ facts, so that they may	Truths.
Render.	•Bring in a righteous ¹ verdict ever, when	Judgment
Sworn.	•Called to determine truth, and ¹ error stay.	Falsehood.
Of governors	The right •executive to ¹ pardon crimes	Free from.
Scanned.	Has been •examined and all its ¹ evils shown;	Mischiefs.
Indeed.	•In fact, ¹ amelioration of the times	A better pos- ture.
On.	Can be accomplished •in one ¹ way alone.	Plan.
Vile culprit	Let the •offender ¹ feel that punishment	Learn.
Fast.	Is sure to follow •in the ¹ steps of guilt;	Track.
Work out.	Then shall our laws •effect their ¹ full intent,	True.
Green.	And flourish •fair, where now they ¹ droop and wilt.	Pine.
Justices.	Our •magistrates are ¹ counselled to beware	Warned here
Perjured evi- dence.	Of •testimony false; in ¹ short, to sift	Fine.
Causes.	All •cases to the ¹ bottom, taking care	Utmost.
Keep.	To •guard with conscience ¹ whole the people's gift.	Clear.

will be found on retrospection? 31. Into what have we seen the first rude principles of government resolved? 32. Where do the complexities of old codes find their solution? 33. What may be pardoned.

Women. The more impressed. Obtain. Soar.	The claim of •females to ¹ good education Has been •insisted on, ¹ because our youth •Receive of them first ¹ lessons; and the nation Must •rise or ¹ fall as they are taught the truth	Sound. For that. Teachings. Sink.
Falsehood. As.	Or •error — for their ¹ power reaches far, And •like the mothers still the ¹ children are.	Influence spreads. Daughters.
Close. Writer.	To •end — let ev'ry ¹ reader now suppose, That here the •author takes with ¹ tremb-ling grasp	Person. Quiv'ring.
Palm. Give and take	His, or her •hand, ¹ anxious before he goes To •interchange with each a ¹ friendly clasp;	Yearning. Hearty.
Mongst. Since.	For •midst the living Time ¹ remorseless mows, And, •as they ne'er may ¹ meet again, with gasp	Regardless. Join.
Of sorrow. Livers. Sound.	•Convulsive hear him falter ¹ feebly forth To •dwellers ¹ in the East, West, South, and North, That •word which still will ¹ linger in the throat,	Faintly. Of. Halt within.
Enounced. Round.	•Pronounced in any ¹ form, abroad, at home,— Adieu, or •frank ¹ Good-bye, which most we note	Way. God speed.
Heart. Companion. Paths.	For •truth: — but still, within ¹ another tome They may •encounter, and ¹ together roam The •fields of ¹ knowledge yet, if all should float	A second. In concert. Wisdom.
Buoyant.	•Lightly upon life's sea, nor ¹ sink beneath the swell	Fall.
Raging.	Of trouble's •stormy waves — So now ¹ at length, FAREWELL.	A kind.

by the Past? 34. When must care be taken? 35. What have voters been warned to see? 36. What should jurymen ponder? 37. How only can the condition of society be made more safe? 38. What should be guarded by magistrates? 39. What does the author say in conclusion? 40. What is *alliteration*? 41. Point out the instances of alliteration in section nine. 42. What words on page 300 are definitions? 43. What words are synonyms? 44. What words are neither? 45. What is the object of gaining knowledge? 46. How should each one strive to live?



GIRARD COLLEGE.

LESSON L.

ONWARD — UPWARD.

- | | |
|--|--|
| 1. Thou' who sitt'st in ¹ mournful silence,
¹ Brooding' o'er the ills of life;
Turn not, O disconsolate ¹ brother,
From the ¹ murky field of strife! | Gloomy.
Pining.
Mortal.2
Troubled. |
| 2. Up, and ¹ gird thyself with firmness!
¹ Say "I will!" — and it is done;
¹ Boldly tread the lists, defying
Trials, and the ¹ race is won! | Clothe.
Speak.
Firmly.
End. |
| 3. Weak' may be thy best ¹ endeavor,
Still ¹ go on' — act well thy part!
Lakes' and mighty ¹ rivers often
E'en' from ¹ puny fountains' start. | Exertion.
Push.
Waters.2
Petty. |
| 4. Every ¹ great result' accomplished,
Has been ¹ won' by tedious fight;
¹ Wearry months' and years of effort'
Have from ¹ darkness' brought the light. | Grand.
Gained.
Tiresome.
Blindness. |
| 5. Men have ¹ trod the path' before you,
¹ Reached the highest point' of aim;
Up, then, up, disheartened ¹ brother!
¹ Launch thy fragile bark' again! | Walked.
Touched.
Sister.2
Float. |

HUGHAN.

LESSON LI.

THE LOVE OF COUNTRY AND OF HOME.♦

- | | |
|--|--|
| 1. THERE is a ¹ land', of every land the pride',
Beloved by heaven' o'er all the ¹ world beside',
Where brighter suns' dispense ¹ serener light',
And milder ¹ moons' imparadise the night',
A land of beauty, virtue, ¹ valor, truth,
¹ Time-tutored age', and love-exalted youth'. | Place.
Earth.
Purer.
Stars.2
Honor.
Venerable.2 |
| 2. The wandering ¹ mariner', whose eye explores'
The wealthiest isles', the most ¹ enchanting shores',
¹ Views not a realm' so bountiful and fair,
Nor breathes the spirit' of a ¹ purer air',
In every ¹ clime, the magnet of his soul',
Touched by remembrance, trembles to ¹ that pole': | Seaman.
Alluring
Sees.
Serener.
Land.
The. |
| 3. For in this ¹ land of heaven's peculiar grace',
The heritage of nature's ¹ noblest race,
There is a ¹ spot of earth' supremely blest',
A dearer', ¹ sweeter spot' than all the rest',
Where man, creation's tyrant, ¹ casts aside
His sword' and ¹ sceptre', pageantry' and pride', | Clime.
Purest.
Land.
Better.2
Puts.
Sabre.2 |
| 4. While', in his ¹ softened looks', benignly blend'
The ¹ sire', the son', the husband', father', friend'.
Here woman ¹ reigns'; the mother', daughter', wife,
Strews with ¹ fresh flowers' the narrow way of life',
In the ¹ clear heaven' of her delightful eye',
An ¹ angel-guard of loves and graces lie'; | Calmer.2
Protector.
Rules.
New.
Pure.
Seraph. |
| 5. ¹ Around her knees' domestic duties meet',
And fireside pleasures' ¹ gambol at her feet'.
Where shall that laud, that spot of ¹ earth, be found?
Art thou a man'? a patriot'? ¹ look around',
Oh! thou ¹ shalt find', howe'er thy footsteps roam',
That land ¹ THY COUNTRY', and that ¹ spot' ¹ THY HOME'. | About.2
Frolic.
Ground.2
Glance.
Wilt.2
Place. |

LESSON LII.

OUR COUNTRY.

- | | |
|--|--|
| 1. 'OUR COUNTRY'! — 'tis a glorious land! ¹
With broad 'arms' stretch'd from shore to shore, ¹
The proud Pacific 'chafes her strand, ¹
She hears the 'dark Atlantic roar; ¹ | America.2
Wings.2
Washes.
Deep.2 |
| 2. And, 'nurtur'd' on her ample breast,
How many a 'goodly prospect lies'
In Nature's 'wildest grandeur drest,
Enamel'd' with 'her loveliest dyes. ¹ | Cherished.
Noble.2
Sublime.
The.2 |
| 3. Rich prairies, deck'd with 'flowers of gold,'
Like sunlit oceans 'roll afar; ¹
'Broad lakes her azure heavens behold,'
Reflecting clear each 'trembling star, ¹ | Roses.2
Move.2
Wide.
Twinkling. |
| 4. And mighty 'rivers, mountain-born,'
Go sweeping 'onward, dark and deep,'
Through forests' where the 'bounding fawn'
'Beneath their sheltering branches leap. ¹ | Torrents.2
Forward.
Running.2
Under.2 |
| 5. And 'cradled mid her clustering hills,
'Sweet vales' in dreamlike beauty hide, ¹
Where love' the air with music 'fills,
And calm 'content' and peace abide; ¹ | Nursed.2
Green.
Trills.
Repose.2 |
| 6. For plenty here' 'her fullness pours'
'In rich profusion' o'er the land, ¹
And sent to 'seize her generous store,'
There 'prowls no tyrant's hireling band. ¹ | In.
Her.2
Take.2
Creeps.2 |

Give the reverse* of some of the marginal words.

* The reverse of several hundred words is given in the Practical Spelling Book by Joseph Bartlett Burleigh.

LESSON LIII.

UNION — LIBERTY.

1. HAIL, / ¹our country's natal morn,¹
Hail, / our ¹spreading kindred born,¹
Hail, / thou ¹banner not yet torn,
¹Waving / o'er the free!¹
¹While, this day in festal throng,¹
¹Millions' swell the patriot song,¹
Shall not wo thy ¹notes prolong,¹
¹Hallowed Jubilee?¹
2. Who would ¹sever freedom's shrine?¹
Who should ¹draw the invidious line?¹
Though by birth, one ¹spot be mine,¹
¹Dear / is all the rest:¹
Dear / to me the South's ¹fair land,¹
Dear, / tho ¹central Mountain band,¹
Dear, / New England's ¹rocky strand,¹
Dear / the ¹prairied West.¹
3. By our ¹altars, / pure and free,¹
By our Law's, / ¹deep rooted tree,¹
By the past's ¹dread memory,¹
By ¹our Washington,¹
By our common ¹parent tongue,¹
By our hopes, / ¹bright, buoyant, young,¹
By the Hie / of country strong,¹
We will ¹still be one.¹
4. ¹Fathers! / have ye bled in vain?¹
Ages! / ¹must ye droop again?¹
¹MAKER! / shall we rashly stain/
¹Blessings sent by Thee?¹
No I receive our ¹solemn vow,¹
¹While before thy throne we bow,¹
Ever to ¹maintain as now/
¹Union — Liberty.¹

Columbia's
Widening.
Ensign.
Rustling.
Now.
Myriads.2
Songs.
Renowned.

Sunder.
Set.2
State.
Prized.
Warm.
Middle.
Stony.2
Level.

Churches.2
Strong.
Solemn.
True.
Mother.
High.
Band.2
Aye.2

Founders.
Will.
Creator.
Comforts.2
Sacred.
When.
Sustain.
Federal.

Give the reverse of some of the marginal words.

LESSON LIV.

YOUTHFUL AMBITION.

1. ¹HIGHER, higher, will we climb/
Up the ¹mount of glory,¹
That our names / may ¹live, through time,
In our ¹country's story,¹
¹Happy, in our country's cause,¹
To ¹defend our rights and laws!¹
2. ¹Deeper; deeper; let us toil/
In the ¹mines of knowledge,¹
Nature's wealth, and learning's ¹spoil,¹
¹Win from school and college,¹
¹Delve we, there, for richer gems/
Than the ¹stars of diadems.¹
3. ¹Onward; onward; will we press/
In the ¹path of duty,¹
¹Virtue is true happiness;
Excellence, ¹true beauty:¹
Minds are of ¹supernal birth,¹
Let us ¹make a heaven of earth.¹
4. ¹Closer; closer; let us knit/
Hearts and ¹hands together,¹
Where ¹our fire-side comforts meet/
In the ¹wildest weather,¹
O, they wander ¹wide, who roam/
For the ¹joys of life, from home!¹
5. Nearer; nearer; ¹bands of love/
Draw our ¹souls, in union,
To our Father's ¹house above,¹
To the ¹saints' communion:¹
Thither may our ¹hopes ascend,¹
There / ¹may all our labors end.¹

Upward.
Hill.
Last.
Union's.
Blissful.
Know.2
Further.
Depths.
Gain.2
Get.
Search.
Crowns.
Higher.
Way.
Honor.2
Real.
Heavenly.
Form.
Nearer.
Heads.2
The.
Stormiest
Far.2
Bliss.
Cords.2
Minds.3
Home.2
Spirits.2
Hearts.2
Let.2



WASHINGTON.



PENN.

LESSON LV.

THE THRIVING FAMILY; THE STATES.

1. OUR ¹father lives in Washington,¹
 And ¹has a world of cares,¹
 But gives his ¹children each a farm,¹
 Enough for them and ¹theirs;¹
2. Full thirty-one grown ¹boys has he,¹
 A numerous ¹race indeed,¹
 Married and settled, ¹all, d'y'e see,¹
 With boys and ¹girls to feed.¹
3. And if we ¹wisely till our lands,¹
 We're sure to ¹earn a living,¹
 And have ¹a penny, too, to spare,¹
 For ¹spending or for giving.¹
4. A ¹thriving family are we,¹
 No ¹lordling need deride us,¹
 For we know ¹how to use our hands,¹
 And in our ¹wits we pride us,¹
¹Hail, ¹brothers, ¹hail!¹
 Let nought ¹on earth ¹divide us.¹

Parent.2
 Sees.
 Offspring.
 Heirs.
 Lads.
 Clan.
 Each.
 Maids.
 Sagely.
 Get.
 Some
 money.
 Laying
 out or
 Thrifty.
 Nabob.
 When.2
 Tact.
 Joy.
 Sunder.

5. Some of us dare the ¹sharp north-east,¹
 Some, clover-fields are ¹mowing;¹
 And others ¹tend the cotton-plants¹
 That keep the looms a-going.¹
6. Some build¹ and steer¹ the white-winged ¹ships,¹
 And few in speed can ¹mate them;¹
 While others ¹rear the corn¹ and wheat,¹
 Or grind the flour,¹ to ¹freight them.¹
7. And if ¹our neighbors o'er the sea¹
 Have e'er ¹an empty larder,¹
 To ¹send a loaf their babes to cheer,¹
 We'll ¹work a little harder.¹
8. No old ¹nobility¹ have we,¹
 No ¹tyrant-king to ride us;¹
 Our ¹sages in the Capitol¹
 Enact the ¹laws that guide us.¹
 Hail, ¹brothers, ¹hail!¹
 Let nought on earth ¹divide us.¹
9. Some ¹faults we have,¹ we can't deny;¹
 A ¹foible here and there;¹
 But ¹other households¹ have the same,¹
 And so, we ¹ll not despair.¹
10. 'Twill do no good to ¹fume and frown,¹
 And call ¹hard names, you see,¹
 And 't were a ¹burning shame to part¹
 So ¹fine a family.¹
11. 'T is but a ¹waste¹ of time to fret,¹
 Since nature ¹made us one,¹
 For every quarrel ¹cuts a thread¹
 That ¹healthful love has spun.¹
12. So draw the ¹cords¹ of union fast,¹
 Whatever may ¹betide us,¹
 And closer ¹cling¹ through every blast,¹
 For many a ¹storm has tried us.¹
 Hail, ¹brothers, ¹hail!¹
 Let nought on earth ¹divide us.¹ [Mrs. Sigourney.]

Keen.
 Sowing.2
 Watch.2
 Which.
 Barks.
 Match.
 Raise.
 Load.
 Good.2
 A scanty.2
 Give.2
 Toil.
 Aristocrats
 Ruthless.2
 Congress.2
 Rules.
 Brethren.
 Sever.
 Sins.
 Weakness.
 Many.
 Won't.
 Fret,
 Bad.
 Lasting.
 Fair.
 Loss.
 Formed.
 Parts.
 Truthful.
 Bonds.
 Befall.
 Hold.
 Gale.
 Partners.
 Destroy.

Give the reverse of some of the marginal words.

LESSON LVI.

WOODMAN SPARE THAT TREE.

1. WOODMAN¹ 'spare that tree?¹
 'Touch not¹ a single bough!¹
 In youth¹ it 'sheltered me,¹
 And I'll¹ 'protect it now.¹
 'Twas¹ my 'forefather's hand¹
 That placed it¹ 'near his cot;¹
 There 'woodman¹ let it stand,
 Thy axe¹ shall 'harm it not!¹
2. That old¹ 'familiar tree,¹
 Whose 'glory¹ and renown¹
 Are 'spread¹ o'er land and sea,¹
 And would'st¹ thou 'hack it down?¹
 Woodman,¹ 'forbear thy stroke!¹
 'Cut not¹ its earth-bound ties;¹
 Oh! spare¹ that 'aged oak,¹
 Now 'towering¹ to the skies!¹
2. When¹ but 'an idle boy,¹
 I sought¹ its 'graceful shade¹
 In all¹ my 'gushing joy;¹
 Here too¹ my sisters 'played.¹
 My mother 'kissed me here;¹
 My father 'pressed my hand —¹
 'Forgive¹ this foolish tear,¹
 But let¹ that 'old oak stand.¹
4. My heart-strings¹ 'round thee cling,
 Close as thy bark,¹ 'old friend!¹
 Here¹ shall the 'wild bird sing,
 And still¹ thy branches 'bend.¹
 Old tree! the 'storm¹ still brave!¹
 'And, woodman,¹ leave the spot;¹
 While 'I've a hand¹ to save,¹
 Thy axe¹ shall 'harm it not.¹

Save.
 Move.
 Shaded.
 Defend.
 Ancestor's.
 By.
 Goodman²
 Hurt.
 Beloved.²
 Honor.
 Passed.²
 Hew.
 O spare.
 Break.²
 Ancient.
 Beaching.
 A lazy.²
 Grateful.²
 Heartfelt.
 Strayed.²
 Hugged.
 Took.²
 Excuse.
 Brave.²
 On.
 Dear.
 Spring.²
 Tend.²
 Wind.
 Then.²
 I have
 strength.²
 Cut.

LESSON LVII.

SPORTSMAN SPARE THE BIRD.

1. 'SPARE¹ the gentle bird,
 Nor do¹ the 'warbler wrong;¹
 In the green 'wood¹ is heard¹
 Its sweet¹ and 'happy song;¹
 Its song¹ so 'clear and glad,¹
 Each list'ner's 'heart¹ hath stirred,¹
 And none,¹ however 'sad,¹
 But bless'd¹ that 'happy-bird.¹
2. And 'when,¹ at early day,¹
 The 'farmer¹ trod the dew,
 It 'met him¹ on the way¹
 With 'welcome,¹ blithe and true.¹
 So,¹ when,¹ at 'weary eve,¹
 He homeward¹ 'wends again,
 Full 'sorely¹ would he grieve¹
 To 'miss¹ the well-loved strain.¹
3. The 'mother,¹ who had kept¹
 'Watch¹ o'er her wakeful child,
 'Smiled¹ as the baby slept,¹
 'Soothed¹ by its wood-notes wild;¹
 And gladly¹ had she 'flung¹
 The 'casement¹ open free,¹
 As the 'deal¹ warbler sung¹
 From out¹ the "household tree.¹
4. The 'sick one¹ on his bed¹
 Forgets his 'weariness,¹
 And 'turns¹ his feeble head¹
 To 'list its songs,¹ that bless¹
 His spirit,¹ 'like a stream¹
 Of 'mercy¹ from on high,¹
 Or 'music¹ in the dream¹
 'That seals¹ the prophet's eye.¹

Save.
 Singer.
 Tree.²
 Blissful.
 Pure.²
 Breast.
 Bad.²
 Peaceful.²
 If.
 Ploungman.
 Greets.
 Singing.
 Lonely.
 Goes.
 Sadly.
 Want.²
 Parent.²
 Guard.
 Langued.²
 Lulled.
 Swung.
 Window.
 Prized.
 Homestead.
 Poor.²
 Tiredness.
 Bends.
 Hear.
 As.
 Kindness.
 Gladness.
 Which.

O! 'laugh not' at my words,
 To warm' your 'childhood's hours,
 'Cherish' the gentle birds,
 'Cherish' the fragile flowers;
 'For since man was bereft
 Of Paradise' in 'tears,
 God' these 'sweet things' hath left
 To 'cheer' our eyes and ears. BETHUNE.

Smile.
 Youthful.
 Nourish.
 Prize well.
 And.
 Fears.2
 Dear.
 Greet.2

LESSON LVIII.

ALL'S FOR THE BEST.

1. ALL'S for the best,¹ be 'sanguine and cheerful,¹
 Troubles' and 'sorrows' are friends in disguise,¹
 Nothing' 'but folly' goes 'faithless' and 'fearful,¹
 'Courage for ever' is happy and wise.¹
 All's for the best' — if 'man would but know it,¹
 Providence' wishes 'us all' to be blest.¹
 'This is no dream' of the pundit' or poet,¹
 Heaven is 'gracious, and' — All's for the best!¹
2. All's for the best!¹ 'set this on your standard,¹
 Soldier of 'sadness,' or pilgrim of love,¹
 Who' to the 'shores of Despair' may have wandered,¹
 A 'way-wearied swallow,' or heart-stricken dove:¹
 All's for the best!¹ — be a man, 'but confiding,¹
 Providence' 'tenderly governs the rest,¹
 And the 'frail bark' of his creature' is guiding,
 'Wisely' and 'warily,' all for the best.¹
3. All's for the best!¹ — then 'fling away terrors,
 'Meet all your fears' and your foes in the van,¹
 And' in the midst of 'your dangers' or errors,¹
 'Trust like a child,' while you strive like a man:¹
 All's for the best!¹ — unbiassed, unbounded,
 Providence' 'reigns from the east' to the west,¹
 And by both wisdom' and 'mercy surrounded,¹
 'Hope' and be happy that' — All's for the best.¹

Hopeful.
 Mourning.
 Save.
 Bravery.
 We.2
 Each one.2
 It.
 Friendly.
 Put.
 Sorrow.
 Beach.
 Sorrowing.
 Be.2
 Righteous-
 fy.
 Weak.
 Rightly.
 Throw.
 Get.2
 Thy.
 Hope.
 Unsullied.
 Rules.
 Goodness.
 Trust.

TUPPER.

Give the reverse of some of the marginal words.

LESSON LIX.

THE REAPER AND THE FLOWERS.

1. THERE is a 'Reaper' whose name is Death,¹
 And', with his 'sickle keen',
 He 'reaps' the bearded grain' at a breath,¹
 And the 'flowers' that grow between¹.
2. "Shall I' have nought' that is fair?" 'saith he¹;
 "Have nought' but the 'bearded grain?
 Though the 'breath of these flowers' is sweet to me¹,
 I will 'give them' all back again¹."
3. He gazed at the flowers' with 'tearful eyes,
 He kissed' their 'drooping leaves';
 It was for the 'Lord' of Paradise,¹
 He 'bound them' in his sheaves¹,
4. "My Lord' 'has need of these flowerets gay",
 'The Reaper said', and smiled;
 "Dear tokens' of the earth' are they,
 Where he 'was once' a child¹."
5. "They 'shall all bloom' in fields of light,
 'Transplanted' by my care,¹
 And saints', upon their 'garments white,
 These sacred 'blossoms' wear¹."
6. And the 'mother gave', in tears and pain,
 The 'flowers' she most did love;
 She 'knew' she should find them all again¹,
 In the 'fields' of light above¹.
7. O, not in cruelty', 'not in wrath¹,
 The Reaper' came 'that day';
 'Twas an angel' 'visited the green earth',
 And took' the 'flowers away'. Longfellow.

Cradler.2
 Cradle.
 Cuts.
 Blossoms.
 Quoth.
 Headed.
 Life.
 Return
 them all.
 Wishful.
 Withring.
 God.
 Tied.
 Hath.
 This.
 Fine.
 Hath been.
 Will.
 Removed.
 Vestments.
 Leaflets.2
 Parent.2
 Treasures.
 Saw.
 Land.2
 Nor.2
 This.2
 Came to.
 Children.2

LESSON LX.

THE WASTE OF WAR.

- | | |
|--|--|
| 1. Give me the ¹ gold ¹ that war has cost, ¹
¹ Before this peace-expanding day; ¹
The ¹ wasted skill ¹ the labor lost ¹ —
The mental treasure ¹ ¹ thrown away; ¹
And I will ¹ buy each food of soil ¹
In every ¹ yet discovered land, ¹
Where hunters roam, ¹ where ¹ peasants toil, ¹
Where ¹ many peopled ¹ cities stand. ¹ | Sum.
Afore.
Ruined.
Cast.
Purchase
all the.
Now.
Farmers.
All the.2 |
| 2. I'll ¹ clothe each shivering wretch ¹ on earth ¹
In needful, ¹ nay, ¹ in ¹ brave attire; ¹
¹ Vesture befitting banquet mirth ¹
Which ¹ kings ¹ might envy and admire. ¹
In every vale, ¹ on every plain, ¹
A school ¹ shall glad the ¹ gazer's sight, ¹
Where every ¹ poor man's child ¹ may gain ¹
Pure ¹ knowledge, ¹ free as air and light. ¹ | Drape.
Fine.
Garments.
Chiefs.
Main.2
Looker's.2
Low.2
Power. |
| 3. I'll ¹ build asylums ¹ for the poor, ¹
By age or ¹ ailment ¹ made forlorn;
And none ¹ shall ¹ thrust them from the door, ¹
Or ¹ sting with ¹ looks ¹ and words of scorn. ¹
I'll ¹ link ¹ each alien hemisphere; ¹
Help ¹ honest men ¹ to conquer wrong; ¹
Art, ¹ Science, ¹ Labor, ¹ ¹ nerve and cheer; ¹
¹ Reward the poet for his song. ¹ | Rear.
Sickness.
Push.
Taunt.
Bind.
Upright.
Aid.
And pay. |
| 4. In every ¹ free and peopled clime, ¹
A ¹ vast Walhalla* hall ¹ shall stand? ¹
A marble ¹ edifice sublime, ¹
For ¹ the illustrious ¹ of the land; ¹
A Pantheon [†] for the ¹ truly great, ¹
The ¹ wise, beneficent and just; ¹
A place ¹ of wide and ¹ lofty state, ¹
To honor ¹ or to ¹ hold their dust. ¹ | Nobly.2
Great.
Museum.2
Each inha-
bitant.
Really.
Pure.
Swelling.
Keep. |

Give the reverse of some of the marginal words. [See the Practical Spelling Book, pages 46, 81, 82, and 83, by Joseph Bartlett Burleigh.]

* The name of a large marble hall or museum in the kingdom of Bavaria, which contains marble busts of the most celebrated personages of ancient and modern times.

† The most celebrated of all the Grecian temples.

LESSON LXI.

ARMY OF THE ALLIED POWERS AT PARIS, 1815.

- *1. They met¹ upon the banks of Seine,¹
 A stern¹ and haughty baud;¹
 Proud leaders¹ in the battle's van,¹
 The flower of all the laud;¹
 Whose fiery hearts¹ had fearless pressed¹ —
 Whose ringing arms¹ had gleamed¹
 Where loudest¹ hissed the iron hail,¹
 And woful¹ pennons streamed.¹
- INDUSTRIAL EXHIBITION AT LONDON, 1851.
- † 1. Where England¹ by the Thames is washed¹
 Behold¹ a noble palace stand;¹
 As fragile¹ as the human heart,¹
 The *crystal* wonder¹ of the land.¹
2. And gathered there¹ are Jews and Greeks,¹
 Americans,¹ and Hindoos too,¹
 Who come,¹ the triumphs of the world,¹
 In arts and sciences, to view.
- ‡ 3. The Spaniard¹ and the Frenchman here,¹
 Forget¹ they once were foes,¹
 And here¹ in amity¹ have met¹
 The Shamrock¹ and the Rose.¹
4. Italia's sons,¹ and farther north,¹
 The children¹ of the Dane,¹
 Have left their happy homes,¹ and sought¹
 Britannia's¹ busy plain.¹
- § 5. They come,¹ as votaries to the shrine¹
 Of hallowed intellect divine;¹
 And bring their gifts¹ from land and sea,¹
 Where'er the bright and glorious be.¹
6. Oh! may they also¹ tribute bring¹
 TO THEE,¹ thou great and glorious King,¹
 And praise THEE¹ for the holy tie¹
 That binds the world¹ in unity.¹

* Composed by Miss V. F. W. — † Miss J. E. T.
 ‡ Miss M. A. — § Miss M. A. W. — pupils of the Normal School, Philadelphia.

LESSON LXII.

CLEON AND I.

1. Cleon¹ hath a million acres¹ —
 Ne'er¹ a one¹ have I;¹
 Cleon¹ dwelleth in a palace¹ —
 In a¹ cottage,¹ I;¹
 Cleon¹ hath a dozen fortunes¹ —
 Not a penny,¹ I;¹
 But the poorer of the¹ twain¹ is
 Cleon,¹ and not I.¹
2. Cleon,¹ true,¹ possesseth acres,¹
 But the¹ landscape,¹ I;¹
 Half the charms¹ to me it¹ yieldeth
 Money¹ cannot buy;¹
 Cleon¹ harbors sloth and dulness,¹
 Fresh¹ ning vigor,¹ I;¹
 He in¹ velvet,¹ I in fustian —
 Richer man¹ am I.¹
3. Cleon¹ is a¹ slave to grandeur¹ —
 Free as¹ thought¹ am I;¹
 Cleon¹ fees a score of doctors¹ —
 Need of none¹ have I;¹
 Wealth¹ surrounded,¹ care-environed,¹
 Cleon¹ fears to die;¹
 Death¹ may come,¹ he'll find me ready¹ —
 Happier¹ man¹ am I.¹
4. Cleon¹ sees no¹ charms in nature¹ —
 In a¹ daisy,¹ I;¹
 Cleon¹ hears no anthem¹ ringing¹
 In¹ the sea¹ and sky;¹
 Nature¹ sings to me forever¹ —
 Earnest listener,¹ I;¹
 State for state,¹ with all attendants,¹
 Who would¹ change?¹ — Not I.¹

MACKAY.

Give the reverse of some of the marginal words.

Has.
 Any.
 Liveth.
 Cabin.2
 Owns.2
 We.2
 Two.
 Me.2
 Owneth.
 All nature.
 Giveth.
 Wealth.
 Shelters.
 Livening.
 Purple.2
 Wealthier.
 Tool.2
 Mind.
 Pays.
 Want.
 Encom-passed.
 Dreads.
 Can.2
 One.2
 Bliss.
 Flower.2
 Singing.2
 Ocean.
 The world.
 Zealous.
 Condition.
 Barter.2

LESSON LXIII.

IMPORTANCE OF TRIFLES.

- SINCE trifles¹ make the¹ sum of human things,¹
 And half our misery from our¹ foibles springs;
 Since life's¹ best joys consist in peace and ease,
 And tho' but¹ few can serve,¹ yet all may please;
5. O let th' ungentle¹ spirit learn from hence,¹
 A small¹ unkindness is a great offence!¹
 To spread large bounties,¹ tho' we¹ wish in vain,¹
 Yet all may¹ shun the guilt of giving pain,¹
 To bless mankind with¹ tides of flowing wealth,¹
10. With rank to¹ grace them, or to crown with health,¹
 Our little¹ lot denies; yet,¹ liberal still,¹
 God gives its¹ counterpoise to every ill,¹
 Nor let us murmur at our¹ stinted powers,¹
 When¹ kindness,¹ love,¹ and concord may be ours.
15. The¹ gift of minist'ring to others' ease,¹
 To all her sons¹ impartial Heaven decrees;¹
 The gentle¹ offices of patient love,¹
 Beyond all¹ flattery,¹ and all price above;¹
 The¹ mild forbearance at a brother's fault,¹
20. The¹ angry word suppress'd,¹ the taunting thought;
 Subduing and¹ subdued the petty strife
 Which clouds the¹ color of domestic life;¹
 The¹ sober comfort,¹ all the peace which springs
 From the large¹ aggregate of little things;¹
25. On these small¹ cares of daughter,¹ wife, or friend,¹
 The almost¹ sacred joys of Home depend;¹
 There,¹ Sensibility thou¹ best may'st reign;¹
 Home¹ is thy true¹ legitimate domain.

"Drop pleasant¹ words¹ where'er you go,¹
 In cot¹ or¹ crowded mart,¹
 And light¹ and peace¹ and¹ love will glow¹
 In many a wretched¹ heart.¹"

LESSON LXIV.

THE UNION.

1. ¹Giant aggregate of nations,
Glorious ¹Whole of glorious parts,¹
Unto ¹endless generations/
Live United ¹hands and hearts!¹
2. Bo it storm or ¹summer weather,
Peaceful ¹calm or battle jar¹.
Stand in beauteous ¹strength together/
¹Sister States as Now ye are
3. Every ¹petty class dissension
¹Heal it up as quick as thought¹;
Every ¹paltry place-pretension,
¹Crush it, as a thing of nought¹:
4. Let no narrow ¹private treason/
Your ¹great onward progress bar,¹
¹But remain, in right and reason,¹
¹Sister States, as Now ye are!¹
5. ¹Fling away absurd ambition¹,
People leave that toy ¹to Kings¹;
¹Envy, jealousy, suspicion¹,
¹Be above such grovelling things!¹
6. In each other's ¹joys delighted,
All your ¹'hate be' — joys of war,¹
And by all means ¹keep United,¹
7. Were I but some ¹scornful stranger,

Mutual fear and ¹dark distrust¹:

8. But, you know me ¹as a brother
And a friend who ¹speaks from far¹,
Be ¹as one then with each other,¹
¹Sister States, as Now ye are!¹

Noble.
One.
Countless.
Heads.
Pleasant.
Bliss.²
Union.
Brother.²
Little.
Bind.
Knavery.²
Destroy.
Sordid.
Vast.
Only be.²
United.²
Cast.
For.²
Hatred.
Soar.²
Good.²
Fret.²
Stay.
Union.²
Vengeful.²
Advice.
Rend.
Sad.
Like.²
Talks.
United.
Noble.²



AN OCEAN STEAMSHIP.

LESSON LXV.*

BROTHER, COME HOME.

¹COME home,
Would I could send my spirit¹ o'er the ¹deep¹
Would I could ¹wing it¹ like a bird to thee,
To ¹commune¹ with thy thoughts,¹ to fill thy sleep
With these ¹unwearying words¹ of melody:¹
Brother,¹ ¹come home.¹

R
S.....
F.....
M.....
U.....
R.....

¹Come home,
Come to the hearts¹ that ¹love thee,¹ to the eyes¹
That ¹beam in brightness¹ but to gladden thine,¹
Come where ¹fond thoughts¹ like holiest incense rise,¹
Where cherished memory¹ ¹rears her altar's shrine;¹
Brother,¹ ¹come home.¹

R
P.....
G.....
K.....
B.....
R.....

* See the THINKER, by Joseph Bartlett Burleigh, pages 21, 24, 38, 87, 110, and 141. Also, the 88th, 89th, 90th, 91st, 92d, and 93d pages of Burleigh's Practical Spelling Book.

Come home,
 Come to the hearth-stone of thy earlier days,
 Come to the ark, like the o'er-wearied dove,
 Come with the sunlight of thy heart's warm rays,
 Come to the fire-side circle of thy love,
 Brother, come home.

Come home,
 It is not home without thee, the lone seat
 Is still unclaimed where thou wert wont to be.
 In every echo of returning feet
 In vain we list for what should herald thee;
 Brother, come home.

Come home,
 We've nursed for thee the sunny buds of spring,
 Watched every germ the full-blown flowers rear,
 Seen o'er their bloom the chilly winter bring
 Its icy garlands, and thou art not here,
 Brother, come home.

Come home,
 Would I could send my spirit o'er the deep,
 Would I could wing it like a bird to thee,
 To commune with thy thoughts, to fill thy sleep
 With these unwearied words of melody,
 Brother, come home.

MRS. ESLING.

THE BROTHER'S ANSWER.

I've roved through many a weary round,
 I've wandered east and west,
 Pleasure in every clime I've found,
 But sought in vain for rest.
 While glory sighs for other spheres,
 I feel that one's too wide,
 And think the home that love endears,
 Is worth the world beside.

R.....
 Y.....
 A.
 S.....
 S.....
 R.....
 R.....
 N.
 O.....
 S.....
 W.2
 R.....
 R.....
 G....
 B...
 O.2
 S.....
 R.....
 R.....
 W...
 D...
 R...
 U.....
 R.....

L...
 T.....
 P...2
 L...2
 L...
 T...
 F...
 A.....

LESSON LXVI.

IMISSTHEE, MY MOTHER.

I miss thee, my Mother, Thy image still
 The deepest impressed on my heart,
 And the tablet so faithful in death must be chill
 Ere a line of that image depart.
 Thou wert torn from my side when I thee most
 When my reason could measure thy worth;
 When I knew but too well that the idol I'd lost
 Could be never replaced upon earth.

In is the only My Mother, in is the only joy,
 Where I've mingled with rapturous zest,
 For how slight is the touch that will serve to destroy
 All the fairy web spun in my breast!
 Some melody sweet may be floating around —
 'Tis a ballad I learnt at thy knee;
 Some strain may be played, and I from the sound,
 For my fingers off woke it for thee.

In is the only my when my high school building has fled,
 And I sink in the languor of pain,
 Where, where is the arm that once my head,
 And the ear that once heard me complain?
 Other hands may support, gentle accents may fall —
 For the fond and the true are yet mine;
 I've a blessing for each; I am grateful to all —
 But whose care can be soothing as thine?

