

CHAMBERS'S EDUCATIONAL COURSE—EDITED
BY W. AND R. CHAMBERS.

INTRODUCTION

TO

ENGLISH COMPOSITION.

FOR USE IN SCHOOLS,
AND FOR PRIVATE INSTRUCTION.

EDINBURGH:

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PREFACE.

IN former years, the acquisition of English grammar was believed to be a necessary consequence of a classical education, and little or no pains were taken to acquaint the young with the peculiar forms of their native tongue. Afterwards, a course of English grammar and composition was introduced into many schools, but in a form which has always appeared to us inconsistent with nature, and therefore incapable of the success which might be expected to attend so much exertion. According to this plan, the pupil, often at a premature age, learns by heart the rules in a little treatise, and when these are mastered, is put to the practice of them in the composition of essays, but without being able to apply or make use of the knowledge he has acquired, and this simply because that knowledge was a knowledge of only the words forming the rules, and not a perception of what the rules meant. The result is, as all our observation has led us to believe, that the pupil composes his essays by mere imitation, and at length leaves school with as little sense of the institutions, and as little acquaintance with the practice, of grammatical composition, as he had when he commenced his course.

This plan, with its various modifications, being obviously inefficient, it becomes an important inquiry, by what means are we to confer upon the young learner the knowledge of grammar and skill in composition which he requires for so many of the most important duties of life. In this inquiry, we join with those who proceed philosophically—in other words, who endeavour to ascertain the principle established with reference to this subject, in the errorless economy of Nature. What, in the first place, is the nature of composition? The etymological meaning is *putting together*—in which sense it is employed in painting, music, and language. In regard to language, this is a process which commences at a very early period of life: the prattle of the infant is in reality

composition—a putting together of words to express ideas—a process the same in kind, though not in degree, as that which takes place in the most matured mind. Now, in learning to speak, the child is guided by no rules. No grammar is required to prepare him for oral composition. Necessity impels, imitation teaches, practice establishes. Locke says, “Remember, children are not to be taught by rules which will be always slipping out of their memories. What you think it necessary for them to do, settle in them by an indispensable practice.” If, then, a boy can compose spoken sentences without a previous knowledge of rules, what is to prevent his forming written ones? In the one case, the instrument of expression is the tongue, in the other, the pen; but the process of combining ideas, and the process of turning these ideas into conventional terms, whether sounds or marks, are precisely the same in both. Where, then, is the absolute need of grammar to teach the pupil to do this? Might it not as well be argued, that he must be taught grammar before being allowed to speak, as to insist on its acquisition before he is permitted to write? The legitimate sphere of grammar is correction, not suggestion. Language is the foundation, the source of grammar—and the pupil must be practically trained in the former, before the inferences of the latter can be of service. Hence, not only is there no need of forcing one through a treatise of grammar to make him a composer, but it is positively injurious to do so. Rules are results; and sound mental training, whatever be the science or art, consists in leading the pupil up the steps by which these results are attained; so that he is not only interested in the process, but capable of valuing the product. The habit thus formed is the great end—which, however, can never be gained by reversing the business; or, what is still worse, by handing the pupil ready-made rules, without even a hint as to the mode of their deduction. “To learn grammar and syntax, then, in the end instead of the beginning, is following precisely the course of Nature; it is learning the language analytically; learning it, in fine, the very way in which the language itself has been formed.”*

That part of Intellectual Education which aims at teaching *mother-tongue*, seems capable of arrangement under two heads in natural connection—1st, the acquisition of ideas by

* Education Reform, by T. Wyse, Esq., M.P.

objects; 2d, the expression of ideas by words. Of the first, we are not here called on to speak. With regard to the second, it is obvious that the pupil must have been to a considerable extent exercised in it while acquiring ideas, for, in the plan supposed, the communication of a knowledge of words goes hand in hand with a knowledge of things. Yet his employment of terms has hitherto been oral. We suppose him, at about ten years of age, able to handle his pen, and initiated in the use of written language as a *second* means of conveying thought.

A child's first effort in *spoken* language is to articulate nouns: let his first attempt in written language consist in writing nouns. Any well-trained boy of ten has a vocabulary amply sufficient for naming all the ordinary objects of nature and art. Let him put the names on paper, and the first step is taken. Necessity next prompts the learner in speaking to *qualify* his nouns. Let a similar practice in writing constitute the second step. Actions must then be expressed, demanding the use of verbs. And so on; maintaining the closest possible analogy between the natural process of learning to speak, and the artificial one of learning to write. Thus, then, the pupil is gradually led, by the most gentle and easy ascent, from the known to the unknown, becomes a composer without being aware of it, and infers the essential laws of language from his own experience and his teacher's hints, more rationally and more thoroughly than from a system of grammatical rules necessarily dry, irksome, and repulsive.

These principles form the basis of the treatise, of which the present is the initiatory portion, and in the use of which the following hints will be found necessary by teachers:—

1. It is suggested that, previously to a pupil's entering on composition, he should spend a few weeks in copying, with great accuracy, short pieces in prose from some good author. This will give the habit of neatness and exactness in the use of points, capitals, &c., and, if carefully managed, will form an excellent preliminary exercise.

2. Each pupil should be provided with a quantity of common paper for the scroll copy, an exercise-book for transcribing, and this text-book.

3. Let the teacher place fifteen or twenty familiar objects on a table or desk before the class, and request the pupils to comply with the direction in the first lesson, by writing on

the spot the names of the articles. And so on with the other lessons, in order.

4. When the lists are finished, they should be exchanged, and each pupil should correct the bad spelling, &c., of his neighbour's work.

5. This done, the papers may be returned to their owners, for the purpose of their reviewing the criticisms; and all should be encouraged to protest against false corrections.

6. The teacher should then pass round the class, deciding disputed points, explaining the ground of each decision, questioning the pupils, and allowing them freely to question him.

7. The scroll copy, thus corrected, should be taken home by its owner, neatly transcribed into the exercise-book, which, duly dated, should be handed to the teacher next day.

8. The teacher may then mark the errors in the transcript, asking the pupils to show the cause of each correction.

9. The exercise-book should then be returned to the owner, with a *number* (in the teacher's handwriting) indicating the rank of the exercise.

10. At the end of each lesson, the pupils should be questioned on the parts of speech employed, meaning of words, knowledge gained, &c.

11. The pupils should use *black* ink in writing the exercise, and *red* in correcting. The teacher's criticisms, remarks, and numbers, should be in *blue* ink. These distinctions, though apparently trifling, will be found important.

12. Three or four lessons may be given weekly, according to circumstances. Less than half an hour will suffice for writing each exercise, and little more than that time will be required for correction.

INTRODUCTION

TO

ENGLISH COMPOSITION.

PART FIRST.

INITIATORY EXERCISES.

1. OBJECTS.

LESSON I.—NAMES OF THINGS.

RULE.—Write the names of the things that you see before you. Each word must begin with a capital letter, and after each you must put a full stop.

EXAMPLES.

Pen. Book. Bottle. Letter. Wax. Knife. String.
Candle. Pencil. Paper. Ruler. Wafer.

