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THE

YOUNG COMPASS.

CONTAINING, IN A CONDENSED FORM,
MANY THINGS OF IMPORTANCE TO THOSE LEARNING TO
WRITE COMPOSITIONS.

BY CHARLES NORTHEND,

PRINCIPAL OF THE FREE GRAMMAR SCHOOL, SALEM, MASS.



PORTLAND:

PUBLISHED BY SANBORN & CARTER.

1848

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161
SHELF

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YOUR

7
TODAY

BOOK

AUTH

CALL

THE

YOUNG COMPOSER:

OR

Young Writer's Assistant;

CONTAINING, IN A CONDENSED FORM,

MANY THINGS OF IMPORTANCE TO THOSE LEARNING TO WRITE COMPOSITIONS;

TO WHICH ARE ADDED

BLANK LEAVES, FOR PRESERVING COPIES OF LETTERS,
ESSAYS, ETC.

BY CHARLES NORTHEND,

PRINCIPAL OF THE EPES GRAMMAR SCHOOL, SALEM, MASS.

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INTRODUCTORY REMARKS.

THE principal, if not the exclusive design of the author of this work is, to furnish a Manual which may be found helpful in carrying out an object regarded by him as of high importance; which is, to induce young persons to transcribe their Compositions and Letters, both for the sake of showing the degrees of improvement, and of preserving, in a permanent form, materials for future reference and gratification. Should this purpose be met only to a limited degree, the result would still be such as to afford a very pleasing reward.

If the young would adopt and pursue the practice of transcribing and preserving their writings, they would find it a most powerful means of cultivating the understanding, improving the taste, giving ease and capacity in composing, gaining a practical knowledge of themselves, and, at the same time, it would secure to them the most indubitable evidence of improvement, or want of improvement.

The author has brought into a condensed form many of the Rules, the Abbreviations, and common signs used in writing and printing, the meaning of Foreign Words and Phrases, of frequent occurrence, with a

variety of other matter, a familiar knowledge of which is necessary to all who would acquit themselves respectably in any specimen of writing they may wish to present to their friends or the world.

The author will merely add, that he has endeavored to prepare a Manual which should be of service to Teachers and Pupils, and he commends it to their attention, with the sincere desire that it may prove a valuable auxiliary in the department for which it is designed.

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Entered according to Act of Congress, in the year 1848,
BY CHARLES NORTHEND,
In the Clerk's Office of the District Court of Massachusetts.

STEREOTYPED BY S. N. DICKINSON, BOSTON.

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EPISTOLARY WRITING.

[To write a letter neatly and correctly, to fold and superscribe it properly, are so desirable, that we give below two or three specimens of letters, with some remarks upon the proper manner of folding, &c. If the older pupils in schools should be required to devote a portion of their time to the subject of letter-writing, it would be of great service to them.]

Andover, March 16th, 1848.

My Dear Friend:

I suppose that our cousin Edward, when he returned from a visit here, informed you that my dear father had concluded to have me go to Bradford to attend Mr. Greenleaf's school during the ensuing Summer. I have never seen Mr. G. but I have studied his Arithmetic, which my father considers an excellent one, and therefore he thinks its author can give me better instruction in the science of numbers than I can obtain where I now am, especially, as my present school is composed, mostly, of scholars younger than myself.

Father is sorry to take me away from a school which I have attended so long and so happily. He thinks it is an excellent school for young children, and he likes the Instructor much, and I feel very unpleasantly about leaving, for I have always loved my Instructor, who has been very kind and faithful to me. I hope I shall always retain a grateful recollection of the help he has afforded me in my studies, and the good advice he has given me about my conduct and feelings.

My brother Charles, who has been to school with me every day for two years, can hardly bear the thought of my going away. He has had several "crying spells," and says I must not leave him, and if I did not feel convinced that my father understands what is best for me, I do not know how I should have resolution to break off from so many pleasant connections. But I shall try to conform to the advice of my dear mother, the day before she died, which was not to suffer present enjoyment to stand in the way of lasting good.

I wish I could visit you before I go to B., but, as I shall have only three or four days in which to get ready, I must deny myself the pleasure of seeing you at present. I will write to you soon after I get "settled down," and I shall be expecting to hear from you soon.

Give my love to your respected parents, and to your dear sister and brother.

From your affectionate friend,

George Hanson.

