

PRACTICAL EXERCISES

IN

ENGLISH COMPOSITION:

OR THE

YOUNG COMPOSER'S GUIDE.

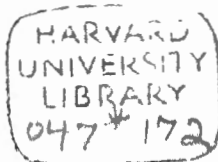
BY

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## P R E F A C E.

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OF the numerous works on education that have been issued from the press, none that has appeared on the subject of English Composition seems to afford the young composer the necessary assistance to the successful pursuit of this study. Without entering into a detail of the defects of the systems before the public, it is sufficient to remark that they presuppose more mature thought, and a closer acquaintance with language than the pupil has acquired at the proper time to commence the study of this art.

The work here presented is designed as a sequel to the author's New System of English Grammar, which forms a gradual introduction to the first principles of composition. The plan pursued in the following exercises, as in the work mentioned, is founded on the application of the principle of imitation. The pupil is conducted progressively, from

the simplest expression of thought to the practice of connected composition.

As a work of this kind must partake, to some extent, of the nature of a compilation, the author takes this opportunity of observing that he has not hesitated to avail himself of the assistance of others who have written on this subject; he has freely used all the materials within his reach, when they aided in the development of his plan.

If he has succeeded in realizing his intentions, this treatise will be found useful in assisting such as have only the opportunity of a "Common School Education," to express their ideas with taste and perspicuity; while to those having the advantages of a more general course of instruction, it will serve as a practical introduction to a critical study of English Literature.

GREENSBOROUGH, Alabama, 1856.

## PRACTICAL EXERCISES IN ENGLISH COMPOSITION.

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§ 1. Composition is the art of expressing ideas in written language.

§ 2. To compose correctly, with perspicuity and elegance, requires a practical knowledge of the following particulars:—

1. Orthography.
2. Punctuation.
3. The Use of Words.
4. The Structure and Arrangement of Sentences.
5. Style and Figurative Language.

### ORTHOGRAPHY.

§ 3. Orthography treats of the letters and other characters of a language, and the proper method of spelling words.

REMARK.—This important art is to be acquired rather by attention

REMARK.—This important art is to be acquired rather by attention to the practice of the best modern writers and lexicographers, than fixed rules.

*To be ignorant of the orthography of such words as are uniformly spelled and frequently used, is justly considered disgraceful.*

## CAPITAL LETTERS.

§ 4. Capital Letters should be used in the following situations:—

1. The first word of every distinct sentence; e. g. "*Falsehood is a most odious vice.*"
2. The first word of every line of poetry; e. g.  
"A mother is a mother still,  
The holiest thing alive."—*Coleridge.*
3. Proper names and titles of honor or office; e. g. *G. T. Mason*; *Gen. G. W. Gunn*; *Judge More.*
4. Adjectives derived from proper names; e. g. *American*; *Washingtonian.*
5. All names of Deity; e. g. *God*; *Jehovah*; *The Almighty*; *The Supreme.*
6. The name of an object personified, when it conveys an idea strictly individual; e. g. "*Come gentle Spring.*"
7. The first word of a direct quotation when it forms a complete sentence; e. g. *Virgil says, "Labour conquers all things."*
8. The pronoun I and the exclamation O; e. g. "*I wish to go home.*" "*O blissful days!*"
9. Every noun and principal word in the titles of books; e. g. *Pope's Essay on Man.*

REMARK.—Other words when they are of particular importance may begin with capitals; e. g. "*We must promote the Cause of Education.*"

## EXERCISES FOR CORRECTION.

Point out the errors in the following exercises,—give the rule for correction.

MODEL—"every pupil should obey his instructor." "*Every pupil, &c.*"

RULE I. The first word of every distinct sentence should begin with a capital.

1. my father will reward you for your diligence and industry. the love of praise should be kept under proper subordination to the principle of duty. in itself it is a useful motive to action; but when allowed to extend its influence too far, it corrupts the whole character. to be destitute of it, is a defect. to be governed by it, is depravity.

it is almost unnecessary to state, that the display which mr. henry made in "the parsons' cause," as it was popularly called, placed him at the head of his profession. he became the theme of every tongue. he had exhibited a degree of eloquence, which the people had never before witnessed, a species of eloquence too, entirely new at the bar, and altogether his own. he had formed it on no living model, for there was none such in the country. he had not copied it from books, for they described nothing of the kind.

2. to purchase heaven, has gold the power?  
can gold remove the mortal hour?  
in life can love be bought with gold?  
are friendship's pleasures to be sold?  
no, all that's worth a wish or thought,  
fair virtue gives, unbrib'd, unbought.

3. neither thomas nor william performed his part. if jane is indolent she must be punished. the city which romulus built was called rome. gov. williamson resides in elizabethtown, new jersey. the rev. doct. m'dowell of philadelphia is a very distinguished divine. col. iverson called yesterday during your absence. did you know that the celebrated kirwan

is no other than our pastor? we left the city of washington on monday last, arrived at baltimore on tuesday, went to philadelphia by the cars, and reached new york on saturday.

4. the american boasts of the land of freedom. the romans were good soldiers and greatly esteemed for their courage and prowess. the spaniards ceded florida to the united states in the year 1819. the egyptians made the lives of the israelites bitter to them, with hard bondage in mortar and brick, and in all manner of service in the field.

5. alfred strove to do right, and feared the displeasure of god more than the frowns of his companions. the bible is the best book in the world—it abounds in consolation to those who put their trust in the lord, and denounces judgments and punishments on those that slight its overtures of mercy. i believe in god, the father almighty, maker of heaven and earth, and jesus christ his only son our lord.

6. o winter! ruler of the inverted year,  
thy scatter'd hair with sleet like ashes fill'd,  
thy breath congeal'd upon thy lips, thy cheeks  
fring'd with a beard made white with other snows  
than those of age, thy forehead wrapp'd in clouds,  
a leafless branch thy sceptre, and thy throne  
a sliding car, indebted to no wheels,  
but urg'd by storms along the slipp'ry way,  
i love thee, all unlovely as thou seemst,  
and dreaded as thou art!

7. during the revolutionary war, certain agents of the british government offered gen. reed, president of the american congress, ten thousand guineas if he would come over to their side; his reply was, "gentlemen, i am poor, very poor, but your king is not rich enough to buy me."

8. i am monarch of all i survey,  
my right there is none to dispute;  
from the centre all round to the sea  
i am lord of the fowl and the brute.  
o solitude! where are the charms  
that sages have seen in thy face?  
better dwell in the midst of alarms,  
than reign in this horrible place.

9. "english grammar has been defined, 'the art of speaking and writing the english language correctly.' yet it is a fact that few wil. presume to dispute, 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."

## RULES FOR SPELLING.

§ 5. The following are a few general principles to be observed in spelling.

1. Monosyllables which end in *f*, *l*, or *s*, preceded by a single vowel, have the final consonant doubled; e. g. *staff*, *grass*, *mill*.

REMARK.—*As*, *of*, *if*, *gas*, *has*, *was*, *yes*, *his*, *is*, *us*, *thus*, and *this*, are exceptions to the general rule.

2. Double *l* generally becomes single before an additional consonant; e. g. *skill*, *skilful*.

REMARK.—Words ending in any other double letter, preserve it double before the terminations *ful*, *ly*, *ness*, and *less*.

3. In words ending in *y*, preceded by a consonant, the *y* is changed into *i*, before an additional syllable; e. g. *Merry*, *merrier*; *pity*, *pitied*.

EXCEPTION.—Before *ing*, *y* is retained to prevent the doubling of *i*; e. g. *Marry*, *marrying*. Words in *ie*, drop *e* and take *y*; e. g. *Die*, *dying*.

To prevent ambiguity, the verb *dye* and some others retain the *e* before *ing*.

4. Words ending in silent *e* before an additional syllable beginning with a vowel generally omit the *e*; e. g. Force, *forcible*; rave, *raving*.

EXCEPTION 1.—Words ending in *ce* or *ge* retain the *e* before *able*, *ous*; e. g. Peace, *peaceable*; outrage, *outrageous*.

EXCEPTION 2.—Words ending in *oe* retain the final *e*; e. g. Shoe, *shoeing*; hoe, *hoeing*.

EXCEPTION 3.—Words ending in *ee* drop the final *e* on receiving an additional syllable beginning with *e*; e. g. See, *seest*; agree, *agreed*. —

5. Verbs of one syllable, ending in a single consonant, preceded by a single vowel, and verbs of more than one syllable, ending in the same manner, and accented on the last syllable, double the final consonant on receiving an additional syllable; e. g. Regret, *regretted*.

REMARK.—Most verbs ending in *l* though not accented on the last syllable, double the *l* on receiving an additional syllable; e. g. Travel, *travelled*; model, *modelled*.

6. Compound words, formed by prefixing a word or a syllable to a monosyllable ending in *all*, retain the double *ll*; e. g. Befall, bethrall, &c. Except *withal*, *therewithal*, and *where-withal*.

## EXERCISES.

Correct the errors in the following exercises,—give the rule.

MODEL.—“It is no great merit to spel correctly.” “It is no great merit to *spell* correctly.”

RULE I. Monosyllables which end in *f*, *l* or *s*, preceded by a single vowel, have the final consonant doubled.

1. He is tal enough to be a man.

Misdemeanors are the pioneers of gros vices.

It is a great defect to spel incorrectly.

Gues where Robert is going.

William has broken the old man's staf.

Religion regulates the wil and affections.

Uncle's mil is out of repair.

Gass affords a brilliant 'light.

James wil not obey until he is punished.

As for man, his days are as gras.

2. Alfred is more venturesome than skillful.

Henry has willfully injured Mary.

I am fullly persuaded of Henry's guilt.

A wel-spent day prepares us for repose.

The path to distinction is an uphill road.

The blisful days of boyhood are past.

Odity may excite attention, but not esteem.

Crosness has more subjects than admirers.

Indolence and listlessness are foes to happiness.

Carelessness has occasioned much trouble.

3. Nothing essential to happyness is unattainable.

Pitiing will save him from disgrace.

Henry is merryer than his brother James.

To be happy without holyness is impossible.

Edward narrated a pityful story.

Without fire chimnies are useless.

Vallies are more fertil than hills.

Vices, though near relations, are all at varyance.

Wisdom rescues the decaies of age from aversion.

All within, were walks and allies wide.

4. An obligeing disposition is commendable.

The catastrophe was truely distressing.

Robert is more peacable than James.

The argument is forceible and convinceing.

My horse wants shoing.

Matilda's anger to Sarah was inexcuseable.

Obligeing conduct secures deserved esteem.

Example is more convinceing than precept.

Martha has purchased a changable silk.

At present we are closly confined.

5. Edward's loss was regreted by his friends.

We shall spend much time in traveling.

- The design was first modeled in Rome.  
 Time misspent will be regreted.  
 Give me a sheet of blotting paper.  
 You must think you are wity.  
 What refference can you give?  
 The traveler was robed near the spring.  
 We were conferring when you entered.  
 6. The ambassador has been recaled.  
 None can tell what may befall him in life.

## PROMISCUOUS EXERCISES.

Some of the words in the following exercises are to be corrected by the preceding rules.

Never utter a falsehoode even for truth's sak.  
 Neglect no oportunity of dooing good.  
 A covettuous person is always in want.  
 Picturs that resemble flowers smel only of paint.  
 Vises are two often called follys.  
 We may be successfull and yet disappointed.  
 Irreconcileable animosity is always blameable.  
 A true friend is a valuable acquisition.  
 How do you spel *recieve* and *beleive*?  
 A dutyful childe, will be loved by awl.  
 Abridgements of historry are not useles.  
 We are often benefitted by what we have dreaded.  
 Misfortunes are more easily prevented than cured.  
 Asservation does not always remove doubt.  
 Doubleddeclers are seldom long in favor.  
 Politeness is the ofspring of benevolence.  
 A downhill road may be travelled with ease.  
 The passions often mislead the judgement.  
 To er is human; to forgive divine.  
 A bad speler should not pretend to scholarship.  
 Contempt leaves a deeper scar than anger.

Encouragement increaces with success.  
 Fair appearances often cover deceit.  
 Ridicule is but the froth of ilnature.  
 Repetition makes smal transgresions large.  
 Nettles grow in the vinyard of the slothful.  
 Treachery often lurks beneath a guilful tongue.  
 The passions of man are not easily subdued.  
 With al thy geting get understanding.

## QUESTIONS.

What is composition?  
 What is necessary to compose correctly?  
 What does orthography treat of?  
 What is the first general rule for the use of capitals?  
 The second? The third? The fourth? The fifth? The sixth? The seventh? The eighth? The ninth?  
 What is the first general rule for spelling?  
 The second? The third? &c., &c.

## PUNCTUATION.

§ 6. Punctuation treats of the Points and Marks used in writing.

§ 7. The design of points is to mark the division of a sentence, to show its meaning more clearly, and serve as a guide to the pauses and inflections required in reading.

§ 8. The following are the principal marks used in writing;—

The Comma ( , ) marks the shortest pause.  
 The Semicolon ( ; ) double that of the comma.  
 The Colon ( : ) double the semicolon.  
 The Period ( . ) the longest pause.

The Interrogation Point (?) denotes a question.

The Exclamation (!) denotes emotion.

The Dash (—) a pause of indefinite length.

REMARK.—The duration of these pauses must be left to the taste of the reader.

### THE PERIOD.

§ 9. The Period is used to mark the end of a complete sentence; e. g. "*Each day brings intelligence of some new disaster.*"

REMARK.—The period is also used after abbreviations; e. g. A.M. LL.D. Mr. B.

### EXERCISES.

Write the following exercises, and insert periods in their proper places.

MODEL.—"Alfred wrote a letter to his parents"

PUNCTUATED.—"Alfred wrote a letter to his parents."

Gen G W Gunn resides in Tuskegee

Col Harvy is Ed of the Ala Beacon

Dr F M Peterson has an extensive practice

A prudent man avoids danger

The fairest flowers are the first to fade

Earnest action accomplishes much

Active benevolence gains a rich reward

I called to see Mr Hampton

The oration was delivered by L Smith MD

The age of the MSS is unknown

The event occurred B C 3025

If you wish distinction it is yours

Alfred has prepared the recitation

We can make ourselves happy without riches

David Ewart excels in composition

Youth is the time for improvement

We heard the Rev Doct Murray yesterday

The bill was chartered last session

Contentment is nobler than affluence

Wisdom is gained by experience

Measure your time by improvement

### COMMA.

§ 10. The Comma is used to separate short clauses, or such as are closely connected but from construction or arrangement must be separated by some point; e. g. "*Strong proof, not a loud voice, produces conviction.*"

RULE I. The Comma is unnecessary in a short, simple sentence; e. g. "*Industry is the law of our being.*" "*Hope is necessary in every condition of life.*"

RULE II. When the logical subject is rendered long by the addition of several adjuncts to the grammatical, a comma is usually inserted before the verb; e. g. "*Study and undivided attention to one pursuit, will give success.*"

REMARK.—This rule is much less observed by recent than older writers.

### EXERCISES.

Write the following exercises, and insert commas in their proper places.

MODEL.—"To be totally indifferent to the praise or censure of men is a real defect in character."

PUNCTUATED.—"To be totally indifferent to the praise or censure of men, is a real defect in character."

Propriety of conduct and undivided attention to your profession will make you popular and esteemed. The son and daughter of the emigrant perished in the conflagration. To know God and serve him should be the great object of our existence. The belief that God is merciful affords us consolation in time of trouble. The voice of reason and mercy pre-

ailed. Indifference to the ordinary pursuits of life is indicative of defective judgment. A steady and undivided attention to one pursuit commonly gives success. The necessity of an early acquaintance with history has always been acknowledged. The punishment of the reckless disturber of society tends to secure peace. The want of some pursuit to occupy our time is often productive of lasting evil.

RULE III. A Comma is generally used between the clauses of a compound sentence; e. g. "*Phocion was poor, though he might have been rich.*"

REMARK.—When the members of a compound sentence are closely connected, the comma is not used; e. g. "*The book which was lost is found.*"

## EXERCISES.

Write the following exercises, and insert commas in their proper places.

MODEL.—"Henry will return when you send for him."

PUNCTUATED.—"Henry will return, when you send for him."

Virtue supports in adversity and moderates in prosperity. Phocion though he might have been rich was poor. The principle which had been instilled into his mind influenced his whole conduct. Revelation teaches us how we may attain happiness both here and hereafter. Love not sleep lest thou come to poverty. Sensuality contaminates the body depresses the understanding deadens the moral feelings and degrades man from his rank in creation. The path of piety and virtue pursued with a firm and constant spirit will lead to honor. Grace of manners is so essential to rulers that whenever it is neglected their virtues lose a great degree of lustre. The more highly we cultivate our minds here the better shall we be prepared for the nobler pursuits of the next stage of existence. We sometimes forget our faults when we are not reminded of them.

RULE IV.—Two or more words of the same class, whether nouns, adjectives, verbs or adverbs, connected by conjunctions, do not admit of a comma between them; e. g. "*The earth and the moon are planets.*"

REMARK 1.—When the conjunction is not expressed, a comma is inserted; e. g. "*Your friend is a plain, honest man.*"

REMARK 2.—If the connected words have adjuncts, a comma may be inserted; e. g. "*Intemperance destroys the vigor of our bodies, and the strength of our minds.*"

## EXERCISES.

Write the following exercises, and correct the errors in punctuation.

MODEL.—Religion expands, and elevates the mind.

CORRECTED.—Religion expands and elevates the mind.

A man of integrity, and honor may be trusted. Martha is a gentle affectionate girl. The earth, and the moon are planets. Man is fearfully, and wonderfully made. A good man will love himself too well to lose and his neighbor too well to win an estate by gaming.

A proper love for our country and a proper love for the human race are consistent with each other. William can read but not write. I spoke of virtue not selfishness. James is studious of change and fond of novelty. Your father is a plain unsophisticated man and has seen but little of the world. Intemperance destroys the vigor of our bodies and the strength of our minds. He is a brave industrious boy.

RULE V.—More than two or three words of the same class, connected by a conjunction expressed or understood, take a comma after each; e. g. "*Poetry, music, and painting are fine arts.*"

REMARK 1.—When the words connected are adjectives, the last should not be separated from its noun by a comma; e. g. "*He was a brave, wise, and pious citizen.*"

REMARK 2.—Words used in pairs take a comma after each pair;

e. g. "*Anarchy and confusion, poverty and distress, desolation and ruin are the consequences of civil war.*"

## EXERCISES.

Write the following exercises and insert commas in their proper places.

MODEL.—"Robert William and Thomas were present."

PUNCTUATED.—"Robert, William, and Thomas were present."

Your friend was ruined by self-conceit presumption and obstinacy. Sloth ease and success naturally tend to vice and folly. Tranquillity regularity and magnanimity possess the hearts of the pious. Truth is fair and artless simple and secure uniform and consistent. We should be modest whether we eat or drink labor or sleep.

There is a natural difference between merit and demerit virtue and vice and wisdom and folly. We may find tongues in trees books in running brooks sermons in stones and good in every thing. Some men sin frequently deliberately and presumptuously. True worshipers of beauty behold it in the lowliest flower meet it in every path enjoy it every where.

RULE VI.—The nominative independent with its adjuncts should be separated from the rest of the sentence by a comma; e. g. "*Henry, you may retire.*" "*The soldiers retreating, victory was lost.*"

## EXERCISES.

Write the following exercises and insert commas in their proper places.

MODEL.—"The general having been slain the army was lost."

PUNCTUATED.—"*The general having been slain, the army was lost.*"

My son give me thy heart.

To confess the truth I was in fault.

Business being arranged we departed.

Bring me your slate Thomas.

The sun approaching the snow melted.

Dick bring the pony from the lot.

The sun being arisen we departed.

God willing we will try.

Henry whose book is that on the floor?

The army approaching they fled.

The judge being absent nothing was done.

Being a prudent man he gained friends.

Edward having left his brother returned.

The wheel at rest motion stops.

Shame being lost all virtue is lost.

I remain sir your obedient servant.

Time being precious we should improve it.

RULE VII.—Nouns in apposition are separated by a comma, when the latter noun has several words or adjuncts connected with it; e. g. "*Paul, the apostle to the Gentiles, was eminent for his zeal.*"

## EXERCISES.

Write the following exercises and insert commas in their proper places.

MODEL.—"Albany the capital of New York is on the Hudson."

PUNCTUATED.—"Albany, the capital of New York, is on the Hudson."

Herschel discovered the planet Uranus.

Charles the Twelfth king of Sweden was a madman.

Have you read Milton's great work *Paradise Lost*?

Have you seen Capt. Wade the carpenter.

Truth a gem most precious cannot be overruled.

Henry recovered a result that was not expected.

Hope the balm of life is our greatest comforter.

On the palace floor a corpse she lay.

Oaklands Henry's estate is of great value.

He was the friend of Wordsworth the poet.  
 William the Conqueror subdued England.  
 Solomon king of Israel built a temple.  
 The river Jordan flows into the Dead Sea.  
 His dog a faithful friend kept silent watch.  
 Brother William writes letters.  
 Delightful task to rear the tender thought.  
 Time labor money all were lost.  
 Give it to James him who stands at the door.  
 I delivered the message myself.

RULE VIII.—A comma is generally placed after an adverb, or an adverbial phrase used at the commencement of a sentence; e. g. *First, secondly, &c.*

## EXERCISES.

Write the following exercises, and insert the comma where required.

MODEL.—“Lastly strive to preserve a conscience void of offence.”

PUNCTUATED.—“Lastly, strive to preserve a conscience void of offence.”

Formerly knowledge was not so generally diffused as it is now. Generally it will be found that honesty is the best policy. Indeed you could not convince him by any argument. Secondly I shall proceed to point out what should be the proper state of our temper towards one another. Lastly my dear children I admonish you to make virtue your principal study. Finally many confidentially say my mountain stands strong and shall never be moved.

RULE IX.—A comma is generally introduced where a verb is understood; e. g. “*From law arises security; from security, curiosity.*”

## EXERCISES.

Write the following exercises, and insert commas in their proper places.

MODEL.—“In prosperity he was too much elated—in adversity too despondent.”

PUNCTUATED.—“In prosperity he was too much elated—in adversity, too despondent.”

The body is mortal—the soul immortal. Ignorance produces vice; and vice misery. Dryden knew more of man in his general nature; Pope in his local manners. Philosophy makes us wise; Christianity better. Your friend succeeds by flattery—mine by merit.

Homer leads us with a commanding impetuosity—Virgil with an attractive majesty. Reading makes a full man; conversation a ready man; and writing an exact man.

RULE X.—When a sentence or an infinitive is the subject of a verb, and the verb stands after it, it generally has a comma before it; e. g. *The most obvious remedy is, to withdraw from company.*

## EXERCISES.

Write the following exercises, and insert commas in their proper places.

MODEL.—“A desire to improve is commendable.”

PUNCTUATED.—“A desire to improve, is commendable.”

A disposition to excel will stimulate him to greater exertion. The fact that he was a distinguished speaker was soon apparent to all. A peace that consults the good of the country at large is desirable. A round of vain and giddy pursuits is pleasing to the young. A desire to be profited by your conversation has brought me here. The attempt to injure his friend lowered him in the estimation of his acquaintances.

An opportunity was afforded him to correct the errors of his youth. The opinion that the republican form of government is the best is no longer problematical.

## SEMICOLON.

§ 11. The Semicolon is generally used to divide a compound sentence into two or more parts, not so closely connected as those which are separated by a comma; e. g. *Straws swim upon the surface; but pearls lie at the bottom.*

## EXERCISES.

Write the following exercises, and insert semicolons in their proper places.

MODEL.—“Perform your duty faithfully for this will procure you the blessing of heaven.”

PUNCTUATED.—“Perform your duty faithfully; for this will procure you the blessing of heaven.”

Every thing grows old every thing passes away every thing disappears. Philosophers assert that nature is unlimited in her operations that knowledge will always be in progress and that all future generations will continue to make discoveries of which we have not the slightest idea. The passions are the chief destroyers of our peace the storms and tempests of the moral world. Heaven is the region of gentleness and love hell of fierceness and animosity.

The richest genius like the most fertile soil when uncultivated shoots often into the rankest weeds and instead of vines and olives for the use and pleasure of men produces to its slothful owner a most abundant crop of poisons.

To give an early preference to honor above gain when they stand in competition to despise every advantage that cannot be attained without dishonest acts to brook no meanness and stoop to no dissimulation are the inclinations of a great mind the presages of future eminence and usefulness in life. That darkness of character where we can see no heart those foldings

of art through which no native affection is allowed to penetrate present an object unamiable in every season of life but particularly odious in youth. As there is a worldly happiness which God perceives to be no other than disguised misery as there are worldly honors which in his estimation are reproach so there is a worldly wisdom which in his sight is foolishness.

## COLON.

§ 12. The Colon is used to separate the parts of a sentence which are not so closely connected as to require a semi-colon; e. g. *Study to acquire the habit of thinking: no study is more important.*

REMARK.—The colon is seldom used by modern writers except before examples following the expressions, *as follows, the following examples, in these words, &c.*

## EXERCISES.

Write the following exercises and insert the colon and other points where required.

MODEL.—“Our distinguished friend Col Preston next addressed the concourse as follows Gentlemen and ladies &c”

PUNCTUATED.—“Our distinguished friend, Col. Preston, next addressed the concourse as follows: Gentlemen and ladies, &c.”

His last words were as follows Gentlemen of the jury &c. He often uttered these words I have done with the world and am willing to leave it. A brute arrives at a point of perfection that he can never pass in a few years he has all the endowments that he is capable of.

Virtue is too lovely to be immured in a cell. Do not flatter yourself with the hope of perfect happiness there is no such thing

in this life. The warrior spoke as follows O man heavy with wine why dost thou thus keep prattling.

The three great enemies to tranquillity are vice superstition and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary horrors idleness which loads it with tediousness and disgust. Write on your slates the following examples

## NOTE OF INTERROGATION.

§ 13. The Note of Interrogation is placed at the end of a sentence in which a direct question is asked; e. g. *What is to be done?*

REMARK.—This mark must not be used after indirect questions; e. g. "*They asked me why I wept.*" Why I wept, is not a direct question, and should not take the note of interrogation.

## EXERCISES.

Write the following exercises and insert interrogation points in their proper places.

MODEL.—"What excuse can be offered in palliation of yesterday's offence"

PUNCTUATED.—"What excuse can be offered in palliation of yesterday's offence?"

When did your brother get home  
How will Jane bear the disappointment  
In what manner did he endure the operation  
Where is the recitation for to-day  
How did Mary read her composition  
In what was the man eminent  
To whom is William superior  
Who first discovered America  
By whom was the victory achieved

Who wrote my name on the black board  
He asked me if I had read Milton  
Did Henry lose Alfred's pencil  
Father asked me where I had been  
Was Chancellor Mason consulted  
When was the city of Moscow taken  
What officer commands her  
Which company of soldiers meet to-day  
What are the principal classes of adverbs  
Why Henry when did you arrive  
How do men become rich  
Can you tell me how men become rich

## EXCLAMATION.

§ 14. The Note of Exclamation is used after expressions of sudden emotion or passion, and after solemn invocations and addresses; e. g. "*Hail, holy light! offspring of heaven's first born!*"

REMARK.—When the exclamation *Oh* is used, the point is generally placed immediately after it; but when *O* is employed, the point is placed after one or more intervening words; e. g. "*Oh! my offence it smells to heaven.*" "*O, haste my father's heart to cheer!*"

## EXERCISES

Write the following exercises and insert exclamation points in their proper places.

MODEL.—"Oh how our hearts were beating"

PUNCTUATED.—"Oh! how our hearts were beating!"

"O feeble boast of transitory power  
Alas true friendship has departed from earth



§ 28. The Brace (—) is used to connect words that have one common term, or three lines of poetry having the same rhyme, called a triplet.

§ 29. An Ellipsis (—) or ( \* \* \* ) is used when some letters are omitted from a name; e. g. *B—n*, for *Byron*.

§ 30. The Asterisk (\*), the Dagger (†), the Double Dagger (‡), and Parallels (||), refer to marginal notes. The letters of the alphabet, and the numerical figures, are often used for the same purpose.

For additional exercises in Punctuation, the teacher may write on the black-board, some portion of a well-pointed book, omitting all the points; and then require the pupil to punctuate the exercise, and give the rules for pointing.

This subject should also be attended to in connection with composition, and the mistakes in punctuation should be pointed out in general criticism as it is returned to the pupil.

#### QUESTIONS.

- What does Punctuation treat of?
- What is the design of points?
- What are the principal marks used in writing?
- What of the relative duration of the pauses?
- When is the Period used?
- What is the general rule for the Comma?
- What is said of short sentences?
- When is the comma used in a simple sentence?
- When in a compound sentence?
- What is the rule respecting two words of the same class connected by a conjunction?
- When should the comma be inserted?
- What is the rule in respect to three or more words of the same class connected by a conjunction?
- What should be observed when several adjectives are connected?
- What is the rule when words are used in pairs?
- What is the rule for the Nom. Independent?
- For Nouns in apposition?

- Adverbs and adverbial phrases at the commencement of a sentence?
- When the verb is understood?
- When the subject is a sentence or an infinitive placed after the verb?
- When is the Semicolon used?
- Colon? Note of Interrogation?
- Exclamation? Dash?
- For what is the Apostrophe used?
- The Caret? The Hyphen? The Diaeresis?
- What is the use of the Acute Accent?
- The Grave? The Breve? The Dash?
- The Section? The Paragraph?
- Crotchets or Brackets?
- Marks of Quotation? Index?
- Brace? Ellipsis? Dagger? Double Dagger?
- Asterisk? Parallels?

#### USE OF WORDS.

§ 31. Words are divided according to their use into eight different classes; viz., Noun, Verb, Adjective, Pronoun, Adverb, Preposition, Conjunction, and Exclamation.

§ 32. A Noun is the name of an object; e. g. "*Alfred, Charleston, pencil.*"

REMARK.—"An object may have either a real existence, or merely an existence attributed to it by the mind. Thus horse is the name of an object, which has a real existence; but whiteness is the name of a quality, which has no existence independent of the object to which it belongs, and is merely considered by the mind as having an existence by itself."

§ 33. A Verb is a word by which something is affirmed of a person or thing; e. g. "*Matilda reads; Virtue is praised; Thomas sleeps.*"

§ 34. An Adjective is a word used to describe or limit the

meaning of a noun; e. g. *Good boy; a book; the man; either hat; five cents.*

§ 35. A Pronoun is a word used instead of a noun; e. g. "The man is happy, *he* is benevolent; *he* is useful."

§ 36. An Adverb is a word used to modify the meaning of a verb, adjective, or some other adverb; e. g. "James studies *well*, and is a *very* attentive pupil."

§ 37. A Preposition is a word used to show the relation between a noun or pronoun and some preceding word; e. g. "Charles is beloved *by* his teacher."

§ 38. A Conjunction is a word used to connect words or propositions; e. g. "Susan *and* Mary know *that* they have disobeyed."

§ 39. An Exclamation is a word used to express some sudden emotion of the mind; e. g. "*O*, haste my father's heart to cheer!"

§ 40. From words are formed Propositions or Sentences; e. g. "*Girls sing;*" "*Children are fond of amusement.*"

§ 41. In the construction of propositions the Noun and Verb are indispensable. All other words, with the exception of the Exclamation, are either appendages or connectives.

For copious exercises in the use of words, see the author's New System of English Grammar, where elliptical sentences are given under each part of speech, which the pupil is required to complete by the introduction of suitable words.

#### QUESTIONS.

How are words divided?

What is a Noun? Verb? Pronoun? Adjective? Adverb? Proposition? Conjunction? Exclamation?

What words are indispensable to the construction of propositions?

What is said of other words?

#### STRUCTURE OF SENTENCES.

§ 42. A Sentence is an assemblage of words, so arranged as to constitute a distinct proposition; e. g. "*Horses run;*" "*Thomas writes exercises.*"

#### CLASSIFICATION.

§ 43. Sentences are of four kinds;—Declarative, Interrogative, Imperative, and Exclamatory.

1. A Declarative Sentence is one, in which any thing is simply affirmed or denied of the subject; e. g. "*Time flies;*" "*Alexander will not study.*"

2. An Interrogative Sentence is one, in which a question is asked; e. g. "*Who hath believed our report?*"

3. An Imperative Sentence is one, in which a command is expressed; e. g. "*Buy the truth and sell it not.*"

4. An Exclamatory sentence is one, in which something surprising is expressed, or in which full utterance is given to some sudden or strong emotion; e. g. "*There stand the bravest of the brave!*" "*May my tongue cleave to the roof of my mouth!*"

#### EXERCISES.

Point out the different kinds of sentences in the following exercises.

History is a record of facts.

Am I my brother's keeper?

The stores of his mind were inexhaustible.

Do idlers enjoy themselves?

I will paint the dew of death on his brow.  
 Stands the South true to her principles?  
 Truth is mighty and will prevail.  
 Diligence brings a sure reward.  
 Obey your parents.  
 Cornwallis was defeated by Washington.  
 Is Mary's book injured?  
 William's request was granted.  
 Farewell! may happiness attend your path!  
 Columbus was a native of Genoa.  
 I found Mary reading under the oak.  
 Rufus lives near the church.  
 O Virtue! how amiable thou art.  
 James is obedient to his parents.  
 Is James obedient to his parents?  
 The stream of time flows rapidly.  
 School commences at eight o'clock.  
 Is your father at home?  
 Go, my son, and do not hesitate.  
 Where are you going so fast?  
 My pupils improve daily.  
 Do you understand what you read?  
 Walk in the path of virtue.  
 His tender mercies are over all his works.  
 Where does your teacher reside?  
 He was a man of great prudence.