In is the only My Mother, summer days fair,
 When I rest in the ivy-wreathed bower,
 When I hang thy petlinnet's sedge high on the spray,
 Or gaze on thy favorite flower.
 There's the bright where I played by thy side,
 When time had scarce wrinkled thy brow,
 Where I carefully led thee with worshipping pride
 When thy scanty locks gathered the snow.

Father.2
 Engraved.2
 Feeling.
 Trace.
 Treasured.
 Compass.
 Treasure.
 Would.2
 Father.2
 Glee.
 Light.
 Wove.2
 Flitting.
 Heard.2
 Shrink.
 Tuned.
 Mother.
 Pine.2
 Pillowed.
 With.2
 Arms.
 Still.
 Mindful of.2
 Lulling.
 Bright.
 Tower.2
 Swing.2
 Glance at.
 Gravel-path.
 Furrowed.
 Cautiously
 Hoary.

5. I ¹miss thee, my Mother, in winter's long night:
 I remember the tales thou ¹wouldst tell —
 The romance of wild fancy, the ¹legend of fright —
 Oh! who could ¹e'er tell them so well?
 Thy ¹corner is vacant: thy chair is removed:
 It was kind to take ¹that from my eye:
 Yet relics are round me — the ¹sacred and loved/
 To ¹call up the pure sorrow-fed sigh.
 6. I miss thee, my Mother! Oh, when ¹do I not?
 Though I know 'twas the ¹wisdom of Heaven/
 That the ¹deepest shade fell on my sunniest spot,
 And ¹such tie of devotion was riven;
 For when thou wert ¹with me my soul was below,
 I was chained to the ¹world I then trod;
 My affections, my thoughts, were ¹....., but now/
 They have ¹followed thy spirit to GOD!

ELIZA COOK.

LESSON LXVII.

WHAT CONSTITUTES A STATE?

- WHAT ¹constitutes a State?
 Not high-raised battlements or labored mound,
¹Thick wall, or moated gate,
 Not bays and broad-armed ports,
 Where, laughing at the storm, rich navies ride;
 Not ¹starred and spangled courts,
 Where low-bound baseness wafts perfume to pride.
 No! — men, high-minded men,
 With powers as far above ¹dull brutes' endued
 In forest, ¹brake, or den,
 As beasts excel cold rocks and brambles rude:
 Men, who ¹their duties know,
 But know their ¹rights, and, knowing, dare maintain;
¹Prevent the long-aimed blow,
 And crush the tyrant while they ¹rend the chain:
 These ¹constitute a State;
 And sovereign law, that State's ¹collected will,
 O'er thrones and ¹globes elate,
¹Sits empress, crowning good, repressing ill.

Does com-
 pose.
 Reared.
 Huge.
 Wide.
 Vessels.2
 Gemmed.
 Meanness.
 Souled.
 Dumb.
 Fern.
 Surpass.
 All.2
 Weal.2
 Hinder.
 Break.
 Only form.
 United.
 Worlds.
 Rides.

LESSON LXVIII.

LIVE TO DO GOOD.

- "Not ¹to myself alone,"
 The little opening flower ¹transported cries;
 "Not to myself alone I ¹bud and bloom —
 With ¹fragrant breath the breezes I perfume,
 And ¹gladden all things with my rainbow dyes;
 The bee ¹comes sipping, every eventide,
 His ¹dainty fill;
 The butterfly ¹within my cup doth hide
 From ¹threatening ill."
 "Not ¹to myself alone,"
 The ¹circling star with honest pride doth boast —
 "Not to myself alone I ¹rise and set;
 I write upon night's ¹coronal of jet
 His power and skill who formed ¹myriad host;
 A friendly ¹beacon at heaven's open gate,
 I ¹gem the sky,
 That man ¹might ne'er forget, in every fate,
 His ¹home on high."
 "Not ¹to myself alone,"
 The ¹heavy-laden bee doth murmuring hum —
 "Not to myself alone from ¹flower to ¹flower
 I rove the wood, the ¹garden, and the bower,
 And to the hive at ¹evening weary come;
 For man, for man the ¹luscious food I pile
 With ¹busy care,
 Content if this repay my ¹ceaseless toil —
 A ¹scanty share,"
 "Not ¹to myself alone,"
 The ¹soaring bird with lusty pinion sings —
 "Not to myself alone I ¹raise my song;
 I ¹cheer tho drooping with my warbling tongue,
 And bear the mourner on my ¹viewless wings;
 I bid the hymnless ¹churl my anthem learn,
¹And Godadore;
 I call the worldling from his ¹dross to turn,
 And ¹sing and soar."

F..
 D.....
 G...
 S.....
 S.....
 P....
 T....
 I.....
 I.....
 F..2
 T.....
 W.2
 D.....
 C.....
 S.....
 D...
 M..
 P....
 F..
 W....
 B.....
 O.....2
 N.....
 S.....
 C.....
 C.....
 M.....
 P..
 T.....
 T...
 G....
 L.....
 C....
 T.....
 G...2
 P.....

"Not to myself alone,"
 The streamlet¹ whispers on its¹ pebbly way¹ —
 "Not to myself alone¹ I¹ sparkling glide,¹
 I scatter¹ *health*¹ and life¹ on every side,¹
 And strew the¹ fields¹ with herb and flow'ret gay.¹
 I sing unto the common,¹ bleak and bare,¹
 My¹ gladsome tune,¹
 I sweeten¹ and refresh¹ the languid air¹
 In¹ droughty June."¹

"Not to myself alone:"¹
 O man,¹ forget not thou earth's¹ honored priest!¹
 Its¹ tongue, its soul, its life, its pulse, its heart —
 In earth's great chorus to¹ sustain thy part;
¹Chiefest of guests at love's ungrudging feast,
¹Play not the niggard, spurn thy native clod,
 And self¹ disown;
 Live¹ to thy neighbor, live unto thy God,
 Not¹ to thyself alone.

F..
 R....
 G.....
 L.....
 D....
 J.....
 S.....
 T.....
 F..
 P.....
 V....
 U.....
 G.....
 A..
 A....
 F.....
 F..

LESSON LXIX.

THE CONSTITUTION.

1. THOSE¹ names¹ shall long remembered be,¹
 Who made¹ the declaration,¹
 That blest by¹ Providence¹ they'd be¹
 A free¹ and happy nation.¹
 Let each¹ young heart be glad that hears¹
 About our¹ nation's glory,¹
 And every one¹ in¹ infant years¹
 Be taught¹ the¹ joyful story.¹
2. The eagle¹ o'er our¹ banner flew,
¹An emblem¹ proud of freemen;¹
 To guard¹ Columbia's gallant few
 Of¹ landsmen¹ and of seamen.¹
 And¹ now secure¹ in peace we rest,
¹Let's join the resolution,¹
 While¹ still by Providence¹ we're blest,¹
 To¹ guard¹ the Constitution.¹ SETON.

Men.
 This²
 Smiling
 Heaven.
 Peaceful.²
 Youth's.
 Country's.
 Tender.
 Glad'ning.
 Pennon.
 A symbol.^z
 America's.
 Farmers.
 When.
 We'll.
 By our Cre-
 ator.
 Shield.

LESSON LXX.

THE RAINY DAY.

THE day is cold,¹ and dark,¹ and dreary,¹
 It rains,¹ and the wind is never¹ weary;
 The vine¹ still clings to the¹ mouldering wall,¹
 But at every¹ gust the dead leaves fall,¹
 And the day¹ is dark and dreary.¹

My¹ life is cold,¹ and dark,¹ and dreary,¹
 It rains,¹ and the wind is never¹ weary,¹
 My¹ thoughts¹ still cling to the mouldering past,¹
 But the¹ hopes of youth¹ fall thick in the blast,¹
 And the¹ days¹ are dark and dreary.¹

Be still, sad heart,¹ and cease¹ repining;¹
 Behind the clouds¹ is the sun still¹ shining;¹
 Thy fate¹ is the¹ common fate of all,¹
¹Into each life¹ some rain must fall,¹
¹Some days¹ must be dark and dreary.¹

DO A GOOD TURN WHEN YOU CAN.

IT¹ needs not great wealth¹ a kind heart to display,¹
 If the hand¹ be but¹ willing¹ it soon finds a way,¹
 And the poorest one yet,¹ in the¹ humblest abode,¹
 May help¹ a poor¹ brother¹ a step on his road.¹
 Oh!¹ whatever the¹ fortune¹ a man may have won,¹
 A kindness¹ depends¹ on the way it is done,¹
 And though poor be our purse,¹ and though¹ narrow our span,¹
 Let us all¹ try¹ to do a¹ good turn when we can.¹

The fair bloom of¹ pleasure¹ may charm for a while,¹
 But its¹ beauty is frail,¹ and inconstant its smile,¹
 Whilst the beauty of¹ kindness,¹ immortal in bloom,¹
 Sheds a¹ sweetness o'er life,¹ and a grace o'er our tomb.¹
 Then if we¹ enjoy life,¹ why the next thing to do¹
 Is to see¹ that¹ another enjoys his life too,¹
 And¹ though poor be our purse,¹ and though narrow our span,¹
 Let us all¹ try¹ to do a¹ good turn when we can.¹

LESSONLXXI.

THE SPARKLING BOWL.

1. THOU ¹sparkling bowl! thou sparkling bowl!
 Though lips of ¹bards/ thy brim may press,
 And eyes of ¹beauty/ o'er thee roll,
 And song/ and dance/ thy ¹power confess,
 I will not ¹touch thee; ¹for there clings/
 A ¹scorpion/ to thy side/ that stings!
2. Thou crystal glass/ like ¹Eden's tree,
 Thy ¹melted ruby/ tempts the eye,
 And, ¹as from that, ¹there ¹comes from thee/
 The voice, "Thou ¹shalt not surely die."
 I dare not lift/ thy ¹liquid gem;
 A snake/ is ¹twisted round thy stem!
3. Thou ¹liquid fire! like that which glowed/
 On ¹Melita's surf-beaten shore.
 Thou'st been upon my ¹guests bestowed,
 But thou/ shalt ¹warm my house/ no more.
 For, ¹wherosoe'er thy ¹radiance falls,
 Forth, ¹from thy heat, ¹a ¹viper crawls!
4. What, ¹though of gold the ¹goblet be,
 Embossed/ with ¹branches of the vine,
 Beneath/ whose ¹burnished leaves/ we see/
 Such ¹clusters/ as poured out the wine?
 Among those ¹leaves/ an adder hangs!
 I fear him, ¹— for I've felt his ¹fangs,
5. The ¹Hebrew, ¹who the desert trod,
 And felt the fiery ¹serpent's bite,
 Looked up/ to that ¹ordained of GOD,
 And ¹found/ that life was in the sight.
 So, ¹the ¹worm-bitten's fiery veins/
 Cool, ¹when he ¹drinks what GOD ordains.

6. Ye ¹gracious clouds! ye deep, cold wells!
 Ye gems, ¹from ¹mossy rocks that drip!
 Springs, ¹that from earth's ¹mysterious cells/
 Gush o'er your ¹granite basin's lip!
 To you/ I look; ¹— your ¹largess give,
 And I will ¹drink of you, ¹and ¹live. PIERPONT.

LESSONLXXII.

TO FREEDOM.

- SUN of the moral world! ¹effulgent source/
 Of man's best wisdom and his ¹stadiest force,
 Soul-searching ¹Freedom! here assume thy stand,
 And ¹radiate/ hence to every distant land;
5. Point out/ and ¹prove how all the scenes of strife,
 The shock of states, ¹the ¹impassioned broils of life,
 Spring from unequal ¹sway, ¹and how they fly/
 Before the ¹splendor/ of thy peaceful eye;
 Unfold/ at last/ the ¹genuine social plan,
10. The mind's full ¹scope, ¹the dignity of man,
 Bold nature/ ¹bursting through her long disguise,
 And nations/ daring to be ¹just and wise.
 Yes! ¹righteous ¹Freedom, ¹heaven and earth and sea/
 Yield/ or ¹withhold/ their various gifts for thee;
15. Protected Industry/ beneath thy ¹reign/
 Leads all the ¹virtues in her filial train;
 Courageous Probity, ¹with ¹brow serene,
 And Temperance calm presents her ¹placid mien;
 Contentment, ¹Moderation, ¹Labor, ¹Art,
20. Mould the new man/ and ¹humanize his heart,
 To public ¹plenty private ease dilates,
 Domestic peace to ¹harmony of states.
 Protected Industry, ¹careering far,
 Detects the cause/ and cures the ¹rage of war,
 And sweeps, ¹with ¹forceful arm, ¹to their last graves,
 Kings from the earth/ and ¹pirates/ from the waves.

LESSON LXXIII.

THE BUCKET.

1. How dear to this heart' are the scenes of my 'childhood,
 When fond 'recollection' presents them to view!
 The orchard,' the meadow,' the deep-tangled 'wildwood,
 And every loved spot' which my 'infancy knew!
 The 'wide-spreading pond,' and the mill that stood by it,
 The bridge,' and the rock where the 'cataract fell,
 The cot of my father,' the 'dairy-house nigh it,
 And e'en the rude 'bucket' that hung in the well —
 The old oaken bucket,' the 'iron-bound bucket,
 The 'moss-covered bucket' which hung in the well.¹
2. That moss-covered 'vessel' I hailed as a treasure,¹
 For often at noon,' when 'returned from the field,
 I found it the source of an 'exquisite pleasure,
 The purest' and 'sweetest' that nature can yield.¹
 How 'ardent I seized it,' with hands that were glowing,
 And quick' to the 'white-pebbled bottom it fell;¹
 Then soon,' with the 'emblem of truth overflowing,
 And 'dripping with coolness,' it rose from the well¹ —
 The old 'oaken bucket,' the iron-bound bucket,
 The moss-covered 'bucket,' arose from the well.¹
3. How sweet' from the green 'mossy brim' to receive it,
 As 'poised' on the curb it inclined to my lips!¹
 Not a full blushing 'goblet' could tempt me to leave it,
 The 'brightest that beauty' or revelry sips.¹
 And now,' far removed from the loved 'habitation,
 The tear of regret' will 'intrusively swell,
 As fancy' reverts to my father's 'plantation,
 And 'sighs' for the bucket' that hangs in the well¹ —
 The old oaken bucket,' the 'iron-bound bucket,
 The 'moss-covered bucket' that hangs in the well!

LESSON LXXIV.

WOMAN'S FORTITUDE.

Warriors' and 'statesmen' have their meed of praise,¹
 And what they do,' or 'suffer, men record;¹
 But the long 'sacrifice' of *woman's* days
 Passes 'without a thought,' without a word;¹
 And many a lofty 'struggle for the sake
 Of duties 'sternly,' faithfully fulfill'd—
 For which the 'anxious mind must watch and wake,¹
 And the 'strong feelings of the heart be still'd —¹
 Goes by 'unheeded' as the summer wind,¹
 And leaves' no memory and no 'trace behind!¹
 Yet it may be,' more lofty 'courage dwells
 In one meek heart which braves an 'adverse fate,¹
 Than his whose 'ardent soul indignant swells
 Warm'd by the fight', or cheer'd 'through high debate:¹
 The soldier dies 'surrounded: could he live
 Alone to 'suffer', and alone to strive?¹

SUCCESS ALONE SEEN.

Few know of life's 'beginnings' — men behold
 The goal achieved;¹ — the warrior,' when his sword
 Flashes red 'triumph in the noonday sun;¹
 The poet', when his 'lyre hangs on the palm;¹
 The 'statesman,' when the crowd proclaim his voice,¹
 And 'mould opinion, on his gifted tongue:
 They count not 'life's first steps,' and never think
 Upon the many 'miserable hours
 When hope deferr'd' was 'sickness to the heart.¹
 They 'reckon not the battle and the march,¹
 The long 'privations of a wasted youth;¹
 They never see' the 'banner till unfurl'd.¹
 What are to them the 'solitary nights
 Passed pale and 'anxious by the sickly lamp,¹
 Till the young 'poet wins the world at last
 To 'listen to the music long his own?¹

The ¹crowd attend/ the statesman's fiery mind
 That ¹makes their destiny; ¹ but they do not trace
 Its ¹struggle, / or its long expectancy.¹
 Hard are ¹life's early steps; and, / but that youth
 Is ¹buoyant, / confident, / and strong in hope,¹
 Men would ¹behold its threshold, and despair.¹

LESSON LXXV.

WAR.

O war, / ¹what art thou?
 After the ¹brightest conquest, / what remains
 Of all thy ¹glories? ¹ For the vanquish'd, / chains;¹
 For the ¹proud victor — what? / Alas! ¹ to reign
 O'er ¹desolated nations — a drear waste,
 By one man's ¹crime, by one man's lust of power,¹
 Unpeopled! ¹ Naked ¹plains and ravaged fields
 Succeed to ¹smiling harvests and the fruits
 Of peaceful olive¹ — luscious ¹fig and vine!¹
 Here / — rifled temples are the ¹cavern'd dens
 Of savage beasts, / or ¹haunt of birds obscene;¹
 There — populous cities blacken in the ¹sun,
 And in the ¹general wreck proud palaces
 Lie undistinguish'd, ¹save by the dull smoke
 Of recent ¹conflagration! ¹ When the song
 Of dear-bought ¹joy, with many a triumph swell'd,
 Salutes the victor's ¹ear, / and soothes his pride,¹
 How is the ¹grateful harmony profan'd
 With the sad ¹dissonance of virgin's cries,¹
 Who ¹mourn their brothers slain! ¹ Of matrons hoar,
 Who clasp their wither'd ¹hands / and foudly ask,¹
 With ¹iteration shrill / — their slaughter'd sons!¹
 How is the laurel's ¹verdure stain'd with blood,¹
 And soiled with ¹widow's tears.¹

LESSON LXXVI.

HUMAN LIFE.

In the morning it flourisheth, and groweth up; in the evening it is cut
 down and withereth." — Ps. XC. 6.

1. I walked the fields at morning's ¹prime,¹
 The grass was ¹ripe for mowing;¹
 The ¹skylark sang his matin chime,¹
 And all was ¹brightly glowing.¹
2. "And ¹thus," I cried, / "the ardent boy,
 His ¹pulse with rapture beating,¹
 Deems life's ¹inheritance is joy —¹
 The ¹future proudly greeting."¹
3. I wandered ¹forth at noon.¹ — Alas!¹
 On earth's ¹maternal bosom
 The scythe¹ had left the ¹withering grass¹
 And ¹stretched the fading blossom.¹
4. And thus I thought, / with many a ¹sigh,
 The hopes we ¹fondly cherish,¹
 Like ¹flowers which blossom but to die,
 Seem only ¹born to perish.¹
5. Once ¹more at eve, / abroad I strayed,¹
 Through ¹lonely hay-fields musing,¹
 While every ¹breeze / that round me played
 Rich ¹fragrance was diffusing.¹
6. The ¹perfumed air, / the hush of eve,¹
 To purer ¹hopes appealing,
 O'er thoughts / ¹perchance too prone to grieve,
 Scattered the ¹balm of healing.
7. For thus "the ¹actions of the just,"
 When ¹memory hath enshrined them,¹
 E'en from the ¹dark and silent dust
 Their ¹odor leave behind them.

LESSON LXXVII.

FATHER, MOTHER, BROTHER, SISTER.

1. Be ¹kind' to thy father' — for when' thou wert young,'
 Who loved' thee so ¹fondly as he?'
 He caught the first ¹accents that fell from thy tongue,'
 And joined in thine ¹innocent glee.'
 Be ¹kind to thy father,' for now he is old,
 His ¹looks' intermingled with gray,'
 His ¹footsteps' are feeble,' once fearless and bold;
 Thy ¹father' is passing away.'
2. Be kind to thy ¹mother' — for lo' on her brow
 May traces of ¹sorrow be seen;
 O well may'st thou comfort and ¹cherish her now,'
 For ¹loving and kind hath she been.'
¹Remember thy mother' — for thee' will she pray,'
¹As long as God gives her breath;
 With ¹accents of kindness,' then cheer her lone way,'
 E'en to the dark ¹valley of death.'
3. Be kind to thy brother' — his ¹heart will have dearth,'
 If the smile of thy ¹love be withdrawn;
 The flowers of feeling will ¹fade at their birth,'
 If the ¹dew of affection be gone.'
- Be kind to thy brother,' where ever you are' — The love of a brother' shall be'
 The love of a brother' shall be'
 An ornament ¹purer and richer by far,'
 Than ¹pearls from the depths of the sea.'
4. Be kind to thy sister' — not ¹many may know
 The ¹depth of true sisterly love;
 The wealth of the Ocean lies ¹fathoms below'
 The surface that ¹sparkles above.'
 Thy ¹kindness shall bring to thee many sweet hours,'
 And ¹blessings thy pathway to crown,'
 Affection shall ¹weave thee a garland of flowers'
 More precious than ¹wealth or renown.'



MOUNT VERNON.

LESSON LXXVIII.

WASHINGTON.

1. TO THEE,' beneath whose eye'
 Each circling century
 Obedient rolls,
 Our nation, in its prime,
 Looked' with a faith sublime,
 And trusted, in 'the time'
 That tried men's souls."
2. Nor was' our fathers' trust,'
 Thou mighty one and just,
 Then put to shame:
 "Up' to the hills" for light'
 Looked' they in peril's night,
 And, from yon guardian height,'
 Deliverance came.
3. God of our sires' and sons,
 Let other Washingtons
 Our country bless,
 And, like the brave and wise'
 Of by-gone centuries,
 Show that true greatness lies'
 In righteousness.



TOMB OF WASHINGTON.



WASHINGTON AS A SURVEYOR.

* From Dorchester heights Washington, forced the British army to quit Boston.

TABLE I. Exhibiting the term of Office, the Salary and the Qualifications for Governor in each of the different States in the Union; also, the requisite Qualifications of a Citizen to Vote for any political purpose whatever within the Jurisdiction of the several States.

States	Gov's. term of years.	Governor's Salary per Year.	Qualifications of the Governors.	Qualifications of Voters.
Maine.	1	1,500	5 years a resident, 30 years of age.	21 years of age, 1 year a resident.
N.H.	1	1,000	30 years of age, 7 years resident in the state, 300 ⁺ property.	21 ys. of age, a tax-payer, 6 mo. in the state, 5 mo. a res. of the place.
Vt.	1	750	4 years a resident.	21 ys. of age, 1 y. res., of good behav'r.
Mass.	1	2,500 ⁺	7 years a resident in the state.	21 ys. of age, 1 res. state, 6 in. of place.
R.I.	1	400 ⁺	Those of a voter.	21 ys. of age, 2 ys. a res., a tax-payer.
Conn.	1	1,100	30 years of age, 6 months resident, \$7 yearly income.	21 ys. of age, 6 mo a res., \$7 freeh. or a tax-payer, subj. to military duty.
N.Y.	2	4,000 ⁺	30 years of age, 5 years a resident, a freeholder.	21 ys. of age, 1 y. res. state, 4 in place, tax-payer, subject to milit'y duty, Negroes, 3 ys. res., \$250 freehold.
N.J.	3	160	30 ys. of age, 20 ys. in U. S., 7 in state.	21 ys. of age, 1 in state, 5 m. in place.
Pa.	3	3,000	30 years of age, 7 years a resident.	21 ys. of age, 1 y. r., tax-payer, 10 ds. p.
Del.	3	1,353	30 years of age, 12 years res. in the U. S., of which 6 shall be in Del.	21 years of age, 1 year a resident, a tax-payer, 1 m. res. in the place.
Md.	4	3,600	30 years of age, 5 years a resident.	21 ys. of age, 1 y. st., 6 m. pl.
Va.*	3	3,333	30 years of age, 5 years a resident.	21 years of age, a freeholder, householder, and tax-payer.
N.C.	2	2,000	30 years of age, 5 years a resident.	21 ys. of age, 1 y. a res., a tax-payer.
S.C.*	2	3,500	30 ys. of age, 10 ys. a res., 1,500 ⁺ freeh.	21 ys. of age, 2 yrs. res., freeh. & tax-p'r.
Ga.	2	3,000	30 ys of age, 6 res. in the state, 12 in the U. S., \$4,000 prop'y or 500 ac. land.	months a resident, a tax-payer.
Fa.	4	1,500	30 years of age, 10 years res. in the U. S., of which 5 shall be in Florida.	21 ys. of age, 2 ys. res. in the state, 6 mo. in the county, subj. to mil. d'y.
Ala.	2	\$2,580	30 ys. of age, 4 ys. resident in the state.	21 ys. of age, 1 year res., 3 m. in place.
Miss.	2	3,000	30 years of age, 20 in U. S., 5 in state.	21 ys. of age, 1 year res., 4 m. in place.
Ta.	4	6,000	35 years of age, 15 in U. S., 15 in the state.	21 ys of age, tax-payer, 2 vs. St., 1 y. pl.
Tex.	4	2,000	30 years of age, 3 years a resident.	21 ys. of age, 1 y. in state, 6 m. in place.
Ark.	4	180	30 years of age, born in the U. S., 4 years resident in the state.	21 years of age, 6 months a resident.
Ten.	2	2,000	30 years of age, 7 years a resident.	21 years of age, 6 months a resident.
Ky.	4	2,500	35 years of age, 6 years residence.	21 ys. of age, 2 ys. in state, 1 y. in place.
Ohio.	2	130	30 ys. of age, 12 in the U. S., 4 in the st.	21 ys. of age, 1 y. res., liable to pay tax
Ind.	3	130	30 ys. of age, 10 in U. S., 5 in the state.	21 years of age, 1 year a resident.
Ill.	4	1,500	30 years of age, 5 ys. res. in the state.	21 years of age, 6 months residence.
Mo.	4	2,000	30 years of age, 2 ys. res. of the state.	21 ys. of age, 1 y. in state, 3 m. in place.
Iowa.	4	100	30 years of age, 2 ys. res. of the state.	21 ys. of age (idiots, insane or infamous persons excepted), a resident of the state 6 mo., of the co. 20 days.
Cal.	2	10,000		
Wis.	2	1,250		
Mich.	2	1,500	30 ys. of age, 5 in the U. S., 2 in the st.	21 years of age, 6 months a resident.
Or.†	4	3,000		
N.T.	4	2,500		
M.T.	4	2,500		
N.Mex.	4	2,500		

1 Not eligible for the next 3 years.

2 Not eligible for more than 6 years in 9.

3 Not eligible for two consecutive terms.

4 Not eligible for more than 4 years in 6.

5 Not eligible for the next 4 years.

6 Not eligible for more than 8 years in 12.

7 Not eligible for more than 6 years in 8.

8 Not eligible for the next 7 years.

9 Not eligible more than 4 years in 8.

The District of Columbia is under the immediate government of Congress, and, by an act of Congress in 1816, now includes only Georgetown and Washington, which lie on the Maryland side of the Potomac river.

1 For how long a term is the governor of this State elected? 2. What qualifications are required by the constitution of this State? 3. By whom is the governor of this State elected? 4 What is, in every State, the legal age for voting? 5. What is the salary of the governor of this State? 6. What is the meaning of the word freehold? 7. What does the figure at the left of N. J., and several of the following States, denote? 8. What peculiarity exists in each of those States in reference to the office of governor? 9. In what States is the governor elected for 4 years—3 years—2 years—1 year? Note—Should the class be advanced, similar questions may be asked in reference to every State in the Union.

* Elected by the Legislature. In all the other States, the citizens vote for the governors. Whenever there are several candidates, and no one has a sufficient number of votes to secure his election, the legislatures then elect some one of the prominent candidates.

TABLE II. A Synopsis of the Constitutions of the several States, arranged in Geographical Order, exhibiting the number of State Senators and Representatives, their respective Terms of Office, and requisite Qualifications.

States	No. of Sen's.	Term of Ys.	No. of Reps.	Term of Ys.	Qualifications of Senators.	Qualifications of Representatives.
Me.	31	1	151	2	5 years citizen of U. S., 1 year in the state, and 3 months in the town.	5 years citizen of U. S., 1 year in the state, 3 months in the town
N.H.	12	1	286	1	7 ys. res., freehold in the state of 200 ⁺	2 ys res., 100 ⁺ half freeh. in dist.
Vt.	30	1	1,230	1	2 ys. resident of the state, 1 y. town.	2 1/2 ys res. in the state, 1 y. town.
Mass.	40	1	1,356	1	30 ys res of st., dwelling in dist. rep.	21 y. res. of the town represented.
R. I.	31	1	659	1	35 1/2 years resident of the state.	24 1/2 years resident of the state.
Conn.	21	1	2,125	1	Resident of the state, freehold of 40 ⁺ shillings, or 40 ⁺ personal estate.	24 1/2 years resident of the state, freeh. of 40 shillings, or 40 ⁺ personal estate.
N. Y.	32	2	1,238	1	6 years resident of the state.	24 1/2 years resident of the state.
N. J.	13	3	58	1	4 ys. citizen of state, 1 y. of county.	21 1/2 ys. cit. of the state, 1 y. of no'ty.
Pa.	38	3	1,000	1	4 ys. citizen of state, 1 y. of district.	21 1/2 ys. cit. of state, 1 y. of district.
Del.	9	4	21	2	3 ys cit. of state, 1 y. of county, 200 ⁺ acres freeh., or any estate of 1000 ⁺ .	3 years citizen of the state, 1 year of the county.
Md.	22	4	72	2	5 ys. resident of the state or county.	21 1/2 year in the state and county.
Va.	50	1	1,200	3	Res. freeholder of dist. represented.	25 Res. freeh. of place represented.
N.C.	30	2	120	2	1 y. res., 300 acres in fee in dist. rep.	25 1 y. res., 100 acres freehold †
S.C.	45	4	124	2	5 ys. res. of the state, 300 ⁺ freeh.—if non-resident, 1000 ⁺ .	3 ys. res. st., freeh. est. in dist. of 300 acres and 10 negroes—non-residents, freehold of 500 ⁺ .
Ga.	47	1	130	1	vs. cit. U. S., 3 ys. state, 1 y. county.	21 7 ys. cit. U. S., 3 ys. state, 1 y. co'ty.
Fa.	19	4	40	2	2 ys. res. of the state, 1 y. of county.	21 2 years res. of state, 1 y. county.
Ala.	32	4	92	2	2 ys. res. of state 1 y. of district.	21 2 years res. of state, 1 y. district.
Miss.	32	4	20	2	4 ys. cit. of U. S., res. 1 y. in district.	21 Res. 2 ys. of st., 1 y. of place rep.
La.	32	4	67	2	10 ys. cit. U. S., res inst. 4 y., dist. 1 y.	21 3 ys. cit. U. S., state, 3 ys., parish 1 y.
Texas.	21	4	96	2	30 Voter; res. 3 ys. in state, 1 y. district.	21 Voter; res. 2 ys. of St., 1 y. district.
Ark.	25	4	75	2	30 Res. of st. 1 y., of dist. at election.	25 Resident of the county.
Tenn.	25	2	75	3	30 Voter; res. of state 3 ys., county 1 y.	21 Voter; res. of st. 2 ys., county 1 y.
Ky.	38	2	92	2	30 6 ys. res. of the state, 1 y. of district.	24 2 ys. res. of state, 1 y. of county.
Ohio.	35	2	100	2	30 Citizen of the U. S., resident of the county or district 2 years.	25 Cit. of state and U. S., 1 y. res. of the county, and a tax-payer.
Ind.	50	3	100	2	Cit. of U. S., 2 ys. res. st., 1 y. in dist.	21 Cit. U. S., 1 y. state and co., tax-p'r.
Ill.	25	4	75	2	Cit. U. S., 1 y. res. st. & dist., tax-p'r.	21 Cit. U. S., 1 y. state and co., tax-p'r.
Mo.	18	4	49	2	Cit. U. S.; 4 ys res st., 1 y. dist., tax-p.	24 Cit. U. S.; 2 ys. st., 1 y co., tax-p'r.
Iowa.	19	4	39	2	1 y. res. of state, 30 days of district.	21 1 y. res. of state, 30 days of dist.
Wis.	18	4	54	1		
Mich.	22	2	66	1	Qualified elector, res. of the district.	21 Qualified elector, res. of county.
O. T.						
M. T.						
N. T.						

1. How many Senators has this State? 2. How many Representatives? 3. What is the term of office of a Senator of this State? 4. What is the term of office of a Representative? 5. How old must a Senator be? 6. How long a resident of the State? 7. Of his district? 8. How much property must he own? 9. How old must a Representative be? 10. A resident of the State how long? 11. Of his town, (or township,) county, or district, how long? 12. What amount of property must he own? 13. What is the proportion of Senators to Representatives in this State? 14. What is the excess of Representatives over Senators in this State? 15. Are these numbers always the same? 16. What is the reason of this? 17. Which State has the greatest number of Senators? 18. Which State has the least number of Senators? 19. Which State has the greatest number of Representatives? 20. Which State has the least number of Representatives? 21. In which State, or States, is the Senators' term of years the longest? 22. In which State, or States, is the Senators' term of years the shortest? 23. In which State is the Representatives' term of office the longest? 24. In which State is their term shortest? 25. In your opinion, which State has the most advantageous representation with regard to proportional number? 26. Which State has the most advantageous term of service for legislative purposes?

* This is increased to 33 by the governor of the State, who is presiding officer, and by the lieutenant-governor, who presides in the governor's absence.

† Representatives are called 'Commons' in this State.

The largest number of State Senators and Representatives allowed by the respective Constitutions is here given. The State Legislatures are liable to variation on account of peculiar municipal regulations, and contingent circumstances.

Table 3. exhibiting the Seats of Government, the Times of the Election of State Officers, and the Meeting of the Legislatures of Each State.

States.	Seats of Government.	Times of Holding Elections.	Times of the Meeting of the Legislatures.
Maine.	Augusta.	2d Monday in September.	2d Wednesday in Jan.
N. H.	Concord.	2d Tuesday in March.	1st Wednesday in June.
Vt.	Montpelier.	1st Tuesday in Sept.	2d Thursday in Oct.
Mass.	Boston.	2d Monday in November.	1st Wednesday in Jan.
R. I.	Prv. & Newport	1st Wednesday in April.	1st Tu. in May, last M. Oc.
Conn.	Hart. & N. II.	1st Monday in April.	1st Wednesday in May.
N. Y.	Albany.	Tu. after 1st Mon. in Nov.	1st Tuesday in January.
N. J.	Trenton.	Tu. after 1st Mon. in Nov.	2d Tuesday in January.
Pa.	Harrisburg.	2d Tuesday in October.	1st Tuesday in January.
Del.	Dover.	2d Tuesday in Nov.	1st Tues. in Jan., <i>bienn.*</i>
Md.	Annapolis.	1st Wednesday in Nov.	1st Wed. in Jan., <i>bienn.</i>
Va.	Richmond.	4th Thursday in April.	1st Mon. in Dec., <i>bienn.</i>
N. C.	Raleigh.	1st Thursday in August.	3d Mon. in Nov., <i>bienn.</i>
S. C.	Columbia.	2d Monday in October.	4th Monday in Nov.
Ga.	Milledgeville.	1st Monday in October.	1st Mon. in Nov., <i>bienn.</i>
Fla.	Tallahassee.	1st Monday in October.	1st Mon. in Nov., <i>bienn.</i>
Ala.	Montgomery.	1st Monday in August.	2d Mon. in Nov., <i>bienn.</i>
Miss.	Jackson.	1st Mon. and Tu. in Nov.	1st Mon. in Jan., <i>bienn.</i>
La.	Baton Rouge.	1st Monday in November.	3d Mon. in Jan., <i>bienn.</i>
Texas.	Austin.	1st Monday in August.	December, <i>bienn.</i>
Ark.	Little Rock.	1st Monday in August.	1st Mon. in Nov., <i>bienn.</i>
Mo.	Jefferson City.	1st Monday in August.	Last Mon. in Dec., <i>bienn.</i>
Iowa.	Iowa City.	1st Monday in August.	1st Mon. in Dec., <i>bienn.</i>
Tenn.	Nashville.	1st Thursday in August.	1st Mon. in Oct., <i>bienn.</i>
Ky.	Frankfort.	1st Monday in August.	1st Monday in Dec.
Ohio.	Columbus.	2d Tuesday in October.	1st Mon. in Jan., <i>bienn.</i>
Ind.	Indianapolis.	1st Monday in August.	Th. af. 1st Mon. in Jan., <i>bi.</i>
Ill.	Springfield.	Tu. after 1st Mon. in Nov.	2d Mon. in Jan., <i>bienn.</i>
Wis.	Madison.	Tu. after 1st Mon. in Nov.	1st Monday in January.
Mich.	Lansing.	1st Tuesday in November.	1st Monday in January.
Cal.	San José.	Tu. after 1st Mon. in Nov.	1st Monday in January.

* Biennially, that is, every other year, or once in two years.

