Thesis

Why we study Anglo-Saxon

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by
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In studying any subject, if we would be thorough, we must not be content to know only the result; we must know the causes that lead to these results; we must go back to the root of the matter and study the beginnings and also all the modifying influences that have aided in producing the result as it is before we

In studying the English language, we must not be content to learn that such and such a part of speech bears a certain relation to another part or that the words of a sentence have always a certain order; we must go back of all this and find out why this word bears this relation, and why the sentence has this order, whether it has been so as far back as we have any means of tracing it and if not, why it changed, whether for some all sufficient reason or only by careless usage.
Your language is the window of the world, which you can find lost in many other cultures. It opens doors to new worlds and new experiences. Each culture has its own unique language, rich with history and tradition. Learning a new language can lead to new adventures and enriching experiences.
Hugh Swayne has been considered by some to be the
most concise of the several dictators that have been
his. It is claimed that he was the first to make
English more concise than it was before. The
language of Shakespeare is said to have been
more concise than any other language. If Hugh Swayne
had not written in English, the English language would
be used in the same way that it is used in all other
languages.
and as the whole character of a language is modified and changed by that part it commonly uses, this forms the exercise and strong influence upon the language.

A second reason for the study of Anglo-Saxon is that Anglo-Saxon is the vocabulary of common life, including colloquialisms, idiomatic phrases and the language of conversation.

It is the part of the language with which we have the most to do, which we use in ordinary conversation, in business and market. The Latin and its derivatives, which form the larger part of the language, aside from the Anglo-Saxon, is used more for expressing abstract thoughts and feelings, and generalizations, but does not seem to fit the every-day commonplace of which life is composed like the Anglo-Saxon. We would use the short, energetic Saxon in uttering a command or making a petition: as "Leave the room," or "Break-
the French form.

In ordinary speech we wish for clearness and directness, we wish to make ourselves best understood with the least effort and the fewest words rather than to speak with large, mouth-filling, high-sounding words which bewilder the hearer by their use and often fail to convey any meaning whatever because the mind dwells upon one word so long, trying to comprehend its meaning, that it loses those that follow after.

These do not fulfill the purpose for which they were uttered, for we speak to convey ideas, to incite people to action, and if our ideas are couched in such language that they are not understood by those to whom they are spoken, the object for which language was invented has been defeated.

One can readily see the advantage of the Anglo
Some part of the language by comparing the two following ways of expressing the same idea.

Thus it is stated that a shoemaker had been struck by lightning while working at his trade, we could say either: While working at his trade, the unhappy man was struck by lightning or While pursuing his vocation, the electric fluid penetrated the unfortunate individual's person.

The latter is not only longer but it is not so clear as the former, and I am not certain whether it is stating a fact except to show the incompatibility between the thought and the language. We hear only the Anglo-Saxon part of our language on the street and in the market or among business men.

It is the most easily understood and is that part which we are all familiar with it is the language which we learn in childhood, and the
language of childhood is that in which we speak most readily throughout life.

Anglo Saxon furnished most of the specific terms, names of objects: sun, moon, star, day, light, heat, tree, house, rain, snow, hill, dale, and verbs denoting vividly bodily action: to rise, to sit, to stand, to stagger, to run, to fight, to swim, to seek, to kill, to leap, to slip, to ride, to slide, to glide &c.

The Anglo Saxon gave us most of the words expressing strongest feeling and early associations: home, hearth, fireside, life, death, man, wife, father, mother, brother, sister, love, hate, hope, fear, gladness, sorrow &c. A large part of the language of incantation, humor and satire is from the Anglo Saxon and all of our proverbs are in that part of the English language.

Another reason for this study is that English.
with new memories, especially in the Chicago days. My parents, Mr. and Mrs. A., were thrilled to see me in Chicago daily.

My family remained in Chicago for some time, and I continued to attend school. The change in my life was not easy, but my family helped me adjust to my new surroundings in Chicago.
You picked me, nurtured me, prepared me for the inevitable. I learned that the answers are not always clear-cut. In life, the answers are often hidden within the questions we ask.

The English text below may change. Change, do not be afraid of change. It is part of our nature, our identity. Embrace the unknown, embrace the unexpected.

