

ROBERT E. PETERSON'S CHEAP EDUCATIONAL SERIES.

THE
YOUNG COMPOSER;
OR,
PROGRESSIVE EXERCISES
IN
ENGLISH COMPOSITION:

COMPRISING

SENTENCE MAKING, VARIETY OF EXPRESSION, FIGURATIVE
LANGUAGE, THE USE OF CAPITALS AND PUNCTUATION,
AND THE PRINCIPLES OF VERSIFICATION;

WITH COPIOUS EXERCISES ON EVERY TOPIC.

By REV. F. KNIGHTON, A. M.

AUTHOR OF PRIMARY GRAMMAR, AND THE AMERICAN ETYMOLOGICAL
SCHOOL GRAMMAR.

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ROBERT E. PETERSON & CO.

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PREFACE.

THE remark of Bacon, that "writing maketh a correct man," is now for the first time fully believed, and the idea of its necessity as an essential element of common school education is beginning to be generally adopted. But every instructor, who requires attention to the subject of composition writing as a regular school exercise, has perhaps found the enforcement attended with serious difficulties and increasing perplexity.

There is an obstacle in the way more serious than the pupil is conscious of, when he states his difficulty to consist in the selection of a subject—it is the want of duly trained habits of thinking for himself, and the absence of all habit of giving expression to his thoughts in writing. Writing compositions is a more intellectual exercise than any other school duty, and its difficulties are peculiar. To remove these obstacles, by preparing the pupil to undertake the discussion of a topic or a subject in a methodical or logical manner, is the aim of the following treatise. In the opinion of the author, (founded on thorough examination,) the text books now in use as guides to composition writing are open to two objections, viz: either of rendering too little assistance, or of giving too much. With the first the pupil is discouraged, and with the second the desired benefit is lost.

To remedy these evils, the author has here given expression to his own practice in teaching this important branch of education. It consists in this—to make it in its principles confirm and illustrate those of English Grammar, and when these may be in a measure fixed, to give directions or often suggestions simply, which will call these principles into practical use.

With these ideas of the advantages of his system, the work is commended to the attention of all Young Composers.

The author acknowledges his obligations to several treatises, from which he has gathered ideas in the execution of the work.

Philadelphia, June 20, 1853.

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ENGLISH COMPOSITION.

DIVISION I.

SENTENCE-MAKING.

1. We think and speak.
2. That which we think is called a thought.
3. A thought put into words, and either spoken or written, is a sentence. (Gram., Lat. Deriv. 418).

1. A sentence is an assemblage of words, conveying a complete idea or thought; as, Time flies. (Gram. 220).

EXPLANATION.—These words contain a complete thought. *Flies* alone would not be a complete thought; we should ask, *what flies?* *Time* alone would not be a complete thought; we should ask, *Time does what?* Both words together tell us *what flies*, and *what Time* does. As these words together convey a complete thought, they form what is called a Sentence.

5. The art of writing down one's thoughts in suitable language, and in their proper order, is called COMPOSITION. (Gram., Lat. Deriv. 346).

EXERCISE I.

Make sentences from the following words:

Note 1. Take care to put a period at the end of every sentence.

Note 2. Take care to use capital letters in their proper places.

EXAMPLE.—The horse is swift.

Horse, dog, elephant, lion,	} {	Swift, dull, sagacious, hard,
bear, sugar, stone, stream,		strong, sweet, fierce, slow,
house, man, moon, coach,		large, great, bright, full, nar-
street, bridge, tree, boy, game,		row, wide, green, lively, stupid,
cloud.		dark.

QUESTIONS.

2. What is a thought?
3. What is a sentence? What is the derivation of the word?
5. What is Composition? What is its derivation?

DIVISION III.

DESCRIPTION.

163. This consists in such a representation of the name, nature, and properties of an object, as would impart a correct view of it to another. The truthfulness of the description, also, depends upon the accuracy of the statements made, and the fulness of the particulars mentioned.

A definition is a description, but of the shortest kind.

164. The completeness of a description depends in a great measure upon the habits of observation which a person has acquired. Thus, one person traveling over a district of country, will give his attention to objects and features of nature which would entirely escape that of another person. A farmer would observe most strictly the state of the crops; a physician would conjecture the probable health of the inhabitants; an artist or seeker of pleasure would regard the beauty of the landscape; a geologist the nature of the soil and rocks; a botanist the trees and flowers, &c.—so that attention to every feature should enter into a complete description. Care must be taken, however, that it does not become tedious by being too particular.

165. There is a natural order also to be observed in a proper description: as, for instance, if we should describe a country which we had visited, we ought to begin with its geographical features; then give what is

QUESTIONS.

163. In what does description consist? On what does its truthfulness depend?

164. On what does its completeness depend? How will persons of different pursuits be affected by the same object or appearance? Give the illustration.

165. What is the natural order in describing a particular country?

interesting of a historical nature; next its agricultural capacities or products; and then its domestic scenes.

The following, from the Dairyman's Daughter, illustrates the foregoing remarks on this topic:—

EXAMPLE.—As I rode home by departing daylight, tranquillity characterized the scene. The gentle lowing of cattle, the bleating of sheep just penned in their folds, the humming of the insects of the night, the distant murmurs of the sea, the last notes of the birds of day and the first warblings of the nightingale, broke upon the ear, and served rather to increase than lessen the peaceful serenity of the evening and its corresponding effects on my own mind. It invited and cherished just such meditations as my visit had inspired. Natural scenery, when viewed in a Christian mirror, frequently affords very beautiful illustrations of divine truth. We are highly favored when we can enjoy them, and at the same time draw near to God in them.

From this example it will be seen that the imagination will lend considerable aid in properly filling up a description.

EXERCISE LXX.

Give descriptions of the following sensible objects:—

The house where you live, both outside and inside. Your garden. A plantation. A school-house, with its recitation rooms and play grounds. A saw mill. A cotton mill. A paper mill. A printing office. A post office. A grocery store. A market. A rail-road depot. A rail-road train. A canal. A stage coach. A watch dog. A horse. The cow. The deer. The fox.

EXERCISE LXXI.

Give more complete descriptions of the following subjects:—

Fruit gathering. Hay making. Harvesting. Bathing. Skating. Ball playing. Playing marbles. Kite making and flying. Dancing. Waltzing. Visiting. A menagerie. A steam-boat ride. A rail-road trip. Sunrise. A view from a high hill or any eminence. The street you live in. The town where you live. The rivers and creeks in the county where you live.

166. A description may be extended and made to include several topics and many particulars, and then it becomes a NARRATIVE or a mixed description.

QUESTIONS.

166. What is a narrative? How does it differ from a description? Show this from the passage cited before.

EXAMPLE.—The passage given (165) is a simple description; but the several descriptions of the treatise all form one Narrative of the Dairyman's Daughter.

A Narrative, then, is a continued account of the particulars of an event or transaction.

EXERCISE LXXII.

Form Narratives from the following topics:

A visit to the country. A visit to the city. An excursion by water. An excursion by rail-road. The manner of spending a holiday. The events of a day—a week—a year. Your studies since commencing school. Your plans or expectations for the future. A thunder storm. A snow storm. A sleigh ride. Thanksgiving day. Fourth of July celebration. Christmas. A circus.

EXERCISE LXXIII.

Form into a connected Narrative the incidents you remember of—

Robinson Crusoe. Cinderella. The Forty Thieves. Blue Beard. Anna Ross. Ermina. Little Henry and his Bearer. Dairyman's Daughter. Pilgrim's Progress.

Give the following subjects from the Bible in your own language:—

The expulsion of Adam from Paradise. The Flood. Destruction of Sodom. The offering of Isaac. Jephtha's daughter. Anointing of David. Our Saviour's temptation. The search for our Saviour by his parents. Christ in the Temple. His entrance into Jerusalem. Denial by Peter. Walking on the sea.

EXERCISE LXXIV.

Give a continuous Narrative of the following topics in the specified order:

(a) The county in which you reside.

1. Its situation in the state.
2. GEOGRAPHICAL FEATURES—mountains and valleys, mines and minerals, rivers and creeks, and for what navigable.
3. HISTORY, including the date of its formation and alterations. Interesting incidents of early settlement.
4. AGRICULTURE—for what best suited, and what most generally cultivated.
5. MANUFACTURES—all kinds, and where disposed of.
6. TOWNS, or cities and villages, and whether approachable by navigable streams or not.

7. PUBLIC BUILDINGS—court-house, churches, and academies; hospitals, asylums, poor-house, &c.; depots.

8. PUBLIC IMPROVEMENTS—rail roads, canals, and plank roads or turnpikes, and where leading.

9. MISCELLANEOUS, including every thing of interest not coming under previous topics.

Prepare a similar Narrative of the state in which the county is situated.

Give a general description of each section of the Union, viz:
1. Eastern. 2. Middle 3. Southern. 4. Western. 5. Pacific states.

(b) Give a Narrative of the longest journey you remember, mentioning,

1. The setting out.
2. Incidents of traveling.
3. Arrival at the place of destination.
4. Pleasures enjoyed, both from friends and new scenes and acquaintances.
5. Any unpleasant incidents or misfortunes.
6. Return, and estimate of the advantages of the excursion.

EXERCISE LXXV.

The following historical topics will afford good subjects for Narrative:

Discovery of America. The Pilgrim Fathers. Execution of Lady Jane Grey. Conduct of Elizabeth towards Mary Queen of Scots. Destruction of Tea in Boston Harbor. Banishment of Roger Williams. Witchcraft in New England. Battle of Lexington. Battle of Bunker Hill. Surrender of Burgoyne. Treason of Arnold. Capture of André. Surrender of Cornwallis. Founding of Rome. Invasion of Russia.

EXERCISE LXXVI.

Give full descriptions of the following subjects:—

A Maying Party. A Pic Nic. A Camp Meeting. A visit to the Museum. Account of Christmas or New Year's Presents. Distribution of School Prizes. School Examination. Exhibition. Different uses of Bells. Uses of India Rubber. Of Glass. Describe the various articles for which we are indebted to the Cow. The same with the Sheep. The habits of the Rabbit. The Squirrel. The Fox. The Weasel. The Dog. The Cat. A Hen and Chickens.

BIOGRAPHY.

167. Biography is a history of the life and character of any particular person. As the person must be fully portrayed, skill in description is necessary; and as the several incidents of a life must be condensed into a connected story, it falls under the same rules as Narrative.

168. In a complete Biography, mention should not only be made of the more important actions which a person ever performed, but we should also have a competent knowledge of the motives which induced him to act in one way rather than in another. But of this we can never be sure, since we seldom have such a clue to the conduct of any one, however intimately we may think we know him. We accordingly are left to form a judgment of the motives, the principles, and the purposes of men from their actions, rather than estimate their conduct from known principles. And from this cause different writers will convey very different opinions of the same man.

EXAMPLE.—The Puritans are represented by some writers as ardent friends of liberty, and upright, conscientious and pious persons, or men of whom "the world was not worthy;" and by others they are called "the old hypocritical Puritans, than whom the earth never had greater tyrants."

