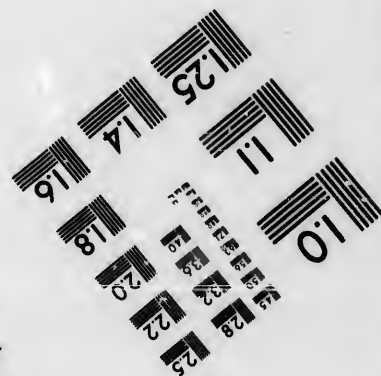
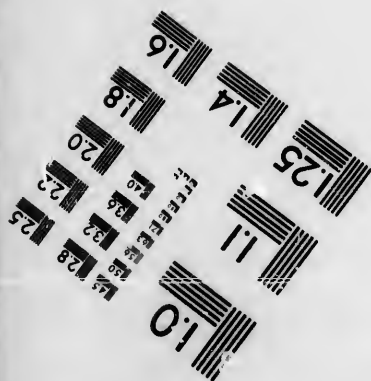
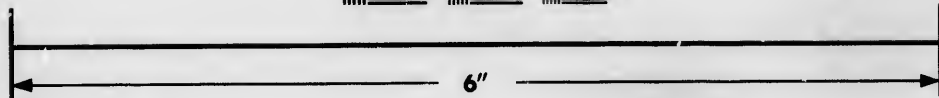
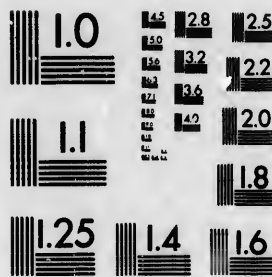


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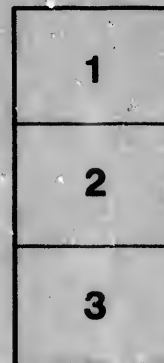
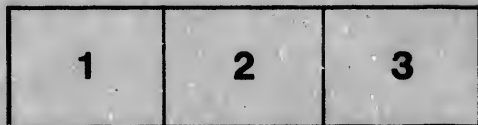
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FOR THE USE OF SCHOOLS.

BY  
THOMAS MORRISON, M.A.,  
RECTOR OF THE FREE CHURCH NORMAL SCHOOL, GLASGOW.

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## P R E F A C E.

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IN constructing this Text-Book, the author has kept steadily in view the fact that the school life of the great majority of children is short, and that much has to be done in little time, and, frequently, with very imperfect appliances.

He has not, therefore, attempted to produce an exhaustive treatise on English Composition. Such a work, however valuable in itself, would be alien to the purpose which the Publishers of this series have set before them. His aim has been to familiarize the learner, in a practical way, with the structure of sentences, with variety of expression, with the simpler forms of paraphrasing, and with the composition of simple narratives and easy essays. Anything more than this cannot, with reason, be expected from the pupils attending our ordinary elementary schools.

The author has purposely avoided giving any illustrations on style, strictly so called, and on the correct use of figurative language. A somewhat lengthened experience in the practical work of education has convinced him that any attempt at the critical examination of style is beyond the reach of school children, and that such attempts, however sounding they may appear, are a waste of precious

time. A boy of fourteen or fifteen years of age cannot be expected to write with the purity and the grace of an Addison; it is enough for him to be able to express his thoughts in plain, unvarnished, grammatical English.

In view of the imperfect appliances existing in many schools for the conduct of the work of education, and particularly in view of the multiplicity of subjects claiming the teacher's attention, the author has arranged the whole book in the form of exercises. These exercises have been carefully graduated both as to difficulty and as to length, whereby a definite portion of work can be assigned to the pupils, as often as composition forms the subject of instruction. This, it is hoped, will tend to save time and trouble to the teacher, while it will secure uniform progress in the pupil. The exercises have been constructed with great care, and the selections have been invariably taken from classic writers.

It is unnecessary to say anything upon the benefits arising from the study of Composition, or upon the plan on which it ought to be studied. The benefits are manifest; the following pages will develop the author's views upon the best methods of teaching English Composition.

T. M.

GLASGOW, *Oct. 1873.*

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# ENGLISH COMPOSITION.

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## INTRODUCTION.

Composition is the art which teaches us to express our thoughts in appropriate language.

A complete thought expressed in words is called a Sentence.

In composition we have, accordingly, to deal first with the Construction of Sentences.

Every Sentence must contain a Subject and a Predicate.

The Subject of a Sentence is that part of it about which any affirmation is made.

The Predicate of a Sentence is that part of it which contains the affirmation made regarding the Subject.

EXAMPLES :—*The sun shines* is a Sentence : *the sun* is the Subject, *shines* is the Predicate. *John killed the rat* is a Sentence : *John* is the Subject, *killed the rat* is the Predicate.

### EXERCISE I.

In the following Exercise point out the Subject and the Predicate in each sentence :—

Water freezes. John reads his lesson. The sky is clear. Rain falls. Jane dances. Horses draw the plough. Kings rule. The moonbeams tinge the waters. The boy hurt his finger. The mountain is high. The sea is deep. The cat hunts the mice. The water is clean. The stars are shining.

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A Sentence may assume various forms :—

1. It may contain a simple Assertion ; as, *Snow falls.* Such a sentence is termed **Assertive**.

2. It may ask a Question ; as, *Who does that?* Such a sentence is termed **Interrogative**.

3. It may express a Command ; as, *Rise up.* Such a sentence is termed **Imperative**.

4. It may convey a Wish ; as, *Long may you live.* Such a sentence is termed **Optative**.

#### EXERCISE II.

Of what form is each Sentence in the following Exercise ? Distinguish between the **Subject** and **Predicate** in each :—

John went away. Mary has returned. Spring is come. Come along. Who killed cock-robin ? What have you done ? Flowers are lovely. May your home be happy. God save the Queen. Never give up. Fight the good fight. He sleeps the sleep of death. The army was defeated. Can you repeat your lesson ? Who calls ? Did your power decay ? May every blessing attend you.

#### EXERCISE III.

Write six **Assertive**, six **Interrogative**, six **Imperative**, and six **Optative** sentences.

A combination of words which does not contain a **Predicate** cannot form a **Sentence**. Such a combination of words is called a **Phrase**.

**EXAMPLE** :—*The sun having risen.* These words contain no **Predicate**, and do not, therefore, form a **Sentence**. *The sun having risen* is called a **Phrase**.

#### EXERCISE IV.

In the following Exercise distinguish between **Sentences** and **Phrases** :—

The child sleeps. The sleeping infant. The sun has risen.

The sun having risen. Fire consumed the town. Consuming fire. The way was long. The wind was cold. The minstrel was infirm. Morn amid the mountains. The battle being over. Great is Diana. In this wretched and miserable plight. The ploughman plods his weary way. Darkness coming on. The curfew tolls the knell of parting day. The officers having deliberated. The king having fallen in battle.

## EXERCISE V.

Convert the following Phrases into Sentences :—

EXAMPLE :—The Phrase, *The moon having arisen*, may be converted into a Sentence thus : *The moon having arisen shone in the blue sky.*

After many windings. The sun having set. The monarch having given his orders. The houses having been burned. Darkness coming on. The officers having deliberated. Snow having fallen. The sea having burst the barriers. With great energy and precision. The lark soaring in the sky. Dawn appearing on the mountain tops. For many weary days. After a long and stormy passage.

## CHAPTER I.

### THE SIMPLE SENTENCE.

1. A **Simple Sentence** is one which contains only one Subject and one Predicate ; as, *The sun* (Subject) *shines* (Predicate).

2. The **Simple Subject** is either a Noun or any other part of speech used as a Noun. The **Simple Subject** may thus be—

- (a.) A Noun ; as, *Wellington* died.
- (b.) A Pronoun ; as, *She* went away.
- (c.) An Adjective ; as, *The weary* are at rest.
- (d.) A Participial Noun ; as, *Walking* is pleasant.
- (e.) The Infinitive Mood with or without an object ; as, *To err* is human ; *to love the right* is manly.

#### EXERCISE VI.

Name the Subject in each of the following sentences, and tell of what it consists :—

The wind is loud. The king was angry. The stars were shining. The light is dim. He fought bravely. We have succeeded. They were victorious. The poor are to be pitied. The wicked cease from troubling. The rich have many anxieties. The wretched are exposed to many hardships. Singing is pleasant. Dancing gives pleasure. Speaking is strictly forbidden. To love God is our highest duty. To sleep soundly is a sign of good health. Thou art the man. The mountains look on Marathon. A king sat by the sea-shore. Reading aloud is useful. We feel the penalty of Adam. To forgive is an attribute of deity.

## EXERCISE VII.

Construct twelve sentences with a **Noun** as the Subject.

## EXERCISE VIII.

Construct twelve sentences with a **Pronoun** as the Subject.

## EXERCISE IX.

Construct four sentences with an **Adjective** as the Subject, four with a **Participial Noun** as the Subject, and four with the **Infinitive Mood** as the Subject.

## EXERCISE X.

Construct **Simple Sentences** from the following Subjects:—

Your brother. His father. The sea. To speak much. Silence. He. They. You and I. The indigent. The wealthy. To read aloud. To tell the truth. Playing at Cricket. Romping on the grass. Croquet playing. To overtake the enemy. She. Julius Cæsar. Children.

3. The **Simple Subject** may be qualified by one or more words ; as, for example :—

- (a.) By one or more **Adjectives** ; as, The *virtuous old* man is dead.
- (b.) By a **Participle** ; as, The *singing* birds are numerous.
- (c.) By a **Noun in Apposition** ; as, Paul, *the Apostle*, was sent to Rome.
- (d.) By a **Noun in the Possessive Case, or its equivalent, a Preposition and its Case** ; as, *Wisdom's* ways are ways of pleasantness ; the love *of money* is the root of all evil.

## EXERCISE XI.

Name the **Subject** in the following sentences, and also the **Qualifying Words** :—

Rare old pictures adorned the walls. Rich velvet hangings draped the galleries. The wise, faithful, and valiant soldier died



on the field of battle. The glittering helmets shone in the sun. The prancing steeds frightened the children. The dancing dogs gave much amusement. Cicero, the orator, was beheaded. Victoria, Queen of Britain, is much beloved. Milton, the great poet, was blind. The child's life was brief. The elephant's trunk is very useful. The offer of mercy was accepted. The will of the master must be obeyed. The jewels were rich and rare. The rising sun dispelled the mists. Livingstone, the great traveller, still lives. We, the Commons of England, beseech your Majesty.

## EXERCISE XII.

Supply Qualifying Words to the Subjects in the following sentences :—

The . . . mountain was difficult of ascent. The . . . sea frightened the children. The boys gathered . . . flowers in the meadow. Wellington, . . . , died at an advanced age. Victoria, . . . , is beloved of the nation. The path . . . is the path of glory. The boy . . . is sure to win the prize. The road . . . is self-denial. The . . . birds are heard in the woods. Napoleon, . . . , was defeated at Sedan. The . . . power of steam is very great. . . . leaves are pleasant to the eye. The light . . . is beneficial to plants. . . . winds lash the ocean into foam. The duty . . . is to obey their parents. A . . . head is a crown of righteousness.

4. The Simple Subject may be qualified by a phrase which has the force of an Adjective, and which is accordingly called the Adjective Phrase ; as,

The king, *attended by his courtiers*, rode to the palace. Cæsar, *having subdued Gaul*, returned to Rome. The harp of *this sweet singer* touched all hearts.

## EXERCISE XIII.

Name the Subject in the following sentences, and point out the Qualifying Phrases :—

The king, having subdued his enemies, returned in triumph. The loch, sleeping in tranquil calmness, was beautiful. Men, taught wisdom by the past, joined their hands in friendship.

When music, heavenly maid, was young. Cheerfulness, a nymph of healthiest hue, flung her bow across her shoulder. The sleeper, awakened by the dying yells of the dog, opened his eyes. They went forth from their fatherland, a fallen and fettered race. The contest between the king and the commons increased in bitterness. The signing of the great charter marks an era in English history. The voice of this truly great man reached all hearts. The song of the slaves, now redeemed from bondage, rose in joyful accents to heaven. The long contest between the English and the French was thus brought to a close. Having at last reached his destination, the boy sat down to rest. The constant motion of the waters of the ocean prevents putrefaction.

5. The Subject may be qualified by several Words or Phrases; as,

The *gallant young officer, having ridden to the spot, and delivered his message*, returned to the camp.

## EXERCISE XIV.

Name the Subjects in the following sentences, and point out the Qualifying Words and Phrases:—

The readers of English history cannot fail to see the gradual growth of the constitution. The fate of this enthusiastic and wonderful boy is deeply touching. Nelson, having arranged his order of battle, and having given his orders to the fleet, gave forth his memorable signal. The tiny little waves, laughing in the sunshine, and rippling on the sandy beach, filled the children's hearts with joy. The gentle rivulet, flowing through grassy meadows, winding round sunny nocks, and dashing over the steep rocks, at last reached the sea. Inspired with a deadly hatred of Antonio, full of craft and cunning, and burning for revenge, the wretched outcast Jew formed his plans. The keen, searching wit of Portia, tempered by the dignity of her rank, and softened by the refinement natural to a woman, has been greatly admired. The gentle, loving Cowper, lover of everything pure and good, the idol of his friends, and the most delightful poet of his century, was frequently there.

## EXERCISE XV.

Supply a Qualifying Phrase or Qualifying Phrases to the following Subjects:—

**EXAMPLE** :—The *ship* was wrecked. The ship, *having lost her anchor, and driven by the fierce wind against the rocky shore*, was wrecked.

The *conqueror* came home to die. The *sea* dashed upon the beach. The *children* danced with joy. The *boy* was drowned. The *queen* was loudly cheered. The *wind* died away. The *sky* became suddenly darkened. The *chief* walked hurriedly on.

#### EXERCISE XVI.

Construct six sentences in each of which the **Subject** is qualified by one or more **Adjective Phrases**.

#### EXERCISE XVII.

Supply an appropriate **Subject** to the following **Adjective Phrases**, and in each case complete the sentence :—

(1) Falling gently from the clouds. (2) Leaping upon the wall, flapping his wings. (3) Tearing the trees up by the roots, throwing down chimney cans, turning umbrellas inside out. (4) Peeping through the clouds, brightening the face of nature. (5) Having served his country, having conquered in a thousand fights, worn out with old age and anxiety. (6) The darling of his parents, the pride of his school, stripping himself of his dress, plunging into the roaring torrent.

6. The **Predicate of a Sentence** in its simple form is either—

- (a.) An **Intransitive Verb**; as, The sun *shines*.
- (b.) A **Transitive Verb** with a single or double object; as, The boy *broke the toy*. The king *offered his servant a reward*.
- (c.) The **Verb To be**, with a **Noun**, an **Adjective**, or some equivalent phrase; as, Thou *art the man*. James *is happy*. The boy *is of unsound mind*.
- (d.) A **Verb in the Passive Voice**, with its **Attribute**; as, Cæsar *was made general*.
- (e.) An **Intransitive Verb**, with its **Attribute**, or with an **Infinitive**; as, The boy *seems a fool*. The sports *began to flag*.

## EXERCISE XVIII.

Name the Predicate in the following sentences, and state of what each consists :—

The wind blows. The rain falls. The boy laughs. The bird sings. The battle rages. The engine puffs. The horse draws the cart. The arrow hit the mark. The sword pierced his heart. The multitude re-echoed the cry. They offered the boy a handsome present. The teacher taught the class grammar. He asked a reward. Ask me any amount. Cæsar was king. Hannibal was commander. The boy is dux. Snow is white. Flowers are lovely. Spring is charming. She was a young woman of great beauty. He was a man of great genius. George was proclaimed king. Cicero was called the father of his country. The man was chosen secretary. May you be happy! Echo seemed an answering blast. He ran to see the sight. Has the boy returned? Can you give me ten shillings? The girl becomes a woman. The sea appeared wonderfully beautiful.

## EXERCISE XIX.

Construct six sentences with an Intransitive Verb as the Predicate, and six with a Transitive Verb and its Object as the Predicate.

## EXERCISE XX.

Construct six sentences with the Verb *To be* and a Noun as the Predicate, six with the Verb *To be* and an Adjective as the Predicate, and six with the Verb *To be* and an Equivalent Phrase as the Predicate.

## EXERCISE XXI.

Construct six sentences with a Verb in the Passive Voice and its Attribute as the Predicate, and six with an Intransitive Verb and its Attribute as the Predicate.

## EXERCISE XXII.

Supply appropriate Predicates to the following Subjects :—

The rain . . . The mist . . . The lofty mountain peaks . . . The bright rays of the sun . . . John

. . . His sister . . . The king, returning in great haste,  
 . . . Cyrus, overcome by the Greeks, and filled with shame, . . .  
 How many thousands of my poorest subjects . . . A large  
 bribe . . . The river, swollen by the melting of the snow,  
 . . . The fisherman seated in the boat . . . Ye moun-  
 tains, . . . ! O ye streams, . . . !

7. The Predicate of a Sentence may be modified by Adverbs, so as to specify more particularly time, place, or manner, etc.; as, He sails *to-morrow*. He came *here*. The sun shines *brightly*.

## EXERCISE XXIII.

Name the Predicates in the following sentences, and point out the Modifying Words:—

The boy returned yesterday. He told his story clearly. The wind roars loudly. He was magnificently dressed. The rain fell heavily. He wounded him severely. I saw him fall often. He very frequently went to see the king. I shall ever cherish the remembrance of that hour. He lay listlessly on the green grass. The boat glides smoothly. Come hither, my little foot page. He will sail soon. He will depart by and bye.

8. The Predicate may be modified by several words having the force of an Adverb. These words may be termed the Adverbial Phrase; as, The man set off *after an interval of many years*. He remained *in the same spot*. He kept his ground *without once flinching*.

*N.B.*—The Predicate may be modified by several Adverbial Phrases; as, *After many years of toil*, he returned *to America with great gladness of heart*.

## EXERCISE XXIV.

Name the Predicates in the following sentences, and point out the Modifying Words and Phrases:—

The snow fell all day. He wandered through the fields for many hours. A lovely boy was gathering flowers by moonlight in a wilderness. He stood for some moments with fear and trembling on the brink of the precipice. He then plunged

without hesitation into the foaming abyss. Right gallantly did the noble youth struggle with the raging waters.

We see but dimly through the mists and vapours  
Amid these earthly damps.

But gently now the small waves glide,  
Like playful lambs o'er a mountain's side.

## EXERCISE XXV.

Construct six sentences with one or more **Modifying Words** attached to the **Predicate**, and six with one or more **Modifying Phrases** attached to the **Predicate**.

## EXERCISE XXVI.

Attach **Modifying Words** or **Phrases** to the **Predicates** in the following sentences :—

The sea was . . . agitated. The scream was . . . piercing. The little bird hopped . . . The fresh young leaves were . . . beautiful. The boy was found sitting . . . He . . . visited America . . . The enemy advanced . . . the army was . . . routed. The king, . . . , led his army . . . Rise . . . ! . . . he commanded the soldiers to charge the enemy . . . He sat . . . to rest . . .

9. The object of a **Transitive Verb** forms part of the **Predicate** of a **Sentence**. Any word or combination of words that can form the **Subject** can also form the **Object**; and the object may be qualified exactly in the same way as the subject; as, They killed *the brave old soldier*. All men love *the man of upright character*. They heard *the noise of the thunder, reverberating from peak to peak*.

## EXERCISE XXVII.

Name the **Object** in each of the following sentences, and point out the **Qualifying Words** or **Phrases** :—

They praised the beautiful scenery. They elected Cæsar, the commander of the legions, dictator. He chased the stately fleet stag. He pursued his foes, exhausted with fatigue, and longing for rest. I could see young Cupid's fiery shaft, quenched in the

chaste beams of the watery moon. That same prayer doth teach us all to render the deeds of mercy. He observed the cavalry, entirely unsupported, draw out into the open field. I have marked a thousand blushing apparitions start into her face.

Have I not heard the sea, puffed up with winds,  
Rage like an angry boar, chafed with sweat?

10. To Analyse a Simple Sentence is to name first the Subject, then the Predicate, and thereafter to arrange the other words or phrases, according as they stand related to the Subject or the Predicate.

EXAMPLE:—The king, much incensed at this delay in granting the supplies, adopted a still more characteristic mode of enforcing them.

Subject, *The king.*

Predicate, *Adopted.*

Phrase attached to the Subject, *Much incensed at this delay in granting the supplies.*

Phrase attached to the Predicate, *A still more characteristic mode of enforcing them.*

#### EXERCISE XXVIII.

Analyse the following Simple Sentences:—

He sent for Edward Montagu, afterwards Chief Justice, and at that time an influential member of the House. The animosity of Wolsey to the emperor had been sufficiently apparent previous to the sack of Rome. Of the monks and nuns, the fate was various, according to their several circumstances and conditions of life. We sat there, talking about our pleasant old Canterbury days, an hour or two. My first care, after putting myself under this necessary course of preparation, was to find the doctor's house.

The breezy call of incense-breathing morn  
No more shall rouse them from their lowly bed.

The poet's eye, in a fine frenzy rolling,  
Doth glance from heaven to earth, from earth to heaven.

11. To construct a Simple Sentence from given elements, the pupil must examine each Phrase carefully, and



attach it to the Subject or to the Predicate, according as the sense requires.

In the following Exercise the Subject and the Predicate are contained always in the first phrase, and the pupil is required to arrange the other phrases according to the requirements of the sense.

EXAMPLE.—Elements.

1. *Martin Luther was at first destined for a legal profession.*
2. *Martin Luther was born at Erfurt, in Saxony.*
3. *Martin Luther was born in the year 1484.*
4. *Martin Luther was the son of a miner.*

Combined into a Sentence thus:—

*Martin Luther, the son of a miner, born at Erfurt, in Saxony, in the year 1484, was at first destined for a legal profession.*

EXERCISE XXIX.

Combine the following Elements into Simple Sentences:—

1. Henry the Eighth united in himself the blood of the houses of York and Lancaster.  
Henry the Eighth was the son of Henry the Seventh and his queen, Elizabeth.  
Henry the Eighth was born on the 28th of June, 1491.
2. Howard leapt on board. ✓  
Howard bore straight down on the admiral.  
Howard lashed his own ship to the Frenchman.  
Howard was followed by seventeen of his crew.
3. Sir Thomas More retired with joy into the obscurity of private life.  
Sir Thomas More resigned the seals as Chancellor.  
Sir Thomas More divided his time between study and devotion.
4. The battle raged all day.  
The battle began early in the morning.  
The battle continued without intermission.

5. Cæsar invaded Britain.  
Cæsar conquered Gaul.  
Cæsar conquered portions of Germany.  
Portions of Germany lie near the Rhine.  
Cæsar left a deputy in his stead.
6. The doctor was reading some manuscript.  
The doctor had a complacent smile on his face.  
The doctor was seated in an easy chair.
7. Sutherland has an area of 1903 square miles.  
Sutherland is an extensive county in the north of Scotland.  
Sutherland is bounded on the N. by the North Sea.  
Sutherland has many high hills.
8. The snipe is found in many parts of Europe and Asia.  
The snipe is very familiar to sportsmen.  
The snipe is too well known to require description.
9. Napoleon the Third surrendered at Sedan.  
Napoleon declared war against Prussia.  
Napoleon sustained many crushing defeats.  
These defeats were mainly attributable to the imperfect  
military organization of France.  
Sedan was completely encircled by German soldiers.
10. The robber was shot dead at the entrance to the cave.  
The cave ran far into the interior of the hill.  
The robber had spread terror in all directions.  
The robber was pursued by the king's troops.  
The troops were commanded by the king in person.
11. The skin is one of the most compound of all the tissues.  
The skin is the outer covering of the body.  
The skin has to serve as a defence for the more deeply  
seated structures.
12. She stood beside the harp for some little time.  
Her manner was curious.  
She went through the motion of playing it with her right  
hand.  
She did not sound it.

## EXERCISE XXX.

Construct Simple Sentences on each of the following topics:—

(a). The hen. The cow. The dog. The pigeon. The ass. The cat. The mouse. The lion. The tiger. The elephant. The whale. The sky-lark. The eagle, etc.

(b). Wheat. Peas. Cotton. Linen. Silk. The palm, etc.

(c). Steamboat. Barometer. Telegraph. Screw, etc.

(d). Abraham. Moses. Daniel. Joseph. Wellington. Napoleon, etc.

(e). War. Peace. Dreams. Sleep. Exercise. Walking. Fishing, etc.

12. The Form of the Simple Sentence may be varied in many ways.

## EXERCISE XXXI.

Change the position of the Subject, Predicate, or Object in the following sentences, without destroying the sense:—

EXAMPLE.—Diana of the Ephesians is great.

VARIED.—Great is Diana of the Ephesians.

Such is the hand of heaven. From peak to peak leaps the live thunder. A man he was to all the country dear. Henry's next victim was one still more illustrious. Great men have been among us. The fountain of perpetual peace flows there. These severe afflictions not from the ground arise. I shot an arrow into the air. Then the maiden clasped her hands. The sound of the bell, the knell of those unhappy men, was borne towards us on the wind. Fallen is thy throne, O Israel. Colder and colder blew the wind.

## EXERCISE XXXII.

Change the following Simple Sentences from the Active to the Passive Voice.

EXAMPLE.—I found the arrow.

CHANGED.—The arrow was found by me.

The young winds fed the plant with silver dew. Marmion never surveyed a fairer scene. The invasion of Italy followed

the retreat of the allied armies. Bourbon entered France on the 1st of July with an army of 22,000 men. The commissioners presented to him two documents. Cromwell visited More during his imprisonment. Shylock refused the offer of the money. The merchant bestowed all his wealth upon his brother. The victorious army pursued the fugitives during the whole night.

## EXERCISE XXXIII.

Change the following Simple Sentences from the Passive to the Active Voice.

EXAMPLE.—The world is governed by God.

CHANGED.—God governs the world.

All things have been created by God. The clouds are attracted by the mountains. The dazzling splendour of the sun's rays was reflected from every wayside flower. The reformer was dearly loved by the hero of his age. A letter was immediately written by Luther, full of the most tender solicitude. His usual occupation was resumed by the king. The city was deserted by a large number of its inhabitants. The brethren were dispersed by the pestilence in all directions. All these things have been much changed by time. The doors of the palace were forced open by the crowd.

## EXERCISE XXXIV.

Change the following Simple Sentences into the Interrogative form.

EXAMPLE.—Your father has come.

CHANGED.—Has your father come?

The sun has risen with unwonted splendour. Your brother has arrived. The horse had not then reached the spot. The river at that time had not burst its banks. The sea was unruined by the faintest breath of wind. The birds had all flown away. The child was swept away by the torrent. He lay all night on the cold ground. The noise of the thunder filled him with awe.

