

A

GRAMMAR OF COMPOSITION;

OR,

GRADUAL EXERCISES IN WRITING

THE ENGLISH LANGUAGE.

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## PREFACE.

ENGLISH GRAMMAR has been defined as "the art of speaking and writing the English language correctly;" and this definition has been accepted and retained by grammarians, notwithstanding it has become a matter of public notoriety that pupils may excel in grammar and "parsing," as taught in our schools, and yet be unable to form grammatical sentences, either orally or in writing.

Where, then, is the fault? — in the definition, or in the method of teaching? In the latter, we fully believe. The very fact that it is an *art* shows the absurdity of supposing that it can be acquired without *practice*. Who ever became a skilful musician simply by studying the principles and rules of music? Which of our great painters has become such but by intelligent, systematic, and long-continued practice?

The absurdity of determining never to go into the water till one has learned to swim, strikes us at once. Why not the equal absurdity of expecting to learn to write correctly without ever putting pen to paper?

In the belief that the art of writing the language correctly can be attained only by judicious, systematic, and persevering practice, this book has been prepared. When the principles of grammatical construction have been applied until the *habit* is formed and we write correctly without reference to the rule, we then, and not till then, experience the beneficial results of the study of grammar.

In the preparation of this book, our object has been, not to be profound, but *practical*. The fact that so many grammatical errors are found in the writings of the young, and of those, even, who are no longer young, will, we hope, be sufficient apology for the somewhat extensive exercises in grammatical forms. They are intended as a practical application of principles which have been learned in grammar, and which can be fully appreciated and fixed in the mind only by writing.

The habit of writing *grammatically* being established, the next difficulty is in the arrangement. The pupil has facts enough at command; but how shall he begin, and by what method proceed? This difficulty we have attempted to remedy, and at the same time, so to simplify the work that the attention of the pupil may be given to but *one process at a time*. If we have succeeded in this attempt, we believe that every teacher who has been in the habit of correcting the "compositions" of his pupils will admit that we have accomplished something well worth the labor.

With these designs, and with the hope and belief that we have done something to make the school exercise of writing compositions less distasteful and more useful to the young, we commend this book to the examination of teachers and friends of education generally.

PARK LATIN SCHOOL, April, 1855.

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## GRADUAL EXERCISES

IN WRITING

### THE ENGLISH LANGUAGE.

SENTENCES.

WORDS combined in *sentences* form the medium through which we communicate our thoughts and emotions.

Every sentence has a SUBJECT and a PREDICATE.

The subject is the word which is the *name* of the person or thing of which we are speaking.

The predicate is the word which is used to *assert* something of the subject.

The CLASSES of words which may contribute to form a sentence are the following, viz. : —

1. The NOUN, which may be represented by a pronoun, an adjective, a participle, a phrase, or a clause.

## COMPOSITION.

---

§ 122. COMPOSITION is the expression of our ideas in written language.

The first requisite in writing is a perfect command of *grammatical forms* — a knowledge of which, it has been our object to impart in preceding exercises.

But even among writers equally well versed in grammatical forms, there is still a great difference in their modes of expressing thought through the medium of language.

This difference in modes of expression, peculiar to different authors, constitutes what is called *style*, and is, at the same time, both an indication and effect of one's mode of thought. The essential property of a good style is *perspicuity* or clearness.

Our first object should be to express our ideas by words used with such precision, and by sentences so framed, that the meaning will

be obvious at a glance, and that a careful analysis will but confirm first impressions. This should be the only aim of the young writer. The ornaments of style may be acquired afterwards; indeed, they will naturally follow, when correctness has become a habit.

Perspicuity, so far as it depends on language, requires purity, propriety, and precision.

By *purity* is meant the use of such words and such constructions as belong to the idiom of the language in which we write; in opposition to words and phrases from other languages, or such as are obsolete.

*Propriety* consists in the correct and proper use of words, in opposition to vulgarisms or low expressions.

*Precision* consists in the use of such words and forms of expression as exhibit an exact copy of the writer's ideas. It implies the full expression of one's ideas in the fewest words.

These three properties of style, it should be the aim of the pupil to master, before he looks for mere ornament.

Dr. Armstrong says, "If I were to reduce my own private idea of the best language to a definition, I should call it the shortest,

clearest, and easiest way of expressing one's thoughts."

The most common kinds of writing, and those best adapted to beginners, as exercises in composition, are narration and description.

We *narrate* a series of events as they occur in successive time. We *describe* a thing as it exists at a given time.

Whatever, therefore, may be regarded as beginning, changing, progressing, &c., is a proper subject of narration; while the explanation of the nature, properties, or appearance of things, without reference to change, is description.

Narration and description, though perfectly distinct processes, are frequently united. Thus, one may tell the events of a day in the order in which they occur — what he has seen, heard, thought, done. This is narration. He may, however, suspend the narration from time to time, to give a description of what he has seen, &c., but in resuming the narrative, must be careful to commence from the point of time at which he stopped. It will render the task of writing much easier to the beginner, first to note down the events in their order, and without regard to the language, as in the fol-

lowing model; then the sentences may be united so as to form a continuous whole.

This course will simplify the operation by calling for *but one thing* at a time; first, the *materials*, which are furnished chiefly by the memory; and secondly, the *composition*, which is simply an exercise in the use of language; expressing thoughts already provided.

### § 123. Narration.

#### MODEL.

I got up this morning.

It was six o'clock.