As these diverse characters cannot both be true of the same person, we can readily see that one writer or the other is greatly influenced by prejudice more than by truth.

QUESTIONS.

167. What is Biography? How is it allied to Description? How to Narrative?

168. What is necessary in a complete Biography? What prevents a biographer from a full knowledge of a person's character? How are we mostly left to form a judgment of a person? What is the Example of the different estimate of the Puritans? Of what is one or other the effect?

169. No general rule can be given for describing individuals, as in some we desire a knowledge of the personal appearance, while of others we prefer a knowledge of the mental abilities, and all that constitutes the intellectual man.

The following topics, however, should receive more or less attention, viz :

1. Person's size and height.
2. Manner, graceful or otherwise—active or indolent.
3. Profession—rank in society—rich or poor—education and skill.
4. Disposition—principles—firm or undecided habits, and degree in which is esteemed.
5. Mental character—estimate for judgment, prudence, discretion, and general talents.

EXERCISE LXXVII.

Frame Biographies of the following persons, embracing the annexed particulars :—

1. *Life of Joseph.*

Birth 1756 B. C. Occupation of father and brothers. Cause of envy of brothers. Treatment by. His dreams, and their probable meaning. His sale to merchants. Reuben's intention. The statement to his father, and his grief. His imprisonment, and how he was released. Promotion. First interview with his brothers. The same when he makes himself known to them. Removal of Jacob to Egypt. His sons. His death. Removal of his bones with the exodus of Israel.

2. *Life of David.*

Born 1085 B. C. Occupation. Place of residence. Anointing by Samuel. Combat with Goliath. Intimacy with Jonathan. Relation to family of Saul, and persecution from. Anointed king of Judah, at Hebron, 1055 B. C. His wars. Preparations for erection of Temple. Revolt of Absalom. David's grief at his death. Death 1014 B. C. Length of reign and his successor. Character and disposition.

3. *Life of Paul.*

Born at Tarsus, in Asia Minor. Educated by Gamaliel. Present at death of Stephen. Persecutes the churches. Journey to Damascus. Conversion. Stoned at Lystra. Beaten and imprisoned at Philippi. Arrest at Jerusalem. Appeals to the Roman emperor. Escape from conspirators. Appears before Festus and

Agrippa. Character—devotedness, steadfastness, energy and zeal. Dies at Rome about A. D. 66. Contribution to the sacred canon. Admiration of him in all ages.

4. *Columbus.*

State of navigation before the discovery of America. Birth of Columbus at Genoa, 1435. Early life and occupation. Meditates the existence of another hemisphere. Proposes his plan to the king of Portugal. When rejected, goes to Spain. Various applications to the king and queen. Isabella, at length, furnishes means to fit out an expedition. Sails on first voyage August 3, 1492. Account of voyage, and discovery of land. Suspicion of natives. Loses one of the ships. Returns to Spain, and encounters a terrible storm. Received with great honors in Spain. Second voyage and return sick to Hispaniola. Sails for Spain, and dissatisfaction of crew. Third voyage. Bobadilla seizes upon his property and imprisons him, and sends him to Spain. Last voyage. Forms a settlement and sails home. Visits court after death of Isabella. Death. Monument, and removal of remains. Character—enterprise.

5. *Captain John Smith.*

Born at Willoughby, England, in 1579. Sale of school satchel and books to procure means to go to sea, at age of 13. Apprenticed to a merchant, whom he dislikes and leaves. Travels in the train of a nobleman to France, and thence to the Netherlands, where he entered the army. Shipwrecked in returning to Scotland. Leaves home at age of 19 to engage in the war against the Turks. Combat with the Lord Turbashaw, his friend Gualgo and Mulgro. Wounded and taken captive at Rottenton; is sold, and comes into possession of a lady who manifests great sympathy, and sends him to her brother in Tartary. Treated with great severity, he kills and hides the body of his master, and escapes to Transylvania. Reaches England when attention is directed towards colonizing America, and joins the expedition. In April, 1607, explores James river. Founds Jamestown. Is excluded from the council. Visits Powhatan, on a voyage to explore the source of James river.

Relieves the wants of the colony, by obtaining corn from the Indians as a ransom for their idols.

Is captured in a marsh. Beguiles the Indians with a compass. They make preparations to put him to death.

Writes a note to the colony at Jamestown for certain articles, which obtained, gives great surprise.

Is carried about in triumph and brought to Powhatan, when his death is decided on.

Pocahontas interferes and saves him, and he returns to Jamestown after an absence of seven weeks.

Various efforts to preserve the colony from starvation.

Leaves Virginia in 1609 for England.

In 1614 sails for New England. Surveys the coast and trades with the Indians.

On a second voyage is taken prisoner and carried to France—escapes and reaches England.

Pocahontas visits England in 1616, and Smith addresses the Queen in her behalf.

Dies in London, 1631, at age of 52.

Character for energy, perseverance, enthusiasm, bravery and prudence.

6. *Sir Walter Raleigh.*

Born in Devonshire, 1552.

Enters Oxford, but remains only a short time.

"Spends a good part of his youth in wars and martial exercises" in France.

Escapes the massacre of St. Bartholomew's day, by taking refuge with the English ambassador.

In 1579 accompanies Sir Humphrey Gilbert on a voyage to Newfoundland, which proves an unfortunate expedition.

In 1584 the queen grants him a patent of discovery.

Fits out two ships, and arrives on the coast of Carolina in July. Takes possession of the country and calls it Virginia.

Second voyage in 1585, with seven vessels. Colonists fail in their object, and first introduce tobacco into England.

Projects a voyage to Guiana, which is ultimately the cause of his destruction.

Influence and favor lost at death of the queen.

King James charges him with treason and sedition, and he undergoes a disgraceful trial.

His life is reprieved, and he is imprisoned twelve years.

In 1617 sails with twelve vessels to Guiana again. Failure of expedition, and on return to England is beheaded, Oct. 29, 1618.

Distinguished for his literary character, enterprise and experience as a navigator. One of the most remarkable men of his age for his varied knowledge and remarkable talents.

7. *William Penn.*

Born in London, Oct. 14, 1644. Only son of Admiral Penn.

Great attention paid to his education, and in 1660 enters University of Oxford, where he neglects the usual religious duties and holds private prayer meetings, for which he is fined by the college.

His father is greatly displeased at his conduct, and banishes him from his house; but when his opinions are found unalterable, is reconciled to him.

In 1668 begins to preach, for which he is frequently imprisoned, where he writes his "No Cross no Crown."

In 1681 a large tract of land in America granted him by Charles II., in consideration of a debt due his father.

Arrives at Newcastle, Delaware, Oct. 27, 1682, and in company with Swedes and other colonists towards the close of the year locates the town and borough of Philadelphia, "having a high and dry bank next to the water, and a shore ornamented with a fine view of pine trees."

After two years, returns to England, to exert his influence for the release of the Quakers from prison.

Embarks with his family for America in 1699. Soon returns again to England, and dies, July 1718.

Character for firmness, decision, integrity, benevolence, and active philanthropy.

8. *Washington.*

Born at Bridges Creek, Westmoreland county, Virginia, Feb. 22, 1732.

Father's death, before his tenth year, devolves him upon the guidance of his mother. Influence of this event upon his character.

At fifteen receives the appointment of midshipman in the English navy, but declines it at the request of his mother.

Practices the business of a surveyor, and before the age of nineteen holds the appointment of adjutant general and major in the forces of the colony.

At twenty-one selected by the governor of Virginia to cross the state to the Ohio river and demand from the French, posted at Fort Duquesne, (Pittsburg,) the withdrawal of their forces.

Publication of the journal of his expedition.

Appointed lieutenant colonel of the forces to expel the French from their posts.

Engagement with them, and vote of thanks of the legislature for his gallantry and skill.

Serves as a volunteer under Braddock in 1755.

Superior judgment displayed, but which neglected cost the life of the general.

Appointed delegate to congress in Philadelphia, 1774, and by the same body chosen commander in chief of the army.

Proceeds to Cambridge and enters on the duties, July 1, 1775. Engagement, then withdraws to New York, March 1776.

Contest with the British on Long Island, and skillful retreat to New York, and thence to White Plains.

Different encounters with enemy during the war. Encampments at Valley Forge, Morristown, Newburg, etc., and condition of troops. Crossing the Delaware.

Difficulties arising from depreciated bills, want of clothing, etc.

Junction with Count de Grasse and siege of Yorktown.

Close of war, and surrender of commission at Annapolis.

President of a convention for framing a constitution, and is subsequently chosen President.

Arrives at New York, and inaugurated April 30, 1789. Re-elected, but declines further service.

Retires to Mount Vernon, near Alexandria, where he dies, Dec. 14, 1799.

Remarks on his character and integrity—"First in war, first in peace, and first in the hearts of his countrymen."

9. Howard.

Born near London, 1727. His father a man of considerable fortune, acquired in business.

About fifteen apprenticed to a grocer, but on decease of his father purchases his remaining time.

Makes a tour through France and Italy. Is in ill health on his return; and at the age of twenty-five marries a widow of fifty-two, who only lives three years after.

Determines to visit Portugal, and particularly Lisbon, which had just been laid in ruins by an earthquake, but is taken captive by a French privateer, and treated with great cruelty in prison.

Influence of this captivity upon his future efforts to relieve the sufferings of prisoners.

Efforts while residing at Cardington for the benefit of the poor and manufacturers.

Receives the appointment of sheriff of Bedford, and commences his survey of the prisons of the county and then of England.

Visits to foreign prisons, and attempt to gain admittance to the Bastille.

In 1777 publishes the results of his observations and travels of more than forty thousand miles.

In 1784 retires to his estate, in order to spend the remainder of his days; but after two years embarks on another expedition of philanthropy.

Visits prisons of Italy, Greece, Asia Minor and Turkey.

In 1790 again quits England, and goes through Holland, Germany, Prussia, and reaches Cherson in Russia, where he falls a prey to a malignant fever, in the sixty-fourth year of his age.

Character for perseverance, philanthropy, and the amelioration of wretchedness in the worst form.

10. La Fayette.

Born 1757, at Chavagnac, in Auvergne.

Marries at seventeen a grand-daughter of the Duke of Noailles.

Inherits a large fortune. Is of high rank and influential connections at court.

Comes in 1777 to join the war of independence in America, when he raises and equips a body of men at his own expense.

Fights as a volunteer at battle of Brandywine in 1778, where he is wounded, and at that of Monmouth in same year, and receives the thanks of congress.

Returns to France to obtain reinforcements, and returns with the armaments under Rochambeau. Appointed to the command of Washington's vanguard at Yorktown.

After the surrender of Cornwallis returns to France, and is elected a member of the notables in 1787.

During the French revolution is made commander in chief of the national guards. Sympathises with the royal family, and assists them in their attempted escape.

For his advocacy is burnt in effigy, 30th June, 1792, and obliged to escape from France. Is imprisoned by the Austrians at Olmutz for five years, and at request of Bonaparte is set at liberty.