## CHAPTER II.

### THE COMPOUND SENTENCE.

13. The **Compound Sentence** consists of two or more **Simple Sentences** combined so that the one is co-ordinate, or of equal force, with the other : as, *The sun had set and the moon had not yet risen.*

#### EXERCISE XXXV.

Name the **Clauses** of the **Compound Sentences** in the following Exercise, and state how they are connected :—

John went away and Mary followed. She looks upon his lips, and they are pale. The way was long, and the night was cold. The heather was on fire, and the sky was illuminated by the flames. Either you must work hard, or you cannot win the prize. Neither shall I go myself, nor will I allow you to go. He would fain have proceeded further, but the weather was unpropitious. Thus ended all hope of rescue, but the queen's courage did not leave her. We rejoiced at his arrival, for in it we saw our only hope of safety. The whole country was covered with snow, accordingly we could advance no farther.

14. From the foregoing analysis, it will be observed that **Co-ordinate Sentences** may be classified under four leading heads :

(a.) **Copulative**—when the one sentence is simply added on to the other. This addition is usually effected by the conjunction *and*, but sometimes by mere juxtaposition ; as, *John went away and Mary followed. Come hither, Evan Cameron ; come, stand beside my knee.*

- (b.) **Disjunctive**—when the one sentence is disunited or separated from the other. This disjunction is usually effected by *or, nor, etc.*; as, *Either you must work hard or you cannot win the prize.*
- (c.) **Distributive**—when the one sentence is placed in contrast or in antithesis to the other. This is generally effected by the conjunction *but*; as, *He would fain have proceeded further, but the weather was unpropitious.*
- (d.) **Illative**—when the one sentence contains the *motive, reason, or ground* of the other. This is generally expressed by the conjunction *for*, and the Adverbs *therefore, accordingly, etc.*; as, *We rejoiced at his arrival, for in it we saw our only hope of safety.*

## EXERCISE XXXVI.

Change the following Simple Sentences into Compound Sentences by adding in each case a Copulative Coordinate Sentence.

EXAMPLE.—*The way was long.*

*The way was long and the night was cold.*

He sat down by the wayside . . . He pushed his boat out into the sea . . . He gazed upon the scene with wonder . . . Mary came to the disciples . . . Abraham journeyed toward the south . . . The lightning flashed across the sky. . . . The wind rose to a storm . . . The ship was dashed on the rocks . . . The noise of battle was heard all day . . . The king rode in front of his troops. . . .

## EXERCISE XXXVII.

Change the following Simple Sentences into Compound Sentences, by adding in each case a Disjunctive Coordinate Sentence.

EXAMPLE.—*Either the storm must abate.*

*Either the storm must abate, or the ship will be wrecked.*

Either the king must give in . . . Either you must work

more diligently . . . He hath no music in himself . . .  
 He neither returned the money . . . He never looked upon  
 her face again. . . Either the heat must materially abate. . .

## EXERCISE XXXVIII.

Change the following Simple Sentences into Compound Sentences, by adding to each of the first six an Adversative Co-ordinate Sentence, and to each of the last six an Illative Co-ordinate Sentence

EXAMPLE.—*He wished to depart.*

*He wished to depart, but the master would not suffer him*

He shall one day depart . . . Peter entered into the sepulchre . . . The lot is thrown into the lap . . . He very easily found his way into the labyrinth . . . A man's ways are right in his own eyes . . . Men may come . . . We cannot remain here for ever . . . The victory could not be followed up . . . Strive to enter in at the strait gate . . . Time is short . . . We ought to be very forgiving . . . The hill was very difficult of ascent. . . .

15. In a Compound Sentence there are frequently two or more Subjects with only one Predicate, and two or more Predicates with only one Subject. Such sentences are called Contracted.

EXAMPLE 1.—*The winds and the waves obey their Creator's voice:* which is equivalent to

- a. *The winds obey their Creator's voice.*
- b. *The waves obey their Creator's voice.*

The Sentence is contracted in the Predicate.

EXAMPLE 2.—*The moon rose, and threw her silvery light over the sea:* which is equivalent to

- a. *The moon rose.*
- b. *The moon threw her silvery light over the sea.*

The Sentence is contracted in the Subject.

EXAMPLE 3.—*The king behaved with the greatest mag-*



*nanimity, and with the utmost clemency: which is equivalent to*

- a. *The king behaved with the greatest magnanimity.*
- b. *The king behaved with the utmost clemency.*

The Sentence is contracted in the accompanying Circumstance.

#### EXERCISE XXXIX.

Combine the following Simple Sentences into Compound Sentences:—

The bird rose from her nest; the bird soared into the air. The wind came down with great vehemence; the wind lashed the sea into foam; the wind dispersed the whole fleet. Good food is necessary to health; exercise is necessary to health. On the very first morning after her arrival she was up very early; on the very first morning after her arrival she rung her bell at cock-crow. I had been apt enough to learn at first; I was willing enough to learn at first. Day by day the little boy was found seated by the grave; day by day the little boy's sisters were found seated by the grave. He had maintained during twenty-two years a cold and cautious distance towards his subjects; he had maintained during twenty-two years a cold and cautious distance, more especially towards his nobles. The quality of mercy is not strained; the quality of mercy droppeth as the gentle rain from heaven upon the place beneath. The lamb is a great favourite with children; the lamb is remarkable for its gentleness.

#### EXERCISE XL.

Write six Compound Sentences, each containing two Co-ordinate Copulative Sentences.

EXAMPLE.—*Mary died, and William ascended the throne.*

#### EXERCISE XLI.

Write six Compound Sentences, each containing one Principal and one Adversative Sentence.

**EXAMPLE.**—*He asked me to join him, but I had no time.*

## EXERCISE XLII.

Write six Compound Sentences, each containing one Principal and one Illative Sentence.

**EXAMPLE.**—*It was impossible to get in, for the door was locked.*

## EXERCISE XLIII.

Write six Compound Sentences, each containing three Principal Sentences, which may be Copulative, Disjunctive, Adversative, or Illative.

**EXAMPLE.**—*Her father loved me; oft invited me; still questioned me the story of my life from year to year. The landlord looked at me from head to foot with a strange smile on his face, he then looked round the screen and said something to his wife.*

16. A very useful Exercise consists in forming given Elements into a Compound Sentence. In this Exercise the pupil can make large use of contraction, and can employ the Participial Phrase with much effect.

**EXAMPLE:—Given Elements.**

*He passed through many adventures.*

*He assumed many disguises.*

*He wandered about in imminent peril during forty-one days.*

*He escaped in a sloop from Shoreham.*

*Shoreham is in Sussex.*

*He arrived safe at Fecamp.*

*Fecamp is in Normandy.*

Combined thus:—

*He passed through many adventures; he assumed many disguises; and, after wandering about in imminent peril during forty-one days, he escaped in a sloop from Shoreham in Sussex, and arrived safe at Fecamp in Normandy.*

## EXERCISE XLIV.

Combine the following Elements into Compound Sentences :—

1. They rowed towards the island with colours displayed.  
They rowed towards the island with warlike music.  
They rowed towards the island with other martial pomp  
They approached the coast.  
They saw the coast.  
The coast was covered with a multitude of people.  
The people were dressed in most fantastic fashion.
2. They next erected a crucifix.  
They prostrated themselves before it.  
They returned thanks to God.  
God had conducted their voyage to such a happy issue.
3. Rivulets descended from the mountains on every side.  
Rivulets filled the valley with verdure.  
Rivulets filled the valley with fertility.  
Rivulets formed a lake in the middle.  
The lake was inhabited by fish of every species.  
The lake was frequented by fowl of every kind.
4. All the diversities of the world were brought together.  
The blessings of nature were collected.  
The evils of nature were extracted.  
The evils of nature were excluded.
5. Dryden's verse has a grace peculiar to itself.  
Dryden's verse has a spirit peculiar to itself.  
Pope's verse is more correct.  
Pope's verse is perhaps upon the whole more correct.  
Pope's verse is in general more languid. } Adversative  
Pope's verse is in general less diversified. }
6. Mary heard them to the end without emotion.  
Mary crossed herself in the name of the Father.  
Mary crossed herself in the name of the Son.  
Mary crossed herself in the name of the Holy Ghost.  
Mary cheerfully submitted to her doom.
7. She wrote a short letter to the King of France.  
She wrote a letter to the Duke of Guise.  
This letter was full of tender sentiments.

But the sentiments were magnanimous.  
 She recommended her soul to their prayers.  
 She recommended her afflicted servants to their protection.

8. Monmouth threw himself at his father's feet.  
 Monmouth found mercy.  
 Monmouth soon gave new offence. (Adversative.)  
 Monmouth thought it prudent to go into voluntary exile.  
 Monmouth retired to the continent.
9. Extravagant licentiousness was now the mode.  
 Extravagant licentiousness was the natural effect of extravagant austerity.  
 Licentiousness had produced its ordinary effect.  
 The ordinary effect of licentiousness is the moral and intellectual degradation of women.
10. Goods were conveyed about the town in trucks.  
 Trucks were drawn by dogs.  
 The richest inhabitants exhibited their wealth.  
 They did not exhibit their wealth by riding in gilded carriages.  
 They exhibited their wealth by walking the streets with trains of servants.  
 These servants were clad in rich liveries.  
 They exhibited their wealth by keeping tables.  
 These tables were loaded with good cheer.
11. These interesting events embrace the disgrace of this extraordinary man.  
 These interesting events embrace the death of this extraordinary man.  
 These interesting events have necessarily led us to anticipate.  
 We must now revert to the proceedings of the king.  
 We must now revert to the situation of the country immediately subsequent to Wolsey's fall.
12. Every man is not a proper champion for truth.  
 Every man is not fit to take up the gauntlet in the cause of verity.  
 Many from the ignorance of these maxims have too rashly charged the troops of error.

} Participial  
 Phrases  
 (Absolute).

Many from an inconsiderate zeal unto truth have too rashly  
 charged the troops of error.  
 Many remain as trophies unto the enemies of truth.

## EXERCISE XLV.

Write **Compound Sentences** upon the following given  
**Subjects.**

**EXAMPLE.**—The mole. *The mole burrows in the ground, and, having formed a subterranean gallery, easily escapes from its enemies. I observed a mole running along the ground, but, on coming up with him, he suddenly disappeared. The shape of the mole is admirably adapted to its mode of life; it is narrower in front than behind, and its forelegs are shaped like a shovel, whereby it is able to scoop out the earth for its burrow.*

The cat. The wolf. The lion. The oak. The sea. Flax.  
 Cherries. The dog. Wellington. Livingstone. Truth.  
 Beauty. War. A river.

## CHAPTER III.

### THE COMPLEX SENTENCE

17. A Complex Sentence in its simplest form consists of two Simple Sentences so arranged that the one is subordinate to, or dependent on, the other.

*He bought the horse which I saw*, is a Complex Sentence, in which *he bought the horse* is the Principal Sentence, and *which I saw* is the Subordinate Sentence.

*He told me what I was to do*, is a Complex Sentence, in which *he told me* is the Principal Sentence, and *what I was to do* is the Subordinate Sentence.

18. A Complex Sentence may have several Principal and several Subordinate Sentences.

*The pearl necklace which I inherited from mamma has been disposed of; and the set of coral, which was the wedding gift of my papa, has been actually thrown away for nothing*, is a Complex Sentence, in which there are two Principal Sentences—the *pearl necklace has been disposed of*, and *the set of coral has been actually thrown away for nothing*; and two Subordinate Sentences—*which I inherited from mamma*, and *which was the wedding gift of my papa*.

19. Subordinate Sentences, or, as we may term them, Clauses, are of three kinds—the Noun Clause, the Adjective Clause, and the Adverbial Clause.

(a.) The Noun Clause is one which, in reference to the Principal Clause, supplies the place of a Noun.

*He could not tell who did it.*—*He could not tell* is the Principal Clause; *who did it*, is the Noun Clause; what

could he not tell? *who did it*, which accordingly stands in the place of the object.

*Who did it is unknown.*—*Is unknown*, is the **Principal Clause**, *who did it*, is the **Noun Clause**; what is unknown? *who did it*, which accordingly occupies the place of the Subject.

The **Noun Clause**, it will thus be seen, generally occupies the place of the Subject or of the Object; but, as its name implies, it can be used in the **Complex Sentence**, wherever a Noun can be used in the **Simple Sentence**.

The **Noun Clause** is generally attached to the **Principal Clause** by the Conjunction *that*, by a Relative or Interrogative Pronoun, such as *who*, *what*, or by an Interrogative Adverb, such as *where*, *when*, *how*.

## EXERCISE XLVI.

Name the **Noun Clauses** in the following Exercise, and state whether they take the place of the Subject or of the Object:—

I know that your mother has left home. The whole nation heard with astonishment that the emperor had surrendered. Can you tell me where they have laid him? We speak that which we know. We testify what we have seen. It is manifest that the house has been broken into. It now became evident to all that succour was impossible. You will see that the case will not bear examination. The men learned to their great grief, that the old man had suddenly disappeared. Can this be the sacred spot, exclaimed the chief. Where have you been? was the first question asked.

## EXERCISE XLVII.

Complete the following **Complex Sentences** by supplying appropriate **Noun Clauses**:—

EXAMPLE:—*Every one has heard.*

*Every one has heard how miserably he failed.*

Every practical farmer knows . . . . It was not to be wondered at . . . I forgot to inform you . . . It is

frequently very instructive to consider . . . It was cur-  
rently reported in the army . . . It is accepted as a funda-  
mental axiom in geometry . . . Can you inform me . . .  
The boy, on entering school, saw with astonishment . . .  
When will the foolish learn . . . I could not bring myself  
to believe . . . That you have wronged me . . . It is  
strange . . . He was never able to discover . . . Let  
no man tell me. . . .

(b). The Adjective Clause is one which, in reference to  
the Principal Clause, supplies the place of an Adjective.

*This is the house which I have purchased*, is a Complex  
Sentence, in which *this is the house* is the Principal  
Clause, *which I have purchased*, is the Adjective Clause;  
for it supplies the place of an Adjective, and tells *what*  
*house* is referred to.

As the Adjective qualifies the Noun, and as, in the  
Simple Sentence, the Noun generally occupies the place  
of the Subject, or of the Object, so the Adjective Clause  
generally is attached to a Noun which modifies the Subject or the  
Object.

The Adjective Clause is generally connected with the  
Principal Clause by the Relative Pronouns *who*, *which*,  
and *that*, or by Relative Adverbs, such as *wherein*, *whither*,  
*why*, *wherefore*, etc.

## EXERCISE XLVIII.

Name the Adjective Clauses in the following Exercise,  
and state whether they qualify the Subject or the  
Object :—

I have found the sheep which was lost. I, who denied thee  
gold, will give my blood. Can you show me the place where  
they buried him? I can easily explain the reason why he acted  
so. Was the hope drunk wherein you dressed yourself? The  
woods, which are now quite green, will soon have lost all their  
foliage. The sea which washes the shores of Britain is her best  
defence. He informed the old man, who had lost his way,  
that he must retrace his steps.

Beside yon straggling fence that skirts the way,  
The village master taught his little school.



Her hair was thick with many a curl,  
That clustered round her head.

## EXERCISE XLIX.

Complete the following **Complex Sentences** by supplying appropriate **Adjective Clauses** :—

EXAMPLE.—*This is the house . . . .*  
*This is the house that Jack built.*

This is the spot. . . . The garden . . . has been allowed to run wild. The high trees . . . have been rooted up by the wind. The officer sent forward supplies. . . . No one . . . can form any idea of the difficulty of the ascent. The waves . . . were now beating violently against the rock-bound coasts. He gazed with childish wonder on the big white clouds . . . He told the same story . . . The bird, . . . , build- on the ground its lowly nest. To the man . . . all nature is eloquent in God's praise. What opinion could you entertain of the man . . . ?

(c.) The **Adverbial Clause** is one which, in reference to the **Principal Clause**, takes the place of an Adverb. *He returned when we arrived*, is a **Complex Sentence**, in which *he returned* is the **Principal Clause**, and *when we arrived* is the **Adverbial Clause**, for it supplies the place of an Adverb, and tells when *he returned*.

As, in the **Simple Sentence**, the Adverb generally modifies the Verb, so, in the **Complex Sentence**, the **Adverbial Clause** generally modifies the **Predicate** of the **Principal Clause**.

The **Adverbial Clause** is joined to the **Principal Clause** by **Conjunctions** or their equivalents.

**Adverbial Clauses** may be subdivided according to the nature of the various circumstances which they are employed to specify.

1. When an **Adverbial Clause** expresses time, it may be termed an **Adverbial Clause of Time** ; as, *John came as we left*.

**Adverbial Clauses of Time** are joined to the **Principal Clause** by **Adverbs of Time**, such as, *before, ere, whilst, until, when, whenever, etc.*

2. When the **Adverbial Clause** expresses place, it may be termed an **Adverbial Clause of Place**; as, He remained *where they stationed him*.

Adverbial Clauses of Place are joined to the Principal Clause by Adverbs of Place, such as, *when, whither, whence*, etc.

3. When the **Adverbial Clause** expresses manner, it may be termed an **Adverbial Clause of Manner**; as, He did *as he was told*.

Adverbial Clauses of Manner are joined to the Principal Clause by Adverbs of Manner, such as, *as if, so far as*, etc.

4. When the **Adverbial Clause** expresses condition, it may be termed an **Adverbial Clause of Condition**; as, *If we labour*, we shall not want.

Adverbial Clauses of Condition are joined to the Principal Clause by such Conjunctions as *if, except, unless*, etc.

5. When the **Adverbial Clause** expresses cause, ground, or reason, it may be termed an **Adverbial Clause of Cause**; as, I chastened him *because I loved him*.

Adverbial Clauses of Cause are joined to the Principal Clause by such Conjunctions as *because, for, since, as*, etc.

6. When the **Adverbial Clause** expresses a consequence or effect, it may be termed an **Adverbial Clause of Consequence**; as, The sea was so stormy *that the vessel could not put to sea*.

Adverbial Clauses of Consequence are joined to the Principal Clause by such Conjunctions as *that, so that*, etc.

7. When the **Adverbial Clause** expresses concession, it may be termed an **Adverbial Clause of Concession**; as, *Though He slay me*, yet will I trust in Him.

Adverbial Clauses of Concession are joined to the Principal Clause by such Conjunctions as *though, although, notwithstanding*, etc.

8. When the **Adverbial Clause** expresses degree, it may be termed an **Adverbial Clause of Degree**; as, The earth is larger *than the moon*.

Adverbial Clauses of Degree are joined to the Principal Clause by such Conjunctions as *than, as, etc.*

## EXERCISE L.

Name the Adverbial Clauses in the following Exercise, and state what they modify :—

Whilst he was thinking over the matter, the messengers arrived. Before the day had dawned, the enemy had fled. As they went along the hill side, the lake came in view. So far as I can judge, you have nothing to fear. Unless these abide in the ship, ye cannot be saved. If He but touch the mountains, they smoke. Although the king claimed the victory, he was unable to follow it up. Except ye repent, ye shall all likewise perish. He hurled the javelin with as much force as he could.

Besides, this Duncan  
Hath borne his faculties so meek, hath been  
So clear in his great office, that his virtues  
Will plead, like angels, trumpet-tongued, against  
The deep damnation of his taking off.

## EXERCISE LI.

Complete the following Complex Sentences by adding appropriate Adverbial Clauses of Time, Place, or Manner.

EXAMPLE.—*The enemy had come up . . . . .*  
*The enemy had come up before he arrived.*

The wind had completely died away . . . . . The king was  
unable to proceed . . . . . whenever I shall have the  
opportunity. The wind blew . . . . . They laid him in his  
quiet grave . . . . . I am sure papa will be happy to see you at  
any time . . . . . They shall go to the place . . . . . The lark  
went soaring into the blue sky . . . . . She listened to the  
sound of the breakers . . . . . some lunch was at  
once provided for us. After dinner we retired to the drawing-  
room . . . . .

## EXERCISE LII.

Complete the following Complex Sentences by adding appropriate Adverbial Clauses of Condition or of Cause.

**EXAMPLE.**—*Ye cannot expect to make progress. . . .*  
*Ye cannot expect to make progress unless*  
*ye show due diligence.*

The boy would have obtained the prize . . . . ., we shall discover on all hands abundant evidence of the goodness of God. He lost his situation . . . Blessed are the pure in heart . . . His example will be lost on you . . . After reaching the river, the boys were not allowed to bathe . . . . ., he must live the life of the righteous. He entirely failed in his object . . . . ., we must labour to merit it. Great talents will be of little avail . . . The general was unable to bring his force into action as . . . We must work in the day-time for . . . . ., the builders build in vain. The vessel would have been completely wrecked . . . The boy was severely punished . . . .

EXERCISE LIII.

Complete the following Complex Sentences by adding appropriate Adverbial Clauses of Consequence, Concession, or of Degree.

**EXAMPLE.**—*The road was so infested with robbers. . .*  
*The road was so infested with robbers that*  
*travelling was very dangerous.*

The country was flooded to such an extent . . . His diligence was so remarkable, that . . . The efforts of the enemy were so successful, that . . . The river was swollen to an unusual degree, so that . . . He may visit me with every species of torture, yet . . . I forgave him all the debts, though . . . The east is as far removed from the west, as . . . His brother was taller . . . I shall do what you wish . . . The lion is a generous animal, though . . . . ., yet will I trust him.

EXERCISE LIV.

1. Write three Complex Sentences, each containing one Principal and one Subordinate Clause.

**EXAMPLE.**—Henry the Eighth, who now ascended the throne, was in the prime of life.

2. Write three **Complex Sentences**, each containing one **Principal** and two **Subordinate Clauses**.

**EXAMPLE.**—Charles the fifth, who at that time was king of Spain, resolved that every effort should be made to crush the Reformation.

3. Write three **Complex Sentences**, each containing one **Principal** and three **Subordinate Clauses**.

**EXAMPLE.**—As she still looked fixedly at me, a twitching, from which I could not dissociate the idea of pain, came into that cruel mark which marred her handsome face.

#### EXERCISE LV.

1. Write three **Complex Sentences**, each containing a **Noun Clause**, occupying the place of the **Subject** to the **Principal Clause**.

**EXAMPLE.**—That the story was false, was beyond a doubt.

2. Write three **Complex Sentences**, each containing a **Noun Clause**, occupying the place of the **Object** to the **Principal Clause**.

**EXAMPLE.**—He learned, to his cost, that sin is its own punishment.

3. Write three **Complex Sentences**, each containing an **Adjective Clause**, which modifies the **Subject** of the **Principal Clause**.

**EXAMPLE.**—The little boy who hurt his finger went home.

4. Write three **Complex Sentences**, each containing an **Adjective Clause**, which modifies the **Object** of the **Principal Sentence**.

**EXAMPLE.**—Can you show me the path which they took.

## EXERCISE LVI.

1. Write three **Complex Sentences**, each containing an **Adverbial Clause of Time**.

EXAMPLE.—You must not leave the spot until the signal is given.

2. Write three **Complex Sentences**, each containing an **Adverbial Clause of Place**.

EXAMPLE.—Wherever your position is fixed, there abide.

3. Write three **Complex Sentences**, each containing an **Adverbial Clause of Condition**.

EXAMPLE.—It is vain to hope for success, unless we try to merit it.

## EXERCISE LVII.

1. Write three **Complex Sentences**, each containing an **Adverbial Clause of Cause**.

EXAMPLE.—He was unable to find his way, for the country was covered with snow.

2. Write three **Complex Sentences**, each containing an **Adverbial Clause of Consequence**.

EXAMPLE.—The wind blew with such force that the tallest trees were uprooted.

3. Write three **Complex Sentences**, each containing an **Adverbial Clause of Concession**.

EXAMPLE.—Though he was rich, yet for our sakes he became poor.

20. In order to combine given **Elements** into **Complex Sentences**, the pupil should be habituated to resolve **Complex Sentences** into **Simple** ones. The process of **Resolution** is the best and safest guide to that of **Combination**; **Analysis** is the best preparation for **Synthesis**.

## EXERCISE LVIII.

Resolve the following Complex Sentences into Simple Sentences:—

EXAMPLE.—*The wind, which had blown violently all night, lulled towards morning.*

*The wind had blown violently all night.*

*The wind lulled towards morning.*

The battle, which raged all day, ceased with the coming on of evening. The mist crept slowly up the valley, when the sun began to shine. He had promised that he would grant liberty of conscience to his subjects. The royal prerogative, for which he had long suffered, was sacred in his eyes. Great multitudes of people assembled in the streets, crying out that England was sold. Gold, which is found in many parts of the world, is the most precious of all the metals. The elephant, which frequents the jungles of Hindostan, is the largest of all quadrupeds. The discontent was heightened by calamities, which the best administration could not have averted.

The barge she sat in, like a burnished throne,  
Burned on the waters.

I'm sitting on the stile, Mary,  
Where we sat side by side;  
On a bright May morning long ago,  
When first you were my bride.

## EXERCISE LIX.

Resolve the following Complex Sentences into Simple Sentences:

EXAMPLE.—*The ceremony was peculiarly magnificent, and, in an age when those pageants were carried to the highest perfection, rivalled any former exhibition of the same kind.*

*The ceremony was peculiarly magnificent.*

*In that age those pageants were carried to the highest perfection.*

*The ceremony rivalled any former ceremony of the same kind.*

When the evening closed in, the difficulty and danger of walking about London became serious indeed. The poison, which they administered, was so strong that it was, in no long time, rejected with nausea. I had been in Yarmouth, when the seamen said it blew great guns, but I had never known the like of this. As the high watery walls came rolling in, and, at their highest, tumbled into surf, they looked as if the least would engulf the town. As I sat beside his bed, when hope was abandoned and all was done, a fisherman, who had known me when Emily and I were children, whispered my name at the door.

The streams that bubble out their mirth—  
 In humble nooks, or calmly flow;  
 The crystal life-blood of our earth,  
 Are now the dearest sight I know.

## EXERCISE LX.

Combine the following Elements into Complex Sentences:—

## EXAMPLE.—Elements.

*Sugar is made chiefly from the juice of the sugar-cane.*  
*The sugar-cane grows in the East Indies.*  
*The sugar-cane grows in Brazil.*  
*Sugar is largely used as an article of food.*

Combined thus:—

*Sugar, made chiefly from the juice of the sugar-cane, which grows in the East Indies, and in Brazil, is largely used as an article of food.*

1. In the reign of Queen Elizabeth a plant was brought to England for the first time.  
 The plant was brought to England by Sir Walter Raleigh.  
 The plant is now very much used.  
 Sir Walter had sailed across the seas to America in search of new plants.
2. An army in India was marching up a hill.  
 The large guns were drawn by elephants.  
 The large guns were very heavy.  
 On the carriage of one of the guns a soldier was sitting.  
 The soldier was very tired.