I looked out of the window.

It was very pleasant.

I prepared myself for a walk before breakfast.

I went quietly down stairs.

I feared I might wake my father.

He had watched the first part of the night with a sick neighbor.

I went over the hill to the lake.

It appeared very beautiful.

There were some lilies very near the shore.

I knew that mother was very fond of them.

I waded in and got some.

I then started to go home.

A bird flew from the bushes near me.

She seemed frightened.

- I looked in the bushes.  
There was a nest with four little young birds in it.  
The bird feared I should rob her nest.  
She did not know me.  
I never robbed a nest in my life.  
I got home just in time for breakfast.  
My appetite was very good.
- I think it is healthy to rise early and breathe the pure air.  
I feel prepared for a good day's work at school.

§ 124. The same grouped.

- This morning, I got up at six o'clock, and, looking out of the window, saw that it was very pleasant. Having prepared myself for a walk, I went very quietly down stairs, taking care not to wake father, who had watched during the first part of the night with a sick neighbor.

I went over the hill to the lake, which seemed more beautiful than ever. There I saw some lilies near the shore; and, knowing that mother was very fond of them, I waded in and got some. Just as I was starting to go home, a bird, that seemed frightened, flew from the bushes near me. Looking in the bushes, I found a nest with four little birds in it. Poor bird! she feared I should rob her nest; but she did not know me. I never did so cruel an act in my life.

Getting home just in time for breakfast, and finding that I had a very good appetite, I thought it

must be healthy to rise early and breathe the pure air. I felt prepared for a good day's work at school.

**Remarks.**

Having thus completed our *narrative*, we may, without injury to its unity, introduce at certain points a short *description* of some of the objects mentioned.

For instance, *the lake* may be thus described, viz.: —

This was a large sheet of water almost encircled by hills. An old mill was situated on the stream which formed the outlet of the lake, where I had been a hundred times; but I had never noticed its beauty before. It reminded me of a beautiful painting I had somewhere seen. The lake was so calm that it formed a perfect mirror. The reflection of the hills and trees upon its margin was almost as distinct as the objects themselves.

The *nest* and the *young* may be described and commented upon.

The nest was hid in the thickest part of the bushes, and beautifully made. The outside was made of little dry sticks; the inside, of the inner bark of trees; and it was lined with hair and something that looked like cotton, which made it soft and

warm for the young ones. When I went to them, they stretched up their heads and opened their little beaks, thinking, I suppose, that the old bird had come to feed them. But she was too anxious for their safety to think of getting food for them.

§ 125. The Composition will now appear in this form:—

This morning I got up at six o'clock, and, looking out of the window, saw that it was very pleasant. Having prepared myself for a walk, I went very quietly down stairs, taking care not to wake father, who had watched during the first part of the night with a sick neighbor.

I went over the hill to the lake, which seemed more beautiful than ever. It was a large sheet of water almost encircled by hills. An old mill was situated on the stream that formed the outlet of the lake, where I had been a hundred times; but I had never noticed its beauty before. It reminded me of a beautiful painting I had somewhere seen. The lake was so calm that it formed a perfect mirror. The reflection of the hills and trees upon its margin was almost as distinct as the objects themselves.

There were some lilies near the shore; and, knowing that mother was very fond of them, I waded in and got some. Just as I was starting to go home, a bird, that seemed frightened, flew from the bushes near me. Looking in the bushes, I found a nest with four little birds in it. The nest was hid

in the thickest part of the bushes, and beautifully made. The outside was made of little dry sticks; the inside, of the inner bark of trees; and it was lined with hair and something that looked like cotton, which made it soft and warm for the young ones. When I went to them, they stretched up their heads and opened their little beaks, thinking, I suppose, that the old bird had come to feed them. But she was too anxious for their safety to think of getting food for them. Poor bird! she feared I should rob her nest; but she did not know me. I never did so cruel an act in my life.

Getting home just in time for breakfast, and finding that I had a good appetite, I thought it must be healthy to rise early and breathe the pure air. I felt prepared for a good day's work at school.

#### EXERCISE 1.

#### *A Day at School.*

#### MODEL II.

My father lives a mile from the school house.  
 My cousin John lives nearer to the school.  
 I pass John's house on my way.  
 We start early for school.  
 We play till the teacher calls us in.  
 He rings a bell.  
 To-day we coasted on our sleds before school.  
 At recess we drew each other on sleds.

It was cold in the school room.  
 In the morning my ink was frozen.  
 My writing was pale.  
 The stove soon was very hot.  
 A girl near the stove fainted.  
 The pupils were frightened.  
 The teacher was calm.  
 The girl soon recovered.  
 She rode home in a sleigh.  
 The pupils were very still to-day.  
 They recited their lessons well.  
 The teacher thanked them for being quiet.  
 He praised them for their efforts to study.  
 He spoke of the satisfaction we feel in doing our duty.

After school, the boys threw snowballs at each other in sport.

It is an exciting amusement.  
 Boys sometimes hurt each other.  
 John and I returned home.  
 After supper, we rode in a sleigh to the next town.  
 We returned the same evening.  
 We met many sleighs.  
 The bells jingled merrily.  
 I was delighted with the enjoyments of winter.

DIRECTION 1. Let the pupil *group* the above sentences, forming a *composition*.

DIRECTION 2. Next let him write a description of *father's* house, of *John's*, and of the *school house*; also of the *horse* and *sleigh*.

