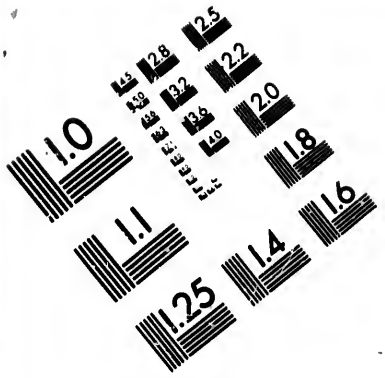

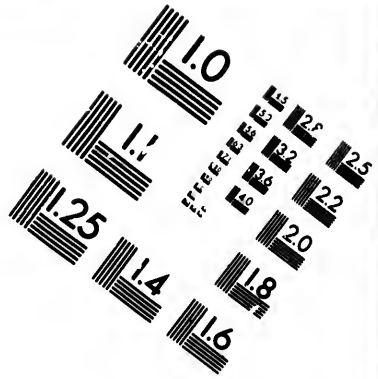

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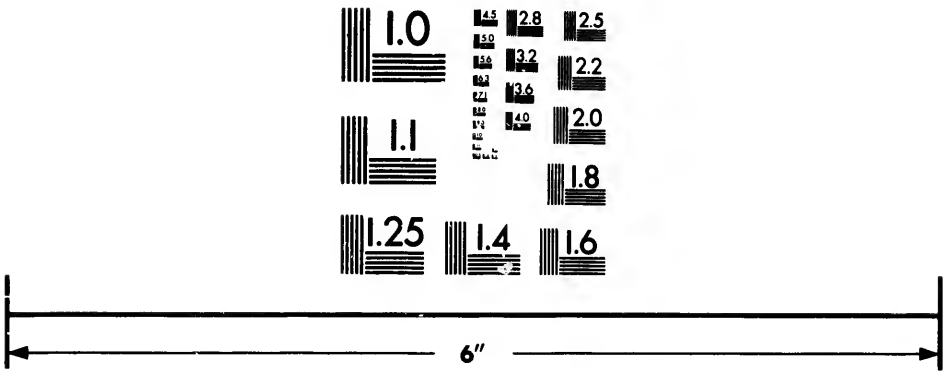

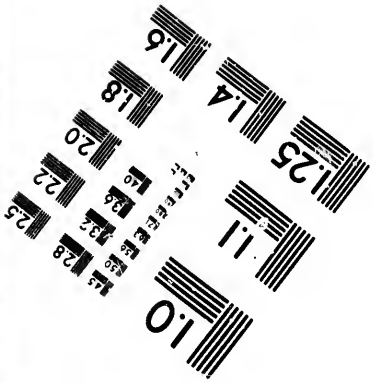

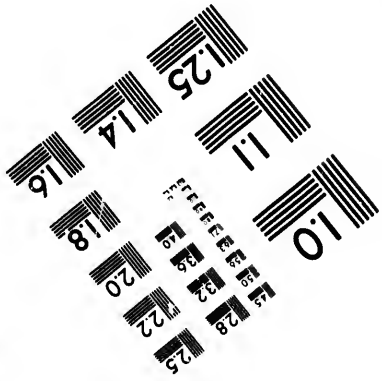

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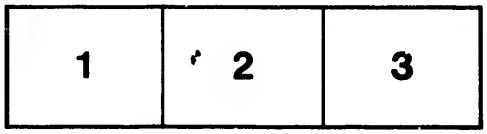

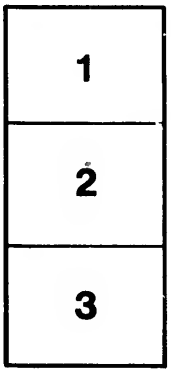

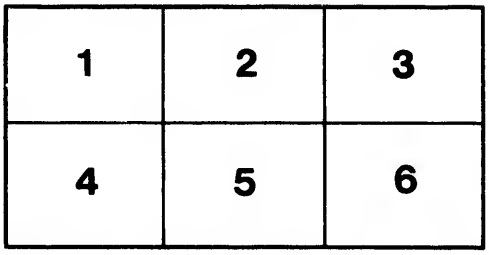

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COMPOSITION

AND

PRACTICAL ENGLISH,

WITH EXERCISES ADAPTED FOR USE IN
HIGH SCHOOLS AND COLLEGES.

BY

WILLIAM WILLIAMS, B.A.,

EDITOR OF GOLDSMITH'S "DESERTED VILLAGE," COWPER'S "TASK," ETC.

TORONTO:
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(LIMITED).

ANALYTICAL

TABLE OF CONTENTS.

STYLE.

INVENTION.

PUNCTUATION.

PREFACE.

This is, on the face of it, a practical book; not that it excludes theory, but that it gives prominence to practice. If this were not the case, it need not have been written. There are already books enough that deal ably with the theoretical part of the subject, but there are none that combine with theory a sufficient amount of practice. As composition is both a science and an art, no system of teaching it can be successful that does not recognize both of these parts. Young people do not acquire facility and correctness of expression merely by memorizing rules or by poring over methods of sentential structure. Still the learning of principles is not to be neglected; for, though it is not the whole, yet it is an essential part. How, then, can these two departments of the subject be most advantageously presented to the pupil? Every discerning teacher must have found that little theory and much practice is by far the most effective way of teaching composition. On this maxim this book is based; and its purpose is to furnish the teacher with the means of carrying into effect the plan here indicated. It proceeds on the simple method of laying down a few principles at a time and then illustrating them with such a number and variety of exercises that the pupil may fully master the practical application of these principles and thereby learn not only to write, but to write correctly.

The subject of Punctuation, Lesson XLVI., may be taken up at whatever time is most convenient

CORRECTING COMPOSITIONS.

The labor of correcting compositions, especially in large classes, is very great; yet it must be undertaken as there is no other way of showing the pupil how to avoid errors and attain excellence. Nor are general remarks of much avail. The beauty and suitability of the various parts are what constitutes the beauty of the whole. Hence it is necessary to point out to the learner the exact points in which he has failed, that he may know just what to avoid in the future. The toil of writing criticisms may be lightened by using a system of abbreviated marks, such as those given below. These marks will also be found useful in reading papers on History, Geography, or Literature, when the teacher wishes to call attention to faults in the literary form of the answers.

sp. Mistake in spelling.
pn. Mistake in punctuation.
cp. Mistake in capital.
gr. Mistake in grammar.
wr. Mistake in choice or use of a [word.
cl. Lack of clearness.
str. Lack of strength.
ty. Lack of unity.
lg. Lack of elegance.
cn. Sentences not well connected.
ctn. Use some other construction.
fig. Mistake in the use of a figure.
un. Unfinished sentence.
br. Break up into two or more [sentences.
il. Illegible.
tr. Transpose.
¶ Neglect of paragraphing.
no¶ Paragraph not required.
O. No mistake observed.
! Positive merit worthy of note.

To express general estimates of the exercise, the following symbols may be used at the end:—

\+ Improvement on previous compositions. − A falling off.
× General excellence. ÷ Gen. carelessness.
clx. Call for explanation. This may be used when there is something that can be better explained orally.

Compositions should be written in ink, with a margin left for correction. The abbreviated symbols should be placed on the margin opposite the word or part that is faulty. It is generally best not to mark what is wrong, but to leave it to the pupil's ingenuity to find out the error.

COMPOSITION

AND

PRACTICAL ENGLISH.

INTRODUCTORY.

Composition—is the art of finding appropriate thoughts on a subject, and of expressing them in suitable language and form.

The word *composition* is also applied to *what is written.*

Divisions.—Composition, now more commonly called Rhetoric, has two distinct departments; the one, under the head of Invention, deals with the materials of thought: the other, under the head of Style, treats of the form of expression.

Relation to Grammar and Logic.—In its two-fold function, Composition is closely allied to Grammar on the one hand and to Logic on the other; but it does not, like the former, treat of the laws of language, nor, like the latter, of the laws of thought. It begins where Grammar ends and ends where Logic begins.

Order of Treatment.—Theoretically, Invention should be discussed before Style, but the reverse order is here adopted on account of its practical advantages. Invention is, for beginners, the most difficult part of Composition. It deals largely with abstract subjects, and requires considerable maturity of mind on the part of the learner. Style, on the contrary, follows closely after grammar and has many details of a simple and positive character, that the pupil may profit-

ably study before entering upon the process of original thought required in Invention. Then, again, in Letter-writing and, indeed, in narrating what one has heard, or in describing what one has seen, Invention applies rather to the plan on which the thoughts are to be arranged than to the finding of them. These parts of Composition may be advantageously taken up along with Style.

PART I.

STYLE.

Style treats of the manner of expression.

Its Domain.—All expression of thought may be viewed in two ways. First, we may ask whether the different parts of speech of which it is composed agree together according to the practice of good writers. This is the domain of Grammar. Again, beyond the bare expression of the thought, we may conceive of it as being uttered in different ways, as, feebly or forcibly, awkwardly or elegantly, plainly or figuratively, concisely or diffusely. The consideration of these various modes of expression carries us entirely beyond the region of Grammar into that of Composition.

Its Standard.—In Style, as in Grammar, the standard to which all methods of expression must conform is usage. Indeed, the principles of Style, like the rules of Grammar, have all been drawn from a consideration of the usage of the best writers, and are therefore merely conventional. It follows that though Style is based on unchangeable principles, yet the standard it sets up is continually changing. For example, it is always imperative to express thought clearly, but the expression that is clear to one generation may be obscure or unintelligible to another. Some words change their meaning; others are lost; arrangements become obsolete; imagery, distasteful, and turns of expression, harsh or vague.

Topics.—The various topics here included in Style will be treated under the heads of Choice and Use of Words, Sentences, Connection, Variety of Expression, Figures of Speech, and Prose Composition.

LESSON I.

THE CHOICE AND USE OF WORDS.

Vocabulary.—Other things being equal, the person who has the largest stock of words to choose from, will be able to select the aptest words and to frame the happiest expressions. To every person, therefore, who wishes to become either a speaker or a writer, the possession of a wide vocabulary is of the highest importance.

How Obtained.—The best means of securing a command of language are to listen to good speakers, to converse with educated people, to read the best authors, to translate aloud from other languages, to refer to the dictionary, and above all to try to fix in the memory the words learned, by employing them in one's own conversation and composition. It will not do, however, to store up for use every word met with. A careful choice, based on the best usage, must be exercised. As the meaning of words is, likewise, fixed by usage, the pupil, after having acquired the words, must learn to use them in their authorized sense.

Its Value.—To be able to choose words judiciously and use them accurately is an accomplishment that every young person should labour to possess. Language is the dress in which the mind shows itself to the outside world; and, as neat and seemly clothing renders the body more graceful, so choice and refined speech adorns and beautifies the mind.

Divisions.—The three points that require attention in the choice and use of words, will be considered under the heads of Purity, Propriety, and Precision.

LESSON II.

PURITY.

PURITY consists in the use of such words and constructions as properly belong to the genius of the language.

STANDARD OF PURITY.—In the choice of words, we must be guided by two principles. First, we must select such words and constructions as are familiar to the great body of educated people; secondly, we must employ only such as are sanctioned by *good usage*,—that is, by *reputable*, *national*, and *present usage*: reputable, that of the majority of the best writers and speakers, as opposed to that of the uncultivated; national, as opposed to local, professional, or foreign; present, as opposed to obsolete or transient.

DICTION WHEN PURE.—Hence, an author's diction is pure when he uses only such words and constructions as are authorized by good use, and avoids such as are foreign, obsolete, newly-coined, or without proper authority.

I. Foreign Words.

Foreign Words that are not fully domesticated should be rejected, when it is possible to find pure English words that fully express the meaning intended. Some foreign words have been so long in use that they have become familiar to ordinary readers, while others express the idea intended more accurately than any native word. They are such as *ennui*, *nom de plume*, *fiat*, *ignoramus*, *quorum*, *incognito*, and *anathema*. With such words as these there may be more pedantry in translating than in using them, but many of the words that are found in newspapers and other corrupters of our language should be peremptorily rejected. Let no young

writer who does not wish to lay himself open to a charge of ignorance and affectation, venture to use such words and phrases as, *émeute*, *politesse*, *dernier ressort*, *n'importe*, *nous verrons*.

2. Obsolete Words.

Obsolete Words are such as were once current in the language, but are now fallen into disuse. A constant change is going on in the vocabulary; some words are less and less frequently used till at last they are laid away in the store-house of our old classical writings, to be thereafter seen only by lovers of bye-gone days and ancient literature. No absolute rule can be given to determine when a word has become so far obsolete that it can be no longer used; but it may be taken for granted that when words are unintelligible to ordinary readers, the only safe course in prose is to select others in their stead. Such words as *erst*, *whilom*, *wist*, *behest*, and *irks*, add dignity to poetic diction, but in modern prose are to be carefully eschewed.

3. Newly-coined Words.

New Words.—From a variety of sources new words are being continually introduced into the language. Some of these, such as those required to unfold the principles of a new science, have from the first a recognized standing in the language; some, being used only in conversation and in newspapers, soon disappear forever, while others rise to respectability and become thoroughly established in the language. The best rule to follow in regard to new words, is not to be in a hurry about using them. Do not say *deputize* for *commission*, *effectuate* for *effect*, *eventuate* for *end*.

4. Words without Proper Authority.

Slang.—There is a large class of words that are much used in conversation, and that are continually struggling for a place in the written language. As they are generally brief,

and so frequently used, they are felt to be very expressive. This, no doubt, accounts for the fact that many of them have risen to colloquial respectability, and are unhesitatingly employed by educated people. Thus we may say "jolly," "plucky," "dodge," and such like. Then, again, some persons fancy themselves clever when they speak of "the rosy," "the fragrant weed," or "the governor," while others from sheer laziness that prevents their taking the trouble to select the right word, fall into the habit of using some slang expression in a great variety of meanings. With them everything is "immense," "beastly," "stunning," "nasty," "jolly," "splendid," or "just lovely." Besides these there is another kind of slang peculiar to almost every business or profession. The student is "plucked," the business man is "busted," and the tradesman is "gone up." And when any of them die, they are "gone aloft."

When used.—Such of these words as are not vulgar, are quite in place in conversation, but should not be employed in composition by young writers until they have been adopted by the majority of good authors.

How to find these marks.—It is not to be expected that young persons can know whether words have all these marks or not. The common way of determining is to refer to the dictionary. It is the duty of the lexicographer to find out these points and to record them for our guidance, so that it is customary to regard all words found in the dictionary as of recognized authority.

A Barbarism is an expression which violates the rule that in language good usage is reputable, national, and present.

Divided Usage.—As the usage of good writers is not by any means uniform, no one of them is to be followed absolutely. Where they differ, the following rules may serve as a guide :—

1. Choose the word or phrase that has but one meaning in preference to that which has two or more. *Insurance* policy is preferable

to *Assurance* policy, because "Assurance" means also confidence. International *Exhibition* to International *Exposition*, since "exposition" is also used in such expressions as "exposition of doctrine."

2. Have regard, in your choice, to the analogy of the language. Use *contemporary* and not *cotemporary*, since the *n* of *con* is usually retained before a consonant, and dropped before a vowel.

3. Prefer the word that is most agreeable to the ear, as:—*ingenuity* to *ingeniousness*.

4. Prefer the simpler expression, as:—*approve* to *approve of*.

5. When the other rules fail to settle the doubt, prefer the expression that is most conformable to ancient usage, as:—*jail* and *jailer* to *gaol* and *gaoler*.

EXERCISE I.

PURITY.

Correct all violations of the rules of Purity in the following:—

1. He succeeded in enthusing the company.
2. He wired him as soon as the office opened in the morning.
3. The demagogue tendeth more to words than to works.
4. Unestimable is the good realized by the thousands who have read this book.
5. I go where likes me best.
6. I wot not which to admire most, his *dëlicatesse*, his candidness, or his amiableness.
7. Thou needest not pretend to be from France, for thy speech bewrayeth thee.
8. Any one can see with half an eye that he has got the blues.
9. Removing the term from Westminster, sitting the Parliament, was illegal.
10. This change of fortune has almost transmogrified him.
11. The king soon found reason to repent him of provoking these dangerous enemies.
12. I opine that any gentleman who devotes his time to the *beaux arts* and *belles lettres* enjoys the highest *agréments* of life.
13. He remarked *en passant* that his friend had much *esprit de corps*.
14. I confess that I was unmitigatedly disappointed with Mr. Proctor's lecture on Tuesday evening.

15. He has a tendency to talk nonsense occasionally, or something very like *blague.*

16. They have taken a journey out West for the purpose of recuperating their health.

17. Several circumstances seem to militate against that supposition.

18. Everything may not be so saturated with *couleur de rose* as represented.

19. He seems to be a *harum scarum* sort of a mortal, who takes great delight in doing *outré* things.

20. The temptation to run a toll-gate seems to be irresistible to a bicycler.

21. His father was a true blue Revolution soldier, and his mother a sincere Christian.

22. His style of writing was such as to enable people to clearly understand him.

23. These rooms are generally occupied by the more quiet inclined of the travelling public.

24. There is some agitation over the impracticable character of the instruction of our public schools.

25. The three months are passed, and Shylock is wild for the fulfilment of his bond.

26. He has just received a cablegram informing him of the death of his friend.

27. Do you catch on to his meaning when he asks for your folks.

28. He is troubled with *ennui.*

29. She made her *début* last evening.

30. It was *comme il faut.*

31. Horace Walpole was a *dilettante* in literature.

32. *Cœteris paribus,* the Saxon words are best.

33. Juventus, the hero, is bent on going it while he is young.

34. The hero talks fast, like the others, only more so.

35. This was said *sub rosa.*

36. Uncle Wendell was upon his ear.

37. He gave himself away.

38. He looked down in the mouth.

39. One might see with a *coup d'œil* that he belonged to the *beau monde.*

40. I don't pan out on the prophets.

41. A house on Remsen Street was burglarized last night.

42. Not by a long chalk

43. All hope soured on me.
44. That is too thin.
45. He attempted to bulldoze the opposition.
46. This is his *magnum opus.*
47. He made a *faux pas.*
48. We continued our *tête-à-tête* until noon.
49. The parents interfered in their *affaire d'amour.*
50. They were martyrized for the sake of their country.
51. He deeded me the land.
52. Have you heard of that great steal that has lately been made by that absconding party.
53. His house was burglarized the day after he sent in his declamature.
54. He is not thoroughly posted on that subject.
55. I am greatly beholden to you.
56. Having acquired the *savoir faire,* he is never afraid of making a *faux pas,* and in every conversation plunges *in medias res.*
57. The fair *débuttante* is on the look-out for *un bon parti,* but her *nez retroussé* is against her.
58. She is accompanied by mamma *en grande toilette,* who, *entre nous,* looks rather *ridée* even in the gas light.
59. They have determined to rendezvous near Qu'Appelle.
60. A poet has suddenly arisen in our midst.

EXERCISE II.

PURITY.

The following words have been selected as an exercise to serve as an introduction to the study of the subject. The student should examine each word and determine which may be used and which is to be rejected. In all cases of doubt, let him refer to some standard dictionary.

1. Donate, on dit, tapis, siesta, ungallantry, confutant, disillusioned, blazé, soupçon, imprimatur.
2. Buildress, enthuse, gent, pant, gubernatorial, hydropathy, electropathy, experimentalize, controversialist, walkist.
3. Practitioner, proven, reliable, disposable, anchorable, complainable, unrepentable, preventative, casuality, resurrected.

4. Inquirable, paragraphist, agriculturalist, stabbist, intercessed, flattress, presidential, mulierosity, role, fabulosity.

5. Gallantness, obloquy, periculous, moonrise, docible, ovate, memento, née, locate, currentness.

6. Soi-disant, acrobat, traducement, kraal, distingué, amende, amour-propre, skedaddle, opaque, confutement.

7. Cablegram, ivorytype, credibleness, ultimatum, incertain, exonerableness, persiflage, parvenu, verbatim, atelier.

8. Misaffected, fête, plateau, spirituel, fauteuil, confutant, optigraph, employé, alibi, saleslady.

9. Currentness, impromptu, patois, fashionist, jumpist, matin, mulish, protégé, obedential, dilettante.

10. Boycott, Copperhead, blue-stocking, incog, cablegram, cute, educationalist, suicided, reportorial, spec.

LESSON III.

PROPRIETY.

PROPRIETY consists in using words in the sense they bear in the usage of the best writers and speakers.

How attained.—If a writer or speaker does not use a word in the same sense as it is understood by the reader or listener, he cannot convey the meaning he intends, or, if he does, it will be because his reader or listener has, from the context, seen the intended meaning and mentally substituted the correct word. Hence, it is of the utmost importance that words should be used in their general, well-understood, and established sense. To be able to do this requires time and patient toil, and he who is unwilling to accept it on these terms may not hope ever to succeed either in writing or even in understanding his own language correctly. The best means of attaining Propriety are, first, the dictionary, from which may be learned the etymological meaning and correct application of words; and, secondly, constant observation of the practice of the best authors.

Etymology is by no means to be regarded as a trustworthy guide to the correct application of words. It is often entirely misleading. The meaning of words is undergoing a continual change, and many that once were used in the sense that their roots indicate, have now acquired a very different meaning. Milton says, "Let none *admire* that riches grow in hell," *i. e.*, "wonder;" in Ps. cxix. 147, we read, "I *prevented* the dawning of the morning," *i. e.*, "went before." The formation of words and the changes that their meanings have in some cases undergone, is a very interesting subject; but for the person who studies English that he may be able to use it in the ordinary business of life, time would be more profitably employed in learning the modern application of words than in committing to memory dry and barren roots that are often but blind guides.

Examples.—A few examples are given to illustrate more fully what is to be avoided and what is to be attained.

Predicate (from the Latin *predicare*, to publish or state) means simply to affirm in regard to something that already is, but it is frequently found in the sense of "foretell" or "predict," as—"It is impossible to predicate what he will or will not do."

Expect is very widely used in the sense of *suppose*, *think*, *guess*, as—"I expect you had much trouble on that occasion." *Expect* refers only to that which is to come, and which, therefore, is looked for (*ex*, out, and *spectare*, to look). We cannot expect backwards.

Adopt is often used for to "decide upon," and for "to take," as—"The measures adopted, as the result of his inquiry, will be productive of good."

Caption. Some of our newspaper editors seem to think that this word is derived from *caput*, a head, and treat us to replies to some of the monstrous statements of their contemporaries, that appeared, as they tell us, under "the above caption." The correct derivation is *capere*, to take; and the word means *seizure*, or *the act of taking*.

Appreciate (from *ap*, to, and *pretium*, price), means *to estimate justly.* Hence we cannot say, "I appreciate your kindness *highly.*"

Demean. To *demean* yourself (from the French *démener*) is used incorrectly in the sense of debase, as if it came from *mean.* It properly signifies to conduct or behave yourself, as *demeanor* signifies conduct or behaviour, and misdemeanor, an act of bad conduct.

Restive. This word, which means *inclined to rest, obstinate, unwilling to go,* is employed almost constantly, in a sense directly the reverse of this; that is, for *uneasy, restless.*

Avocation is often used for vocation, or calling. A man's *avocations* are those pursuits or amusements that engage his attention when he is called away from his regular business or profession, as music, fishing, or boating.

Rendition is sometimes used for rendering, as, "Mr. Booth's rendition of Hamlet." *Rendition* means surrender, giving up; as, when we speak of the rendition of a beleagured town to the besieger.

Condign is from *con*, and *dignus*, worthy, and signifies deserved or merited. Many who use it seem to think it means severe, as, "The villain received condign punishment."

IMPROPRIETY.—The application of a word in a sense not authorized by good usage, is called Impropriety.

EXERCISE III.

PROPRIETY.

Correct all violations of Propriety found in these sentences.

1. The girl aggravates me very much by her obstinacy and her impudence.

2. The President intends to evacuate the very day that Congress adjourns.

3. Hearing the engine about a mile off, I ran pell-mell down the street.

4. Carson died from blows administered by policeman Johnson.

5. The measures adopted by the House will be productive of good.

6. He allows that he has the finest horse in the country.

7. This road will serve to convene the public.

8. An amount of perfection has been reached which I was by no means prepared for.

9. He was unwilling to demean himself by making a public apology.

10. The alternatives set before him were to abjure the faith, to submit to the torture, or to go into perpetual exile.

11. While in Utah, he enjoyed exceptionable opportunities for observing the peculiarities of the Mormon religion.

12. The troops, though fighting bravely, were terribly decimated, nearly half of them having fallen.

13. The cars have as good a right to be stopped as a carriage has.

14. I have always considered him an honest man.

15. "Sir," said he to Dr. Parr, "I have a contemptible opinion of you." "That does not surprise me," replied the Doctor; "all your opinions are contemptible."

16. We have travelled quite a piece to-day.

17. More than a century transpired before it was revisited by civilized man.

18. The letter was very plainly directed, and I think it will be apt to come.

19. That rents are unreasonably high, is a palpable truism.

20. I have every confidence that the ship will arrive in time.

21. I expect you have had a great many difficulties.

22. The platform adopted at that election was calculated to do the party great injury.

23. I intend embracing Mr. M.'s district, and will, on the occasion, take the opportunity of embracing all the servants in the district.

24. The Lyceum has both religious and secular aims—religious in the highest sense of eliminating truth from spirit, fact and duty from truth.

25. The elevation of 100 feet eliminated a hearty cheer from all quarters.

26. It also looks to the final elimination of the soul from the body.

27. Females mixed with the crowd, and, forgetting the stations nature had fitted them to adorn, dealt extensively in the bubbles that rose before them.

28. Can we suppose that good blood replaces teaching?

29. I declare this is the most splendid bay I ever witnessed.

30. They followed the ancient avocation of picking pockets.

31. He is fond of reading such fictitious writers as Hawthorne.

32. A young Spaniard yesterday abortively seized two pieces of alpaca.

33 A lady having two boys, would like to adopt one.

34 A society for the prevention of cruelty to animals, has lately been inaugurated.

35. A great part of the congregation went home at ten o'clock, but the balance remained till twelve.

36. She has several other little poems of a much higher calibre than that.

37. There is an article in the last issue of our contemporary under the above caption.

38 Several citizens carried the sufferer to a drug store on the next block.

39 The marriage was happily consummated at Paris last April.

40. The Mosque in Eastern lands must go, and the Christian Church will replace it.

41. The President convened Congress early in January.

42. This application of reason predicates a great national future.

43. An invitation was extended to Reverdy Johnson to dine with the Glasgow bailies.

44. In England, he has lately effloresced into something extraordinary.

45 Heaven gave Eve as a help-mate to Adam.

46. His name has never been replaced by any other in the transaction.

47. There is an impertinent affronting about those hats that is especially aggravating to any one who is naturally irritable.

48. This cry for compensation is altogether too thin.

49. Fellows like these just scrape through their examinations, and then settle down to make their pile.

50. His offence is of the most aggravated and audacious description.
51. He rushed pell-mell out of the house.
52. The piece of roast beef is perfectly splendid.
53. The police drill will transpire under shelter to-day.
54. I promise you I was very much surprised.
55. What do you propose doing in this matter.
56. The sales aggregated fifty thousand shares.
57. He has for years been a confirmed invalid.
58. I have found the package you allude to in your letter.
59. We were stopping at the Windsor Hotel in Montreal.
60. Mr. Booth's rendition of Hamlet was admirable.
61. The adoption of this measure will make money plenty in every man's pocket.
62. The reader soon wearies of such stuff.
63. The above extract is sufficient to verify my assertion.
64. He is a party who has risen to eminence.
65. How are you to-day? Nicely, thanks.

LESSON IV.

PRECISION.

Precision consists in selecting the word or words that express the exact meaning intended—no more, no less.

Examples.—If to express the idea of *pouring* water from a pot, we say "*turning* it out," we express also the additional meaning of *turning* the pot in order to cause the water to flow. Hence we express more than we intended, and the word *turning* is not used precisely.

"Notwithstanding the entreaties of the prisoner, the judge was *inflexible*." A person is inflexible who cannot be turned aside by *any* motive, as by bribery, intimidation, or force.

Here, however, a special motive, that of entreaty, is mentioned, and therefore we should use *inexorable*, which means "that cannot be moved by entreaty."

"John displayed great *courage* while undergoing the operation." *Courage* is shewn in braving danger, facing an enemy, or opposing any outward attack, and implies an active resistance. The word that expresses the firm endurance of suffering is *fortitude*. It implies an inward strength of mind that does not succumb though the person may be subjected to the greatest privation, suffering, or pain. Hence, if we would say just what we mean in this sentence, we must substitute *fortitude* for *courage*, otherwise, we add the extraneous idea of active resistance.

The Difference.—The learner should notice carefully the distinction between Purity, Propriety, and Precision. The first teaches which words to accept and which to reject; the second, to use words in their proper sense; and the third, to choose the right synonym.

How attained.—As English abounds in words that express nearly the same meaning, great exactness of expression is possible, and much care and thought are necessary to be able always to select the word that conveys just what is meant. Much may be learned by observing the practice of good authors, but the most efficient method of attaining precision is the careful and continuous study of synonyms. This may be carried on by collating and examining words of nearly the same meaning; by revising every sentence that one writes, and studiously inquiring whether each word in it is accurately used; and by the study of some standard work on the subject, such as Crabb's English Synonyms.

Examples.—To illustrate this subject a few synonyms are here explained, but those who would attain proficiency must regard them as a mere beginning.

1. *Visitor, Visitant.* *Visitor* or *visitant* is one who pays a visit; but a *visitor* is a human being, and a *visitant*, a supernatural one.

2. *Neglect, Negligence.* *Neglect* is an act, or, rather, a failure to act; *negligence* implies a failure to conform to an established standard or custom.

3. *Continual, Continuous.* *Continual* is said of acts that are frequently repeated; *continuous* of uninterrupted action.

4. *Act, Action.* *Act* implies something done; *action*, the doing of something. An *act* is a single exertion; an *action*, a continuous exertion of power. *Act* is applied to some remarkable doing; *action*, to what is done in general.

5. *Excite, Incite.* To *excite* is to awaken or rouse feelings that are dormant or calm. To *incite* is to urge forward into acts corresponding to the feelings that have been aroused.

6. *Receive, Accept.* To *receive* is to take back; to *accept* is to take to one's self: the former is an act of right, we *receive* what is our own; the latter is an act of courtesy, we *accept* what is offered by another. We may *receive* with indifference, but we must *accept* with willingness.

7. *Manners, Morals.* *Manners* respect the minor forms of acting with others and toward others; *morals* include the important duties of life. Good *manners* make us good companions; good *morals* make us good members of society.

8. *Truth, Veracity.* *Truth* belongs to the thing; *veracity*, to the person. The *truth* of the story is admitted upon the *veracity* of the narrator.

9. *Kill, Murder, Assassinate.* To *kill* means simply to deprive of life. A man may *kill* another by accident, or in self-defence, without the imputation of guilt. To *murder* is to kill with malicious forethought and intention. To *assassinate* is to murder suddenly and by stealth. The sheriff may *kill* without murdering; the duellist *murders*, but does not *assassinate*; the assassin both *kills* and *murders* in the meanest and most ignoble manner.

10. *Love, Affection.* Both these words express good will: *affection* is a tender sentiment that dwells with pleasure on the object; *love* is a tender sentiment accompanied with longing for the object; we cannot have *love* without *affection*, but we may have *affection* without *love*. *Love* is a passion,

exclusive, restless, and capricious; *affection* is a chastened feeling under the control of the understanding.

11. *Bring, Fetch.* To *bring* is simply to take with one's self from the place where one is; to *fetch* is first to go to a place and then bring the object; to *fetch*, therefore, is a species of *bringing*: whatever is near at hand is *brought*; whatever is at a distance must be *fetched*: the porter at an inn *brings* a parcel, a servant who is sent for it *fetches* it.

12. *Character, Reputation.* *Character* lies in a man; it is the mark of what he is; it shows itself on all occasions: *reputation* depends upon others; it is what they think of him. It is possible for a man to have a fair *reputation* who has not in reality a good *character*; although men of really good *character* are not likely to have a bad *reputation.*

13. *Deadly, Mortal, Fatal.* *Deadly* is applied to what is productive of death; *mortal*, to what terminates in or is subject to death; *fatal* applies not only to death, but to everything which may be of great mischief. A poison is *deadly*; a wound or a wounded part is *mortal*; a step in walking, or a step in one's conduct, may be *fatal.* Things only are *deadly*; creatures are *mortal.* There may be remedies sometimes to counteract that which is *deadly*; but that which is *mortal* is past all cure; and that which is *fatal* cannot be retrieved.

14. *Energy, Force, Vigor.* With *energy* there is connected the idea of activity; with *force*, that of capability; with *vigor*, that of health. *Energy* lies only in the mind; *force* and *vigor* are the property of either body or mind. Knowledge and freedom combine to produce *energy* of character; *force* is a gift of nature that may be increased by exercise; *vigor*, both bodily and mental, is an ordinary accompaniment of youth.

15. *Enough, Sufficient.* He has *enough* whose desires are satisfied; he has *sufficient* whose wants are supplied. We may therefore frequently have a *sufficiency* when we have not *enough.* *Enough* is said only of physical objects of desire; *sufficient* is employed in a moral application, for that which serves the purpose.

EXERCISE IV.

PRECISION.

Explain these synonyms so as to shew clearly the distinction in the meanings they bear, and write a sentence in which each is properly used.

1. In, into; sea, ocean; lie, lay; shall, will; two, couple; few, less.
2. Many, much; lease, hire; on, upon; exceed, excel; hope, expect; learn, teach.
3. Sex, gender; gaze, stare; like, love; pile, heap; live, dwell; high, tall.
4. Hot, warm; right, just; fault, defect; deist, atheist; certain, sure; safe, secure.
5. Vain, proud; learning, wisdom; education, instruction; artist, artisan; haste, hurry; excuse, apology.
6. Lovely, amiable; brute, beast; boyish, puerile; bid, order; handsome, beautiful; cry, weep.
7. Talk, conversation; letter, epistle; servant, domestic; purpose, intend; news, tidings; lie, untruth.
8. Fraction, part; find, discover; wood, timber; want, lack; home, dwelling; annual, yearly.
9. Boy, lad; fatherly, paternal; branch, twig; bleach, whiten; kind, affectionate; want, need.
10. Beauty, loveliness; sing, chant; crown, diadem; cold, frigid; child, infant; deny, refuse.

EXERCISE V.

PRECISION.

Write sentences in which the following groups of synonyms are properly used.

1. Acquaintance, familiarity, intimacy; add, join, annex, unite, coalesce; adjacent, joining, contiguous; adjourn, prorogue; admonition, reprehension, reproof.
2. Amend, emend, correct, reform, justify; amidst, among; ample, abundant, copious, plenteous; amuse, divert, entertain; ancient, antiquated, antique, obsolete, old.

3. Bad, wicked, evil; band, company, crew, gang; beautiful, fine, handsome, pretty; beg, beseech, solicit, entreat, supplicate, implore, crave.

4. Bring, fetch, carry; call, bid, summon, invite; character, reputation, fame; clear, lucid, bright, vivid.

5. Command, order, injunction, precept; compensation, satisfaction, amends, remuneration, recompense, requital, reward; complete, perfect, finished.

6. Decision, judgment, sentence; declare, publish, proclaim; deface, disfigure, deform; defection, revolt.

7. Enemy, foe, adversary, antagonist; energy, force, vigor; equal, even, equable, like or alike, uniform; escape, elude, evade.

8. Fable, tale, novel, romance; fall, drop, droop, sink, tumble; fame, reputation, renown; family, house, lineage, race.

9. Great, grand, sublime; hard-hearted, cruel, unmerciful, merciless; hateful, odious; help, assist, aid, succour, relieve.

10. Idle, lazy, indolent; inactive, inert, lazy, slothful, sluggish; injury, damage, hurt, harm, mischief; insidious, treacherous.

EXERCISE VI.

PRECISION.

In the following sentences, select the correct synonym.

1. What (further, or farther) need have we of caution?

2. We may try hard and still be (further, or farther) from success.

3. Our (acts, or actions) generally proceed from instinct or impulse.

4. It is difficult for one unaccustomed to (sophism, or sophistry) to succeed in a (sophism, or sophistry).

5. The house was stripped of its furniture, and was entirely (empty, or vacant).

6. This circumstance (alone, or only) is sufficient to prove the worthlessness of the criticism.

7. We (avow, acknowledge, own, or confess) a neglect of duty.

8. Though numerous applications were made for the prisoner's (forgiveness, or pardon), they were all (unsuccessful, or ineffectual).

9. A very successful (social, or sociable) was held in the vestry of the church.

10. Notwithstanding all his efforts, he could not (recollect, or remember) the date.

11. My old and tried friend (introduced, or presented) me to his wife.

12. He was (aware, or conscious) of a very unpleasant feeling coming over him.

13. The (negligence, or neglect) of this leaves us exposed to an uncommon levity in our conversation.

14. The (enormity, or enormousness) of the distance between the earth and the sun accounts for these effects.

15. His domestic virtues are too well known to make it necessary to (allude, or refer) to them.

16. He was careful in his (observance, or observation) of all the usages of his Church.

17. (Continuous, or continual) droppings wear the stone.

18. The vegetation of these regions is (luxurious, or luxuriant).

19. The food furnished to the men was (healthful, or wholesome).

20. In the most rigorous weather he is scarcely (sensitive to, or sensible of) the cold.

21. He was surprised by the appearance of a heavenly (visitor, or visitant).

22. After that witness had given his (evidence, or testimony), the case was adjourned.

23. The Irish are (perpetually, or continually) using *shall* for *will*.

24. Her death was hourly (anticipated, or expected).

25. It was (due, or owing) to his earnestness that the plan succeeded.

26. He acted towards the prisoners with too much (lenity, or leniency).

27. There were not (less, or fewer) than twenty persons present.

28. Potatoes are very (plenty, or plentiful) this season.

29. Having examined the affair, I wish to (say, or state) that I find nothing wrong.

30. I have frequently heard him (utter, express, or pronounce) that opinion.

31. He held a very (decided, or decisive) opinion on almost all such subjects.

32. He has not yet (answered, or replied to) my last letter.

33. The murderer was (hanged, or hung) on the 17th of last month.

34. He rejected the (proposal, or proposition) made by his friend.

35. I have found the package (alluded, or referred) to in your advertisement.

EXERCISE VII.

PRECISION.

In the following sentences, find the words not used precisely and substitute for them the proper synonyms.

1. The discovery of steamboats produced a beneficent influence on the commerce of the world.

2. He completes the book with "Hail Columbia, Happy Land!"

3. His apparent guilt justified his friends in disowning him.

4. He must content himself with the common privileges of the establishment.

5. It would have puzzled him to make good the assertion, if its veracity had been tested by the actual condition of the people.

6. I am not justified so to particularize their achievements as to make their identity easy.

7. A glance at the clock will make you conscious that it is nearly three in the morning.

8. And as she was going to bring it, he called to her and said, "Fetch me, I pray thee, a morsel of bread."

9. A couple of ladies fell upon the ice yesterday afternoon.

10. The audience was kept in intense excitement by the speaker's perennial springs of wit and wisdom.

11. The Principal is an astute, ambitious, and uncommonly zealous individual.

12. He was disposed to a sincere remorse for the crimes he had committed in the sight of heaven, and also for his recent sin in breaking the laws of his country.

13. She seems to love green peas and apple pie.

14. On account of the snow and ice a large portion of Broadway is impassable.

15. I have been trying all day to remember the details of that dreadful disaster.

16. The sincerity of his religion was clearly seen in his reverence for everything virtuous.

17. My correspondents have not sent me the remittances I expected.

18. His bravery under this painful operation, and the fortitude he had shown in heading the last charge in the recent action, inspired every one with admiration.

19. There is a sect in Denver that believes in the efficiency of prayer to cure all diseases.

20. Our side-walks shew that we are a people almost wholly given over to expectoration.

21. The Christmas tree was denuded of its gifts.

22. The naked bodies and barbarous weapons of the natives were no match for the weapons of the Spaniards.

23. The morn was cloudy and darksome, but the eve was serenely beautiful.

24. He felt himself compelled to acknowledge the justice of my remark.

25. I asked him to fetch the book with him when he came.

26. Have you any idea of writing to him?

27. It is difficult to discriminate between adjectives and participles.

28. The health of the Empress of Germany is greatly ameliorated.

29. They were all personages of more or less consequence.

30. His life shows clearly the falsity of his character, and the falseness of his pretentions to virtue.

EXERCISE VIII.

Miscellaneous exercises on Purity, Propriety, and Precision.

1. Negligence of duty often produces unhappiness.
2. The prince next made propositions of marriage, but was rejected on account of his disgraceful customs.
3. That nation is noted for its observation of the Sabbath, and for its intoleration of the opinions of other people.
4. His conscience of his own integrity has supported him despite the negligence of his friends.
5. This application of reason, so continually and generally exercised, predicates a great national failure.
6. The first sleighing of the season arrived yesterday.
7. Some of these publications are calculated to injure society.
8. Her *début* was made on a sudden emergency, when she made so decided a success that she has since been retained.
9. No artist who has ever visited Toronto created a greater *furore* than will be caused by the appearance of this famous queen of song.
10. There appears to be a determination on the part of some of the leading men in England to sit on the patent medicine dealers.
11. Adulterations in food are becoming so general that no one knows what he is consuming unless it is produced before his eyes.
12. There will be some tall swearing, some big fees, some legal sharpness, and all that kind of thing, before this miserable case comes to an end.
13. The present parties in the Reichstag are engaged in a perpetual struggle between the Empire and the Church.
14. He thought that the action of the Government might jeopardize the unity of the Empire.
15. The assumption of Senator Fessenden, that a man who goes into a caucus and acts there, is bound to vote in the Senate in accordance with the caucus majority, is wholly gratuitous.
16. The smooth sea grew rough; the moon grew smaller after the full.

17. The Mormons have gone on with their wholesale marrying and sealing, and the head prophet has taken his forty-fifth help-mate.

