

**A MANUAL OF RHETORIC, WITH EXERCISES
FOR THE IMPROVEMENT OF STYLE OR
DICTION, SUBJECT FOR NARRATIVES,
FAMILIAR LETTERS, SCHOOL ORATIONS,
&C. BEING ONE OF TWO SEQUELS TO
"GRAMMAR ON ITS TRUE BASIS"**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649025633

A Manual of Rhetoric, with Exercises for the Improvement of Style or Diction, Subject for Narratives, Familiar Letters, School Orations, &C. Being One of Two Sequels To "Grammar on Its True Basis" by B. H. Smart

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

B. H. SMART

**A MANUAL OF RHETORIC, WITH EXERCISES
FOR THE IMPROVEMENT OF STYLE OR
DICTION, SUBJECT FOR NARRATIVES,
FAMILIAR LETTERS, SCHOOL ORATIONS,
&C. BEING ONE OF TWO SEQUELS TO
"GRAMMAR ON ITS TRUE BASIS"**

A
MANUAL OF RHETORIC,

WITH EXERCISES

FOR THE

IMPROVEMENT OF STYLE OR DICTION,

SUBJECTS FOR NARRATIVES, FAMILIAR LETTERS,
SCHOOL ORATIONS, &c.

BEING ONE OF TWO SEQUELS TO "GRAMMAR ON ITS TRUE BASIS"

By B. H. SMART,

AUTHOR OF "BEGINNINGS OF A NEW SCHOOL OF METAPHYSICS"; "WALKER
REMODELLED"; "THEORY AND PRACTICE OF ELOCUTION"; &c.



LONDON:
LONGMAN, BROWN, GREEN, AND LONGMANS.
1848.

CONTENTS.

	Page
INTRODUCTION	1
CHAPTER I.—INVENTION	3
Arguments named from the capacity, knowledge, ordinary motives, &c. of the person or persons addressed	ib.
Arguments named from the topics whence they are taken	5
Examination Questions	9
CHAPTER II.—DISPOSITION	10
Examination Questions	11
CHAPTER III.—DICTION	ib.
Figures of Speech	12-22
Examination Questions	22
Alphabetical Index to the Classical Names of Rhetorical Figures, with the Etymologies of the several Terms	24
Appendix to Chapter III.—Exercises for the improvement of Style or Diction	26
Section 1	27
,, 2	29
,, 3	31
,, 4	33
,, 5	38
,, 6	42
,, 7	44
,, 8	47
,, 9	50
,, 10	52
CHAPTER IV.—DELIVERY	56
Examination Questions	58

	Page
CHAPTER V.—SUPPLEMENTARY: Suggestions for further Exercises in Rhetoric, addressed to Learners	61
Subjects for Exercise:—	
Personal Subjects	71
Narratives or Statements of Facts from English History .	<i>ib.</i>
" " from Roman History .	72
" " from Grecian History	73
Descriptions	74
Familiar Letters	<i>ib.</i>
Speeches for Embryo Orators:—	
Demonstrative Speeches	82
Deliberative	<i>ib.</i>
Judicial	84
Key to the Exercises for the Improvement of Style or	
Diction	87

P R E F A C E.

As this little work is put forward in connection with two others (a Manual of Grammar and a Manual of Logic), I may fairly claim that it shall be estimated with a reference to the whole course of instruction, of which it is but a part.

A much larger province is asserted in it for Rhetoric than is usually assumed—larger, for instance, than Dr. Whately claims for it in his *Elements of Rhetoric*. My assumption is not arbitrary; but even if it were so, I might justify it by saying with Dr. Whately, that “it is an error to suppose a general term has some real object properly corresponding to it, independent of our conceptions; that consequently, some one definition is to be found which will comprehend everything that is rightly designated by that term, and that all others must be erroneous.” I do not wish, however, to rest on this excuse; I prefer saying, that having assigned to Grammar, Logic, and Rhetoric, all instruction for the full use of language to its appropriate ends, and having given to the first two what I thought strictly belonged to them, I was obliged to give to Rhetoric all that remained. The portion is so

extensive, that any one, taking up this very little book, may naturally ask, how, with such a wide space before me, I can pretend to answer by it what that large tract requires. But I make no such pretence. I consider that instruction in Rhetoric is already provided for by polite literature at large, with which Rhetoric is co-extensive; and as to this little work, it professes, with reference to the extensive country on which the traveller enters, to be nothing more than what it is called—*A hand-book*.

MANUAL OF RHETORIC.

INTRODUCTION.

1. RHETORIC, according to the etymology of the word,* is the art of speaking. But speaking in our early practice when learned without theory, and in our later practice when exercised under the light of theory, is the union of three arts, namely, of Grammar, Logic, and Rhetoric.

These are separate during the progress of learning, and only then, in order that the progress may be unimpeded and secure. And since, in this theoretical separation, a distinct province is to be assigned to each of the three; since, as we have seen, grammar looks no further than to correctness of *construction*, and logic no further than to the *sense* which words embody singly, or develop by union,—to rhetoric must belong all that remains for rendering language a perfect instrument, fitted to convince, persuade, and delight.†

2. To distinguish Rhetoric from Logic, we may state, as an especial characteristic of the former, that though, with Logic, it may appeal to the understanding, yet it never rests in this appeal as an end, but hastens on, in order to reach the heart, and, thence, if deemed necessary at the time, to move the will.‡ It concerns itself with our *emotions*; with which part of our nature, Logic is forbidden to interfere.

The distinctness of Rhetoric from Logic is rendered complete, by admitting what in the Manual of Logic is to be laid down as a principle, namely, that in logic we are supposed to use language only as an instrument to accumulate *our own* knowledge, and then to develop it for *our own* security and satisfaction. This indeed is a preparation, and the proper preparation, for using the same instrument effectually when we propose to instruct, and convince, and

* From *rheo* (rheo), I speak.

† The end of Poetry is to delight,—of Oratory, to persuade. Our view of Rhetoric includes both Poetry and Oratory, though the word is in general so limited as to include only the latter.

‡ Poetry requires only the former—Oratory, in almost all its kinds, demands the latter also.