EXERCISES.

1. Names of things in a room.
2. Names of things in a school-room.
3. Names of animals in a farm-yard.
4. Names of things in a play-ground.
5. Names of flowers in a garden.
6. Names of things at breakfast.

B

LESSON II.—NAMES AND NUMBERS.

RULE.—Write the names of things before you, with the number of each article.

EXAMPLES.

Things on a desk or table: Four pens. One pencil.
Two knives. One taper. Two bottles. One seal.
Seven wafers. Three books.

EXERCISES.

- | | |
|--|--|
| 1. Names and numbers of things in a field. | |
| 2. garden. | |
| 3. school. | |
| 4. ship. | |
| 5. church. | |
| 6. room. | |

LESSON III.—COMPOUND NAMES.

RULE.—Write the names of all things which you see that have a double name.

EXAMPLES.

A pen-knife. Sealing-wax. Ink-bottle.

EXERCISES.

- | | |
|------------------------|-----------------------|
| 1. Things in a garden. | 4. Things in a river. |
| 2. street. | 5. wood. |
| 3. the sky. | 6. field. |

LESSON IV.—COMPLEX TERMS.

RULE.—Write the names of things before you that can be mentioned in parts.

EXAMPLES.

A sheet of paper. The leaf of a book. A stick of wax. The blade of a knife. The cork of a bottle. The end of a pencil.

EXERCISES.

- | | |
|---------------------|----------------------|
| 1. Parts of a book. | 4. Parts of a house. |
| 2. chair. | 5. garden. |
| 3. table. | 6. school. |

LESSON V.—NAMES OF PLACES.

RULE.—Write the names of as many places as are near your own. All with capitals.

EXAMPLES.

Places near London: Dulwich. Norwood. Tooting. Clapham. Chelsea. Hammersmith.

EXERCISES.

- | | |
|------------------------|--------------------------|
| 1. Villages near town. | 4. Counties in Scotland. |
| 2. Streets in town. | 5. Counties in England. |
| 3. Gentlemen's seats. | 6. Counties in Ireland. |

LESSON VI.—NAMES OF PERSONS.

RULE.—Make a list of the names of your family or friends; each name to begin with a capital letter, and to have a comma after it.

EXAMPLES.

Name of a family. Mr and Mrs Grey, James Grey, William Grey, Joseph Grey, Mary Grey, Thomas Grey, Henry Grey.

EXERCISES.

- | | |
|---------------|------------------------|
| 1. Clergymen. | 4. Authors. |
| 2. Merchants. | 5. School-fellows. |
| 3. Doctors. | 6. Ships and steamers. |

LESSON VII.—NAMES OF COLLECTIONS.

RULE.—Make a list of names of things that generally go in sets or bodies.

EXAMPLES.

A regiment of dragoons. A pack of hounds. A flock of sheep. A covey of partridges. A swarm of bees. A bunch of grapes.

EXERCISES.

- | | |
|----------------------------|---------------------------|
| 1. Trees, flowers, fruits. | 4. Ships, sailors. |
| 2. Horses, cattle, &c. | 5. Wasps, locusts, gnats. |
| 3. Geese, ducks, &c. | 6. Dolphins, herrings. |

LESSON VIII.—POSSESSION.

RULE.—Write the name of a person and the name of a thing, the one having, or *possessing*, the other. Pay particular attention to this mark ' which is called an apostrophe.

EXAMPLES.

John's hat. Mary's bonnet. The boy's book. Two boys' books. The dog's tail. The dogs' tails.

EXERCISES.

Possessors.

1. Jane, Henry, Robert.
2. Horse, cow, fox.
3. Lion, tiger, wolf, bear.

Possessions.

4. Hat, hand, houses, pen.
5. Head, tail, legs, ears, eyes.
6. Prey, voice, roar, hunger.

LESSON IX.—ABSTRACTION.

RULE.—Write a phrase with two names in it, the one of an abstract quality, the other of an actual thing.

EXAMPLES.

The *length* of the pole. The *height* of the mountain.
The *brightness* of the sun. The *sweetness* of the honey.
The *strength* of the lion. The *cunning* of the fox.

EXERCISES.

Qualities.

1. Size, breadth, width.
2. Beauty, splendour, joy.
3. Darkness, wisdom, depth.
4. Courage, fear, hope, power.

Things.

5. House, church, school.
6. Moon, ocean, king, flower.
7. Night, prophet, well, pit.
8. Lion, dog, man, queen.

2. QUALITIES.

LESSON I.—SIMPLE QUALITIES.

RULE.—Write the names of things before you, mentioning the size, shape, colour, &c. of each.

EXAMPLES.

Red sealing-wax. *White* ivory. *Blue* ink. *Two* old pens. *A new* book. *A square* box. *A sharp* needle. *Three* young persons. *Fine* clothes. *Old* men.

EXERCISES.

Objects.

Watch, knife, ring, seal.
Pen, pencil, basket, harp.
Key, poker, cork, bottle.
Coal, wood, iron, clay.
Lead, copper, gold, brass.

Qualities.

New, old, sharp, blunt.
Brittle, green, yellow, black.
Hard, soft, dull, clear.
Smooth, rough, heavy, light.
Long, short, thick, thin.

LESSON II.—DOUBLE QUALITIES.

RULE.—Write names with two qualities to each.

EXAMPLES.

Bleak cold days. *Clear* smooth glass. *Dark* blue sea.
Pale grey cloud. *Bright* black eye.

EXERCISES.

Sky, cloud, sun, tempest, mountain, lake, wood, river,
valley, island, shore, cliff, beach, sand, waves, forests,
fields, gardens, roses.

LESSON III.—TRIPLE QUALITIES.

RULE.—Write names of things, with three or four qualities to each.

EXAMPLES.

A white, smooth, round pebble. *A little, blind, old* man. *A tall, handsome, active* Frenchman.

EXERCISES.

1. Spaniard, Prussian, Dane, Swede, Italian, Turk.
2. Horse, cow, sheep, goat, cat, dog, fox, wolf.
3. Swan, goose, duck, hen, pigeon, partridge.
4. Salmon, trout, cod, haddock, perch, eel, herring.
5. Serpent, boa, viper, snake, toad, frog, lizard.
6. Flies, gnats, bees, wasps, butterflies.

LESSON IV.—COMPARISON.

RULE.—Write the names of two things of the same quality, making the second have more of the quality than the first.

EXAMPLES.

A *sweet* flower, a *sweeter* flower. A *tall* man, a *taller* man. A *long* street, a *longer* street. *Large* houses, *larger* houses. *Beautiful* dogs, *more beautiful* dogs.

EXERCISES.

Knife, watch, stone, wood. Eye, nose, mouth, chin.
House, street, village, town, city. Ox, sheep, calf, ass, pony.

LESSON V.—COMPARISON.

RULE.—Write the names of three things of the same quality, the second having more of the quality than the first, and the third more than the second.

EXAMPLES.

A *tall* man, a *taller* man, the *tallest* man. *Good* bread, *better* bread, the *best* bread. *Splendid* weather, *more splendid* weather, the *most splendid* weather.