18. And they shall be mine, saith the Lord of Hosts, in that day when I make up my jewellery.

19. I guess I shall locate out West.

20. He has not lived in this section of the country for some five years.

21. In one of his sermons, Dr. Talmage says: "They expectorated upon Him."

22. He has been cutting a ridiculous figure for quite a spell.

23. He put aside the omens on account of their incertitude.

24. I will not be answerable for the exactitude of these speeches.

25. And hast thou walked in the world with so little observance as to wonder that men are not always what they seem?

26. The deacons seem to have been quite unconscious that Mr. M's provisions prohibited what they were doing.

27. Since he last spoke, he said events had transpired in the country which changed the aspect of affairs.

28. The rains rendered the roads impracticable.

29. No one besides ourselves will be admitted.

30. There is a serious fault in that man's character.

31. They deserted the sinking ship.

32. The following rules are indorsed by nearly all writers on the subject.

33. The number of blunders imputed to him is endless.

34. I never saw such a quantity of animals at any cattle-show.

35. They formed a procession to proceed the palanquin.

36. I am well aware that this view of my subject is not prevalent.

37. What he supposed to be a stone turned out to be only the apparition of one.

38. Some change will probably soon arrive.

39. Running out to see whether there was a new *émeute*, which the *hauteur* of the new governor rendered plausible, I came within an ace of being done for.

40. He deprecates the whole proceeding.

41. The sportsmen bagged a large amount of game.
42. I have heard of the gents before, but I never indorsed their conduct.
43. He came home unbeknown to his parents.
44. An Assurance Company has been started in the town.
45. He perambulated down to the Post Office for the papers.
46. After several years, they at length heard from him.
47. They all refused to come except Mary and Alice would.
48. Directly I found the house inhabited, I began to be sorry that it was not as vacant as the street.
49. The epithets, thief, coward, liar, were heaped upon him without stint.
50. I expect to receive an invite to that wedding.
51. Such a statement was sufficient to dumfounder any person.
52. He was a model in mildness of temper and in properness of behavior.
53. The rogue deserved condign punishment for his crime.
54. The announcement of the victory was premature, as it turned out that the supposed victors were vanquished.
55. The Cardinal died tranquilly in the conscience of never having failed in his duty to the Pope.
56. We are more liable to see people's faults than their virtues.
57. Most of his statements were the converse of the facts.
58. We had an awfully jolly time that evening.

LESSON V.

THE SENTENCE.

A SENTENCE is such an assemblage of words as makes complete sense.

I. KINDS OF SENTENCE.

CLASSIFICATION.—Sentences are divided into Periodic, Loose, The Compromise, Balanced, Short, and Long.

1. Periodic Sentence.

A Periodic Sentence is one that is so constructed that the complete meaning is suspended till the close.

Examples.—(1) When the sun shines forth, we will set sail.

(2) However much Shaftesbury's descriptions have been admired, his strength lay not in description, but in reasoning and in sentiment.

2. Loose Sentence.

A Loose Sentence is one that is so constructed that it may be brought to a close at two or more places, and still be complete in sense.

Examples.—(1) We came to our journey's end, | at last, | with no small difficulty, | after much fatigue, | through deep roads, | and bad weather.

(2) The mature man, in the desire to get quit of an early habit, attempts an imitation | in which he is prevented from succeeding | by the lasting consequences of the unintentional imitation, | into which he had glided when a child.

In these examples, we may stop at the several places marked and have complete sense.

A Loose Sentence is not necessarily a faulty sentence, but as a person who writes such sentences is apt to fall into

obscure and careless constructions, it is well for beginners to give attention to forming Periodic Sentences.

Most Loose Sentences may be converted into Periodic by some change in arrangement. The first example will become Periodic, if arranged thus: At last, after much fatigue, through deep roads, and bad weather, we came, with no small difficulty, to our journey's end.

3. The Compromise.

The Compromise is a sentence that is partly a Periodic and partly a Loose Sentence. It consists of two or more parts, one of which is Periodic, while the sentence taken as a whole is a Loose Sentence.

Example.—We left on Monday, about noon, during a snow storm, and whatever our thoughts may have been, we, certainly, did not expect to reach our journey's end.

4. Balanced Sentence.

A Balanced Sentence is one containing two clauses that are similar in form, and either parallel or contrasted in meaning.

Examples.—(1) Contempt is the proper punishment of affectation; and detestation, the just consequence of hypocrisy.

(2) In peace, children bury their parents; in war, parents bury their children.

(3) A juggler is a wit in things; and a wit, a juggler in words.

(4) The style of Dryden is capricious and varied, that of Pope is cautious and uniform. Dryden obeys the motions of his own mind; Pope constrains his mind to his own rules of composition. Dryden is sometimes vehement and rapid; Pope, always smooth, uniform, and level. Dryden's page is a natural field, rising into inequalities, and diversified by the varied exuberance of abundant vegetation; Pope's is a velvet lawn, shaven by the scythe and levelled by the roller.

5. Short and Long Sentences.

These terms carry with them their own definition.

Advantages of each.—Each of these two kinds of sentence has its advantage. Short sentences are more easily understood, and, if introduced after a number of long ones, give sprightliness and animation, as well as relieve the monotony by variety. If, however, too many of them are used together, the effect is irksome and abrupt. Long sentences, on the other hand, although requiring closer attention, afford greater scope for the addition of subordinate particulars, for the expansion of the main thought, and for the introduction of finer oratorical cadences.

When Used.—It is impossible to lay down rules to determine when each of the different classes of sentences should be used. Perhaps the Loose Sentence is best adapted to composition in which simplicity and clearness are the aim, such as Narration, Description, and Exposition; the Periodic and the Compromise, to those which are required to be forcible, as Persuasion; the Balanced Sentence, to Satire, and to Essays, in which characters or subjects are compared or set off by contrast. Long and Short Sentences should be introduced to relieve one another. As the continuous use of any one kind becomes monotonous, the best rule that can be given is to study variety.

EXERCISE IX.

Periodic Sentences to be reconstructed into Loose Sentences.

1. This was forbidden both by taste and by judgment.

2. He kept himself alive either with the fish he caught or by the goats he shot.

3. While the Romans consider religion a part of virtue, the Jews, on the contrary, consider virtue a part of religion.

4. Though his actions were frequently criticised, his character was above criticism.

5. Granting that his word is as good as his bond, we have still to ask how good his bond is.

6. Were this opinion well founded, one generation would have no advantage over another.

7. Unless this measure is clearly constitutional, I shall not vote for it.

8. Jenny Lind, enchanting the heart of the world, and Anna Dickinson, pleading for the equal liberty of her sex, are doing what God, by His great gifts of eloquence and song, appointed them to do.

9. Mythology has it, that in order to render Achilles invulnerable, he was, when a child, dipped in the Styx.

10. Where this is the case in any part of the world, those who are free are by far the most proud and jealous of their freedom.

11. Where he was not under the influence of some strange scruple, or some domineering passion, which prevented him from boldly and fairly investigating a subject, he was a wary and acute reasoner.

12. When he talked, he clothed his wit and his sense in forcible and natural expressions.

13. It was during the thirty years which preceded the appearance of Johnson's Lives that the diction and versification of English poetry were, in the sense in which the word is commonly used, most correct.

14. Supposing the story true, we may remark that the gradual change of manners, though imperceptible in the process, appears great when different times, and those not very distant, are compared.

15. Of the mind that can trade in corruption, and can deliberately pollute itself with ideal wickedness for the sake of spreading the contagion in society, I wish not to conceal or excuse the depravity.

EXERCISE X.

Reconstruct each of these Loose Sentences into one or more Periodic Sentences.

1. They aspired to gaze full on the intolerable brightness of the Deity, instead of catching occasional glimpses of Him through an obscuring veil.

2. Language is a dead letter till the spirit within the poet himself breathes through it, gives it voice, and makes it audible to the very mind.

3. Lord Byron affected the frequent use of quaint, obsolete, and outlandish terms; and by this artifice, no doubt, he rendered his style both gorgeous and venerable.

4. Milton always selected for himself the boldest literary services, that he might shake the foundations of debasing sentiments more effectually.

5. When Hastings was first impeached, if he had at once pleaded guilty, and paid a fine of fifty thousand pounds, he would have been better off in everything except character.

6. Spenser's poem strikes the note of the coming Puritanism both in its conception and in the way in which its conception is realized in the portion of the work that he completed.

7. His habitation is some poor thatched roof, distinguished from his barn by the loop-holes that let out smoke, which the rain had long since washed through but for the double ceiling of bacon on the inside, which has hung there from his grandsire's time, and is yet to make rashers for posterity.

8. I hereby caution all parties against giving credit in my name without an order from me, as I will not be responsible for the same after this date, without my written order.

9. Mr. Pym was looked upon as the man of greatest experience in Parliament, where he had served very long, and was always a man of business, being an officer in the Exchequer, and of a good reputation generally, though known to be inclined to the Puritan party; not yet so furiously resolved against the Church as the other leading men were, and wholly devoted to the Earl of Bedford, who had nothing of that spirit.

10. Whatever talent the lecture courses in cities seek after and try to obtain, the country towns desire also; and consequently a few prominent lecturers and entertainments are in demand everywhere.

11. Those men and women who make a comfortable income out of their lectures can be numbered upon the fingers of both hands, while many get but a living, and the vast majority are content, perforce, to pick up what crumbs fall in their way, and must look to other sources for the rest of their meal.

12. Gathering up lately a portion of what I had written, for publication, I have given it as careful a revision as my leisure would allow, have, indeed, in many parts rewritten it, seeking profit by the results of the latest criticisms, as far as I have been able to acquaint myself with them.

13. A history that does not serve this purpose would be perfectly useless, though it might be filled with battles and commotions.

14. The mind is crippled and contracted by perpetual attention to the same ideas; just as any act or posture, long continued, will disfigure the limbs.

15. This happy region was peopled with innumerable swarms of spirits, who applied themselves to exercises and diversions according as their fancies led them.

EXERCISE XI.

Short sentences to be combined into longer ones.

Caution.—In combining these sentences the greatest care should be taken to grade, distribute, and connect all the parts properly. For example, in combining the statements: "In the sterile parts of Chili grows the white strawberry. It yields fruit as large as a walnut," it will not do to make *yields* the verb, as this would bring out the idea too prominently; it should therefore be made a participle. Thus: In the sterile parts of Chili grows the white strawberry, yielding fruit as large as a walnut.

Separate:—A frog had seen an ox. She wanted to make herself as big as he. She attempted it. She burst asunder.

Combined:—1. A frog had seen an ox, and wanted to make herself as big as he; but when she attempted it she burst asunder.

2. A frog that had seen an ox, and wanted to make herself as big as he, burst asunder when she attempted it.

3. When the frog burst asunder, she was wishing and attempting to make herself as big as an ox which she had seen.

4. Because a frog, when she had seen an ox, wanted to make herself as big as he, and attempted it, she burst asunder.

5. It is said that a frog, having seen an ox, wanted to make herself as big as he, and burst asunder in the attempt.

1. A stone was placed at the head of the grave. This stone had a simple inscription on it. This inscription was written by an intimate friend.

2. There lay floating in the ocean an immense irregular mass. This mass was several miles off. Its top was covered with snow.

3. Those days are long past now. But still I walk upon the Battery. I look towards the Narrows. Beyond them there are many friends. I know this. Of these I would gladly know. Of these I rarely hear.

4. Beware of avarice. Avarice is incompatible with reason. Avarice has ruined the souls of myriads.

5. Charlemagne was the most powerful monarch of his age. He added much to his glory by inviting learned men to his court. He added much to his glory by inviting scientific men to his court.

6. Xerxes resolved to invade Greece. He raised an army. The army consisted of two millions of men. This was the greatest force ever brought into the field.

7. It is the struggle of the noble Othello. His heart relents. His hand is firm. He does nought in hate. He does all in honor. He kisses the beautiful deceiver. He destroys her.

8. I struck the man in self-defence. I explained this to the magistrate. He would not believe me. Witnesses were called to support my statements. He committed me to prison. He had a right to do this. This right is rarely exercised in such circumstances. I remonstrated.

9. I am satisfied. The ship sails on. We cannot see, but we can dream. We have no work. We have no pain. I like the ship. I like the voyage. I like the company. I am content.

10. Many a wife becomes a mere housekeeper. The husband accepts the arrangement. One is not expected to chat with one's housekeeper. One is not expected to stay in of an evening to please her. These things explain the condition of some households. Such households are not the happiest.

11. Antony has done his part. He holds the gorgeous East in fee. He has avenged Crassus. He will make kings, though he be none. He is amusing himself, and Rome must bear with him. He has his griefs as well as Cæsar. Let the sword settle their disputes.

12. The Agnostic tells me he is blind and deaf, dumb, torpid, and dead to the spiritual. I must believe him. Jesus tells me that. Paul tells me that. Science tells me that. He knows nothing of this outermost circle. We are compelled to trust his sincerity.

13. Calvin was educated for the Church. Calvin was born at Noyon. Noyon is in Picardy. Calvin was born in 1509. Calvin was the son of a cooper.

14. Before the Council Fawkes displayed the same intrepid firmness. This firmness was mixed even with scorn and disdain. Fawkes refused to discover his accomplices. Fawkes showed no concern but for the failure of the enterprise.

15. Peter III. reigned but a few months. He was deposed by a conspiracy of Russian nobles. This conspiracy was headed by his own wife, Catherine. She was a German by birth. She was a woman of bold and unscrupulous character.

EXERCISE XII.

Sentences to be resolved into simple statements.

Combined:—I awoke at six o'clock one day last week, and at once got up and dressed myself. The morning was not very light; for though the sun was up it was hidden by clouds. As I walked out into the garden, where the grass and bushes were still wet with the dew that lay upon them, I saw a bird lying on the ground. It could not fly, because some one had wounded it with a stone. I picked the bird up and brought it into the house, put it into a cage, fed and tended it until it got well, when I released it and it flew away.

Separate:—I awoke one day. It was last week. It was six o'clock. I got up at once. I dressed myself. The sun was up. It was hidden by clouds. The morning was not very light. I walked into the garden. The grass was still wet. The bushes were still wet. The dew lay upon them. I saw a bird. The bird lay on the ground. It could not fly. It was wounded. Some one had hit it with a stone. I picked the bird up. I brought it into the house. I put it into a cage. I fed it. I tended it. It got well. I released it. It flew away.

1. I was born on the side of a mountain, near a village of Peru, and made a voyage to England in an ingot, under the convoy of Sir Francis Drake.

2. The people favored my disposition and shifted me so fast from hand to hand, that, before I was five years old, I had travelled into almost every corner of the nation.

3. The Mound-builders knew how to model in clay a variety of objects, such as birds, quadrupeds, and human faces. They practised farming, though they had no domestic animals to help them.

4. Livingstone's example and death have acted like an inspiration, filling Africa with an army of explorers and missionaries, and raising in Europe a powerful feeling against the slave-trade.

5. When the prisoners were ordered to enter the cell, they imagined the soldiers were joking; and, being in high spirits

on account of the promise of the Nabob to spare their lives, they laughed and jested at the absurdity of the notion.

6. Mr. Pickwick paused, considered, pulled off his gloves, and put them in his hat, took two or three short runs, balked himself as often, and at last took another run and went slowly down the slide.

7. On the 2nd April, Francis Drake sailed from Plymouth with four vessels belonging to the Queen, and with twenty-four furnished by the merchants of London, and other private individuals.

8. After the Restoration the entire control of printing was placed in the hands of the Government by the Licensing Act of 1662, which, though originally passed only for three years, was continued by subsequent renewals until 1679.

9. Of nervous fire, indeed, he had abundance, though it was not the fire which flames up in the radiant colors of a strong imagination. It was rather the glow of a thoroughly convinced reason, of intellectual ingenuity, of argumentative keenness.

10. The new and fair lady of Castlewood found the sad, lonely little occupant of this gallery busy over his great book, which he laid down when he was aware that a stranger was at hand.

EXERCISE XIII.

BALANCED SENTENCES.

1. Construct Balanced Sentences similar to the first example, and containing parallel statements about genius and wealth, hope and expectation, honor and dignity, bravery and courage, wit and humor, pleasure and profit, promising and performing, grammar and rhetoric, poetry and painting, advice and money, shrewdness and hard work, fame and fortune, sympathy and support.

2. Form Balanced Sentences similar to the second example, and containing statements about the opposites, love and hate, virtue and vice, labor and rest, summer and winter, pride

and humility, knowledge and ignorance, innocence and guilt, friend and enemy, violence and moderation, wisdom and folly, pleasure and pain, right and wrong, flattery and detraction, reward and penalty, sobriety and drunkenness, ornament and blemish, taste and vulgarity, beauty and ugliness, contentment and discontentment, perspicuity and obscurity.

3. Draw up a series of contrasts after the manner of those in the fourth example, about North and South America, Italy and Switzerland, France and England, Canada and the United States, history and geography, mathematics and classics, reading and writing, Scott and Byron, Pope and Cowper, Irving and Goldsmith.

LESSON VI.

II. THE FORMATION OF SENTENCES.

The formation of sentences will be considered under four heads: Clearness, Strength, Unity, and Elegance.

1. CLEARNESS.

Clearness requires a sentence to be so constructed that the meaning is easily and readily apparent to the reader. When the meaning is not clear, the sentence is said to be obscure; and when there is an uncertainty as to which of two different meanings the author intends to convey, the sentence is said to be ambiguous.

How Promoted.—Clearness is a relative term. What is clear to one person may be obscure to another. A writer's aim should be to make his meaning easily intelligible to persons who understand the language. Clearness is promoted by attending to the following points: The Use of Words, Arrangement, Pronouns, Emphatic Words, Construction, Ellipsis, Long Sentences.

The Use of Words.

Use of Words.—We have thus far given our atttention to choosing words and using them in their proper and exact sense. If we would speak clearly, we must not only select words of good standing in the language, and use them in their general and well-understood meaning, but we must likewise be judicious in employing such words as are suitable to the subject and to its treatment. In composition where the aim is to express ourselves with simplicity and clearness, we should, where possible, give the preference to short and familiar words. Discourse is sometimes rendered partially or wholly obscure through an excessive use of long, unfamiliar foreign words. In dealing with abstract subjects, and in unfolding the principles of the various sciences, difficult, technical language is often necessary and proper; but in treating commonplace subjects, such as are dealt with in ordinary narration or description, short, simple, and familiar words should as far as possible be used.

Much mistiness of expression is caused by the haze that partly hides the subject from the writer. No one should attempt to write a sentence till he has a clear conception of the thought he wishes to express.

EXERCISE XIV.

THE USE OF WORDS.

Study these sentences till you understand them, and then re-write them in simpler words.

1. He was assaulted during his precipitated return, by the rudest fierceness of wintry elemental strife, through which, with bad accommodations and innumerable accidents, he became a prey to the merciless pangs of the acutest spasmodic rheumatism.

2. The aggregation of bioplasmic germs evidences an irresistible tendency to correlate the molecules in inverse ratio to the capillary process of differentiation.

3. He found on examination a contusion of the integuments under the orbit, with an extravasion of blood and ecchymosis of the surrounding tissue, which was in a tumefied state, and also with a slight abrasion of the cuticle.

4. Dr M. E. Wadsworth says the Earth has "a heterogeneous viscid, elastic, liquid interior irregularly interlocked with, and gradually passing into, a lighter heterogeneous crust."

5. Language, or speech, is the utterance of articulate sounds rendered significant by usage for the expression and communication of thoughts, articulate sounds being those which are formed by the opening and closing of the organs. The closing or approximation of the organs is an articulation or joining.

6. When an intelligent foreigner commences the study of English, he discovers that the words he recognizes as Greek, Latin, and French, have dropped those inflections which in their native use were indispensable to their intelligibility and grammatical significance; that the mutual relations of vocables and the sense of the English period are frequently determined by the position of the words; that the sentence is built upon structural principles wholly alien to those of the classical languages. He finds that very many of the native monosyllables are determinatives, particles, auxiliaries, and relatives; and that the intellectual parts of our speech are derived from a native source. Further study teaches him that numbers of our apparently insignificant and barbarous consonantal monosyllables are pregnant with the profoundest thoughts; that the language of the purposes and the affections is genuine English-born; that the vocabulary of the most impressive and effective pulpit orators is principally drawn from the same source; that the advocate who wishes to convince the technical judge or to confuse the jury, speaks Latin; that the domestic tongue is the language of passion and persuasion; the foreign, of authority, or rhetoric and debate.

LESSON VII.

ARRANGEMENT.

Arrangement. — Qualifying words, phrases, and clauses should be placed so near the words they qualify that there can be no mistaking the connection intended.

(1) **An Adverb** should stand close to the word, phrase, or clause it modifies, as :—"The French nearly lost five thousand men." Here "nearly" is so placed as to qualify "lost," though it was probably intended to qualify "five thousand."

(2) **Adverbial Phrases and Clauses.**—These, also, must be placed near the words they qualify, as :—"The witness had been ordered to withdraw from the bar of the House in consequence of being intoxicated, by the motion of an honourable member." To give the meaning intended, this should read : "In consequence of being intoxicated, the witness, by the motion of an honourable member, had been ordered to withdraw from the bar of the House."

(3) **Participial Clauses.**—In placing participial clauses, care must be taken not to leave it ambiguous to which of two nouns the participle and its qualifying words belong, as : —"I saw my old school-fellow by mere accident when I was in London at the Exhibition, walking down Regent Street." Arrange thus :—"When I was in London at the Exhibition, I, by mere accident, saw my old school-fellow walking down Regent Street."

When using, instead of adverbial phrases, participles implying "while," "when," "though," "that," or "if," make it clear, by the context, or by the arrangement, which conjunction is implied. If this cannot be done, turn the phrase into a relative pronoun and finite verb, as :—"Deafened by the sound, he went away." This sentence, as it stands, is open to

different meanings, and unless the context makes clear which meaning is intended, the conjunction should be inserted. Thus, it may read, "because," "since," "as," "though," "when," "he was deafened by the sound, he went away."

"Men following after shadows, are sure to be deceived." This may mean: "Men that," &c.; or, "When men," &c.

"Seeing his danger, he withdrew." In a sentence like this, the ambiguity may be removed by inserting a preposition, as: "On seeing," &c.

(4) **Clauses.**—Dependent clauses should be so arranged as to keep them distinct from each other and from independent clauses, as:—"Do you intend to send your son to help me to work or to play?" "He replied that he wished to help them, and intended to make preparations accordingly."

(5) **Misleading Arrangement.**—Sometimes sentences are so arranged that the reader is led to suppose that a certain meaning is intended, but as he proceeds he finds that something very different is the sense conveyed; as:—"The Rev. J. Jones is the only gentleman travelling authorized to collect subscriptions for this paper."

(6) Words that have a number of meanings must be placed so that there can be no mistaking which sense is intended; thus:—"The governor had some fast friends in the Territory." "Fast" is ambiguous; say, "firm."

EXERCISE XV.

ARRANGEMENT.

Arrange these sentences so as to bring out the sense intended.

1. The fidelity of the different men elected to their party, has evidently been put to a practical test.

2. Considering the growing decrease in the population of France, it has become necessary to impose a tax on all single persons over 30 years of age, of the male sex.

3. Being the only boy, I was loved by both my parents, and almost allowed to do as I liked.

4. They expect the overthrow of all the old traditions of a race, whose religion, customs, and laws have run from time immemorial, in the twinkling of an eye.

5. I am this year offering the public a large and well selected stock to select from at reduced prices.

6. I have hopes that when Will confronts him, and all the ladies in whose behalf he engages him cast looks and wishes of success at their champion, he will have some shame.

7. He was at a window in Lichfield, where a party of royalists had fortified themselves, taking a view of the cathedral.

8. I am not bound to receive any messenger you send.

9. The great November storm fortunately was less severe than usual during the season just passed.

10. The Good Templars are very active in nearly all parts of Sweden at present, and blue ribbons, the emblem of the order, are to be seen in the streets everywhere.

11. He left the room very slowly repeating his determination not to obey.

12. He charged me with peculation, falsely asserting that I had not sent in my accounts.

13. I must be forgiven if this stranger has not received allowance from me, placed in these trying circumstances, and surrounded by everything that can perplex and distract.

14. This little book is intended in a measure to remedy this defect by bringing before the estimator the details to be estimated as far as possible.

15. A robin sees a worm while it is flying.

16. There is great lack of disposition to hoe among the educated.

17. Booted and spurred, with a heavy stride, on the opposite shore walked Paul Revere.

18. Sewal refused to accept of inexperienced persons, recommended by the pontiff to benefices, on the ground of their ignorance of the English Language.

19. The Sultan of Mysore was again defeated and slain.

20. James II. retained the great officers that had served under his brother, that he could trust.

21. The warp of English is Anglo-Saxon, but the woof is Roman as well as the embroidery.

22. The voice is only suspended for a moment.

23. He is to speak of the landing of the pilgrims, at the Academy of Music.

24. The journals not only spoke in high terms of Mr. Moon's powers as a critic, but also as a writer.

25. The first word of an example may also properly begin with a capital letter.

26. A servant will obey a master's orders that he likes.

27. He celebrated the triumphs of Marlborough in verse.

28. Lord Brooke was shot from the church, in the eye, as he stood in a door, of which he instantly died.

29. The man came to his death by excessive drinking, producing apoplexy in the mind of the jury.

30. And keep the flame from wasting by repose.

31. I did not hear what you said, coming so suddenly into the noisy room.

32. The earth looks as though it was round on the map.

33. We departed and left a great many people very sorry behind us.

34. Mr. Blenkinsop has lately applied steam to move coal-waggons on a railway, instead of drawing them with horses, with great success.

35. In the hall hangs a picture beautifully painted behind the door.

36. He left the room quickly dropping the purse on the floor.

37. One of our town sportsmen shot fifteen brace of pigeons, along with a friend, on Saturday last.

38. The man with a straw hat of high standing came in and told them to be seated at the opening of the show.

39. He did not pretend to extirpate French music, but only to cultivate it.

40. The person who was remarkable for an embroidered garment, and who walked before him, not being well acquainted with the place, was conducting him to an apartment appointed for the reception of fabulous heroes.

41. He came into church with his wife, wearing a full dress uniform of the cavalry regiment then stationed in the neighbourhood.

42. He was born in the old New England town, where colonial history is so tragically memorable, on the 4th of July, 1804.

43. The horse is ploughing in the field with a switch tail.

44. Glass windows were first used in England in A.D. 674, as we learn from Bede's works, the venerable historian.

45. Washington not only won the respect, but the love of all true Americans.

46. Dr. Johnson was once arrested for a debt of five guineas, the author of the dictionary.

47. The productions mostly consist of corn and cotton.

48. It was by hunting and fishing that the Indians chiefly subsisted.

49. One among royal houses alone did not recognize the rights of women.

50. To contemplate abstract subjects only disciplines the mind, rarely if ever interesting it.

51. I always expect to spend my money as fast as I get it.

52. I did not talk to him, but to you.

53. The beaux of that day used the abominable art of painting their faces as well as the women.

54. The enemy attacked us before the day had begun to break, at three o'clock in the morning.

55. Wanted, a young woman to take care of two orphan children, of a religious turn of mind.

56. Lost, a cow belonging to an old woman, with brass knobs on her horns.

57. She lived a life of virtue, and died of cholera morbus, caused by eating green fruit, in the full hope of a blessed immortality, at the age of twenty-one.

58. Lost by a poor lad, tied up in a brown paper with white string, a German flute with an overcoat and several other articles of wearing apparel.

59. Passengers are requested to purchase tickets before entering the cars at the company's office.

60. A child was run over by a heavy waggon, four years old, wearing a short pink dress and bronze boots, whose parents are not yet found.

61. I would like the congregation to be seated as I would like to say a few words before I begin.

62. One of the combatants was unhurt, and the other sustained a wound in the arm of no importance.

63. People have been crying out that Germany never could be an aggressive power, a great deal too soon.

64. So gifted are they with correctness of ear, that they can reproduce an air after once hearing it, with the most perfect exactness.

65. Nevertheless, though we do not expect the abolition of foolish speculation from the labors of the royal commission, we do expect some good from its appointment.

66. A master who is essentially a crammer, cannot be prevented from cramming by any power on earth.

67. Let not English manufacturers depart from the maxims of self-help, which have made them what they are, by calling upon the Government to do their work for them.

68. Among the first arrivals was Mr. Derby, now so loved by every one, who was to officiate on the occasion.

69. Gibbon incurred the imputation of avarice, while he was, in fact, exceedingly generous, simply by his ignorance of the purchasing power of money.

70. It would be a curious problem of literary geography to trace the stream of French intellectual progress which has passed through Edinburgh, to effect its infiltrationin to the English mind.

LESSON VIII.

PRONOUNS.

Pronouns.—Owing to the fact that we have in English so few pronouns of the third person, it is often very difficult to make clear to which antecedent a pronoun refers. This is especially the case in long sentences where there are two or more nouns of the same number and gender. Various expedients may be employed to obviate the difficulty, as :—

(1) To break up the sentence into two or more shorter ones.

(2) To make one of the nouns singular and the other plural.

(3) To change the construction so as to make the pronouns of different persons.

(4) To report a speech in the first person.

(5) To put a synonym instead of the noun.

(6) To supply the nouns.

Examples.—"No one as yet had exhibited the structure of the human kidneys, Vesalius having examined them only in dogs." Here, *them* refers to "human kidneys," but this is clearly not the meaning. Read, "Vesalius having examined the kidneys of dogs only."

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

By changing the number of *others*, this very obscure sentence is made quite clear.

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

Relative Pronouns.—The relative pronouns are more frequently inaccurately used than the personal pronouns.

In using them it will be found of service to observe the following:—

(1) Do not, if possible, allow any words to intervene between the relative and its antecedent.

(2) When the relative clause is restrictive, and the use of "who" or "which" causes ambiguity, use "that."

(3) The ambiguity arising from the use of "who" or "which" may sometimes be removed by placing a definite article, or other demonstrative adjective before the antecedent. Thus:—"Virtue which hides itself is not sure of its reward." This sentence is open to two meanings, as "which" may be either connective or restrictive. By placing "the" or "that" before virtue, the relative is made restrictive only.

(4) Ambiguity may sometimes be removed by repeating the antecedent in some new form. Thus:—"He said that he would not even hear me, which I had expected." "He said that he would not even hear me, a refusal (or a favor) which (or that) I had expected."

(5) Do not use a redundant "and" before "which," as:—"I gave him an interesting book for a present, *and* which cost me five shillings."

EXERCISE XIV.

PRONOUNS.

Remove the ambiguity from these sentences, by applying some of the expedients suggested.

1. The captain of the ship swam ashore, and so did the cook. She was insured for fifteen thousand dollars, and was heavily loaded with iron.
2. They were persons of moderate intellect, even before they were impaired by their passions.
3. Lysias promised his father that he would never forget his advice.
4. The farmer went to his neighbor, and told him that his cattle were in his field.
5. The clerk told his employer that whatever he did, he could not please him.
6. People of all diseases, and without any kind of disease, buy patent medicines, and they are swallowed down by the barrel in every town or city in England as well as in Canada.
7. It would be a great thing if a good many of our youthful agriculturists would read more, and whatever stimulates that is to be looked on as good.
8. I have come to the conclusion that freedom where any person is free to do as he likes with any one or his property, and who can have no redress, is no freedom at all.
9. A young girl, it is said, has just died in an asylum in Hamburg, whose hair was accustomed to change its color according to her states of mind.
10. John H. said to me that if he did not wish to do so, he need not, but that he would do so any way.

11. Charles the First's duplicity was revealed to Cromwell by a letter of his to his wife, which fell into his hands.

12. He sent the man to his neighbor, and he lent him the money he desired.

13. John asked his cousin to bring his hat, as he was going on an errand for his mother.

14. The servant promised her mistress that she would pay her debt.

15. The lion had a struggle with a man and he killed him.

16. The earth seemed to be asking the moon if it thought that its neighbor, the sun, supposed that it needed its light.

17. When David came into the presence of Saul, he threw a javelin at him.

18. The girls asked the boys whether the books which they had in their hands were those they had seen in their desks.

19. Johnson went to Goldsmith, and found that his landlady had arrested him for debt, at which he was very angry.

20. He is unw[illegible] of the confidence of a fellow-being who disregards the la[illegible] his Maker.

21. When very little snow falls, or when it is blown off the fields, it greatly diminishes the crop of fall-wheat the next season.

22. John told James that if he did not start before nine o'clock, he would be late, and that this would not suit him.

23. He hath made him to be sin for us who knew no sin.

24. She asked her if she would keep house for her while she was away.

25. He said that he had seen his brother and that he would fulfil his part of the engagement.

26. She had not yet listened patiently to his heart-beats, but only felt that her own was beating violently.

27. Virtue, which he possessed in a very large measure, is its own reward.

28. L—— wanted the votes of two Independents, but L—— was a Republican for whom they could not be induced to vote.

29. In giving descriptions of battles, he never referred to his own exploits, though he was often in the thickest part of them.

30. I remember that puppy story. I took it up in my arms, but it slipped through and broke one of its legs.

31. It is said that there was under the tree a dragon with a hundred heads, and fifty of which were always on the watch while the other fifty slept.

32. There is a touchin enderness in a mother's tears, when they fall upon the f of her dying babe, which no eye can behold without emoti.

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

34. He told the coachman that he would be the death of him if he did not take care what he was about and mind what he said.

35. There was a public-house next door, which was a great nuisance.

36. He told the man to meet him at the Bank, that he might pay him the money he owed him.

37. The general gave the captain who accompanied him an account of the battle.

38. The priests transmitted to the ignorant population the instruction which they themselves were unable to acquire.

39. He told his friend that if he did not feel better in half an hour, he had better return.

40. Her own story was that she had a quarrel with the deceased, first, about her wages, and, secondly, about the soup, and that she seized the deceased by the throat, and she fell, and when she got up she was looking for something to strike her with, and upon this she struck the deceased a blow on the throat, and she fell, and died almost instantaneously.

41. His servant being ill, he had consented to allow his brother, a timid youth from the country, to take his place for a short time, and for that short time he was a constant source of annoyance.

42. The mountain stream fell into a basin, which was black from the shadows of the mountains which surrounded it.

43. We have received a basket of grapes from our old friend Jones, for which he will accept our compliments, some of which are nearly two inches in diameter.

44. While he was out hunting he met an Indian, and he attempted to take his life, but he could not.

45. A tremendous fall of snow rendered his departure impossible for some days. When the roads began to become somewhat practicable, they received news of the retreat of the Chevalier into Scotland.

46. Rasselas was the fourth son of the mighty emperor in whose dominions the Father of Waters begins his course; whose bounty pours down the streams of plenty, and scatters over half the world the harvests of Egypt.

47. It was the loss of his son, on whom he had looked with an affection which belonged to his character, with an exaggerated admiration which was a most pardonable exercise of his fancy, which struck the fatal blow to his spirit as well as to his body.

48. He wrote to that distinguished philosopher in terms polite and flattering, begging him to come and undertake the education of his son, and bestow upon him those useful lessons of magnanimity and virtue which every good man ought to possess, and which his numerous avocations rendered it impossible for him to bestow upon him.

49. On his way, he visited a son of an old friend, who had asked him to call upon him on his way northward. He was overjoyed to see him, and he sent for one of his workmen and told him to consider himself at his service as he could not take him as he wished about the city.

LESSON IX.

EMPHATIC WORDS.

Emphatic Words should occupy emphatic positions.

SUBJECT AND PREDICATE.—In order that a sentence may be easily and clearly understood, it is of prime importance that the reader should have a definite idea of what is the Subject, and, also, of what is the Predicate. Hence, the principal subject and principal predicate of every sentence should occupy prominent positions.

(1) The Subject.—When the principal subject is the same as the grammatical there are three places of prominence that it may occupy :—

(*a*) At the beginning of the sentence ; as, "Learning taketh away the wildness, barbarism and fierceness of men's minds."

(*b*) After an adverbial, participial, or other subsidiary clause ; as, "With great difficulty, we managed to glide down the slippery trunk of a pine tree."

(*c*) At the end of the sentence ; as, "On whatever side we contemplate Homer, what principally strikes us is his wonderful invention."

(2) The Predicate.—It is no less important that the predicate should be placed in a conspicuous position. Its natural place is after the subject. When, however, it is specially emphatic, it may precede the subject, or even stand first in the sentence. Thus, "Great is Diana of the Ephesians," is much more emphatic than "Diana of the Ephesians is great."

Caution.—The grammatical subject and the principal subject of a sentence though usually the same, are not always so. For example, in each of the following sentences the principal subject is the part in italics: "Upon *the remaining adventures of that luckless day*, neither reporter nor artist is disposed to dilate." "Add to your faith, *virtue*."

Other Emphatic Words.—Clearness as well as force further requires that all other emphatic words in a sentence should occupy emphatic positions, and that where there are several emphatic words it should be made clear which are the most emphatic.

EXERCISE XVII.

EMPHATIC WORDS.

Give the emphatic words a more conspicuous situation.

1. A dozen will do, for illustration, as well as a million.
2. The praise of judgment, Virgil has justly contested with him, but his invention remains yet unrivalled.
3. Nor is the reason which has led to the establishment of this moral law difficult to be discerned.
4. I should have come up last week, if I had known you were sick.
5. No matter in what season we view nature, we are always struck with the unity of her design.
6. His is a mind that, in discerning and reflecting whatever odd or amusing things occur in life around, occupies itself pre-eminently.
7. If, whilst they profess to please only, they advise and give instruction secretly, they may be esteemed the best and most honorable among authors, with justice, perhaps, now as well as formerly.
8. He that tells a lie is not sensible how great a task he undertakes; for he must be forced to invent twenty more to maintain one.
9. That our elder writers to Jeremy Taylor inclusive, quoted to excess, it would be the blindness of partiality to deny.
10. Every attempt to dispense with axioms has proved unsuccessful; somehow or other in the process, assumed theorems have been found.
11. People are utterly insensible to the blessings which England has derived from the Revolution.
12. Then, O Cromwell, thou fall'st a blessed martyr, if thou fall'st.
13. The sons of men shall, one by one, be gathered to thy side, as the long train of ages glides away.
14. The business will task your skill and fidelity. (Make "fidelity" emphatic.)

15. The state was made under the pretence of serving it; in reality the prize of their contention to each of these two opposite parties. (Make "parties" more emphatic than "state.")

16. The lovely stars blossomed in the infinite meadows of heaven, silently, one by one.

17. A mere conqueror ought not to obtain from us the reverence that is due to the great benefactors of mankind.

18. My confidence in the people governing is unlimited; my confidence in the people governed is infinitesimal.

19. Colored people are more successfully photographed, as a rule, than white people, in the opinion of an experienced artist.

20. All thy towers are sunk in shapeless ruin.

21. The man who, void of cares, retains a shilling in silken or in leathern purse, is happy.

22. To the command of the parliamentary party was appointed the Earl of Essex, a man of respectable abilities and of som military experience.

23. The house occupied five years in building, costing the proprietor a hundred thousand dollars.

24. The Indians are exceedingly skilful in shooting buffaloes; sending an arrow quite through the body of a full-grown buffalo, he being in a favorable position, and sufficiently near.

25. Zenobia assumed the government after the murder of her husband, avenging his death, and making herself formidable to all the nations within her reach.

LESSON X.

THE SAME CONSTRUCTION.

The Same Construction.—In the different parts of a sentence that are joined together in the same connection, the same construction should generally be maintained throughout. This rule applies, chiefly, to words, phrases, and clauses that come near together; it must not be adhered to so closely as to make the sentence stiff or monotonous.

Examples.—Say "good and brave," or, "of goodness and bravery," not, "of goodness and brave;" "riding and walking," or, "on horse-back or afoot," not, "riding or afoot."

"Believing that his honor demanded this sacrifice, and in the hope of satisfying his creditors, he determined on selling all his estates, and, as soon as this was done, to quit the country."

Reconstruct thus:—"Believing that his honor demanded this sacrifice, and hoping thereby to satisfy his creditors, he determined on selling all his estates, and as soon as this was done, on quitting the country."

In *Contrasts*, the sentence is both clearer and more forcible, if the contrasted members are constructed alike. The sentence, "The wise man is happy when he gains his own approbation, the fool, when he recommends himself to the applause of others," is improved by writing thus: "The wise man is happy when he gains his own approbation, the fool, when he gains other people's.

EXERCISE XVIII.

SAME CONSTRUCTION.

In these sentences, make both parts of the same form.

1. The opponents of the Government are naturally, and not without justification, elated at the failure of the attempt.
2. The general was quite aware how treacherous were the intentions of his entertainers, and of the dangers from which he had lately escaped.
3. With the intention of fulfilling his promise, and intending also to clear himself from suspicion, he determined to ascertain how far the testimony was corroborated, and the motives of the prosecutor.
4. One is naturally repelled, when brought into contact with a system that forces one to submit to wholesale imposture, and to being barbarously ill-treated.

5. Yet these are not doomed to the base fate of being trodden into the dust by the hoof of every passing beast, and have their beauty soiled in the mire.

6. No resistance was offered after the first rush, the gamblers being either too frightened at the sudden appearance of the police, or, having a wholesome dread of the batons, deemed discretion the better part of valor, and submitted to their fate.

7. He is one of the few surviving stipendiary magistrates of the island of which he is a native, and has lived in it all his life.

8. The causes he assigned are not the defects in our legislation, nor did he suggest that the depression could be removed by a readjustment of the tariff.

9. All returned to their homes well pleased with the exercises of the evening, and in the conscious enjoyment of the time profitably spent.

10. The love of Christ is like a sea, into whose bosom you can look a little way, but its depths are unfathomable.

11. In England we are said to learn manners at second hand from your side of the water, and that we dress our behaviour in the frippery of France.

12. As far as appears there was no prejudicing the case, and no attempt to strain evidence to accomplish their conviction.

13. He lived to see almost all the great principles which he had advocated, not merely recognized, but a commencement made in carrying them into practice.

14. We could see the lake over the woods, two or three miles ahead, and that the river made an abrupt turn southward.

15. He was left with her injunctions, and the spirit of the oracle, though the divinity was no longer visible, pervaded his mind and life.

16. I recollect studying his "Complete Angler" several years since, in company with a knot of friends in America, and, moreover, that we were all severely bitten with the angling mania.

17. I recollect the good, honest, wholesome, hungry repast which we made under a beech tree, just by a spring of pure.

sweet water that stole out of the side of a hill; and how, when it was over, one of the party read old Isaak Walton's "Scene with the Milkmaid."

18. The Soldan undertook the preparation of the list, and to provide accommodations and refreshments of every kind for all who were to assist at the solemnity.

19. I amused myself by prophesying, as we drove into town, how this ugly lot of suburbs would join with that ugly lot, and that there would soon be one continuous street.

20. No matter how bright the future may appear, we should not depend on it, but let us act in the present.

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

22. He decided to visit the gorge, and if he saw any of the party, he would ask for his dog and gun.

23. I should like to defer telling you the sad news on account of your ill-health, and because you have already had many troubles, and owing to a natural dislike to say what is disagreeable.