TABLE IV. Popul'n of cities over 8000 in the U. S., with their decennial increase per ct. from 1830 to 1850.	Pop. of 1830.	Pop. of 1840.	Ratio of increase.	Pop. of 1840.	Pop. of 1850.	Ratio of increase.
Bangor (Me.)	2,867	8,627	200.9	8,627	14,432	67.28
Portland	12,598	15,218	20.79	15,218	20,815	36.77
Augusta	3,980	5,314	33.51	5,314	8,225	54.77
Bath	3,773	5,141	36.25	5,141	8,020	56.
Manchester (N. H.)	877	3,235	268.87	3,235	13,932	330.67
Boston	61,392	93,383	62.1	93,383	136,871	46.56
Lowell (Mass.)	6,474	20,796	221.22	20,796	33,383	60.52
Salem	13,895	15,082	8.64	15,082	20,264	34.35
Roxbury	5,247	9,089	73.22	9,089	18,364	102.04
Charlestown	8,783	11,484	30.75	11,484	17,216	49.91
Worcester	4,173	7,497	79.65	7,497	17,049	127.41
New Bedford	7,592	12,087	69.2	12,087	16,443	36.03
Cambridge	6,072	8,409	38.48	8,409	15,215	80.93
Lynn	6,138	9,367	52.6	9,367	14,257	62.2
Springfield	6,784	10,985	61.92	10,985	11,766	7.1
Taunton	6,042	7,645	26.53	7,645	10,441	36.57
Providence (R. I.)	16,833	23,171	37.65	23,171	41,512	79.15
New Haven (Conn.)	10,678	12,960	21.37	12,960	20,345	56.98
Norwich	5,161	7,239	40.26	7,239	10,265	41.8
Hartford	7,074	9,468	33.84	9,468	13,555	43.16
New York city (N. Y.)	197,112	312,710	58.64	312,710	515,507	64.85
Brooklyn	15,394	36,233	35.37	36,233	96,338	167.26
Albany	24,209	33,721	39.29	33,721	50,763	50.53
Buffalo	8,668	18,213	110.11	18,213	42,261	132.03
Rochester	9,207	20,191	119.3	20,191	36,403	80.29
Williamsburg	1,117	5,094	356.04	5,094	30,780	504.24
Troy	11,556	19,334	67.3	19,334	28,785	48.88
Syracuse	2,565	6,500	153.	6,500	22,271	242.63
Utica	8,323	12,782	53.57	12,782	17,565	37.41
Poughkeepsie	7,222	10,006	38.54	10,006	13,944	39.35
Lockport	3,823	9,125	138.68	9,125	12,323	35.04
Oswego	2,703	4,665	72.58	4,665	12,205	161.62
Newburgh	6,424	8,933	39.05	8,933	11,415	27.78
Kingston	4,170	5,824	39.66	5,824	10,233	75.7
Newark (N. J.)	10,953	17,290	57.85	17,290	38,894	124.95
Paterson	.....	7,596	.....	7,596	11,338	49.26
New Brunswick	7,831	8,663	10.62	8,663	13,387	54.53
Phila. city and co. (Pa.)	188,797	258,037	36.67	258,037	408,762	58.41
Pittsburg	12,568	21,115	68.	21,115	46,601	120.7
Alleghany	2,801	10,089	260.19	10,089	21,261	110.73
Reading	5,856	8,410	43.61	8,410	15,748	87.25
Lancaster	7,701	8,417	9.25	8,417	15,748	47.29
Wilmington (Del.)	6,628	8,567	26.	8,567	13,979	67.7
Baltimore (Md.)	80,620	102,313	26.9	102,313	169,054	65.23
Washington (D. C.)	18,826	23,364	24.1	23,364	40,001	71.2
Richmond (Va.)	6,055	20,153	232.83	20,153	27,482	36.36
Norfolk	9,814	10,920	11.26	10,920	14,326	31.19
Petersburg	8,322	11,136	33.81	11,136	14,010	25.8
Wheeling	5,276	7,885	49.45	7,885	11,391	44.46
Charleston (S. C.)	30,289	29,261	dec. 3.39	29,261	42,985	46.9
Savannah (Ga.)	7,302	11,214	53.57	11,214	16,060	43.21
Mobile (Ala.)	3,194	12,672	296.74	12,672	20,513	61.87
New Orleans (La.)	49,826	102,193	105.09	102,193	119,461	16.89
Lafayette	.....	3,207	.....	3,207	14,190	342.46
Memphis (Tenn.)	.....	2,026	.....	2,026	8,839	336.27
Nashville	5,566	6,929	24.48	6,929	10,478	51.21
Louisville (Ky.)	10,341	21,210	105.1	21,210	43,196	103.65
Cincinnati (Ohio)	24,831	46,338	86.61	46,338	115,436	149.11
Columbus	2,435	6,048	148.37	6,048	17,883	195.68
Cleveland	1,076	6,071	464.21	6,071	17,034	180.57
Dayton	2,950	6,067	105.66	6,067	10,977	80.92
Madison (Ind.)	2,500	3,798	51.68	3,798	8,005	110.76
Chicago (Ill.)	None	4,470	.....	4,470	29,963	570.31
Detroit (Mich.)	2,222	9,102	309.63	9,102	21,019	130.92
St. Louis (Mo.)	4,977	16,469	230.9	16,469	77,860	372.76
Milwaukee (Wis.)	.....	1,712	.....	1,712	20,061	1071.78

TABLE V. Exhibiting the number of Dwellings, Families, White Males, Slaves, Deaths, Farms, Manufacturing Establishments, Federal Re-

STATES.	Dwellings.	Families	White males.	White Females.	Colored Males.	Colored Females.
Maine.	95,797	103,787	296,635	285,128	705	620
N. H.	57,389	62,287	155,902	161,487	243	232
Vt.	56,327	58,475	159,374	153,528	366	343
Mass.	152,835	192,679	484,284	501,420	4,314	4,481
R. I.	22,379	28,216	70,417	73,583	1,660	1,884
Conn.	64,013	73,448	180,001	183,304	3,749	3,737
N. Y.	473,956	566,862	1,545,052	1,504,405	22,998	24,939
N. J.	81,064	89,080	233,746	232,494	11,542	11,551
Pa.	386,292	408,421	1,142,863	1,115,600	25,057	28,266
Del.	15,209	15,439	35,771	35,518	8,989	8,968
Md.	81,708	87,384	211,495	207,095	34,914	39,163
D. of C.	7,917	8,292	18,548	19,479	4,210	5,763
Va.	165,797	167,512	451,510	443,726	25,843	27,986
N. C.	105,542	106,023	272,789	280,506	13,226	13,970
S. C.	52,642	52,937	137,773	136,850	4,110	4,790
Ga.	91,011	91,471	266,096	255,342	1,368	1,512
Florida,	9,022	9,107	25,674	21,493	420	505
Ala.	73,070	73,786	219,728	206,779	1,047	1,225
Miss.*	77,699	78,103	145,775	145,761	491	407
La.	49,101	54,112	141,059	114,357	7,598	9,939
Texas,	27,998	28,377	84,863	69,237	171	160
Ark.	28,252	28,416	85,699	76,369	318	271
Tenn.	129,420	130,005	382,270	37,427	3,072	3,191
Ky.	130,769	132,920	392,840	368,848	4,771	4,965
Ohio,	336,098	348,523	1,004,111	951,997	12,239	12,061
Indiana,	170,185	171,564	506,400	471,205	5,472	5,316
Illinois,	146,544	149,153	445,644	400,460	2,756	2,610
Mo.	96,849	100,890	312,986	279,091	1,338	1,206
Iowa,	32,962	33,517	100,885	90,994	168	167
Wis.	56,117	57,319	163,806	139,794	365	261
Mich.	71,616	72,611	208,471	186,626	1,412	1,145
Cal.*	25,000	47,987	158,000	41,000	800	200
Min. T.	1,102	1,016	3,695	2,343	21	18
N. Mex.	13,453	13,502	31,706	29,782	14	3
U. T.*	2,000	3,000	16,000	8,500	300	200
Or.	2,374	2,374	8,142	4,945	119	87

* Estimated. The returns at the Census Office being incomplete.—The above tables script at the Census Bureau, and are probably published six or eight months in ad-

STATISTICAL TABLES.

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White Females, Colored Males, Colored Females, Total Free Population, representative Population, Total Population.

<i>Total Free Population.</i>	<i>Slaves,</i>	<i>Deaths.</i>	<i>Farms.</i>	<i>Manuf. Estab.</i>	<i>Federal Rep. Population.</i>	<i>Total Pop.</i>
583,088	000,000	7,545	46,760	1,682	583,088	583,088
317,864	000,000	4,268	29,229	3,301	317,864	317,864
313,611	000,000	3,130	29,687	1,835	313,611	313,611
994,499	000,000	19,414	34,235	9,637	994,499	994,499
147,544	000,000	2,241	5,385	1,144	147,544	147,544
370,791	000,000	5,781	22,445	3,913	370,791	370,791
3,097,394	000,000	44,339	170,621	23,823	3,097,394	3,097,394
489,333	222	6,467	23,905	4,374	489,466	489,555
2,311,786	000,000	28,318	127,577	22,036	2,311,786	2,311,786
89,246	2,289	1,209	6,063	513	90,619	89,246
492,667	90,368	9,594	21,860	3,863	546,887	583,035
48,000	3,687	846	264	427	No Delegate.	51,687
949,065	472,461	19,053	77,013	4,433	1,234,541	1,421,526
580,491	288,412	10,207	56,916	2,523	753,538	868,903
293,523	384,984	7,997	29,969	1,473	514,513	668,507
524,318	381,681	9,920	51,759	1,407	753,326	905,999
48,092	39,309	933	4,304	121	76,947	87,401
428,779	342,892	9,804	41,964	1,022	634,514	771,671
282,434	300,419	10,016	27,897	1,389	472,685	592,853
272,953	239,021	11,948	13,424	1,021	416,365	511,974
154,431	58,161	3,046	12,198	307	189,327	212,592
162,657	46,982	2,987	17,758	271	190,846	209,639
763,164	239,461	11,759	72,710	2,789	906,840	992,625
771,424	210,981	15,206	74,777	3,471	898,012	982,405
1,980,408	000,000	28,949	143,887	10,550	1,980,408	1,980,408
988,416	000,000	12,728	93,865	4,326	988,416	988,416
851,470	000,000	11,619	76,208	3,099	851,470	851,470
594,621	87,422	12,211	54,458	3,030	647,074	672,043
192,214	000,000	2,044	14,085	482	192,214	192,214
304,226	000,000	2,884	20,177	1,273	304,226	304,226
397,654	000,000	4,520	34,089	1,979	397,654	397,654
200,000	000,000	15,000	3,000	50	200,000	200,000
6,077	000,000	30	157	5	6,077	6,077
61,505	000,000	1,157	3,750	20	61,505	61,505
25,000	500	1,000	4,000	30	25,300	25,500
13,293	000,000	47	1,164	51	13,293	13,293

have cost much labor and expense. They have been copied from the original man-
 uance of the Government.

TABLE VI. *Official Synopsis of the Census of Great Britain. [Taken March 31st, 1851.]*

	HOUSES			POPULATION		
	Inhabited	Uninhabited	Building	Males	Females	Total
England and Wales	3,280,961	152,898	26,534	8,762,588	9,160,180	17,922,768
Scotland	366,650	11,956	2,378	1,363,622	1,507,162	2,870,784
Isles in British seas	21,826	1,077	202	6,651	76,400	142,916
Total	3,669,437	165,931	29,114	10,192,721	10,743,747	20,936,468*
Ireland (1851)	1,047,739	65,159	2,113	3,176,727	3,339,067	6,515,794
(1841)	1,328,839	52,208	3,313	4,019,576	4,155,548	8,176,727
Decrease in 10 yrs	281,900	12,951†	1,200	842,849	816,481	1,660,933

POPULATION AT VARIOUS PERIODS

	1801	1811	1821	1831	1841	1851
England, Scot'd and Wales	10,567,893	12,047,455	14,180,351	16,364,893	18,658,372	20,936,468
Inc for 10 years		1,479,562	2,132,896	2,184,542	2,260,749	2,227,438
Per ct for 10 years		14	18	15	14	12

POPULATION OF THE UNITED STATES AT SIMILAR PERIODS

	1790	1800	1810	1820	1830	1840
	3,920,827	5,305,940	7,239,814	9,638,191	12,806,020	17,068,666
Inc per ct in 10 years		35	36½	33	33½	32

THE PROMINENT POWERS OF EUROPE CONTRASTED.

	Population	No of men in army	Debt‡	Taxes paid to support army &c	Yearly income of all the people	Av tax for each person
Gr Brit & Ireld	27,452,262	129,000	\$3,333,333,333	250,000,000	2,750,000,000	\$9
France	36,000,000	265,000	886,666,666	335,000,000	1,600,000,000	9½
Russia	70,000,000	700,000	438,666,666	350,000,000	Unkown	6½
Austria	37,000,000	500,000	733,333,333	500,000,000	"	13
Turkey	12,500,000	220,000	266,666,666	75,000,000	"	6
Spain	13,000,000	160,000	866,666,666	400,000,000	"	30

* Persons in the army, the navy, and the merchant vessels, and out of the country when the census was taken, 167,604 † Increase of uninhabited houses

‡ The whole debt of all the powers of Europe is about ten billions of dollars, (which has been incurred to sustain the wars of kings and emperors.) This gives an average for each family of five persons, of nearly \$200. [See page 312.]

§ The amounts in this column go to the annual support of the army and government and not to pay the national debt. The Englishman pays an annual tax to support the army &c, to the amount of one eleventh of all his income; while the Frenchman, for the same purposes, pays one thirtieth. The yearly income from the productive industry of the 36,000,000 of people in France is but little more than half that of the 27,000,000 in Great Britain. In England there are 637,000 voters, in Wales 727, in Scotland 77,720, and in Ireland 98,006. In France there are only 250,000 voters. In England one person out of every 26 is a voter in Wales, 1 to 25, in Scotland 1 to 38, and in Ireland 1 to 81. In France there is only 1 voter to 137 persons. In the United States there is 1 voter to 7 persons. [This subject is illustrated at length in BURLEIGH'S LEGISLATIVE GUIDE.]

BIOGRAPHICAL TABLE OF SOME OF THE DISTINGUISHED DECEASED AMERICANS

STATESMEN AND JURISTS		Died A. D.	MISCELLANEOUS	Died A. D.	MISCELLANEOUS	Died A. D.
	John Carver	1621	John Robinson	1625	John Ledyard	1789
	John Smith	1637	Francis Higginson	1630	Israel Putnam	1790
	George Calvert	1637	John Harvard	1638	Joseph Bellamy	1791
	John Winthrop	1649	William Brewster	1644	Frederick Wm Steuben	1791
	Edward Winslow	1652	Thomas Hooker	1617	John Witherspoon	1794
	William Bradford	1657	Thomas Shepard	1649	Ezra Stiles	1795
	Theophilus Eaton	1657	John Cotton	1652	John Sullivan	1795
	John Endicott	1665	Nathaniel Ward	1653	Francis Marion	1795
	Leonard Calvert	1676	Miles Standish	1656	Anthony Wayne	1796
	William Coddington	1678	John Norton	1665	David Rittenhouse	1796
	William Phipps	1675	Richard Mather	1669	Jeremiah Belknap	1798
	William Penn	1719	John Davenport	1670	John Clarke	1798
	William Burnet	1727	Charles Chauncy	1672	Patrick Henry	1799
	Elisha Williams	1737	Edward Johnson	1673	Artemis Ward	1800
	James Delancy	1760	John Mason	1673	George R. Minot	1801
	John Chambers	1765	Joseph Winslow	1680	John Ewing	1801
	Roger Wolcott	1767	Urian Oakes	1681	Samuel Hopkins	1805
	William Shirley	1771	Roger Williams	1683	Philip Schuyler	1805
	William Johnson	1774	Nathaniel Morton	1685	William Moultrie	1805
	Richard Peters	1775	Samuel Gorton	1687	Henry Knox	1816
	John Quincy	1777	Daniel Gookin	1687	Horatio Gates	1816
	Peyton Randolph	1775	John Eliot	1690	Edward Preble	1817
	Robert Livingston	1775	William Hubbard	1704	William Eaton	1817
	Joseph Murray †		Samuel Willard	1709	Oliyer Ellsworth	1817
	William Smith		Robert Beverly	1716	Fisher Ames	1818
	John Penn		Benjamin Church	1718	Charles B. Brown	1818
	Samuel Welles		Increase Mather	1723	Benjamin Lincoln	1819
	John Chandler		Cotton Mather	1728	Joseph Dennie	1817
	Oliver Partridge		Jonathan Dickinson	1747	James Clinton	1817
	Richard Wibird		Benjamin Colman	1747	Joel Barlow	1817
	Meshech Weare		David Brainerd	1747	Joseph Buckminster	1817
	Henry Sherburne		John Caldwell	1748	Theophilus Parsons	1813
	William Pitkin		Thomas Godfrey	1749	Zebulon M. Pike	1813
	Martin Howard		William Suth	1750	James Lawrence	1813
	Isaac Norris		James Logan	1751	William Heath	1814
	Benjamin Tasker		Jonathan Edwards	1758	Samuel Dexter	1814
	Abraham Barnes		Thomas Prince	1758	Robert Fulton	1815
	Button Gwinnet		William Pepperell	1759	David Ramsey	1815
	John Morton		Samuel Davies	1761	John S. Copeley	1815
	Philip Livingston		Gilbert Tennent	1764	John Carroll	1815
	Joseph Hewes		Jonathan Mayhew	1766	Benjamin S. Barton	1815
	George Ross		Zabdiel Boylston	1766	Henry E. Muhlenberg	1815
	Theodore Atkinson		Thomas Crap	1767	James A. Bayard	1815
	Thomas Lynch, jr		Samuel Johnson	1772	Theodore Dehon	1817
	John Hart	1780	John Mitchell	1772	Timothy Dwight	1817
	Richard Stockton		John Clayton	1773	Arthur St. Clair	1818
	George Taylor		Joseph Warren	1775	Caspar Wistar	1818
	James Otis		Richard Montgomery	1775	Samuel S. Smith	1818
	Cesar Rodney		John Thomas	1775	Jesse Appleton	1819
	Joseph Reed		Cadwalader Golden	1776	Joseph Lathrop	1820
	Stephen Hopkins		Hugh Mercer	1777	Benjamin Trumbull	1820
	William Whipple		David Wooster	1777	Oliver H. Perry	1820
	Arthur Middleton		John Bartram	1777	Stephen Decatur	1820
	Thomas Stone		Eleazar Wheelock	1779	Benjamin West	1820
	John Penn		Count Pulaski	1779	Samuel Worcester	1820
	Thos Hutchinson		Thomas Hutchinson	1780	John Stark	1820
	Thos Nelson jr		Jonathan Carver	1780	Thomas Truxton	1821
	Benjamin Franklin		Charles Lee	1782	Samuel Heckewelder	1821
	David Brearley		William Alexander	1782	Divie Bethune	1821
	Metcalf Rowler		Anthony Benezet	1784	Samuel Campbell	1821
	Henry Ward		Nathaniel Greene	1786	Elisha Whitney	1825
	David Rowland		Charles Chauncy	1787	James Wilkinson	1825
	John Cruzer †		Mather Byles	1788	Thomas Macdonough	1825
	William Bayard		Ethan Allen	1789	Lindley Murray	1826

* The names of all the signers of the Articles of Confederation will be found attached to those Articles, Appendix, page 44

† Writer of the Bill of Rights ‡ The dash (—) denotes that the year is not ascertained
 The Bill of Rights the Declaration of Independence and the Constitution of the United States, were signed only by part of the members appointed to frame those enduring monuments

1 Members of the Congress that met at Albany, 1754
 2 Signers of the Declaration of Rights
 3 Signers of the Declaration of Independence
 4 Signers of the Articles of Confederation
 5 Signers of the Constitution

STATESMEN AND JURISTS	Died A.D.	MISCELLANEOUS.	Died A.D.	DISTINGUISHED FEMALES	Died A.D.
Leonard Lispenard	1770	Jedediah Morse	1826	Rebecca Pocahontas	1517
Hendrick Fisher	1770	Edward Payson	1826	Arabella Johnson	1630
James Borden	1770	Thomas Pinckney	1826	Ann Hutchinson	1643
Thomas Ringgold	1770	Jacob Brown	1826	Mary Dyer	1672
William Mifflin	1770	De Witt Clinton	1826	Ann Bradstreet	1672
Edward Livingston	1770	Timothy Pickering	1826	Mary Barback	1672
Thomas Lynch	1770	William Bambaige	1826	Sarah Roberts	1672
William Hooper	1790	John M. Mason	1826	Mary Saltonstall	1730
William Livingston	1790	John M. Mason	1826	Hannah Duston	1730
Francis Hopkinson	1790	John Henry Hobart	1826	Jesther Burr	1738
Uman Hall	1790	James P. Wilson	1826	Sarah Edwards	1738
Benjamin Harrison	1791	Steven M. Claiborne	1826	Elizabeth Follen	1738
George Bryan	1791	John D. Godman	1826	Susanna Wright	1738
Henry Laurens	1791	Isaiah Thomas	1826	Ann Eliza Beecher	1738
Roger Sherman	1791	Samuel L. Mitchell	1826	Susanna Anthony	1738
John Hancock	1791	John H. Rice	1826	Mary Wolstoncraft	1738
Abraham Clark	1791	Stephen Girard	1826	Margaretta P. Faugeres	1800
Richard Henry Lee	1791	Thomas Sumter	1826	Martha Washington	1800
John Witherspoon	1791	John H. Shinnun	1826	Elizabeth Ferguson	1800
Joseph Bartlett	1791	Robert C. Sands	1826	Phebe H. Abbot	1800
Nathaniel Gorham	1791	Warren Colburn	1826	Mary White	1800
Samuel Huntington	1791	Samuel Tucker	1826	Martha L. Ramsay	1800
Carter Braxton	1791	John Coffee	1826	Harriet Newell	1800
Fres Lightfoot Lee	1791	William Bambaige	1826	Sarah Smith	1800
Oliver Wolcott	1791	Elford	1826	Judith S. Grant	1800
Lewis Morris	1791	Lorenzo Dow	1826	Merced Warren	1800
George Read	1791	Ebenezer Porter	1826	Isabella Graham	1800
James Wilson	1791	George I. Bedell	1826	Mary I. Grosvenor	1800
Nicholas Gilman	1791	James Whitfield	1826	Mary Dwight	1800
Jonathan Dayton	1791	Thomas Say	1826	Phebe Phillips	1800
Thos. FitzSimons	1791	David Hossack	1826	Abigail Adams	1800
Jacob Broom	1791	Thomas Murray	1826	Judith Murray	1800
James McHenry	1791	Samuel Baker	1826	Sarah Hoffman	1800
Daniel Carroll	1791	William Wirt	1826	Catharine Brown	1800
Thomas Jenifer	1791	Wm. H. Crawford	1826	Susan Huntington	1800
Rd Dobbs Spraight	1791	Nathan Dane	1826	E. Anna P. Canfield	1800
George Washington	1791	Luther Martin	1826	Elizabeth Gray	1800
William Paca	1791	John Emory	1826	Lucia Knox	1800
John Koss	1791	William Keyms	1826	Susan Davidson	1800
John Blair	1791	William White	1826	L. Maria Davidson	1800
William Blount	1791	David Crockett	1826	Eleanor Davis	1800
John Rutledge	1791	John Lowell	1826	Ann H. Judson	1800
Thomas Mifflin	1791	Edward Livingston	1826	Sarah Hull	1800
Edward Ruffledge	1791	Philip Syng Physick	1826	Anna Bates	1800
John Worthington	1791	Nathan Bowditch	1826	Dorothy Scott	1800
Francis Lewis	1791	William M. Stone	1826	E. Ann B. Morse	1800
Matthew Thornton	1791	Samuel L. Knapp	1826	Marcia Hall	1800
Samuel Adams	1791	John Rodgers	1826	Maria M. Allen	1800
Robert Treat Paine	1791	Thomas Cooper	1826	Sarah Hall	1800
George Walton	1791	Hezekiah Niles	1826		
Alexander Hamilton	1791	William Sullivan	1826		
Christop. Gadsden	1791	Jesse Buel	1826		
William Patterson	1791	Aaron Bancroft	1826		
Robert Morris	1791	Zera Colburn	1826		
James Smith	1791	Wilbur Fiske	1826		
George Wythe	1791	Aaron Ogden	1826		
Eliphalet Dyer	1791	Robert Y. Hayne	1826		
Abraham Baldwin	1791	Felix Grury	1826		
John Dickinson	1791	Philip P. Barbour	1826		
Thos. Heywood jr.	1791	Timothy Flint	1826		
William Williams	1791	Charles Bonnycastle	1826		
Samuel Chase	1791	Joseph Parrish	1826		
Gunning Bedford jr.	1791	Matthew Carey	1826		
George Clymer	1791	William Leggett	1826		
Benjamin Rush	1791	Isaac Chauncey	1826		
John Bridge Gerry	1791	George G. Cookman	1826		
Richard Bassett	1791	William P. Dewees	1826		
Gouverneur Morris	1791	Alexander Macomb	1826		
Thomas M. Keane	1791	Hugh S. Legare	1826		
John Langdon	1791	John Forsythe	1826		
Wm. Saml. Johnson	1791	Sam. Southard	1826		
Hugh Williamson	1791	Sead Webster	1826		
William Enery	1791	William Ellery Channing	1826		
William Floyd	1791	John England	1826		
Jared Ingersoll	1791	John Trumbull	1826		
Pierce Butler	1791	Lewis F. Linn	1826		
William Pinckney	1791	Robert Adram	1826		

APPENDIX.

LESSON I.

RULES FOR READING.

RULE I. Study every reading lesson, and endeavor to understand thoroughly the meaning of each word.

RULE II. Always strive to enter into the spirit of the piece, and impart the sentiments of its author.

RULE III. In reading, as well as in talking, always sit or stand erect; hold up your head, and throw back your shoulders.

RULE IV. Avoid beginning to read when you are out of breath. Do not hold your book too near your face.

RULE V. Strive to pronounce distinctly and correctly each letter, syllable, and word. Aim to make what you read perfectly plain to your audience.

RULE VI. Neither mumble nor clip your words. Always begin a sentence so as to be able to rise or fall, as the sense may require.

RULE VII. Be very careful neither to read too fast nor too slow. Strive to speak deliberately and distinctly, so that you may be clearly understood.

RULE VIII. When you read to persons in a small room, you should speak lower than in a large one. Reading is talking what is written.

RULE IX. Keep your voice perfectly natural, and read just as if you were telling the same information to those present without a book. The best readers are those who talk the exercise best.

RULE X. Look ahead of the word you are speaking, so as to lay stress on the right syllables, emphasize the proper words, and avoid repeating or miscalling them.

RULE XI. Raise your eyes in every line, and look at the audience, the same as though you were talking to those present about the subject.

RULE XII. Let your manner be suited to the subject, the style, and the occasion. Always read as though you had something worthy of attention to say.

LESSON II.

RULE XIII. Strive to enlist the attention of your hearers. Keep your mind on the subject, and try to convey, easily and naturally, its meaning. Pay proper attention to all the pauses.

RULE XIV. All conversation between two persons, — between more than two, and all kinds of stories, both in prose and poetry, should be read the same as if you had no book, and were talking to those present.

RULE XV. Guard against all singing tones. Always read carefully. Never hesitate or drawl your words.

RULE XVI. Read poetry slowly, distinctly, and in a natural tone. Aim to get the sense. Pause not at the end of a line, if there be no stop, nor unless the sense requires it.

RULE XVII. Poetry requires the closest attention. Pay particular notice to the length of the lines. Guard against singing tones.

RULE XVIII. All cheerful, gay, and humorous pieces should be read in a quick and animated way.

RULE XIX. Descriptions of hurry, violent anger, and sudden fear, should be read in the quickest way.

RULE XX. Words or phrases conveying new or important ideas; all exclamatory words; the most weighty parts in a sentence; repetitions, and words contrasted with, or opposed to, other words, should be emphasized.

REMARKS.—Good books, systematic rules, skillful teachers, and excellent schools are of very great benefit; but all united can never make good readers, or profound scholars of those who are not attentive, and do not THINK.

[READ THE FOREGOING RULES AGAIN FOR LESSONS III. & IV.]

LESSON V.

The object of the figures 5, 10, 15, &c., on the left margin, [see page 30,] is to secure the closest possible attention to the reading exercise. For example, the first pupil ends the 5th line [page 30] with the word *human*, the voice being suspended, the next pupil takes the sentence instantly with the word *nature*, and proceeds without the slightest pause. This plan may be pursued through-

out the book. When a pupil arrives at the end of any numbered line the next immediately takes the sentence, and continues it in a proper tone from the pupil above, whose voice, in case there be no pause, will terminate as if he were going to read further. The proper pauses and inflections should always be observed by pupils in transferring unfinished sentences from each other. The acute accent, ['] see page 301, denotes the rising inflection of the voice. The grave accent denotes the falling inflection. The marginal exercises may be applied in many ways. Some may find it best to apply these exercises, others for spelling, teaching the rudiments of composition, the parts of speech in grammar, articulation, correct pronunciation, tracing words to their roots, or following out their derivatives. Youth derive great benefit, and generally take much delight in using the marginal words in composing sentences and paragraphs. The first 5, 5, 10, or 15 words may be assigned for a written exercise in geography, chronology, biography, history, — any scientific or literary exercise.

The lessons in this book are not all of the same length. Neither are the questions all of the same character; those on the Constitution require it to be memorized, [see page 118] and relate chiefly to the difference between the meaning of words. The questions on the Commentary [see page 167] are intended as a review of the Constitution, and are designed to rivet, indelibly, its principles in the minds of the learners. The questions belonging to the Commentary are of a totally different character; and would be the best to use at examinations, where it is desirable to show the acquaintance of the class with the supreme law of the Land. In reading the commentary reference should be constantly made to the Constitution. The particular article treated of is referred to at the bottom of each page, beginning on the 167th and ending on the 220th page. It is to be hoped that no teacher will lose sight of the great benefit to be derived from reading and answering the numerous questions. If the queries should ever be used for other purposes than reading, they ought to be suggestive only. Both teachers and pupils will be most benefited by relying on their own resources. Original queries and responses cannot be too much encouraged. They tend alike to invigorate and enliven the class; both the teacher and the taught are more benefited, and insensibly acquire what is of the utmost moment to the American teacher, as well as pupil, research, attentive habits, and self-reliance in the acquirement of knowledge. If, however, a teacher should prefer to ask the questions verbatim, and finds the questions too numerous for the class, he may ask the 1st, 3d, 5th and 7th, or the 1st, 4th, 8th and 12th questions, or any other proportion. Whenever the figure 2 occurs at the end of any marginal word (see page 301) the pupil should tell the difference in meaning between it and the one in the same line indicated by the figure 1.

See notes at the bottom of page 30. Also the first 16 pages of Burleigh's Thinker.

Each lesson and question in this Appendix is a key to the corresponding lesson and question in the body of the book. One pupil of the class should lead [ask] the 1st question in Lesson VI (see page 28) and another should read the answer to it. Lesson VI, question 1, this page,) and so on through this and each of the following lessons.

LESSON VI.

1. Elizabeth answers Mary by reading. [saying in *italics* means, pertaining to Italy, and is applied particularly to a kind of inclining type, first used by Italian printers. Hence *italics* means letters first used in Italy, and which stand inclining, they are used to distinguish words for *emphasis, importance, antithesis, &c.* The words *emphasis, &c.* are printed in italics.]
2. Maria reads [answers] Jane. By suppressing we abridge. — by extending we enlarge
3. Nancy answers Sarah. An opinion or decision of the mind formed without due examination of the facts or arguments which are necessary to a just and impartial determination.
4. Laura answers Susan. Its effect is to negate the balance of the word, unabridged, not abridged, &c.

The following essay on primitive and derivative words is intended to be read as Lesson VII.

LESSON VII.

[Let each pupil read only to a period.] All words are called either primitive or derivative in reference to their origin — and simple or compound in reference to their form. Strictly speaking, a primitive is a simple word, in its original form, consequently, nearly all the words in our language can be traced to Europe, and the European languages, in like manner trace their origin to Asia. It should be borne in mind, that all languages having sprung from one source, the original words from which they have been formed must have been of equal antiquity. Philology is a study which, in itself, might occupy the life-time of the most industrious. Its peculiarity, however, of our political institutions, and the beauties of our language, alike demand only proper improvement of opportunities within the reach of every one, in order to obtain a knowledge of our language sufficient for all useful and practical purposes. Indeed, those who have reflected the highest honor upon the American name have, by their own application and perseverance, in studying the philosophy of their mother tongue, obtained the respect of the civilized world. It is intended, in this work, to give only a synopsis of those general principles which are of the utmost practical use to all; no one who reads our language should allow the veil of ignorance to obscure its elements of philology, which are a perpetual source of gratification and improvement.

A derivative word is one whose origin may be traced to a primitive root, as *bookseller* (see page 1, Appendix). A word may combine both a derivative and a compound character, as *under workman*. Words are often classed into groups, or families, and several hundred words are often traced to a single root, the Latin roots *facio* (to make) and *pono* (to place) are

examples of this description — and a majority of all the words in our language may be traced to a few hundred primitive roots. Our language has many sets of derivative words expressing the same thing, with slight shades of difference in their application, the most numerous are of Saxon origin — the next, those of Latin — the third, of Greek.

Saxon	Latin	Greek
Teacher,	Usher,	Pedagogue
Talk,	Colloquy,	Dialogue
Opp.	Summit,	Acme
Warrior,	Militia,	Heroes
School,	Seminary,	Academy
Word-book,	Dictionary,	Lexicon

A few nouns are of Saxon origin and the corresponding adjectives are from the Latin. Brother, Fraternal | Year, Annual
Father, Paternal | Glass, Vitreous
Dog, Canine | Water, Aquaceous
Earth, Terrestrial | Cat, Feline.

A word not combined with any other, and in its simplest form, is called a simple word, as *it, foot, nighal, school*. A compound word is composed of a simple word, with a letter, syllable, or word, either prefixed or affixed, as *itself, adroit, immortal, school house*. When a compound word is composed of two simple words, they are usually connected by a hyphen, as *book-oath*. As a general rule, permanent compounds should be written without the hyphen — those that are not permanent should be used with the hyphen.

Those that are not permanent should be used with the hyphen. The number of simple words in our language is exceedingly small compared with the compounds — the particle *un*, which always conveys a privative or negative meaning, is prefixed to about four thousand words. When a letter or syllable is placed before a word, it is called a prefix, when placed after a word, it is called a suffix, as *post-fix*. In examining derivative words, the following order should be observed. 1st, the root from which the word is derived, 2d, the prefix, 3d, the affix, and 4th, the euphonic letters.