- The soldier dropped asleep.  
The soldier fell from his seat
3. The carriage was loaded with its heavy gun.  
The wheel of the carriage was on the point of rolling over  
his body.  
The elephant saw the danger.  
The elephant was unable to reach the man with its trunk.  
The elephant seized the wheel.  
The elephant lifted the wheel carefully over the soldier.
4. Parrots abound in the forests of South America.  
In these forests there is summer all the year round.  
In these forests the leaves are always green.  
In these forests the flowers are always blooming.
5. The elephant is the largest of all land animals.  
The elephant is found in Asia.  
The elephant is found in Africa.  
The elephant is chiefly found in the island of Ceylon.  
Ceylon is a beautiful island.  
Ceylon is as large as Ireland.  
There are vast forests in Ceylon.  
These forests form the home of thousands of elephants.
6. A captain in the Russian army had a daughter.  
The daughter was named Catherine.  
The captain had been banished to a small village.  
The village was in the north of Siberia.  
Catherine saw how unhappy her father was.  
Catherine resolved to go to St. Petersburg.  
Catherine resolved to ask the Czar to pardon her father.
7. The beaver was at one time abundant in Europe.  
The beaver is now chiefly found in North America.  
The beaver lives in a burrow.  
The beaver digs out his burrow near a stream.
8. Iron is one of the great sources of British wealth.  
Iron is obtained in large quantities in England.  
Iron is obtained in large quantities in Scotland.  
Iron is generally found in the same districts as coal.  
Coal is much required in smelting iron.  
Coal is much required in manufacturing iron.

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9. A Scotch nobleman was very fond of farming.  
The nobleman had bought a cow from a gentleman.  
The gentleman lived near the nobleman.  
The cow was to be sent home next morning.
10. At the south-western extremity of Switzerland stood an ancient city.  
This ancient city stood in a great valley.  
This great valley the white giant of the mountains points out from afar.  
The ancient city stands on the banks of the Lemman Lake.  
The ancient city stands at the spot where the Rhone rolls its majestic waters.  
The ancient city stands on a small hill.  
The foot of Cæsar had once trod that hill.  
The steps of another conqueror were destined to leave their glorious traces on that hill.
11. The early stars began to shine.  
We lingered on in the fields. (time)  
We looked up to the stars.  
We thanked our God.  
God had guided us to this tranquillity.
12. Here my self-support gave way all at once.  
I made a movement of my hands. (and with)  
This movement (which) was intended to show her my ragged state.  
I broke into a passion of crying.  
The passion of crying had been pent up within me all the week.

## EXERCISE LXI.

Write Complex Sentences on the following given Subjects :—

## EXAMPLE.—Sponge

*Sponge, which is the soft skeleton of a sea animal, consists of a great number of tubes, which during the life of the animal are lined with a soft flesh.*

*Sponge is chiefly found in the Mediterranean, but the finest kinds come from the Grecian Islands, which stud the Archipelago.*

*Sponge is obtained by diving, and the people who inhabit these islands are trained to be divers from childhood, whereby they become very expert at the work.*

Cotton. Wool. Silk. Lace. Leather. Gloves. Paper.  
Pens. Ink. Pencils. India-rubber. Cork. Coral. Pearl.  
Glass. Sealing-wax. Glue. Soap. Whalebone. Spoons.  
Knives. Bread. Honey. Sugar.

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## CHAPTER IV.

### PUNCTUATION.

**21. Punctuation** is the art of separating the different parts of a sentence, or different sentences, from each other by certain conventional points. The object of this separation is to make the meaning of written language clear to the reader.

**22. The Points** commonly employed for this purpose are the following :—

1. Comma .....(,).
2. Semicolon...(;).
3. Colon. ....(:).
4. Period.....(.).
5. Interrogation...(?).
6. Exclamation....(!).
7. Parenthesis...( ).
8. Quotation...(" ").
9. Dash.....(—).

### THE COMMA.

**23. 1. (a.) Commas** are not required in an ordinary Simple Sentence.

**EXAMPLE.**—The little bird soared into the sky.

**(b.) Adjective and Adverbial Phrases** are generally separated from the rest of the sentence by Commas.

**EXAMPLE.**—The emperor, surrounded by a brilliant staff, rode up to the gates of the town. Speaking generally, the movement was not successful.

**(c.) Nouns in Apposition**, especially when accompanied by Adjuncts, are separated from the rest of the sentence by Commas.

**EXAMPLE.**—Oliver Cromwell, the captain of the famous Ironsides, soon came to the front.

(d.) When several words of the same kind follow each other, without the intervention of any Conjunction, they are separated from each other by Commas.

EXAMPLE.—He delivered a plain, unvarnished tale. One could easily discover the traces of his early hardships, struggles, and sufferings.

(e.) When words of the same kind follow each other in pairs, the pairs are separated from each other by Commas.

EXAMPLE.—The idle and the busy, the good and the bad, the grave and the gay, met there side by side.

(f.) All Nominatives of Address are separated from the rest of the sentence by Commas.

EXAMPLE.—Sire, the battle is lost.

(g.) There are certain Adverbs, such as *therefore*, *moreover*, *besides*, *however*, etc., which are very generally separated from the rest of the sentence by Commas.

EXAMPLE.—It is, moreover, necessary to bear this fact in mind.

#### EXERCISE LXII.

Point the following sentences correctly, and give a reason for each point you insert:—

Oswald in the midst of his exertions did not forget his friends. Shielded with the buckler of Scripture he gained an easy victory. Many fearing to compromise themselves refused to take a side. The Pope France England the empire were all in commotion. A great crowd filled the cathedral of Berne the statliest edifice in the city. The population of every one of these places has since the Revolution much more than doubled. Conspicuous among these interesting cities was York the capital of North. About a day's journey south of Leeds on the ve. a wild moorland tract lay an ancient manor now rich with cultivation then barren and unenclosed. Her endless docks quays and warehouses are among the wonders of the world. England however in the seventeenth century was not destitute of water.

ing places. Tunbridge Wells lying within a day's journey of the capital possessed great attractions.

Hushed on the Angel's breast  
I saw an infant rest  
Smiling upon the gloomy deep below.

## EXERCISE LXIII.

Point the following sentences, and give a reason for each point you insert :—

Coal iron tin lead were found there in abundance. The general was a little humpbacked wiry old man. The clash of halberds swords and breastplates had alone hitherto re-echoed through the city. Poverty and wealth gorgeous pomp and squalid misery lofty virtue and rank iniquity flourished side by side. Friends Romans countrymen and lovers I come to bury Cæsar. Secretly and in the dark they carried their boats piece by piece to a quiet valley about half a mile from the sea. All corners of the earth kings queens and states maids matrons the very secrets of the grave are hardly hid from his searching glance. To tell the truth I was not much pleased with the performance. Come pensive sage in all the beauty of thy lowly simplicity.

Fair daffodils we weep to see  
You haste away so soon.

O Lymoges ! O Austria thou dost shame  
That bloody spoil thou slave thou wretch thou coward  
Thou little valiant great in villany !

## EXERCISE LXIV.

Point the following sentences, and give a reason for each point you insert :—

To remain in the darkness on a battlefield in an enemy's country among the enemy themselves all for pity and mercy's sake is one of the noblest deeds recorded in history. Even the spiritual supremacy arrogated by the Pope was in the dark ages productive of far more good than evil. Even in war the cruelty of the conqueror was frequently mitigated by these ideas. I thanked her for her kindness without making any demonstration of joy. Mr. Dick had regularly assisted at our councils with a

meditative and sage demeanour. Earth and sky land and water  
mountain and valley sweeping upland and undulating meadow  
all bore traces of divine workmanship. These are thy glorious  
works Parent of good.

Meanwhile the adversary of God and man  
Satan with thoughts inflamed of highest design  
Puts on swift wings.

Yet once more O ye laurels and once more  
Ye myrtles brown with ivy never sere  
I come to pluck your berries harsh and crude.

At the bottom of the stairs the two earls attended by several  
gentlemen from the neighbouring counties waited during the dull  
cheerless morning to receive her. This progress having continued  
during many ages became at length about the middle of the  
eighteenth century portentously rapid.

To gild refined gold to paint the lily  
To throw a perfume on the violet  
To smooth the ice or add another hue  
Unto the rainbow or with taper-light  
To seek the beauteous eye of heaven to garnish  
Is wasteful and ridiculous excess.

2. (a.) In Complex Sentences the Subordinate Clauses  
are generally separated from the Principal Clause by  
Commas. If the Subordinate Clause is short, and closely  
connected with the Principal Clause, the Commas are  
frequently omitted. The Adjective Clause, when it is  
restrictive, is not separated from the rest of the sentence  
by Commas.

EXAMPLES.—Since the charter of the capital was in their  
way, that charter must be annulled. The man who saw  
this reported the fact.

(b.) An Indirect Quotation is separated from the rest  
of the sentence by a Comma.

EXAMPLE.—The fool hath said in his heart, there is no  
God.

(c.) The Simple Clauses of a Compound Sentence are generally separated from each other by a Comma, but if the Clauses are very short, no Comma is required.

EXAMPLES.—Russel died with the fortitude of a Christian, Sydney with the fortitude of a Stoic. My father remained but my mother left.

(d.) In a Compound Sentence, when the Verb is omitted in the second Clause, its place is supplied by a Comma.

EXAMPLE.—To err is human ; to forgive, divine.

## EXERCISE LXV.

Point the following sentences, and give a reason for each point you insert :—

When the rival parties first appeared in a distinct form they seemed to be not unequally matched. A few eminent men who belonged to an earlier and better age were exempt from the general contagion. Cowley distinguished as a loyalist and as a man of letters raised his voice courageously against the prevailing immorality. I was taking my coffee and roll in the morning before going to the office when the man himself walked in to my unbounded joy. But the agony of mind the remorse and shame I felt when I became conscious next day! On somebody's motion we resolved to go down stairs to the dress boxes where the ladies were. I saw no more of him until the day when my sister left town. He replied that a good case of a disputed will where there was a neat little estate of thirty or forty thousand pounds was perhaps the best sort of professional business.

In a small pretty village in Nottinghamshire  
There formerly lived a respectable squire  
Who excelled all his friends in amusements athletic  
And whose manner of living was far from ascetic.

As they entered the town a young maiden tripped by  
With a cheek like a rose and a light laughing eye.



Where the lamps quiver  
 So far in the river  
 With many a light  
 From window and casement  
 From garret to basement  
 She stood with amazement  
 Houseless by night.

## EXERCISE LXVI.

Point the following sentences, and give a reason for each point you insert :—

It is a remark of Lord Bacon's that reading makes a full man. It is the part of a madman to say I never thought of that. It is the common experience of mankind that habit is a second nature. It was a saying of Philip of Macedon that no town was impregnable into which gold could be introduced.

It is excellent  
 To have a giant's strength but tyrannous  
 To use it like a giant.

On his return home early in the month of August Pace who was at this time a favourite with the king found that Henry was at Penshurst enjoying the magnificent hospitality of the Duke of Buckingham. Nature had given him a keen understanding a restless and mischievous temper a cold heart and an abject spirit. They were zealous for monarchy and condemned in theory all resistance. His political tracts well deserve to be studied for their literary merit and fully entitle him to a place among English Classics. Moses tells us that the fountains of the earth were broken open.

I have a son a little son a boy just five years old  
 With eyes of thoughtful earnestness and mind of gentle mould  
 They tell me that unusual grace in all his ways appears  
 That my child is grave and wise of heart beyond his childish  
 years.

The shroud of years thrown back thou dost revive  
 Half-raised half-buried dead yet still alive  
 Gathering the world around thee to admire  
 Thy disinterment and with hearts on fire

To catch the form and fashion of the time  
When Pliny lived and thou wert in thy prime.

I venerate the man whose heart is warm  
Whose hands are pure whose doctrines and whose life  
Coincident exhibit lucid proof  
That he is honest in the sacred cause.

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### THE SEMICOLON.

24. 1. The Semicolon is used to indicate a longer pause than that required by the Comma.

2. The most common use of the Semicolon is in the following cases :—

(a.) When the Clauses of a **Complex** or of a **Compound Sentence** contain distinct propositions, and each Clause has subordinate Clauses dependent on it, the principal Clauses are separated from each other by Semicolons.

**EXAMPLES.**—At length the darkness begins to break ; and the country which had been lost to view as Britain reappears as England. I approached him tenderly, for I loved even him ; but he showed his whole set of teeth, and wouldn't hear of the least familiarity.

(b.) When the second Clause of a sentence contains the reason for the statement made in the first, it is generally separated from it by a Semicolon.

**EXAMPLE.**—Nor is this strange ; for it is evident that the inns will be best where the means of locomotion are worst.

(c.) **Antithetical Clauses** are generally separated from each other by a Semicolon.

**EXAMPLE.**—His boys followed the plough ; but his girls went out to service.

*N.B.*—In the exercises that follow, the Rules given in paragraph 23, regarding the use of the Comma, must be

applied, as well as those now given for the use of the Semicolon.

## EXERCISE LXVII.

Point the following sentences, and give a reason for each point you insert:—

The clouds around the setting sun assumed a new appearance the air was more mild and warm and during the night the wind became unequal and variable. The arts of deceit continually grow weaker whereas integrity gains strength by use. We know neither how nor for what purpose we exist nor what is to be the destiny of that principle within us which every heart-throb proclaims to be eternal. There is none to solve the deep mystery of the things about us but we feel in the darkness the clasp of a strong hand. The countenances of the soldiers were sad and lowering and had they given way to their feelings the festive pageant would have had a mournful and bloody end. The country around is destitute of trees for the uses of shade or building but some large beams were discovered in a cave by the soldiers. One of the fountains of affection within me has been sealed up from my birth I would fain have an object to let it flow upon. The blood flowed freely but the king remained insensible.

The rainbow comes and goes  
 And lovely is the rose  
 The moon doth with delight  
 Look round her when the heavens are bare  
 Waters on a starry night  
 Are beautiful and fair  
 The sunshine is a glorious birth  
 But yet I know where'er I go  
 That there hath passed away a glory from the earth.

## EXERCISE LXVIII.

Point the following sentences, and give a reason for each point you insert:—

The public mind was greatly disturbed but there was no disposition to tumult. He readily consented to put his life in peril a second time for his prince but there was still another difficulty.

To find a priest was not easy for the person who admitted a proselyte into the Catholic church was guilty of a capital crime. The duke's orders were obeyed and even the physicians withdrew. The face is a blank without the eye and the eye seems to concentrate every feature in itself. It is the eye that smiles not the lips it is the eye that listens not the ear it that frowns not the brow it that mourns not the voice. It was time for Monmouth was already drawing up his army for action. The noblest scenes of the earth can be seen and known but by few it is not intended that man should always live in the midst of them he figures them by his presence he ceases to feel them if he be always with them.

Had it pleased Heaven

To try me with affliction had He rained  
All kinds of sores and shames on my bare head  
Steeped me in poverty to the very lips  
Given to captivity me and my utmost hopes  
I should have found in some part of my soul  
A drop of patience.

Good name in man or woman dear my lord  
Is the immediate jewel of their souls  
Who steals my purse steals trash 'tis something nothing  
'Twas mine 'tis his and has been slave to thousands  
But he that filches from me my good name  
Robs me of that which not enriches him  
And makes me poor indeed.

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### THE COLON.

25. 1. The Colon is used to indicate a longer pause than that required by the Semicolon.

2. The Colon is not frequently used; it is most commonly employed in the following cases:—

(a.) When a sentence consists of two parts: the one complete in itself, and the other containing some remark or observation which is logically though not grammatically connected with the first, the two parts are generally separated from each other by a Colon.

EXAMPLE.—I acknowledge a likeness: why might there not be some likeness between what God does and what man invents?

(b.) When a sentence contains a series of distinct propositions, separated from each other by Semicolons, and the sense of the whole depends on the last Clause, that Clause is generally separated from the rest of the sentence by a Colon.

EXAMPLE.—When the last charge had been made; when the broken and disorganised regiments had been hurled back in confusion; when the signal to advance was given, and the whole army moved on as one man: then it was seen how far steadiness surpasses mere dash.

(c.) The Colon is also used, in conjunction with the Dash, to introduce a quotation.

EXAMPLE.—On his death-bed, he is said to have exclaimed:—"How vain is worldly glory now."

#### EXERCISE LXIX.

Point the following sentences, and give a reason for each point you insert:—

His labour is not yet at an end man's labour never ceases. Do not expect perfect happiness here God grants no such thing to any mortal man. True virtue will sooner or later make itself felt causes are always followed by effects.

Government is not made in virtue of natural rights which may and do exist in total independence of it and exist in much greater clearness and in a much greater degree of abstract perfection but their abstract perfection is their practical defect by having a right to everything they want everything.

The poet must divest himself of the prejudices of his age or country he must consider right and wrong in their abstract and invariable state he must disregard present laws and opinions and rise to general and transcendental truths which will always be the same he must content himself with the slow progress of his name contemn the applause of his own time and commit his

claims to the justice of posterity all these he must do if he wish to merit the title of great poet.

The burgomaster waved his broad felt hat for silence and then exclaimed "What would ye my friends why do ye murmur that we do not break our vows and surrender our city to the Spaniards."

Seneca has very beautifully said "Life is a voyage in the progress of which we are perpetually changing our scenes."

At last Imlac began thus "I do not wonder that your reputation is so far extended we have heard of your wisdom and come hither to implore your direction in the conduct of this business."

---

### THE PERIOD.

26. The Period is used at the end of every Complete Sentence, whether Simple, Compound, or Complex.

EXAMPLES.—The sun shone brightly. Mary died and William reigned alone. To us who dwell on its surface, the earth appears the most important of all the planets.

27. The Period is also used after all Abbreviations of names, dates, titles, etc.

EXAMPLES.—H. R. H. the Prince of Wales, for His Royal Highness the Prince of Wales. A.D. for Anno Domini, in the year of our Lord.

### EXERCISE LXX.

Insert the proper points in the following Exercise:—

The birds sang sweetly from every tree peace and contentment reigned in every dwelling after his abdication Napoleon was sent to St Helena where he died her singular talents for government were founded equally on her temper and on her capacity the noblest of the Greeks and the bravest of the Allies were summoned to the palace to prepare them for the duties and dangers of the general assault it would be difficult to estimate the value of the benefits which these inventions have conferred on this country there are changes which may happen in a single instant

of time and against which nothing known in the present system of things provides us with any security there is a perennial nobleness and even sacredness in work he was nominated a KCB the Rev Dr M'Leod was editor of Good Words he died AD 1872 when HRH the Duke of Cambridge was conducting the review the Shah presented him with his sword he left many works in MS

Three fishers went sailing out into the west  
 Out into the west as the sun went down  
 Each thought of the woman who loved him best  
 And the children stood watching them out of the town  
 For men must work and women must weep  
 And there's little to earn and many to keep  
 Though the harbour-bar be moaning

---

### INTERROGATION AND EXCLAMATION.

28. The point of Interrogation is used after all direct questions.

EXAMPLE.—Have you finished your lesson ?

29. The point of Exclamation is placed after Interjections, or after any Phrases, Clauses, or Sentences which express any emotion of the mind.

EXAMPLES.—Alas ! our young affections run to waste.  
 Italia ! Oh Italia ! thou who hast the fatal gift of beauty.  
 Roll on, thou deep and dark blue ocean—roll !

#### EXERCISE LXXI.

Point the following Exercise, and give a reason for each point you insert :—

Have you ridden far to-day How many men succeeded in effecting their escape Do you imagine that it is the land-tax which raises your revenue Is it for him to question the dispensation of the royal favour Come forth O ye children of gladness come Hark forth from the abyss a voice proceeds Scion of chiefs and monarchs where art thou Oh that the desert were my dwelling place.

Stars your balmiest influence shed  
 Elements your wrath suspend  
 Sleep ocean in the rocky bounds  
 That circle thy domain

Oh sleep it is a gentle thing  
 Beloved from pole to pole  
 To Mary queen the praise be given  
 She sent the gentle sleep from heaven  
 That slid into my soul

Now my co-mates and brothers in exile  
 Hath not old custom made this life more sweet  
 Than that of painted pomp are not these woods  
 More free from peril than the envious court.

---

### THE PARENTHESIS AND THE DASH.

30. The Parenthesis is used to enclose some words supplementary to the leading idea of the sentence, and which might be omitted without injury to the sense. The use of the Parenthesis is not to be encouraged. Its presence in a sentence generally indicates defective combination, arising from confusion of thought.

EXAMPLE.—The distance of the nearest of these fixed stars or suns (for suns they are proved to be) is at least twenty billion miles

31. (a.) The Dash is used to indicate a break in the Sentence.

EXAMPLE.—Yet, now, if thou wilt forgive their sin—and if not, blot me out of thy book.

(b.) The Dash is used to connect a succession of Clauses beginning with the same word, or to link on particular statements to a general one, which comprehends the particular.

EXAMPLES.—And now the bell—the bell she had heard



so oft, rung its remorseless toll. He was banished from all he valued most—home, country, and friends.

(c.) The Dash is now almost universally used in place of the Parenthesis.

EXAMPLE.—As far as the interests of freedom are concerned—the most important by far of sublunary interests—you stand as the representatives of the human race.

#### EXERCISE LXXII.

Point the following Exercise, and give a reason for each point you insert:—

What I mean to say is this and when I have said it I shall finish that mere bravery is not sufficient to win a battle. Up to that time the old man had not spoken once except to her or stirred from the bed-side. If thou beest he but oh how fallen. Some and they were not a few knelt down. That done she turned to the old man with a lovely smile upon her face such they said as they had never seen and never could forget and clung with both her arms about his neck. There is a village no matter where in which the inhabitants on one day in the year sit down to a dinner prepared at the common expense. The tyranny grew into a custom and as the manner of our nature is it was considered as the most sacred of all duties to keep these poor fellows without their annual dinner. Our fathers each man was a god. The ancient rooms she had seemed to fill with life even when her own was waning fast the garden she had tended the eyes she had gladdened the noiseless haunts of many a thoughtful hour the paths she had trodden as it were but yesterday could know her no more.

---

#### THE QUOTATION.

32. The Quotation is used to enclose words actually quoted.

EXAMPLE.—“It is not,” said the schoolmaster, “it is not on earth that heaven’s justice ends.”

## EXERCISE LXXIII.

Insert the correct Quotation marks in the following sentences :—

I have been, said he, in Argyll's room. I have seen him within an hour of eternity, sleeping as sweetly as ever man did. But as for me——. I will not, said the queen. Seyton I command you to stay at every risk. Pardon me, madam, if I disobey, said the young man. The words he read were these :—

Clime of the unforgotten brave !  
Whose land from plain to mountain cave  
Was freedom's home or glory's grave !

This is the judgment of God, said the grand-master, looking upwards. The eyes of the Indian monarch flashed fire as he replied : I will be no man's tributary ! I am greater than any prince upon earth. The foreman of the jury answered, Not guilty.

Then Christabel knelt by the lady's side,  
And raised to heaven her eyes so blue—  
Alas, she said, this ghastly ride—  
Dear lady ! it hath wildered you !  
The lady wiped her moist cold brow,  
And faintly said, 'tis over now.

A chieftain to the highlands bound  
Cries, boatman, do not tarry !  
And I'll give thee a silver pound  
To row us o'er the ferry.

---

 CAPITAL LETTERS.

33. The following words should begin with Capital Letters :—

- (a.) The first word of every sentence.
- (b.) The first word in every direct quotation.
- (c.) The first word of every line of poetry.
- (d.) All proper Nouns and Adjectives formed from them, such as *France, French.*

- (e.) The Pronoun **I**, and the Interjection **O**.  
 (f.) All names and attributes of God.  
 (g.) Words denoting the days of the week, the names of the seasons, or months, the name of any important historical event, such as Reformation, etc.  
 (h.) Single letters used as abbreviations, as M.D.

## EXERCISE LXXIV.

Insert the necessary **Capitals** in the following sentences :—

the sea was meant to be irregular. when i arrived at the palace gate william received me. he is reported to have said :—  
 “all is lost save our honour.” henry the eighth was king of england. snow fell thick in december and in the beginning of january. the roads were impassable. the revolution happened a.d. 1688. he was created m.d. and subsequently ll.d. i jumped up when he came in, and clasped his hands with fervour.

within a mile of edinburgh town  
 we laid our little darling down ;  
 our first seed in god's acre sown !  
 so sweet a place ! death looks beguiled  
 of half his gloom ; or sure he smiled  
 to win our wondrous spirit-child

---

 THE PARAGRAPH.

34. The Paragraph marks a greater pause in the construction of a narrative than the Period, and contains a series of sentences, all treating of one subject. Paragraphs will be longer or shorter, according to the length and number of the sentences required to complete the particular subjects of which the Paragraph treats.

**EXAMPLE.**—The following narrative may serve as an example of the use of the Paragraph :—

It was not long before sunset when the van of the royal procession entered the gates of the city.

Elevated high above his vassals came the Inca Atahualpa, borne on a sedan or open litter, on which was a sort of throne, made of massive gold, of inestimable value. The palanquin was lined with the richly coloured plumes of tropical birds, and studded with shining plates of gold and silver. Round his neck was suspended a collar of emeralds, of uncommon size and brilliancy. His short hair was decorated with golden ornaments, and the imperial *borla* encircled his temples. The bearing of the Inca was sedate and dignified; and from his lofty station he looked down on the multitude below with an air of composure, like one accustomed to command.

As the leading files of the procession entered the great square, larger, says an old chronicler, than any square in Spain, they opened to the right and left for the royal retinue to pass. Everything was conducted with admirable order. The monarch was permitted to traverse the *plaza* in silence, and not a Spaniard was to be seen. When some five or six thousand of his people had entered the place, Atahualpa halted, and, turning round with an inquiring look, demanded, "Where are the strangers."

## EXERCISE LXXV.

Point the following narrative and divide it into Paragraphs:—

She was dead no sleep so beautiful and calm so free from trace of pain so fair to look upon she seemed a creature fresh from the hand of God and waiting for the breath of life not one who had lived and suffered death her couch was dressed with here and there some winter berries and green leaves gathered in a spot she had been used to favour when I die put near me something that loved the light and had the sky above it always these were her words she was dead dear gentle patient noble Nell was dead her little bird a poor slight thing the pressure of a finger would have crushed was stirring nimbly in its cage and the strong heart of its child-mistress was mute and motionless for ever where were the traces of her early cares her sufferings and fatigues all gone sorrow was dead indeed in her but peace and perfect happiness were born imaged in her tranquil beauty and profound repose.

## EXERCISE LXXVI.

Insert the necessary Points in the following narrative, and divide it into Paragraphs :—

On the morning of Thursday the 5th of February the *London Gazette* announced that his majesty was going on well and was thought by the physicians to be out of danger the bells of all the churches rang merrily and preparations for bonfires were made in the streets but in the evening it was known that a relapse had taken place and that the medical attendants had given up all hope the public mind was greatly disturbed but there was no disposition to tumult the Duke of York who had already taken on himself to give orders ascertained that the city was perfectly quiet and that he might without difficulty be proclaimed as soon as his brother should expire the king was in great pain and complained that he felt as if a fire was burning within him yet he bore up against his sufferings with a fortitude which did not seem to belong to his soft and luxurious nature the sight of his misery affected his wife so much that she fainted and was carried senseless to her chamber the prelates who were in waiting had from the first exhorted him to prepare for his end they now thought it their duty to address him in a still more urgent manner William Sancroft Archbishop of Canterbury an honest and pious though narrow-minded man used great freedom it is time he said to speak out for sire you are about to appear before a judge who is no respecter of persons the king answered not a word.