§ 44. A Proposition consists of a *Subject* and a *Predicate*.

EXPLANATION.—The subject of a proposition is that of which something is affirmed; e. g. "*John walks*." The predicate expresses what is affirmed of the subject; e. g. "*Henry writes*."

REMARK.—The word *affirm* includes the various significations of the verb, as expressed by the different moods and tenses.

EXERCISES.

Point out the Subject and Predicate in the following propositions,—tell how you know them.

MODEL.—"William writes letters." "*William*" is the subject, because it is that of which the proposition speaks. "*Writes letters*" is the predicate, because it expresses what is affirmed of the subject, William.

Alexander lent James his knife.  
 Edward has fallen.  
 Knowledge strengthens the mind.  
 The girls have recited.  
 The rain fell in torrents.  
 The men have finished the work.  
 Mary is a graceful dancer.  
 Robert has come.  
 The horse kicked the man.  
 The cars were destroyed.  
 Sarah Jane is dressing her doll.  
 Stars shine. Dogs bite. Birds sing.  
 Cousin Mary lives in Selma.  
 Father has gone to Montgomery.  
 Willis has lost Alfred's knife.  
 James obtained his request.  
 Uncle George is a merchant.  
 Thomas sat under the window.  
 Puss catches mice.  
 Henry has written his exercises.  
 The lady was burnt.  
 Perseverance overcomes difficulties.  
 Complete the proposition.  
 Alfred defeated the Danes.

Robert's uncle bought the man's horse.  
Jane saw her uncle's friends.

## SUBJECT.

§ 45. The subject of a proposition is either Grammatical or Logical.

EXPLANATION.—The Grammatical Subject is either a noun or some word standing in place of a noun; e. g. "*Play* is pleasant;" "*I* am tired."

The Logical Subject consists of the Grammatical with its various modifications; e. g. "*Sister Mary* is industrious."

## REMARKS.

REMARK 1.—When the grammatical subject is not modified, it is the same as the logical; e. g. "*Spring* comes."

REMARK 2.—The logical subject is sometimes called the complex subject.

§ 46. The subject of a proposition is either Simple or Compound.

EXPLANATION.—The Simple Subject is either a noun or some word standing in the place of a noun, either alone or modified; e. g. "*Life* is short;" "*They* will write;" "*William's brother* is dead."

A Compound Subject consists of two or more simple subjects belonging to one predicate; e. g. "*Study and amusement* were united."

## EXERCISES.

1. Complete the propositions in the following exercises by filling the blanks with an appropriate Simple Subject.

MODEL.—"—— will remain here for a few days."

COMPLETED.—"*Henry* will remain here for a few days."

—— is esteemed for his integrity. —— was chosen to represent the district. —— are not agreed in their opinion, as to the propriety of his conduct. —— was punished for his misconduct in school. —— defended his client with zeal and earnestness. —— was very industriously engaged in making preparations to attend a course of medical lectures in the city of New York. —— dispatched a messenger to his brother without delay. —— will attend to the business for you during father's absence. —— is a brave and fearless man. —— is an object of pity. —— may be divided into several small farms. —— is a lawyer of considerable note and skill. —— is very attentive to his studies for so young a lad. —— has triumphed over all his difficulties in the attainment of a profession. —— is a poor youth without friends or education. —— is above my comprehension; I do not understand it, nor does it interest me. —— has gone on a bold and hazardous enterprise. —— was the cause of his indisposition. —— plunged his friends into great difficulties on his account. —— was encouraged to read good books. —— is determined to acquire a profession, and become a useful citizen. —— will spend the winter in Charleston. —— writes rapidly but very carelessly for one of his opportunities. —— visited Europe.

2. Complete the sentences in the following exercises by filling the blank with an appropriate Compound Subject.

MODEL.—"—— shall be rewarded for their industry and good conduct."

COMPLETED.—"*Henry and Thomas* shall be rewarded for their industry and good conduct."

—— are of equal attainments. —— were engaged in useful and healthy exercises. —— are very useful in transporting merchandise from one point to another. —— take delight in studying their lessons. —— are material duties

of the young of every class. — have gone into the country to spend the vacation. — were found very useful. — walked under my umbrella to protect themselves from the scorching rays of the sun. — are in difficulty this morning, but promise to be more cautious in future. — were seated by a good fire. — travelled very pleasantly together to see the beauties of Table Rock, and adjacent scenery. — arrived at the place of their destination, having been detained on their way but a short time. — departed to Virginia to see their friends, and visit the home of their early childhood. — were charmed with the beauty of the scenery, and the music of the birds. — having sold their plantations, emigrated to Texas, where the land is more fertile and productive. — addressed the citizens on the subject of education. — are laboring industriously and in harmony. — have met to confer together on the subject of improvement. — have just arrived from Florida. — were determined by the proper authorities, who have had the matter under consideration for some days past. — are often treated alike.

## EXERCISES IN COMPOSITION.

Write five sentences having a simple subject. Write five, having a compound subject.

## MODIFIED SUBJECT.

§ 47. Words are said to modify or limit others, when they serve to explain, describe, enlarge, restrict, or otherwise qualify their meaning.

§ 48. The grammatical subject may be modified or limited in different ways:

1. By a noun in apposition annexed for explanation; e. g. "Mucius the *augur* related many things."
2. By a noun in the possessive case; e. g. "*Washington's* army conquered."
3. By an adjunct; e. g. "The love *of money* prevailed."
4. By an adjective or participle; e. g. "A *cool* breeze is very refreshing;" "*The* flowers fade;" "Time *lost* can never be regained."
5. By a relative clause; e. g. "The man *who risks the least*, is not always the most safe."
6. By an infinitive; "A desire *to improve* is commendable."
7. By an entire clause; e. g. "The opinion *that the republican form of government is the best*, is no longer problematical."

REMARK.—A noun may be modified in any of the above ways even when it is not the grammatical subject; e. g. "Alexander the Great;" "The love of sound learning is commendable."

## EXERCISES.

1. Complete the propositions in the following exercises, by inserting in place of the dash a subject modified by a noun in apposition.

MODEL.—" — made a pilgrimage."

COMPLETED.—"Peter the *Hermil* made a pilgrimage."

— will visit Charleston next winter. — wrote a letter for uncle last evening. — is lost, but the insurance company is responsible for the damages. — is highly esteemed by the literary world. — was a bold and fearless man. — was justly celebrated for his benevolence and humanity. — visited Italy and other foreign countries. — has promised me a beautiful rose for sister. — gave it as his opinion that the bill would

operate against the good of the country. — lived in the country, where we formed his acquaintance. — is much taller than Jane. — has accepted the invitation to attend the pic-nic. — was blind. — has thought more wisely on the subject we were conversing about. If — will learn her lesson, she will win the esteem of her teacher. — was crowned queen of May. — flows smoothly. — is endeavoring to improve in penmanship, that he may have the pleasure of corresponding with his friends.

2. By a Noun in the Possessive Case:—

MODEL.—“ — is quite productive.”

COMPLETED.—“ William's farm is quite productive.”

— is on the floor. — bought him a beautiful white pony. — is well timbered and very productive. — is too hard for so small a boy. — will improve if she has an opportunity. — can blast the fairest reputation. — is completed. — shall rest upon the good. — brighten every day. — was stolen from the field last week. — is on Sarah's desk by the window. — has come from Mobile to attend to some important business. — died from home without a friend to console him in his last moments. — has lost the book she prized so much. — will spend the summer at the Springs by the advice of her physician. — is old and worthless. — was new but a short time since. — are very sublime. — is here at present.

3. By an Adjunct:—

MODEL.—“ — is the root of all evil.”

COMPLETED.—“ The love of money is the root of all evil.”

— shall shed its cheering beams on distant lands. — commands respect in every company. — found an early grave in a distant land. — made his escape

with difficulty. — were present on the occasion. — like a summer cloud will soon pass away. — though apparently strong, was demolished without difficulty. — should be borne with patience and moderation. — differ on unimportant subjects. — alarmed the inmates of the house. — may be expected from one of the faculty. — the best security against want. — overpowered his faculties. — are fleeting and transient. — is unable to stand frost. — is without a friend to advocate his cause. — will never be forsaken by his friends under any emergency. — left town by the cars this morning. — greatly assisted us. — was destroyed by fire. — is beautifully situated. — has been announced for some months. — was fatal to himself. — on your part is all that is wanting to success. — in behalf of the indigent not without effect. — are highly beneficial to society. — has been distinguished. — was concluded between the contending parties.

4. By an Adjective or Participle:—

MODEL.—“ — should be studied by the class.”

COMPLETED.—“ Modern history should be studied by the class.”

— spends her time properly. — planter cultivates his land judiciously. — seldom performs his duty with cheerfulness or alacrity. — read her composition very distinctly. — will perform his part without delay. — overtook the man and delivered the message as directed. — will always prove successful in their undertakings. — has arrived and will enter port in a few days. — compose one family. The — generation possess greater advantages than the preceding. — were present at the time. — drove his horses carelessly. — events cast their shadows before them. — cor-

rupt good manners. The ——— throng trembled at the fascination of his eloquence. ——— showers quickly pass away. ——— stood up as the judge pronounced the sentence of death against him. ——— ships navigate the wide ocean. ——— thunder was heard. ——— things were conceived by the multitude. ——— sorrow filled the mind of all who heard the event. ——— wave majestic in the forest. ——— fights for glory. ——— dashed against the side of the vessel. ——— blunder over the lesson. ——— implored the mercy of the court. ——— forgives his enemies. ——— embarked for the north. ——— bestows his favors seasonably. ——— pardoned him in consideration of his former conduct. He ——— made the onset.

5. By a relative clause:—

MODEL.—“The gentleman ——— arrived in the stage this morning.”

COMPLETED.—“The gentleman *who was so kind to us* arrived in the stage this morning.”

The person ——— has done nothing to merit such treatment. The box ——— was lost, it is supposed, through the carelessness of the conductor. More men ——— have deserted us when help was most wanted. Any man ——— with prudence will certainly thrive. The person ———, if he will improve his mind, may attain to eminence. Benjamin Franklin ——— was a man of industrious habits. Pope ——— has left an imperishable monument to perpetuate his memory. The officer ——— handled him roughly. A pupil ——— must speak slowly and distinctly. Miss Regina ——— is now ready for recitation. The fact ——— will soon be apparent to the most dubious. The gentleman ——— must learn to obtain the ascendancy over himself. The person ——— as you entered the room is our family physician. The individual ——— is unacquainted with the facts in the case. The ships ——— are to proceed to the Mediterranean. The beautiful pointer ——— is dead.

6. By an Infinitive:—

MODEL.—“A desire ——— is commendable.”

COMPLETED.—“A desire *to improve* is commendable.”

Time ——— is called future. The attempt ——— proved an injury to himself. William's intention ——— was providentially hindered. A desire ——— seems to be the object of his ambition. An opportunity ——— the errors of his early life is presented. A wish ——— the first honor absorbed his whole mind and attention. The effort will be attended with success. Ambition ——— is not commendable at all times. A disposition ——— should be carefully cultivated. The inclination ——— must be guarded against, if you would be esteemed by the good.

7. By an entire clause:—

MODEL.—“—— is no longer problematical.”

COMPLETED.—“*The opinion that the republican form of government is the best*, is no longer problematical.”

—— is the lot of man in this life of uncertainties and cares. ——— was astonishing to all who knew him. ——— is highly criminal. ——— is called to-day. ——— is universally believed. ——— is required of all who would attain distinction. ——— is not known, nor is there any way of ascertaining the extent at present. ——— seemed to be his supreme desire.

#### EXERCISES IN COMPOSITION.

Write four sentences, containing a subject modified by a noun in apposition. Five, by a noun in the possessive case. Five, by an adjunct. Five, by an adjective or participle. Five, by a relative cause. Five, by an infinitive. Five, by an entire clause.

## MODIFICATION OF MODIFYING WORDS.

§ 49. Modifying or Limiting Words may themselves be modified.

§ 50. A noun modifying the subject may be modified in all the ways in which the subject is modified.

§ 51. An adjective may be modified:—

1. By an adjunct; e. g. "Be ye not weary *in well doing*."
2. By an adverb; e. g. "*Truly* good citizens are often censured."
3. By an infinitive; e. g. "Be ready *to hear*, but slow *to decide*."

§ 52. An adverb may be modified:—

1. By an adjunct; e. g. "Agreeably *to his kind*."
2. By another adverb; e. g. "Yours, *very sincerely*."

§ 53. A modified grammatical subject, regarded as a complex idea, may be modified; e. g. "*The old black horse* is dead."

## EXERCISES.

Point out the Modifying Words in the following exercises;—show how they are modified.

MODEL.—"A crayon is useful for drawing and sketching."

Useful is modified by the adjunct *for drawing and sketching*,—"useful for drawing and sketching."

A very large tree was blown down across the road. That which is very difficult to be performed is praiseworthy in execution. The man who violates the commandments of God is deserving of punishment. The love of money will prove his

destruction. That picture is a very good copy of the original. Henry, a lad of promise, was educated by a benevolent lady. Robert is leading a very profligate life. James is extremely idle. Men of integrity command the respect of their acquaintances. That book was published quite recently. The wish for happiness is very general. You may shut your ears, but the voice of truth will be heard. All bad books have a pernicious tendency. Avarice is incompatible with reason. Washington, the father of liberty, is buried on the banks of the Potomac. You cannot prize a good character too highly. James Henry Webb is a very talented and studious pupil. The wind wails mournfully through the trees. Richelieu was the most skilful statesman of his times. James was guilty of rude and improper behavior. Your friends and mine are of the same opinion. Never enter the school-room in a noisy manner. We desire the enjoyments of a social life. Captain Cook was killed by rude savages.

## PREDICATE.

§ 54. The Predicate, like the Subject, is either grammatical or logical.

EXPLANATION.—The Grammatical Predicate is either a verb alone, or the copula with a noun or adjective; e. g. "William *writes*," "Washington *was president*," "Men *are mortal*." The Logical Predicate consists of the grammatical with its various modifications; e. g. "William *writes long letters*."

REMARK.—The office of the copula is to assert an attribute of the thing to which it belongs. It is generally some modification of the verb *to be*. If the grammatical predicate is not modified, it is the same as the logical.

§ 55. The Predicate, like the Subject, is either *Simple* or *Compound*.

EXPLANATION.—A Simple Predicate is one that contains a single finite verb; e. g. "John *saw* Robert."

A Compound Predicate consists of two or more simple predicates belonging to the same object; e. g. "John *saw Robert and spoke to him.*"

## EXERCISES.

1. Complete the propositions in the following exercises by inserting in place of the dash an appropriate Simple Predicate.

MODEL.—"The affairs of others —."

COMPLETED.—"The affairs of others *do not concern me.*"

Turkey and Russia —. Obstinacy and folly —.  
 Your friends and mine —. William Henry —.  
 A trifle —. Father —. A very large tree —.  
 The love of money —. That which is very difficult to be performed —. All bad books —. The man who violates —. The attempt —. Kind and generous men —. Your estimate —. Walking and riding —. William and Mary's books —. Virtue and vice —. My son and daughter —. Intemperance in all its forms —. A cheerful temper —. Unripe fruit —. Foster —. Hannah —. A beautiful prospect —. The good boy —. Contentment and humility —. The night —. The season —. To command and obey —. Francis and Robert —. The prize —. Good example —. Mary —. The gambler —.

2. Complete the propositions in the following exercises by inserting in place of the dash an appropriate Compound Predicate.

MODEL.—"Cousin Henry —."

COMPLETED.—"Cousin Henry *wishes to enter the University and graduate in two years.*"

Good men often —. You and I —. Your

sister —. Alfred's devotion to study, and blameless conduct —. Your friend —. The devils —. The merchant —. Charlotte —. Father —. Robert —. Martha —. We often —. The company —. To treat our enemies kindly —. Charles —. Horses —. Insects —. The elephant's sagacity —. Parents —.

## MODIFIED PREDICATE.

§ 56. A Grammatical Predicate may be modified or limited in different ways:—

1. By a noun or pronoun in the same case as the subject; e. g. "Gold is a *metal*;" "Demosthenes was an *orator*;" "Henry has become a *teacher*."

2. By a noun or pronoun in the objective case; e. g. "Henry struck *James*;" "Mary saw *them*."

3. By an adjective relating to the subject; e. g. "Washington was *wise*;" "The general is *brave*."

4. By an adjunct; "Henry wrote *to Thomas*;" "The man came *from the city*."

5. By an adverb; e. g. "John writes *rapidly*;" "William spoke *carelessly*."

6. By an infinitive; e. g. "Robert wishes *to excel*;" "Edward called *to see James*."

7. By a dependent clause; e. g. "We hope *that he is a good young man*;" "Father wishes *you to improve*."

REMARK 1.—An infinitive or participle may be modified like the verb of the predicate.

REMARK 2.—All other words used to modify the predicate, may themselves be modified in any of the ways mentioned under the article "*Modification of Modifying Words.*"

## EXERCISES.

1. Complete the propositions in the following exercises by inserting in place of the dash a Noun in the same case as the subject modifying the predicate.

MODEL.—“Cicero was a distinguished ———.”

COMPLETED.—“Cicero was a distinguished *orator*.”

Washington is called a ———. Rufus was the ——— of the company. Envy is a great ———. Contentment is great ———. Mary is a beautiful ———. Milton's Paradise Lost is a ——— of great merit. The heart is the best and the worst ——— of man. Wisdom is the principal ———. The address last evening was ———. Temperance is the best ——— of health. Honesty is the best ———. The child must be called ———. Howard is properly called the greatest ——— of his age. All birds are not good ———. Newton was esteemed a profound ———. William and Henry are considered obedient and diligent ———. Charles is an industrious ———. Andrew is a ———. Insects are ———. Horses are useful ———. Walter Scott was an admirable ———. James Madison was elected ——— by the suffrages of a free and enlightened people. Bacon is considered an eminent ———. Air is an ———. John and James are intelligent ———. New Holland is sometimes called a ———. Water is a ———. Algebra is a ———. Comets are ———. Kings are ———.

2. A Noun in the Objective Case.

MODEL.—“Henry struck ———.”

COMPLETED.—“Henry struck *Robert*.”

Forgive your ———. The audience applauded John's ———. Edward admired Henry's ———. William deserves ——— for his good conduct. The man saw ——— in the garden at work. William supports his ——— by his industry. Sister Ann saw the whole ———. Thomas directed

the ——— and gave ——— to the clerk. God created the ——— in six days. A good cause makes a strong ———. Punctuality begets ———. Henry should study ———, and ———. Robert loves his ———, and takes great ——— in obliging them. James has written his ———. I honor ——— for his frankness and candor. Edward saw the ——— when he returned home. Robert urged his ——— with great earnestness. William's father has sold his ———. A good boy loves his ———. Washington served his ——— in the army before the Revolution. Charles always finds ——— to prepare his ———. James heard his ———, and saw. Henry sent his mother a ———.

3. Complete the following propositions by inserting in place of the dash an Adjective relating to the subject.

MODEL.—“Washington was ———.”

COMPLETED.—“Washington was *wise*.”

Robert's conduct was ———. The night was unusually ———, and ———. The sea during our passage, was very ———. Rufus and James are ——— of novelty. You must not be so ——— in the pursuit of riches. Mary and Susan are ———. The air is very ——— this morning. That boy is ——— and ———. Charles is very ———. George is ———. The sun is ———. The wind is ———. The flowers are ———. Arnold was a ———. The child is a ———. The streets are very ———. The soil of your farm is ———. Those bards are ———. The ocean is ———. The days are ———. Charles was ———. The river is ———, and ———. The pupils have been very ——— to their studies during the past month.

4. Complete the following propositions by inserting an Adjunct in place of the dash:—

MODEL.—“Has your friend returned ———?”

COMPLETED.—“Has your friend returned *from New York*?”

Sarah and Mary have gone \_\_\_\_\_. Did William and Samuel arrive \_\_\_\_\_ to witness the performance? Brother Charles has returned \_\_\_\_\_. Edward walked \_\_\_\_\_. The fleet sailed \_\_\_\_\_. My friend resides \_\_\_\_\_. The citizens confided \_\_\_\_\_. Whose knife did you find \_\_\_\_\_? Robert and his father came \_\_\_\_\_ to visit their friends. My son has gone \_\_\_\_\_ to sell his brother's crop. Charles remained \_\_\_\_\_, or returned very early. John remained \_\_\_\_\_, but William returned \_\_\_\_\_. Charles looked \_\_\_\_\_, but could not find it. William's father is dependent \_\_\_\_\_ for support. This book treats \_\_\_\_\_, and \_\_\_\_\_; the larger part of it is devoted to a description of the former class. The inhabitants live \_\_\_\_\_, and cultivating the soil. Mary went \_\_\_\_\_, but Sarah remained \_\_\_\_\_. Frederic walked \_\_\_\_\_, but I rode. My father will remove \_\_\_\_\_ if he can sell his plantation. James is employed \_\_\_\_\_ letters for his father. Henry waited \_\_\_\_\_ to accomplish his purpose. The world was made \_\_\_\_\_. Birds fly \_\_\_\_\_. The fox ran \_\_\_\_\_. The boys have started \_\_\_\_\_.

5. Complete the following propositions by inserting in place of the dash an Adverb modifying the Predicate.

MODEL.—"William spoke \_\_\_\_\_."

COMPLETED.—"William spoke *cautiously*."

Jane performs \_\_\_\_\_ on the piano. Kittens \_\_\_\_\_ learn to catch mice. Cain \_\_\_\_\_ slew his brother. The children \_\_\_\_\_ desire to attend the party this evening. The stream murmurs \_\_\_\_\_ by the village church-yard. A profligate magistracy burdens the country \_\_\_\_\_. The river flows \_\_\_\_\_. The mail coach arrives \_\_\_\_\_. The boy has a strong desire to learn, and he will succeed \_\_\_\_\_. If I have been \_\_\_\_\_ informed, you will act \_\_\_\_\_. The man reasoned \_\_\_\_\_. Men of prudence and discretion act \_\_\_\_\_. A prudent and industrious man \_\_\_\_\_. Those

little birds fly \_\_\_\_\_. That aged veteran hears \_\_\_\_\_. The young lady reads very \_\_\_\_\_ and speaks \_\_\_\_\_. My noble companion \_\_\_\_\_ relieved their wants. A generous man \_\_\_\_\_ his favors \_\_\_\_\_. The base tyrant slew his friend \_\_\_\_\_. What officer commands \_\_\_\_\_? The stream flows \_\_\_\_\_. Good men live \_\_\_\_\_. Some men live very \_\_\_\_\_, and seem regardless of the future. That man spoke \_\_\_\_\_, and to the point. Robert's horse paces \_\_\_\_\_. The class improves \_\_\_\_\_. Which company meets \_\_\_\_\_? The rivulet leaps \_\_\_\_\_ over the pebbles. Elizabeth is \_\_\_\_\_ admired by all her friends and acquaintances. William must have studied \_\_\_\_\_. Labor \_\_\_\_\_, wait \_\_\_\_\_ for the reward. The lowing herd winds \_\_\_\_\_ over the lea. Henry has thought \_\_\_\_\_ on the subject and is prepared to give a distinct answer.

6. Complete the following propositions by inserting in place of the dash an Infinitive Modifying the Predicate.

MODEL.—"Alexander called \_\_\_\_\_ the artist."

COMPLETED.—"Alexander called *to see* the artist."

Mary is determined \_\_\_\_\_ with honor. My son wishes \_\_\_\_\_. We will endeavor \_\_\_\_\_ our duty, leaving the consequences with Him who disposes all things for the best. James has gone \_\_\_\_\_ his parents. The general intends \_\_\_\_\_ the seat of war as early as possible. Every parent desires \_\_\_\_\_ his children happy. The speaker arose \_\_\_\_\_ the audience. Edward is pledged \_\_\_\_\_ from all intoxicating drinks. William ran \_\_\_\_\_ his father. The boys went \_\_\_\_\_ the soldiers as they passed. The man consented \_\_\_\_\_ the place without farther delay. James wants \_\_\_\_\_ your knife. William promised \_\_\_\_\_ immediately. They intend \_\_\_\_\_ their enemies, or perish in the attempt. Henry ought \_\_\_\_\_ the first opportunity to return to his friends. Charles ought \_\_\_\_\_ English Grammar. Matilda expects

—— her friends in the country shortly. No person can expect —— without application. He began —— to himself the miseries of disappointment. They resolved —— good as opportunity presented, regardless of the opinion of others. We endeavored —— to listen to reason. Henry endeavored —— his companions to return without delay. The merchant expected —— by the contract. You must strive —— your style of writing. I will try —— William —— it for you without delay.

7. Complete the following propositions by inserting in place of the dash a Dependent Clause modifying the Predicate.

MODEL.—“We hope ——.”

COMPLETED.—“We hope *that he is a good man.*”

Father wishes ——. I most freely confess ——. Mother desires ——. Our professor taught ——. The citizens, in general believe ——. I confess ——. We desire ——. Sister hopes ——. Your friends wish ——. You say ——. You believe ——. Father ordered ——. He commanded ——. You think ——. I acknowledge ——. My sister wishes ——. Until very recently the community had every reason to suppose ——. It was the individual's wish ——.

### EXERCISES IN COMPOSITION.

Write five sentences, each containing a predicate modified by a noun or pronoun in the same case as the subject. Five, modified by a noun or pronoun in the objective case. Five, modified by an adjective relating to the subject. Five, modified by an adjunct. Five, modified by an adverb. Five, modified by an infinitive, or an infinitive clause. Five, modified by a dependent clause.

### EXERCISES.

Amplify the subject and predicate of the following sentences by introducing modifications.

MODEL.—Brothers walked. The brothers walked towards the river. The brothers walked together towards the river. The brothers walked together in silence towards the river. In the evening, the brothers walked together in silence towards the river. In the cool of the evening, the brothers walked together in silence towards the river. In the cool of the evening the two brothers, arm in arm, walked together in silence towards the river. In the cool of the evening, the two brothers, arm in arm, walked together in silence towards the river which ran along the bottom of the garden.

Pleasures are deceptive.  
Religion brings consolation.  
God sees our actions.  
The river fertilizes the earth.  
The mind requires relaxation.  
Falsehood assumes various forms.  
Mary reads the Scriptures.  
The gardener has cut down the tree.  
Parents love children.  
The officers fled from the scene.  
The traveller was received.  
My brother commanded.  
James has gained much information.  
Caroline obeyed instruction.  
People vote at elections.  
The captain will sail.  
The people were glad.  
My companions listened to the sounds.  
The servant found the letters.  
They understood the question.  
Refreshing odors are.  
Fire consumes wood.

America has produced men.

Fan was broken.

Fruit was destroyed.

§ 57. A Sentence may consist either of one proposition, or two or more propositions connected together.

§ 58. A sentence consisting of one proposition is called a *Simple Sentence*; e. g. "*Phocion was poor.*"

§ 59. A Sentence consisting of two or more propositions, is called a Compound Sentence, and the propositions of which it is composed are called *members* or *clauses*; e. g. "*Phocion was poor, though he might have been rich.*"

#### EXERCISES.

Analyze the sentences in the following exercises,—tell whether they are Simple or Compound, and why.

MODEL.—"*Phocion was poor*;" is a simple sentence, because it consists of but one proposition.

"*Phocion was poor, though he might have been rich*;" is a compound sentence, because it consists of more propositions than one.

You must do it, because I wish.

Alfred has perseverance enough to succeed.

I will walk, but you may ride.

Jane is too weak to bear much fatigue.

Martha will come if she can.

A trifle is sufficient to enrage him.

Henry has determined to remain.

I hope that he is a good young man.

We must fight or our liberties are lost.

You cannot go if you do not learn the lesson.

The lion has killed his keeper.

Thomas is not in the garden but at school.

Bring your book and I will assist you.

Uncle is a man of inflexible temper.

I said it to him and will repeat it to you.

You always direct my letters incorrectly.

Frank loves you, because you are kind to him.

Whose residence is that on the left?

We often resolve but seldom perform.

The house is large, but it is not convenient.

You must not tease or vex one another.

I will attend to the business myself.

Hope is a great comforter.

John writes a good hand.

He sold out his stock and purchased again.

Write and send it without delay.

Father wishes you to improve in reading.

#### CLAUSES.

§ 60. The members of a compound sentence are either *Independent* or *Dependent*.

§ 61. An Independent Clause is one that makes complete sense by itself; e. g. "*The man is happy.*"

§ 62. A Dependent Clause is one that makes complete sense only in connection with another clause; e. g. "*The man is happy, though he is afflicted.*"

§ 63. The member of a compound sentence

on which the other members depend is called the *Leading Clause*; its subject, the *Leading Subject*; and its verb, the *Leading Verb*.

REMARK.—In composition the subordinate clause is often placed first; e. g. "*When he comes, I will go*;" "*If he is willing, you may stay*."

## EXERCISES.

Complete the sentences in the following exercises by the introduction of a Dependent or Independent Clause as the sense may require.

MODEL.—"You may stay ———."

COMPLETED.—"You may stay, *if mother is willing*."

"When Robert comes ———."

COMPLETED.—"When Robert comes, *I will send for you*."

Rufus is not in the garden, ———. The lion killed his keeper, ———. The wicked flee, ———. You will suffer, ———. That he is dishonest, ———. No man can say, ———. Henry has not determined, ———. We will return, because ———. William and Thomas can read, but ———. I will come to you soon, ———. If you remain, ———. Unless you know the lesson, ———. Whether he intends to remain ———. Frank likes Robert, ———. You will be sure to suffer, ———. I am saddest ———. Unless he change his course, ———. I did not see him, ———. The academy is large, but ———. If the parcel is too heavy, ———. I will assist you, ———. James will be ruined, ———. If we waste our time, ———. If I am able, ———. I cannot believe, ———. Matilda did not observe Sarah, ———. I will trust him, ———. You should visit Table Rock, ———. Do you know whether ———? If your friend travels there, ———. Though he is out of danger ———. A man ———, is not to be trusted. When Robert came from school, ———. William is still

afraid, ———. He is the best musician ———. I have no idea ———. If you have committed a fault ———. You must study diligently, ———. If time is money, ———. If we have not always time to read, ———.

## CONNECTION OF CLAUSES.

§ 64. The members of a compound sentence, containing one or more dependent clauses, are usually connected by *relatives, conjunctions, or adverbs*; e. g. "He is respected by all *who* know him;" "You say *that* he is an honest man;" "He fled *when* danger appeared."

EXPLANATION.—In the first sentence the relative *who*, besides being the subject of the verb *know*, connects the clause to which it belongs to the leading clause; in the second sentence, the conjunction *that* connects the clauses; in the third, the adverb *when*.

§ 65. An infinitive with its subject may be united to another clause without a connective; e. g. "I believe John *to be honest*."

§ 66. The connecting word is sometimes omitted; e. g. "You can not say I did it."

REMARK.—"You can not say I did it." In this sentence *that* is omitted.

## EXERCISES IN COMPOSITION.

Write five compound sentences, and connect the clauses by *relatives*. Five, by *conjunctions*. Five, by *adverbs*.

Write five sentences connecting the dependent to the leading clause by an infinitive with its subject.

Write five, omitting the connecting word.

### ABRIDGED PROPOSITIONS.

§ 67. An Abridged Proposition is one that has its predicate so changed as to destroy the affirmation; the finite verb becomes a participle, an infinitive, or is dropped.

1. When the subject denotes different objects, the subordinate clause may be used independently in the nominative case; e. g. "When James returned, we finished the lesson." "*James having returned*, we finished the lesson."

2. When the subject denotes the same object, the subordinate clause may be omitted; e. g. "When I saw their distress, I went to their relief;" "*Seeing their distress*, I went to their relief."

3. When the attribute in the dependent clause consists of a noun or pronoun in the nominative case, it remains in the same case in the abridged form; e. g. "That he is judge is of no consequence;" "*His being a judge* is of no consequence."

4. When the dependent clause is the object of the verb in the leading clause, it may often be changed for the infinitive with a subject; e. g. "I know that he is a scholar;" "I know *him to be a scholar*."

5. When the subject of the dependent clause, connected by *what*, *which*, *whom*, *where*, *when*, *how*, and the like, and relating to something yet future, is the same as that of the independent one, it is sometimes abridged by retaining the connecting word and omitting the subject before the infinitive; e. g. "I know not what I shall do;" "I know not what *to do*."

6. A dependent clause may often be abridged by substituting an equivalent qualifying word or adjunct; e. g. "The man *who is honest* will be respected;" "The honest man will be respected."

"*When the sun arose*, Columbus sailed from Palos;" "At sunrise Columbus sailed from Palos."

### EXERCISES.

Abridge the propositions in the following exercises as exemplified in 1, 2, &c.

When the signal was given, they departed.

When I heard of his distress, I went to his relief.

I was not aware that he was a student.

That one should steal is base.

Henry saw the vessel which was anchored in the bay.

That Rufus should return is prudent.

When the sun approaches the snow melts.

That he is a young man, is no crime.

He directed that the horse should be saddled.

That one should fly is impossible.

When the war was ended, the troops were dismissed.

A man who is prudent will avoid danger.

When they saw the eclipse, they were alarmed.

That he is tutor will give satisfaction.

You knew that he was a professor.

William knows how he should direct it.

When the sun arose, we left for the city.

Edward knows where he will be in the morning.

Well I know what I shall do.

I was not aware that he was a candidate.

Father knew that he was an officer.

I am sure that it was he.

When our work is finished, we will study.

When the sun set we returned.  
 When they have finished the lesson, we will play.  
 When the moon appeared we proceeded.