EXERCISES.

1. Room, door, window, floor, ceiling, carpet, sofa.
2. Field, hedge, ditch, pond, river, wood, trees.
3. Water, boat, ship, sails, oars, cable, anchor.

LESSON VI.—COMPARISON.

RULE.—Write the following names of qualities in three states, each with a different object.

EXAMPLES.

Iron is *heavy*, silver *heavier*, gold *heaviest*. Three books, the first *large*, the second *larger*, the third *largest*. John is *young*, Thomas *younger*, Jane *youngest*.

EXERCISES.

1. Good, bad, little, far, near, old, young, late, early.
2. High, low, round, square, strong, weak, small, great.
3. Sweet, sour, salt, fresh, pretty, ugly, new, old.

3. ACTIONS, &c.

LESSON I.—BEING—*Single Subject.*

RULE.—Write down the name of one object, and then write something regarding it.

EXAMPLES.

The pen *is* new. The book *is* useful. The bottle *is* empty. The paper *is* clean. The drawing *is* correct. The building *is* elegant. The music *is* sweet.

EXERCISES.

1. City, church, chapel, museum, house, cottage, villa.
2. College, school, theatre, prison, castle, hospital.
3. Money, coin, gold, silver, copper, shilling, penny.

LESSON II.—BEING—*Double Subject.*

RULE.—Write down the names of two objects, and add a quality that can be said of both.

EXAMPLES.

Gold and silver *are* valuable. Oil and tallow *are* useful. Silk and cotton *are* soft. Sugar and salt *are* soluble. Hail and snow *are* cold. Glass and ice *are* smooth.

EXERCISES.

Horses and cows. London and Edinburgh. Coal and wood. Oil and water. Milk and beer. Iron and copper. Paper and pens. Gas and air. Beef and veal. Sun and moon. Sheep and lambs.

LESSON III.—BEING—*Complex Qualities.*

RULE.—Write the name of the thing or things, then the word "is," if you write of one thing, or "are," if you write of two or more things, and then add two or three names of qualities.

EXAMPLES.

Flannel is *rough, soft, and warm*. Marble is *smooth, hard, and cold*. Whalebone is *black, fibrous, tough, and elastic*. Copper is *red, hard, heavy, brilliant, malleable, and ductile*.

EXERCISES.

1. Gold, silver, iron, copper, lead, tin, mercury.
2. Oranges, apples, pears, grapes, cherries, gooseberries.
3. Roses, lilies, tulips, daisies, wallflowers, primroses.

LESSON IV.—BEING—*Partial Quality*.

RULE.—Write the name of any part of a compound article, and mention the quality of that part.

EXAMPLES.

The *blade* of the knife is *hard*. The *top* of the hill is *white*. The *outside* of the door is *green*. The *roof* of the house is *new*, but the *walls* are *old*.

EXERCISES.

Table, house, book, ship, desk, tree, horse, ass. Sky, shop, hand, face, head, clock, watch.

LESSON V.—BEING PAST—"Was, Were."

RULE.—Write down the name of an object, and then write the name of a quality that the object formerly had.

EXAMPLES.

The watch *was* new. The boy *was* young. The clouds *were* dark. The wind *was* high. The waves *were* rough. The knife *was* sharp.

EXERCISES.

1. Beds, tables, chairs, carpets, grates, trunks, clocks.
2. Stable, cellar, cart, waggon, stall, manger.
3. Butter, cheese, tea, sugar, salt, bread, milk, coffee.

LESSON VI.—BEING PAST—"Has or Have Been."

RULE.—Write sentences in which you can bring in "has been" or "have been."

EXAMPLES.

John *has been* here twice to-day. Many books *have been* lost. Towns *have been* destroyed. Large vessels *have been* sunk by small rocks. Mary *has been* very industrious to-day. Henry *has been* indolent all this week.

EXERCISES.

Lazy, clever, idle, good, timid, brave, pleasant, useful, strong, active, ignorant, amusing, written, taken, given, found, lost, &c.

LESSON VII.—BEING PAST—"Had Been."

RULE.—Write sentences in which you employ "had been."

EXAMPLES.

The old man *had been* here before you. The king *had* often *been* in that palace. John *had been* idle several days.

EXERCISES.

1. Regular, contented, comfortable, lawful, honest.
2. Wicked, stagnant, distant, useful, scarce, dear.
3. Beautiful, opaque, transparent, gentle, bold, free.

LESSON VIII.—BEING TO COME—"Will or Shall Be."

RULE.—Write sentences in which you can use "shall be" or "will be."

EXAMPLES.

The river *will be* muddy to-morrow. There *will be* rain to-night. John *will be* more industrious. Mary *will be* quiet. The sky *will be* red this evening.

EXERCISES.

1. Corn, hay, fruit, rice, barley, grocer, baker.
2. Sorry, cunning, slow, quick, coarse, fine, mad.
3. Lion, tiger, silk, girl, fox, time, cloth, dog.
4. Fierce, cruel, tame, lame, dumb, angry, thin, ripe.

LESSON IX.—ACTIONS—(Animals.)

RULE.—Write the names of things, and what they do.

EXAMPLES.

The horse *runs*. The sheep *bleats*. The bird *fies*.
The worm *creeps*. The stag *bounds*. The raven *croaks*.
The wolf *howls*. The bee *hums*.

EXERCISES.

1. The cow. The ass. The goat. The tiger. The elephant. The camel. The bear. The buffalo.
2. The eagle. The vulture. The falcon. The rook. The sparrow. The swallow. The wren. The linnet.
3. The salmon. The cod. The eel. The shark. The herring. The trout. The pike. The perch.

LESSON X.—ACTIONS—(Inanimate.)

RULE.—Write the names of things, and what they are said to do.

EXAMPLES.

Gold *glitters*. Diamonds *sparkle*. Water *flows*.
Flowers *bloom*. Ocean *heaves*. Heated air *ascends*.
Snow *melts*. The wind *blows*. The aspen *quivers*.

EXERCISES.

Roses. Oranges. Whalebone. Glass. Gas. Steel.
Trees. The sea. Thunder. Lightning. Hail. Mist.
The oak. The stars. Snow.

LESSON XI.—ACTIONS—(Mixed).

RULE.—Write the names of things, and two or more actions.

EXAMPLES.

Ducks *walk, swim, and fly*. Boys *walk, run, and leap*.
Some insects *fly, hum, and sting*. Men *think, speak, and act*. The eye *smiles and weeps*.

EXERCISES.

1. Ostrich, whale, crocodile, rhinoceros, lynx, panther, condor.
2. Elm, oak, cedar, fig, chesnut, apple, plumb, vine.
3. Granite, marble, limestone, whinstone, lava, sandstone.

LESSON XII.—ACTION, &c.—(Time varied.)

RULE.—Write sentences having at least three words in each. 1. The name of the person or thing that acts. 2. The name of the action. 3. The name of the person or thing that is acted upon.

EXAMPLES.

John *touches* the table. Mary *wrote* the letter. The dog *caught* the rat. The sun *melts* wax. The sailor *made* a boat. The servant *opened* the door.