## EXERCISE LXXVII.

1. Write three sentences, in each of which a Comma is required.
2. Write three sentences, in each of which two Commas are required.
3. Write three sentences, in each of which three or more Commas are required.

## EXERCISE LXXVIII.

1. Write three sentences, in each of which a Semicolon is required.

2. Write three sentences, in each of which two Semi-colons are required.

3. Write three sentences, in each of which a Colon is required.

## EXERCISE LXXIX.

1. Write three sentences, each requiring a Point of Interrogation.

2. Write three sentences to illustrate the use of the Dash.

3. Write three sentences to illustrate the use of the Point of Exclamation.

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## CHAPTER V.

### VARIETY IN THE STRUCTURE OF SENTENCES.

35. The position of the **Clauses** and **Phrases** in a **Sentence** may be changed without altering the construction, or injuring the sense.

**EXAMPLE.**—At the dead hour of midnight, the Kremlin itself was found to be on fire.

**CHANGED.**—The Kremlin itself was found to be on fire, at the dead hour of midnight.

#### EXERCISE LXXX.

Change the position of the **Phrases** or **Clauses** in the following sentences :—

The army, less regardful of the past or the future, fixed their eyes on the goal of their wishes. During the first few hours after their arrival, an obscure rumour announced that the city would be endangered by fire in the course of the night. Aristotle says that upon the river Hypanis there exist little animals who live only one day. On a sudden, while the battle was obstinately maintained on both sides, an event happened which decided the victory. Many of the best and bravest of the English nobility and gentry, as I have said, lay dead on the field. While passing through this dense cloud, the voyagers carefully observed the barometer. The poor weep unheeded, persecuted by every subordinate species of tyranny. Now, for the first time these ten years, you know the flavour of cold water. On Sabbath days, whenever a babe was to be baptised, the sexton filled his basin here. All around us the world is convulsed by the agonies of great nations. Meanwhile, in our island, the regular course of government has never been for a day interrupted.

## EXERCISE LXXXI.

Change the position of the Phrases or Clauses in the following sentences in two different ways :—

## EXAMPLE.

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

## CHANGED.

1. When all was silent in the castle, the page, at the dead hour of midnight, put the key into the lock of the wicket which opened into the garden.

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

They heard more than one ball whizz along the surface of the lake, at no great distance from their little bark. As the heavy keys plunged in the lake, the abbot, who till then had been repeating his prayers, exclaimed, "Now bless thee, my son!" For a few seconds, apparently in the most violent agitation, he paced backward and forward. As the evening darkened, little glimmering lights, like stars of the third magnitude, twinkled on the mast heads, from whence the yellow flags had lately depended. With the Sabbath hills around us, far from the dust and din, the splendour and the squalor of the city, we have sat on a rocky bank, to wonder at the varied and rich profusion with which God had clothed the scene. At length, towards morning, as the dawn broke up without, his spirit also grew stiller, the images grew clearer and more permanent.

## EXERCISE LXXXII.

Change the position of the Phrases or Clauses in the following sentences in three different ways :—

## EXAMPLE.

When they saw that their masters were likely to gain the day, these men rushed from their place of conceal-



ment with such weapons as they could get, that they might have their share in the victory and in the spoil.

CHANGED.

1. These men, when they saw that their masters were likely to gain the day, rushed from their place of concealment with such weapons as they could get, that they might have their share in the victory and in the spoil.

2. When they saw that their masters were likely to gain the day, these men, with such weapons as they could get, rushed from their place of concealment, that they might have their share of the victory and of the spoil.

3. That they might have their share in the victory and in the spoil, these men rushed from their place of concealment with such weapons as they could get, when they saw that their masters were likely to gain the day.

After a short time, Bruce, who was looking out anxiously for the enemy, saw a body of English cavalry trying to get into Stirling from the eastward. No doubt King Edward thought, that, by exercising this great severity towards so distinguished a patriot as Sir William Wallace, he should terrify all the Scots into obedience. Early in the morning I set out for the top of Gerizim to inspect the ruins, taking with me my servant and the son of my host as a guide. I had left a friend's home one evening just before dark, intending to skate a short distance up the noble river which glided directly before the door. On the 5th day of the moon, which, according to the custom of my forefathers, I always keep holy, after having washed myself, and offered up my morning devotions, I ascended the high hills of Bagdad, in order to pass the rest of the day in meditation and prayer,

36. A very useful Exercise, and one somewhat resembling that of the preceding paragraph, consists in transposing passages of poetry into the order of prose, substituting only such words as are necessary to make the sense complete.

EXAMPLE.

Beneath those rugged elms, that yew tree's shade,  
 Where heaves the turf in many a mouldering heap,  
 Each in his narrow bed for ever laid,  
 The rude forefathers of the hamlet sleep.

TRANSPOSED.

The rude forefathers of the hamlet, each laid for ever  
 in his narrow bed, sleep beneath those rugged elms;  
*beneath* the shade of that yew tree, where the turf heaves  
 in many a mouldering heap.

EXERCISE LXXXIII.

Transpose the following passages of poetry into the  
 order of prose :—

1. Oft I had heard of Lucy Gray ;  
 And, when I crossed the wild,  
 I chanced to see at break of day,  
 The solitary child.  
  
 No mate, no comrade, Lucy knew ;  
 She dwelt on a wide moor, —  
 The sweetest thing that ever grew  
 Beside a human door !  
  
 You yet may spy the fawn at play,  
 The hare upon the green ;  
 But the sweet face of Lucy Gray  
 Will never more be seen. — *Wordsworth*.
2. A chieftain's daughter seemed the maid ;  
 Her satin snood, her silken plaid,  
 Her golden brooch, such birth betrayed.  
 And seldom was a snood amid  
 Such wild luxuriant ringlets hid ;  
 Whose glossy black to shame might bring  
 The plumage of the raven's wing ;  
 And seldom o'er a breast so fair  
 Mantled a plaid with modest care ;  
 And never brooch the folds combined  
 Above a heart more true and kind. — *Scott*.

3. Now came still evening on, and twilight gray  
 Had in her sober livery all things clad ;  
 Silence accompanied ; for beast and bird,  
 They to their grassy couch, these to their nests,  
 Were slunk, all but the wakeful nightingale ;  
 She all night long her amorous descant sung ;  
 Silence was pleased : now glowed the firmament  
 With living sapphires ; Hesperus, that led  
 The starry host, rode brightest, till the moon,  
 Rising in clouded majesty, at length  
 Apparent queen, unveiled her peerless light,  
 And o'er the dark her silver mantle threw.—*Milton*

4. I have lived long enough ; my way of life  
 Is fallen into the sear, the yellow leaf ;  
 And that which should accompany old age,  
 As honour, love, obedience, troops of friends,  
 I must not look to have : but in their stead,  
 Curses, not loud, but deep, mouth-honour, breath,  
 Which the poor heart would fain deny, but dare not.

*Shakspeare.*

5. All houses wherein men have lived and died  
 Are haunted houses. Through the open doors  
 The harmless phantoms on their errands glide,  
 With feet that make no sound upon the floors.  
 We meet them at the doorway, on the stair,  
 Along the passages they come and go,  
 Impalpable impressions on the air,  
 A sense of something moving to and fro.—*Longfellow.*

37. Not only can we change the position of the Clauses and Phrases in a sentence, we may vary its grammatical structure without destroying the sense. We can, for example, change the Adjective Clause into the Participial Phrase, or *vice versa* ; we can change a Simple Sentence into a Complex, or *vice versa*. Illustrations will make this quite clear to the pupil.

EXERCISE LXXXIV.

Change the following Simple Sentences into Complex,

making the Subordinate Clause, Adjective, Adverbial, etc., as the case may require:—

EXAMPLE.

The wind having lulled, we put to sea.

CHANGED.

When the wind had lulled, we put to sea.

The king, having received reinforcements, prepared for battle. Men of wise understanding are sure to be appreciated. After the victory the soldiers marched into the town. The lark, soaring into the blue dome of heaven, poured forth a rich stream of melody. The new Parliament, having been called without the royal writ, has been described as a convention. The army was drawn up on Blackheath to welcome the sovereign. He was proclaimed king with a pomp never before known. The stony soil of Jerusalem is almost destitute of water. Compared with the more extravagant luxury of the great, the accommodation of the peasant must no doubt appear extremely simple and easy. I cannot give a satisfactory answer to your question regarding the value of this discovery. My hold of the colonies is in the close affection springing from common names, from common kindred, from similar privileges, and equal protection. The genius, seeing me indulge myself on this melancholy prospect, conducted me to another part of the hill.

EXERCISE LXXXV.

Change the following Complex Sentences into Simple:—

EXAMPLE.

When he had raised my thoughts by those transporting airs to taste the pleasures of his conversation, he beckoned to me with his hand.

CHANGED.

Having raised my thoughts by those transporting airs to taste the pleasures of his conversation, he beckoned to me with his hand.

As the genius made me no answer, I turned about to address myself to him a second time. Our conductor then pointed to a monument where there is a figure of one of our English kings without a head. I could not but be pleased when I saw the knight show such an honest passion for the glory of his country. Here I observed a poor man who was walking on the bank by himself. He had been eight years upon a project by which he might extract sunbeams out of cucumbers. I made my humble acknowledgment to this illustrious person since he had been so communicative to me. The other project was a scheme whereby all words whatsoever should be abolished. I am at this present moment writing in a house which is situated on the banks of the Hebrus. As she was endowed with a great command over herself, she soon obtained an uncontrolled ascendant over her people; and while she merited all their esteem by her real virtues, she also engaged their affections by her pretended ones. We have neglected to observe what our feelings indicated.

## EXERCISE LXXXVI.

Change the following Simple Sentences into Compound:—

## EXAMPLE.

Having descended into the lists, he commanded them to unhelm the conquered champion.

## CHANGED.

He descended into the lists, and commanded them to unhelm the conquered champion.

The steam-engine has increased indefinitely the mass of human comforts, rendering cheap and accessible, all over the world, the materials of human enjoyments. He hastened to Rome in the expectation of being appointed consul. In consequence of the dissolution of the Roman empire, society had sunk into a condition of utter anarchy. Owing to the residence of people of fortune and refinement in the country, a degree of taste and elegance in rural economy has diffused itself among all classes. To avoid defeat, one must struggle with his utmost energy. Upon lowering the drawbridge leading to the inner tower, the infuriated multitude instantly rushed in. At length, night

throwing her friendly mantle over the fugitives, the scattered troops of Pizarro rallied once more. At daybreak they found themselves alone on the beach.

EXERCISE LXXXVII.

Change the following Compound Sentences into Simple:—

EXAMPLE.

Barillon hastened to the bed-chamber and delivered the message of the duchess.

CHANGED.

Barillon, hastening to the bed-chamber, delivered the message of the duchess.

Buonaparte entered the first suburb of the city and then immediately stopped. The French soldiers exerted themselves, and the progress of the flames was arrested. Napoleon hurried to the spot and thereafter retired to the kremlin. He looked back on the fire, and could not suppress his deep anxiety. The clock struck eleven, and the duke, with his body-guard, rode out of the castle. The insurgents halted on the edge of the ditch, and fired. He tramped across the hills for thirty miles and reached his destination at sunset. The emperor long struggled with misfortune but eventually gave up in despair. He undressed himself, and stepped into the basin. It was New-Year's night, and an aged man was standing at a window peering wistfully into the darkness. I speedily put on a pair of shoes and a coat, and hurried down stairs. A child is delighted with speaking, and yet has got nothing to say.

EXERCISE LXXXVIII.

Change the following Complex Sentences into Compound:—

EXAMPLE.

The cathedral, whose walls were four feet in thickness, built of good brick and mortar, suffered more than other buildings.

## CHANGED.

The walls of the cathedral were four feet in thickness, built of good brick and mortar, and accordingly it suffered more than other buildings.

The outside is formed of rough stones of a light yellow colour, which form unequal steps all round. As they found the pasture-grounds boundless, they abandoned the idea of cultivating the ground. The palace quite surprised me by the neatness with which it was kept. Many men who can boast much can perform little. The fighting men of the garrison were so much exhausted that they could scarcely keep their legs. It was after ten o'clock before the ships arrived at the quay. This mode of travelling, which by Englishmen of the present day would be regarded as insufferably slow, seemed to our ancestors wonderfully rapid. Our cavalry had moved up to the ridge across the valley on our left, as the ground was broken in front. As the heat in summer is very great, interment generally takes place on the day of death.

## EXERCISE LXXXIX.

Change the following Compound Sentences into Complex:—

## EXAMPLE.

The officers had hitherto concurred with Columbus in opinion, but now they took part with the private men.

## CHANGED.

The officers, who had hitherto concurred with Columbus in opinion, now took part with the private men.

They proceeded, and the indications of approaching land seemed to be more certain. Many of the natives surrounded the Spaniards, and gazed with admiration upon their strange appearance. He foresaw the danger and prepared himself for it. Time hung heavy on our hands, and our days seemed to pass very slowly. We had nothing to support Hope, still we nourished her. He turned his body to lay his little stick upon the bundle, and I heard his chains upon his legs. Franklin made his discovery of the identity of lightning and electricity, but it

was sneered at and people asked, "Of what use is it?" There was a table near at hand, and I leaned upon it. Attempts have been made in a variety of foreign parts to cultivate the tea plant, but comparatively little success has rewarded these attempts. I had reached the venerable age of eighteen, and then I obtained my first hat. About sunset on the following evening we arrived at the parsonage; it was situated in a sweet spot almost hidden by forest trees.

38. The arrangement of words in sentences is either Grammatical or Rhetorical.

39. Grammatical Arrangement is the order in which words are usually placed in ordinary discourse, such as we have been dealing with in the previous pages of this book.

40. Rhetorical Arrangement is used in impassioned discourse, whether in prose or verse, and is characterized by having the emphatic words placed first.

41. In Rhetorical Arrangement the following hints may be of use:—

(a.) In sentences rhetorically arranged, the Adjective, when it is emphatic, is placed at the beginning of the sentence.

EXAMPLE.—Happy is the man that findeth wisdom.

(b.) In sentences rhetorically arranged, the Adverb, when it is emphatic, is frequently placed at the beginning of the sentence.

EXAMPLE.—No more shall he hear thy voice.

(c.) In sentences rhetorically arranged, the Subject of the sentence is frequently placed after the Verb, whilst the Object is frequently placed before it.

EXAMPLES.—Now comes the father of the tempest forth. Thy threats, thy mercy I defy.

(d.) In sentences rhetorically arranged, any emphatic



Adjunct is frequently placed at the beginning of the sentence.

EXAMPLE.—Beneath a spreading oak sat the Druid, hoary chief.

(e.) In sentences rhetorically arranged, the Infinitive Mood, especially when it is emphatic, is frequently placed at the beginning of the sentence.

EXAMPLE.—Depart you cannot, until you have finished the work.

#### EXERCISE XC.

Change the sentences in the following Exercise from the Rhetorical into the Grammatical order :—

From the fierce fight on Calvary comes the cry of the great Captain of your salvation. To every region have its own angels of prophecy and consolation been assigned. Out of her keeping will jewels of beauty yet come forth. Blessed are the merciful, for they shall obtain mercy. Rejoice, for great is your reward in heaven. Our constitution, such as it is, let us devoutly honour and accept. In their rear glistened a forest of lances. Up came their guns, and in rushed their gunners to the abandoned redoubt. Bright and gigantic through the darkness, which closed around, the mountain shone a pile of fire. How breathlessly the pillared streets of the lovely city reposed in their security! How softly rippled the dark green waves beyond! How cloudlessly spread the dreaming Campanian skies. From the summit of Vesuvius, darkly visible at the distance, there shot a pale, meteoric, livid light. To the last century belong most of the names of which you justly boast.

Flashed all their sabres bare,  
Flashed all at once in air.

#### EXERCISE XCI.

Change the sentences in the following Exercise from the Rhetorical into the Grammatical order :—

And now occurred the melancholy catastrophe which filled us all with sorrow. A braver soldier than Captain Nolan the army

did not possess. Between those walls of fire, through that blinding rain of death, Havelock walked his horse composedly, as if on parade. From every fort, trench, and battery—from behind sand-bags piled on shattered houses—from every post still held by a few gallant spirits, rose cheer on cheer. It is now sixteen or seventeen years since I saw the Queen of France—then the Dauphiness; and surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision. Little did I dream that I should live to see such disasters fallen upon her in a nation of gallant men.

Over the Alban mountains the light of morning broke ;  
From all the roofs of the seven hills curled the thin wreaths of  
smoke ;

The city-gates were opened ; the forum all alive,  
With buyers and with sellers was humming like a hive ;  
Blithely on brass and timber the craftsman's stroke was ringing ;  
And blithely o'er her panniers the market girl was singing.

Still on they sweep, as if their hurrying march  
Could hear them from the rushing of this wheel  
Whose chariot is the whirlwind. Heaven's clear arch  
At once is covered with a livid veil :—  
In mixed and fighting heaps the deep clouds reel :—  
Upon the dense horizon hangs the sun,  
In sanguine light, an orb of burning steel :—  
The snows wheel down, through twilight thick and dun—  
“Now tremble, men of blood, the judgment has begun.”

EXERCISE XCII.

Change the following passages from the Rhetorical to the Grammatical order :—

The wind and rain are over. Calm is the noon of day. The clouds are divided in heaven. Over the green hill flies the inconstant sun. Red through the stony vale comes down the stream of the hill. Sweet are thy murmurs, O stream! but more sweet is the voice I hear. It is the voice of Alpin, the son of song, mourning for the dead. Bent is his head of age, and red his tearful eye.

The atrocious crime of being a young man, which the honourable gentleman has, with such spirit and decency, charged upon

me, I shall neither attempt to palliate nor deny. Whether youth can be attributed to any one as a reproach, I will not assume the province of determining. As Cæsar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him; but as he was ambitious, I slew him. There are tears for his love, joy for his fortune, honour for his valour, and death for his ambition. Who's here so base, that would be a bondman? If any, speak; for him have I offended.

Wished morning's come; and now upon the plains  
 And distant mountains, where they feed their flocks,  
 The happy shepherds leave their homely huts,  
 And with their pipes proclaim the new-born day.  
 The lusty swain comes with his well-filled scrip  
 Of healthful viands, which, when hunger calls,  
 With much content and appetite he eats,  
 To follow in the field his daily toil.

## EXERCISE XCIII.

Change the following passages from the Grammatical into the Rhetorical order:—

EXAMPLE.—Diana of the Ephesians is great.

CHANGED.—Great is Diana of the Ephesians.

The sleep of the dead is deep—their pillow of dust low. Thy dwelling is narrow now—the place of thine abode dark. She that brought thee forth is dead; the daughter of Morglan is fallen. The gloomy wood shall no more be lightened with the splendour of thy sword. Thou hast one comfort in the loss thou hast sustained. I may hear thy sorrows from thy own lips some time, but not now. The gate is wide, and the way is broad that leadeth to destruction, and there be many who go in thereat; the gate is strait, and the way is narrow that leadeth unto life, and there be few that find it. They were repulsed with loss of life full twenty times, but still they came back again. I thank you for what you have done for me, from the bottom of my heart. The aim of science is truth; the desire of poetry is beauty. I conjure you, my Lords, who hear me, to rise superior to mere party, and to deal out impartial justice.

EXERCISE XCIV.

Change the following sentences from the **Grammatical** to the **Rhetorical** order:—

Britain shall still stand strong amid the tossing of the nations, with that life throbbing in her pulses, and thrilling her heart. All the Jews, who knew me from the beginning, if they would testify, know my manner of life from my youth, which was at the first among mine own nation at Jerusalem, that I lived a Pharisee after the strictest sect of our religion. "George, be a king!" were the words which his mother was for ever croaking in the ears of her son; and the simple, stubborn, affectionate, bigoted man tried to be a king. That lovely country, and the sublime ocean, and the serene heavens bending over them, and bearing that testimony to the universal Creator, which man and man's works withheld, would open on his view beyond the city, clinging round its temples, like its inhabitants to their enshrined idols. You will find a settlement of sparrows wherever there is a cottage with a corn-field hard by. The sparrow lives in affluence during three quarters of the year. He makes his raids on gardens, fields, and meadows; and he is merciless to the reaped corn in harvest.

42. The Form of Speech may be either Direct or Indirect.

43. In the Direct Form of Speech, the words of a speaker are recorded exactly as spoken by himself.

EXAMPLE.—"I wish," said my uncle Toby, with a deep sigh, "that I was asleep." "Your honour," replied the corporal, "is too much concerned."

44. In the Indirect Form of Speech, the words of a speaker are given as reported by another.

EXAMPLE.—My uncle Toby, with a deep sigh, said that he wished he was asleep. The corporal replied that his honour was too much concerned.

45. It will be observed from the preceding examples that the principal changes in passing from the Direct to the Indirect Form of Speech are these:—

- (a.) The first person is changed into the third.
- (b.) The second person is changed into the third.
- (c.) The present tense is changed into the past.

46. In changing the Indirect Form of Speech into the Direct, the converse of what was advanced in paragraph 45 will hold good.

#### EXERCISE XCV.

Change the following passages from the Direct to the Indirect Form of Speech:—

Mr Burke said:—"I decline the election. It has ever been my rule through life to observe a proportion between my efforts and my objects. I have never been remarkable for a bold, active, and sanguine pursuit of advantages that are personal to myself."

"The end," said Mr Canning, "which I have always had in view, as the legitimate object of pursuit to a British statesman, I can describe in one word. I hope that my heart beats as high towards other nations of the earth as that of any one who vaunts his philanthropy, but I am contented to confess that the main object of my contemplation is the interest of England."

"I am amazed," said Lord Thurlow, in a level tone of voice, "at the attack which the noble Duke has made on me. The noble Duke cannot look before him, behind him, or on either side of him, without seeing some noble peer who owes his seat in this house to his successful exertions in the profession to which I belong."

#### EXERCISE XCVI.

Change the following passages from the Direct to the Indirect Form of Speech:—

Mr. Sheridan spoke as follows:—"Whilst I point out the prisoner at the bar as a proper object of punishment, I beg leave to observe, that I do not wish to turn the sword of justice against that man, merely because an example ought to be made; such a wish is as far from my heart as it is incompatible with equity and justice. If I call for punishment on Mr. Hastings, it is because I think him a great delinquent, and the greatest of

all those who, by their rapacity and oppression, have brought ruin on the natives of India, and disgrace upon the inhabitants of Great Britain."

"I will carry with me," said Mr. O'Connell, "to my own country the recollection of this splendid scene. Where is the man that can resist the argument of this day? I go to my native land under its influence; and, let me remind you, that land has this glory, that no slave ship was ever launched from any of its numerous ports. I will gladly join any party to do good to the poor negro slaves. Let each extend to them the arm of his compassion; let each aim to deliver his fellow-man from distress. I shall go and tell my countrymen that they must be first in this race of humanity."

EXERCISE XCVII.

Change the following passages from the *Indirect* to the *Direct Form of Speech*:—

He replied that he was quite indifferent as to the punishment they might inflict; he had simply done his duty, and could face his enemies without fear.

Charidemus said that perhaps his majesty might not hear the truth from the mouth of a Grecian and an exile; but that, if he did not declare it now, he might perhaps never have another opportunity. His majesty's numerous army, drawn from various nations, and which impeopled the East, might seem formidable to the neighbouring countries. But it would not be so to the Macedonians. It was therefore his opinion that, if his majesty were to apply the gold and silver, which now so superfluously adorned his men, to the purpose of hiring an army from Greece, to contend with Greeks, he might have some chance for success; otherwise he saw no reason to expect anything else than that his army should be defeated, as all the others had been who had encountered the irresistible Macedonians.

Washington Irving relates that, in the course of a December tour in Yorkshire, he rode for a long time in one of the public coaches, on the day preceding Christmas; and that he had three fine rosy-checked school-boys as his companions inside.

## EXERCISE XCVIII.

Change the following passage from the Indirect to the Direct Form of Speech :—

Cyrus, having summoned the Greek generals to his presence, told them that it was not, as they might readily suppose, in any want of their number to swell his army, that he engaged them in his service, but in the belief that they were much superior to far greater numbers of barbarians. What, therefore, he had now to desire of them was, that they should show themselves worthy of this freedom which they inherited, and for which he esteemed them fortunate; and he professed to them that he should himself prefer that freedom to all he possessed, or to much greater possessions held at the arbitrary will of another. For the battle which they expected, it might be proper to apprise them that the enemy's multitude would appear formidable; that their shout of onset would be imposing; but, if they were firm against these, he was even ashamed to say what contemptible soldiers they would find his fellow-countrymen to be. If they then only exerted themselves as might be expected, he was confident of acquiring means equal to his wishes to send those home the envy of their country, who might desire to return home; but he trusted the far greater number of them would prefer the advantages which he should have opportunity to offer in his service.

## CHAPTER VI.

### VARIETY OF EXPRESSION IN SENTENCES.

47. (a.) Before entering on **Original Composition**, the pupil should be exercised at considerable length on the correct use and application of words. When we consider the loose way in which words are frequently used, the importance of this exercise will be at once apparent. It has, besides, this advantage, that it familiarizes the pupil with a knowledge of the synonyms of the language, and thereby tends to increase his stock of vocables. We shall devote this chapter to a series of exercises on **Variety of Expression in Sentences**.

Substitute other and appropriate words in the following passages for those printed in *Italics* :—

#### EXAMPLE.

The Spaniards, while *thus employed*, were surrounded by the natives, who *gazed*, in *silent admiration*, upon *actions* which they could not *comprehend*, and of which they did not *foresee* the *consequences*.

#### CHANGED.

The Spaniards, while occupied in this manner, were surrounded by the natives, who looked, in silent wonder, upon deeds which they could not understand, and of which they did not divine the issue.

#### EXERCISE XCIX.

Towards *evening*, Columbus *returned* to his *ships*, *accompanied* by *many* of the islanders in their boats, which they *called* canoes,



and which, though *rudely* formed out of the *trunk* of a *single* tree, they *rowed* with *surprising* dexterity. Thus, in the first *interview* between the *inhabitants* of the Old and New Worlds, everything was *conducted* amicably, and to their *mutual* satisfaction. The *former*, *enlightened* and *ambitious*, formed already *vast* ideas of the *advantages* they might *derive* from those *regions* that began to open to their *view*. The *latter*, *simple* and *undiscerning*, had no *foresight* of the *calamities* which were now *threatening* their *country*.

## EXERCISE C.

About two hours before *midnight*, Columbus, standing on the *forecastle*, *observed* a light at a *distance*, and *pointed* it out to two of his *people*. All three *saw* it in motion, as if it were *carried* from *place* to *place*. A little after *midnight*, the *joyful* sound of "land! land!" was *heard* from the *Pinta*. But, having been so *often* *deceived* by *fallacious* appearances, they were now *become* *slow* of *belief*, and *waited*, in all the *anguish* of *impatience*, for the *return* of *day*. As soon as *morning* *dawned*, their *doubts* were *dispelled*; they *beheld* an island about *two* leagues to the *north*, whose *flat* and *verdant* fields, well *stored* with *wood*, and *watered* by many *rivulets*, presented to them the *aspect* of a *delightful* country.