24. The politician thinks of himself; his country is the object of interest to the statesman.

25. If the Cretans were the champion liars of ancient times, the Russians are confessedly and beyond all dispute their legitimate modern successors.

LESSON XI.

IMPROPER ELLIPSIS.

Improper Ellipsis.—Although, as we shall hereafter see, a sentence is strengthened by omitting all words not necessary to a clear expression of the thought, yet if this is carried too far, ambiguity, obscurity, or loss of vigor, will be the result. This is particularly the case:—

(1) When the articles *a, an,* or *the* are omitted, as:—

"The treasurer and secretary," means one person who holds two offices; "the treasurer and *the* secretary," means two officers. "The honest and intelligent," are those that are *both* honest and intelligent; "the honest and *the* intelligent," are two classes: one composed of *those who are honest*, the other, of *those who are intelligent.*

(2) After a relative standing as a subject, as:—

"He professes to be helping the nation, which, in reality is suffering from his flattery, and *(he?* or *it?)* will not permit any one else to give it advice." Repeat the subject in such a case.

(3) When there are several verbs at some distance from a conjunction on which they depend. To make the sentence clear, repeat the conjunction, as:—

"When we look back upon the havoc that two hundred years have made in the ranks of our national authors—and, above all, (when) we refer their rapid disappearance to the quick succession of new competitors—we are dismayed at the prospect of present writers."

(4) After the conjunctions *than* or *as*, thus:—

"He likes me better than you." **Write: "He likes me better than you like me,** *or,* **better than he likes you."**

(5) When the sentence is long and the verb far from the subject. In this case, repeat the subject or some word that will stand as a summary of what has been said, thus:—

"Gold and cotton, banks and railways, crowded ports and populous cities, although matters of great moment, *these* are not the elements that constitute a great nation."

EXERCISE XIX.

IMPROPER ELLIPSIS.

Supply the words whose omission causes obscurity or ambiguity.

1. She always thought more of attending to the wants of others than of herself.

2. My boyhood days were, in a measure, like all other boys, spent in school and at home.

3. Arbitrary power I look upon as a greater evil than anarchy itself, as much as a savage is a happier state of life than a galley slave.

4. There are few artists who draw horses as well as Mr. Leech.

5. There is a great difference between the language under Charles I. and Charles II., between that under Charles II. and Queen Anne.

6. There is a great difference between the dog and cat.

7. One should covet nothing less than the best.

8. Much to his comfort few of his creditors met, and gave him little encouragement.

9. It required few talents to which most men are not born, or at least may not acquire.

10. It is sometimes difficult to distinguish between an interrogative and exclamatory sentence.

11. I am far from a very inquisitive man by temperament.

12. If the heroine is depicted as an unlovable character, there is little to be said of Guy's that is at all attractive.

13. Again, the theorists of absolute monarchy have always affirmed it to be the only natural form of government.

14. A little dinner, not more than the muses, with all the guests clever, and some pretty, offers human life under very favorable circumstances.

15. His political education was due to Jeremy Bentham, whom he edited and admired.

16. Cardinal Richelieu hated Buckingham as sincerely as the Spaniard Olivares.

17. I have no more control over him than others.

18. His childhood was like many others, the happiest part of his life.

19. Because he had committed a crime, he was shut up in prison, and let out again only yesterday.

20. I have always and still do believe that the soul is immortal.

21. Those who drove James from his throne, seduced his army, alienated his friends, imprisoned him in his palace, were his nephew and his two daughters.

22. We are glad to learn that our friend, who has been for several weeks suffering from catarrh of the stomach, is improving, though, we regret, but slowly.

23. There is no writer so addicted to blunder as Isaac Disraeli.

24. Noah and his family outlived all who lived before the flood.

25. Every advantage manufacturers desire can be had, and substantial aid when deserving.

26. The Council and Synod maintained that the unity of the person implied not any unity in the consciousness.

27. Our wedding-cakes are got up in a style equal to any baker in the city.

28. The man of polite imagination often feels a greater satisfaction in the prospect of fields and meadows than another does in the possession.

29. There are, indeed, but very few who know how to be idle or innocent, or have a relish for pleasures that are not criminal.

30. She had not yet listened patiently to her heart-beats, but only felt that her own was beating violently.

LESSON XII.

LONG SENTENCES.

Long Sentences.—With young persons there is no more fruitful source of obscurity than long sentences. The beginner plunges with such zest into his subject, that he never thinks of a full stop, but goes on in one continuous sentence and is soon hopelessly lost in his maze of words. Then he

flounders about evidently without the faintest idea of what is the subject, what the predicate, which the dependent, or which the independent clause, in his never-ending sentence. His remedy is to put in plenty of full stops, and, if the style has no other excellence, it will at least possess some degree of clearness.

The sentences of some experienced writers would be improved in simplicity and clearness, by being broken up into shorter ones.

If, in a sentence, the subordinate clauses are all of the same kind, all constructed in a similar form, and all depending on the same principal clause, there is not necessarily any obscurity; but, when a sentence consists of many clauses promiscuously thrown together, or when the dependent clauses have others depending on them, very close attention—closer than the writer is entitled to demand—is required to gather the meaning.

EXERCISE XX.

LONG SENTENCES.

Improve these sentences by breaking them up into shorter ones.

1. It is to be hoped that the distinguished author will be spared to fill up this gap himself, when, in his own words, there will be a "continuous history of the French occupation of the Continent," written, we may add, with the most painstaking research, and the most praiseworthy impartiality, combined with such picturesque and graphic narrative power as have already made it the great authority on the subject of which it treats, and will, we doubt not, long maintain it in that most honorable and deserved position.

2. There is a great controversy about the most convenient and genteel way of holding your plate at meals; some stick it between the frame and the back of the chair, which is an

excellent expedient, where the make of the chair will allow it; others, for fear the plate should fall, grasp it so firmly that their thumb reaches to the middle of the hollow: which, however, if your thumb be dry, is no secure method; and therefore, in that case, I advise your wetting the ball of it with your tongue; as to that absurd practice of letting the back of the plate lie leaning on the hollow of your hand, which some ladies recommend, it is universally exploded, being liable to so many accidents.

3. Notwithstanding the urgent entreaties of his friends, for him to abandon his enterprise, Columbus, the discoverer of America, set sail from Palos on the morning of Friday, the 3rd of August, 1492, and after a stormy and difficult voyage he landed on one of the West India Islands on the 4th day of October in the same year; although his sailors had always despaired of ever reaching land, and had been wishing during the last few weeks of their voyage, for Columbus to return with them to Spain.

4. To the apprehension of the Corporation of Trinity University, and the Board of Regents of Victoria University, that, were the proposed University Professoriate and the new University College in the same building, *i. e.*, the building at present occupied by University College, then University College would, by its location under the University roof, its proximity to the University Professoriate, overshadow the other Colleges and put them into an unfair comparison with it—to this apprehension must be assigned the motive of the amendments proposing that the confederating colleges, University College included, shall be placed on precisely the same footing towards the common University; which, being interpreted, is that the University Professoriate and University College shall have separate buildings provided for them.

EXERCISE XXI.

Miscellaneous exercises on Clearness.

1. Dr. Arnott wrote a History of Rome in three volumes which was broken off by his death at the end of the second Punic war.

2. May asked her sister if she would bring her work-basket along, as she wished to make something for her mother.

3. Mr. Smith uttered no sentiment that might not have been uttered on the Sabbath, with strict propriety, or even in a place of worship.

4. With the beloved daughter she kept up the most intimate fellowship of feeling and conversation, though she tried to hide from her all knowledge of her father's intense cruelty to her.

5. When the travellers complained of the ferocity of his dogs, he said they were ill-bred curs.

6. He told his friend that his brother was surprised that he had given so small a contribution, for he was a very rich man, in spite of his recent losses and the bad state of trade, compared with himself.

7. Never allow the muzzle of a gun to point towards yourself or any other person.

8. Say to him, if he is in the wrong, he should retrace his steps.

9. His remains were committed to that bourne whence no traveller returns, attended by his family.

10. As I was on the express train I watched the conductor passing through the cars, collecting the tickets from the way passengers, and punching the through ones.

11. To subject passengers arriving from foreign parts to unnecessary inconvenience is very undesirable, while it is very necessary to take proper measures to prevent smuggling.

12. Nevertheless, that the empire has provinces which blend something of foreign genius with their national character, on her every frontier, is of the greatness of France one of the elements.

13. Chivalry thus illustrated its most stately adornments, and the barbarities of which its concomitants almost compel admiration.

14. A fireside without love, would be like a lute without a string, which, playing upon, produces more discord than music.

15. John determined to go to New York to make a fortune and to study German.

16. Charlemagne encouraged not only learned men, but also established several educational institutions.

17. The laborers crowd into the towns to enter into competition with you, to lower the rate of wages, and to huddle population together until anything like decent and healthful dwellings becomes impossible.

18. They are beginning to see in the "transient wave" a "conquering force" which is destined to put an end to a trade that is utterly regardless of the ruin to the souls and bodies of men, and the widespread desolation of domestic happiness which it causes, so long as it can fill its own coffers with gold.

19. Passing over the bridge of Neuilly in a carriage, the horses became unmanageable, the carriage was on the edge of a precipice, the two leaders fell over and were killed, but Pascal's life was preserved through a breaking of the traces.

20. From this very diversity there springs a multifariousness of aspects under which it may be considered, that is sufficient of itself to inspire the subject with interest.

21. He was inferior in both natural abilities and those that are acquired.

22. Let us create more of that spirit which I have tried to convey above, and less of the present wrangling, how much more profitably could our weekly meetings be held.

23. By the articles subsisting between us, on the day of marriage, you agree to pay down the sum of eighty thousand pounds.

24. He forgets the gratitude he owes to those that helped all his companions when he was poor, and John Smith in particular.

25. He told his servant to call upon his friend to give him information, and not to leave him till he started.

26. The polar bears live on seal and walrus, crawling stealthily up to the former on the ice-floes and catching them; while of the walrus only the young are caught, for an old walrus is twice as big as Bruin.

27. Obrutscheff regards war as inevitable, and urges immediate mobilization, and that not a moment should be lost in pushing on to Herat and Candahar.

28. The intellectual qualities of the youth were superior to those of his raiment.

29. The same night, while Crozier was at Carlton, Riel sent him word to come for his dead, and afterwards to Prince Albert, and said if they did not come he would bury them.

30. Jay Gould is said to prefer plain food; he is also said to be extremely fond of bread, and dotes on water.

31. We have only two days' provisions here now, but some are expected to overtake us in two days, and both transfer and commissariat officers say they are not to blame.

32. The young man did not want natural talents; but the father of him was a coxcomb, who affected being a fine gentleman so unmercifully that he could not endure in his sight, or the frequent mention of, one who was his son, growing into manhood and thrusting him out of the gay world.

33. He advanced against the old man, imitating his address, his face, and career, as well as the vigor of his horse and his own skill would allow.

34. Their rebuke had the effect intended.

35. Dr. Prideaux used to relate that when he brought the copy of his "Connection of the Old and New Testaments" to the bookseller, he told him it was a dry subject and the printing could not be safely ventured upon unless he would enliven the work with a little humor.

36. The sharks who prey upon the inadvertency of young heirs are more pardonable than those who trespass upon the good opinion of those who treat them with respect.

37. It cannot, at all events, if the consideration demanded by a subject of such importance from any professing to be a philosopher, be given, be denied that such is the fact.

38. When thousands are left without pity and unattended on a field of battle, amid the insults of an enraged foe and the trampling of horses, while the blood from their wounds, freez-

ing as it flows, binds them to the earth, and they are exposed to the piercing air, it must be, indeed, a painful scene.

39. Pleasure and excitement had more attraction for him than his friend, and the two companions became estranged gradually.

40. The bull I am speaking of was granted five years ago to the faithful people of Spain, by the late pope, which a gentleman of the army took accidentally from a master of a ship, whose name is Peter de Zologa, in the bay of Biscay, as it is signed by himself in the same bull, and may be seen at the publishers.

41. He seemed a very promising young man, for he had been carefully educated while a boy, and had always been enabled to look for a model to his excellent uncle who died just before his nephew reached his twenty-third year and engaged in business for himself.

42 The accuracy and clearness of a sentence depend very much upon the proper and determinative use of the relative, so that it may readily present its antecedent to the mind without any obscurity or ambiguity.

43. The person who immediately walked before him was remarkable for an embroidered garment, who, not being well acquainted with the place, was conducting him to an apartment appointed for the reception of fabulous heroes.

44. We could see that the river made an abrupt turn southward around the northwest end of the cliff on which we stood, or a little above us, so that we had cut off a bend, and that there was an important fall in it a short distance below us.

45. The elder of the two sisters was not yet twenty, and they had been educated since they were about twelve years old, and had lost their parents, on plans at once narrow and promiscuous, first in an English family, and afterwards in a Swiss family.

46. Nine times out of ten when you hear a farmer's boy set down as a hard case, you find his father to blame for it, for he has been too harsh and arbitrary.

47. In order further to advertise my business, I will send my new pipe organ to any one sending me $75, provided I receive fifty names. the same as given away at the concert of December the 3rd.

48. The critical position of the new free state, which is being founded in Africa by the King of the Belgians, is owing to its present jurisdiction on the Congo, being an island, and to the rights it possesses on the sea coast to the north of the Congo, being coveted by France.

49. Such is the depravity of the world that guilt is more likely to meet with indulgence than misfortune.

50. James son of Charles I., before the breath was out of his body, was proclaimed king in his stead.

51. I look forward to a time when every new dress will require a pattern, especially when made up at home, and that more taste and economy will be inculcated by this home practice.

52. The result of Mr. White's visit was in the extending to Briggs the desired amount of credit, and who thereupon moved his family to the neighboring village of Bacuy, where were better business facilities, and entered upon a new career.

53. He furnishes a mournful example of the very important hope of a future life, and a firm belief and trust in the all-wise and over-ruling Providence, which qualifies a man to pass through this world.

54. This they effected by conveying their letters to her by means of a brewer that supplied the family with ale, through a chink in the wall of her apartment.

55. We live in the past by a knowledge of its history, and we have hope and anticipation in the future.

56. A brazen statue of Justice stood in the public square, once in an ancient city, whose name I no longer remember, raised aloft on a column, upholding the scales in its left hand, and in its right a sword.

57. The boy came to the schoolmaster at all his leisure hours, and learned so rapidly that he recommended him to a nobleman of the neighborhood.

58. He now visits Mrs. Cavendish, who is quite delighted with him, and who reads him a letter from the captain, and which she had just intercepted.

59. Even if it were attended with extenuating circumstances, such conduct would deserve reprobation, and it is the more called for, because it would seem that it was the intention of the author of the crime, in perpetrating it, to inflict all the misery that was possible upon his victim.

60. Into the lock of the wicket which opened into the castle garden, at the dead hour of midnight, the page put the key, when all was silent.

61. He had good reason to believe that the delay was not an accident, but premeditated, and for supposing that the fort, though strong both by art and naturally, would be forced by the treachery of the governor and the indolent general to capitulate within a week.

62. The tossing of a tempest does not discompose him, which he is sure will bring him to a joyful harbor.

63. He would not say the Government possessed all the facts in the case, but they possessed facts which created an impression adverse to some of those formed by the other party to the covenant, but they would not deviate from the strictest principles of justice.

64. These funds will be available for meeting such expenses, and to enable the committee to carry out the scheme properly.

65. The actions of princes are like great rivers, the mouths of which every one beholds, but their springs have been seen by few.

LESSON XIII.

2. STRENGTH.

Strength consists in constructing sentences in such a way as to give full force to the thought or meaning they contain.

When to be Sought.—In some kinds of composition, such as judicial opinions and text-books of science, all that is necessary is to make the language clear. If, however, the communication of knowledge is not the only aim, if the reader's attention cannot be taken for granted, the language must be more than clear, it must be forcible. This quality that gives efficiency to language, is known under various names, as Vivacity, Energy, Force, Strength.

How Promoted.—As Strength in expression depends largely on the manner in which a sentence is formed, much may be gained by attending to the following points: Superfluous Words, the Order of Words, the Use of Particular Terms instead of General, Words of Connection and Transition, Variety.

Superfluous Words.

Every word that does not add to the meaning of a sentence, enfeebles it. Hence, a sentence is strengthened by rejecting every clause, phrase, or word, that is redundant. Thus, "Hats off!" is more forcible than "Take your hats off"; "Well done!" than "You have done well."

Superfluous words will be considered under the heads, Tautology, Redundancy, and Verbosity.

Caution.—Beginners must not run away with the idea that every sentence should be constructed with the smallest number of words possible. There are many considerations to be taken into account in determining just how many should be used. The nature of the subject, the character of the treatment, as well as the capacity and intelligence of the persons addressed, demand variations that only a due attention to these things can justify. Common place thoughts on familiar topics admit briefer expression than original ideas; greater conciseness is demanded in a book than in a newspaper or a speech; intelligent people require less explanation than ignorant ones. In any case, one should avoid excessive conciseness on the one hand, and excessive diffuseness on the other.

(1) **Tautology** is the fault of saying again in other words what has just been said.

Examples. — "*False misrepresentations.*" "*Umbrageous shade.*" "He was by no means deficient in the *subordinate* and *limited* virtue which *alleviates* and *relieves* the wants of others." In each of these expressions one of the italicized words may be omitted with advantage.

When permissible.—What might appear Tautology by a strict rendering of the rule, is allowable:—

(*a*) When one word does not express the full sense intended; as:—*Subject-matter, part and parcel, ways and means.*

(*b*) For greater emphasis; as:—"The *head* and *front* of his offending."

(*c*) In strong passion; as:—"I am astonished, I am *shocked* to hear such principles confessed."

(2) **Redundancy**, or pleonasm, consists in the addition of useless words.

Examples.—"They returned *back again* to the *same* city *from* whence they came *forth*." "Throughout his *whole* career." "The book *cannot be understood*."

When permissible.—Redundancy is permissible when necessary to important statements, to give emphasis, and in the language of passion. Sometimes what is said directly, may be said again indirectly, the abstract may be reproduced in the concrete form; the literal, in a metaphor; an object may be presented in a new point of view; an argument may be presented in a variety of forms. Thus, "We have seen it *with our own eyes*." "Kings will be tyrants from policy *when subjects are rebels from principle*."

Epithets.—The handling of epithets requires great care on the part of beginners. With them the tendency generally is to heap up adjectives that add neither force nor beauty to the sentence. Although it is not well always to have the waves "silvery," the sun "glorious," the snow "feathery," and the groves "shady," yet whenever force, beauty, or an additional interest can be secured by the use of an adjective, or even two, there need be no scruple about employing them; as, "The *tideless* Mediterranean."

(3) **Verbosity** consists in a diffuse mode of expression that so pervades the sentence, that the only remedy is to recast the whole in fewer words.

Example.—"She regrets that the multiplicity of her engagements precludes the possibility of her accepting your polite invitation."

Circumlocution, or Paraphrasing, which is confessedly one form of Verbosity, is permissible as a means of explanation or illustration. It is a method of diluting strong thoughts so as to suit them to weak or uninformed minds. It may also be used with advantage to avoid the repetition of a word, or to give greater prominence to some point of importance.

Prolixity, another form of Verbosity, consists in enumerating unimportant or obvious particulars that might have been left to the reader to supply. As:—"On receiving this message, he arose from his chair, put on his coat and hat, took his umbrella, went down stairs, walked to the railway station, bought a ticket for Plymouth, and started in the eleven o'clock train." "On receiving this message, he started for Plymouth by the eleven o'clock train."

EXERCISE XXII.

SUPERFLUOUS WORDS.

Rewrite these sentences, omitting all superfluous words, and note the gain of strength.

1. He is a monster.
2. May woe betide those within.
3. Let it be rich, but let it not be gaudy.
4. What news have you heard from Genoa?
5. Thou art a Daniel come to judgment.
6. Do you let my deeds fall upon my head.
7. Woe be unto the man, and woe be unto the party, and woe be unto that fated policy.
8. It is true that Napoleon did not with bared arm rush into the midst of the combatants.

9. Thanks be unto God, men have at last begun to understand one another's rights, and have at last begun to feel for one another's wrongs.

10. The different departments of science and of art mutually reflect light on one another.

11. The universal opinion of all the people is, that the prisoner who is in the prison, is innocent.

12. The dawn is overcast, the morning lowers, and heavily in clouds brings on the day.

13. I never was so astonished before in the whole course of my existence.

14. He was a man of powerful strength.

15. All praised his magnanimity and greatness of mind.

16. He has arrived at the final completion of his work.

17. He stood gazing at the spangled canopy, which appeared to be lit up with innumerable orbs.

18. Because all other feelings are false and spurious and tend to corrupt our minds, to vitiate our primary morals, to render us unfit for rational liberty.

19. After he had finished his speech, he said he did not think it possible for him to come back after the morning session.

20. This work which is of so much importance, was originated by a man who, beginning in very low circumstances, by his own unaided exertions raised himself to the high position he now occupies.

21. Does your Majesty imagine that Job's good conduct is the effect of mere personal attachment and affection?

22. I am sorry to hear that you are an invalid, that is to say, that you don't enjoy good health.

23. The house was closely crowded with an immense number of people.

24. God is eternal, and His existence is without beginning and without end.

25. He had the entire monopoly of the whole salt trade.

26. In conclusion, my dear hearers, I hope you will remain pure and unsophisticated, and not become tainted or vitiated by acts of immorality.

27. Being content with deserving a triumph, he refused to receive the honor that was offered him.

28. There can be no doubt that newspapers are at present read altogether too much.

29. Redundancy sometimes arises from a want of thought, which leads the author to repeat, over and over again, the little modicum of sense at his command.

30. Cast your eye in retrospect back over the past.

31. Charles V. and Francis I. were both mutually exhausted.

32. The annual anniversay of the landing of the Pilgrims, celebrated yearly, took place a few days since.

33. The children need constant supervision all the while.

34. An equestrian statue of Lafayette on a horse, was unveiled.

35. Never did Atticus succeed better in gaining the universal love and esteem of all men.

36. This subject, which caused mutual astonishment and perplexity to us both, entirely engrossed us for the rest of the evening.

37. Out of one of the beds on which we were to repose, started up, at our entrance, a man as black as a Cyclops from the forge.

38. He is a royal messenger sent by the king.

39. She was necessarily obliged to communicate it to her parents.

40. At the police station he was recognized as an old offender, and was afterward sentenced to a term in the State prison, a few weeks later.

41. Parent Divine, who inhabitest the celestial regions.

42. He performed his ablutions, and immediately proceeded to partake of some refreshments.

43. There is nothing that disgusts us sooner than the empty pomp of language.

44. They told us stories about what they had experienced in Japan.

45. He never attended to the interests of those whom he had the honor to represent.

46. The establishment of Penetanguishene, now shortened by the railways to "Penetang," extends back to a very considerable antiquity.

47. The quiet surface that usually pervades the sea of love, was displaced by the overwhelming billows of difficulty,

whilst their dashing spray served as a centre of attraction to allure the gaze of the silly, the imprudent, and the indolent.

48. It is with the most unfeigned and heartfelt gratitude that I appear before this enlightened and intelligent audience, to thank them, as I do, for their kind and generous sympathy.

49. All that lovely autumn day our beautiful, fast-sailing boat glided over the smooth and glassy waters that sparkled in the glorious sunshine, till the shadowy shades of a gloomy evening began to darken over us, and the feathery snow commenced to light upon our flapping sails.

50. The prevailing passion of the nation is the love of conquest, and this ardent desire, which burns as fiercely in them as democratic ambition does in the people of Western Europe, is the unseen spring which retains them submissive under the standard of their chief.

LESSON XIV.

ORDER OF WORDS.

Much of the force of a sentence depends on the order in which the parts are arranged.

(1) **Emphatic Words.**—Strength as well as Clearness is promoted by disposing of the important words in the place where they will make the greatest impression.

Examples.—"To know some Latin, even if it be nothing but a few Latin roots, *is useful.*" Better thus:—"It is useful," &c. "*Now* is your time." "*Such a show* I never saw before." "*Down dropped* the thermometer."

(2) **Closing.**—Care should be taken in bringing a sentence to a close. The mind naturally dwells on the last word and is disappointed when, contrary to expectation, it finds at the end of the sentence some unimportant or merely relational word. For this reason it is rarely well to end a sentence with an adverb, a preposition, or even a preposition and the pronoun "it."

Examples.—"Such things were not allowed formerly." "These are such words as Columbus himself would have made use of." "This is a question I did not expect, and I must ask time to reflect on it." These sentences will be improved if written thus:—"Formerly, such things were not allowed." "These are such words as Columbus himself would have spoken." "This is a question I did not expect, and must ask time for reflection."

(3) **Form.**—In the same way, a sentence should not, except in the easy and familiar style, end with an unimportant phrase or clause. The Period is, therefore, more forcible than the Loose Sentence, as it keeps the reader in suspense.

Examples.—"He mounted his camel, and thus performed the circuits round the Caaba, *being too weak and infirm to go on foot.*" "He slew sixty-three of the camels with his own hand, *when they were to be offered up in sacrifice.*" These sentences may be made more forcible by placing the clauses in Italics at the beginning.

(4) **Climax.**—Strength may be gained by the arrangement of the parts of discourse in the order required by the Climax. The *Climax*, usually reckoned a figure of speech, consists in arranging the parts of an expression in the order of their strength—the weakest standing first. This order may hold in the (1) words, (2) phrases, (3) clauses, (4) sentences, (5) paragraphs, (6) or even in the leading divisions of a subject.

When a weaker expression or thought follows a stronger, the mind is disappointed, and receives but a feeble impression from the whole.

The *Anti-Climax* consists in arranging the parts in the opposite order to that followed in the Climax—an arrangement that is always weak, except for the purpose of burlesque or ridicule.

Examples.—"In this state of mind, every employment of life becomes an oppressive burden, and every object appears gloomy." Place the weaker member first, and observe how much more forcible the sentence becomes; thus:—"In this

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

"It must be indeed wrong to crucify a Roman citizen, if to slay one is almost paricide, to scourge him is a monstrous crime, and to bind him is an outrage." Write:—"If to bind a Roman citizen is an outrage, if to scourge him is a monstrous crime, if to slay him is almost paricide, to crucify him, what shall I call it?"

EXERCISE XXIII.

ORDER OF WORDS.

Arrange these sentences in an order that gives greater strength.

1. Dryden possessed, in a pre-eminent degree, the power of reasoning in verse, as we have said.
2. So able a critic was never so free from fastidiousness.
3. No writer has carried the flattery of dedication to a greater length, it must be owned.
4. We have prostrated ourselves at the foot of the throne, we have remonstrated, we have petitioned.
5. If you give this clause a fair construction, what is the true meaning of it?
6. The Seventh Regiment marched last of all.
7. He was indebted for many a good suggestion to her.
8. Smith started on a trip to California, but died on the way, having poor health.
9. After working hard all day he soon went to sleep, being very tired.
10. The teacher should endeavour to repress the practice of throwing stones as far as possible.
11. A quaint or poetic thought appears in every line of it.
12. What pen can describe the tears, the lamentations, the agonies, the animated remonstrances of the unfortunate prisoners!
13. The power of man, his glory, and his greatness, depend on essential qualities.
14. The approaching marriage of Bonanza Mackay's daughter to the prince of Galati, is to be celebrated with great simplicity, so it is said.

15. The news of any prominent person being shot is received everywhere with regret usually.

16. The young general represented to them, that they were increasing the difficulties of a position in itself difficult, by their conduct.

17. In apprehension, how like a god is man! in action, how like an angel! in form and moving, how express and admirable! how noble in reason! how infinite in faculties!

18. A thought from his brain, a word from his lips, might influence their passions, might affect their destiny, might change their opinions, might turn their hearts.

19. All the talents and virtues of Charles I. did not save him from prison, from unpopularity, from a scaffold, from civil war.

20. It is good to commemorate patriotic sentiments, good to honor them, good to have them, good to encourage them.

21. I sink into the bosom of the grave, it opens to receive me, my race is run, my lamp of life is nearly extinguished.

22. We should constantly aim at perfection, though we have no expectation of ever arriving at it.

23. Sensualists, by their gross excesses and frequent indulgences, debase their minds, enfeeble their bodies, and wear out their spirits.

24. He then drew a picture of the sufferings of the Savior, His death, His crucifixion, His trial before Pilate, and His ascent up Calvary.

25. We can look to the throne of God: change and decay have never reached that; the waves of eternity have been rushing past it, but it has remained unshaken; the revolution of ages has never moved it.

26. I have no wish to trample upon the memory of Napoleon the First, whom I regard as by no means the worst of men, the most arbitrary of despots, or the most ambitious of conquerors.

27. The eyes gleaming on the terrified Romans through the foliage, were theirs.

28. The moonlight was lovely as it gleamed and danced on the waters.

29. Let us at least make one more effort, and let us fall like men, if we must fall.

30. The students of the past toiled, explored, constructed for us.

31. He would be heard by the most profligate minister with deference and respect, whenever an important question called for his opinion in Parliament.

32. He, deserted by his friends, was compelled to have recourse to his enemies for aid.

33. The great English nation was then formed; the national character then began to exhibit those peculiarities which it has ever since retained; and our fathers then became emphatically islanders. (Make "then" emphatic.)

34. I rushed from the room at once, leaving the wretch where he stood, with his tale half told, horror-stricken at his crime.

35. We will not pretend to guess what our grand-children may think of the character of Lord Byron, as exhibited in his poetry.

LESSON XV.

CLASSES OF FORCIBLE WORDS.

There are three classes of words that convey ideas with great energy to the mind. These are (1) native English words, (2) particular terms, and (3) concrete terms. The first of these have great force, because, being familiar with them, we more fully and readily realize their meaning; the second and third, because they present to the mind ideas that it can more easily grasp.

Example.—"I have neither the necessaries of life, nor the means of procuring them." Instead of this, write:—"I have not a crust of bread, nor a penny to buy one."

Connection and Transition.

The strength of a sentence may often be increased by a careful use of the words that mark connection or transition. These are, chiefly, the relative pronouns, the conjunctions, and the prepositions. No rules can be framed to suit all

cases that arise; but from the subjoined examples it will be seen that the too frequent repetition of connectives is sometimes a source of weakness, and that when, on the other hand, it is desirable the transition from one object to another should not be too rapid, the conjunction may be repeated with advantage. One of the most common faults of beginners is the excessive use of *and*, *but*, *when*, and other unimportant words.

Similar rules hold with respect to the omission or repetition of articles, pronouns, and adjectives.

Examples.—"But I began and read it all over again, *and* this time I remembered it was only a letter; *and* when I had done, I felt very happy, and thought what blessed things letters are, *and* I determined to write to you every week, *and* I hope you will do the same."

"*And* the rain descended, *and* the floods came, *and* the winds blew, *and* beat upon that house; *and* it fell; *and* great was the fall of it."—Matt. vii. 27, 28.

The days of Charles II. were the golden age of *the* coward, *the* bigot, and *the* slave.

They have been more distinguished *by* zeal than *by* candor or *by* skill.

Idioms, Proverbs, and Quotations.

A thought may sometimes be expressed forcibly by being put into idiomatic language or by being thrown into the form of a proverb, or of a pithy quotation.

Examples.—"He is out of his head" is a vigorous way of saying "He is not in possession of his right senses." "A burnt child dreads the fire" is a proverbial expression that conveys with energy the idea that "A person who has been injured by anything, will take good care to avoid it in the future."

Brevity.

Strength may sometimes be gained by adopting brief modes of expression.

(*a*) By omitting words easily supplied, as:—"They asked what would be the next development, who the next victim?"

(*b*) By expressing the idea contained in a phrase by a single word, as:—"With the introduction of this character, the plot reaches its point of highest interest" (climax).

(*c*) By the use of apposition instead of a connective, as:—"There is much of dialogue, and this always interests the reader," is better if written, "There is much of dialogue, a feature always interesting to the reader."

(*d*) By using an adjective, noun, or phrase for an adjective clause, as:—"There was no sound in the forest save that of the wind, which went moaning through the tree-tops," write, "save that of the moaning wind."

EXERCISE XXIV.

FORCIBLE WORDS.

Make these sentences more forcible by employing some of the expedients mentioned in the last Lesson.

1. Had he intended to keep Ireland in slavery, he should have kept her poor.
2. They knew that he was false and dishonest.
3. Along the coast of the sea are to be found all the delicacies that may be had in tropical countries.
4. The ancient erections of Egypt naturally excited feelings of veneration.
5. In Havana there are modern improvements in the mode of living.
6. Some village patriot that with dauntless breast the little tyrant of his fields withstood.
7. She was turned out of doors without a friend in the wide world, without a character, and without any money.
8. They sank like metal in the mighty waters.
9. Will you die of want on the land which your labor has made fertile?

10. God is seen in the growth of vegetation, in the movements of the heavenly bodies, in the song of the birds, and in the rage of the elements.

11. A very small proportion indeed of those who have attempted to solve this problem, have succeeded.

12. The garden was filled with flowers.

13. When he began to fight, he meant to win or die (sword . . . . . scabbard).

14. Will you behold your country in flames, and the fruit of the people's toil (harvests) destroyed?

15. Peace had now been enjoyed by the nation for a considerable time, during which the public revenue had increased by a large sum.

16. Will you look on while the inhabitants (Cossacks) of the far north crush (tread . . . . foot) your dearest friends (fathers, mothers, etc.)?

17. Do men gather grateful and nutritious fruit from trees that bear only prickly armor (figs . . . . thistles)?

18. I sat by her when she was a babe (cradle), I followed her to the grave.

19. The Jewish nation, relying on the teaching of its prophets, looked forward to a time when its descendants should be as numerous as the heavenly bodies, when the products of the earth should be abundant, when each man should rest beneath the shade of his own trees, and when the instruments of war should be converted to the uses of peace.

20. To inundate (dykes) their land, to man their ships, to leave their country, with all its miracles of art and industry, its cities, its villas, and its pastures (tulip), buried under the waves (name the water); to bear to a distant climate their faith (what?) and their old (Batavian) liberties; to establish, under happier auspices, the new constitution (Stadthouse) of their commonwealth in a foreign region (stars) and strange land (vegetation), in the Spice Islands of the Eastern Seas; these were the plans they had the spirit to form.

21. Such a man might fall a victim to power; but truth, and reason, and liberty would fall with him.

22. Then did Æneas pass on his way, and the goddess led him, and the flames gave place to him, and the javelins harmed him not.

23. They brought beds and basins and earthen vessels and

wheat and barley and flour and parched corn and beans and lentile and parched pulse and honey and butter and sheep and cheese of kine.

24. I cannot but imagine that the virtuous heroes, the virtuous legislators, and the virtuous patriots of every age and of every country, are bending from their elevated seats to witness this contest.

25. True liberty can exist only when justice is equally administered to the king and the beggar.

26. The walls are scaled, and the gates stormed, and the conflict follows and blood flows. Then the magistrates interfere; Savonarola and one of his chief friends are seized and conveyed, by orde of the magistrates, to prison.

27. Although he was then nearly eighty years of age, he sent to England for books, and began the task.

28. Thou hast done well, thou who are a good and faithful servant.

29. Let us have Liberty first, and then let us have Union afterwards.

30. Newton was very far from being correct (was out) in his calculations.

31. He reached a conclusion without giving the matter due consideration (jumped to).

32. People who make very loud threats seldom have the heart to carry them out. (Barking dogs, &c.)

33. When our difficulties are overcome, we frequently forget to be grateful to those who aided us in the hour of need. (The river past, and God forgotten.)

34. The poet is born, he cannot be made by any course of training.

LESSON XVI.

STRENGTH FROM VARIETY.

Strength is promoted by Variety. Sameness of any kind in writing, is tiresome; variety is one of the chief sources of pleasure. Light and shade, energy and ease, strength and weakness, beauty and deformity, have a greater effect when placed side by side.

Kinds of Variety.—The variety here spoken of may be of several kinds.

(1) Instead of repeating a word, it is generally better to use some synonym, as:—"We *stayed* a day in Albany, *stopped* half a day at Rochester, *tarried* a week at Niagara, and *spent the remainder of the summer* at Thousand Island Park."

(2) Variety of expression, as illustrated in a succeeding lesson, should be constantly turned to use, so that no stereotyped form may be allowed to appear.

(3) Specific and generic terms should be introduced in due alternation.

(4) Sentences of all kinds, long, short, simple, compound, and complex, the period, loose sentence, and compromise should all be employed, not with studied stiffness and measured precision, but in such alternation that they may relieve one another, and effectually bar all monotony.

(5) The natural order should now and then yield to the inverted.

(6) The full statement should be interwoven with the abbreviated; and where great vigor is demanded, all unnecessary words should be avoided.

(7) Imagery of the various kinds should be introduced to enforce, beautify, and enliven the plain language, as the nature of the subject and its treatment will permit.

(8) Discourse, in which energy is of special importance, may be rendered more animated by turning some of the leading declarative sentences into interrogative. This arrangement is usually known as a figure of speech, under the name of *Interrogation*. Thus, the expression "Who is equal to him?" is more lively than "He has no equal." Besides, if such interrogations are interspersed among declarations, they break the monotony as well as flatter the reader by asking him to take part in the discussion, and by shewing respect for his opinions.

(9) Sometimes the last-mentioned method may be so extended that the speaker or writer goes on asking questions of those he is addressing, and answering their supposed objections in such a way as to keep up a kind of *dialogue* between himself and them, whom he fancies questioning, denying, or asserting.

(10) Again, when strong feeling is being expressed, the writer may, instead of making a full length statement, break out into an *Exclamation*. Thus, it would both indicate and arouse greater intensity of feeling to burst out with the exclamation, "Beautiful!" or, "How beautiful!" than to say, "This is beautiful." This, also, is generally classed as a figure of speech.

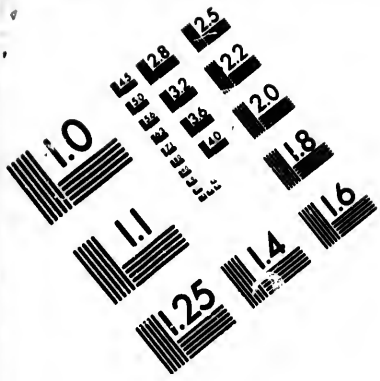
(11) In impassioned narration or description, one may conceive so lively a view of his subject as to fancy that the distant or the past is actually present, and may speak of it in the present tense, as if at the moment under his view. This manner of speaking is commonly called *Vision*.

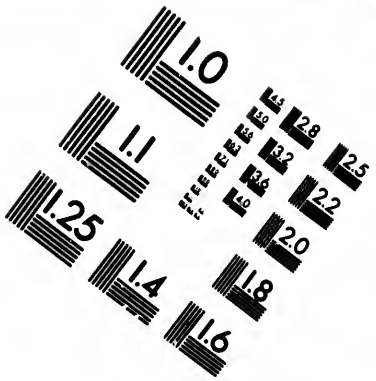
EXERCISE XXVI.

STRENGTH FROM VARIETY.

The numbers refer to the sections of the last lesson, and are intended to assist the beginner in using the means there pointed out.

1. There are here many goodly creatures (10).
2. He that hath planted the ear, must surely be able to hear (8).
3. All this bustle and terror is not bringing substantial is expected (8).
4. He must exert his talents at home, for there is surely no other place where he can obtain a profitable credit for his exertion (8).
5. The scenes of my childhood are dear to my heart (10).
6. The fears which such a situation must inspire, are boundless (10).
7. You cannot put your hand into the fire and not be burned (8).
8. Our hearts were beating when we saw the army of the League drawn out in long array (10).
9. He commanded them to fix bayonets and charge (10).
10. We laid him down slowly and sadly (5).
11. The world of God around us is indeed glorious; but the world of God within us is still more glorious (5).
12. They sailed by the sandy shores of Araya, they sailed past the lofty cocoa-nut trees that stand over Cumana, they sailed along that beautiful coast, they sailed through the difficult waters of the gloomy Golofo Trieste, they sailed past the province of Venezuela, and they sailed on to Darien (1).
13. And, once again, man asks for light. It is as he sits yonder beside his dead in the chamber (2) that has grown dark. His heart went out (5) to her in the jocund days (2) of youth, and twined (5) its tendrils round her. Lovely and beautiful (5) were they as they grew in wisdom, confidence, and love. But (5) over her the ruthless blast has swept, she gave up the ghost (5) in the very pride of motherhood: she died while yet a young woman (7, her sun . . .). And soon he "must bury his dead out of his sight." Mysterious and





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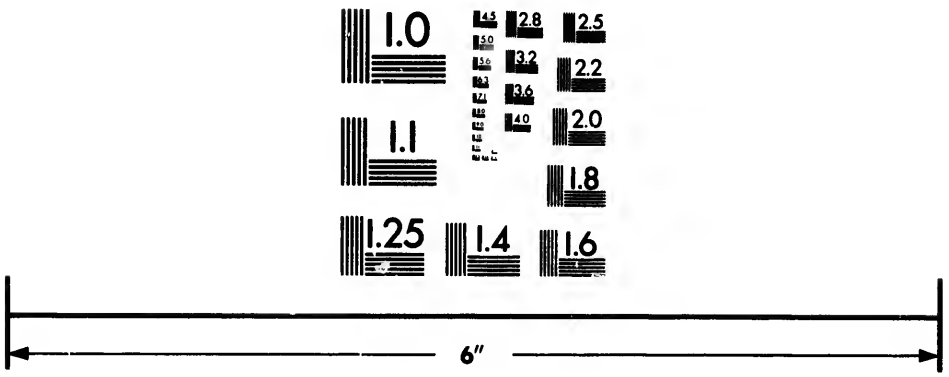

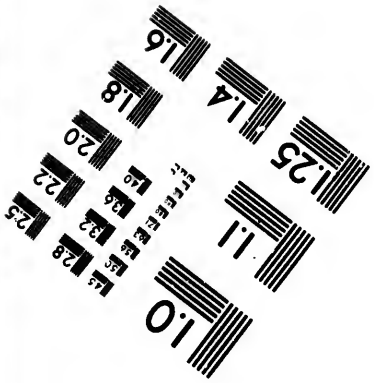

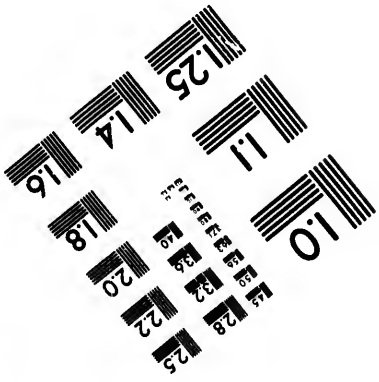

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dark are the mission and meaning of Death (8. What is . . . . , O Death?) Perhaps it ends all, or perhaps we pass through it back again, as rain-drops, into the vast immensity of the all-individuality lost for ever; or perhaps we shall live again (8. Dost thou, indeed, ... ?) It is not sentimentalism that thus speaks, for (4) the strongest minds have heaved the lead in these mysterious depths, and (4) the mightiest hearts have quaked with strange terror in presence of these problems. He who is Christianity himself replies. In His own person He grappled with, wrested the power (3) from the sovereign (3) of terrors, and over his prostrate form marched forth from Death's dominion (3) with the note of triumph on His lip and said (2. Use direct form here) that He was "the resurrection and the life."