## QUESTIONS.

What is a sentence?  
 How many kind of sentences are there?  
 What is a Declarative sentence?  
 Can you give an example?  
 What is an Interrogative sentence?  
 An Imperative? An Exclamatory?  
 Of what does a proposition consist?  
 What is said of the subject?  
 What is included in the word affirm?  
 Explain the Grammatical Subject?  
 Explain the Logical?  
 What is further said of the Subject?  
 What is meant by the Simple Subject?  
 What is meant by the Compound?  
 When are words said to modify or limit others?  
 How may the Grammatical Subject be modified?  
 What is the first?  
 Exemplify it.  
 What is the second, &c., &c.?  
 What is said of modifying words?  
 What is said of a Noun modifying the subject?  
 What is said of the Adjective?  
 What is said of the Adverb?  
 What is said of the Grammatical Subject as a complex idea?  
 What is said of the Predicate?  
 What is the Grammatical Predicate?  
 What is the Logical?  
 What is the office of the Copula?  
 What is it in general?  
 What further is said of the Predicate?  
 What is a Simple Predicate?  
 What is a Compound?  
 How may the Grammatical Predicate be modified?

What is the first way?  
 Exemplify it.  
 What is the second, &c., &c.?  
 What is remarked of an Infinitive or Participle?  
 What is remarked of other words modifying the Predicate?  
 Of what may a Sentence consist?  
 What is a Simple Sentence?  
 What is a Compound Sentence?  
 What is said of the members of a Compound Sentence?  
 What is a Leading Clause?  
 What is a Dependent Clause?  
 How may the members of a Compound Sentence be connected?  
 Is the connecting word ever omitted?  
 What is said of the Infinitive and its Subject?  
 What is an Abridged Proposition?  
 When the subject denotes different objects how may the subordinate clause be used?  
 What is remarked of the subordinate clause when the subjects denote the same objects?  
 What is remarked of the subordinate clause when the attribute in the dependent clause consists of a noun or pronoun in the nominative case.  
 What is remarked of the subordinate clause when the dependent clause is the object of a verb or leading clause?  
 When the subject of the dependent is connected by *which, what, &c.*?

## ARRANGEMENT OF SENTENCES.

§ 68. The arrangement of words in sentences is either *Grammatical* or *Rhetorical*.

§ 69. Grammatical arrangement is the order in which words are usually placed in speaking and writing.

§ 70. Rhetorical arrangement is the order of words, in which the emphatical parts of the sentence are placed first.

REMARK.—Rhetorical arrangement is used chiefly in poetry and impassioned prose.

§ 71. Words are arranged in sentences according to certain rules. The following are the principal:—

1. In sentences grammatically arranged, the subject or nominative is generally placed before the verb; e. g. "*Idleness produces poverty*;" "*To be able to write well is a valuable accomplishment*."

In sentences rhetorically arranged, the subject is often placed after the verb; e. g. "*Shines forth the cheerful sun*."

REMARK.—The subject is often placed after the verb in the following instances:—

1. In interrogative sentences; e. g. "*Do riches make men happy?*"
2. In emphatic sentences; e. g. "*Go thou, delay not*."
3. When a supposition is expressed by an ellipse; "*Were it true*."
4. When the sentence begins with *there, here, &c., &c.*; e. g. "*There as a general commotion among the students*."

2. In sentences grammatically arranged, the adjective is generally placed before the noun which it describes or limits; e. g. "*Good boys; red roses; a man; the boy; either hat; five dollars*."

In sentences rhetorically arranged, the descriptive adjective when emphatic, is sometimes placed at the beginning of the sentence; e. g. "*Just and true are all thy ways*."

REMARK 1.—The descriptive adjective is frequently placed after the noun in the following instances:—

1. When it is used as a title; e. g. "*Alexander the Great*."
2. When other words depend upon it; e. g. "*A man generous to his nieces*."
3. When several adjectives belong to one noun; e. g. "*A citizen just, and charitable*."
4. When the adjective expresses dimension; e. g. "*A wall ten feet*"

5. When it expresses the effect of a transitive verb; e. g. "*Vice renders men miserable*."

6. When an intransitive verb comes between it and the noun or pronoun; e. g. "*It seems strange to call you aunt*."

REMARK 2.—When the noun is qualified by a descriptive adjective the definition *a* or *an*, and *the* are placed before it; e. g. "*We saw a large elephant*."

*A* is placed between the noun and the adjectives *many* and *such*; e. g. "*Many a man has gained a competency by industry*."

3. The pronoun of the third person is placed after that of the second; and the pronoun of the first person after the second and third; e. g. "*You and I will remain*;" "*Will the reward be given to you, to Robert or to me*."

4. In sentences grammatically arranged, the transitive verb is generally placed before the word which it governs; e. g. "*If you respect me, do not despise my friend*."

In sentences rhetorically arranged, the transitive verb is frequently placed after the word it governs; e. g. "*Silver and gold have I none*."

REMARK.—The transitive verb is also placed after relatives; e. g. "*Your friend is a man whom I greatly esteem*."

5. In sentences grammatically arranged, the infinitive mood is placed after the verb on which it depends; e. g. "*Mary desires to improve*."

In sentences rhetorically arranged, the infinitive when emphatic is placed before the word on which it depends; e. g. "*To go, I shall necessarily be compelled*."

6. Adverbs are generally placed immediately before or immediately after the words which they are used to modify; e. g. "*Very good*;" "*Henry acted prudently*."

Adverbs, when emphatic, are sometimes placed at the beginning of a sentence; e. g. "*How completely his passions blinded him*."

7. Prepositions are generally placed before the words which

they govern; e. g. "George is obedient to his parents;" "A crystal stream flows *beneath* the ice."

REMARK.—In familiar language, prepositions are sometimes placed after the words they govern, and even at a distance from them; e. g. "Such conduct I am at a loss to account *for*."

8. Conjunctions are placed between the words and clauses which they connect; e. g. "Come *and* see;" "Be cautious; *but* speak the truth."

REMARK 1.—Conjunctions of one syllable, with the exception of *then*, are always placed first in the clauses or sentences which they connect; e. g. "Virtue is praised by many, and doubtless would be desired also if its true worth were really known; *see, then*, that you practice its precepts."

REMARK 2.—Conjunctions of more than one syllable (with the exception of *whereas*, which must always be the first in a sentence or clause), may be placed where most agreeable to the ear; e. g. "Piety and holiness will conduce materially to happiness in this life; *whereas* sinful pursuits yield only a few scattered pleasures. Let us therefore diligently cultivate the former and abstain from the latter."

§ 72. Young writers are in danger of using the same words too frequently, and of constructing almost every sentence in the same way. Inelegancies of this kind may be avoided by carefully observing the usage of the best writers.

§ 73. The arrangement of sentences may be varied when the order of the parts that compose them can be changed without injury to the sense.

#### EXERCISES.

Alter the arrangement of the parts of the following sentences, taking care to preserve the sense.

MODEL.—"I had long before now repented of my roving course of life, but could not free my mind from the love of travel."

VARIED.—"Of my roving course of life I had long before repented, but from the love of travel I could not free my mind."

The beauties of nature are before us, and invite us to contemplate the power, the wisdom, and the benevolence of their Creator.

He was called to the exercise of supreme power at a very early age, and evinced a great knowledge of government and laws, and was regarded with a respect seldom bestowed on one so young.

Never take a theory for granted, when it is in your power to reduce it to absolute certainty.

To read well, is to read just as we should speak, if the language and sentiments were our own.

The Legislature of the State to which I belong, unsolicited by me, chose to designate me for this station, and I have come here, sir, in obedience to a sense of stern duty, with no personal objects, no private views, now or hereafter, to gratify.

In the course of the afternoon, I sent my trunk and portmanteau to the wharf, to be put on board the *Messenger*.

In the cool of the evening, the two brothers, arm in arm, walked together in silence towards the river which ran along the bottom of the garden.

It may be laid down as a position which will seldom deceive, that when a man cannot bear his own company there is something wrong.

That the mind of man is never satisfied with the objects before it, but is always breaking away from the present moment and losing itself in schemes of the future; and that we forget the proper use of time now in our power, to provide for the enjoyment of that which may perhaps, never be granted to us, has been frequently remarked.

Let us not conclude while dangers are at a distance, and do

## 64 ARRANGEMENT OF SENTENCES.—EXERCISES.

not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them.

Our day dreams become retrospective as we advance in years, and the heart feeds as naturally upon remembrance in age, as upon hope in youth.

It will be found upon examination, that most terms expressive of our external perceptions may also be used to convey abstract ideas.

Patrick Henry, whilst uttering the memorable words, "Give me liberty ! or give me death !" — is said to have raised himself to his utmost height, with both hands extended towards heaven, in the act of supplication, on the word *liberty* ; and with a most thrilling effect.

Most of the practical knowledge possessed among men, is gained by intercourse with each other.

When a brier is inoculated with a rose-bud, the nature of the stock is changed, so that it produces roses instead of native flowers.

By avoiding petty extravagances and economising the little daily expenses of life, a competency will be realized more surely and more honorably than by parsimonious savings or inordinate profits.

Youth is the time for activity and endurance, old age of rest and indulgence.

Those who have been frugal and industrious in youth, have fewer wants to satisfy, know by self-denial the sweetness of little indulgences, and have a well-saved store laid up against decrepitude and age.

§ 74. The structure of a sentence is varied when, without altering the general arrangement, we change the words employed.

## ARRANGEMENT OF SENTENCES.—EXERCISES. 65

### EXERCISES.

Change the following questions into assertions, and the assertions into questions.

MODEL.—"Is Robert particularly engaged this morning?"

VARIED.—"Robert is particularly engaged this morning."

The man has always been involved.

Knowledge is easily acquired.

Is William's pony in the meadow?

I will tell you the secret.

Did Lord Byron die in Greece?

The children gathered flowers.

The lady was much admired.

The reindeer is found only in cold countries.

Every man has his weak side.

Cunning is the vice of cowards and fools.

A strict government will enforce the laws.

Can virtue alone produce happiness?

Integrity secures the esteem of the world.

Here lies our lamented Washington.

Is the application of steam modern?

That man has long been notorious.

The passengers seemed very impatient.

The boy has shown himself capable.

Did Charles write to his parents?

The scene was one of interest.

Father has purchased a gentle horse.

Bonaparte was emperor of France.

Contentment is nobler than affluence.

Ill-gotten goods seldom prosper.

Is beauty but an external virtue?

## SYNONYMS.

§ 75. Expressions may be varied by the employment of synonymous terms; e. g. "When Alexander the Great *died*, the Grecian monarchy *expired* with him.

EXPLANATION.—Synonyms are words that have nearly the same meaning; sometimes the general meaning is the same; e. g. *Mix, blend*.

REMARK.—The words *mix* and *blend* have the same general meaning, and yet a specific shade of difference. By mixing two fluids they become one, but if we speak of the blending of two colors we simply mean that they run together imperceptibly.

Words that express nearly the same general idea, are sometimes used to convey nearly the opposite; e. g. *Unite, Combine*.

*Unite* means to make one; *combine*, to bring together. We use *unite*, when the notion of oneness resulting from the action is prominent. But we say that two individuals *combined* to annoy another, because the notion of their joining is prominent.

## EXERCISES.

Substitute a synonym in the place of the italicized word, so that the meaning of the sentence will remain unchanged.

MODEL.—"From these causes *immense* wealth flowed into the provinces."

VARIED.—"From these causes *great* wealth flowed into the provinces."

Wisdom is a coquette and must be *courted*.

I am monarch of all I *survey*.

The *martial* spirit of the State increased.

Henry has *abandoned* the design.

William's *attainments* are very respectable.

Has he qualifications *suitable* to the office?

The *avaricious* man has no friends.

Passion swells by *gratification*.

Franklin wrote many excellent *maxims*.

Bees *gather* honey from flowers.

A *brave* man knows no fear.

Destroy the *cause*, and the effect will cease.

Rufus was *compensated* for his diligence.

He is said to be in *embarrassed* circumstances.

True friendship is a source of exquisite *delight*.

The light was *extinguished*.

The country air is *invigorating*.

*Beware* of the man of one look.

*Abstain* from all appearance of evil.

They received *information* every day.

The earth *produces* fruit for man.

A sudden flaw of wind *capsized* the boat.

The artist has *finished* the portrait.

God *created* the heavens and the earth.

Idleness produces *poverty*.

William *assisted* his brother.

He is the *best* musician I ever heard.

I met Robert as he was *returning*.

He remarked that time was *valuable*.

To tell *falsehoods* is very wicked.

He *died* a victim to intemperance.

That we *differ* in opinion is not strange.

The sun's last *beam* fell on the weary traveller.

The jury have *agreed* on a verdict.

Creation *demonstrates* the power of God.

## EXERCISES.

Express the following sentences differently, using a synonymous phrase instead of the words in Italics.

MODEL.—“*Wisdom is better than riches.*”

VARIED.—“*To be wise is better than riches.*”

*Be humble* on all occasions.

*To deceive* the innocent is unbecoming.

The fire was put out *in haste*.

*Praise* is pleasing to the mind of man.

Bacon was a man of *deep learning*.

Wildridge hurried home with the *utmost expedition*.

*Abstinence from intoxicating drinks* is the best remedy.

Where there is *ability*, God does not accept the will.

*When James returned*, we finished the game.

*Seeing his distress*, I went to his assistance.

*At sunrise*, we started on our way.

I know *that James is an apt pupil*.

*Stealing* is indeed base.

*To play* on the lawn is pleasant.

The man *who is honest* will be respected.

I know not what *I shall do*.

*His being a lad* is of but little consequence.

*Seeing the eclipse*, they were alarmed.

The *industrious man* will be esteemed.

Father knew *that he was an officer*.

*At the signal* they arose and left.

*That one should fly* is impossible.

*That he is a young man* is no crime.

Well, I know *what I shall do*.

A man *who is prudent* will avoid danger.

We returned *when the sun had set*.

You know *that he was a professor*.

I know *him to be a zealous friend*.

## RHETORICAL ARRANGEMENT.

§ 76. In Rhetorical Sentences the emphatic parts are placed first; e. g. “*Just and true* are all thy ways, O God.”

## EXERCISES.

In the following exercises change the grammatical into the rhetorical arrangement.

MODEL.—“You may set my fields on fire, and give my children to the sword; you may drive myself forth a houseless, childless beggar, or load me with the fetters of slavery; but you can never conquer the hatred I feel to your oppression.”

VARIED.—“My fields you may set on fire, and my children give to the sword; myself you may drive forth a houseless, childless beggar, or load me with fetters of slavery; but the hatred I feel to your oppression you can never conquer.”

Common reports, if ridiculous rather than dangerous, are best confuted by neglect.

The father cherished the hope that his only son would follow his steps and become distinguished in the literary world.

Charity consists not in speculative ideas of general benevolence floating in the head and leaving the heart, as speculations too often do, untouched and cold.

An idle man is a mere blank in creation. He cannot engage himself in any employment or profession; he must of necessity be a bad husband and a worthless father.

I shall neither attempt to palliate nor deny the atrocious crime of being a young man, which the honorable gentleman has, with much spirit and decency, charged me with; and I will not assume the province of determining whether youth can be attributed to any man as a reproach.

He who sees these States revolving in harmony around a common centre, and expects to see them quit their places and fly off without convulsions, may look the next hour to see the heavenly bodies rush from their spheres, and jostle against other realms of space without causing the crash of the universe.

I weep for Cæsar, as he loved me; I rejoice, as he was fortunate; I honor him, as he was valiant; but I slew him, as he was ambitious.

Rhetoric and poetry, by plainly painting virtue and goodness, render them conspicuous; for as they cannot be seen by the corporeal eye, the next degree is to have them set before us as lovely as possible by the ornament of words, and strength of imagination.

Virtue so frequently meets with a reward from men, either in the shape of patronage, bounty, or friendship, that the mutual consent of the world has pronounced "Honesty to be the best policy."

As every thing really beautiful in nature or art is also useful; so virtue is not only admired for its moral beauty, but recompensed for its moral value.

A delicate exotic cannot bear rough winds, nor thrive in the same soil with common flowers, neither can a well-cultivated mind enjoy the gross amusements of sensual and low companions.

Gentlemen, I came here to confer with you as friends and countrymen, and to speak my own mind, but if we should all speak, and occupy as much time as I have done, we should make a late meeting. I shall detain you no longer. I have been long in public life—far longer than I shall remain there. I have had some participation for more than thirty years in the councils of the country; I profess to feel a strong attachment to the liberty of the United States—to the honor and I may say the glory, of this great Government and country

## ANALYSIS OF POETRY.

§ 77. In Poetry objects are usually treated in a warmer and more impassioned manner than prose; and so likewise a diction, style and arrangement are usual, that would be unsuitable to Prose Composition.

REMARK.—In poetry things are represented more vividly, and words are frequently introduced that elsewhere would not be allowable.

## EXERCISES.

Change the following passages of poetry into prose, making such alterations both in arrangement and structure, as the meaning and harmony of the sentences require.

## MODEL.

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

TRANSPosed.—"Few can find a solitary blessing; our joys are entwined with those we love; and he whose wakeful tenderness removes the thorn which wounds his friend, not only smooths the rugged path of another, but scatters roses to adorn his own."

"The lofty hill, the humble lawn,  
With countless beauties shine;  
The silent grove, the solemn shade,  
Proclaim thy power divine."

"True happiness hath no localities;  
 No tones provincial, no peculiar garb.  
 Where duty goes, she goes, with justice goes,  
 And goes with meekness, charity, and love.  
 Where'er a tear is dried, a wounded heart  
 Bound up, a bruised spirit with the dew  
 Of sympathy anointed, or a pang  
 Of honest suffering soothed, or injury  
 Repeated oft, as oft by love forgiven;  
 Where'er an evil passion is subdued,  
 Or virtue's feeble embers fanned; wher'er  
 A sin is heartily abjured and left,  
 There is a high and holy place, a spot  
 Of sacred light, a most religious fane,  
 Where happiness descending sits and smiles."—*Pollok*.

"What conscience dictates to be done,  
 Or warns me not to do,  
 This teach me more than hell to shun,  
 That more than heaven pursue."—*Pope*.

"Here rests his head upon the lap of earth,  
 A youth to fortune, and to fame unknown."—*Grey*.

"What though the field is lost?  
 All is not lost, the unconquered will,  
 And study of revenge, immortal hate,  
 And courage never to submit or yield,  
 And what is else not to be overcome;  
 That glory never shall his wrath or might  
 Extort from me."—*Milton*.

"Not as the conqueror comes,  
 They the true-hearted came."—*Hemans*,

"Now came still evening on, and twilight grey  
 In sober livery had all things clad."—*Milton*.

"I am all alone in my chamber now,  
 And the midnight hour is near;  
 And the faggot's crack, and the clock's dull click  
 Are the only sounds I hear.  
 And over my soul in its solitude,  
 Sweet feelings of sadness glide,  
 And my heart and my eyes are full, when I think  
 Of the little boy that died."—*Dr. Chalmers*.

"To be, or not to be? That is the question:  
 Whether 'tis nobler in the mind to suffer  
 The slings and arrows of outrageous fortune  
 Or take up arms against a sea of troubles,  
 And by opposing, end them. To die—to sleep  
 No more? and, by a sleep, to say we end  
 The heart-ache, and the thousand natural shocks  
 That flesh is heir to? 'Tis a consummation  
 Devoutly to be wished. To die—to sleep:  
 To sleep! perchance to dream! Ay: there's the rub;  
 When we have shuffled off this mortal coil,  
 Must give us pause."—*Shakespeare*.

"No flocks that range the valley free,  
 To slaughter I condemn;  
 Taught by that power, that pities me,  
 I learn to pity them."—*Goldsmith*.

"The soul that sees Him, or receives sublim'd  
 New faculties, or learns at least t' employ  
 More worthily the powers she own'd before."—*Cowper*.

## QUESTIONS.

What is said of the arrangement of words in sentences?  
 What is Grammatical arrangement?  
 Rhetorical?  
 Repeat the rules for arrangement?  
 What are young writers in danger of?  
 How avoided?  
 How may sentences be varied?  
 What are synonyms?  
 How employed?  
 How are objects usually treated in poetry?  
 What is remarked of style, diction, &c.?

## STYLE.

§ 78. Style is the peculiar manner in which ideas are expressed in language.

§ 79. The most essential quality in a good style is perspicuity.

§ 80. Perspicuity of style depends upon the choice of words and phrases, and the structure of sentences.

## OBSERVATIONS.

1. Perspicuity in the use of words and phrases, requires *purity, propriety* and *precision*.

2. Perspicuity in the structure of sentences, requires *clearness, unity, strength* and *harmony*.

## PURITY OF STYLE.

§ 81. Purity of style consists in the use of such words and constructions as belong to the

idiom of the language, and are sanctioned by the use of the best writers.

The following are the principal rules to be observed:—

1. Avoid Grammatical errors.
2. Avoid the use of foreign and obsolete words, and such as are not sanctioned by good authority.

## EXERCISES.

1. Point out the errors in the following sentences;—give the rule for correction.

MODEL.—“Him and me are of the same age.”

CORRECTED.—“*He* and *I* are of the same age.”

RULE I.—The subject of a proposition must be in the nominative case.

The number of our days am with Thee.  
 Them are fine peaches for the season.  
 To labor night and day fatigue the mind.  
 He that is idle and mischievous reprove.  
 Rufus was furnished a seat.  
 I have endeavored to agree the parties.  
 He is resolved on leaving to-morrow.  
 Give it to James, he who stands at the door.  
 That silk was purchased at Sheldon's.  
 Daniel Webster's speech was much admired.  
 William gave John an red apple.  
 The most extremest caution must be observed.  
 Jane and Martha are careful of her books.  
 Is the light of the moon his own?  
 Both cold and heat have its extremes.  
 You know the esteem I have of him.  
 The little child who you saw is dead.

It was not him that said it.  
 I would not accept the office if I were him.  
 I understood it to have been he.  
 I beg to differ with you.  
 Henry travelled with you and I.  
 Them refusing to comply I withdrew.  
 Did you see it to move?  
 The class recited well, him excepted.  
 William need not to conceal himself.  
 The class is entire exonerated from blame.  
 Sing loud like she does.  
 You and me are great friends.  
 He discussed the point very clear.  
 It is either hot nor cold.  
 Did Pamela say if she would join the party?  
 Matilda writes very pretty.  
 I cannot see to work no more.  
 Between you and I there can be no concealment.

2. In the following exercises point out and correct the words and phrases that violate the rules of purity.

MODEL.—“Damp weather is very *unagreeable*.”

CORRECTED.—“Damp weather is very *disagreeable*.”

It *irks* me to see so perverse a disposition.  
 Mary's *hauteur* disgusted both friends and strangers.  
 They *enlarged themselves* on the subject.  
 Robert has disappointed us, but *n'importe*.  
 John found reasons to *repent him* of his anger.  
 Some very *à propos* remarks were made.  
*Methinks* I am not mistaken.  
 Go where *it likes you best*.  
 He is a usurer who lends *sur gages*.  
 Thomas is very *impopular* with his mates.  
 Brother George is very *opinionated* in his notions.

His *one-idea-is-tic* teachings are highly dogmatical.  
 Miss —— fell *sprawling dans la boue*.  
 Did you ever hear of *intellective* sympathy?  
 What is your *behest*?  
 I admire his *delicatesse* and candidness.  
 Have you studied *apologetical* theology?  
 I do not believe it, but *nous verrons*.  
 James employs his time in *stroaming* about.  
 His views are not only *theologic* but *humanitarian*.  
 Did you ever hear such *emeute*?  
 They received us very *disgraciously*.

## PROPRIETY OF STYLE.

§ 82. Propriety of style consists in the selection of such words, as the usage of the best writers has appropriated to the ideas intended to be expressed.

To attain propriety of style, avoid:—

1. Vulgar and provincial expressions;
2. The omission of words necessary to complete the sense;
3. The use of the same word in different senses;
4. Equivocal or ambiguous words;
5. All words and phrases, that are unintelligible, inapplicable, or less significant than others, of the ideas you intend to convey.

## EXERCISES.

1. Point out and correct the vulgar or provincial expressions in the following sentences.

MODEL.—“I calculate to leave for home in a few days.”

CORRECTED.—“I *intend* to leave for home in a few days.”

He convinced his opponent by *dint* of argument.  
 Robert *holds not* long in one mind.  
 Mary will write well through *time*.  
 Your father stands upon security.  
 He might have perceived it *with half an eye*.  
 I *expect* he must have died long ago.  
 What do folks think of it?  
 William's talents are of the highest *grade*.  
 Things are in a bad *fix*.  
 Learning and arts were then *getting up*.  
 The performance was *much at one*.  
 He is *not a whit better* than his brother.  
 James had like to have gotten a broken head.  
 You may perceive it with half an eye.  
 Things will soon wear a new face.  
 He is very dexterous in smelling out the designs of others.  
 This is the meaning as I took it.  
 Henry is considerable of a scholar.  
 His farm was convenient to mine.  
 I shall fall into the river, and I will be drowned.  
 It would illy accord with my intention.

2. Point out and supply the words that are necessary to make the sense complete, in the following sentences.

MODEL.—“We may hope the assistance of our neighbors to-morrow.”

CORRECTED.—“We may hope *for* the assistance of our neighbors to-morrow.”

The draft was ordered paid.  
 The hunter went pursuit of the lion.  
 He is engaged in a treatise on astronomy.  
 French is never in purity with us.  
 Our professor intends a new work.  
 This action increased his former services.  
 False flew the shaft, though pointed well.

Col. C. hopes to be governor.  
 The note was ordered protested.  
 To be the slave of passion, is of all the worst.  
 Father absent, the business was neglected.  
 We esteem him a good man.  
 He called Washington, the father of his country.  
 Submission teach to thy will.  
 I was in fault to confess the truth.

3. In the following exercises, correct the improper use of the same word in different senses.

MODEL.—“Father favored the undertaking, because the manager had favored his friend.”

CORRECTED.—“Father favored the undertaking, because the manager *resembled* his friend.”

A man of his sense should have a high sense of honor.

An eloquent speaker may give more, but cannot give more convincing arguments than this plain man offered.

After all his pains, he was under the painful necessity of yielding.

In most of his concerns, he discovered a most acute penetration.

True wit is nature dressed to advantage, and yet some works have more wit than does good.

They were persons of very moderate intellects, even before they were impaired by their passions.

This person was unfortunate in this instance; and this subjected him to many insults.

Charity expands our hearts in love to God and man; it is by the virtue of charity, that the rich are blessed and the poor supplied.

The sharks that prey upon the inadvertency of the inexperienced, are more pardonable than those who prey upon the good opinion of those who treat them with confidence and respect.

4. In the following sentences correct such expressions as are equivocal or ambiguous.

MODEL.—“He aimed at nothing less than the crown.”

CORRECTED.—“Nothing inferior to the crown could satisfy his ambition.”

When friendship is considered, how is it possible that I should not grieve for *his* loss?

If the lad should leave his father, he would die.

The Divine Being heapeth favors on his servants, ever liberal and faithful.

The eagle killed the hen, and eat her in her own nest.

The share which religion has in the enterprise, renders it more august.

It may be justly said, that no institutions are better than the American.

Solomon, the son of David, who built the temple of Jerusalem, was the richest monarch that reigned over the Jewish people.

The pretenders to reform and polish language have chiefly multiplied abuses and absurdities.

5. Correct such words and phrases, in the following sentences, as are not adapted to convey the ideas intended.

MODEL.—“The observation of the Sabbath is a duty incumbent on every Christian.”

CORRECTED.—“The *observance* of the Sabbath is a duty incumbent on every Christian.”

No less than two hundred scholars have been educated in that school.

Galileo discovered the telescope.

He is our mutual benefactor, and deserves our respect and obedience.

It is difficult for him to speak three sentences together.

Disputing should be always so managed, as to remember the only end of it is truth.

Harvey invented the circulation of blood.

By proper reflection, we may be taught to mind what is erroneous and defective.

The negligence of timely precaution was the cause of this great loss.

A candid man avows his mistake and is forgiven; a patriot acknowledges his opposition to a bad minister, and is applauded.

We have enlarged our family and expenses, and increased our garden.

The attempt, however laudable, was found impracticable.

## PRECISION OF STYLE.

§ 83. Precision of style consists in using such words only as are necessary to express distinctly the ideas which we mean to convey.

To attain precision of style, avoid:—

1. Superfluous expressions;
2. Tautology, or the unnecessary repetition of a word or an idea in the same sentence;
3. The improper use of words, which, though employed as synonymous, are different in signification.

## EXERCISES.

1. Correct the sentences in the following exercises by omitting the superfluous expressions.

MODEL.—“He led a blameless and irreproachable life, and no one should censure his conduct.”

CORRECTED.—“He led an irreproachable life.”

Though raised to an exalted station, she was a pattern of piety, virtue, and religion.

His end soon approached, and he died with great courage and fortitude.

This great politician desisted from, and renounced his designs when he found them impracticable.

The human body may be divided into the head, trunk, limbs, and vitals.

Poverty induces and cherishes dependence; dependence strengthens and increases corruption.

His cheerful, happy temper, remote from discontent, keeps a kind of day-light in his mind, excludes every gloomy prospect, and fills it with a steady and perpetual serenity.

2. Point out and correct the errors in tautology in the following sentences.

MODEL.—“Father went to Selma by the stage, and then went to Mobile by the boat.”

CORRECTED.—“Father went to Selma by the stage, and then to Mobile by the boat.”

When the tautology is in a word, it may be corrected by substituting another of a similar meaning; but when it consists in the idea, it should be wholly omitted.

The sun shines by day, and the moon and stars shine by night.

The first day was spent in forming rules of order, and the second day was spent in presenting resolutions.

It is folly to endeavor to arm ourselves against those trials and difficulties that no arms can overcome.

Utility should usually be the recommendation of every utensil that we use.

He used to use many expressions not common or in general use.

Our expectations are frequently disappointed, because we expect greater happiness from the future, than experience authorises us to expect.

The writings which mankind first wrote was written on tables of stone.

No learning that we have learned, is generally so dearly bought, or so valuable when it is bought, as that which we have learned in the school of experience.

3. In the following exercises, correct the use of words commonly employed as synonymous.

MODEL.—“By the habit of walking often in the streets, we may acquire the custom of idleness.”

CORRECTED.—“By the custom of walking often in the streets, we may acquire the habit of idleness.”

Your friend is master of a complete house which has not one entire apartment.

Galileo discovered the telescope; Harvey invented the circulation of blood.

On all occasions he treated his inferiors with great haughtiness and disdain.

A prudent man employs the most proper means of success; a wise man, the safest means to avoid being brought into danger.

An honest man will refrain from employing ambiguous expressions; a confused man may often utter equivocal terms without design.

A hermit is severe in his life; a casuist, rigorous in his application of religion or law; a judge, austere in his sentences.

Buchanan's history is genuine; but there are some doubts regarding the authenticity of Ossian's poems.

The traveller observed the most striking objects he saw; the general remarked all the motions of the enemy.

I am amazed at what is new or unexpected; confounded at what is vast or great; surprised at what is incomprehensible; astonished by what is shocking or terrible.

## CRITICAL EXAMINATION OF SENTENCES.

§ 84. Write a critical examination of the following sentences, commenting on the purity, propriety, and precision of style.

## EXERCISE.

"Education is the most excellent endowment, as it enlarges the mind, promotes its powers, and renders man estimable in the eyes of society."

## CRITICISM.

This sentence contains many pompous words. It affords a remarkable example of the want of propriety in style. Education is not an "endowment;" for an endowment is a natural gift, as taste or imagination. Education does not "enlarge" the "mind;" though in a figurative sense, it may enlarge its capacities. It cannot promote the mental "powers" themselves; but it may their improvement. Neither does it follow, that, because a man has improved his mind by education, he is on that account "estimable;" for esteem is produced only by intrinsic worth; but a man may be rendered more respectable by education.

The sentiment that the author intended to convey, should have been expressed thus: "Education is the most excellent attainment, as it enlarges the capacities of the mind, promotes their improvement, and renders a man respectable in the eyes of society."—*Reid*.

Would you say he is trustworthy—who has abandoned his

friends, relinquished all hope of gaining their esteem, and forsaken even the pretensions of being called an honest man?

Vivacity is often promoted by presenting a sensible object to the mind, instead of an intelligent one.

To dread no eye, and to suspect no tongue, is the great prerogative of innocence; an exception granted only to invariable virtue.

His manners were not marked by *politesse*, but by an offensive *hauteur*.

James saw the horse dashing towards him full split; making a desperate leap he escaped by the skin of his teeth.

Robert endured the pain of amputation with great courage.

The magistrate having heard the prisoner's story, expressed his disbelief of every word he had uttered.

Damon told the king that *he* would not comply with *his* demands.

The great end of prudence is to give cheerfulness to those hours, that splendor cannot gild, and acclamation cannot exhilarate.

## CLEARNESS OF STRUCTURE.

§ 85. Clearness in the structure of sentences consists in a perspicuous arrangement of the words and members.

To attain clearness of style, avoid ambiguity:—

1. In the position of adverbs;
2. In the position of clauses and adjuncts;
3. In the position or the too frequent repetition of pronouns.

§ 86. Adverbs should be placed as near to the words they modify, as can be without producing harshness.

## EXERCISES.

Point out and correct the errors in the position of the adverbs in the following sentences.

MODEL.—“You should not be overcome by present events totally.”

CORRECTED.—“You should not be totally overcome by present events.”

William and Robert are accustomed every evening to carefully study their lessons.

In the proper disposition of adverbs, the sound carefully requires to be consulted as well as the sense.

Not to exasperate him, I only spoke a few words.

Raised to greatness without merit, he employed his power for the gratification solely of his passions.

By doing the same thing it often becomes habitual.