## EXERCISE CI.

The *progress* of the English colonies affords a *striking* contrast to all *sudden* splendour and *rapid* decay. Their *early* struggles, and *petty* wars, were not for *extensive* power, and almost *countless* wealth. They *landed* on a *dreary* shore, to *brave* the *rigours* of an *inhospitable* climate; to *combat* savages as *fierce* as the *climate*, and *more* numerous than the *intruders*; to *wring* from a *niggard* soil a *scanty* subsistence, and to *win* a *narrow* footing for their *humble* homes, not only without the *aid*, but almost in *direct* opposition to the *wishes* of the *government* of their *native* country. But these *hardy* and *daring* colonists brought with them *that* which was of *greater* value than *wealth*—the *habit* of *self-govern-*ment and *obedience* to the *omnipotence* of law.

## EXERCISE CII.

And now, *great* nation, *what* think ye *Europe* says of you? You *plume* yourselves on being the *most* mighty, the *most* advanced

people of the earth, the very focus of light, intelligence, and humanity. The false glare of military glory which continually bedazzles you, shows massacre and rapine decked in the colours of good deeds. The itch of conquest seems to make you confound good and evil. If fight you will, fight like civilized soldiers, not like lurking savages. Mow down your enemies—if you must have war—in the fair field. Face them foot to foot, and hand to hand; but for the sake of your fame, for the sake of the civilization you have attained, stifle not defenceless wretches in caverns, massacre not women and children by the horrible agency of slow fire.

## EXERCISE CIII.

Some incidents happened which revived her tenderness for the Earl of Essex, and filled her with the deepest sorrow for the consent she had unwarily given to his execution. Essex, after his return from the fortunate expedition against Cadiz, observing the increase of the queen's attachment to him, took occasion to regret that the necessity of her services required him often to be absent from her person, and exposed him to all those ill offices which his enemies could employ against him. She was moved by this tender jealousy; and making him the present of a ring, desired him to keep that pledge of her affection, assuring him that into whatever disgrace he should fall, whatever prejudices she might be induced to entertain against him, yet if he sent her that ring, she would, immediately upon sight of it, recall her former tenderness, afford him a patient hearing, and lend a favourable ear to his apology.

## EXERCISE CIV.

On the summit of one of these slopes was arrayed the French army, and on the other the English. The night of the 17th of June was dark and stormy. The rain fell in torrents, and the two armies lay down in the tall rye, drenched with rain, to wait the morning that was to decide the fate of Europe and of Napoleon. From the ball-room at Brussels, many an officer had been summoned in haste to the field, and, shivering and cold, was compelled to pass the night in mud and rain in his elegant attire. . . . As my eye rested on this and that spot, where deeds of valour were done, I saw, in imagination, those magnificent armies struggling for a continent, and heard the roar of cannon, the shock of

*cavalry*, and the *rolling* fire of *infantry*; and *beheld* the *waving* of plumes and *torn* banners amid the smoke of battle that *curtained* them.

## EXERCISE CV.

(b.) Substitute words of Saxon Origin for those printed in *Italics* in the following Exercises :—

## EXAMPLE.

The country that now forms the state of Pennsylvania, *assigned* to Penn by the *royal charter*, was still full of its *primitive* inhabitants; and his *principles* did not *permit* him to regard the king's gift as a warrant to *dispossess* the actual *proprietors*.

## CHANGED.

The country that now forms the state of Pennsylvania, granted to Penn by deed from the king, was still full of its old inhabitants; and his way of thinking did not allow him to look upon the king's gift as a warrant to turn out the actual holders.

But neither the *culprit* nor his *advocates* attracted so much *notice* as the *accusers*. In the midst of the blaze of red drapery, a *space* had been fitted up with green benches and tables for the Commons. The *managers*, with Burke at their head, *appeared* in full dress. Even Fox, *generally* so *regardless* of his *appearance*, had paid to the *illustrious* tribunal the compliment of wearing a bag and sword. Pitt had *refused* to be one of the *conductors* of the impeachment. But there stood Fox and Sheridan. There was Burke, in *amplitude* of *comprehension* and richness of imagination, *superior* to every orator, ancient or modern.

## EXERCISE CVI.

To *satisfy* him, the door of the bed-chamber was half opened, and he then beheld, *enjoying* a sweet and *tranquil* slumber, the man who, by the doom of him and his fellows, was to die within the *space* of two short hours. Struck with the sight, he hurried out of the room, quitted the *castle* with the utmost *precipitation*, and hid himself in the lodgings of an *acquaintance* who lived near,

where he flung himself on the first bed that *presented* itself, and had every *appearance* of a man *suffering* the most *excruciating* torture. His friend, who had been *informed* by his servant of the *state* he was in, and who *naturally* concluded that he was ill, *offered* him some wine. He *refused*, saying, "No, no! that will not help me; I have been in at Argyll, and saw him sleeping as *pleasantly* as ever man did, within an hour of *eternity*! But as for me —

## EXERCISE CVII.

"*Difficulty* is a severe instructor set over us by the *supreme* ordinance of a parental Guardian, who knows us better than we know ourselves, as He loves us better too. He that wrestles with us strengthens our *nerves*, and sharpens our skill; our antagonist is our helper. This *amicable* conflict with *difficulties* obliges us to an *intimate* acquaintance with our *object*, and *compels* us to *consider* it in all its *relations*. It will not *suffer* us to be *superficial*." These are the *memorable* words of the first of philosophic statesmen—the *illustrious* Mr. Burke. *Enter* then into the *amicable* conflict with *difficulty*. Whenever you *encounter* it, turn not aside; say not, "There is a lion in the path;" *resolve* on mastering it; and every *successive* triumph will *inspire* you with that *confidence* in yourselves, that *habit* of *victory*, which will make *future* conquests easy.

## EXERCISE CVIII.

In the *retreat* from Moscow, Buonaparte *provided* only for his own *security*; the *famished* and the wounded were without *protection*. Forty thousand men, who had been *despatched* on *distant* and *desperate* excursions to *supply* the army with *provisions*, being *uninformed* of the retreat, *perished* to a man; whilst their *disappearance* caused the death of a far greater number of their former comrades. Forty miles of road were *excavated* in the snow. The army *resembled* a *phantasmagoria*; no sound of horses' feet was heard, no wheel of waggon or *artillery*, no *voice* of man. Regiment followed regiment in long and *irregular* lines, between two files of soldiers the whole way. Some of the latter stood *erect*, some *reclined* a little, some had laid their *arms* beside them, some clasped them; all were dead. Several of these had slept in this *position*, but the greater *part*

had been placed so as to leave the more room, and not a few, from every troop or detachment, took their *voluntary station* among them. The *barbarians*, who at other *seasons* rush into battle with loud cries, *rarely* did so now. *Feeble* from *inanition*, *inert* from weariness, and *somnolent* from the iciness that enthralled them, they sank into *oblivion*, with the Cossacks in *pursuit* and *descending* upon them.

48. **Elliptical Exercises** serve a very useful purpose in teaching Composition to beginners. The learner has to exercise his judgment in finding the suitable word for the context, whilst the teacher can render the exercise of great value in the way of securing the correct use of words. It will frequently happen, in such exercises, that two or three different words, nearly resembling each other in meaning, might suit the Ellipsis. It will be the duty of the teacher, in such a case, to point out in what respects the words differ from each other, and which best meets the requirements of the case. We scarcely know any exercise which, in the hands of a skilful and judicious teacher, can be turned to more account than this. We subjoin a few exercises as examples, but the teacher can frame any number for himself according to circumstances.

Supply appropriate words in the **Elliptical Passages** in the following Exercises :—

#### EXERCISE CIX.

As the troops . . . Corunna, the general's . . .  
 were directed . . . the harbour; but an open . . . of  
 water painfully . . . him that to fortune at least, he was  
 . . . way . . . ; contrary . . . still detained the  
 . . . at Vigo, and the last consuming exertion . . . by  
 the army was rendered . . . ! The . . . were put into  
 quarters, and their . . . awaited the . . . of events.  
 Three divisions . . . the town and suburbs of Corunna, and  
 the reserve was . . . near the neighbouring village of El  
 Burgo. For twelve days these hardy . . . had covered the  
 . . . ; during which . . . they had . . . eighty  
 miles of . . . in two marches, passed several nights under

. . . in the . . . of the mountains, and been seven times  
 . . . with the . . . They now assembled at the outposts,  
 having fewer . . . missing . . . the ranks, . . .  
 any other division in the .

EXERCISE CX.

The inhabitants of the sea—. . . in tropical . . . wait  
 . . . morning with . . . for the . . . of the sea  
 breeze. It . . . sets in . . . ten o'clock. Then the  
 sultry . . . of the . . . morning is . . . , and  
 there is a . . . freshness in the . . . , which seems to  
 . . . new . . . to all for their daily . . . About  
 sunset, . . . is again another calm. The sea-breeze is now  
 . . . , and in a . . . time the . . . breeze sets in.  
 The alternation of the . . . and . . . breeze—a wind  
 from the . . . by day, and from the . . . by . . .  
 —is so regular in tropical countries, . . . it is looked . . .  
 by the . . . with as much . . . as the . . . of the  
 sun. In extra-tropical . . . , particularly . . . on the  
 polar . . . of the trade-winds, these breezes . . . only  
 . . . summer and autumn; for then . . . is the . . .  
 of the sun . . . intense to produce the requisite . . . of  
 atmospherical rarefaction . . . the land. This depends in a  
 . . . , also, on the . . . of the land upon which the sea-  
 breeze . . . ; for when the . . . is arid, and the . . .  
 barren, the heating power of the . . . is . . . with  
 most effect. In such . . . the sea-breeze . . . to a  
 gale of wind.

EXERCISE CXI.

The besieged city was at its . . . gasp. The burghers  
 had . . . in a . . . of uncertainty for . . . days;  
 being aware . . . a fleet had . . . forth for their . . . ,  
 but knowing . . . well the thousand . . . it had to  
 . . . They had guessed its . . . by the illumination from  
 the . . . villages; they had heard its . . . of artillery  
 on its . . . at North Aa; but since . . . all had been  
 dark and . . . again, hope and . . . , in sickening . . . ,  
 distracting every . . . They . . . that the wind . . .

unfavourable, and at the . . . of . . . day, every . . . was turned . . . to the vanes of the . . . So . . . as the easterly . . . prevailed, they felt as they . . . stood on towers and house—, . . . , that they must . . . in vain for the welcome . . . ; yet, while thus . . . waiting, they were . . . starving; for even the . . . endured at Haarlem had not reached that . . . and intensity of . . . to which Leyden was now . . . Starving . . . swarmed daily . . . the shambles, where the . . . were slaughtered, contending for any . . . which might . . . , and lapping eagerly the . . . as it . . . along the pavement.

## EXERCISE CXII.

Early rising is one of those good and proper . . . , which few, except . . . , dare . . . to impugn. It has . . . to recommend it and . . . to retard it in public . . . , except that it is . . . to ease and self-indulgence. Yet how few . . . are there . . . systematically . . . in the habit! It . . . health, punctuality, morals, and despatch both in study and . . . ; and yet it is not . . . —a result which, we . . . , arises from the very simple . . . that we do not . . . the attention we . . . to all or . . . of these matters. At some . . . of life, most persons have . . . early, or . . . to do it; but custom has . . . to them a second . . . , and they contentedly . . . on in their . . . way; while others still . . . the idea of . . . , although for the last . . . years they have tried the . . . for a . . . or two, and as . . . broken through it. One half of the . . . does not . . . how the . . . half lives, and it has often . . . me that . . . in bed would be . . . were . . . to see the revelations of . . . life.

## EXERCISE CXIII.

Upon the way I met a . . . woman, all in . . . , who . . . me that her . . . had been arrested for a . . . which he was not . . . to pay, and that his eight . . . must now . . . , bereaved as they . . . of his industry, which had been their only . . . I thought . . . at home,

being not . . . from my good friend's . . . , and, . . . , parted with the half of all my . . . ; and pray, mother, . . . I not to have . . . her the . . . half-crown, for what she . . . would be of little . . . to her. However, I soon . . . at the . . . of my affectionate friend, guarded by the . . . of a . . . mastiff, who . . . at me, and would have . . . me to . . . but for the . . . of a woman, whose . . . was not less grim . . . that of the dog; she yet with great humanity . . . me from the . . . of this Cerberus, and was . . . on to . . . up my name to her master.

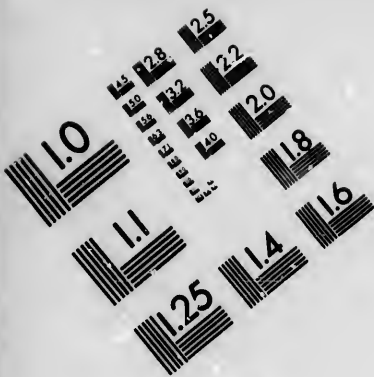
## EXERCISE CXIV.

I had . . . the village of Shawaney, . . . on the . . . of the Ohio. The . . . at first was pleasant, but as my horse was . . . quietly . . . , I suddenly . . . a great . . . in the . . . of the heavens. A hazy thick-ness . . . the country, and I for . . . time . . . an earthquake; but my horse . . . no propensity to stop and prepare for such an . . . I had nearly . . . at the . . . of the valley, when I . . . fit to halt . . . a brook, and . . . to quench my . . . I was . . . on my knees, with my . . . about to . . . the water, when from my . . . to the earth, I heard a murmuring . . . of an extraordinary . . . to my feet, and . . . towards the south-west, I observed a yellowish oval . . . , the . . . of which was quite new to me. Little . . . was . . . me for consideration, as the next . . . a smart breeze began to . . . the taller trees. Two minutes had . . . elapsed, when the . . . forest before me was in fearful motion. . . . instinctively towards the . . . in which the . . . blew, I saw, to my great . . . , the noblest . . . of the forest . . . their lofty heads, and, . . . to stand against the . . . , fall into . . . First the . . . broke off with a crackling . . . , then the upper . . . of the trunks . . . , and in many . . . whole . . . of gigantic . . . were falling entire to the . . .

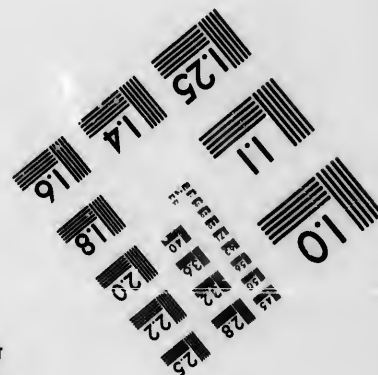
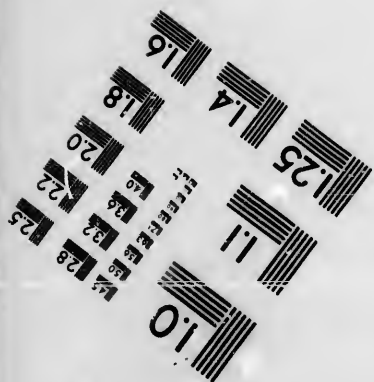
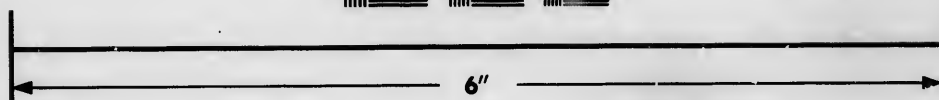
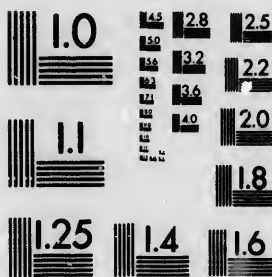
49. The Exercises in the following paragraphs are intended to carry the pupil still further on in the acquisi-







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tion of the power of expression. They are of three kinds :—

(a.) In the first series of Exercises the pupil is required to express in Sentences of his own Construction and Arrangement the sense of given passages. The ideas are presented to him, and he has simply to give them expression.

(b.) In the second series, the pupil is required to abridge given passages in Sentences of his own Construction and Arrangement; and

(c.) In the third, the pupil is required to amplify given passages in Sentences of his own Construction and Arrangement.

Exercises of the nature following, form an admirable preparative to Original Composition, where the pupil has to find the ideas and then to give them expression.

(a.) Express in Sentences of your own Construction and Arrangement the ideas contained in the given passages in the following Exercises :—

#### EXAMPLE.

Every manual labourer may see something analogous to the art by which he earns his livelihood, operating among the natural objects by which he is surrounded. The sailor may discover the mysteries of his craft among marine animals.

#### CHANGED.

Every artizan may perceive among the objects which meet him on all sides in the external world something akin to that art by which he wins his daily bread. The creatures which live in the sea cannot fail to suggest to the mariner the mysteries of his own calling.

#### EXERCISE CXV.

The builders may easily perceive that the woody structure of plants and the bones of animals are constructed on architectural

principles, being strengthened where weight has to be supported and pressure resisted, and becoming more slender where lightness is required. The form of the bole of a tree, and the manner in which it fixes itself into the ground, so as to be able to face the storms of a hundred years, are said to have yielded some suggestions to the celebrated engineer, Smeaton, in the construction of the Eddystone lighthouse. The architect of the Crystal Palace confessed that he derived some of the ideas embodied in that structure from observing the wonderful provision made for bearing up the very broad leaf of the beautiful lily, the *Victoria Regia*, which has been brought, within these few years, from the marshes of Guiana to adorn our conservatories.

## EXERCISE CXVI.

The date palm supplies a large proportion of the food of the dwellers in the desert of Arabia. The tree is thirty-three years in coming to maturity ; after which it will bear fruit for seventy years more, the annual crop of each tree averaging from three to four hundred pounds weight. Not only man, but all the animals of the desert can feed on the date. The fruit is easily preserved by packing it closely in woollen bags ; and when thus compressed into solid masses, it may be kept for several years. Sometimes a tree is tapped for the sake of its sap, which is much relished as a beverage, and which, when allowed to ferment, forms a drink resembling cider. A single tree will yield fourteen or fifteen quarts a day for two years, but will die if the drain be continued longer. Every part of the date palm is turned to profitable account. The wood is used for building, and for every kind of carpenter work ; the fibre is twisted into ropes ; baskets are made of the branches ; and sheep are fattened with the pounded stones of the fruit.

## EXERCISE CXVII.

A man who dedicates his life to knowledge, becomes habituated to pleasure which carries with it no reproach ; and there is one security, that he will never love that pleasure which is paid for by anguish of heart—his pleasures are all cheap, all dignified, all innocent ; and, as far as any human being can expect permanence in this changing scene, he has secured a happiness which no malignity of fortune can ever take away, but which must cleave

to him while he lives, ameliorating every good, and diminishing every evil of his existence. I solemnly declare that, but for the love of knowledge, I should consider the life of the meanest hedger and ditcher as preferable to that of the greatest and richest man in existence; for the fire of our minds is like the fire which the Persians burn on the mountains—it flames night and day, and is immortal and not to be quenched. Upon something it must act and feed—upon the pure spirit of knowledge, or upon the foul dregs of polluting passions.

## EXERCISE CXVIII.

In Anna's wars, a soldier poor and old,  
 Had dearly earned a little purse of gold;  
 Tired with a tedious march, one luckless night,  
 He slept, poor dog! and lost it, every mite.  
 This put the man in such a desperate mind,  
 Between revenge, and grief, and hunger joined,  
 Against the foe, himself, and all mankind,  
 He leaped the trenches, scaled a castle-wall,  
 Tore down a standard, took the fort and all.  
 "Prodigious well!" his great commander cried,  
 Gave him much praise and some reward beside.  
 Next pleased his Excellence a town to batter  
 (Its name I know not, and 'tis no great matter);  
 "Go on, my friend (he cried), see yonder walls,  
 Advance and conquer! go, where glory calls!  
 More honours, more rewards attend the brave."  
 Don't you remember what reply he gave?  
 "D'ye think me, noble general, such a sot?  
 Let him take castles, who has ne'er a groat."

## EXERCISE CXIX.

Earth praises conquerors for shedding blood;  
 Heaven those that love their foes, and do them good.  
 It is terrestrial honour to be crowned  
 For strewing men, like rushes, on the ground.  
 True glory 'tis to rise above them all,  
 Without the advantage taken by their fall,  
 He that in fight diminishes mankind,  
 Does no addition to his stature find;

But he that does a noble nature show,  
 Obliging others, still does higher grow ;  
 For virtue practised such an habit gives,  
 That among men he like an angel lives.  
 The humble man, when he receives a wrong,  
 Refers revenge to whom it doth belong,  
 Nor sees he reason why he should engage  
 Or vex his spirit, for another's rage.

(b.) **Contract** the various passages in the following Exercises, expressing the ideas contained in Sentences of your own Construction and Arrangement:—

#### EXAMPLE.

When Nelson was a young midshipman, about fifteen years old, he went in the *Racehorse* on a voyage of discovery towards the North Pole. The good ship was for some time embedded in the ice, and could not be set free from her thrall. Young Nelson determined on an adventure, and one night during mid-watch stole from the vessel with one of his comrades, taking advantage of a gathering fog, and started over the ice in pursuit of a bear. It was not long before they were missed. The fog thickened, and Captain Lutwidge and his officers became alarmed for their safety. Between three and four in the morning the weather cleared, and the two adventurers were descried, at a considerable distance from the ship, attacking a huge polar bear. The return-signal was immediately hoisted; Nelson's comrade called upon him to obey it, but in vain; yet his musket had flashed in the pan, their ammunition was expended, and a chasm in the ice, which divided him from the bear, probably preserved his life. "Never mind," he cried, "do but let me get a blow at this monster with the butt-end of my musket, and we shall have him." Captain Lutwidge, however, seeing his danger, fired a musket, which had the intended effect of frightening the beast; and the boy then returned, somewhat alarmed at the reception he might meet with from his commander. The captain contented himself with a

severe reprimand, and desired to know what could be his motive for hunting a bear. "Sir," said Nelson, pouting his lips, as he was wont to do when agitated, "I wished to kill the bear that I might carry the skin to my father!"

#### CONTRACTED.

When Nelson was a boy, he served on board the *Racehorse*. The vessel being for some time ice-bound in the Polar seas, the young midly resolved on an adventure on the ice. Leaving his ship, under cover of a thick fog, he started, with one of his companions, on a bear hunt. Great anxiety was felt on board for their safety, as soon as they were missed. When the fog cleared away in the early morning, the two youths were seen attacking an immense bear. Although the signal for return was at once hoisted, it was not until the firing of a gun from the ship had frightened the bear, that Nelson could be induced to return. The captain, after administering to him a stern rebuke for his conduct, asked him why he had gone on such a dangerous business. Nelson informed him that he was anxious to procure a bear skin to bring home as a present to his father!

#### EXERCISE CXX.

Burchell, the South African traveller, was one day travelling with a caravan along the bank of a river which was densely fringed with tall grasses and mat-rushes, when his dogs began barking loudly at some concealed object. In a minute or two, roused by the tumult, a lion and lioness broke out into the open. The latter immediately took to flight among the reeds, but the lion, an enormous animal, with a full black mane, advanced a step or two, and then stood still, gazing calmly, as if to say, "Who are you that have dared to intrude on my royal privacy?" Some of the party were unarmed, and to them the lion's glowing eye was a thing of fear; others, who had weapons, put their fingers on the triggers, ready to fire; and Burchell himself held his pistols in the same manner. At this moment the dogs rushed forward and barked around him. Two of them ventured too



near the destroyer, who slightly lifted his paw, and, lo! they were dead. So quickly was it done, that Burchell had only time to mark the result. The men immediately fired, a ball entered the lion's side; but though the blood began to flow, he still preserved his attitude of half scornful, half curious immobility. They then expected that he would certainly spring, and Burchell raised his pistols; but, to their surprise, and not a little to their relief, he wheeled himself round, and grandly marched away.

## EXERCISE CXXI.

Oft has it been my lot to mark  
 A proud, conceited, talking spark,  
 With eyes that hardly served at most  
 To guard their master 'gainst a post.  
 Yet round the world the blade has been,  
 To see whatever could be seen;  
 Returning from his finished tour,  
 Grown ten times perter than before;  
 Whatever word you chanced to drop,  
 The travelled fool your mouth will stop:  
 "Sir, if my judgment you'll allow,  
 I've seen, and sure I ought to know;"  
 So begs you'll pay a due submission,  
 And acquiesce in his decision.  
 Two travellers of such a cast,  
 As o'er Arabia's wilds they passed,  
 And on their way in friendly chat  
 Now talked of this and then of that;  
 Discoursed a while, 'mong other matter,  
 Of the chameleon's form and nature.  
 "A stranger animal," cries one,  
 "Sure never lived beneath the sun:  
 A lizard's body lean and long,  
 A fish's head, a serpent's tongue,  
 Its foot with triple claw disjoined;  
 And what a length of tail behind!  
 How slow its pace! and then its hue—  
 Who ever saw so fine a blue?"  
 "Hold there," the other quick replies,  
 "'Tis green, I saw it with these eyes,

As late with open mouth it lay,  
 And warmed it in the sunny ray;  
 Stretched at its ease the beast I viewed,  
 And saw it eat the air for food."  
 "I've seen it, sir, as well as you,  
 And must again affirm it blue,  
 At leisure I the beast surveyed  
 Extended in the cooling shade."  
 "'Tis green, 'tis green, sir, I assure ye"—  
 "Green!" cried the other in a fury,  
 "Why, sir, d'ye think I've lost my eyes?"  
 "'Twere no great loss," the friend replies,  
 "For if they always serve you thus,  
 You'll find 'em but of little use."  
 So high at last the contest rose,  
 From words they almost came to blows;  
 When luckily came by a third—  
 To him the question they referred;  
 And begged he'd tell 'em if he knew,  
 Whether the thing was green or blue.  
 "Sirs," cried the umpire, "cease your pother,  
 The creature's neither one nor t'other.  
 I caught the animal last night,  
 And viewed it o'er by candle-light;  
 I marked it well, 'twas black as jet—  
 You stare, but, sirs, I've got it yet,  
 And can produce it." "Pray, sir, do;  
 I'll lay my life the thing is blue."  
 "And I'll be sworn, that when you've seen  
 The reptile, you'll pronounce him green."  
 "Well, then, at once to end the doubt,"  
 The man replied, "I'll turn him out;  
 And when before your eyes I've set him,  
 If you don't find him black, I'll eat him,"  
 He said; then full before their sight  
 Produced the beast, and lo!—'twas white.