14. It is now sixteen or seventeen years since I saw the Queen of France, then the Dauphiness, at Versailles; and surely a more (5) delightful vision never lighted on this orb, which she hardly seemed to touch. I saw her just above the horizon, decorating and cheering the elevated sphere she had just begun to move in—glittering like the morning star, full of life, and splendor, and joy. There has since that (10. Oh, what a . . . .) been a great revolution, and I would have (10) a hard heart if I could contemplate without emotion that elevation and that fall. When she added titles of veneration to those of enthusiastic, distant love, I little dreamt (10. Give "little" the most emphatic position, and "dreamt" the next) that she would ever be obliged to carry poison (7 . . . antidote . . . . disgrace . . .) with which to save herself from the vengeance of her people; (Repeat in emphatic position "little" . . . "dream") that I should have lived to see such disasters fallen upon in a nation of gallant men (Repeat "in a nation" and expand "gallant"). I thought her courtly attendants (7. . . . swords . . . scabbards . . .) would instantly have avenged the slightest (7. . . . . look . . . .) attempt to offer her insult. But I was very far astray (6), for the days of noble (7. chivalry) and self-sacrificing deeds are past (4), and are succeeded by the reign of sophisters, economists, and calculators, and the glory of Europe is forever (Make "forever" emphatic) extinguished.

15. Frederick immediately sent relief; and in an instant all Saxony was overflowed (11) with armed men.

EXERCISE XXVIII.

Miscellaneous exercises on Strength.

1. When will the curtain rise up?
2. As I previously remarked before now, I say again.
3. He reduced the pound down to shillings and pence.
4. He appears to enjoy the universal esteem of all men.
5. I went home, full of a great many serious reflections.
6. The sentence is full of the greatest number of mistakes.
7. The whole of it is pervaded by a spirit of judicial calmness.
8. He was a man of fine reputation and enjoyed a high degree of popularity.
9. When such a man is found, his name is in every one's mouth, his praises are sounded by all.
10. The man of virtue and of honor will be trusted and esteemed and respected and relied upon.
11. It is a principle of our religion that we should not revenge ourselves on our enemies nor take vengeance on our foes.
12. It is said that the cat has succeeded the pug dog as a fashionable pet at last.
13. The magistrate questioned the prisoner minutely, and examined him at length.
14. We often conjure up grounds of apprehension, and give ourselves unnecessary uneasiness.
15. We rested under the umbrageous shadow of a shady oak, and then again resumed our journey anew.
16. That esculent succulent on which so many poor people depend for their daily sustenance.
17. Cook Teets was last week sentenced to be hanged for poisoning Rosannah his wife about this time last year.
18. The first discovery of it strikes the mind with inward joy, and spreads delight through all its faculties.
19. The laughers will be for those who have most wit; the serious part of mankind for those who have most reason on their side.

20. The President holds the executive power of the land, but the Legislative power is vested in Congress.

21. I heard him often reiterate repeatedly, that he would never again, if a safe and secure path was open to him, prefer the perilous road of danger, however alluring and attractive the latter might be.

22. Alfred the Great, of England, was one of the most remarkable and distinguished men that we read of in history. Though his efforts were unable and insufficient entirely to banish the darkness of the age he lived in, yet he greatly improved the condition of his countrymen, and was the means of doing much good to them.

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

24. Their idleness, and their luxury and pleasure, their criminal deeds, and their immoderate passion, and their timidity and baseness of mind, have dejected them to such a degree that life itself is a burden, and they find no pleasure in it.

25. I know not why you came, without it was to learn how we all are, as a sociable neighbor ought to.

26. The people gave him their support, and he was again re-elected to the same position from whence he had been rejected.

27. On their journey from Toronto to British Columbia, they passed through Detroit, Chicago, and Victoria, returning home again the next year by the same road they passed through the same cities again.

28. It is only in novels, and on tomb-stones, that we meet with people who are indulgent to the faults of others, and do not look with mercy on their own.

29. We have passed the clause which gives unlimited authority over the national wealth, and here is one by which unbounded control is given over the strength of the nation.

30. Those who had regarded their services with disfavor at first had afterwards admitted that they were worth all the money, and a great deal more.

31. Those who are habitually silent by disposition and morose, are less liable and open to the fault of exaggeration than those who are habitually fond of talking and of a pleasant disposition.

32. Consider the flowers how they gradually increase in their size; they do no manner of work, and yet I declare to you that no king whatever, in his most splendid habit, is dressed up like them.

33. If, then, God in His providence doth so adorn the vegetable productions, which continue but a little time on the land, and are afterwards put into the fire, how much more will He provide clothing for you!

34. Some words shout a charge like trumpets, some breathe memories sweet as flutes, some call like a clarionet, some sound out like drums.

35. I am like an awe-struck votary lying prostrate before the stupendous majesty of the cosmical universe, and the mighty and incomprehensible Ourgos which created all things.

36. "Charity beareth all things and believeth all things and endureth all things."

37. In the Attic commonwealth, it was the privilege and birthright of every citizen and poet, to rail aloud and in public.

38. I have got a cold together with a fever.

39. On the supposition that one person salutes another person, does the first person lie under an obligation to exclaim in a vehement and plaintive voice?

40. This is a painful circumtance; it is a circumstance that I much regret, and he will also much regret the circumstance.

41. There is no government without a magistrate; no enjoyment of property without government; no obedience where every one acts as he pleases; and no magistrate without obedience.

42. What pen can describe the tears, the lamentations, the agonies, the animated remonstrances of the unfortunate prisoners!

43. This animal is said *to have the power of living in the air or in water.* (In this and the following sentences, substitute one word for the words in italics.)

44. This writer everywhere exhibits *a vain show of learning which he attempts to display in stiff and pompous phraseology.*

45. When we became better acquainted with him we found him to be *a man fond of fine dress, and extravagantly nice about his personal appearance.*

LESSON XVII.

3. UNITY.

Every sentence should possess *Unity*, that is, every part of it should be subservient to one principal affirmation.

Subsidiary Clauses and Details.—This Unity does not preclude the enumeration in a sentence of various details, nor the introduction of several dependent clauses; but these details must be closely related, and the thoughts of these dependent clauses must be subordinate to one governing idea, or must be a consequence of it, or an inference from it, so that all the parts of the sentence may combine to form a unit, not a collection of units.

How attained.—In seeking to attain Unity, care must be given to these matters: Change of Subject, Things Unconnected, Parentheses, Supplementary Clauses.

Change of Subject.

In the course of the same sentence, the subject should be changed as little as possible.

Example.—"After we came to anchor, they put me on shore, where I was welcomed by all my friends, who received me with the greatest kindness."

Here are four subjects, "we," "they," "I," "who," with as many different verbs. The one principal subject is the narrator "I," and the sentence might better have been written:—"After coming to anchor, I was put on shore, where I was welcomed by all my friends, and received with the greatest kindness."

Things Unconnected.

Things that have so little connection in sense that they may just as well be expressed in separate sentences, should not be crowded into one sentence. There should be but one leading thought in a sentence.

Examples.—"Tillotson was exceedingly beloved by King William and Queen Mary, who nominated Dr. Tennison, Bishop of London, to succeed him."

In this sentence there are two thoughts or statements, that have no natural connection, and that should be expressed separately; thus:—"Tillotson was exceedingly beloved by King William and Queen Mary. Dr. Tennison, Bishop of London, was nominated to succeed him."

EXERCISE XXVIII.

Reconstruct these sentences, changing the subject as little as possible.

1. I suppose the narrowness of his early prospects and habits stuck to him; what we understand by gentlemanlike feelings he knew nothing at all about; I'll give you a curious instance.

2. By adopting this system the estimator will know that each item is complete, and it will be almost impossible to err in the final result.

3. For who knows not that truth is strong next to the Almighty; she needs no policies, no stratagems, no licensing to make her victorious, those are the shafts and the defences that error uses against her power, give her but room, and do not bind her when she sleeps.

4. The Spartans were censured by the ancient writers for their inhuman treatment of the Helots, a race long subject to the Lacedemonians, who, when the former became too numerous, ordered the youth to hunt them down like beasts.

5. The Spanish fleet continued its retreat, but in its passage around Scotland and Ireland, a terrible storm arose,

and the vessels dashed against the rock-bound coasts, and not more than fifty reached Spain, and the greater part of these were worthless.

6. The colonel ordered the regiment forward, and the men advancing cautiously, discovered a mine which the enemy had made, in order, if possible, to blow them to pieces.

7. The boy left the house with a rake in his hand, which his father bought at Smithville, where Mr. Jones lives, who lost four children by the scarlet fever last winter, when we had that dreadful snow-storm.

8. Previous to this, she was subject to her guardian, who was a stern man, of whom her mother, during her happy married life, used often to say that he was a cruel, cold calculator.

9. I started on my journey West, and was met by some persons at Niagara, in consequence of which a delay occurred, but at last the end of my tour was reached, and my aunt received me with a warm welcome.

10. Horace Greeley advised young men to go West, but we would like to know if it is female magnetism that attracts our young men out that way.

11. When I came to the place they took me into a narrow passage, where was found a small boy, who was sleeping soundly.

12. Instead of the refreshing breezes, the winds diffuse a noxious and even deadly vapor; the hillocks of sand which they alternately raise and scatter, are compared to the billows of the ocean.

13. They told me, if I would do as you wished, my father, who loves me devotedly, would answer all the questions she asked.

14. If you cannot talk to children, it is not because your ideas cannot be compressed so that juvenile minds can grasp them, but because nothing but clear good sense will interest the child.

15. You may call a boy a stupid fellow, but the denunciation does not clear up the misty medium, and the point is seen no better than before.

EXERCISE XXIX.

THINGS UNCONNECTED.

Divide these sentences that contain unconnected statements, into two or more sentences.

1. At this time the massacre of our troops at Cabool took place, and Akbar Khan had himself placed on the throne at Cabool.

2. The hide of the Nile hippopotamus, tanned and oiled and cut into long strips, forms a whip that, as elastic as gutta percha, is yet much harder than that material; and it twines round the body of its victim with electric effect.

3. I was to-day to see Mr. Congreve, who is almost blind with cataracts growing on his eyes; and his case is, that he must wait two or three years till he is quite blind, and then he must have them couched; and besides, he is never rid of the gout; yet he looks quite young and fresh, and is as cheerful as ever.

4. It is to be observed abroad that no race of mortals have so little sense of religion as the English soldiers; to confirm which, I have been often told by great officers of the army that in the whole compass of their acquaintance, they could not recollect three of their profession who seemed to believe one syllable of the gospel; and the same at least may be affirmed of the fleet.

5. Mr. Lewis and I dined with a friend of his, and unexpectedly there dined with us an Irish Knight, one Sir John St. Ledger, who follows the law here, but at a great distance: he was so pert, I was forced to take him down more than once.

6. Dr. Kane described the Arctic silence as sometimes almost dreadful; and one day at dinner, while Thackeray was quietly smoking, and Kane was fresh from his travels, he told them a story of a sailor reading Pendennis.

7. To these fools, succeed such as may justly be included under the extensive denomination of incurable knaves; of which our several inns of court would constantly afford us abundant supplies.

8. When the King was restored, very few of those lords remained who began their education under the reign of James or Charles I., of which lords the two principal were the Marquis of Ormond and the Earl of Southampton.

9. Unlike the others she is very fond of water, and if left to her own inclinations, would swim all day, having once saved the life of a child in Missouri, on the banks of the Mississippi River; she can never go near the water where people are bathing but that she insists upon fetching them out.

10. Fritz is a white and mouse-coloured hound, very savage from the day he was born, and shews a disposition like his mother, to be very treacherous, he is inclined to be cross and unruly at times, and nothing but the most severe discipline, coupled with a certain amount of kindness, ever kept him within bounds.

11. The kangaroo is the largest quadruped yet discovered in Australia, measuring, when full grown, about five feet from the tip of the nose to the tail, the tail being about three feet, and weighing about 150 pounds.

12. The fire was a magnificent spectacle, as it formed a huge body of flame rising perpendicularly into the air, and the fall of the big chimney made quite a sensation.

13. Captain Moore was shot through the leg, below the knee, and in trying to get up he broke it; he crawled to the sleigh and was put in, or he would have been left.

14. In prison Boethius composed his work on the Consolations of Philosophy; and Grotius wrote his Commentary on St. Matthew, with other works; the detail of his allotment of time to different studies, during his confinement, is very instructive.

LESSON XVIII.

PARENTHESES.

A Parenthesis may occaionally be introduced into a sentence with good effect, as:—"We are all (and who would not be?) offended at the treatment we have received." This is more vigorous than:—"We are all offended at the treatment we have received. Who, indeed, would not be offended?" As, however, parentheses, by calling off attention from the main subject, tend to make sentences heavy and obscure, the use of them is fraught with danger, and should be avoided by young writers.

Example.—"The quicksilver mines of Idria in Austria, (which were discovered in 1797, by a peasant, who, catching some water from a spring, found the tub so heavy that he could not move it, and the bottom covered with a shining substance, which turned out to be mercury) yield every year over three hundred thousand pounds of that valuable metal." In this, the parenthesis should be made a separate sentence.

Supplementary Clauses.

An additional clause should not be tacked on after the sentence has been apparently brought to a close.

Example.—"We drove ten miles through a blinding snow-storm, and when we reached our friend's house the people were all away; it was dreadfully cold too." This sentence should end at "away," and the remainder ought either to be formed into a separate sentence, or to be neatly embodied in the main statement.

Exceptions.—The rules here laid down for Unity must be construed with considerable liberality.

1. It must not be regarded as a violation of them to add after a semicolon a clause of Consequence, Explanation, Iter-

ation, Exemplification, or Qualification; as:—"Surely this ought not to be asserted, unless it can be proved; we should speak with cautious reverence upon such a subject." "Agriculture is the foundation of manufactures; the productions of nature are the materials of art."

2. In Description and Narration, it is often desirable to bring together several distinct facts in the same sentence, as in the following:—"By night, sweet odors, varying with every hour of the watch, were wafted from the shore to the vessel lying near; | and the forest trees, brought together by the serpent tracery of myriads of strange parasitical plants, might well seem to the fancy like some great design of building, | over which the lofty palms appeared to present a new order of architecture." Here, there are three distinct facts that might have been written in as many separate sentences, but as they are closely connected in sense, they have a better effect in one sentence than they would have in three curt and abrupt ones.

EXERCISE XXX.

PARENTHESES.

Reconstruct these sentences, turning the parentheses, where necessary, into sentences.

1. "Mind your own business" is an ancient proverb, (indeed all proverbs seem to be ancient) which deserves attention.

2. He built a large stone house on the brow of the hill, (it cost ten thousand dollars), which commanded a fine view of the surrounding country.

3. She said, if she could find some one (even if she should not be old enough and competent to do the work required) for a few weeks, she should be thankful.

4. The opposition induced the governor (who exercises the power of appointing judges during the recess of the legislature) not to make any appointment.

5. If the object of the people assembled at Bethlehem was of a public nature (which it certainly was if they assembled with intent to prevent the execution of both the abovementioned acts of Congress, or either of them), it must be proved that the prisoner incited the insurrection.

6. His Excellency read his letter (wherein, he says, that notwithstanding his objections to the Constitution, he would adopt it rather than lose the union), and then proceeded to prove the correctness of his opinion.

7. The first order of business shall be receiving the annual report of the trustees (showing the state of the school for the year, the proceedings of the trustees, and giving a detailed account of the receipt and expenditure of all school moneys) and disposing of the same.

8. She dropped her face on my old nurse's breast, and, ceasing this supplication, which in its agony and grief was half a woman's, half a child's, as all her manner was (being, in that, more natural and better suited to her beauty, as I thought, than any other manner could have been), wept silently, while my old nurse hushed her like an infant.

9. He presented me to Mrs. Micawber, a thin and faded lady, not at all young, who was sitting in the parlor (the first floor was altogether unfurnished, and the blinds were kept down to delude the neighbors), with a baby at her breast.

10. Hadyn (who was the son of a poor wheelwright, and is best known to us by a noble oratorio, called "The Creation," which he is said to have composed after a season of solemn prayer for divine assistance), wrote fine pieces of music at ten years.

11. The famous poisoned valley of Java (which, as Mr. Loudon, a recent traveller in that region, informs us is twenty miles in length, and is filled with skeletons of men and birds; and into which it is said the neighbouring tribes are in the habit of driving criminals, as a convenient mode of executing capital punishment) has proved to be the crater of an extinct volcano, in which carbonic acid gas is generated in great quantities, as in the Grotto del Cane at Naples.

12. Strict and careful selection of risks (every examination passing through the hands of a medical referee, as well as the examining physician, and every application receiving the endorsation of the council to which the applicant belongs), will be made before acceptance.

13. The functions of the pontiffs were (besides administering the ecclesiastical law, prescribing the ceremonies of new kinds of worship, preparing the forms for public prayers, and composing the annals) inaugurating prodigies and punishing persons guilty of violating religious obligations.

14. This separation, which contributed to deepen my propensity to gloomy meditation, had for me (partly on that account, but much more through the sudden birth of perfect independence which so unexpectedly it opened) the value of a revolutionary experience.

15. In one or two instances, I have ventured to scratch out (to show that I am quite of opinion that they would be better omitted) one or two lines together.

EXERCISE XXXI.

SUPPLEMENTARY CLAUSES.

Turn the supplementary clauses into sentences, or embody them neatly in the original sentences.

1. When you send up butter for sauce, be so thrifty as to let it be half water; which is also much wholesomer.

2. I am convinced that the name "scold" is as offensive to female ears, as the effects of that incurable distemper are to the ears of men; which, to be sure, is inexpressible.

3. I have frequently observed that at the bar and the pulpit, those who have the least learning or sense generally meet with the largest share of promotions and profit; of which many instances might be produced.

4. Women who are the most loved by men are frequently the least liked by their own sex; and with good reason generally.

5. A Church-of-England man will never be swayed by passion or interest to advance an opinion merely because it is that of the party he approves; which, on single principle, he looks upon as the root of all our civil animosities.

6. And no wonder it is so, when in order to find out the character of a person, instead of inquiring whether he be a man of virtue, honor, piety, wit, good sense, or learning, the modern question is only whether he be a Whig or a Tory; under which terms all good and ill qualities are included.

7. After the Sabbath evening service, this noble man stood upon a chair on a corner of the street and preached in the open air to a large audience who crowded the street, and no policeman interfered.

8. Six days out of the seven spent on the ocean were among the most pleasant days of my life, and now my difficulty is in parting with Mr. and Mrs. Frost, and the many kind friends whom I have met.

9. Mr. Brown was led into an alliance with Sir John in order to carry Confederation, which politically killed him.

10. On arriving at the place of execution the crowd separating to allow the procession to pass, he made as if he would spit at the spectators, who were nearly all Europeans.

11. Zip is so much unlike the other two as almost to be pronounced a stranger to the rest; but for the size, and in that respect she holds her own, weighing 34½ pounds.

12. If some men, according to the fashionable metaphor, are square, while others are round, the Right Honorable Robert Lowe must be described as multangular, with whom it is not very easy to live comfortably and at peace.

13. This morning a farmer living in Sable, committed suicide by shooting himself in the head with a shotgun, death resulting instantaneously.

14. School girls, you know, eat pickles and slate pencils, under the impression that it will make them pale, drying up the blood.

15. As he moralized on the words of Cowper "Riches have wings, and grandeur is but a dream," they seemed to soothe the sadness of his heart; which was sometimes subject to palpitation.

EXERCISE XXXII.

MISCELLANEOUS EXERCISES ON UNITY.

1. Thus with her few notes does nature ring the changes of the seasons ; which we admire, and endeavouring to imitate, find but shadowy success.

2. There is to be a grand wedding next week, to which we are all to be invited, or at least so I hear.

3. The next lady to whom I was introduced was the Duchess of Devonshire, who received me with great affability, and, no long time afterward, had her neck broken in consequence of being thrown from her carriage.

4. Lord Bacon's maxims are full of philosophy ; but he was a very mean man.

5. Mr. Scott, of this town, met with a painful accident last week ; he is now quite an old man.

6. The king fell from his horse and died two hours after the fall, which was occasioned by the horse's stumbling on a mole-hill, while he was on his return from reviewing his troops.

7. We intend to have observations of rainfall and temperature taken at the stations, and in this way data will accumulate to show what varieties from normal seasons take place.

8. It is said that all the Presidents of the United States have had blue eyes, except General Harrison, and he did not live long.

9. Roderick Dhu is too boastful and confident in his own skill and powers ; he shows this in throwing down his targe in the duel between Fitz-James and himself ; which action cost him his life.

10. Their march was through an uncultivated country, whose savage inhabitants fared hardly, having no other riches than a herd of lean sheep, whose flesh was rank and unsavory, by reason of their continual feeding upon fish.

11. They asserted not only the future immortality, but the past eternity of the human soul, which they were too apt to consider as a portion of the infinite and self-existing spirit which pervades and sustains the universe.

12. I was at the Court of Requests to get some lords to be at a committee to-morrow about a friend's bill; and then the Duke of Beaufort gave me a poem, finely bound in folio, printed in Stamford, and written by a country squire.

13. Mr. Harley continues out of order, yet his affairs force him abroad; he is subject to a sore throat, and was cupped last night; I sent and called two or three times.

14. Here also would properly arise the question, started by Charles Fox (but properly due originally to the conversation of some far subtler friend, such as Edmund Burke), how far the practice of foot-notes (a practice purely modern in its form) is reconcilable with the laws of just composition; and whether in virtue, though not in form, such foot-notes did not exist for the ancients, by an evasion we could point out.

15. Shortly after the accident happened he went for a tour on the continent; where he saw many wonderful sights, with which he was delighted; and throughout his whole travels he was treated with every mark of respect; and returned after an absence of two years.

16. When Alexandria took Sidon he left his generals to appoint a king, so they went to two brothers and asked one of them to be king; but neither of them would accept, for they said that they were no relation of any former king, and that it would not be right for them to reign, but they told the generals of a man named Abdolonymus, who was related to their former king, but who was so poor that he had to keep a market garden so as to gain a livelihood.

17. This great and good man died on the seventeenth of September, 1683, leaving behind him the memory of many noble actions and a numerous family, of whom three were sons, one of them, George, the eldest, heir to his father's virtues, as well as to his principal estates in Cumberland, where most of his father's property was situated, and shortly afterwards elected member for this county, which had for several generations returned this family to serve in parliament.

18. The tourists express themselves delighted with their trip up the lakes, and some of them intend to return next year and spend a few weeks camping among the islands, and they will probably bring home some fine sketches of the most picturesque points along the shore.

19. An insurrection might take place in New Hampshire, but there is a man in Georgia who has never been out of the State, who is charged with having connection with it (perhaps he is a backwoodsman, going out with his gun a-hunting, or there migh be some assemblage of men, for some innocent or unknown purpose); what have the government to do in order to implicate this man with the insurrection?

20. We next took the cars, which were filled to overflowing, and brought us to a landing, where a boat was in waiting that looked as if it were a century old; but which, while we were examining its worm-eaten sides, put off at a rate which soon showed us that its sailing qualities were by no means contemptible, and taught us the practical lesson that it is unsafe to judge of the merits of a thing by its external appearance.

21. We left Italy with a fine wind, which continued three days; when a violent storm drove us to the coast of Sardinia, which is free from all kinds of poisonous and deadly herbs except one, which resembles parsley, and which, they say, causes those who eat it to die of laughing.

22. When my brother was coming home from Orleans he fell in with a man from Illinois, who had a son that had a broken leg, which was shot through by one of the gang of men who robbed the establishment of Jones & Co., of New York, which firm has since commenced business in this town.

23. The first gold pens (they have now come into use both in this country and in Europe, and are generally preferred to any other kind,) were made in 1836.

24. Handel's first opera was produced at this time, and met with great success; it was followed by two more, which were received with the same unbounded enthusiasm.

25. In addition, on a slip of paper (and by means of an autograph apparatus, any number of copies of this list can be produced with great rapidity), the instrument records the name of each member and how he voted.

LESSON XIX.

4. ELEGANCE.

Elegance constitutes the charm of language. It is that quality that pleases, as distinguished from that which instructs (Clearness), or that which impresses (Strength). As the professed object of poetry is to please, Elegance is its appropriate excellence; yet, since beauty always gives effectiveness to language, Elegance holds no unimportant place in prose.

How attained.—In seeking to attain Elegance, which is really the outcome of good taste, the beginner may gain something by giving attention to Melody, Harmony, to the Avoidance of Fine Writing, and to Keeping.

Melody.

Elegance requires Melody in language, that is, it requires the choice of such words as are agreeable to the ear, the taste, and the imagination.

Melody may be promoted by the use of:—

(1) **Euphonious Words.**—The sound of some words is much more agreeable to the ear than that of others. The following are to be avoided as inharmonious:—

(*a*) Derivatives from long compounds; as:—*unsuccessfulness, wrongheadedness.*

(*b*) Words that contain a succession of consonants; as:—*pleaded'st, pledged'st, disrespect.*

(*c*) Words that contain a succession of unaccented syllables; as:—*derogatorily, peremptoriness.*

(*d*) Words that contain vowels of the same or nearly the same sound; as:—*holily.*

On the other hand, it may be noted that :—

(*a*) A preponderance of vowels and liquids gives ease and softness to the sound ; as :—*elimination, moderation.*

(*b*) An alternation of vowels and consonants heightens the melody ; as :—*celerity, a lovely boy.*

(*c*) A due alternation of long and short, of accented and unaccented syllables, is an essential condition of melody ; as :—"The pomp and circumstance of glorious war."

(*d*) A difficult and harsh combination of letters may produce an agreeable variety, if made to follow a succession of smooth and liquid sounds.

(2) **Arrangement.**—Words may be well-chosen, and may be euphonious in themselves, yet if they are not skilfully arranged, the musical flow of the sentence will be broken.

(*a*) Euphonious words sometimes produce an unpleasing effect when placed in an order that causes unpleasant consonantal combinations, or a repetition of the same sounds in close succession ; as :—"*up by,*" "I *can can*didly *con*fess." "He *will will*fully persist." "We went *in an en*ormous car."

These combinations may be avoided by using synonyms ; thus :—"up near." "I can frankly acknowledge." "He will obstinately persist." "We went in a large car."

(*b*) A succession of words of the same number of syllables is seldom conducive to harmony ; as :—"No kind of joy can long please us" is improved by writing, "No *species* of joy can long *delight* us."

(*c*) The melody of a sentence may be heightened by arranging the words so that the accents fall with some sort of regularity and on important words. In the following beautiful sentence from George Eliot, the rhythm of the latter part is almost poetic. "The boat reappeared, but brother and sister had gone down in an embrace never to be parted ; living through again, in one supreme moment, the days when they

had clasped their little hands in love, and roamed the daisied fields together."

(*d*) It is important to have a pleasing cadence at the end of a sentence, and, when possible, so to arrange the words and clauses that the sound may swell to the close. The following beautiful sentence from Sterne is an admirable example of the pleasing effect produced in this way. "The accusing spirit which flew up to Heaven's chancery with the oath, blushed as he gave it in; and the recording angel dropped a tear upon it and blotted it out forever."

Good endings may be formed by concluding with :—

(*a*) A long syllable, especially, if that syllable ends with a continuing consonant; as :—*appear*, *supreme.*

(*b*) With one or more unaccented syllables, as :—*country*, *freedom*, *liberty.*

Very long words, or words with the accent far from the end, do not make a pleasing close; as :—*peremptorily*, *irresistibly.*

Harmony.—Lastly, there is a kind of Harmony that arises from having the sound of the words and of the sentence an echo of the sense. So far, we have spoken of the use of euphonious words only, but words of every variety of sound have their place, and Harmony is promoted by the selection of such as are adapted to the sense. Words of harsh and unpleasant sound may be employed with advantage to express something disagreeable; words of slow and measured sound are adapted to grave and serious thoughts; and those of soft and flowing sounds, to gentle and benignant feelings. The expression of motion, too, may be made more effective by the use of suitable words and combinations; rapid and easy motion, by short easily-pronounced syllables, or by those of soft and flowing smoothness; slow and laborious movement, by a series of long syllables, of accented words, or of words that have so many difficult consonants that they cannot be rapidly pronounced.

EXERCISE XXXIII.

MELODY.

Improve the Melody and Harmony in these sentences.

1. The suspicious spectators suspected us.
2. They were all the children of whim, and satire, and wit.
3. Faultless mediocrity industry can retain in an unvarying condition.
4. He contrived an expedient by which these things might be got rid of.
5. The man who lived there last year has made up his mind to move to the States.
6. He was very much pleased with the way the boys and girls said their tasks.
7. Fanny Finch fried five floundering fish for Francis Fowler's father.
8. The leaves of the trees fall in the fall.
9. He described it in an uninteresting manner.
10. Sketch Scott's early education in Edinburgh.
11. Boys are always apt, too, to attribute ridicule to wrong motives.
12. His unprosperousness was owing to the lavishness of his clerks.
13. All men do not seem to be of the same mind as this man.
14. The passing bell tolled the knell when the hero fell.
15. The standard to which all form must conform is usage.
16. The master is placed there specially to influence—intellectually only, many think, but as truly morally.
17. He excelled in keen satire, and in broad humor, too.
18. He exemplified the principal applications of the principle by numerous examples.
19 These impecunious, characterless adventurers, for weeks and weeks, haunted the parliamentary buildings.
20. Mr. Theophilus Thristle, the thrifty thistle-sifter, in sifting a sieveful of thick thistles, thrust thirty thousand thistles through the thick of his thumb.

21. Channing's mind was planted as thick with thoughts as a backwood of his own magnificent land.

22. The night is past and the morning is coming.

23. Lazy people seldom gather riches.

24. A beautiful island, famous in song and story, lies upon the other side of the wide Atlantic. (There lies.... song).

25. Of genius and greatness, it has given to the world more than its share.

26. Let us consider the ambitious; and both in their progress to greatness, and after the attaining of it.

27. Her constant connection with the family as a fast friend of the fastidious little Miss H., left an indelible impression on her mind.

28. The ungratefulness of the party was at once evident, and their dubiousness in the commencement made them all the more embarrassed.

29. On approaching the home of his childhood he saw the leaves searing, for winter was nearing, and the birds were about disappearing.

30. On intently looking inside, she saw within several persons conversing animatedly.

31. An uninjurious remark may become magnified by repetition until it at last effects a great deal of harm.

32. The raging waters rolled over his child, and he was left sorrowing. (Campbell).

33. Up the lofty hill he raises a large, round stone. (Pope).

34. Pope, measured by any high standard of imagination, will be found wanting, he is unrivalled, tried by any test. (Measured.... unrivalled).

35. The qualities necessary to save the popular party in the hour of danger, others might possess; both the power and the inclination to restrain its excesses in the hour of triumph. Hampden alone had. (Others.... danger; Hampden.... triumph).

36. While leaning on a post he told me that, when at the military post, he obtained a post of great honor and trust, in which it was his duty not only to post the general's letters, but also to post his private ledger.

LESSON XX.

FINE WRITING.

Elegance as well as Clearness requires the avoidance of Fine Writing, that is, using exquisite phrases, long-swelling words, affected expressions, and voluble circumlocutions, instead of saying what one means in a simple, natural, and straightforward manner.

Sometimes this fault manifests itself in a desire to interlard one's writing with poetic phrases or quotations, as, "the festive board," for "table"; "the cup that cheers, but not inebriates," for "tea." Such quotations are allowable when they are in keeping with the rest of the writing, and are in point.

This pretentious kind of language is so much used by public speakers, and in newspapers, magazines, and other periodicals, that it bids fair to destroy the native simplicity, force, and beauty of our tongue.

In Fine Writing people do not live in houses, "they reside in residences"; fires are not put out, but "conflagrations are extinguished"; the law does not hang rogues, but it "launches into eternity the victims of unbridled passions"; people do not send for the doctor, but "call into requisition the services of the family physician"; they do not die, but "the spirit wings its flight into eternity"; a man does not breakfast, but he "discusses the morning repast"; he does not go to bed, but "retires to his downy couch"; he does not go to church, but "attends divine service"; he does not lose his mother by death, but "sustains a bereavement of his maternal relative"; ladies are not married, but, "led to the hymeneal altar"; doctors do not order a poultice, but an "emollient cataplasm."

EXERCISE XXXIV.

FINE WRITING.

Express these sentences in language better suited to the thought.

1. While these individuals were eagerly hastening towards their parental domicile, the vehicles collided and precipitated their contents.

2. That institution was inaugurated under the auspices of a most distinguished personage.

3. Immunities against accidents in the transportation of commodities or conveyance of passengers, are being daily promoted.

4. In recompense for his almost kingly munificence, he was made the recipient of many grateful acknowledgments.

5. The house that was lately in process of erection, has been destroyed in its entirety by the devouring element.

6. In the intensity of his passion, he indulged in minatory expressions.

7. His parental relative was a gentleman long identified with the building interest.

8. Page, please convey to me that dissecting instrument.

9. A petrified body of rotary motion has no affinity for gramineous matter. (A rolling stone, &c.)

10. Suspenders were abandoned with the first intimation of the summer solstice.

11. 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.)

12. While pursuing my esoteric cogitations on the empyrean atmosphere, I was approached by an erubescent damsel who informed me that the nocturnal revelries were about to ensue.

13. Personifications, however rich their depictions, and unconstrained their latitude; analogies, however imposing the objects of parallel, and the media of comparison, can never expose the consequences of sin to the extent of fact, or the range of demonstration.

14. I bore the diminution of my riches, without any outrages of sorrow or pusillanimity of dejection.

15. After attending divine service, a vast concourse congregated to behold the victims of unbridled passions launched into eternity,

16. After being the recipients of multitudinous favors, and participating for some weeks in the hospitalities of their host, they took their departure.

17. The friends speedily called into requisition the services of the family physician, but the disease had taken so firm a hold of his system that after a few hours of agony his spirit winged its flight into realms unknown.

18. The remains of the departed author of my being were placed in a casket and conveyed to their last resting place.

19. Before she was led to the hymeneal altar, she had been for some years at the head of the culinary department in a prominent hotel.

20. The patrons of husbandry, having thoroughly examined all the inventions of genius to be found within the machinery hall, retired to an adjoining apartment to partake of some liquid refreshments.

LESSON XXI.

KEEPING.

Elegance requires all parts of discourse to be in Keeping The mode of treatment and the style should be suitable to the subject; the language and the subject should support each other; discords of all kinds should be avoided; and bold figures should be sparingly used.

(1) The different parts of a sentence should be commensurate, as:—"All appellations of the Deity should begin with a capital." Here the first part of the sentence is plural and

the latter part singular. Say "Every appellation." "Nothing could be more one-sided than the point of view adopted." How many *sides* has a point?

(2) The harshness caused by making two verbs or prepositions govern the same object, should be avoided, as:—"Though virtue borrows no assistance from, yet it may often be accompanied by, the advantages of fortune."

(3) Low or trivial language must not be used in serious composition, as:—"'Blessed are the meek,' that was one of His observations."

(4) The same word should not be used at short intervals in different senses, as:—"If the show of anything is good for anything, sincerity is better."

(5) The repetition of the same word at brief intervals even in the same sense, is offensive to the taste as well as to the ear, as:—"The Colonel ordered the subordinate officers to order their troops to come to order." It may be avoided by the use of synonyms, thus: "The Colonel directed the subordinate officers to command the troops to come to order."

Exception.—Sometimes, however, the same word may be repeated with a fine effect, as:—"The faults of Herodotus are the faults of a simple and imaginative style."

Sometimes, also, the repetition is necessary in order to make the sense clear, as:—"The lord cannot refuse to admit the heir of his tenant upon the tenant's death; nor can he remove his present tenant so long as the tenant lives."

Similarly, a succession of clauses of the same kind becomes disagreeable.

(6) The practice of beginning sentence after sentence with "he" or some similar word, is an inelegance that young writers are very apt to fall into.

(7) A literal statement should not follow immediately after a metaphor, as:—"He was the father of chemistry, and brother to the Earl of Cork."

(8) A poetic metaphor should not be used to illustrate a prosaic subject, as:—"Consols soared to 94½."

(9) Incongruous statements should not, in serious composition, be united in the same sentence, as:—"He was a loving husband, a tender father, and a good shot."

EXERCISE XXXV.

KEEPING.

Correct the violations of the rules of Keeping.

1. The articles never represent a noun.
2. Andrew Johnson, the last survivor of his honored predecessors.
3. The first project was to shorten discourse by cutting polysyllables into one.
4. We are at peace with all the world, and seek to maintain our cherished relations of amity with the rest of mankind.
5. In the construction of the Act, "teacher" shall include female as well as male teachers.
6. Froshammer wishes to approach the subject from a philosophical stand-point.
7. The brain needs rest as much, if not more, than the rest of the body.
8. He looked very unnatural after he had received that unnatural treatment.
9. He successfully avoided threatening evils, and steered the ship of state into a safe harbor.
10. After the door was closed a soft female foot slipped into the room, and with her own hand extinguished the taper.
11. The chariot of revolution is rolling onward and gnashing its teeth as it rolls.
12. I was sitting at the table enjoying a cup of coffee, when a gentle voice tapped me on the shoulder. I looked around and saw my old friend once more.

13. The Ladies' Benefit Association has distributed twenty pairs of shoes among the poor, which will dry up many a tear.

14. The sense of feeling can, indeed, give us a notion of extension, shape, and all other ideas that enter at the eye, except colors.

15. Shakespeare was the sun among the lesser lights of English poetry, and a native of Stratford-on-Avon.

16. He guided the people from the quicksands of protection into the safe harbor of free trade, and saved the country several millions.

17. They were refused entrance into, and forcibly driven from, the house.

18. I was sailing in a vast ocean, without other help than the pole-star of the ancients and the rules of the French stage.

19. The truth is that truth and error are blended together in their minds.

20. When entering the twilight of dotage, reader, I mean to have a printing press in my own study.

21. At the news of a Russian war, the price of wheat instantly soared up to a dollar a bushel.

22. He had not sense enough to see that the word was not used in that sense.

23. If the loss of temporal gain be the gain of eternal good, the reverse of fortune is the reverse of misfortune.

24. The farmer gave orders to his son to order the hired man to put the reaper in good order.

EXERCISE XXXVI.

Miscellaneous exercises on Elegance.

1. No mortal author, in the ordinary fate and vicissitude of things, knows to what use his works, whatever they are, may, some time or other, be applied.

2. The scene is laid on an inland lake.

3. Thou rushedst into the midst of the conflict and swervedst not.

4. He was mortifyingly rebuked for the mischievousness of his behavior.

5. Generally speaking, a prudent general will avoid a general engagement unless his forces are equal in bravery and discipline to those of his opponent.

6. Sobermindedness and shamefacedness are by some considered evidences of virtuousness.

7. The essayist could not find a trace of some of those worthies of whom the world was not worthy.

8. Everybody knows that that knows anything at all.

9. The fact is, the rules of emphasis came in, in interruption of your supposed general law.

10. Mind and matter comprise the entire universe as ascertainable by us.

11. He pulled out his purse to reimburse the unfortunate man.

12. I confess with deep humility the sterility of my fancy and the debility of my judgment.

13. After describing so interesting a meeting concerning the rival parties contending for supremacy, the speaker paused.

14. They found that at an inroad of the Indians he had been taken prisoner.

15. As we approached the church we met crowds of respectable people hurrying towards it, as if afraid of being too late to obtain a good seat, or even admittance, etc.

16. She always displays a cheerful temper and pleasant humor.

17. Tediousness is the most fatal of all faults.

18. He fell into the barrow and fast asleep simultaneously.

19. Moral faults only, and then only extremely rarely, should be corrected by ridicule.

20. Boys are sensitive, and to ridicule more than anything else, especially where both sexes are taught in the same room.

21. Though virtue borrows no assistance from, yet it may often be accompanied by, the advantages of forture.

22. It is many times as troublesome to make good the pretense of good quality as to have it.

23. He refused taking any further notice of it.

24. It is in my power to refuse your request, and since I have the power to do this I may lawfully do it.

25. They would not have been recalled to our remembrance if uncle had not inadvertently lighted upon the subject.

26. He presents more and more convincing arguments.

27. A man of his sense should have a higher sense of honor.

28. I am acquainted with a certain man who has a certain income obtained from the investment of a certain sum

29. The work dwells upon eminent individuals, inquiring, theorizing, reasoning, confuting, etc.

30. The devouring elements consumed the edifice before its progress could be arrested.

31. The birds were clad in their brightest plumage, and the trees were clad in their brightest verdure.

32. He is the individual who took the initiative in introducing piscine preserves in this locality.

33. He abruptly turned to the left and left the house.

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

35. Listlessly talking over village gossip, or telling sleepy, endless stories about nothing, they used to sit here in the shade through a long lazy summer's day (Here....through.. talking....nothing).

36. Therefore nothing, neither learning nor knowledge of the world, neither forensic acuteness, nor that eloquence which charms political assemblies, was wanting to the defence of Clive. (To the defence.....assemblies.)

37. The House of Socrates were those who next attempted to popularize Greek prose; namely, the old gent himself, the founder of the concern and his two apprentices, Plato and Xenophon.

38. There is, without doubt, some subtle essence permeating the elementary constitution of crime, which so operates that men and women become its involuntary followers by sheer force of attraction, as it were.

39. Among the eminent men who figured in the eventful *history* of the French Revolution, was Mr. Talleyrand; and whether in that scene, or in any portion of modern annals, we shall in vain look for one who represents a more *interesting subject of history.*

40. After the appetizing banquet had been done full justice to, the party spent an extended period in pleasantly tripping the light fantastic.

41. She asked him to visit her paternal domicile, when the diurnal luminary sought his nocturnal resting-place behind the occidental horizon.

LESSON XXII.

III. CONNECTION OF SENTENCES.

Hitherto we have considered only separate words and single sentences. We now come to study the connection of sentences in paragraphs, and of paragraphs in sketches.