He treated the strangers with great hospitality, and dismissed them impressed deeply with his goodness.

The works of art receive a great advantage from the resemblance which they have to those of nature, because here the similitude is not only pleasant, but the pattern is perfect.

I was engaged formerly in that business, but I never shall be again concerned in it.

We do those things frequently, that we repent of afterwards.

I wandered from the beaten track unconsciously.

The lecturer so unintelligibly expressed himself, that it was impossible to comprehend him.

He was engaged in commerce extensively, and insensibly became involved so deeply, as to compromise his credit.

§ 87. Clauses and adjuncts should be so arranged that their connection and meaning may be instantly perceived.

## EXERCISES.

Point out and correct the errors in the position of the clauses and adjuncts in the following sentences.

MODEL.—“Wanted, a young man to take charge of some horses of a religious turn of mind.”

CORRECTED.—“Wanted, a young man of a religious turn of mind, to take care of some horses.”

A public dinner was given to the inhabitants of roast beef and plum-pudding.

The scribes made it their profession to teach and study the law of Moses.

I have confined myself to those methods for promoting piety, which are in the power of a prince, limited like ours, by a strict execution of the laws.

The following verses were written by a young man who has long lain in the grave, for his own amusement.

This work in its full extent, being now afflicted with an asthma, and finding the power of life gradually declining, he had no longer courage to undertake.

Little Mary was sewing with sore eyes the cover on John's book.

Did you observe the man in the yard digging a well with a Roman nose?

The regular tenor of a virtuous life will prove the best preparation for *immortality*, *death*, and *old age*.

While we ought to be preparing for a higher state of existence, we are absurdly spending our time in contending about the trifles of the day.

What I had the opportunity of mentioning to my neighbor, some time ago in conversation, was not a new thought.

§ 88. Care must be observed in the position or the too frequent repetition of pronouns.

## EXERCISES.

Correct the errors in the position or repetition of pronouns in the following sentences.

MODEL.—“It is true what he says, but it is not applicable to the point.”

CORRECTED.—“What he says is true, but it is not applicable to the point.”

A servant will obey a master's orders, that he loves.

It is folly to pretend to arm ourselves against the accidents of life, by heaping up treasures, which nothing can protect us against, but the good providence of our Heavenly Father.

The mariner's compass was Gioia's invention, who was a celebrated mathematician of Naples.

From a habit of saving time and paper, which they acquired at the university, many write in so diminutive a manner, with such frequent blots and interlineations, that they are hardly able to go on without perpetual hesitation or extemporary expletives.

We nowhere meet with a more splendid show in nature, than what appears in the heavens at the rising and setting of the sun, which is wholly made up of those different stains of light, that show themselves in clouds of a different situation.

Men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities stand in their light; and therefore they do what they can to cast a cloud over them, that the bright shining of their virtues may not obscure them.

## UNITY OF STRUCTURE.

§ 89. The Unity of a Sentence consists in the predominancy of one leading proposition,

modified only by such kindred ideas as are closely connected with it.

To attain unity in the structure of sentences:—

1. Introduce as few subjects as possible;
2. Do not crowd them with things of no connection;
3. Avoid unnecessary parentheses.

## EXERCISES.

1. Correct the errors arising from change of subject, in the following sentences.

MODEL.—“After we came to anchor, they put me on shore, where I was welcomed by an old friend, who treated me with great kindness.”

CORRECTED.—“Having come to anchor, I was put on shore, where I was welcomed by an old friend, and treated with great kindness.”

Desire of pleasure ushers in temptation, and the growth of disorderly passions is forwarded.

By eagerness of temper, and precipitancy of indulgence, men forfeit all the advantages which patience would have procured; and, by these means the opposite evils are incurred to their full extent.

He who performs every employment in its due place and season, suffers no part of time to escape without profit; and thus his days become multiplied, and much of life is enjoyed in little space.

A short time after this injury, he came to himself; and the next day they put him on board a ship, which conveyed him first to Corinth, and thence to the Island of Egina.

The Britons, daily harrassed by cruel inroads from the Picts, were forced to call in the Saxons to their defence; who consequently reduced the great part of the island to their own power, drove the Britons into the most remote and mountainous parts; and the rest of the country, in customs, religion, and languages became wholly Saxon.

2. Correct the errors in the following passages that arise from crowding the sentence with things of no connection with it.

MODEL.—“The intendant’s speech yesterday was admirable; but he is a man of extravagant habits.”

CORRECTED.—“The intendant’s speech was admirable.” The latter part of the sentence has no connection with the former.

“Archbishop Tillotson” says an author, “died this year.” He was exceedingly beloved by King William and Queen Mary, who nominated Dr. Tenison, Bishop of Lincoln, to succeed him.

The notions of Lord Sunderland were always good; but he was a man of great expense.

Cato died in the full vigor of life, under fifty; he was naturally warm and affectionate in his temper; comprehensive, impartial, and strongly possessed with the love of mankind.

In this uneasy state, both of his public and private life, Cicero was oppressed by a new and deep affliction, the death of his beloved daughter Tullia; which happened soon after her divorce from Dolabella, whose manners and humors were entirely disagreeable to her.

Boast not thyself of to-morrow; thou knowest not what a day may bring forth: and for the same reason despair not of to-morrow; for it may bring forth good as well as evil; which is a ground for not vexing yourself with imaginary fears; for the impending black cloud, which is regarded with so much dread, may pass by harmless; or though it should discharge the storm, yet before it breaks, you may be lodged in that lowly mansion which no storms ever touch.

3. Correct the errors in the use of the parenthesis, in the following sentences.

REMARK.—When the parentheses are very short, and serve as necessary explanations, they may be admitted, but these must be so judiciously introduced as to glide, at once, into our conception, without compelling the reader to review what preceded the interruption.

Never delay till to-morrow, (for to-morrow is not yours;

and though you should live to enjoy it, you must not overload it with a burden not its own) what reason and conscience tell you ought to be performed to-day.

Without some degree of patience exercised under injuries, (as offences and retaliations would succeed one another in endless train) human life would be rendered a state of perpetual hostility.

Our pride and self-conceit, (by nourishing a weak and childish sensibility to every fancied point of our own honor and interest, while they shut up all regard to the honor and interest of our brethren) render us quarrelsome and contentious.

The discontented man (as his spleen sours and irritates his temper and leads him to discharge its venom on all with whom he stands connected) is never found without a great share of malignity.

It was an ancient tradition, that when the capital was founded by one of the Roman kings, the god Terminus (who presided over boundaries, and was represented according to the fashion of that age by a large stone) alone, among all the inferior deities, refused to yield his place to Jupiter himself.

## STRENGTH OF SENTENCES.

§ 90. Strength in the structure of a sentence consists in such a disposition of its several words and members as to give each of them its due weight and force.

REMARK.—A sentence may be clear, it may also be compact in all its parts, or have the requisite unity, and yet, by some circumstance in the structure, it may fail in that strength of impression which a better management would have produced.

To attain strength in the structure of sentences :—

1. Divest them of all redundant words and members ;
2. Attend particularly to the use of copulatives, relatives, and all the particles employed in transition and connexion ;
3. Place the most important words in such a position, that they will make the strongest impression ;
4. Avoid placing a weaker proposition after a stronger one ;
5. Never conclude a sentence with an inconsiderable word ;
6. In the members of a sentence when two objects are compared or contrasted, preserve a resemblance in the language and construction.

#### EXERCISES.

1. Divest the following sentences of all redundant words and members.

REMARK.—It is a general rule, that words which do not add to the meaning of a sentence, always injure it.

MODEL.—“In Republican Governments,” I have often heard it said, “it is the privilege and birthright of every citizen to express himself freely and openly.”

CORRECTED.—“In Republican Governments it is the privilege of every citizen to express himself freely.”

Suspend your censure so long, till your judgment on the subject can be wisely formed.

I look upon it as my duty, so far as I am enabled, and so long as I keep within the bounds of truth, of duty, and of decency.

Thought and language act and react upon each other mutually.

This measure may afford some profit, and furnish some amusement.

I was much moved on this occasion and went home full of a great many serious reflections.

The combatants encountered each other with so much rage, that, being eager only to assail, and thoughtless of making any defence, they both fell dead upon the field.

He says nothing of himself, and I am not disposed to travel into regions on conjecture, but to relate a narrative of facts.

If I mistake not I think William is improved both in knowledge and behavior.

The reason why he acted in the manner he did, was not fully explained.

It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties, without a secret satisfaction and complacency.

2. Correct the errors in the following passages, that arise from the improper use of copulatives, relatives, and particles employed in the transition and connexion.

REMARK.—Connectives are frequently the most important words in sentences; the manner of using them is so various that no particular rule can be given.

The faith he professed, and which he became an apostle of, was not his invention.

As the strength of our cause does not depend upon, so neither is to be decided by, any critical points of history, chronology or language.

The enemy said, I will pursue, and I will overtake, and I will divide the spoil.

In the time of prosperity, he had stored his mind with useful knowledge, with good principles, and virtuous dispositions. And therefore they remain entire, when the days of trouble come.

There is nothing which promotes knowledge more than steady application, and a habit of observation.

The body of this animal was strong, and proportionable and beautiful.

Their idleness, and their luxury and pleasures, their crim-

inal deeds, and their immoderate passions, and their timidity and baseness of mind, have dejected them to such a degree, as to make them weary of life.

The academy set up by the cardinal to amuse the wits of that age and country, and divest them from raking into his politics and ministry, brought this into vogue; and the French wits have for this last age been in a manner wholly turned to the refinement of their language, and indeed with such success, that it can hardly be excelled, and runs equally through their verse and prose.

3. Correct the errors in the following sentences, that arise from the improper position of the most important words.

REMARK.—Every sentence contains capital words on which its meaning principally rests; these should be placed where they will produce the strongest impression and have the best effect.

MODEL.—“I have no silver and gold, but I give unto thee such as I have.”

CORRECTED.—“Silver and gold I have none; but such as I have, give I unto thee.”

\* The praise of judgment Virgil has justly contested with Homer, but his invention remains unrivaled.

Sloth pours upon us a deluge of crimes and evils, and saps the foundation of every virtue.

Every one who puts on the appearance of goodness, is not good.

Let us employ our criticism on ourselves, instead of being critics of others.

This fallacious art debases us from enjoying life, instead of lengthening it.

In their adversity my friends shall always hear; never in their prosperity.

We must hereafter give an account, for all our actions, and particularly for the employment of our youth.

I have considered the subject with a good deal of attention, upon which I was desired to communicate my thoughts.

Whether a choice altogether unexceptionable, has in any country been made, seems doubtful.

When they fall into sudden difficulties, they are less perplexed than others in the like circumstances; and when they encounter dangers, they are less alarmed.

4. Correct such errors in the following sentences, as arise from placing weaker propositions after stronger ones.

REMARK.—When it can be accomplished without affectation, it is agreeable to find a sentence rising upon us, and growing in importance to the last word.

☞ When a sentence consists of two members, the longer should generally be the concluding one.

MODEL.—“Sinful pleasures blast the opening prospects of human felicity, and degrade human honor.”

CORRECTED.—“*Sinful pleasures degrade human honor* and blast the opening prospects of human felicity.”

In this state of mind, every employment of life becomes an oppressive burden, and every object appears gloomy.

They will acquire different views, by applying to the honorable discharge of the functions of their station, and entering on a virtuous course of action.

The regular tenor of a virtuous and pious life will prove the best preparation for immortality, old age and death.

The propensity to look forward into life, is too often grossly abused, and immoderately indulged.

Charity breathes long-suffering to enemies, courtesy to strangers, and habitual kindness to friends.

Gentleness ought to diffuse itself over our whole behavior, to form our address, and to regulate our speech.

By the perpetual course of dissipation in which sensualists are engaged, by the riotous revel, and the midnight or rather the morning hours, to which they prolong their festivity; by the excesses which they indulge; they debilitate their bodies, cut themselves off from the comforts and duties of life, and wear out their spirits.

5. Correct such errors in the following sentences, as arise from not preserving some resemblance in the language and construction of the members, in which two objects are either compared or contrasted.

REMARK.—The following passage from Pope's Preface to his Homer affords a correct model. "Homer was the greater genius; Virgil the better artist: in the one we most admire the man; in the other the work."

A friend exaggerates a man's virtues; an enemy inflames his crimes.

The old may inform the young; and the young may animate those who are advanced in life.

Force was resisted by force, valor opposed by valor, and art encountered or eluded by similar address.

I have observed of late the style of some great ministers very much to exceed that of any other productions.

The laughers will be for those who have the most wit; the serious part of mankind for those who have the most reason on their side.

There may remain a suspicion that we over-rate the greatness of his genius, in the same manner as bodies appear more gigantic on account of their being disproportioned and misshapen.

The wise man is happy when he gains his own approbation; the fool when he recommends himself to the applause of those about him.

He embraced the cause of liberty faintly, and pursued it without resolution: he grew tired of it, when he had much to hope; and gave it up, when there was no ground for apprehension.

6. Correct the errors in the following passages that arise from concluding the sentences with inconsiderable words.

MODEL.—"Avarice is a crime which wise men are often guilty of."

CORRECTED.—"Avarice is a crime of which wise men are often guilty."

Such a system may be established, but it will not be supported long.

The doctrine of the Trinity, is a mystery which we firmly believe the truth of, and humbly adore the depth of.

Generosity is a showy virtue, which many persons are fond of.

May the happy message be applied to us, in all the virtue, strength and comfort of it.

It is absurd to think of judging the poets by precepts which they did not attend to.

The country loses the expense of many of the richest families at home, and large sums of money are carried abroad, which the great stock of rich natives can make the only amends for.

Shall the narrow-minded children of earth, absorbed in low pursuits, dare to treat as visionary, objects which they have never made themselves acquainted with.

In like manner, if a person in broad day-light were falling asleep, to introduce sudden darkness would prevent his sleep for that time, though silence and darkness in themselves, and not suddenly introduced, are very favorable to it.

## HARMONY OF SENTENCES.

§ 91. Harmony in the structure of a sentence consists in the smooth and easy flow of its words and numbers.

REMARK.—To attain harmony in the structure of sentences, care must be observed in the selection and arrangement of words to prefer such as are free from harshness of sound, to combine them in the way most agreeable to the ear, and take care that the cadence or close is not abrupt or unmusical.

## EXERCISES.

Correct such errors, in the following sentences, as arise from the want of harmony in their structure.

We reached the mansion before noon: it was a strong, grand, Gothic house.

Sloth, ease, success, naturally tend to beget vices and follies.

As conventiclers, these people were seized and punished.

It belongs not to our humble and confined station to censure, but to adore, submit and trust.

Under all its labors hope is the mind's solace; and the situations which exclude it entirely are few.

The humbling of those that are mighty, and the precipitation of persons who are ambitious, from the towering height that they had gained, concern but little the bulk of men.

It has been well said that sober mindedness suits the present state of man.

Tranquillity, regularity, and magnanimity, reside with the religious and resigned man.

To use the Divine name customarily, and without serious consideration, is highly irreverent.

From the favorableness with which he was at first received, great hopes of success were entertained.

They conducted themselves wilily, and insnared us before we had time to escape.

## EXERCISES.

Write a critical examination of the following passages, commenting on the clearness, unity, strength, and harmony in the structure of the sentences.

By means of society, our wants come to be supplied, and our lives are rendered comfortable, as well as our capacities

enlarged, and our virtuous affections called forth into their proper exercise.

Life cannot but prove vain to such persons as affect a disrelish of every pleasure, which is not both new and exquisite, measuring their enjoyments by fashion's standard, and not by what they feel themselves, and thinking that if others do not admire their state, they are miserable.

If we consider the works of nature and art, as they are qualified to entertain the imagination, we shall find the latter very defective in comparison of the former; for, although they may sometimes appear as beautiful and strange, they can have nothing in them of that vastness and immensity, which afford so great an entertainment to the mind of a beholder.

By experiencing distress, an arrogant insensibility of temper is most effectually corrected, from the remembrance of our own sufferings naturally prompting us to feel for others in their sufferings; as if Providence had favored us so as not to make us subject in our own lot to much of this kind of discipline, we should extract improvement from the lot of others that is harder; and step aside sometimes from the flowery and smooth paths which it is permitted us to walk in, in order to view the toilsome march of our fellow-creatures through the thorny desert.

The general idea of good or bad fortune creates some concern for the person who has met with it; but the general idea of provocation excites no sympathy with the anger of the man who has received it. Nature, it seems, teaches us to be more averse to enter into this passion, and, till informed of its cause, to be disposed to take part against.

In like manner, if a person in broad day-light were falling asleep, to introduce a sudden darkness would prevent his sleep for that time, though silence and darkness in themselves, and not suddenly introduced, are very favorable to it. This I know only by conjecture on the analogy of the senses, when

I first digested these observations; but I have since experienced it.

There cannot be two greater enemies to the harmony of society, than freedom and familiarity, both of which it is the whole business of politeness to destroy.

No condition of life is exempt from suffering: both virtue and vice have their crosses to carry to the grave; but the misery which accompanies a sinful course of life is far greater than that which attends the steps of a well-doer.

By soothing those inequalities, which the necessary difference of ranks and conditions have introduced into society, religion not only reconciles us to the highest eminences of life, but leads us to consider them as affording to the social world, that sublime contrast which the landscape derives from the diversity of hill and dale, and as sending down those streams of benignity which refresh and gladden the lower stations.

#### QUESTIONS.

What is style?

What is the most important quality of good style?

On what does perspicuity of style depend?

What is required in perspicuity in the use of words and phrases?

What is required in the structure of sentences?

In what does purity of style consist?

What is necessary to its attainment?

In what does propriety of style consist?

What is necessary to its attainment?

In what does precision of style consist?

How attained?

In what does clearness of structure consist?

How attained?

What is said of the position of the Adverb?

How should clauses, &c., be arranged?

What is said of Pronouns?

In what does the Unity of Sentences consist?

How attained?

In what does Strength of Structure consist?

How attained?

#### FIGURATIVE LANGUAGE.

§ 92. The Language in which ideas are expressed may be either plain or figurative.

§ 93. Language is said to be plain, when it is to be understood according to its literal and ordinary signification; e. g. "A good man enjoys comfort in the midst of adversity."

§ 94. Language is said to be figurative, when, either by the words employed, or by the peculiar manner of their application or arrangement, ideas are expressed with the addition of circumstances which render the impression more strong and vivid; e. g. "To the upright there ariseth *light* in *darkness*."

§ 95. Figures in language are divided into two kinds, figures of words or tropes, and figures of thought.

§ 96. In tropes the words are employed to signify something different from their original and ordinary meaning; e. g. "A *clear* head;" "A *hard* heart."

§ 97. In figures of thought, the words are used in their literal meaning, but are not applied or arranged in the ordinary manner; e. g. "Awake, O *sword*, against my shepherd."

§ 98. The figures which most frequently oc-

cur, are, *Metaphor, Comparison, Allegory, Personification, Apostrophe, Hyperbole, Antithesis, and Climax.*

## METAPHOR.

§ 99. A Metaphor is a figure founded on the resemblance of two objects, the name and properties of the one being ascribed to the other; e. g. "Thy word is a lamp to my feet."

EXPLANATION.—"Thy word is a lamp to my feet." In this example, *lamp* is used metaphorically to affirm that the divine word instructs men in the course of conduct to be pursued, just as a lamp directs them in the dark how to choose their footsteps.

§ 100. There are four sources of Metaphors:—

1. When the resemblance lies between Rational and Irrational animals; e. g. "The Saviour is styled the *lamb* of God."
2. When the resemblance lies between Rational Beings and Inanimate objects; e. g. "Christ is frequently styled a vine, a door," &c.
3. When the resemblance lies between Irrational animals and Inanimate objects; e. g. "His horses have become the *Charybdis* of his estate."
4. When the resemblance lies between one Inanimate object and another; e. g. "Age is the *sunset* of life."

## RULES FOR APPLICATION.

RULE I.—Metaphors should be founded on points of resemblance, which are neither far-fetched, nor difficult to be discovered; e. g. "The Lord is my *rock* and my *fortress*, my deliverer, my *God*, my *strength*, in whom I will trust."

EXPLANATION.—In a country infested by numerous banditti, what is so suggestive of security as a *rock* defended by a *fortress*?—or what so consolatory as the conviction that should a sudden attack be made, a deliverer was at hand. So metaphorically, the Christian whose hopes are built on Christ possesses a *rock* and *fortress* against which none is able to prevail to rob him of his heavenly inheritance.

REMARK 1.—Metaphors that are *forced* or *far-fetched* must be avoided.

REMARK 2.—Metaphors intended to illustrate a subject, should be derived from the most frequent occurrences of art or nature, or the customs and the transactions of mankind.

RULE II.—Metaphors should be suited to the nature of the subject of which we treat, being neither too numerous, too gay, nor too elevated.

REMARK.—This rule is frequently violated by combining objects that have no correspondence; e. g. "He cannot buckle his distempered *cause* within the *bell* of rule."—*Shakspeare*.

RULE III.—Metaphors should be expressed in simple and appropriate language.

REMARK.—Care must be observed not to intermix plain and figurative language in describing the same object, otherwise one part of the description will be understood literally and the other metaphorically.

RULE IV.—In describing the same subject, avoid joining together different or mixed metaphors; e. g. "There is not a single view of human nature which is not sufficient to extinguish the seeds of pride."

EXPLANATION.—"There is not a single view of human nature, which is not sufficient to extinguish the seeds of pride." It is obvious, on a moment's reflection, that a *view* may enable us to *discover* the beauty of an object, but can never be said to *extinguish* it.

REMARK.—When we are in doubt, whether the metaphors are of a mixed kind, we should endeavor to form a picture with them, and consider how the parts agree, and what sort of a figure the whole would present, if delineated with a pencil. By this means we may become sensible whether the object is faulty or presented in a natural point of view.

RULE V.—Metaphors should not be pursued too far, nor crowded together on the same subject.

REMARK 1.—When we dwell too long on the resemblance on which the figure is founded, and carry it into all its minute circumstances, we fatigue the reader, and render the discourse obscure.

REMARK 2.—Metaphors should not be crowded together on the same subject; e. g. *"There is a time, when factions, by the vehemence of their fermentation, stun and disable one another."*

#### EXERCISES.

1. Neatly transcribe the following passages and underline the words exemplifying the figure.

Childhood and youth are vanity.—Cicero calls Marc Antony "the torch of State."—Conscience is a thousand swords.

"The tree of knowledge, blasted by disputes,  
Produces sapless leaves instead of fruits."

The sun looks on the waters, and causes them to glow, and take wings and mount aloft in air.—The earth thirsts for rain.

"There is a tide in the affairs of men,  
Which, taken at the full, leads on to fortune;  
Omitted, all the voyage of this life  
Is bound in shallows and in miseries."

"The religious," says Hervey, "seem to lie in the bosom of the earth, as a weary pilot in some sheltered bark. There

they enjoy safe anchorage, are in no danger of foundering among the seas of prevailing iniquity, or of being shipwrecked on the rocks of temptation."

"A stubborn and unconquerable flame creeps in his veins, and drinks the stream of life."

"O! when the growling winds contend, and all  
The sounding forests fluctuate in the storm,  
To sink in warm repose, and hear the dim  
Howl o'er the steady battlements."

2. Express the following ideas in metaphorical language.

MODEL.—"A poor peasant who had never been educated."

VARIED.—"A poor hind nursed in the lap of ignorance."

It was growing dark, and objects could not be distinctly seen in the twilight.—The water of the lake was without motion.—Wise men may suffer hardships in the present world, and foolish persons must find trouble.—Perfect taste knows how to unite nature with art, without destroying the simplicity of nature in the connexion.—There are scenes in nature which are pleasant when we are sad, as well as when we are cheerful.—The number of people who are alive, is small compared with those who have died.—He could not see on account of the darkness of the night.—The grass grows in the meadows in the spring, and in summer soon succeeds.

#### QUESTIONS.

What is said of Language?

When is language plain?

When is language figurative?

How are figures divided?

What is said of words in Tropes?

Mention the figures that most frequently occur.

What is a Metaphor?

How many sources of metaphor are there?

What is the first?

Second? Third? Fourth?

What is the first rule for the application of metaphors?

The Second? Third? Fourth? Fifth?

## COMPARISON.

§ 101. Comparison, or Simile, is a figure founded on the resemblance of two objects, the one being likened to the other; e. g. "He is as *swift* as the *wind*."

EXPLANATION.—"He is as swift as the wind;" here the resemblance between the horse and the wind is in swiftness.

## OBSERVATIONS.

REMARK 1.—As Comparisons must be instituted between objects of different species, it is improper to compare one man with another, one river with another, &c. The objects must always be attached to different species; thus we can properly compare "A *hero* to a *lion*," "Night to old age," &c.

REMARK 2.—As Comparisons imply some degree of deliberation, they appear inconsistent with the expression of violent passions. On such occasions, metaphors may, with propriety be introduced.

REMARK 3.—In Comparison the resemblance is expressed by the word *like* or *as*; e. g. "The horse is as swift as the wind."

## RULES FOR APPLICATION.

RULE I.—Comparisons should not be drawn between objects, the resemblance of which to one another is either too near and obvious, or too remote and faint.

RULE II.—Comparisons, when used for the purpose of illustration, should be taken from objects better known than those to be explained.

RULE III.—Comparisons when used for embellishment, should be drawn from objects that are important and dignified.

## EXERCISES.

Transcribe the following passages, and underline the words exemplifying the figure.

The path of the just is as the shining light. Is not my word like as a fire and a hammer, saith the Lord.

"Pleasures are like poppies spread,  
You seize the flower—its bloom is shed."

The music was like the memory of joys that are past, pleasant and mournful to the soul.

"Still o'er those scenes my memory wakes,  
And fondly broods with miser's care;  
Time but the impression stronger makes,  
As streams their channels deeper wear."

Old age has been called the sunset of life; it is then the mind, escaped from the agitation and tumult of the passions, is calm and tranquil, like the still serenity of the evening, when the busy sound of labor is hushed and the glare of the meridian sun has passed away. The soul of the just man, conscious of his own integrity like the glorious orb enveloped in those mellow tints which are there reflected from it in a thousand hues, sinks into peaceful slumber, again to rise in brighter splendor, and renew in another world the course destined for it by the Almighty Ruler of the universe.

Find comparisons for the following objects.

MODEL.—A troubled conscience. "A troubled conscience is like the ocean when ruffled by a storm."

Hope and fear alternately swaying the mind.  
 The uncultivated genius.  
 Mournful yet pleasant music.  
 Tranquillity of mind.  
 The plumage of a peacock.  
 The death of a virtuous man.  
 Modest and neglected talent.  
 A virtuous man slandered by evil tongues.  
 The plumes of the noble warrior.  
 An evil conscience.  
 The vain boastings of the insignificant.  
 A mind once settled, disturbed by doubt.  
 A youth slain in battle.  
 A deceitful disease.  
 A swarm of bees.  
 Honor appearing through a mean habit.  
 Firmness of mind.  
 Good intentions.  
 A child supported by an aged parent.  
 An oppressive, tyrannical man.  
 An elevated genius employed in little things.  
 A man of no decision.

## QUESTIONS.

What is Comparison?  
 What is the first rule?  
 The second?  
 The third?

## ALLEGORY.

§ 102. An Allegory is a series of metaphors, continued through an entire narration representing one subject, by another analogous to

it. The subject represented is not formally announced, but easily discovered on reflection.

## OBSERVATIONS.

REMARK 1.—Allegories are the same as fables or parables, which in ancient times formed a favorite method of imparting instruction. What is called the moral, is the simple meaning of the allegory.

REMARK 2.—In allegory as in metaphor, such terms only must be employed as are literally applicable to the subject; nor must any circumstance be added that is not appropriate to it.

§ 103. The principal rule to be observed in conducting an allegory, is that the figurative and literal meaning must not be inconsistently mingled.

## EXERCISES.

1. Explain the object of the allegory in the following fable:—

One sultry day in the month of September, a fox, passing through a vineyard, perceived some delicious-looking grapes nailed up to a trellis. They were far beyond his reach; but as he was very thirsty, and the fruit looked exceedingly tempting, he determined not to pass them by, without at least making an attempt to possess them. He therefore leaped up at them several times with all his might, and put every stratagem in practice to obtain possession of them, but in vain. At length suddenly turning away, and pursuing his path: "Pshaw!" said he, "after all I dare say they are sour things, and not worth having: I wonder that I gave myself so much trouble about them."

2. Represent the following subjects by allegories.

MODEL.—There were two very powerful tyrants engaged in a perpetual war against each other; the name of the first was *Luxury*, and the second *Avarice*. The aim of each was no less than universal monarchy over the hearts of mankind. *Luxury* had many generals under him, who did him great service, as *Pleasure*, *Mirth*, *Pomp* and *Fashion*. *Avarice* was likewise very strong in his officers, being faithfully served by *Hunger*, *Industry*, *Care*, and *Watchfulness*; he had likewise a privy counsellor, who was always at his elbow, and whispering something or other in his ear. The name of this officer was *Poverty*. As *Avarice* conducted himself by the counsels of *Poverty*, his antagonist was entirely guided by the dictates and advice of *Plenty*, who was his first counsellor and minister of state, who concerted all his measures for him, and never departed out of his sight.

While these two great rivals were thus contending for empire, their conquests were various. *Luxury* got possession of the heart of one, and *Avarice* of another. The father of a family would often range himself under the banners of *Avarice*, and the son under those of *Luxury*. The wife and husband would often declare themselves for different parties; nay, the same person would often side with one in his youth, and revolt to the other in his old age. Indeed, the wise men of the world stood neuter; but, alas! their numbers were not considerable. At length when these two potentates had wearied themselves with waging war upon one another, they agreed upon an interview, at which neither of their counsellors was to be present. *Luxury* began the parley, and after having represented the endless state of the war in which they were engaged, told his enemy with a frankness of heart that was natural to him, that he believed that they should be good friends, were it not for the instigations of *Poverty*, that pernicious counsellor, who made an ill use of his ear, and filled him with groundless apprehensions and prejudices. To this *Avarice* replied, that he looked upon *Plenty* (the first minister of his antagonist) to be a much more destructive counsellor than *Poverty*; for he was perpetually suggesting pleasures, banishing all the necessary cautions against want, and consequently undermining those principles upon which the government of *Avarice* was founded.

At last, in order to come to an accommodation, they agreed upon this preliminary, that each one of them should immediately dismiss his privy counsellor. When things were thus far adjusted towards a peace, all other differences were soon accommodated, insomuch for the future, they resolved to live as good friends and confederates, and to share be-

tween them whatever conquests were made on either side. For this reason we find *Luxury* and *Avarice* taking possession of the same heart, and dividing the same person between them. To which I shall only add, that since discarding the counsellors above-mentioned, *Avarice* supplies *Luxury* in the room of *Plenty*, as *Luxury* promotes *Avarice* in the place of *Poverty*.—*Spectator*, No. 55.

Truth and Falsehood.  
Human life a voyage.  
Diligence and Idleness.  
Prudence and Pride.  
The Journey of a Day.  
The Spider and the Fly.  
Modesty and Assurance.  
Emulation and Envy.  
Virtue to be attained only with difficulty.  
The Castle of Indolence.  
An Uncharitable Spirit.  
Patience and Perseverance.

#### QUESTIONS.

What is an Allegory?  
What is said of Fables and Parables?  
The moral?  
The use of terms?  
What are the principal rules?

#### PERSONIFICATION.

§ 104. Personification, or Prosopopeia, is a figure by which intelligence and personality is ascribed to irrational animals and inanimate things; e. g. "My children, the aged *Goat* re-

plied." "The mountains *saw* thee, O Lord, and they trembled."

## OBSERVATIONS.

REMARK 1.—The lowest kind of Personification is when we attribute some of the properties or qualities of living creatures to inanimate objects; e. g. "The *angry* ocean;" "A *smiling* morn."

REMARK 2.—A second and higher kind, is when inanimate objects or abstract ideas are introduced as acting like living creatures. This species of Personification is frequently exhibited in poetical descriptions, and the highest species of oratory. The following is an instance from Thomson:—

"But yonder comes the powerful king of day,  
Rejoicing in the East. The less'ning cloud,  
The kindling azure, and the mountain brow,  
Illum'd with fluid gold, his near approach  
Betoken glad."

REMARK 3.—The third and highest kind is when inanimate objects and irrational beings are introduced not only as feeling and acting, but also as acting and speaking. This kind is appropriate only for representing some sudden and strong emotion, either of love, anger, indignation or grief, remorse or melancholy. The following is a specimen:—

"O Earth, Earth, Earth! cannot my groans pervade  
Thy stony heart to embowel me alive  
Under this rock, before to-morrow's sun  
Find me here weltering in the sordid dust,  
A spectacle of scorn to all my host,  
Wont to behold in me their kingly chief?"

§ 105. The principal rule to be observed in the use of this figure is, that we should not deck the objects personified with fantastic and trifling circumstances.

## EXERCISES.

1. Transcribe the following passages, and underline the words exemplifying the figure.

Our fields are crowned with plenty and abundance. 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 its strength. Roaring waves climb the distant rock. Charity should open her eyes as well as her hands.

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.

Mercy and truth are met together; righteousness and peace have kissed each other.

Night, sable goddess! from her ebon throne,  
In rayless majesty, now stretches forth  
Her leaden sceptre o'er a slumb'ring world.

2. Personify the following subjects in the lowest degree:—

MODEL.—Waves; ocean.

"The hungry waves; the angry ocean."

A brook; A waterfall; The wind; A tempest; Time; Fortune; Adversity.

The earth; The woods; The mountains; The sun; The moon; Science; Art.

Spring; Summer; Autumn; Winter; Heat; Fire; An earthquake; Cold; Snow; Hail; Frost.