EXERCISES.

1. See, hear, taste, smell, feel, move, strike, push, call, tell.
2. Read, write, teach, learn, bring, beat, begin, bend.
3. Cut, dig, help, hide, hold, lift, send, pay, shake, weave.

LESSON XIII.—ACTION, &c.

RULE.—Write a sentence, containing at least five principal words. 1. The name of the actor. 2. The quality of the actor. 3. The action. 4. The name of the object. 5. The quality of the object.

EXAMPLES.

The little boy *leads* the old man. That mischievous boy *destroyed* a valuable book. The old gentleman *has built* a beautiful house. The benevolent Howard *relieved* many wretched prisoners.

EXERCISES.

1. Bake, beat, catch, work, win, steal, strike, shave.
2. Shoot, split, put, ride, hurt, keep, choose, drive.
3. Build, drink, buy, heal, please, seal, search.

LESSON XIV.—ACTION, &c.

RULE.—Write a sentence, as above, only giving two qualities to the actor, or object.

EXAMPLES.

The poor little boy *leads* the blind old man. That troublesome mischievous boy *destroyed* a large and valuable book. Small soft drops *wear* large hard stones.

EXERCISES.

1. Hoist, boil, gain, break, steer, cheat, earn, join.
2. Spoil, mark, like, bite, lift, give, rob.

4. OBJECTS.

LESSON I.—WORDS INSTEAD OF NAMES.

RULE.—Instead of the *name* of the object, write what is used for it. Instead of using your own name, write "I;" for John, write "he;" for Mary, write "she;" and so on.

EXAMPLES.

I knocked at the door. The servant opened *it*. *I* entered, wiped *my* shoes, took off *my* hat, and sat down. John came in. *He* gave me *his* hand. *His* sister Mary entered; and *she* showed *me* the new doll which *he* had given to *her*.

EXERCISES.

1. Divide, cover, build, warm, refuse, prepare, scatter.
2. Plant, increase, ring, protect, guide, manage.

LESSON II.—PRONOUNS.

RULE.—Write sentences with the following words:—

I, mine, me. We, ours, us.

EXAMPLES.

I have written the exercise. That is *mine*. Henry gave *me* this beautiful dog. *We* lost *ours*.

EXERCISES.

1. Fly, walk, stand, eat, drink, sleep, read, write.
2. Speak, run, leap, dance, play, move, hunt.

LESSON III.—PRONOUNS.

RULE.—Write sentences the same as formerly.

Thou, thine, thee. You, yours, you.

EXAMPLES.

Thou art *my* friend. This is *thine*. *I* saw *thee*. *You* gave *me* this new watch. *He* broke *yours* yesterday. *I* shall see *you* soon.

EXERCISES.

1. Rejoice, think, intend, hope, fear, expect.
2. Contrive, supply, carry, guard, seize, elect.
3. Command, obey, convey, conduct, collect.

LESSON IV.—PRONOUNS.

RULE.—Write as before, with the following words:—

He, his, him. They, their, them.

EXAMPLES.

He is *my* uncle. *His* horse threw *him*. *They* sent *their* books to be sold. Are *they* *your* father's friends? *I* saw *them* yesterday morning.

EXERCISES.

1. Belong, use, paint, draw, depend, admit.
2. Confer, possess, manage, watch, employ, preserve.
3. Travel, drive, walk, ride, spend, return.

LESSON V.—PRONOUNS.

RULE.—Write sentences as before, with these words:—

She, hers, her. They, theirs, them.

EXAMPLES.

She gave them money. Is this book hers? Mary says it is hers. They said they would return to-morrow. Tell them that I shall see them very soon. Did they go?

EXERCISES.

1. Advance, reproach, nourish, avoid, spin.
2. Play, sing, dance, sew, knit, lace, praise.
3. Obtain, ramble, spin, nod, find, lose, offer.

LESSON VI.—PRONOUNS.

RULE.—Write sentences with the following words:—

It, its, it. They, theirs, them.

EXAMPLES.

It freezes. It rains. I lost my pencil. Have you found it? Here it is. He gave her three beautiful apples, and she gave them to her sisters. What is the name of these long, flat, blue stones? They are slates.

EXERCISES.

1. Enjoy, implore, rain, hail, snow, freeze.
2. Bleach, burn, melt, weigh, lie, move.
3. Fail, stain, crawl, thaw, bleed, beat.

LESSON VII.—PRONOUNS (*Relative*).

RULE.—Write sentences with the following words:—

Who, whose, whom, which, that.

EXAMPLES.

The man who sells books lives here. The boy whose arm was broken died last night. The poor sick widow whom you visited, is now much better. The wax which is before me is red. The dog that guards the house is mine.

EXERCISES.

1. People, children, father, mother, bird, beast, fish.
2. Skin, wool, fur, families, neighbours, doctor.
3. Villages, towns, cities, tailor, grocer, baker.

LESSON VIII.—PRONOUN (*Interrogative*).

RULE.—Write sentences asking questions.

Who, whose, whom, which, what.

EXAMPLES.

Who lives here? Whose house is that? Whom do you see? Which is my hat? What is the name of the gentleman who spoke to me?

EXERCISES.

1. Straight, curve, shape, size, colour, circle.
2. Square, angle, cone, cube, pyramid.
3. Edge, seams, roof, sides, corners, ends.

LESSON IX.—PRONOUNS (*Demonstrative*).

RULE.—Write sentences with the following words:—

This, that, these, those.

EXAMPLES.

This book cost four shillings, but that cost eight. This boy is taller than that one. These oranges are ripe. Those carts are empty. John saw that man and those boys stealing.

EXERCISES.

1. Houses, fields, hills, plains, sky, sun, moon, stars.
2. Parish, country, province, state, kingdom.
3. Globe, sea, vessels, islands, rocks, bays.

LESSON X.—PRONOUNS (*Possessive*).

RULE.—Write sentences with the following words:—

My, thy, his, her, its, our, your, their, own.

EXAMPLES.

My bones are made of lime. *Thy* word is true. *His* time was lost. *Her* needle is in the cloth. *Its* point is broken. *Our* master is unwell. *Your* work is good. *Their* own father punished *them*.

EXERCISES.

1. Fluid, air, lungs, breath, light, eyes, sound.
2. Hue, colour, bulk, head, neck, cheek, chin.
3. Arm, hand, wrist, finger, thumb.

5. QUALITIES OF ACTIONS.

LESSON I.—ADVERBS of Manner.

RULE.—Write a sentence, telling how, or in what manner, an action was performed.

EXAMPLES.

John can dance, but Mary can dance *well*. Alexander sings *sweetly*. The orator spoke *very forcibly*. I did it *easily*. He ran *swiftly*.

EXERCISES.

1. So, well, ill, newly, sharply, softly, heavily, lightly
2. Constantly, shortly, thickly, thinly, sweetly, bitterly.
3. Obliquely, exactly, materially, beautifully, cleverly.

LESSON II.—ADVERBS of Time.

RULE.—Write sentences asking or telling when an action was done.

EXAMPLES.

