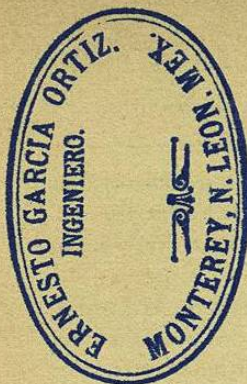


to be treated. Therefore, before speaking of style or the expression of thought, we shall premise a few exercises on the acquisition of thought. Children acquire knowledge readily and naturally by observing what is presented to their senses. We shall follow nature's guidance, and begin with such exercises as will promote or direct this habit of observation, as a preparation for original composition.



BOOK I.

THE ELEMENTS OF COMPOSITION.

CHAPTER I.

OBJECT-LESSONS.

3. **Object-Lessons** are exercises on objects that fall under the senses. In these lessons children are trained to notice such objects with care, to observe their parts, their qualities, their actions; the sources whence they come, the means by which they may be obtained, the uses to which they may be applied, and so forth.
4. The **chief advantages** derived from object-lessons are:
1. They cultivate habits of attention;
 2. They lead to greater distinctness of perception;
 3. They store the mind with useful knowledge;
 4. They cultivate a taste for what is real;
 5. They develop the habit of tracing effects to their causes, and following out causes to their effects;
 6. They make the child acquainted with numerous words, not learned at random and vaguely understood, but exactly suited to the clear ideas thus acquired;
 7. The spelling of those same words can easily be learned in connection with the objects studied.

8. The exercises may be so conducted as to introduce various portions of grammar; for instance, the distinctions between nouns, adjectives, verbs; proper and common nouns; gender, number, and case; etc.
9. They afford the teacher opportunities to introduce, in a natural and interesting way, information concerning plants, animals, countries, nations, historical facts; above all, moral and religious maxims and principles, and to point out the evident marks in all things of the wisdom and love of the Creator.
10. They may easily be directed to the cultivation of good taste.

ARTICLE I. NAMES OF OBJECTS.

5. The **name** of anything which exists or of which we have any notion is a noun or substantive.
6. **1st Exercise.**—Write the names of all the objects you notice in this class-room, in the school-yard, in a dining-room, in a garden, in the church, at a picnic, at a funeral, in a sick-room, at a college exhibition, etc., etc.
7. **2d Exercise.**—Point out the agreeable objects collected by Goldsmith to describe a happy village:

“ Sweet Auburn, loveliest village of the plain,
 Where health and plenty cheered the laboring swain,
 Where smiling spring its earliest visit paid,
 And parting summer’s lingering blooms delayed:
 Dear lovely bowers of innocence and ease,
 Seats of my youth where every sport could please,
 How often have I loitered o’er thy green,
 Where humble happiness endeared each scene!
 How often have I paused on every charm,
 The sheltered cot, the cultivated farm,
 The never-failing brook, the busy mill,
 The decent church that topped the neighboring hill!”

8. **3d Exercise.**—Point out separately the gloomy and the pleasing objects in the following lines of the same poem, “The Deserted Village”:

“ Amid thy bowers the tyrant’s hand is seen,
 And desolation saddens all thy green:
 One only master grasps the whole domain,
 And half a village stints the smiling plain.
 No more the glassy brook reflects the day,
 But choked with sedges works its weary way;
 Along the glades, a solitary guest,
 The hollow-sounding bittern guards its nest;
 Amidst thy desert walks the lapwing flies,
 And tires their echoes with unvaried cries.
 Sunk are thy bowers in shapeless ruin all,
 And the long grass o’ertops the mouldering wall;
 And trembling, shrinking from the spoiler’s hand,
 Far, far away thy children leave the land.”

9. **4th Exercise.**—Mention the objects peculiar to morning, to noon, to evening, to night, to winter, to summer, to spring, to autumn, a graveyard, a Sunday, a solemn feast, etc.

Example of an evening scene.