In 1824 visits the United States, and is received with distinction and enthusiasm.

In the revolution of 1830 is again appointed commander in chief, and is influential in raising Louis Philippe to the throne.

Dies in 1834, more deeply lamented in the United States than in his native land.

Character—love of liberty, consistency, and honor.

11. Franklin.

Born at Boston, 1706, and was the fifteenth of seventeen children. His father had emigrated from England, and pursued the business of a tallow chandler.

Apprenticed to his elder brother, a printer and publisher of a newspaper, where his early taste for reading was gratified. Influence of this on his future life.

Conducts the paper during the imprisonment of his brother, and after his release embarks secretly on board a vessel for New York; but finding no employment here, sets out on foot for Philadelphia, with a penny roll in his hand and one dollar in his purse.

Obtains employment here, and attracts the notice of the governor, by whom he is induced to visit England for the purchase of type. Returns to Philadelphia in 1726, and two years afterwards established a newspaper.

In 1736 appointed clerk to the general assembly of Pennsylvania, and next year postmaster of Philadelphia.

Services during the French war in 1744; and about the same time commences experiments in electricity, and proves its identity with lightning.

In 1747 chosen representative. In 1757 visits England as agent for Pennsylvania, and there chosen fellow of the Royal Society.

In 1775 elected delegate to congress, and is active in the revolutionary contest, and after the close is sent to France as commissioner, where he signs a treaty of alliance between that country and America.

Returns in 1785, and chosen president of the supreme council.

Dies, 1790. Place of burial. Bequests for individual and municipal improvements.

Character—energy and perseverance; industry and economy; application; eminence as a philosopher and politician.

12. Dr. Judson.

Born August 9th, 1788. Son of the pastor of the Congregational Church at Madden, Mass., and subsequently at Plymouth. Influence of this place on his after missionary character.

Is unwearied in pursuit of knowledge, and graduated at Brown University, Rhode Island.

In early life entertains skeptical opinions, but by the aid of his father's library is able to solve his doubts in favor of Christianity and the Bible.

Studies theology at Andover, Mass.; and from reading Buchanan's Researches and a sermon entitled "The Star in the East," is induced to devote himself to the cause of Missions; also promoted by intercourse with Hall, Newell and Nott, fellow students.

Writes a communication, which is read before the Association of Massachusetts, offering himself and his three friends as missionaries for India, which results in the formation of the "American Board of Commissioners for Foreign Missions."

In 1812 embarks with his wife and other friends for Calcutta, where they are cordially received.

Becomes involved in difficulties through a war between the English and Burmans. Imprisoned, and loaded with chains. Influence and heroic efforts of his wife with the governor for his release. Are in the hands of the executioners, and at the point of death. Cause of relaxation of rigor for a time. Sufferings and endurance. Death of Mrs. Judson.

Returns to America 1845. Interest excited by his narrations and addresses. Marries and returns, 1846.

Illness and death.

Character—influence of convictions of duty, and his decision; ardor in cause of missions, and zeal for the kingdom of Christ.

Influence upon the world in exciting a spirit of missions.

Remarks on the importance of missionary operations, and the self-denial of such men as Judson and others.

14. Henry Martyn.

Born at Truro, Cornwall, England, 18th February, 1781, of humble but deserving and industrious parents.

In childhood had good opportunities for education, and entered college 1797.

Attentive to study, ambitious for distinction, and graduates with highest honors.

Influence of his sister on turning his attention to the subject of religion.

In 1802 is elected to a fellowship in the college, and resolves to enter the ministry, and then to become a foreign missionary.

Spiritual character of his diary.

Ordained 22d October, 1803, and becomes assistant in church at Cambridge.

In July, 1805, sails for India as chaplain of East India Company. Voyage thither. Visits a battle field at Cape of Good Hope. Lands at Calcutta. May, 1806.

Employment till he reaches Dinapore, where he soon learns the death of his sister.

Is engaged in translating different portions of the Bible, in company with Sabat.

Journey to Cawnpore, and debilitated health. Voyage to Shiras. Extreme heat of the days.

Discussions with Mohammedans about Christianity. Completes the translation of the New Testament—the Psalms in 1812—and commences a journey to Tebriz, to present a copy to the king. Is seized with fever. Sufferings on the way.

Purposes a return to England, and travels towards Constantinople to Tocat, where he dies, in his 32d year, in 1812.

No particulars known of his last illness and death.

Character—admiration of; ardor and fidelity; devotedness and piety.

Remarks upon the necessity of the heathen world that the gospel should be carried among them, and its civilizing influences.

15. *Milton.*

Born December 9, 1608. His father's anxiety about his education. Enters college at Cambridge. His studies there. The first Englishman who wrote Latin verses after the revival of learning. Intended for the church, but changes his mind.

Writes *Comus* in 1634, and *Lycidas* in 1637.

Travels in 1638. Visits Grotius in Paris Italy, Florence, Rome. Reception from the learned in Italy.

Naples. Recalled by the tumults of civil war in England.

Lucca—Venice—Genoa. Acquaintance with Diodati and Spanheim. Returns through France. Receives pupils for instruction.

Various literary works. Marries. His wife separates from him. A reconciliation.

His first wife dies. Literary projects. "*Paradise Lost*."

Return of Charles II. His blindness. Retires to Chalfont during the plague.

"*Paradise Lost*" published—amount received for it. Three years after publishes a history of England to the Norman invasion; also, *Paradise Regained* and *Samson Agonistes*.

Dies of gout, 1674. Personal appearance. Domestic habits. Extensive learning. Religious and political opinions.

16. *Goldsmith.*

Born November 10, 1728, at Pallas, Ireland. His father the Rev. Charles Goldsmith. Considered dull in his youth. Enters college 1774. His conduct at college.

His father now dead, he proposes to enter the ministry. Rejected by the bishop. Determines to prepare for the legal profession. His folly. Goes to Dublin to study medicine. Goes to Leyden to complete his studies. Sets out on foot through Flanders, France, Germany, Italy. Returns to England.

Tutor in a school. Assistant to an apothecary. Makes an engagement with the *Monthly Review*, and after seven months gives it up.

Writes the *Vicar of Wakefield*—the *Traveler*—the *Hermit*.

In 1768 his comedy of the *Good-natured Man* is unsuccessful. The *Deserted Village*. Histories of Greece, Rome, England.

Appointed professor of Ancient History. Great success of "*She Stoops to Conquer*." History of Animated Nature.

Dies, 1774, aged 45.

Character—amiable and benevolent but improvident and thoughtless; want of decision and firmness.

Style of his writings.

17. *Patrick Henry.*

Born in Virginia, 1736. Common school education. After spending some time in trade and agriculture, commences the practice of law after only six weeks' study.

Struggles with poverty. Cause of his first being distinguished. In 1765 elected to the house of burgesses, with reference to opposing the stamp act.

Appointed a delegate to the first congress, 1774, where he distinguishes himself by his boldness and eloquence.

In 1776 appointed governor of Virginia. In 1786 a deputy for revision of federal constitution. Is opposed to adoption of constitution of United States.

Retires from the bar in 1794, and dies in 1799.

Remarks upon his scanty information both on legal and political topics; oratory natural and of highest order; powers of imagination, sarcasm, humor; force and energy of manners, and profound knowledge of human nature.

18. *General Jackson.*

Born in Waxsaw, South Carolina, March 15, 1767. His family had emigrated from Ireland two years before. His father dies soon after his birth, and his mother intends him for the ministry.

Studies interrupted by revolutionary war, and at age of 14 leaves school for the camp. Taken prisoner, but exchanged after battle of Camden. Narrow escape from death by his officer. Death of his mother and eldest brother, by which he is heir to a considerable estate.

Commences the study of law in Salisbury, North Carolina, and in 1786 admitted to practice, and removes to Nashville, Tennessee. Incident of first practice. Appointment as attorney general of the district, and in 1796 is a delegate to the state convention. Elected to congress. In 1797 is a senator in congress, but resigns at the close of the session through disgust for political life. Is also major general of the Tennessee militia.

Receives an appointment to the bench of the supreme court of the state, but soon resigns, and retires to his farm.

In 1812 appointed to command of 2500 volunteers, to protect Louisiana and Mississippi from invasion by British forces. Encounter with Indians at Talledega and Tohopeka.

In 1814 attacks Pensacola, then a Spanish town. Different skirmishes, and final engagement at New Orleans, January 8, 1815. Disproportion of forces engaged and killed.

Elected president 1829, and again in 1833, notwithstanding the strongest partizan opposition.

Dies, June 8, 1845, at the age of 79.

Character—for determination and decision inflexibility of purpose.—Influence of his administration on the prosperity of the country.

19. *Henry Clay.*

Born in Hanover county, Virginia, April 12, 1777. His father, a Baptist clergyman, dies while he is quite young, and only enjoys the advantage of a common school.

Commences study of law at nineteen, and admitted to practice next year. Removes to Lexington, pursues his studies and practices public speaking in a debating society. Embarrassment of his first attempt.

In 1798 takes a prominent part in discussions about the constitution of the state. In 1803 is elected a member of the legislature, and in 1806 to a vacancy in the United States senate. His first speech in the senate.

Enters the state legislature again, and is chosen speaker. In 1809 is again elected to a vacancy in the United States senate. Advocacy of the "American System." In 1811 is elected to house of representatives, of which he is chosen speaker. In 1814 chosen one of the commissioners to Ghent. Resignation of speakership for the purpose.

In 1825 is secretary of state. Recognition of independence of the Spanish colonies of South America. Influence in congress in 1833 to avert the evils of nullification.

Candidate for presidency. Speech in the United States senate upon his contemplated withdrawal from public life, in March, 1842. Motion on compromise measures in 1850.

Dies, June 29, 1852, at Washington.

Remarks upon his character, abilities, statesmanship and influence.

20. *Daniel Webster.*

Born in Salisbury, New Hampshire, January 18, 1782. His father a farmer, but an officer in revolutionary war, and a judge of the court of common pleas. Struggling with difficulties for an education, is at length graduated at Dartmouth in 1801.

Studies law, first in his native town and afterwards at Boston, and admitted to the bar in 1805. Removal to Portsmouth, where he rises in his profession.

Elected to congress in 1812, at age of 30. Opposes a conscription and the United States Bank.

Removes to Boston, 1816. Important suits in which he is engaged. In 1820-21 is a member of a convention to revise the constitution. His speech at Plymouth, on the two hundredth anniversary of the landing of the Pilgrims. In 1825 his speech at Bunker Hill Monument.

Is also a member of the house of representatives from 1823 to 1827, when he is transferred to the senate. Speech in reply to General Hayne, of South Carolina. Visit to England in 1839.

From 1841 is secretary of state for two years, and again in 1850. Speech in 1846 in favor of the Oregon boundary, and in 1850 on the compromise resolutions.

Settlement of the north-east boundary question. Retirement to private life till again elected to the senate.

Attachment to his home and farm at Marshfield, where he dies, October 24, 1852.

Remarks upon the greatness of his intellect—knowledge of constitutional law—his character—patriotism and services.