Synopsis of prefixes — *A*, of Saxon origin, signifies *on, in, to, or at*, (see answer to question 2d, lesson IX, page in the Appendix. *A, ab, and abay*, which of Latin origin, signify *from or away* — as, *avert*, to turn from, abbreviate, to make *short*, from *abstain*, to hold from. *Ad* is of Latin origin, and admits of ten variations for the sake of agreeable sound and ease in pronunciation, *ad*, and all its variations, signifies *to, as, adhere, to, stick to, (ad) ascribe, give to, (ad) accede, to yield to, (ad) a/lux, to fix to, (ad) aggravate, to make worse, (ad) alleviate, to ease, (ad) annihilate, to make to nothing, (ad) appertain, to belong to, (ad) arrogate, to assume to one's self, (ad) assimilate, to make like to, (ad) adhere, to bear witness, to be perceived by, (ad) absterge, to wipe away, (ad) before the letter *s*, is either omitted or is changed to *s*, and before the words beginning with the letters *c, f, g, h, n, p, and t*, the *d* is changed to those letters respectively. As a general rule, the last letter of any of the various prefixes may be changed into the first letter of the words to which it is prefixed, whenever by so doing ease of pronunciation may be obtained and agreeableness of sounds produced. *Anti* signifies *before, as antedivine, before the flood, pre, before, as prefix, to fix before, anti* signifies *against or opposed to, as anti-social, opposed to society*. *Be*, of Saxon origin, signifies *to make, as becalm, to make calm, Bi, demi, semi, hemi* signify *half, as**

* See note, latter part of this article, page 5, Appendix.
† Little used (from the German)

bisect, to cut or divide into two parts, *demi* wolf, half wolf, *semi* annual, half a year, *hemispher*, half a sphere. *Co, con, col, cog, com, cor*, usually signify *with or together*, *contra*, sometimes signifies *against, as pro, for, and con, against, as contemporary, living together or at the same time, comect, to join together, collect, to bring together, cognate, allied with, comply, to accord with, correspond to agree with, &c. Contra and counter* signifies *against, as contradict, to speak against, countermand, to Command against what was commanded before, De* signifies *down or from, as describe, to write down, detain, to hold from, E, ee, ex, of, el, er, signify out or out of, as educate, to lead out, eccentric, out of the centre, exclaim, to cry out, efflux, a flowing out, effluat, to draw out, erase, to rub out, Equi* signifies *equal, as equidistant, at an equal distance, Extra* signifies *beyond, as extraordinary, beyond ordinary, Em and en, of Saxon, French and Greek origin, signify in, into, or to make, as encircle, to put in a circle, encamp, to form into a camp, embolden, to make bold, Ge* signifies *earth, as geode, earthenstone, Hydro* signifies *water, as hydro-statics, the science which treats of the weight of fluids, In* is of Latin origin, and admits of four variations for the sake of euphony, viz. *it, ig, and ir, In*, before verbs, usually has an *n*, as *inhabit, to dwell, in, to signify in, into, on, or upon* as insert, to put in, illumine, to put light into (*in*), impel, to drive on (*in*), ignite, to set on fire, irradiate, to throw light on or upon, in, before all other parts of speech, and the forms it assumes, usually has a privative or negative meaning, as *indecipherable, to be undeciphered, not knowing (in), illiberal, not liberal (in), impartial, not partial (in), irregular, not regular, Inter* signifies *among of between, as intermix, to mix among, interline, to make lines between, Juris* signifies *legal, as jurisdiction, legal power, Non and in signifi nat, as noncommittal, not committed, unabridged, not abridged, Ob, with its variations oc, of, signifies in the way or against, as obstacle, something in the way, occur, to run in the way, offend, to make against, Per* signifies *through, as pervade, to pass through, Post, signifies after, as Post-meridian, after mid-day, Pre* signifies *before, as predict, foretell, Pro* signifies *for or forward, as pronoun, for a noun, promote, to put forward, Re* signifies *back or again, as revoke, to call back, retake, to take again, Theo* signifies *God, as Theology, study of the Law of God, Trans* signifies *across, as transatlantic, across the Atlantic, Uni* signifies *one, as uniaxal, one axial.*

Synopsis of affixes — *An, iam, ical, ic, ar, ary, ory, al, ile, me, ish, ous, am, imply* before of relating to, as *American, relating to America, Christian, relating to Christ, academical, relating to an academy, heroic, relating to a hero, solar, relating to the sun, literary, relating to letters, pretatory, relating to a pretace, mental, relating to the mind, juvenile, belonging to youth, infantine, belonging to an infant, Scottish, belonging to Scotland, bilious, belonging to bile, eucalyptic, and eucaly, adverb, any, ant, ate, dom, ence, ent, ice, ic, id, ion, ism, ment, many, ness, ry, ship, tude, ude, vage, denote being or state of being, as obstinacy, being obstinate, vigilance, state of*

being vigilant, constancy, state of being constant, dependant, state of dependance, adequate, being equal to, freedom, state of being free, absence, being away, innocency, state of being innocent, justice, being just, invad, being cold, precision, state of being precise, paganism, state of being a pagan, embarrassment, state of being embarrassed, sanctimony, state of being sacred, happiness, state of being happy, slavery, being a slave, rivalry, state of a rival, quiescent, the state of being quiet, exposure, state of being exposed to injury, orphanage, state of being an orphan, Ant, ar, ard, dry, ee, eer, ent, est, it, ive, or, ster, denote one who, as merchant, one who trades, beggar, one who begs, dotard, one who has an impaired intellect, missionary, one who is sent, refugee, one who flies, engineer, one who has charge of an engine, student, one who studies, teacher, one who teaches, artist, one who practices an art, Israelite, one who is descended from Israel, operative, one who works, debtor, one who is in debt, youngster, owe who is young, Ary, dom, dry, denote the place where, as library, the place where books are kept, kingdom, the place where a king governs, observatory, the place where observations are made, Ate, en, fy, ice, ise, ish, signify to make, as facilitate, to make easy, soften, to make short, rectify, to make right, legalize, to make legal, franchise, to make free, nullify, to make void, signification should always be borne in mind, that the meaning of the prefixes* and affixes, like most of the words in our language, vary greatly, owing to their affiliation with words and their position in sentences, and occasionally to the origin of the primitive words, for example, *bark*, a vessel, is derived from the French word *barque*, or the Italian and Spanish *bark*, which also mean vessel — whereas *bark*, the covering of a tree, is derived from the Danish word *bark*, the Swedish *barck*, or the German *bark*. It will at once be perceived, that the correct way to learn the true meaning of words — to see their nice shades of signification — the changes they are liable to undergo in time, is to observe their use and application in sentences, this is the fountain from which alone all the dictionaries of the language derive their authority. No one can make any proficiency in the use of language without the closest observation. Furthermore, the constant and close discrimination in the use and application of the words of our own language affords the best possible discipline to the mental powers. It is also one of the strongest incentives to mental industry and of the purest sources of intellectual enjoyment — and it is not saying too much to affirm, that industrious or careless habits, often formed or allowed in the school-room, contribute more to the success or failure of youth in after life than any other cause. It has been observed, that many of the words in common use are either derivative words from other languages, or they are formed from primitive words in the English by means of prefixes and affixes. The

* This the prefix pro may be proper for, forward, forth, or out, as proconsul for a consul, propel, to drive forward, provoke, to stir forth, provoke, and put, and the suffix y, means state of being, or quality, as consistency, industry, state of being master, dusty, full of dust, obstinacy, being obstinate, vigilance, state of

plan intended to be pursued in this book is of the simplest possible character. The marginal exercises afford examples so simple that children can compose verbally, phrases and simple sentences before they can write, it is truly surprising to witness the eagerness of young children to engage in the marginal exercises, and in almost every case after a few weeks practice, the proficiency made in judging of right and wrong — in framing sentences, &c. will be incredible to those who have never properly exercised the mental and moral powers of youth. To put or person who reads or attempts to read the English language, or even hears it spoken, should remain ignorant of the power of its simplest and most common prefixes and affixes. The simple particles *up* and *in* with their equivalents are joined with several thousand words, yet there are millions who, for the want of one hour of suitable instruction in the philosophy of our language, grope their way through life in philological darkness.

* Note. — few distinguished authors have derived *school* from the Dutch word *school*, which is the same as the German *schule*, both of which words signify a place for imparting instruction. Most authors derive *school* from the Latin *schola* which is the same as the Greek *scholē*, both of which mean leisure or vacation from business. As many words are of uncertain derivation, it was thought best to insert the word *school*, that the attention of teachers might be directed, occasionally to this subject. The probability is that the German word *schule* and the Greek word *scholē* may both be traced to the Sanscrit of Asia.

LESSON VIII

- To mark words.
- In many as follows — 1st Book — The work is well written, 2d Labor — He is at work, 3d. Manage — Work out your own salvation, 4th. Operate — The principle works well, 5th. Become — Machinery works loose by friction, 6th Ferment — Malt liquors work, 7th. Remove — By motion the plaster works out of place, 8th. Knead — We work pastry, 9th Effect — By reasoning we work a change of purpose, 10th. Embroider — Young ladies work purses &c.
- A distinct part of a discourse or writing, as a paragraph may consist of a single sentence, but it usually embraces many sentences.
- To resolve the compound sentence to its elementary principles or subdivisions.
- Varied definitions, synonyms, all the words in the margin of every page.
- Usually a single sentiment, it can never contain but one finite verb and its subject. But there may be various degrees of simplicity, thus, God made man is a simple sentence. On the sixth day God made man out of the dust of the earth, after his own image, is still a simple sentence, but is less simple than the former on account of the circumstances specified.
- A compound sentence contains two or more subjects, or nominative cases, and two, or more finite verbs or verbs not in the infinitive mood as in this verse, He fills, he bounds, connects and equals all.
- It is a good plan, and admirably trains the mind for the duties of after life.

9 By the voice, unwritten.

- Definition — description of a word, by its properties; as *paternal* — pertaining to a father. *Synonym* — explanation by a word of the same meaning. *Paternal* — fatherly.
- Developing, expanding, opening, strengthening, establishing, making firm. *Elevating*, raising up, making lofty. The nursery develops the intellect, the school strengthens it, and the college elevates it.
- Inhere it powers of the mind the *imagination*, the *judgment*, and the *memory*, &c.
- It substitutes *eyes* for *ears*, *eyes* for *things* signified, *places* for *its* inhabitants, *writings* for the author, as, we read Virgil, that is his writings, &c.
- An orator who is presumed to combine *rhetoric* with other principles of elocution.
- Intellectual cobwebs in perceiving by the operation of the mind; *moral* in discriminating between virtue and vice. An *intellectual man* may therefore pursue a very *immoral course*.
- Progression — forward motion with reference only to the moving object, *Advancement* — the resting of motion with reference to some goal or station.
- From the Latin, word *sentio* perceiving feeling. Applicable only to the feeling of the mind.
- Incite* embraces the idea of *communication* from the teacher to excite the emotions of the pupil.
- Several, as follows — 1st. Command — His power is co-extensive with his empire, 2d. Ability — God's power is adequate to his will, 3d. Momentum — 100 horse power, 4th. Mental faculty — By the power of his mind, 5th. Military force — The collected powers of Europe.
- Strength* is might depending on personal or inherent vitality. *Power* may also include the concurrence of external circumstances. *Authority* is delegated power. A prisoner may therefore have *strength* to leave his cell, but his *power* to do so is restrained by the walls until the sheriff receives *authority* to liberate him.
- Pause* — a suspension or cessation of the voice. It may be either *sentential*, with reference to the sense and grammar, or *syntactical*, with reference to the elocution. Tone — modulation of the voice in expressing the passions or sentiments. *Emphasis* — the particular force of the voice on important words, or parts of a discourse.
- Scientific* — certain knowledge, or general knowledge, which may include the arts, mechanical, artistical, and practical. *Literary* — that knowledge, which is acquired from language books, letters.
- Sentence* — a collection of words containing a specific sentiment. *Paragraph* — a continuation of sentiments of the same subject. * *Essay* — an attempt to establish sentiments or propositions. *Treatise* — a full, finished, and laborious discussion and elucidation of a series of sentiments.
- That which best qualifies us for the discharge of our various duties, and inasmuch as the proper training in reading has a better and more powerful influence over the moral and intellectual faculties than any other study, it must consequently be paramount to any other branch of education.

* From modesty elaborate productions and masterly discussions are sometimes termed *Essays*, as Locke's Essays, Pope's Essay on Man, &c.

LESSON IX.

- It embraces all ages, and the subject should employ the youth in *praise* of the mature, in *practice*, and the aged in *commendation*, *sanction*, and *promotion* of it.
 - And, which invariably denotes conjoined addition is both the young and, that is, add the old.
 - Age*, *morality*, and *Christianity* are within your reach, embrace both.
 - Because *an* means the same as the article *a*, and is used instead of *a*, for the sake of an agreeable sound, or euphony, when the next word begins with a vowel or vowel sound.
 - Probably the United States. There can be no doubt upon this subject, wherever harmony and union prevail.
 - Christianity moral virtue and intelligence.
 - Persecution and intolerance with reverence to religious sentiments, a desire for rational liberty, enterprise, and philanthropy.
 - Their aim, national virtue, liberality and piety, and the blessings of heaven approving those laudable efforts.
 - Because our self-interest, happiness, and our future prosperity, depend on a knowledge of it.
 - That he may guard the Constitution, the palladium of all the inestimable blessings we enjoy, with prudence and judgment.
 - We take the commencement of the Christian era for the base line. Previous to that is *ancient*, subsequent to it *modern*.
 - The Jews, Egyptians, Medes, Persians, Babylonians, Greeks, &c.
 - Ruin owes its origin to inherent causes. *Destruction* to external violence. A person may be ruined by the destruction of his prospects.
 - The whole art of managing the affairs of a nation, and includes the fundamental rules and principles by which individual members of a body politic are to regulate their social actions. The government of the United States is founded on the natural authority of the people, and may justly be regarded as the bulwark of human liberty.
 - Service* — *Management* — under the government of directors. *Influence* — exercise your government over him. *Magistracy* — as the mayor and aldermen of a city. We will refer the matter to the government of the city. *Grammar* — as the subject of a verb or the antecedent of a pronoun, the noun exercises government over the verb, pronoun &c.
 - Because in a republic each man is concerned in its correct administration.
 - It is especially necessary in the United States, and every representative or delegated democracy.
 - Because they are more especially charged with its administration, and directly interested in its equity.
 - It is desirable, as virtue, morality, and religion go hand in hand with intelligence.
 - Because it is founded on the natural freedom in which every one is born, and the basis, on which some of our most important political regulations, &c. are founded, can be traced back to the earliest ages.
- * This question is inserted to show the varied applications of the simplest words and the importance of attending to things apparently trivial — and the necessity of thorough investigation before deviating from long established usages. The author has repeatedly heard it affirmed that there is no difference between *a* and *one*. The following are some of the differences between *a* and *one*. 1st *one* may be more general in its meaning — I bought only one bible at the sale implies that I may have bought something besides the bible, whereas, I bought only a bible at the sale, implies that I bought no more. 2d. *Agone* may become more restricted in its meaning — we believe implicitly — we believe implicitly, *and* stake our salvation on the doctrines contained in a book, denotes that we believe implicitly, &c. *any* book, whereas we believe implicitly, &c. *one* book, conveys the idea that *one* is more exclusive in its application, and emphatically narrows down our implicit belief to only one book. 3d. *A* is often the first syllable infants utter where *is one* is seldom or never uttered first by infants. 4th. *A* is used as the first letter of the Alphabet, and is consequently *as near*. *A* is not used before words beginning with a vowel or a vowel sound. 6th. *A* is used before a participial or a participial noun and means the same as *at* or *on*, as, go a hunting, come a begging, &c. 7th. *A* is often prefixed to nouns and means the same as *in*, as, *asleep*, *in* sleep. 8th. *A* may mean the same as *on*, as, aboard on board, *at*, on fire. 9th. *A* may mean the same as *at*, as, *at* a distance, *aside*, *at a side*. 10th. *A* may mean the same as *to*, as, ahead, to the head, *astern*, to the stern. 11th. *A* may mean the same as *from*, as, *asvert*, *at* turn, from. 12th. *A* may mean the same as *without*, as, *atheist*, one without God, *anonymous*, without a name. 13th. *A* may be used before oneness, as, *a oneness*. 14th. *A* is the first of the seven Domical letters, (a Domical letter is the letter which in the almanacs, denotes the Sabbath, or *diebus Domini*, the Lord's day, the first seven letters of the Alphabet are used for this purpose.) 15th. *A* is also used for *Anno* as, *A. D.* *Anno Domini* in the year of our Lord, *A. M.* *Anno Mundi*, in the year of the world. 16th. *A* is used for *ante*, as, *M. A.* *Ante Meridiam*, before noon. 17th. *A* is used for *Arts* as, *M. A.* *Master of Arts*. 18th. *A* is used in algebra to represent known quantities. 19th. *A* may be a noun, as *taut a*. 20th. *A* has also a technical meaning in Music — 21st. Chemistry — 22d. *Physics* — 23d. *Comperce* — 24th. *Music* — 25th. *Geometry*. 26th. *A* is never used as a substitute for a noun, whereas *one* is, as *one* is at a loss to assign a reason for such conduct. 27th. *A* is prefixed to few and many, &c. &c. *One* has also many different meanings, as, *one* is self, *one* on another, the great ones of the world, &c. &c.

- Animated nature.
- The propensities peculiar to each specific class: are to herd and flock together.
- Man in particular, fish are also gregarious. In addition to the instincts enoved in common with all animals, nature, *speech* and *reason* are his peculiar characteristics and elevate him far above them all.
- Forest* is the generic term, which includes all districts of that kind.
- It is a pronoun, representing the word *as usual*.
- See Genesis chap xxxii, verse 28.
- Several, *history* — the story of our wrongs.

Tale — the story of Sinbad the sailor. *Falseness* — a story told for the purpose of deceiving. *Story* — another story was added to the house, &c.

29. History.

30. Relating to dates, or time.

31. Chronological difficulties.

32. Contained in the first five books of the Old Testament.

33. It occurred A. M. 1656. It had been threatened by the Almighty, as a punishment for the incorrigible corruption of the human race. It was produced by a constant rain of forty successive days — in addition to the rain, it is supposed by many learned men that other causes must also have contributed to the great rise of water, and among the numerous conjectures, is the opinion that the waters were augmented by a volcanic eruption under the bed of the ocean. So great was the efflux of water, that one hundred and fifty days were occupied in returning it to its natural channels, and drying the earth. All the human race, and all land animals were destroyed by it, except the few of each species retained with Noah and his family, in the ark built by him at the command of God for their preservation. See Genesis, chapters 6th, 7th and 8th.

34. Not any, inasmuch as printing was not invented till 1436.

35. By writing or engraving; some have conjectured that it was written or painted on the ornamentation of heroes.

36. The facilities were limited, the materials were, scarce, the labor great; and Moses saw fit to record nothing except that dictated by inspiration.

37. In the control exercised by a parent over his family.

38. As parental control continued after the families increased, the younger members of the families would naturally reverence the authority they had been taught to obey when young; the original jurisdiction of many eastern monarchs very much resembled that of a parent. Kings were frequently called the fathers of their subjects.

39. Adam.

40. Deprived of natural ease and happiness by his disobedience of a known law, he was expelled from a state of primeval beatitude, and had the grief and mortification to see his posterity imitate his example of insubordination and declension in virtue, until licentiousness, murder, and other crimes, had filled the earth with corruption and blood. Indeed, he was contemporary with those whose lives became so depraved, that the Almighty determined to annihilate most of the race; for which Adam was the progenitor and the original corrupter — an impressive lesson to us, as he is not known to have committed another error.

41. Persons.

42. *Pleasing*, adjective. *Neglected*, verb. *Conclude*, verb. *Fatherly*, &c. &c.

43. Persons differ in this respect. Nouns and verbs are generally considered easiest.

44. Oldest direct forefather, Adam.

45. He probably excelled them all.

46. In many. In protection, in defence, in restraint, in instruction, in sympathy, &c.

47. Among the Jews; Moses; among statesmen, Washington.

48. Jesus Christ.

49. Envy. The root is more frequently used in a bad sense. Envious may be used in

a despicable application, as envy is man's meanest attribute, or a good one, as Washington's fame is to be envied.

50. The original root of sacred may be either to bless or curse.

51. To acquire signifies to gain by exertion, which presupposes a desire. To receive may exclude our volition. A criminal may receive punishment from the law for turpitude which he acquired by guilty indulgence.

52. Fathers exercised an absolute sway over their families.

53. Fathers exercised an absolute sway over their families, and considered it lawful to deprive even their children of life.

54. The whole of the 11th section.

55. The destruction of children by their parents under various pretences and circumstances.

56. *Peculiarities* — Atonement, the resurrection, ascension, &c. Advantages — Diffusion of the gospel, simplicity of precepts, &c. Blessings — Freedom of salvation, its requirement of peace, &c.

57. That of China.

58. About twelve times larger.

59. Probably Great Britain or the United States.

60. In civil privileges, the United States.

61. China is famous for its numerous and valuable products, among which tea, rice and silk are the most important. Among its works of art are its numerous canals, the porcelain tower, the great wall, and the great of its numerous cities. With its literature we are little acquainted; but learning is held in high repute, and is the principal passport to dignified stations in the government; it is confined to their own language, which consists of about eighty thousand arbitrary characters, written and read in perpendicular columns. Their mode of education consists rather in training than instructing.

62. It is more absolute over a population variously estimated at from two to three hundred millions.

63. The United States.

64. It embraces more civil and religious freedom, and has greater scope for enterprise.

65. Liberty of conscience and the light of Christianity.

LESSON. X.

1. As synonymous with the present term, Christianity, the religion of Christians; and Christianity was then used in the present sense of Christendom.

2. The former may be more rigid and less tender, while the latter is preparatory to the former, to which, at a certain age, it transfers its subjects.

3. No particular day in preference to another can be universally eligible. Children stand to their parents, in some measure, in the relation of apprentices; their services being a recompense for their support during childhood. As a general average rule, at their twenty-first year this obligation may be considered liquidated; and at this age their judgment and characters are, measurably matured, and they become fit subjects of national government; this period has, therefore, been generally adopted for the term of minority.

4. That which deprives the subject of life.

5. Prevention of crime and the amendment of the offender.

6. Rewards have been attempted.

7. The certainty of the punishment should secure society from future aggressions.

8. Want of the test of experience in fabricating them, and also deviation from the Divine law.

9. Undoubtedly; it detects errors and suggests improvements.

10. They were very crude and imperfect. The laws have been rendered less sanguinary, the arts have increased in number and facility, and the sciences have expanded not only in number but in perfection.

11. Uncontrolled authority exercised with rigour.

12. Only among ignorant persons and slaves.

13. Under despotic sway and consequent want of proper order and government.

14. A universal and destructive inundation.

15. Because human capacity can perceive no limits to the universe.

16. It is entirely too vast for description or conception.

17. They are equally undefinable — all infinite or incomprehensible.

18. Profound humility, and the necessity of implicit reliance on Divine revelation.

19. They afford no comparison whatever, and are as nothing.

20. It is fairly to be presumed.

21. The great length of life of the antediluvians, which exceeded the present average about twenty times, so that a son or daughter and a parent of the twentieth degree were often cotemporary. It is easy to see, that if all who have died within nine hundred years were now alive, the present population of the earth would sink into utter insignificance compared with what would then exist.

Because that article would then precede a consonant.

22. I am delighted with its variety and novelty. I begin to perceive it is vastly so.

24. Those of my present age. Perhaps some of the members of this school.

25. Constantly entertain a deep, full and admitted acknowledgement of my various responsibilities, and my duties to my constituents, myself and my country, and a continual and unwavering sense of my amenability to our common Creator.

26. My fame must descend tarnished, if not execrable; — I must appear before the bar of God to receive retribution.

27. At the tribunal of heaven, to submit our earthly career.

28. It should make them cautious and prudent to preserve their innocence, and establish habits of virtue, which will incalculably influence their future course.

It should induce a thorough review of the past, the correction of its errors, and a uniform course of virtue.

30. Five thousand eight hundred and fifty-two (5852) years (in the year 1848).

31. It is variously estimated from 800,000,000 to 1,000,000,000.

32. Into various nations or political subdivisions and tribes.

33. It has generally been hostile to each other and frequently destructive.

34. Quite the contrary. These are associated for their mutual benefit.

35. Denote — to mark out specifically. Signify — to imply by other means. A number is denoted by a figure which signifies the quantity expressed.

36. Separate — asunder, not mixed. Distinct — bound

bound may contain several distinct properties, but not separate unless analyzed.

37. Various — different. Scattered — divided asunder. An apple may be divided into several pieces but not various because all alike.

38. Different — separate. Dissimilar — unlike.

39. The tower might not have been exactly simultaneous with the Genesis.

40. The son of Cush, and great-grandson of Noah. — Being fond of the chase, his hunting expeditions had probably led to the discovery of the human race.

41. The tower might not have been exactly simultaneous with the Genesis.

42. His great age, and especially his domestic pursuits, were unfavorable to roving ambition; furthermore, it is reasonable to suppose that Noah, with all pious persons then living, would not be concerned in any detection of duty.

43. Because we are expressly informed elsewhere of the national location of other tribes or hordes.

44. Distracted by factions. Divided — separated. A disunited before it submits to be divided.

46. Other reason; an expressly assigned for ever the tops of the highest mountains, they could not have erected anything sufficient height and strength to protect them from another inundation; and had their folly led them to attempt it they would have laid the foundation of the tower upon the summit of Ararat, and not in the midst of the Plain in Shinar.

47. No doubt its principal object was to establish a fame. Other intentions may also have been entertained — as a rallying point of hope, presumption, and pride, if not of glory.

48. Babel.

49. Confusion, unintelligibility.

50. The vanity of wishing to have but one nation and one ruler.

51. He finally defeated it.

52. It increases such power.

53. It generally decreases it.

54. Several. An entertainer — our host gives luxurious banquets. Residents of paradise — a heavenly host praise him. People — Christ went in front of the host. Tavern-keeper — the host furnished him lodgings.

55. Yes, the innkeeper says of the traveller; he has a kind host, he has a kind host.

56. The United States.

57. France at its revolution.

58. It has slidden into either anarchy or despotism.

59. Some have thought that it implied merely the confusion of speech attending a violent quarrel about the right of directing the work of man of the tower, &c.

60. Because that man who speaks of but one language, whereas ever since there have been many, and at present over three thousand

61. One thousand seven hundred and fifty-

- seven (1757) years, but various authors have estimated it differently, thus:—Septuagint version, A. M. 788; Samaritan text, 116; English Bible, 1066; Hebrew text, 1166; Josephus, 888; Vulgar Jewish computation, 1000; Hales, 849; Usher, 1000; Calmet, 1600.
62. Geographical divisions naturally insurmountable; as impassable mountains, broad oceans, &c.
 63. They appear to indicate that there should be numerous nations, and separate governments.
 64. The natural distance from the seat of government occasioning difficulty and delay of legislative and executive intercourse with the remote extremities opposes conclusive objections; moreover, the more extensive the region and people governed, the more exacted the ruler, and it appears evident that the Lord designs that homage should not be paid to any mortal man, inasmuch as those of the greatest power on earth have had their plans most signally frustrated. Nebuchadnezzar, Alexander, Caesar, and Napoleon, who attained at one time the highest pinnacle of earthly fame, were most signally abased, and closed their earthly career in the most humiliating and abject condition.
 65. They have failed from the want of virtue and intelligence among the people.
 66. It is undoubtedly the purest, by comparing the interior of Rome, on the world of her day, with our own influence, on the world of the present day, the United States is not the most powerful, but is far inferior.
 67. The enjoyment of morality and religion under a good government.

LESSON XI.

1. To promote the permanent happiness and prosperity of its subjects.
2. By concentrating the opinions, founded on the local information and intelligence of all the members of the nation, the truth, propriety and equity of the subject under discussion are elicited, and correct deductions and decisions may result.
3. Under Christian governments where the people elect their rulers, and hold them responsible for the abuse of power.
4. Undoubtedly there were persons of physical strength and mechanical ability.
5. Nimrod, in particular.
6. He should possess vigor, intelligence, and virtue.
7. Undeviating piety.
8. It is obtainable by all.
9. Such as were distinguished for valor or other public services.
10. Nimrod.
11. Moses, in sacred history, informs us that Nimrod was a mighty hunter, and became a mighty one in the earth.
12. That written in conformity to the inspiration of God and contained in the holy Scriptures.
13. Because the *a's* then precede vowels.
14. They were generally arbitrary and vindictive.
15. As is usually the effect of such laws, they hardened the people and rendered them refractory.
16. They produced sectional hostility between men.
17. They rendered them luxurious, effeminate, and corrupt.

18. Generally, and the people especially ape their venality and vices.
19. They most assuredly do, for the reason last given.
20. They are apt to imitate their rulers, though they cordially despise them.
21. Their virtues example would be likely to ameliorate and purify the propensities of the people and win them to virtue.
22. Pious rulers would be one great preventive of degeneracy.
23. Never, eventually, either here or hereafter, punishment is certain.
24. It is undoubtedly the height of folly.
25. It is peculiarly the mark of littleness and meanness.
26. Matthew, v. 48. "Be ye therefore perfect, even as your Father which is in heaven is perfect."
27. The latter.
28. The latter.
29. A record of past events.
30. Herodotus.
31. History not dictated and sanctioned by Divine revelation.
32. Very little is known with certainty of the early history of this empire, from its establishment by Nimrod (the *Belus* of profane history) until the joint reign of Ninus and Semiramis, when it embraced the populous cities of Nineveh and Babylon, and was the most renowned and powerful empire of the world until during the reign of Belshazzar, when Cyrus, the Persian monarch, diverted the Euphrates from its channel and inarched his army in the bed of the river, under the walls of Babylon, and captured the city and its emperor.
33. The luxury, voluptuousness and dissipation of its monarch.
34. Anarchy, succeeded by a corrupt government, with all its grievous consequences, until the election of Deioceus.
35. The people had too little virtue and intelligence to govern themselves.
36. From the people by election; and sometimes by direct appointment from God.
37. A delegated theocracy.
38. They have rejected the that I should not reign over them, 1. Sam. viii., 7. 1. Sam., chap. x., 17. And Samuel called the people together unto the Lord to Mizpeh; 18. And said unto the children of Israel, Thus saith the Lord God of Israel, I brought up Israel out of Egypt, and delivered you out of the hand of the Egyptians, and out of the hand of all kingdoms, and of them that oppressed you; 19. And ye have this day rejected your God, who himself saved you out of all your adversities and your tribulations; and ye have said unto him, Nay, but set a king over us.
39. Theocracy, a government by God himself.
40. Patriarchal, a government by the father of a family or tribe.
41. Monarchical, accruing by the accumulation of families or tribes under an ambitious man.
42. Judicial excellence or military tact and valor.
43. The hereditary kings are universally far from it.
44. Comparatively few have loved or made literature their pursuit. Surrounded by luxury and flattery, they have relied on the virtues and talents of their ministers or cabinets, and neglected the Christian religion.
45. They were very limited.

46. Almost every city had its king.
47. It was originally divided into several States.
48. Sacred history proves the narrow bounds of ancient Kingdoms:—Joshua defeated thirty-one kings, and Adonibesea seventy kings. See Judges, chap. i., verse 7.
49. They have generally ceased to be so, and become hereditary.
50. The ambition of monarchs to transmit their power and fame to posterity has prevailed; and modern kingdoms are governed by hereditary sovereigns and their nobility.
51. Africa, part of Asia, and the aboriginal possessions of America.
52. The universal belief of all mankind from the earliest ages, and the immensity of the universe; it can also be directly proved by analogy, for as hunger, and thirst presuppose the existence of food and drink, so also the all-pervading desire for immortality establishes an eternity of being for the spirit.
53. Natural affection and ambition are its cause and foundation.
54. The quiet of society and the prevention of contention render it desirable; and the law of inheritance serves to keep harmony, and peace in families after the death of their head members, and protects alike the defenceless and the powerful, operates as an incentive for all to use proper industry and economy, in order to assist those that are bound to them by the tenderest ties.
55. Political power and office are the natural and inalienable rights of the people, and all rulers are only temporarily employed by them.
56. It has degenerated into hereditary despotism and tyranny.
57. The same; but modified in its aspect by external circumstances.
58. Under all the restraints of civilization and refinement, men have often exhibited much weakness and vanity.
59. There is; they may sometimes abuse it; but the limited time for which it is delegated to them prevents serious and irreparable evils before it reverts to the people. It is the natural result of their degraded to imperfect men, and daily experience confirms the hypothesis.
61. The compact is dissolved.
62. The rulers; the people are the employers and masters.
63. They should receive adequate punishment.
64. Being unable to peruse the official proceedings of their agents, they can form no just comparison of their acts, or decision about their propriety.
65. It has made them arrogant, overbearing, luxurious and inhuman.
66. It has rendered them servile, obstinate, rebellious and degraded, and therefore miserable.
67. The want of integrity and piety.
68. Wars have generally been originated by the influence of ambitious rulers; and when we consider that two hundred thousand lives have been sacrificed in a single battle of a single war, and multiply the result of loss and misery occasioned in a battle by the number of battles in one war, and that product by the number of wars, the legions of victims overpower our comprehension, and humanity bleeds and sickens at the spectacle.
69. The unavoidable expenses of a war are enormous. Uncounted sums were ex-

ended in the wars of Napoleon, and it was in battling him that England incurred most of her present enormous national debt, which oppresses her people beyond endurance, and shakes the foundation of her government.

70. The who world might have been Christianized, and the blessings of education universally disseminated.

71. Such a supposition is contrary to his well-known attributes; yet in the completion of his grand designs he permits the unholiness of men to subserve his overruling plan for effecting his inscrutable purposes. By commanding us, (which may be construed nationally as well as personally,) "To do unto others as we would they should do unto us," he has prohibited the indulgence of discord and strife, and thus virtually interdicted them and their effects.

73. As men become intelligent, and discern the wickedness of war, they will cease to suffer themselves to be led to slaughter to promote the aggrandizement of a few men.

74. Among many other texts, we have the following:—Isaiah, ii., 4. And he shall judge among the nations, and shall rebuke many people; and they shall beat their swords into plowshares, and their spears into pruning-hooks; nation shall not lift up sword against nation, neither shall they learn war any more.

LESSON XII.

1. The following order is probably correct:—1st. The institution of marriage. 2d. The punishment of crime. 3d. The recognition of the right of property.
2. These usages have generally retained their substance, but varied essentially in their details.
3. Marriage is generally recognized, but in some countries polygamy is allowed—various acts allowed in one country, are in another punished as crimes. The *meum* and *tuum* generally sanctioned is, in some places, exchanged for a community of property, &c.
4. Undoubtedly.
5. We are informed by holy writ, that he instituted them and commanded their observance. See Genesis, i., 26-28, and ii., 18-25. The sin of murder had been committed in the very infancy of the world, by Cain, who was punished therefor by the Creator. Keating upon this known fact of the world, the antecedents of the nations would be led to invent corresponding penalties. Tillage being man's primitive occupation, each would probably become attached to the soil and the rude instruments he had with much labor formed, to cultivate it. Lands would then be equitably divided by general consent, and the right of every one to his implements and the ground he tilled, acknowledged and respected.
6. In ancient times, Xerxes; in modern, Napoleon.
7. Who were very severe.
8. The severity of the laws of Moses, which were mild compared with those of antiquity, and of Gentile nations of the same time.
9. The seventh day of the week, devoted to rest and consecrated for the worship of the Lord.
10. At the close of the work of creation.
11. As the sabbath was expressly instituted

- for rest and religious worship, our pursuits should be religiously devoted to that end. Physical relaxation is absolutely necessary to the perfection of our bodily health, and a necessary prerequisite for those religious exercises preparatory to that eternal sabbath to which they tend.
13. Several powerful nations have renounced the Christian religion, profaning the sabbath, but they have invariably met with a signal overthrow.
14. The progress of civilization has increased their number and ameliorated their rigor.
15. The refinements of civilized life, and especially the influence of Christianity, have measurably extinguished the ferocity of savage life, and subjected men's passions to reason.
16. Though in many minor details they are not adapted to the present state of improvement, yet their fundamental principles rest on the immutable basis of justice, and must be revered and copied by the advocates of the rights of man in all coming time.
17. In the Pentateuch, or first five books of the Old Testament.
18. They are based upon them, varying of course, in conformity to circumstances of time, place, character and pursuits.
19. Our legislators aim to imitate them, and our judiciary consider laws nugatory which clash with the Divine law.
20. Because they were dictated by Divine inspiration.
21. This is one of the exceptions to the rule that *in* before adjectives means *not*; *in* is sometimes of Saxon or Greek origin; in both cases it has an augmentative meaning — the Latin *in* is the original word for *in*, occasionally retains its primitive augmentative meaning, but in these cases *in* is always inseparable, i. e., the adjective of which *in* is a prefix is never used without its prefix *in* in English, but in Latin *in*, *inimico* and *noto*, are used separately; it often happens that the prefixes which are inseparable in English, are separable in the languages from which they are derived; *in*, in the 23d line, means weight, and has an augmentative meaning. The man was in imminent danger, is another instance where *in* forms a part of the adjective, yet it has not a negative meaning. In both of the latter examples, *in* is of Latin origin. *In* is, only one, of the many instances in which words, in their modern usage, have a meaning either very different, or even directly contrary to their original signification.
22. Condition, or state of being; as *society*, condition of many in a community.
23. *In* a prefix. *iv*, an affix.
24. Prefix, placed before. *Affix*, added at the end.
25. State of being notorious.
26. State of being valid.
27. Coe prefixes and affixes are not uniform in their meaning.
28. It has not.
29. It is not.
30. It is a constituent part of the primary word or root.
31. Usually before original roots; some words, however, contain two or more prefixes and affixes, as *con-sub-stant-ant-ity*.
32. Notoriety 2 — knowledge and exposure. The notoriety of the position that 2 + 2 = 4, His valor has become a matter of notoriety.