When did he leave London? I shall *never* see him again. His brother was *then* absent. Can you speak to me *now*?

EXERCISES.

1. Now, then, soon, when, since, while, once.
2. First, seldom, often, already, daily, always.
3. Sometimes, quickly, slowly, hourly, yearly.

LESSON III.—ADVERBS of Place.

RULE.—Write sentences asking questions or answering them about the place in which an action was done.

EXAMPLES.

Where was Caesar killed? Mary was *here* when he came. You were not *there*. He came *hither* at the proper time.

EXERCISES.

1. Here, there, hither, thither, hence, thence, far, up.
2. Where, whither, whence, backward, forward.
3. Upwards, downwards, inwards, outwards, down.

LESSON IV.—ADVERBS of Quantity.

RULE.—Write sentences expressing how much of the action was done.

EXAMPLES.

He spoke *too feebly*. I think he talks *too much*. I admired his conduct *very much*. John sang *extremely well*. Jane is *exceedingly* gay. I read that volume of poems *very attentively*.

EXERCISES.

1. Very, too, much, exceedingly, extremely.
2. Abundantly, scarcely, hardly, barely, quite.
3. Lavishly, extravagantly, immensely, amazingly.

LESSON V.—ADVERBS Affirming or Denying.

RULE.—Write sentences in which something is denied or questioned.

EXAMPLES.

Air is *not* an element. May I go to Perth? *No*, you must stay here. He does *not* like his lesson. May he play? *Yes*.

EXERCISES.

1. Yes, yea, no, nay, never, not, not at all.
2. Truly, verily, certainly, assuredly, doubtlessly.
3. Indeed, in fact, unquestionably.

LESSON VI.—ADVERBS of Doubt or Certainty.

RULE.—Write sentences in doubt or certainty, using adverbs to express the doubt.

EXAMPLES.

He may *perhaps* give you the money. Henry will *probably* call at your house. He may *possibly* allow the people to pass, without hurting any of them.

EXERCISES.

1. Perhaps, haply, peradventure, perchance.
2. Probably, possible, mayhap.
3. Undoubtedly, assuredly.

6. RELATION OF OBJECTS.

LESSON I.—PREPOSITIONS.

RULE.—Write sentences, each with one of these words:—

About, above, across, after, against, along.

EXAMPLES.

About. 1. Bind them *about* thy neck. 2. Get you up from *about* the tabernacle. 3. He went out *about* the third hour. 4. Paul was *about* to open his mouth. What is he *about*? *About* an inch.

EXERCISES.

1. Earth, rubies, a ton, business, river, supper.
2. Model, flesh, law, reason, opinion, wind.
3. Wall, sky, shore, highway, river.

LESSON II.—PREPOSITIONS.

RULE.—Write sentences with the following words:—

Amid, among, around, at, athwart.

EXAMPLES.

The shepherd was *amidst* his flock. He was lost *amid* the shades of the forest. The shattered vessel disappeared *amid* the waves.

EXERCISES.

1. Wheat, women, brow, head, ship, sight, peace.
2. War, hand, ease, command, dancing, path, course.

LESSON III.—PREPOSITIONS.

RULE.—Write sentences with the following words:—

Before, behind, below, beneath, beside, besides, between, beyond, &c.

EXAMPLES.

Abraham bowed *before* the people of the land. Both parties shall come *before* the judge. The world was all *before* them. He sat *before* the fire. *Before* I was afflicted I went astray. The ship went *before* the wind.

EXERCISES.

1. Horseman, estate, hill, house, back, moon.
2. Burden, angels, station, stream, business, patience.

LESSON IV.—PREPOSITIONS.

RULE.—Write sentences on the following words:—

Down, during, except, for, from.

EXAMPLES.

He ran *down* the hill. His father went *down* stairs. He sailed *down* the stream. His uncle went *down* to Greenock yesterday.

EXERCISES.

1. Life, a year, our earthly pilgrimage, prisoner, friend.
2. Line, Genoa, protection, general good, aid, success.
3. Headache, pain, drink, peace, provision, speed.

LESSON V.—PREPOSITIONS.

RULE.—Write sentences with the following words:—
In, into, instead of, near, of, off, on.

EXAMPLES.

The general was *in* the fort. There is some iron *in* the human body. I believe he is *in* good health. About one *in* ten *of* the children are *at* school. This cloth is equal *in* quality to that.

EXERCISES.

1. House, church, sea, letter, compound, vapour, fits.
2. Wheat, Joab, arguments, friend, concern, horse.
3. Man, blood, cedar, legs, bed.
4. Earth, harp, coast, Sabbath, way, high, fire, wing.

LESSON VI.—PREPOSITIONS.

RULE.—Write sentences with the following words:—
Over, out of, part, round, since, regarding.

EXAMPLES.

The boat sails *over* the lake. The smoke rises *over* the city. Industry has many advantages *over* idleness. I will make thee ruler *over* many things. He wandered *over* the world.

EXERCISES.

1. Money, mouth, power, law, season, place, tune.
2. Sense, shame, 5 o'clock, city, gardens, world, windlass.

LESSON VII.—PREPOSITIONS.

RULE.—Write sentences with the following words:—
Since, through, throughout, till, to.

EXAMPLES.

I have not seen my friend *since* January. Holy prophets, who have been *since* the world began. *Since* that time, he has been very unfortunate.

EXERCISES.

1. Board, ship, gates, hands, scent of water, ambition.
2. England, course, 4 o'clock, now, then, church.
3. Trade, mind, audience, law, cries, parents.

LESSON VIII.—PREPOSITIONS.

RULE.—Write sentences with the following words:—
Towards, under, underneath, up, upon, with, within, without.

EXAMPLES.

He set his face *towards* the wilderness. I set off *towards* Edinburgh. He behaved very disrespectfully *towards* his friends and relations.

EXERCISES.

1. Tree, water, cover, tutor, forty pounds, duke.
2. Oppression, pains, administration, age, favour.
3. Cover, head, seal, signature, stone, hill, spire.
4. Rock, roof, Thames, mortgage, behaviour, grace.

7. JOINING WORDS, &c.

LESSON I.—CONJUNCTIONS.

RULE.—Join two or three nouns in one sentence.

EXAMPLES.

Mercury, Venus, and Mars, are smaller than the Earth. *Copper, iron, and lead*, are most useful metals. *Minerals, water, and air*, are inorganic.

EXERCISES.

Saturn, Herschel, and Jupiter. Stars, planets, satellites. Trees, shrubs, flowers, grass. Gold, silver, mercury. Granite, syenite, greenstone. Lion, tiger, panther. Camel, stag, goat.

LESSON II.—CONJUNCTIONS.

RULE.—Join two or three adjectives that can be used with the same noun.

EXAMPLES.

Oak wood is *hard, solid, and durable*. Yesterday was *cold, wet, and windy*. Glass is *hard, smooth, thin, brittle, and transparent*.

EXERCISES.

Deep, green, salt. Pure, colourless, tasteless. Young, playful, mischievous. Young, gay, brave.

LESSON III.—CONJUNCTIONS.

