

HARPER'S LANGUAGE SERIES.

SCHOOL COMPOSITION:

BEING

ADVANCED LANGUAGE-LESSONS FOR
GRAMMAR SCHOOLS.

BY

WILLIAM SWINTON, A. M.,
AUTHOR OF "LANGUAGE PRIMER," "LANGUAGE LESSONS,"
"PROGRESSIVE GRAMMAR," ETC.

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PREFACE.

This little book is not an addition to the already large number of Rhetorics and other works on the theory and mysteries of style. It is strictly a manual for school-work, and has been made with special reference to the rational remodeling recently accomplished, or now in the way of being accomplished, in the Courses of Study in our public schools, — a remodeling in which Language-training for the first time receives the attention that is its due. The writer trusts that inquiring teachers will find it in harmony with their views and aims.

In the plan here adopted, composition is begun with the very commencement of the study, and is carried on *pari passu* with the development of rules and principles. It is a matter of common experience that children's power of producing, in an empirical way, is much in advance of their knowledge of the rationale of writing; hence, in the present work, ~~pupils are not kept back from the improving exercise of actual composition until they have mastered the complicated details of rhetorical theory.~~ It should be added, however, that the demands made on the scholar will not be found beyond his powers. He is provided with the material to work on, and his attention is limited to the process of building this material into shape, — the author's conviction being that training in the ART OF EXPRESSION is as much as can wisely be aimed at in school composition. Pupils must first be taught *how to write at all*, before they can be shown how to write *well*, — a maxim that has never been out of mind in the making of this book.

With this view the present manual has been divided into Five Parts:—

In Part I. the scholar is initiated into the construction and combination of sentences,—under which head a great variety of practical exercises will be found.

In Part II. it is sought to extend his resources of expression by accustoming him to vary both the structure and the phraseology of sentences.

Part III. is an application of the principles already learned to easy composition exercises from OUTLINES.

In Part IV. what can advantageously be taught to boys and girls respecting STYLE is presented in a form which the author hopes will be found both fresh and fruitful.

Part V. deals with the composition of Themes and Essays, on models adapted to a fair estimate of the pupil's capacity.

It has seemed to the writer that there is room for a school manual of prose composition of medium size, arranged on a simple and natural plan, and designed, not to teach the theory of style and criticism, but to give school children between the ages of twelve and fifteen a fair mastery of the art of writing good English, for the ordinary uses of life. Such he has endeavored to make the present book.

WILLIAM SWINTON.

The acknowledgments of the author are especially due to the following works:—

English Prose Composition, by JAMES CURRIE. Edinburgh.

Cornwall's Young Composer. London.

Dalgleish's English Composition. Edinburgh. [The chapter on the Analysis of Style is, in the main, an adaptation from this work.]

Armstrong's English Composition. [The abstracts of Themes in Part V. are, in the main, an adaptation from this work.]

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SCHOOL COMPOSITION.

INTRODUCTION.

1. WE are now to begin the most useful and most beautiful of all studies, — the art of expressing our thoughts on paper, the art of writing good English.

2. This art is called COMPOSITION. It treats of the construction of sentences, and of the arrangement of sentences into a series called a Theme.

3. A thought may be expressed in different ways. So the sentence may be, —

1. *Affirmative*; as, Life is short.
2. *Negative*; as, Man shall not live by bread alone.
3. *Imperative*; as, Sound the loud timbrel.
4. *Interrogative*; as, Who saw the sun to-day?
5. *Exclamatory*; as, What a piece of work is man!

4. A sentence consists of two essential parts, — SUBJECT and PREDICATE.

5. The SUBJECT is that part of a sentence which names the thing spoken of; the PREDICATE, that which asserts something of the subject; as, *Little drops of water* (sub.) *make the mighty ocean* (pred.).

6. No collection of words is a sentence unless it contains both a subject and a predicate, and expresses a complete thought.

7. A collection of words in a sentence containing a subject and a predicate, but not expressing a complete thought, is called a CLAUSE; as, *When spring returned*, the campaign was begun.

8. A combination of words forming an element of a sentence, but not containing subject or predicate, is a PHRASE.

9. There are two main classes of phrases :

1. The Prepositional phrase, introduced by a preposition.
2. The Participial phrase, of which the key-word is always a participle.

Prepositional.	Participial.
Persons of a quarrelsome disposition are dangerous associates.	The vessel, having encountered a storm, was completely wrecked.
Beneath the lowest deep, a lower deep, still threatening to devour me, opens wide.	Beneath the lowest deep, a lower deep, still threatening to devour me, opens wide.

Change these EXPRESSIONS into full sentences :

1. Two and two
2. Lead is many times as heavy
3. As soon as morning dawned
4. That all men should think alike on any subject
5. When Franklin's kite reached the thunder-cloud
6. The rain having continued without intermission

10. Sentences are of three kinds : SIMPLE, COMPLEX, and COMPOUND.

11. In beginning the work of composition-writing observe the following points :—

I. **TERMINAL MARKS.** Use a period (.) at the end of every complete statement ; a point of interrogation (?) at the end of a direct question ; and a point of exclamation (!) at the end of every exclamatory sentence.

II. A period is used after every abbreviation : as, "G. Washington" ; "C. O. D."

III. A period is used after a title or heading, and after an address, and a signature ; as, "Milton's Paradise Lost." "Chapter III." "A. T. Stewart, Broadway, New York."

IV. **CAPITALS.** A Capital letter should begin, —

1. The first word of every sentence.
2. The first word of every line of poetry.
3. The first word of every direct quotation.
4. All proper nouns, and adjectives derived from them.
5. Names of things used as persons.
6. Names of the days of the week, and of the months of the year ; but not of the seasons.
7. All words used as titles, or particular names.
8. Names of the Supreme Being, and generally a personal pronoun that refers to Him.
9. The pronoun *I*, the interjection *O*, and single letters forming abbreviations should be capitals.

PART I.

THE CONSTRUCTION OF SENTENCES.

CHAPTER I.

THE SIMPLE SENTENCE.

1.—Nature of the Simple Sentence.

12. A Simple Sentence consists of a single statement, and contains but one subject and one predicate ; as, *Steam has changed the face of the world.*

13. A simple sentence can consist of only *words* or *phrases* ; because, if a *clause* or another *member* were introduced, the sentence would contain more than one subject and predicate, and would, therefore, *not* be a simple sentence.

14. A sentence may contain almost any number of *words* and *phrases*, and it will still be simple, provided it has but one thing spoken about (*subject*), and makes but one statement (*predicate*).

15. Each of the following sentences is a simple sentence :

- | | |
|---|--|
| 1. Birds | fly. |
| 2. Some birds | fly swiftly. |
| 3. Some birds of prey | fly very swiftly. |
| 4. Some birds of prey, having secured their victim, | fly with it very swiftly to their nests. |

* * In the first example, we have the simplest form of the simple sentence. It consists of the subject and predicate, without any modifying words or phrases. In the three sentences following the subject and the predicate are enlarged, or expanded, by the gradual addition of certain particulars. The first sentence is a sort of skel-

4. We may derive many useful lessons from the lower animals.
5. A profusion of beautiful objects everywhere surrounds us.
6. Beware of desperate steps — the darkest day will by tomorrow have passed away.

+

Practical Exercise in Composing.

Read aloud the following piece, and then make an Abstract from Memory. Be particular in your choice of words:

THE SWORD OF DAMOCLES.

Damocles, one of the courtiers of Dionysius, tyrant of Syracuse, was perpetually extolling with raptures his treasure, grandeur, the number of his troops, the extent of his dominions, the magnificence of his palaces, and the universal abundance of all good things and enjoyments in his possession, always repeating that *never man was happier than Dionysius*. "Since you are of that opinion," said the king, "will you in person make proof of my felicity?" The offer was accepted with joy: Damocles was placed upon a golden bed, covered with hangings of inestimable value. The sideboards were loaded with vessels of gold and silver; the most beautiful slaves, in the most splendid habits, stood round him watching the least signal to serve him. The most exquisite essences and perfume were not spared, while the table was spread with proportionate magnificence. Damocles was all joy, and looked upon himself as the happiest man in the world. Just at this time he chanced to cast his eyes up to the ceiling, where he saw the point of a sword that hung by a single horse-hair. From that moment his joy vanished, he lost his appetite, and became a most miserable man, for he could see nothing but the sword, and think of nothing but his danger. In this state of mind he begged to be restored to the security of his former position.

The request was granted, and only then did he breathe freely. The ancient writers say that Dionysius thus tacitly acknowledged that his happiness was poisoned by a constant terror he was under, of the punishment he deserved for his cruelty and injustice.

PART III.

SIMPLE COMPOSITION EXERCISES.

TEACHER'S NOTE. — It cannot be doubted that the first step in composition must be to teach the beginner *how to write at all*; the second, to show him how to *write well*. Hence, before proceeding to the subject of *STYLE* (contained in Part IV.), pupils should be trained in the ordinary qualities of good writing, — in the use of correct syntax, and in some facility of expression. The following simple Composition exercises are designed to give scholars practice in these qualities.