DIRECTION 3. Then let him complete the *composition* by introducing, in place, the several descriptions.

## EXERCISE 2.

*Journey from New York to Boston.*

## MODEL III.

When did you leave New York?  
 Yesterday afternoon at five o'clock.  
 What route did you take?  
 The Fall River.  
 In what steamboat did you come?  
 The Metropolis.  
 What was the weather when you left?  
 It was raining quite fast.  
 Did you eat on board of the boat?  
 Yes, we took supper at seven.  
 Did it still continue to rain?  
 It rained till ten o'clock.  
 What was the weather after that?  
 The moon and stars were shining brightly.  
 Did you have a travelling companion?  
 My father was with me.  
 Did you find any acquaintances on board of the boat.  
 My schoolmate, William B., was on board of the boat, and we were glad to meet.  
 Did you stop at Newport?  
 The boat stopped, about three o'clock in the morning, to land and take in passengers.  
 Where did you stop next?  
 At Fall River.  
 Is that as far as the boat goes?  
 Yes. The passengers then got into the cars for Boston.

On what railroad did you travel ?

The Fall River and Old Colony Railroad.

What was the name of the depot where you stopped ?

The Old Colony Depot.

At what hour did you arrive in Boston ?

At seven o'clock.

DIRECTION 1. Let the pupil *group* the above answers, forming a connected narrative of the journey.

DIRECTION 2. Let him *describe* the steamboat Metropolis and the cities of Newport and Fall River.

DIRECTION 3. Then let him complete his *composition* by inserting each description in its proper place.

### EXERCISE 3.

#### *A Journey from New York to Albany by Water.*

DIRECTION 1. Write, in short sentences, the time of starting, from what part of the city, name of steamboat, prominent places passed, in their order; occurrences on board the boat in order of time; time of arrival.

DIRECTION 2. Group the sentences when written, so as to form a connected narrative.

DIRECTION 3. Describe the scenery on the river from time to time. Describe West Point; make any historical allusion that is interesting. Give your impressions of the Highlands. Describe Albany, and give any thing interesting that you know of its history.

DIRECTION 4. Complete the *composition* by introducing, in proper place, each of the above descriptions and historical allusions.

### EXERCISE 4.

#### *A Visit to the Country.*

DIRECTION 1. By *model third*, ask questions eliciting answers on the following points; viz., time of year, day of the week, and hour of starting; where from; by what conveyances; the distance travelled; any places of interest passed through; the various occurrences during your visit from day to day, in

order of time; your employments; your companions; any other matters of interest connected with the visit.

DIRECTION 2. *Group* the written answers into a connected narrative.

DIRECTION 3. *Describe* your conveyance; the town you visited; the house or farm; and any objects or persons of peculiar interest as connected with your visit.

DIRECTION 4. Complete the *composition* by inserting, appropriately, the descriptions of *direction third*.

### EXERCISE 5.

#### *A Visit to the City.*

DIRECTION 1. In accordance with *model second*, write short sentences, stating events in their order of occurrence; viz., time of starting; place; conveyance; hour of arrival; at what city; private house or hotel; the several occurrences of the visit; places of amusement or interest; sights seen; objects and persons of peculiar interest to you; return.

DIRECTION 2. *Group* the written sentences into a connected narrative.

DIRECTION 3. Describe the city visited; also any object or sight of general interest; give any historical allusion.

DIRECTION 4. Complete the *composition* by introducing into the *narrative* the descriptions prepared according to *direction third*.

### EXERCISE 6.

#### *Thanksgiving Day.*

DIRECTION 1. By *model third*, ask questions and write answers containing the several facts or occurrences of the day in order; viz., time and way of going to grandfather's house with parents; the several families connected; the number present; going to church; meeting of friends; Thanksgiving dinner; the outdoor play after dinner; riding around in a sleigh; merry games of the evening; gathering round the cheerful fire; stories told of other days, when grandfather was young; grandma's recollections; kind remembrances of those who have passed away since their last gathering, and whose places are now vacant by the homestead fireside; headache of the overfed youngsters the next day; longing for a return of the day.

DIRECTION 2. *Group* the answers into a connected narrative.

DIRECTION 3. *Describe* grandfather's house, the church, the horse, the dog, the dinner, the plays, or any thing of peculiar interest.

DIRECTION 4. Complete the *composition* by inserting the above descriptions.

## EXERCISE 7.

*Voyage from Boston to Liverpool.*

DIRECTION 1. By *model second*, write sentences, stating the events of the voyage in order; viz., time of leaving the port; name of steamship; course out of the harbor and through the bay to Cape Ann; course thence to Halifax; time there; what was done there; course from Halifax; fog on the fishing banks; fishing smacks; weather; storm; course round the headlands of Ireland; entrance of the Mersey; landing at Liverpool; length of the voyage; any occurrence of unusual interest on the passage; first impressions at the sight of the coast and ancestral homes.

DIRECTION 2. *Group* the several sentences formed by these statements, so as to make a connected narrative.

DIRECTION 3. Describe the steamship, the islands, lighthouses, Halifax, the cod-fishing on the banks, Liverpool and its docks.

DIRECTION 4. Introduce each of these descriptions into the narrative in its appropriate place, thus completing the *composition*.

## EXERCISE 8.

*A Journey from Boston to the White Mountains.*

DIRECTION 1. By *model second*, write sentences, stating the several events of the journey in order—thus: Left Boston when; by what route; stopped at what places on the way; took rooms at what house; events of the first day; the ascent to the top of Mount Washington; a Sabbath among the mountains; to Franconia; return.