P. S. If you write before you hear from me again, please direct your letter to me, "care of Benj. Greenleaf, Esq., Bradford Academy."
G. H.

Newburyport, March 28th, 1848.

Dear Sister Sarah:

I think you have been informed that I was to enter the "Putnam Free School," at the opening of the present term. I commenced a week ago yesterday, and think I shall like very much after a while, though I do not feel quite "at home" yet. The teachers were entire strangers to me, and the way of teaching and the mode of government are quite different from those I have been accustomed to, yet I think every thing will appear right soon. I intend to like the school, comply with its regulations, and study hard. I know that I have good opportunities to learn, and I ought to improve them.

I was much attached to my former school and teacher. Miss B. was always pleasant, and willing to assist me when she really thought I needed help, though she always said that she wished the scholars to get their lessons without aid, if they possibly could, even if it should take much time, and require hours or days of hard study.

I loved those who were at Miss B.'s school with me, and some of us were there together three or four years, and our studies and amusements were always pleasant. I have often thought of what a very good gentleman once said to us, when he called for a few moments to see the school, and ask something concerning his niece, who was one of the pupils. He remarked that scholars could make a school pretty much what they wished it. If they would be cheerful and kind in their feelings, gentle

and courteous in their conduct, and industrious in their studies, they would love their teachers, love their schoolmates, love their school, and all its exercises. We thought what he said was true, and it did us good, and if at any time after this any one said she did not like her studies, or she did not like the instructor, or she did not like the school, we used to ask her what she had been doing or saying that made her so displeased with everything. I hope never to forget the observation, and I think I shall never forget the happy hours I have spent in Miss B.'s school. I shall always remember, with pleasure, my old schoolmates. Some of them came to this school with me, and more are to come next term. I think I shall become attached to my present teachers and schoolmates when I get well acquainted with them. They appear pleasant and kind.

But I must close this letter, as it is about time to go to school. Father and mother send much love, and say you must come and make a long visit as soon as you can conveniently.

From your affectionate sister,

Susan.

LETTER WRITING.

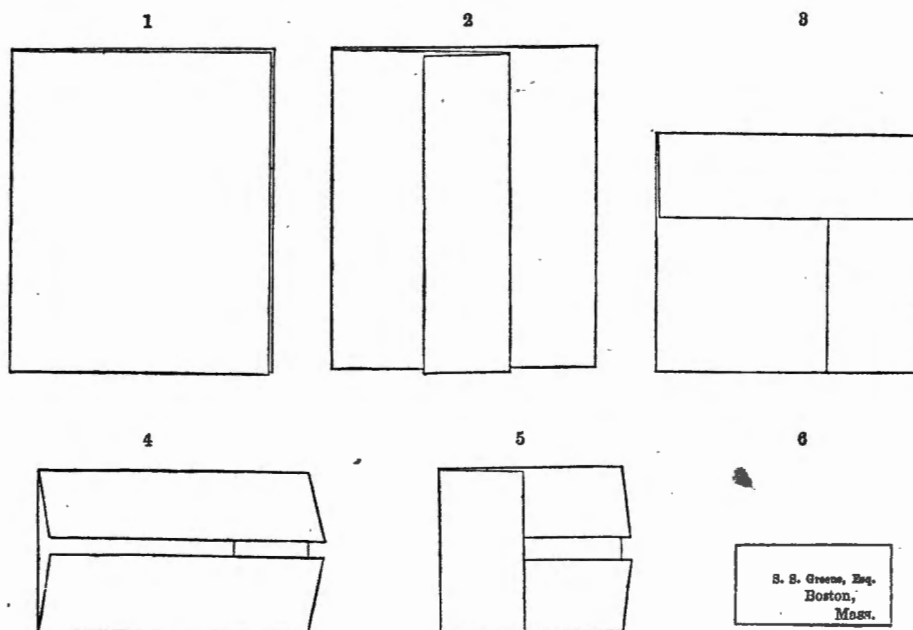
IN every school the more advanced pupils should be required, occasionally, to practise letter writing. The acquisition of a free and easy style of writing is worthy of much time and attention, and every individual may, by proper attention and practice, acquire the ability to express his thoughts in a clear, natural, and interesting manner.

The specimens we have furnished may impart to learners some hints of importance, but frequent practice in the exercise itself is the only thing that can be of real and permanent advantage. We give below a list of subjects about which letters may be written.