DIRECTIONS TO PUPILS.

I. — On Sentence-making.

I. **Aim at Unity in your Sentences.** In each sentence some one person or thing should usually be the subject of thought from beginning to end. Any departure from this rule tends to destroy the *unity* of the sentence.

II. **Aim at Variety in the Sequence of Sentences;** that is, do not make them all of the same kind, — Simple, Complex, or Compound. A succession of unvarying little short sentences has a disagreeable, *chopped-up* effect; while a succession of uniformly long sentences is trying to eye and ear.

III. **Aim at Coherence in your Sentences.** In writing Compound Sentences, be very careful not to bring together thoughts that are not naturally and logically connected. And whenever you have written a very long sentence, break it up into two or more clear

statements. Remember that the danger of falling into grammatical error increases in direct ratio to the length of a sentence.

2.—On the Choice of Words.

I. **Prefer Simple Words** to those that are abstruse or unintelligible.

II. **Avoid Circumlocution**, or a roundabout way of expressing a simple idea.

III. **Avoid Redundancy**, or the addition of words that the sense does not require.

IV. **Avoid Tautology**, or the repetition of the same idea in different words.

V. The substance of these rules is: **Put the Maximum of Thought in the Minimum of Words.**

3.—On Paragraphs.

86. A composition of any length—even a letter (unless the very briefest note)—requires, in order to please the eye, and to have its scope readily taken in, a division into Paragraphs. A Paragraph is a connected series of sentences relating to the same subject, or part of a subject.

1. Make a new paragraph at every marked break in the subject,—at every new turn in the treatment.

2. Let all the sentences in a paragraph relate to the same topic, and arrange the sentences so as to carry the line of thought easily and naturally from the one to the other. For this purpose free use should be made of the continuative particles and phrases; as, *however, moreover, indeed, consequently, at the same time, in like manner*, etc.

I. Descriptive Subjects.

Write a short composition from the following OUTLINES :

SUBJECT: GOLD.

Outlines..... { A precious metal—most abundant in California and Australia—found in many other places—color, bright yellow—nearly as soft as lead—most malleable of all metals—one grain can be beaten so thin as to cover nearly six thousand inches—very ductile—the same quantity can be drawn out into five hundred feet of wire—gold coinage, alloyed with copper—use of gold in gilding—articles in a jeweler's shop.

Composition. { Gold is the most valuable of the precious metals. It is distributed throughout the world, but is found most abundantly in California and Australia. Its color is bright yellow, and it is nearly as soft as lead. It is the most valuable of all metals, and can be beaten so thin that a single grain may be made to cover nearly six thousand inches. It is also very ductile, the same quantity of gold being capable of being drawn out into five hundred feet of wire. Gold is coined into pieces of money, as eagles, half-eagles, etc., but for this purpose it is alloyed with copper. Its uses in gilding and jewelry are well known. Look into the jeweler's store, and see how many articles are made of this metal! There are watches, chains, brooches, rings, vases, vessels, and ornaments of every description.

OUTLINES.

COAL :

An inflammable substance—color, black or brown—supposed to be of vegetable origin—found in all parts of the world—occurs in beds or strata—coal-pits and collieries—uses of coal: as fuel, in the arts, gas—the coal-fields of the United States: where they are—the great manufacturing cities that have grown up in consequence.

THE WHALE :

Belongs to one of the species of mammals — where found — enormous size and strength — very broad tail, and powerful enough to toss a boat high into the air. Surrounded with coating of blubber or fatty matter beneath the skin — (use of this). Whalebone in its mouth instead of teeth, acting like a sieve to strain from the water the molluscous and other animals which are its food — nostril in top of its head, by which it breathes and blows out the water from its mouth in columns, rising to a great height. Hunted for whalebone, obtained from it alone, and made into numerous articles of utility — also for its blubber, from which great quantities of oil are extracted — whale-ships, etc.

BREAD :

A preparation from one of the grains, or cereals — name the leading ones — mention the kinds of bread — which is most in use in your part of the country? — mode of preparing wheaten bread : trace the process from the thrashing of the wheat till the loaf comes from the oven — the staff of life — used for food everywhere — whatever else a country uses, its food is cheap or dear according to the price of bread.

THE SHIP :

Simplest form — the canoe of the savage — ships of the ancients — the caravels of Columbus — modern ships — their kinds : steamers and sailing-vessels — their construction — size — speed — utility in commerce.

II. Narrative Subjects.

A.

LETTER-WRITING.

ARRANGEMENT OF A LETTER. — The arrangement of the parts of a letter is important, and the following points should be attended to :

1. *The Date* and the *Place* where it is written. The day, month, and year should be given in full. Never date a letter merely by the day of the week ; as, "Sunday evening."

2. *The Form of Address* ; as, "Sir," "Dear Sir," "My dear Charles," "My dearest Father," according

to the terms of intimacy between the writer and the person addressed.

3. *The Narrative*, or letter proper.

4. *The Subscription* ; as, "Yours truly," "Yours faithfully," "Your affectionate brother," etc. (varying, as in No. 2, with the relations of the parties), and the *Name* of the writer.

5. *The Name of the Recipient*.

SUPERSCRPTIONS AND SUBSCRIPTIONS.

The following superscriptions, subscriptions, etc., of letters are designed to show what is now regarded the most approved arrangement and style of these parts ; and they may serve as models, according to circumstances.

Some of the most common forms of address are Sir, Dear Sir, My dear Sir, Respected Sir, Sirs, Dear Sirs, Gentlemen, Ladies, Madam, Dear Madam, etc. ; Friend Brown, Dear Susan, My dear Friend, Mother, Brother, etc. ; according to the relations of respect, intimacy, or affection existing between the parties. Note that the form of address, *Madam, Dear Madam*, is as applicable to *unmarried* as to *married* ladies.

The closing part may be Yours, Yours truly, Most truly yours, Very truly yours, Yours respectfully, Respectfully, Sincerely yours, Your friend, obedient servant, etc. ; Yours affectionately, Your affectionate friend, Your loving brother, sister, etc., followed by the name of the writer. The closing will vary with the relations of the parties.

Mr., Mrs., Miss, and Master are common titles, and should be used unless the person has a higher title. Messrs. and Misses are prefixed to the name of a firm, or to the names of persons collectively, and the name is followed by Sirs, Dear Sirs, Gentlemen, or Ladies, as the case may be.

Medical men have the titles Dr. and M.D. Legal gentlemen, artists, and sometimes others of high social standing have the title Esq. But the title *Esq.* has so completely lost all meaning in this country that persons of good taste are wholly ceasing to use it : thus, "Mr. John Smith," not "John Smith, Esq." Be careful never to use the form "Mr. John Smith, Esq." Military men have the titles Gen., Maj.-Gen., Col., Capt., etc., according to rank. Graduates of colleges have some academic title, as A. B., A. M., etc. Clergymen have the titles Rev., Rev. Dr., and, if bishops, that of Rt. Rev. Hon. is the proper title for judges, congressmen, State senators, mayors of cities, heads of government departments, and others of similar

rank; and His Excellency, for the governor of any State, or an ambassador of the United States. The President may be addressed His Excellency, but strict etiquette prescribes the form as included in the following models.

1. Heading or Date.

Cambridge, Mass., Feb. 3, 1873.

2. Address.*

Mr. James F. Hammond,
421 Broadway, N. Y.

3. Introduction.

Dear Sir, —

4. Body.

In reply to your letter of the 10th inst., I beg to say that I most cheerfully accede to your very reasonable request, etc.

5. Subscription.

Yours respectfully,

Henry H. Adams.

96 Pearl St., New York,
July 27, 1872.

Messrs. Nichols & Hall,
32 Bromfield St., Boston,

Dear Sirs, —

I am, gentlemen,

Respectfully yours

David B. Smith, Jr.

* The address inside the letter should be identical with the superscription upon the envelope, and it may be put either before the introduction, or at the bottom of the letter.

To the Board of Education,
Chicago, Ill.

Gentlemen, —

Very respectfully,

Edward Evans.

Dear Madam, —

Sincerely yours,

Henry Varnum.

Miss Amelia D. Cook,
18 Pemberton Square, Boston.

Mr. President, —

I have the honor to be, Sir,

Your obedient servant,

Timothy L. Trusty.

To the President,

Executive Mansion,

Washington, D. C.

^{3.}
My dear Friend, —

^{5.}
*Yours truly,
Isaac H. Hamlin.*

Dear Sister Alice, —

*Your affectionate brother,
William.*

My dear Mr. Brown, —

*Most truly yours,
Alexander Knox.*

My dear Sir, —

*Yours, as ever,
Horace West.*

EXERCISE 28.

1. Write a letter to your teacher narrating your "Experiences during your last vacation."
2. Write and tell your duties at school — your amusements or recreations — your walks — books — thoughts or observations.
3. Write and tell about a visit to a museum or public garden — the objects of interest, etc.
4. Write about the days of your childhood — your earliest recollections — your first days at school — your impressions — your ideas about that period of your life.
5. Tell about the book you are reading — the name — the subject — the style — the information — your opinion of it — any other works by the same author.
6. Write and tell about an evening party — the number — the amusements — the music — the pleasures of social intercourse.