EXERCISE LXXVIII.

Prepare Biographies of the following persons, embracing the principal events of their lives, with remarks on their characters:—

1. Socrates, B. C. 468—399
2. Alexander the Great, B. C. 356—323.
3. Julius Cæsar, B. C. 99—43.
4. Cicero, B. C. 106—43.
5. Peter the Great, 1672—1725.
6. Gustavus Adolphus, 155—1632.
7. Mary Queen of Scots, 1542—1587.
8. Captain James Cook, 1728—1779.
9. Napoleon Bonaparte, 1769—1821.
10. Oliver Cromwell, 1599—1658.
11. Alexander Hamilton, 1757—1804.
12. De Witt Clinton, 1769—1828.
13. John C. Calhoun, 1782—1850.
14. Whitefield, 1714—1770.
15. Claudius Buchanan, 1766—1815.
16. Bishop Heber, 1783—1826.
17. Samuel J. Mills, 1790—1818.
18. Hannah More, 1744—1833.
19. Harriet Newell, 1793—1812.
20. Ann H. Judson, 1789—1826.
21. Mrs. Hemans, 1794—1835.

EXERCISE LXXIX.

Give a succinct history of the following events:—

The Trojan War. Invasion of Greece by Xerxes. Taking of Rome by Brennus. Hannibal's Campaigns in Italy. The Knights Templars. The Feudal System. The Crusades. The Wars of York and Lancaster. The Plague of London. The Trial and Execution of Strafford—Of Louis XVI.—Of Maria Antoinette. Cortez' Conquest of Mexico—The "Melancholy night" of his departure. Pizarro's Conquest of Peru. Expulsion of the Moors from Spain.

EPISTOLARY WRITING.

170. Epistolary or Letter Writing, when skillfully performed, is a great accomplishment. It is a kind of writing in which very few excel, and a subject which admits of no rules to direct how, in all its particulars, it should be done. It would be as useless to offer rules or directions which should be fully obeyed, as it would be to give rules for social intercourse with a friend.

Blair
171. There are rules, however, which must not be violated or transgressed; as, for instance, a letter should be natural, simple, and free from restraint: it should partake of all the sprightliness of social intercourse, and be upon subjects which are suitable topics for such kind of writing. Some authors of History have chosen to give their narratives in the form of letters; but this is a topic which would never enlist the intercourse of friends. A letter requires care, but not the appearance of too much study, for then it is formal. Here, if any where, the perfection of art seems to be its entire absence.

172. When a letter is commenced with a pronoun of the *first* person it should be retained throughout; and so of the *third* person, it should be retained.

EXAMPLES.—“Dear Sir: I write to inform you,” &c., commences with a pronoun of the first person. Again: “Mr. Wilson’s compliments to Mr. Ford, and regrets,” &c., is commenced with a pronoun of the third person, which should be retained throughout.

The replies to such letters should also be written in the same person with the letter.

QUESTIONS.

170. How is letter writing regarded? Why can no rules for the proper performance of it be given? In what respects are such rules useless?

171. What are some rules that should not be violated? Why is not History a suitable topic for letter writing?

172. What rules are to be observed with regard to the person in which a letter is commenced? Give the examples, and show when the directions apply?

173. The form of address of a letter should be dependent in some degree upon the relationship, the intimacy of acquaintance, or the state of friendship existing between the correspondents. If to a parent, it should be “My dear Father or Mother;” if to an intimate friend, “My dear James or Isabella.”

174. Letters on business transactions are generally addressed as if to persons with whom an intimate acquaintance exists; as “Dear Sir,” or “My dear Sir.” This is of course a mere formality, as well as the nearly obsolete form of subscribing one’s self “Your humble and obedient servant.”

175. The following are appropriate phrases of respect for closing letters:—

(1.) *To a relative.*

“I remain ever your affectionate son,” &c.

(2.) *To a person on business.*

“Respectfully and truly yours,” &c.

(3.) *To a person of superior station or office.*

“With much respect, I am yours,” &c.

176. Cards of invitation are variously written:—

As, (1.) “Miss Barclay’s compliments for Thursday evening next.
“Pine Street. June 1st.”

Or, (2.) “Mrs. Barclay requests the pleasure of Mr. and Mrs. Wilson’s company on Thursday evening next.
“Pine Street. June 1st.”

To which the following or some similar reply of acceptance should be returned:—

“Mr. and Mrs. Wilson accept with pleasure Mrs. Barclay’s invitation for Thursday evening next.
“Broad Street.”

Or, if circumstances render compliance with the invitation inconvenient, a note of regret should be sent immediately, as follows:

QUESTIONS.

173. What are the different forms of proper address for letters?

174. What is observed of the address of business letters?

175. What are appropriate phrases for closing letters?

"Mr. and Mrs. Wilson regret that previous engagements must deprive them of the pleasure of accepting Mrs. Barclay's polite invitation for Thursday evening next.

"Broad Street."

177. Letters of Introduction, when carried by the persons mentioned in them, should be sent *unsealed*. The following form will give an idea of the contents of such a letter:—

PHILADELPHIA, June 1, 1853.

DEAR SIR,

This will introduce to you my friend, Mr. William Potts, who visits your city chiefly for relaxation from the cares of business. Notwithstanding his close application to his avocations, Mr. Potts finds time to cultivate intellectual pursuits, and has attained considerable distinction in the department of letters, through the medium of his contributions to the Review.

The attentions which it may be in your power to offer him for my sake, I am confident you will be more pleased to continue for your own—and they will all be duly acknowledged and gratefully remembered by

Yours, truly and respectfully,

JOHN GRAY.

THOS. WHITE, ESQ.

EXERCISE LXXX.

Write notes or letters upon the following topics, giving a proper address and closing phrase:—

A note of invitation to dinner. The acceptance of it. A note declining such invitation for sufficient reasons. A note wishing an interview on particular business. A note requesting the loan of a book or any favor. A letter announcing the death of a friend—any near relative. A letter describing a journey, with particular mention of the passengers and their peculiarities. A letter conveying information of some disaster or misfortune that has befallen a mutual friend. A letter of sympathy or condolence for some affliction. A letter to an absent parent, giving a detail of what has taken place during such absence. A letter introducing your brother to a friend. A letter proposing an excursion, and inviting a friend to join it.

FIGURATIVE LANGUAGE.

178. Language is figurative when words are used in a sense different from their ordinary signification, or are applied to objects to which they do not strictly belong.

EXAMPLE.—She is of a *sour* disposition.

EXPL.—In this sentence the word *sour* is of course not used *literally* to characterize the disposition, for in that way dispositions are neither sour nor sweet, for these are qualities which are to be ascertained only by the sense of taste. But what is meant is this, that, as that which is sour produces a disagreeable sensation to those tasting it, so her disposition causes a similar disagreeable impression on the mind of those observing her. The word *sour* then is used figuratively. In *plain* or *literal* language we might say, She is of a *peevish* disposition.

179. OBS.—Figurative language is employed to give greater energy and clearness. A young writer, should therefore be careful not to make use of any figure for the mere purpose of what appears to be *elegance*, remembering that every word that does not add to the force and perspicuity of a sentence, weakens and obscures it. Vigorous thought can well support itself without such aid; and on the other hand, to quote from an old writer, "To clothe low-creeping matter with high-flown language is not fine fancy but flat foolery. It rather loads than raises a wren, to fasten the feathers of an ostrich to her wings."

180. The principal figures of speech are Comparison, Metaphor, Metonymy, Synecdoche, Meiosis and Personification.

SIMILE OR COMPARISON.

181. Things may be compared in two ways, either by way of resemblance or of contrast. We may view two things together, which are alike in some points,

QUESTIONS.

178. In what two cases is language called figurative? Give the example and explanation.

179. For what is figurative language employed? Why should young writers avoid it? What is an old writer's observation?

180. What are the principal figures of speech?

and unlike in others; and we may dwell on and draw out either their resemblances or their differences. If we look merely at their points of resemblance, we make a *Simile* or *Comparison*; if at their points of difference, an *Antithesis*.

182. In a Simile the Comparison is marked by *like* or *as*, or equivalent words or phrases.

EXAMPLE.—Talkative persons are like empty barrels, the less there is in them the more noise they make.

EXPL.—Here a comparison is made between talkative persons and empty barrels, and it is shown by the word *like*. The figure of speech there made use of is a Simile. So again, There is a resemblance between food and books; for, as the former nourishes the body, so the latter do the mind.

EXERCISE LXXXI.

Mention the words compared by way of simile:—

Grateful persons resemble fertile fields, which always repay with more than they receive.

Homer, like the Nile, pours out his riches with a sudden overflow; Virgil, like a river in its banks, with a constant stream.

My doctrine shall drop as the rain, my speech shall distil as the dew, as the small rain upon the tender herb, as the showers upon the grass.

The groans of the people spread over the hill like the distant thunder of the night when the clouds burst on Cona, and the shrieks of a thousand ghosts are heard on the hollow winds.

She came in all her beauty like the moon from the cloud of the east. Loveliness was around her as light. Her steps were like the music of songs.

Thou wast swift, O Morar! as a roe of the desert; terrible as a meteor of fire. Thy wrath was as the storm. Thy sword in battle as lightning in the field. Thy voice was a stream after rain; like thunder on distant hills.

QUESTIONS.

181. In what ways may things be compared? Give the derivation of Simile and Antithesis, and tell when each applies to Comparison.

182. How is Comparison marked in Simile? Give the example and its explanation.

EXERCISE LXXXII.

Compare the following pairs of objects respectively, showing their points of resemblance:—

- | | |
|---|--|
| 1. Food and books. | 7. Idleness and an uncultivated field. |
| 2. The troubles of a child and an April shower. | 8. Prosperity and sunshine. |
| 3. The wings of a bird and the sails of a ship. | 9. Misfortune and a dark cloud. |
| 4. Life and a battle. | 10. Youth and spring. |
| 5. Heaven and home. | 11. Age and winter. |
| 6. An infant and a flower. | 12. Music and eloquence. |

EXERCISE LXXXIII.

Make similes for the following words:—

- | | |
|-------------------------|--------------------|
| Books. | Time. |
| A passionate man. | An avaricious man. |
| An ambitious conqueror. | Life. |

METAPHOR.

183. A Metaphor is a figure of speech which transfers a word from its usual application to another. It is used in reference to an object which in its usual sense it resembles.

EXAMPLE.—Thus, we may say, In this battle Hannibal lost the *flower* of his army.

EXPL.—Here the word *flower* is transferred from the object to which it is usually applied, to an army. It is implied that what the *flower* is to the plant, that the men whom Hannibal lost were to the army. Thus it is a metaphor.

A metaphor is an implied comparison, but in which the sign *like* or *as* is not used. Thus, if we say, *Our life is but a shadow*, we make use of a metaphor; but, *Our life is like a shadow*, is not a metaphor, but a simile or comparison.

EXERCISE LXXXIV.

Show the words made use of as metaphors, and likewise those as similes:—

QUESTIONS.