Idleness; Mirth; Folly; Intemperance; Pleasure; Pain; Disease; Death; The grave; Charity; Hope; Faith; Joy.

3. Personify the following subjects in the second degree:—

MODEL.—“He drew his sword.”

“The sword leapt from its scabbard.”

The moon was shining on the brow of the mount.

The fire has been extinguished.

The shadows caused by night pass away.

Majestic mountains closed in the view.

He was very rich indeed.

No rain falls in the great desert.

The country was devastated by pestilence.

The mighty one is dead.

The fields produced abundantly.

Famine and want are depopulating the town.

The pleasantness of the evening induced us to walk.

She is deeply in love.

The shades caused by night soon pass away.

The hands of the clock were at nine.

The infant sleeps undisturbed.

The air was so refreshing that we rode.

The stars cannot be seen through the clouds.

4. Personify the following subjects in the third degree:—

MODEL.—“Contentment.”

“Contentment, thou parent of felicity! thou companion of hope! if thou shouldst take thine abode in my bosom, in vain may fortune wreck me on inhospitable shores.”

Night.

Hope.

Peace.

Light.

Sword.

Waves.

Ambition.

Death.

Sleep.

Pity.

Eternity.

Sorrow.

## QUESTIONS.

What is Personification?  
How many degrees are there?  
What is the lowest?  
The second degree?  
The third?  
What is the rule?

## APOSTROPHE.

§ 106. Apostrophe is that figure by which we turn from the subject of discourse to address some other person, dead or absent, or some object, as if that person or object were actually before the speaker.

This figure is beautifully illustrated by the following passage:—

“How are the mighty fallen in the midst of the battle! O Jonathan thou wast slain in thy high places. I am distressed for thee, my brother Jonathan. Very pleasant hast thou been unto me; thy love to me was wonderful.”

§ 107. The principal rule to be observed in the use of the apostrophe, is that it should not be loaded with studied ornament, nor extended too far.

## EXERCISES.

Transcribe the following passages and underline the words exemplifying the figure.

“And the king was much moved, and went up to the chamber over the gate, and wept; and as he went, thus he

said, O my son Absalom! Would God I had died for thee,  
O Absalom, my son, my son!"

"Oh, that those lips had language! Life has pass'd  
With me but roughly since I heard thee last;  
Those lips are thine—thy own sweet smile I see;  
The same that oft in childhood solaced me;  
Voice only fails, else how distinct they say,  
Grieve not, my child; chase all thy fears away!  
The meek intelligence of those dear eyes  
(Blest be the art that can immortalize,  
The art that baffles Time's tyrannic claim  
To quench it), here shines on me still the same."

2. Introduce the apostrophe in the following passages:—

MODEL.—"I know him, Horatio, a fellow of infinite jest, of most excellent fancy; he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where his gibes now? his gambols? his songs? his flashes of merriment, that were wont to set the table in a roar?"

"I know him, Horatio, a fellow of infinite jest, of most excellent fancy; he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where are *your* gibes now? *your* gambols? *your* songs? *your* flashes of merriment, that were wont to set the table in a roar?"

Thus passes the world away. Throughout all ranks and conditions, "one generation passeth and another cometh;" and this great inn is by turns evacuated and replenished by troops of succeeding pilgrims. The world is vain and inconstant. Life is fleeting and transient. When will the sons of men learn to think of it as they ought? When will they learn humanity from the afflictions of their brethren; or moderation and wisdom, from a sense of their own fugitive state?

Strike the harp in praise of Bragela, whom I left in the isle of mist, the spouse of my love. Doth she raise her fair face from the rock to find the sails of Cuthullia? The sea is roll-

ing far distant, and its white foam will deceive her for my sails. My love will retire, for it is night, and the dark wind sighs in her hair. She will retire to the walls of my feasts, and think of the times that are past; for I will not return till the storm of war is gone.

I cannot but imagine the virtuous heroes, legislators, and patriots of every age and country are bending from their elevated seats to witness this contest, as if they were incapable, till it be brought to a favorable issue, of enjoying their eternal repose. Let these illustrious mortals enjoy that repose! Their mantle fell when they ascended; and thousands inflamed with their spirit and impatient to tread, are ready to swear by Him that sitteth upon the throne and liveth forever and ever, that they will protect Freedom in her last asylum, and never desert that cause, which they sustained by their labors, and cemented with their blood.

#### QUESTIONS.

What is Apostrophe?

What are the principal rules to be observed in the use of this figure?

#### HYPERBOLE.

§ 108. Hyperbole is a figure that represents things as greater or less, better or worse than reality; e. g. "I will make thy seed as the dust of the earth; so that if any man can number the dust of the earth, then shall thy seed be numbered also."

#### OBSERVATIONS.

REMARK 1.—This figure is peculiarly graceful and pleasant, when we do not accurately perceive the limits of the subject

we exaggerate; because we most easily believe a thing is very great, when we do not know exactly how great it is.

REMARK 2.—All discourse and writing admit hyperbole. Though the offspring of the most violent passions, it is also consistent with composure of mind. It sometimes affords high enjoyment to the imagination, and indulges this faculty with the most magnificent exhibitions of nature and art. It shines, however, with most conspicuous lustre in the higher kinds of poetry and oratory. It appears chiefly in tragedy during the first transports of passion; and in all these cases it may be employed to diminish as well as magnify.

REMARK 3.—The errors most frequent in the use of this figure, arise either from overstraining, or introducing it on unsuitable occasions.

The following rules should be observed in the use of hyperbole:—

1. This figure should never be introduced in the description of any thing ordinary or familiar.
2. It cannot be properly introduced until the mind of the reader is duly prepared.
3. It should be comprehended in as few words as possible.

#### EXERCISES.

1. Transcribe the following passages and underline the words exemplifying the figure.

I saw their chief tall as a rock of ice; his spear the blasted fir; his shield the rising moon; he sat on the shore like a cloud of mist on a hill.

If all the sticks in the world were made into pens, the heavens into paper, and the sea into ink, they could not furnish materials sufficient to describe the least part of your perfections.

The Scythians, impressed with the fame of Alexander, were astonished when they found him a little man.

“Sir, he may live;  
I saw him beat the surges under him,  
And ride upon their backs; he trode the water;  
Whose enmity he flung aside, and brushed  
The surge most swoll’n that met him.”

2. Represent the following subjects by hyperbole.

MODEL.—“An interesting and important speech.”

“His speech was so deeply interesting and impressive, that the very walls listened to his arguments, and were moved by his eloquence.”

The number of persons in a crowd.  
The quantity of rain which falls in a shower.  
The brightness of a lighted room.  
They possess fortifications.  
The affliction caused by the death of his son.  
The brightness of its coloring.  
The size of the ship.  
His touch could soften.  
If he had as many lives.  
His eloquence was so impressive.  
They were swifter.

#### QUESTIONS.

What is hyperbole?  
What is remarked of this figure?  
Of all discourses and writing?  
Most common errors?  
What is Rule First?  
Second? Third?

## ANTITHESIS.

§ 109. Antithesis is the contrast or opposition between two different objects or qualities, that their difference may be rendered more apparent; e. g. "He can bribe, but he cannot seduce; he can buy, but he cannot gain; he can lie, but he cannot deceive."

## OBSERVATIONS.

REMARK 1.—Antithesis possesses all the advantages of Climax, with which different things of the same kind impress the mind when in juxtaposition; and it adds to these the pleasures derivable from unexpected difference and surprise.

REMARK 2.—This figure is mostly employed in the delineation of characters, particularly in biography, history, and satire.

REMARK 3.—A continued succession of antitheses must be avoided, otherwise our expressions will appear too studied and labored, conveying an impression that greater attention has been paid to the manner of saying a thing than to the thing itself.

The principal rule to be observed in the use of this figure, is that it should be introduced sparingly, and only when the points of contrast are obvious and natural.

## EXERCISES.

1. Transcribe the following passages and underline the words exemplifying the figure.

Between fame and true honor a distinction is to be made. The former is blind and noisy applause; the latter a more silent and internal homage.

A friend exaggerates a man's virtues, an enemy his misdeeds.

If Cato be censured, severely but justly, for abandoning the cause of liberty, which he would not survive; what shall we say of those, who embrace it faintly, pursue it irresolutely, grow tired of it when they have much to hope, and give it up when they have nothing to fear?

The anecdotes here related were true, and the reflections made on them were just, many years ago. The former would not have been related, if he who related them had not known them to be true; nor the latter have been made, if he who made them had not known them to be just.

2. Represent the following subjects in antithesis.

MODEL.—"A wise man and a fool." "A wise man endeavors to shine in himself; a fool to outshine others. The former is humbled by a sense of his own infirmities; the latter is lifted up by the discovery of those which he discovers in others. The wise man considers what he wants, and the fool what he abounds in. The wise man is happy, when he gains his own approbation, and the fool when he recommends himself to the applause of others."

Discretion and cunning.

Bribe and seduce.

Ambition and indolence.

True honor and religion.

True modesty and false.

The industrious and indolent.

Cheerfulness and mirth.

Temperance and exercise.

Pride and humility.

Honor and disgrace.

## QUESTIONS.

What is Antithesis?  
 What is remarked of it?  
 How is this figure mostly employed?  
 What is said of a continued succession?  
 Principal rules?

## CLIMAX.

§ 110. Climax is a figure of arrangement, in which the senses rise, by successive steps, to what is more and more important, or descends to what is more and more minute; e. g. "There is no enjoyment of property without government; no government without a magistrate; no magistrate without obedience; and no obedience where every one acts as he pleases."

## OBSERVATIONS.

REMARK 1.—Climax is nearly related to hyperbole, and differs from it chiefly in degree.

REMARK 2.—A writer or speaker, who by force of argument, has established his principal point, may sometimes introduce this figure with an advantage at the close of his discourse.

## EXERCISES.

1. Transcribe the following passages and underline the words exemplifying the figure.

It is highly criminal to bind a Roman citizen; to scourge him is enormous guilt; to kill him is almost parricide; but by what name shall I designate the crucifixion of him?

Virtuous actions are necessarily approved by the awakened conscience; and when they are approved they are commended to practice; and when they are practiced they become easy; and when they become easy they afford pleasure; and when they afford pleasure they are done frequently; and when they are done frequently they are confirmed by habit; and confirmed habit is a kind of second nature.

For I am persuaded, that neither death, nor life; nor angels, nor principalities, nor powers; nor things present, nor things to come; nor height nor depth; nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.

2. Arrange the members in each of the following passages so as to form a climax.

MODEL.—"What a piece of work is man! in action how like an angel! how noble in reason! in apprehension how like a god! how infinite in faculties! in form and motion how expressive and admirable!"

"What a piece of work is man! how noble in reason! how infinite in faculties! in form and motion how expressive and admirable! in action how like an angel! in apprehension how like a god!"

Nothing can be more worthy of us, than to contribute to the happiness of those who have been once useful, and are still willing to be so; to be a staff in their declining days; to make the winter of old age wear the aspect of spring; to allow them not to feel the want of such enjoyments as they are not able to procure; and smooth the furrows in the faded cheek.

The history of every succeeding generation is this. New objects attract the attention; new intrigues engage the passions of men; new actors come forth on the stage of the world; a new world, in short in the course of a few years, has gradually and insensibly risen around us; new ministers fill the temples of religion; new members the seats of justice.

It is pleasant to command our appetites and passions, and

to keep them in due order, within the bounds of reason and religion, because that is empire; it is pleasant to mortify and subdue our lusts, because that is victory; it is pleasant to be virtuous and good, because that is to excel many others; it is pleasant to grow better, because that is to excel ourselves.

## QUESTIONS.

What is Climax?

What is remarked respecting it?

When properly introduced?

## CRITICAL EXAMINATION OF SENTENCES.

§ 111. Write a critical examination of the following sentences, commenting on the figures of speech and thought.

## EXERCISES.

MODEL.—“Eloquence, that leads mankind by the ears, gives a nobler superiority than power, which every dunce may use; or than fraud, which any knave may employ to lead men by the nose.”

“In this passage, the antithesis is instituted by leading men by the ears, which is the business of eloquence, and leading them by the nose, which is said to be the office of power or fraud. That eloquence should lead men by the ears is natural and intelligible, but where is the connection between fraud or power and the nose? To make out the figure the author is obliged to have recourse to a vulgar and metaphorical sense of the words “leading by the nose,” in which they denote leading in an ignominious manner, without conviction. Deny this resource and the antithesis vanishes, or consists merely in words.”—*Jaimeson*.

“Let us be attentive to keep our mouths as with a bridle; and to steer our vessel aright, that we may avoid the rocks and shoals which lie every where around us.”

“There is a time when factions, by the vehemence of their own fermentation, stun and disable one another.”

“The man who has no rule over his spirit, possesses no antidote against poison of any sort. He lies open to every insurrection of ill humor, and gale of distress. Whereas, he who is employed in regulating his mind, is making provisions against all the accidents of life. He is erecting a fortress, into which he may retreat with satisfaction in the day of sorrow.”

“Since the time the reason began to bud, and put forth her shoots, thought, during our waking hours, has been active in every breast, without a moment’s suspension or pause. The current of ideas has been always moving. The wheels of the spiritual engine have exerted themselves with perpetual motion.”

“A lover may bestride the gossamer,  
That idles in the wanton summer air,  
And yet not fall—so light is vanity.”

“Daughter of heaven, fair art thou! The silence of thy face is pleasant: thou comest forth in loveliness; the stars attend thy blue steps in the east. The clouds rejoice in thy presence O moon! and brighten their dark brown sides. Who is like thee in heaven, daughter of the night? The stars are ashamed in thy presence, and turn aside their sparkling eyes. Whither dost thou retire from thy course, when the darkness of thy countenance grows? Hast thou thy hall like Ossian? Dweldest thou in the shadows of grief? Have thy sisters fallen from heaven? and are they who rejoiced with thee at night no more? Yes, they have fallen, fair light! and often dost thou retire to mourn. But thou thyself shalt one night fail, and leave thy blue path in heaven. The stars will then lift their heads; they who in thy presence were astonished will rejoice.”

"A very shower  
Of beauty is thy earthly dower!  
Twice seven consenting years have shed  
Their utmost bounty on thy head:  
And these gray rocks, this household lawn,  
These trees, a veil just half withdrawn,  
This little bay, a quiet road  
That holds in shelter thy abode;  
In truth, together you do seem  
Like something fashioned in a dream."

## ORIGINAL COMPOSITION.

§ 112. To be able to write with facility, it is necessary to practise the various kinds of Original Composition.

§ 113. The great divisions under which all composition may be classed are Prose and Poetry.

§ 114. Prose is the art of expressing ideas in their natural order without reference to any exact arrangement of sounds or syllables.

§ 115. The following are the leading varieties of Prose Composition :—

1. Narrative;
2. Descriptive;
3. Epistolary;
4. Essays;
5. Argumentative Discourses.

## NARRATIVES.

§ 116. A Narrative is an account or relation of the leading particulars of something that we have seen, heard, or read, detailed in regular order.

§ 117. Narratives may be regarded either as Simple or Complex.

§ 118. In a Simple Narrative, the principal events or incidents only are enumerated.

§ 119. In a Complex Narrative, a greater latitude is allowable, comprising a brief description of the persons concerned, and the parts they acted.

## RULES.

§ 120. The following rules should be strictly observed :—

1. Select for narration only those events or incidents which may be considered of primary importance. Let these be detailed in the order of time and place.
2. Reject all improper digressions or allusions to things remotely connected with the main object.
3. Let each paragraph comprise the sentences that belong to the same subject.
4. Let your language be chaste and significant; and each sentence neat and perspicuous.
5. Bring the whole to a suitable conclusion.

## MEMORITER EXERCISES.

§ 121. These exercises are introduced to assist the Young Composer; if they are studied according to the directions, they will be found both interesting and instructive.

## DIRECTIONS.

1. Let the class carefully read the example two or three times, and the teacher notice the order of events, and the manner in which they are conveyed.
2. After the books are laid aside, let the pupil reproduce the whole in his own language.
3. Let the pupil's production be compared with the original and the deviations and omissions carefully noticed.

## DR. FRANKLIN.

-Dr. Franklin was a remarkable, rather than an accomplished man. The ancestors of his family were of English descent. Dissatisfied with the government at home, his father and uncle, who were dissenters, crossed the Atlantic and settled in New England. Here his father set up the business of a soap-boiler and tallow-chandler.

Benjamin Franklin was born in 1705, and was one of a family of thirteen. He was tried at several trades, none of which suited him; but finally he settled upon the business of a printer, one not much practised at that time in this country. His father seems to have contributed much to form the character of his son. By example, he taught him to aim at high and honorable objects. He urged him to bestow pains upon the cultivation of an accurate and just taste in composition; and by his own necessities, taught him to pursue the task of earning his bread with industry and honor.

At seventeen, Benjamin disagreed with his brother to whom

he had been articled as an apprentice, and set off to seek his fortune in New York. Disappointed in finding business there he went to Philadelphia. After remaining there sometime he went to England, where he entered a printing-office and worked for a year and a half. This visit proved of great advantage to him, both directly in his business as a printer, and in expanding his mind. His energy and perseverance made him finally, what was to be expected, a successful tradesman.

When the difference between the American colonies and the mother countries commenced, Franklin was sent as minister to France and England. The art of composition of which he had become master, was employed in drawing up addresses, and declarations in defence of the politics of the new Republic. He was elected delegate to Congress and was foremost in the struggle for independence. After having enjoyed many honors, he died at Philadelphia, in 1790, at the age of 84.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## THE BOYHOOD OF SIR ISAAC NEWTON.

Isaac Newton was born at Woolsthorpe, Lincolnshire, on Christmas day, 1642. He was remarkably small and tender, as a child, and it was a saying of his mother's that at that time she could have put him into a quart mug. As he grew up he became robust, and enjoyed the blessing of health and a vigorous constitution until his eighteenth year. At twelve years of age, having received some previous instruction, he was sent to school at Grantham, when, like Bacon, he showed remarkable proof of a gifted and thoughtful mind. Instead of playing with the other boys, he was almost always busied in forming different kinds of models of wood; for this purpose,

he procured saws, hatchets, hammers, and other tools; and even succeeded in producing a wooden clock. The object, however, which chiefly engaged his attention, was a new wind-mill which was building near Grantham. Watching the progress of its construction, he made one on a very small scale, which in workmanship was considered equal to the original. When finished, he set it upon the top of the house where he lodged; and, fitting a small piece of linen to each of the sails, saw how the wind turned them. He put a mouse into the mill, and called it the miller; which, instead of helping to turn the sails, as his master wished, often stopped to eat the corn that was put in to be ground.

We have not time, curious as it might be, to describe all his plans of this kind, and the pursuits which kept him low in his class at school. Little did his teacher and school-fellows imagine when, noticing his neat kites which he flew at Grantham, and the transparent paper lanterns with candles in them, fastened to their tails, looking like so many comets, that the young inventor would one day astonish not only Europe, but the whole world, by the discovery of the intricate though harmonious laws of creation itself, and aid in evincing the wisdom of God in the most wonderful of his works! And still less did his mother dream of this mighty result, when she took him away from school, to help to keep his father's farm, and attend market. Often, indeed, between home and town, he stopped to study some old book under a hedge, or when sent to watch the sheep. It has been said, that an ingenious person is seldom idle; and, doubtless, from the period at which Newton could think and reason, his mind was incessantly and profoundly at work.

## EXERCISE.

*Read reproduce, and compare according to directions.*

## CAPTAIN COOK.

James Cook, a very distinguished navigator, was the son of a farm-servant in Yorkshire, where he was born on the 27th of October, 1728. He was one of a family of nine children, and experienced great hardships in his early years. At the age of thirty he was a common seaman; as soon as his character and extraordinary capacity became known, he was rapidly promoted.

In the beginning of the reign of George the Third, a great spirit of geographical discovery was excited by the attention paid to the subject by government; and Cook having been made lieutenant, was sent on a voyage of discovery in 1768. On the 30th of July that year, he sailed in the *Endeavor*, and commenced a course of discoveries which have rendered his name immortal. He made three voyages, to which we are indebted for the greatest part of the knowledge we possess of the regions scattered through the Pacific Ocean. Of these several had been visited by other navigators; but it was a remarkable circumstance in his voyages, that, wherever he touched, every thing relative to the place was determined with such accuracy and fullness that the imperfect accounts of former discoverers seemed to go for nothing.

From his third voyage, Captain Cook never returned. The circumstances of his death are of the most tragical kind. When his vessel was on the coast of the island of Owhyhee, several articles having been stolen from the ship by the natives, the Captain took the imprudent resolution of going on shore with a very few men to compel restitution. At first no sign of hostility was manifested, but presently the natives were observed to be gathering in great numbers, and arming themselves with long spears and clubs. The Captain began to think his situation dangerous; he ordered his men to return to the beach, and went along with them, holding the King by

the hand, whom he intended to take on board, as a hostage for the good conduct of his subjects. As they were approaching the boat, an Indian threw a stone at the Captain, who returned the insult by firing at the man; but the shot not taking effect, he knocked him down with his musket. A confused scuffle ensued; the men on board the boats fired among the natives; who rushing among the former drove them into the water, whence they got on board one of the boats, the Captain alone being left behind. At last, an Indian struck him on the back of the head with a club, and then hastily ran back. Captain Cook staggered a few paces, and then fell on his hand and one knee, dropping his musket. Another Indian now stabbed him in the neck; others crowded upon him, with whom he struggled violently, looking to the boats as if for assistance. At last, a savage struck him with a club; this blow probably put an end to his existence, as he struggled no longer. Thus died this great navigator, about the 20th of February, 1779.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## GEORGE WASHINGTON.

George Washington was born in the parish which bears his family name, in the county of Westmoreland, Va., on the 22d of February, 1732. He was the third son of Augustine Washington, a planter, of respectable talents, distinguished integrity, and large estate. At the age of ten he lost his father. The patrimonial estate descended to Lawrence Washington, his elder brother. At the age of fifteen he entered the British navy as midshipman. Every thing was in readiness for his departure, when the fears of an affectionate mother

prevailed upon him to abandon his design. After his disappointment in regard to entering the navy, he devoted much of his time to the study of mathematics and surveying. At the age of nineteen, when the militia were to be trained to resist the encroachments of the French, he received the appointment of adjutant-general, with the rank of major. In the unfortunate expedition of General Braddock he served as aid-de-camp; and on the fall of that brave but rash commander, he conducted the retreat of the corps under Colonel Dunbar in a manner that displayed great military talent. At the commencement of the revolutionary war he was selected as the most proper person to take the chief command of the provincial troops. From the moment of taking upon himself this important office, he devoted the great powers of his mind to this favorite object, and by his prudence, his valor, and presence of mind, he deserved and obtained the confidence and gratitude of his country, and finally triumphed over all opposition. The record of his services is the history of the whole war. When the independence of his country was established, he resigned his high office to Congress, and followed by the applause and grateful admiration of his fellow-citizens, retired into private life. His high character and services naturally entitled him to the highest gifts his country could bestow, and on the organization of the government he was called upon to be the first President. It was a period of great difficulty and danger. The unsubdued spirit of liberty had been roused and kindled by the revolution of France, and many Americans were eager that the freedom and equality which they enjoyed should be extended to the subjects of the French monarch. Washington anticipated the plans of the factious, and by prudence and firmness subdued insurrection, and silenced discontent. In 1795 he completed the business of his office by signing a commercial treaty with Great Britain, and then voluntarily resigned his power at a moment when

all hands and all hearts were united again to confer upon him the sovereignty of the country. Restored to the peaceful retirement of Mount Vernon, he devoted himself to the pursuits of agriculture. He died after a short illness, on the 14th of December, 1799. His last words were, "Doctor, I am dying; but I am not afraid to die."

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## THE ADVENTURE OF A SAILOR.

The ocean was smooth, and the heat very great, which made us so languid, that almost a general wish prevailed to bathe in the waters of the Congo. Johnson and I were deterred from it by an apprehension of sharks, many of which had been observed in the progress of our voyage. Campbell, alone, who had been drinking, was obstinately bent on going overboard, and although we used every means in our power to dissuade him to the contrary, he dashed into the water, and had swam some distance from the vessel, when we discovered an alligator making towards him behind a rock that stood a short distance from the shore. His escape seemed impossible; yet willing to do all in my power, I ordered the boat to be hoisted, and we fired at the approaching alligator, but without effect, for the balls glided over his scaly covering like hailstones on a tiled-pent house, and his progress was in no ways impeded.

The report of the piece made Campbell acquainted with his danger; he saw the creature making towards him, and, with all the skill of which he was master made for the shore. Now a moment arrived beyond the skill of my pen adequately to describe. On approaching within a short distance of some

canes and shrubs that covered the bank, while closely pursued by the alligator, a fierce and ferocious tiger sprung towards him, at the instant the jaws of his enemy were extended to devour him. At this awful moment Campbell was preserved. The eager tiger, by overleaping, fell into the gripe of the alligator. A horrible conflict then ensued. The water was colored with the blood of the tiger, whose efforts to tear the scaly covering of the alligator were ineffectual, while the latter had the advantage of keeping his adversary under water, by which the victory was presently obtained, for the tiger's death was now effected. They both sank to the bottom, and we saw them no more.

Campbell was recovered, and instantly conveyed on board; he did not speak while in the boat, though his danger had completely sobered him. The moment he leaped on deck, he fell on his knees, and returned thanks to Providence that had so signally protected him; and what is most singular, from that day to the present, he has never been seen intoxicated, or heard to utter an oath.

## EXERCISES.

*Read, reproduce, and compare according to the directions.*

## THE FATAL JOKE.

I was once present, when a small party of young persons were warmly discussing the subject of practical jokes. After an interesting debate, a gentleman whose singular melancholy and dejected air had attracted our attention related the following story:

In my younger days I was fond of a joke, and never suffered a good opportunity to pass unimproved. It was late

one evening that my cousin Robert and myself returned to my room. I had just been on a visit to New York, and had brought home many curious toys; among them was a mask, the use of which I explained to my unsophisticated cousin.

I was in my gayest mood, just ready for an adventure. Some evil spirit, I know not what else it could have been, impelled me on. My plans were these: My cousin was to dress himself in a suit corresponding with the mask, return home, and by rapping call his sister to the door; I was to stand near and participate in the joke.

At first he refused, but after much persuasion suffered himself to be arrayed as my fancy suggested. When at length he was dressed, I placed the mask on his face. We advanced cautiously to his father's residence, each took his station, Robert at the door, and I at the window near him. The curtain was partly drawn aside, so that I could easily distinguish every object in the room. As we had anticipated, she was alone. The domestics had all retired, and I knew my old uncle too well to believe that he was anywhere but in the arms of Somnus.

Robert's sister was sitting by a small table in the centre of the room, absorbed in a book. Her fair hand supported her head, and her hair hung down her neck in beautiful ringlets.

A loud rap was given. She paused for a moment, arose and approached the door. As she opened it, the mask stepped before her. How shall I describe the scene that followed. I shudder to think of it. Instantly all earthly hue left her face; with a piercing cry she fell heavily on the floor. Quicker than lightning I was at her side; I grasped her wrist; its pulsations had ceased. She was dead.

#### EXERCISE.

*Read, reproduce, and compare according to directions.*

#### THE LITTLE HERO OF HAARLEM.

At an early period in the history of Holland, a boy was born in Haarlem, a town remarkable for its variety of fortune in war; but happily still more for its manufactures and inventions in peace. His father was a *Sluicer*—that is, one whose employment was to open and shut the sluices that close the entrance of the canals and secure Holland from the danger to which it seems exposed, of finding itself under water, rather than above it. When wanted, the sluicer raises the gates more or less as required, and closes them carefully again at night; otherwise the water would flow into the canals, then overflow them, and inundate the whole country; so that even the little children in Holland are fully aware of the importance of a punctual discharge of the sluicer's duty. A boy who was about eight years old, asked permission to take some cakes to a poor blind man, who lived at the other side of the dyke. His father gave him leave, but charged him not to stay too late. The child promised, and set off on his little journey. The blind man thankfully partook of his young friend's cakes, and the boy, mindful of his father's orders, did not wait as usual to hear one of the old man's stories, but hastened home.

As he went along the canals, then quite full, for it was in October, and the autumn rains had swelled the waters—the boy stopped to pull the blue flower his mother loved so well; now in childish gaiety, hummed some merry song. The road gradually became more solitary, and soon neither the joyous shouts of the villager, returning to his cottage-home, nor the rough voice of the carter grumbling at his lazy horses, was any longer to be heard. The little fellow now perceived that the blue of the flowers in his hand was scarcely distinguishable from the green of the surrounding herbage, and he looked up in some dismay.

The night was falling; not, however, a dark winter night,

but one of those beautiful, clear, moonlight nights, in which every object is perceptible, though not as distinctly as by day. The child thought of his father, of his injunction, and was preparing to quit the ravine in which he was almost buried, and regain the beach, when suddenly a slight noise, like the trickling of water on pebbles, attracted his attention. He was near one of the large sluices, and he now carefully examines it, and soon discovers a hole in the wood, through which the water was flowing. With the instant perception which every child in Holland would have, the boy saw that the water must soon enlarge the hole through which it was now only dropping, and that utter and general ruin would be the consequence of the inundation of the country that must follow. To see, to throw away the flowers, to climb from stone to stone till he had reached the hole, and put his finger into it, was but the work of a moment, and to his delight he finds that he has succeeded in stopping the flow of the water.

This was well for a while, and the child only thought of the success of his device. But the night was closing in, and with the night came the cold. The little boy looked around in vain. No one came. He shouted—he called loudly—no one answered. He resolved to stay all night, but alas! the cold was becoming every moment more biting, and the poor finger fixed in the hole began to feel benumbed, and the numbness soon extended to the hand, and thence the arm. The pain became still greater, still harder to bear, but still the boy moved not. Tears rolled down his cheeks as he thought of his father, of his mother, of his little bed, where he might now be sleeping soundly; but still the little fellow stirred not, for he knew that did he remove the small slender finger which he had opposed to the escape of the water, not only would he himself be drowned, but his father, his brothers, his neighbors—nay the whole village. We know not what faltering of purpose, what momentary failures of courage there might

have been during that long, terrible night; but certain it is that at day-break he was found in the same painful position by a clergyman returning from attendance on a death-bed, who as he advanced, thought he heard groans, and bending over the dyke, discovered a child seated on a stone, writhing from pain, and with pale face and tearful eyes.

"In the name of wonder, boy," he exclaimed, "what are you doing there?"

"I am hindering the water from running out," was the answer, in perfect simplicity, of the child, who, during that whole night, had been evincing such heroic fortitude and undaunted courage.

#### EXERCISE.

*Read, reproduce, and compare according to directions.*

#### THE WOLF CHASE.

During the winter of 1844, being engaged in the northern part of Maine, I had much leisure to devote to the wild sports of a new country. To none of them was I more passionately addicted than skating. I had left my friend's house one night, just before dusk, with the intention of skating a short distance up the noble Kennebec.

I had gone up the river nearly two miles, when coming to a little stream which empties into the larger, I turned to explore its course. Fir and hemlock of a century's growth met overhead, and formed an archway radiant with frost-work. All was dark within, but I was young and fearless, and as I passed into an unbroken forest that reared itself on the borders of the stream, I laughed with very joyousness, my wild hurrah rang through the silent woods, and I stood listening to the echo that reverberated again and again until all was hushed. I

thought how often the Indian hunter had concealed himself behind those very trees—how often his arrow had pierced the deer by this very stream. Then turning from fancy to reality, I watched a couple of white owls that sat in their hooded state, with ruffled pantalets and long ear tabs, debating in silent conclave the affairs of their frozen realm. Suddenly a sound arose—it seemed to come from beneath the ice; it sounded low and tremulous at first until it ended in one wild yell. I was appalled. Never before had such a noise met my ears. I thought it mortal—so fierce, and amid such an unbroken solitude, it seemed as if a fiend had blown a blast from an infernal trumpet.

Presently I heard the twigs on shore snap, as if from the tread of some animal, and the blood rushed back again to my forehead with a bound that made my skin burn, and I felt relieved that I had to contend with things earthly, and not of a spiritual nature—my energies returned, and I looked around me for some means of escape. The moon shone through the opening of the mouth of the creek by which I had entered the forest, and considering this the best means of escape, I darted towards it like an arrow. It was nearly a hundred yards distant, and the swallow could scarcely excel my desperate flight; yet as I turned my head to the shore, I could see two dark objects dashing through the underbrush at a pace nearly double the speed of my own. By their great speed and short yells which they occasionally gave, I knew at once that these were the much dreaded grey wolf.

The bushes that skirted the shore flew past with the velocity of lightning as I dashed on in my flight to pass the narrow opening. The outlet was nearly gained; one second more and I would be comparatively safe, when my pursuers appeared directly on the bank above me, which here rose to the height of ten feet. There was no time for thought, so I bent my head and dashed madly forward. The wolves

sprang behind, while their intended prey glided out on the river.

Nature turned me toward home. The light flakes of snow spun from the iron of my skates, and I was some distance from my pursuers, when their fierce howl told me I was their fugitive. I did not feel afraid, or sorry, or glad; one thought of home, of the bright faces awaiting my return, of their tears if they should never see me; and then every energy of the body and mind was exerted for escape. Nearer and nearer they came—I heard their feet pattering on the ice nearer still, until I could feel their breath and hear their snuffing scent. Every nerve and muscle in my frame were stretched to the utmost tension. The trees along the shore seemed to dance in the uncertain light, and my brain turned with my own breathless speed, yet still they seemed to hiss forth their breath with a sound truly horrible, when an involuntary motion on my part turned me out of my course. The wolves close behind, unable to stop, and as unable to turn on the smooth ice, slipped and fell, still going on far ahead; their tongues were lolling out, their white tusks glaring from their bloody mouths; their dark, shaggy breasts were fleeced with foam, and as they passed me their eyes glared, and they howled with fury. The thought dashed on my mind that by turning aside whenever they came too near, as they were unable to run only in a straight line, I could avoid them.