7. Write the results of the last examination — whether you were promoted — what studies you are pursuing with most interest, etc.

B.

NEWSPAPER PARAGRAPHS.

On the following heads write paragraphs such as you read in the "locals" of the newspapers:

RUNAWAY. — A horse attached to John Gilpin's beer wagon
.....
.....
.....

A FIRE. — Late last night our quiet town was startled by an alarm of fire.....
.....
.....

PRESBYTERIAN SOCIABLE. — The Ladies' Sociable connected with the Presbyterian Church met.....
.....
.....

A NEW SCHOOL-HOUSE. — To-day the laying of the cornerstone of the Lincoln School in this city will take place.....
.....
.....

RAILROAD ACCIDENT. — Yesterday as the cars were starting from the Broad Street Station.....
.....
.....

MARRIED.* —.....
.....

* There is but one proper way of making this announcement, and it is nearly always wrong in the newspapers.

C.

BUSINESS COMPOSITION.

BOSTON, Oct. 17, 1872.

MR. HENRY L. STONE,

Bought of GEORGE S. THOMPSON & Co.

48 yds. Muslin,	at	.22	\$10.46
12 " Drilling,	"	.18	2.16
20 " French Chintz,	"	.40	8.00
1 doz. Spools Thread,	"	.37	.37
			<hr/>
			\$20.99

Received Payment,

GEO. S. THOMPSON & CO.

SAN FRANCISCO, Nov. 1, 1872.

MR. EDWARD EDSON,

To BENJAMIN H. FENTON, Dr.

To 10 lbs. Java Coffee,	at	.40	\$4.00
" 5 " Green Tea,	"	1.20	6.00
" 12 " Brown Sugar,	"	.14	1.68
" 4 gals. Molasses,	"	.37½	1.50
			<hr/>
			\$13.18

Received Payment,

BENJ. H. FENTON,
per FRED. C. DOW.

EXERCISE 29.

Make out the bills for the following articles, and receipt them:

1. Henry Dixon bought, Feb. 3, 1873, of Peter Brown & Co., 12 lbs. of sugar, at 10 cts.; 8 lbs. of coffee, at 45 cts.; 4 lbs. of tea, at 75 cts.
2. Jameson & Son sold, April 6, 1873, to Richard Roby, 2 doz. men's black beaver hats, at \$4 apiece; 6 doz. boys' drab hats, at \$1.50 apiece; ½ doz. silk umbrellas, at \$4.50; ¼ doz. leather satchels, at \$3.50.
3. Make out a bill for labor; for articles purchased at a hardware store; boot and shoe store; bookstore; dry-goods store; grocery store; lumber yard, etc.

Receipt for Rent.

NEW YORK, May 15, 1873.

\$ 309.75.
1000.
Received of MESSRS. HARPER & BROTHERS, Three Hundred Nine and 7/100 Dollars, in full for rent of store No. 20 Canal St., to Sept. 1, 1873.

WILLIAMSON & RICHARDSON,
per JAS. H. JOHNSON.

Receipt in full of all Demands.

CAMBRIDGE, Oct. 15, 1872.

\$ 500.62.
1000.
Received of ROBT. H. JENKINS, Five Hundred and 62/100 Dollars, in full of all demands.

GEO. H. POWELL.

EXERCISE 30.

Make out receipts as above:

1. Henry A. Nichols receives, March 3, 1873, of Arthur A. Andrews, \$840.25 on account. Make out the receipt.
2. Geo. R. Stone, of Cambridge, this day gives Henry Gilbert \$125, in full for one quarter's rent of house, No. 10 Elm St. Make out the receipt.
3. Make out a receipt for the rent of a house; for services rendered; for interest on a note to date; for money received on account; in settlement of an account to date; for investment, etc.

Order for Goods.

CAMBRIDGE, August 9, 1873.

\$ 500.
EDW. H. HAMLIN will please deliver to QUEEN & VALENTINE goods to the amount of Five Hundred Dollars, and charge the same to

WILLIAM A. STEWART.

Order for Money.

BOSTON, Feb. 19, 1873.

\$ 33.
MESSRS. BROWN & HOOKER.

Gentlemen,— Please pay to THOMAS ANDREWS, or order, Thirty-three Dollars, dus on my account, and oblige,
Yours respectfully,

HENRY W. WILKINS.

Bank Check.

No. 27.

CHICAGO, Nov. 3, 1872.

First National Bank,

Pay to WM. H. BOWKER, or order, Sixty-nine and $\frac{85}{100}$ Dollars.
\$ 69 $\frac{85}{100}$.

SAMUEL WALLACE.

EXERCISE 31.

Make out the following orders in due form, supplying dates:

1. Carter Brothers give to Wm. H. Brown an order for 10 barrels of flour, Genesee Extra, on Robt. L. Fuller.

2. Lewis Clarke gives Stephen Dennison an order on Brown, Lewis, & Co., for \$2000.

3. Robt. Fulton gives to Hiram Day a check on Charles River National Bank for \$1000.

4. Order somebody to pay money to somebody, or to deliver goods to somebody, and charge to your account, or to the account of somebody else.

Promissory Note Payable to Order.

\$ 300.

RICHMOND, Aug. 8, 1872.

Ninety days after date, for value received, I promise to pay
JAMES DICKERMAN, or order, Three Hundred Dollars.

HENRY G. GRAHAM.

Promissory Note Payable to Bearer.

\$ 192 $\frac{50}{100}$.

CINCINNATI, May 20, 1873.

On or before April 20, 1874, for value received, I promise to pay
RICHARD ROWE, or bearer, One Hundred Ninety-two and $\frac{50}{100}$ Dollars.

JAMES W. WARD.

Joint and Several Note.

\$ 3061 $\frac{54}{100}$.

BOSTON, Sept. 4, 1873.

On demand, for value received, we jointly and severally promise to pay
WALTER WHEELER, or order, Three Thousand Sixty-one and $\frac{54}{100}$ Dollars, with interest at 7 per cent.

WARD, WOOD, & CO.

EXERCISE 32.

Write out the following according to the models:

1. John Scott, of Cambridge, owes Thomas Hooker \$400, for which he gives his note, payable to him, or to his order, in 4 months from March 3, 1873. Write the note.

2. On or before the 10th of October, 1873, Stephen Morse, Jr., of Boston, promises to pay to William Stickney, or bearer, \$75.75. Write the note, and date it April 10, 1873.

3. Write a note, drawn by Henry S. Harrington, of Boston, in favor of Francis Raymond & Co., for \$500, payable on demand, with interest at $7\frac{1}{2}$ per cent. Date the note Feb. 16, 1871, and record in due form the following indorsements: June 1, 1871, \$1.50; Sept. 13, 1872, \$200.

4. John Smith, of Peoria, this day promises to pay to William Stone, or order, \$400, three months after date. Write the note.

D.

STORIES FROM HEADS.

Write stories from the following heads:

1. COLUMBUS AND THE EGG:

The cardinal — the banquet — the courtier — the envy — the detraction — the egg — the challenge — the attempts — the failures — the accomplishment — the application.

2. THE CHARTER OAK:

The tyrant Andros — visit to Hartford — his object — the meeting — the precious document — sudden darkness — the document gone — Captain Wordsworth — the secreting in the Charter Oak — when brought forth.

3. THE OLD MAN AND THE BUNDLE OF STICKS:

The sons — the disagreement — the death-bed — the meeting — the advice — the bundle — the command — the failure — the single stick — the moral.

4. "DON'T GIVE UP THE SHIP!"

Challenge of the British ship Shannon — the brief fight — the dreadful slaughter — the surrender — Lawrence's memorable words.

E.

HISTORICAL SKETCHES.

Write historical narratives from the following outlines :

1. GROWTH OF OUR COUNTRY SINCE THE REVOLUTION :

Extent of territory at the close of the Revolutionary War — compare with present extent — how the chief additions were made : by purchase from France, Spain, by Mexican War — population then and now — number of States compared — smallness of commerce and manufactures then contrasted with great development now — what our forefathers did *not* have : railroads, steamships, telegraphs, etc.

2. CAUSES OF THE AMERICAN REVOLUTION :

Deepest cause, anti-monarchical character of American institutions, ideas, and habits — by their very circumstances Americans were trained in self-government — colonies would have left the mother-country under *any* circumstances — the circumstances that arose to hasten the separation, what were they ?

F.

BIOGRAPHICAL SKETCHES.

Write short biographical sketches from the following outlines :

1. GEORGE WASHINGTON :

Founder of the Republic of the United States — born at Bridge's Creek, Va., 1732 — education, simple and meagre — early taste for military life — becomes public surveyor to Lord Fairfax — adjutant-general of the Virginia militia — encroachments of the French — his first campaign — campaign under Braddock — marries and settles at Mount Vernon — outbreak of the Revolution — appointed commander-in-chief, 1775 — (two or three *general* sentences about Washington's conduct during the war) — elected first president — re-elected — dies — his character : simple, truthful, sincere, patriotic — patient, persevering, disinterested — his influence on the young republic.