SUBJECTS FOR LETTER WRITING.

1. Write to a cousin, and give a description of your studies and school.
2. Write to your parents, and give them some account of your studies and deportment for the last week or month.
3. Write to an absent brother or sister, and give an account of every thing that may be interesting.
4. A letter to a former school-mate, giving an account of every thing that may interest him respecting yourself and your school.
5. A letter to your teacher, giving an account of the manner in which you have spent a vacation.
6. A letter to some distant relative, giving all particulars of interest respecting yourself, your school, home, &c.

NOTE. — The above are mere suggestions. Peculiar circumstances will enable the teacher to impart all desirable hints.



REMARKS.—The folding and superscribing of letters are worthy of some attention. A large portion of the letters which pass through Post Offices, &c., are awkwardly folded and superscribed. The above figures are given to illustrate a very neat and convenient mode of folding. To any who may wish to see a more particular representation of the same thing, though slightly different, we would commend an excellent work entitled "Aids to English Composition," by R. G. PARKER, Esq. This work should be in the hands of every student.

If the teacher will, occasionally, illustrate the same thing by using the blackboard, or by folding a letter in the presence of his pupils, it will impart a clearer understanding than can be readily given on paper.

In superscribing a letter, the part under which the wafer is placed should be downward, and on the side opposite to the superscription. The names of the individual, town, and state, may be written in varied sizes,—the state being largest, town a trifle smaller, and the name of the individual smallest. (See No. 6).

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We give below a form for a common card or note of invitation. When written in a formal manner, it is customary to use the third person instead of the first.

*Miss R. D. Jacob's requests the pleasure
of Misses E. and M. L. Simpson's company
on Wednesday Evening, 10th inst.*

140 Boston St., May 8th.

NOTE.—If the Misses Simpson should accept the invitation, and send a reply to the above, they might write as follows:—

*The Misses Simpson accept, with pleasure,
Miss Jacob's kind invitation for Wednesday
Evening, 10th inst.*

39 Boston St., May 8th.

COMPOSITION.

SCHOLARS may commence the exercise of writing composition at an early age, if care be taken to assign simple and familiar subjects. It may be well, at first, to request them to write a plain description of some object well known to them, or of some of the pictures which may be found in their books.

A list of subjects is given below, most of which are of a simple character. Teachers sometimes request scholars to write a composition and leave them to select their own subject. This course may answer with some, but we think it a better way to assign to a class a particular subject, and have that regarded as *the* subject about which something must be written. If scholars are left to select for themselves they are inclined to think a little upon several subjects, without sufficiently concentrating their thoughts upon any one. We would recommend that pupils write first on their slates, and after their work has been carefully examined and corrected, it may be copied upon some of the blank pages at the end of the manual. The habit of preserving copies of letters and compositions will be very valuable, and the gratification afforded,

by the possession and occasional examination of such copies, will amply compensate for all the time and attention that may be given.

The following Rules from Blair's Rhetoric, may be found of some value:

1. Select a subject within your comprehension.
2. Reflect on it much, and render yourself familiar with the ideas, before you commence writing.
3. Never write in a loose, or careless manner.
4. Be careful to use such words as shall convey your thoughts most clearly to others.
5. Avoid low or vulgar expressions.
6. Remember that a good sentence requires the following properties, viz.: 1. Clearness. 2. Unity. 3. Strength. 4. Harmony.

OF CLEARNESS.

1. The words you employ must be so chosen as to convey your idea, without the least ambiguity.
2. The words and members of the sentence should be so arranged, as to show their precise relations to each other.

OF UNITY.

1. Unity implies, that the sentence contains but *one* leading idea, distinctly expressed.

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2. The main idea, or leading thought in the same sentence, should be changed as little as possible.

3. Whatever would essentially disturb the unity of a *single* sentence, should be divided into two.

4. Avoid, as far as possible, a parenthesis in the sentence.

5. Bring the sentence to a natural close. That is, when the idea is distinctly expressed, let the sentence end.

STRENGTH.

1. To promote the strength of a sentence, omit all unnecessary words.

2. Use great care in placing the relatives, conjunctions, adverbs, and prepositions, precisely where the sense requires them.

3. The principal word or words on which the strength of thought depends, must be placed where they will make the strongest impression.