I immediately acted on this plan. The wolves having regained their feet, sprang directly towards me. The race was renewed for twenty yards up stream; they were already close to my back, when I glided round and dashed directly past my pursuers. Had my skates failed for an instant; had I tripped on a stick, or caught my foot in a fissure of the ice, the story I am now telling would never have been told.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## NARRATIONS FROM HINTS.

§ 122. In these exercises, the pupil is furnished with hints briefly expressed. These must be arranged into appropriate paragraphs; the sentences constructed with neatness and perspicuity, and the ideas involved in each clause fully developed.

## PROFESSOR PORSON.

From the following hints, arrange a connected narrative.

Richard Porson, born Christmas day, 1759, parents poor, persons of sound sense, when Richard could speak, his father taught him reading and writing by means of a piece of chalk or finger on the sand, his fancy was thus delighted, an ardor of imitating whatever was put before him was excited, the walls of his house were covered with characters, those attracted notice from their neatness and fidelity of delineation, excellence of penmanship was ever after one of his accomplishments, his father taught him arithmetic up to cube root without a slate, before he was nine years of age, his extraordinary memory soon developed itself, he was noticed by several gentlemen, sent by them to school, made rapid progress, read everything that came in his way, sent by the same friends to Eton, subsequently to Cambridge, became Greek professor there, afterwards appointed librarian to the London Institution, enjoyed this for several years, died in London in 1808 in the 49th year of his age, he is said to have communicated in-

formation in a plain, direct, straightforward manner, and used to say, Whether you quote or collate, do it fairly and accurately; on one occasion he said, he never remembered any thing but what he had transcribed three times, or read over six times, at the least, and any one would have as good a memory who did the same, he often said he had not naturally a good memory, what he had obtained in this respect was the effect of discipline, his recollection really wonderful, has been known to challenge any one to repeat a line or phrase from any Greek dramatic authors and would instantly go on with the context, Porson by no means excelled in conversation, he neither wrote nor spoke with facility, in Porson were blended very opposite qualities, in some things he appeared to be of unshaken firmness, in others he was wayward capricious, discovered the weakness of a child, sometimes he would confine himself for days together in his chamber, at other times, he could not resist the allurements of social conversation, he was a man of inflexible integrity, had an invincible regard for truth, possessed the most determined perseverance, would have been a greater man had he been a better man.

## MARQUIS DE LA FAYETTE.

From the following hints arrange a connected narrative.

Gilbert Mottier, Marquis de La Fayette, born 1757, at Chavagnac in Auvergne, married at the age of 17 the granddaughter of the duke of Noailles, inherited a large fortune, was of high rank and powerful connections at court, came in 1777 to join the war of independence in America, raised and equipped a body of men at his own expense, fought as a volunteer in the battle of Brandywine and of Monmouth, and received the thanks of Congress, then proceeded to France to obtain reinforcements, returned with the armaments under

General Rochambeau, commanded Washington's vanguard at the time of the surrender of Lord Cornwallis, peace followed the capitulation of Yorktown, he returned to France, was elected a member of the notables in 1787, on the breaking out of the revolution took a part with the friends of liberty, in October 1789 he was made commander-in-chief of the national guard, ordered and assisted in the demolition of the Bastille, on the 6th he marched to Versailles, saved the royal family from the outrages of the mob, placed them under the protection of the national assembly, in 1790 he proclaimed the sacredness of the right of insurrection, with Bailly established the club of Feuillans, on the attempted escape of Louis the 16th Lafayette lost some of his popularity, was accused of conniving at it, dissipating these calumnies, he fought against the emigrants and allies in Flanders, mutual accusations of counter-revolution passed between him and Dumouriez and Collot D'Herbois, returned to Paris to denounce them and protest against the violence offered the king, the mountain was too strong for him, was burnt in effigy and obliged to escape, fell into the hands of the Austrians, was imprisoned at Olmutz five years, was liberated at the special demand of Bonaparte, was consistent in his principles, when Napoleon became an apostate from liberty he voted against the consulate for life and withdrew from public affairs, after the battle of Waterloo, he reappeared to protest against a dictatorship, having protested against the dissolution of the legislative body by Prussian bayonets again withdrew to his estates, in 1825 he made a visit to the United States, was received with distinction and enthusiasm, as the joint founder of American liberty with Washington and Franklin, the unconstitutional violence and ordinances of Charles 10th 1830 brought Lafayette on the stage once more, he appeared in the character with which he commenced his career—commander-in-chief of the national guard and the advocate and supporter of a

citizen king, he soon after resigned the command, having seen Louis Philippe recognized king of the French he retired to domestic life, died at an advanced age in 1834.

#### PATRICK HENRY.

From the following hints arrange a connected narrative.

This distinguished orator and statesman was born in Virginia in 1736, received only a common school education, spent a portion of his early life in trade and agriculture, abandoned these pursuits for the profession of the law which he commenced after a preparatory study of only six weeks, after several years of poverty with the encumbrance of a family he rose to distinction in the management of a popular controversy between the legislature and clergy, in 1765 was elected a member of the house of burgesses with express reference to oppose the British stamp act, in this assembly he obtained the honor of being the first to commence the opposition measures of the British government which terminated in the revolution, was one of the delegates sent to Virginia to the first general congress of the colonies in 1774, in that body he distinguished himself, by his boldness and eloquence, in 1776 he was appointed the first governor of the commonwealth, was repeatedly elected to this office, in 1786 was appointed by the legislature one of the deputies to the convention held at Philadelphia for the purpose of revising the federal constitution, in 1788 he was a member of the convention which met in Virginia to consider the constitution of the United States, in 1794 he retired from the bar, he died in 1799, without extensive information on legal or political topics he was naturally an orator of the highest order possessing great powers of imagination sarcasm and humor united with a deep knowledge of human nature.

## ORIGINAL NARRATIVES.

§ 123. In these exercises the pupil is presented with a subject which he is expected to treat according to the directions previously given.

## SUBJECTS.

The History of a Dime.  
 The History of a Day.  
 The History of my Boyhood.  
 The Old Man's Story.  
 An Account of Progress in Music.  
 The Indian's Revenge.

## DESCRIPTIONS.

§ 124. A Description is a detail of the particular circumstances, appearances, or qualities by which persons, places, and objects are recognized and distinguished.

## MEMORITER EXERCISES.

## PYRAMIDS OF EGYPT.

The three pyramids that are most noticed by travellers, as exceeding all the rest both in size and beauty, are situated on a ridge of rocky hills, on the borders of the Libyan desert, about ten miles westward from the village of Ghiza, which is

supposed to be the spot where ancient Memphis stood, though there are now not the least traces to be found of the ruins of that great and renowned city.

The largest of these pyramids, which has suffered least by time and weather, is six hundred and ninety-three English feet square at the base, and its perpendicular height is four hundred and ninety-nine feet. If the height be taken as the pyramid ascends inclining, it is six hundred and ninety-three feet; which is exactly equal to the breadth of the base, so that the angles and base make an equilateral triangle. The whole area of the base contains four hundred and eighty-two thousand and forty-nine square feet, which is something more than eleven acres of ground.

On the outside of this pyramid there is an ascent by steps; the breadth and depth of every step is one entire stone, and several of them are thirty feet in length. The top of the pyramid does not end in a point, as it appears to those who view it from below, but in a little square consisting of nine stones, besides two that are wanting in the angles. Each side of the platform is about sixteen feet, so that a considerable number of persons may stand upon it. From this elevation there is one of the most beautiful prospects that can be imagined.

On the north side of the large pyramid, sixteen steps from the bottom, there is a narrow passage leading downwards into the body of the structure. Those who have explored this passage find within, galleries, chambers, and a noble hall, built of Thebaic marble, situated in the centre of the pyramid. In this stately hall stands a tomb, which consists of one entire piece of marble hollowed, without any lid or covering; and on being struck it sounds like a bell. The general opinion is that it was designed for the tomb of its founder. There is no appearance, however, of any corpse having been laid in it.

The utmost uncertainty exists in all that concerns the con-

struction of the pyramids. Their builders, origin, date, and purpose, are entirely lost in the night of ages. As the sides of all the pyramids face the cardinal points, and of course give the true meridian of the places where they are situated, it would seem that their builders had made some progress in scientific knowledge; and the structures themselves, under all circumstances, notwithstanding their plain exterior, clearly show the advanced state of art in those early time.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## SUNRISE AT SEA.

With the earliest dawn of morning we were on deck, in hope of seeing the coast, but the mist veiled it from our view. A spectacle, however, most grand repaid us for the disappointment, and we found the circumstances of a sunrise at sea yet more interesting than those of a sunset. The moon bright and nearly at her meridian, shed a strong lustre on the ocean, and gleaming between the sails upon the deck; but the dawn beginning to glimmer, contended with her light, and soon, touching the waters with a cold grey tint, discovered them spreading all around the vast horizon. Not a sound broke upon the silence, except the lulling one occasioned by the course of the vessel through the waves, and now and then the drowsy song of the pilot, as he leaned on the helm, his shadowy figure just discernable, and that of a sailor pacing near the head of the ship with crossed arms and a rolling step. The captain wrapped in a sea-coat, lay asleep on the deck, wearied with the early watch. As the dawn strengthened, it discovered white sails stealing along the distance, and the flight of some sea-fowls as they uttered their slender cry,

and then, dropping upon the waves, sat floating on the surface. Meanwhile, the light tints in the east began to change, and the skirts of a line of clouds below to assume a hue of tawny red, which gradually became the orange and the purple.

We could now perceive a long tract of coast, like a dark streak of vapor hovering in the south. The moonlight faded fast from the waters; soon the long beams of the sun shot their lines upwards through the clouds and into the clear blue sky above, while all the sea below glowed with fiery reflections, for some time before the disc appeared. At length he rose from the waves, looking from under the clouds of purple and gold, and as he seemed to touch the water, a distinct vessel passed over his disc, like a dark speck.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## THE PUMP.

The common or domestic pump is employed in raising water, and depends for its efficacy, on the principle of atmospheric pressure. It consists of a long tube or barrel, which reaches from a few feet above the ground to near the bottom of the well. At the lower part of the tube is a valve, opening upwards, called the pump box. When the pump is not in action, this is always shut. At some distance above the lower valve is placed a short movable cylinder, called the piston. The piston has an aperture through it, which is closed by a valve opening upwards like the lower valve.

The following is the mode of working the pump:—Suppose the piston pressed down towards the lower valve, then, on depressing the handle or lever at the top, a vacuum would be formed between the piston and lower valve, did not the water

in the well rise, in consequence of the pressure of the atmosphere on that around the tube in the well, and take the place of the air thus removed. Then on raising the end of the lever or handle, the lower valve closes, because the water is forced upon it, in consequence of the descent of the piston, and at the same time, the valve in the piston opens, and the water, which cannot descend, now passes above the valve. Next on raising the piston, by again depressing the lever, the portion of water is lifted up to the piston, or a little above it, while another portion rushes through the lower valve, to fill its place. After a few strokes of the lever, the space from the piston to the spout is filled with water, where, on continuing to work the lever, it is discharged in a constant stream.

#### EXERCISE.

*Read, reproduce, and compare according to directions.*

#### INGENUITY OF BEES.

In the formation of their combs, bees seem to resolve a problem which would be not a little puzzling to some geometers; namely a quantity of wax being given, to make of it equal and similar cells of a determined capacity, but of the largest size in proportion to the quantity of matter employed, and disposed in such a manner as to occupy in the hive the least possible space. Every part of this problem is completely executed by the bees. By applying hexagonal cells to each other's sides, no void spaces are left between them; and though the same end might be accomplished by other figures, yet they would necessarily require a greater quantity of wax. Beside, hexagonal cells are better fitted to receive the cylindrical bodies of these insects. A comb con-

sists of two strata of cells applied to each other's ends. This arrangement both saves room in the hive, and gives a double entry into the cells of which the comb is composed. As a further saving of wax, and preventing void spaces, the bases of these cells in one stratum of a comb serve for the bases to the opposite stratum. In a word, the more minutely the construction of these cells is examined, the more will the admiration of the observer be excited. The walls of the cells are so extremely thin, that their mouths would be in danger of suffering by the entering and issuing of the bees. To prevent this disaster, they make a kind of ring round the margin of each cell, and this ring is three or four times as thick as the walls.

It is difficult to perceive, even with the assistance of glass hives, the manner in which bees operate when constructing their cells. They are so eager to afford mutual assistance, and for this purpose so many of them crowd together, and are perpetually succeeding each other, that their individual operations can seldom be observed. It has, however, been plainly discovered, that their two teeth are the only instruments they employ in modeling and polishing the wax. With little patience and attention, we perceive cells just begun, we likewise remark the quickness with which a bee moves its teeth against a small portion of the cell. This portion the animal, by repeated strokes on each side, smooths and renders compact, and reduces to a proper thinness of consistence. While some of the hive are lengthening their hexagonal tubes, others are laying the foundation for new ones. In certain circumstances, when extremely hurried, they do not complete their new cells, but leave them imperfect till they have begun a number sufficient for their present exigencies.

When a bee puts its head a little way into a cell, we easily perceive it scraping the walls with points of its teeth, in order to detach such useless and irregular fragments as may have

been left in the work. Of these fragments the bee forms a ball, about the size of a pin head, then comes out of the cell, and carries the wax to another part of the work where it is needed. It no sooner leaves the cell than it is succeeded by another bee, which performs the same office; and in this manner the work is successively carried on till the cell is completely polished.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## THE MAN OF INTEGRITY.

It will not take much time to delineate the character of the man of integrity, as it is a plain one, and easily understood. He is one who makes it his constant rule to follow the road of duty, according as the word of God, and the voice of his conscience dictates. He is not guided merely by affections which may sometimes give the color of virtue to a loose and unstable character. The upright man is guided by a fixed principle of mind, which determines him to esteem nothing but what is honorable; and to abhor whatever is base or unworthy in moral conduct. Hence we find him ever the same; at all times the trusty friend, the affectionate relation, the conscientious man of business, the pious worshiper, and the public spirited citizen.

The man of integrity assumes no borrowed appearance. He seeks no mask to cover him; for he acts no studied part, but he is indeed what he appears to be, full of truth, candor, and humanity. In all his pursuits, he knows no path but the fair and direct one; and would much rather fail of success, than attain it by reproachful means. He never shows us a smiling countenance, while he meditates evil against us

in his heart. He never praises us among our friends; and then joins in traducing us among our enemies. One part of his character is not at variance with another. In his manners he is simple and unaffected, and in all his proceedings open and consistent.

## EXERCISE.

*Read, reproduce, and compare according to directions.*

## THE ANGLO-SAXONS.

From the following hints given in regular succession, write a description of the Anglo-Saxons.

Hospitality reckoned a national virtue, no nation more liberal; received all travellers without exception, entertained them in the best manner circumstances afforded. These people described by ancient writers tall, strong, hardy, delighting in war, military exercises, accounting it more honorable to obtain the necessities of life by force than industry. They were free, beautiful in manners, cheerful in temper, fierce savage to enemies, kind liberal to each other. Long after settlement British island, remarkable for symmetry shape, fairness complexion, fineness of hair. Dress simple, loose tunic, ornamented patches of skins; large stockings clumsy manufacture, reached knee, frequently went barefoot. Head rude cap of skins. Saxons never went to war without consulting their wives, advice paid regard. Arms consisted spear or lance, carried in hand, long sword appended to side and shield.

Shields much importance, soldier lost it, prohibited from participating in sacred rights, privation severely felt, many who incurred it destroyed themselves rather than exist under imputation of dishonor. In peace wore on heads bonnet, going to war placed on heads metal helmet. Went singing

to war, carrying before images of gods, certain characters engraved on spears, considered magic spells.

Every tenth prisoner taken in battle sacrificed to Woden, supposed highly pleased barbarous slaughter. Believed every one slain sat at ease in Woden's hall, quaff ale from skulls former enemies, honor to which none admitted died of disease or in bed. From these people Britain, some time name of Saxony; Angles came, became more powerful, country called Angleland, people Anglo-Saxons.

## M A Y.

From the following hints write a description of the month of May.

Considered the most pleasing in the year; whole earth covered with verdure, one uniform picture of bloom and beauty. In this month trees in full foliage—first see the willow covered with slender leaves, then &c., &c.—shortly the stately oak, &c., &c.—all that was necessary complete landscape. Trees when in full leaf, most beautiful objects and excite the admiration. Different colors, variety of shapes, shade in keeping with the season.

In this month also most of our trees flower or blossom. In the fields the eye is delighted wherever it falls, by something full of beauty, &c., &c. See the massy foliage, pendent branches of blossoms smelling sweetly, alive with bees and other insects.

One of the most splendid objects in May, is the orchard. It is now that the apple-trees are loaded with their delicate blossom, which is by far the most attractive of all bloom. It is not possible to imagine any prospect more charming than that which we meet with at every step during a country walk at this season. On one side the apple and pear-trees are loaded with fragrant blossoms; and on the other, the plum,

the peach and cherry rival them in sweetness, whilst the ground is strewn with flowers of every hue.

## A L H A M B R A.

From the following hints write a description of the Alhambra.

Alhambra, ancient fortress and palace of the Moorish kings, its situation on the top of a hill overlooking the city, surrounded by a wall high and thick. The road by a winding path through wood, lofty elms, poplars, oleanders, orange and lemon-trees. By side of the path beautiful marble fountains, streams transparent rushing down. Entrance an archway, a key carved over, symbol of the Mahomedan monarchs. This gate called the gate of justice, according to Eastern forms, where kings administered justice.

Leaving gate of judgment, passed through another now converted into a chapel; with fatigue arrived at square of the cisterns, under which water is brought from another hill, distance of a league. These reservoirs large, contained an ample supply for the numerous inhabitants formerly dwelling here. From this prospect Sierra Nevada seemed impending over us.

Apartments in this palace of enchantment numerous, should fear fatigue by describing. Character of the whole remote from all the objects to which we are accustomed, impressions of wonder and delight excited, afford pleasing recollections during the remainder of my life. This noble palace hastening to decay, without repairs, finances of Spain inadequate, in a few years this will be a pile of ruins; its voluptuous apartments, stately columns, lofty walls, mingled together; no memorial to be left in Spain of a people once governing the peninsula.

## STARLIGHT NIGHT.

From the following hints write a description of a Starlight Night.

The clear and frosty air of January affords opportunity not to be neglected, contemplating heavens, in order to learn to distinguish principal stars. This exercise, besides much clearer understanding what has been said motions of the heavenly bodies than otherwise obtained will elevate minds, purify hearts, "heavens declare glory of God, firmament showeth his handiwork."

Some most remarkable stars attention to be directed, are Polar Star, Orion, Arcturus, Pleiades, mentioned in the book of Job. All stars in the heavens, numberless as they seem, portioned into groups, called constellations, more easy finding any particular one. In the northern part of sky, or part opposite to what see the sun at noon, are seen bright stars, known to most name of Charles' Wain. Of these seven stars three arranged curved line, four others a square. If notice these last, shall see outer two point in a direct line to another further north, Polar Star. Astronomical name of Charles' Wain is Ursa Major or Great Bear. Polar Star belongs another constellation, called Ursa Minor or Little Bear.

Pleiades or Seven Stars form cluster in south-east part of heavens, part constellation Taurus or Bull, one signs of the Zodiac. At a distance from Pleiades are, but in same direction, observe four bright stars forming oblong square, inclosing three others slanting line. This constellation Orion. Far south-east of the three bright stars as Pleiades are to north-west, we observe brilliant star which is Sirius or Great Dog Star. This largest probably nearest what seemed Fixed Stars, but distance from earth at least 80,000 times as that of earth from sun. Earth at one period year 195,000,000 miles nearer Sirius than at another, but size of star not altered thereby, to be noticeable even by most powerful telescopes.

Arcturus, brilliant star, situated not far from tail of Great Bear, included in constellation Boötes. A little south of Pleiades bright star called Aldebaran forms one of eyes constellation Taurus; at distance to east are two others, Castor and Pollux, are principal stars constellation Gemini or Twins, another of signs of Zodiac. If notice any of these stars for short period, observe all shift their places in same manner as moon, except Polar Star, which same place, whilst others rise in east, travel south, and sink in west.

## LIFE-BOAT.

From the following hints write a description of the Life-Boat.

Mariners indebted this wonderful invention to Mr. Greathead, a boat-builder of England. Resembles in form the Greenland boat—more flat in bottom. It is lined on the inside and outside of the gunwales (edges), two feet broad with cork. It is rowed by ten men, steered at each end by an oar, its form is alike at both ends. Draws very little water, will carry twenty persons when full of water. The cork renders it buoyant, and being used only in the upper portion of it, preserves it from all danger of oversetting.

From its peculiar structure able to contend against most tremendous sea. In saving the lives of crews of wrecked ships has exceeded expectations of most sanguine. Comparatively a recent invention thousands of lives have been saved which but for timely aid extended through this means must have been lost. The inventor received a gold medal from the Society of Arts for the model. His name should be classed with Howard and other distinguished philanthropists.

## THE TRANSFORMATION OF WINGED INSECTS.

From the following hints write a description of the Transformation of Winged Insects.

Told by naturalists that life of this class insects consists of three periods; present different scenes to student nature. First period larva, worm or caterpillar, body long, cylindrical, consists of a succession of rings which are generally membranous and incased in each other. By the aid of its rings or several pair of legs it crawls about in quest of food. Head armed with pincers or teeth, by which it eats its food. Blood moves from the tail towards the head. Respires through apertures on sides of body or several tubes situated on the posterior that have the appearance of so many tails.

Second period, the insect appears under form of a nymph or chrysalis; in this state generally inactive, seems to possess no power of life. Sunk into a kind of sleep, but little affected by external objects, can make no use of their eyes, mouth or other members; all imprisoned by strong covering. Deprived of faculty of motion, they remain fixed in those situations chosen for their temporary abode until their change from this state to another. Some are capable of changing their place, movements slow and painful. Blood circulates, but in a contrary direction from the caterpillar state. Respiration goes on, organs differently situated. In the caterpillar the principal organs of respiration were placed at the posterior part of the body; same organs now found in the anterior.

Third period, insect acquired perfect organization correspondent to rank in scale of animation. Bonds of the nymph or chrysalis are burst asunder, and the insect commences a new mode of existence. Its members formerly soft and inactive, and folded up in an envelope are expanded, strengthened, and exposed to observation. Under form of caterpillar it crawled; under that of chrysalis power of motion almost annihilated; under last form furnished with six legs, and two or four wings with which it can fly through air. Instead of teeth or pincers, with which it divided a gross aliment, it has trunk by which it extracts refined juices of most delicate

flowers. Instead of a few smooth eyes it possessed in worm and caterpillar state it is furnished with eyes smooth and convex, several thousands.

#### BAROMETER.

From the following hints write a description of the Barometer.

Barometer philosophical instrument, measuring weight of atmosphere. Invention of Torricelli, observing column of water about 33 feet equal in weight to one of air same base, concluded that column of mercury only  $29\frac{1}{2}$  inches would be so too, such column of mercury equal weight to 33 feet water.

Common barometer glass tube about two tenths inch diameter, its length at least thirty-one inches. This tube filled mercury so not to have air over it, the maker placing finger on end, immerses in basin of quicksilver, and then takes finger away. Quicksilver in tube by own weight endeavors to descend into basin, but external air pressing on surface of quicksilver in basin without, no air at top, quicksilver continues in tube, raised by air on surface in basin.

The usual range barometer in this country from 28 to 31 inches; when the air is pure and heavy, mercury rises to nearly 31, when light and full of vapors falls to nearly 28. In fine dry weather, air pure, free light vapors, consequently extremely heavy, presses up the quicksilver. In moist rainy weather atmosphere charged with vapors, clouds, fogs air lighter, presses on quicksilver less force. When high winds blow, atmosphere light, quicksilver generally low, rises higher in cold weather than warm. During frost, air purest heaviest, barometer rises highest points. Instrument serviceable measuring high mountains. Ascending mountains quicksilver found sink about tenth an inch in ninety feet; if quicksilver fall an inch have ascended nearly &c.; but this subject to variations,

from change of temperature, and other causes, render corrections necessary. General method, however of determining altitudes by barometer and thermometer extremely useful and convenient.

## JERUSALEM.

Jerusalem; its situation; remarkable localities in the city and neighborhood; when first mentioned in history; to whom originally belonged; when the citadel taken by the Israelites; by whom made the capital; the most famous of its public buildings; how many times taken and plundered; the most remarkable events in its history; by whom destroyed; by whom rebuilt; present state.

## A TRIP ON THE RAILWAY.

State the place of your destination; in what class you travelled; the fare; the time of setting off; what you noticed at the station from which you started; describe your fellow-passengers; detail any conversation you had with them; mention what striking objects you met on the way; incidents; your arrival.

## FIDELITY IN FRIENDSHIP REWARDED.

Damon and Pythias intimate friends; Damon condemned to death by Dionysius; demanded to go home to set his affairs in order; his friend Pythias becomes his surety, offers to submit to death if Damon should not return; every one condemns him for so rash an action; confident of his friend's integrity waited the appointed time; Damon returned at appointed time; Dionysius admired their fidelity, pardoned Damon, prayed to have the friendship such worthy men.

## MY FRIEND.

State the circumstances under which your acquaintance commenced; describe his personal appearance, figure and general manners; detail his intellectual attainments, moral principles and general habits; notice any peculiarity or eccentricity which he may have; mention any incident that may have occurred; your opinion of farther acquaintance.

## THE FOP.

Notice his dress; cut of his coat; his hat; cravat how tied; watch-guard; &c., &c.

His glass; attitude in walking; objects of his admiration.

His affected pronunciation; topics of conversation; sentiments; &c., &c.

The manner he spends his mornings; evenings, particularly Sundays.

The necessary state of his own feelings; how regarded by others.

## THE VILLAGE COBBLER.

Notice his personal appearance, and that of his shop; the appearance of his wife, children, furniture.

His political propensities, favorite candidate, gossipers in his shop.

His evening employment; how he spends his Sabbath.

His private character; remarks.

## THE BOASTER.

Notice the chief cause of boasting; the excessive love of self,—fondness of exaggeration,—disregard for strict veracity,—want of moral courage and fortitude,—the want of inclination or capacity for exertion and hardship.

Draw a character exemplifying the preceding constituents.

Show the unpleasant position in which a character of this kind is frequently placed, conclusion.

#### THE INDECISIVE MAN.

Notice two chief causes of indecision, the love of ease, and the want of early training.

This character after much wavering determines to pursue some fixed object; progresses for a time; suddenly his views are altered; ludicrous description of this state.

He determines to make an excursion; after changing his original purpose forty times in the last ten minutes he sets out, as a matter of course the day ends in disappointment.

Resolves in future to be more decided; sudden change; effect of this.

Life progresses,—his good resolutions broken,—necessary results.

#### OUR REPRESENTATIVE.

State his general appearance,—mode of securing the attention of audience.

Describe his style of delivery, accent, and gesture.

The nature of the topics on which he more generally dwells, whether Whig or Democrat, Know Nothing or Anti; local or general, &c., &c.

His mode of reasoning,—clear or confused, cogent or irregular. Adduce instances.

Power of illustration; striking or feeble, refined or common place.

The effects on his audience—proofs.

#### TOWN LIFE.

State the habits of the business men and citizens in general.

Mention some traits that you admire; others that you condemn.

Describe the different kinds of amusements innocent or otherwise to be found.

Relate an anecdote illustrative of the style of the evening parties.

Express your opinion of town life.

#### OUR PASTOR.

Describe his personal appearance in the pulpit.

Notice his pronunciation, mode of delivery, and gestures.

His particular choice of subjects, the arrangement and divisions adopted in his discourses,—language, structure of sentences.

His sentiments whether evangelical or otherwise.

His power of reasoning,—mode of illustration, whether by figurative language, historical allusions, or pertinent proofs from the Scriptures.

The effects produced on the audience.

#### THE DRUNKARD.

State how this vice is formed,—in some there is perhaps a natural proneness—some have contracted the habit by imperceptible degrees from associating with individuals so disposed—others again from want of employment, vexation or disappointment, &c.

The consequences of this course is a distaste for all rational enjoyments—loss of reputation—of property—of friends—self-degradation—conscience blunted—intellect injured—loss of health—misery to wife and children—picture of woe.

## THE MISER.

The miser one who amasses money by every possible means for the fancied pleasure it affords.

Distinction between covetousness and frugality—the former a vice, the latter a virtue.

Trace the origin of covetousness—sometimes the effect of severe hardships experienced under the stern hand of poverty—sometimes reaction produced on the mind by exhausted extravagance—sometimes arises from want of early parental advice and example.

Misery of this state. As happiness must spring from the possession of good habits, the control of the appetites, the recollection of acts of kindness, when these do not exist, the void must be most unpleasant. As the miser is not conscious of any benefits conferred, he must feel alone in the world, perhaps abandoned and despised by all. Draw a picture. He may be subject to other annoyances—from a desire of exacting more interest than he ought, his investments may fail—his misery at the loss of his only good.

Other sources of misery are found in the apprehension of robbery or being cheated, his feelings in sickness or afflictions, his fear of death and a future judgment.

## EPISTOLARY CORRESPONDENCE.

§ 125. Epistolary Correspondence, or letter writing, may be divided into two kinds,—business or friendship.

§ 126. Business letters should clearly state, as concisely as possible, the requisite facts and nothing else.

§ 127. Letters of friendship should approach

as nearly as possible to a familiar conversation between friends.

The following are the principal rules to be observed in letter-writing:—

1. On a separate piece of paper draw out the various heads of your letter.

2. Begin about two inches from the top of the page by writing the name of the place, day of the month, and the year; e. g. *Boston, March 3, 1856*. When the place is obscure, or the writer has reason to suppose that his correspondent does not know where it is situated, the name of the State should also be written; e. g. *Hudson, Ohio, March 3, 1856*. All letters for foreign countries should bear the name of the country from which they are sent; e. g. *Boston, U. S. A., March 3, 1856*.

3. In the first line of the address give the name and title of the person to whom the letter is written. On the second line, if addressing a stranger, *Sir* or *Madam*, if on familiar terms with the party *Dear Sir* or *Dear Madam*, or some suitable address.

REMARK.—A relative should be addressed by the name that indicates the relationship; e. g. "My Dear Mother;" "My Dear Uncle."

4. Let your Orthography be correct; your sentences clearly and grammatically constructed; and properly pointed.

5. Let your penmanship be such as can be easily read. Avoid as much as possible interlineations. Make no abbreviations in orthography except such as are warranted by the practice of correct writers.

6. Close with a clause of respect appropriate to the individual addressed.

7. Avoid postscripts, except when some circumstance necessary to be mentioned has occurred after your letter was written.

## MODEL.

ANALYSIS.—1. Acknowledge reception of letter. 2. Propose correspondence. 3. Consider inducements to. 4. Compliments.

*Greensboro, Ala., Jan. 1, 1856.*

*My Dear Cousin,*

*Your favor of the 7th Dec. is at hand. I am gratified to learn that you made the trip without accident, and are now pleasantly situated in a country unrivalled for the fertility of its soil and intelligence of its inhabitants.*

*As we are separated far from each other, and distance deprives us of the social intercourse we were accustomed to enjoy before you left, the best plan that I can devise for cherishing the intimacy that has existed so many years, is to maintain a regular correspondence. I propose that we communicate to each other in a free and friendly manner, whatever occurs of sufficient importance to be written.*

*A correspondence of this kind will be of mutual advantage. It will tend to improve our style of writing as well as our knowledge of*

*grammar. Again, this course will greatly tend to ripen our youthful intimacy into a firm and lasting friendship, as well as to occupy our leisure moments pleasantly. If you approve of the proposal, I hope you will speedily comply with it, and favor me with a full account of your trip to Texas.*

*Present my kindest regards to your father and the family, and accept my best wishes for your success and prosperity.*

*Your true friend and cousin,*

*W. R. Shivers.*

*Jesse Eddins, Junr.,*

*Independence,*

*Texas.*

REMARK 1.—In the superscription of letters, avoid using two titles implying the same thing. Instead of directing the letter to "Dr. F. M. Peterson, M.D." it should be directed either to "Dr. F. M. Peterson," or to "F. M. Peterson, M.D."

REMARK 2.—As envelopes are mostly used for inclosing letters, directions for folding are unnecessary.

## EXERCISE.

Write to your father from Marion, Ala., to Columbia, S. C.

1. Inform him of your safe arrival ;
2. Detail what occurred on your journey ;
3. State of the weather ;
4. The appearance of the country ;
5. Improvement of premises ;
6. Studies engaged in ;
7. Conclude with dutiful regards.

Write a letter to your sister in the city of Philadelphia.

1. Express your pleasure in writing ;
2. Mention several requests that you make ;
3. State some anecdote that has struck your attention in the course of your studies ;
4. Mention incident that occurred at Judson concert ;
5. Describe the progress that you are making.

Write to your mother on the subject of education.

1. Express your gratitude to her for care ;
2. Show the advantage of present studies ;
3. The importance of education ;
4. The punishment adopted for the indolent ;
5. Your determination to be industrious.

Write to your cousin in Montgomery on the advantages of attention.

1. The necessity of frequently exercising this faculty ;

2. The result of the want of attention ;
3. No knowledge acquired without it ;
4. The power of attention dependent on will ;
5. The ignorance resulting from the want of habits of observation ;
6. Common objects ;—daily affairs of life, &c. ;
7. Conclude.