RULE.—Write sentences joining two or three verbs, used to the same noun.

EXAMPLES.

Flowers *bloom and die*. The sun *warms, lights, and charms* mankind. He *draws, paints, sings, and dances*. He *lived and died* with his prince.

EXERCISES.

1. Beaver, porcupine, hare, squirrel, rat, mouse.
2. Camel, stag, antelope, goat, sheep, buffalo.
3. Thrush, swallow, lark, linnet, canary.

LESSON IV.—CONJUNCTIONS.

RULE.—Write sentences joining two or three objects, acted on by the same verb.

EXAMPLES.

A horse eats *corn, hay, and grass*. A good man loves his *country, his family, and his friends*. Scotland possesses *beautiful lakes, rivers, mountains, and valleys*.

EXERCISES.

1. Ostrich, lapwing, stork, heron, crane.
2. Crocodile, alligator, lizard,ameleon.
3. Trout, cod, ling, perch, carp, pike.
4. France, Spain, Portugal, Switzerland.

LESSON V.—CONJUNCTIONS.

RULE.—Write sentences with two or more adverbs qualifying the same verb or adjective.

EXAMPLES.

Henrietta reads *clearly and elegantly*. Thomas writes *plainly, swiftly, and correctly*. He walks *quietly, quickly, steadily, and gracefully*.

EXERCISES.

1. Form, adapt, press, differ, fill, rise, balance.
2. Push, know, construct, bring, convey, supply.
3. Plunge, support, move, explore, envelope.
4. Resist, divide, resolve, compose, appear.

LESSON VI.—CONJUNCTIONS.

RULE.—Write sentences with two or more prepositions.

EXAMPLES.

He *went up and down* stairs frequently. The birds flew *over and under* the bridge. The crowd went *before and behind* the carriage.

EXERCISES.

1. Go, come, take, bring, stand, sit, run, walk.
2. Read, write, sing, paint, draw, dance, fence.
3. Hold, aid, yield, condense, carry, part, cease.
4. Ascend, descend, prevent, scorch, render.

LESSON VII.—CONJUNCTIONS.

RULE.—Write sentences, each with two parts or clauses joined by a conjunction.

EXAMPLES.

Blessed are the meek, *for* they shall inherit the earth. He is healthy, *because* he is temperate. He entered the room quietly, *and* immediately took his seat.

EXERCISES.

1. External, familiar, general, great, upright.
2. Principal, upper, parallel, interior, pellucid.
3. Expanded, spongy, minute, solid, vital.
4. Dark, soft, certain, incapable, false, serious.

LESSON VIII.—CONJUNCTIONS.

RULE.—Write sentences in pairs; the first beginning with *why*, the second with *because*.

EXAMPLES.

Why do you not drink ardent spirits? *Because* they are hurtful. *Why* does a cork float? *Because* it is lighter than water.

EXERCISES.

1. Thunder, hail, snow, rain, rainbow.
2. Eclipse, steam, heat, water, air, gas.

LESSON IX.—CONJUNCTIONS.

RULE.—Write sentences in two clauses, the second clause beginning with *that*.

EXAMPLES.

He said frequently, *that* he did not know. Live well, *that* you may die happily. He opened the window, *that* the bird might escape. Let him attend, *that* he may understand the subject.

EXERCISES.

1. Brain, mind, organ, senses, pictures, thought.
2. Indivisible, various, independent, intellectual.
3. Trace, enable, act, incite, connect, forgive.

LESSON X.—CONJUNCTIONS.

RULE.—Write sentences with the following words:—
If, since, then, therefore.

EXAMPLES.

If he be in the house, tell him to speak to me. *Since* you refuse to go, I must. Will you, *then*, pay this money? I must *therefore* remain for some time.

EXERCISES.

1. Benevolence, justice, conscience, hope.
2. Character, pleasure, duties, persons, events.
3. Exalted, difficult, grotesque, whimsical.

LESSON XI.—DISJOINING CONJUNCTIONS.

RULE.—Write sentences with *neither, nor; though yet; whether, or*.

EXAMPLES.

Neither man *nor* horse was to be seen. I am sure it is *neither* my fault *nor* yours. I cannot tell *whether* you *or* he did it. *Whether* will you go with me *or* wait here?

EXERCISES.

1. Become, survey, limit, exist, look, see.
2. Acquaint, observe, walk, contain, understand.
3. Stand, shape, appear, approach, divide, line.

LESSON XII.—DISJOINING CONJUNCTIONS

RULE.—Write sentences with *either, or; as, as; as, so; so, as; so, that*.

EXAMPLES.

Either you *or* I must go to Croydon. My knife is at least *as* sharp *as* yours. *As* the one dieth, *so* dieth the other. He is not *so* brave *as* his old friend. He was *so* cold *that* he almost died.

EXERCISES.

1. Mass, vessel, teapot, fluid, height, spout.
2. Springs, fountains, pipes, water, river.

LESSON XIII.—DISJOINING CONJUNCTIONS.

RULE.—Write sentences containing one or more of these words:—

Although, but, except, notwithstanding.

EXAMPLES.

Although the fig-tree shall not blossom. I wished to go, *but* he forced me to remain. *Except* ye repent, ye shall likewise perish. *Notwithstanding* my request, he shot the dog.

EXERCISES.

1. Shrub, branches, root, trees, stems, branches.
2. Leaves, height, ground, timber, stalks, corn.
3. Attain, spring, return, decay, derive, contain.
4. Pervade, conduct, arrive, exhale, inhale.

LESSON XIV.—DISJOINING CONJUNCTIONS.

RULE.—Write sentences having one or more of these words:—

Provided, than, unless.

EXAMPLES.

Provided you pay part, I shall be satisfied. Wisdom is better than strength. A duke is greater than an earl, but an honest man is greater than either.

EXERCISES.

1. Wheat, barley, oats, rye, rice, millet, beans, peas.
2. Grain, seeds, flour, bread, potato, turnip.

8. CRYING OUT.

LESSON I.—INTERJECTIONS.

RULE.—Write sentences with the following words:—

Adieu! ah! alas! away! begone! hush! hark! hail!

EXAMPLES.

Adieu, adieu! my native shore. Alas! I cannot smile again. Ah! you never yet were far away from Venice. Away! rash boy. Begone! run to your houses. Hush! some one comes.

EXERCISES.

1. Friends, country, smile, weep, grieve, die.
2. Disease, death, escape, silence, peace.
3. Quiet, hounds, noise, cannon, ocean.

LESSON II.—INTERJECTIONS.

RULE.—Write sentences with these words:—

Hurrah! lo! oh!

EXAMPLES.

Hurrah! the foes are coming. Lo! where the giant on the mountain stands. Oh! were he present. Oh! that I might see him.

EXERCISES.

1. Foes, troops, rout, war, charge.
2. Fear, surprise. Hope, wish, desire, anxiety.

PART SECOND.

SIMPLE DESCRIPTION.

1. SERIES. RESULT OF PERCEPTION.

LESSON I.—SIGHT.

RULE.—Place an object before you. Examine it carefully by your sense of sight. You must neither touch, taste, nor smell it. Then write what you have learned by sight.