## EXERCISE CXXII.

The last wolves known to have existed in Scotland had their den in a deep sandy ravine under the knock of Bre-Moray, a

lofty mountain in the upper part of Elginshire. Two brothers, residing at the little village of Falkirk, boldly undertook to watch one day until the old ones had gone forth in quest of food, and then to kill their young; and as every peasant had suffered more or less from their depredations, the excitement to learn the result of so perilous an enterprise was universal. Having seen the parent animals quit their covert, the one brother stationed himself as a sentinel to give the alarm in case the wolves returned, while the other threw off his plaid, and, armed with his dirk alone, crawled in to despatch the cubs. He had not been long in the den when the watchman descried the wolves stealing back to the ravine. A sudden panic seized the wretched man; he fled without giving the promised warning, and never paused till he crossed the Divie, two miles off. There, conscience-stricken for his cowardice, he wounded himself in various places with his dirk; and on reaching Falkirk, asserted that the wolves had surprised them in the den, that his brother was killed, and that it was with extreme difficulty he, wounded as he was, had effected his escape. A shout of vengeance rent the air; and the villagers, laying their hands on the nearest weapons, set off in a body to recover, at all hazards, the mutilated remains of their friend. What, then, was their astonishment, when, on reaching the hill of Bogney, they beheld the mangled and bleeding form of him whom they supposed dead dragging himself towards them. For a moment they thought it was a ghost, and dreaded to approach him; but some of the boldest recovered from their momentary fright, and lent him the assistance the poor creature stood in need of. His story was soon told. After killing the cubs, he was in the act of making his way from the den, when the mouth of the hole was darkened, and the she-wolf threw herself upon him. With one lucky thrust of his dirk he despatched her at once; but his struggle with her mate was longer and more severe. Fortunately, the body of the brute he had killed afforded some protection, and after receiving several wounds, he succeeded in driving his knife into the heart of his ferocious assailant. The indignation of the people against the dastard who had abandoned his brother to what seemed certain death, and had then endeavoured by falsehood to conceal his guilt, was unbounded. They dragged him before the laird, who, on hearing the case, assumed, as was not unusual in those rude days, the function of a judge, and ordered the criminal to

er,  
had their  
Moray, a

be hanged on the summit of the highest hill, a sentence that was immediately and willingly carried into execution.

## EXERCISE CXXIII.

The sky is blue, the sward is green,  
The leaf upon the bough is seen :  
The wind comes from the balmy west,  
The little songster builds its nest ;  
The bee hums on from flower to flower,  
Till twilight's dim and dusky hour :  
The joyous year arrives ; but when  
Shall by-past times come back again ?

I think on childhood's glowing years,  
How soft, how bright, the scene appears !  
How calm, how cloudless, passed away  
The long, long, summer holiday !  
I may not muse, I must not dream,  
Too beautiful these visions seem  
For earth and mortal man ; but when  
Shall by-past times come back again ?

I think of sunny eves so soft,  
Too deeply felt, enjoyed too oft,  
When through the balmy fields I roved  
With her, the earliest, dearest loved ;  
Around whose form I yet survey,  
In thought, the bright celestial ray  
To present scenes denied ; and when  
Will by-past times come back again ?

Alas ! the world at distance seen,  
Appeared all blissful and serene,  
An Eden, formed to tempt the foot,  
With crystal streams and golden fruit ;  
That world, when tried and trod, is found  
A rocky waste, a thorny ground !  
We then revert to youth ; but when  
Shall by-past times come back again ?

(c.) Expand the Passages in the following Exercises, expressing the ideas in Sentences of your own Arrangement and Construction :—

EXAMPLE.

Without law there is no security, no abundance, no certain subsistence; and the only equality in such a condition, is an equality of misery.

*In a country where there is no law, there is no security for life or property, no abundance of the necessaries or the luxuries of life, no certain subsistence for the inhabitants; and the only equality that can exist in such a condition of society, is an equality of misery, where all classes are exposed to the risks and dangers incident to a state of anarchy.*

EXERCISE CXXIV.

1. To estimate the benefit of the laws, it is only necessary to consider the condition of savages. They struggle against famine. Rivalry for the means of subsistence produces among them cruel wars. The gentlest sentiments of our nature are destroyed from the fear of famine.

2. I dare do all that may become a man;  
Who dares do more

3. It is not that my friend  
That bids the sinner sin;  
It is not grief that kills  
It is, that I am all alone.

EXERCISE CXXV.

Lo, the lilies of the field,  
How their leaves instruction yield!  
Hark to nature's lesson, given  
By the blessed birds of heaven!  
Every bush and tufted tree  
Warbles sweet philosophy:  
"Mortal, fly from doubt and sorrow,  
God provideth for the morrow.

Say, with richer crimson glows  
The kingly mantle than the rose?  
Say, have kings more wholesome fare  
Than we, citizens of air?  
Barns nor hoarded grain have we,  
Yet we carol merrily.  
Mortal, fly from doubt and sorrow,  
God provideth for the morrow!"

## EXERCISE CXXVI.

A shepherd in the county of Norfolk had a favourite dog, which had been his faithful companion for many years. One day this shepherd went to remove a flock of sheep from one field to another. They had to pass by a gap in the hedge, where the shepherd told his faithful servant to watch, saying, "You stand there, Jack." After the man had led his sheep to their new fold, he went about other work, and thought no more about the dog until the evening; but then he could not be found. The next day the shepherd remembered what he had told the dog to do the day before. He immediately set out to the place where he had left him, and to his delight found him at his post of duty. The poor animal was much pleased to see his master, but he never once sought to move from his post until he was called.

## EXERCISE CXXVII.

1. The man who acts sincerely, has the easiest task in the world; he follows nature, and has no need to invent pretences beforehand, or to make excuses afterwards, for any thing he has said or done.

2. A brute arrives at a point of perfection that he can never pass; in a few years he has all the endowments he is capable of; and were he to live ten thousand more, would be the same thing he is at present.

3. Oh, it is excellent  
To have a giant's strength; but tyrannous  
To use it like a giant.

4. Will fortune never come with both hands full  
 But write her fair words still in foulest letters?  
 She either gives a stomach, and no food—  
 Such are the poor in health; or else a feast,  
 And takes away the stomach—such are the rich,  
 That have abundance, and enjoy it not.

## EXERCISE CXXVIII.

All hail! thou noble land,  
 Our fathers' native soil;  
 O stretch thy mighty hand,  
 Gigantic grown by toil,  
 O'er the vast Atlantic wave to our shore;  
 For thou, with magic might,  
 Canst reach to where the light  
 Of Phœbus travels bright  
 The world o'er!

Though ages long have passed,  
 Since our fathers left their home,  
 Their pilot in the blast  
 O'er untravelled seas to roam,—  
 Yet lives the blood of England in our veins!  
 And shall we not proclaim  
 That blood of honest fame,  
 Which no tyranny can tame  
 By its chains?

While the language free and bold  
 Which the bard of Avon sung,  
 In which our Milton told  
 How the vault of heaven rung,  
 When Satan, blasted, fell with his host;  
 While this, with reverence meet,  
 Ten thousand echoes greet,  
 From rock to rock repeat  
 Round our coast;

While the manners, while the arts,  
 That mould a nation's soul,  
 Still cling around our hearts,  
 Between let ocean roll,

Our joint communion breaking with the sun ;  
Yet still from either beach  
The voice of blood shall reach  
More audible than speech,  
“ We are one ! ”

50. **Paraphrasing**, strictly considered, consists in expressing the meaning of a given passage in different but *equivalent* words. It closely resembles translation from one language to another, where every word in the one language is rendered by its equivalent in the other. There is, however, this difference between paraphrasing and translation, that, in the latter, you have the power of choosing the very best equivalent which the language affords to express the meaning, while in the former, the author, whose writing is to be paraphrased, has himself selected the fittest words to convey his meaning, and the paraphraser has to content himself with the most suitable equivalents he can find. As an exercise in Composition, accordingly, paraphrasing bears no comparison in value with translation ; but as translation is not attainable in all schools, we must make the nearest approach to it we can, and this can be done by paraphrase.

But whilst paraphrasing thus consists in expressing the meaning of a given passage in different but equivalent words, it is not necessary that the structure of the sentences in the paraphrased passage should remain the same as in the original. Simple sentences may be changed into Compound or Complex. The Active voice may be substituted for the Passive, and the Passive for the Active. Figurative language may be expressed in literal language, etc.

The chief thing to be attended to is to obtain full understanding of the exact meaning of the passage as a whole, and in its detailed parts, to observe carefully what parts are prominent, and which are less important, and then to express the meaning in words different from the original, taking care neither to expand nor contract



the passage unnecessarily, and specially to maintain in the paraphrase the balance that obtains in the original.

EXAMPLES.

1. Providence never intended that any state here should be either completely happy, or entirely miserable.

God never designed that any condition in this life should be either altogether fortunate, or completely wretched. *Or,*

It was never the will of God that men should enjoy in this life absolute felicity or misery.

2. Age, that lessens the enjoyment of life, increases our desire of living.

Advancing years diminish our relish of existence, but intensify our eagerness to live. *Or,*

As we advance in years, we lose our pleasure in the enjoyments of life, but the desire of living grows upon us.

3. Duncan is in his grave ;  
 After life's fitful fever, he sleeps well ;  
 Treason has done his worst ; nor steel, nor poison,  
 Malice domestic, foreign levy, nothing  
 Can touch him further.

Duncan has been laid in the tomb ; after all the troubles of life he enjoys perfect rest. Treachery has run its full course ; henceforward he has nothing to fear from the sword, poison, civil broils, or the threats of foreign invasion.

Paraphrase the passages in the following Exercises :—

EXERCISE CXXIX.

Greatness confers no exemption from the cares and sorrows of life ; its share of them frequently bears a melancholy proportion to its exaltation.

To make a proper use of that short and uncertain portion of time allotted to us in our mortal pilgrimage, is a proof of wisdom; to use it with economy, and dispose of it with care, discovers prudence and discretion.

The darts of adverse fortune are always levelled at our heads. Some reach us, and some fly to wound our neighbours. Let us therefore impose an equal temper on our minds, and pay without murmuring the tribute which we owe to humanity.

Parent of nature ! Master of the world !  
 Where'er thy providence directs, behold  
 My steps with cheerful resignation turn.  
 Fate leads the willing, drags the backward on ;  
 Why should I grieve, when grieving I must bear ;  
 Or take with guilt, what guiltless I might share !

#### EXERCISE CXXX.

The sun, with all its attendant planets, is but a very little part of the grand machine of the universe.

Irresolution on the schemes of life which offer themselves to our choice, and inconstancy in pursuing them, are the greatest and most universal causes of all our disquiet and unhappiness.

The duties required of man are such as human nature does not willingly perform, and such as those are inclined to delay who yet intend some time to fulfil them.

Such is the emptiness of human enjoyment, that we are always impatient of the present. Attainment is followed by neglect, and possession by disgust.

Happy the man who sees a God employed  
 In all the good and ill that chequer life !  
 Resolving all events, with their effects  
 And manifold results, into the will  
 And arbitration wise of the Supreme.

The bell strikes one. We take no note of time,  
 But from its loss. To give it then a tongue  
 Is wise in man.

EXERCISE CXXXI.

The hope of immortality has been common to all the nations of the earth. It is encouraged by the instincts of nature, and supported by the deductions of reason.

From the right exercise of our intellectual powers arises one of the chief sources of our happiness. The light of the sun is not so pleasant to the eye, as the light of knowledge to the mind. The gratifications of sense yield but a delusive charm compared with the intellectual joys of which we are susceptible.

This England never did, nor never shall,  
Lie at the proud foot of a conqueror,  
But when it first did help to wound itself.  
Now these her princes are come home again,\*  
Come the three corners of the world in arms,  
And we shall shock them : naught shall make us rue,  
If England to itself do rest but true.

EXERCISE CXXXII.

As Providence has made the human soul an active being, always impatient for novelty, and struggling for something yet unenjoyed with unwearied progression, the world seems to have been eminently adapted to this disposition of the mind ; it is formed to raise expectations by constant vicissitudes, and to obviate satiety by perpetual change. Wherever we turn our eyes, we find something to revive our curiosity, and engage our attention. In the dusk of the morning we watch the rising of the sun, and see the day diversify the clouds, and open new prospects in its gradual advance. After a few hours, we see the shades lengthen, and the light decline, till the sky is resigned to a multitude of shining orbs different from each other in magnitude and splendour. The earth varies its appearance as we move upon it ; the woods offer their shades, and the fields their harvests ; the hill flatters with an extensive view, and the valley invites with shelter, fragrance, and flowers.

\* *i.e.*, Now *that* her princes are come home again, let the three corners, etc.

## EXERCISE CXXXIII.

The whole of the cultivable soil of Egypt, with the exception of the oases of the desert, consists of the meadow-lands on either bank of the Nile. It has been renowned for its fertility from the earliest ages, and was long rightly regarded as the granary of the ancient world. Even at the present day its fertility is without a parallel in any region of like extent. This fruitfulness is consequent upon the periodic inundations of the Nile. Although there is little or no rain in Egypt, there are continuous and heavy rains at the sources of the river. When the flood is at the highest, the whole valley of the Nile appears as a vast inland sea, dotted with towns and villages, and scattered mounds, barely emerging from the surface. At this season all communication has to be maintained by boats, save where, between places of importance, a few viaducts have been raised. The cultivators of Egypt do not require to limit their labours to the production of a single crop; in lands advantageously situated, as many as three crops are annually raised by means of artificial irrigation.

## EXERCISE CXXXIV.

The towers of heaven are filled  
 With armed watch, that renders all access  
 Impregnable; oft on the bordering deep  
 Encamp their legions; or, with obscure wing,  
 Scout far and wide into the realms of night,  
 Scorning surprise. Or could we break our way  
 By force, and at our feet all hell should rise  
 With blackest insurrection, to confound  
 Heaven's purest light; yet our great enemy,  
 All incorruptible, would on his throne  
 Sit unpolluted; and the ethereal mould,  
 Incapable of stain, would soon expel  
 Her mischief, and purge off the baser fire,  
 Victorious. Thus repulsed, our final hope  
 Is flat despair; we must exasperate  
 The Almighty victor to spend all his rage,  
 And that must end us; that must be our cure,  
 To be no more. Sad cure! for who would lose,  
 Though full of pain, this intellectual being,

Those thoughts that wander through eternity,  
To perish rather, swallowed up and lost,  
In the wide womb of uncreated night,  
Devoid of sense and motion ?

## EXERCISE CXXXV.

He is the freeman whom the truth makes free,  
And all are slaves besides. There's not a chain  
That hellish foes, confederate for his harm,  
Can wind around him, but he casts it off  
With as much ease as Samson his green withes.  
He looks abroad into the varied field  
Of nature, and, though poor perhaps, compared  
With those whose mansions glitter in his sight,  
Calls the delightful scenery all his own :  
His are the mountains, and the valleys his,  
And the resplendent rivers. His to enjoy  
With a propriety that none can feel,  
But who, with filial confidence inspired,  
Can lift to heaven an unpresumptuous eye,  
And smiling say—"My father made them all."\*

\* Exercises, similar to those in this Chapter, can be formed from the ordinary reading books used in school.

## CHAPTER VII.

### NARRATIVE COMPOSITION.

51. In order to reduce to practice the principles expounded and illustrated in the preceding chapter, the pupil must now engage in **Original Composition**. The simplest form of **Original Composition**, and with that, accordingly, we shall commence, is the **Narrative Form**.

52. **Narrative Composition**, as its name implies, deals mainly with incidents or stories, biographies, historical events, the history of the arts and sciences, etc. In treating all such subjects the pupil must take care to preserve the due order of time, and to give to each part space proportioned to its importance. In no one point is the young composer more apt to err than in failing to preserve a proper balance between the different parts of an essay. A very common mistake consists in giving too much space to the commencement of the essay, leaving, on the other hand, too little for the conclusion. To obviate this, the pupil should be required to frame a scheme of the subject which he intends to handle, in which the leading points to be touched upon are arranged in logical order.

53. To enable the pupil to form such a scheme, he should be required to analyse a given story, historical event, or memoir, into its elements, to observe the order in which the several parts are treated, and particularly to notice the amount of space allotted to each, and to point out the portions which might be omitted without injury to the sense. This analytic process, if

judiciously gone about, will form the best possible preparative for the synthetic or constructive.

54. In this chapter, accordingly, we shall give three sets of exercises:—

1. Analytic Exercises, in which the pupil is required to resolve a given Narrative into Heads.

2. Synthetic or Constructive Exercises, in which the pupil is required to combine given Heads into a continuous Narrative.

3. Exercises in Original Composition, in which the pupil is required to write a continuous Narrative on a given subject.

55. Resolve the following narratives into appropriate heads:—

#### EXAMPLE I.

##### FABRICIUS AND THE PHYSICIAN OF PYRRHUS.

When Pyrrhus, king of Epire, had made war on the Romans, and when he and the Roman army were distant from each other only a few miles, the physician of Pyrrhus came by night into the camp of Fabricius, promising to cut off the king by poison, if a reward should be given to him proportioned to the magnitude of the service. Fabricius immediately caused him to be carried back to Pyrrhus, saying that it was disgraceful to contend with an enemy by poison, and not by arms. On this the king is reported to have said, "The sun can more easily be diverted from his course than Fabricius be seduced from the path of honour."

#### HEADS.

1. Occasion of the incident—war between Pyrrhus and the Romans.
2. Conduct of the physician of Pyrrhus.
3. His reception by Fabricius.
4. Remark of Pyrrhus on the conduct of Fabricius.

## EXAMPLE II.

## ANECDOTE OF ARISTIPPUS.

The father of a family came one day to Aristippus, the philosopher, and asked him to undertake the education of his son. The philosopher demanding five hundred drachmas as a fee, the father, who was a very covetous man, was frightened at the price, and told the philosopher that he could purchase a slave for less money. "Do so," said Aristippus, "and then you will have two."

## HEADS.

1. Occasion of the incident, a father treating with Aristippus for the education of his son.
2. The fee demanded frightened the covetous father.
3. The retort of Aristippus on the father remarking that a slave could be purchased for a smaller sum than the fee asked.

## EXAMPLE III.

## THE APOSTLE PAUL.

Paul, the great apostle of the Gentiles, was a native of Tarsus, the capital of Cilicia. He received his education in Jerusalem, where he was trained in all the tenets of the Jewish religion by Gamaliel, the most famous teacher of that time. When a young man, he was a bitter persecutor of the Christians, and exceeded all his contemporaries in the zeal he displayed for the religion of his fathers, and the bitterness with which he regarded the professors of the new faith. While on a journey to Damascus on an errand of persecution, he was miraculously converted, and at once became a most earnest preacher of the faith which he formerly destroyed. His zeal and earnestness procured him many enemies, nor were these confined to the unbelieving Jews. Many of the Christian Jews regarded him with suspicion, because he boldly preached the admission of the Gentiles to the Christian Church on equal terms with the Jews. After planting the standard of the cross in many parts of Asia



Minor, and along the Grecian shores of the Archipelago, he was arrested and sent a prisoner to Rome, where, after long imprisonment, he suffered martyrdom in the reign of the Emperor Nero. He was distinguished above all the apostles for his zeal, unwearied energy in the cause of the gospel, and the manifold labours he cheerfully undertook in his efforts to Christianize the world.

## HEADS.

1. Birth and education of the apostle.
2. In early life a persecutor of the Christians.
3. His conversion on a journey to Damascus.
4. His labours in the cause of the gospel.
5. His death in the reign of Nero.
6. His character.

## EXERCISE CXXXVI.

## THE SICK LION, THE WOLF, AND THE FOX.

A lion, having surfeited himself with feasting, was seized with a dangerous disorder. The beasts of the forest flocked in great numbers to express their concern on the occasion, and scarcely one was absent except the fox. The wolf, an ill-natured and malicious animal, embraced this opportunity to accuse him of disrespect and disloyalty to his majesty, so that the lion's wrath was beginning to kindle. At this moment the fox happened to arrive, and discovered what had been going on from having heard a part of the wolf's discourse. He therefore cunningly excused himself in the following manner: "Some people," said he, "may pretend great affection for your majesty, and think they do you a service by idle words. For my part, I have been unable to present myself sooner on account of my endeavours to find a cure for your trouble. I have consulted every physician I could find, and they all agree that the only remedy is a plaster made of part of a wolf's skin, and applied to your majesty's stomach." It was immediately agreed that the experiment should be made, and the unfortunate wolf accordingly fell a victim to his own malicious

intention. We may learn from this, that if we would be safe from harm ourselves, we should never meditate mischief against others.

## EXERCISE CXXXVII.

## THE SUN AND THE WIND.

The sun and the wind laid a wager as to which of them would first cause a traveller to lay aside his greatcoat. The wind commenced the trial, but the harder it blew, the tighter did the traveller grasp his greatcoat about him. After many trials, the wind gave up the contest in despair. Thereupon the sun peeped gently from behind a cloud, and threw its genial rays upon the weary traveller. With no noise, with no shock, the sun continued to shine, and the traveller was compelled to undo first one button, and then another; and at last, feeling oppressed by the heat, he threw aside his greatcoat altogether. Gentleness is more powerful than force. The meek shall inherit the earth. ...

## EXERCISE CXXXVIII.

## SYMPATHY OF AUGUSTUS CÆSAR.

When Augustus Cæsar was supping with Vedius Pollio, one of the slaves broke a crystal vessel. Vedius immediately ordered him to be put to death; nor was he to die by a common death, for he ordered him to be thrown into a fish pond full of lampreys. The boy, terrified, fled to the feet of Cæsar for protection. The emperor, shocked at the barbarous order of his host, commanded that the boy should be set at liberty, that all the crystal vessels should be broken, and the fish pond filled up. "What!" said he, "because your vessel has been broken, shall, therefore, the bowels of a human creature be torn to pieces."

## EXERCISE CXXXIX.

## THE LION AND THE WILD BOAR.

In time of summer, when animals are plagued with thirst, a lion and a wild boar came to a little spring to drink. But a dispute having arisen which of them should drink first, and a desperate fight ensuing, the affair seemed likely to end in murder.

After they had fought a considerable time, stopping for a short space in order to take breath, they spied some vultures waiting to devour the one which should first fall. This circumstance induced them to dismiss their enmity, saying, "It is better for us to become friends, than to be a prey to vultures and crows." The fable shows that it is better to put an end to strife and contention than to carry them to the point of involving all the parties in disgrace and ruin.

## EXERCISE CXL.

## THE LITTLE BOY IN THE BOAT.

Last autumn a terrible tempest raged round the islands of Ré and Oleron on the west coast of France. A boat was sailing some twenty miles from the shore when it was overtaken by the storm. The waves swept the deck, and one of them carried off the captain, who had his son, a little boy of twelve, on board. The boy, overcome with grief, and expecting that he in his turn would soon be swept overboard, crept along the deck, and descended into the cabin, the hatches of which closed over him. The sea, in its fury, broke down the bulwarks, tore the sails, and threw the vessel on its side. Suddenly a cry of agony reached the boy. He shuddered and ran upon the deck. Silence had succeeded to the cries; he looked around. The whole of the crew had disappeared, and he was alone in the ship. Despair gave him strength; he seized the helm and steered towards land. Thus the night passed away, and the boat still drifted landward. At last he could distinguish the outline of the shore, and fearing lest his boat should be dashed upon the rocks, he showed a flag of distress. This was fortunately perceived from the shore, when at once the life-boat was manned, and the brave little fellow was rescued from his perilous position.

## EXERCISE CXLI.

## CLEMENCY OF ALEXANDER THE GREAT.

After the defeat of Darius, Alexander the Great was so far from abusing his victory, that he would not suffer the least outrage to be offered to the vanquished. By his clemency and moderation, he gained to himself universal admiration and

praise. When Sysigambis, the mother of Darius, was introduced into his presence, she thus addressed him: "You deserve that we should offer the same prayers in your behalf which we have been wont to offer for Darius. Of this you are worthy, who surpass the king, not only in good fortune, but also in equity. You call me mother; you call me queen; but I own myself your servant. I have already reached the summit of that fortune which is past, and can bear the yoke of that which now is. It is in your power to exercise clemency or cruelty." Alexander at once told her to be of good cheer and to fear nothing. He then took the son of Darius in his arms, and the boy, nowise frightened at the sight of Alexander, whom he had never seen before, clasped his neck with his little hands. The king, struck with the composure of the child, said to an officer who accompanied him, "I wish that his father had imbibed a little of his son's disposition."

#### EXERCISE CXLII.

##### THE EARL AND THE FARMER.

A farmer called on the Earl Fitzwilliam to represent to him that his crop of wheat had been seriously injured in a field adjoining a certain wood where his lordship's hounds had, during the winter, frequently met to hunt. He stated that the young wheat had been so cut up and destroyed, that, in some parts, he could not hope for any produce. "Well, my friend," said his lordship, "I am aware that we have frequently met in that field, and that we have done considerable injury. If you can procure an estimate of the loss you have sustained, I will repay you." The farmer replied that, anticipating his lordship's consideration and kindness, he had requested a friend to assist him in estimating the damage; and they thought that, as the crop seemed quite destroyed, £50 would not more than repay him. The earl immediately gave him the money. As the harvest, however, approached, the wheat grew, and in those parts of the field which were most trampled, the corn was strongest and most luxuriant. The farmer went again to his lordship, and being introduced, said, "I have come, my lord, respecting the field of wheat adjoining such a wood." His lordship immediately recollected the circumstance. "Well, my friend, did I not allow you sufficient

to remunerate you for your loss?" "Yes, my lord; but I find that I have sustained no loss at all; for where the horses had most cut up the land, the crop is most promising. I have, therefore, brought back the £50." "Ah!" exclaimed the venerable earl, "this is what I like; this is as it should be between man and man." He then went into another room, and returning with a cheque for £100, presented it to the farmer, saying, "Take care of this; and when your eldest son is of age, present it to him, and tell him the occasion that produced it."

## EXERCISE CLXIII.

## NOBLE REVENGE.

A young officer had so forgotten himself in a moment of irritation, as to strike a private soldier, full of personal dignity, and distinguished for his courage. The inexorable laws of military discipline forbade to the injured soldier any practical redress, he could look for no retaliation by acts. Words only were at his command, and in a tumult of indignation, as he turned away, the soldier said to his officer that he "would make him repent it." This, wearing the shape of a menace, naturally rekindled the officer's anger, and intercepted any disposition which might be rising within him toward a sentiment of remorse; and the irritation between the two young men grew hotter than before. Some weeks after this, a partial action took place with the enemy. Suppose yourself a spectator, and looking down into a valley occupied by the two armies. They are facing each other, you see, in martial array. But it is no more than a skirmish that is going on; in the course of which, however, an occasion suddenly arises for a desperate service. A redoubt, which has fallen into the enemy's hands, must be recaptured at any price, and under circumstances of all but hopeless difficulty. A strong party has volunteered for the service; there is a cry for somebody to head them; you see a soldier step out from the ranks to assume this dangerous leadership; the party moves rapidly forward; in a few minutes it is swallowed up from your eyes in clouds of smoke; for one half hour, from behind these clouds, you receive hieroglyphic reports of bloody strife, fierce repeating signals, flashes from the guns, rolling musketry, and exulting hurrahs advancing or receding, slackening or redoubling. At

length all is over; the redoubt has been recovered; that which was lost is found again; the jewel which had been made captive is ransomed with blood, crimsoned with glorious gore; the wreck of the conquering party is relieved, and at liberty to return. From the river you see it ascending. The plume-crested officer in command rushes forward, with his left hand raising his hat in homage to the blackened fragments of what once was a flag, whilst with his right hand he seizes that of the leader, though no more than a private from the ranks. *That* perplexes you not; mystery you see none in *that*. For distinctions of order perish, ranks are confounded; "high and low" are words without a meaning, and to wreck goes every notion or feeling that divides the noble from the noble, the brave man from the brave. But wherefore is it that now, when suddenly they wheel into mutual recognition, suddenly they pause? This soldier, this officer, who are they? O reader! once before they had stood face to face, the soldier that was struck, the officer that struck him, once again they are meeting; and the gaze of armies is upon them. If for a moment doubt divides them, in a moment the doubt has perished, one glance exchanged between them publishes the forgiveness that is sealed for ever. As one who has recovered a brother whom he has accounted dead, the officer sprang forward, threw his arms round the neck of the soldier, and kissed him as if he were some martyr glorified by that shadow of death from which he was returning; whilst, on his part, the soldier, stepping back, and carrying his open hand through the beautiful motions of the military salute to a superior, makes this immortal answer, that answer which shut up for ever the memory of the indignity offered to him, even while for the last time alluding to it: "Sir," he said, "I told you before that I would make you repent it."