As we grow older, the English language evolves. It is in our nature to adapt to new influences and influences new. That is why we learn and grow, why we evolve.
He 2 is afterward confounded with the pro-
secutive pronoun his, and in the sixteenth century
we find his, her and their used to denote precision
instead of the declension ending: his, his book
= John's book. Mary, her kist = Mary's kist.
About the Hollanders, their throwing off the monarchy
of Spain, for About the Hollanders, throwing v-
It appear that he was mistaken for he, ye, os
because of the resemblance of sound and her and
their introduced by analogy.

[In the word] gingera, the a is the declension
ending which we have dropped and the a is the
Imperative ending, the a is being omitted
for ease of pronunciation as it would require
another syllable to pronounce gingera. Such
elisions are common in the early history of the
language when there was but little written litera-
ture and shelling was settled according to each writer's judgment.

Another thing learned by a study of Anglo-Saxon is how we came by our present infinitive form, to eat, to love &c. The Anglo-Saxon had the form stan, litian &c. but the English infinitive came from the Anglo-Saxon gerund which had the form to stanne &c. and the signification of a verbal noun, i.e. vegetable are good to eat where to eat signified not an infinitive but for eating. In the chipping process the inflectional ending of both the infinitive and gerund were lost and the to of the gerund became attached to the form preceding the infinitive meaning and a separate form for the gerund disappeared, in which condition we have them now. All of our infinitives that are need with the to after a verb.
Dear [Name],

I trust this letter finds you well, as it has been some time since you last heard from me. I hope you and your family are doing well.

In my last letter, I informed you of my decision to move to New York after the end of the term. This change of plans was not made lightly, as it means a departure from all I have known and loved in my hometown. However, I believe it is the right decision for me.

I am currently in [Location], preparing for my move. I am excited about the possibilities that lie ahead and the new experiences I will have. I expect to send you regular updates on my progress.

Please give my regards to [Other person] and let them know I miss them dearly.

Yours truly,

[Your Name]
Objective the forms are very nearly like those of the present English.

Do we use then this you ye my mine our near thy thin your lover me me or me we we or we the there the you sow some to near indeed that we have no hesitation in saying that the modern English forms are only the Anglo-Saxon worn down by use, and we can say the same of the pronouns of the third person except the feminine nominative.

The Anglo-Saxon accusative hire and his seem to have been confused with the dative forms him and hire and the latter has taken their place, and in the genitive neuter his, it
is supposed by some that the e became confused
with the s of the nominative and an e added
by analogy with the masculine genitive but the
feminine nominative is supposed to be se, the
nominative feminine of the Anglos Saxon demonstrative
pronoun se, though some writers think it derived
from his.

The plural of the personal pronoun of the third
person strangely enough is derived from the plu-
ral of the demonstrative pronoun se. Thus the
third thane where the native is again used for
the objective.

Our demonstrative pronoun that is also derived
from the neuter singular nominative of the demon-
strative se. This was formerly declined and inflect-
ed to denote gender as well, but now we have only
left the nominative singulars of the neuter while it
plural that give me three instead of thee and its nominative singular masculine. This is the form from which thine is derived.

The interrogative pronoun who was masculine hwa, neuter hwaet, in Anglo Saxon declined thus:

hwa
hwaet

The masculine declined thus:

hwa
hwaet

and the feminine whose land.

hwam

The English verb shows another likeness between Anglo Saxon and modern English grammar. In the English verb there are but two tenses that are indicated by an inflection of the verb, the other being effected by the use of auxiliary, i.e., Present, I come. Past, I came. Future, I will come. It's finds the same six tines of the Anglo Saxon verb. Ex. Present, Ic come. Imperfect
To come, future. To recall or will be common.

The termination ed of the English verb is also of Anglo-Saxon origin. In many verbs, the old strong conjugation became obsolete, and in order to distinguish the past from the present, the word did was used as an auxiliary but placed after the verb, as they did, and by me this was shortened to hoved and later, the final e was also dropped, from it leaving our present English form owed.

At first, this class was smaller but as the strong verbs lost their distinctive vowel changes, the regular ending was given them by analogy with these, and this process of phonetic decay went on so rapidly that now almost all of our verbs are regular, and the irregular or strong verbs are now regarded as exceptional to the general rule.