183. What is Metaphor? Give its derivation. Give the example and explanation. Show the difference between a Metaphor and a Simile.

Idleness is the rust of the soul. The hope of success is the spring of exertion. Infancy is the dawn of life. He spent the sunset of his life in ease and contentment. The sun gladdens the landscape. Both in this world and the next we reap the fruit of our conduct. Every repetition of an action adds a new link to the chain of habit. The wind was moaning through the trees. A wise man holds in his tongue as with a bit and bridle. He was inflamed with anger. His prejudices are deep-rooted. Thoughts that breathe and words that burn. The thunder of Demosthenes aroused the Athenians. Rust eats into iron. Cares corrode his heart. Language should be the mirror of the mind.

The Lord is a sun and shield.

In peace thou art the gale of spring, in war the mountain storm.
There dwells a deep meaning in old customs.

Why dost thou build thy hall, son of the winged days?

Many fell by thy arm; they were consumed in the flames of thy wrath. But when thou didst return from war how peaceful was thy brow! Thy face was like the sun after rain; like the moon in the silence of night; calm as the breast of the lake when the loud wind is laid.

Deep is the sleep of the dead, low their pillow of dust.

The black ingredient which fouls our disposition is envy.

Villainy when once discovered is irretrievable; the stains which it leaves behind no time will wash away.

The love of money is the root of all evil.

The stately ship, adown the bay,
A corslet framed of heaving snow,
And flurred on high the slender spray,
Till rainbows gleamed around her prow.

They melted from the field, as snow,
When streams are swollen, and south winds blow,
Dissolves in silent dew.

On life's vast ocean diversely we sail,
Reason the card, but passion is the gale.

EXERCISE LXXXV.

Change the following metaphoric expressions into plain ones:—

He is the *head* of his class. (*Plain expression.*) He is the first in his class. The valley *was smiling* with fertility. The ship *was ploughing* the stormy main. Virtue is a jewel. Time flies. The cloak of hypocrisy will one day be torn off. Vice is a plant that bears misery as its fruit. The loss of his son was a heavy blow to Burke. The cup of his happiness ran over. The hurricane swept every thing before it. The clouds threatened rain. Death enters the palaces of kings as well as the cottages of the poor. Walk in the straight path of honor.

Change the following sentences into metaphoric ones:—

Life is short. (*Metaphoric expression.*) Life is but a *span*. Beauty does not last long. Let not thyself be overcome by passion. Let the gospel be spread. The yellow corn is to be cut down. He was drowned. Virtue is always connected with happiness. The grave receives all. No one is without some trouble. Do not be conceited.

Find metaphors for the following expressions, making use of either verbs, adjectives, or nouns, as in the following

EXAMPLES.

ADJECTIVE. The dry soil = The thirsty soil.

VERB.—The soil absorbed the water = The soil drank in the water.

NOUN.—What we should do is evident = The path of duty is clear.

EXERCISE LXXXVI.

Friend. (*Metaphorically.*) A friend is a port in a storm, to which we may resort, secure of such protection as it is able to afford. Death. Youth. Riches. Happiness. Life. A proud man. War. A storm at sea. A cloud. Sleep. Reason. Ignorance. The President began his administration in 1853.

A storm at sea (sea raged—waves—mountains high—thunder roared—lightning flashed—ship driven—feather on wind.)

An unproductive soil (hungry—swallowing up every thing.)

We ought not to be too much affected by troubles, for a period of adversity is often followed by one of prosperity. (Not lose heart—storm succeeded by sunshine.)

The progress of time is imperceptible. (Time—treads—noiseless steps.)

He has an easy life (stream—runs smooth.)

184. An Allegory is a Metaphor fully carried out. The 80th Psalm is a beautiful Allegory, as are also Bunyan's Pilgrim's Progress, Addison's Vision of Mirzah (*Spectator*, No. 159), and Johnson's Truth and Falsehood (*Rambler*, No. 96). All Fables and Parables are a kind of Allegory.

QUESTIONS.

184. What is an Allegory? What examples of Allegories are given? What of Fables and Parables?

METONYMY.

185. A Metonymy is the use of the cause for the effect; the thing contained for that which contains it; the sign for that which is signified, and *vice versâ*. As, *Gray hairs* should be respected. Flee from the *bottle*. The *throne* is secure.

EXPL.—In the first sentence *gray hairs* is the Effect used for the Cause, *old age*; in the second, *bottle* stands for that which the bottle holds, *intoxicating liquors*; in the third, *throne*, the badge, or emblem, or sign of the royal office, is used instead of *royalty*. The expressions, *gray hairs*, *bottle*, and *throne*, as used here, are Metonymies.

EXERCISE LXXXVII.

Point out the Metonymies, and then change the figures into plain language:—

I have read Milton. *Changed to*, I have read Milton's works. Have you studied Addison? In the reign of George the Third the House of Commons resolved, that the power of the crown had increased, was increasing, and ought to be diminished. He has a long purse. The country was wasted by the sword. Cromwell seized the sceptre. Constantine assumed the purple while in Britain. The time appears to be coming when the destinies of nations will be determined rather by the pen than by the sword. Does the kettle boil? He reads Pope daily. The stranger praised the eloquence of our pulpit, bar, and senate. Alexander gave the following opinion of two of his courtiers: Craterus loves the king, but Hephæstion loves Alexander.

'Tis all thy business, business how to shun,
And bask thy naked body in the sun.

I call upon that reverend and this most learned bench, to vindicate the religion of their God, to support the justice of their country. I call upon the bishops to interpose the unsullied sanctity of their lawn; upon the judges to interpose the purity of their ermine, to save us from this pollution.

EXERCISE LXXXVIII.

Use Metonymies instead of the plain language of the following sentences:—

The kingly office is less powerful than it once was. I would advise you to read South's Sermons attentively. The Palatinate

QUESTIONS.

185. What is Metonymy? Give examples and the explanations.

was devastated by war during the reign of James the First. Let us defend our homes and our religion. Literature has much influence. I would rather pass my time in writing than in fighting. He carried the election by means of his riches.

SYNECDOCHE.

186. A Synecdoche is a figure in which we use the part for the whole, or the whole for the part, or generally where any thing greater or any thing less is used instead of the exact object meant; as, There are ten *sail* of the line in port. *Ten thousand* evils attend us in life.

EXPL.—In the first sentence, *sail*, a part of a ship, is used for the whole, *ships*, and is therefore a Synecdoche. In the second, *ten thousand* is the Synecdoche, being used for an indefinitely great number.

EXERCISE LXXXIX.

Mention the Synecdoches, and then convert them into plain language:—

There were a hundred hands aboard. The town is full of soldiers; a hundred horse entered last night, and there was a regiment of foot quartered in it before. He keeps a good table. In the bay more than a hundred sail are often in sight at once. The face of the deep is frozen.

All hands employed, the royal work grows warm.

Blessings, O Father! shower,
Father of Mercies! round his precious head.

Return to her? and fifty men dismissed?
No; rather I abjure all roofs, and choose
To be a comrade with the wolf and owl.

But Kempenfelt is gone,
His victories are o'er,
And he and his eight hundred men
Shall plough the wave no more.

Change the plain language of the following sentences into Synecdoches:—

Half our men were at the pumps. *Changed.*—Half our *hands*, &c. He has lived fifty years. (*Use a metaphor*, snows—piled on his head.) Innumerable insects were sporting in the sunshine. A ship was seen in the distance. My house shall always shelter you.

QUESTIONS.

186. What is Synecdoche? Give examples and the explanations.

MEIOSIS.

187. Meiosis is the saying less than is meant—stating a thing weakly, or with less force than it might be; as, *He is not very industrious*, when we mean to say, but less offensively, *He is lazy*.

188. This mode of stating a thing sometimes, by a sort of reaction, produces more effect than a strong statement. The suppression of what might be said has more weight (being more suggestive) than the full expression of it would. So St. Paul calls himself "*the citizen of no mean city*;" that is, of a most famous city; for Tarsus (still a respectable city) was one of the most celebrated in Asia Minor, and was a great school for the study of philosophy and the arts.

EXERCISE XC.

Express the sense of the following sentences in a more softened form:—

- | | |
|--|--|
| 1. George is a lazy fellow.
(<i>Changed to—George is not very industrious.</i>) | 13. She is a gossip. |
| 2. He is insufferably vain. | 14. The Dutch are very rich. |
| 3. She is very passionate. | 15. Nero was a most hateful man. |
| 4. He is a great ignoramus. | 16. Needle-making is very injurious to health. |
| 5. Samuel is always playing. | 17. The Spanish are excessively proud. |
| 6. He is a thorough coward. | 18. Dr. Johnson was a great scholar. |
| 7. He was a murderer. | 19. It was as ill-contrived a plan as I ever knew. |
| 8. They are liars. | 20. It is a wretched place to live in. |
| 9. He never does right. | |
| 10. That is a filthy river. | |
| 11. The statement is false. | |
| 12. He is a villain. | |

PROSOPOPŒIA OR PERSONIFICATION.

189. Prosopopœia is a figure of speech by which the qualities of *persons* are attributed to *things*. It is, in fact, making things persons, or speaking of them as if they were so. Thus we speak of a river gliding at its own sweet *will*, of valleys *smiling*, flowers *laughing*, &c.

QUESTIONS.

187. What is Meiosis? Give the example.
188. What advantage does this produce as to effect? Give the example from Paul's defence, and show its force.

EXPL.—Here the acts or properties of persons, viz., a *will*, *smiling*, and *laughing*, are attributed to a river, valleys, and flowers. They are, therefore, severally, instances of personification.

190. Obs. 1.—In the above examples, the acts or properties of persons are attributed to things; sometimes things are addressed as persons, and represented as hearing what we say, and even answering us. The following are examples:—

An Ocean, mid his uproar wild,
Speaks safety to his Island-Child.

O Solitude! where are the charms
That sages have seen in thy face?

Obs. 2.—Our language possesses peculiar advantages in the use of this figure, because the grammatical distinction of gender corresponds to the natural distinction of sex. All males are masculine, all females feminine, and all other nouns neuter. In the very act of attributing gender to these last, we personify them, and have it therefore in our power to confer the dignity or energy, which arises from a right use of this figure, on all our neuter nouns. Thus America, Virtue, Ocean, are really neuter, and in ordinary language are so used. They may, however, be personified for the purposes of grace or energy; the first two as females, and Ocean as male. In most languages, however, nouns corresponding to our neuter nouns cannot be thus personified, for many of them are already either masculine or feminine. Thus of modern languages, those derived from the Latin, French, Spanish, &c., have no neuter gender, and all nouns are therefore unalterably either masculine or feminine. *La mer, the sea*, is always feminine, and *l'océan, the ocean*, is always masculine. No strength is therefore gained by so using them. The languages of the Gothic stock, like the classical languages, are not thus destitute of a neuter gender; but, unfortunately for the purposes of rhetoric, many nouns without sex, or what we should call neuter nouns, are classed as masculine or feminine. They therefore cannot be personified by attributing to them gender. Thus *the sun*, which with us is ordinarily neuter, and can be so energetically personified by making it masculine, is with the Germans unalterably feminine.