2. SIR WALTER RALEIGH :

Birthplace — education — his first voyage — other employments — his appearance at the court of Elizabeth — his accomplishments — anecdote of his readiness and tact — the queen and the velvet cloak — his promotions and rewards — his next voyage to America — the importation of tobacco and potatoes into England — the colony of Virginia — his arrest for treason, and imprisonment in the Tower — his release after thirteen years — his expedition to the Orinoco, and its object — circumstances that led to his execution — his character, moral and intellectual.

PART IV.

STYLE; OR, HOW TO WRITE GOOD ENGLISH.

87. THE manner in which thoughts are expressed constitutes **Style**.

* * "Style" is derived from the Latin word *stylus*, — the name of the instrument with which the Romans wrote. The change by which the word, from designating the instrument, came to denote the use made of it, is similar to the transformation in the meaning of the English word "pen." Thus, "Swift wields a caustic pen" = his manner of writing (*i. e.* his "style") is caustic.

88. The excellence of a piece of writing depends primarily upon that of its separate sentences. Now, the excellence of a sentence depends upon two things:

1. *Language*, or the choice of words.
2. *Construction*, or the arrangement of the parts of a sentence.

CHAPTER I.

CHOICE OF WORDS.

89. **FIRST REQUISITE.** — Accuracy in the Use of Words. Accuracy is that quality of language which consists in using the "right word in the right place." It is the most important of all the qualities of language, and claims the first attention.

NOTE. — Accuracy in the use of words cannot be acquired in a few easy lessons. All that can be done is to put scholars in the way of *thinking about the words they employ*; and this habit, once gained, will gradually bring about correctness in the use of language.

ILLUSTRATIONS.

1. There never was such a *quantity* of animals at any cattle-show.

A "quantity" means a single mass, and hence this term cannot be used to denote *many different animals*. It should be, "There never were *so many*"; or, "There never was such a *number*," etc.

2. The attempt was found to be *impracticable*.

An "attempt" may be *unsuccessful*, or *futile*; but as an attempt implies some effort *made*, it cannot be said to be "impracticable," which means impossible of doing.

3. I have *persuaded* him that he is wrong.

We persuade a person to *do* something, not to *believe* something. It should be, "I have *convinced* him that he is wrong."

EXERCISE 33.

Substitute terms of correct signification for the ITALICIZED WORDS:

1. A child is *educated* in the grammar of a language, and *instructed* to speak it correctly.
2. He spoke most *contemptibly* of the man.
3. The *veracity* of the statement was called in question.
4. His *apparent* [evident] guilt justified his friends in disowning him.
5. I do not *want* any cranberries.
6. By the *observance* of the habits of the lower animals we may learn many interesting facts.

90. Be careful in the use of Prepositions, Conjunctions, Auxiliaries, and other Particles.

ILLUSTRATIONS.

1. I find no difficulty *of* keeping up with my class. This should be, "*in* keeping," etc.
2. The sultry day was followed *with* a heavy storm. Should be, "*followed by*," etc.

3. The following facts *may*, or have been, given as reasons on the other side.

There is an improper ellipsis of the word *be* after *may*. The omission is made under a confused impression that *been* in *have been* applies also to the auxiliary *may*; but we cannot say *may been*. Hence, in such cases, make no ellipsis of a part of a compound tense when confusion would arise from the omission. The sentence should be, "The following facts *may be*, or have been given," etc.

EXERCISE 34.

In the following sentences correct the wrongly used PARTICLES:

1. Poetry has the same aim *with* Christianity.
2. Scarcely had he uttered the fatal word, *than* the fairy disappeared.
3. We should always be ready to assist such poor persons *who* are unable to obtain a livelihood.
4. I find great difficulty *of* writing now.
5. The Italian universities were forced to send for their professors *from* Spain and France.
6. He drew a different conclusion from the subject *than* I did.
7. Favors are not always bestowed *to* the most deserving.

MISUSED WORDS.

91. There are in current use many words employed in a sense that does not properly belong to them. A few of these are here given: they should be carefully noted, and their misuse avoided.

- AGGRAVATE....for *irritate*; as, "He *aggravates* me by his impudence."
- ALLUDE.....for *refer*. To *allude* means to hint at in an indirect way.
- BALANCE.....for *remainder*; as, "The *balance* of the people went home."
- CALCULATE....for *design* or *intend*, or as an equivalent to *likely*, *apt*; as, "Sensational newspapers are *calculated* to injure the morals of the young"; they are not "calculated" to do so; but they are certainly *likely* to do so.

- COUPLE.....for *two*; as, "A *couple* of ladies fell upon the ice yesterday." A "couple" means properly *two that are coupled*.
- DEMEAN.....for *debase*; as, "I would not *demean* myself by doing so." To *demean* means to *behave* in any way, and has no connection with the term *mean*.
- EMBLEMfor *motto*, *sentiment*, or *meaning*; generally applied to flowers. "The *emblem* of this flower is, 'I live for thee.'" In this case the flower itself is the *emblem*: "I live for thee" is the meaning given to it.
- EXPECT.....for *suppose*, or *think*; as, "I *expect* you had a pretty hard time of it yesterday," for I *suppose* or I *think* you had, etc. *Expect* refers only to that which is to come.
- INAUGURATE...for *begin*, or *set up*. To *inaugurate* is to induct into office with solemn ceremonies; thus we speak of the President's being *inaugurated*. But we cannot "inaugurate" a *thing*.
- MARRIED.....often wrongly used in announcements; as, "Married—John Smith to Mary Jones." It should be "Mary Jones to John Smith," as, properly speaking, it is the woman that is *married* (French *mari*, a husband) to a man.
- NAME.....for *mention*; as, "I never *named* the matter to any one."
- PREDICATED...for *founded*, or *based*; as, "This opinion is *predicated* on the plainest teachings of common sense," meaning *founded on*, etc.
- WITNESS.....for *see*; as, "This is the most splendid bay I ever *witnessed*." We may witness an *act* at the performance of which we are present, but we cannot witness a *thing*.

92. SECOND REQUISITE.—Simplicity of Words. We should ordinarily avoid all such words as require persons to consult a dictionary, provided simpler and easier words can be found to express the meaning. We should also avoid pompous expressions and high-flown words and phrases, because the use of these is always a sign either of *half-learning* or of vulgar taste.

“O,” said a charming and highly cultivated woman, speaking in my hearing of one of her own sex of inferior breeding and position, but who was making literary pretensions — “O, save me from talking with that woman! If you ask her to come and see you, she never says *she’s sorry she can’t come*, but that *she regrets that the multiplicity of her engagements precludes her from accepting your polite invitation.*”*

Remember that large words will not increase the size of small thoughts.

Stilted Expressions found in many Newspapers.	Meaning in plain English.
An individual was precipitated	= A man fell.
They called into requisition the services of the physician	= They sent for the doctor.
His spirit quitted its earthly habitation	= He died.
A disastrous conflagration commenced to rage	= A great fire broke out.
A vast concourse of citizehs assembled to behold the spectacle	= A great crowd came to see.
The conflagration extended its devastating career	= The fire spread.
The progress of the devouring element could not be arrested	= The fire could not be checked.
One of those omnipresent characters who, as if in pursuance of some previous arrangement, are certain to be encountered when an accident occurs, ventured the suggestion	= A bystander advised.
However, the edifice was totally consumed, notwithstanding the most energetic efforts of those noble men who, on such occasions, rush to the call of duty	= But the house was burned to the ground, in spite of all that the firemen could do.†

* “Words and their Uses,” by R. Grant White.
 † Bonnell’s “Manual of Composition.”

EXERCISE 35.

Translate the following into simple, natural English:

1. There are some youthful personages whom it always delights you to accompany.
2. There are others, the very aspect of whose facial features superinduces disagreeable emotions.
3. Mary was the possessor of a diminutive specimen of the sheep species.
4. Your uncle was evidently laboring under some hallucination.
5. At the present moment I retire to slumber: I offer up my petitions to the Lord to preserve my spiritual part in safety; but should I quit this earthly sphere ere I awake, I beseech Him to receive my soul.
6. *Ceteris paribus*, when a Saxon and a Latin word offer themselves, we should choose the Saxon.
7. Deity is my pastor. I shall not be indigent. He maketh me to recumb on the verdant lawns; he leadeth me beside the unrippled liquidities; he reinstalleth my spirits, and conducteth me in the avenues of rectitude, for the celebrity of his appellations.

93. THIRD REQUISITE. — **Conciseness, or Brevity of Language.** Conciseness consists in using the smallest number of words necessary for the complete expression of a thought. The following will be found a useful general rule of conciseness: Go critically over what you have written, and strike out every word, phrase, and clause which it is found will leave the sentence neither less clear nor less forcible than it is without them.

“It is an invariable maxim,” says Campbell, “that words which add nothing to the sense or to the clearness must diminish the force of the expression.”