THE PARAGRAPH.

The Paragraph is a larger division of discourse than the sentence, and, like it, should deal with a single topic. It is, in fact, a whole composition and should therefore be complete in itself. It aids the reader by showing him where the development of a point begins and where it ends.

Principles.—The leading principles that govern the formation of the Paragraph are :—

1. The Topic Sentence.

The opening sentence, unless obviously preparatory, should set forth the subject of the paragraph. This sentence is generally most effective when short.

Example.—"The government went on, oppressing at home and blundering abroad. (Topic sentence). A war was foolishly undertaken against France, and more foolishly conducted. Buckingham led an expedition against Rhé, and failed ignominiously. In the meantime soldiers were billeted on the people. Crimes of which ordinary justice should have taken cognizance were punished by martial law. Near eighty gentlemen," etc. The paragraph goes on enumerating other acts of "oppressing" and "blundering."

Sometimes the first sentence, or even sentences, are intended to connect the paragraph with the one that precedes, or to introduce the topic sentence.

Example.—"These were mere follies. (Connective and introductory sentence). But the spirit excited by these writers produced more serious effects. (Topic sentence). The greater part of the crimes which disgraced the revolution," etc.

2. Arrangement.

The different sentences that compose a paragraph must follow one another in natural and logical order. If they do not, the attention of the reader is distracted and he finds it difficult, if not impossible, to follow the thread of the discourse.

Example.—"On the third day after the action the dead were buried in the naval churchyard; the ceremony was made as public and as solemn as the occasion required. A public monument was erected upon the spot where the slain were gathered together. A subscription was opened on the day of the funeral for the relief of the sufferers, and collections in aid of it throughout all the churches in the kingdom. This appeal to the feelings of the people was made with circumstances which gave it full effect. A monument was raised in the midst of the church; young maidens, dressed in white, stood round it; and a suitable oration was delivered from the pulpit."

In this paragraph the sentences do not follow the order of events.

3. Explicit Reference.

It is not enough that the sentences of a paragraph follow one another in proper order; the connection of each with the preceding context must be made clear and unmistakable. It is of the utmost importance that the sentences should be connected in a clear, smooth, easy, and natural manner, so that the thought may be carried on without interruption from the beginning to the close.

How attained.—Explicit Reference is attained in various ways:—

1. By the use of Adverbs, Conjunctions, or connecting phrases; as:—

"One person might have fallen asleep, but two—but three—that was a mere impossibility. *And* even supposing all three together with the baby locked in sleep, still how unaccountable was this utter silence! Most naturally *at his*

moment something like hysterical horror overshadowed the poor girl. *And now, at last*, she rang the bell with violence. *This done*, she paused. Self-command enough she *still* retained."

The connectives used.—Among the most common connective words and phrases are :—

(*a*) Those called cumulative; as :—And, also, so, besides, further, moreover, first, secondly.

(*b*) Those expressing consequence, similarity, repetition, or the repetition of a subject; as :—Therefore, hence, consequently, accordingly, in this way, again, once more, in fact, upon this, in that case, on the other hand, to proceed, to return.

(*c*) Those expressing opposition or negation; as :—Otherwise, nevertheless, still, however, but, on the contrary, conversely.

(*d*) Those expressing suspension; as :—Some . . . . others; partly . . . . partly; undoubtedly . . . . but; indeed . . . . yet.

2. Connectives are often omitted, and other means employed for joining sentences; as :—

(*a*) The repetition of some word or words; as :—"*His* canny humor lights up the political and theological controversies of the times with quaint incisive phrases. *His* reading was extensive; and he was a voluminous author on subjects which ranged from predestinarianism to tobacco. *But his* shrewdness and learning only left him the wisest fool in Christendom."

(*b*) The inversion of the order of the words, or the giving of some word or words a position that enables them to point definitely to what was said in the preceding sentence; as :—"Entering the gulf, he endeavored to find the river Darien. This river he could not discover."

3. Sometimes the relation of the sentences is such that the connection is evident without the insertion of any joining word or phrase. This is the case—

(*a*) When the thoughts are very closely related; as:—"He turned his horse towards Thame, where he arrived almost fainting with agony. The surgeon dressed his wounds. But there was no hope."

(*b*) When the sentence explains or repeats the one going before it; as:—"I need not dwell on the illustrious birth of that princess. No rank on earth equals it in lustre."

(*c*) In cumulative statements; as in 2 (*a*), p. 122.

(*d*) In a statement of consequence; as:—"Further resistance on your part is hopeless. I ask the surrender of your army."

4. Unity.

The Paragraph should possess Unity; that is, every statement should be subservient to one principal affirmation, and that principal affirmation should be kept prominent throughout the Paragraph. Every sentence must be part of one whole, and that whole should be the presentation of one view of one point of a subject, or one part in description or narration.

Example.—The following paragraph illustrates how every sentence should bear on the Topic Sentence:—

"What, then, are the proper encouragements of genius? (Topic sentence). I answer, subsistence and respect; for these are rewards congenial to nature. Every animal has an ailment suited to its constitution. (General illustration). The heavy ox seeks nourishment from earth; the light chameleon has been supposed to exist on air. (Particular illustration). A sparer diet than even this satisfies the man of true genius, for he makes a luxurious banquet upon empty applause. (Comparison). It is this alone which has inspired all that ever was truly great and noble among us. It is, as Cicero finely calls it, the echo of virtue. (Amplification). Avarice is the passion of inferior natures; money the pay of the common herd. (Contrasting sentences). The author who draws his quill merely to take a purse, no more deserves success than he who presents a pistol." (Conclusion).

5. Due Proportion.

As in the sentence, a due proportion must exist between the principal and the subordinate statement. This is a principle of symmetry that applies to every work of art, and the utmost skill and much practice are required to give each part of a paragraph that due bulk and importance which rounds it out and gives finish and completeness to the whole.

Example.—The sentence quoted as an example of Unity may be considered under this head. It will be found symmetrical and well balanced.

6. Parallel Construction.

If the matter of a paragraph is such that several consecutive sentences repeat, expand, or illustrate the same idea, these sentences should, as far as possible, be formed alike.

Example.—"We must not omit to mention that those who were afterwards the most distinguished ornaments of the King's party, supported the bill of attainder. It is almost certain that Hyde voted for it. It is quite certain that Falkland both voted and spoke for it. The opinion of Hampden, as far as can be collected from a very obscure note of one of his speeches, seems to have been that the proceeding by Bill was unnecessary, and that it would be a better course to obtain judgment on the impeachment."

Caution.—Parallel constructions should not be followed when they become monotonous or otherwise lessen the vigor of discourse.

7. Variety.

In the mechanical construction of the Paragraph every device should be taken in order to prevent monotony. The sentences should be of different length; some short, some long; they should be varied in construction, simple, periodic, and so on; and they should be connected with all possible variety of method.

Connection of Paragraphs.—The connection of paragraphs requires the same care as the connection of sentences, and is effected by similar methods.

EXERCISE XXXVII.

Study these sentences till you understand them. Then form them into paragraphs that follow the rules laid down in the preceding Lesson.

1. The Roman Emperor marched over a sandy desert. It lies between Emesa and Palmyra. He was perpetually harassed by the Arabs. The Arabs were robbers. They were active and daring. He could not always defend his army. Especially his baggage. The Arabs came in flying troops. They watched the moment of surprise. They eluded the slow pursuit of the Roman legions. The siege of Palmyra was an object more difficult and important. The Emperor pressed the attack in person. With increased vigor. Was himself wounded with a dart. The firmness of Zenobia was supported by hope. Zenobia was queen of Palmyra. She thought that famine would compel the Romans to repass the desert. That the kings of the East would arm themselves in her defence. Particularly the Persian monarch. This was reasonable. The Persian monarch was her most natural ally. The perseverance of the Emperor Aurelian overcame every obstacle. He was aided by fortune. The Persian councils had become distracted. The distraction was caused by the death of Sapor, the Persian general. The Persians sent inconsiderable succours. They attempted to relieve Palmyra. The Emperor easily intercepted them. Zenobia resolved to fly. She mounted the fleetest of her dromedaries. She reached the banks of the Euphrates. The Euphrates is sixty miles from Palmyra. The Emperor's light horse pursued. They overtook her. They seized her. They brought her captive to the feet of the Emperor. Palmyra surrendered. It was treated by the Emperor with unexpected lenity.

2. Still there were not knighthoods enough. In 1783 the king instituted the Order of St. Patrick. Scotland had its most ancient Order of the Thistle. No order of knighthood had, until that time, been appropriated to Ireland. The Hanoverian Guelphic Order of Knighthood had been opened to the ambition of Englishmen; William IV., during his reign, added to its roll a goodly company of English knights. The

Order of the Bath, originally a military order, was enlarged in 1815; again in 1847, the Queen added a civil division to the order. This was to comprise such persons as by their personal services to the Crown, or by the performance of public duties, had merited the royal favor. Beside these several titled orders, may be noticed officers enjoying naval and military rank, whose numbers were extraordinarily augmented by the long war with France, and by the extension of the British possession abroad. Men holding high offices in the State, the Church, the Law, the Universities, and other great incorporations have associated their powers and influence with those of the nobility. The continual growth and accumulation of property have been a source of increasing strength to the British nobles. Wealth is in itself an aristocracy, and it may desire to rival the nobility of a country, even to detract from its glory. In this land of associations, it seeks only to enjoy the smiles and favors of the aristocracy, craves admission to its society, aspires to its connection, is ambitious of its dignities; the learned professions and commerce and manufactures and public employments have created an enormous body of persons of independent income; some connected with the landed gentry, others with the commercial classes: so all three form part of the independent "gentry." They are spread over the fairest parts of the country. Noble cities have been built for their accomodation. Bath, Cheltenham, Leamington, Brighton, attest their numbers, their opulence. They form a strong outwork of the peerage, with much social influence and political weight, and uphold its ascendency by moral as well as by political support. Professions lean as a body on the higher ranks of society; the Church is peculiarly connected with the landed interest; everywhere the clergy cleave to power; the vast lay patronage vested in the proprietors of the soil, draws close the bond between them and the Church; the legal and medical professions, being mainly supported by wealthy patrons, have the same political and social interests. How vast a community of rank and of wealth and of intelligence do these several classes of society constitute! The House of Lords, in truth, is not only a privileged body, but a great representative institution, standing out as the embodiment of the aristocratic influence, and sympathies of the country.

3. All was now confusion and despondency. The provisions had been so ill managed by the Committee that there was no longer food for the troops. The Highlanders consequently deserted by hundreds; and the Earl, broken-hearted by his misfortune, yielded to the urgency of those who pertinaciously insisted that he should march into the Lowlands. The little army therefore hastened to the shore of Loch Long, passed that inlet by night in boats, and landed in Dumbartonshire. Hither, on the following morning, came news that the frigates had forced a passage, that all the Earl's ships had been taken, and that Elphinstone had fled from Ealan Ghierig without a blow, leaving the castle and stores to the enemy. All that remained was to invade the Lowlands under every disadvantage. Argyle resolved to make a bold push for Glasgow, but as soon as this resolution was announced, the very men who had, up to that moment, been urging him to hasten into the low country, took fright, argued, remonstrated, and when argument and remonstrance proved vain, laid a scheme for seizing the boats, making their own escape, and leaving their General and his clansmen to conquer or perish unaided. This scheme failed, and the poltroons who had formed it were compelled to share with braver men the risks of the last venture. During the march through the country which lies between Loch Long and Loch Lomond, the insurgents were constantly infested by parties of militia. Some skirmishes took place in which the Earl had the advantage, but the bands which he repelled, falling back before him, spread the tidings of his approach, and, soon after he had crossed the river Leven, he found a strong body of regular and irregular troops prepared to encounter him. He was for giving battle. Ayloffe was of the same opinion. Hume, on the other hand, declared that to fight would be madness. He saw one regiment in scarlet; more might be behind. To attack such a force was to rush on certain death. The best course was to remain quiet till night, and then give the enemy the slip. A little altercation followed, which was with difficulty quieted by the mediation of Rumbold. It was now evening. The hostile armies encamped at no great distance from each other. The Earl ventured to propose a night attack, and was again overruled.

EXERCISE XXXVIII.

Miscellaneous exercises on Clearness, Unity, Strength, Elegance, and the Connection of Sentences.

1. He made no attempt to get up a petition, though he did not like the new representative quite as well as his colleagues.

2. Though he was obstinate and unprincipled, yet he could not face an angered father in spite of his effrontery.

3. The entertainment was of a magnificence that was perfectly stupendous and most unprecedented, and which quite kept up his Lordship's unrivalled reputation for unparalleled hospitality.

4. This is a book which is short and amusing, which can be easily understood, which is admirably adapted for the purpose for which it was written; and which ought to be more popular than the last work which was published by the same author.

5. Those who are habitually silent by disposition are less liable to the fault of exaggerating than those who are habitually fond of talking, and of a pleasant disposition.

6. After a long and tedious journey, we arrived safely at York, which is a fine old town.

7. This reform has been highly beneficial to all classes of our countrymen, and will, I am persuaded, encourage among us industry, self- dependence, and frugality, and not, as some say, wastefulness.

8. It is not very easy to describe in words merely the precise and exact impressions which very great and sublime objects make upon us. The emotion most certainly is extremely delightful, but still it is altogether of a very serious and solemn kind.

9. More ascents were made of Mont Blanc last August than in any corresponding month, no less than twenty-two persons having climbed the "Monarch of Mountains," which is nearly at the rate of one for every week day.

10. It is for this class that the following directions and suggestions are offered, and which, if carried out, will ensure healthy, luxuriant plants.

11. Flower-pots should be washed as often as mould or fungus growth appears, to allow evaporation and a free access of air.

12. He is a benefactor, who from scattered fragments constructs a work, clear in outline, and symmetrical, to endure through the ages.

13. Poverty habitually comes like an armed man, and misery and want unalleviated, and sometimes apparently unperceived, rule with absolute dominion in the place.

14. A man very much under the influence of liquor, with a pair of shad, was making his way under difficulties to the depôt on Saturday.

15. She wrote, among other poems, a spirited defence of her sex, in answer to Pope's Characters of Women, which Duncombe praises in his Feminead.

16. She went upon the stage, for which she had long before an inclination, to gain a support.

17. The editor has far greater pleasure in speaking of her writings as they struck his youthful fancy, than with the cool judgment of more mature years.

18. Owing to an obstacle on the track, and the badness of the weather, the train was delayed, and as John did not reach home in time to attend the funeral, they concluded to postpone it.

19. The English hate frogs, but the French love frogs and hate the English, and cut off their hind legs, and consider them a great delicacy.

20. John Brown, his wife, baby, and dog came up to town to see the fair, and passing through the streets, he amused himself by barking at every unprotected female he met.

21. By the time I had taken five bottles, I found myself completely cured, after having been brought so near the gates of death, by means of your invaluable medicine.

22. A diminutive specimen of the feminine gender, rejoicing in the euphonious cognomen of Mary, was possessed of a young animal called, in common parlance, a lamb. The exterior woolly covering of the quadruped was in colour white as the driven snow; and to all places and localities whithersover the said Mary in her wanderings did perambulate, the aforesaid small quadruped in like manner was just as certain to peregrinate.

23. This author surpassed all those who were living at the same time with him in the forcible manner in which he could address an appeal to the popular sympathy, and in the ease with which he could draw towards himself the hearts of his readers.

24. The government will present a bill to the next session of parliament to enable the Australian colonies to establish a federal council, which will be authorized to deal with subjects of common interest to the different colonies, apart from questions involved in colonial institutions.

25. Ontario may well feel proud of her excellent system of education established by Dr. Ryerson, and improved upon by his successors when necessary, as it is far above the educational standard of Oregon.

26. This place was at that time the great centre of convict establishments, that were carried out under cruel sufferings, at which the uninitiated would shudder and declare too abhorent to read about, let alone witness.

27. Their sufferings were so great that they stood at no crime to rid themselves of the burden of life, preferring death rather than live thus, because their deeds were evil.

28. It is a common thing for girls to have six or seven different pieces of false hair to wear on the forehead, changing the style of their faces to suit their bonnets.

29. He thinks that he does not feel as well as when he started, but attributes this result in part to the spirit of unrest, bustle, and hurry so characteristic of America, which he encountered in all the large cities.

30. Mr. S. W. Grindrod has got into financial difficulties which will likely culminate in himself and his business being separated.

31. The Chinese are in all kinds of business, boots and shoes and in fact every branch of trade, and my advice to you, if you love your country, is to do all in your power to keep them out of it.

32. Violations of simplicity, whatever the type, show either that the mind of the writer is tainted with affectation, or else that an effort is making to conceal conscious poverty of sentiment under loftiness of expression.

33. He was impatient, in the generosity of his nature, of that praise which sought him out in injustice of those who had really triumphed.

34. He was shocked that one who had in every way sought his love by gentle kindness should be deprived of power and liberty by his own nearest kinsman.

35. The king grew prematurely old under the unusual weight of his cares and anxieties, which would naturally depress one who held his crown by an uncertain tenure.

36. Thus Pedro threw away the very friendship, without which he would still have been an exile, and the alienation of which left him exposed without defence to that resistless home party, which still clung to his brother Henry.

37. His presence in company with the new king, gave additional *éclat* to the usurpation; for he was looked upon as innocent of the stain, and his youth and beauty elicited the enthusiasm of the populace, who were now to regard him as their future monarch.

38 The *entente cordiale* between Germany and France is tending to rupture, France persisting in her opposition to the neutralization of the Association's territory.

39. Resolved, That this Association expresses the regret with which they have heard of the death of Mr. J. B., Q.C., who added to great ability the virtues of courtesy and kindness to the other members of his profession, coupled with the highest integrity, and they desire to convey to Mrs. B. and family their heartfelt sympathy in a bereavement, that is felt by the profession throughout the province.

40. "Prisoner at the bar," said the learned judge, "not only did you ferociously and traitorously transfix the entrails of the unfortunate deceased, a private in the Foot Guards, thus causing his death, but you also ran the knife right through the waistband of a pair of breeches, the property of his sacred Majesty the King; and ye shall swing for it!"

41 "Gentlemen of the jury," said the high functionary, "the prisoner at the bar not only violated the law; he not only wantonly and ferociously attempted to take the life of a fellow creature, but,

gentlemen, he spread alarm and perturbation throughout the Rue des Martyrs; and with the second bullet from his revolver he smashed a large square of plate-glass in the window of a highly respectable tradesman next door!"

42. During the war it was supposed that the Americans might try to invade Upper Canada from the north. A landing effected about Coldwater, then a few miles across by the trail to Orillia, then a flotilla of boats hastily constructed, and a landing at the Holland River, would bring them into the settled portion of the Province.

43. Why remain in the land of snow, when you can visit New Orleans and return for $31.85, where the magnolia is in bloom.

44. A gentleman once drove up to a hotel, and giving his horse into the care of the hostler said:—"Extricate this quadruped from the vehicle, stabulate him, supply him with a sufficient quantity of nutritious aliment, and when the Aurora of morn shall again dawn, I will amply repay you for your amiable hospitality." The hostler, amazed, hastened in to tell his master that a Dutchman wanted to see him.

45. A notion has sprung up that the Premier, though he can legislate, cannot govern, and has attained an influence which renders it imperative, if this ministry is to go on, that it should be dispersed.

46. The spirit of liberty and the spirit of nationality were once for all dead; it might be for a time a pious duty, but it could not continue always expedient or profitable to mourn for their loss; yet this is the feeling of the age of Trajan.

47. We may recur to an earlier period, when the crown was devisable by will in England, or when at least the succession was settled in accordance with the desires of a dying sovereign, for some kind of parallel.

48. The moon is situated about two hundred and forty thousand miles from the earth, and is supposed to be an opaque body shining only by the reflection of the rays passing from the sun, and it influences the waters of the earth in such a way as to produce a tidal wave twice in twenty-four hours.

49. Why, our cook (she's fifty if she's a day) got a bonnet just like mine, (the materials were cheaper but the effect was the same) and had the impertinence (servants have no idea of their place in this country) to wear it before my face.

50. The moon was casting a pale light on numerous graves that were scattered before me, as it peered above the horizon when I opened the little gate of the church-yard.

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

52. The erroneous judgment of parents concerning the conduct of schoolmasters, has crushed the peace of many an ingenious man who is engaged in the care of youth; and paved the way to the ruin of hopeful boys.

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

54. There was something so startling in this assertion, that the discoveries of previous investigators were to be treated as though they had never been made, and that one who had not yet attained the age of manhood had superseded the grey-headed philosophers, who for centuries patiently sought after the truth, that it naturally provoked division.

55. He was known to his country neighbors during more than forty years as a gentleman of cultivated mind, whose principles were high, with polished address, happy in his family, and actively discharging local duties; and among political men as an honest, industrious and sensible member of parliament, without eagerness to display his talents, who was stanch to his party, and attentive to the interests of those whose representative he was.

56. Though this great king never permitted any pastime to interfere with the duties of state, which he considered to be superior to all other claims and of paramount importance, and kept himself so far under control that he allowed no one pursuit or amusement to run to any excess, yet he took great pleasure in the chase, of which he was excessively fond, and for the purposes of which he created several large parks of considerable magnitude.

57. The commons would not approve the war expressly; neither did they as yet condemn it expressly; and the king might even have obtained a supply for continuing hostilities from them, on condition of redressing grievances connected with the administration of affairs at home, among which the Declaration of Indulgence was a very important one.

58. Reports having been published in some newspapers that our men have been insubordinate and have disobeyed their officers, and thus retarded the expedition, I think it only due them to contradict these statements through your widely circulated paper, as they are wholly untrue.

59. It must always be borne in mind that it is not the mere wall, rough carpentry, plastering, and roofing that make the great bulk of the cost of a building, unless one of a very plain description.

60. She was fond, however, of literary society, as is shewn by her friendship for Mrs. Rowe (she was the authoress of the letter signed Cleora in Mrs. R's collection); Thomson, whom she kindly patronized (who dedicated to her the first edition of his "Spring"); Dr. Watts, (who dedicated to her his "Miscellaneous Thoughts in Prose and Verse"); and Shenstone, (who addressed to her his "Ode on Rural Elegance").

61. This well known lady, the widow of a presbyterian clergyman of Inverness-shire, Scotland, whose Letters from the Mountains have been so generally and universally admired, published a volume of poems in 1801, which show the same talents that made her descriptions of scenery so graphic and delightful.

LESSON XXIII.

VARIETY OF EXPRESSION.

1. PROSE.

Explanation.—Thought is expressed by means of language. Every cultivated language affords great diversity of choice in the manner of presenting an idea. To be able to select the fittest dress in which to clothe a thought, is an attainment of the highest value. In acquiring this power, the study of the various modes of expression will be found helpful.

Variety may be in the arrangement of the words, phrases, or clauses, in the construction, in the words, in the phraseology, in the sentences, and in the entire sketches.

What assumed.—It will here be taken for granted that the pupil is familiar with the different kinds of grammatical sentences, Simple, Compound, and Complex, as well as with the variations and modifications that their subjects and predicates may undergo.

What important.—Whatever variations may be made, the one point of importance to be borne in mind, is that the original meaning is to be retained.

Modes.—Variety of expression may be secured by Transposition, by Construction, by Synonyms, and by Phraseology.

Transposition.

The parts of a sentence may generally be arranged in several ways; yet there is in every case, a particular order that is more forcible and beautiful than any other.

Example.—"To secure us the blessings of liberty, our fathers endured a long and bloody war."—Our fathers, to secure us the blessings of liberty, endured a long and bloody war. *Or:* Our fathers endured a long and bloody war to secure us the blessings of liberty. *Or:* A long and bloody war our fathers endured, to secure us the blessings of liberty.

EXERCISE XXXIX.

Vary the following sentences by transposing the words, clauses, and phrases.

1. I like what you dislike.
2. Our sight is the most perfect of our senses.
3. Where much is given, much will be required.
4. Thou hast all seasons for thine own, O Death!
5. The wind came roaring down the mountain gorge.
6. To this audience, gathered on that day from every part of the land, Everett spoke.
7. The rocks crumble; the trees fall; the leaves fade; and the grass withers.
8. The first and great object of education is mental discipline.
9. The calm shade shall bring a kindred calm, and the soft breeze shall waft balm, to thy sick heart.
10. The murmurs of the people were loud, as their sufferings increased.
11. If beasts could talk, they might often tell a sad story.
12. For many a returning autumn, a lone Indian was seen standing at the consecrated spot we have mentioned.
13. The plowman homeward plods his weary way.
14. It is very difficult to lay down rules for the acquirement of such a taste as that I am speaking of.
15. Lord Oxford's domestic related, that, in the dreadful winter of forty, she was called from her bed four times in one night, to supply Mr. Pope with paper, lest he should lose a thought.

LESSON XXIV.

CONSTRUCTION.

SUBSTITUTION.—In the construction of sentences, great latitude is afforded in the choice of the form of expression. As Variety in this respect is one of the beauties of good composition, pains must be taken to acquire a readiness and tact in substituting one construction for another.

How Secured.—Variety of construction may be secured by (1) substituting one kind of phrase or clause for another, (2) by varying the predicate, (3) by combining or expanding sentences, (4) by changing the form.

1. **Adjectival Phrases or Clauses** may be changed into :—

(1) *Adjectives ;* as :—A man of virtue.—A virtuous man. He assumed a gravity that was ridiculous.—He assumed a ridiculous gravity.

(2) *Infinitives ;* as :—He was the first that entered.—He was the first to enter.

(3) *Adverbial Clauses ;* as :—A man that does not care for music is to be pitied.—A man, if he does not care for music, is to be pitied. *Or :* If a man does not care for music, he is to be pitied.

(4) *Prepositional Phrases ;* as :—A man who has little sense, is seldom aware of the fact.—A man, with little sense, is seldom aware of the fact.

(5) *Participles or Participial Phrases ;* as :—Glaciers, which flow down mountain gorges, obey the law of rivers.—Glaciers, flowing down mountain gorges, obey the law of rivers.

(6) *Appositive Nouns ;* as :—He was appointed cashier, which is a very responsible position.—He was appointed cashier, a very responsible position.

2. **Adverbial Phrases or Clauses** may be changed into :—

(1) *Participles, or Phrases containing Participles ;* as :—She gave it to me when she was dying.—She, dying, gave it to me.

(2) *Imperative Mood ;* as :—If that is granted, the rest is easily proved.—Grant that, and the rest is easily proved.

(3) *Prepositional Phrases ;* as :—My mother, when she does praise me, grieves me.—My mother, in praising me, grieves me.

(4) *Nominative Absolute ;* as :—When the cat's away, the mice will play.—The cat being away, the mice will play.

(5) *Other Adverbial Phrases ;* as :—Many people fail because they neglect their own business.—Many people fail through neglecting their own business.

(6) *Infinitive Phrases* ; as :—We should rejoice when we hear of the prosperity of others.—We should rejoice to hear of the prosperity of others.

(7) *Adverbs ;* as :—As far as we can judge by appearance, she is wealthy.—She is apparently wealthy.

3. **Noun Clauses** may be changed into :—

(1) *Infinitives ;* as : —We know not what we should do.—We know not what to do.

(2) *Limited Infinitives ;* as :—It was a lucky thing that Tom was here.—Tom's being here was a lucky thing.

(3) *Infinitives with Subject ;* as :—I believe that he is honest.—I believe him to be honest.

(4) *Prepositional Phrases ;* as : —I cannot accept the notion that school life affected him so.—I cannot accept the notion of school-life affecting him so.

EXERCISE XL.

In the following sentences, change the adjectival phrases or clauses as illustrated in Lesson XXIV.

1. A sharp criticism, which has a drop of witty venom in it, stings a young author almost to death.
2. He advanced with a rapidity that was incredible.
3. Count Bismarck soon displayed talents for government that were very extraordinary.
4. We cut our way through this icy region, with toil and suffering that cannot be conceived.
5. Then followed such a scene as cannot be described.
6. Winter is the season of the year which is most desolate.
7. All beverages which intoxicate should be avoided.
8. The books which were not yet bound were destroyed by fire.
9. The trees which were not protected were killed in winter.
10. The corn which is not yet planted will not become ripe.
11. The trees which grow along the banks of the river, are truly majestic.
12. The money which has been foolishly spent, is generally much needed afterwards.
13. I will send this to your friend, who is an excellent judge of such matters.
14. They attacked the fort with a force that could not be resisted.
15. The nations that have the most intelligence, are the most prosperous.

Change the adjectives, infinitives, adverbial clauses, prepositional phrases, participles, and appositive nouns, into adjectival phrases or clauses.

1. The thoughts conveyed should be of the highest order.
2. He feels a thirst for excellence not to be corrupted by the moth.
3. Everything created by God is capable of serving man.

4. Even here you need something to be found in older lands.

5. These leaves have a thick vein running down the middle.

6. Our house, with its little yard in front, stood on that street.

7. A heavy wagon, raising clouds of dust, was lumbering along.

8. I saw a figure walking from the west toward me.

9. She wore a simple print gown of blue and white.

10. The dog with the long ears was killed.

11. In the late war between France and Russia, the former country suffered great reverses.

12. He regularly paid his house tax.

13. This long and uninteresting speech was brought to a hurried close.

14. His conduct is not admirable.

15. She practised also another form of charity, that of forgiving injuries.

EXERCISE XLI.

In the following sentences, change the adverbial phrases and clauses as illustrated in Lesson XXIV.

1. A shrug of the shoulders would lose much if it were translated into words.

2. If we keep to the golden mean in everything, we shall at least avoid danger.

3. Trains should be run that travellers may be accommodated.

4. The true Christian lives as the New Testament directs.

5. Milton was eight years old when Shakespeare was born.

6. Some minute animals feed, though they have no mouths or stomachs.

7. Though we care for our bodies, we cannot always keep them in health.

8. Good Americans, when they die, go to Paris.

9. Error dies of lockjaw if she scratches her finger.

10. When Johnson wrote for publication, he did his sentences out of English into Johnsonese.
11. A general often leaves his camp-fires burning, that he may conceal his retreat.
12. Modern failures are of such magnitude, that they appal the imagination.
13. The Son of Man had no place where he might lay His head.
14. When I had eaten my dinner, I returned to the store.
15. When I was young I thought otherwise.

Change the participial, prepositional, infinitive, and absolute phrases, the imperatives, and adverbs, into adverbial phrases or clauses.

1. Few care to dive beneath the surface.
2. Thoughts must be seen distinctly.
3. Oh, I am so glad to be at home.
4. The business being over, the crowd dispersed.
5. Having finished his work, the man returned home
6. The trains run very fast on that road.
7. He labors diligently for wealth.
8. At hearing of the sad changes in his home, his heart sank within him.
9. With our friends absent, we cannot come to a decision.
10. But, coming back to England in November, he found himself sunk in debt.
11. They determined to postpone the attack until the arrival of the fleet.
12. Learn to govern yourself, and you will be able to govern others.
13. After posting sentries round the walls, the garrison retired to rest.
14. He left the field of battle with a broken arm.
15. Though Elizabeth was buried in foreign intrigues, she was above all an English sovereign.

EXERCISE XLII.

In the following sentences change the noun clauses as indicated in Lesson XXIV.

1. It is impossible that I should accompany you.
2. It is expected that you should preach to-morrow.
3. I supposed that he was my friend.
4. I cannot see where I ought to go.
5. That we make the most of golden opportunities, is a privilege as well as a duty.
6. The influence of school prizes is, that they lead pupils to study for the sake of them.
7. It is not enough that truth be visible in a clear air.
8. I cannot conceive it possible that an idle man can be a saint.
9. I should like to tell the whole truth before I pass away.
10. They found that the place was inhabited by heathen tribes.
11. He denied that he had used that expression.
12. We are not certain that mind and matter are distinct existences.
13. It seemed to him that he had become a new boy again.
14. Tom was sorely puzzled when they took other ground.
15. They did not feel that they were doing anything out of the common way.

Change the various infinitives to noun clauses, to participles, to nouns, or to other infinitives.

1. It was impossible for us to do justice in that case.
2. The end of writing is to instruct.
3. I was yesterday much surprised to hear my old friend call out to John Matthews not to disturb the congregation.
4. At this time the weather is subject to change frequently.
5. I believe him to be a student.
6. The chief's being absent was an unfortunate thing.
7. To be united, is to be strong.
8. He is not a man to act dishonestly.

9. A physician was entreated by a patient to give a name to an unknown complaint.

10. Raleigh imagined it possible to corrupt such corruptors.

11. He once struck himself with such violence against a pillar in the gallery as to remove all doubt of his malady.

12. They have concluded among them that it is expedient for a man to die.

13. I dreamt not now to claim its aid.

14. The interjection may be said to be the mother-tongue of passion.

15. You are always certain to detect a sham in such showy things.

LESSON XXV.

THE PREDICATE.

Sentences may be varied by changing the predicate.

1. The verb *be* and an adjective may be substituted for the predicate verb; as:—That suffices for me.—That is sufficient for me.

2. Sometimes the verb *be* and an attributive noun may be substituted for the predicate verb; as:—He invents.—He is an inventor.

3. The verb *have*, and an object, may be substituted for the predicate verb; as:—He is not discreet.—He has no discretion.

4. The voice of the verb may be changed; as:—They searched for you.—You were searched for.

5. The chief part of the predicate may be changed to an adjective; as:—Her disease cannot be cured.—Her disease is incurable.

6. Instead of an affirmative statement, we may use a denial of the opposite; as:—He is learned.—He is not uneducated.

EXERCISE XLIII.

Vary the sentences by changing the predicate as indicated above.

1. My impression differs from yours.
2. This statement applies only to certain districts.
3. He is fanatical. 4. Your words indicated doubt.
5. He was friendly to us. 6. Caterpillars injure trees.
7. Suspicion destroys love and friendship.
8. Our interference did not produce much good.
9. I do not sympathize with them.
10. She does not love him. 11. You are not merciful.
12. He is not polite. 13. He is not skilful.
14. The soldiers burned down the town.
15. The children gathered the apples.
16. The things which I brought home, I gave to my brother.
17. The mystery was soon solved.
18. The obstacles cannot be surmounted.
19. He is worthy of contempt.
20. At this point the mountain may be seen.
21. His speaking could not be heard.
22. It is probable. 23. I am mindful of you.
24. Your argument was logical, but it was out of place.
25. What the man earned during the day, was squandered in the evening.

LESSON XXVI.

SENTENCES.

The construction may be varied by combining, contracting, and expanding sentences.

Simple Sentences.—1. Two or more simple sentences may be combined by changing one of them into :—

(1) *An Appositive Phrase ;* as :—The keeper was a man of great strength. He killed a lion.—The keeper, a man of great strength, killed a lion.

(2) *A Participial Phrase;* as :—The trees are growing along the river. They are very large.—The trees, growing along the river, are very large.

(3) *An Infinitive Phrase;* as :—I have come. I shall assist you.—I have come to assist you.

(4) *A Prepositional Phrase;* as :—There is a path through the woods. It is shady and cool.—The path through the woods is shady and cool.

2. Two or more simple sentences may be combined into a complex sentence by making one the independent clause, and turning the others into dependent clauses :—

(1) Into an *Adjectival Clause;* as :—The tree is dead at the top. The tree was struck by lightning.—The tree which was dead at the top, was struck by lightning.

(2) Into an *Adverbial Clause;* as :—I have come. I shall assist you.—I have come that I may assist you.

(3) Into a *Noun Clause;* as :—Plato's enemies had spoken ill of him. He was told this.—Plato was told that his enemies had spoken ill of him.

3. Two or more simple sentences may be combined into a compound sentence, by uniting the subjects, or by uniting the predicates; as :—Life is work. Life is warfare.—Life is work and warfare. The men are diligent. The boys are diligent.—The men and the boys are diligent. He is a wise man. He is a good man. He is a patriotic man.—He is a wise, good, and patriotic man. He speaks prudently. He acts prudently. —He speaks and acts prudently.

4. Simple sentences may be expanded into compound or into complex sentences.

Example.—On approaching the house, we saw the enemy retreating.—As we were approaching the house, we saw the enemy retreating. *Or:* We approached the house and saw the enemy retreating.

Compound and Complex Sentences may be contracted into Simple Sentences.

Example.—It grieves one dog when he sees another dog go into the kitchen.—It grieves one dog to see another dog go into the kitchen.

Compound Sentences may be changed into Complex, and Complex into Compound.

Example.—I was too far from home to think of returning, and so I determined to go forward.—As I was too far from home to think of returning, I determined to go forward.

Direct Discourse for Indirect.

Direct discourse introduces the speakers themselves, while indirect merely tells what they said or did. It is often convenient or desirable to change the one into the other. This is done chiefly by changing the first and second person to the third, and the present tense to the past.

Example.—*Direct:* "Paint me as I am," said Cromwell, "with all my scars, wrinkles, and warts, or I will not pay you a shilling."

Indirect: Cromwell said that the painter was to paint him as he was, with all his scars, warts, and wrinkles, or he would not pay him a shilling for the picture.

EXERCISE XLIV.

Combine the Simple Sentences into Compound or Complex, as illustrated in the preceding lesson.

1. There is a curious bird in Australia. It has a note like the tinkling of a bell.
2. The man has a habit of rising late. It will bring him to poverty.
3. Let us strive to please our conscience first; and let us strive to please the world next.

4. The next morning the battle began in terrible earnest. The next morning was the 24th of June. The battle began at break of day.

5. The young stranger made his appearance at Niagara. This was about fifteen years ago. It was in the glow of early summer. The stranger was of pleasing countenance.

6. The sails hung ready. The ship lay in the stream. Busy little boats darted about her. Puffing little steamers darted about her. They clung to her sides. They paddled away from her. They led the way to the sea. In this manner dolphins might pilot a whale.

7. My grandfather Titbottom called me into his presence. I was a mere child. He said he should soon be gone. He wanted to leave with me some memento of his love. These spectacles are valuable. He knew of nothing more valuable.

8. The tea was poured into the cups. The napkins were fringed with gold. Tea was presented to the ladies by slaves. Slaves were Turks. They presented it on their knees. Ladies sat on cushions. They sat on the ground.

9. The goddess of Falsehood was of gigantic stature. She advanced before the front of her army some paces. Light began to dawn upon her. It came from Truth. It was dazzling. Falsehood began insensibly to fade. She looked like a huge phantom. She did not look like a real substance. The goddess of Truth approached. Falsehood fell away entirely.

EXERCISE XLV.

Expand the Simple Sentences into Compound or Complex.

1. Night came on, closing the petals of the flowers.

2. The frost having appeared, the yellow fever is still loth to leave.

3. We are sorry to see the days growing shorter and the nights growing longer.

4. He admitted having taken the money.

5. The pillars supporting the roof gave way.

6. A gentleman of my acquaintance informed me.

7. Not hearing from him, they became uneasy.

8. Without his help you would not have succeeded.
9. I had been at work among my roses, fastening up the sprays.
10. They came on in three divisions, firing heavily as soon as they came within range.
11. The petition of the people, demanding a redress of their grievances, was just.
12. The habit of drinking will bring that man to disgrace.
13. In the morning, a jolly red-nosed sailor came on board.
14. He met a man going to town with a load of hay.
15. They now left the main road, striking into a green track leading over the common.
16. Probably our poet had an intention of marrying his maid.
17. All the anxieties of a poetical life were early experienced by Shenstone.
18. He returned to the country from the chase of fame, wearied without having started it.
19. Byron, the distinguished poet, died in Greece.
20. He was elected president at the age of fifty-five.

EXERCISE XLVI.

Contract the Compound and Complex Sentences into Simple.

1. The queen came that she might behold the glory of Solomon with her own eyes.
2. It would be better if the question were made more definite.
3. No one who loves nature and studies it, can ever feel alone or unloved in the world.
4. Watch the water that flows in deep quiet streams, or forms the vast ocean.
5. We do not expect that the teacher will fully master the art of drawing.
6. No one will be admitted unless he has a ticket.
7. I blamed her because she did not tell me sooner.
8. It is impossible that such a result should happen.

9. As he was an entire stranger, he did not know where he ought to go for it.

10. That man's farm is valuable, because it is near the town.

11. One cannot say that he wanted wit, but rather that he was frugal of it.

12. He has shewn great fairness towards Russia, and has recoiled from the idea of war with that empire.

13. Our imagination is highest when our stomach is not overloaded.

14. The Italians are a fanciful people, who have often mixed a grain or two of pleasantry with their wisdom.

15. The examinations are just coming on, and it would not be advisable to break up the school.

EXERCISE XLVII.

Change the Compound Sentences into Complex, and the Complex into Compound.

1. Give us the luxuries of life and we will dispense with its necessaries.

2. Many men who can conquer their anger cannot conquer their pride.

3. There is surely an eclipse, it is growing dark.

4. The prodigal son had the best of reasons for staying at home, yet he wandered away from it.

5. Pearls are worn by queens, and yet they are found inside oyster-shells.

6. Though books may teach you many things, yet they cannot teach you everything.

7. If you would not cut yourself off from the kind offices or others, you must shew yourself kind.

8. The small stock of provisions which we took with us was soon exhausted.

9. Seventy miles below, the canyon begins, and continues for a similar distance.

10. When young people gather round the fire on a winter's night, they are fond of puzzling one another with riddles.

11. His eyes closed with the torpor of approaching death, and tho' round sustained his fainting form.

12. When the light infantry joined the main body, the army rotated into the town.

13. The hill that you see in the distance, commands a fine prospect.

14. The government is a limited monarchy, and is founded upon that of Britain.

15. Hazledown measured some three miles round, and in the neighborhood were several woods full of birds and butterflies.

EXERCISE XLVIII.

In the following sentences change the direct form to the indirect, and the indirect to the direct.

1. "I did not rise," said he, "with the expectation that I should convince the honorable gentlemen that they are wrong and that I am right."

2. Wallace told the priests of Hexham to remain with him, as he could not protect them from his soldiers when out of his presence.

3. The crabbed old schoolmaster used to ask, when they brought him a new pupil, "But are you sure he is not a dunce?"

4. "I intended that work to be my best," said Thackeray, "but I have failed. Nobody reads it."

5. "My conscience," said he, "tells me that I have labored honestly to destroy that which is evil and build up that which is good."

6. Dr. Johnson is reported to have said: "If a boy says he loooked out of this window when he looked out of that one, whip him."

7. Lord Chatham said that if he were an American, as he was an Englishman, while foreign troops were landed in his country he would never lay down his arms.