DIRECTION 2. *Group* the sentences.

DIRECTION 3. Describe some of the most interesting objects; Lake Winnepiscogee; Red Hill; the Willey house, with some account of the "slide;" the Notch; Mount Washington; the Old Man of the Mountain; and any other objects of interest.

DIRECTION 4. Insert the descriptions in their appropriate places, completing the *composition*.

## EXERCISE 9.

*A Fishing Excursion.*

DIRECTION 1. State, in short sentences, the place and time of starting; name of the boat; distance sailed; how many were seasick; fish caught; the lunch; the dinner; the sail after dinner; the return.

DIRECTION 2. *Group* the sentences, forming the narrative.

DIRECTION 3. Describe the boat, the party, the excitement upon catching the first fish, sea sickness, the dinner, and any thing you saw that interested you.

DIRECTION 4. Complete the composition by inserting the descriptions as required in preceding exercises.

## EXERCISE 10.

*Voyage from New York to San Francisco.*

DIRECTION 1. By *model third*, ask questions respecting the facts and occurrences of the voyage, and write the answers in order; viz, name and kind of ship; time of sailing; course from New York bay to the ocean; course through the Atlantic, crossing the Equator, to Cape St. Roque; course thence to Cape Horn; doubling the Cape; course through the Pacific to San Francisco, crossing the Equator again; entering the harbor.

DIRECTION 2. *Group* the sentences.

DIRECTION 3. Describe the ship, the weather near the equator, a storm off Cape Horn, the appearance of the Cape, the several places stopped at during the voyage, and the city of San Francisco.

DIRECTION 4. Insert these descriptions in their proper places, completing the *composition*.

## EXERCISE 11.

*A Holiday in Winter.*

DIRECTION 1. Write down the facts and events of the day in order as they occurred; viz., the assembling of the boys in the morning, according to previous arrangement, to "coast" on their sleds; the man of snow; the two forts built each side of the "coast," and manned by the small boys; running the gantlet on sleds down the hill between the two forts, exposed to the snowballs thrown from the same; attack on the forts as the sleds returned; the sleigh ride after dinner; the upset; the skating party in the evening; bonfires on a rock at the edge of the ice; the welcome bed.

DIRECTION 2. *Group* the sentences into a narrative.

DIRECTION 3. Describe the sleds, the hill, the snow man, the forts, the sleigh party, and the skating party, with the bonfires.

DIRECTION 4. Insert the descriptions in their proper places, completing the *composition*.

## EXERCISE 12.

*A Holiday in Summer.*

- DIRECTION 1. Write down the occurrences of the day in their order.  
 DIRECTION 2. Group the sentences, completing the narrative.  
 DIRECTION 3. Describe objects of interest.  
 DIRECTION 4. Complete the composition by the proper arrangement of the narrative and descriptive parts.

## EXERCISES.

DIRECTIONS. In writing on the following subjects, write down occurrences in their order; then unite sentences; describe objects of interest; review and arrange the narration and description, as in preceding exercises.

*Remark.* The teacher can select from the following, and give additional ones.

**Subjects.**

1. My vacation.
2. A day in the woods.
3. Journey from New York to Niagara.
4. From New York to Saratoga, Sharon, or Lebanon Springs.
5. From New York to Lake Champlain; on the lake to Ticonderoga and Crown Point.
6. From New York to Philadelphia, visiting Fairmount Waterworks, visiting the Institution for the Blind, the Institution for the Deaf and Dumb, and the United States Mint.
7. From Philadelphia to Baltimore, visiting the Washington Monument.
8. From Baltimore to Washington, visiting the

halls of Congress, and the various public buildings and departments of government.

9. From New York to New Orleans by steamer.
10. From New Orleans to St. Louis by steamboat.
11. From Philadelphia to Pittsburg, and thence down the Ohio to Cincinnati.
12. From Philadelphia to Pottsville and the coal mines.
13. From New York to Montreal and Quebec.

Perhaps the best exercises for practice in narration will be furnished by keeping a JOURNAL, and noting down the occurrences of each day, as in the given models. From this journal subjects may be taken at pleasure, and amplified by description, &c.

In exercises like the preceding, noting the events of which a narrative is formed, is chiefly an act of the memory, as has already been said.

In most cases, however, only those events which are important to a clear understanding of the subject as a whole, need be taken; so that an exercise of the judgment will be required in selecting such events as stand in the relation of cause and effect. Thus, in giving an outline of the history of America, it would be necessary to note accurately the discoveries

of particular European powers, with the relative dates, in order to understand fully the validity of the several claims to territory based on those discoveries.

### HISTORICAL SUBJECTS IN NARRATION.

#### EXERCISE 1.

##### *America from 1492 to 1607.*

DIRECTION 1. Write down the principal discoveries and other important events in the order in which they occurred, telling by whom and when made, and for what European government. Take the following dates to assist in the selection of events; viz., 1492, 1497, 1498, 1499, 1512, 1519, 1524, 1531, 1534, 1539, 1584, 1607.

DIRECTION 2. Group the sentences, as in the preceding exercises.

DIRECTION 3. Describe the vessels, &c., of Columbus, the appearance of the land discovered, the natives, and any other objects of interest.

DIRECTION 4. Complete the composition by proper arrangement of the narration and description.