56. In forming a continuous narrative from given heads, it is evident that the heads must contain the whole material of the narrative, or, where this is not the case, the pupil must be made acquainted, either orally or by reading, with the substance of the narrative. Mere heads can simply serve as fingerposts to guide the learner in regard to the order which he is to follow. In the Exercises that follow we shall give specimens of each

kind, and in regard to the latter class, the teacher must ascertain, before commencing work, that the scholars are acquainted with the substance of the incident, story, or fable, as the case may be. As it is manifest that Exercises of the description that follow can be multiplied by the teacher to any extent from the reading books used in school, we shall content ourselves with a limited selection of examples.

57. Combine the following Heads into Continuous Narratives:—

#### EXAMPLE I.

##### HUMANITY.

##### HEADS.

King Alfred was hiding at Athelney from the Danes.

A beggar came requesting alms.

The queen told him they had only one small loaf, and that they had little hope of obtaining any fresh supply.

Alfred ordered her to give the beggar half the loaf, saying that He who fed the five thousand could feed them.

The beggar was relieved, and the king's friends soon brought him a large store.

##### NARRATIVE.

During the retreat of King Alfred at Athelney, in *Somersetshire*, where he was obliged to take refuge from the Danes, the following circumstance happened, which shows the extremities to which that great man was reduced, and gives a striking proof of his pious and benevolent disposition. A beggar came to his little castle, and requested alms. The queen informed him that they had only one small loaf remaining, which was insufficient for themselves and their friends, and that they had little hope of obtaining any fresh supply. But the king said, "Give the poor *Christian* one half of the loaf. He that could feed five thousand with five loaves and two fishes, can certainly

make that half of the loaf more than suffice for our necessities." Accordingly, the poor man was relieved; and this noble act of charity was soon recompensed by a providential store of fresh provisions, which his friends brought him.

*N.B.*—On comparing this narrative with the given heads, it will be seen that several expressions occur, which the heads only very remotely suggest. These expressions we have put in *Italics*: we have put them into the narrative on purpose that the pupil may see that, in constructing a narrative, he is at liberty to throw in any touches which are in keeping with the general gist of the story.

## EXAMPLE II.

### THE HUNGRY FOX.

#### HEADS.

The fox—bread and meat—hollow tree—goes in—eats—cannot get out—another fox passes by—his remark:—moral.

#### NARRATIVE.

A hungry fox, seeing some bread and meat, which had been left by shepherds in the hollow of a tree, went in and ate them; but, his belly being swollen, and being unable to get out, he began to groan and lament his condition. Another fox, that chanced to be passing by, hearing his groans, came up and asked him the cause. Having learned what had happened, he said, "You must remain there till you become such as you were when you entered, and then you will easily get out." The fable teaches us that time removes difficulties.

*N.B.*—The heads in the foregoing example would hardly furnish, by themselves, sufficient material to a beginner for the construction of the fable. In addition to the given heads, he would require to have the substance of the fable narrated to him.



## EXAMPLE III.

## LIFE OF HANNIBAL.

## HEADS.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Birth and early life in Spain. | 4. His defeat at Zama. |
| 2. Invasion of Italy.             | 5. His exile and death |
| 3. His recall from Italy.         | 6. His character.      |

## NARRATIVE.

Hannibal, son of Hamilcar, was born at Carthage, B.C. 247. He passed into Spain when nine years old, and, at the request of his father, took a solemn oath never to be at peace with the Romans. After his father's death he was made master of the horse in Spain, and in his twenty-fifth year was made commander-in-chief of all the Carthaginian armies. In three years he subdued all the nations in Spain opposed to Carthage, and took Saguntum after a siege of eight months. This was the cause of the second Punic war. Having resolved to carry the war into Italy, Hannibal levied a large army, and crossing the Alps, deemed hitherto almost inaccessible, he descended like an avalanche into the fertile plains of that country. After gaining many victories, he inflicted an almost crushing blow on the Romans at Cannæ—a victory which proved his ruin. Instead of marching straight on Rome, he lingered in Capua, where his soldiers became enervated. The Senate, in the meantime, formed the daring resolution of invading Africa, and after some time Hannibal was recalled to defend his native soil. He was utterly defeated at the great battle of Zama, and, dreading the enmity of his countrymen, went into voluntary exile. After wandering from court to court, he killed himself by poison, in the seventieth year of his age. When we bear in mind the peculiar circumstances in which Hannibal was placed, we cannot fail to regard him as one of the greatest generals of antiquity. He never enjoyed the full confidence of the home government, and was obliged to depend largely on the aid of mercenaries; yet, in spite

of these disadvantages, he continued for a period of more than fifteen years to withstand all the power of Rome.

*N.B.*—In the foregoing example, the heads simply serve to guide the pupil as to the order in which he constructs the narrative. All the facts he must obtain from books.

(*a.*) In this section, the pupil can construct the narrative from the heads, which are given in full.

#### EXERCISE CXLIV.

##### SIR PHILIP SYDNEY AND THE WOUNDED SOLDIER.

1. A battle was fought at Zutphen.
2. Sir Philip Sydney in the battle displayed the most undaunted courage—two horses killed under him—mounting a third—bone of his thigh broken by a musket shot—returned to the camp—faint and thirsty—called for water—brought to him.
3. Putting the vessel to his mouth—a wounded soldier carried past—looked wistfully at the water—Sydney at once handed the water to the soldier, saying, “Thy necessity is greater than mine.”

#### EXERCISE CXLV.

##### KING FREDERICK AND HIS PAGE.

1. Frederick—King of Prussia—rang his bell—no answer—opened door—found page asleep. Advancing to waken him—saw letter hanging from his pocket—curiosity—read it—from his mother—thanking him for sending her part of his wages—saying that God would reward him.
2. King put back letter—retired softly—took a bag full of ducats—returned—slipped bag into pocket.
3. Retiring—bell rung violently—page appeared—king rallied him on having been asleep—the lad confused—put his hand in pocket—found ducats—changed colour—wept—speechless. King asked cause—“Some one seeks my ruin”—“I know nothing of these ducats.” King explains—“God often does great things for us in our sleep,” told him to send the money to his mother—he would take care of both.

## EXERCISE CXLVL

## THE TURNIP.

1. Poor working-man—large turnip in garden—wonder of everybody—took it as present to the mayor—praised and handsomely rewarded.

2. A neighbour—rich and greedy—heard this—had many cows—took the fattest to the mayor—expecting a great reward—if so much for a turnip, how much more for a cow.

3. Mayor saw his motives—at first refused to have the cow—urged—took her—gave as a reward the turnip, which he said cost him double the price of the cow. Greed overreaches itself.

## EXERCISE CXLVII.

## ABRAHAM AND THE OLD MAN

1. Abraham sitting at his tent door, his usual habit, waiting to receive strangers, sees an old man, bent down, leaning on his staff, wearied. Took him into his tent—water for his feet—supper.

2. The old man asked no blessing, nor prayed. Being asked why, answered that he was a fire-worshipper. Abraham, angry, would not allow him to remain, sent him out into the night, unprotected.

3. God came, asked Abraham where stranger was—Abraham's explanation—God's reply—"I have suffered him these hundred years, and couldst not thou," etc.

4. Abraham immediately finds him, brings him back, and treats him hospitably. Kindness to strangers is a duty. Quote a Scripture passage to prove this.

## EXERCISE CXLVIII.

## DEATH OF GENERAL WOLFE.

All Canada was in the hands of the English, save Quebec, the capital—Quebec on the St. Lawrence—on a rock, strongly fortified by nature and art, regarded as almost impregnable. Only way of reaching it was to land on the river bank in the darkness—to clamber up the precipitous rocks, reach the plateau on

which the town stands. This enterprise very dangerous—might be discovered—might float past the only landing place, and even if landed might not be able to ascend. Fleet lay above the town—at midnight boats were lowered, glided in silence down the river. Wolfe reciting to the officers Gray's "Elegy," just then published. Troops landed, sprang up the rock, boats returned to ships for more men, as soon as they landed they also ascended, and thus by morning upwards of 4000 men stood on plateau. Montcalm, the French commander, out-generalled, resolved to fight to the last. A desperate engagement, Montcalm shot, second in command also killed. Wolfe, early shot in the wrist, but hides wound. Makes a bayonet charge—shot in breast, falls. His men push on, the enemy give way—Wolfe hears a cry, "They run." "Who run?" he asked. On being told it was the enemy, he sank down. "I die happy," were his last words. Quebec was taken, but the victory dearly bought. Great sorrow at home when the news arrived.

#### EXERCISE CXLIX.

##### SIR JOHN MOORE.

Born in Glasgow, 1761. Early joined the army as ensign to the 51st regiment of foot—regiment reduced at the peace of 1783, at the close of American war—entered Parliament, but soon rejoined the army, and served with distinction at the taking of Corsica in 1794. Returning after this to Britain, was sent to West Indies, where he met Sir Ralph Abercrombie, and under him performed many exploits, which led Abercrombie to speak of him as "the admiration of the whole army." He accompanied Abercrombie to Egypt, and took his full share in those brilliant exploits, which, in conjunction with Nelson's victory of the Nile, drove the French from Egypt. In 1808, sent to Spain to assist the Spaniards fighting against Napoleon. He tried to penetrate to Salamanca, forced to desist, commenced that wonderful retreat which terminated in the battle and victory of Corunna, where he died on the 16th of January 1809.

(b.) In the following Exercises, heads are simply given, the pupil must obtain the necessary information for the narrative from the teacher or from books.

EXERCISE CL.

THE STAG AND ITS HORNS

Stag—fountain—shadow—horns beautiful—legs long and spindly—reflections—dogs heard—flight—thicket—caught—death:—moral.

EXERCISE CLI.

THE FOX AND THE GOAT.

The thirst—the well—fox in—can't get out—goat—fox's speech—goat jumps down—fox jumps out—goat left:—moral.

EXERCISE CLII.

THE DOG AND ITS SHADOW.

Dog—flesh in mouth—wading the stream—shadow—drops flesh—catches nothing:—moral.

EXERCISE CLIII.

DOGS AND HIDES.

Dogs—hides steeping—can't reach them—try to drink up water—burst:—moral.

EXERCISE CLIV.

WASHINGTON AND CHERRY TREE.

The orchard—prized cherry tree—hatchet—tree notched—discovered—investigation—Washington's confession.

EXERCISE CLV.

THE DUKE AND THE HERD BOY.

Boy—driving cow—difficult—asks help—promises half his reward—duke helps—slinks away—sends sovereign—meets boy—offered sixpence—returns to castle—butler found cheating—dismissed—boy sent to school—educated:—moral.

## EXERCISE CLVI.

## THE SAILOR AND THE LARKS.

Sailor—long prisoner—released—London—larks in cage—buys the whole—sets them free—his reason and remark.

## EXERCISE CLVII.

## BRUCE AND THE SPIDER.

Bruce—hiding—almost despairing of success—in bed—spider—tries to reach roof—fails once, twice, twelve times—succeeds—king encouraged—one more effort—succeeds.

## EXERCISE CLVIII.

## NAPOLEON AND THE BRITISH SAILOR.

Sailor—prisoner of war—weary for home—barrel found in cove—makes boat—sails—caught—brought back—Napoleon says he must have sweetheart—sailor has mother—Napoleon pleased—liberty—money—noble mother—noble son—sailor often in want—never parted with Napoleon's gift.

## EXERCISE CLIX.

## MASSACRE OF GLENCOE.

Oath of allegiance—Macdonald of Glencoe late—takes it—Breadalbane marches into Glencoe—hospitality—treachery—massacre—universal horror.

## EXERCISE CLX.

## LIFE OF WOLSEY.

1. Birth and early training.
2. Introduction to Henry VIII. and rapid rise.
3. Opposition to Reformation.
4. Opposition to Henry in the matter of the divorce of Queen Catherine.
5. His disgrace.
6. Fall.
7. Death and character.

## EXERCISE CLXI.

## LIFE OF MOSES.

1. Birth and early training.
2. Flight from Egypt, and residence in Midian.
3. Sent back to Egypt to bring out Israelites.
4. Exodus and wanderings in wilderness.
5. Death and character.

58. As proposed, we subjoin a list of subjects, on which the pupil may be required to form continuous narratives. As the teacher's time in ordinary schools is much occupied from the great variety of branches he has to overlook, we have purposely made the list somewhat large. It is by no means exhaustive, however, and the teacher can add to it as occasion arises.

## SUBJECTS FOR NARRATIVES.

## (a.) FABLES, STORIES, ETC.

1. The Wolf and the Lamb.
2. The Fox and the Grapes.
3. The Jackdaw in Borrowed Feathers.
4. The Lion and the Mouse.
5. The Horse and the Stag.
6. The Frog and the Ox.
7. The Clown and the Gourd.
8. The Farmer and his Sons.
9. The Boys and the Frogs.
10. The Grateful Crane.
11. The Hare and the Tortoise.
12. The Town and Country Mouse.
13. The Ass in the Lion's Skin.
14. The Bears and the Bees.
15. The Frogs desiring a King.
16. Death and the Traveller.
17. Parable of Good Samaritan.
18. Parable of Prodigal Son.
19. Parable of Talents.
20. The Rich Man and Lazarus.

21. The Ewe Lamb—Nathan to David.
22. The Wicked Husbandmen.
23. Whang the Miller.
24. Alnaschar and his Day-Dreams.
25. Canute and his Courtiers.
26. Sir Ralph the Rover.
27. Sir Isaac Newton and his Dog.
28. Androcles and the Lion.
29. Mungo Park and the Desert Flower.
30. The Fisherman and the Porter.
31. Columbus and the Egg.
32. Alfred and the Cakes.

## (b) BIOGRAPHIES.

- |               |                       |
|---------------|-----------------------|
| 1. Abraham.   | 16. Wellington.       |
| 2. Joseph.    | 17. Napoleon.         |
| 3. Moses.     | 18. Miltiades.        |
| 4. Joshua.    | 19. Themistocles.     |
| 5. Gideon.    | 20. Regulus.          |
| 6. Samson.    | 21. Pompey.           |
| 7. David.     | 22. Livingstone.      |
| 8. Solomon.   | 23. Havelock.         |
| 9. Joab.      | 24. Lord Clyde.       |
| 10. Hezekiah. | 25. Byron.            |
| 11. Daniel.   | 26. Sir Walter Scott. |
| 12. Wolsey.   | 27. Campbell.         |
| 13. Raleigh.  | 28. Sir Robert Peel.  |
| 14. Blake.    | 29. Faraday.          |
| 15. Nelson.   | 30. Newton.           |

## (c) HISTORICAL SUBJECTS.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. Spanish Armada.       | 9. Bannockburn.               |
| 2. Gowrie Conspiracy.    | 10. Death of Queen Mary.      |
| 3. The Deluge.           | 11. Jesus Walking on the Sea. |
| 4. The Exodus.           | 12. Paul's Journey to Rome.   |
| 5. Crossing the Red Sea. | 13. Battle of Cannæ.          |
| 6. David and Goliath.    | 14. Defence of Thermopylæ.    |
| 7. Capture of Jericho.   | 15. Siege of Londonderry.     |
| 8. Battle of Flodden.    | 16. Relief of Lucknow.        |



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|--------------------------------------|--|
| 17. The Battle of Hastings.          | 23. Gunpowder Plot.                    |
| 18. Death of William the Conqueror.  | 24. Cæsar's Invasion of Britain.       |
| 19. Battle of Bunker's Hill.         | 25. Destruction of Jerusalem.          |
| 20. The Charge of the Light Brigade. | 26. The Signing of the Covenant, 1638. |
| 21. Sieg of Sebastopol.              | 27. The Battle of Trafalgar.           |
| 22. Luther at Diet of Worms.         | 28. The First Crusade.                 |
|                                      | 29. Solomon's Judgment.                |

## CHAPTER VIII

### DESCRIPTIVE COMPOSITION.

59. Descriptive Composition, as its name implies, is employed in describing Animals, Vegetables, Minerals, Instruments, Works of Art, Products of Manufacture, Scenes from Nature, etc.

60. We shall adopt the same plan in treating of Descriptive as we did in treating of Narrative Composition, and shall give three kinds of Exercises.

1. Analytic Exercises, in which the pupil is required to resolve a given description into heads.

2. Synthetic or Constructive Exercises, in which the pupil is required to combine given heads into a continuous description.

3. Exercises in Original Composition, in which the pupil is required to describe given objects.

61. Resolve the following Paragraphs into appropriate Heads :—

#### EXAMPLE I.

##### FLAX.

Flax is grown in Great Britain, especially in Ireland, but also to a large extent in France, Holland, Germany, Italy, Egypt, and India. The stalk is long and slender, branching at the top, and bearing several beautiful light blue flowers, about the size of a large buttercup. These are succeeded by little round pods of seed, each about as large as a garden pea, and containing several of the little flat brown seeds called *linseed*, from which we extract

oil. The stalk is not more than half as thick as a wheaten straw, but very strong, because of the tough fibres which run through it from bottom to top. These fibres, when separated from the pith which is mixed with them, and the skin which covers them, are the flax from which linen is made. In order to obtain them, the plants have to be pulled up just after they have done flowering, and dried in the sun; several bundles of them are then placed in the shallow part of a river or pond, stones or pieces of wood being placed to prevent them floating away. At other times they are simply exposed to the night dew. The moisture which they imbibe quickly causes the soft skin which covers the fibres to decay. After this process is completed, the bundles are spread out to dry, and when dried, the whole stalk can be easily rubbed to a powder, with the exception of the fibres, which are not impaired by the process. The bundles are accordingly beaten with a heavy wooden implement, or scutched, as it is called; and to remove the skin and pith broken up by this process, they are *heckled*, or drawn through a peculiar kind of iron comb. The fibres which remain after these two operations are raw flax, and are fine enough for making coarse linen cloths; but they require to be *heckled* over and over again through much finer combs, to render them suitable for the manufacturing of fine linen, lawn, or lace, all of which are made from this plant, which, with cotton, affords clothing to a large proportion of the human race.

## HEADS.

1. Flax—where grown.
2. Flax—description of plant.
3. From seeds we obtain linseed.
4. Separation of fibre from plant.
  - (a.) Plants pulled and dried.
  - (b.) Plants steeped in water.
  - (c.) Plants dried and beaten with wooden implements.
  - (d.) Plants *heckled*—explanation of process.
5. Uses of the plant.

## EXAMPLE II.

## THE BAROMETER.

The weight of the atmosphere at any place is constantly changing. Conceive a tube, of which the base is exactly an inch square, rising from the sea shore to a point in the atmosphere where the air ceases to have any apparent weight. Then fill another tube, of which the base is also an inch square, with mercury, to a height of 30 inches. Now it has been found that the weight of the column of air in the first tube is equal to that of the mercury in the second—viz., 15 pounds. The air is perhaps 50 miles high, the other only 30 inches; but the latter makes up in density what it wants in height. Hence we speak of the air exerting a pressure of 30 inches of mercury, or of 15 pounds on every square inch at the sea side. But the pressure or weight diminishes every foot we ascend from the shore into the interior. For small heights, the difference of weight may be inappreciable, but when we ascend a high hill it becomes plainly manifest. The instrument which enables us to measure the weight of the air is the *barometer*, which, in its simplest form, consists of a glass tube, closed at the one end and open at the other. When this tube is filled with mercury, and inverted into a basin also containing mercury, the weight of the air outside the tube supports the mercury inside the tube. The mercury, it is evident, will rise or fall exactly as the weight of the air increases or diminishes. As the weight of the air becomes less the higher we ascend, the fall of the mercury in the tube will enable us to ascertain the height we have reached. To the husbandman, the barometer is of considerable use as a means of indicating coming changes in the weather. Its use as a weather-glass, however, is greater to the mariner, who roams over the whole ocean, and is often under skies and in climates altogether new to him. The watchful captain of the present day, trusting to this infallible monitor, is frequently able to take in sail, and to

make ready for a storm, where in former times the dreadful visitation would have fallen upon him unprepared.

## HEADS.

1. The principle on which the barometer depends ascertained by experiment—the experiment.
2. Barometer, simple description of.
3. Law of rise or fall of mercury in tube.
4. Uses of the barometer :—
  - (a.) To the traveller.
  - (b.) To the farmer.
  - (c.) To the sailor.

## EXERCISE CLXII.

## THE PEACOCK.

Peacocks, in a wild state, though now rarely found, are sometimes seen in large flocks on the islands of Java and Ceylon. When this bird was first brought into Greece many centuries ago, the people prized it so highly, that a sum equal to fifty dollars of our money was paid for one peacock. When Alexander the Great was in India, he saw these birds flying wild, in vast numbers, and was so struck with their beauty that he ordered those who killed or disturbed one of the birds to be severely punished; and in Greece, for some time after the introduction of the bird into that country, a large price was paid for the privilege of seeing it. The peacock is among the most beautifully dressed birds in the world, and he seems to be too well aware of his beauty himself. He struts among his companions like a general at the head of his brigade. But his voice! The ravings of a screech owl are more tolerable than this music; I doubt if there is a bird on the face of the globe that could scream a more frightful solo. Nature is full of compensations—where she bestows beauty of plumage, she withholds sweetness of voice; and it will generally be found that the sweetest songsters of the grove are the most plainly dressed of all the feathered tribes.

## EXERCISE CLXIII.

## THE REINDEER.

The reindeer is an animal peculiar to cold countries, especially

Lapland. It supplies the inhabitants with almost everything which we obtain from the horse, the ox, and the sheep, and provides for the greatest part of their wants. Their skins are made into shoes, bedding, tent-covers, and dress; their horns into various kinds of vessels; their bones into knives, spoons, and needles; and their sinews into cord and thread. Very little trouble is required to keep the reindeer, as it feeds chiefly on leaves and mosses, which it seeks for itself by scraping away with its hoofs and horns the snow that generally covers the ground. It is the companion of its owner and his family; and it can perform a journey of more than a hundred miles in twenty successive hours. The female gives a rich milk, and the flesh forms excellent food. We have, in this animal, an instance of the goodness of God, who provides for the wants of the whole human family in the way best suited to the peculiar circumstances of each country.

## EXERCISE CLXIV.

## GINGER.

Ginger is the underground stem or root-stock of a dwarf plant, which, although a native of India, is now cultivated in most hot countries. When growing, it resembles a short reed, having a thin round stem, and a few grass-like leaves. The root-stock or ginger is dug up and washed; it is yellowish-white in colour, and, when dried, has a dirty-white wrinkled skin. This is sometimes scraped off, and the ginger bleached, a process which makes it beautifully smooth and white, but does not improve its quality. We get ginger from the East and West Indies, and Western Africa. It is often preserved in sugar, the root being taken up when young, and boiled in syrup. Preserved ginger is sent to us from China and the East Indies; a little also comes from the West Indies. Ginger is used to give a higher flavour and a more agreeable taste to the ordinary articles of diet than they naturally possess.

## EXERCISE CLXV.

## HEMP.

The hemp plant grows to a height of about six feet. Great quantities are produced in Russia and Poland, and also, though not to the same extent, in Prussia, Germany, Austria, Italy,

India, and the United States of America. It would be hard to say what we should do without this useful plant; for from the fibres of its stem, after they have been separated and cleaned, we make cloth for the sails of our ships, and ropes for their rigging; and although many substitutes have been proposed for it, none have been found to answer so well. In addition to sail-cloth and cordage, finer cloths and string of all kinds are made from it. Even when hempen ropes are worn out, they do not cease to be useful; for if they have been used for ships' rigging, and soaked through with the tar which has been rubbed over them as a preservative, they may be untwisted, and the tarry hemp then forms what is called *oakum*—a most useful material to the ship-carpenter, who stuffs it tightly in between the planks of ships to prevent leakage. If the ropes have not been soaked with tar, they are used for making brown paper. Coarse white paper is made from the bleached or whitened sail-cloth.

## EXERCISE CLXVI.

## COPPER.

Copper, a well-known metal, is so called from its having been first discovered, or at least wrought to any extent, in the island of Cyprus. It is of a fine red colour, and has a great deal of brilliancy. Its taste is astringent and nauseous; and the hands when rubbed some time on it acquire a peculiar and disagreeable flavour. It is harder than silver, and is very malleable; it can be hammered out into leaves so thin as to be blown about by the slightest breeze. Its ductility is considerable, and its tenacity so great, that a thin copper wire is capable of supporting upwards of 300 lbs. avoirdupois without breaking. Its liability to rust, when exposed to air or damp, is its greatest defect. The rust thus formed is called *verdigris*, which is one of the most active poisons. Copper is one of the metals which is almost invaluable from its fitness for manufacturing purposes. It forms the basis of almost all our ornamental metals, and when used alone there is no metal, except iron, that contributes more largely to the convenience of man. It is used in sheathing the bottom of ships; for roofing towers and other buildings; in making money; in making boilers, pipes, percussion caps, engraving, electro-plating, etc. Copper is found in England, and in many parts of the Old and New Worlds.

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## EXERCISE CLXVII.

## STEEL PENS.

Steel penmaking may be briefly described as follows:—The steel is procured from Sheffield; it is cut into strips, and the scales removed by immersion in pickle, composed of diluted sulphuric acid. It is then passed between rollers, by which it is reduced to the necessary thickness; it is now in a condition to be made into pens, and it is for this purpose passed into the hands of a girl, who is seated at a press, and who, by means of a bed and a punch corresponding, speedily cuts out the blank. The next stage is piercing the hole which terminates the slit, and removing any superfluous steel likely to interfere with the elasticity of the pen; at this stage the pens are annealed in quantities in a muffle, after which, by means of a small stamp, the maker's name is impressed upon them. Up to this stage the future pen is a flat piece of steel; it is then transferred to another class of workers, who, by means of the press, make it concave, if a nib, or form a barrel, if a barrel pen. Hardening is the next process: to effect this a number of pens are placed in a small iron box, and introduced into a muffle; after they become of a uniform deep red, they are plunged into oil; the oil adhering is removed by agitation in a circular tin barrel. The process of tempering succeeds; and, finally, the whole are placed in a revolving cylinder with sand, pounded crucible, or other cutting substance, which brightens them to the natural colour of the material. The nib is ground with great rapidity by a girl, who picks it up, and finishes it with a single touch on a small emery wheel. The pen is now in a condition to receive the slit, and this is also done by means of a press; the descending screw has a corresponding cutter, which passes down with the minutest accuracy, the slit is made, and the pen is completed. Steel pens are manufactured in Sheffield, Birmingham, and London. One factory in Birmingham produces annually 150,000 pens.