8. Dean Swift averred that he never knew a man come to eminence who lay in bed of a morning.

9. "Dost thou see that beautiful tree?" said he, "and dost thou look upon it with pleasure?" "Yes," replied the officer, "I look with pleasure upon that beautiful tree." "I have no longer pleasure in looking upon it," said the unhappy Indian.

10. Wallace replied that it was true he had killed very many Englishmen, but it was because they had come to subdue his native country of Scotland.

LESSON XXVII.

SYNONYMS.

Variety of expression may generally be secured by putting in the place of the nouns, adjectives verbs, and adverbs, some of their synonyms. As no two words convey exactly the same sense, there is always one that is the most fitting to be used, while there may be several that are admissible.

Example.—Many good, brave, and moderate men, who disliked his former conduct, and who entertained doubts touching his present sincerity, espoused his cause unwillingly and with many painful misgivings, because, though they dreaded his tyranny much, they dreaded democratic violence more.

With Synonyms.—A large number of noble, fearless, and reasonable persons, who disapproved of his previous course of action, and who had their suspicions concerning his present honesty of purpose, supported his interests reluctantly and with much distressing hesitation, because, though they feared his iron rule much, they feared popular outrage more.

Phraseology.

1. Variety of expression may be secured by recasting a sentence so as to express the thought in entirely different phraseology.

Example.—She died.—God released her of her pain. She passed away. She was no more. She fel asleep fo.ever. She slept the sleep that knows nc waking. Her dissolution took place. She breathed her last. She departed this life. She sank into the grave. She closed her eyes for ever. She terminated h·· earthly existence. She dropped off. Her demise occurre

2. Variety of phraseology may extend to entire sketches.

In this exercise, do not merely substitute one word for another, nor even one sentence for another. Study the passage to be transposed till you have thoroughly mastered it in detail and as a whole. If it is too long to be easily retained in the memory, make a brief list of the leading heads or parts, and arrange them in the order in which you intend to write them out. Then lay aside the passage and express freely in your own language the several thoughts, facts, or statements it contains.

Example.—Damon and Pythias were intimate friends. Damon, being condemned to death by the tyrant Dionysius, asked liberty to go home for the purpose of setting his affairs in order; and his friend offered to be his surety, and to submit to death if Damon should not return. Every one thought he knew what the end of the affair would be, and began to condemn Pythias for so rash an act; but he, confident of the integrity of his friend, awaited the appointed time with cheerfulness. Damon, strict to his engagement, returned at the time fixed. Dionysius so much admired their mutual fidelity that he pardoned Damon, and asked to be admitted into the friendship of two such worthy men.

Recast.—Damon and Pythias were very dear friends, and thought a great deal of each other, as the following instance shows. Damon, having in some way or other transgressed the law of Dionysius, was put into prison and condemned to death. Being very desirous of going home to bid his friends good-bye, and to put his affairs in order before his death, he begged Dionysius to allow him to go, promising to return on the day of execution. But Dionysius, fearing that it was a plot to get Damon out of his hands, promised to let him go

on condition that he would get some one to act as surety for him. With this Damon's heart sank, for he never thought that any one would be willing to risk his life for him. But Damon had at least one true friend, who did not desert him in this time of trouble. This friend was Pythias. He freely offered to go security, saying that, if Damon did not return, he would cheerfully die in his stead. So Damon went to his home, and Pythias went to prison. As the day of execution drew near, the people began to ridicule Pythias for running such a risk; they said they knew very well that Damon would not return. However, Pythias said that he could trust his friend's integrity; and he was not deceived; for, true to his promise, on the day appointed, Damon did return. This so pleased the king that he freely forgave Damon, and asked to be a sharer in their friendship, a friendship which made them stand by each other in such a time of trial.

EXERCISE XLIX.

In the following sentences, change the wording by putting in place of the nouns, adjectives, verbs, and adverbs, one of their synonyms that will express as nearly as may be the same meaning.

1. Indolence is the cause of many evils.
2. Wealth which is desired by all is accompanied by many troubles.
3. In establishing his government he had to feel his way, to sound men's dispositions, and to conciliate different interests.
4. The Protectorate, with all its glories, was not the conception of a lowly intellect, but the revolutionary energy of a mighty nation concentrated in a single chief.
5. Attempts have often been made, and very recently have been renewed with much affirmation of success, to prove that such low forms of life may originate spontaneously from their materials in the water.
6. Great gates of brass, richly and delicately wrought, turn heavily upon their hinges, as if proudly reluctant to admit the feet of common mortals into this most gorgeous of sepulchres.

7. The more, however, James pressed for the consummation of his projects, the more Spain held back; but so bent was the king on its realization that, after fruitless negotiations, the prince quitted England in disguise, and appeared with Buckingham at Madrid, to claim his promised bride.

8. Human fat is fuel laid away for use. It constitutes a hoard of combustible material upon which the owner may draw whenever his ordinary supplies are intercepted.

9. I thought ten thousand swords must have leaped from their scabbards to avenge even a look that threatened her with insult. But the age of chivalry is gone. That of sophisters, economists, and calculators has succeeded; and the glory of Europe is extinguished forever.

10. It may well be doubted if any one of the great poets who have arisen during the last half century, has so closely touched the popular heart as Longfellow has.

EXERCISE L.

Express in different phraseology as illustrated in (1) of the last lesson.

1. He gives his parents no anxiety.
2. Truth, crushed to earth, shall rise again.
3. Cradles rock us nearer to the tomb.
4. He hides his own offences, and strips others' bare.
5. The gale had sighed itself to rest.
6. When faith is lost, when honor dies, the man is dead.
7. He who would search for pearls must dive below.
8. The evil that men do lives after them.
9. They never pardon who have done the wrong.
10. That life is long which answers life's great end.
11. Mammon wins his way where seraphs might despair.
12. Where your treasure is, there will your heart be also.
13. It is more blessed to give than to receive.
14. They all with one consent began to make excuse.
15. It is an ill wind that blows nobody good.
16. How very much happier we should all be if people attended to their own business, and let their neighbors attend to theirs.

17. The Court of Elizabeth was as immoral as that of her successor, but its immorality was shrouded by a veil of grace and chivalry.

18. A fool speaks all his mind, but a wise man reserves something for hereafter.

19. He was a most severe judge of himself as well as of others.

20. There is scarcely a man living who is not actuated by ambition.

EXERCISE LI.

Render the following in different phraseology as illustrated in (2) of the last lesson.

1. Whatever I have tried to do in life, I have tried with all my heart to do well; whatever I have devoted myself to, I have devoted myself to completely. In great aims and in small, I have always been thoroughly in earnest.

2. It was a mystery to many people why Governor Briggs, of Massachusetts, wore a cravat but no collar. Some people thought it was an absurd eccentricity. This was the secret: Many years before he was talking with an inebriate and telling him that his habit was unnecessary, and the inebriate retorted upon him and said: "We do a great many things that are not necessary. It is not necessary for you to wear that collar." "Well," said the governor, "I will never wear a collar again if you won't drink." "Agreed," said the inebriate. Governor Briggs never wore a collar. They both kept their bargain for twenty years. They kept it to the death. That is the reason Governor Briggs did not wear a collar.

3. When Syracuse was taken, Archimedes was describing mathematical figures upon the earth, and when one of the enemy came upon him, and asked his name, he was so engrossed with the desire of preserving the figures entire, that he answered only by an earnest request to the soldier to keep off, and not break in upon his circle. The soldier, thinking himself scorned, ran Archimedes through the body, and the purple stream of blood soon obscured all traces of the problem

on which he had been so intent. Thus fell this illustrious man by the mere neglect to tell his name, for the general, Marcellus, had given orders to respect the life and person of the philosopher.

4. Sir Cloudesley Shovel, whose melancholy shipwreck on the rocks of Scilly is well known, was, when a boy, on board a ship commanded by Sir John Narborough, who, during an action, expressed a very earnest wish to have some orders of consequence conveyed to a ship at a considerable distance. Shovel, hearing this, immediately undertook to convey it; and this he actually performed, swimming through the enemy's line of fire with the despatches in his mouth.

EXERCISE LII.

Expand each of the following into a paragraph of two or more sentences.

1. Columbus discovered America.
2. Brevity is the soul of wit.
3. Wisdom is justified of her children.
4. It is glorious to die for one's country.
5. War is a great evil.
6. There is strength in unity.
7. The amiable gain many friends.
8. Party is the madness of many for the gain of a few.
9. Procrastination is the thief of time.
10. There's nothing either good or bad, but thinking makes it so.
11. We know what we are, but know not what we may be.
12. There is a special providence in the fall of a sparrow.
13. Every one can master a grief but he that has it.
14. The employment moulds the character.
15. The great clock at Strasburg is a wonderful piece of mechanism.

Condense the substance of the following paragraphs into one or two sentences.

1. I was not, like His Grace of Bedford, swaddled and rocked and dandled into a legislator. "*Nitor in adversum*" is the motto for a man like me. I possessed not one of the

qualities, nor cultivated one of the arts, that recommend men to the favor and protection of the great. I was not made for a minion or a tool.

2. Malevolence to the clergy is seldom at a great distance from irreverence of religion, and Dryden affords no exception to this observance. His writings exhibit many passages, which, with all the allowance that can be made for character and occasions, are such as piety would not have admitted, and such as may vitiate light and unprincipled minds. But there is no reason for supposing that he disbelieved the religion which he disobeyed. He forgot his duty rather than disowned it. His tendency to profaneness is the effect of levity, negligence and light conversation, with a desire of accommodating himself to the conception of his times by venturing to be wicked as far as he durst.

3. "I'll tell you a story, gentlemen, which is as true as that this pipe is made of clay. When I was delivered of my first book, I owed my tailor for a suit of clothes; but that is nothing new, you know, and may be any man's case as well as mine. Well, owing him for a suit of clothes, and hearing that my book took very well, he sent for his money and insisted on being paid immediately. Though I was at the time rich in fame, for my book ran like wild-fire, yet I was very short in money, and being unable to satisfy his demand, prudently resolved to keep my chamber, preferring a prison of my own choosing at home to one of my tailor's choosing abroad. In vain the bailiffs used all their arts to decoy me from my citadel; in vain they sent to let me know that a gentleman wanted to speak to me at the next tavern; in vain they came with an urgent message from my aunt in the country; in vain was I told that a particular friend was at the point of death and desired to take his last farewell. I was deaf, insensible, rock, adamant; the bailiffs could make no impression on my hard heart, for I effectually kept my liberty by never stirring out of my room."

4. Write a paragraph on "Our Sight," taking the following as principal and subordinate subjects:—A general statement about "Our Sight"—The pleasure it affords—Contrast these pleasures with those received through "the sense of feeling"—The ideas it furnishes the imagination, and their nature—How much we should value "Sight."

5. Write a paragraph describing "A Meadow suitable for a Tournament." Take the following as heads:—An introductory sentence—The location—Surface—Kind of enclosure—The size—The form—The entrance and how guarded.

6. Write a paragraph on "Successive Steps to Prohibition." Heads:—No sale to minors—No sale to drunkards—No sale of adulterated liquors—High license—Prohibition.

LESSON XXVIII.

VARIETY OF EXPRESSION.

II. POETRY TO PROSE.

Two Forms.—All thought may be expressed either in the form of poetry or in that of prose. Sometimes these two forms approach very closely, at others they stand very widely apart, but they never coincide. Moreover, the effect produced on the mind by a thought when dressed in the most artistic garb of poetry is very different from the effect produced by the same thought when clad in the commonplace habiliments of ordinary prose; and even when clothed in the humblest poetic attire, thought carries with it a charm that it does not possess when couched in the highest form of prose. The learner should try to distinguish between the effect of the naked thought itself and that of the language which gives it expression. In this he will be aided by the exercise of transposition.

Methods.—Poetry may be transposed into prose, either by a change of phraseology, or by merely eliminating what is poetic.

First Method.

The first method consists in writing out in good prose the general meaning of the poetry under consideration. This, if properly carried out, is a profitable exercise for beginners in

composition, as it trains them in examining closely the meaning of terse and compact language, and in expressing thoughts with care and exactness. This exercise scarcely differs from that in the last lesson, where prose is transposed into other prose by changing the phraseology. The object in both is to reproduce the same thought in different language.

How Transposed.—To transpose according to this method it is necessary to read and re-read the passage of poetry until it is perfectly understood, and then to write out the meaning in the plain language of prose. The same words and phraseology should not be used. The prose must contain the same thoughts as the poetry, and must, as far as possible, convey the very same shade of meaning as the original. Poetry is usually more suggestive than prose, so that some things that are only implied in the former, may be fully expressed in the latter. After the piece has been written out, review, criticise, and correct.

Example.—"Not enjoyment, and not sorrow,
Is our destined end or way;
But to act that each to-morrow
Finds us further than to-day.

Art is long, and time is fleeting,
And our hearts though tough and brave,
Still, like muffled drums, are beating
Funeral marches to the grave."

Transposed.—We are not placed in this world merely for the purpose of enjoying ourselves, or of dragging out our lives in sorrow, but we are sent here to improve the time in developing the capabilities that are given us. For this, ample opportunity is afforded in the vast fields of knowledge, research, and toil that lie spread out before us. Though the full investigation of these might employ ages, yet but a few short years are granted us. At times, indeed, we feel as if we might live forever, but we need not presume on life, for every throb of our hearts reminds us that we are rapidly drawing nearer the close of our allotted time.

LESSON XXIX.

SECOND METHOD.

The second method of transposing poetry into prose, consists in making only such changes as are necessary to change the one *form* of expression into the other.

Where to begin.—The pupil must first of all acquire a definite idea of the distinction between the form of poetry and that of prose. He must not fall into the error of supposing that form is spirit, that measure and arrangement are poetry. It is not difficult to tell where the mechanical structure of verse ends and that of prose begins; but apart from this, poetry and prose exist in so great variety, and are so gradually shaded into each other, that the most expert critic is befogged when he attempts to discern the line between them. The truth is, we have much poetical prose, as well as an abundance of prosaic poetry.

What is to be done.—What poetry is in its essence, we need not attempt to determine. If we could decide, we should not be materially assisted in the ungracious task before us—the task of destroying an intrinsic beauty we can neither create nor define, but one that we can all enjoy and admire. In transposing poetry into prose, that is, into the prose form, we need not in every case drive out the living and pervading poetic spirit. Our task is simply to change the form from the poetic to the prose. In order to do this, we shall proceed to examine the differences between these two forms.

Differences.—The points of difference to be noticed are included under the heads of *Rhyme*, *Measure*, and *Diction*. *Diction* comprises Arrangement, Expedients for Brevity, Words, Concrete and Particular Terms, and Figurative Language.

Rhyme.—As Rhyme cannot in any case enter into prose, it presents no difficulty. In transposing it is simply eliminated by substituting for one of the rhyming words some suitable synonym.

Measure.—Of all the characteristics in which poetry differs from prose, there is but one that is peculiar to poetry. That one is metre. Composition that is written in metre is poetry, in form, at least, while that which is not is prose. Some poetry seems to be distinguished from prose only by the possession of metre.

How transposed.—In poetry that is expressed in this plain and simple style, all that is necessary to convert it into prose is merely to remove the metre by inserting or omitting words, as in the example following.

Example.—

"Pray, do not mock me,
I am a very foolish, fond old man,
Four-score and upwards; and, to deal plainly,
I fear I am not in my perfect mind.
Methinks I should know you, and know this man;
Yet I am doubtful; for I am mainly ignorant
What place this is, and all the skill I have
Remembers not these garments; nor I know not
Where I did lodge last night.—Do not laugh at me,
For, as I am a man, I think this lady
To be my child Cordelia!"

In this there is not a word, not a phrase, not an expression, that might not be used in the plainest and simplest prose, yet no person, whose ear is attuned to the music of verse, can fail to discover in it that something we cannot describe, but which we call poetry. Now, let us make a change the least possible, but still sufficient to throw out the metre, and we shall find that the imprisoned spirit has fled, that the poetry has become prose.

Transposed.—I pray you do not mock me, I am, indeed, a very foolish, fond old man of four-score years and upwards; and, to deal plainly with you, I fear I am not in my perfect mind. I think I should know you, and this man, also, but yet I am doubtful; for I am quite ignorant what place this is, and all the skill I have does not remember these garments, nor do I know where I lodged last night.—Do not laugh at me, for as surely as I am a man, I think this lady is my child Cordelia.

EXERCISE LIII.

Transpose by removing the measure; also, by the First Method.

1. "I met a little cottage girl;
   She was eight years old, she said;
   Her hair was thick with many a curl
   That clustered round her head."

2. "They got into a hackney coach,
   And trotted down the street.
   I saw them go; one horse was blind,
   The tails of both hung down behind,
   Their shoes were on their feet.

3. "True ease in writing comes from art, not chance,
   As those move easiest who have learned to dance."

4. "The sound must be an echo of the sense.
   Soft is the strain when Zephyr gently blows,
   And the smooth stream in smoother numbers flows;
   But when loud surges lash the sounding shore,
   The hoarse, rough verse should like the torrent roar."

5. "The creeping vermin, loathsome to the sight,
   And charged, perhaps, with venom, that intrudes,
   A vistor unwelcome, into scenes
   Sacred to neatness and repose, the alcove,
   The chamber, or refectory, may die—
   A necessary act incurs no blame."

6. "Defend me therefore, Common Sense, say I,
From reveries so airy, from the toil
Of dropping buckets into empty wells,
And growing old in drawing nothing up."

7. "O yet we trust that somehow good
Will be the final goal of ill,
That nothing walks with aimless feet,
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile complete."

LESSON XXX.

POETIC DICTION.

Poetic Diction is a term employed to denote the style of expression peculiar to poetry. It has already been stated that only in a modified sense can it be asserted that poetry has a diction of its own. There are comparatively few words or forms of expression used in poetry that may not also be employed in some of the higher forms of prose, especially in Oratory. But we must not suppose that in narrative, descriptive, or expository prose, it is befitting to avail oneself of the delicacy of wording and structure that is quite in place in poetry, and that is one of its chief ornaments. In poetry, as in prose, there is great variety of diction. Sometimes, as we have just seen, the language is as plain and simple and unadorned as in the humblest prose; from this it rises through all possible gradations of elaboration, till it reaches the highest point of polished splendor.

Arrangement.

One of the features of poetic diction is the use of less usual and more inverted constructions than are commonly found in

prose. We must never lose sight of the fact that the object of poetry is, primarily, to please. This it seeks to do by many arts. As agreeable sounds, both those that are actively and those that are passively so, are a source of pleasure, the poet arranges his line so as to secure the highest degree of harmony. Again, an unusual and unexpected order of words may give rise to an agreeable surprise. If, therefore, the harmony can be increased and a pleasing surprise effected by the same deviation, a double pleasure is afforded. The attainment of these objects, along with the requirements of measure, accounts for the inverted constructions of poetry. In prose, on the other hand, as the object is to inform the understanding, everything is made subservient to clearness, directness, and force of expression. Not that the prose writer has no ear for harmony or no eye for beauty. He does not disdain to seek to embody as much of these and of all the other beauties of composition as is consistent with the nature of the subject he is treating, but with him beauty is a secondary object.

How transposed.—Poetry which, apart from measure, is distinguished from prose chiefly by inversion or unusual arrangement, is transposed by writing it out in the natural order. This will remove the metre also.

Example.—"It is the hour when from the boughs
The nightingale's high note is heard;
It is the hour when lovers' vows
Seem sweet in every whispered word;
And gentle winds and waters near
Make music to the lonely ear."

Transposed.—"It is the hour when the nightingale's high note is heard from the boughs; it is the hour when lover's vows in every whispered word seem sweet; and gentle winds and near waters make music to the lonely ear."

Expedients for Brevity.

Many words darken speech. Poetry seeks to present clear and distinct images to the mind—its diction is picturesque. Long sentences and involved constructions which convey the thought in such a manner that it cannot be grasped without an effort, require a labor that destroys the pleasure poetry is intended to impart; hence it makes use of the briefest forms of expression consistent with clearness. Many, if not all, of the expedients employed to attain brevity in poetry, are also used in prose, but poetry, as will be seen, makes a still bolder use of them.

Among the means adopted to render the language of poetry brief and picturesque, may be mentioned:—

(1) **The Omission of Connectives**; as:—

"The dew was falling fast; the stars began to blink;
I heard a voice; it cried: Drink, pretty creature, drink.

On the other hand, the connectives are sometimes repeated in poetry where they would be omitted in prose.

(2) **Absolute Constructions**; as:—

"*The hour concealed, and so remote the fear,*
Death still draws nearer, never seeming near."

(3) **Adjectives instead of Clauses.** The adjective takes the place of a variety of kinds of clauses that would ordinarily be expressed at length in prose; as:—

"Lely on *animated* canvass stole
The sleepy eye which spoke the melting soul."

i.e. The canvass which assumed life under his pencil.

(4) **Participial Constructions**; as:—

"*Nigh foundered*, on he fares,
Treading the crude consistence, half on foot, half *flying*."

"My sudden hand
Prevented, spares to tell thee yet by deeds what it intends."

(5) **Ellipses** that would not be permissible in prose, are frequently found in poetry; as:—

(*a*) *Of the article;* as:—

"The why is plain as way to parish church."

(*b*) *Of pronouns;* as:—

"It was a tall young gentleman lived by the riverside."

(*c*) *Of the verb;* as:—

"Sweet the pleasure, rich the treasure."

(6) **Poetic Grammar.** For the sake of an agreeable surprise, and for the sake of brevity, liberties are taken with the rules of grammar, and deviations from them made, under the name of Poetic License

(*a*) *Adjectives for adverbs;* as:—

"So *sweet* she sung:" for "sweetly."

(*b*) *Conjunctions;* as:—

"*Nor* day nor night my heart has rest:" for "Neither day nor night my heart has rest."

(*c*) *One case for another;* as:—

"So you must ride on horseback after *we*."

(*d*) *One part of the verb for another;* as:—

"But saw her not
Before his weary pilgrimage *begun*."

(*e*) *One pronoun for another*; as:—

"I will paint *me* with black."

(*f*) *Pleonastic pronouns;* as:—

"My banks *they* are furnished with bees."

(7) **Epithets.**—As poetry combines with the object of graphically presenting ideas and images, the still higher one of giving pleasure, it makes use of language at once instructive and pleasing. In this way, we find poetry coining new words, or combining other words into epithets in an original

and delightful manner. These epithets often convey, in brief, a fulness of meaning that could be expressed only by a whole clause or sentence in the common prosaic style.

Examples.—

"Grieving, if aught inanimate e'er grieves,
O'er the *unreturning* brave."

i. e., "The brave who are destined never to return."

"A station like the herald Mercury
New-lighted on a *heaven-kissing* hill."

i. e., "A hill that reaches up to and kisses the heavens."

Epithet for Name.—The poet often goes further and puts the epithet for the name of the thing, with a boldness that would not be allowable in prose.

Examples.—

"Below the chestnut when their buds
Were glistening to the breezy *blue*."

i. e., "The sky."

"The dead *vast* of night."—*i. e.*, "waste."

EXERCISE LIV.

Transpose by removing the measure and the poetic arrangement; also, by the First Method.

1. "For contemplation he, and valor, formed;
For softness she, and sweet attractive grace."

2. "His step than the red-deer's was freer and lighter;
His eye than the eagle's was keener and brighter."

3. "Here rests his head upon the lap of earth
A youth to fortune and to fame unknown."

4. "When Ajax strives some rock's vast weight to throw,
The line too labors, and the words move slow."

5. "The power of music all our hearts allow,
And what Timotheus was is Dryden now."

6. "How sleep the brave that sink to rest,
By all their country's wishes blest!"

7. "On Fame's eternal camping-ground
Their silent tents are spread;
And Glory guards, with solemn round,
The bivouac of the dead."

8. "I saw from the beach when the morning was shining,
A bark o'er the waters move gloriously on:
I came, when the sun o'er that beach was declining—
The bark was still there, but the waters were gone."

9. "'Mid scenes of confusion and creature complaints,
How sweet to the soul is communion with Saints;
To find at the banquet of mercy there's room,
And feel in the presence of Jesus at home!"

EXERCISE LV.

Transpose by removing the rhyme, measure, and poetic diction; also, by the First Method.

1. "Six frozen winters spent,
Return with welcome home from banishment."

2. "The cock is crowing: the stream is flowing;
The small birds twitter: the lake doth glitter;
The green fields sleep in the sun."

3. "Lives of great men all remind us
We can make our lives sublime;
And, departing, leave behind us
Footprints on the sands of time."

4. "And as a hare, whom hounds and horns pursue,
Pants to the place from whence at first she flew,
I still had hopes, my long vexations past,
Here to return—and die at home at last."

5. "The crawling glaciers pierce me with the spears
Of their moon-freezing crystals, the bright chains
Eat with their burning cold into my bones."

6. "Know ye not me,
The Titan? He who made his agony
The barrier to your else all-conquering foe?
Oh, rock-embosomed lawns, and snow-fed streams,
Now seen athwart frore vapors, deep below,
Through whose o'ershadowing woods I wandered once
With Asia, drinking life from her loved eyes."

7. "Thus ended he, and both
Sat silent: for the maid was very loth
To answer; feeling well that breathed words
Would all be lost, unheard, and vain as swords
Against the encased crocodile, or leaps
Of grasshoppers against the sun."

LESSON XXXI.

WORDS.

Certain words and word-forms are peculiar to poetry.

(1) **Poetic Words.**—Poetry, especially poetry of the elevated style, makes use of many words that may be called poetic as they are seldom, if ever, admissible in prose of any kind. They are such as, stilly, vasty, bewept, welkin, wend, meed, wilding, quoth.

Closely allied to these is another class, used in the higher kinds of prose, and also in poetry. They are such as, isle, mount, betwixt, vale, nigh, ire, yore.

Again, words are often used in poetry in an unusual or improper sense; as:—

"Chill penury repressed their noble *rage*."

(2) **Altered Words.**—To suit the measure, words are frequently altered in form. This may be done by cutting off a syllable at the beginning (Aphæresis), or at the end (Apocope), or by throwing out a syllable from the middle (Syncope). Thus, 'plaint, 'gainst, 'gan; morn, eve, ope, vampire; ne'er, fav'rite.

(3) **Old Words.**—Because old words and archaic forms add dignity to the style, and because they are shorter than the modern, poetry makes frequent use of them, though they would not be allowed in prose. They are such as, ween, whilom, clomb, hight, yclept, erst.

(4) **Proper Names.**—In this connection, it may be mentioned that in the names of places, countries, or persons, old names or altered forms of modern names are very often employed; as:—

"Though the last glimpse of *Erin* with sorrow I see,
Yet wherever thou art shall seem *Erin* to me."

In the same way, instead of the name of a person, place, or thing, is found in poetry some quality, characteristic, or accompaniment, that suggests it; as:—"He loves the *Green Isle*"

Concrete and Particular Terms.

It has already been pointed out that both Strength and Clearness are promoted by the use of concrete terms instead of abstract, and particular instead of generic. In poetry where pleasure is the purpose of the language, it is natural that every word should as far as possible be adapted to call up some image. So we find that poetry even more than prose prefers specific and concrete terms to generic and abstract.

Examples:—

"The *hawthorn bush* with seats beneath the shade."

"The hollow-sounding *bittern* guards its nest;
Amidst thy desert walks the *lapwing* flies.

Figurative Language.

Figurative language, like most of the other features of poetic diction, is not peculiar to poetry, but is common also to prose; yet there is a wide distinction in its use in these two departments of composition. In the divisions of prose that fall under the heads of Description, Narration, and Exposition, figures of speech are sparingly used, and rarely for any purpose except that of illustration or explanation; in Persuasion, whose object is to influence the will by appealing to the feelings, the passions, or the prejudices of the listners, figurative language is more freely employed. The orator seeks to ingratiate himself with his hearers in order that his opinions and views may find acceptance with them. Hence, he makes his language pleasing that he may first catch the ear and afterwards win the judgment. In poetry, whose chief object is to give pleasure, and whose grand aim is missed if it does not, the adornment of the language is of the highest importance. Yet figures of speech are not the only, nor even the chief beauty of poetic diction; there is much true poetry in which the language is as plain and simple as that of any prose. In this the very plainness, simplicity, and neatness are the choicest embellishments. But poetry is allowed every variety of diction from the lowest to the highest according to the nature of the subject and the style of treatment required. Although there is no subject dealt with in poetry that might not be treated in prose, yet the converse is not true, for the materials of poetry are confined to nature and humanity, while even here the choice of subjects is limited by the laws of æsthetic feeling and by a consideration of what will give

pleasure. Now, it is evident that if the same subject is treated in poetry and in prose, as the object is, in each case, different, so the style, diction, and effect must be quite dissimilar. In Narrative and Descriptive poetry, for example, there is a distinct purpose to be attained; in the one, to relate a story, and in the other to present a picture to the mind's eye. In both cases that purpose is to be accomplished in such a manner that the process and the result, the means and the end shall be pleasing apart from the intrinsic interest of the story or the beauty of the picture. The instrumentality by which each of these purposes is to be effected is language. Hence, as figurative speech is briefer, more pleasing and more striking than literal, it is the chosen vehicle of poetry.

In transposing the difficulty is to determine just what figures are to be allowed to remain, and what ones are to be cast out. This cannot be taught by rule, but must be left to the taste and judgment of the pupil.

The Limit.—Perhaps, after all, it is only the humbler and more indifferent kinds of poetry that can be rendered in prose. It is true, as already stated that thoughts or fancies may be expressed either in the prose or in the poetic form. But how much is sometimes conveyed in the form alone! What richness of fancy, what sublime harmony, what warmth of coloring, what delicacy of feeling, what grandeur and loftiness of sentiment are often enwrapped in the very language in which poetry clothes the thought! Who, for example, could express in prose all the effect of Milton's description of Satan's flight to this world, or of the Garden of Eden, or, in fact, any of our sublimer poetry. The literal meaning of the words may, undoubtedly, be written out in a pitiful kind of prose—prose that, at its best is scarcely fit to be considered a caricature of the original. It may convey the same ideas, but these ideas, so presented, do not produce on the mind the same effect as they do in the form of poetry. Words are not all of language;

the manner in which they are combined, and the way in which they are made to present pictures to the mind, and, above all, the power they have, in a master's hand, to suggest images, thoughts, and fancies, to fill themselves, as it were, with life, and beauty, and passion, this is the body and soul of language, and without this the words themselves are but as the dry bones in Ezekiel's valley.

EXERCISE LVI.

Transpose by removing the rhyme, measure, and poetic diction; also, by the First Method.

1. "Deep in the shady sadness of a vale
Far sunken from the healthy breath of morn,
Far from the fiery noon, and eve's lone star,
Sat gray-haired Saturn, quiet as a stone."

2. "He held him with his skinny hand;
'There was a ship,' quoth he.
'Hold off! unhand me, gray-beard loon!'
Eftsoons his hand dropt he."

3. "Oh, lone and lorn my lot!
To me the sunshine is a joy unknown;
In vain earth's lap with rarest flowers is strown—
I crush, but see them not."

4. "Thy converse drew us with delight,
The man of rathe and riper years:
The feeble soul a haunt of fears,
Forgot his weakness in thy sight."

5. "Well I ween, the charm he held
The noble Ladye had soon dispelled;
But she was deeply busied then
To tend the wounded Doleraine."

6. "Who shall tempt with wandering feet
The dark, unbottomed, infinite abyss,
And through the palpable obscure find out
His uncouth way, or spread his aery flight,
Upborne with indefatigable wings,
Over the vast abrupt, ere he arrive
The happy isle?"

7. "For thus it chanced one morn when all the court,
Green-suited, but with plumes that mock'd the May,
Had been, their wont, a-maying and return'd,
That Modred still in green, all ear and eye,
Climbed to the high top of the garden wall
To spy some secret scandal if he might,
And saw the Queen, who sat betwixt her best
Enid, and lissome Vivien, of her Court
The wiliest and the worst."

LESSON XXXII

FIGURES OF SPEECH.

Place in the Formation of Sentences.—Thus far we have considered the selection of words, the methods of forming words into sentences, and the variety of ways in which they may be combined into phrases and clauses. If utility alone were to be consulted, we should, perhaps, not need to go further with this part of the subject; but Rhetoric appeals not to the intellect only, but also to the taste and to the imagination. For this reason, it is desirable to express our thoughts in a pleasing and attractive manner. In order to learn how to do this, we must devote our attention to a study of the various means of imparting beauty, grace, and attractiveness to discourse. Among these, one of the most valuable is the judicious use of the various Figures of Speech; and we

shall find, as we proceed, that imagery does more than merely adorn composition, that it adds clearness and force as well as beauty.

Definition.—Figures of Speech are deviations from the literal, plain, and ordinary mode of expression, for that which is more pictorial or more impressive.

Value and Use.—Figures of Speech multiply the resources of language, by enabling us to use the same word in many senses; aid us in conveying our thoughts more clearly and forcibly than we could do in plain language; and add beauty, dignity, and grace to style.

The Simile.

The Simile, or Comparison, is a figure of speech in which a likeness is pointed out or asserted between things in other respects unlike.

Examples.—My wound is not so wide *as a church-door.* Christianity is to the soul *what light is to nature.* Life may be *compared to a river.*

Rules.—In the use of Similes, the following rules should be observed:

1. Similes should not be drawn from things which have too near or obvious a resemblance to the object compared.
2. Similes should not be drawn from objects in which the likeness is too faint or remote.
3. Similes should not be drawn from objects unfamiliar to ordinary readers.
4. In serious discourse, similes should not be drawn from low or mean objects.
5. In describing what is low or trivial, similes should not be drawn from great or sublime objects.

Rhetorical value.—The Simile aids the understanding by making the thought easier of apprehension; it impresses the feelings by the surprise of finding a likeness where none was expected; and it pleases by the beauty of the comparison.

EXERCISE LVII.

Find resemblances to complete the comparisons here begun.

1. It was besmeared as black as.....
2. He is as deaf as....He is as blind as....
3. Locomotives with their trains fly to and fro over the continent like....
4. The condemnation of Socrates took him away in his full grandeur as....
5. The vessel swept toward the reef like....
6. The tongue is like....
7. The righteous shall flourish as....
8. The whole history of Napoleon is like....
9. The infant perished from its mother's arms like....
10. The plumes on his helmet were like....
11. The muscles of his brawny arms are as strong as....
12. Blue were her eyes as....
13. Hope is like....
14. The wounded heart like.....soon closes.
15. My hopes are blighted as.....wither and fall.

EXERCISE LVIII.

Substitute plain language for the figurative, and note the loss.

1. My bosom, as the grave, holds all quenched passions.
2. Law is like a new fashion; people are bewitched to get into it.
3. Unstable as water, thou shalt not excel.
4. As smoke is driven away, so drive them away.
5. Thy smile is as the dawn of the vernal day.
6. He shall be like a tree planted by the rivers of water.
7. Their ranks are breaking like thin clouds before a Biscay gale.

8. The little bird sits at his door in the sun, alit like a blossom among the leaves.

9. Poets commonly have no larger stock of tunes than an organ.

10. Their lives glide on like rivers that water the woodland.

11. As a jewel in a swine's snout, so is a fair woman without discretion.

12. I will make thy seed as the dust of the earth.

13. There is no more mercy in him than there is milk in a male tiger.

14. Age is like the glimmering light of the moon when it shines through broken clouds.

15. As the hart panteth for the water-brooks, so panteth my soul after thee, O God.

16. Like the feathers which the wind has scattered, your words of slander have been wafted in all directions.

17. The voice pierced through her like a sword.

18. The rebels rushed around us as the wolf rushes upon the sheep.

19. Their horsemen flew like chaff before our men.

20. Like the temples of the gods, virtue is venerable even in her ruins.

LESSON XXXIII.

THE METAPHOR.

A **Metaphor** is a figure of speech in which, assuming the likeness between two things, we apply to one of them the term which denotes the other.

Difference between Metaphor and Simile.—The Metaphor and the Simile both contain a comparison, but in the latter the resemblance between the things compared is formally expressed, while in the former it is only implied. If we say "He upholds the state as the pillar upholds the edifice," we make a comparison by a Simile, but if we say "He is the pillar of the state," we make a comparison by a Metaphor.

Rhetorical value.—(1) The Metaphor is often of great value in explaining what is unknown. For example, the Scriptures in attempting to describe to us the abode of the blest, speak of it as a "city." We know what a city is and our knowledge is at once transferred to explain the unknown. (2) It is also employed to deepen the impression on our feelings by adding a force and energy that could not be secured by plain language; as: "The news was a dagger to his heart." (3) Again, it may give an agreeable surprise and enable us to clothe abstract ideas with life, form, color, and motion.

Rules for the use of Metaphors.—The rules given for Similes hold also for Metaphors. The following additional ones are also to be observed:—

1. A metaphorical and a literal statement should not be mixed in the same sentence; as:—"In peace thou art the gale of spring; in war, a valiant soldier."

2. Metaphors from different subjects should not be combined in the same expression; as:—"His parents wished to pave his way over the stormy sea of temptation," Such a combination is usually called a Mixed Metaphor.

3. Metaphors should not be carried too far; if too many of the minor points of resemblance are dwelt upon, the reader feels the pleasure begin to cloy.

4. Metaphors should not be multiplied to excess.

5. Metaphors should be natural and becoming and worthy of the subject. Thus the inappropriateness of the following must strike every one. "That wonderful old furnace (a volcano) where the hand of God works the bellows."

Metaphors Expanded.—Every Simile may be compressed into a Metaphor, and every Metaphor may be expanded into a Simile. The Metaphor is a briefer, stronger, and more lively figure than the Simile. Hence, as poetry loves to dwell on the pleasing, the Simile is better adapted to it, while the vigorous and animated comparison of the Metaphor is more suited to prose.

Examples.—

METAPHOR:—The ship ploughs the sea.
SIMILE:—As the plough turns up the land so the ship acts on the sea.

METAPHOR:—The thought struck my mind.
SIMILE:—As a stone strikes the body, so the thought made itself felt in my mind.

METAPHOR:—The mind's eye.
SIMILE:—As the body is enlightened by the eye, so the mind is enlightened by a perceptive faculty.

With Allusion.—The Metaphor, as also the Simile, is sometimes enriched by having embodied in it a reference to some fable or well-known custom, or to some incident in history, in classical story, or in the Bible. The reader is gratified to find that the writer has observed the things with which he himself has been struck, or with which he is familiar; as:—"Who can clean the Augean stable of politics?"

EXERCISE LIX.

Change the metaphors into plain language, and note the loss of vividness and beauty.

1. The wish is father to the thought.
2. The town was stormed.
3. He has passed the morning of life.
4. Charles I. stopped and turned back the tide of loyal feeling.
5. The valiant taste of death but once.
6. While trying to prop the fortunes of another, Bacon was in danger of shaking his own.
7. He baits his hook for subscribers.
8. His strong mind reeled under the blow.
9. The compressed passion of a country exploded in the French Revolution.

10. Dwell I but in the suburb of your good pleasure?
11. Death is a debt which all are bound to pay.
12. He intended to clothe himself with this power when he became a man.
13. That deep and flowing sympathy comes from the fountains of personal suffering.
14. He has sometimes smothered the child-like simplicity of Chaucer under the feather-beds of verbiage.
15. If you blow your neighbor's fire, don't complain if the sparks fly in your face.
16. Ignorance is the curse of God, knowledge the wing wherewith we fly to heaven.
17. But let the curtains of the future hang.
18. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.
19. We stood together beside the narrow house made for all living.
20. This event threw a cloud over the bright hour of gayety.

EXERCISE LX.

Expand the metaphors into similes.

1. He is a wolf.
2. I bridle in my struggling muse.
3. Her disdain stung him to the heart.
4. They have passed happily through the storms of life.
5. He is subject to ebullitions of anger.
6. They reaped a golden harvest.
7. 'Tis the sunset of life gives me mystical lore.
8. He can scarcely keep the wolf from the door.
9. It was smitten at a white heat.
10. Lord Burleigh was a willow and not an oak.
11. *Ought* has deserted the service of the verb *owe*.
12. Sir James Mackintosh's mind was a vast magazine of knowledge.
13. The fame of the elder Pitt has been overshadowed by that of the son.

14. Night dropped her sable curtain down and pinned it with a star.

15. So the poor child, in her soul's hunger, began to nibble at the thick-rinded fruit of the tree of knowledge.

16. The moon threw her silver mantle over the darkness.

17. We loose our dogs of war against our own countrymen in America.

18. The poet should live in the country where he can hear the heart of nature beat.

19. The English people expelled James II. for attempting to trample on their liberties.

20. The intoxication of his success is the omen of his fall.

EXERCISE LXI.

In these mixed metaphors, change one of the figures so as to make it correspond with the other.

1. To take arms against a sea of troubles.
2. Be thou a rock to them that are afar upon the sea.
3. He is fairly launched upon the road to preferment.
4. The strong pillar of the Church hath fled.
5. The chariot of day peers over the mountain tops.
6. These assertions are rockets that glance upon the ear.
7. His bosom was swollen with the flame of patriotism.
8. A varnish of morality makes his actions palatable.
9. He stooped to such lengths of meanness.
10. There is a time when factions, by the vehemence of their own fermentation, stun and disable one another.
11. A torrent of superstition consumed the land.
12. His speech conveyed a deep impression to the mind.
13. They labored hard to unravel those obscurities.
14. Their knowledge was based on these sources of information.
15. The colonies are not yet ripe to bid adieu to British connection.
16. Christ is the anchor of our hope, which reaches beyond the vale of death.

17. There is not a view of human nature that is not sufficient to extinguish the seeds of pride.

18. When the mustang is caught in a lasso, all his struggles serve only to rivet his chains.

19. I bridle in my struggling muse in vain, that longs to launch into a bolder strain.

20. I smell a rat; I see it brewing in the distance; and I shall nip it in the bud.

EXERCISE LXII.

Explain the allusions in the figures, and re-write the sentences in plain language.

1. Suffer not yourselves to be betrayed by a kiss.
2. They follow their chief for the loaves and fishes.
3. Let them go from Dan to Beer-sheba in pursuit.
4. He falls like Lucifer, never to hope again.
5. The sword of Damocles hangs over his head.
6. Milton's prose writings are like a perfect field of cloth of gold.
7. He smote the rock of public credit, and streams of revenue gushed forth.
8. Has the ghost of the murdered coalition come back like the ghost of Banquo?
9. When a man is prosperous and popular, people climb up into sycamore trees to see him.
10. Before this paper reaches its readers, Gladstone may have crossed the Rubicon.
11. They will not do more in the present contest than simply throw a tub to the whale.
12. He followed the profession of law, but at a great distance.

EXERCISE LXIII.

Recast these sentences, using at least one metaphor in each.