QUESTIONS.

189. What is Prosopopœia? What examples are given? Give the explanation of the examples.
190. How are things often regarded and treated? What advantages does our language afford, and why? When may nouns neuter be personified? Give the substance of the observation about other modern languages?

EXERCISE XCI.

Mention the words personified, and likewise those which express the personification:—

EXAMPLE.—Our *fields* are CROWNED with plenty. The pupil should mention the word *fields*, as it is the word personified, and the word CROWNED, as that which makes the personification.

Our fields are crowned with plenty. When summer reigns the flowers rejoice. The wind whispers. The mountain frowns in lonely majesty. The ship was cleaving the waters. The water saw its God and blushed. Ocean was putting forth his strength. Roaring waves climb the distant rock.

Confusion heard his voice. Curses, like chickens, always come home to roost. O Death! where is thy sting? O Grave! where is thy victory?

Full many a flower is born to blush unseen.

The wilderness and the solitary place shall be glad for them; and the desert shall rejoice and blossom as the rose.

The voice of thy brother's blood crieth unto me from the ground.

Change the plain language of the following sentences by making use of personifications:—

The mighty one died (death—dart). He was very rich (wealth poured treasures—feet). She is deeply in love (love—soft chain). As the evening was so fine, we were induced to visit the sea shore (invited). Bold and majestic mountains closed in the view (frowning). No rain falls in the great desert (never drinks in a genial shower.) The country was devastated, first by famine, and then by pestilence (stalked through the country).

EXERCISE XCII.

Personify the following words:—

EXAMPLE 1. (Adversity.)—Let not the frown of adversity too much depress thee.

2. (Fortune.)—Smiling fortune; Fortune smiled on him.

Time. Age. Spring. Summer. Autumn. Winter. Death. Our country. The sun. Night. Flowers. The laws. Success. Misfortune. Poverty that has known better days.

An evil conscience. An unpolished diamond. Firmness. A warrior. An army. The moon. Nature. Earth. The wind over a field of grain. Joy and sorrow. A flower in the desert. A youth slain in battle. The stars. Life. Knowledge. Science. Anger. Melancholy. Peace. Justice. Calumny.

THEMES.

191. A THEME is a subject or topic on which a dissertation is written or spoken. All the previous exercises have kept in view the full discussion of different parts of the Theme; and though all may not have place in the elucidation of the same subject, yet in particular subjects one method of treatment may be far preferable to another. The method of discussing these must be determined from the nature of the topic or the Theme under consideration.

192. Subjects proposed as Themes are of two sorts; either some abstract idea, concerning which it may be requisite to give an opinion and prove its correctness according to established rules; or some established maxim, the truth of which must be proved by a similar process of reasoning. Of course all questions will not admit of the same method of argument, or can even be divided in the same manner; and any attempt to follow a particular model would show too much formality, and often an awkwardness which would be disagreeable.

193. The object of observing a proper order is to strengthen as well as to cultivate the reasoning faculty, and it is necessary that there should be some general plan which, in a modified form, will apply to the treatment of all Themes.

The various heads under which subjects for Themes are generally treated, are,

QUESTIONS.

191. What are Themes? Are all to be discussed in the same way? What determines the proper method of treatment?

192. What are the two different kinds of subjects proposed for Themes? What effect would following a particular model have upon a composition?

193. What is the object of any proposed order in the treatment of a Theme? What are the various heads that apply to Themes in their treatment? Apply this to the subject of industry.

1. The definition or proposition. 2. The judgment or opinion. 3. The cause or reason. 4. The confirmation or proof. 5. The simile or comparison. 6. The example or illustration. 7. The quotation. 8. The conclusion.

These different heads may most satisfactorily be illustrated by a particular example. If the subject proposed for a composition was Industry, in accordance with the foregoing directions we would, after some proper introduction,

1. Explain the meaning and show the derivation of the word. 2. Show how the possession of it increases the enjoyment of life. 3. Show the effects of it upon the body as well as the mind, and the cause of it. 4. Show whether it is a virtue necessary for all ranks, and the effects of idleness. 5. Show to what it may be compared. 6. Give some example, and show in what light we should regard pleasure. 7. Show what motives we have for acquiring industrious habits, and cite any opinions of their worth. 8. Conclude.

194. This sketch may be called a *brief*, and it should always be carefully prepared before commencing the duty of writing a composition. Indeed, nothing will so greatly facilitate and convert the labor of writing a composition into a pleasure so effectually as some definite plan of this kind.

195. The definition of words, as well as their derivation, should be accurately sought from some dictionary or work on etymology. The judgment or opinion given requires great care and deliberation, since upon it depends the whole management of the remaining topics of the Theme.

The cause or reason is a statement of the reasons which induce us to entertain the opinion expressed under the head of judgment rather than any other. These causes may be either the evidence of the senses, the consent of mankind, or the testimony of witnesses.

Simile or comparison has been sufficiently elucidated, (181,) to which the writer should refer.

In example, history or observation must supply all that is needed; and if nothing appropriate can be thought of, it should be entirely omitted. If quotation is thought desirable, let it be very brief: it is a resort of which the less use is made the better. It is noticed, to show the proper place for introducing it, not to authorize or recommend it.

The conclusion should express, briefly and strongly, the conviction which has been accumulating throughout the discussion of the Theme.

196. Other sources of argument will often be considered necessary, and suggest themselves to the mind of the writer. These should be examined with proper care, and if found not included in any of the heads mentioned, they should claim an appropriate place in the list of topics.

197. We will present a list of subjects analyzed according to the method here stated, which the pupil will do well to follow, unless he can prepare a brief, which will answer his purposes better.

EXERCISE XCIII.

Prepare compositions on the following Themes, pursuing the method indicated:—

1. Education.

What is meant by the word? Give its derivation. Amplify. Opinion of its importance. Why? How did the ancients regard the subject? Does it claim much attention at the present time? Is the opinion of its importance universal? Why? When is it most esteemed? What provision has been made by the state for

QUESTIONS.

195. What is said of definition and derivation? What of judgment and the necessity of care? How does cause or reason stand related to judgment? What is said of example, and its importance in a composition? How should quotation be treated? What is the peculiarity of conclusion?

196. If these sources of argument appear necessary, how are they to be disposed of?

enforcing and encouraging it? What are its effects upon the mind and the body? Upon the station in life? Draw a contrast between an educated and an uneducated person. Show the advantages and disadvantages—bodily—mental. Conclude.

2. *Society.*

What is it? Has it always existed? In what form at first? The benefits—disadvantages. How does it improve the mind? How the arts—the sciences? Show the difference between a state of barbarism and civilized society. Mention some of the vices of what are considered the more elevated ranks of society, and their pernicious influence or example. Show the truth of the observation,

“Man in society, is like a flower
Blown in its native bed,” &c.

Give examples from history, showing the effects of the fashionable vices of society. Show that the middle ranks are the most virtuous. Conclude.

3. *Anger.*

What is meant by it? Does it produce any effects upon the person? If so, what? Give your opinion of its impropriety. What are the usual effects? Show the resemblance of some natural objects to the effects of unrestrained rage. Give examples from history or observation. Mention the best method of regulating it. Show its effects upon society. Draw a contrast between a person of a calm, placid temper, and one of a hasty and irritable disposition. Show the advantage and the propriety of regulating the angry feelings of our nature.

4. *Temperance.*

What is meant by it? Give an opinion of it. How are the actions of a temperate and of an intemperate person distinguished? Mention the effects or results of intemperance and those of abstemious habits upon the habits and character. Give examples. What is the general opinion of temperance? Can the word be taken in more senses than one? How? Explain: temperance in food—language—pleasure—exercise. Mention the general advantages. Draw a conclusion.

5. *Perseverance.*

How do you define it? Is it a commendable quality? How does it differ from obstinacy? What are its certain results? What the bad effects of fickleness? Give a comparison in nature. What does the Bible say of a double-minded man? What of Reuben? Cite examples from history to prove what may be done by its exercise. Is it necessary to all persons? Conclude.

6. *Time.*

What is it? How measured? How formerly reckoned? Remarks on the variety of seasons—change of day and night. What impression should it make on us? What use should we make of it? The shortness of life. Improvement of it in the practice and culture of virtue. Necessity of diligence. Opinion of poets and moralists. Concluding reflections.

7. *Procrastination.*

Define the word, and give its derivation. What are the effects of the habit? What excuses are generally made by those who indulge it? What the results of a contrary habit? The gain and loss by procrastination. Opinions of poets. Motives for exertion. Concluding remarks.

8. *Flattery.*

What is to be understood by it? Various degrees of it. With what feelings should we regard those who use it? How those who receive it? What the effects upon different persons? Propriety of the motives of those who use it. On what age does it exert the most baneful influence? Opinion of poets and moralists. Draw proper conclusions from foregoing remarks.

9. *Envy.*

What is it? Who are objects of it? Is it common? Is it difficult to overcome? Why? What considerations should induce us to rid ourselves from it? What are its effects upon us? What is the difference between a robber and a slanderer? What circumstances aggravate injuries caused by envy? The consideration which should influence us to avoid it. Reflections.

10. *Resentment.*

What is it? and how does it differ from anger? Show the effects upon those who indulge it, and upon the objects of it. What reflections should induce us to overcome such feelings? What motives? Show its injustice, and how generosity would teach us to act. What allowances are to be made for others—for passion—for prejudice—for natural impetuosity and want of reflection? Show how true magnanimity disowns it. Show what effects it often produces, viz., self-humiliation, inconvenience—disadvantages, internal disquiet, and unhappiness.

11. *Piety.*

Who is the proper object of piety? How do you explain it? What did it mean among the ancients? To what does it serve as a foundation? What does its absence argue? Why should God

be the special object of our veneration? Give reasons—Maker—Creator—Preserver. Gratitude. Reverence due to sacred persons and things. Impropriety of levity towards religious matters. Caution against pride. True religion, social—kind—cheerful. Profession of it should be without ostentation, but from a conviction of its necessity.

12. *Courage.*

How should it be defined? State the difference between the moral and physical quality. Show its results to the possessor, and why. Is it natural, or must it be acquired? To what reflections does this lead? May it be perverted? Give examples of courage. What conclusions can be drawn from preceding considerations?

13. *Hope.*

Define it. Show its effects upon the mind. Under what circumstances are its effects mostly felt? In what consist the "Pleasures of Hope?" Is it limited to things of this life? Why does the pleasure of anticipation so often exceed that of possession? How does it act in the affairs of life? How does it support in the hour of death? What reflections appropriate to the subject?

14. *Providence.*

What the derivation and meaning? What attribute of the Divine Being is expressed by the word? Show what would be the condition and the wants of man if left unaided by Providence, as to food—clothing—shelter—animals. Reason superior to strength of animals. What do these remarks show? Show the necessity of reliance upon it. Conclude.