Our verbs are also of Anglo-Saxon origin. One
one of masculine nouns formed the plural in ae which was modified in Early English to ee. From this class most of our plural come. This ee class, though containing only a part of the masculine nouns formed a larger group than any other and gradually the ee was joined to feminine and neuter nouns until this became the regular mode of making plurals, but in Anglo-Saxon and Early English since the plural formed in ee could be changed if vowel were or regular as those in ce. And we have but a few of them left. Ex. Open, children, brethren, men, women, teeth, queen, mice, lice. 

Another thing which the study of Anglo-Saxon throw light upon is the English orthography, a subject that has been more scrutinized than with greater reason than any other.
The Anglo-Saxon sounded every letter in a word. The modern English words from the Anglo-Saxon still retain their old spelling but are no longer pronounced as they are spelled. Through carelessness of speaking, the words have gradually lost their old pronunciation and taken a new tone. The word "knight" is a good example. In Anglo-Saxon, it was spelled "cneft" and was pronounced as chelled, having the hard sound of k but phonetic deac ret in and the c lost its sound as also did the k and the word was spoken not though the silent letter is still written.

We have a large number of such cases, fully fourteen percent of our written characters being silent. Another class of words containing silent letters is composed of such words as "kibb", "climb", "climb", "crumb", "numb", "comb", "lamb" where the final consonant was
added to make the words easier to speak, but the language afterward seemed to take a dislike to the sound and ceased using it but retained its symbol. These are not the only causes of silent letters in English. The Normans brought the Norman French language with them when they conquered England and many of our words containing silent letters came in at that time as plague, fatique, physique, pleasantries, people. Also there are many words from the Greek as physic, phthisic, yet. Of the words in common use, the larger number containing silent letters are of Anglo Saxon origin.

Again, Alfred says, "The full history of language would be a history of the human race" and this statement is true for nature.

If we know all the changes that have taken place in a language, we can trace the history of
the people, for each change in the speech of the people was caused by some event in their history.

History and language each in its own way record the actions and fortune of a people. If language is the outward appearance of the intellect of man, and if language is their intellect and their intellect is language, as has been said by an eminent physiologist, then by studying the English language we become acquainted with the intellect of the Anglo-Saxon race, a race with whose fortune and abilities we are more deeply interested than any other, for that race is our progenitor and well may we seek to find out more of the parent stock, whether through action or speech. For it was a sturdy race, brave and liberty loving, who respected woman and made labor for her protection, whose warriors considered themselves eternally die
graced if they returned from battle without their chief, who thought death on the field of battle the only death for a man to die. The old warrior on his death bed exclaimed, 'Knot! I who have fought in so many battles, perish thus like a cow. At least, put my armor on and let me take my sword in my hand.'

By studying the language of these valiant people we come into sympathy with the race which has written and spoken it. The courageous warrior inspired us with their loyalty to their leaders, with their love of valor and honor, bodily vigor and mental ability as we read the story of Beowulf, King Horn, Hando, and Harboke, the Dane.

When we learn the superstitions of the time and the low estate of learning among the people, we can but wonder that they had so retained their love of
liberty and that the language had not become threadbare and plain instead of becoming richer in honor of expression.

Another, and it seems to me the best of all reasons for studying Anglo Saxon and Early English is that "We are tired the most effective words and speaker who know how to build the great body of his discourse out of the native Saxon." The reason is plain. The short, concise words bear the speaker's thought to his hearers forcibly, requiring no effort on their part to grasp the meaning, nor is their attention distracted from the thought by the length and sound of the different words.

All of our writers and speakers who have come nearest to the people, whose words have been most read and are considered the choicest of English, whose styles have been studied and need no
models, by students of literature, have used the idiomatic English that we are acquainted with from childhood. Look at the works of Longfellow, Whittier, Holmes, Lowell, Emerson, Wordsworth, Shakespeare, Thackeray, Bright, and others. Their vocabularies are made up very largely of the Anglo-Saxon part of the language, while those who use the Latin part of the language are only read by the learned and do not affect the common people at all. If we would be understood and appreciated by a people we must speak to them in the language that they understand.

Have we not then many good reasons for studying Anglo-Saxon?

To recapitulate:

Because it is the foundation of our modern English.
Because it is the vocabulary of common life.
Because English grammar is almost exclusively
by Anglo-Saxon.
Because language is the outward appearance
of the intellect of man.
Because the history of the language gives us
the history of the people and teaches us its sympathies
with the race which has written and spoken
it and
Because the most effective writer and speaker
are the Anglo-Saxons, part of the language.