94. This quality of good writing is violated in three ways:

1. By *Redundancy*, that is, the addition of words which the sense does not require.
2. By *Tautology*, that is, the repetition of the same idea in different words.

PART V.

PRACTICAL COMPOSITION.

131. WE are now to make practical application of all we have learned, in the form of Compositions, Themes, and Essays.

NOTE. — In this book the term Composition will be applied to simple exercises written from outlines. A Theme is an exercise in which the subject is treated according to a set of Heads methodically arranged. An Essay is a discussion of a subject on a plan not so formal as that of a Theme.

Section I. — Compositions.

DESCRIPTIVE COMPOSITION.

1. *Write a short account of the following objects, describing their construction, materials, form, and use:*

EXAMPLE. — The Gun.

The gun consists of a stock, lock, and barrel. The barrel is a long tube made of wrought iron, which is formed into the required shape either by being beaten upon another piece of iron or by being bored with a sharp steel instrument. Its use is to receive the charge, which consists of gunpowder and shot firmly pressed down to the end by means of a rod called the ramrod. The lock consists of the spring, the trigger or handle for moving the spring, the dog-head, and the nipple for fixing the percussion-cap. By means of this contrivance, a quick blow is given to the percussion-cap, upon the drawing of the spring. A spark is thus produced, which sets fire to the gunpowder contained in the barrel. An explosion follows, and carries off the shot or other contents of the gun. The stock is generally

made of wood. It serves as a resting-place for one end of the barrel, and is, at the same time, attached to the lock. The gun is used in war and in field sports.

EXERCISES.

A Scythe.	A Cart.	A Carriage.	A Railroad.
A Plow.	A Penknife.	A Balloon.	A Watch.
A Reaper.	An Umbrella.	A Steamboat.	A Bridge.

2. *Write a short account of the following operations:*

EXAMPLE. — Lithography.

Lithography is the art of taking impressions from stone. The first step in the process is to write with lithographic ink, on prepared paper, a copy of what is to be printed. The stone is then heated at a fire, and the copy is applied to it in order to be transferred. After remaining for some time, the paper is gently washed off, when the writing is found to be impressed on the stone, which has the property of absorbing the lithographic ink. The stone is now laid upon a press, and its surface being damped with a cloth, the printing-ink is applied by means of a roller. The ink, being oily, adheres to the impression, but is repelled by the other parts of the stone, which are defended by the water. Paper is then placed upon the stone, and the whole is passed through the press, when the impression is printed.

EXERCISES.

Sowing.	Hay-making.	Brewing.	Book-binding.
Plowing.	Thrashing.	Baking.	Engraving.
Reaping.	Plumbing.	Printing.	Dyeing.

3. *Write a short account of the process of making the following substances:*

EXAMPLE. — Gunpowder.

Gunpowder is composed of nitre, or saltpetre, charcoal, and sulphur. These are first reduced to a fine powder, and then mixed. The proportion in which they are united may differ; but good gunpowder consists of 76 parts of nitre, 16 of charcoal, and 9 of sulphur. After being thoroughly combined, they are formed into a thick paste with water. This is allowed to dry, when it is passed through a kind of sieve, which divides it into grains. The grains are made coarse or fine, according to the size of the holes in the sieve.

EXERCISES.

Flour.	Salt.	Paper.	Sealing-wax.
Butter.	Soap.	Ink.	Earthenware.
Cheese.	Glass.	Gas.	Gluc.

4. Write a short account of the work and materials of the following tradesmen:

EXAMPLE. — The Cooper.

The cooper is principally employed in making barrels for the preservation of various substances. These barrels differ greatly in size, from the huge vat, required by the distiller and brewer, to the small cask used by the merchant. Besides these, he manufactures tubs, pails, and other vessels of domestic utility. The best kinds of wood for cooperage are oak, beech, and fir. For the purposes of the cooper, these are cut into long, flat pieces, called staves, a few inches broad, and about half an inch thick. In making barrels, the staves are cut a certain length, and tapered a little toward each end. They are also formed with a slight curve, which produces the swelling in the centre peculiar to barrels. The bottom of the barrel consists either of one piece of wood, or of several joined together. The staves being arranged round it, they are kept in their places by iron hoops. The cooper then forces on the hoops, and, after placing in the head, continues to drive them toward the centre until the vessel is rendered perfectly water-tight. The adze, the plane, and a peculiar kind of knife, called a drawing-knife, are the principal instruments used by the cooper.

EXERCISES.

The blacksmith.	The basket-maker.
The book-binder.	The trunk-maker.
The boiler-maker.	The wheelwright.
The turner.	The rope-spinner.
The painter.	The ship-carpenter.
The plumber.	The glass-blower.

Write short compositions on the following subjects:

MODEL. — Plants and Animals.

Life is common to both animals and plants; and in the possession of that attribute they are both distinguished from things inanimate.

Plants, as well as animals, require food to maintain them in existence, and, like them, are furnished with vessels to convey nourishment to the different parts of their system; the circulation of the sap in the one, and that of the blood in the other, presenting one of the most striking analogies between them. They breathe by means of the leaves, which thus perform the functions of lungs, and they also absorb and exhale moisture abundantly.

In many other respects plants exhibit a close resemblance to animals. They are benumbed by cold and revived by heat; frost or poison deprives them of life; and, in adapting themselves to the situation in which they are placed, in closing or shifting their leaves on symptoms of danger, and in various other ways, they display qualities that are very like what in animals we call instinct.

Finally, in its development, a plant passes through successive stages of existence, just as an animal goes through a progress from birth to death. Both are at first comparatively feeble. Both acquire, as they advance, greater power of action or resistance. Both must, after a certain period of time, sink under the same decay of their faculties, and go back to be "resolved into the elements."

1. A BEE-HIVE AND A SOCIAL COMMUNITY:

Congregation into distinct societies common to both — various classes in a community — different orders in a bee-hive — the bee-hive and a monarchy — body-guard of the queen-bee — resemblance in division of labor — co-operation of all toward the common benefit — the hive — a city in miniature — streets — palaces — store-houses — provident industry of the bee — union in repelling invasion — likeness between the swarming of a hive and colonization.

2. FRIENDSHIP:

No voice so welcome as that of friendship — it rejoices in prosperity — speaks words of comfort in adversity — is full of sympathy and love — it cheers the mourner — gladdens the wretched — lightens the load of the care-worn breast — entreats an erring brother to repent — the sentiment of friendship exercises a beneficent influence on the human character by expanding the affections — its tendency to promote amiability of disposition — friendship in its true sense must first, however, be founded on virtue and well-grounded esteem — the

friendship of the good seldom disturbed by conflict of interests—the transition from friendship to the more expansive sentiment of philanthropy, natural and easy.

3. THE BENEFITS OF COMMERCE :

Affords employment to large numbers—increases wealth and prosperity—calls forth energy, enterprise, activity—creates a demand for education—leads to rural and social elevation—binds men together by promoting common interests—binds nations together, and thus promotes peace—importance of commerce in our own country—the two most commercial nations of Europe—contrast modern commercial nations with ancient nations based on military power—the more likely to be the more enduring.

REFLECTIVE COMPOSITION.

Outlines.

CIVILIZATION AND BARBARISM :

Civilization and barbarism defined—difference in intellectual position between the civilized man and the barbarian—enjoyments of the barbarian chiefly sensual—contrast with the pleasures to be derived from the cultivation of the mind—the physical comforts of man keep pace with his advance in civilization—wretched condition of the barbarian with respect to the comforts of life—illustrations—Hottentot—Bushmen—indolence of the savage—content with the gratification of his immediate wants—energy of the civilized mind in making provision for the future—barbarism unfavorable to humanity—disregard of life evinced by uncivilized nations—exemplify—immolation of children by Hindoos—destruction of deformed infants by negroes—of their aged parents by certain tribes—contrast with the philanthropic institutions of civilized life.

INDUSTRY AND IDLENESS :

Industry a means of prosperity—idleness predicts misfortune—industry a preservative from evil habits—the idle peculiarly exposed to temptation—beneficial effects of industry upon the intellectual character—prejudicial and enervating influence of idleness—the two char-

acters as contrasted by Solomon—industry and idleness viewed as national characteristics—their effects—illustration—Holland—Spain.

SELFISHNESS AND BENEVOLENCE :

Selfishness essentially mean and degrading—the character consequently repulsive—the aims of benevolence noble—the character therefore attractive—the cold and suspicious nature of selfishness—the warmth and ingenuousness of benevolence—selfishness apt to become unprincipled—such a feature incompatible with benevolence—the selfish man has no true friend—the benevolent man universally beloved—selfishness frequently defeated in its end—consequent bitterness and humiliation—the exercise of benevolence always accompanied by gratification and self-approval—illustrations.

Additional Subjects.