15. *Death.*

Origin and cause. What necessity is imposed upon us by the consciousness that all must die? State the difference between the death of the righteous and that of the wicked. Give an example. When is it viewed as the beginning of a new state? What is the best preparation for death? To what resolutions should these reflections lead us? How should life be considered? What should be our constant aim?

16. *Night.*

Define the subject. State the cause of it. Describe the circumstances of night—flowers—birds—bees—sleep—tranquillity—voices of men—noise of occupation, &c. Analyze Milton's description in *Paradise Lost*. Reflections on the watchful care of Providence. Show the force of the simile, "curtains of darkness." Thoughts for the ensuing day, &c.

17. *Poetry.*

What is it? Its origin—its date? Metre? Rhyme? Object of? Original use of? Various kinds of? State the difference between poetical and prose composition. Why is it productive of greater pleasure than prose? Mention some of the most celebrated poets, and in what kinds they were distinguished. Conclude.

18. *Sloth.*

How may this vice be defined? What are its general, and what its particular effects? State the different effects produced by the contrary virtue. Show from Scripture that men are intended to be actively employed. What is to be understood by activity of mind? What would be the condition of society if all were indolent? How does it affect study and habits of thought? Give comparisons. Cultivation of the earth, &c. Conclude.

19. *Adversity.*

What is it? Its advantages, general and particular? Truth—humility—fortitude—resignation,—how should we consider it? What should it teach? Give examples. Cite the Scripture doctrine—cite from Shakspeare and the poets. Trial of friendship. Comparison—all subject to it. Examples from history. Concluding remarks.

20. *Falsehood.*

What is falsehood? How do falsehood and untruth differ? Its baseness and meanness? What motives generally prompt it? Its effects upon society—upon the deceiver and the deceived? What is ever gained by it? How may falsehoods be distinguished? The lie of vanity—of commerce—of malice. Enlarge upon these, and give examples of each. Show the evil effects of exaggeration. Concluding remarks.

21. *Avarice.*

Define it. Why so detestable? How does society suffer from the vice? The misery of the avaricious deadens sympathy. The covetous shunned by mankind. The real use of money. The evil of the excessive love of it. Avarice its own punishment. The necessity of restraint. Motives. Considerations on the subject. Conclusion.

22. *Friendship.*

How defined? Its uses and advantages. Proper foundation for it. The friendship of the base and unprincipled, what? Examples from Scripture and history. A favorite subject of discussion among the ancients. False friends. The infrequency of firm friendship—causes of it—sympathies—artificial modes of life. Concluding remarks.

23. *Pride.*

What is pride? What its effects? How does it differ from vanity? In what respects and to what degree is it necessary? Of what vices is it the originator? How the disturber of happiness? To what miseries does it give rise in the heart? What evil consequences would attend its banishment? What good? Show the necessity of humility, &c

24. *Benevolence.*

What does it mean? State the source of it. The necessity of cherishing kindly sympathies—the sacrifice of selfishness—maternal sympathy. Show the condition of a person devoid of all sympathy. The necessity of it for the existence of a social state. The motives for benevolence. Concluding remarks.

25. *Affectation.*

Define it, and show the folly of assuming a character. Who is deceived by such an assumption? What gives rise to affectation? What feelings does it create in others? To what quality is it opposed? What is gained by it? Motives for avoiding it. What age is most liable to it? How should they guard against it? Concluding remarks.

26. *Filial Affection.*

What is understood by it. Duty—Gratitude. Odiousness of filial ingratitude. Sentiments of moralists on the subject. The ordination of Providence. Mutual affection of parents and children. Happiness of both interested. Strong bond of society—all affected by it. Conclusion.

198. The foregoing subjects have been analyzed, for the double purpose of showing the pupil the necessity of method in writing Themes, and to aid him in the performance of what might at first appear a difficult and forbidding exercise. Some topics are now presented for the student to exercise his skill upon.

EXERCISE XCIV.

Prepare a brief of the following Themes, and construct a composition upon each:—

1. History. 2. Curiosity. 3. Generosity. 4. Learning. 5. Music.
6. Order. 7. Drawing. 8. Painting. 9. Obedience. 10. Punctuality. 11. Vanity. 12. Wealth. 13. Truth. 14. Rashness.
15. Knowledge. 16. Virtue. 17. Commerce. 18. Familiarity.
19. Discretion. 20. Habit. 21. Attention. 22. Good manners.
23. Cheerfulness. 24. Traveling. 25. Visiting.

ESSAYS

199. An *ESSAY* is a composition intended to prove or illustrate a particular subject. It is usually shorter, and less methodical and finished, than a system. Thus a treatise, describing the particulars of fossils, would be called an *Essay on Fossils*; a discussion on the life, genius, and writings of Walter Scott, would be called an *Essay on Scott*, &c. Articles in Reviews are generally styled *Essays*; and since the days of Addison, Steele and Johnson, whose *Essays* appeared in the *Spectator* and *Rambler*, they embrace the best efforts and compositions in English literature. Macaulay, Sidney Smith, Jeffrey and Carlyle, are among the most popular essayists of the present century.

200. The *Essay* differs from a *Narrative*, inasmuch as it more generally treats of moral qualities; and from a *Theme*, because its subdivisions are not so much dependent upon any natural order as upon the pleasure or will of the writer. As a model of such a composition, reference is made to the *Spectator*, No. 411, *On the Pleasures of the Imagination*.

In this *Essay* the following divisions will be found treated, viz:—

1. The superiority of sight over the other senses.
2. The pleasures of imagination derived from sight.
3. The author's meaning of pleasures of the imagination.
4. A comparison with other pleasures.
5. The extent of these pleasures.
6. The advantages.
7. How they are preferable to purely intellectual pleasures.

QUESTIONS.

199. What is an *Essay*? Who rank deservedly high in such compositions?

200. How does an *Essay* differ from a *Narrative*? How from a *Theme*? What divisions are treated in Addison's *Pleasures of the Imagination*?

201. Outlines of subjects are given for the scholar to exercise his skill in constructing Essays upon them.

EXERCISE XCV.

1. *The Advantages of Intellectual Education.*

1. Show the superiority of the mind over the body.
2. The advantages of education arise from the cultivation of the mental faculties.
3. Explain these advantages.
4. Compare them with other advantages.
5. Show the extent of them.
6. The effects of them.
7. How they are preferable to other advantages.

2. *The Importance of Governing the Temper.*

1. A bad temper a source of unhappiness: the necessity of keeping it in subjection.
2. A bad temper often arises from a flattered vanity, and the neglect of proper cultivation when young.
3. The culture of the understanding one of the best methods of subduing the evil passions of our nature.
4. The effects of an ungovernable temper in families—virtues to be instilled into young persons proper for preventing these effects.

3. *Remedy for Discontent.*

1. Those complain most who have least cause.
2. A remedy—consider the condition of those who are worse off than ourselves.
3. "One half the world is ignorant how the other half lives"—explain.
4. One of the chief duties of Christianity is to alleviate misfortunes and remove discontent.
5. Scenes witnessed by clergymen and physicians.
6. Good done by medical relief—concluding observations.

4. *Parental Indulgence.*

1. The love of children intended by Providence for a good purpose—this purpose sometimes abused.
2. Improper indulgences of parents enumerated—caprices—appetite—mind and body both ruined.
3. Contempt for superiors—a most pernicious indulgence.
4. The strong propensity to indulgence common to all parents—the pernicious effects of a bad example.
5. The practice of any particular indulgence mentioned.
6. The difference of the treatment of children by a father and a mother.

1. *Reading for Amusement.*

5. Some persons read merely to pass the time—character of books—pamphlets—memoirs—novels, &c.
2. This kind of reading may be innocent, but it has bad effects—vitiates the taste—history, poetry, &c., preferable.
3. Our information dependent not so much on the quantity as on the quality of what we read.
4. Light reading more allowable to persons of advanced age.
5. The young should be discouraged from this kind of reading.

6. *Patience distinct from Apathy.*

1. All not alike affected by misfortunes—the cause in some arises from patience, in others from apathy.
2. Show the contrast between an insensible and a patient man, and the advantages of each.
3. Sensibility should be cherished, notwithstanding its inconveniences.
4. The utility of forcibly feeling our afflictions.
5. The necessity of opposing our sufferings.
6. Influence of reason and religion.

5. *The Taste for Simple Pleasures.*

1. Pleasure the natural pursuit of all persons, but pernicious pleasures should be avoided.
2. To accomplish this end, simple pleasures should be substituted.
3. The simple satisfactions of nature easily acquired.
4. Filial piety, fraternal affection—domestic pleasures.
5. Wordly pleasures—loss of innocence—no real happiness.
6. Rural scenery—general preference for the country.
7. Pleasures of gardening, &c.—the culture of a benevolent disposition towards our fellow creatures—doing good, &c.

8. *The Efficacy of Moral Instruction.*

1. The objection of too rigid attention to books, since they are of little utility in the conduct of life.
2. A knowledge of the world, uncontrolled by moral principles, a despicable kind of wisdom.
3. Books accused of representing things as better than they are—this sometimes done purposely—state why.
4. Relate the influence upon society of the moral essays of Addison and Johnson.
5. Necessity of greater attention to works on morality.

9. *A cultivated Mind necessary to render Retirement agreeable.*

1. Few can bear solitude—a spirit of philosophy and a stock of learning necessary.
2. The disappointment of those who expect happiness from retirement.
3. A love of rural pleasures assists us to bear solitude.
4. Evil effects of solitude.
5. Pleasures of a country life—habits—circumstances—enjoyments, &c.

10. *Temperance necessary to Mental Vigor.*

1. The mind affected by bodily health.
2. Connection between mind and body mysterious but real.
3. Proved by mind recovering its vigor on return to bodily health.
4. Abstinence generally recommended to students. Early rising invigorating.
5. Reason from this why formerly the principal meal was supper.

11. *The Choice of a Profession.*

1. The difficulty of deciding this at an early age.
2. The changes which the mind undergoes in the course of a few years.
3. The disposition and character best suited for the clerical profession. The circumstances, trials and conditions of a clergyman's life.
4. Laborious study requisite for knowledge of the law—rewards of legal learning—but difficulty of gaining distinction without becoming engaged in political life.
5. The profession of medicine—its hardships and its self-denials—difficulty in acquiring eminence.
6. Objections to military, naval, or political life.
7. Tendency of mercantile pursuits upon the mind—influence of commerce.
8. All professions have their advantages and their disadvantages. A life of usefulness preferable to a life of idleness.

12. *The Influence of Fashion.*

1. The tyranny and the inconvenience of fashion.
2. The exclusiveness of it, without any real merit.
3. The folly of a desire to be considered fashionable.
4. The middle ranks the most worthy as well as most capable of enjoying natural pleasures.
5. The absurdity of submitting to all the forms prescribed by fashion.
6. The evils of fashion—morality affected by its influence.