Write to your brother on company.

1. State your observations ;
2. Notice variety of talent displayed ;
3. Describe the different characters ;
4. Notice what subjects they were interested in ;
5. Request advice in what manner you ought to conduct yourself.

Answer to preceding letter.

1. Express thanks for confidence ;
2. In promiscuous company best not to intrude our sentiments, wait proper opportunity ;
3. Not to speak that we do not understand ;
4. By reading endeavor to become acquainted with useful knowledge ;
5. Never to assert with confidence ;
6. Endeavor to please and improve those with whom we converse ;
7. Avoid censorious disposition ;
8. State when a company should be abandoned.

## ESSAY.

§ 128. An Essay is a composition, generally on some abstract subject, devoted rather to an

investigation, than an examination of visible and material peculiarities.

#### OBSERVATIONS.

1. This style of writing, though not so popular as formerly, may be used to great advantage by the young.
2. Brief descriptions and narrations may be introduced with advantage.

§ 129. In order to facilitate the progress of the learner in this style of composition, and enable him to discover not only the mode of argument in each division, but also the chain of reasoning by which it is held together, we present an analysis of No. 441 *Spectator*.

#### THE PLEASURES OF IMAGINATION.

1. "Our sight is the most perfect and delightful of all our senses. It fills the mind with the largest variety of ideas, converses with its objects at the greatest distance, and continues the longest in action without being tired or satisfied with its proper enjoyments. The sense of feeling can, indeed, give us a notion of extension, shape, and all ideas that enter at the eye, except colors; but at the same time it is very straitened, and confined in its operations to the number, bulk, and distance of its particular objects. Our sight seems designed to supply all these defects; and may be considered as a more delicate and diffusive kind of touch, that spreads itself over an infinite multitude of bodies, comprehends the largest figures, and brings into our reach some of the most remote parts of the universe."

The author having proposed his subject, "The Pleasures of Imagination," commences by stating his opinion in favor of the sense of sight; the sense from which the pleasures in question take their rise. This is followed by three reasons for that opinion. He then compares the sense of seeing with

that of feeling, showing in what they differ, and in what respects the one is superior to the other. This may be termed the preliminary paragraph.

2. "It is the sense which furnishes the imagination with its ideas; so that by the pleasures of imagination or fancy (which I shall use promiscuously), I here mean such as arise from visible objects, either when we have them actually in our view, or when we shall call up their ideas by paintings, statues, descriptions, or any the like occasions. We cannot, indeed, have a single image in the fancy that did not make its entrance through the sight; but we have the power of retaining, altering, and compounding those images which we have once received, into all the varieties of picture and vision that are most agreeable to the imagination: for by this faculty, a man in a dungeon may be capable of entertaining himself with scenes and landscapes, more beautiful than can be found in the whole compass of nature."

The writer here proceeds to affirm that it is from the sense of sight that the pleasures of which he treats take their origin, and mentions some of the various occasions which call them forth.

3. "There are few words in the English language which are employed in a more loose and uncircumscribed sense than those of the *Fancy* and the *Imagination*. I therefore thought it necessary to fix and determine the notion of these two words, as I intend to make use of them in the thread of my following speculations, that the reader may conceive rightly what is the subject which I proceed upon. I must, therefore, desire him to remember, that, by the pleasures of the imagination, I mean only such pleasures as arise originally from sight, and that I divide these pleasures into two kinds: my design being, first of all, to discourse of those primary pleasures of the imagination which entirely proceed from such objects as are before our eyes; and in the next place, to speak of those secondary pleasures of the imagination which flow from the ideas of visible objects, when the objects are not actually before the eye, but are called up into our memories, or formed into agreeable visions of things that are either abstract or fictitious."

Here, in order that the reader may clearly understand the question before him, the author goes on to point out the sig-

nification in which he intends the terms *fancy* and *imagination* to be understood; and secondly, notifies his intention of considering the subject under two heads; those of primary and secondary pleasures.

4. "The pleasures of imagination, taken in the full extent, are not so gross as those of sense, nor so refined as those of understanding. The last are indeed preferable, because they are founded on some new knowledge or improvement of the mind; yet it must be confessed that those of the imagination are as great and transporting as the other. A beautiful prospect delights the soul as much as a demonstration; and a description in Homer has charmed more readers than a chapter in Aristotle. Besides the pleasures of imagination have this advantage above those of the understanding, that they are more obvious, and more easy to be acquired. It is but opening the eye and the scene enters; the colors paint themselves on the fancy, with very little attention of thought or application of mind in the beholder. We are struck, we know not how, with the symmetry of anything we see; and immediately assent to the beauty of an object, without inquiring into the particular causes and occasions of it."

In this paragraph the pleasures of taste are compared with those of sense and intellect, and though the author admits, that intellectual pleasures are more pure and refined than those of taste, he affirms that the latter afford quite as much enjoyment, which opinion is supported in the two following sentences. He then proceeds further to recommend the cultivation of these pleasures on the score of the facility with which they may be obtained, and concludes the passage with a few remarks illustrative of this latter assertion.

5. "A man of polite imagination is let into a great many pleasures that the vulgar are not capable of receiving. He can converse with a picture, and find an agreeable companion in a statue. He meets with a secret refreshment in a description, and often feels a greater satisfaction in the prospect of fields and meadows, than another does in the possession. It gives him, indeed, a kind of property in every thing he sees, and makes the most rude, uncultivated parts of nature administer to his pleasures; so that he looks upon the whole world, as it were, in

another light; and discovers in it a multitude of charms, that conceal themselves from the generality of mankind."

This paragraph contains another argument in favor of the cultivation of the imaginative faculty, on the principle that it increases our power of being happy, and almost infinitely multiplies our opportunities of mental gratification.

6. "There are indeed, but very few who know how to be idle and innocent, or who have a relish of any pleasures that are not criminal; every diversion they take is at the expense of some one virtue or another; and their very first step out of business is into vice or folly. A man should endeavor, therefore, to make the sphere of his innocent pleasures as wide as possible, that he may retire into them with safety, and find in them such a satisfaction as a wise man would not blush to take. Of this nature are those of the imagination, which do not require such a bent of thought as are necessary to our serious employments; nor at the same time, suffer the mind to sink into that negligence and remissness which are apt to accompany our more sensual delights; but like a gentle exercise to the faculties, awaken them from sloth and idleness, without putting them upon any labor or industry."

A powerful argument is here used in support of the writer's recommendation, *i. e.* the expediency of multiplying those pleasures which may be indulged in without risk. He sets out with the assertion, that few men, in their intervals of relaxation from business, know how to escape the snares of vice; and then shows the necessity of filling up our leisure hours with such pleasures as shall not affect our innocence. Lastly he concludes by asserting that the pleasures he recommends are precisely of this nature, showing also the advantage they possess in requiring a moderate exercise of the faculties, without too laborious an exertion of the intellect.

7. "We might here add, that the pleasures of the fancy are more conducive to health than those of the understanding, which are worked out by dint of thinking, and attended with too violent labor of the brain. Delightful scenes, whether in nature, or in painting or poetry, have a kindly influence on the body as well as the mind; and not only

serve to clear and brighten the imagination, but are able to disperse grief and melancholy, and set the animal spirits in pleasing and agreeable motion. For this reason Sir Francis Bacon, in his *Essay on Health*, has not thought it improper to prescribe to his reader a poem or a prospect where he particularly dissuades him from knotty and subtle disquisitions; and advises him to pursue studies that will fill the mind with splendid and illustrious objects, as histories, fables, and contemplation of nature."

The concluding division of the essay contains three parts; 1. Another assertion in support of the question; 2. An illustration; and 3. The authority of an eminent writer, adduced to prove the justice of the assertion.

If we now retrace our steps, and once more consider the construction of this essay, we shall find it consists of seven paragraphs or divisions.

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

#### EXERCISES.

The pupil may now write an essay from the following outlines. Each head as introduced is to be paraphrased, amplified, and variously expressed.

#### I.—THE ADVANTAGES OF A LITERARY LIFE.

1. The literary man withdrawn from turbulent scenes and pursuits.

2. The necessity of distinguishing between the real and pretended student.
3. A literary life, when prudence and virtue are not absent, is perhaps the most safe and pleasant.
4. The general character of the literary man, contrasted with the world in general.
5. Idleness frequently the cause of vice; the literary man never idle.
6. The utility of the literary man; his benefits to society.

#### II.—POLITENESS.

1. The origin of the term.
2. The ordinary acceptance of it.
3. Should express that benevolence artificially which religion requires practically.
4. What Christian maxim the foundation of true politeness?
5. Correspondence between politeness and religion.

#### III.—THE LOVE OF ORDER.

1. Order is of the utmost importance in the affairs of life.
2. Love of order is the love of beauty, propriety and harmony, in the material world.
3. Love of order appears in the regulation of our expenses, spending of our time, choice of company, and our amusement.
4. Arguments from Scriptures.
5. Connexion between love of order and other virtues.

#### IV.—A REMEDY FOR DISCONTENT.

1. Those often complain most who have the least cause.

2. Remedy—consider the state of those below us in rank.
3. "One half of the world knows not how the other lives"—explain it.
4. One of the chief duties of Christianity—to inquire into the evils of those who are below us in rank.
5. The scenes witnessed by ministers and medical practitioners.
6. Concluding observations.

#### V.—AFFECTATION.

1. Affectation is apparent hypocrisy.
2. Has its origin in vanity.
3. Affectation hurts the pride of others by endeavoring either to impose upon them or to excel them, and therefore makes them its enemy.
4. Nothing more exposes affectation than contrasting it with its opposite. Affectation wears a disguise, is a double character, and creates suspicion; simplicity is what it appears to be.
5. It is a folly by which we gain nothing but contempt.
6. An affected character may be compared to a palace built of ice.
7. Affectation tarnishes the most shining qualities.

#### VI.—MEMORY.

1. Memory the storehouse of the mind.
2. To some not a treasury of things, but a lumber-room of words.
3. What ought to be the effects of observation, discourse, and reading.
4. To what persons will memory bring constant causes of regret and misery?
5. To whom is it a never failing spring of pleasure?

#### VII.—HISTORY.

1. History a most interesting branch of study.
2. History is a representation of human character, the record of human experience.
3. The various kinds of information we derive from the study of history.
4. Some of the great moral lessons it teaches.

#### VIII.—THE IMPORTANCE OF GOVERNING THE TEMPER.

1. A bad temper a source of constant unhappiness; the necessity of keeping it in subjection.
2. Arises from flattered vanity, and the neglect of the cultivation of the mind 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 ungoverned temper in families—virtues to be instilled into young persons, proper for preventing these effects.

#### IX.—PARENTAL INDULGENCE.

1. The love of offspring strong in every species—implanted by Providence for wise purposes—this purpose sometimes abused.
2. Vicious indulgences of parents enumerated—caprices—appetite—mind and body both ruined.
3. Contempt for superiors—a most pernicious indulgence.
4. A strange propensity to indulge common to all parents—pernicious effects of a bad example.
5. The difference between a father's and a mother's treatment of children.

## X.—GENEROSITY.

1. Generosity is doing more than we are obliged to do.
2. We must do justice to escape the censure of the laws; but to be generous we must do more than the laws require.
3. Christian morality is true generosity.
4. Generosity produces generosity.
5. Remarkable examples.

## XI.—PROFLIGACY OF THE LOWER CLASSES.

1. The degraded state of the lower orders.
2. Their depravity, drunkenness, fraud.
3. Much arises from ignorance—necessity of education to instil good principles.
4. Our duty to alleviate the misery of this class.
5. Moral education preferable to pecuniary relief.

## XII.—STYLE OF HISTORY.

1. Object of History—a style suited to.
2. The style of oratory and poetry—History should be written with simple and majestic dignity.
3. The vivacity of the historian requires not the arts of ornament.
4. Livy, Tacitus, Hume, Robertson, Irving, &c.

## XIII.—SIMPLICITY OF STYLE IN PROSE.

1. Plain food pleases the longest—same true with mental food.
2. The effects of immoderate embellishments.
3. Poetical prose generally unsuccessful.

4. Style of many modern sermons.
5. Simplicity of the Bible never tires.
6. Character of Xenophon's writings—Julius Cæsar.
7. Irving, Channing, Franklin,—difficulty of writing in a plain style.

## XIV.—THE PATRIOT.

1. What is necessary to produce heroic virtue?
2. Name often improperly applied.
3. What constitutes a patriot?
4. Qualities necessary in chief rulers.
5. Designing views of demagogues.
6. As much true patriotism in private as public life.

## XV.—CHOICE OF A PROFESSION.

1. The difficulty of determining at an early age.
2. The changes the mind undergoes in the course of a few years.
3. What disposition best suited to the pulpit.
4. Laborious study required for the bar.
5. Profession of medicine—difficulty of acquiring eminence.
6. Tendency of the mercantile pursuit to contract the mind.
7. All professions have their advantages and disadvantages—any better than a life of idleness.

## XVI.—AMUSEMENTS.

1. Amusements should not form the business of life.
2. The meanings of the terms amusement, relaxation, and recreation may convince us of this.
3. That which is made the business of life ceases to be amusement.
4. The unemployed, unhappy.

## XVII.—THE INFLUENCE OF FASHION.

1. The tyranny of fashion, and inconvenience it causes to its votaries.
2. The exclusiveness of fashion—no real merit in being fashionable.
3. The folly of desiring to be considered fashionable.
4. The middle ranks most worthy, and most capable of enjoying natural pleasures.
5. The absurdity of submitting to the form prescribed by fashion.
6. The evils of fashion—morality affected by its influence.
7. The fascinating influence of example.

## XVIII.—FILIAL DUTY.

1. The earliest virtue we can practise. What may be reasonably hoped of the child that displays it.
2. It is a virtue of the heart; is also the sanction of the understanding.
3. Remarkable examples.

## XIX.—THE FEAR OF GROWING OLD.

1. The natural misery of life increased by this fear.
2. A defective education the cause of this weakness.
3. The wretchedness of a despicable old age.
4. A mistake to suppose old age of no value.

## XX.—THE FEAR OF APPEARING SINGULAR.

1. Men think in parties, or follow a leader in adopting opinions.
2. The effect, when the leader is interested or injudicious.

3. A model for imitation—useful—imitation not servile.
4. Judgment to be used—no principles to be adopted which are inconsistent with our duties.
5. A moral courage required to act rightly.
6. The fear of appearing singular leads the young into many follies and vices.
7. Debts incurred from this want of courage—ruin of health—fortune—peace of mind.

## XXI.—SELF-DENIAL.

1. This virtue consists in abstaining from present indulgence for the sake of greater expected good.
2. A great principle both of religion and morals.
3. To a certain extent necessary to real enjoyment.
4. Remarkable examples.

## XXII.—BUFFOONERY IN CONVERSATION.

1. The delights of occasionally laying aside gravity, and indulging in cheerful conversation.
2. A caution against suffering our conversation to degenerate into noisy mirth.
3. A particular instance of this folly.
4. The tendency of indulging in low mirth weakens the faculties—the necessity of restraint.
5. Moderation to be observed—wit and elegance allowable in conversation—buffoonery to be banished.

## XXIII.—READING MERELY FOR AMUSEMENT.

1. Some read merely with the view to pass the time—pamphlets, novels, &c.

2. This kind of reading may be innocent—but has bad effects—vitiates the taste—history, poetry, &c., preferable.
3. Our information depends not on the quantity, but the quality of the books we read.
4. The young should not indulge in reading of this sort.

## XXIV.—PAINTING.

1. The origin of this art.
2. Styles—Historical, Landscape, Portrait.
3. The most celebrated painters.
4. The objects and effects of painting.
5. Conclusion.

## XXV.—ADVANTAGES OF AN INTELLECTUAL EDUCATION.

1. The superiority of the body over the mind.
2. The advantages of education result from the culture of the mental faculties.
3. An explanation of these advantages.
4. A comparison with other advantages.
5. The extent of these advantages.
6. The effects of these advantages.
7. How preferable to other advantages.

## XXVI.—AFFECTATION OF EXTREME SENSIBILITY.

1. Unknown among the ancients.
2. Causes stoic philosophy—its effects.
3. Those dispositions must be cherished that tend to soften without weakening the mind.

4. The inconveniences of excessive sensibility.
5. A medium to be observed between apathy and extreme sensibility.
6. The frequency of this affectation—its effects.

## XXVII.—CONVERSATION.

1. Ability to converse little appreciated, because of familiar use.
2. Improvement derived from conversation.
3. The pleasures derived.
4. Remarks on subject.

## XXVIII.—THE ART OF PRINTING.

1. When and by whom discovered.
2. In what way it operated in the diffusion of knowledge.
3. What have been its effects.
4. What benefits we may hope from it.

## XXIX.—PATIENCE DISTINGUISHED FROM APATHY.

1. All not equally affected by the same misfortunes—the causes of apathy and patience.
2. A contrast between the insensible and the patient man—the different merits of each.
3. Sensibility, with all its inconveniences, is to be cherished.
4. The utility of feeling forcibly our own affections.
5. The necessity of opposing our sufferings—reason and religion.

## XXX.—CONDUCT OF EARLY MANHOOD.

1. The propriety of addressing moral precepts to the young.

2. Passions implanted for the accomplishment of nature's purposes; these to be regulated.
3. This may be accomplished by an honest endeavor.
4. The moral and physical effects of such conduct.
5. Vanity to be carefully guarded against—ridicule despised—truth cultivated.
6. Cherish an humble disposition—make allowances for others.
7. These precepts lead to honor and happiness.

## XXXI.—SYMPATHY.

1. What it is.
2. Supports and adorns our nature.
3. Guards our infancy, instructs our childhood, and performs all the kind offices of our riper years.
4. Consoles us in our last moments and defends our character after death.
5. A man without sympathy, the basest and most odious of all creatures.

## XXXII.—EDUCATION.

1. Consists not in acquisition of knowledge, but formation of habits.
2. Station in society depends on education more than fortune.
3. Fortune we may inherit, education we must acquire.
4. The superiority of one man to another depends more on education than nature.
5. Since so much depends on it should suffer no opportunities to pass unimproved.

## XXXIII.—COMPOSITION.

1. The general meaning of this word, its application to particular arts, and the branch of study to which it is usually limited.
2. The importance of studying composition, knowledge of little use without the art of communicating it.
3. The best means of acquiring this art.

## XXXIV.—FORMING A TASTE FOR SIMPLE PLEASURES.

1. Pleasure the natural pursuit of all men—pernicious pleasures should be avoided.
2. To effect this substitute simple for pernicious pleasure.
3. Simple satisfaction of nature easily acquired.
4. Filial piety—fraternal affection—domestic pleasures.
5. Worldly pleasures—loss of innocence—no real happiness.
6. Pleasures of cultivating kind and benevolent feelings towards our fellow-creatures.

## XXXV.—TEMPERANCE REQUISITE TO HEALTH OF MIND.

1. The mind affected by a disturbed state of health.
2. Connection between body and mind mysterious, but a fact of which all must be convinced.
3. Proved by the mind recovering its vigor with the body.
4. Abstinence and early rising recommended.
5. Reasons why the principal meal of the ancients was the supper.

## ARGUMENTATIVE DISCOURSE.

§ 130. An argumentative discourse is a composition in which the writer lays down a proposition, and endeavors to persuade others that it is true.

§ 131. The facts and reasons adduced in support of the proposition taken, are called arguments.

§ 132. Argumentative discourses delivered before popular assemblies, when on sacred subjects are called sermons, on other subjects speeches or orations.

A regular formal discourse consists of the following divisions :—

1. The Exordium or Introduction;
2. The Statement and Division of the Subject;
3. Narration or Explication;
4. The Reasoning or Arguments;
5. The Pathetic, or Appeal to the Feelings;
6. Conclusion.

REMARK.—In many excellent discourses of the present day, several of these parts are entirely wanting.

## OBSERVATIONS.

1. The design of the exordium is to conciliate the good will of the hearers, to excite their attention, and dispose them to receive the arguments advanced. This part of the discourse should be short, easy, and natural. As a general rule it should

not be planned until the writer has arranged in his mind the subject he designs to treat upon.

2. After the introduction follows the statement and divisions of the subject. The statement should be clear and distinct, and expressed in a few words. The divisions should exhaust the subject;—care must be taken to have them distinct from each other, and follow in natural order. In laying down your method, above all things study precision.

3. The next constituent part of a discourse is narration or explication. These may be classed together, because they fall nearly under the same head and rules, and commonly answer the same purpose.

In pleading at the bar, narration is often a very important part of the discourse; the facts related are the groundwork of all the future reasoning. In sermons there is seldom occasion for narration; the explication of the subject to be discoursed on takes its place. As a general rule, it must be clear, concise, and distinct, the style chaste, rather than highly adorned.

4. The reasoning or argumentative part of a discourse is of the greatest consequence. The great end for which men speak on any serious occasion is to convince their hearers of the truth of the point in question, and by this means influence their practice.

Of the two modes used by speakers in the conduct of their reasoning, the synthetic is better adapted to popular discourse than the analytic. By this method, when the point to be proved is fairly laid down, one argument after another is made to bear upon it, until the hearers are convinced. The following rules should be observed:—Avoid blending arguments that are of a separate nature confusedly together. Place your arguments so that in degree of strength they advance in the order of climax. When your arguments are strong and satisfactory, the more they are distinguished and treated apart

from each other, the better. Arguments should not be extended too far or be multiplied too much.

5. The next part of discourse is the pathetic, and is often one of the most important divisions. Under this head the following directions may be found useful:—Consider whether the subject will admit the pathetic; and if it does, what part is the most proper for attempting it. Let it come without warning. Remember that the only effectual way to move others, is to be moved yourself. Warm emotions are too violent to be lasting; study the proper moment of retreat.

6. The conclusion must be varied according to the strain of the preceding discourse. As a general rule nothing should be introduced that would have a tendency to break its unity.

#### EXERCISE.

Copy the following essay, divide it into paragraphs, and note whether the regular divisions have been strictly adhered to.

#### THE IMMORTALITY OF THE SOUL.

I was yesterday walking alone in one of my friend's woods; and lost myself in it very agreeably, as I was running over in my mind the several arguments that establish the great point, which is the basis of morality, and the source of all the pleasing hopes, and secret joys, that can arise in the heart of a reasonable creature. I consider those several proofs drawn—First, from the nature of the soul itself, and particularly its immateriality, which though not absolutely necessary to the eternity of its duration, has, I think, been evinced almost to a demonstration. Secondly, from its passions and sentiments, as, particularly, from its love of existence; its horror of annihilation; and its hopes of immortality; with the secret satisfaction it finds in the practice of virtue; and that uneasi-

ness which follows upon the commission of vice. Thirdly, from the nature of the Supreme Being, whose justice, goodness, wisdom, and veracity, are all concerned in this point. But among these and other excellent arguments for the immortality of the soul, there is one drawn from the perpetual progress of the soul to its perfection, without a possibility of ever arriving at it; which is a hint that I do not remember to have seen opened and improved by others who have written on this subject, though it seems to me to carry a very great weight with it. How can it enter into the thoughts of man, that the soul which is capable of immense perfections, and of receiving new improvements through all eternity, shall fall away into nothing almost as soon as it is created? Are such abilities made for no purpose? A brute arrives at a point of perfection, that he can never pass; in a few years he has all the endowments he is capable of; and were he to live ten thousand more, would be the same thing he is at present. Were the human soul thus at a stand in her accomplishments; were her faculties to be full blown, and incapable of further enlargements; I could imagine she might fall away into insensibility, and drop at once into a state of annihilation. But can we believe a thinking being, that is in perpetual progress of improvement, and travelling on from perfection to perfection, after having just looked abroad into the works of her Creator, and made a few discoveries of his infinite goodness, wisdom, and power, must perish at her first setting out, and in the very beginning of her inquiries? Man, considered only in his present state, seems sent into the world merely to propagate his kind. He provides himself with a successor, and immediately quits his post to make room for him. He does not seem born to enjoy life, but to deliver it down to others. This is not surprising to consider in animals, which are formed for our use, and can finish their business in a short life. The silk-worm, after having spun her task, lays her eggs

and dies. But a man cannot take in his full measure of knowledge, has not time to subdue his passions, establish his soul in virtue and come to the perfection of his nature, before he is hurried off the stage. Would an infinitely wise Being make such glorious creatures for so mean a purpose? Can he delight in the production of such abortive intelligences, such short-lived reasonable beings? Would he give us talents that are not to be exerted? Capacities that are never to be gratified? How can we find that wisdom which shines through all his works, in the formation of man, without looking on this world as only a nursery for the next; and without believing that the several generations of rational creatures, which rise up and disappear in such quick successions, are only to receive their first rudiments of existence here, and afterwards be transplanted into a more friendly climate, where they may spread and flourish to all eternity? There is not in my opinion, a more pleasing and triumphant consideration in religion, than this of perpetual progress which the soul makes towards the perfection of its nature, without ever arriving at a period in it. To look upon the soul as going on from strength to strength; to consider that she is to shine forever with new accessions of glory, and brighten to all eternity; that she will be still adding virtue to virtue, and knowledge to knowledge; carries in it something agreeable to that ambition which is natural to the mind of man. Nay, it must be a prospect pleasing to God himself, to see his creation for ever beautifying in his eyes; and drawing nearer to him, by greater degrees of resemblance. Methinks this single consideration of the progress of a finite spirit to perfection, will be sufficient to extinguish all envy in inferior natures, and all contempt in superior. That cherub, which now appears as a God to a human soul, knows very well that the period will come in eternity, when the human soul shall be as perfect as he himself now is; nay, when she shall look down upon that degree

of perfection as much as she now falls short of it. It is true, the higher nature still advances, and by that means preserves his distance and superiority in the scale of being; yet he knows that, how high soever the station is of which he stands possessed at present, the inferior nature will at length mount up to it, and shine forth in the same degree of glory. With what astonishment and veneration, may we look into our own souls, where there are such hidden stores of virtue and knowledge, such inexhausted sources of perfection! We know not yet what we shall be; nor will it ever enter into the heart of man to conceive the glory that will be always in reserve for him. The soul, considered with its Creator, is like one of those mathematical lines, that may draw nearer to another for all eternity, without a possibility of touching it; and can there be a thought so transporting, as to consider ourselves in these perpetual approaches to him, who is the standard not only of perfection, but happiness!—*Addison*.

#### QUESTIONS.

- What is necessary to be able to write with facility?
- What are the principal divisions of Composition?
- What is Prose?
- What are the leading varieties of Prose Composition?
- What is a Narrative?
- How regarded?
- What is a Simple Narrative?
- Complex?
- Principal Rules?
- What is a Description?
- What is said of Epistolary Correspondence?
- Business Letters?
- Letters of Friendship?
- The Principal Rules?
- What is an Essay?
- What is observed of this style of writing?

What is an Argumentative Discourse?  
 What are the facts and reasons adduced called?  
 What is a Sermon?  
 What is an Oration?  
 What are the divisions of a Formal Discourse?  
 What is the design of the Exordium?  
 What is said of this part of discourse?  
 General rule.  
 What follows the Exordium?  
 What is said of the Statement?  
 Divisions.  
 What is the next part of discourse?  
 How classed?  
 Reasons for this classification.  
 What is said of Narration in pleading?  
 In sermons?  
 General rule to be observed in explication?  
 What is the next part?  
 What is observed respecting it?  
 Different modes.  
 What rules should be observed?  
 What is the next part of discourse?  
 Rules to be observed.  
 Next part.  
 What is remarked in regard to it?  
 How varied?  
 General rule.

## A LIST OF SUBJECTS.

As much time is often lost in the choice of a subject, a copious list is here subjoined to aid the young student in a proper selection.

## NARRATIONS.

1. The Mysterious Compact.
2. The Discovery of America.

3. The History of Uncle Sam.
4. The Reformation.
5. Adventures of a Young Sailor.
6. My Trip to California.
7. Cromwell and his Posterity.
8. Story of the American Frontier.
9. The Wounded Robin.
10. The Guardian and his Ward.
11. My first Legacy.
12. The History of Joseph.
13. Haman; the Misery of Pride.
14. Lady Jane Grey.
15. The History of a Dime.
16. Robert; or, the Trials of Integrity.
17. My Childhood.
18. The History of Gen. Tom Thumb.
19. The Battle of Trenton.
20. The Boyhood of Washington.
21. Burgoyne's Surrender.
22. Sir John Franklin.
23. The Deserted Sailor.
24. A Book Without Pictures.
25. The Modern Crusoe.

## DESCRIPTIONS.

- |                        |                      |
|------------------------|----------------------|
| 26. The Idle Boy.      | 34. Piano.           |
| 27. My Friend.         | 35. The Fop.         |
| 28. The Old Church.    | 36. The Farmer.      |
| 29. New York.          | 37. The Gipsies.     |
| 30. Fire Engine.       | 38. The Miser.       |
| 31. Thermometer.       | 39. A Thunder Storm. |
| 32. Carlo.             | 40. Winter.          |
| 33. A Printing Office. | 41. A Hurricane.     |

- |                             |                        |
|-----------------------------|------------------------|
| 42. The Spendthrift.        | 52. The Good Citizen.  |
| 43. My Visit to the Museum. | 53. The Fox.           |
| 44. Trip to Boston.         | 54. The Cascade.       |
| 45. The Vain Man.           | 55. Steamboat.         |
| 46. The Elephant.           | 56. William's Garden.  |
| 47. Lovers' Leap.           | 57. The Wolf Chase.    |
| 48. Sleigh Ride.            | 58. Convention.        |
| 49. The Honest Boy.         | 59. The Telegraph.     |
| 50. Desert.                 | 60. Our Sunday School. |
| 51. Electric Machine.       | 61. The Microscope.    |

## LETTERS.

62. Write to your cousin in Washington, and invite him to spend his vacation with you.
63. Write a letter to Messrs. Gould & Lincoln, Boston, applying for a situation as book-keeper, stating your qualifications, references, &c.
64. Write to your brother on conduct.
65. Write to your father asking his advice relative to going into business.
66. Write a card to Prof. B. requesting the loan of the *Spectator*.

## ESSAYS.

- |                              |                   |
|------------------------------|-------------------|
| 67. The Progress of Error.   | 74. Fortitude.    |
| 68. Knowledge is Power.      | 75. Ambition.     |
| 69. Reason and Instinct.     | 76. Patience.     |
| 70. Public Opinion.          | 77. Architecture. |
| 71. Honesty the Best Policy. | 78. Intemperance. |
| 72. Prejudice.               | 79. Pleasure.     |
| 73. Prudence.                | 80. Adversity.    |

- |                                                               |                           |
|---------------------------------------------------------------|---------------------------|
| 81. Religion.                                                 | 101. The Art of Pleasing. |
| 82. Good Manners.                                             | 102. A Good Education.    |
| 83. Parental Affection.                                       | 103. Contemplation.       |
| 84. The Evils of Pride.                                       | 104. Beauty and Fashion.  |
| 85. Love of Order.                                            | 105. Procrastination.     |
| 86. Evils of Obstinacy.                                       | 106. Anger.               |
| 87. On Solitude.                                              | 107. Resentment.          |
| 88. The Senses.                                               | 108. On Time.             |
| 89. The Mental Powers.                                        | 109. Courage.             |
| 90. Delays are Dangerous.                                     | 110. Good Humor.          |
| 91. Truth.                                                    | 111. Punctuality.         |
| 92. Well Begun Half Done.                                     | 112. Rashness.            |
| 93. Hospitality.                                              | 113. Discretion.          |
| 94. First Impression.                                         | 114. Habits.              |
| 95. Magnanimity.                                              | 115. Friendship.          |
| 96. Mirth.                                                    | 116. Self-Government.     |
| 97. A Good Character.                                         | 117. Early Improvement.   |
| 98. Flattery.                                                 | 118. Good Manners.        |
| 99. Dress.                                                    | 119. Attention.           |
| 100. History.                                                 | 120. Cheerfulness.        |
| 121. An effect presupposes cause.                             |                           |
| 122. The Influence of Christianity on the World.              |                           |
| 123. The Immortality of the Soul.                             |                           |
| 124. Adaptation of Animals to the Country in which they live. |                           |
| 125. Necessity the Mother of Invention.                       |                           |
| 126. Evil Communications corrupt Good Manners.                |                           |
| 127. Example better than Precept.                             |                           |
| 128. He Labors in Vain who Strives to Please all.             |                           |
| 129. Every Workman is known by his Chips.                     |                           |
| 130. Silence gives Consent.                                   |                           |
| 131. One Good Turn deserves Another.                          |                           |
| 132. Worth makes the Man.                                     |                           |
| 133. Look Before you Leap.                                    |                           |

- 134. None are completely happy.
- 135. Vice brings its own Punishment.
- 136. Fortune favors the Brave.
- 137. No Pains no Gains.
- 138. It never Rains but it Pours.
- 139. Nothing Venture nothing Have.
- 140. One Swallow does not make a Summer.
- 141. Prudence will Thrive when Genius would Starve.
- 142. A Word to the Wise.
- 143. Live Within your Means.
- 144. Poor and Content is rich enough.
- 145. The Worth of a Thing is best known by its Want.
- 146. Forgiveness is the noblest Revenge.
- 147. It is good to have two Strings to your Bow.
- 148. No Man is always Wise.

#### ARGUMENTATIVE DISCOURSE.

- 149. Happiness is founded in Rectitude of Conduct.
- 150. Are Capital Punishments justifiable?
- 151. Which affords the best field for eloquence, the Pulpit or the Bar?
- 152. Was England justified in her treatment to Napoleon?
- 153. Is Conscience an Invariable Guide?
- 154. Was our Government justifiable in removing the Indians from their Homes?
- 155. Is a Lawyer justifiable in defending a bad case?
- 156. Which was the greatest General, Washington or Napoleon?
- 157. Which affords the best Mental Discipline, the Study of the Classics or Mathematics?
- 158. Are the Planets Inhabited?
- 159. Has a State a right to Secede from the Union?
- 160. Is War ever justifiable?