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|--|--|
| 1. Why Education should be compulsory. | 12. Advantages resulting from our Ignorance of the Future. |
| 2. The Choice of Companions. | 13. That the Planets are inhabited. |
| 3. Advantages of Travel. | 14. That the Planets are not inhabited. |
| 4. Uses of Recreation. | 15. Proofs of the Earth's Motion round the Sun. |
| 5. Cleanliness. | 16. Proofs of the Earth's Rotation. |
| 6. Importance of Early Training. | 17. The Burning of Chicago. |
| 7. Power of Trifles. | 18. Influence of Physical Well-being on Moral. |
| 8. How has Slavery been justified ? | 19. Temptations of Poverty. |
| 9. Character of Washington. | 20. The Influence of Art. |
| 10. Character of Pres't Jackson. | |
| 11. The American Government. | |

Section II.—Themes.

FIRST METHOD.

I. INTRODUCTION: Make a few preliminary remarks applicable to the subject.

II. DEFINITION: State the subject distinctly, and, if necessary, explain it by a formal definition, a paraphrase, or a description.

III. ORIGIN: Explain the origin of the subject, or state the principles upon which its origin may be accounted for.

IV. PROGRESS: Give an account of the development of the subject from its origin to the present time.

V. PRESENT CONDITION: Describe the subject as it is now in operation.

VI. EFFECTS: Show the influence of the subject upon society, and the relation in which it stands to kindred subjects.

VII. CONCLUSION: Conclude with such remarks, or reflections, apposite to the subject, as could not have been conveniently introduced under any of the previous heads.

1. THE ART OF PRINTING:

INTRODUCTION. — Necessity for diffusion of knowledge — means for this end in ancient times — their inefficiency — our great means.

DEFINITION. — Printing — what it is.

ORIGIN. — First attempts in the art — their deficiency — the inventor of modern printing — story of Faust and Gutenberg — first printed book.

PROGRESS. — Its introduction into England — into America — application of steam to printing.

PRESENT CONDITION. — Extent to which printing is now applied.

EFFECTS. — Effects of this invention on the condition of the world as regards knowledge, and the moral improvement of men.

CONCLUSION. — God said, "Let there be light, and there was light" — so printing diffuses, etc.

2. AGRICULTURE:*

The various sources of subsistence which God has put in man's power — agriculture — what is meant by it — its

* The pupil should be required to arrange the points under the various Heads as set forth in the FIRST METHOD.

antiquity — Scripture proof — how it has been estimated by various nations — its progress not so rapid as that of some other arts — war its special enemy — its present advanced position — effects on the condition of man shown by considering his state without it — its connection with civilization — real dignity and independence of the farmer's life.

3. NEWSPAPERS:

One of the many advantages of printing — newspapers as a branch of the periodical press — date, country, and circumstances of their origin — feeling that gave them birth — what contributed to their spread — introduction into the United States — their present universality — process of printing newspapers — illustrate by a newspaper in your town — their effects — contributions to freedom, justice, humanity, the promotion of general intelligence — influence on literary taste — possible abuse of their influence — advantages derived from reading newspapers — different position of the ancients and moderns in this respect — duty of a modern citizen with regard to them.

4. TELESCOPE:

Feebleness of our senses compared with the extent of the universe around us — value of any invention that extends their range — the telescope — what it is — how it acts — its different parts — author of the invention — defects of the first telescope — causes — by what successive improvements removed — authors of these improvements — the two most famous telescopes — the one of the last century — what it achieved — the other — difficulties of its construction — its achievements — uses of the telescope for astronomical and nautical purposes — illustrate both — general extension of our knowledge of the system of the universe — enlarged ideas of the Creator.

5. ARCHITECTURE:

What it is — its origin — its early state — diversity of national taste in architecture — influence that acted on its development — various kinds of dwellings in primitive times — mention of them in Scripture — character of the nations by whom each was used — the two elements

in all architecture — how both are necessary to its advancement — the nations of antiquity eminent for architecture — the most celebrated orders of architecture — illustrate by the most splendid remains and imitations — modern styles — their characteristics and best examples — necessity of architecture to civilized society — how it has contributed to its physical and moral improvement — illustrate by considering the condition of man without it.

6. COMMERCE :

The meaning of the term and the considerations involved in it — its origin in the mutual dependence of the nations of the world for the supply of their various wants — its consequent antiquity — earliest instances recorded — principal commercial states of antiquity mentioned in sacred and profane history — extent to which ancient commerce was carried on — illustrate — what cause set limits to it — state the circumstances that made Europe the centre of the world's commerce — the causes that secured its permanence as such — chief commercial states at the present time — from its origin we may infer its universality — no country that may not beneficially engage in it — effects of commerce — extent of its contributions to the necessities and comforts of mankind — it is the chain that binds savage and civilized countries together, overcoming whatever obstacles may separate them — its consequent influence on civilization — its advantages illustrated by considering the condition, physical and moral, of any country without it — conclusion: everything tending to promote commerce may be considered a blessing to the world — war generally its greatest enemy.

7. TRAVELING :

Naturally suggests itself to civilized man as a means of improvement — estimation in which it has always been held — earliest travelers, as Solon, Pythagoras, Herodotus — for what they prepared themselves by it — necessity of it in their circumstances — general objects of travel — discovery — knowledge in all its departments — cultivation of the mind and formation of the character — illustrate the extent of its benefits in all these respects — the preparations requisite for traveling to advantage:

8. MUSIC :

Meaning of the term, and the considerations involved in it — its first development in melody — what are the two constituents of this — show that they are implanted in our nature, and manifest themselves spontaneously — music, then, as the expression of feeling, has its foundation in the constitution of our nature — what is harmony — belongs to an advanced stage of musical cultivation — different kinds of music — its antiquity naturally to be inferred — earliest record of it — chief musical nations of antiquity — Hebrew music — Greek music — with what intimately connected — extent of our knowledge of ancient music — early use of music.

9. GOVERNMENT :

What is meant by government — its objects — its necessity to mankind — its divine sanction — the foundation and characteristics of good government as opposed to mere force — universality of government under different aspects — its antiquity — earliest form — various forms prevailing at present, with their characteristics — examples — the advantages of our own form of government — influence of government on civilization — on the happiness and advancement of mankind, social, mental, and moral — the condition of those countries where it is imperfectly developed — the duty of citizens with regard to it.

SECOND METHOD.

I. INTRODUCTION: Make a few preliminary remarks applicable to the subject.

II. DEFINITION: State the object distinctly, and, if necessary, explain it by a formal definition or a description.

III. NATURE: Give such an account of the subject as may serve to determine its character.

IV. OPERATION AND EFFECTS: How the subject is manifested, and in what manner it affects the individual or society.

V. EXAMPLES: Adduce examples in illustration of the subject.

VI. APPLICATION: Show what our duty is with reference to the subject, and how we may profit by an examination of it.

1. FRIENDSHIP :

Instinctive aversion of our nature to solitude and its associations — the mere presence of our fellow-men gives cheerfulness — how much more friendship — what is true friendship, and what is included in it — acquaintance not friendship — distinguish it from its counterfeits — its characteristics — it is rare, like everything of true value — it is limited in its objects, *i. e.* we cannot have a great many true friends — it is unselfish — its effects — it largely contributes to the happiness of the world by the sympathy and aid which it offers — reference to this in Scripture — it purifies and elevates the nature of him who cherishes it — ardor which may pervade it — example from history: David and Jonathan, Damon and Pythias, Achilles and Patroclus, Douglas and Randolph, Wallace and Graham — application — advantage of cultivating it — necessity of caution in selecting friends, from its great influence on our character and prospects — constancy in friendship when once entered into.

2. ANGER :

What anger is — not in itself to be condemned — the testimony of Scripture — occasions for virtuous anger — advantage and duty of manifesting it — quite consistent with the character of meekness — Moses — unjustifiable anger — what constitutes it — its intolerant nature — its weakness — its effects — tendency to dissolve the bonds of friendship — misery of all exposed to it — consequences often irreparable — its vicious influence on the mind and body of him who indulges it — examples — application — our duty to guard against this passion — its beginnings specially dangerous.

3. AMBITION :

Some of the passions commonly condemned are implanted in man for good ends — mention instances, and show their propriety — ambition one of these — not necessarily bad — define it in its good sense — the end it seeks to attain — the means it will employ — its beneficial

operation, both on the subject of it, as involving the exertion and expansion of his faculties, and as raising him to a higher sphere of influence and happiness — and on mankind as experiencing the happy results of all this — extent of its benefits from the universality of its operation — every man in every occupation who has raised himself to eminence an example of it — ambition in its bad sense — its characteristics; for example, its exclusiveness and consequent inhumanity — its unscrupulousness, insatiableness — show how these necessarily spring out of it — its effects — makes the subject of it the unhappy prey of contending passions, and withdraws him from the true end of his being — its effects on the world — endless misery, mental, moral, and physical — examples from civil and ecclesiastical history — Cæsar, Alexander, Pyrrhus, Sextus V., Wolsey, Henry VIII. — the hollowness of its attainments often reluctantly testified to by conscience — anecdotes of Napoleon — practical inferences from the foregoing.