13. *The fear of seeming singular.*

1. Men seldom think independently, but follow the opinions of a leader.
2. Evil effects when the leader is interested or injudicious.
3. Propose a model for imitation—useful imitation not servile.
4. Discretion to be used. No principles should influence us which will ever conflict with duty.
5. Moral courage requires us to act rightly.
6. The fear of appearing singular leads young persons into many follies and vices.
7. Debts incurred from want of this kind of courage—ruin of health—of fortune—of peace of mind.

14. *Patriotism.*

1. Heroic virtue more frequently talked about than seen. What is necessary to produce it.
2. To what kind of character the name of patriotism has been improperly applied.
3. What constitutes a patriot. No bad man a patriot—why?
4. Qualities most desirable in the chief executive officer of a nation. Private virtues are the source of public ones.
5. Selfish and designing views of demagogues.
6. Military patriots—literary patriots—patriotism not confined to public life.
7. Examples from history.

15. *The style of History.*

1. The object of history—a style suited to the object.
2. The different style of oratory and poetry—a simple and majestic dignity better suits historical composition.
3. Veracity of the historian “needs not the foreign aid of ornament.”
4. Livy, Tacitus, Hume, Gibbon, Macaulay, Grote, Niebuhr, Marshall, Prescott, Bancroft, Hildreth, &c.

16. *Affectation of the vices and follies of Men of Eminence.*

1. The frequent imprudence and folly of men of genius.
2. The silly ambition of imitating their follies.
3. A false opinion that vice is the mark of a noble spirit.
4. The propensity to imitation is a sign of weakness rather than of dignity.
5. Many men of the highest genius were exemplars of prudence and virtue. Particular examples.
6. The ill effects of entertaining the idea that vice is a characteristic or an element of greatness.

202. The above sketches will be sufficient as examples of the necessity of preparing an analysis of any subject selected for an Essay. In what follow, the student will exercise his own skill in preparing such an analysis before entering upon the composition of the Essay.

EXERCISE XCVI.

Prepare an analysis of each of the following subjects, and construct Essays upon them:

1. On Diversions. 2. On Dress. 3. On Taste. 4. On Good Manners. 5. On Novels. 6. On Contemplation. 7. On the Art of Pleasing. 8. On Sympathy. 9. On Generosity. 10. On the evils of Obstinacy. 11. On the fear of growing old. 12. On the wisdom of aiming at some elevated standard of excellence. 13. On the satisfaction resulting from a conscientious discharge of our duty. 14. On the necessity of conventional laws and forms in society. 15. On the evils of the neglect of the early cultivation of the mental powers. 16. On the folly of expecting too much from our fellow creatures. 17. On the duty of patience and resignation under misfortunes. 18. A well-regulated and contented mind is the secret of true happiness.

EXERCISE XCVII.

Additional subjects for THEMES:—

1. The power of association. 2. Evil communications corrupt good manners. 3. The love of praise. 4. The earth a scene of pleasure and delight. 5. Charity. 6. Poverty not discreditable. 7. Benevolence. 8. Local attachment. 9. Home. 10. Cruelty. 11. The grandeur of the universe. 12. Liberty. 13. American independence. 14. Future greatness of our country. 15. Intelligence necessary for the perpetuity of our institutions. 16. Civilization. 17. Influence of commerce on civilization. 18. Influence of Christianity on it. 19. Missionary efforts. 20. Prospective evangelization of the world.

EXERCISE XCVIII.

Additional subjects for ESSAYS:—

1. Decision of character. 2. The difficulty of overcoming bad habits. 3. National prejudice. 4. Firmness distinct from obstinacy. 5. The advantages of a country life. 6. The influence of music on the feelings. 7. The necessity and importance of an early cultivation of the affections. 8. The advantages of traveling. 9. The beneficial effects of society. 10. Charity an essential part of religion. 11. The danger of forming a hasty judgment of others.

12. The duty of obedience to parents. 13. Obedience to teachers. 14. Horrors of war. 15. Distinction between vanity and conceit. 16. The views with which we should regard death. 17. The danger of indulging a habit of exaggeration. 18. The folly of too strong a belief in the marvelous. 19. Idle conversations lead to slander. 20. The passion for dress. 21. The influence of prejudice upon the judgment. 22. The necessity of repressing idle curiosity. 23. The advantage of system in study. 24. The advantage of system in the spending of time. 25. The love of neatness and order. 26. The influence of religion on civilization. 27. The danger of becoming too much absorbed with the pleasures of the world. 28. Our duties as citizens. 29. Our duties towards our inferiors. 30. The folly of endeavoring to please every one. 31. The necessity of submission to our lot.

32. Contemplate, when the sun declines,
Thy death with deep reflection,
And when again he rising shines,
The day of resurrection.

33. The rose. 34. A flower garden. 35. A grave-yard. 36. Suspicion. 37. Fables and Allegories. 38. The age of chivalry. 39. The crusades.

40. Reason's whole pleasure, all the joys of sense,
Lie in three words—health, peace, and competence.

41. Oh! what a tangled web we weave,
When first we venture to deceive.

42. Conscience does make cowards of us all. ·
43. If all the year were playing holydays,
To sport would be as tedious as to work.

44. Beware
Of entrance to a quarrel; but being in,
Bear it that the opposer may beware of thee.

45. Trifles light as air
Are to the jealous confirmations strong
As proofs of holy writ.

46. Discretion is the better part of valor.

47. How blessings brighten as they take their flight.

48. Friendship is constant in all other things
Save in the office and affairs of love.

49. Misery is close allied to guilt.

50. Angels are bright still, though the brightest fell.

DECLAMATION.

203. DECLAMATION or Public Speaking requires a more animated, and often a more impassioned feeling, than Essays or Themes. It is a speech made in public, in the tone and manner of an oration; whereas the other is a composition which is not to be recited with the accompaniment of any active gesture, but rather to be read, and subject to the directions of reading. On the subject of oratorical composition, there is great danger of a writer becoming too vehement, and of using language which more judicious persons will regard as too figurative and ardent. But, on the other hand, the style should not appear inanimate, as then the audience will inevitably partake of the dullness of the speaker and his subject.

204. The foundation of all eloquence has been said to consist in good sense and solid thought, and it should be added, uttered with a proper degree of earnestness. The animated manner of the speaker will often in a considerable degree atone for defects in composition or inaccuracies of style. And if an oration should be composed under any such impulse as it should be spoken, there will not fail a sufficient supply of what is considered ornament, without the writer going in search of it, which, in too great abundance, will only weaken his oration.

205. The necessary parts of a Discourse or Oration are seven, viz: 1. The Exordium or Introduction.

QUESTIONS.

203. What does declamation require? What is it? To what danger is a writer liable in this kind of composition? What is the opposite fault?

204. What is the foundation of all eloquence? For what defects will earnestness atone? Why should not ornament be sought?

2. The Enunciation of the subject. 3. The Division of a Discourse. 4. Narration or Explication. 5. The Argument. 6. The Pathetic part. 7. The Peroration.

With regard to these in their order.

(1.) The Introduction should be natural, and easily belong to the subject. It should also be calm, and not anticipate any part of the subject, and not too long.

(2.) The Enunciation should be as clear and as distinct as the impression intended to be conveyed.

(3.) The Divisions of a Discourse should be distinct, and in a natural order. They should exhaust the subject, and be expressed with precision, without being too numerous.

(4.) The Explication or Narration, which consists in a statement of the facts, must be probable, concise and distinct, for reasons which are sufficiently obvious.

(5.) The Argument requires three points, viz: invention, or the discovery of the reasons and motives—the proper arrangement of these so as to produce conviction, and the expressing of them in a manner that will carry the greatest force, and generally the strongest last.

(6.) No part of the Discourse should be specially set apart for the Pathetic, as the manner of the speaker should sufficiently exhibit it, and any formal announcement of it would defeat the object.

(7.) The Peroration may properly include the previous division—but in all cases it should not terminate too abruptly or unexpectedly—neither should it be too prolonged, so as to cause weariness of expectancy. It should close with dignity and spirit, and leave the minds of the hearers warm and favorably impressed with the subject.

QUESTIONS.

205. What are the necessary parts of a discourse? What is said of introduction? Of enunciation? Of divisions? Of explication? Of argument? Of the pathetic? Of peroration?

206. In many respects here enumerated, a young writer is often an inadequate judge of his performances; and because he feels a personal interest in his efforts, he must not necessarily infer others will do the same.

EXERCISE XCIX.

Subjects for Orations, to be composed in accordance with the foregoing analysis of constituent parts of a Discourse:—

1. Future greatness of America. 2. Prevalence of the English language. 3. The memory of Washington. 4. The heroes of the Revolution. 5. Patriotism. 6. American Independence. 7. Liberty. 8. Plymouth Rock. 9. Magna Charta. 10. Influence of American principles upon the liberties of the world. 11. Eulogy on John Hampden. 12. Sir Walter Raleigh. 13. Earl of Strafford. 14. Edmund Burke. 15. Lord Chatham. 16. Col. Barré. 17. Franklin. 18. Washington. 19. Clay. 20. Webster. 21. Calhoun. 22. Jackson. 23. Washington's Birth-day. 24. A Valedictory Oration. 25. Radicalism. 26. Character of Richard Henry Lee. 27. Character of John Hancock. 28. Westward the star of empire takes its way. 29. The Sunny South. 30. Imposture. 31. Accumulation of riches not the end of life. 32. "Cromwell, guiltless of his country's blood." 33. Milton. 34. English Literature. 35. Shakspeare. 36. Influence of the Drama on English Literature. 37. Influence of the Bible on the permanence of our language. 38. Woman. 39. Goldsmith. 40. Discoveries of the nineteenth century. 41. American enterprise. 42. Reverence for antiquity. 43. Characteristics of modern Poetry. 44. The contrasts of History. 45. Ideal Philosophy. 46. Ruins of Tyre. 47. Discoveries at Ninevah. 48. The Power of Imagination. 49. The last of the Moors. 50. The last of the Barons.

QUESTION.

206. Why is a writer an inadequate judge of his own performances?

DIVISION IV.

CAPITAL LETTERS.

207. It was formerly the custom, as it is now in German and the northern languages of Europe, to begin every noun with a capital letter; but at present, with us, the use of the capital letters is much more limited. They must, however, be employed in the following cases:—

They must commence—

(1.) The first word of a book, chapter, letter, or any other piece of writing.

(2.) The first word after a period; as, Fear God. Honor thy father and thy mother.

(3.) The first word after interrogative and exclamatory sentences, provided such sentences are independent in construction of those which follow them; as, Where is your friend? She is here! How beautiful a day it is! You seem to enjoy it!.

But if several interrogative or exclamatory sentences are thrown into one general group, or if the construction of the latter sentences depends on the former, all of them, except the first, may begin with a small letter; as, How long, ye simple ones, will ye love simplicity? and the scornors delight in their scorning? and fools bate knowledge? Alas! how different! yet how like the same!

(4.) The first word in every line of poetry; as,

A solitary blessing few can find;
Our joys with those we love are intertwined;
And he whose watchful tenderness removes
The obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own.

QUESTIONS.

207. What was the former usage of capital letters? What are the different rules now observed? What kind of adjectives? Of quotations? What words in book titles? What others?