#### EXERCISE 2.

##### *British Colonies in America, from 1607 to 1682.*

DIRECTION 1. Write down the settlements and other important events as they took place, giving the dates, and any circumstances of interest you may remember. The following dates may serve as a guide; viz., 1607, 1614, 1623, 1624, 1627, 1630, 1634, 1635, 1636, 1643, 1650, 1664, 1670, 1682.

DIRECTION 2. Group the sentences.

DIRECTION 3. Describe such objects as seem important, and make any remarks which may occur to you.

DIRECTION 4. Arrange as in preceding exercises.

#### EXERCISE 3.

##### *French War in America, from 1748 to 1763.*

DIRECTION 1. Write answers to the following questions; viz., What claims did the French make, at this time, to territory in America? Where had they colo-

nies? What were their intentions? What other nation claimed some of the same territory? What grant of land did the Ohio Company obtain? From whom? What occurred in consequence of these conflicting claims in 1753, 1755, 1756, 1757, 1758, 1759? What was the result of the war?

DIRECTION 2. Group the answers to the questions given.

DIRECTION 3. Describe some of the most important events; tell something of the character, appearance, &c., of Washington, at that period; of Braddock; of Montcalm; of Wolf.

DIRECTION 4. Arrange as above.

#### EXERCISE 4.

##### *The War of the Revolution, from 1764 to 1783.*

DIRECTION 1. Write answers to the following questions; viz., What right did the British Parliament claim, which was denied by the colonists? What measure was adopted to enforce the claim, in 1765? How was it met by the colonists? What was the consequence of their resistance, in 1766? What events followed in 1767? 1768? 1770? 1773? 1774? 1775? 1776? 1777? 1781? 1783?

DIRECTION 2. Connect these answers as in preceding exercises.

DIRECTION 3. Describe the colonies at the beginning of the war; some of the principal men of the times; the battles of Bunker Hill, of Saratoga, of Yorktown.

DIRECTION 4. Review what you have written, insert the various descriptions in their proper places, and tell what you think of the justice of the cause of the colonists, and the effects of their resistance.

#### EXERCISE 5.

##### *Formation of the Constitution, from 1783 to 1788.*

DIRECTION 1. Narrate the principal events of this period connected with the formation of the Constitution.

DIRECTION 2. Describe the condition of the country at the close of the war; the powers of Congress under the Articles of Confederation; the most prominent men in the Convention; the result; the principal characteristics of the Constitution.

DIRECTION 3. Arrange the narrative and descriptive parts as before directed.

**Subjects.**

1. Washington's administration.
2. Adams's administration.
3. Jefferson's administration.
4. Madison's administration.
5. Monroe's administration.
6. John Quincy Adams's administration.
7. Jackson's administration.
8. Van Buren's administration.
9. Harrison and Tyler's administration.
10. Polk's administration.
11. Taylor and Fillmore's administration.
12. War with England in 1812.
13. Mexican war.

**DESCRIPTION.**

§ 126. Description is the act of explaining the nature, habits, use, form, or appearance of an object, as it exists at a given time.

The simplest form of description is *definition*, which gives only the distinguishing characteristics of an object. It is essential to the correctness of a definition, not only that all the qualities enumerated be found in the object defined, but that they be peculiar to that object; that is, that no other object can be found embracing the whole of them.

Thus, if we define an adjective as a word used to limit a noun, our definition is faulty. Not that it is untrue, but that a noun may be limited by a verb in the infinitive mode, or by another noun.

Description, as the term is commonly used, includes definition, and is an amplification of it. Definition gives simply the outline by which the object is limited; description fills up the outline, and calls attention to whatever may give a fuller and more complete idea of the object.

The true order of arrangement in description is first to state the essential and peculiar characteristics of the object, — in other words, to define it, — and then to proceed, by a regular gradation, from generals to particulars.

**DESCRIPTION.**

*State of New York.*

**MODEL I.**

New York contains more inhabitants than any other state in the Union. It has more wealth. It has more commerce. It is between 40° and 45° N. L., and 73° and 80° W. L. It is separated from Canada by Lake Erie, Niagara River, Lake Ontario, and the St. Lawrence River, on the west

and north-west ; bounded by Canada on the extreme northern part ; by Lake Champlain, Vermont, Massachusetts, and Connecticut on the east ; by New Jersey and Pennsylvania on the south ; and Pennsylvania forms a small part of its western boundary. New York also includes Long Island. The principal river within the state is the Hudson. The capital of the state is Albany. The largest city is New York. The state contains many other important places. The principal are Brooklyn, Buffalo, Rochester, Troy, Utica, &c. Niagara Falls is in the Niagara River. It is considered one of the greatest curiosities in the world. It is visited by persons from all parts of the world.

Saratoga contains medicinal springs, and is much resorted to in summer by invalids. Crown Point and Ticonderoga are on Lake Champlain. They have been the scene of military operations in several wars.

West Point is on the Hudson River, and contains a national military academy.

### § 127. The same grouped.

New York is the most populous, wealthy, and commercial state in the Union. It is situated between the 40th and 45th degrees of north latitude, and the 73d and 80th degrees of west longitude. On the west and north it is bounded chiefly by Canada, from which it is separated through most of its course by Lake Erie, Niagara River, Lake Ontario, and the

St. Lawrence River. On the east it is bounded by Vermont, Massachusetts, and Connecticut, being separated from Vermont in part by Lake Champlain. The southern boundary is formed by the two states of New Jersey and Pennsylvania, and the latter also forms a small part of the western boundary. In addition to this, the state includes Long Island, which is situated south of Connecticut.