## EXERCISE CLXVIII.

## A FUNERAL AT SEA.

Can anything be more solemn than a funeral at sea? The



morning sun rises, and not a cloud appears to shut out his rays. A slight breeze plays on the surface of the slumbering ocean. The stillness of the morning is only disturbed by the ripple of the waters, or the diving of a flying fish. The national flag, displayed half way down the mast, plays in the breeze. The vessel glides in queenly serenity, and seems tranquil as the element on whose surface she moves. The crew are now summoned to prepare for the rites of burial, and to pay their last honour to their companion. All are ready for the final scene. The main hatches are the bier. A spare sail is the pall. The poor sailors, in their tar-stained garments, stand round. The main-top sail is hove to the mast. The ship, as if amazed, pauses on her course and stands still. The bell tolls, and at the knell, and the words, "We commit this body to the deep," you hear the plunge, and you see the tears start from the eyes of the generous tars. The waves close over the body, and the melancholy duty is done.

## EXERCISE CLXIX.

## THE EAR.

The organ of hearing is in all its more important parts so hidden within the head, that we cannot perceive its construction by a mere external inspection. What in ordinary language we call the ear, is only the outer porch, or entrance vestibule of a curious series of intricate winding passages, which, like the lobbies of a great building, lead from the outer air to the inner chambers. Certain of those passages are full of air, others are full of liquid; and thin membranes are stretched like parchment curtains across the corridors at different places, and can be thrown into vibration, or made to tremble, as the head of a drum does, when struck with a stick or the fingers. Between two of those parchment-like curtains, a chain of very small bones extends, which serves to tighten or relax these membranes, and to communicate vibration to them. In the innermost place of all, rows of fine threads, called nerves, stretch like the strings of a piano from the last points to which the tremblings or thrillings reach, and pass inwards to the brain. If these threads or nerves are destroyed, the power of hearing as infallibly departs as the power to give out sound is lost by a piano or violin, when its strings are broken.

## EXERCISE CLXX.

## LOCH KATRINE.

And, now, to issue from the glen \*  
 No pathway meets the wanderer's ken,  
 Unless he climb, with footing nice,  
 A far-projecting precipice.  
 The broom's tough roots his ladder made,  
 The hazel saplings lent their aid;  
 And thus an airy point he won,  
 Where, gleaming in the setting sun,  
 One burnished sheet of living gold,  
 Loch Katrine lay beneath him rolled,  
 In all her length far-winding lay,  
 With promontory, creek, and bay,  
 And islands that, empurpled bright,  
 Floated amid the livelier light;  
 And mountains, that like giants stand,  
 To sentinel enchanted land.  
 High on the south, huge Ben-Venue  
 Down to the lake in masses threw  
 Crags, knolls, and mounds, confusedly hurled,  
 The fragments of an earlier world;  
 A wildering forest feathered o'er  
 His ruined sides and summit hoar,  
 While on the north, through middle air,  
 Ben-An heaved high his forehead bare.

## EXERCISE CLXXI.

## HOHENLINDEN.

On Linden, when the sun was low,  
 All bloodless lay the untrodden snow;  
 And dark as winter was the flow  
 Of Iser, rolling rapidly.

But Linden saw another sight,  
 When the drum beat at dead of night,  
 Commanding fires of death to light  
 The darkness of her scenery.

\* The Trossachs.

By torch and trumpet fast arrayed,  
 Each horseman drew his battle blade,  
 And furious every charger neighed,  
 To join the dreadful revelry.

Then shook the hills with thunder riven,  
 Then rushed the steed to battle driven;  
 And louder than the bolts of heaven  
 Far flashed the red artillery.

But redder yet that light shall glow  
 On Linden's hills of stained snow,  
 And bloodier yet the torrent flow  
 Of Iser, rolling rapidly.

'Tis morn, but scarce yon level sun  
 Can pierce the war-clouds, rolling dun,  
 Where furious Frank and fiery Hun  
 Shout in their sulph'rous canopy.

The combat deepens. On, ye brave,  
 Who rush to glory or the grave!  
 Wave, Munich, all thy banners wave,  
 And charge with all thy chivalry!

Few, few, shall part where many meet;  
 The snow shall be their winding sheet;  
 And every turf beneath their feet  
 Shall be a soldier's sepulchre.

62. Write a brief account of each of the following objects from the heads given:—

## EXERCISE CLXXII.

## THE HORSE.

1. Where found—where tame—where wild.
2. General characteristics—size, shape, colour, food.
3. Its disposition—instances of.
4. Its uses—in agriculture, in commerce, in war.

## EXERCISE CLXXIII.

## THE OSTRICH.

1. The class of birds to which Ostrich belongs.

2. Its distribution—limited to a small portion of the earth's surface—where.
3. Description of—general size—feet, wings, tongue, nostrils.
4. Habits—peculiar method of hatching—its habit of concealment when hunted.
5. Uses of—its eggs, its feathers.

## EXERCISE CLXXIV.

## THE CAMEL.

1. Countries in which found.
2. Climatic peculiarities of these countries require corresponding peculiarities in the structure of the beasts of burden:—
  - (a.) Countries barren, sandy, soft. Camel's foot soft and expansive—does not sink in sand.
  - (b.) Countries parched, destitute of water—wells at long distances from each other. Camel provided with four stomachs, and is able to carry a supply of water—hence its suitability for districts in which found.
  - (c.) Frequent waves of sand blow across the desert, would choke any ordinary animal. Camel provided with an apparatus whereby it can exclude the sand.
3. Its uses—ship of the desert—why.

## EXERCISE CLXXV.

## THE ELEPHANT.

1. Where found—peculiarities of these districts—immense, almost impassable, forests and jungles.
2. Some peculiarities of structure in elephant to suit such localities:—
  - (a.) The hardness and thickness of skin—uses of—not easily torn or lacerated.
  - (b.) The tusks—position of—structure—uses of—can clear his way through the jungle,
  - (c.) The weight of the tusks would, in ordinary animals, weigh down the head, but the elephant has remarkably short neck, compared with its size.
  - (d.) Disadvantage of short neck to a gaminivorous animal like

elephant—compensation in trunk—describe—its uses and marvellous flexibility of—can lift a tree or a pin—can convey food or water to its mouth.

(e.) The grinders—succeed each other, not from the top and bottom, as those of other animals do, but from behind, so that the old one is pushed forward by the new until it falls out—advantage of this provision.

3. Habits—disposition—anecdotes of.

4. Use—*in commerce—in travel—in war.*

## EXERCISE CLXXVI.

## THE BOA.

1. Where found—the true boa confined to the New World—abundant in America.

2. Its size and shape—jaws capable of great power of expansion—advantage of this—body compressed—larger in the middle—tail prehensile, *i.e.*, it can hold on by the tail.

3. Its habits—food of what nature—found near springs or rivers—hence boa lurks in their neighbourhood—prey approaches to drink—spring—crushed by the boa's folds—lubricated with saliva—swallowed—boa gorged—frequently killed in this state.

4. Its use in the economy of nature—"nothing walks with aimless foot."

## EXERCISE CLXXVII.

## RICE.

1. Conditions necessary to its growth—a temperature of at least 73·4° of Fahrenheit, and an abundant supply of moisture—these are found in the S.E. of Asia, the Indian peninsulas, China, Japan, the United States, Italy, and certain parts of Africa—hence rice grows well in these districts.

2. Mode of culture—requires to be covered with water—where rivers do not overflow their banks as Nile—artificial irrigation adopted, explain—water drawn off—reaped.

3. Nature of fruit—larger return in proportion to ground under cultivation than any other grain, but it is less nutritious than other kinds of grain, it is destitute of fatty substances, and is not suited for human food, if used alone.

4. Modes of preparation for use.

## EXERCISE CLXXVIII.

## COTTON.

1. Conditions necessary to its growth.
2. Where these conditions are fulfilled.
3. How grown.
4. How prepared for manufacture.
5. Its importance to Britain.
6. Its uses to mankind.

## EXERCISE CLXXIX.

## THE PEAR.

1. Its form and shape—somewhat oval, broad at one end, narrow at other, with stem passing right through it, by which it is attached to the tree.
2. Extremely smooth and dry—cut it—smooth and juicy.
3. Taste sweet, flavour pleasant.
4. Seed where—in centre, why—hence the use of the fruit.
5. Provision made for the preservation of the seed, in which is the life—wisdom of God.

## EXERCISE CLXXX.

## GOLD.

1. Where found—specify countries—chiefly India, America, Australia.
2. Native state—ore—process of separating the gold from the ore—ore crushed, then washed.
3. Its properties—fusible, malleable, ductile—the latter is its most wonderful property—illustration—gold leaf.
4. Its uses—coin—why employed as the medium of payment—articles of use—articles of ornament and luxury.

## EXERCISE CLXXXI.

## COAL.

1. Where found—more or less in all countries—very abundant in Britain—important to us.

2. How obtained—mining—shaft sunk—describe process—machinery erected—coal cut by miner—lifted to surface by machinery.

3. Special dangers in mining—danger from flooding—danger from roof falling—special danger from foul air—what is this—precautions against—thorough ventilation—safety-lamp.

4. Properties and uses—domestic—in factories—in iron—smelting—in steam vessels.

## EXERCISE CLXXXII.

## THE THERMOMETER.

1. Meaning of word, heat measurer.

2. Various ways of determining amount of heat, *e.g.*, sense of touch—variable, insufficient—heat may be measured by its effects—expansion one of these effects—expansion by heat is always uniform; hence expansion forms a good means of measuring any amount of heat.

3. Expansion of solids too small to serve the purpose—of gases too great to be of use practically, but of liquids more uniform—of all liquids mercury expands most uniformly—hence mercury is used as the measurer of heat.

4. Mode in which mercury is used for this purpose—glass tube, closed at one end and containing a bulb at the other, filled with mercury—plunged into boiling water—height at which mercury stands marked—then plunged into water at freezing point—height again marked—these form the *boiling* and *freezing* points respectively—space between these points divided into a given number of equal spaces called degrees.

5. Uses of the instrument.

## EXERCISE CLXXXIII.

## A TABLE KNIFE.

1. Consists of two parts—blade and handle.

2. Blade, made of steel—why steel—shape of blade—shape of part which is inserted into handle.

3. Handle, bone or ivory—blade, how inserted—how fastened.

4. Where manufactured—uses of.

## EXERCISE CLXXXIV.

## TEA-CUP.

1. Materials of which formed—how prepared for use.
2. Potter's wheel—describe—effects of the rotatory motion of—use of hands in the work.
3. How hardened—put in fire—describe furnace—how long in furnace.
4. Painted by the hand.

## EXERCISE CLXXXV.

## CANDLES

1. Materials of which composed, and whence obtained—tallow, wax, etc.
2. How material is prepared—if tallow, melted in a large vat.
3. Wick—material and use of.
4. Describe process of dipping, and of making candles in moulds.
5. Use of—substitutes for.

## EXERCISE CLXXXVI.

## A THUNDERSTORM.

1. Generally preceded by intense heat—of a peculiarly close, oppressive, stifling nature, and a great stillness—no motion of the air, no leaf fluttering in the breeze.
2. Sky becomes overcast—big black clouds gather on the horizon—gradually cover the face of the sky, which wears a lurid colour, giving a peculiar metallic lustre to the plumage of any birds on the wing.
3. The lightning—its brilliancy, its suddenness, then the roar of the thunder, and the falling of the rain.
4. Byron's description of a thunderstorm.

## EXERCISE CLXXXVII.

## THE OCEAN.

1. Its extent—proportion of water to earth on the globe, great oceans of the globe.
2. Its properties—saltness, mobility, etc.



3. Its uses—in the rain-system of the earth, in commerce, as a receptacle of food for man.

4. Quote some lines on the ocean.

63. We subjoin a list of subjects for Exercises in Descriptive Composition. The list is given not, in any sense, as complete, but as indicating to the teacher the kind of subjects that may be prescribed to the young composer. The pupil should, in every case, begin with the objects with which he is most familiar.

(a.) ANIMALS.

- |            |                 |                |
|------------|-----------------|----------------|
| 1. Sheep.  | 13. Tiger.      | 25. Parrot.    |
| 2. Hens.   | 14. Rhinoceros. | 26. Eagle.     |
| 3. Hens.   | 15. Zebra.      | 27. Hawk.      |
| 4. Dog.    | 16. Cat.        | 28. Ostrich.   |
| 5. Hare.   | 17. Dove.       | 29. Salmon.    |
| 6. Rabbit. | 18. Hen.        | 30. Herring.   |
| 7. Roe.    | 19. Duck.       | 31. Crab.      |
| 8. Pig.    | 20. Goose.      | 32. Crocodile. |
| 9. Beaver. | 21. Turkey.     | 33. Snake.     |
| 10. Fox.   | 22. Crow.       | 34. Eel.       |
| 11. Wolf.  | 23. Linnet.     | 35. Oyster.    |
| 12. Lion.  | 24. Blackbird.  | 36. Mussel.    |

(b.) VEGETABLES.

- |             |              |                 |
|-------------|--------------|-----------------|
| 1. Birch.   | 10. Beech.   | 19. Oats.       |
| 2. Oak.     | 11. Indigo.  | 20. Rye.        |
| 3. Fern.    | 12. Tea.     | 21. Orange.     |
| 4. Lily.    | 13. Tobacco. | 22. Vine.       |
| 5. Turnip.  | 14. Ash.     | 23. Fig.        |
| 6. Carrot.  | 15. Maple.   | 24. Cedar.      |
| 7. Onion.   | 16. Potato.  | 25. Rose.       |
| 8. Parsley. | 17. Wheat.   | 26. Coffee.     |
| 9. Pea.     | 18. Barley.  | 27. Sugar-cane. |

(c.) MINERALS.

- |            |             |              |
|------------|-------------|--------------|
| 1. Coal.   | 6. Slate.   | 11. Granite. |
| 2. Iron.   | 7. Marble.  | 12. Clay.    |
| 3. Tin.    | 8. Peat.    | 13. Salt.    |
| 4. Lead.   | 9. Mercury. | 14. Lime.    |
| 5. Silver. | 10. Flint.  | 15. Diamond. |

*(d.)* INSTRUMENTS.

- |                 |                |                  |
|-----------------|----------------|------------------|
| 1. Microscope.  | 9. Pick.       | 17. Balloon.     |
| 2. Telescope.   | 10. Shovel.    | 18. Clock.       |
| 3. Stereoscope. | 11. Steel Pen. | 19. Watch.       |
| 4. Knife.       | 12. Plough.    | 20. Needle.      |
| 5. Fork.        | 13. Carriage.  | 21. Saw.         |
| 6. Rake.        | 14. Cart.      | 22. Plane.       |
| 7. Fanners.     | 15. Barrow.    | 23. Diving Bell. |
| 8. Spade.       | 16. Axe.       | 24. Pulley.      |

*(e.)* MISCELLANEOUS.

- |                     |                        |
|---------------------|------------------------|
| 1. Carpets.         | 24. Shipbuilding.      |
| 2. Linen.           | 25. Sheep-shearing.    |
| 3. Gunpowder.       | 26. Corn-reaping.      |
| 4. Butter.          | 27. Winnowing.         |
| 5. Cheese.          | 28. Cheese-making.     |
| 6. Chair.           | 29. Covering of Birds. |
| 7. Table.           | 30. Bread-making.      |
| 8. Shilling.        | 31. Sahara.            |
| 9. Brick.           | 32. Rivers.            |
| 10. Button.         | 33. Mountains.         |
| 11. Wine.           | 34. Prairie.           |
| 12. Beer.           | 35. A Storm.           |
| 13. Ink.            | 36. A Glacier          |
| 14. Gas.            | 37. Sunrise.           |
| 15. Paper.          | 38. Volcano.           |
| 16. Flour.          | 39. Magic Lantern.     |
| 17. Glue.           | 40. Air-Pump.          |
| 18. Mortar.         | 41. Liquefaction.      |
| 19. Brush-making.   | 42. Spectacles.        |
| 20. Cotton-weaving. | 43. A Landscape.       |
| 21. Pottery.        | 44. A Public Building. |
| 22. Glass-making.   | 45. A Public Ceremony. |
| 23. House-building. | 46. A Newspaper.       |

## CHAPTER IX.

### THE ESSAY.

64. In strict propriety of language, an **Essay** is a **short Treatise upon any given Subject**, in which the subject is defined, discussed, proved, or illustrated as the case may require.

65. No definite rules can be laid down for the guidance of the learner in the composition of the **Essay**, at least no rules that are of universal application; for the manner in which any two minds will approach the treatment of any subject will be as diverse as the minds themselves. **Uniformity**, indeed, is not desirable, and would prove fatal to the healthy growth of the mind.

66. The following general hints may be given:—

(a.) When a subject of **Essay** has been prescribed, the pupil should first carefully **think over the exact force and meaning of the terms** in which the subject has been proposed, so as to have a definite conception of the range within which his observations are to be confined. Unless this be done, he will be sure either to introduce extraneous matter, or to omit something essential to the just handling of his subject.

(b.) Having thus clearly apprehended the limits within which, by the terms of the **Essay**, he is confined, he has next to determine **the mode in which he will treat the Subject**. He may, *e.g.*, commence with the general statement of a truth, then proceed to prove and illustrate

that truth, and conclude with its application. Or he may commence with particulars, and from an examination of a number of such, proceed to the general truth which includes all the particulars. In other words, he may follow either the deductive or the inductive method.

(c.) Having thus determined the mode of treatment, the **division of the Subject** will naturally next claim attention. This requires much care, as it is essential that, in the division, the due logical order of the several parts be preserved. Effects may lead up to causes, or causes may determine and dominate effects; but the pupil must avoid mixing these two together.

(d.) Having determined the heads under which the subject is to be treated, the pupil has next to **obtain the necessary information under each head**, or to think out the various processes of reasoning required, or such reflections as the subject might pertinently suggest.

(e.) At first, and until practice in composition renders this unnecessary, the pupil should make a **rough draft of his Essay**. This will enable him to cut down any superfluous phraseology, to insert necessary additions or qualifications, and generally to give the finishing touches to his work before it passes out of his hands.

67. From the remarks already made, it will be apparent that we lay more stress on **individuality and originality of treatment**, than on the mere phraseology of the Essay. Accordingly, we would deprecate the too free use of prepared heads by the pupil, as tending to cramp his efforts at the independent handling of a subject. We shall, therefore, in what remains of this chapter give simply a few examples to indicate to the beginner the mode of procedure, and thereafter subjoin a list of subjects suitable for the Essay.

68. Write Essays on the following subjects, according to the given heads :—

## EXERCISE CLXXXVIII.

## THE ART OF PRINTING.

1. The pupil might naturally begin by some general remarks upon the methods of communicating thought by written symbols previous to the discovery of this art. This would lead
2. To an account of the discovery itself, and of the various steps by which the art has reached its present state of perfection.
3. Its effect upon literature would next fall to be noticed—the mighty impulse it gave to the development of literary talent.
4. Its effects upon society at large would next claim attention, and
5. The triumphs it is yet destined to achieve—the liberty of unlicensed printing—the pen will yet overthrow superstition and ignorance, and prove mightier than the sword.

## EXERCISE CLXXXIX.

## THE TRIUMPHS OF STEAM.

1. The pupil might commence with some notice of the more well known motive powers—the muscular powers of man or animals, the wind, water, etc.
2. A power may exist, but it is useless until directed and applied—the power of steam was known from early times, but it was not until the time of Watt that this power was practically applied on any great scale.
3. Describe the inventions of Watt, and show that there is scarcely any limit to the power of steam, except what is imposed by the strength of the materials used in constructing machinery.
4. The effects which have flowed from these inventions in every branch of industry and manufacture—illustrations.
5. The triumphs we may still expect from steam—"It will rule the world by itself."

## EXERCISE CXC.

## ON CLEANLINESS.

1. Begin by pointing out the comfort we experience from cleanliness of person, of dress, of dwellings, etc.

**2. Cleanliness is conducive to health—**

(a.) Of the individual—show how—structure of our body is such that unless the pores of the skin be kept open, disease will ensue—illustrate by reference to sewers in a city, which require to be flushed.

(b.) Of the public—many diseases, *e.g.*, cholera, intensified by filth.

**3. Connection of cleanliness with morals—**“Cleanliness is next to godliness.”

**4. Hence the necessity of having, in all our houses, proper appliances for securing cleanliness, and in cities, of public baths, etc.**

**EXERCISE CXCI.****ON SELF-DENIAL.**

**1. Definition of the subject stated, and illustrated by examples from daily life.**

**2. Necessity for its exercise—**we have relations with our fellow-men, and must in all our actions consider how our conduct may affect them—self must be often subordinated to the feelings, the interests, of others.

**3. Self-denial necessary to secure our own happiness—**many things may be pleasant, which are not profitable, and so we must deny ourselves.

**4. Self-denial essential to a truly complete character—**self-will the bane of man—self-abnegation the very flower of manhood.

**5. Incentives to the exercise of this virtue drawn from the example and teaching of our Lord.**

**EXERCISE CXCII.****ON WAR.**

**1. The origin of war—**springs essentially from the evil that is in the world—the fruit of sin.

**2. The evils and horrors of war—**the sufferings produced by it—the actual loss—the disturbance of all the peaceful pursuits of life—the greatest national calamity.

**3. Necessity of dwelling on these evils, to prevent us being**

blinded by the halo of glory which we are so apt to throw round "the pomp and circumstance of glorious war."

4. Means of preventing war, and, where this cannot be, of alleviating its miseries.

## EXERCISE CXIII.

## ON KNOWLEDGE.

1. We are so constituted as to have an instinctive thirst for knowledge—a child is always asking the why and the wherefore of things.

2. Advantages of knowledge—knowledge is power—illustrate this by showing the different ways in which two men will set about the accomplishment of any given purpose—the one ignorant of, the other acquainted with the process.

3. Means of acquiring knowledge, and the extent to which we are capable of attaining it—the more we know the better it should be with us.

4. Knowledge should be combined with wisdom—wisdom consists in making the right use of knowledge, and without this the greatest stores of knowledge may prove a curse and not a blessing.

## EXERCISE CXIV.

## ON READING.

1. The object to be kept in view in reading—the acquisition of information, hence we have

2. What we ought to read; the books we ought to read will depend upon the purpose we set before us, we ought to seek always the *best* book on the subject which we are studying.

3. How we ought to read—danger of desultory reading—of reading without thought or judgment—the mind becomes weakened, and we fail to distinguish between the true and the false.

4. Reading and conversation should be united, they act and react on one another.

5. Reading and writing should go hand in hand—writing leads to correctness. Refer to Bacon's aphorisms regarding reading, writing, and conversation.

## EXERCISE CXCIV.

## VIRTUE IS ITS OWN REWARD.

1. Define virtue—show in what it consists—in always doing the right.

2. Arguments and illustrations to prove the statement—we are under law—under moral law—the principle of which is, that right-doing is consonant with the will of the Lawgiver—who loves the right and hates the wrong—our own moral nature teaches us this—the whole analogy of things teaches this.

3. Apparent exceptions to the rule—a good man suffering—all such exceptions are apparent.

Love soweth *here* with toil and tears,  
But the harvest-time of love is *there*.

4. The universality of the rule should induce us to practise virtue on all occasions, even when the doing so may seem to be leading us into suffering—after the cross there will be the crown.

5. In a future life, the rule will be seen operating in all its length and breadth.

## EXERCISE CXCVI.

## ON HUMOUR.

In handling a subject like this, it is evident that the pupil may follow one of two courses :—

## A

1. He may give various illustrations of humour, and from these deduce the principles which underlie and go to constitute true humour.

2. From a consideration of the principles evolved in his examination of examples, he may infer what humour is, and so define it.

3. He can then apply his definition as a test to ascertain the presence of humour in any piece of composition.

## B

1. He may begin by giving a formal definition of humour.



2. He may illustrate this definition by examples of humour, all of which should possess the qualities enumerated in the definition.

3. He would then naturally proceed as in A to apply his definition as a test for the discovery of the presence of humour in any piece of composition.

## EXERCISE CXCVII.

## NECESSITY IS THE MOTHER OF INVENTION.

1. A child wishing to reach a book on a shelf places a chair beside the shelf, and thus reaches the book—other illustrations all tending to show that a felt want sets us thinking on the means of removing it.

2. As man advances in civilization, his wants increase, his invention is more and more taxed, and on all hands he seeks the means of meeting these wants—illustrate this by reference to the simpler machines—the inclined plane, the pulley, etc., then to more complicated machines—steam engine, etc.

3. The advantages thus springing to man from the relation thus subsisting between his inventive faculty and his wants—almost boundless improvement before him, as the poet says :

“That which they have done is earnest  
Of the things that they shall do.”

## 69. LIST OF SUBJECTS FOR ESSAYS.

- |                       |                      |
|-----------------------|----------------------|
| 1. Politeness.        | 14. Travel.          |
| 2. Sympathy.          | 15. Government.      |
| 3. History.           | 16. Painting.        |
| 4. Education.         | 17. Sculpture.       |
| 5. The Love of Order. | 18. Ambition.        |
| 6. Conversation.      | 19. Courage.         |
| 7. Curiosity.         | 20. Justice.         |
| 8. Obedience.         | 21. Bravery.         |
| 9. Friendship.        | 22. Prejudice.       |
| 10. Poetry.           | 23. Hospitality.     |
| 11. Old Age.          | 24. The Senses.      |
| 12. Philosophy.       | 25. Charity.         |
| 13. Books.            | 26. Procrastination. |

27. Life Insurance.
28. Penny Post.
29. Electric Telegraph.
30. Toleration.
31. Courtesy.
32. Flowers.
33. The Atmosphere.
34. Christmas Day.
35. Honesty is the best Policy.
36. Delays are dangerous.
37. Habit is second nature.
38. A stitch in time saves nine.
39. A voyage (fix the limits).
40. Journey by land (fix the limits).
41. The Life of —— (give name).
42. Description of (Town, Country, Rural Scenes, etc).
43. History of (a Pin, Shilling, Hat, etc.)

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W. S. DANAGH, M.A., Inspector of Schools, Cumberland, N. S.

HAMBLIN SMITH'S ARITHMETIC.—"It has a value for candidates preparing for public examination, as the examples have been mostly culled from Examination papers, indeed I may say that I have not seen any other work on this branch that is so specially calculated to assist the student in passing with credit *official tests*. I therefore think that Hamblin Smith's Arithmetic should be placed on the *authorized list* of books for public schools."



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