- Validity 2 — certainty and value. The validity of the story is admitted. The step was a doubtful validity. Forms 5 — *steps*, *beauty*, *rites*, *benefits*, *makes*, &c. The particles of matter exhibit various forms. Ladies present different forms. The forms of the episcopal church. The pupils sit on forms. Evaporation of sea-water forms salt. *Drawing*, many *hauling*, *enticing*, *gaming*, *imposing*, &c. Elephants are seen *drawing* timber. Amusement is *drawing* youth from virtue. He succeeded in *drawing* profit by the enterprise. The scholar learns *drawing*, &c. Sacredness 2 — holiness and inviolability. They worship with great sacredness. His promise is of positive sacredness. Engagements 3 — contracts, employments, conflicts, &c. His engagements may be relied on. Our engagements occupy our entire attention. They were victorious in several engagements. Deeds, several — title papers, &c. The deeds are recorded. We shall be judged by our deeds. From the Latin word *sacer*.
33. Its original root may mean either to bless or to curse.
34. Webster's unabridged Dictionary of 1848, also Richardson's Dictionary, sanction both meanings; in the term *sacred majesty*, as applied to kings, it seems to be blasphemy. *Sacer* was formerly used in the same way we now use consecrate. The general usage of modern writers sanctions the application of *sacer* to holy purposes, and consecrate may have either a holy or an unholy signification.
35. With or together.
36. A prefix.
37. Because put before the primitive word or root.
38. See Lesson VI, Question 4, page 4 of the Appendix.
39. Convey, to carry with. Consume to burn together. Convoke, to call together, &c.
40. Evidences of contracts for transferring property.
41. Transfers effected by word of mouth only, without writing, often accompanied by certain ceremonies, intended to make an indelible impression on the witnesses; as, for the grantor to pluck off his shoe and give it to the grantee, or the delivery of a clod as the symbol of the estate, &c.
42. By a direct contract between the parties, which is delivered in presence of witness, as the symbol of the property conveyed, and acknowledged to be such in the presence of a legally-constituted officer.
43. Necessary, naturally obligatory, requisite, made obligatory by statute. A sabbath is necessary to man, but the fourth article of the decalogue has made the observance of the seventh day requisite for that purpose.
44. Entrances through the city wall.
45. Because our cities are not enclosed by surrounding walls.
46. Many of the considerable cities of the eastern continent have either fortifications or gates, as Paris, Pekin, &c., and some on our own continent as Mexico, Quebec, &c.
47. Yet.
48. Though implies an admitted position, yet, its consequence. It is thence called, its corresponding or cor-relative conjunction. It means on or upon, as the first dwellers on or upon the earth.
49. When *in* is the prefix of an adjective, it usually has a privative or negative meaning, but when *in* is the prefix of a verb or

- a word derived from a verb, it usually has an augmentative meaning; the word *inhabitant*, in the 45th line, is derived from the Latin verb *inhabito*, consequently *in* has an augmentative meaning.
50. By oral tradition, by pillars erected and sometimes engraved with hieroglyphics, inventing significant names, &c.
51. The Jewish exodus from Egypt, Homer's *Iliad*, &c.
52. Ancient rulers generally concentrated in themselves all the functions of government, moderation by rulers, especially among the most enlightened nations, have separated ecclesiastical from civil rule and distributed the latter into several departments, legislative, judicial and executive, and assigned the duties of each department to separate functionaries.
53. Together, to bring together. See Lesson VI, Question 4.
54. Verse, the metrical rhyming of sounds; Poetry, lofty sentiments rhetorically written: thus yours, *mine* are old, yours is new.
55. Poem, *That ever the sorrowing seabird hath wept.*
56. Over or down. Transmitted — sent or passed over or down to posterity, &c.
57. Through — transverse, to mix throughout. To cross — transgress, to go contrary to, &c.
58. Their resort to other modes of commemorating events is the best evidence of it.
59. Moses, in writing the Pentateuch.
60. The former is the inferior in temporal affairs, the latter an executive or mediatorial officer, of ecclesiastical jurisdiction.
61. *In* is the prefix of a verb and consequently has an augmentative meaning.
62. Infallible, *not* fallible; our Creator is an infallible judge of all our actions. Indefinite, *not* definite. Infinite, without limit. Space may be indefinite yet not infinite.
63. Alementative meaning.
64. Augmentative.
65. The Teacher illustrates and incites in all the pupils a desire to improve.
66. They usually have a privative or negative signification.
67. As well as to rules in general.
68. Immorality often results from inattentive habits; ignorant, irreligious, neglectful, and dissipated people complain most of illegal proceedings.
69. Those of both ecclesiastical and civil government, in all the other all functions, legislative, judicial and executive.
70. In general he is not, especially as each requires the highest moral and intellectual endowments in communities of considerable extent.
71. Moral and other important qualifications are indispensable in all of them.
72. Use men of the greatest probity of character, generally the priests.
73. Probably the allotting and securing to each man a certain portion of land.
74. Progressive movement, or advance.
75. The word is of different origin, in which it means, *stead*. It was formerly written *stead*, but changed to *step* for euphony.
76. Movement — this was an important step.
77. Short distance — it is but a step. Gait — his steps firm. Loquacity — they step briskly. In place of — she is my stepmother, &c.
78. In common; no one having claim or the means of obtaining a permanent title to any particular part of the earth.
79. Chiefly by hunting, fishing and using spontaneous productions.
80. The laws of which experience has suggested the necessity, and to which they are all supposed to assent, among which are the meles and boundaries of their several states.
81. To promote peace and harmony in society, that the possessions of each may be universally known and observed, and every one claim indisputable enjoyment of his exclusive patrimony.
82. The matured produce separated from the soil gave rise to personal property, which required other and different rules for its regulation.
83. As all derive their sustenance, either directly or indirectly, from the earth, it is evident that a majority in all extensive countries must devote their time to agriculture; and reason and revelation alike show the necessity of zealous exertion for the accomplishment of vital objects. The desire for the possession and enjoyment of property presents the strongest stimulant in human society for exertion and unrewarded labor; hence, the greatest good to the greatest numbers and peace, from the most desirable and permanent of all property being open for competition and the possession of those who, by exemplary sobriety and industry, merit its enjoyment.
84. 1st. Oppression generally results from an extravagant landed aristocracy. 2d. Inability to procure or possess permanent property engenders surliness, indolence and depravity, and this society is demoralized. 3d. The undue proportion of power possessed by the proprietaries induces despotic rule over the populace, and resistance, factions and tumults, degradation, famine, and its natural attendant, pestilence, are the consequence.
85. To denote, by prominent land-marks, the precise limits of their estates.
86. From removing or obliterating those landmarks.
87. Usually by tracing the exact course of their lines with a compass, and measuring their distances by a chain, pole, paces, &c.
88. By accurate re-measurement, by surveys, the precise angles can be found.
89. The Egyptians, of account of their landmarks being annually lost by the overflowing of the Nile.
90. A hyphen, as when you wish to unite compound words, and particularly to unite the last syllable of a line (for want of room) to the remaining syllable of the same word, in the next line.
91. The sense in a great measure depends on them, and a distinct articulation frequently requires it.
92. *Book* and *case* are two distinct articles; yet if we unite their names by a hyphen, the compound word, *book-case*, is the name of an article distinctly different from either; so, *ink-stand*, *turnip-cake*, *butter-milk*, *turnip-table*, *ginger-bread*, *water-melon*, *land-marks*, *port-bills*, &c.
93. Land-marks, or monumental stations in the angles of boundary lines.

96. That they were fictitious, and that the works attributed to Homer were in fact the production of several wandering songsters.
97. A famous Latin poet.
98. Tillage, or their industrious and permanent improvement.
99. Affection, for their children as their own "flesh and blood," joined to ambition for the fame of its accumulation.
100. necessarily.
101. At death, the law of nature would permit the property of the deceased to revert to the common stock, the eagerness of those at hand to grasp it would occasion strife, and the quiet of society be disturbed; to prevent this disturbance, the law of inheritance was interposed.
102. Peace, exemption from external commotion; tranquillity, calmness of mind. Socrates was *tranquil* in his chair, while Xantippe very much disturbed the *peace* of the room.
103. The whole body of laws relating to the rights of property, real and personal.
104. Need, want. *Needs*, want indispensably pressing. We are frequently under the necessity of going without that of which we stand most in need.
105. *Invent*, to light upon something new. *Discover*, to find what before existed. Gutenberg *invented* the art of printing. Columbus *discovered* America.
106. *Permanent*, enduring. *Fixed*, firm, established. The President's salary is *fixed* but not *permanent*.
107. *Patrimony*, right or estate derived from one's ancestors. *Inheritance*, right or estate derived from any person.
108. *Devises*, bequests. *Wills*, the instruments by which estates are bequeathed.
109. *Property*, as there used, and *ownership* are synonymous.
110. *Rights*, indisputable titles. *Claims*, privileges to which we are entitled by asking.
111. *Compose*, to put together. *Constitute*, authoritatively to sanction.
112. *Code and book of laws*, as used, synonymous.
113. Negative, equivalent to *not*.
114. The same.
115. Very incomplete.
116. Certainly not.
117. Unforeseen exigencies.
118. They have been changed from time to time to conform to the exigencies of civilization.
119. New pursuits, discoveries, inventions, improvements and the progress of civilization, and especially the introduction of the pacific institutions of Christianity.
120. Jesus Christ.
121. in the New Testament.
122. In justice would cease, and with it all its penalties and their infliction; arrogance and haughtiness be succeeded by modesty and meekness; universal politeness would be practised; true practical devotion, with cheerfulness, supply the place of austere bigotry and gloomy sanctimoniousness; bribes, sedition, and retaliation no more be indulged in; and peace on earth and good will to men, pervading the world, the grand millennium would commence.
- LESSON XIII.
1. The generally-received account of all past events.
- i. *Unerring*, undeviating. *Infallible*, exempt

from mistake. A uniform course may be *unerring*, though directed to a *fallible* issue.

3. Extensive communities; as states, nations, &c.
4. A noun.
5. Of the plural number.
6. See Lesson VI., Question 4, pages 4th and 5th of the Appendix.
7. By changing *v* into *ix*.
8. Commonwealths.
9. An important proportion, literally half.
10. Always, when used as a distinct prefix.
11. Because, that is its uniform character in all standard authorities.
12. *Semi-circle*, half a circle. *Semi-quaver*, half a quaver. *Semi-fluid*, proportionally fluid.
13. Before, previously.
14. Always.
15. *Pre-mise*, to put before. *Pre-conceive*, to believe before. *Pre-destinate*, previously to fix the destiny.
16. In its most extended application it pervades the universe.
17. It embraces every thing in animated nature.
18. The specification is more emphatic by distributing the meaning to each separate individual.
19. It is not only quite reasonable, but necessary to the object of the institution.
20. The former; the latter generally results in *injury*, rather than benefit.
21. Certainly; at least by personal acquiescence.
22. Perfection in social virtue might effect that desideratum.
23. All history proves the imperfection of human nature and its proneness to evil.
24. The restraints of law.
25. That man is formed for society, and that he must live in society to answer the end for which he was created.
26. *Disposed*, adapted. *Inclined*, bent towards. A man may therefore be *disposed* to happiness though not *inclined* to the course resulting in it. *Strictly*, nicely exact. *Rigorously*, severely exact. We may be *strict* without *rigor*. *Due*, and *right*, synonymously used as just *claim*. *Need*, absolute lack. *Want*, desire. One may need punishment and not *want* it. *History*, an authentic and dignified narrative. *Account*, a simple narrative. *Periods*, divisions of time. *Ages*, the lives of men within those periods. *Weakness*, want of physical or moral strength. *Infirmity*, inefficiency arising from disease or malformation.
27. For its comprehensiveness; *man* being the generic term for the human species.
28. That man, in embracing social privileges, relinquishes a portion of his natural rights. It is not.
29. Inasmuch as man was formed for society by his Creator, the laws of nature were made in accordance with that design by Jehovah, and man never did and never can possess any rights independent of his Creator.
31. Several condition — the horse is in good case. *Sheath* — the scissors are in their case. *Contingence* — circumstances alter the case, grammatical inflection of nouns, &c.
32. Not in every point of equality.
33. They are born of unequal size, weight, color, form, robust, sickly, &c., &c.
34. That they have equal claims on the protection of society, and equal privilege of

- volition and action within the restraints necessarily instituted for mutual protection.
35. The natural rights belonging to others. And the law that no one has a right to seize the fruits of another's labor, or appropriate to his own use all that comes within his grasp.
36. The chords which unite society would be severed, and revolt and insurrection weaken if not destroy our compact.
37. A subject under the laws that mutually protect his rights.
38. The state or community of which one is a member.
39. They may, under peculiar circumstances or conditions.
40. The Divine laws.
41. The weak would be liable to oppression from the strong, and both from lawless combinations.
42. None; those nations have attained the most renown who have regarded most the Divine law or its cardinal principles.
43. Undoubtedly; the sources of many of our blessings glide so only careless observation, but frequently the closest scrutiny.
44. No.
45. The operation of laws is *restraint*, and most of our laws were enacted before we had any participation in them.
46. Many of them from time immemorial, and others from the organization of the nation.
47. The carelessness of their representatives often sacrifices their voice.
48. *People* — the whole body of the population, embracing all ages and both sexes. *Citizens* — those freemen entitled to suffrage. *Governed and ruled*, synonymous. *Law-rules or government*, synonymous. *Enacted* — established by public decree. Made — formed in any manner.
49. *Synonym* — evident and plain, governed and ruled, lives and existence. *Definitions* — ~~ferried, depend on, framing, contrived, operation, citizens, made.~~
50. The expression means the largest possible number. 29 members allows Wisconsin 3 representatives. Congress, in its legislative capacity, includes the President of the United States, and also the Vice-President, who is ex-officio president of the senate.
51. There are 30 States; each State sends two senators; 60 = 60 senators; subtract 60 from 29 = 231 members in the house of representatives.
52. No; each State is entitled to but two senators.
53. Certainly; equal to the whole number of members, minus double the number of States.
54. One hundred and sixteen.
55. Thirty-one.
56. Fifty-eight.
57. Sixteen.
58. The house of representatives must have a speaker, which leaves 115 members who vote, and 38 is a sufficient number to pass a bill. The speaker gives the casting vote when there is a tie.
59. Such a contingency might occur.
60. They should be faithful, conscientious, and punctual in their attendance.
61. Unquestionably the former.
62. The veto of the President.
63. Every bill after it passes both houses of congress, is presented to the President; if he signs the bill it becomes a law, but if he does not approve of the measure, he

- writes the word veto on the back of the bill, which prevents it from being a law. To the house whence it originated.
64. When a bill, after it has been vetoed by the President, is re-considered by both houses and passed by a majority of two-thirds of each house, it then becomes a law, notwithstanding the President's veto.
66. In case of there being but a bare quorum in the senate, a bill might pass unanimously the house — by receiving a negative vote of eleven senators it would, with the President's veto, be defeated.
67. For wise purposes, (which will hereafter be explained) the framers of the constitution allowed the largest State to have a representation in the senate equal to the largest State.
68. Because all the United States senators are elected, not by the people directly, but by the legislatures of their respective States, and the constituents of the members of legislature of the largest State would be more than two times greater than the collected constituents of the members of the six smallest States in the Union.
69. The United States senators are always elected by the State legislatures for the term of six years (unless otherwise stipulated, as in case of a vacancy occasioned by death, &c.) The representatives in congress are chosen directly by the people, usually for two years.
70. Seldom, if ever.
71. There are many different opinions even on the most important subjects, and one of the excellent traits of the constitution is the freedom in the expression of sentiments.
72. Congress, like all other human tribunals, is liable to err, and consequently to pass evil laws; but if the people are intelligent they have the power eventually of rectifying the error.
73. Because laws are often passed by one congress and repealed by another.
74. The wisest and the best men.
75. Generally speaking, they are the worst; and the history of the Roman republic exhibits in a striking manner the danger of employing feasting legislators.
76. Many; the one we among the most prominent — he feasted the people of Rome with the most sumptuous luxuries for forty successive days, at 22,000 tables. The theatres were thrown open; games and festivals were exhibited gratis to the people, but, like the stalled ox, they were feasted solely for the benefit of the farmer who supplied them; for, in return, the people of Rome, in their ecstasy, yielded their liberties. If, in the place of intoxicating liquor, the candidates seeking the votes of the people contribute in any manner to their real and permanent welfare, then philanthropy (and not selfish motives) may actuate the donor; but every one should have sufficient education to discriminate between objects for personal aggrandizement and disinterested benevolence.
77. Undoubtedly there is much danger. The representatives of the nation, both at home and abroad, are usually considered among the most honorable and tried of the country. Some of the greatest and the best of men have been legislators. The natural love of power and of office — the pecuniary emoluments, &c., offer inducements both to the good and the evil; and

- no nation can consider its liberties safe if a majority of the people are ignorant.
78. That no one has perfect liberty.
79. With the utmost fidelity and patriotism.
80. In the people.
81. Power given by the people to one of their number, to act in their place, and to the best of his ability for their advantage.
82. The word *depurify* is never used in England, but it is common in America. The English call this word, with some others that are used only in our country, Americanisms.
83. It returns to its grantors at the expiration of a stipulated time.
84. They have been the slaves of tyrants — *preyed upon each other in a state of anarchy* — and generally lived without the full enjoyment of the blessings of Christianity.
85. Education in its most comprehensive sense.
86. Because the Americans successfully resisted the most powerful monarchy of the world, but that they formed a republican government granting perfect freedom in the enjoyment of civil and religious rights — and because *thither the oppressed and trodden-down millions of Europe look for light and for freedom.*
87. That science which treats of the respective duties of those who make or administer the law, and those who are governed by it; and generally of all the privileges and immunities of citizens.
88. An art is that which depends on practice or performance, and science that which depends on abstract or speculative principles. The practice of music is a science; the practice of it an art.
89. States in which the exercise of the sovereign power is lodged in representatives elected by the people.
90. Greece, in letters; Carthage, in commerce; and Rome, in arms.
91. Because the fact is generally conceded that human nature is the same now that it always has been.
92. Because the reasons that produced the ruin of other republics may, if not properly heeded, sever or overthrow our Union.
93. To prevent their own subjects from desiring a republican government, and thereby retain their own hereditary power and property.
94. The large number of people in the United States that can neither read nor write — *the prevalence of Atheism, and consequently the want of moral or Christian principle*, would also endanger our liberties.
95. Their immediate, personal interest undoubtedly leads, them to wish for our dissolution and overthrow.
96. As philanthropists, they are interested in the perpetuity of our institutions; but either do not fully understand the true tendency of our republic, or not wishing to offend their sovereigns, they generally extol their own governments and disparage ours.
97. We should always be tolerant; it is the nature of man to err; we may ourselves often be in the wrong, yet still we are right; our institutions allow to each entire freedom of opinion.
98. The want of moral or Christian principle among rulers, and the ignorance of the mass of the people.

99. By enormous taxes to support in magnificence hereditary sovereigns and nobles.
100. Because all power is lodged with the people.
101. 102. 103. (See some Ancient History or Biographical Dictionary.)
104. From the Latin, *palma*; it originally meant superiority, victory, or prosperity. The branches of the palma were formerly worn in token of victory; the palma was adopted as an emblem of victory; it is said, because the tree is so elastic as, when pressed, to rise and recover its correct position.
105. Because, it denotes Greece and Rome in the plenitude of their victorious career.
106. Literary and moral or Christian efforts.
107. A combination of people distinguished for firmness and solidity of union.
108. Christian education imparted to every individual.
109. To promote the happiness and prosperity of all.
110. They are in theory, and they should be so, eminently so, in practice.
111. That we not only praise our illustrious ancestors in words, but that we imitate them in actions, and exhibit the transcendent excellence of republican institutions.
112. To imitate their wisdom, and aim to transmit in unswerving purity the incomparable institutions they founded.
113. They should be pure republicans in their character, and their tendency the dissemination of letters, political wisdom and Christianity.

LESSON XIV.

1. *Disparity* signifies unfitness of objects to be by one another. *Inequality* signifies having no regularity. The *disparity* between David and Goliath was such as to render the success of the former more strikingly miraculous. The *inequality* in the conditions of men is, not attended with a corresponding *inequality* in their happiness. For the signification of the prefixes, see Lesson V. Question 4th, page 3, Ap.
2. *Ignorant* is a comprehensive term; it includes, want of knowledge to any degree, from the highest to the lowest. Ignorance is not always one's disgrace, since it is not always one's fault. *Illiterate* is less general in its application, but it is generally used as a term of reproach. The poor *ignorant* savage is an object of pity, but the *illiterate* quack is an object of contempt. For the signification of the prefixes, see Lesson VI. Question 4th, page 4, Appendix.
3. It would tend to render the sense obscure, and *and* would, then denote all the rights. It is now used as a noun, and denotes all persons.
4. *Relinquish* means to give up that which we would gladly retain. *Quit* means to leave that to which we return no more. The widows and the orphans *quit* their houses and *relinquish* their property to the ruthless conquerors.
5. To renounce, all claims of being his own judge, and of inflicting punishment upon others for real or supposed injuries.
6. *Preceptancy*, the want of knowledge or talent.
7. To force.
8. It is the substitute for a noun, and has a plural signification equivalent to *no persons*.
9. *Administer* is generally used in a good sense — *contribute*, either in a good or a bad sense. Thus: the good Samaritan *admin-*

- istered* to the comfort of the man that had fallen among thieves. Authors sometimes *contribute* to the vices and follies of mankind. For prefixes, see Lesson VI. Question 4th, page 4, Appendix.
10. Many: 1st. *Space in progression* — as, Men are yet in the first degree of improvement; it should be their aim to attain the highest *degree*. 2d. *Space in dignity or rank*. — It is supposed they are different *degrees* or orders of Angels. 3d. In *genealogy* — as, A relation in the second or third *degree*. 4th. *Extent* — We suffer an extreme *degree* of heat or cold. 5th. In *geometry*. — A *degree* is one division of a circle, including a three-hundredth and sixtieth part of its circumference. 6th. In *algebra*. — A *degree* is a term applied to equations. 7th. *Space* on mathematical and other instruments — The freeing point is usually marked on thermometers at 32 *degrees*. 8th. *Professional Physicians receive the degree of Doctor of Medicine*. 9th. By *moderate advances*. *Discontinue a spiritual course by disease* a confirmed habit of intemperance. 10th. *Literary* — The student, having finished the prescribed course of study, received the *degree* of Bachelor of Arts, &c.
11. What is perpetual admits of *no termination*. Constant admits of *no change*. The vivine law is *perpetual*. — The law of nations should be the *constant* endeavor of all to live in accordance with its precepts. See prefixes, page 4, Appendix.
12. Communities.
13. They contribute in the highest possible degree to man's present and future happiness. — *Public authority without discretion* — regulate private conduct without invading the rights of individuals, or enacting any prescribed mode of worship.
14. The Romans formerly used the term Law of Nations to denote the instituted or positive law common to all nations. *International Law* literally means law between nations. The term *Law of Nations*, like many other phrases now in use, differs essentially from its ancient meaning; it now denotes *International Law*, or law between nations. *Inter* signifies between. See Lesson VI. Question 4th, page 4, Appendix.
15. Though it is generally laid down by writers that the Law of Nations is founded on customs, compacts, treaties, leagues, and agreements, yet these have uniformly been violated when nations have not been governed by a sense of religious duty. It may, therefore, be safely asserted that the only permanent and valid basis of the Law of Nations is *Christianity*.
16. Simply a moral or religious relation, all being on an equality similar to that of individuals if all the courts of justice were abolished.
17. See section 6.
18. *Controversy* is applied to speculative points, and implies *opinion* — *dispute*, *dispute*, and *opinion* are not, and implies doubt. Though the authenticity of the Bible has been *disputed* by numbers, in latter times, yet few have had the hardihood to *controvert* the justice and purity of its precepts.
19. *Disregard* applies to warnings, words, and commands. *Slight*, to persons. — *People* cannot slight those to whom they owe personal attentions, without *disregarding* all that has been taught them of politeness.
20. As *usage* relates to what has long been

- done, it is a stronger term than *custom* which is used for what is generally done. The *customs* of the present century are more or less, influenced by the *usages* of every preceding one.
21. See section 7.
22. *Famous* is indefinite and may be used in a good or bad sense. *Renowned* has always a good meaning. While General Washington is equally *renowned* for bravery and prudence, when commander-in-chief of the American army, and for wisdom and probity when President of the United States; — Benedict Arnold is *famous* alike for his daring valor in the beginning of the revolutionary struggle, and his after unsuccessful attempt to betray his country.
23. The feelings of heart and head are involved in *regard*; — the intellect only is concerned in *respect*. Though subjects pay *respect* to their monarch, they rarely have much *regard* for him.
24. *Frugal*, as used here, *fruitful* means possessing abundantly, and *prolific* implies creative power. — *A prolific genius* is much aided by a *fruitful* imagination.
25. *Instruction* comprehends greater knowledge and higher station. *Teaching* only embodies superior knowledge. The School commissioner *instructs* his teachers to teach the children in the most plain and thorough manner.
26. We use *conquered* for persons and things; — *vanquished*, for persons only. *The latter* is the stronger term. As long as a people are unsubdued their country cannot be called *conquered*, though its armies are *vanquished*.
27. Of the tyranny and perfidy of Rome.
28. The *illustrious* rises far above the *celebrated* in dignity, inspiring regard and veneration. The fame of the *celebrated* philanthropist Howard is rendered *illustrious* by his many Christian virtues.
29. *Insidious* signifies addicted to vicious stratagems; — *treacherous* means disposed to betray; — *perfidious* denotes breach of faith, with the addition of hostility. He had pursued this *insidious* course for a long time, when, one day, I detected his *perfidy*, and charged him with it, but I did not know the man, and he has since repented for some months. (*The text has but two words.*)
30. *Registered* applies to persons and things; — *recorded*, to things only. *The former* is used for domestic and civil transactions, the latter for public and political events. Those who *record* deeds, &c., *register* the titles of such instruments in separate books alphabetically, in order to facilitate the necessary examinations.
31. See section 9.
32. *Recent* is said of what has lately passed; — *modern*, of what has happened in the present age or day. The necessity of making modern languages the basis of study for modern times, was not ascertained until a comparatively *recent* day.
33. *Pace*, though the more general term, is relative in its meaning, being in opposition to strife, and implying cessation from it; — *tranquillity* is more absolute, and expresses a situation as it exists at present, independent of what has gone before, or will come after. On the return of *peace*, the *tranquillity* of society is in danger of being disturbed by the lawlessness of a disbanded soldiery.
34. *Equal* is said of degree, quantity, number,

and dimensions — *uniform*, of corresponding fitness. Your horses are *equal* in size, but not *uniform* in color. Figuratively, *equal* applies to moral qualities, and *uniform* to temper, habits, character, and conduct. Our friend's habits are *uniform*, and his sense of justice is not only *equal* to that of his neighbors, but he is more exacting of himself than of any one else.

35. *Power* is the general term; — *strength* is a mode of power. The *strength* of a nation's armies depends on the moral or to subjugate a neighboring weaker state.

36. See section 10.

37. *Prescribe* partakes of the nature of counsel altogether, and has nothing of command; — *dictate* amounts to even more than command. I will cheerfully follow the course you *prescribe*, but, at the same time, I cannot suffer my brother to *dictate* to me.

38. *Method* is said of what requires contrivance; — *Mode*, of that which demands practice and habitual attention. The swordmaster teaches the best *mode* of holding the foil, and the easiest *method* of using it.

39. *Form* is the general term; — *ceremony* is a particular kind of form. The *ceremonies* of Mahomedanism must appear in a very curious light to a person unacquainted with its forms.

40. *Equally* means alike; — *equably*, evenly. The latter is seldom used in any but a moral sense. By observing that planets move so *equably*, we are *equally* convinced of the stability of the solar system, and the perfect adaptiveness of all its parts to each other.

41. *Object* signifies that for which we strive; — *end* is more general, implying the consummation of our endeavors. We cannot properly accomplish any *object* without keeping the *end*, constantly in view.

42. *Honor* is the approbation conferred on a man by others, comprehending also the material tokens of approval; — *dignity* is the worth or value added to his condition. The acceptance of these undesired *honors* rather diminished than increased his *dignity*.

LESSON XV.

1. Of the necessary or fundamental law of nations.

Principle is applied to the radical parts of things; — *precept*, to rules laid down. A *precept* supposes the authority of a superior; — a *principle*, only an illustrator. I would impress it upon you, as a *precept*, never to imbrue *principles* without a searching examination.

3. Both convey the idea of superiority in the countenance and sanctioner; but sanction has more of authority. Persons are *countenanced*; things, *sanctioned*. As I cannot *sanction* his acts on account of their shamelessness, you must not expect me to *countenance* him.

4. *Change* implies a substitution; — *alter*, a partial difference. To pursue your journey in safety, you will have to *change* your horse, and *alter* your wagon. You will cease to be respected, if you do not *alter* your conduct, and *change* your residence.

5. Of the positive, or international law as comprised in treaties.

6. *Monarch* refers to undivided power, but does not define its extent; — *sovereign*, to the highest degree of power. The extent

of the dominions of Great Britain fully, entitles its monarch to the name of *sovereign*.

7. *Contest* is always applied to matters of personal interest; — *dispute*, mostly to speculative opinions. While John *contested* with the landlord about the charges in the bill, his father and I *disputed* on the advantages of such contention.

8. We *exhibit* and *display* with express intention, and mostly to please ourselves; but *exhibit* is mostly taken in a good, or an indifferent sense, and *display* in a bad one. To say nothing of his arrogant and contemptuous demeanor, a top *displays* his emptiness by gaudy personal adornments; but a gentleman *exhibits* his sense by a plain dress and unassuming conversation.

9. See section 3.

10. *Agreement* applies to transactions of every description, particularly such as are between individuals; — *covenant*, to compacts between communities, commonly of national and public contracts. The plenipotentiaries met the next day according to *agreement* and concluded the *covenant*.

11. *Sanction* implies authoritative approbation; — *aid*, actual assistance, and *co-operation*, mutual help and co-operation, *imply* actual support, but do not require authority. The President *sanctioned* the treaty, and was *supported* by the senate.

12. *Restrict* is the action of persons on persons; — *circumscribe*, the action of things on things, or persons. On account of being much *restricted* in his quarterly allowance by his father, Henry's power to squander was so *circumscribed* that the necessary forethought exercised in providing for his daily wants laugh him frugality.

13. It leaves each one *in statu quo ante bellum*, that is, in the state in which it was before the war.

14. See section 4.

15. We *acknowledge* facts — we *recognize* that which comes again before our notice. All rational men *acknowledge* the existence of God, and when conscience threatens punishment to secret crimes it manifestly *recognizes* a supreme governor from whom nothing is hid.

16. *Abolish* means to lose every trace of former existence; — *abrogate* signifies to do away with any thing; *abolish* is a more gradual proceeding. Disuse *abolishes*, a positive interference is necessary to *abrogate*. *Abolish* is employed with regard to customs, *abrogate*, with regard to any authorized transactions of mankind. Although Great Britain *abrogated* by war all claims to the friendship of her colonies, yet long-continued peace has *abolished* the unnatural enmity between the United States and England.

17. *Coadescence* means the act of growing or coming together; — *union* signifies agreement, or the act of joining two, or more things into one. *Coadescence* of nations and *union* of families contribute to the happiness of mankind.

18. To *impair* is a progressive mode of *injuring*. An *impair* may take place either by degrees, or by an instantaneous act. By overstraining our eyes, we *impair* the sight; a blow *impairs* them.

19. See section fifth.

20. *Evasion* is always used in a bad sense; — *subterfuge* is a mode of *evasion* in which one has recourse to some other. Persons who wish to justify them-

selves in a bad cause have recourse to evasions, but candid minds despise all evasions.

21. *Unoffending* denotes simply the state of not offending; — *inoffending* denotes the want of power to offend. The *unoffending* savage was seen by the *inoffending* children.

22. *For-sake* is applied to things only; — *sake* applies generally to persons, but may be said of things. For your *sake* alone, and for the purpose of preventing dissatisfaction, was this change made.

23. Both signify the act of taking away by violence, but *degradation* also includes spoiling, or laying waste. Therefore, every robbery is not a degradation. The march of the army was marked by public *degradation* and private robbery.

24. See section 6.

25. *Employ* expresses less than *use*, and is in fact a species of partial using, and says employ when we use persons, we may employ and not use. While *employ* applies to persons, *use* never does except in a most degrading sense. A builder says to a carpenter, I will *employ* you at nine dollars a week, but expect you to *use* your own tools.

26. *Discretion* enables a person to distinguish right and wrong in general; — *discretion* serves the same purpose, in particular cases. Judgment, decides by positive inference; — *discretion*, by intuition. I leave the whole matter to your *discretion*, and promise to be satisfied with your *judgment*.

27. *Surrender* is a much more neutral term than *cede*, which implies giving up by means of a treaty. France having been forced to *cede* the island to Great Britain, the governor *surrendered* and evacuated the town, according to his official instructions.

28. *Option* means freedom from external restraint in the act of choosing; — *choice*, the simple act itself, or the thing chosen. I had no *option*, and was forced to take his *choice*.

29. See section 7.

30. The *contiguous* must touch entirely on one side. Two houses are *contiguous*, and have woods and meadows *adjoining* their grounds.

31. These words are elsewhere explained,* but may be given again for the sake of a different illustration. *Usage*, or what has long been done, acquires force and sanction by dint of time; *custom*, or that which is generally done, obtains sanction by the frequency of its being done, or by the numbers doing it. About three hundred years ago, the practice of hard drinking had come to be considered necessary and meritorious from the mere antiquity of its *usage*; so that to refuse to be made beastly drunk at the dinner-table of your entertainer, was to offer him a mortal affront; but, happily for brains and bodies, if not for glass-houses, such is no longer the *custom*; — and, as a toper sinks lower and lower in the estimation of society day by day, let us hope that this crying sin will be entirely and for ever eradicated at no distant time.

32. *Vessel* is the general term; *ship* is a particular kind of vessel. All ships, then, are

* See answer to Question 20, Lesson XIV.

vessels, but all vessels are not ships. It may be well to remark here, that vessel and bark are perfect synonyms as regards the idea conveyed, but *bark* is the poetical and *vessel* the commercial word. Further, *ship* is sometimes used generally, and *bark*, in common usage, is a distinctive name. In this case, *galleon* spelled *barque*. In fact, boat is sometimes synonymous with vessel, bark, and ship; as when sailors speak of a good sea-boat. The captains of these *ships*, on opening their instructions, were much vexed to find that they were to convoy a number of vessels known to be most of sailors.

33. *Provided* refers to the future; — *furnished*, to the present. I *furnished* him with a portable table, chair, and bed, in order that he might be fully provided for his journey.

34. The nature of a passport.

35. *Under* denotes a situation of retirement or concealment; — *beneath*, one of inferiority or lowness. Passing under a low porch and through a narrow doorway, we descended a flight of steps and were soon far *beneath* the surface of the earth.

36. *Leave* is a more familiar word than *permission*. As you have repeatedly given me *permission*, to avow my sentiments boldly, I do not think it necessary to ask *leave* in the present instance.

37. *Harbor* is vague in signification; — *port*, determinate. Harbor affords little more than the idea of a resting or anchoring place, but *port* conveys that of an enclosure. Stress of weather obliged the ship to take refuge in the nearest *harbor*, but, on the storm abating, she pursued her voyage and reached her destined port in safety.

38. *Minute* expresses much more than *circumstantial*. A *circumstantial* account gives all leading events; — a *minute* one omits nothing however trivial. We were pleased with the *circumstantial* narration of John, but the *minute* description of Henry afforded the greatest satisfaction to all.

39. *Amicable* signifies able or fit for a friend; — *friendly*, like a friend. His disposition is as amicable as his manner is friendly.

40. *Pursue* is not so expressive as *prosecute*. Both mean to continue by a prescribed rule, or in a particular manner. In *prosecuting* my studies, I *pursue* the plan laid down in this book.

41. An *affront* is a mark of reproach shown in the presence of others, and marks distinctness; — *insult*, an attack made with insolence, marks scorn and triumph. I might have thought his former *insults* unimportant but for this last *affront*.

42. Of the various clashes of national agents.

43. *Mutual* supposes a sameness of condition at the same time; — *reciprocal*, an attention or succession of returns. Friends render one another *mutual* services, but the services between servants and masters are *reciprocal*. The *reciprocal* fulfillment of promises by two individuals will terminate in a *mutual* good understanding between them.

44. *Class* and *order* are said of the thing distinguished; — *rank*, of the distinction itself. Men belong to a certain *class* or *order*, and hold a certain *rank*. Men, springing from the most degraded class of the lowest order of society, have become possessed of high rank by persevering exercise of their native talents.

45. See section 10.
46. A *demand* is positive and admits of no question, whereas a *requirement* is liable to be both questioned and refused. It is unreasonable to *require* of a person what is not in his power to do; and unjust to *demand* of him that which he has no right to give.
47. *Compensurate* is employed in matters of distribution; — *adequate*, in equalization of powers. Unless a person's resources are *adequate* to the work he undertakes, he will not be able to give his assistants a *compensurate* recompense.
48. *Time* is the generic term, and is taken for the whole or a part; — *season* means any portion of time. Economise *your time*, for youth is the *season* of improvement.
49. *Grandeur* is the general, and *magnificence* the particular term; they differ in degree, when applied to the same objects, magnificence being the highest point of grandeur. Such wealth as falls to the lot of many may enable them to display *grandeur*, but nothing short of a princely fortune gives either title or capacity to aim at *magnificence*.

LESSON XVI.