The Hudson, which is the principal river within the limits of the state, is in the eastern part, rising in the Adirondac Mountains, and running south into New York Bay. The capital of the state, Albany, is on the Hudson River, about one hundred and fifty miles from its mouth. The largest city, not only in this state, but in the United States, is New York.

In addition to these, the state contains many other important places, among which may be named Brooklyn, on Long Island ; Buffalo, on Lake Erie ; Rochester, near Lake Ontario ; Troy, Utica, &c. These are all flourishing places, rapidly increasing in population and wealth, and literary, benevolent, and religious institutions.

Saratoga, near the Hudson, in consequence of its medicinal springs, has become a noted place of resort for invalids and their friends. It is also an object of interest as the scene of one of the most important military operations in our revolutionary war. Crown Point and Ticonderoga, on Lake Champlain ; and West Point, on the Hudson, are associated also with many interesting reminiscences of by-gone days. The most remarkable natural curiosity in the state

is Niagara Falls, in the Niagara River, which surpasses any thing of the kind in the world, and is visited by travellers from all countries.

### Remarks.

Having completed the *description*, we may introduce a short history or *narrative*, in connection with any object mentioned.

For instance, we may say of the Hudson River, that —

It was discovered in 1609, by Henry Hudson, an Englishman in the service of the Dutch East India Company. The Dutch commenced trading with the Indians, and in 1615 they began a settlement, which they called Fort Orange.

Of Albany we may say as follows, viz.: —

Albany occupies the position of Fort Orange, the name being changed in 1664, when New York, — or New Netherlands, as it was then called, — was taken by the English, and granted by Charles II. to his brother, the Duke of Albany.

The following may be said of New York city, viz.: —

The Indian name of the island on which New York stands was Manhattan. The Dutch gave the name of New Amsterdam to the settlement which they formed there, and the English changed it to New

York, in honor of James II., to whom the country was granted, and who was at that time Duke of York as well as Albany.

§ 128. The Composition, completed, will appear as follows: —

New York is the most populous, wealthy, and commercial state in the Union. It is situated between the 40th and 45th degrees of north latitude, and the 73d and 80th degrees of west longitude.

On the west and north it is bounded chiefly by Canada, from which it is separated, for the most part, by Lake Erie, Niagara River, Lake Ontario, and the St. Lawrence River. On the east it has Vermont, Massachusetts, and Connecticut, being separated from Vermont, in part, by Lake Champlain. The southern boundary is formed by the two states of New Jersey and Pennsylvania, and the latter also forms a small part of the western boundary. In addition to this, the state includes Long Island, which is situated south of Connecticut.

The Hudson, which is the principal river within the limits of the state, is in the eastern part, rising in the Adirondac Mountains, and running south into New York Bay. It was discovered in 1609 by Henry Hudson, an Englishman in the service of the Dutch. The Dutch commenced trading with the Indians, and in 1615 they began a settlement, which they called Fort Orange.

The capital of the state, Albany, is on the Hudson

River, about one hundred and fifty miles from its mouth. It occupies the position of Fort Orange, the name being changed in 1664, when New York, or New Netherlands, as it was then called, was taken by the English, and granted by Charles II. to his brother, the Duke of Albany.

The largest city, not only in this state, but in the United States, is New York, which is situated on an island, called by the Indians Manhattan. The Dutch gave the name of New Amsterdam to the settlement which they formed there, and the English changed it to New York, in honor of James II., to whom the country was granted, and who was at that time Duke of York as well as of Albany.

In addition to these, the state contains many other important places, among which may be named Brooklyn, on Long Island, Buffalo, on Lake Erie, Rochester, near Lake Ontario, Troy, Utica, &c. These are all flourishing places, rapidly increasing in population and wealth, and in the number and efficiency of their literary, benevolent, and religious institutions.

Saratoga, near the Hudson, in consequence of its medicinal springs, has become a noted place of resort for invalids and their friends. It is also an object of interest as the scene of one of the most important military operations in our revolutionary war.

Crown Point and Ticonderoga, on Lake Champlain, and West Point on the Hudson, are associated also with many interesting reminiscences of by-gone days. The most remarkable natural curiosity in the state is Niagara Falls, in the Niagara River,

which surpasses any thing of the kind in the world, and is visited by travellers from all countries.

## EXERCISE 1.

*The Camel.*

## MODEL II.

The camel is one of the most remarkable of the domestic animals.

It is very awkward in its appearance.

It has a large hump on its back.

It has very large feet.

It can go a long time without water.

It lives on coarse and scanty food.

It is found chiefly in the northern part of Africa and the southern part of Asia.

It is very useful in deserts and sterile countries.

It has been called the ship of the desert.

It is especially useful to the Arabs of the deserts.

It gives milk like the cow.

It carries burdens like the horse or ox.

Its meat is used for food.

Its skin is used for shoes, tents, &c.

Cloth is made from its hair.

It is very patient.

When loaded too heavily, it complains by a moaning noise.

## § 129. The same grouped.

The camel is one of the most remarkable of the domestic animals. It is not handsome, according to

our ideas of beauty, having very large feet, a hump on its back, a long and slender neck, and a large, awkward head. Its power of going for a long time without water, of subsisting on coarse and scanty food, and of travelling easily in the sand, to which its feet seem to be specially adapted, renders the camel very useful in the deserts and sterile countries of the north of Africa and the south of Asia, where it is chiefly found.