EXAMPLE.

A piece of sealing-wax.

This piece of sealing-wax is about four inches long, half an inch broad, and a quarter of an inch in thickness. It is of a very bright red, and stamped with the name of the manufacturer. The surface shines like glass, so that I suppose it is smooth, though I cannot be sure of this without touching it. One end is rough, as if broken, and the other is smoked, from having been in the flame of a candle.

EXERCISES.

- | | | |
|---------------|---------------|----------------|
| 1. Wax-taper. | 3. Ink-stand. | 5. Whalebone. |
| 2. Pen-knife. | 4. Arm-chair. | 6. Foot-stool. |

LESSON II.—TASTE.

RULE.—Taste the object, unless it be dangerous to do so, and write the result.

EXAMPLE.

A cup of tea.

The substance in this cup is called tea, though, properly speaking, it is only an infusion of the leaves of that plant. Its taste is peculiar, but pleasant. It is naturally somewhat bitter, but the sugar prevents it from being unpleasantly so. The flavour is aromatic and agreeable.

EXERCISES.

- | | | |
|-------------|---------------|-------------------|
| 1. Onion. | 5. Honey. | 9. Cinnamon. |
| 2. Potato. | 6. Orange. | 10. Strawberries. |
| 3. Lemon. | 7. Coffee. | 11. Apples. |
| 4. Vinegar. | 8. Liquorice. | 12. Cheese. |

LESSON III.—SMELL.

RULE.—Exercise the sense of smell, and write the result.

EXAMPLE.

A full-blown rose.

This beautiful flower is called a rose. Its buds are gradually opening, and from each proceeds a most delightful odour. But the chief perfume is from the petals of the full-blown flower. The essence which is extracted from the rose-leaves forms a fragrant scent termed otto of roses.

EXERCISES.

- | | | |
|--------------|------------|-------------------|
| 1. Violet. | 5. Gas. | 9. Burnt feather. |
| 2. Thyme. | 6. Pepper. | 10. New milk. |
| 3. Orange. | 7. Coffee. | 11. Tan-yard. |
| 4. Lavender. | 8. Lilies. | 12. Hartshorn. |

LESSON IV.—FEELING.

RULE.—With eyes shut, touch the object, and write the result.

EXAMPLE.

An octavo volume.

I perceive by feeling that this book is about ten inches long, six broad, and three in thickness. The binding is smooth and hard, with raised ornaments on the back. I think it has been near the fire, for it feels somewhat warm.

EXERCISES.

- | | | |
|------------|----------------|--------------------|
| 1. Door. | 5. Hair-glove. | 9. A shilling. |
| 2. Sponge. | 6. Marble. | 10. Woollen cloth. |
| 3. Bread. | 7. Paper. | 11. Spectacles. |
| 4. A bell. | 8. Silk. | 12. Soap. |

LESSON V.—HEARING.

RULE.—Strike the object, or listen to its natural sounds, and describe these.

EXAMPLE.

Last night I listened to the wind. Sometimes it whined like a dog, then it gave a sort of shrill whistle. That was followed by a hollow moaning, and then there was a loud rush like a waterfall. This ceased, and afterwards there was a mixture of whistling and hissing. At last it died away in gentle murmurs.

EXERCISES.

- | | | |
|---------------|-------------|-------------------------|
| 1. A fire. | 5. The sea. | 9. Animals' cries. |
| 2. A harp. | 6. Trees. | 10. Battle-noises. |
| 3. A trumpet. | 7. Thunder. | 11. Country sounds. |
| 4. Fire-arms. | 8. Hail. | 12. Sounds in a street. |

LESSON VI.—ALL THE SENSES.

RULE.—Place the object before you. Examine it carefully by your senses in turn. Then write down the information which each organ has given you. Finish what you have learned from one sense before you proceed to the next.

EXAMPLE.—A pencil.

- My eyes tell me that the pencil is about five inches long, and a quarter of an inch in thickness. Its shape is round like a pillar, quite flat at one end, and tapering to a point at the other. Its colour is a beautiful light brown with dark streaks. It is at present lying on a sheet of white paper, with an old pen on one side, and a short piece of red sealing-wax on the other.
- By feeling, I perceive its shape to be exactly what my eyes communicated. But I ascertain something which my sight could not tell, namely, that the pencil is nearly as hard as this piece of sealing-wax. It is smooth all round.
- When I put it to my nostrils, I perceive that it has

a very slight pleasant odour, like that of cedar-wood.
 4. Its taste is sweetish. 5. It utters no sound.

1st EXERCISE.—A penny.

1. Circumference; thickness; flat; edge; stamped; image or impression; colour when new; when old; beside two shillings. 2. Hard; smooth; cold; stamped. 3. Metallic; rusty; coppery. 4. Pungent; metallic; unpleasant.

2d EXERCISE.—An orange.

1. Globular; flat at the poles like the earth; diameter three inches; colour; on a plate near a silver knife. 2. Round; rough; soft; pulpy. 3. Delicious; fragrant; perfume fills a room. 4. Fine; sweet.

3d EXERCISE.—A watch.

1. Flat; circular; round at the edges; white; bright; clean; new; made of silver; nearly two inches in diameter, &c. 2. Smooth in front; rough at the back; hard; cold; heavy. 3. Metallic. 4. None. 5. Gentle ticking.

4th EXERCISE.—A poker.

1. Long; thin; bright; ornamented; polished; iron. 2. Smooth; hard; warm at one end; heavy. 3. Metallic; sulphury. 4. Irony. 5. When it falls, makes a ringing sound.

5th EXERCISE.—A lemon.

1. Oval; large; knob at one end; three inches long; beautiful pale yellow. 2. Oval; rough; not so soft as an orange. 3. Most fragrant perfume. 4. Extremely acid, but pleasant, when mixed or diluted.

6th EXERCISE.—An apple.

1. Roundish; large; three inches in diameter; colour various, in some parts green, in others yellow, red, brown. 2. Smooth; hard; firm. 3. Slight but very pleasant odour. 4. Pleasant taste, between sweet and acid, when properly ripe.

The teacher may extend these, by proposing questions on other objects as to shape, size, colour, number, position, feeling, perfume, taste, &c. &c.

2. SERIES.—STATEMENTS AND EXPERIMENTS.

LESSON I.

RULE.—Place an object before you. Try it by your senses as before; then make experiments on it, and write down the result.

EXAMPLE.—A piece of India-rubber.

This piece of India-rubber, or caoutchouc, is three inches long, two broad, and one thick. It is in shape a sort of solid oblong. Its colour is nearly black, with whitish or greyish parts in the middle, while some portions of it seem somewhat brown. Its smell is strong, and rather disagreeable. It has no peculiar taste, though some boys are fond of chewing it. I shall now make some experiments with it. While I held one end, you must pull out the other. When you let go, it returns to its former shape. Thus I find it is *elastic*. Next, I put a small piece into the flame of the candle, and I perceive that it takes fire very readily, burning with brilliant light, white at the bottom and red at the top, emitting a considerable quantity of black smoke. I therefore ascertain that it is *flammable*. By putting it into water, I perceive it floats, so its specific gravity must be less than that of water. I further observe that it does not diminish its bulk, from which I infer that it is *insoluble* in water. I have been informed, however, that tar will dissolve it. I have found it very useful in rubbing out pencil-marks.