4. If there are several members of the sentence, place the less important first.

5. Never close the sentence with a preposition, or any unimportant word.

HARMONY.

1. Harmony implies the use of such words and combinations, as fall on the ear with an agreeable sound.

2. Whatever is easy of utterance to the organs of speech, is commonly most agreeable to the ear.

3. A due intermixture of long and short sentences promotes harmony.

4. The longest member of the sentence, and the most sonorous words, should, if practicable, fall at the close.

5. It is a great beauty to embody such words in a sentence as shall, in sound, correspond with the sentiment expressed.

SUBJECTS FOR COMPOSITION.

1. A description of the house in which my father lives.

2. A description of my school-house and yard.

3. A description of the town in which I live.

4. A description of the street in which I live.

5. A description of a garden, with its trees and flowers.

6. A description of a ship.

7. A description of a clock.

8. A description of the ocean and its uses.

9. Roads and their uses.

10. Railroads and their uses.

11. The dog.

12. The cat.

13. The horse.

14. The cow.

15. The swine.

16. The sheep.

17. The names of common domestic animals and an account of their habits and uses.

18. The elephant.

19. The lion.

20. The leopard.

21. The panther.

22. The giraffe.

These and other wild animals may form subjects for composition. A description of each may be given, the purposes for which each is valued, and the food upon which each subsists, &c., may be named.

23. The names of wild animals that I have seen, and a description of the same.

24. The whale. } Where found; how caught;

25. The seal. } and for what valuable?

26. The names of the fishes that I have seen, and an account of their uses, &c.
27. The names of the common domestic fowls, and an account of their habits, uses, food, &c.
28. An account of different birds that I have seen.
29. Thoughts at the beginning of a year.
30. Thoughts at the close of a year.
31. Thoughts at the beginning of a term at school.
32. Thoughts at the close of a school term.
33. Thoughts on the death of a friend.
34. Duties to parents.
35. Duties to teachers.
36. Duties to brothers and sisters.
37. Duties to school-mates and associates.
38. Duties to the poor and unfortunate.
39. Some of the ways to promote happiness.
40. An evening at home.
41. The importance of forming good habits.
42. Learning is better than wealth.
43. How can we best improve our time?
44. Spring.
45. Summer.
46. Autumn.
47. Winter.
48. An account of the fruits that I have seen growing.
49. A description of the different trees that I have seen; their names, appearance, uses, &c.
50. Some of the most common vegetables; the manner of cultivating, uses, and the mode of using.
51. An account of the different grains and grasses that I have seen, &c.
52. What are some of the most troublesome weeds in fields and gardens?
53. A description of the flowers that I have seen.
54. What are the materials used in building houses, and how used?
55. A description of the common articles of furniture in a house.
56. Some of the uses of knowledge.
57. The Puritans.
58. Independent day, or Fourth of July.
59. Thanksgiving day.
60. What should we aim to be and do?
61. Importance of industry.
62. Importance of perseverance.
63. Evils of idleness.
64. Evils of disobedience.
65. Right use of time.
66. Delays are dangerous; — why?
67. Pleasures of school.
68. Pleasures of home.
69. A good scholar.
70. A bad scholar.
71. Good deportment.
72. Cruelty to animals.
73. Order, or "A place for every thing and every thing in its place."
74. Importance of cheerfulness.
75. Importance of politeness.
76. Importance of punctuality; why should we be punctual and seasonable at school?
77. Advantages of sickness.
78. Advantages of a kind and obliging disposition.
79. The evils of war.

Some of the peculiar and appropriate pleasures and duties of each season may be mentioned.

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80. The farm
81. The blacksmith.
82. The shoemaker.
83. The tanner.
84. The currier.
85. The printer.
86. The carpenter.
87. The mason.
88. The cabinet maker.
89. The merchant.
90. The sailor.
91. Pleasures of travelling.

These and similar subjects, may be assigned as topics for composition. Let the pupil give a description of each, name the tools or implements used, &c.

92. An account of a journey to —.
93. Honesty.
94. Truth.
95. The evils and wickedness of falsehood.
96. Thoughts on visiting a cemetery.
97. Thoughts on witnessing a funeral procession.
98. Thoughts on seeing a ship "set sail" for a long voyage.
99. Thoughts on leaving school.
100. The past — the present — the future.