

ducive to that gradual and regular procedure, which is so favourable to the business of instruction. The more important rules, definitions, and observations, and which are therefore the most proper to be committed to memory, are printed with a larger type; whilst rules and remarks that are of less consequence, that extend or diversify the general idea, or that serve as explanations, are contained in the smaller letter: these, or the chief of them, will be perused by the student to the greatest advantage, if postponed till the general system be completed. The use of notes and observations, in the common and detached manner, at the bottom of the page, would not, it is imagined, be so likely to attract the perusal of youth, or admit of so ample and regular an illustration, as a continued and uniform order of the several subjects. In adopting this mode, care has been taken to adjust it so that the whole may be perused in a connected progress, or the part contained in the larger character read in order by itself. Many of the notes and observations are intended, not only to explain the subjects, and to illustrate them, by comparative views of the grammar of other languages, and of the various sentiments of English grammarians; but also to invite the ingenious student to inquiry and reflection, and to prompt to a more enlarged, critical, and philosophical research.

WITH respect to the definitions and rules, it may not be improper more particularly to observe, that in selecting and forming them, it has been the author's aim to render them as exact and comprehensive, and, at the same time, as intelligible to young minds, as the nature of the subject, and the difficulties attending it, would admit. He presumes that they are also calculated to be readily committed to memory, and easily retained. For this purpose, he has been solicitous to select terms that are smooth and voluble; to proportion the members of the sentences to one another; to avoid protracted periods; and to give the whole definition or rule, as much harmony of expression as he could devise.

FROM the sentiment generally admitted, that a proper selection of faulty composition is more instructive to the young grammarian, than any rules and examples of propriety that