- 161. Is Modern equal to Ancient Patriotism?
- 162. Is it ever right to Marry for Money?
- 163. Is it expedient to wear Mourning Apparel?
- 164. Which is preferable, Anarchy or Despotism?
- 165. Is Corporeal Punishment necessary in Schools?
- 166. Is Utility a Safe Guide?
- 167. Ought Theatres to be Abolished?
- 168. Should the Truth always be Spoken?
- 169. Which is preferable, a City or Country Life?
- 170. Would a further Extension of the Union be Politic?
- 171. Is Transportation a justifiable mode of Punishment?
- 172. Can the Immortality of the Soul be proved from the Light of Nature?
- 173. Would a Division of the Union be justifiable?
- 174. Is Man Accountable for his Opinions?
- 175. Is there such a quality as Disinterestedness?
- 176. Can Morality be separated from Religion?
- 177. Was the Execution of Major André justifiable?
- 178. Have the Aborigines of a Country a Right to its Soil?
- 179. Was the last War of the United States with England justifiable?
- 180. Is Childhood the most happy period of Human Life?
- 181. Are all Mankind the Descendants of One Pair?
- 182. Ought the Liberty of the Press to be Restricted?
- 183. Is Roman Catholicism compatible with Free Institutions?
- 184. Are Fictitious Writings more Beneficial than Injurious?
- 185. Ought Lotteries to be Tolerated?
- 186. Are Banks more Beneficial than Injurious to Community?
- 187. Is Pride Commendable?
- 188. Which exerts the greatest Influence, Wealth or Knowledge?
- 189. Are Lawyers Beneficial to Society?

190. Do Ghosts and Spectres appear?  
 191. Ought Religious Institutions to be Supported by Law?  
 192. Is Universal Suffrage Expedient?  
 193. Which is most Serviceable to Mankind, Gold or Iron?  
 194. Should Imprisonment for Debt be Abolished?  
 195. Is there any Limit to the Progress of Social Improvement?  
 196. Is Universal Peace Probable?  
 197. Are Brutes Endowed with Reason?  
 198. Was Cromwell a Patriot?  
 199. Is Party Spirit Beneficial to a Country?  
 200. Had the Ancients more Virtue than the Moderns?  
 201. Are there more Worlds than One?  
 202. Can there be Virtuous Ambition?  
 203. Is Language a Human Invention?  
 204. Ought Civilization to be Propagated by Force?  
 205. Is the Character of a Nation Affected by Climate?  
 206. Is the Mind of Woman Inferior to that of Man?  
 207. Is the Pen Mightier than the Sword?

## ABBREVIATIONS.

|                                                                                                                                          |                                               |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| A. or Ans. answer.                                                                                                                       | Ct. or Conn. Connecticut.                     |
| A. A. S. <i>Academiae Americanae Socius</i> , Fellow of the American Academy.                                                            | Cts. cents.                                   |
| A. B. or B. A. <i>artium baccalaureus</i> , bachelor of arts.                                                                            | Owt. hundred weight.                          |
| Abp. archbishop.                                                                                                                         | D. (d.) <i>denarius</i> , a penny, or pence.  |
| Acct. account.                                                                                                                           | D. C. District of Columbia.                   |
| A. C. <i>ante Christum</i> , before Christ.                                                                                              | D. D. doctor of divinity.                     |
| A. D. <i>anno Domini</i> , in the year of our Lord.                                                                                      | Dea. deacon.                                  |
| Adj. adjective.                                                                                                                          | Dec. December.                                |
| Admr. administrator.                                                                                                                     | Deg. degree, or degrees.                      |
| Adv. adverb.                                                                                                                             | Del. Delaware.                                |
| Ala. Alabama.                                                                                                                            | Dep. deputy.                                  |
| A. M. <i>ante meridiem</i> , before noon; or, <i>anno mundi</i> , in the year of the world; or, <i>artium magister</i> , master of arts. | Deut. Deuteronomy.                            |
| Anon. anonymous.                                                                                                                         | Do. or ditto, the same.                       |
| Apr. April.                                                                                                                              | Doct. doctor.                                 |
| Ark. Arkansas.                                                                                                                           | Dolls. or \$, dollars.                        |
| A. U. C. <i>anno urbis conditae</i> , in the year of the city. [Rome.]                                                                   | Doz. dozen.                                   |
| Aug. August.                                                                                                                             | Dr. debtor; doctor.                           |
| Bart. baronet.                                                                                                                           | Dwt. pennyweight.                             |
| Bbl. barrel.                                                                                                                             | E. east.                                      |
| B. C. before Christ.                                                                                                                     | Eccl. Ecclesiastes.                           |
| B. D. bachelor of divinity.                                                                                                              | Ed. editor; edition.                          |
| Benj. Benjamin.                                                                                                                          | E. g. <i>exempli gratia</i> , for example.    |
| Bp. bishop.                                                                                                                              | Eng. English, or England.                     |
| C. or cent. a hundred.                                                                                                                   | Eph. Ephesians.                               |
| Capt. captain.                                                                                                                           | Esq. esquire.                                 |
| Chap. chapter.                                                                                                                           | Etc. <i>et cetera</i> , and other, and so on. |
| Chas. Charles.                                                                                                                           | Ex. Exodus; example.                          |
| Chron. Chronicles.                                                                                                                       | Exr. executor.                                |
| Co. company; county.                                                                                                                     | Feb. February.                                |
| Col. colonel.                                                                                                                            | Fig. figure.                                  |
| Coll. college.                                                                                                                           | Fla. Florida.                                 |
| Cor. Corinthians.                                                                                                                        | Fol. folio.                                   |
| Cr. credit, or creditor.                                                                                                                 | Fr. French.                                   |
|                                                                                                                                          | F. R. S. Fellow of the Royal Society.         |
|                                                                                                                                          | Ga. Georgia.                                  |
|                                                                                                                                          | Gal. Galatians.                               |
|                                                                                                                                          | Gall. gallon.                                 |
|                                                                                                                                          | Gen. Genesis; general.                        |
|                                                                                                                                          | Gent. gentleman.                              |
|                                                                                                                                          | Geo. George.                                  |

|                                                        |                                                          |
|--------------------------------------------------------|----------------------------------------------------------|
| Gov. governor.                                         | Me. Maine.                                               |
| Gr. grain.                                             | Messrs. Messieurs.                                       |
| H. or hr. hour.                                        | Mi. or Miss. Mississippi.                                |
| H. B. M. His or Her Britannic Majesty.                 | Mich. Michigan.                                          |
| Heb. Hebrews.                                          | Mo. Missouri.                                            |
| Hhd. hoghead.                                          | M. P. member of Parliament.                              |
| H. M. His or Her Majesty.                              | Mr. Mister.                                              |
| Hon. honorable.                                        | Mrs. Mistress.                                           |
| Hund. hundred.                                         | MS. manuscript.                                          |
| Ia. or Ind. Indiana.                                   | MSS. manuscripts.                                        |
| Ib. or <i>ibid. ibidem</i> , in the same place.        | N. North.                                                |
| Id. <i>idem</i> , the same.                            | N. A. North America.                                     |
| I. e. <i>id est</i> , that is.                         | N. B. <i>not bene</i> , take particular notice.          |
| Ill. Illinois.                                         | N. C. North Carolina.                                    |
| Inst. instant, <i>i. e.</i> present, or of this month. | N. E. New England; north-east.                           |
| Incog. <i>incognito</i> , unknown.                     | Nem. con. <i>nemine contradicente</i> , no one opposing. |
| Isa. Isaiah.                                           | N. H. New Hampshire.                                     |
| Jan. January.                                          | N. J. New Jersey.                                        |
| Jas. or Ja. James.                                     | No. number.                                              |
| Jno. John.                                             | N. O. New Orleans.                                       |
| Jona. Jonathan.                                        | Nov. November.                                           |
| Jos. Joseph.                                           | N. S. Nova Scotia; new style.                            |
| Josh. Joshua.                                          | N. T. New Testament.                                     |
| Jun. or Jr. junior.                                    | Num. Numbers.                                            |
| Kt. knight.                                            | N. W. north-west.                                        |
| Ky. Kentucky.                                          | N. Y. New York.                                          |
| La. Louisiana.                                         | O. Ohio.                                                 |
| Lam. Lamentations.                                     | Obt. obedient.                                           |
| Lat. latitude.                                         | Oct. October.                                            |
| L. C. Lower Canada.                                    | O. S. old style.                                         |
| Lev. Leviticus.                                        | Oxon. <i>Oxonia</i> , Oxford.                            |
| Lieut. lieutenant.                                     | Oz. ounce, or ounces.                                    |
| LL. D. <i>legum doctor</i> , doctor of laws.           | P. page.                                                 |
| Lon. longitude.                                        | Pa. or Penn. Pennsylvania.                               |
| Lond. London.                                          | Per cent. <i>per centum</i> , by the hundred.            |
| L. S. <i>locus sigilli</i> , the place of the seal.    | Pet. Peter.                                              |
| M. mille, a thousand.                                  | Ph. D. doctor of philosophy.                             |
| M. A. master of arts.                                  | Pl. Plural.                                              |
| Maj. major.                                            | P. M. post-master.                                       |
| Mar. March.                                            | P. M. <i>post meridiem</i> , afternoon.                  |
| Mass. Massachusetts.                                   | P. O. post-office.                                       |
| Matt. Matthew.                                         | Pp. pages.                                               |
| M. C. member of Congress.                              | Pres. president.                                         |
| Md. Maryland.                                          | Prob. problem.                                           |
| M. D. <i>medicinae doctor</i> , doctor of medicine.    | Prof. professor.                                         |
|                                                        | Prop. proposition.                                       |
|                                                        | Ps. Psalms.                                              |

|                                                                         |                                                     |
|-------------------------------------------------------------------------|-----------------------------------------------------|
| P. S. <i>post scriptum</i> , postscript.                                | Thos. Thomas.                                       |
| Q. or qu. question.                                                     | Tim. Timothy.                                       |
| Q. E. D. <i>quod erat demonstrandum</i> , which was to be demonstrated. | Tit. Titus.                                         |
| Qr. quarter.                                                            | Tr. translator; treasurer.                          |
| Qt. quart.                                                              | U. C. Upper Canada.                                 |
| Q. v. <i>quod vide</i> , which see.                                     | Ult. <i>ultimo</i> ( <i>last</i> ), the last month. |
| Rev. reverend; Revelation.                                              | U. S. United States.                                |
| R. I. Rhode Island.                                                     | V. or vid. <i>vile</i> , see.                       |
| R. N. royal navy.                                                       | Va. Virginia.                                       |
| Robt. Robert.                                                           | Viz. <i>videlicet</i> , to wit, namely.             |
| Rom. Romans.                                                            | Vol. volume.                                        |
| Rt. hon. right honorable.                                               | Vols. volumes.                                      |
| S. south; shilling, or shillings.                                       | Vs. <i>versus</i> , against.                        |
| S. A. South America.                                                    | Vt. Vermont.                                        |
| S. C. South Carolina.                                                   | W. west.                                            |
| Sec. secretary.                                                         | W. I. West Indies.                                  |
| S. E. south-east.                                                       | Wk. week.                                           |
| Sen. senior.                                                            | Wm. William.                                        |
| Sept. September.                                                        | Wt. weight.                                         |
| Sq. square.                                                             | Yd. yard.                                           |
| ss. <i>scilicet</i> , to wit, namely.                                   | Yds. yards.                                         |
| St. saint; street.                                                      | &, and.                                             |
| S. T. D. <i>sancite theologiae doctor</i> , doctor of theology.         | &c. <i>et cetera</i> , and others, and so forth.    |
| S. W. south-west.                                                       | 4to, quarto.                                        |
| Tenn. Tennessee.                                                        | 8vo, octavo.                                        |
| Thess. Thessalonians.                                                   | 12mo, duodecimo.                                    |
|                                                                         | 18mo, octodecimo.                                   |

## GLOSSARY OF TERMS.

*Alliteration*, the recurrence of the same letter in several words, or several syllables of the same word.

*Alexandrine*, a term applied to the sixth form of Iambic verse.

*An Address*, the name applied to any thing spoken or written from one person to another.

*Acrostic*, a poem in which the first letters of the lines make up the name of a person.

*An Anagram*, the change of one word into another by the transposition of its letters.

*Allusion*, a figure by which some word or phrase in a sentence calls to mind, as if accidentally, a similar or analogous subject.

*Argument*, a reason alleged for or against some proposition.

*Anecdote*, the relation of some little incident of an interesting character.

*Anti-climax*, a sentence in which the last part expresses something lower than the first.

*Bathos*, a sinking in poetry.

*Bombast*, a pompous, inflated style.

*Burlesque*, a term used to express the conversion of a dignified subject into ridicule.

*Ballad*, a poetical relation of some transaction, written in easy verse, so that it may be sung by those who have little skill in music.

*Bucolic*, a kind of pastoral poetry.

*Biography*, the history of the life and character of an individual.

*Book*, a term sometimes applied to the parts of a tale in verse.

*Cesura*, a pause in verse without reference to sense, but merely to prevent tiring the ear.

*Conference*, a discourse between two or more persons, for the purpose of instruction, consultation, or deliberation.

*Colloquy*, a species of dialogue.

*Construction*, a term applied to the formation of sentences, or the mode of understanding them.

*Comedy*, a dramatic composition in which the common incidents of life are amusingly introduced.

*Chorus*, persons supposed to behold what passes in the acts of a tragedy, and sing their sentiments between the acts.

*Canto*, a division of a poem.

*Discussion*, the treating of a subject by argument for the purpose of discovering truth.

*Dissertation*, a formal discourse, intended to illustrate the subject.

*Descriptive*, a term to designate the view of the subject and represent its character.

*Dramatic*, a term applied to composition picturing human life.

*Didactic*, a style of writing designed to instruct.

*Elegy*, a mournful poem.

*Enigma*, a question containing a hidden meaning.

*Epic*, a term applied to a poem, narrating the deeds of some hero to affect the mind with a love for virtue.

*Epigram*, a short poem ending in a point.

*Epigraph*, an inscription on a monument in memory of the dead.

*Epilogue*, a speech, or short poem, addressed to the spectators at the conclusion of a play.

*Expletives*, words inserted for ornament.

*Eulogy*, a speech in praise of a person on account of some qualities or services.

*Episode*, a story or incident introduced for variety.

*Essay*, a composition to prove or illustrate some particular subject.

*Foot*, a certain number of syllables constituting a part of a verse.

*Forensic*, belonging to courts of judicature.

*Fable*, a fictitious narrative, intended to enforce some useful truth or precept.

*Hexameter*, a verse of six feet; the first four may be either dactylic or spondee; the fifth always a dactyl, and the sixth a spondee.

*History*, the record of events, in the order they happened, with a notice of their causes and effects.

*Hymn*, a song of praise.

*Hiatus*, a chasm in a manuscript where some part is lost or effaced.

*Idiom*, a mode of expression peculiar to a language.

*Inquiry*, a term applied to a composition which examines into facts and principles by discussion and other modes.

*Imagery*, a term applied to the use of figurative language.

*Iambic*, a term applied to a verse composed of Iambuses.

*Irony*, a mode of speech in which the meaning is contrary to the words.

*Lay*, a song.

- Lyric*, a term applied to poetry to be sung and accompanied by the harp.  
*Madrigal*, a pastoral poem or song.  
*Monologue*, a soliloquy.  
*Novel*, a fictitious tale designed to display the operations of the passions.  
*Narrative*, a part of a discourse which recites the manner, time, or consequences of an action, or simply states the facts connected with the subject.  
*Ode*, a short poem.  
*Oration*, a public speech.  
*Ornament*, the use of figures, and other modes of expression, to give beauty to composition.  
*Precision*, exactness in the use of words.  
*Panegyric*, an oration in praise of some distinguished person or act.  
*Parenthesis*, a sentence or clause inserted by way of explanation.  
*Perspicuity*, the quality of presenting the precise idea intended.  
*Psalm*, a sacred song.  
*Pean*, a song of triumph.  
*Parody*, a caricature of another's words.  
*Pastoral*, a poem descriptive of the life of shepherds.  
*Poem*, a composition in verse.  
*Pun*, a play upon words.  
*Pathetic*, that which is designed to move the passions.  
*Paragraph*, a distinct part of a composition.  
*Riddle*. (See Enigma.)  
*Rondeau*, a kind of poetry which ends with the first strain repeated.  
*Romance*, a fabulous story.  
*Sapphic*, a term applied to verse.  
*Satire*, a composition, censuring vice, folly, &c.  
*Sarcasm*, a biting jest.  
*Song*, a little poem intended to be sung.  
*Sonnet*, a poem consisting of fourteen lines.  
*Sketch*, an outline or general description of any subject.  
*Spondee*, a poetical foot consisting of two long syllables.  
*Stanza*, a set of lines adjusted to each other.  
*Section*, a distinct part or portion of any writing.  
*Syntax*, that part of grammar which treats of the construction of sentences.  
*Tale*, the rehearsal of a series of adventures.  
*Trochee*, a poetical foot consisting of one long and one short syllable.  
*Tragedy*, a dramatic composition ending generally in a fatal issue.  
*Travestie*, a burlesque translation of a work.

## APPENDIX.

### APPENDIX ONE.

#### WRITING FOR THE PRESS.

IN writing for the press, editors and printers are often blamed for not making an intelligent, readable communication out of a manuscript not only badly written, but destitute of punctuation and other guides usually introduced to assist the compositor. Many mistakes may be avoided when the writer and printer understand each other. The following simple rules, properly observed, will greatly assist in the accomplishment of this object:—

1. Write your communications in a clear, bold hand, and only on one side of the paper.
2. Punctuate your composition with the appropriate marks;—not dashes of an indefinite length.
3. No abbreviations are allowable; the compositor is expected to conform to the manuscript when not otherwise instructed.
4. If you wish a word or part of a sentence Italicised for emphasis or distinction, draw a single line under it. If you wish small capitals, two lines; capitals, three lines.
5. If you do not understand the rules of punctuation, and other marks usually observed, request the printer to insert them for you.

The following example of an article prepared for the press is inserted for the benefit of the young composer:—

Humor and Eloquence.

Hlook was a Scotchman, a man of wealth, and suspected of being unfriendly to the American cause. During the distresses of the American army consequent on the invasion of Cornwallis and Philips in 1781, a commissary of the army had taken two of Hlook's steers for the use of the troops. The act had not been strictly legal; and on the establishment of peace, Hlook, on the advice of Mr. Cowan, a gentleman of some distinction in the law, thought proper to bring an action of trespass against the commissary, in the District Court of New London. Patrick Henry appeared for the defendant, and is said to have disported himself in the cause to the infinite enjoyment of his hearers, the unfortunate Hlook excepted.

After Mr. Henry became animated in

the cause, says a correspondent, he appeared to have complete control over the passions of his audience ; at one time he excited their indignation against Hook ; vengeance was visible in every countenance ; again, when he chose to relax and ridicule him, the whole audience was in a roar of laughter. He painted the distresses of the army, exposed, almost naked, to the rigors of a winter sky, and marking the frozen ground on which they trod with the blood of their unshod feet. Where was the man, he said, who had an American heart in his bosom, who would not have thrown open his fields, his barns, his cellars, the doors of his house, and the portals of his breast, to receive with open arms the meanest soldier in that little band of famished patriots ? Where is the man ? There he stands, but whether the heart of an American beats in his bosom, you, gentlemen, are to judge. He then carried the jury by the power of his imagination

to the plains around York, the surrender of which had followed shortly after the act complained of; he depicted the surrender in the most glowing and noble colors of his eloquence—the audience saw before their eyes the humiliation and dejection of the British, as they marched out of their trenches; they saw the triumph that lighted up every patriot's face, heard the shouts of victory, and the cry of "Washington and Liberty," as it rung and echoed through the American ranks, and was reverberated from the hills and shores of the neighboring river;—"but, hark! what notes of discord are those that disturb the general joy, and silence the acclamation of victory; they are the notes of John Hook, hoarsely bawling through the American camp, 'Beef! beef!! beef!!!'"—Wirt.

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## APPENDIX TWO.

### MARKS FOR CORRECTION OF PROOF.

The following are the principal marks used by printers in the reading and correction of proof-sheets:—

1. When a wrong letter is discovered, a line is drawn through it, and the proper letter written in the margin; e. g.  
 $d|$  "The young shoulb be made sensible, that it is  
 $n|$  their duty to be diligent and industrious, amd employ their time in useful pursuits.

REMARK.—The correction is made in the same manner when one word is to be substituted for another.

2. An inverted letter is indicated by its appropriate character ( $\oslash$ ) in the margin, and a line drawn under it; e. g.  
 $\oslash$  "Idleness, ease, and prosperity have v tendency to generate folly and vice."
3. Capital letters are indicated by three horizontal lines drawn beneath them; small capitals, two lines; italics, a simple line; e. g.

*Ital.* "Died in the city of Elizabeth, on April 4th,  
*Caps.* 1856, Elijah Kellogg, aged 71 years."

REMARK.—A word improperly italicised should be underscored, and *Rom.* (abbreviation for roman or common type) written in the margin against it.

4. If a superfluous word or letter is detected, it is marked out by drawing a stroke through it, and a character standing for the Latin word *dele* (expunge) is written in the margin against it; e. g.

"Virtue is too lovely to be immersed in a cell:

$\delta$  the world world is the sphere of her action.

REMARK.—If a word or clause has been improperly marked out or altered, and it is afterwards thought best to retain it, it is dotted beneath, and the word *stet* (let it stand) written in the margin against it.

5. If a letter or a word is found to be omitted, a caret ( $\wedge$ ) is put under its place, and the letter or word to be supplied written in the margin; e. g.

$c|$  "Sorates was not negligent of his external appearance.  $\wedge$  His cleanliness resulted from his ideas of  $\wedge$  order and decency.

6. If there is an omission of several words, or it is necessary to insert a new clause, it is customary to indicate the place of omission by a caret, and write the sentence to be supplied on the margin at the bottom, connecting it with the caret by a line drawn from the one to the other; e. g.

"Constantine the Great was advanced to the

Roman empire, A. D. 325, and soon after openly  
 professed the Christian faith."

the sole dominion of

7. The transposition of words or letters is indicated variously; e. g.

"The desires of increase | man with his acqui-

om| tions. Every step which he advances brings smoo-  
 thing in his view which he did not see before, and  
 tr| which as soon so he sees it, he begins to want."

8. If two words are improperly joined together, or there is not sufficient space between them, a caret is interposed, and a character (#) denoting separation, placed in the margin opposite; e. g.

# "A man who gives his children the habit of industry, provides for them better than by giving them a stock of money."

9. When the spaces between the words are too large, the correction is indicated by a curve line below the words; e. g.

— "The man who distributes his fortune with generosity and prudence, is amply repaid with the gratitude of those whom he obliges."

10. If the parts of a word are improperly separated, they are to be linked together by a curve line above and below; e. g.

○ When Aristotle was asked, "What a man would gain by telling a falsehood," he replied, "N<sup>o</sup>t to be credited when he speaks the truth."

11. When a new paragraph is necessary, it is indicated by placing its appropriate character at the beginning of the sentence and in the margin opposite; e. g.

¶ "It is only the outside of a licentious life that is gay and smiling. ¶ Within, it conceals toil and trouble, and deadly sorrow, for vice poisons human happiness in the spring by introducing disorders in the heart."

12. When the parts have been improperly broken into two paragraphs, the parts should be hooked together, and the words "no break" written in the margin opposite; e. g.

"Men are often ingenious in making themselves miserable, by aggravating to their own fancy the evils which they endure."

They compare themselves with none but those whom they imagine to be more happy, and complain that on them alone has fallen the whole load of human sorrows."

13. A broken line is indicated by a simple stroke of the pen in the margin; e. g.

| "The lower animals, as far as we are able to judge, are entirely occupied with the objects of their present perceptions, and the case is nearly the same with the lower orders of our own species."

14. A broken letter is indicated by a stroke of the pen drawn under it and a cross (+) in the margin; e. g.

+ "We ought to consider time as a sacred trust committed to us by God; of which we are now the depositories, and are to render an account at last."

15. A letter too small or too large is indicated by drawing a line through it, and writing *wf* in the margin; e. g.

*wf* "It is folly to pretend, by heaping up treasures, to arm ourselves against the accidents of life, against which nothing can protect us but the good providence of our Heavenly Father."

16. When a space requires to be depressed it is indicated in the margin by a perpendicular line between two horizontal lines; e. g.

I "Time once past never returns; the moment which is lost, is lost forever."

17. The comma and semicolon are noted in the margin with a perpendicular line on the right; e. g.

,| "In the progress of Divine works and government, there arrived a period in which this earth was to be called into existence."

18. The colon and period have a circle drawn around them; e. g.

⊙ "He was heard to say, 'I have done with the world, and am willing to leave it!'"

19. The apostrophe, exclamation, and interrogation point, as also the parenthesis, brackets, and other marks are placed between two convergent lines, like the letter V; e. g.

∨ "Hail, holy light, offspring of heaven's first born."

20. The hyphen and dash are written between two perpendicular lines; e. g.

·|-| "Your brother Robert excels us all in horse man-ship."

21. When lines of print are close that should be separated, write in the margin the term *Lead* or *Leads*; e. g.

*Lead* > "As I was sitting last evening on the broken font in the old church-yard and saw only the sea around."

When lines are apart that should be close say *Dele lead*; e. g.

δ *lead*— "It seemed to me as if I too were floating in the ocean of the universe, myself a little world, moved by the breath of God."

### READING PROOF.

The following exercises are introduced to familiarize the Young Composer with the use of the various marks used in the correction of proof-sheets.

### EXERCISES.

Indicate (with a pencil) in the margin the necessary corrections by their appropriate signs and marks.

### FRIDAY NOT AN UNLUCKY DAY.

From time immemorial Friday has been frowned upon as a day of ill omen. And though this prejudice is less prevalent now than was of yore, when superstition had general sway, yet there many are, even in this matter-of-fact age of ours, who would hesitate on a day so unpropitious, to begin an undertaking of momentous import. But to show with how much reason this feeling is indulged, let us examine the following important facts in connection with the settlement and greatness of our own country, and we shall see how great cause we Americans have to dread this day.

On Friday, August 3d, 1492, Christopher Columbus sailed on his great voyage of discovery. On Friday, 4th January, 1493, he sailed on his return to Spain, which if he had not reached in safety, the happy result would never have been known, which led the settlement of the country. On Friday, March 15th, 1493, he arrived at Palos in safety. On Friday, November 22d, 1494, he arrived at Hispaniola, on his second Voyage to America. On Friday, June 13th, 1494, unknown to himself, he discovered the vast continent of America.

On Friday, March 5th, 1495, Henry VII of England gave to John Cabot his commission, which led to the discovery of North America; This was the first American state paper in England. On Friday, September 7th, 1565, Menéndez founded St. Augustine, the oldest settlement in the United States by more than forty years. On Friday, November 10th, 1620, the May Flower with the *Pilgrims*, made the harbor of Provincetown; and on the same day signed that August Compact, the forerunner of our present glorious Constitution. On Friday, December 22d, 1620, the Pilgrims made their final landing on Plymouth Rock. On Friday, February 22d, 1732, George Washington, the Father of American Freedom, was born. On Friday, June 19th, Bunker Hill was seized and

fortified. On Friday, October 7th, 1777, the surrender of Saratoga was made, which had such power and influence in inducing France to declare for our cause. On Friday, September 22d, 1781, the surrender of Yorktown crowned the American arms with glory. On Friday, Sept. 7th, 1776, the motion was made by John Adams, Seconded by Richard Henry Lee, that the United Colonies were and of right ought to be free and independent. Thus by numerous examples see that however it may be with other nations, Americans need never dread begin on Friday any undertaking however momentous.

#### WHAT LETTERS SHOULD BE.

Many people, and well-informed people too, sit down to write a Letter as if they were about to construct a legal document or government dispatch. Precision, formality, and carefully-worded and rounded periods are considered all essential, even though the epistle be intended for a familiar friend. Others appear to be writing for publication, or for posterity instead, of making epistolary communication a simple converse between Friends. Away with such labored productions. A Letter on business should be brief, to a friend familiar and easy. I like Hannah More's ideas upon the subject. She used to say: "If I want wisdom, sentiment, or information, I can better find them in books. What I want in a letter is the picture of my friend's mind, and the common sense of his life. I want to know what he is saying and doing; I want him to turn the inside of his heart out to me, without disguise, without appearing to be better than he is, without writing for character. I have the same feeling in writing to him. My letter is therefore worth nothing to an indifferent person; but it is of value to the friend who cares for me. Letters among near relations are family newspapers, meant to convey paragraphs of intelligence and advertisements of prospects, and *not* sentimental essays.

## APPENDIX THREE.

### TECHNICAL TERMS RELATING TO BOOKS.

1. A book is said to be in Folio when one sheet of paper makes but two leaves, or four pages. When the sheet makes four leaves, or eight pages, it is said to be in Quarto form; eight leaves or sixteen pages, in Octavo; twelve leaves or twenty-four pages, Duodecimo; eighteen leaves, Octodecimo. These terms are thus abbreviated: fol. for folio; 4to for quarto; 8vo for octavo; 12mo for duodecimo; 18mo, 24mo, and 32mo, signify that the sheet is divided into eighteen, twenty-four, and thirty-two leaves.

2. The Title-page is the first of the book, and contains the title; when a picture is inserted facing it, it is called the Frontispiece.

3. Vignette is a French term, used to designate the descriptive or ornamental picture sometimes placed on the title-page of the book, sometimes at the head of a chapter, &c.

4. The Running Title is the word or sentence placed at the top of every page, and is generally printed in capitals or Italic letters.

5. When a page is divided into several parts by a blank space, or lines running from the top to the bottom, each division is called a column.

6. The letters A, B, C, &c., and A2, A3, &c., at the bottom of the page, are marks for directing the bookbinder in collecting and folding the sheets.

7. Different names are given to the various sizes of type to designate them; the following are most used in book printing:—

Pica.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Small Pica.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Long Primer.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Bourgeois.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Brevier.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Minion.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Nonpareil.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Agate.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Pearl.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

Diamond.—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

REMARK.—The next two sizes of type larger than Pica, are called English and Great Primer. The sizes above these are called Double Pica, Two Line Pica, Five Line Pica, Fifteen Line Pica, &c., &c., as they exceed Pica in size.

## APPENDIX FOUR.

### CHOICE OF BOOKS.

Formerly books were too few, and often difficult to be obtained; at present it is quite different. Were it possible to multiply them to too great an extent, I would say there were too many. To read all published is impossible, but this is not required, a judicious selection is all that is necessary.

The following list, embracing many works of standard merit, has been prepared as a partial guide to assist such as have no one to direct their choice:—

Apology, Watson.

Astronomy, Smith's Illustrated.

Anecdotes, Arvine's.

Analysis, Butler's.

Ancient History, Rollin.

Bards of the Bible, Gilfillan.

Biography, American, Sparks.

Cyclopedia of English Literature, Chambers.

Course of Time, Pollok.

Corner Stone, Abbot.

Classical Studies, Sears, Edwards, and Felton.

Comparative Geography, Guyot.

Columbus, Irving.

Deserted Village, Goldsmith.

D'Aubigné's Reformation.

Earth and Man, Guyot.

Essay on Man, Pope.

Evidences of Christianity, Alexander.  
Edgeworth's Works.

Foxe's Book of Martyrs.  
Foster's Essays.

Gallery of Literary Portraits, Gilfillan.  
Geology, Loomis.

Hemans's Poems.  
Homer, Cowper.  
History of Literature, Hallam.  
History of the Church, Hase.

Intellectual Philosophy, Abercrombie.  
Improvement of the Mind, Watts.

Kames' Elements of Criticism.  
Keightley's England.

Locke's Essays.  
Lardner's Lectures.  
Logic, Hedge's.  
Lady of the Lake, Scott.

Marshall's Washington.  
Milton's Poems.  
Mexico, Prescott.  
Moral Science, Wayland.

Napoleon and his Marshals, Headley.  
Natural History, Goldsmith.  
Natural Theology, Paley.  
Neal's History of the Puritans.

Ossian.  
Opie's Works.

Plutarch.  
Plurality of Worlds, Whewell.  
Pursuit of Knowledge, Harper's Family Library.  
Political Economy, Wayland.  
Pleasures of Hope, Campbell.  
Pleasures of Imagination, Akenside.  
Pleasures of Memory, Rogers.

Robertson's Works.  
Rhetoric and Criticism, Boyd.  
Rambler, Johnson.

Self-Culture, Sherwood.  
Student's Manual, Todd.  
Seasons, Thomson.  
Sparks from the Anvil, Burritt.  
Sallust, Rose.  
Shakspeare's Plays.

Task, Cowper.  
Telemachus.

United States, Willard.  
Universal History, Taylor.  
Useful Arts, Bigelow.

Virgil, Dryden.  
Vicar of Wakefield.

Washington and his Generals, Headley.  
Wirt's Life of Patrick Henry.  
Xenophon, Harper's Classical Library.

Young's Night Thoughts.  
Young Christian, Abbot.

## BOOKS OF REFERENCE.

A General Atlas.  
 Anthon's Classical Dictionary.  
 Blake's Biographical Dictionary.  
 Buck's Theological Dictionary.  
 Encyclopædia Americana.  
 Gazetteer of the World.  
 Webster's Dictionary.

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