1. He was out of money.
2. He is exceedingly foolish.
3. One is injured by evil companions.

4. Marshal Ney was brave.
5. He has committed himself to that policy.
6. They have started a new project.
7. He has failed in business.
8. He is now enjoying the result of his toil.
9. Our body is so formed that it is easily put out of order.
10. Her brow was wrinkled.
11. Suspicion is a source of great unhappiness.
12. The sanguine man sometimes finds that he is sadly disappointed (dreams).
13. Guilt and misery are inseparably joined (wed).
14. The career of many a conqueror has been marked by cruelty (path . . stained . . blood).
15. They nobly gave up everything for the sake of their country (altar).
16. They have begun a new business (embark).
17. After a few days illness, he unexpectedly died.
18. I shall not attempt to estimate the opposition that is (force . . arrayed) against the ministry.
19. Providence has wisely ordained that we shall not know the future (sealed).
20. Calumnious reports are often circulated about those whose lives are pure (aim . . arrows).

LESSON XXXIV.

METONYMY.

The figures thus far considered, are based upon the likeness or unlikeness that things bear to one another in quality or function. We now come to two figures that arise from some natural law or relation by which things are connected with one another. These are Metonymy and Synecdoche.

Metonymy is a figure of speech in which the name of one object is put for some other, the two being so related that the mention of the one naturally suggests the other.

Kinds.—Owing to the varied relations by which things may be connected, there are many kinds of this figure. The most common relations that give rise to Metonymy, are :—

1. Cause and effect; as :—He writes a beautiful hand (handwriting).

2. Effect and cause; as :—There is death (something that causes death) in the pot.

3. Container and the thing contained; as :—The kettle (the water) boils.

4. Sign and thing signified; as :—The bullet (war) is giving place to the ballot (the organizations of peace).

5. Instrument and agent; as :—He scattered parliaments with the breath of his mouth (powerful influence).

6. Material and thing made out of it; as :—The marble (monument) speaks.

7. An author and his work; as :—They have Moses and the prophets (their writings).

8. Abstract and concrete; as :—Youth and beauty (the young and the beautiful) shall be laid in the dust.

9. Progenitor and posterity; as :—Hear, O Israel (descendants of Israel).

10. Name of an object and the object that inspires it; as :—That is my delight (the cause of my delight).

Rhetorical value.—Metonymy presents an object, not by naming it, but by suggesting it through some relation, and thus adds vividness, variety, and beauty to style.

EXERCISE LXIV.

Classify the metonymies; recast the sentences in plain language, and note the loss of vigor and beauty.

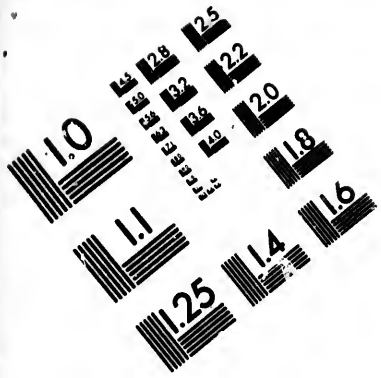
1. We drank but one bottle.
2. He addressed the chair.
3. All Switzerland is in the field.

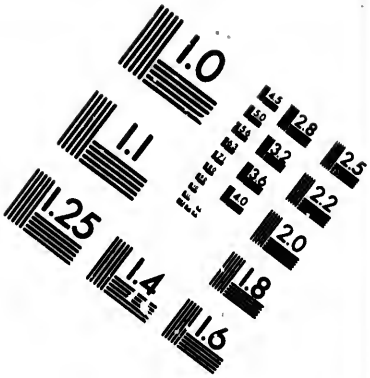
4. Strike for your altars and your fires.
5. He was the sigh of her secret soul.
6. The turban yields to the tartan.
7. Such is life from the cradle to the grave.
8. Maggie was still panting for happiness.
9. Lift your thoughts from earth to heaven.
10. Mammon wins his way where seraphs must despair.
11. He saved the fort at the expense of much blood and treasure.
12. Then her brain would be full of wild schemes of flight.
13. Iron hailed and lead rained upon the enemy.
14. The board at the little inn was excellent.
15. The pen is usurping the office of the sword.
16. The crescent in Europe is waning before the cross.
17. His flashes of wit were wont to set the table on a roar.
18. The sword and the purse are deemed necessary to government.
19. Do you favor the red rose or the white?
20. The farmer left his plow, the merchant left his counter, to shoulder the musket in defence of liberty.

EXERCISE LXV.

Recast the following sentences so as to introduce one or more metonymies.

1. Why should mortal man be proud?
2. The sun is beginning to adorn the tops of the mountains.
3. The hedges are white with the flowers of spring.
4. He was emperor when Rome was most powerful.
5. He has dishonored the judgeship.
6. Old people seldom form very ardent friendships.
7. All the witty people in the city were present.
8. The wealthy and the great are not free from care.
9. The horsemen plied the whip and sword.
10. We are trying to do what the people of Holland have failed to accomplish.
11. He has read the works of Josephus through and through.





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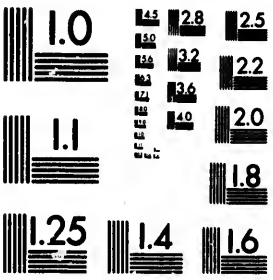

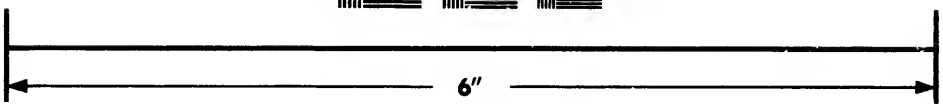

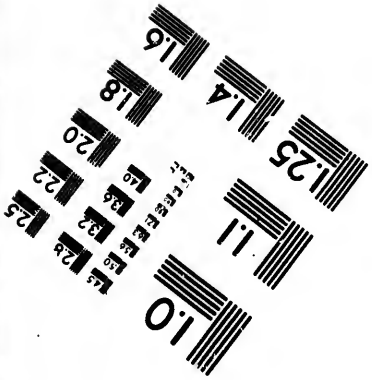

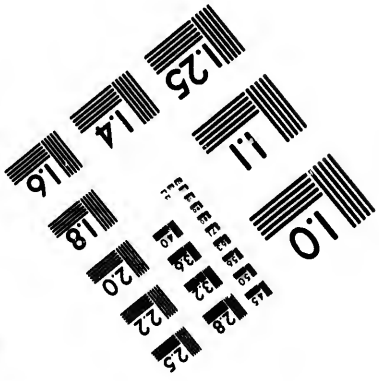

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12. The virtuous as well as the vicious must suffer the consequences of foolish acts.

13. The most illustrious men are sometimes defeated at the polls through party feeling.

14. No land is so barbarous as to allow such an injustice.

15. The bullets from the enemy's guns fell in showers on the army.

16. The table is prepared.

17. The class are now reading Scott's works.

18. Old people should always be reverenced by the young.

19. By his powerful influence, he scattered all the enemies of the Crown.

20. His sword was the cause of terror to every opponent.

LESSON XXXV.

SYNECDOCHE.

Synecdoche is a figure of speech by which the name of a part is applied to the whole, or that of the whole to a part.

This figure, which is really a Metonymy, has, on account of its importance, received a separate name.

The most common and useful kinds of Synecdoche consist in putting:—

1. The part for the whole; as:—She has seen sixteen summers (years).

2. The species for the genus; as:—He is a cut-throat (murderer).

3. An individual for the species; as:—He is a Crœsus (a very rich man). Putting a proper name for a common or a common for a proper is called also *Antonomasia.*

4. One of the characteristics of a person for the person's name; as:—The covenants of the Almighty.

5. The whole for the part; as:—The arrow struck me (my arm).

6. The genus for the species; as:—He is a wretched creature (man).

7. A definite number for an indefinite; as:—Ten thousand fleets swept over thee in vain.

Rhetorical value.—As we grasp a part of a thing more easily than the whole, this figure enables us to put something that we are familiar with for something that we do not know so well, and thereby adds vividness, clearness, and force to the expression.

EXERCISE LXVI.

Classify the synecdoches, recast the sentences in plain language.

1. He is gone to tea.
2. A hundred head of sheep.
3. The Assyrian came down like the wolf on the fold.
4. Grace is said before meat.
5. Up came the reserve of foot and horse.
6. The boy left his father's hearth.
7. Yarn is the product of the spindle; cloth, of the shuttle.
8. She left the protection of his roof.
9. Milton's wife left his bed and board.
10. The commerce was carried on by British bottoms.
11. He employs a score of hands.
12. Miles of hulls are rotting in the harbor of Portsmouth.
13. It is a village of five hundred chimneys.
14. It is a city of spires.
15. The harbor was crowded with masts.
16. With an Eastern devotion he knelt at the altar of his idolatry.
17. He is a Hercules at that work.
18. Bolivar was the Washington of South America.
19. For such a crime they would have brought the tyrant to the block.
20. He is one of the most unhappy beings I know of.
21. She had seen but six winters when she died.
22. All things are open to the view of the Omniscient.
23. Twenty sail of the line entered the harbor.
24. These cut-throats should all be executed.
25. Hastings fully deserved to be admitted into such a Pantheon.

EXERCISE LXVII.

Recast the sentences, using at least one synecdoche.

1. The object of his ambition was money.
2. He has a large number of cattle in this yard.
3. She is an unhappy woman.
4. Immense numbers have made the attempt.
5. She was a maiden of sixteen years.
6. They lacked the necessaries of life.
7. He was a man of great wisdom.
8. God always beholds our acts.
9. His wealth was beyond computation.
10. The home protects us from the storm.
11. She is a very wicked woman.
12. He is very quick at all kinds of work.
13. Tell the Members the Queen is now prepared.
14. These murderers should all be executed.
15. In that instant years seemed to roll over his mind.

LESSON XXXVI.

PERSONIFICATION.

Personification consists in attributing life and mind to inanimate things.

1. The lowest form of Personification is produced with adjectives, and consists in ascribing the qualities of living beings to inanimate objects; as:—"The raging storm," "the angry sea," "the hungry shore," "the smiling land."

2. The next higher form of Personification is produced with verbs, and consists in making inanimate objects perform the actions of living beings; as:—"The very walls will cry out against it."

3. The highest form consists in ascribing to the objects, human feelings and purposes, and with distinction of gender; as:—"Earth felt the wound." This form of Personification is sometimes combined with Apostrophe; as:—"Put on thy beautiful garments, O Jerusalem, the holy city."

All Metaphors.—All forms of Personification are metaphors, but they are called Personifications because objects are raised to or towards persons.

Rhetorical value.—The rhetorical value of the figure lies in this, that inanimate things are invested with a greater interest as they rise in dignity and become more or less endowed with personal qualities that lead us to have a fellow-feeling with them.

Apostrophe.

Apostrophe is a figure of speech by which the absent are addressed as if present, and the inanimate as if intelligent and present.

"O Liberty, dear Liberty! Who that looks on the proudest pages the Muse of history ever penned, will gainsay thy power?"

Personification and Apostrophe.—When inanimate objects are addressed, they are, of course, personified; but the difference between these two figures consists in the address. Objects personified are carried up towards, or to the rank of persons, but they are not addressed; objects apostrophized, whether persons or personified things, are addressed.

Rhetorical value.—The rhetorical value of the figure consists in giving variety and animation to the style, and importance to the object addressed.

EXERCISE LXVIII.

PERSONIFICATION.

Point out the personifications, name the form to which they belong; recast the sentences in plain language, and note the loss of expressiveness and beauty.

1. The mountains sing together, the hills rejoice and clap their hands.

2. Every flower enjoys the air it breathes.
3. And Freedom shrieked when Kosciusko fell.
4. The mountains saw Thee, O Lord, and trembled.
5. The mountains looked on Marathon, and Marathon looked on the sea.
6. The deep saith, It is not in me: and the sea saith, It is not in me.
7. Grim-visaged war hath smoothed his wrinkled front.
8. The winds with wonder whisht, smoothly the waters kissed.
9. Necessity is the mother of invention.
10. And the very stones of Rome will rise and mutiny.
11. The sun pillows his chin upon the orient wave.
12. Flattery spits her poison at the mightiest peers.
13. Tongue was the lawyer and argued the cause.
14. The breeze came whispering to our ear.
15. Herein fortune shows herself more kind than is her custom.
16. The ship flew over the angry waves.
17. The conscious water saw its Lord and blushed.
18. The aspen heard them, and she trembled.
19. They were swallowed up by the hungry sea.
20. Write a sentence containing each of the following objects personified:

A ship.	Youth.	Sleep.
The sun.	Morning.	Earth.
Spring.	A horse.	A tree.

21. Make or find sentences in each of which one of the following subjects is apostrophized:—Home, sleep, money, moon, night, flowers, spring, stars, morning, sun, avarice, wine.

LESSON XXXVII.

ANTITHESIS.

Antithesis consists in putting two unlike things in juxtaposition, so that each will appear more striking by the contrast

Rhetorical value.—The effect of this figure arises from the fact that an object is most clearly seen when it stands side by side with its opposite. White appears whiter when bordered with black; sound seems louder when followed by perfect silence. If, therefore, we wish to give a thought special emphasis, we can employ no more effective method than to place it in contrast with its opposite.

Examples.—"To be a blessing, and not a curse." "The prodigal robs his heir, the miser robs himself."

Rule.—In Antithesis the contrasted ideas should be expressed by similar verbal constructions; nouns should be contrasted with nouns, adjectives with adjectives, verbs with verbs, and so on; and the arrangement of the words in the contrasted clauses should be as nearly alike as possible; as:—

"Flattery brings friends; truth brings foes."

"Enemies in war; in peace, friends."

"Forewarned, forearmed."

"Fit the same intellect to a man, and it is a bow-string; to a woman, and it is a harp-string."

EXERCISE LXIX.

Point out the words that denote the objects, actions, qualities, or circumstances contrasted; and recast the sentences without using the Antitheses.

1. Sink or swim, live or die, I give my heart and hand to this vote.
2. At his touch, crowns crumbled and beggars reigned.
3. He hath cooled my friends and heated mine enemies.
4. As when a husband or a lap-dog dies.
5. Every man would live long but no man would be old.
6. If you regulate your desires according to the standard of nature, you will never be poor; if, according to the standard of opinion, you will never be rich.
7. The peasant complains aloud; the peasant repines in secret.

8. The ignorant, through ill-grounded hope, are disappointed; the knowing, through knowledge, despond.

9. Saul, seeking his father's asses, found himself turned into a king.

10. The French and Germans have named their vowels; the English have nick-named theirs.

Point out any violations of the rule given for Antithesis, and rewrite the sentences so as to make the figure as directed.

11. Better reign in Hell, than be in the condition of a servant in heaven.

12. Fools rush in where angels would be afraid to venture.

13. The mountains give their lost children berries and water; those last in them may die of thirst.

14. In the world, a man lives in his own age; in solitude he can imagine himself the man of any age, past or present.

15. The Athenians understand what is good, but the Lacedemonians are found to be active in it.

16. Truth will get well if she is run over by a locomotive, while Error dies of lockjaw from a scratch of the finger.

17. Kings will be tyrants from policy when those who are under them are rebellious from principle.

18. If you wish to make a man rich, study not to increase his stores, but that his desires may be diminished.

19. If in the morn of life you remember God, you will not be forgotten by Him in your latter days.

20. A blind man is a poor man, and blind a poor man is; for the former seeth no man, and the latter is not seen by any one.

LESSON XXXVIII.

EPIGRAM.

The Epigram is a figure of speech in which the mind is roused by a conflict or contradiction between the literal meaning of the words and the meaning really intended. Thus: "The child is father of the man."

Its Relation.—The Epigram is akin to the Antithesis on the one hand and to the Pun on the other. The element of

contrariety in the Epigram, however, differs from that in the Antithesis. In the former, it exists between the real and the apparent meaning of the words, while in the latter, it is between the things that are brought together. Epigram often consists mainly in taking words in different senses; in this respect it resembles the Pun, which turns entirely upon using words in a double meaning. Thus, Horne Tooke said of the poor poets: "We may well be called a republic of letters for there is not a sovereign among us."

Euphemism.

Euphemism is a softened way of saying what would be disagreeable or offensive if told in plain language. It is usually based on some other figure, as Synecdoche, Metonymy, or Metaphor. Thus, "He fell asleep," may be used for "He died."

Hyperbole.

Hyperbole is exaggeration. It represents things as greater or less, better or worse, than they really are. Thus, "The waves ran mountains high."

Irony.

Irony is language that taken literally expresses the contrary of what is meant. The real drift of the speaker is seen in his tone or manner. Thus, Elijah said to the prophets of Baal:—"Cry aloud, for he is a god."

Rhetorical value.—These figures, by stating not what is meant, but something else which suggests it, produce a much livelier impression than does the plain statement. Moreover, the surprise, arising from finding that words may convey a meaning so different from that which they literally bear, or one so skilfully interwoven with it, interests and delights the reader.

EXERCISE LXX.

Name the figures, re-write the sentences in plain language, and note the effect.

1. It was conspicuous by its absence.
2. Beauty, when unadorned, is adorned the most.
3. When you have nothing to say, say it.
4. Summer has set in with its usual severity.
5. Words were given to hide our thoughts.
6. He is a disciple of Bacchus.
7. That merchant prince has stopped payment.
8. You are laboring under a mistake.
9. He does not always keep very exact accounts.
10. He appropriated the money to his own use.
11. Voltaire said that the English gained two hours a day by clipping words.
12. You are musty chaff; and you are smelt above the moon.
13. On the battle-field were rivers of blood and hills of slain.
14. The man is so tall he doesn't know when his feet are cold.
15. He owned a piece of land, not larger than a Lacedemonian letter.
16. Cicero called Verres, who was notorious for his rapacity, "The upright and honest prætor of Sicily."

EXERCISE LXXI

GENERAL EXERCISES ON FIGURES.

Name the figure or figures in each of the following sentences, and then express the meaning in plain language. Also point out and correct any errors in the use or form of the figures.

1. Death loves a shining mark.
2. She was the little lamb of the teacher's flock.
3. The Lord is my rock and my fortress.
4. Roses without thorns are the growth of paradise alone.
5. She gave her heart as well as her hand.

6. He drank the fatal cup.

7. The pulse of freedom throbs through every vein of our own country.

8. Men of genius constantly need the sunshine of public favor to make them flower into full glory.

9. The offended law draws the sword from its scabbard, in vengeance against the murderer.

10. Talent has many a compliment from the bench, but tact touches fees from attorneys and clients.

11. Blow, blow, thou winter wind, thou art not so unkind as man's ingratitude.

12. His reasons are as two grains of wheat hid in two bushels of chaff.

13. Laughter and tears are meant to turn the wheels of the same machinery of sensibility; the one is wind power, the other is water power.

14. When you are an anvil, hold you still; when you are a hammer, strike your fill.

15. Tennyson's earliest poems are festoons of verbal beauty.

16. The barge she sat on, like a burnished throne, burned on the water.

17. Wellington did not, at Waterloo, expose his bosom to the steel.

18. Bees will not work except in darkness; thought will not work except in silence.

19. The bench should be incorruptible.

20. There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.

21. A friend cannot be known in prosperity, and an enemy cannot be hidden in adversity.

22. To spend too much time in studies is sloth; to use them too much for ornament, is affectation.

23. 'Twould scald my tongue to spit out your hated name.

24. I do not rise for the purpose of assuming the gauntlet so proudly thrown down by the Goliath of the adverse party.

25. Sink or swim, live or die, I give my hand and heart to this vote.

26. There is a great gulf between the men of principle whom office wants, and the men of no principle who want office.

27. I shall watch your pen to see if it is consecrated to the State.

28. The legendary age is a past that was never present.

29. I love a cup of hot wine with not a drop of allaying Tiber in it.

30. This noble passion, child of integrity, hath from my soul wiped the black scruples.

31. I think our country sinks beneath the yoke.

32. Uneasy lies the head that wears a crown.

33. He remained too long under the influence of the views which he had imbibed from the board.

34. An upright minister asks what recommends a man; a corrupt minister, who.

35. Talent is a cistern, genius is a fountain; the one gives out what it has taken in, the other, what has risen from its unsounded wells of living thought.

36. All his good intentions were choked by the tares of evil habit.

37. The pew has sometimes got beyond the teachings of the pulpit.

38. Ye storms, resound the praises of your king.

39. Patrick Henry was the forest-born Demosthenes, whose thunder struck the Philip of the seas.

40. Those who thrust temporal sovereignty upon Christianity, treat her as their prototypes treated her Author. They bow the knee and spit upon her; they cry "hail!" and smite her on the cheek, they put a sceptre in her hand, but it is a fragile reed; they crown her, but it is with thorns.

LESSON XXXIX.

PROSE COMPOSITION.

Prose embraces all kinds of composition not in verse. As we have already seen, the grand formal distinction between poetry and prose, is metre. Metrical arrangement is effected largely by inversion of the natural or grammatical order of the words and other parts of the sentence. As inversion is the characteristic of poetic order, so directness is the chief feature of prose arrangement. Prose, however, is

not confined to the strict grammatical order, but is allowed to deviate from it for the sake of clearness, force, or beauty.

Varieties.—The chief varieties of prose composition are Letter-Writing, Narration, Description, Exposition, Argumentative Composition, and Persuasion. Letter-Writing will be considered under the head of Prose Composition, and the other divisions, under the head of Invention.

Letters.

A Letter is a written communication sent by one person to another.

Importance.—To people in general there is no part of composition so important as Letter-Writing. Almost every person needs to make use of it at some time in his life. In fact, it is the only kind of composition that most people ever write. It should, therefore, receive a due share of attention in any course of instruction intended to fit young people for the practical duties of life.

Kinds.—Letters are generally classed under two heads, viz.:—Familiar Letters and Business Letters.

Form.—In the form of a letter the following points require attention:—The Heading, the Introduction, the Body of the Letter, the Conclusion, and the Superscription.

1. **The Heading.**—The Heading consists of the name of the place from which the letter is written, and the date.

(1) **The Place.**—In the first line, at the top of the page, should stand the name of the place where the letter is written. The name should be written so that the person to whom the letter is sent, may be able to address his answer correctly. Too much care cannot be taken to have the name plainly written and correctly spelled, so that there may be no mistake in addressing the reply. In letters written in this Province, to be sent to another place within Ontario, it is sufficient to write the name of the Post-office to which the reply is to be sent, except in the case of cities, when the street and number should also be given. If one is at a hotel, a school, or other public place, its

name may take the place of the door-number and name of the street. When the letter is destined for some place beyond the boundaries of the Province, but within the Dominion, the name of the Province must be added; and when for any foreign country, the name of the Dominion is also to be placed in the heading.

When abbreviations are used, care must be taken to employ only such as are well understood.

(2) **Time.**—The second thing to be given is the time of writing. This is also to be placed at the top of the page. It consists of a register of the month, the day of the month, and the year. These may be written in the order here indicated, or the day of the month may precede the month; the year always comes last. Thus it may stand, November 25th, 1884, or 25th November, 1884. Contractions may, of course, be used, as, Nov. 25th, 1884.

How Written.—The Heading should begin about an inch and a half from the top of the page, and a little to the left of the middle. If short, it may all stand on one line; but it may occupy two or three lines if necessary. If it occupies more than one line, each additional line should be written a little further to the left than the one immediately preceding. Also, when the Heading takes up more than one line, the date stands on a line by itself. Each important word begins with a capital letter, each item is set off by a comma and the whole closes with a period.

2. **The Introduction.**—The Introduction consists of the Address—the name, title, and place of residence of the person to whom the letter is sent—and the Salutation.

(1) **The Address** is placed at the beginning, on the left side, on the line next to that on which stands the date. It begins with some title of respect and courtesy. *Mr.*, is prefixed to a man's name; *Messrs.*, to the names of several gentlemen; *Miss*, to the name of a young lady, and *Mrs.*, to that of a married lady. *Esq.* is generally preferable to *Mr.* in addressing lawyers, artists, and others of gentlemanly acquirements or position. It follows the name. To a clergyman's name, *Rev.* is prefixed. When his initials are not known, *Rev. Mr.* may be written. If he is a Doctor of Divinity, one may write *Rev. Dr.*, or *Rev.* may be put before the name, and *D.D.* after it. When a person has a professional title, as *Dr.*, *Pres.*, *Capt.*, or *Col.*, it should always be used. *Hon.*, is placed before the name of a Member of the Cabinet, or of a Judge. With Members of Parliament it is common

to write *Esq.*, *M.P.* (or *M.P.P.*), after the name. *His Excellency* is prefixed to the name of the Governor General or to that of any Lieutenant Governor. To a married lady is sometimes given the title of her husband, as *Mrs. Dr.*, *Mrs. Gen.* The practice is vulgar and should not be followed.

(2) **The Salutation,** or Complimentary Address, varies with the rank or station of the person addressed and with the intimacy, friendship, or affection, existing between him and the writer. Strangers may be addressed as *Sir*, *Rev. Sir*, *General*, *Madam*, etc.; acquaintances, as *Dear Sir*, *Dear Madam*, etc.; friends, as *My dear Sir*, *My Dear Madam*, *Dear Mr. Smith*, *My dear Mr. Smith*, etc.; near relatives and other dear friends, as *Dear Mary*, *My dear Wife*, *My dear Boy*, *My dearest Love*, etc.

How written.—The Address may follow the Heading, beginning at the left side on the next line; or it may stand in a corresponding position after the body of the letter and the conclusion. In ordinary business letters, the address is placed at the top; but in familiar letters, and in official letters, it may appropriately be placed at the bottom. When the Address occupies more than one line, the initial word should slope to the right as in the Heading. If the Address is written at the bottom, the Salutation should begin on the marginal line; if at the top, a little to the right of the last line of the Address. Should the Address occupy three or four lines, the Salutation may begin under the second line of the Address.

Every important word in the Address must begin with a capital letter, every item must be set off with a comma, and the whole closed with a period. In the Salutation, every important word must begin with a capital, and the whole be followed by a comma and a dash.

3. **The Body of the Letter.**—The Body of the letter begins at the end of the Salutation, and on the same line, if the Introduction occupies three or four lines; otherwise, on the line below it.

4. **Conclusion.**—The Conclusion consists of the Complimentary Close and the Signature.

(1) **The Complimentary Close.**—The terms of respect, love, or endearment, employed in the Complimentary Close will, of course, vary with the relation of the writer to the one addressed, as well as be modified by the individual of each class. Persons of taste and judgment will be careful to make the closing expression of regard correspond with the complimentary part of the Introduction. For instance,

in beginning with *My dear Friend*, *Yours truly* would be more appropriate than *Your friend*, or *Yours respectfully*. In letters of friendship, such expressions as *Your sincere friend*, *Yours affectionately*, *Your loving Son*, *Yours faithfully*, are suitable. In business letters, we may use *Yours*, *Yours truly*, *Yours respectfully*, *Your obedient Servant*, *Very respectfully Yours*, *Your very obedient Servant*, and such like terms.

(2) **The Signature.**—The writer should be particular to sign his name, so as to enable the receiver to place a correct superscription on his reply. In addressing a stranger, the name should be given in full, and a lady should prefix Mrs. or Miss to her name.

How written.—The Conclusion should begin near the middle of the first line below the body of the letter, and should slope to the right like the Heading and the Address. Each line of it should begin with a capital letter, and the whole should be punctuated as other writing. Write the Signature very distinctly.

5. **The Superscription** is the address that is put on the outside of the envelope. It consists of three parts: the Name of the person addressed, the Title, and the Place of Residence. These should be the same as the Address in the Introduction and in addition the name of the place of residence should be more fully stated by adding the name of the Province, or other particulars necessary to prevent any mistake on the part of the post-office officials.

How written.—The name and title should occupy the central portion of the envelope. The beginnings of the lines in the Superscription should slope to the right, as in the Heading and the Address.

Familiar Letters are chiefly confined to personal matters that concern only the writer and the person addressed, but they may include a very wide range of subjects. Sometimes they go far beyond this limit and embrace narrations, descriptions, or even disquisitions that are of interest to the two friends.

Style.—Whatever the nature of the subject or matters treated of in familiar letters, the style should be simple, easy, and natural. As Letters are the best expedient that can be adopted in place of conversation, the language should be clear, vigorous, and colloquial. All straining after effect, all elaboration of diction, all far-fetched orna-

ments are out of place and lessen the reader's pleasure by leaving the impression that the letter was not sent simply out of friendship, as is professed, but for some other object, presumably the glorification of the writer. All such manifestations of self-interest freeze the flow of true friendship, and transform letters into cold and formal essays. As essays they may possess all the excellences of superior composition, but yet they lack the touch of nature that binds heart to heart. In saying this, it is not meant that the style should be careless and slovenly, that no attention is to be given to neatness and beauty, that all wit, humor, and liveliness are to be excluded. On the contrary, let there be all of these qualities and characteristics possible, but let them be such as naturally suggest themselves; not the result of effort, but the spontaneous outflow of sympathy, and the promptings of a warm and affectionate nature. In letters of true friendship the head is the handmaid, not the mistress of the heart. Lastly, let it be observed that though the predominant feature of the style of familiar letters is naturalness and ease, yet from the variety of subjects that may be introduced, the general rules of composition apply and should in due subordination exert their proper influence.

Notes of Invitation.—Formal notes are written in the third person and are without Heading, Introduction, or Conclusion. The name of the place and the date are written at the bottom at the left side of the page. The answer should be as nearly as possible in the same form as the original note, thus:--

Mrs. Smith requests the pleasure of Mr. and Mrs. Gamble's company on next Tuesday evening at eight o'clock.

38 Pine Street, Aug. 5th.

Mr. and Mrs. Gamble accept with pleasure Mrs. Smith's kind invitation for next Tuesday evening.

107 Maple Street, Aug. 5th.

Business Letters.—In Business Letters, the chief requisites are clearness, neatness, and brevity. As few words as possible should be used and all irrevelant matter omitted. A reply to a letter should follow the order therein and should discuss each subject separately. Care must be taken to word every sentence so that there can be no possibility of mistaking the meaning.

Folding.—In folding, if the letter is written on note paper, first, turn up the lower third of the sheet, then turn down the upper third; if it is written on letter paper, first, fold the sheet once across, then turn up one-third from each side. If this folding does not suit the form of the envelope, fold otherwise so as to make the folded letter as nearly as possible of the same form as the envelope.

Specimens.—The following specimens are intended to illustrate the most approved forms:—

Cowslip Green, June 12th, 1787.

Dear Sir,—

.....

Yours, dear Sir, very faithfully,
Hannah More.

Paris, 29 Rue Richelieu,
February 13th, 1826.

My dear Irving,—

.....

Your sincere and grateful friend,
John Howard Payne.

Ashborne, Thursday, Aug. 8, 1793.

My dear Sir,—

.....

I am, my dear Sir,
Ever most affectionately yours,
Geo. Canning.

Ambleside, May 11, 1811.

Dearest Robert,—

.....

I am, your kindest brother,
John Wilson.

Cookstown, Ontario,
Messrs. Cox & Purdy, May 9th, 1885.
Pittsburg, Pennsylvania,
Gentlemen,—.....
.....
We remain,
Your obedient servants,
Cattlin & Co.

---

300 Yonge St., Toronto, Ont.,
J. C. Selover, Esq., June 8th, 1885.
75 New St., New York,
Dear Sir,—.....
.....
I am,
Yours truly,
C. P. Thomas.

Collingwood, May 5th, 1885.
Messrs. Jones & Co.,
Toronto,

Gentlemen,—Having established myself in business here with every prospect of success, I desire to open an account with your house, and trust it will be to our mutual advantage. With this view, I enclose order to be filled with the least possible delay and on your lowest terms. As this is a first transaction, upon receipt of the invoice, less the discount for cash, I shall remit a sight draft on a bank in your city for the amount.

Referring you to Messrs. Ensign & Co., of this place,
I am, gentlemen,
Yours respectfully,
D. G. Piper.

London, July 6, 1831.

My dear Sister,—

I have been so busy during the last two or three days that I have found no time to write to you. I have good news for you. I spoke yesterday night with a success beyond my utmost expectations. I am

half ashamed to tell you the compliments which I have received; but you know well that it is not from vanity, but to give you pleasure that I tell you what is said about me. Lord Althrop told me twice that it was the best speech he had ever heard; Graham, and Stanley, and Lord John Russel spoke of it in the same way; and O'Connell followed me out of the House to pay me the most enthusiastic compliments. I delivered my speech much more slowly than any that I have before made, and it is in consequence better reported than its predecessors, though not well. I send you several papers. You will see some civil things in the leading articles of some of them. My greatest pleasure in the midst of all this praise is to think of the pleasure which my success will give to my father and my sisters. It is happy for me that ambition has in my mind been softened into a kind of domestic feeling, and affection has at least as much to do as vanity with my wish to distinguish myself. This I owe to my dear mother, and the interest she always took in my childish successes. From my earliest years the gratification of those whom I love has been associated with the gratification of my own thirst for fame, until the two have become inseparably joined in my mind.

Ever yours,

T. B. Macaulay.

PART II.

INVENTION.

Invention means finding out what to say and the best plan on which to arrange what is said.

The Difficulty.—In the former part of this work, we have spoken only of the dress in which our thoughts are clothed, now we come to speak of the thoughts themselves and of the methods of discourse. With young writers, this is the most difficult and discouraging part of composition. When they have thoughts, as in conversation or in letter-writing, they can always manage to express them in some way. But, how to get the thoughts? how to tell what to say? that is the real difficulty. The following hints, if carefully attended to, will afford some assistance.

How to begin.—When a subject has been selected, the student must set to work to think over it. As thoughts come into the mind, he should note them down. It is not necessary to write them out in full, but merely to make such a note of them as will enable him to recall them when needed.

How to get Thoughts.—When thoughts do not come, they can sometimes be drawn out by asking How? When? Why? Where? Then, again, ideas may be found by conversing with people who know something of the subject, and they may be gathered from the works of those who have written on the same or on similar subjects. The learner should always think over what is learned in this way and try to make the thoughts his own, so that when he comes to express them, he may be able to do so in his own language.

Construction.—After all available material has been collected, and the subject has been thought over till it is fairly understood, the next thing to do is to arrange the matter under distinct heads. Usually it is well to have but few divisions, they should be entirely separate, and should lead naturally and easily from point to point in the subject. Ample time should be given to making a simple, clear, and logical framework.

1. **Leading Thoughts.**—When the material is all under the eye in the form of notes, search it carefully for the leading thoughts. Be sure you do not rank as principal, any of the thoughts that may be classified under some one of the general heads. See that no point is allowed to appear twice, disguised under different words. If you find any points that at first seemed relevant, but on further consideration, are not so, throw them out without hesitation.

2. **Arrange Logically.**—In every kind of discourse the question of order is vital. No subject can be written out clearly unless the framework is regular and symmetrical. There is always one order that is superior to all others. Study your material till you find it.

Amplification.—When the material has been arranged under the different heads, the next thing to be done is to treat each head as a separate subject, but also as forming part of a whole. In thinking these over, note down carefully, as before, all the thoughts that arise; seek for illustrations of the main idea in the topic, and of each thought or view that it contains. Find also, if you can, some apt quotation by which your point may be enforced. When all the thoughts and illustrations that can be obtained, are noted down, begin to arrange them in logical order. Then in thought review the whole again and again, till the mind has mastered every part of it and is in a manner filled with it. When this is done, all is ready to begin the labor of writing out.

Writing out.—It has been said that teachers never can be good writers, because their mind is so much set on correctness of form, that the warmth of feeling is chilled, and the

flow of ideas is cramped. There is much truth in this, as a general proposition. If the mind is trammelled with rules and formulas, it does not act with freedom, but with a stiffness that mars the beauty of the production. In view of this fact, it will be found best to write on as freely and rapidly as the thoughts come to the mind, without paying much attention to the words used, to the rhetorical form of the sentences, to grammatical rules, or to anything except the clear expression of the thought. It is a good plan to write the lines some distance apart, so as to allow space for interlining.

Review.—After the whole essay, or any one of the parts, has been written out, read it over carefully to see if all the thoughts have been expressed, and expressed in the proper place, as well as in the most suitable manner. If the first writing seems generally unsatisfactory, re-write the whole again, and even a third time. Such labor will be amply repaid.

Criticism.—After the writing out has been finished, the work of criticism should begin. In this part of the task, the following points should receive due attention :—

1. The spelling and the grammatical structure of the sentences should be carefully examined.
2. The words employed should be examined under the rules laid down for the Choice and Use of Words.
3. The sentences should be closely considered, to see whether they conform to all the principles that govern the Formation of Sentences.
4. Examine the figures of speech to see that they are well conceived and appropriate.
5. In criticising the illustrations and quotations, inquire whether they bring out or enforce the exact points that are to be made clear or prominent.
6. See that no word or form of expression is repeated so frequently as to make the style stiff or monotonous.
7. See that the sentences are smoothly and logically connected with one another, and properly marked off into paragraphs.
8. Be careful to have the paragraphs joined so as not to break up the continuity of the writing.

LESSON XL.

PRACTICE IN COMPOSITION.

THEMES.

FORM.—Every theme, when complete, consists of three parts—the Introduction, the Discussion, and the Conclusion.

The Introduction usually consists of two parts. The first part contains one or more sentences that prepare the way for the second part. This consists of a statement of the proposition or subject to be discussed. Sometimes the two parts are combined, or the first part is omitted altogether.

The Discussion is the methodical development of the proposition. This should grow naturally from the leading thought, and should proceed on a well arranged plan.

The Conclusion is that part of discourse by which it is properly completed. It may be used to repeat the chief points, to remove doubts, to explain difficulties, to enlist sympathies, or to strengthen convictions. In it the most elaborate expressions may be used; the last sentence should be one of such finished beauty that it will linger in the hearer's mind.

Example.—In order to illustrate what has been said, an example is here given of the framework of a theme, and also of the theme written out in full. From the general subject, "Pride," is selected the topic, "Pride is destructive of happiness." This topic is treated according to the suggestions in this and the preceding lesson.

Theme :—*Pride is destructive of happiness.*

Framework.

I. Introduction :—The general statement.

II. Discussion :—

A. Reasons :—

1. The proud man expects too much from others.
2. He is unwilling to recognize the claims of others.
3. They retaliate.
4. He feels imaginary as well as real slights.
5. His pride prevents his improvement.
6. His disappointments do not lessen.

B. Illustrations :—

1. *Similes*,
   - *a*. From the peacock.
   - *b*. From the rill and torrent.
   - *c*. From the violet and tulip.
   - *d*. From the oak and the bush.
2. *Historical*,
   - *a*. From Alexander the Great.
   - *b*. From Haman and Mordecai.
3. *Quotations*,
   - *a*. From Lord Bacon.
   - *b*. From Franklin.
   - *c*. From Solomon.

III. Conclusion :—Let us guard against excess of pride.

Written Out.

I. Introduction.—An overweening conceit of our own merits and superiority, accompanied by a mean opinion of every other person, will be a source of such constant annoyance to us as to embitter life and make us unhappy.

II. Discussion.—*Reasons.*—A proud man esteems himself too highly, and is not satisfied unless other people treat him with a reverence equal to his own conceit; but as none will do this, except from interested motives, he must feel annoyed by every one with whom he comes into contact. He thinks too meanly of every person but him-

self, and is not willing to pay others the respect which they deserve. In consequence of this, they soon commence retaliation. They will endeavor to withhold from him even the respect, favor, and honor which are due to him; and, as he is apt to be unusually sensitive, he must feel unusually mortified when they expose his foibles, and try to make the most of them. He will suffer, not only from real insults, but often from imaginary slights; and as the wants and hopes of pride are almost boundless, his heart will be harassed by an excessive multitude of disappointments. His pride is a barrier to improvement, and he soon loses the sympathy of everybody, while his enemies are constantly increasing.

Similes.—When the peacock spreads his gorgeous tail in the swelling of his pride, the other birds instantly cry out against his ugly legs and voice. The rill is sweet and clear, but the proud torrent is muddy and turbulent. The modest violet is sweet-scented and long-lived; but the proud tulip blooms for a few days only, and is without perfume. The proud oak is riven by the thunder-bolt, while the humble bush lives unharmed through the storm.

Historical Illustrations.—The pride of Alexander the Great made him believe himself a god; and this folly led him into every kind of extravagance, even to drink more wine than any other man, to prove his superior nature; but this absurd pride threw him into a fever, of which he died in the prime of his life.

Haman, though placed in the court of Ahasuerus above all the princes of the realm, was wretched because Mordecai, a poor Jew, would not bow down to him. This overweening pride led Haman into a murderous plot against the whole race of Israel; but the plot was discovered, and Haman was hanged on the gallows he had caused to be erected for Mordecai.

Quotations.—This view is further supported by the opinion of the greatest and wisest men the world has seen. Bacon says: "A proud man, while he despises others, neglects himself." In the language of Franklin, "Pride dines on vanity, and sups with contempt;" and Solomon plainly declares that "A man's pride shall bring him low."

III. *Conclusion.*—Since, then, pride is so injurious to happiness, let us watch our conduct carefully, and divest ourselves of all excess of pride. Let us be modest, yet without sacrificing courage and self-respect

LESSON XLI.

THEMES IN NARRATION.

Narration presents a succession of events in the order of time, or with special reference to time. The aim of the narrative writer should be to make the reader an eye-witness, as it were, of the events narrated.

Principles.—In forming the plan of a narration, there are certain principles that should be observed.

1. The order of events must be followed; that is, events should be placed before the reader as he would have seen them had he been present.

2. Every fact or event should be made to grow out of something previous.

3. The entire narration should centre in one principal action or event. Where this is not possible for the whole, as in history, then each distinct part should be formed on this principle.

4. Where there are simultaneous trains of action, there should, generally, be a principal one, and such subordinate ones as are naturally connected with it as causes, consequences, or circumstances.

5. When there are several streams of events of nearly equal importance, the ordinary method is to carry one up to a certain point, and then return to bring up the others, one by one, to the same date. This must be repeated to the end of the whole.

6. The scene and the actors should be changed as seldom as possible; and a clear intimation should be given of any change of scene, or of the introduction or disappearance of an important agent.

7. The narrator should not attempt to relate everything. He should give the salient points, and leave the rest to the reader to supply.

Style.—The topics of narration are so varied that no absolute rules can be laid down as to the language to be employed. It must, however, always be suited to the subject in hand. In general, it should be plain, simple, and perspicuous. When the subject will allow, the style may rise to the graceful, the

flowing, or even to the elegant, but should never be pompous or stilted, or in any way adapted to draw off the attention from the subject to itself.