1. See section 1.
2. *Word* is generic, and *term* specific; every term is a word; but every word is not a term. Usage determines words; science fixes terms. We behold the grammarian writing on the nature of words, and the philosopher weighing the value of scientific terms.
3. *Exigency* expresses what the case demands; *emergency*, that which rises out of the case. As I had only brought with me money enough to meet the exigencies of my journey, I scarcely knew how to act in this emergency, but my host had the kindness to lend me fifty dollars.
4. See section 3.
5. *Correct* is negative in meaning, and *accurate* positive. Information is *correct* when it contains nothing but facts, and *accurate* when it embodies a vast number of details.
6. *Countenance* is direct, *encourage*, general and indefinite. When a good man believes himself *countenanced* by the Almighty, he is *encouraged* to act with vigor and suffer with patience more than human.
7. See section 3.
8. *Business* is that which engages our attention; *concern* is what interests our feelings, prospects, and condition, advantageously or otherwise. It is the business of a lawyer to manage the concerns of his client to the best possible advantage.
9. *Factor* is used in a limited, and *agent* in a general sense. An agent transacts every sort of business; a factor only buys and sells on account of others. Attorneys are frequently employed as agents to receive and pay money, transfer estates, &c., and sometimes to bring defaulting factors to account.
10. See section 4.
11. To *bear* is to take weight upon one's self; to *carry* is to move things weight from the spot where they are — consequently, we always bear in carrying, but we do not always carry when we bear. That which we cannot bear easily must be burdensome to carry. Bear, being confined to personal

- service, may be used in the sense of carry, when the latter implies removal of one body by means of another. The *bearer* of a letter is he who carries it in his hand.
12. The idea of a transfer is common to both; the circumstances under which this is performed constituting the difference. After having had judgment rendered in his favor, a creditor may *authorize* the magistrate to *empower* the officer to proceed against a debtor.
13. See section 5.
14. Both exclude the idea of chance, and presuppose exertions directed to a specific end; but while *obtain* may include the exertions of others, *procure* is particularly used for one's own personal exertions. A man obtains a situation through the recommendation of a friend; he *procures* one by applying for it himself.
15. To make known is the idea common to both, but while we may *declare* privately, we can *proclaim* only in a public way. A man declares his opinions in society on what the government has *proclaimed* through the newspapers.
16. See section 6.
17. *Evident* is applied to what is seen forcibly, and leaves no hesitation on the mind; — *manifest* is a greater degree of the evident, striking upon the understanding and forcing conviction. It is *manifest* that a proof is *evident* when it has nothing clashing or contradictory in it.
18. *Enormous* applies more particularly to magnitude, and *vast* to extent, quantity, and number. The *vast* rises very high in calculation, but the *enormous* exceeds in magnitude not only every thing known, but every thing thought of or expected. When we reflect upon the vast number of extravagant feasts provided for the later Roman emperors, we can scarcely wonder at the *enormous* aggregate expense.
19. See section 7.
20. *Principle* may sometimes mean *motive*, but there is often a principle where there is no motive, and there is frequently a motive where there is no principle. A boy with bad principles will always lead a wicked course of life, and close his earthly career in wretchedness; with bad motives, he may be led to commit good as well as bad deeds.
21. The instances in history are innumerable; the most noted are Sulla, Marius, and Cesar, — of the Roman republic; Danton, Marat, Robespierre, and Bonaparte, of the French republic; and Arnold, of the American republic.
22. Because the history of every age and country shows that those who are the fondest of human butchery and war are the greatest tyrants, and, like Nero, they wheedle and flatter the people till they obtain power.

LESSON XVII.

1. *Encompass* means to bring within a certain compass formed by a circle; *surround* means to enclose an object, either directly or indirectly, without reference to its shape or extent. The American continent is *surrounded* by oceans; the earth is *encompassed* by the atmosphere.
2. *Apprise* is derived from the French *priser*, and *ad* means to prize, to value, and is synonymous with *appraise*, which means to set a value or price upon; whereas *ap-*

- prise* is derived from the French *appris*, and means to inform, to give notice of.
3. Six, corresponding to the six finite verbs and their nominatives, either expressed or implied.
4. Of a blockade. See section 1.
5. *Revived* is from the Latin *vivo*, to live, and signifies to bring to life again. *Renewed* is from the Latin *re* and *novi*, and signifies to make again. The animosities of their ancestors were *revived*, and they *renewed* hostilities and brought upon themselves irretrievable misfortune.
6. See Lesson VI., Question 4th, Appendix.
7. The meanings of a truce and of an armistice. See section 2.
8. See section 5.
9. *Traffic* is a sort of personal trade, a sending from hand to hand; — *dealings* is a bargaining or calculating kind of trade. *Traffic* is carried on between persons at a distance; — *dealings* are made in matters that admit of a variation. His *dealings* are mostly in produce, but his *traffic* is extensive with distant correspondents.
10. *Bargain*, in its proper sense, applies solely to matters of trade, and is generally verbal; — *in a contract must be written and legally executed*. He had manifested a disposition to evade some of the conditions of our last bargain, so, in this case, I thought it prudent to have a formal contract.
11. See section 2.
12. *Refuse* is unqualified and accompanied with no expression of opinion; — *decline* is a gentle and indirect form of refusal. In politeness we *decline* participating in what is proposed from motives of discretion; but if further pressed, we *refuse*, thus expressing our disapprobation in a more direct way.
13. Both words imply direction of sound to an object; but *naming* is confined to a distinct and significant sound; *calling* is said of any sound whatever; we may call without naming, but we cannot name without calling. Finding it impossible to attract his attention in any other manner, I called — he came to me and named the books.
14. Of Treaties. See section 5.
15. *Agreement* is general in its application, and applies to transactions of every description. In simple agreement may be verbal, but a contract must be written and legally executed. The boy paid for the books according to agreement — the man, for the lands according to contract.
16. Three nouns, three adverbs, two verbs, two adjectives, and the perfect participle *approved*, which is joined with the neuter verb *arc*, in the 63d line, also one adverbial phrase.
17. *Changes* consist in ceasing to be the same; *vicissitudes* signify a changing alternately; every variation or vicissitude is a change, but every change is not a vicissitude. All created things have their changes and pass away — the seasons of the year have their vicissitudes and return.
18. To mete out even-handed justice to all, and apply the same rules to themselves that they apply to their weaker neighbors.
19. See section 3.
20. Literally speaking, they are synonymous. *Cloze* is from the Latin *clausus*, and means to shut; *conclude* is from the Latin *con* and *cludo*, and means also to shut. By general usage *close* is employed in the common transactions of life, in speaking of times,

seasons, periods, &c.; whereas *conclude* is used in speaking of moral and intellectual operations. The historian was *concluding* his work at the closing of the vacation.

21. See section 1.

22. The universal diffusion and comprehension of the true spirit of the Divine law.

23. Those who deal with justice and humanity. Nations are composed of individuals, and it is the duty of each one to use all reasonable exertion to prevent national fraud and oppression.

LESSON XVIII.

1. See section 1.
2. To Moses, and are contained in the Bible.
3. The discovery of America by Columbus, in 1492.
4. It is far more enlightened, the civil and religious rights of man are better established — and the facilities of travel and intercourse now, would, by the people then living, have been deemed utterly impossible.
5. See section 2.
6. The oppressions of monarchical governments — the innate love of rational liberty — *enthusiasm and philanthropy, were some of the causes*; but for a full account of this absorbing subject, see some good history of the United States.
7. It was in the highest degree gloomy; imprisonment, the most excruciating tortures, and the most cruel capital punishments were liable to be inflicted in every country in Christendom.
8. The universal dissemination of knowledge and the possession of true Christian principles.
9. See section 3.
10. *Examples* are set forth by way of illustration or instruction; *instances* are adduced for evidence or proof. Every instance may serve as an example, but every example is not an instance. The Romans afford us many extraordinary instances of devotion to one's country, but their examples in most other respects are not to be followed.
11. *Existing* designates simply the event of being; *subsisting* conveys the accessory ideas of the mode, and duration of existing. The subsisting friendship between those persons for years is a mark of existing excellence.
12. See section 4.
13. *Fear* expresses more than apprehended. *Apprehension* implies uneasiness; *fear*, anxiety. As his horse had lost a shoe, and there was no time to replace it, he apprehended lameness, and feared that this accident would prevent him from accomplishing his important purpose.
14. *Indians* is a general term for all human beings in a state of native rudeness; *Indians*, therefore, are a kind of savages. The Indians of North America are intellectually a superior race, compared with the savages of South Africa.
15. See section 5.
16. An *assembly* is simply a number of persons collected to transact any business; a *convocation* is an assembly called for a special purpose, generally an ecclesiastical one. As the convocation deemed the Sunday mails necessary evil, it was not thought advisable to recommend their discontinuance to the assembly.
17. *Baffled* does not express as much as *de-*

feated. He was baffled by the volubility of his opponent, but not defeated, for his arguments were unanswerable.

18. See section 6.
19. When things are spoken of, embrace regards aggregate value, quantity, or extent; — *embrace individual things forming the whole*. Besides embracing a commentary on the constitution, this book includes a great number of contrasted and illustrated synonyms.

20. *Regal* means pertaining to a king; — *Kingly*, like a king. He sits in *regal* state with *kingly* mien.

21. Of the machinations of English emissaries designed to foment jealousies among the American colonies.

22. *Multitude* is applicable to all kinds of objects, at rest or in motion; — *swarm*, to animals in a moving state. The passing and repassing *multitudes* of a great city have been, not inaptly, compared to *swarms* of bees.

23. *Jealousy* is the fear of losing what one has; — *envy* is mainly directed against the success or possessions of another. Being the *envy* of all nations, America should regard *kingly* interference with extreme *jealousy*.

24. The indignation and resistance aroused throughout America by the passage of the Stamp Act.

25. We bear from innate capacity, but support by means of foreign aid. I had borne my misfortunes with manliness for a long time, but was about being overwhelmed, when, by turning to the Bible, I was not only assured, but effectually supported.

26. Like expressions of resemblance than similar. With respect to mere questions, many books are similar to the American Manual, but, if we consider the marginal exercises, no work is like it.

27. See section 3.

28. *Permanent* is by no means as expressive as *lasting*, which is applied to what is supposed to be of the longest duration. The *permanent* occupation of the conquered Chinese provinces would have been a *lasting* disgrace to the British name.

29. *Convention* and *meeting* are more nearly synonymous than most words of this class; both signify an informal assembly. *Conventions*, however, are called to discuss, or propose some matter of domestic or political interest, while *meetings* are held by those having common business to arrange, or pleasure to enjoy. During my lengthened sojourn I enjoyed myself very much at social *meetings*, and had also the pleasure of attending several *conventions* of gentlemen, held to take into consideration the propriety of repairing and restoring, as far as possible, the beautiful Gothic ruins of the neighborhood.

LESSON XIX.

1. See section 1.
2. Several; 1st, *May* is the fifth month of the year, according to our present mode of computing time. 2d, The legal year in England, previous to 1752, commenced on the 25th of March; *May* was then the third month in the year. 3d, *May* is metaphorically used for the *early part of life*, as "His *May* of youth and bloom of lustiness." — *Shakespeare*. 4th, *May* was anciently used in the same sense we now use *maid*, and meant a young woman. 5th, *To gather flowers* — as, the children went to *May*. 6th,

To be able — as, "make the most of life you may." 7th, *To be possible* — as, the event may happen. 8th, *To express desire* — as, *may* we never experience the evils of war.

9th, *To have liberty* — as, *hemay* go home, &c.
3. *Season* is used in its widest or most extended sense; usually denotes one of the four divisions of the year, as winter, spring, summer, or autumn.

4. In many; 1st, *Source* — as, the principles of action. 2d, *Foundation* — as, on what principle can this be affirmed? 3d, *A general truth* — as, the principles of morality. 4th, *Legets*, whether true or false, — as, the principles of Christianity, the principles of Unitarianism, &c. 5th, *A rule of action* — as, a principle in human nature to repel insults, &c. &c.

5. From *infringe*, which is derived from the Latin *infringo*.

6. See section 2.
7. There is more caution or thought in *considering* more personal interest in *regarding*. Boys have often regarded, mercantile business as the surest way of making a fortune, without having duly considered the numerous liabilities of loss.

8. See section 3.

9. The form of 1st, *External appearance* — as, several of his visages was changed. 2d, *System* — as, a form of government. 3d, *Regularity* — as, a rough surface may be reduced to form. 4th, *External show* — as, having the form of godliness. 5th, *Ceremonies* — as, it is a mere matter of form. 6th, *Determinate shape* — as, "the earth was without form and void." 7th, *Abolition* — as, the form of a servant, &c.

10. *System* is more extended in its meaning, and applies to a complexity of objects; — *form* is generally applied to individual objects. Our system of government comprises the essential forms of monarchy, aristocracy and democracy, without the evils of either despotism or anarchy.

11. Because *dependent* is derived from the Latin *de* and *pendeo*, and literally means *pendeo*, to hang, &c. from; and when the object comes after the verb, as in the present case, the preposition following the verb depends on the nature of the prefix of the preceding verb, and whatever hangs from *my power* is consequently dependent on that power. *Subservient* is derived from the Latin *sub* and *servio*, and literally means *servio*, to serve, *sub*, under; and, by a party of reason, whatever serves under *my power* is subservient to that power. For a further illustration of the use of appropriate prepositions, in following verbs, participles, nouns and adjectives, see the latter part of the Appendix. It should be borne in mind, that many words having no prefixes must always be followed by particular prepositions, and that there are occasional exceptions to the above rule; but a correct observance of the meaning of the prefixes will be of much service in determining the succeeding prepositions.

12. See section 4.

13. Because *convey* is derived from the Latin *con* and *veho*, which means to carry; and whatever is carried must necessarily be conveyed to some place; consequently *to* is always the appropriate preposition. See Question 11 of Lesson XIX., Appendix.

15. *Prologue* means to put off; and is used in the general sense, deferring for an indi-

nite period; — *adjourn* signifies only to put off for a day, or some short period. *Prologue* is applied to national assemblies only; — *adjourn* is applicable to any meeting. The king prorogued the national assembly, but the people formed small societies, *adjourning* from day to day till all matters of public interest were adjusted.

16. In many; (adjectives), 1st, *Straight* — as, a right line may be horizontal, perpendicular, or inclined to the plane of the horizon.

2d, In *Kellogg* — as, that alone is right, in the sight of God, which is consonant to his law. 3d, In social and political affairs — as, that is right which is consonant to the just laws of one's country. 4th, *Proper* — It is right for every family to choose their own time for meals. 5th, *Lawful* — as, the right heir of an estate. 6th, *Correct* — you are right, justice and you weigh this well. 7th, *Most direct* — as, the right way from St. Louis to Philadelphia. 8th, *Denoting the outward side* — as, the right side of a piece of cloth. (Adverbs), 9th, *Directly* — as, Let thine eyes look right on. 10th, *According to fact* — as, to tell a story right. 11th, *Prejod to titles* — as, right reverend. (Nouns.)

12th, *Justice* — as, to do right to every man. 13th, *Freedom from error* — Seldom your opinions err, your eyes are always in the right. 14th, *Just claim* — A deed vests the right of possession in the purchaser of land. 15th, *Immunities* — Rights are natural, civil, religious, political, and public. 16th, *Authentic* — as, the right of the great criminals. (Verb.) 17th, *To do justice* — as, to right an injured person, &c. &c.

17. The overbearing acts of the governors, and the exercise of despotic power by the King.

18. From the time of the declaration of rights. Fidelity to a prince or sovereign; but it is occasionally used in a more extended sense.

19. The Constitution of the United States. 20. To declaration.

21. In the plural in one sense, namely: *wise men* — as, Groves where immortal sages taught. In the singular, *sage* admits several variations. 1st, *Home of a plant* used in cookery and medicine — as, seasoned it with *sage*; "He drinks *sage* tea." 2d, *Prudent* — as, a *sage* counsellor. 3d, *Wise* — as, *sage* advice.

23. A *patriot* is a person who loves his country, and zealously supports, and defends it and its interests; a *champion* is meant originally a man who undertook to fight in the place or cause of another. Hence, a hero; a brave warrior; one bold in contest, literally and figuratively; as a *champion* for the truth.

LESSON XX.

1. By the continental congress, Oct. 14, 1774. 2. See section 1.

3. The *preference* and *pretext* alike consist of what is unreal; but the former is not so great a violation of the truth as the latter: the *preference* may consist of truth and falsehood blended; the *pretext*, from *pretexo*, to cloak or cover over, consists altogether of falsehood. Neither has *preferences* for his *pretexts* availed him, for I sifted out the former and detected the latter.

4. See section 2.
5. *To judge*, in the 16th line.

6. See section 3.
7. *Restrain* means to hinder from rising beyond a certain pitch; — *suppress*, to keep

under, or to prevent from coming into notice or appearing in public. The nouns in this instance have the same difference as the verbs from which they are derived. For fear that he might injure his cause by speaking too freely; I advised the *suppression* of his feelings in this instance; and was pleased to observe that the usual *restraint* was not so difficult for him as I had apprehended.

8. See section 4.

9. *Disdain* conveys the idea of superiority of mind, real or imaginary, in the exerciser; and implies hatred, and sometimes anger. — *Despise* is said by Dr. Webster, to be one of the strongest expressions of a mean opinion afforded by the English language; but it is evident that a thing may be too contemptible to excite either hatred or anger, consequently *disdain* is in some respects the stronger term. I treated our insidious propositions with merited *disdain*, and have ever since regarded him with unmingled contempt.

10. See section 3.

11. *Agreement* is general, and comprehends transactions of every description; — a *compact* is an agreement between communities. At the close of the exercises, the debaters made an *agreement* to discuss, at their next meeting, the question, "whether the strict fulfillment of a *compact*, is obligatory upon the parties in all cases.

12. See section 6.

13. Both are the lowest parts of any structure, but *foundation* lies under ground, and *basis* stands above. The *foundation*, then supports some large and artificially erected pile; — the *basis* upholds a simple pillar. The *basis* of the low mound marking the site of the large elm-tree, under which William Penn made treaty with the Delaware tribe of Indians, the *triangle* never broken, is a plain square stone. But few of the strangers who sojourn at Philadelphia ever visit Kensington; fewer still make a pilgrimage to the above humble memento of an act so far-reaching in its consequences; but none neglect that magnificent home of the orphan, Girard College, which stands on a firm and massy *foundation*.

14. Though *restrain* and *restrict* are but variations of the same verb, they have acquired a distinct acceptation. *Restrict* applies only to the outward conduct; — *restrain*, to the desires, as well as to the external conduct. Being much *restricted* in his semi-annual allowance, he was forced to *restrain*, unwillingly enough, his inordinate passion for display.

15. See section 1.

16. *Experience* may mean either the act of bringing to light, or the thing brought to light; — *trial* signifies the act of trying, from *try*; in Latin, *tentio*, to explore, examine, search. *Experience*, or that which has been tried, serves to lead us to moral truth; — *trial*, being in prospect, has the character of uncertainty; — I will take my uncle's advice, because I know to be good by *experience*, but I am afraid to make a *trial* of your supplementary admonitions.

17. See section 8.
18. *Keep* generally signifies to reserve for use, and its leading idea is continuance of action. *Retain* is a mode of *keeping*; the coach was encountered by a highwayman and detained, but our friend, being well

- armed, defied the robber, retained his seat, and kept his money.
20. *Change*, in French, *changer*, is probably derived from the middle Latin, *campio*, to exchange, signifying to take one thing for another; *alter*, from the Latin, *alter* another, signifies to make a thing otherwise. The scholar, in using this book, is at liberty to change any marked, or in fact any other word or phrase for another, provided that by such substitution he does not materially alter the sense.
21. In this manner, "on this wise."
22. *Revere* is derived from the Latin *re* and *vereor*, and means to regard with fear mingled with respect and affection; — *verenate* is from the Latin *venor*, and means highly to regard, respect or esteem. *Revere* and *verenate* may be applied to human beings. On account of their character and endowments, they are also applicable to inanimate as well as animate objects. We ought to *verenate* all truly good men while living, and to *revere* their memories when they are dead.
23. Of the meeting and proceedings of the second constitutional congress, "at one time and again," "again and again," and "more than once."
25. Several: 1st. *To sultry, defile* — as, You will soil your coat with dust. 2d. *To cover or tinge* — as, *To soil* the earth with blood. 3d. *In farming, to feed with grass or green food* — as, *To soil* the meadow with manure. 4th. *To soil cattle*. 5th. *Coarseness, soil* — as, Your gown has an ugly soil. 5th. *Stain, tarnish* — as, *Honor breaks to soil*. 6th. *Stratum, or upper stratum of earth* — as, The soil of the western states is generally deep and rich. 7th. *Land, country* — as, We love our native soil.
26. See Page 7, Lesson IX, Question 4, Appendix, the designated words in the 191st, 192d, 193d, 198th, 201st, 203d, 204th, 206th, 206th, 208th, and 209th lines, may be considered definitions; the designated words in the 189th, 194th, 195th, 197th, 199th, 202d and 207th lines, may be considered synonyms; the designated words in the 190th, 196th, 200th and 210th, may be considered as words and phrases conveying nearly the meaning of the text, yet the words used are neither definitions nor synonyms of those marked. Strictly speaking, there are no synonyms in section 11, but if one phrase conveys nearly the meaning of another phrase does, then those phrases would be synonyms; phrases, as well as words, may be synonymous, and for advanced pupils, composing at proper times synonymous phrases constitutes a most interesting and useful exercise.
27. The two most important battles were the battle of Lexington, April 19th, the battle of Bunker's Hill, June 17th, 1775.
- LESSON XXI.
1. July 4th, 1776.
2. By the Representatives of the United States in congress assembled.
3. The proposition was made June 10th, 1776, but congress wisely took time to consider the subject in all its bearings.
4. See section 1.
5. *Destroy* is derived from the Latin *de* and *struo*, and literally signifies to pull down, to demolish; it is derived from the Latin *dis* and *solvo*, and means to melt, to dis-

- nite, to separate. The former word usually denotes violence, the latter may be exempt from it; thus, Merchants often mutually *dissolve* their partnership and *destroy* their contracts.
6. *Declare* is derived from the Latin *de* and *clarus*, and means to make known, to publish; we may *declare* by word of mouth or by writing. *Avow* is from the Latin *ad* and *voveo*, and means to declare openly, to acknowledge and justify; we usually avow our sentiments by word of mouth. *Declar*s applied by nations; *avow* by individuals — nations declare war; individuals *avow* their sentiments.
- 7, 8, 9, 10, 11, are all answered in section second. (See section 2.)
12. See former elucidation, Lesson XV., Question 16, Page 18, Appendix.
13. 14, 15, see section 3.
16. *Light* — gay, airy, cheerful. *Trivial* — contemptibly trifling, petty. One may be facetiously *light* and airy without degrading himself with a *trivial* manner.
17. *Abuses* — rude personal reproaches, *Wrongs* — injuries inflicted. *Vituperative abuses* may proceed from a source so notorious, as to be corrupt as to produce no serious *wrong* or injury.
- 18, 19, 20, see section 4.
21. See former elucidation, Lesson XVII., Question 12, Page 21, Appendix.
- 22, 23, 24, see section 5.
25. *Elected* — selected by the concurrent choice of many. *Chosen* — selected, but the choice may be the act of one agent. Representatives to congress are *elected*. His private honor is *chosen* by the president.
26. *Annihilation* — reducing to nothing. *Destruction* — ruin, disorganization. The *destruction* of a house may be occasioned by a tornado, but its materials are not *annihilated*.
- 27, 28, 29, 30, 31, 32, see section 6.
33. *Salaries* — stated or fixed wages, *Emoluments* — profits arising from employments or stations. The President and Vice-President of the United States enjoy *salaries*. The emoluments of justices of the peace, in many states in this country, accrue from perquisites of office.
- 34, 35, 36, see section 7.
37. *Imposing* signifies *deceiving* others for purposes of gain or ambition; — *obtruding* signifies *forcing* upon others from vanity, civility or pleasure. The *obtruding* linguist wearied the company by the monotony of his conversation. The merchant, in his anxiety to sell his goods, forgot he was *imposing* upon the ladies.
38. *Tool, instrument*, (synonymous as applied to manual apparatus.) In their personal education, *tool*, a contemptible parasitic instrument, a useful auxiliary. The tools of the mechanic are the *instruments* of his success. A brawling politician is the *tool* of an eloquent and ingenious orator is a useful *instrument* in effecting the object of a party.
- 39, 40, 41, 42, see section 9.
43. *Plundered* carried ruthlessly away. *Pillaged* — stealthily obtained. Victorious armies *plunder* conquered cities, and rapacious soldiers *pillage* their private dwellings.
44. *Brethren* — men social like brothers. *Brothers* — children of the same parents. Natural *brethren* may be *brethren* of the same social fraternity.

- 45, 46, see section 10.
47. It was; the savages often massacred women and children, burnt their captives, and committed the most revolting cruelties against the aged, the weak, the innocent and the motherless.
- 48, 49, 50, see section 10.
51. *Redress* — restoration of rights. *Relief* — alleviation of misery. *Redress* is sought as an act of justice, *relief* as an act of mercy.
- 52, 53, see section 11.
54. *Enemies* — persons unfriendly disposed. *Foes* — persons more hostilely disposed. *Personal enemies* are those who appear to be our *enemies* *quod hoc*, without the personal hatred necessary to constitute them our *foes*.
- 55, 56, 57, 58, 59, 60, 61, see section 12.
62. Upon our omniscient and omnipresent Creator; the same God who sustained and upheld our forefathers.

LESSON XXII.

1. "Anterior to," and "Prior to." *Sketch* expresses more than *outline*. The latter comprehends only exterior parts or surfaces; — the former embraces some particulars. As a *sketch* presents some of the features of a country, it may serve as a landscape; but the *outline*s are merely the bounding lines within which the *sketch* may be formed. Used figuratively, they have the same difference. I have now given you an *outline* of the plan, and advise you to make a *sketch* of it, to be perfected at your leisure.
3. Although *to compose*, when it signifies to write, *to compose*, which is the sense in which *form* is used, it generally means to select and put together parts of a book, or of different books; or to collect and arrange separate papers, laws, or customs, in one book, code, or system.
4. They are not. The *crown-lands* were unoccupied tracts, which had not been disposed of in any way by the British government; but, being within the established boundaries of the colonies, these lands passed out of the possession of England and were held by the crown. The property of the United States in the matter explained in section 3. The term *public domain* has been applied, of late years, to all lands owned by the American Republic. They are chiefly situated in the western and southwestern states, and territories, and are stated to be sold to private individuals in lots of not less than 80 acres, at the minimum price of one dollar and twenty-five cents per acre. These public auctions, held in the neighborhood of the tracts to be sold, are called *land-sales*.
6. *Advantage*, respects external or extrinsic circumstances, and is more generally used than *benefit*; *benefit* applies to the consequences of actions and events. I have received much *benefit* from daily exercise, and find that a residence in the country is of great *advantage* to an invalid.
7. *Good-bye* has exactly the same meaning as *farewell*; and is, in polite company, used rather than *adieu*, because it carries with it more of friendliness; but in the present case it would have conveyed a ludicrous idea.
8. *Adieu* is the French *a Dieu*, 'to God; an elliptical form of speech, for *je commend* *vous* to God. Hence its use for *farewell*. In

- the common phrase *good-bye*, *bye* signifies *Passing going*; the whole signifies a good going, a prosperous passage and is precisely equivalent to *farewell* (Saxon *faran* to go, *gd well*), may you have a good going, synonymously with *good speed* in the phrase *God send you good speed*.
9. They are not. *Revolutionary* means pertaining to a material or entire change in the constitution of government. *Transitional* means relating to a passage from one place or state to another; change. As *revolutionary* cannot be defined by a single word, and *transitional* is the nearest approximation to it, the latter has been used to supply the former in this and several following cases.
10. *Step by step*.
11. *Use those means*.
12. *Is to possess* — I had a pen yesterday, but have mislaid it. 2d. *To maintain*, to hold in opinion. The version of the matter is quite different from the way in which he had it. 3d. *To be urged by necessity or obligation*; to be impelled by duty. — He had to depart at once, on account of the alarming illness of his father. 4th. *To contain* — The poem had many beauties, but it did not possess the features of a picture. 5th. *To procure, to receive, to obtain, to purchase*. — He had three hundred dollars a year. — He always had a high price for his work.
13. Common danger.
14. At the time of the Declaration of Rights.
15. On the 1st of March, 1781.
16. In the title of the United States.
17. *Admit* is a general term, and has but a relative import; — *receive* has a complete sense in itself, and its meaning is always positive. I was *admitted* into the house by a servant, and very hospitably *received* by my friend.
18. That its powers were inadequate to the objects of an effective national government.
19. Because they form a compound noun, and are already connected by hyphens, which show that the words are to be taken together.
20. "Vainly," "to no purpose," "without effect."
21. In the congress of the confederation, during the last years of the revolutionary war, and those of peace, immediately following.
22. At Mount Vernon, the residence of General Washington.
23. *Notorious* means evident; manifest to the world; publicly known; known to disadvantage; hence almost always used in an ill sense. *Glaring* signifies clear; open and bold; bare-faced; and therefore may sometimes be substituted for *notorious*. The crime of which you speak would appear more *glaring*, had it not been committed by such a *notorious* person.
24. They are not. *People* is there applied to all the individuals composing the nation. *Populace* is an invidious term, and signifies the most ignorant part of society.
25. They are. The term *axiom*, however, is generally used in mathematical works.
- LESSON XXIII.
1. See section first.
2. The violation of the essential principles of rational liberty and the common law of England.
3. In many; *Is to take the whole* — as, Neither business nor amusement should engross our whole time. 2d. *To copy* — as,

- Deeds are often *engrossed* on parchment. 3d. *To take in undue quantities* — as, Rulers sometimes *engross* the power of the people.
4. *High* — a man of high position and authority with it more immediate authority; moreover, it would be disseminated among the people by means of the newspapers.
5. See section 2.
6. It is a figurative expression, and means that it should be read in a prominent place or places, so that each and every individual in the army might understand it.
7. There are two kinds: — first, an aggregate corporation is any number of persons authorized by law to act as a single individual, or any society having the legal capacity of transacting business as a single person. Corporations have usually the power of filling vacancies that occur in their body; hence they continue for ages, unless otherwise restricted. Second: A sole corporation consists of one person only and his successors, as a bishop.
8. See section 3.
9. *Whole* is used substantively here, and denotes the whole house or meeting.
10. From the British Parliament. At the time of the revolution, all forms of legislation were essentially the same in this country, that they were in England. In the British Parliament all matters of great importance, and especially those which effect the great body of the people, are usually referred to a committee of the whole house; most of the rules of Congress, at the present time, are essentially the same as those of the Parliament of England.
11. The chairman of the committee of the whole rises; the speaker of the house re-occupies his chair and calls the house to order. It may be remarked here, that committees of the whole are sometimes very noisy and disorderly.
12. The sense of the entire assembly is better ascertained. The members are not restricted by parliamentary usage, because each member speaks as often as he pleases.
13. See section 5.
14. To avoid tautology, *Matters*, as used in the 9th line, signifies the entire business contained in the resolutions.
15. Because, *to* is the appropriate preposition which should follow *ought*; custom has sanctioned the use of *should* without any succeeding preposition, and the addition of *to* in the latter case would be as improper as its omission in the former.
16. *To make ready* — The minister is preparing his sermon. 2d. *To fit* — The fanner is preparing his ground for the spring. 3d. *To adapt* — The author is preparing his book for schools. *To provide* — The ants are preparing their winter supplies.
17. That it might be written in proper form and with care. It is the business of a committee of the whole, to discuss simply general principles and block out the work.
18. It is, both in this country and in England.
19. Because the resolution, on the 10th of June, was not passed; but was, by vote of congress, held under consideration. No resolution can be considered passed till it receives the legal sanction of a majority of an assembly.
20. Of.
21. *A tool* — Axes, hoes, and hammers are instruments of husbandry. 2d. *Subservient to the production of any effect* — A bad man

is the instrument of ruin to others. The distribution of the Scriptures may be an instrument of extensive reformation in morals and religion. 3d. *An artificial machine*

— A flute is a musical instrument. 4th. *In law a writing containing the terms of contract*

— A deed of conveyance is an instrument in writing. 5th. *Applied to persons* — The governor, the agent of the British crown, was an instrument of oppression to the colony.

22. Because congress, previous to the adoption of the constitution, consisted of only one body.

23. *Adapted* is derived from the Latin *ad apto*, and signifies to fit to make suitable; adopted is from the Latin *ad opto*, and signifies to desire, to choose, to take, or receive, as one's own. We have provision adapted to our wants. The skillful husbandman adopts all modern improvements in agriculture.

See section 9.

24. *Monument* — an outward and visible remembrance; *memento* — a mental, oblique memento of memorial. A hint, a significant, wink, may be a *memento*; but solid materials are necessary to the construction of a monument.

25. *Constitution*.

26. *Offended* is derived from the Latin *offendo*, (of and fendo), and signifies to strike against, to insult, to hurt, or wound; — *angry* is from the Latin *ango*, and signifies to choke, to strangle; hence a violent passion of the mind, excited either by real or supposed injuries. In controversies or discussions, persons are often very *angry* about imaginary wrongs, and are not unfrequently *offended* at titles.

28. *Offended and angry* should be usually followed by *with* before persons, and *at* or *about* in all other cases.

29. In its most extended or comprehensive sense.

30. A metaphor.

31. *Charvrbdis* was a celebrated whirlpool on the coast of Sicily; it was anciently dreaded by navigators, because in endeavoring to escape it they ran the risk of being wrecked upon SCYLLA, a rock opposite to it on the coast of Italy. *Charvrbdis* is no longer dreaded by navigators. The earthquake of 1783 is said to have much diminished its violence. Its present names are Calofaro and La Rema. For the fabulous account of the rock Scylla and the whirlpool *Charvrbdis* see some classical dictionary.

32. *Asbestos* is a fibrous mineral, usually of a white, or gray color. The finer kinds of it have been wrought into gloves and cloth, which are incombusible; the cloth was formerly used for shrouds, Asbestos is now employed in the manufacture of iron stoves.

33. A trope. A trope is a word or expression used in a different sense from what it properly signifies; or a word changed, from its original signification to another, for the sake of giving life or emphasis to an idea. 10 stenters, in the 16th line.

34. Treason.

36. They are usually so considered, and in the eyes of the British government all the leaders of the Revolution were guilty of treason.

flute is a musical instrument. 4th.

A deed of conveyance is an instrument

38. A metaphor. A metaphor is a word expressing similitude without the signs of comparison.

39. Friends.

40. The burning of villages by the traitor Arnold, and the massacre at Wyoming, Pa. (perhaps the most revolting of any that occurred during the Revolutionary war.) was urged on by American tones.

41. The celebrated speeches of Pitt and of Col. Barry have seldom been equalled.

42. By equating their virtues.

43. See the whole of Lesson XXIII.

LESSON XXIV.

1. See the preamble.

2. See section 1.

3. See section 3.

4. Both mean to strengthen; — *confirm*, with respect to the mind; and *establish*, with regard to external things. A report is *confirmed*; a reputation is *established*.

5. *Welfare* is applied to things more immediately affecting our existence; *Prosperity* comprehends welfare, and likewise all that can add to our enjoyments. A father is naturally anxious for the *welfare* of his son, and hopes that he may experience *prosperity* through life.

6. *Chosen* — taken from among others, and may be used of two; — *selected*, picked with care, used of several or many. We may choose to look out two, but we select one from a parcel, or out of a library.

7. *Distributed* is a general term, meaning allotted to several; — *apportioned* signifies assigned for a certain purpose. A wise prince *apportions* to each of his ministers an employment suited to his peculiar qualifications; state business *distributed*, proceeds with regularity and exactitude.

8. *Actual* is applied to the thing done; — *real*, to the thing as it is. *Actual* is opposed to the suppositious, and *real*, to the imaginary. It is an *actual* fact that there are but few, if any, *real* objects of compassion among common beggars.

9. *Vote* is the wish itself, whether told or not; — *voice* is the wish expressed. As, "Having the privilege of a *vote* on that question, he gave his *voice* to —"

10. *Class* is more general than *order*. Men belong to a certain class or order. During the French Revolution, the most worthless class, from all orders, obtained the supremacy only to sacrifice such as possessed any power, name, or wealth.

11. *Temporary* means lasting only for a time, in distinction from the permanent; — *transient*, that is, passing, or in the act of passing, characterizes that which necessarily exists only for the moment. A *transient* glance will show that offices depending on a state of war are *temporary*.

12. The purpose is the thing proposed or set before the mind, which we take immediate measures to accomplish; — the *intention*, being the thing to which the mind bends or inclines; *fugue* and may be delayed. Though a man of resolute temper is not to be diverted from his purpose by trifling obstacles, yet he may be disappointed in his intentions by a variety of unforeseen and uncontrollable events.

13. *Manner* is general, and nearly allied to way; — *mode* is usually applied to mechanical actions. The scholar has a good mode of holding his pen, but writes in a very careless manner.

14. *Behavior* respects all actions exposed to the view of others; — *conduct*, the general line of a person's moral proceedings. As *our behavior* is good or bad, *our conduct* will be wise or foolish.

15. *Concurrence* is applied to matters of general concern; — *consent* to those of personal interest. As, I cannot *consent* to behold the *concurrence* of the House with these amendments of the Senate, without uttering my sentiments against it.