4. AVARICE :

Like many other vices, arises from the abuse of a right principle — what that principle is — what avarice is — its characteristics — its effects on the subject himself — how it tyrannizes over and degrades his spirit, contradicting the nobler feelings of nature, such as generosity, charity, and stains his character with other feelings equally hateful with itself, such as jealousy, hatred, deceit — the moral and physical comfort of which the avaricious man deprives himself, and the dangers he is exposed to — its effects on his family — on society, as he contributes nothing to promote its interest — examples — dissuatives from this passion — a picture of the avaricious man sufficient to disgust us — the object of it fleeting and contemptible compared with the true end of man's life — dictates of Nature, and precepts of Scripture — our duty, then, to use our means aright, and to contribute by them to the promotion of human happiness, so far as the immediate claims of family and friends allow.

5. ENVY :

What it is — its tendency — its foundation, selfishness — its components, hatred and grief — hatred of another for what he has, grief for our want of it — how it manifests

itself in slander and outward opposition to its object — its characteristics — malicious, as having no apparent motive, and as converting goodness itself into a source of evil — weak, as it cannot gain that good for its subject which might be obtained by other means — unrelenting, as admitting no reconciliation with its object — ungenerous, as directed without scruple even against friends and those who have a just claim to the good wishes of its subject — what qualities most expose a man to it — prevalence in every station — no protection against its darts — its effect on the spirit of its subject — its influence on friendship and all the ties that bind men together — actual evil which it has produced, as shown in history — exemplify by the case of Saul and David — practical inferences.

G. CONTENTMENT :

There is much that we cannot possess in the world — folly of striving after such things — the essentials of happiness generally easy of acquisition — what does contentment imply — it springs not from outward sources — a man may change his condition often without finding it — it is contained in the mind itself — not to be confounded with indifference to external things — not antagonistic to honorable exertion — happiness which a contented spirit carries within itself, and imparts to those with whom it comes in contact — example — Curius Dentatus, Cincinnatus, Washington — advantage of cultivating such a spirit as the contented man has — what the ambitious, with endless labor and risk, are only seeking to obtain, namely, the attainment of their wishes.

THIRD METHOD.

I. THE PROPOSITION OR STATEMENT: Show the meaning of the subject, by amplification, paraphrase, or explanation.

II. THE REASON OR PROOF: Prove the truth of the proposition by some reason or argument.

III. THE CONFIRMATION: Show the unreasonableness of the contrary opinion, or advance some other reason in support of the former.

IV. THE ANALOGY OR SIMILE: Illustrate the truth of what is affirmed by introducing some comparison.

V. THE EXAMPLE: Bring instances from history to corroborate the truth of your affirmation, or the soundness of your reasoning.

VI. THE TESTIMONY: Introduce proverbial sentences or passages from good authors, to show that others think as you do.

VII. THE CONCLUSION: Sum up the whole, and show the practical use of the subject by some appropriate observations.

1. PERSEVERANCE OVERCOMES ALL DIFFICULTIES :

Proposition — reason — it is in the nature of things that a spirit such as perseverance indicates should attain the end for which it strives — confirmation — most of what is great in the world, whether the production of the mind or of the hand, is the result of perseverance — illustrate variously — analogy — dropping water hollows out the stone in course of time — perseverance exemplified throughout creation — the spider, beaver, and other animals — most men of eminence — examples — Robert Bruce — Columbus — testimony or quotation — lessons drawn from the proposition — encouragement afforded by a knowledge of the way to insure success in our pursuits — fate of the character infected with an opposite habit.

2. DELAYS ARE DANGEROUS :

Proposition — reasons — probable non-attainment of the end delayed — the uncertainty of our lives — constant change in the position of affairs — others will not wait for us — even if the end be attained, much loss of time and annoyance are entailed, both on the subject himself and on others — illustrations — the stories of Archias, a magistrate of Thebes, and of Mark Antony — Franklin's advice — practical inferences — advantage of doing everything in its proper time — our duty to practice and inculcate regularity, if we would preserve our own comfort or respectability.

3. HONESTY IS THE BEST POLICY :

The meaning of the proverb — what it does not mean — reasons supporting the proposition — honesty procures the esteem and confidence of others, which is a great means of advancement — the probability of dishonesty being discovered, though it benefit at the instant — consequences of this discovery — danger of one dishonest act succeeding another, thereby rendering the utter ruin of one's character, and its consequences not improbable — the feelings engendered by dishonesty — the dishonest man, having wronged others, has many enemies to fear — most honest men can furnish from their own lives instances of the truth of the proposition — history records many, as the story of Washington, of Earl Fitzwilliam and the farmer — testimony or quotation — our duty to practice honesty and to inculcate it as evinced by the above considerations — why we should carefully refrain from speaking lightly of it.

4. PUNCTUALITY PROCURES CONFIDENCE :

The proposition — how punctuality procures confidence — qualities it indicates in its subject, as resolution, perseverance, promptness in action — Nature seems to inculcate this habit on us — it is regular in all its operations, so that we place implicit confidence in their performance — most of those whose talents have raised them to eminence illustrate the truth of the proposition — exemplified also in every-day life — testimony or quotation — what the above considerations should teach us, both with reference to ourselves and others — danger of allowing trifling excuses to induce a violation of the habit of punctuality.

5. VIRTUE IS ITS OWN REWARD :

What virtue is — its tendency to procure worldly prosperity — such a reward is not without value in the eyes of the virtuous man — yet virtue must be pursued for its own sake — whether its legitimate *tendency* be realized or not, it is of the essence of virtue to reward him who practices it — the nature and excellence of this reward — reason of this to be sought in our moral nature — vast influence for good of this appointment, as virtue is often unrewarded, sometimes persecuted, in this world — sufficiency of virtue's own reward — singularity cannot shame it, oppression cannot crush it — in such cir-

cumstances it only shines the more — may be compared to a fragrant flower when crushed, or to beauty amidst suffering or in tears, which appears to us with additional charms — every virtuous man feels the truth of our proposition, and is an instance of its truth — history furnishes abundance of examples — Aristides, Phocion, Fabricius, Sir Philip Sidney — mankind spontaneously testify to the excellence of virtue — this testimony universal — quotation — what the proposition teaches us — virtue the highest ornament of character — what hopes its connection with happiness authorizes the virtuous man to cherish as to a future state — the grounds of this expectation.

Miscellaneous Subjects for Themes.

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| 1. The Microscope. | 17. Hope. |
| 2. The Art of Writing. | 18. Astronomy. |
| 3. Emulation. | 19. Mechanics' Institutions. |
| 4. Poetry. | 20. Charity. |
| 5. Sculpture. | 21. Frugality is a great Revenue. |
| 6. Custom is second Nature. | 22. Evil Communications corrupt good Manners. |
| 7. Never too late to Learn. | 23. Aërostation. |
| 8. The Cotton Manufacture. | 24. Well begun is half done. |
| 9. The Silk Manufacture. | 25. Politeness. |
| 10. Geography. | 26. Independence. |
| 11. Painting. | 27. Self-denial. |
| 12. Benevolence. | 28. Self-esteem. |
| 13. Affectation. | 29. Example is better than Precept. |
| 14. Knowledge is Power. | 30. Deserve Success, and you will command it. |
| 15. Necessity is the Mother of Invention. | |
| 16. Piety. | |

Section III. — Essays.

Write ESSAYS from the following outlines :

1. ON CRUELTY TO ANIMALS:

- a. The obligations of man to the lower animals — the ingratitude of maltreating his benefactors.
- b. The goodness of God in providing these animals for our use, and in giving man "dominion over them" — the injustice or immorality of abusing God's gifts, and of violating the trust which that "dominion" implies.
- c. The duty of caring for the helpless, of being kind to the

dumb — the cowardice of taking advantage of their helplessness and inability to plead their own cause.

- d. The hardening effect upon the heart and affections of systematic ill-treatment of dumb animals — the intelligence that can be developed in them — the pleasure derivable from their companionship — the fidelity and love with which they are capable of rewarding their benefactors.

2. A TASTE FOR READING :

- a. Variety of work requires variety of recreation — contrast the cases of mental and of manual labor — one resource always available is the taste for reading.
- b. Eminently a rational recreation — furnishes the mind with substantial ideas and eloquent images — drives away listlessness — excludes temptation — lightens labor.
- c. Reading not only gives occupation, but introduces a man into the choicest friendships — the wisest, the best, and the worthiest of all time : this society is ennobling.
- d. All may find in reading something to suit their taste — instruction, incident, adventure, scenes from nature and from human life — to increase the store of knowledge, stimulate imagination, purify the sentiments.
- e. A source of happiness to others as well as to one's self — prompts and enriches conversation.
- f. What a great French writer (Montesquieu) has said, "He had never known any cares that were not lightened by an hour's reading" — experience of all who have the taste.

3. THE GOOD AND THE EVIL OF WAR :

- a. The good : calls forth noble sentiments, courage, manliness — rouses a nation from lethargy — counteracts the effeminacy, luxury, weakness, indolence, which a long peace engenders — frequently avenges tyranny, murder, and banishes barbarism.
- b. The evil: excites angry passions, sacrifices human life, destroys property, devastates nature, entails national, social, and domestic misery.
- c. Summing up: probably must be acknowledged as an *evil*; but thus far a *necessary evil*, and with many attendant benefits — hope that the world's disputes may hereafter be settled without the sword.