In consequence of its power to carry heavy burdens, and this peculiar adaptation of which we have spoken, the camel has been called the ship of the desert.

It is also useful for other purposes, giving milk like the cow, as well as laboring like the horse. Its meat furnishes nutritious food, like that of the ox; its skin is used for shoes, tents, &c.; and from its hair is manufactured a kind of cloth. Being very patient, the camel remonstrates against being laden too heavily, by a moaning noise which is readily understood by its owner.

**DIRECTION.** Complete the composition by inserting, in their appropriate places, some historical account of a caravan, its progress across the desert, and its halting-places, what the animal does on the approach of the sand storm, and any anecdote of the camel.

### EXERCISE 2.

#### *My Uncle's Farm.*

#### MODEL III.

Where is the farm situated?

How large is it?

What buildings are on it?

How many acres are cultivated?

What are the principal crops raised?

What stock does he keep?

What is the nearest market town?

What means of conveying produce to market?

How many men does uncle hire?

How many acres of woodland has he?

What kind of an orchard has he?

What kinds of fruit does he raise?

Is there a pond on the farm?

Are there shade trees about the house?

What else can you state about the farm?

**DIRECTION 1.** Answer the above questions.

**DIRECTION 2.** Group the answers, amplifying each by a more definite description, or by some circumstance connected with it.

### EXERCISE 3.

#### *My Favorite Tree.*

**DIRECTION.** Describe the kind, size, shape, situation, and age; giving a history of the tree, and stating any thing with regard to trees and their uses.

### EXERCISE 4.

#### *New York City.*

**DIRECTION.** Speak of its size compared with other cities of the United States; tell where it is situated; its local advantages for commerce and for interior trade; its distinguishing characteristics; its public institutions and buildings, such as churches, schools, museums, libraries, &c.

## EXERCISE 5.

*Switzerland.*

**DIRECTION.** Speak of its size and location; name the countries that border upon it; the striking features of the country; its mountains, lakes, and streams; its glaciers and avalanches; some historical account of any of these, or of the country, the government, or inhabitants.

## EXERCISE 6.

*Cotton.*

**DIRECTION.** By reference to geographies, histories, and the Encyclopædia, you will find and write down on slips of paper the several facts needed; viz., in what climate and countries cotton grows; any thing about the soil, and the labor of cultivating, gathering, preparing for use, and getting to market; the process of manufacturing; the markets for the made article; and any thing about the importance of cotton to the interests of the country. Then arrange the facts obtained as in preceding exercises.

## EXERCISE 7.

*Sugar.*

**DIRECTION.** From the usual sources of information, as above, get your facts on several slips of paper, and then arrange as in the preceding exercises. These facts embrace the climate, country, soil, culture, manufacture, and export of the article, with any account of it that may be of interest or profit.

## EXERCISE 8.

*Tobacco.*

**DIRECTION.** Search out the statistics and history of this plant, as in the sixth and seventh exercises, and arrange as usual.

**Remarks.**

In writing upon subjects which require research, it will be well to take slips of paper, upon which to note down whatever has a bearing on the subject. This may be continued until all the materials are collected for the composition.

Then consider whether your subject is chiefly a narrative or description, and arrange the facts obtained, on principles explained and illustrated in the preceding exercises.

Biographical dictionaries, histories, encyclopædias, &c., should be accessible to the pupil:

**Subjects.**

- |            |                         |
|------------|-------------------------|
| 1. Rice.   | 6. Steam engine.        |
| 2. Tea.    | 7. Railroads.           |
| 3. Coffee. | 8. Flower garden.       |
| 4. Silk.   | 9. Salt springs.        |
| 5. Birds.  | 10. Magnetic telegraph. |

## § 130. Abstract description.

## EXERCISE 1.

*Parental Affection.*

What do you understand by the term?

Is it natural, or the result of education?

What appears to be its purpose?

What would be the effect if it did not exist?  
 What corresponding duty is required of children?  
 Illustrate what has been said by any striking examples of parental affection.

DIRECTION. Group the answers to the above questions, and arrange as in preceding exercises.

### EXERCISE 2.

#### *True Politeness.*

How does it manifest itself towards others?  
 From what does it spring?  
 How does it differ from obsequiousness?  
 What are its effects in the family? in the neighborhood?  
 What are the effects of its neglect in these relations?  
 How does it conduce to our interests?  
 Why is it important that the young should form habits of true politeness?

DIRECTION. Answer, group, arrange, and amplify as in preceding exercises.

### Subjects.

- |                  |                   |
|------------------|-------------------|
| 1. Gratitude.    | 8. Habits.        |
| 2. Uprightness.  | 9. Patience.      |
| 3. Virtue.       | 10. Justice.      |
| 4. Truthfulness. | 11. Integrity.    |
| 5. Obedience.    | 12. Innocence.    |
| 6. Firmness.     | 13. Benevolence.  |
| 7. Hospitality.  | 14. Faithfulness. |

## LETTER WRITING.

§ 131. Letter writing may be divided into two kinds — business correspondence and friendly.

In the former kind, the object should be to state clearly and concisely the requisite facts or transactions only.

The latter, or friendly correspondence, should approach as nearly as possible to familiar conversation between friends.