16. *Place* is general, and is limited to no size or quantity, may be wide or extensive, whereas *spot* is a very small place, such as figuratively may be covered by a spot or dot. For instance, I know the *place* where my uncle is buried; but, as he was interred by strangers, who neglected to mark his grave by a stone, I am unable to designate the *spot*.

17. See section 6.

18. *Felony* — any crime which, by the ancient law, incurred capital punishment. *Breach of the peace* — any disturbance of the tranquillity of society, either, with respect to the community or an individual member of it. These terms are both general, including several particular cases or varieties of crime. Those guilty of *felony* are public offenders, traitors to the commonwealth, dangerous to society in an imminent degree; those guilty of simple *breach of the peace* have offended in a less aggravated manner and against a smaller portion of society. Murder, arson, &c., are *felonies*; assault and battery, riot, &c., are *breaches of the peace*.

19. *Speech* — harangue, oration. *Debate* — dispute, controversy. *Speech* is the abstract term, and primarily implies utterance; *debate*, is more concrete, and implies opposing and disputing with others. A *speech* is simply an address; a *debate* implies contested discussion. A *speech* may be an address to an audience; a *debate* may be a discussion before an audience. *Speech* implies one, *debate* two or more speakers. *Speech* conveys no allusion to contention; but *debate* implies a war of words, and sometimes angry strife.

"We use great plainness of *speech*," Paul. "Behold, ye fast for strife and *debate*," Isa.

20. *Office* signifies either the duty performed, or the situation in which the duty is performed. An *office* imposes a task, or some performance; — a *charge* imposes a responsibility; — we have always something to do in *office*, always something to look after in a *charge*. The *charge* of instructing youth is of far more importance than the *office* of any civil magistrate.

21. *Continuance* is used in reference to the time a thing lasts. *Continuation* expresses the act of continuing what has been begun. The *continuance* of the war is destructive both to the wealth and the morals of the nation. The *continuation* of history is the work of every age.

LESSON XXV.

1. See sections 7 and 8.

2. *Also*, compounded of *all*, and *so*, signifies literally all in the same manner; — *likewise*, compounded of *like* and *wise*; or *in manner*, signifies in like manner. *Also* is the more general term, and has a more comprehensive meaning; — *likewise* is more specific and limited in its acceptation. My friend

John, who is a good scholar, an excellent draughtsman, and likewise an elegant penman, was also with the party.

3. It means again. Reconsider; to consider again.
4. It means to. *Adjourn, to [or till] a day.*
5. *Adduce, to draw to; adduct, to join to; admit, to send to; advert, to turn to, &c.*
6. It means not. *Disapprove, not to approve.* It is prefixed to the prefix *ap*.
7. *Disagree, not to agree; disallow, not to allow; disbelieve, not to believe; dislike, not to like, &c.*
9. It means before. *Provide, to get [or make ready] before.*
10. Five, as follows: *re-pre-*sentatives twice, and *re-con-*sider and its variations three times.
11. *Re-con-duct [duco, to lead.] to conduct back, or again; re-con-vey [veho, to carry.] to convey back or to its former place, &c.*
12. See section 8.
13. A *manifesto*: which is a public declaration made by the supreme authority of the state, setting forth its grievances, claiming right for itself, and appealing to the civilized world for the rectitude of its cause.
14. See Lesson XVII., Section 4.
15. Five, as follows: *provide* four times, and *promote* once.
16. *Insurrection* is a general term; it is used in a good or bad sense, according to the nature of the power against which one rises up; *rebel* is more specific, and is always taken in the bad sense of unallowed opposition to lawful authority. The *insurrections* in America, at the beginning of the revolutionary war, were a natural consequence of the usurpation of unwarrantable authority by the British government, which was resisted by the *rebels*, *insurgents*.
17. Some political truths were maintained by those who engaged in the *insurrection* headed by Wat Tyler, in the reign of Richard II., but their movement failed because the body of the English people was adverse to them and their principles for obvious reasons. The *rebellion* which cost Charles I. of England his life, proves that the throne is an insecure seat even for a comparatively good man.
18. Eight.
19. Ten.
20. Eighty-six square miles.
21. Eight miles square is $8 \times 8 = 64$ square miles, of which area 8 square miles would be, but the length of one side, a mile in width.
22. See section 9.
23. It denotes act of, or state of being. *Capitulation*, the act of numbering by the head.
24. In eight, as follows: migration, importation twice, census, enumeration, regulation, and appropriations.
25. It means to. *Appropriation, the act of making, or the state of being made peculiar to.*
26. In this case it is a prefix to the prefix *pro*. It is originally ad, which has many forms, for which see Lesson V., Appendix, ante.
27. See section 10.
28. The term *imports* is applied to that which is imported or brought into a country from another country or state; *exports*, to what is conveyed, from one country to another. The trade of a state is in a flourishing condition when the *exports* exceed the *imports*.
29. There is one.
30. *Controll* (now spelled *control*) is the only

word in section 10 differing from present usage.

LESSON XXVI.

1. See section 1.
2. Or: is a contraction of the *Latin vir*, a man, or *is* from the same radix. It means an agent, as elector, an agent (or man) to elect.
3. Actor, one who acts; creditor, one who credits; governor, one who governs, or the agent for governing, &c.
4. The words *choosing* and *choosing* are spelled *cluse*, *chusing*, and the word *two-thirds* is given thus, *two-thirds*. In this last respect, the Constitution does not agree with itself, for in Section 7 of Article I. (p. 125.) the parts of the word are written separately, *two thirds*.
5. A natural (or native) born citizen of the United States means a person born within the limits of the American Republic; — a citizen of the United States at the time of the adoption of the Constitution denotes a foreigner who was then an inhabitant of the country. Washington was a native-born citizen of the United States, and Com. Barry, was a citizen at the adoption of the Constitution.
6. Twenty-five thousand dollars a year.
7. An oath is a solemn declaration, made with an appeal to God for the truth of what is uttered. The appeal implies that the person imprecates God's vengeance, and renounces his favor, if the declaration is false; or it is a promise, the person invokes the retribution of God should it not be fulfilled. Taking a false oath is called *perjury*. An affirmation is a solemn declaration, made under the penalties of perjury, by persons who conscientiously decline taking an oath, to which, in law, it is held equivalent. As the witness was declined, the oath, on account of religious scruples, the judge directed the clerk to administer an affirmation.
8. See section 2.
9. The compound word *commander-in-chief* is written without the hyphens; thus, *commander in chief*.
10. Four times, if its variations are counted; namely, *advice*, and *appointment* twice in the singular and once in the plural form.
11. *Absence* is the state of being at a distant place, or not in company. It is used to denote any distance indefinitely, either in the same town, or country, or in a foreign country, and primarily supposes a prior presence. *Recess* is applied to a withdrawing or retiring; hence its use for a remission or suspension of business or procedure. During the recess of Congress and consequent absence of its members, and of the functionaries who visit the metropolis to hear the debates, the city of Washington has a comparatively deserted aspect.
12. *Ab* signifies from or away; *absent*, (*ens. being*) being away. *Re* signifies back or again; *retire*; recess, (*cedo, to go, &c.*) a moving back, or state of being moved back.
13. See answer to question 31 of Lesson XIII., ante.
14. See section 3.
15. See section 4.
16. It means in place of; as, *viceroy*, in place of the king, &c.
17. In several: 1st. A voluntary deviation from the rules of moral rectitude, or of propriety, as, *the vice of drunkenness*, 2d. Depravity or corruption of manners — as,

An age of vice. 3d. A fault or bad trick — as, This horse has the vice of kicking. 4th. An iron of wooden press, with a screw, used by the blacksmith, carpenter, &c. for holding articles fast — as, He screwed up the piece of iron in his vice and filed it to the required shape.

LESSON XXVII.

1. See section 1.
2. See section 1.
3. In several: 1st. A single clause in a treaty, contract, or other writing; a separate charge or item in an account; or a condition or stipulation in a bargain — as, An objection was made to the fifth article of the treaty; the bill contained many articles; he did not fulfil the conditions of the second article of our agreement. 2d. A point of faith or doctrine, or a proposition in theology — as, The thirty-nine articles. 3d. Comprehension — as, A soul of great article. 4th. A distinct part — as, The article of the statute. 5th. A particular commodity or substance — as, I bought a table and several other articles; salt is a necessary article. In this sense the word has a very extensive application. 6th. In grammar, a part of speech placed before nouns. The articles are *a*, *an*, and *the*. 7th. In the art of death, Latin, in *articulo mortis*, means literally, in the moment of death, in the last struggle or agony. 8th. *Articles of war* — the code or regulations for the government of the army and navy in Great Britain, where the naval code is called *articles of the navy*. 9th. *Articles of articles*, in Scottish history, a committee whose business was to prepare and digest all matters that were to be laid before the parliament, including the preparation of all bills for laws; called also *lords articular* or *Robertson*.
4. See sections 6, 10, & 11 of Lesson XV., and 2, 3, 4, of Lesson XVI.
5. The word *law* has a very wide application; its general sense, however, is that of a rule or principle. 1st. An established or permanent rule, prescribed by the supreme power of a state for regulating the actions of its subjects, particularly their social actions — *Laws* beneficent, acting by rule. 2d. *Law of civil conduct*, prescribed by the authority of a state, commanding what its subjects are to do, and from what they are to refrain — as, *Municipal law*: often equivalent in this sense to *decree, edict, or ordinance*. 3d. *Law of nature* is a rule of conduct arising out of the natural relations of human beings, established by the Creator, and existing prior to any positive precept — It being a law of nature that one man should not injure another — murder would be a crime independent of any human statute. 4th. *Laws of animal nature*, are the inherent laws by which the functions of animal bodies are performed — as, The circulation of the blood, digestion, &c. 5th. *Laws of vegetation* are the principles by which plants are produced and brought to perfection. 6th. *Moral law* is that which teaches men their duties to God and to each other — the moral law is contained in the decalogue, or ten commandments. 7th. *Ecclesiastical law*; a rule of action prescribed for the government of a church. 8th. *Canon law*; the body of ecclesiastical Roman law. 9th.

Written or statute law is that enacted by the legislative power, and promulgated and recorded in writing; called, in detail, *statutes, ordinances, decrees, edicts, &c.* 10th. *Unwritten, or common law* is a rule of action, deriving its authority from long usage or established custom, which has been immemorially received and recognized by judicial tribunals. As the law is not traced to positive statutes, its principles are to be found only in the records of courts, and in the reports of judicial decisions. 11th. *By-law*; [Danisht, by a town.] a law of a city, town, or private corporation. 12th. *Mosaic law*; the institutions of Moses, or the code prescribed to the Jews, as distinguished from the *gospel*. 13th. *Ceremonial law*; the Mosaic institutions which prescribe the external rites and ceremonies to be observed by the Jews, as distinct from the moral precepts, which are of perpetual obligation. 14th. *The Old Testament* — as it got written in your law, said, Ye are gods. — John. x. 34th. The institutions of Moses, as distinct from the other parts of the Old Testament — as, The law and the prophets. 16th. A rule or axiom of science or art — as, The laws of verification or poetry. 17th. *Law martial or martial law*; the code governing an army or military force. 18th. *Marine laws* — rules for regulating navigation and the commercial intercourse of nations. 19th. *Commercial law, law merchant* — the system by which trade is regulated between merchants. And several other distinctive phrases, or meanings of minor importance, besides the laws of nations, which have already defined and illustrated in the body of the book. The above definitions afford the scholar a wide field for the construction of original sentences: let every pupil improve the opportunity.
- 6. In fourteen, as follows: *Congress* four times, *continuance*, *constitution*, *consults* twice, *confession*, *compensation*, *committed* twice, *comort*, and *corruptio*.
- 7. The clause commencing with the 51st line, and ending with the 55th.
- 8. *Affair* is an immediate and inseparable effect of a judgement (without trial by jury) of death, outlawry, or the consequence of which to the person attainted are forfeiture of lands, tenements, and hereditaments; *corruption of blood*, by which he can no longer inherit or transmit an inheritance; and loss of reputation and of civil rights generally. According to the Constitution, the offender alone bears the penalties, which have no effect upon his descendants.
- 9. 1st. *Unclosed*, not shut — as, *An open door, an open book, open eyes*. 2d. *Not covered* — as, *The open air, an open vessel*. 3d. *Not fenced or obstructed* — as, *An open road, 4th. Public* — as, *In open court*. 5th. *Free, to all comers*. 6th. *Not covered*, having an air of frankness and sincerity. 7th. *Unsettled*; not opened or closed — as, *An open account, &c.*
- 10. See section 1.
- 11. See section 1.
- 12. 1st. A demand of a right or supposed right — as, *A demand of damages, a demand for a right to demand, a title to anything in the possession of another* — as, The house is now in his possession, but I have a claim to it. 3d. The thing claimed or demanded — as, *The claim is a desirable one.*

13. *Union*, is the state of being joined, or formed into a compound body or mixture; states joined, in which sense it approaches nearest to *confederation*, which is applied to a compact for mutual support, league, or alliance, particularly of princes, nations, or states.
14. Perfect *union* should subsist between all the members of a family. No *confederation* of states can long exist without a union of aims and actions among its components. Perish those traitors who would dissolve the *confederation*.
15. See answer to the last question of Lesson III., also that to question 35, Lesson XIV.
17. See section 3.
18. See section 4.
19. The word *labor*, which occurs three times is spelled *labour*.
20. Twenty-one.
21. Seven.
22. See Article V.
23. *Different* is the more indefinite term; it is opposed to singularity; but *several* is employed positively to express many being derived from the verb *sever* and signifying split into many things. Its parts, which may be either *different* or *alike*.
24. I have here *several* books on *different* subjects. The same disease does not affect *different* persons in the same way. I have suffered from the headache *several* times lately, &c.
25. *Part* is not only more generally used, but has a more comprehensive meaning than *portion*, which is a particular sort of division. *Portion* is applied to individuals; *part*, to persons and things also.
26. The pupil asks, what *part* of this chapter am I to study? the teacher answers, the first paragraph is your *portion*. I did not receive any *part* of the profits of that adventure, although by agreement my *portion* should have been considerable.
27. A *convention* is a simple informal meeting of persons, generally of one neighborhood; sometimes, however, the members of a convention are from very distant places, as compared with each other. A *convocation* is an assembly called for a special purpose; it is in religious matters, what a *convention* is in civil ones. See also the answers to questions 16 and 29 of Lesson XVIII., ante.
28. *Con* means *together* or *with*. *Convention*, *vento*, to come. The state of *being*, (or having) come together, *convocatio*, (to call), the state of being called together.
29. *Condole*, (*doleo*, to grieve,) to grieve with; *consort*, (*sors*, to go,) to go with; &c.
30. *Law*, in its general acceptation, means a rule, and is sometimes synonymous with *decree*, &c. as has been before stated. *Mature* is commonly applied to the acts of a legislative body consisting of representatives, and is consequently more definite than *law*.
31. Though the act you mention is not expressly prohibited in any *statute*, it is undoubtedly against the *law*. The *statute* declares plainly enough the object to be accomplished, but it does not provide property for their execution. See also the answer to question 5, ante.
32. See Article VI.
33. *Land* signifies an open, even space, and refers strictly to the earth; *country* signifies an enclosed space, as to form one portion. The term *land*, therefore, properly excludes

the idea of habitation; the term *country* excludes that of the earth, or the parts of which it is composed. In an extended application, however, these words may be used for one another.

34. The *land* of the valley of the Mississippi is generally very rich; and the valley itself is destined to form a most important part of our *country*. All men take pleasure in travelling through a cultivated, *country*. Woe to the man who flees when his *country* is in danger. We should all love our native *land*, &c.
35. *Nevertheless* and *notwithstanding* are mostly employed to set two specific propositions either in contrast or in direct opposition to each other; they correspond nearly with *yet*, but point out opposition in a more particular manner. There are cases in which *nevertheless* is peculiarly proper; others wherein *notwithstanding* is preferable. The examples of question above show some instances in which they cannot be substituted for each other, and others in which they may be used indifferently.
36. He has acted shamefully, *nevertheless*, on account of the regard I have for his father, I will be a friend to him. *Notwithstanding* all I could say, he persisted in his slanderous charges against you; there are many persons who will, when in a reasoning mood, admit the futility of a belief in ghost stories, yet (*nevertheless* or *notwithstanding*) these same individuals can never pass a lonely churchyard in a dark night without a uneasy feeling appropriate to the circumstances of tales heard in childhood. They pique themselves upon their strict morality, and yet (*nevertheless* or *notwithstanding*) admit of many things inconsistent with moral principle.
37. *Qualification* is applied to any natural endowment, or any acquirement which fits a person for place, office, or employment, or enables him to sustain any character with success; hence, legal power or requisite. *Prerequisite* has reference to something previously required or necessary to the end proposed.
38. An acquaintance with Latin and Greek is a *prerequisite* to the admission of a young man into a college. The Constitution defines the *qualifications* of voters, &c.
39. *Made* signifies put together with art; *done*, put in order or brought to pass. We cannot come together, *convocate*, (to call,) without *doing*, but we may do without *making*.
40. An employer says to his workman, have you *done* what I desired V. The workman answers, Yes, sir, I have *made* the article you ordered. When the scholar shall have *made* several similar examples, that he bore *witnes* to the truth of this question may be considered as *done*.
41. In the sense here used they are synonymous, the only difference being that *in witness whereof* is a set phrase in law, often met with; whereas, *in testimony whereof*, is not so frequently seen.
42. He bore *witnes* to the truth of the main points affirmed by your counsel, and his *testimony* had a powerful effect. The *witnes* was self-possessed and would not suffer himself to be browbeaten. These facts do not rest on the *testimony* of a single historian, &c.
43. The Preamble has 1; Article I, 15; Article II, 54; Article III, 2; Article IV,

21; Article V, 9; Article VI, 1; Article VII, 1; and the Authentication, 2; making a total of 77.

44. The Preamble has 1 paragraph; Article I, 53; Article II, 14 (including the one cancelled); Article III, 6; Article IV, 7; Article V, 1; Article VI, 3; Article VII, 1; and the Authentication, or Authentication, 1.
45. Articles VI, and VII.
46. Article 10 sections; Article II, 4; Article III, 3; and Article IV, 4.

LESSON XXVIII.

1. See Article II.
2. See Article II.
3. *Rule*, the thing that *rules* or regulates, and *law*, the thing specially chosen or marked out, borrow their weight from some external circumstance. The latter is a species of the former, deriving its weight from the sanction of power. See the answers to questions 5, 30, and 31 of Lesson XXVII., ante.
4. You will avoid much trouble, by making it a rule to obey the law in all cases. It is impossible to make poetry by *rule*, though bards are necessarily governed by certain laws, &c. Refer as above.
5. *Freedom*, the abstract noun of *free* is taken in the sense of the primitive; *liberty* (*Latin*, *liber*, free) is only taken in the sense of free from external constraint, or the action of power. *Freedom* is personal and private; *liberty* is public.
6. The constitution guarantees the *freedom* of speech and the *liberty* of conscience. The slave obtained his *freedom* by the will of his master. The captive gained his *liberty* through an accidental remissness of the prison guards, &c.
7. That of the capitals to begin nouns.
8. *Grievance* is that which burdens, oppresses or injures, causing thereby great uneasiness; it implies a sense of wrong done. *Wrong* is any injury done; a trespass; a violation of right. *Wrong* applies to the thing as *done*; *grievance*, to the thing as *felt*: If one person does a *wrong* to another, the sufferer is very apt to complain of the *grievance*.
9. The term *arms*, from the Latin *arma*, is now properly used for instruments of offence, and never otherwise, except by a poetic license of *arms* for *armor*; but the word *weapons*, from the German *waffen*, may be employed either for instruments of offence or defence. We say fire-*arms*, but not fire-*weapons*; and *weapons* offensive or defensive, but not *arms* offensive or defensive. *Arms* likewise, agreeably to its origin, is used for whatever is intentionally made as an instrument of offence; *weapons*, according to its extended and indefinite application, is employed for whatever may be accidentally used for that purpose; *sticks* and *swords* are always *arms*; *stones*, *gribs*, and *pitchforks*, may be occasionally *weapons*. Hearing the clash of *arms*, he seized his *weapon*, which was a heavy club, and prepared to defend himself.
10. See Article II.
11. *Peace* is a term of more general application, and has a more comprehensive meaning than *quiet*. *Peace* respects either communities or individuals; but *quiet* relates only to individuals or small communities. Nations are said to have *peace*; but not *quiet*; persons or families may have both *peace* and *quiet*. As his peace of mind was

somewhat disturbed by such unwelcome intelligence, he retired to his room awhile in order to regain his self-possession through *quiet*.

12. Both words denote the steps pursued from the beginning to the completion of any work. *Way* is both general and indefinite, and is either taken by accident or chosen by design; *manner* is a species of way chosen for a particular occasion. When I told him in the kindest *manner* that he worked in an awkward way, he appeared to be quite displeased.
13. See Article IV.
14. See answer to question 7, of Lesson XXVI., ante.
15. See Article V.
16. In their general acceptation, *duty* is that which a person is bound, by any natural, moral, or legal obligation, to pay, do, or perform; *service* is labor of body or mind, performed at the command of a superior, or for the benefit of another. As used in Article V., they are synonymous, the only difference being that *duty* is generally preceded by the preposition *on*, while *service* admits of both *in* and *on*. It is the *duty* of all to refrain from profanity. He rendered me good *service*. The man is out of *service*. How long were you in the naval *service*. He has seen *service*, and has proved himself every inch a soldier. That was indeed a *service*. The company is on *duty*. The regiment did *duty* in Mexico, &c.
17. Both *danger* and *jeopardy* mean exposure to peril, loss, or hazard; risk; jeopardy, peril. *Jeopardy* applies to peril at hand; *danger*, to peril more remote. Though these terms convey very nearly the same meaning, they cannot be used in the same connection in sentences; for instance, in the phrase you are in *danger* of losing your life, we cannot supply *jeopardy* for *danger*, but would be forced to say your life is in *jeopardy*. In this latter case, however, *danger* could be put for *jeopardy*.
18. In the sense of a return for services done; both are obligatory. *Compensation* is an act of justice, for as the service performed involves a debt, the omission of paying it would be an injury to the performer. *Remuneration* is a higher species of *compensation*; it is a matter of equity dependent upon a principle of honor in those who make it, and differs from the ordinary *compensation*; both in the nature of the service and of the return. *Compensation* is made to inferiors or subordinate persons; *remuneration*, to equals, or even to superiors in education and talent, though not in wealth. As he received an adequate *compensation* for his work, I owe him nothing. If you will lend me your aid in this matter, I will give you a liberal *remuneration*, and be much obliged to you besides.
19. See Article VI.
20. They have the same general signification, but differ in their use. When we say of a man, he is *speedy*; we mean that he is swift of foot; when we say, he is *quick*, we mean that he apprehends readily. Again, in the phrase As his movements are *quick*, his return will be *speedy*; these words cannot be made to change places with propriety.
21. *Crime* consists in the violation of human laws; and *misdeemeanor* is in the technical sense, a minor *crime*. Housebreaking is a *crime*; shoplifting or pilfering amounts

- only to a *misdeameanor*. The punishments of *crime* are commonly corporeal; those of *misdeameanors*, frequently pecuniary. Indolence and vice afford an easy transition to *misdeameanors* and crimes.
22. *Cause* is the thing happening before, and producing another; *reason*, the thing acting on the understanding. Every *reason* is a *cause*, but every *cause* is not a *reason*. The end of a *cause* is the effect; the end of a *reason* is the conclusion. If you were to ask him the *cause* of such strange conduct, he could not probably render a single *reason*.
23. In law, the course of measures in the prosecution of actions is denominated *proceedings*. *Process* is the whole course of proceedings in a cause, real or personal, or criminal, from the original writ to the end of the suit. *Original process* is the means taken to compel the defendant to appear in court. *Mesne process* is that which issues upon some collateral or interlocutory matter pending the suit. *Final process* is the process of execution. Taken in their common sense, *proceeding* is the more comprehensive, as it simply expresses the general idea of the manner of going on; while *process* applies to things done by rule; the former is considered in a moral point of view; the latter, in a scientific or technical one. Becoming angry, and actuated by a spirit of revenge, he exposed the whole *process*, which was a very unfair *proceeding*, as he had previously bound himself by a solemn promise not to reveal it.
24. It has but one compound sentence.
25. See Article VIII.
26. Three.
27. See Article VIII.
28. Used as in Article VIII, they share the same idea of something given or done to secure peace or good behavior, or as a voucher for the appearance of a person to stand a trial. *Bail* and *security* are not, however, used indifferently; for instance, we may say, I went his *security*, and he is out on *bail*, and also, I went his *bail*, but we cannot say, he is out on *security*. *Bail* is also used for the person who procures the release of a prisoner from custody, by becoming surety for his appearance in court. It is either singular or plural. *Security* is protection, or that which protects, freedom from fear or apprehension; confidence of safety; safety; certainty. A chain of forts was erected for the *security* of the frontiers. The navy constitutes the *security* of our commercial marine. This sense of *security* proved fatal, as it caused him to neglect making any preparations for defence. A nation often owes its *security* to its former acts of prowess, &c.
29. See Article IX.
30. See answer to question 18 of Lesson XX., ante.
31. See answer to question 24, Lesson XXVIII.
32. See Article X.
33. Both terms are used to denote either all the residents or citizens of a town, county, district or nation, or a portion of them; they have, however, this difference, that *inhabitants* implies persons taken separately, and *people* refers to individuals taken collectively or as one body. Both are also applied to animals, but in this respect *inhabitants* has the more general use. The *people* of Philadelphia. Boston has over

one hundred thousand *inhabitants*. *People* bring misfortunes upon themselves by misconduct, and then exclaim against fortune; the ants are a *people* not only do they prepare their meat in the summer? — *Proty*, xxx. Lions, leopards, and other beasts of prey, are *inhabitants* of that wild and beautiful region, &c.

31. See Article XI.
35. *State* is that consolidated part of a nation in which resides its power and greatness; *commonwealth* is the grand body of a nation, including both government and people, which form its *commonwealth* or *commonweal*. The ruling idea of the word *state* is that of government in its most abstract sense, but the term *commonwealth* refers rather to the aggregate body of men and their possessions, than to the government of a country. *State* is applied to communities, large or small living under any form of government; *commonwealth*, more appropriately to republics. We may look in vain among the *states* of the old world for many of the excellencies of our own favored *commonwealth*.
36. *Distant* signifies remote in place indefinitely; *foreign*, belonging to another nation or country. Therefore Canada is *foreign* to New York, and Texas is *foreign* to Mexico, though the countries designated are in both cases contiguous to each other. Portland, Me. and New Orleans, La. are *merely distant* from and not *foreign* to each other, because both are in the United States, though very far apart.
37. See Article XII.
38. *Assemble* is simply to come together; *meet* is to come together for a particular purpose. Both are applied to the gathering of an indefinite number of persons, but in this respect *assemble* is more comprehensive than *meet*.
- If on the plain the adverse hosts assemble,
And meet in battle shock, the earth will tremble.
- See also the answers to questions 16 and 19 of Lesson XVIII., ante.
39. *Ballot* is a ball used in voting. *Ballots* are of different colors; those of one color give an affirmative; those of another, a negative. They are privately put into a box or urn. *Ticket* is a written or printed paper given instead of a *ballot*, as being more convenient in public elections; from this circumstance, *tickets* are often called *ballots*. Two black balls being found among the *ballots*, he was declared not to have been elected. At 9 o'clock, P. M., the polls were closed, and the judges proceeded to count the *tickets*.
40. A collection of objects brought into some kind of order is the common idea of these terms. A *list* consists of little more than names arranged under in a long narrow line; *catalogue* involves more details than a simple *list*, and specifies not only names, but dates, qualities, and circumstances. You hold in your hand but a mere *list*, but here is a *catalogue*, which probably contains what you seek for.
41. *Presence* denotes a being company near or before the face of another; *sight* signifies a being in open view of a person at almost any distance, from proximity to comparative remoteness. If a man is blind, we may be in his *presence*, without being in his *sight*, which in this case has no existence; we may also be in the *sight* of an

- individual without being in his *presence*. This disgraceful affray happened in the *presence* of the House. The engagement took place in the *sight* of the general, and our men, desirous of his good opinion, fought with such desperate valor that they soon drove the enemy off the field.
42. *Open* means to uncover, unblock, or to remove any fastening or cover and expose to view; it is consequently used in a great variety of ways. To *break the seal* of a writing only to a letter, or other sealed applied or document. Did you *open* my letter to me, but did not *break the seal* of it, as it was already unsealed. No matter for that, the act is still dishonorable. Somebody has *opened* my desk. Please to *open* the door, &c.
43. These two words can be best contrasted through their positives. *Great* is applied to all kinds of dimensions in which things can grow or increase; *large* to space, extent, and quantity. It should be the aim of a statesman to secure the *greatest* good to the *Largest* number.
44. These two words have an extensive application, both singly and in phrases. *On* is being in contact with the surface or upper part of a thing and supported by it; *upon* has the sense of *on*, and might perhaps be wholly dispensed with. — Webster, Your book is *on* (*upon*) the table. The fleet is *on* (*upon*) the coast of Africa. He stood *on* (*upon*) my right hand. New York is situated *on* (*upon*) the Hudson. He was smitten *on* (*upon*) a bold enterprise. He had a white hat *on* (*upon*) his head, and a black coat *on* (*upon*) his back. *Upon*, however, cannot be used for *on* in such a phrase as 'put *on* your cloak.' Neither can *on* be supplied for *upon* in the expression to take *upon*, that is, to assume. To take *on*, indeed, is a vulgar form of speech for scolding or complaining. From these examples it will be perceived that *upon* is used in the same sense with *on*, often with elegance, and frequently without necessity of advantage.
- The orthography of the Amendments is more like the present.
46. The Amendments are more in accordance with present usage, for we find that the nouns are not commenced with capital letters, unless where they begin a period or are important in themselves; and the spelling, with the exception of a single word, is the same as at present. The heads of the Amendment Articles are printed between parentheses, thus: (Article I.) &c.; and the Articles themselves have no sections. The twelve Additional Articles are also much shorter than the seven Articles of the Constitution; the former only occupy five pages — the latter, twenty-three.
47. On the supposition that those nouns in which the capitals are wanting were overlooked.
48. Certainly not. The works of man abound in errors even when constructed with the greatest care.
49. Our comparative nothingness, and entire dependence upon our Heavenly Father.
50. In the Constitution, 53 times, in the Amendments, 9.
51. In the Constitution, 111 times, in the Amendments, 19.
52. In the Constitution, 40 times, in the Amendments, 27.
53. In the Constitution, 27 times, in the Amendments, 1.
54. In the Constitution, 34 times, in the Amendments, 1.
55. In the Constitution, 77 times, in the Amendments, 14.
56. In the Constitution, 17 times, in the Amendments, 1.
- Note*. — The cancelled paragraph is omitted in all these and the following answers.
57. Eleven; *a, ac, ad, af, ag, al, an, ap, ar, as, at, and*.
58. In order that its sound may correspond with that of the first letter of the word to which it is prefixed, and thus render the compound word euphonic.
59. Because its framers intended to have its meaning perfectly understood, even by the plainest capacities and most uneducated minds; it was therefore necessary to avoid every thing in the least degree ambiguous or obscure.
60. This question answers itself. The frequent recurrence of the same word or words in the same paragraph is called *repetition*; in prose it is rarely elegant, and, indeed, its use is only sanctioned in the preparation of constitutions, treaties, legal documents, &c., in which strength is the main object; in poetry, however, it is often singularly beautiful. *Repetition* differs from *tautology*, (which is the reiteration of the same meaning in different words, or the needless occurrence of the same words), and also from *catchwords* (or the use of the same or different sentences).
61. Perspicuity or clearness.
62. *Ad* means to; *con*, together or with; *pre*, before; *pro*, for, forward, forth or out, and *ob*, in the way, against, out.
63. Adequate. [*L. æquis, equal, &c.*] *equal* to, concentric, [centrum, the middle] to bring to the centre; *pre*pende, *pende*, to hang of, *pendo*, to weigh; *thought* before; *proffer*, to offer, to carry or bring; to bring forward or offer; *obtrude*, [*trudo*, to thrust] to thrust in the way or against.
64. While the American Manual may be used by beginners with great advantage, it is also adequate to the wants of comparatively advanced pupils, who should concentrate all their powers of mind upon the subjects of which it treats. That heinous crime was evidently committed with malice *pre*pende; the perpetrator, who was caught almost in the act, seemed so desperate, that he proffered my services to the officers, in order that he might be more safely conveyed to a place of security; — they civilly declined my aid, saying that they would not *obtrude*, an unpleasant duty upon one so manifestly unused to such scenes.
65. Eleven.
66. Only one; namely, *favor*, which is given *favor*.
67. The Constitution of the United States.
68. The Germans began all their nouns with a capital letter, both in writing and printing.
69. Advantage. — The reader perceives all the nouns at a glance. Disadvantages. — The nouns being already designated by their capitals, so far as they are concerned, the discriminating powers of the student cannot be exercised. From the abundance of capitals, the page has a look of confusion, and wants clearness, as may be determined by comparing the copy of the Constitution with that of any other part of this book. Again, the name of the Supreme

Being must, always commence with a capital; this is also the case with all proper nouns and their derivative, adjectives, and with all words which begin periods; consequently in words as above necessarily emphatic, no distinction could be made, unless by means of all nouns headed with capitals as formerly.

70. As has been repeatedly shown, their orthography differs occasionally from that of the present day. In the use of capital letters, the Constitution does not agree with itself, for in Article 1, section 5, page 123, we have *Ye* and *Navy*; and in section 8, page 126, we see *Post Offices* and *post Roads*; in Article 1, section 5, page 122, the word *Behaviour* appears, but in Article III, section 1, page 135, it is given, *Behaviour*. In these instances, are not merely mistakes, as well as peculiarities. 71. They were no doubt occasioned by oversight in the clerk, and so crept into the engrossed copy, this being read by the clerk; the members of the convention could not, of course, detect errors apparent only to the eye.

LESSON XXIX.

1. 2. see section 1.
3. *Its Corporeal frame* — The lady's constitution was impaired by over-exertion. 2d. *Temperament of mind* — that gentleman has a disposition of mind that even the most unexpected difficulties have never annoyed him. 3d. *Form of government* — The constitution of England is different from that of the United States. 4th. *Supreme law* — The constitution of the United States is paramount to all other authority in the Union. 5th. *State of benevolence* — The constitution of society is such in China that the people are totally ignorant of the blessings of a republican government. 6th. *A system of principles* — The Bible is the moral constitution of mankind.
4. In our country, the constitution secures to the people the right of electing their own governors. In England, the rulers are hereditary.
5. It is accurately and clearly defined in writing so intelligible that it can be understood by all.
6. 18. see section 3.
9. *Its Name* — A preamble usually precedes the enactments of a legislature. 2d. *A verb* — Legislatures *preamble* their enactments.
10. 11. see section 4.
None; those that tend to administer most to the welfare of all the people have received the most numerous and artful interpretations; the only code of perfection (the holy Scriptures) has been necessarily resorted to by the designing and the wicked, and numerous efforts have been made to secure its total annihilation; hence the necessity of universal intellectual and moral intelligence among the mass of the people.
13. 14. see section 5.
15. See section 6.
16. See the first part of section 6, terminating at legislatures, in the 74th line.
17. see section 7.
18. The meaning of a word or sentence is that which the person writing or speaking wishes to convey by it; — the *signification*

includes either the whole or a part of what is understood from it. I know the general *signification* of the terms used by that author, but I confess myself unable to fathom *his meaning*.

19. See section 8.
20. The signification of both terms, 5s, nearly the same, but *comment* generally implies censure. Among his many *observations* I detected not a few ill-natured *comments*.
21. The words are very near alike. The *latent* is the secret or concealed, in cases where it ought to be open; — the *hidden* is dormant, and may be known to none though concerning all. The means of accomplishing his *latent* motives were as yet *hidden* even from himself.
22. Of the opposition to the adoption of the Constitution.
23. Both signify full of power. *Powerful* applies to strength as well as power; — *potent* to power alone, in which sense it is a stronger term than the former. The celebrated Charlemagne was a *powerful* man, as well as a *potent* prince.
24. See section 10.
25. Things must have some sort of connexion with each other to form a *series*, but they need simply to follow in order to form a *course*. After delivering a *course* of lectures, he altered the matter in a degree, and had it published in a *series* of numbers.
26. *Practice* simply conveys the idea of actual performance; — *custom* includes also the accessory idea of repetition at stated periods. By imitating many prevalent *practices*, you will help to establish bad *customs*.
27. It meant primarily a statue of the goddess Falsis, or Minerva, representing her as sitting with a pike in her right hand, and a distaff and spindle in her left. The safety of Troy depended on the preservation of this statue; hence, palladium is applied to anything that affords effectual defence, protection and safety.
28. See section 11.
29. *Perfect* signifies the state of being done thoroughly; — *complete*, the quality of having all that is necessary. The book of which you speak is *complete* in all its parts, and nearly *perfect* in its style.
30. To see is the general term, and may be either a voluntary or an involuntary action; — to *perceive* is always a voluntary action. I had *seen* him several times before I *perceived* the great change in his appearance.
31. Of the duty incumbent on all Americans, without distinction of age or sex, to understand the constitution thoroughly.
32. *Right* is the general term; — *proper* expresses a mode of right. *Right* is absolute and admits of no comparison, for what is *right* cannot be more or less so —, was, and will always be *right*; but *proper* is relative and allows gradation, as something may be *proper* to-day that was not so yesterday, and will not be to-morrow; — or it may be more or less *proper*. Though it may be *proper* to conform ourselves in a measure to the habits of the company in which we may happen to be placed, it can never be *right* to hear a member of such company slander an absent person, without defending the one attacked.
33. See section 10.
34. *Raised* may have a good or an indifferent meaning; — *elevated* is always used in the best sense. George *raised* himself by his

business habits, and William was *elevated* by his superior genius.