1st EXERCISE.—Small piece of glass.

1. Size. 2. Shape. 3. Colour. 4. Weight. 5. Heat. 6. Hardness. 7. Smell. 8. Taste. 9. Experiments.

2d EXERCISE.—Coal.

Size, shape, &c., as above.

Experiments. 1. With water. 2. With fire. 3. With a hammer. 4. With a tobacco-pipe and clay.

3d EXERCISE.—A sheet of paper.

Size, shape, &c., as above.

Experiments. 1. With water. 2. With fire. 3. With paint. 4. With pencil. 5. With ink. 6. With acid.

4th EXERCISE.—Sealing-wax.

Shape, size, colour, weight, hardness, &c.

Experiments. 1. With water. 2. With flame. 3. Seal a letter—adhesive. 4. Draw it out to a thread—ductile.

5th EXERCISE.—Iron wire.

Shape, size, colour, &c.

Experiments. 1. Sustain a great weight. 2. Put it into water. 3. Put it into fire. 4. Allow it to remain wet in the open air, and write what takes place.

6th EXERCISE.—Salt.

Shape, size, colour, taste, smell, &c.

Experiments. 1. Cold water. 2. Hot water. 3. Flame. 4. Red shovel. 5. Acid, &c.

3. SERIES.—SOURCES OF THINGS.

LESSON I.

RULE.—Place the object before you. Think of its origin, or from what source it came. If you do not know, ask your teacher, or consult a book. Then put down all that you have learned. You may then add an account of its appearance, qualities, &c. Your description may conclude with some experiments.

EXAMPLE.—A piece of lead.

The substance before me is a metal called lead. I procured this piece at the plumber's, and he bought it from the owner of the lead-works. Lead is obtained by melting the ore, which is dug out of mines by men employed for that purpose. These mines are in Wales, Derbyshire, Lanarkshire, and other parts of England and Scotland. Lead is bluish-white, very bright when cut or newly melted, but becoming dull and dim after it has been in the air for some time. It has no taste, but if you rub it, you will perceive a slight smell. It is very soft, and may be hammered into thin plates. It is easily melted, as you may prove by putting a piece in the fire

1st EXERCISE.—A piece of bread.

1. *Baker*, oven, flour; *miller*, mill, steam, horses, water; *farmer*, ground, plough, harrow, horses, men, sun, rain, harvest, shearing, thrashing, winnowing; men, women. 2. Soft, white, sweet, wholesome, nutritious.

2d EXERCISE.—A grate.

1. *Ironmonger*—shop; *funder*, moulds, sand, furnace, bellows; *iron-merchant*, iron ore, coal, lime, roasting, smelting, blast-furnace. 2. Shape, size, colour, weight, &c.

3d EXERCISE.—A coat.

1. *Tailor*; *cloth-merchant*; *Yorkshire manufacturer*, wool, cleaning, dyeing, spinning, weaving, *wool-grower*, sheep-washing, shearing. 2. Shape, colour, quality, &c.

4th EXERCISE.—Sugar.

1. *Grocer*; *West India Merchant*; ship, sailors, ocean; West Indies; plantation, negroes. Sugar-cane; squeezing, boiling, refining. 2. Shape, colour, size, smell, taste, &c.

5th EXERCISE.—Gas.

Pipes, gas-works, retorts, gas coal, furnaces, lime-water, gasometer. Difference between gas-coal and common coal. Places where the former is found. 2. Properties, weight, smell, taste, &c.

6th EXERCISE.—Paper.

Stationers; paper-makers, mill, water or steam, rags, boiling, sizing, &c.; rag-merchant, linen, flax, plant, mode of preparation, &c. 2. Shape, size, colour, quality.

4. SERIES.—USES OF THINGS.

Place the object before you, and think for what purposes it is usually employed. If you do not know, ask your teacher, or consult a book.

EXAMPLE.—A piece of lead.

This metal is of very great use. Water-pipes, cisterns, and roofs of houses, are made of it. Chemists form two substances out of it, called red lead and white lead, both of which are poisonous. If we mix it with tin, the result is that useful compound called pewter, of which some table-spoons are made. When blended with antimony, it affords a composition, from which printers' types are cast.

EXERCISES.

- | | | |
|--------------------|------------------|-------------------|
| 1. Iron and steel. | 5. Gold. | 9. Sheep. |
| 2. Wool. | 6. Leather. | 10. Silver. |
| 3. Mahogany. | 7. Cotton cloth. | 11. Water. |
| 4. Glass. | 8. Cows. | 12. Steam-engine. |

5. SERIES.—PARTS OF THINGS.

1. Place the object before you. Inquire how it came there. Say where you bought it, whence the shopkeeper procured it, &c. Tell whether it is natural or artificial, simple or compound, &c.

EXAMPLE.—A pen-knife.

There is a pen-knife on the table before me. I bought it at the cutler's in Oxford Street. He either made it himself, or bought it at a town in Yorkshire, called Sheffield, where immense quantities are made. It consists of two parts, each formed of a different substance. 1. The handle is of horn, probably that of a stag. It is of a brown colour, rough and hard. It has several small studs in it, for the purpose of holding the sides of the knife together. On one side there is a very small silver plate, with the owner's name engraven thereon. The second substance is steel, of which the blade is composed. Steel is an artificial metal, the result of iron prepared with charcoal. It is very hard and smooth. When properly tempered, it makes very sharp blades.

1st EXERCISE.—A room.

1. Floor, boards, Canada, carpet-maker, pattern, colour, texture, size, shape.
2. Walls, stone, plaster, paper; colour, pattern, quality.
3. Ceiling, cornice, divisions, substance.

2d EXERCISE.—Fire-place.

1. Mantelpiece, marble, where found, colour, quality, shape, size, &c.
2. Grate, material, pattern, where made.
3. Fender, do. do. do.
4. Fire-irons. Poker, shovel, tongs.

3d EXERCISE.—A book.

Leaves, pages, margins, title-page, edges, plates, woodcuts, binding, tooling, lettering, author, printer, book-binder, bookseller.

4th EXERCISE.—Ink-stand.

Stand made of metal—bronze; ornamented; two handles; two places for ink-bottles and a taper-stand; two glass-bottles of ink—one with black, the other red; a taper; wax; pens; pencils; wafers.

5th EXERCISE.—A ship.

Hull, keel, bows, stern, ribs, planking, deck, fore-castle, waist, quarter-deck, gunwale, fore-mast, main-mast, mizen, boltsprit, yards, rigging, &c.

6th EXERCISE.—A house.

1. Foundation, walls, roof, floors, doors, windows, stairs, chimneys, woodwork, wainscoting, &c., plastering, painting, papering, water-pipes, gas-pipes. What are the tradesmen employed in erecting a house?

END OF FIRST BOOK OF ENGLISH COMPOSITION.

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