The order of arrangement will be substantially the same as that already given, varying as the letter partakes more or less of narration or description.

All letters should be correctly dated as to place and time.

### EXERCISE 1.

#### *Letter from an absent Person.*

DIRECTION. In this, description would naturally predominate, especially if remaining long in a place; but while travelling from place to place, there would be a continued narrative, interspersed with descriptions.

### EXERCISE 2.

#### *Letter from Home.*

DIRECTION. This should be a narrative of events of interest in their order, and would contain no description unless some new object had been added to the old familiar things of home.

## MISCELLANEOUS SUBJECTS FOR COMPOSITION.

- |                        |                          |
|------------------------|--------------------------|
| 1. Columbus.           | 27. The Whale.           |
| 2. Washington.         | 28. The Eagle.           |
| 3. Franklin.           | 29. Art of Printing.     |
| 4. La Fayette.         | 30. Newspapers.          |
| 5. Abraham.            | 31. Steam.               |
| 6. Moses.              | 32. Magnetic Telegraph.  |
| 7. David.              | 33. Thanksgiving.        |
| 8. Solomon.            | 34. Christmas.           |
| 9. St. Paul.           | 35. Fourth of July.      |
| 10. Cæsar.             | 36. The Alps.            |
| 11. Cromwell.          | 37. The White Mountains. |
| 12. Bonaparte.         | 38. The Alleghanies.     |
| 13. Burke.             | 39. The Rocky Mountains. |
| 14. Socrates.          | 40. The Andes.           |
| 15. Plato.             | 41. The Bible.           |
| 16. Newton.            | 42. The Sunday School.   |
| 17. Michael Angelo.    | 43. Lake George.         |
| 18. Milton.            | 44. Lake Champlain.      |
| 19. Johnson.           | 45. Lake Superior.       |
| 20. Hannibal.          | 46. The Amazon.          |
| 21. The Feudal System. | 47. The Mississippi.     |
| 22. The Reformation.   | 48. The St. Lawrence.    |
| 23. The Crusades.      | 49. The Danube.          |
| 24. The Inquisition.   | 50. The Rhine.           |
| 25. The Elephant.      | 51. The Ganges.          |
| 26. The Lion.          | 52. Rome.                |

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|-------------------------------------|--|
| 53. Athens.                         | 81. Great Britain.                           |
| 54. Jerusalem.                      | 82. The Caucasian Race.                      |
| 55. Constantinople.                 | 83. The African Race.                        |
| 56. St. Petersburg.                 | 84. The American Race.                       |
| 57. Paris.                          | 85. The Mongolian Race.                      |
| 58. London.                         | 86. The Malay Race.                          |
| 59. Venice.                         | 87. Civilization.                            |
| 60. New York.                       | 88. Christianity.                            |
| 61. Philadelphia.                   | 89. Paganism.                                |
| 62. Baltimore.                      | 90. Mohammedanism.                           |
| 63. New Orleans.                    | 91. Earthquakes.                             |
| 64. Boston.                         | 92. Volcanoes.                               |
| 65. Torrid Zone.                    | 93. Painting and Paint-<br>ers.              |
| 66. Temperate Zones.                | 94. Trades.                                  |
| 67. Frigid Zones.                   | 95. Professions.                             |
| 68. Voyage round the<br>World.      | 96. Agriculture.                             |
| 69. Monarchy.                       | 97. Horticulture.                            |
| 70. Republic.                       | 98. Commerce.                                |
| 71. The Telescope.                  | 99. Manufactures.                            |
| 72. The Microscope.                 | 100. War.                                    |
| 73. The Parthenon.                  | 101. Language.                               |
| 74. The Coliseum.                   | 102. History.                                |
| 75. St. Peter's Church<br>in Rome.  | 103. Biography.                              |
| 76. St. Paul's Church<br>in London. | 104. Poetry.                                 |
| 77. Italy.                          | 105. Astronomy.                              |
| 78. Greece.                         | 106. Geology.                                |
| 79. Turkey.                         | 107. Chemistry.                              |
| 80. France.                         | 108. Coal Mines.                             |
|                                     | 109. Destruction of Tea<br>in Boston Harbor. |

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|--------------------|----------------------------------|
| 110. Railroads.    | 131. Autumn.                     |
| 111. Early rising. | 132. Winter.                     |
| 112. Wealth.       | 133. Foreign Travel.             |
| 113. Flowers.      | 134. Battle of Waterloo.         |
| 114. Forgiveness.  | 135. Bonaparte at St.<br>Helena. |
| 115. Economy.      | 136. Sebastopol.                 |
| 116. Laziness.     | 137. Amusements.                 |
| 117. Prodigality.  | 138. Haymaking.                  |
| 118. Variety.      | 139. Swimming.                   |
| 119. Perseverance. | 140. Latitude.                   |
| 120. Experience.   | 141. Longitude.                  |
| 121. Adversity.    | 142. Birds.                      |
| 122. Prosperity.   | 143. Home.                       |
| 123. Anger.        | 144. Books.                      |
| 124. Cruelty.      | 145. Clouds.                     |
| 125. Luxury.       | 146. Arctic Expeditions.         |
| 126. Contentment.  | 147. The Prairies.               |
| 127. Industry.     | 148. Falls of Niagara.           |
| 128. Temperance.   | 149. The Pyramids.               |
| 129. Spring.       | 150. Music.                      |
| 130. Summer.       |                                  |