35. *Imperfect* is the opposite of perfect, and *defective* is opposed to complete. See answer to question 29, ante. I did not admire the orator at all, for his grammar was *defective* and his enunciation *imperfect*.
36. See section 14.
37. Authority *confers*; — charity or generosity *bestows*. If the king shall *confer* the promised rank on him, he will be able to *bestow* on you many favors.
38. *Difficult* lies most in the nature and circumstances of the thing itself; — *obstacle* consists of that which is external or foreign. Beside the innate *difficulties* of the enterprise, I had not a little trouble to surmount some unexpected *obstacles*.
39. It enlarges on the folly of the people permitting the violation of the principles embodied in the American constitution.
40. *Rational* signifies having reason in it; — *reasonable*, *accountant with reason*. There are many *rational* beings who do not act in a *reasonable* manner.
41. There is no difference, except that *main* is more poetical than *ocean*.
42. It may mean either the sea, as above, or the land of a continent, in distinction from an island. Having lived for some years mainly upon the *main*, I can truly say that nothing gives me more pleasure than to discover, over the bow of the ship, a cloud-bank in the horizon, as it approaches, near approach to the *main*.
43. See section 10.
44. *Hallowed* signifies made holy; — *consecrated*, made sacred by a special act. The temple was *consecrated* upon a *hallowed* day.
45. To *reflect* is a mode of thinking, and to *ponder* a mode of reflecting. In *reflecting* we compare, combine, and judge of ideas that pass through the mind; — in *pondering* we dwell upon and weigh those ideas with the greatest care. The prepositions *on* and *upon* follow *reflect*, and are often but improperly used after *ponder*, which requires no preposition. He said unto me, I would like you to *reflect* upon these things, and *ponder* well the course you are pursuing.
46. Of the comparatively small number of persons who have read, or know anything about, the Constitution.
47. *Calculate* is the generic term; — *compute*, the specific. The former comprehends arithmetic operations of all kinds; the latter, combinations of certain given numbers in order to learn the grand result. This chronological *computation* involved great complexity, as it was drawn from a number of intricate *calculations*.
48. *Bliss* expresses more than *felicity*, in regard both to degree and nature of enjoyment. I know of no better wish than the following: May you experience *felicity* here, and *bliss* hereafter.
49. They are the same, but *brand* is only used in poetical composition.
50. It means, *ever*, and is used only in poetry, *forever* and *forever*; — *Forever* and *aye*, *forever* and *forever*.
51. *Glave* means broadsword, or falchion, and is only used in poetry.

LESSON XXX.

1. To the liberal education of females, as it is from them our earliest instruction is derived.

2. From the name of Christopher Columbus it is a poetical term for America.
3. See section 2.
4. The *model* serves to guide in the execution of a work; — the *pattern*, either to regulate the work, or simply to determine the choice of the naval-constructor, plans a vessel after a particular *model*, and the ship carpenter shapes its timbers according to a certain *pattern*.
5. In the sense of exemption from danger, *safety* expresses much less than *security* for we may be *safe* without using any particular measures, but not being *secure* without taking great precaution. As the magazine was in a *safe* position, and extraordinary preparations had been made for defence, the commandant deemed the fort *secure* against any attack.
6. Of the security afforded to all by the national judiciary.
7. *Rest* simply denotes cessation of motion; — *repose* is that kind of rest which is agreeable after labor. The time for *rest* has come, then let us *repose* as comfortably as possible.
8. We may be disturbed inwardly or outwardly, but can be *interrupted* only from without. When uneasy thoughts *disturb* our minds, friends do a kindness if they *interrupt* us.
9. From the Latin *in, de*, and *pendeo*, to hang. *De*, the first prefix, denotes from, and *dependent* signifies, to hang from, to rely on.
10. *De* the second prefix, signifies not. Hence *independent* signifies, literally, *in, not, de, from, pendeo*, to hang, not to hang from.
11. The prefix last joined, or the first syllable of the word.
12. The prefix last joined, or the first syllable of the word.
13. *Contentions* are generally produced by a collision of interests; *dissensions* are generated by a collision of opinions. *Dissensions* are peculiar to large bodies, or communities of people; *contentions*, to individuals. *Dissensions* not only tend to alienate the minds of men from each other, but to dissolve the bonds of society; *contentions* tend to destroy the happiness of a family; — both are alike contrary to the injunctions of the holy scriptures, and should be avoided as the bane of national grandeur and individual happiness.
14. *Dis* signifies *asunder*. *Dissension* is derived from the Latin *sentio*, to think, and *dis*, *asunder*; and literally means to *think asunder or apart*, but in its general acceptation it signifies a rupture or quarrel. *Contentions* is from the Latin *contendo*, and signifies a *strife, a violent effort* to obtain something; — for the prefix *con*, see question 4, Lesson VI, page 5, Appendix.
15. *Quarrels* signify the most serious of all differences, and lead to every species of violence. *Quarrels* generally spring from injuries, either real or supposed, may exist between nations or individuals, and be carried on by acts of offence either directly or indirectly.
"Unrev'd with quarrels, undisturb'd with noise,
The school-girl her improving task enjoys."

For the meaning of *dissensions*, see the answer to the preceding question 13.

16. *Quarrel* = 1st, (verb), The dogs *quarrel*; 2d, (noun) Herodias had a *quarrel* against him. — *Marshall*, *vs Dissensions* *are* *not* *in* *war* *produce* *war*; both *quarrels* and *dissensions* are often produced for the want of thought and reflection. It is to be hoped that all

- who study the American Manual will discountenance *quarrels and dissensions*.
17. *Every* is universal in its signification; *each* is restrictive. *Each* relates to two or more; *every* always relates to many.
18. *Every* person should use all reasonable efforts to disseminate intelligence and morality, inasmuch as *each* has an influence that may contribute to the weal or woe of those who may live in ages yet to come.
19. *Every* tree in the orchard bears apples, but *each* tree produces its peculiar fruit.
20. Because the happiness and greatness of nations depend upon it.
21. See answer to question 44, of Lesson XI, ante.
22. See section 6.
23. The scholar, thereby gains a better and more extended knowledge of the language, which contains about 80,000 words, but a comparatively small portion of which is to be found in any spelling-book.
24. By the practice of spelling words seriatim the pupil becomes critically acquainted with all the little particles of the language, which are far more difficult than its large words.
- LESSON XXXI.
1. 2. See section 1.
3. *Inheritance*, is an estate which falls upon a child or other person, as the representative of a deceased ancestor or relation; — *legacy*, *bequest*; *particular thing*, or *certain sum of money*, given by last will or testament.
4. Being absent from home at the death of his father, some pretended friends thought to obtain his *inheritance*, under pretence of securing it for him; but on his return, after completely baffling their schemes, he had the good fortune to receive a *legacy* of two thousand dollars from a distant relative.
5. *Among* [or *amongst*]; mixed or mingled with; conjoined or associated with; of the number. *Between*, [or *betwixt*], which is the same thing, and not obsolete, is in the intermediate space, without regard to distance; from one to another, belonging to two, or more, in common or partnership; having mutual relation to two, or more; noting difference or discrimination. His *place*, which lies *between* Baltimore and Washington, has quite a romantic aspect, as the house stands *among* large trees, and is almost hidden by their luxuriant foliage. Things go better *between* James and Philip, than between any other two *among* all my friends. These four men own the tract *between* them, and have such a mutual good understanding, that a like party could not perhaps be found *among* large trees. Perfect harmony exists *between* the families. Learn to judge *between* the specious and the true.
6. It is not.
7. One familiar phrase, given above, proves that it may be properly used of any whole number exceeding one.
8. See section 3.
9. See answer to question 104, of Lesson XII, ante.
10. Geographically, *ocean* is used for the vast body of water which covers more than three-fifths of the globe's surface; it is usually considered in five great parts: — the Atlantic, Pacific, Indian, Arctic and Antarctic oceans; and its smaller compa-

- native, though often really large branches, are called *seas*, as, the Mediterranean *sea*, &c. In general application they are applied almost indifferently, each one to be sure having its peculiar office in phrases. Thus, we say, go to *sea*, and at *sea*, but not *ocean*, in either case, and the corresponding phrase to *high seas*, is *open ocean*; we can however say *open sea*, with propriety. To ship a *sea* is said of a vessel which deluged by overpreaking waves. Figuratively, there is no difference in these words, and we talk of the *sea* of time, and the *ocean* of eternity.
11. See section 4.
12. *Devoted*, is applied to both temporal and spiritual matters; *consecrated*, to spiritual ones only. According to this distinction, it may be said that *consecrated* is used improperly on page 162, but it must be remembered that the Indians always mixed war and religion together.
13. The settlers were not unmindful of pious things, for they *devoted* part of their substance to religious uses, and, after encountering many difficulties, erected and *consecrated* a place of worship, &c.
14. *Tribes* is the general term, and means a family, race, or series of generations, descending from the same progenitor, and kept distinct. *Sept* signifies a race or family, as above, but is only used of tribes in Ireland and Scotland; it is synonymous with *clan*.
15. Rob Roy, Duke of Buccleuch is the head of *clan* Scott. The old Irish chieftains exercised despotic authority over their respective *septs*. The twelve *tribes* of Israel proceeded from Jacob. Most of our Indian *tribes* are fast becoming extinct.
16. Their history, written by the whites.
17. By fraternal union.
18. *Generation* is said of the persons who live during any particular period; *age*, of the period itself. Those born at the same time constitute the *generation*; the period of time included in the life of man is the *age*. Consequently, several *generations* may spring up and pass away in the course of an *age*.
19. During the dark ages, many *generations* appear to have risen, lived, and died, to little purpose, &c.
20. See section 6.
21. *Wisdom* consists in speculative knowledge; *prudence* in that which is practical. The former knows what is past; the latter by foresight knows what is to come. For want of *prudence* many men of *wisdom* fail to secure a competence. Illiterate men, if *prudent*, may become very rich, &c.
22. As used in section 6, there is no difference. Both mean a person of rank above a commoner; as, a duke, marquis, earl, viscount, or baron. In its original and broad sense, *peer* means an equal. According to our law, every man indicted for an offence must be tried by a jury of his *peers*. Only *peers* of the realm and the bishops, (who are so considered, with one exception,) can sit in the British House of Lords. Many of the *nobles* lead a dissolute life, &c.
23. Because the apostrophe or mark of the possessive case is placed at the end of the word, thus — *tyrants*; had it been intended to give the singular idea, it would have been written *tyrant's*.
24. It once happened that a careless clerk had

- occasion to read the following notice in church. "A man gone to sea, his wife desires the prayers of the congregation. By unfortunately changing the comma, he made the people understand that a man gone to see his wife, desires the prayers of the congregation." A fine travesty, truly!
25. 26. See section 7.
27. There is not.
28. Owing to natural distinctions of climate and soil, the products of one section are very different from those of another. The manufacturing and agricultural portions of the country would each seem to need peculiar modifications of system.
29. See section 7.
30. See section 9.
31. Taken distinctively, *citizen* means a person, native or naturalized, qualified to vote for rulers, and buy and hold real estate; — *denizen*, in England, signifies an alien who is made a subject by the king's letters patent, and holds a middle state between a foreigner and a native; he may hold land by purchase or devise, but he cannot take by inheritance. Used generally, both mean a dweller, but *citizen* carries with it the idea of a more permanent residence.
32. Many *citizens* of the United States are at present *denizens* of Mexico, &c.
33. At present, *flag* is applied to any military or civic ensign, of an oblong square shape, fastened at one end to the top of a pole or staff when intended to be borne by a man, or to a rope running through a pulley, by means of which it can be hoisted to the top of a ship's mast, or of a stationary mast on shore. *Banner* applies to square ensigns, as above, depending from a cross-piece secured at the top of a staff; they are sometimes hoisted, as well by a cross-piece at the bottom, for the sake of better display, and are generally restrained by cords attached to their lower corners. *Flags* are blown out laterally by the wind; *banners* hang vertically. *Flags* are commonly made of *baunting*, a sort of light, thin, semi-transparent woollen stuff; *banners*, of silk or other flexible material. Formerly, however, *flag* and *banner* were synonymous, and indeed are often so now.
34. In feudal times, land was held on condition of military service, and the vassal was forced to attend the *banner* of his lord not only when the nation was at war, but also whenever his leader had occasion to oppress a weaker neighbor, or defend himself from the attack of a stronger one. The national *flag* of the United States is known far and wide as the star spangled *banner*.
35. To secure the blessings of liberty to themselves and their posterity.
36. By an immense sacrifice of treasure and life.
37. See section 11.
38. That of testing the practicability of a republican government.
39. *Monolith* means a pillar or column, of any size or form, made of a single stone. *Obelisk* is a term applied to an Egyptian *monolith* of one invariable form; namely — four-sided, square, and diminishing gradually from the base to the apex, which is itself of a four-sided pyramidal shape. The word *obelisk* is from the Latin *obeliscus*, a diminutive of the Greek *obelos*, a spit; and monuments of this species are often called *needles* by ourselves.
40. As the Constitution forms a perfect whole, it is, called, on page 106, a *monolith*, and *obelisk* is used for *edification* as being the nearest simile to the celebrated Cleopatra's Needle is an *obelisk*.
- LESSON XXXII.
1. As separate States look only to the interests of their own people, petty palousies arise, commercial disputes, and misery, imbecility and ruin follow.
2. In a Congress of the United States or America.
3. 1. Two branches.
4. 6. See section 1.
5. Every two years.
6. By the people.
7. They must be free white male citizens of the United States, 21 years old.
8. 10. 14. See section 2.
15. 16. See Article 1. of the Constitution, section 2, page 119.
17. 20. See Section 3.
21. 22. 23. See Constitution, Article I., section 2, page 121.
24. See section 4.
25. 26. 35. See section 5, also Constitution, Art. 1, section 3, pp. 120, 121.
36. 42. See sections 6 and 7; also Constitution, Article I., section 3, page 121.
43. 44. 45. See section 8; also Const. as above.
46. See section 9.
47. 48. 49. See section 10.
50. By the several state legislatures.
52. With the exception of the places of choosing senators.
53. See section 11.
- LESSON XXXIII.
- 1 to 7. See section 1; also Constitution, Art. 1, section 3, page 121.
- 8 to 15. See section 2; also Constitution, Art. 1, sections 5 and 6, page 123.
- 16 to 19. See section 3.
- 20 to 30. See sections 4 and 5; also Constitution, Art. 1, sections 6 and 7, pp. 123 to 125.
- 31 to 35. See section 6; also Constitution as above, with the addition of section 8.
36. *Tax* is more general, and applies to whatever is paid by the people to the government according to a certain estimate; *duty* is more positive and binding, being a specific estimate of what is *due* upon goods according to their value. Commonly *tax* is understood to be a sum laid upon polls, lands, houses, horses, cattle, professions and occupations; *duty*; a sum required by government on the importation of exportation of goods.
37. The above terms refer to what is levied by the government, but they do not expressly convey the idea of levying or paying; *impost*, on the contrary, signifies literally that which is imposed, and will be exacted if not promptly paid. *Excise* is an inland duty laid on articles produced and consumed in a country, and also on licenses to deal in certain commodities. The word *tax* may comprehend all these terms.
38. Monarchical countries, in general, are heavily burthened with *taxes*. *Duties* upon goods imported make up most of the national revenue. A heavy *impost*, to pay the expense of the war, was laid upon the conquered country. The people of England broan under a multitude of *excises*, from which we are happily exempt.

- 39 to 42. See section 7; also Constitution, Art. 1, section 8.
 43 to 47. See section 8; refer as before.
 48 to 54. See section 9.
 55 to 57. See section 11.
 58 to 59. See section 12.
 60 to 61. See Lesson XVII., section 4, page 73.
 62 to 68. See section 12.
 69 to 73. See page 181; also Constitution, Art. I., section 8, page 127.
 74. *Insurrection* is used for a general rising up against the established government. See answer to question 16, Lesson XXV., *ante*. *Riot* applied to a tumultuous disturbance of the peace, by three or more persons, mutually aiding and assisting each other, whether the act, they originally intended to perform was in itself lawful or unlawful. The Pennsylvania whiskey *insurrection* happened soon after the establishment of our present government. *Riots* occur occasionally in different parts of the country.
 75 to 76. See section 15.
 77. The city of Washington, in the District of Columbia.
 78. By Washington.
 79 to 80. See section 16; also Constitution, Art. 1, section 9, page 128.
 81. Want of power to make wholesome laws effective; when enacted, is the bane of governments; and from the hour that concessions are exacted of their weakness, stability forsakes them.

LESSON XXXIV.

- 1 to 4. See section 1; also Constitution, Art. I., section 9, page 128.
 5 to 7. See section 2.
 8 to 11. See section 3; also the answer to question 8 of Lesson XXVII., *ante*. Refer to questions 1-4.
 12 to 18. See section 4.
 19 to 18. See sections 5 and 6.
 20. See section 7.
 21. See section 8.
 22 to 25. See section 9; also Constitution, Art. 1, section 10, pp. 129 and 130.
 26 to 29. See section 10.
 30. See section 11.
 31 to 32. See section 12.
 33 to 35. See section 13; also Constitution, Article II., section 1, page 130.
 36. The chief ordained to "rule our country's mighty sons, derives no pretensions from hereditary right — here, no famous warrior, grasping as a robber, can reach power by means of bayonets; — and as our freemen point proudly to the law which gives us relief from all such despots, kings tremble for their authority and see with chagrin, throngs moving with unrestrained steps towards open polls, where, exempt from military coercion, they silently deposit their votes. Note. — The words in italic are not in the originals. Of course the sense of this example, and that of question 81 of Lesson XXXIII., *ante*, can be given in many different ways.

LESSON XXXV.

- 1 to 8. See section 1; also Const., Art. II., sec. 1, pp. 130 and 131; and Amendments, Art. XII., p. 145.
 9 to 10. See section 2.
 11 to 17. See section 3.
 18 to 21. See sections 6 & 7.

- 22 to 28. See sections 8-9 & 10.
 29, 30. See section 11.

- 29 to 31. See section 11; also Constitution Article II., section 2, page 134.

LESSON XXXVI.

- 1 to 4. See section 1.
 5 to 8. See section 2.
 9 to 10. See section 3.
 11 to 13. See section 4.
 14. *Subject* is one that owes allegiance to a sovereign, and is governed by his laws. The natives of Great Britain are *subjects* of the British government. The natives of the United States, and naturalized foreigners, are *subjects* of the federal government. Men in free governments are *subjects* as well as citizens; as citizens, they enjoy rights and franchises; as *subjects*, they are bound to obey the laws. — *Dr. Webster*. For citizen, see answer to question 48 of Lesson XIII., also that to question 31 of Lesson XXXI., *ante*. In this country, a good citizen must be a peaceable *subject*.
 15. *Destruction* is an act of immediate violence; *ruin* a gradual process. A thing is *destroyed* by external violence; a thing falls to ruin of itself. But *destruction* is more forcible and rapid, *ruin* is more sure and complete. The *destroyed* may be rebuilt or replaced; the *ruined* is past recovery. A continuance in your present vicious course of life will be the *destruction* of your character, and the ruin of your health and morals. See the answer to question 13 of Lesson IX., *ante*.
 16. See section 6.
 17 to 20. See section 7.
 21 to 23. See section 8.
 24 to 25. See section 9.
 26 to 29. See section 9.
 30 to 31. See section 10.
 32 to 34. See section 11.
 35 to 42. See section 12; also refer to the Constitution.

LESSON XXXVII.

- 1, 2, 3. See section 1.
 4 to 13. See section 2.
 14 to 20. See sections 3, 4 and 5.
 21 to 23. See section 6.
 24 to 26. See section 7.
 27 to 32. See section 8.
 33 to 36. See section 9; also refer to the Constitution.

LESSON XXXVIII.

- 1 to 5. See sections 1 and 2.
 6 to 8. See section 3.
 9 to 10. See section 4.
 11 to 16. See sections 5 and 6.
 17 to 20. See sections 7 and 8.
 22. See section 9.
Gun is a general term, comprehending all instruments of destruction composed of a barrel or tube of iron, or other metal, fixed in a stock, or on a carriage, from which balls, shot, or other deadly missiles are discharged by the explosion of gunpowder, with the single exception of pistols. The larger species of guns are named

- cannon*; and the smaller kinds are called *muskets*, *carmines*, *rifles*, *howling-pieces*, &c. *Musket* is applied to that sort of small-arms, most commonly used in war. Originally, *muskets* were very clumsy weapons, rested on a staff and set off by means of a lighted match; the name is now given to rifles or fire-locks fired by a spring-lock. The ship carries 44 *guns*. The infantry arm was sadly deficient in *muskets*. The artillery-men were forced to abandon their *guns*. I observed several men carry *guns*. Some soldiers were riding upon *guns*. In the former of these two last instances, the *guns* are of course *small-arms*; in the latter, they are *cannon or great-guns*.
 23 to 24. See section 9.
 25 to 30. See sections 10 and 11.
 31. In a *jury trial*, a man is judged by his equals, who will naturally feel sympathy for him; in a *trial by court-martial*, his conduct is examined and passed upon by his superiors, who have but little in common with him.
 32 to 33. See section 11.
 34 to 37. See section 12.
 38. The burden falls eventually upon the people.
 39. See section 13.
 40. The people.
 41. It does undoubtedly.
 42 to 44. See section 14.
 45. Because *usage* has a long.

LESSON XXXIX.

- 1, 2. See section 1; also Amendments, Article IV.
 3 to 7. See section 2, and Amendments Articles V. and VI.
 8 to 9. See section 3.
 10 to 11. See section 4.
 12. See section 5.
 13. See section 6.
 14 to 15. See section 7.
 16 to 17. See section 8.
 18 to 19. See section 9.
 20 to 23. See section 10.
 24 to 28. See section 11.
 29. See section 12.
 30 to 32. See section 13.
 33 to 34. See section 14.
 35. They are.
 36. Because, if they have the proper talent to fill the office, they are equal to the richest. In fact, if the opulent want capacity they are not so good as the industrious poor.
 37 to 38. See section 15.
 39. The value of the national Union.
 40. Unquestionably.
 41. It is.
 42. Without doubt.
 43. Yes — with great care.
 44. As the palladium of our public prosperity.
 45. No — if it would, on the contrary, be very unreasonable.
 46. See section 17.
 54. Yes — not only to imitate and equal his virtues, but to surpass them, if possible.
 55. Yes — for the higher a man aims, the more he will accomplish.
 56. The good — the wicked have no real happiness.

LESSON XL.

- 1, 2, 3. See section 1.
 4. See section 2.
 5 to 8. See section 3.
 9. See section 4.
 9. See section 5.

- 10 to 11. See section 6.
 12 to 13. See section 7.
 14 to 15. See section 8.
 16 to 19. See section 9.
 20 to 21. See section 10.
 22 to 25. See section 11.
 26 to 27. See section 12.
 28 to 29. See section 13.
 30 to 31. See section 14.
 32. In Greece, we have Thales, Pythagoras, Socrates, Plato, Aristotle, and Zeno; in Rome, Seneca and Pliny.
 33. Demosthenes in Greece, and Cicero in Rome.
 34. See section 15.
 35. Because every thing should be done in the best manner; and comparative perfection, at which we should aim, can only be attained through extensive knowledge; therefore the person, who neglects to improve opportunities is inexcusable.
 36 to 38. See section 16.
 39. Yes — for the cause of Christianity must be advanced by action; belief, alone, is not sufficient.

LESSON XLI.

- 1 to 4. See section 1.
 5. All the members of society.
 6. That the attention of the community should be steadily directed to education, so that it may be spread throughout the land. Also an absorbing desire to learn existing in the scholar's mind; this, however, will be more or less excited by the good teacher.
 7 to 9. See section 2.
 10. Our fathers, who received instruction from the examples of their ancestors.
 10. It refers to the prophetic sentence written by the fingers of a man's hand upon the wall of Belschazzar's palace at Babylon. As the characters could not be deciphered by the astrologers, Chaldeans, and soothsayers, the king had recourse to Daniel, who explained them to decree the conquest of the Assyrian empire, and the death of Belschazzar. The prophecy, as all know, was strictly fulfilled, that very night. The whole story is sublimely told in the fifth chapter of the Book of Daniel.
 11. A trope.
 12 to 15. See section 4.
 16 to 20. See section 5.
 21 to 24. See section 6.
 25 to 26. See section 7.
 27. See section 8.

LESSON XLII.

1. See section 1.
 2. That it is the best possible way of dispensing justice.
 3. If the power to settle disputes, or to dispose of life were left to a single permanent judge, he might be corrupted, or his mental vision might be unconsciously warped in favor of this or that side. But a combination of twelve men secures due deliberation and free interchange of sentiment, going to remove undue prejudices, and as juries are taken at random from the people, their members being previously unknown, as such to all the parties, and holding office but for the term of one trial, it is impossible to bribe them.
 4. See answer to question 31, Lesson XXXI., *ante*.
 5. See section 1.
 6. They can.

7. For the reason that judgment on impeachment only extends to their removal from office, after which they are liable to be called to answer, and tried for their crimes, the same as any other citizens. But if life could be taken as a effect of impeachment, a man who had once escaped conviction on such trial, could be re-arraigned and re-tried before a jury, and so have his life twice put in jeopardy.

8. They can not.
9. By the officers of a court-martial.
10. There can.
11. See section 2.
12. See section 3.
13. They are very nearly synonymous, and mean purpose or aim. *Design* is a general term, and also more vague than *object*. We may entertain a *design* for a long time without taking measures to accomplish it; but we usually try to effect an *object* as soon as possible. Well knowing that he had an *object* in questioning me, I took care not to let him penetrate my *designs*.

14. See section 4.
15. See section 5.
16. See section 6.
17. See section 7.
18. See section 8.
19. See section 9.
20. See section 10.
21. See section 11.
22. They do not.
23. Two kinds.

24. An officer in each county to whom is intrusted the execution of the laws. In England, *sheriffs* are appointed by the king. In the United States, they are elected by the legislatures, or by the people, or appointed and commissioned by the governors.

25. The office, in England, is judicial and ministerial; here, it is mostly or wholly ministerial. The *sheriff*, by himself or deputies, executes civil and criminal process throughout his county; has charge of the jail and prisoners; attends courts, and keeps the peace.

26. A schedule, containing the names of persons summoned by the sheriff; hence, *more generally*, the whole jury.

27. *Panel* is a jury, as above; also a piece of board with its edges inserted in the groove of a thicker surrounding frame; as, a door *panel*. *Pannel* is a kind of rustic saddle. He knocked so hard at the door that he broke through a *panel*. He lost his seat in consequence of the breaking of his *pannel*-girth.

28. Twenty-three.
29. 30. 31. See section 8.
32. Any whole number that cannot be divided by 2 without 1 remainder. 1 is the first odd number.

33. See section 8.
34. See section 9.
35. *Sworn* means caused to take *oath*; *affirmed*, caused to take *affirmation*. For the difference between *oath* and *affirmation*, see answer to question 7, Lesson XXVI., ante.

36. 37. 38. See section 10.
39. 40. See section 11.
41. 42. See section 12.

LESSON XLIII.

1. 2. See section 1.
3. 4. See section 2.
5. An *indictment* is a written accusation or formal charge of a crime or misdemeanor, preferred to a court by a grand jury; also the paper or parchment containing the accusation. "In law, a *presentment*, properly speaking, is the notice taken by a grand jury of any offence from their own know-

ledge or observation, without any bill of indictment laid before them; as, the *presentment* of a nuisance, a libel, or the like, on which the officer of the court must afterward frame an *indictment*, before the party presented can be put to answer it."

"In a more general sense, *presentment* comprehends inquisitions of office, and *indictments*." — *Blackstone*. The above is the *English* use of *presentment*; here it means the act of offering an *indictment*, and also the *indictment* itself. The application of the word is limited to accusations by grand jurors.

6. See section 2.
7. 8. See section 3.
9. The sentence would then declare that the foreman should write all three phrases on the back of the bill.

10. 11. See section 3.
12. 13. See section 4.
14. 15. See section 5.
16. 17. See section 6.
18. 19. See section 8.
20. 21. See section 9.
22. 23. See section 10.
24. 25. See section 11.

26. An adverb.
27. Four.
28. When it can be changed into *except* without destroying the sense.
29. When it can be changed into *only* without destroying the sense.

30. When it connects sentences not having either of the former senses.
31. Among the *Romans*, *client* meant a citizen who put himself under the protection of some man of distinction and influence; hence, with us, one who applies to a lawyer or counsellor for advice and direction in a question of law, or commits to his management the prosecution of a claim, or defence of a suit in a court of justice.

Patron, with the *Romans*, was a master who retained some rights over a slave after having emancipated him; also, a man of rank under whose protection another placed himself; hence, in *English*, one who countenances, supports, and protects either a person or a work. In these days, the old distinctions between *patron* and *client*, as above, are very oddly intermingled; for so far as the *lawyer* affords defence or protection, he is his *client's patron*; but inasmuch as he is supported by the fees paid him by his *client*, the latter is also the *lawyer's patron*.

42. 43. See section 12.
44. They would not.
45. As the wisest are not always free from fallacies of judgment, the court might be wrongfully yet sincerely, swayed to this or that side. Jurors, finding that their work was already done by the judge, would not trouble themselves with an examination of the merits of a case, and much mischief would happen in court by such neglect. When, on the expiration of their term, the jurymen should return to society, instead of thinking for themselves, they would be apt to take at second-hand the opinions of any man who might advance pretensions to learning or experience.

46. 47. See section 12.
48. 49. 50. See section 12.

LESSON XLIV.

1, 2, 3, 4, 5. See section 1.

6. It is true that the word *court* implies, and generally means, several persons, but *courts* are often held by one judge, who is then the *court*. When there are several judges, they consult together, and the opinion of the majority is given by the presiding judge, unless he is in the minority when he gives his individual charge, and another member of the court will deliver the opinion of the rest; or the chief judge being with the majority and giving their opinion, an associate judge may also express his own views. The case supposed is one in which the court has several members, hence the use of the two words in the sense above explained.

7. 8. See section 2.
9. Because our best writers have so prefixed it for such a length of time, that it has become a part of the language. But no valid reason can be given for writing *society* without the definite article and *community* with it.

10. 11. See section 3.
12. 13. See section 4.
14 to 20. See section 5, and its note at the bottom of page 254.

21. 22. See section 6.
23. See section 7.
24. 25. See section 8.
26. Relative pronoun.

27. When it can be changed into *who* or *which* without destroying the sense.
28. When it points out the subject to which it relates.

29. When it connects sentences, being neither of the above parts of speech.
30. See section 10.
31. It means not, implying negation, privation, or want. *Impunity*, [L. *punitio*, to punish, without punishment.]

32. It signifies not, in, not — *se*, without — *cura*, care, concern, or charge,] not without care; a deduction readily enough understood, for if a thing is known to be *secure* we have no concern about it, and in *secure* is not *secure*, or *unsafe*. *Innocent*, [noceo, to hurt.] not hurting. *Infinite*, [inis, the end, bound, or limit.] without bounds. *In-com-petent*, [peto, to seek, ask,] unfit to strive for, or perform a thing.

33. Jurors, triers — returned, given — tickets, papers — receptacle, box — the requisite number, twelve suitable jurors.

40. 41. 42. See section 11.
43. See section 12.
44. 45. 46. See section 13.
47 to 51. See section 14.

LESSON XLV.

1. 2. See section 1.
3. 4. See section 2.
5. They should not.
6. The people may cause it to be changed.
7. See section 2.
8. See section 3.
9. Mob Law and anarchy.

10. The erroneous opinion that law should not be binding upon society, will lead, as implied in section 4, first to anarchy and then to despotism.
11. 12. See section 5.
13. 14. See section 6.

15. See section 6.
16. Noting that *lunary* is stationary for any length of time. Experience has proved that there must either be a growing or a wasting, a better or a worse state: — an

approximation to perfection, or — the highest practicable point once reached — a tendency to decay, ending in ruin or death.

17. *Voters*, all persons having the right to choose officers to make, execute, or determine laws. *Juries*, collections of persons to decide facts in controversy according to law. *All jurors* are supposed to be *voters*, but though all *voters* may be, they are not necessarily *jurors*.

18. See section 6.
19. 20. See section 7.
21. There is no difference, except that *counsel* is a noun singular used in the plural sense.

22. See section 7.
23. It may be either singular or plural, according to the context.
24. It is not.

25. *Humanity* means kindness or benevolence; *general excellency* implies many good qualities. The former, applied to one attribute, is determinate; the latter, having reference to many things, is vague.

26. *Accittal* is a judicial setting free, or deliverance from the charge of an offence, and as the prisoner, who was confined during the trial, thereby gains his *liberty*, the words may be called synonymous in this use, though they are not generally so.

27. The clearing of the guilty.
28. Because our executives possess the pardoning power.
29. 30. See section 9.

31. 32. See section 10.
33. The one who has sustained the loss.
34. They are oppressors, and should receive condign punishment.
35. The perpetrator.

36. The one by whom it has been violated.
37. Yes — it is spelled by Webster, *defense*.
38. 39. See section 11.
40 to 43. See section 12.
44 to 48. See section 13.

49. See section 14.
50. *Illegal* means contrary to law; *unjust*, contrary to justice and right. *Illegal* has reference to human laws alone, and before these were instituted it was impossible for any act to be *illegal*, though many might be *unjust*. Owing to imperfections ever attendant upon man's works, *justice* and *legality*, and their correlatives, are occasionally at variance.

51. See section 14.

LESSON XLV.

1. *Duties* — common noun, plural number, is in the objective, case, and governed by the preposition to understood. With the ellipsis fully supplied, the sentence would read to those duties.

2. Relative pronoun, third person, plural number, refers to *duties* for its antecedent, objective case, and governed by should understand.

3. Before the verb by which they are governed.
4. Whom.

5. *Pardon* and *forgive* both signify not to inflict the punishment that is due. *Forgive* is the familiar term; *pardon* is adapted to the serious style. Personal injuries are *forgiven*; offences against law and morals are *pardoned* — charity governs the first act; clemency, the second. The governor will probably *pardon* a most atrocious criminal, but should he do so the people will never forgive him.

6. It means martyrdom by fire. The person

SPECIMENS OF OLD ENGLISH POETRY.

The following is a description of Robert, surnamed Courthose,¹ eldest son of William the Conqueror:—

"He was y-wox² ere his fader to England came,
Thick man he was enow, but not well long;
Square was he, and well made for to be strong.
Before his fader, once on a time, he did sturvy deed,
Whan he was young, who beheld him, and these words said:
By the uprising of God, Robelyn me sall see
The Courthose, my young son, a stalwart knight sall be;
For he was somewhat short, so he named him Courthose,
And he might never after this name lose.
He quiet of counsel and speech, and of body strong,
Never yet man of might in Christendom né³ in Paynim,
In battail from his steed could bring him down."

The death of Matilda of Scotland, wife of Henry I., is chronicled by Hardinge as follows:—

"The year of Christ a thousand was full clear,
One hundred eke and therewithal eighteen,
Whan good queen Maude was dead and laid on bier,
At Westminster buryed, as well was seen;
For heaviness of which, the king I ween,
To Normandy then went, with his son,
The duke William, and there with did won."⁵

FREEDOM.

(John Barbour, 14th century.)

"A! freedom is a nobill thing!
Freedom mayse man to haiff liking!
Freedom all solace to man giffis;
He levys at ese that frely levys!"

The two following are from Chaucer, a few years later:—

THE WIFE.

"A good wife was there of beside Bath,
But she was some deal deaf, and that was scathe,⁶
Of cloth making she hadde such a haunt,
She passed them of Ypres and of Ghent."

THE MONK.

"A monk ther was, a fayre for the maistrie,
An outrider, that loved venerie;⁷
A manly man to ben an abbot able,
Ful many a darnte hors hadde he in stable:
And whan he rode, men might his bridle here
Gingeling in a whistling wind as clere,
And eke as loude, as doth the chapell belle,
Ther as this lord was keper of the celle."

¹ Short-stocking.
Grown.

² Nor.
Also.

³ Dwell.
Harm.

⁴ Custom.
Hunting.

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