Theme:—*The Fate of Ginevra.*

Framework.

I. Introduction:—1. *Time*, Long ago.
2. *Person*, Ginevra.
3. *Place*, A Palace near Reggio Gate.
4. *Event*, The fate of Ginevra.

II. Discussion:—

A. The Occasion;—
a. About to be married to Francesco Doria.
b. The preparations for the wedding.

B. The Mystery:—
a. She hides and cannot be found.
b. Consternation of the guests.
c. Despair of Francesco.
d. He goes to the Turkish war and is slain.
e. His shadowed life and sad death.

C. The Explanation:—
a. A party of visitors fifty years after.
b. They discover an old chest.
c. They open it with glee.
d. Are struck with horror.
e. They find in it the pearl, the emerald, and the gold clasp inscribed "Ginevra."

III. Conclusion:—We cannot always divine the consequences of trivial acts.

EXERCISE LXXII.

Construct a framework of a theme on each of the following topics, then write out each theme in full.

1. First Week at High School.
2. How we spent Dominion Day.
3. Our Experience of Camping out.
4. A Fishing Excursion.
5. The Crossing of the Red Sea.
6. Our Visit to a Printing Office.
7. History of Confederation.
8. History of St. Paul.
9. The Story of a Shilling.
10. A Sail down the St. Lawrence.

LESSON XLII.

THEMES IN DESCRIPTION.

Description.—The aim of the descriptive writer is to present his subject to the mind of the reader as distinctly as the artist would present it to the eye by means of painting or sculpture.

Principles.—In forming the framework of a description, the following principles should be observed.

1. The most important point is to include in the enumeration of the parts, a comprehensive statement, or general plan of the whole.

(1) The idea of the general plan may be furnished by stating the Form, or by giving the Outline and Magnitude. Thus we may describe a field as square; a city as round, long, or straggling.

(2) Again, the general plan may be shewn by arranging the parts, as branches from a Main Trunk.

2. Descriptions should be made from a favorable point of view.

(1) Sometimes the whole object or scene may be described from one standpoint, as the painter draws his picture.

(2) Sometimes the traveller's point of view may be adopted, and the scene presented in a succession of aspects.

3. After having formed as simple a plan as possible, shew it to the reader. "The battle of Waterloo," says Victor Hugo, "was fought on a piece of ground resembling a capital A. The English were at the apex, the French at the feet, and the battle was decided about the centre." Such an outline gives the reader a clear idea of the whole, and presents a picture that is easily filled in.

4. Next, take up the subject part by part. Try to form a clear conception of each; do not attempt to enumerate every particular, but select the most striking and interesting features; sketch these as distinctly and vividly as possible.

Style.—As description forms a large part of all composition, and embraces so great a diversity of subjects, it admits of almost every variety of language and style, and allows the widest scope for ornament and beauty. If the object treated is humble, the language may be familiar; if it is grand, the language may be elevated; if it is characterized by great beauty, then the language may assume its richest appearance. The style must be adapted to the nature of the object described.

Theme :—*The Coliseum.*

I. Introduction :—1. The greatness of ancient Rome.
2. The Coliseum as one of the evidences.

II. Discussion :—

A. Properties :—

a. Now in a state of ruin.
b. Form and size—Elliptical, 564 ft. long.
c. Purposes for which used.

B. Parts :—

a. Eighty rows of marble seats.
b. Magnificent carving.
c. Stately windows.
d. Triumphal arches.
e. Gorgeous designs.

III. Conclusion :—Vestiges of by-gone glory.

EXERCISE LXXIII.

Construct the framework of a theme on each of the following topics, and then write out each theme in full.

1. The Falls of Niagara.
2. A Snow-storm.
3. The Thousand Islands.
4. Your School-house.
5. The Character of Warren Hastings.
6. A Modern Newspaper.
7. The Railway System of Ontario.
8. The Province of Ontario.
9. The City of Toronto.
10. The Alhambra.
11. Autumn Days in the Country.
12. An Evening Sunset.

LESSON XLIII.

THEMES IN EXPOSITION.

Exposition consists in setting forth the attributes of any subject, in presenting doctrines, principles, or views, for the instruction of others. It may be divided into two kinds, scientific and moral. Scientific Exposition simply expounds truth without reference to right or wrong; Moral Exposition deals with human actions and duties.

The Thoughts.—In Narration and Description, the materials are obtained chiefly through the five senses, but in Exposition they are the product of the reasoning faculty. Hence, in forming the framework for a composition of this class, the chief difficulty with beginners is to find the thoughts. In seeking for and arranging them, the means indicated in the lesson on Invention are to be pursued.

Variety of Method.—As the subjects of Exposition are very varied, great diversity of method is admissible. In Scientific Exposition, the writer proceeds directly through the discussion, step by step, unfolding the subject, illustrating what is difficult, clearly and concisely stating the facts in natural order. In Moral Exposition any plan may be adopted that is suitable to the development of the subject.

The Parts.—In the Introduction is placed the formal statement of the principles or views to be unfolded; the Discussion, or body of the composition, contains the methodical development of the proposition; and the Conclusion, a summary of the whole.

Style.—As clearness is the chief object to be attained, the language should be plain and the style neat and concise. Each point should, when practicable, be illustrated by examples, and strengthened by quotations.

Theme:—*Popular Prejudices against Higher Education.*

I. Introduction:—1. Progress of Education in general.
2. Higher Education most strongly opposed.

II. Discussion:—

A. Prejudice of those who object to taxing all to educate a few.

B. Prejudice of the rich:—

a. Who do not wish to be taxed.

b. Who prefer class education.

C. Prejudice of those who think higher education injures the pupil.

D. Prejudice of the poorer and more ignorant.

E. Prejudice arising from faults in the system.

F. Prejudice of men of reputation.

III. Conclusion:—The need of Higher Education.

EXERCISE LXXIV.

Construct the framework of a theme on each of the following topics, and then write out the theme in full.

1. Hope,
2. Anger.
3. Candor.
4. Taste.
5. Modesty.
6. Freedom.
7. Courage.
8. Idleness.
9. Humility.
10. Contemplation.
11. Passion for Dress.
12. Evils of War.
13. Blessings of Liberty.
14. Decision of Character.
15. Advantages of Railroads.

LESSON XLIV.

THEMES IN ARGUMENTATIVE COMPOSITION.

Argumentative Composition is that in which the aim is to modify or induce belief by means of Argument. The body of a composition of this class consists of two parts, the Proposition, or that which is to be proved, and the Arguments, or Proof.

Two Methods.—Two methods may be employed in Argumentative Composition, the Deductive and the Inductive. In the first, the line of thought proceeds from the subject to the predicate of the proposition to be proved, and in the second, from the predicate to the subject.

Parts.—When the proposition is stated at the outset, it should be stated in the clearest and briefest manner possible. After the Introduction follow the Arguments. They should be so arranged that the weakest come in the middle and the strongest last. The connection between the arguments and the conclusion must be made clear in each case. The Conclusion consists of a re-statement of the proposition as enforced by the combined strength of all the arguments.

Style.—Clearness and force are here the chief requisites; little or no ornament is required; the style should be neat, but sufficiently diffuse to make the points easily seen. Every argument should have illustrations, examples, or instances, to make its force and meaning perfectly clear.

Theme:— *Cremation should supersede Burial.*

I. INTRODUCTION:—Modes of disposing of the dead.

II. DISCUSSION:—

A. Cremation assists nature.
B. It has no unhealthful effects.
C. Desecration is impossible.
D. Evils of premature cremation comparatively slight.
E. If generally adopted it might be inexpensive.
F. It is agreeable to sentiment.
G. Parts of the cremated body may be preserved.

III. CONCLUSION:—Cremation should be adopted.

EXERCISE LXXV.

Construct the framework of a theme on each of the following topics, and then write out the theme in full.

1. Whatever is, is right.
2. Honesty is the Best Policy.
3. Should Judges be Elected.
4. Our Antagonist is our Helper.
5. Knowledge is Power.
6. Is Labor a Blessing?
7. Life is a School.
8. Wisdom Leads to Happiness.
9. Does Contrivance prove Design?
10. Is Manhood Suffrage desirable?
11. Is it expedient to wear Mourning Apparel?
12. Is Compulsory Education a benefit to the State?

LESSON XLV.

THEMES IN PERSUASION.

Persuasion is that kind of composition whose object is to move the will by presenting motives for action.

Parts.—The parts of a theme in Persuasion are variously reckoned as six, four, or three. For our purpose it will be sufficient to reckon them at the last number. In the Introduction come, first, the statements that prepare for the subject, then the views the speaker wishes to enforce, and, lastly, the explanation of the manner in which he intends to discuss them. In the body of the discourse are placed the motives for action. These may be based on Narration, Description, Exposition, or Argumentation; they may appeal to the intellect by argument, to the feelings by sympathy, or to the emotions and pas-

sions by exhortation. The Conclusion should be pithy and graceful. Sometimes it should contain all the motives gathered together in a few impressive periods; sometimes it should consist in an electrifying appeal.

Style.—In Persuasion, the style should be forcible and elevated. Here all the beauties of prose composition are in place, and nothing of a low or trivial character should be admitted. Illustrations should be freely introduced to relieve and please the mind.

Theme:—*The Importance of Mental Discipline.*

I. Introduction:—1. Describe the untrained mind.
2. Discipline improves it.
3. Reason to be given to shew the benefits.

II. Discussion:—
A. Mental Discipline develops the powers of the mind.
B. Enables it to acquire and grasp knowledge.
C. Knowledge is power.
D. Power enables its possessor to attain influence.
E. Influence brings honor, emolument, and fame.

III. Conclusion:—Seek the Discipline which can give an immortal name.

EXERCISE LXXVI.

Construct the framework of a theme on each of the following topics, and then write out the theme in full.

1. Silent Influence.
2. The Habit of Reading.
3. The Value of Character.
4. The Power of Kindness.
5. The Power of Habit.
6. No Place like Home.
7. The Vanity of Riches.
8. Do not despise Poverty.
9. Live within your Means.
10. The Dress is not the Man.
11. Influence of Good Manners.
12. The Baseness of Ingratitude.
13. Poverty develops the Character better than Riches.
14. He is Rich who desires Nothing.
15. A Good Conscience is better than Wealth.

LESSON XLVI.

PUNCTUATION.

Punctuation is a supplemental art, employed to indicate to the eye the construction of a sentence. Hence, the grand rule by which we should be guided in punctuating is: Understand the construction, and **then** punctuate so as to indicate it.

Marks used.—The eight principal marks used in punctuation may be classified as follows:—(1) Those that indicate syntax, viz.: The Period (.), the Colon (:), the Semi-colon (;), the Comma (,); (2) those that, in addition, characterize thought, or indicate feeling, viz.: The Interrogation Point (?), the Exclamation Point (!), the Dash (—), the Curves [( )].

The Period is used:—

1. After every complete sentence that is not interrogative or exclamatory.

2. After abbreviations, Roman numerals, headings of chapters and sections, and signatures in a list of names; as:—K.C.B. for Knight Commander of the Bath, Charles XII. of Sweden. See the titles and headings in this book.

The Colon is used:—

1. As a point intermediate between the Period and the Semi-colon.

2. Before a sentence added as an explanation of a word or sentence; as:—"English Grammar: an Exposition of the Principles and Usages of the English Language."

3. Before a direct quotation; as:—Pope makes this remark: "There never was any party in which the most ignorant were not the most violent." When the quotation is short, a Comma is used instead of a Colon.

The Semi-colon is used :—

1. As a point intermediate between the colon and the comma; as :—"Keep thy heart with all diligence ; for out of it are the issues of life."

2. To separate parts that already have the comma ; as :—"Yes, Yes ; it is so, it is so."

3. To separate the parts of a loose series, especially when stress is laid on the particulars ; as :—"Touch not ; taste not ; handle not."

4. When a sentence, complete in itself, is followed by a clause of inference, explanation, consequence, iteration, or enumeration ; as :—"Of what consequence are all the qualities of a doctrine, if that doctrine is not communicated ; and communicated it is not, if it be not understood."

The Comma is used :—

1. To isolate the nominative absolute, the name or designation of the person addressed, words used in apposition, the relative clause when not restrictive. Thus : "That finished, our duty is done." "Peace, O Virtue, peace is all thine own." "The greatest Roman orator, Cicero, was patriotic." "We next went to London, which is the largest city in the world."

2. Between each pair of words or phrases that follow in pairs ; as :—"The poor and the rich, the weak and the strong, the young and the old, have one common Father."

4. When a word is omitted ; as :—"To err is human ; to forgive, divine." "Alfred was a brave, pious, patriotic prince." In cases like the second example the comma is inserted before the last of a series even when the conjunction is not omitted ; as :—"Alfred was a brave, pious, and patriotic prince." The same practice is followed with a series of nouns or verbs ; as :—"His ambition was for honor, wealth, and fame." "The Puritans worked, prayed, and fought with equal energy."

5. To separate phrases and single words, used parenthetically, from the rest of the sentence. Some of the words and

phrases that require to be separated by commas are:—then, therefore, however, too, indeed, perhaps, surely, finally, namely, in short, in fact, in brief, no doubt, as it were, to be sure, of course, after all, to be brief. It is only when these words and phrases are used connectively that they are thus set off; when they are used with an adverbial force only, they are not separated; as:—"However much he may promise, he performs nothing."

6. To separate dependent clauses and intermediate expressions from the context; as:—"If you would succeed in business, be honest and industrious." "The sun, with all its attendant planets, is but a small portion of the universe." "Truth, like gold, shines brighter by collision."

When the grammatical connection is very close, the dependent clause is not separated by a comma; as:—"You may go when you please."

7. To separate the parts of a compound sentence, if they are simple in construction; as:—"Modern engineering spans whole continents, tunnels alike mountains and rivers, and dykes out old ocean himself."

If the parts are brief and closely connected in sense, no comma is needed.

8. To set off inverted phrases and clauses standing at the beginning of a sentence; as:—"To obtain an education, he was willing to make sacrifices."

Other Uses.—The comma stands between a word and its repetition; as:—"Sweet, sweet home;" between the parts of a transposed name; as:—Thompson, Henry S.; before the explanatory *or*; as:—"The skull, or cranium;" between words and phrases expressing contrast; as:—"Though deep, yet clear;" also between figures, to divide them into groups, as:—"7,840,532."

The Interrogation Point is placed after every sentence that contains a direct question; as:—"How can I tell?" "Where is the boat?" exclaimed the captain. In the indirect form of discourse it is not used; as:—"The gentleman asked the groom where the horse was."

The Exclamation Point is used after interjections, after sentences or clauses that express sudden or violent emotion, and after invocations; as:—"Pshaw!" "O blissful days!" "Hail, holy light! offspring of heaven, first-born!" "What is more amiable than virtue!"

The Dash is used:—

1. To indicate a pause made for rhetorical effect; as:—"I have——nothing in the world."

2. To show emphasis or suppressed feeling, or an unexpected turn in the sentiment; as:—"He had no malice in his mind—no ruffles on his shirt."

3. Instead of commas or the usual signs of parenthesis, to enclose parenthetical clauses.

4. With other stops, to indicate a longer pause or a new paragraph; as;—"What?—A traitor!—Yes.—A villain."

5. To denote an omission; as:—"He was born at the village of U——, in the year ——."

The Curves are used to enclose some incidental remark that does not affect the structure of the sentence; as:—"I told him (and who would not?) just what I thought of him."

Other Marks.—The Hyphen [-] is used to join the constituent parts of a compound word, and to divide words at the end of a line; as:—"He wears a broad-brimmed hat." Compare, also, the words *constituent* and *compare* in this paragraph.

The Apostrophe is used to mark the omission of a letter or figure, to distinguish the possessive case, and to form some plurals; as:—That is o'er. The rebellion of '12. The fox's tail. Cross the t's.

The Marks of Quotation are used to enclose words that are taken as the exact language of some other person. When a quotation contains another quotation, double marks are used; as:—"This friend of humanity says: 'When I consider their lives, I seem to see the "golden age" beginning again.'"

EXERCISE LXXVII.

Study these sentences till you understand their construction, and then punctuate them in accordance with the rules given in the preceding lesson.

1. Deut xx 21, 2 Sam xix 2, A D 1885.
2. Bought, 9 mos credit 4 yds 3 qrs at 12 cts a yd.
3. The fundamental characteristic of man is spiritual hunger the universe of thought and matter is spiritual food.
4. Be our plain answer this The throne we honor is the people's choice.
5. In every work of genius we recognize our own rejected thoughts they come back to us with a sort of alienated majesty.
6. There are three genders the masculine the feminine and the neuter.
7. The value of a maxim depends on four things the correctness of the principles it embodies the subject to which it relates the extent of its application and the ease with which it may be practically carried out.
8. Greece indeed fell but how did she fall did she fall like Babylon did she fall like Lucifer never to rise again.
9. That man virtuous you might as well preach to me of the virtues of Judas Iscariot.
10. The essence of all poetry may be said to consist of three things invention expression inspiration.
11. What shall become of the poor the increasing standing army of the poor.
12. Hollo ho the whole world's asleep bring out the horses grease the wheels tie on the mail.
13. All day he kept on walking or thinking about his misfortunes.
14. The book greatly to my disappointment was not to be found.
15. His voice which was so pleasing in private was too weak for public speaking.
16. It will I am sure it will more and more as time goes on be found good for this.
17. On the other hand there is great danger in delay.
18. Feudalism is in fact the embodiment of pride.
19. Good deeds though forgotten are not in every case lost.

20. One object for studying rhetoric is that we may compose better.
21. Unless you bridle your tongue you will assuredly be shut out from good society.
22. Classical studies regarded merely as a means of culture are deserving of general attention.
23. Charity on whatever side we contemplate it is one of the highest Christian graces.
24. Nature through all her works delights in variety.
25. The eye which sees all things is itself unseen.
26. The man of letters who has constantly before him examples of excellence ought himself to be a pattern of excellence.
27. Cæsar was dead the soldiers were dispersed all Rome was in confusion.
28. Did God create for the poor a coarser earth a thinner air a paler sky.
29. The sun the moon the planets and stars are all in motion.
30. Eating or drinking laboring or sleeping let us all do good in moderation.
31. The word poet meaning a maker is derived from the Greek.
32. Virgil the chief poet among the Romans was fond of rural life.
33. Strength energy is what you want.
34. A man of prodigious energy he was a pattern of modesty.
35. I beg sir to acknowledge the receipt of your favor.
36. His father being dead the prince ascended the throne,
37. Of all our senses sight is the most important.
38. A good rule in education is "Learn to be slow in forming your opinions."
39. Good temper is like a sunny day it sheds a brightness over everything.
40. Everything that happens is both a cause and an effect being the effect of what goes before and the cause of what follows.
41. Go go my good fellows and do not let the poor man drown.
42. Well to be sure how much I have fagged through.
43. A great general who died on the field of victory said before his death I hope my country will be satisfied.
44. The English dove or cushat is noted for its cooing.
45. Doing to others as we wish them to do to us constitutes the fundamental principles of Christian duty.
46. Julius Cæsar wrote a clear natural correct and flowing style.
47. In our epistolatory correspondence we may advise exhort or discuss.
48. The circle of vices like shadows towards the evening of life appears enormous to a thinking person.
49. His manners are affable and for the most part pleasing.
50. However fairly a bad man may appear to act we are afraid to trust him.

LESSON XLVI.

THE QUALITIES OF STYLE.

The properties of Style studied in preceding lessons are called the Elements of Style, because they belong to Words, Sentences, and Paragraphs, which constitute the elements of language. Besides these, Style possesses other subtler properties known as the Qualities of Style. These qualities arise from the nature of the thoughts, from the character of the mind of the writer, and from his command over language. They may therefore be classified as Intellectual, Emotional, and Æsthetic.

1. **Intellectual Qualities.**—The Intellectual Qualities of Style include Simplicity and Clearness.

(*a*) **Simplicity** means the quality of being easily understood. It applies to the nature of the thoughts and to the manner in which they are expressed. If the thoughts are abstruse, the terms technical, or the sentences of involved structure, discourse lacks Simplicity.

(*b*) **Clearness** applies to the general manner of expression —to the way in which the thoughts are presented. Either simple or abstruse thoughts may be clearly placed before the reader; yet abstruse thoughts may not be easily comprehended, although clearly expressed, and simple thoughts may be expressed so as to appear confused, ambiguous, or uncertain. The mechanical means of clear expression, which every one may learn to use, have been explained in previous lessons, but the Clearness of which we now speak implies a clear conception of the subject by the writer, a definite outline, a systematic arrangement, as well as a mastery of the means before treated of under Minute Clearness.

2. **Emotional Qualities.**—Under the head of Emotional Qualities are embraced Force, Pathos, and the Ludicrous.

Force is the power by which anything, written or spoken, makes an impression on the mind by rousing it to excitement and action.

This quality of Style is known by many other names, such as Strength, Energy, Vigor, Animation, Vivacity, Fervor, Brilliancy, Loftiness, and Sublimity.

The chief sources of Force are originality in matter or form, and the capacity of the writer to feel strongly; but, as we have shown in previous lessons, much may be done mechanically to add to the force of expression.

Pathos is that quality of Style which rouses the mind to pleasurable excitement by awakening the tender emotions, such as love, pity, sympathy, benevolence. In prose, even stronger feelings may be appealed to, and the pathos may be such as to call forth feelings of pain or horror, or of the most distressing pity or disgust. Like other qualities of Style, Pathos is applied both to the thought and to the diction. Two persons may relate the same incident, one with the most touching effect, the other without even arousing interest.

The Ludicrous, or the Laughable, is a term that signifies that quality of Style which promotes mirthful feeling and laughter. It may be divided into three kinds, under the heads of Wit, Humor, and Satire.

(*a*) **Wit** is the discovery of such an unexpected relation between objects (or ideas) as excites our surprise and thereby amuses us.

(*b*) **Humor** is that tone which, running through a composition, provokes in the reader a good-natured feeling that breaks out into a smile, sometimes into laughter. It arises from the

joining of things that are incongruous, and from presenting ideas or objects in an odd and unusual light. This incongruity must be suitable to the person ridiculed, and must be kindly in its nature.

(*c*) **Satire** is the antithesis of Humor. It consists in holding a person or object up to scorn by making him or it the subject of remarks that are true, but that make the person or object appear ridiculous.

3. **Æsthetic Qualities.**—The Æsthetic Qualities of Style are those that tend to make discourse gratifying to our sense of the beautiful. They embrace Melody, Harmony, and Taste.

(1) **Melody,** as we have already seen, consists in using those devices that make language pleasing to the ear. When spoken of a whole composition, it includes, in addition to the Melody of which we have spoken in Lesson XIX., a consideration of the general effect of minute melody on the writing taken as a whole. The melody of the several sentences must blend harmoniously, and must be of a character adapted to the subject.

(2) **Harmony** has a variety of applications, all of which are important in Composition.

(*a*) It means, as previously stated, the adaptation of sound to sense.

(*b*) Harmony requires that all the parts of a composition should correspond with one another. The language should be suitable to the subject, and be expressive of the feelings of the speaker. The scene should correspond with the actions that take place in it; the tone of feeling should be suited to the thoughts expressed; the different parts of a picture should correspond with one another. It will not do to have a frozen river running through a harvest-field.

(3) **Taste** in rhetoric means cultivated judgment, a refined sensibility to the effects of all the expedients of Composition.

A writer who possesses Taste will avoid whatever is harsh or incongruous. He will have everything chaste and in keeping. His productions will not have excrescences on the one hand, nor gaps on the other. Symmetry will be one of his first excellences. Figures of speech, the adornment of language, will be used sparingly and gracefully; no tawdry finery will be worked in, no straining after effect will be indulged.

LESSON XLVII.

RHETORICAL ANALYSIS.

Analysis means an examination of a writing or composition, for the purpose of inquiring whether the author has observed the principles laid down (1) for the choice and use of words, (2) for the formation of sentences, (3) for the construction and connection of paragraphs, (4) for the use of figures of speech, and (5) with the object of ascertaining which of the qualities of Style it possesses and which it lacks. This Lesson shows how this is carried on. As there is great variety in Style, and as different styles are adapted to different subjects, no absolute rules can be laid down for the guidance of beginners. The exercise is largely one of judgment, and is on that account especially valuable.

Example 1.—"The first snow came. How beautiful it was, falling so silently all day long, all night long, on the mountains, on the meadows, on the roofs of the living, on the graves of the dead! All white save the river, that marked its course by a winding black line across the landscape; and the leafless trees, that against the leaden sky now revealed more fully the wonderful beauty and intricacy of their branches. What silence, too, came with the snow, and what seclusion! Every sound was muffled, every noise changed to something soft and musical. No more tramping hoofs, no more rattling wheels! Only the chiming sleigh-bells, beating as swift and merrily as the hearts of children.

"All day long, all night long, the snow fell on the village and on the churchyard, on the happy home of Cecilia Vaughan, on the lonely grave of Alice Archer. Yes, for, before winter came, she had gone to that land where winter never comes. Her long domestic tragedy was ended. She was dead, and with her had died her secret sorrow and her secret love. Kavanagh never knew what wealth of affection for him faded from the world when she departed; Cecilia never knew what fidelity of friendship, what delicate regard, what gentle magnanimity, what angelic patience, had gone with her into the grave; Mr. Churchill never knew that, while he was exploring the past for records of obscure and unknown martyrs, in his own village, near his own door, before his own eyes, one of that silent sisterhood had passed away into oblivion, unnoticed and unknown."

The foregoing paragraphs will now be considered under the various heads mentioned above.

1. Choice and Use of Words.

The words of these paragraphs are all chosen in strict accordance with the requirements of Purity, Propriety, and Precision. The most careful investigation cannot discover one word that is not purely English, one that is not used in its proper and ordinary signification, or one that does not express exactly the idea intended.

2. Formation of Sentences.

(*a*) **Clearness.**—Under this head nothing is left to be desired. The words are familiar, and, therefore, expressive. The arrangement is simple and natural. There are no inversions or contortions of order, to render the meaning in the slightest degree obscure or even difficult to understand; all is simple, plain, and direct. The pronouns all refer definitely to their nouns. The emphatic words are so placed as to make the meaning clear.

(*b*) **Strength.**—In studying the means employed in these paragraphs to secure Strength, we are at once struck with the

class of words used. They are largely native English words, and those of foreign origin are mostly such as have by frequent use become as familiar as our own Saxon. In the number of words used the author has been judicious and careful. No word can be pointed out that has not its value in giving completeness to the sense, nor is there any one omitted that should have been expressed. In the first paragraph the repetition of "every" and of "what" adds emphasis; the same is true of "on" and "what" in the second. In the third sentence, and in the last two sentences of the first paragraph, vividness is gained by the omission of the verb; and in the second sentence by the omission of the connectives, by repetition of the words in "all day long, all night long," and in "she was dead," "died," "secret sorrow," "secret love." Much force and beauty also are secured in the last sentence by repeating three times the words "never knew." The arrangement of the phrases "in his . . . own eyes," in the order of climax, adds to the beauty as well as to the striking effect of the thought, while the two adjectives "unnoticed" and "unknown" form a pleasing and effective close. Lastly, it may be noted that energy is gained by the variety of expression found in every line; by variety in length and form of the sentences, as well as by the variety of manner in which the scene is presented.

(*c*) **Unity.**—Strictly the last sentence of the second paragraph violates the second law of Unity; but as has been pointed out (Lesson XVII.), when statements are very closely connected in sense, they may sometimes be elegantly put into one sentence, although they are about different things. Here the statements about Kavanagh, Cecilia, and Mr. Churchill, though distinct facts, are made about one common source of goodness that manifested itself differently towards these three different persons. On the same principle, the last two sentences of the first paragraph might have been made into one.

(*d*) **Elegance.**—No person of any taste or refinement of feeling can read these paragraphs without being struck with their beauty. Now, what are the mechanical means used to give Elegance to the form of expression? In the first place, there is in the language a charming richness of melody. This is attained by avoiding harsh-sounding words and by choosing euphonious words. Further, the arrangement of the words and clauses is such as to increase the melody. There is a pleasing alternation of long and short syllables and of long and short words. All harsh combinations are avoided, except in "near his own door, before." In most of the sentences there is a pleasing cadence at the close, especially in "branches," "seclusion," "musical," "children," and most of all, in "unnoticed" and "unknown." In the last sentence there is a sort of climax of sound as well as of sense. Once or twice the sound is made an echo of the sense, *e.g.*: "rattling," "tramping." The use of "and" before "what seclusion," and its omission before "every noise," is both melodious and vigorous. The same is true of several other omissions; as those in the second line of the second paragraph.

3. Construction of Paragraphs.

(*a*) **Topic Sentence.**—The first sentence of the first paragraph contains the topic, "The coming of the snow." Clearness is given by making this sentence short, so that the reader gets at the outset, and without any effort, a definite idea of what the paragraph is to describe. In the second paragraph the first sentence is both connective and introductory. It connects "The coming of the snow" with "The death of Alice Archer."

(*b*) **Arrangement.**—The sentences that compose these paragraphs are consecutively arranged. In the first paragraph, which is descriptive, the attention is first called to that part of the scene which is near at hand, then to the

parts more remote, and lastly to the sky. In the second, which is narrative, the natural order of events is followed: first the death, then the results.

(*c*) **Explicit Reference.**—The principle of Explicit Reference, which is one of the greatest importance in the construction of the paragraph, is here aptly and unobtrusively followed. The connection of the second sentence with the first is clearly shown by the pronoun "it." As the third sentence states the result of the action recorded in the second, it is more neatly added without the use of any connecting word. The fourth sentence is explicitly joined to the third by the use of the conjunctive word "too." As the last three sentences are amplifications of the fourth, and as the first words of each of them—"Every sound was muffled," "No more," "Only the,"—clearly show this, elegance and force are gained by the omission of the connective words. In the first three sentences of the second paragraph the reference is made explicit by the use of the words "Yes," "Her," and "She." The last sentence is an amplification of the one that precedes it.

(*d*) **Unity.**—Every sentence in each of these paragraphs is an amplification of its topic sentence. In the first, "The coming of the snow" is presented in two ways: its effects are made visible to the eye, as well as perceptible to the ear. These two parts join somewhat in the same way as the two parts of a balanced sentence, to make one elegant whole. In the second, all the sentences except the introductory one state results of the death of Alice Archer. Hence these two paragraphs possess Unity.

(*e*) **Due Proportion.**—Our sight is the keenest of our senses, therefore in the first paragraph more prominence is given to the effects of the snow as seen than as heard. In the second, space is purposely given to the enumeration of particulars, because they make effective the touching features of the narration.

(*f*) **Parallel Construction.**—The first paragraph consists, as pointed out in (*d*), of two parts. A careful examination will show that these two parts are constructed with due attention to the principle of Parallel Construction. The first sentence of each part is in the exclamatory form, and the second is in the declarative form. In the last sentence, also, of the second paragraph this principle is followed with fine effect. These clauses might, of course, have been written in separate sentences.

(*g*) **Variety.**—In these paragraphs there is an exquisite variety, and at the same time a variety that produces harmony of musical effect and harmony of image and expression. Here are sentences varied in length, short and long; in form, the assertive and the exclamatory; in construction, simple, compound, complex, the loose, the compromise, all in free and unstudied ease. Plain language is mingled with figurative; the natural order with the inverted; and the fuller explanation with the briefer statement.

4. Figures of Speech.

As the figures of speech are used for three distinct purposes—clearness, force, and ornament—much skill and taste is required to handle them with propriety. If they are too many, or too bold, they produce weakness instead of strength, disgust instead of pleasure.

In these paragraphs the figures, as becomes the subject, are few and modest, yet so delicate, appropriate, and skilfully wrought in, as to give life, light, and beauty. If any one will take the pains to put plain language in the place of the figures, he will feel how sensibly the effect is lessened. The metonymies, "roofs," "hoofs," "wheels"; the antitheses, "home," "grave"; the euphemisms, "She had gone," etc.. "Her long," etc., "departed"; the climax, "gone," "was ended," "dead," and "village," "door," "eyes"; and the metaphor, "domestic

tragedy," as well as others of minor importance, all tend to the heightening of the delightful effect of the whole.

5. Qualities of Style.

1. **Intellectual Qualities.**—(*a*) **Simplicity.**—These paragraphs deal with concrete and familiar topics, and the thoughts are couched in easy language, therefore they possess Simplicity. There is nothing abstruse or technical in them.

(*b*) **Clearness.**—Here we have two kinds of composition, description and narration. In the first part we find the writer has seized upon the salient points, and given us a definite outline, so filled in as to present to the mind a clear and distinct picture. There is no ambiguity in the language, nor confusion in the sense. In the second part the events are clearly and tersely stated in their natural order, so that the mind forms a vivid conception of them.

2. **Emotional Qualities.**—(*a*) **Force.**—We judge of the force of a writing by the effect it produces on the mind. When applied to a composition as a whole, Force or Strength is a term that is used with greater fitness to some kinds of discourse than to others. The passages under consideration possess that sort of Force which is adapted to quiet scenes and to the narration of such events as affect the lives of persons in humble circumstances. This kind of Force differs greatly from that which is found in the description of vast and imposing objects, or of great actions; still there is in the thoughts, and in the manner in which they are presented, a vigor and impressiveness that strongly affects the mind. As the writer is deeply touched with the fate of his character, he is able to throw these emotions into his language, and thereby awaken like feelings in others. This effect he still further increases by the beauty, the propriety, and the force of his diction, by delicacy and point in his use of figures of speech,

and by his plan of presenting the scene to two of the senses, the sight and the hearing.

(*b*) **Pathos.**—These paragraphs contain a felicitous example of true Pathos. There is placed before us a beautiful scene that moves and softens the finer feelings of our nature. Then, while we are enraptured with the beauty of this silent landscape, the curtain is drawn, and we behold the lonely grave of Alice Archer. As we stand and gaze, the writer pours out a flood of tenderness and admiring sympathy from a heart moved with the thought that silent, and forever, that breast, so full of unseen and unrecognized devotion, love, and friendship, lies buried beneath the whitening snows. Such a sight cannot fail to call forth our pity and sorrow.

(*c*) **The Ludicrous.**—In a solemn, quiet, and touching scene, such as the one before us, the Ludicrous has no place.

3. **Æsthetic Qualities.**—(*a*) **Melody.**—We have already studied the means that are employed to give Melody to the words and sentences of these paragraphs, and have noted the degree of success that has been attained. We have now to notice that these sentences when combined into paragraphs are still melodious, and that the whole possesses a rich, sweet, and melancholy music, well suited to gratify our tender emotions and to deepen the impression made by the words. The flowing cadence sweeps the mind along and fills it with the music and the story.

(*b*) **Harmony.**—Under this head we find the requirements very fully met—more so, indeed, than is frequently the case in much of what passes for poetry. The language, being plain and simple, is fitted for the presentation of so tranquil a scene; the different parts of the picture agree with one another, and the sad feelings that pervade the narration are neither exaggerated nor strained, but are such as the nature of the story justifies.

(*c*) **Taste.**—The Taste exhibited in picturing the scene and in relating the events is of the purest and most elevated character. It has not allowed the author to indulge in diction or in figures that are displeasing or incongruous. The language, the imagery, the tone of feeling, are in keeping with the occasion. In short, these paragraphs are types of artistic beauty.

Example 2.—"His example, the presents of Clotilda and the bishops, and perhaps the attractiveness of novelty, eventuated in the conversion of a number of Frank warriors—as many as three thousand, indeed, according to the historians. The baptismal ceremony was celebrated at Rheims; and all the splendor which could still be furnished by the arts of the Romans, which were soon to perish in the hands of the barbarians in Gaul, was displayed in profusion to adorn this triumph of the Catholic faith. The vestibule of the Cathedral was embellished and decorated with tapestry and garlands; veils of diversified colors mollified the glare of day; the most gorgeous perfumes blazed abundantly in precious vases of gold and silver. Advancing in pontifical robes to the baptistery, leading by the hand Clovis, who was about to become his spiritual son, 'Father,' said he, marvelling at such pomp, 'is not this that Kingdom of Heaven which you promised me?'

"Messengers conveyed the intelligence of his baptism to the Pope of Rome speedily, whereupon letters of congratulation and of friendship were addressed to Clovis, who thus acknowledged his sway; and he sent rich presents as tokens of filial submission in return to the blessed apostle Peter, the protector of the new Rome."

1. **Choice and Use of Words.**—The laws of Purity forbid the use of "eventuate," a newly-coined word that has not yet attained more than newspaper standing in the language. The words required by Precision are not "attractiveness," "ceremony," "celebrated," "embellished," "diversified," "mollified," "most gorgeous," "blazed," "abundantly," "precious"; but "attraction" ("novelty" alone is better), "rite of bap-

tism," "performed," "adorned," "divers" or "various," "softened," "exhaled from," "in profusion," "costly."

2. **Formation of Sentences.**—The reference of "His" is not clear; the noun or some synonym should be used. "Of" should be inserted before "the bishops." "As many .... historians" should be made into a new sentence. The construction of this first sentence is misleading. Taken literally, it means that "his example, the presents, and the bishops eventuated," etc., or it means that "perhaps the attractiveness eventuated," etc.; while it is evident that the author meant to say that the first three things led to the conversion of the soldiers, and that perhaps the "attractiveness of novelty" assisted in producing this result. "The baptismal .... celebrated": besides the evident attempt at fine writing, "ceremony celebrated" is an uncouth jingle. "Rheims": the sentence should stop here; "and" should be omitted, and the next sentence might begin with "To adorn this," etc. "Which were," etc.: better "arts soon to perish," etc. "Embellished .... garlands": read "decorated with tapestry and adorned with garlands." "Advancing," etc.: there is no noun to which "advancing" and "leading" can refer. For "Clovis" some synonym, such as "Frankish King" or "royal convert," might be used. "His son": "his" refers to the noun that should be made the leading subject of this sentence; "he" is ambiguous. This entire sentence is incurably bad. "The intelligence of his baptism," not "messengers," is the principal subject of this sentence, and it should have a more prominent position. "Speedily" ought to be near "conveyed." Instead of "his," the noun or some of its synonyms should be used. "Speedily": this sentence should stop here, and the next should begin with "His Holiness immediately addressed letters," etc. As "Rome" has just been used, "the eternal city" might be elegantly substituted. So also with "Clovis," in the same line. "Who .... sway" is of

sufficient importance to form an independent sentence along with "he sent," etc. "Thus" is ambiguous and absurd; "in return" is not needed, and "and" following so close produces harshness.

3. **Construction of Paragraphs.**—The laws of the Paragraph are fairly realized. After the introductory sentence the topic, "the baptismal ceremony," is prominently stated. As the paragraph adheres strictly to this subject throughout, the law of Unity is satisfied. The requirements of Explicit Reference and Due Proportion, however, are not so fully met. The second sentence is abruptly introduced. It should have some connective phrase, such as, "On the public profession of their belief in Christianity, these new converts were," etc. The third sentence, being an explanation of the preceding, needs no explicit connection; but the fourth should certainly be clearly joined to the third. Since the "King" is a prominent figure in the ceremony, his name should be specially mentioned as one of the converts. If this were done, the paragraph would be better proportioned. As it now stands, a large part of it is devoted to a subject not named, but merely implied.

4. **Qualities of Style.**—There is no abstruseness in the thoughts here presented, but some of the words and constructions are such as to prevent the mind from easily grasping the idea. To some of these attention has been directed (in 2). We have now to mention another cause of obscurity. The writer does not open the description with a comprehensive outline, nor does he arrange the particulars in that systematic order which is conducive to picturesqueness and distinctness. Only the "vestibule" of the church is mentioned, yet the baptism takes place inside, where are the perfumes, the vases, and the baptistery. If the description had been so framed as to present to view the body of the Cathedral all prepared

for this magnificent ceremony, the scene would be more vivid and impressive. The portraying of so imposing a ceremony is no unfitting place for a display of vigor, animation, and vividness. These the writer might have attained more fully by the use in some parts of simpler and more familiar language, in others by more appropriate figures, and in others by a better arrangement of the clauses. For example, more suitable metaphors should have been found than "mollified," "blazed," and "who . . . . sway." "The vestibule," etc.: this enumeration adds much to the force of the description.

The language has not in all parts the dignity and loftiness that become such a theme. In the flow of the sentences there is in two or three places an abruptness that amounts to harshness, *e.g.*, "as many . . . . historians." Here and there a musical line occurs, but only to be followed by something that breaks the rhythm. For example, "all the splendor . . . . Romans" is euphonious, but the flow is abruptly stopped by the phrase "which . . . . Gaul." In one or two places, also, the diction is stiff and stilted, and leaves the impression that the writer is laboring to be grand. Both in the language and in the tone there is a lack of that simple dignity which good taste regards as one of the essentials of narration and description.

EXERCISE LXXVIII.

Make a literary analysis of the following paragraphs, then re-write them, making all the changes required under the different heads of the last Lesson.

1. The Franks filled the north of Gaul with terror and devastation; strangers to their arts and manners, they ravaged with indifference and with a sort of pleasure the Roman cities and colonies. Being pagans, no religious sympathy tempered the ferocity of war. They spared neither sex nor age, say

the ancient historians; they destroyed as readily churches as private houses, they advanced towards the south gradually, invading the whole extent of Gaul, while the Goths and Burgundians essayed to make progress in the opposite direction, impelled by a similar ambition but with less barbarous manners.

2. Tom Folio is a broker in learning, employed to get together good editions, and stock the libraries of great men. There is not a sale of books begins till Tom Folio is seen at the door. There is not an auction where his name is not heard, and that too in the very nick of time, in the critical moment, before the last decisive stroke of the hammer. There is not a subscription goes forward, in which Tom is not privy to the first rough draught of the proposals; nor a catalogue printed, that doth not come to him wet from the press. He is an universal scholar, so far as the title-page of all authors, knows the manuscripts in which they were discovered, the editions through which they have passed, with the praises or censures which they have received from the several members of the learned world. He has a greater esteem for Aldus and Elzevir, than for Virgil and Horace. If you talk of Herodotus, he breaks out into a panegyric upon Harry Stephens. He thinks he gives you an account of an author, when he tells the subject he treats of, the name of the editor, and the year in which it was printed. Or if you draw him into further particulars, he cries up the goodness of the paper, extols the diligence of the corrector, and is transported with the beauty of the letter. This he looks upon to be sound learning and substantial criticism. As for those who talk of the fineness of style, and the justness of thought, or describe the brightness of any particular passages; nay, though they write themselves in the genius and spirit of the author they admire, Tom looks upon them as men of superficial learning and flashy parts.

THE END.