A CONCORDANCE TO THE CONSTITUTION OF THE UNITED STATES OF AMERICA: WITH A CLASSIFIED INDEX AND QUESTIONS FOR EDUCATIONAL PURPOSES

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A Concordance to the Constitution of the United States of America: With a Classified Index and Questions for Educational Purposes by Charles W. Stearns

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CHARLES W. STEARNS

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Trieste

To Senator Sumner,
with the Compiler's profoundest Regards.
Constitution St.
Baltimore 11th May '72

A

CONCORDANCE

TO THE

CONSTITUTION

OF THE

UNITED STATES OF AMERICA;

WITH A

CLASSIFIED INDEX,

AND

QUESTIONS FOR EDUCATIONAL PURPOSES:

BY

CHARLES W. STEARNS, M.D.

Jubente populo, ordinata erat in duodecim tabulis tota justitia.
Florus, 1, 24.

Civitates aut condere novas, aut conservare jam conditas.
Cicero, Rep. 1, 7.

NEW YORK:
POOLE & MACLAUCHLAN, PRINTERS,
205–213 EAST TWELFTH STREET.
1872.

CONTENTS.

PREFACE.

CONCORDANCES and INDEXES have been compiled of such books as are deemed of the greatest value. Probably there exists no work of the same compass, that, at the present time, or in the near future, seems likely to affect the well-being of so large a number of mankind as the written *Constitution of the United States of America.*

But the Constitution is so brief an instrument, that any aids in referring to its text would seem hardly necessary. Brief as it is, however, questions often arise, as to what it does, or does not, contain; while the force or meaning of its words, and the scope of its powers and provisions, have been the occasion of the grandest debates recorded in the history of free governments.

The language of the Constitution, though generally smooth, and sometimes elegant, is yet simple almost to plainness, often elliptical, and, in several passages, almost colloquial. In short, its language is that of every-day life, and was, no doubt, meant to be such. This simplicity, with its brevity, fit it to be read and understood by all classes of persons, of even a rudimentary education. And for this reason also, a

person who is not a jurist may, perchance, be qualified for executing a work like the present.

Those who undertake to make a *Concordance* to any work will not find it simply a mechanical task; as the judgment of the compiler is constantly exercised in deciding what portion of the sentence containing the given *word* he can best take to fill the allotted space of a single line, so that the fragment copied may retain an idea of the whole. Still more judgment is required to arrange the plan of a *Classified, or Analytical Index* to any important work. But such Indexes, when well prepared, are found to make their respective works, to some extent, a commentary on themselves. There is also an incidental advantage in having a Concordance or Vocabulary of the Constitution,—that it familiarizes the use of the same words, and perpetuates its phraseology in laws founded upon it, and discussions relating to it; by which its permanency is likely to be promoted and secured.

The practice of omitting the small words and the auxiliary verbs, in preparing a concordance, has not been adhered to in the present work. The negatives *no, not, nor, neither*, and even the words *if* and *may*, are all very impressive words in the Constitution; and especially the word *shall*, which so often serves to mark the conditional future of a verb;—but its force in the Constitution is oftener imperative, and not seldom, imperial!

The advantages of a Classified Index to the Constitution will at once be seen by glancing at the extracts under any one of the headings; as for example, under that of *The Congress*. It would require considerable time for a person to gain a ready and exact knowledge of all the powers and duties of Congress; but here the whole is presented at one view. Take another example,—that of *The States*, the question of whose rights and sovereignty has been the theme of long debate, and finally, the cause of a civil war.

Americans may, and ought, to be as well acquainted with the provisions of the Constitution as with the simplest rules of arithmetic; yet their limited knowledge of the subject is somewhat to be wondered at, when we consider how widely the rudiments of education are diffused, and the intense interest felt by all classes in the course of public affairs. Of this imperfect knowledge several illustrations could be offered,—except that they might here be deemed out of place, though not questions of a partisan kind,—of matters expressly provided for and settled in the Constitution, but which were at times severally discussed or proposed in the public journals, as though the Constitution had been silent on the subject. More than this; statutes have for years been enforced by some of the States, that, when tested before the competent tribunal, were at once declared unconstitutional and void.

There will probably, hereafter, be much less debate