

as they occur in the sentence; in paraphrasing, this order does not require to be adhered to, as another arrangement of the subject may be adopted, and the idea clothed in a new dress. It is a very important exercise; will not only give great command of language, and afford excellent means of improving it, but will sharpen the discriminating and reflective faculties, and at the same time be employed in laying the foundation of public speaking.

#### EXAMPLE.

"Teach erring man to spurn the rage of gain."

Endeavour to induce poor, fallible man to abhor and disdain—fully reject an inordinate desire to accumulate wealth.

#### NARRATIVE.

Young people like to hear, tell, and sometimes to write, stories. This disposition should be encouraged by the teacher, and such assistance rendered as will enable them to succeed in their attempts. There are various ways in which this may be done. A simple story may be told, after which, by putting a few leading questions and recording the answers, right order in the exercise will be secured. Another plan is to give out a certain number of words to be taken up in the order in which they are given, and the elapses to be filled up by the pupils. For example: I — garden — morning — shining — grass — tree — bird — wing — gently — home — soft — by and by — merry.

As the pupils advance, these methods may be dropped, and the following particulars attended to in forming an original tale, or giving an account of a real occurrence—

- 1st. The events: what happened.
- 2nd. The persons or instruments.
- 3rd. The time: when it happened.
- 4th. The place: where it happened.
- 5th. The manner: how it happened.

The order in which these particulars are given cannot be fixed by any rule. The narrative of details must conform to the single law: That the circumstances be narrated in the order of their occurrence.

#### EXAMPLE.

I will suppose the case of a fire in a city, and the composers assisted by such questions as the following:—