4. RAIN — ITS USES :

- a. Feelings with which we are apt to regard a rainy day — disappointment and irritation from interruption of pleasure.
- b. Consider to what drought leads when long continued — effects on vegetation — on cattle — illustration of these points — effects on man's comfort thereby.
- c. But now rain comes — changed aspect of the fields — cattle and man relieved — the air freshened — the walk enlivened — in short, languishing nature revived.
- d. Against so palpable good we must not place what is at best to us a little disappointment — with patience in hope of increased pleasure another day — the rainy day not always, as common language would lead us to think, a *bad day*.

5. ON FOREIGN TRAVEL:

- a. Solitude often produces selfishness — men's sympathies expand the more, the more they mix with their fellows — the men of a small circle and limited experience are narrowest and most bigoted in their views.
- b. Men who know no country but their own are apt to be filled with national prejudices, to underrate other countries — travel removes those prejudices, expands the intellect, increases our knowledge of men and things, shows us nature and art under different circumstances, makes us less vain, and more charitable.

6. ON THE ADVANTAGES OF A GOOD EDUCATION:

- a. Meaning of "education" in its limited or school sense — its more enlarged meaning: the development of all our faculties, and the formation of *character*.
- b. Fortune may be left to us by our parents or relatives; but education must be acquired by ourselves, or we must lack it forever. *Fortune* may be acquired at an advanced time of life — if *education* is neglected in youth, almost impossible to make it up.
- c. Education to be gained by work — anecdote: when Dionysius, the tyrant of Syracuse, wanted Archimedes to instruct him in geometry by an easier method than common, the philosopher replied, "I know of no royal road to geometry."
- d. It is to education that men owe the superiority they have over their fellow-creatures, more than to any ad-

vantages of nature. Many persons would have risen high, had they been educated. Fine illustration from Gray's *Elegy*:

"But knowledge to their eyes her ample page,
Rich with the spoils of time did ne'er unroll;
Chill penury repress'd their noble rage,
And froze the genial current of the soul."

"Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

7. A SUMMER MORNING :

- a. Pleasure of being alone with nature — in early morning the bustle of the day's work does not yet distract us — only so much of human activity as to lead to meditation instead of disturbing it.
- b. Beauty of the scene on a fine summer morning — clear atmosphere — familiar scenes appear in a new light — dewy fragrance of flowers and leaves — music of birds — (name some in illustration).
- c. Ample reason for the common belief that it is good to be up betimes — morning air fresh and exhilarating — after night's repose the temper is calm and unruffled — disposed for cheerful contemplation — a wholesome introduction to the work of the day.
- d. Such pleasure may be commended with all confidence — its experience not attended with loss or regret — on the contrary, leaves no impression but such as are healthful and gratifying.

8. ON HISTORICAL READING :

- a. Increases the sphere of our knowledge.
- b. Expands our sympathies.
- c. Presents noble pictures of patriotism and courage.
- d. A source of gratification and amusement.
- e. Enables us to draw lessons from the past applicable to the present.
- f. Gives us models for personal imitation, and leads to the formation of sound views of life and conduct.

9. ON METHOD IN DAILY LIFE:

- a. Enables us to do more work, and better work in less time.

- b. The proper division of time will do for the individual what the division of labor does for the community.
- c. Much time is wasted in thinking what we are to do next; much by not taking our duties in a proper succession (illustration), as if a letter-carrier were to take out his letters in a general heap, and deliver them just as the addresses turned up.
- d. Show how organization is applicable to various occupations and pursuits; to daily business; to the weekly round of duties; to amusements; to traveling; to the associations of men for all purposes, as churches, insurance companies, railroads, public libraries, etc.
- c. The greater comfort and happiness arising from doing work methodically, thoroughly, and well.

Miscellaneous Subjects for Essays.

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| 1. Recollections of Early Childhood. | 32. Power of Association. |
| 2. Advantages of Life Insurance. | 33. Love of Fame. |
| 3. Influence of Climate on People. | 34. Conscience. |
| 4. Wisdom of God. | 35. Intemperance. |
| 5. Making the best of Things. | 36. Revenge. |
| 6. God in Nature. | 37. True Greatness. |
| 7. God in History. | 38. Truth. |
| 8. Value of Time. | 39. Genius. |
| 9. Ravages of Time. | 40. Curiosity. |
| 10. Regularity of Nature. | 41. Advantages of a Classical Education. |
| 11. Economy of Nature. | 42. Advantages of a well-cultivated Mind. |
| 12. History. | 43. Power of Application. |
| 13. Biography. | 44. Evanescence of Pleasure. |
| 14. Industry. | 45. Heroism. |
| 15. Pride. | 46. The Study of the Bible. |
| 16. Prejudice. | 47. The Imagination. |
| 17. Importance of Geology. | 48. Sensibility. |
| 18. Importance of Mathematics. | 49. Sources of our Country's Prosperity. |
| 19. Pleasures of Memory. | 50. Origin and Progress of Language. |
| 20. Pleasures of Conversation. | 51. Character of the Romans. |
| 21. Colonization. | 52. Greek Literature. |
| 22. Flattery. | 53. Uses of Adversity. |
| 23. Remorse. | 54. Qualifications of a General. |
| 24. Economy. | 55. Qualifications of a Historian. |
| 25. Power of Custom. | 56. Power of Fashion. |
| 26. Importance of Trifles. | 57. Society. |
| 27. Decision of Character. | 58. Value of Character. |
| 28. Public Opinion. | 59. Value of Common Qualities. |
| 29. A good Temper. | |
| 30. Taste. | |
| 31. Sublimity. | |

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| 60. On the Choice of a Profession. | 82. The Necessity of subduing the Passions. |
| 61. True Happiness. | 83. Division of Labor. |
| 62. Extravagance. | 84. The Regulation of the Affections. |
| 63. Insufficiency of Genius without Learning. | 85. The Mythology of the Hindoos. |
| 64. Modesty. | 86. The Literature of the Reign of Queen Anne. |
| 65. Morality of Christianity. | 87. Female Suffrage. |
| 66. National Character. | 88. The Cultivation of the Memory. |
| 67. The Domestic Virtues. | 89. The Pleasures of Anticipation. |
| 68. Knowledge of the World. | 90. National Amusements. |
| 69. Progress of the Fine Arts. | 91. The Folly of Pretension. |
| 70. The Study of Nature. | 92. Allegorical Instruction. |
| 71. On Tragedy. | 93. National Costumes. |
| 72. On Comedy. | 94. Present Condition and Future Prospects of Australia. |
| 73. France viewed as a Commercial Country. | 95. The Benefits conferred upon History by Antiquarian Researches. |
| 74. The Advantages to be derived from a proper Method of Reading. | 96. Mythology of the Greeks and Romans. |
| 75. On the Progress of Science within the Nineteenth Century. | 97. The Superstitions of the Ancient Egyptians. |
| 76. Advantages conferred on Society by Literary Men. | 98. The Saxon Race and its Influences. |
| 77. Party Spirit. | 99. The Spirit of Controversy. |
| 78. The Eloquence of the Ancients. | 100. The Arctic Expeditions, and their Influence upon Science. |
| 79. Dangers of Railroad Monopoly. | |
| 80. Style. | |
| 81. The Adaptation of External Nature to the Moral Constitution of Man. | |

EXPLANATION OF TERMS.

Allegory (Greek *allos*, other, and *agoreuein*, to speak in the assembly). A narrative representing objects and events that are intended to be symbolical of other objects and events having a moral or spiritual character. *The Pilgrim's Progress*, by John Bunyan, is a well-known example. In it the spiritual life or progress of the Christian is represented in detail by the story of a pilgrim on a journey to a distant country, which he reaches after many struggles and difficulties. Other examples: Spenser's *Fairy Queen*, Thomson's *Castle of Indolence*, Swift's *Tale of a Tub*, and *Travels of Gulliver*.

Alliteration (Latin *ad*, to, and *litera*, a letter). The device of beginning successive words with the same initial letter; as,

"Up the *high hill* he heaved a *huge* round stone." — POPE.

It formed the distinctive mark of the oldest English poetry. It is used occasionally for effect by modern authors; but its frequent introduction savors of affectation.

Ambiguity (Latin *ambiguus*, from *ambigere*, to wander about with irresolute mind). A double meaning involved in the construction of a sentence; as, "John promised his father never to abandon his friends." It is impossible to decide *whose* friends are meant, whether those of John or of his father.

Analogy (Greek *ana*, according to, and *logos*, ratio, proportion). A similarity of *relationship*, — not a direct resemblance of things themselves, but of the relations they hold to some third thing. Thus there is an analogy between an egg and a seed. Not that the two things are alike; but there is a similarity between the relation which an egg bears to the parent bird and to her future nestling, and the relation which a seed bears to the old and to the young plant, and this resemblance is an *analogy*.