“ Or when the plowman leaves the task of day,
 And trudging homeward whistles on the way;
 When the big-uddered cows with patience stand,
 Waiting the strokings of the damsel’s hand.
 No warbling cheers the wood: the feathered choir,
 To court kind slumbers, to the sprays retire,
 Where no rude gale disturbs the sleeping trees,
 No aspen leaves confess the gentlest breeze.
 Engaged in thought, to Neptune’s bounds I stray,
 To take my farewell of the parting day;
 Far in the deep the sun his glory hides,
 A streak of gold the sea and sky divides;
 The purple clouds their amber linings show,
 And edged with flame rolls every wave below:
 Here pensive I behold the fading light,
 And o’er the distant billows lose my sight.”—*Gay.*

It must be remembered that object-lessons properly apply to such objects only as are actually presented to the senses of the learners. The exercises here set down enlarge this field, so as to include other objects not actually observed, but known to exist under given circumstances. Great fidelity in describing things as they really are is earnestly recommended: exactness is one of the chief qualities of good writing.

ARTICLE II. PARTS OF OBJECTS.

10. **Exercise.**—Examine with care and mention the different parts of the following objects: A pear, a rose, a cherry-tree, a desk, a stove, a furnace, a carriage, a book, a newspaper, a bookcase, a map, an engine, etc. This exercise is treated in detail and with great variety of illustration in many books on Object-Lessons; its main purpose is the promotion of close observation in the learner. It will be sufficient to add here a few **examples**.

An apple has stem, peel, pulp, juice, veins, eye, dimples, core, seeds, seed-case.

A pocket-knife has handle, pivot, blade.

The handle has rivets, frame, heel, sides, back, spring, grooves, plate.

The blade has edge, point, back, notch, sides, maker's name.

ARTICLE III. QUALITIES OF OBJECTS.

A **quality** of an object is expressed by an adjective; as 'new,' 'old,' 'gentle,' etc.

11. **1st Exercise.**—Write the names of the objects in this room, and add to each name a suitable adjective; as, 'a new chair,' 'a square table,' 'a hot stove,' 'a gentle voice,' 'a harsh tone,' etc.

12. **2d Exercise.**—Point out the adjectives occurring in the verses quoted in Nos. 7, 8, 9, distinguishing those that make the objects more pleasing from those that produce the opposite effect.

13. **3d Exercise.**—Mention all the adjectives you know which denote color, figure, size, place, time.

Example of size: Large, big, great, voluminous, bulky, ample, capacious, huge, immense, enormous, vast, monstrous, gigantic, giant-like, colossal, Cyclopean, infinite, boundless; middling, mediocre, moderate, ordinary, average; little, small, minute, diminutive, inconsiderable, tiny, puny, petty, dwarfed, dwarfish, stunted, Liliputian.

ARTICLE IV. ACTIONS DONE BY OR TO OBJECTS.

An **action** done by a person or thing is expressed by an active verb; as, 'to run,' 'to read,' 'to honor,' 'to love,' etc. An action suffered by a person or object is expressed by a passive verb; as, 'to be seen,' 'to be loved,' 'to be rebuked,' etc.

14. **Exercise.**—Mention various actions which can be done by or to flame, rain, air, steam; the eyes, hands, feet, tongue; by or to birds, fishes, paper, pen, ink, etc.

15. **Example** of actions done by and to water ("The Cataract of Lodore"):

"The Cataract strong	Showering and springing,
Then plunges along,	Flying and flinging,
Striking and raging	Writhing and ringing,
As if a war waging	Eddying and whisking,
Its caverns and rocks among;	Spouting and frisking,
Rising and leaping,	Turning and twisting
Sinking and creeping,	Around and around
Swelling and sweeping,	With endless rebound;

And pouring and roaring,
 And waving and raving,
 And tossing and crossing,
 And flowing and going,
 And running and stunning,
 And foaming and roaming,
 And dinning and spinning,
 And dropping and hopping,

And working and jerking,
 And guggling and struggling,
 And curling and whirling,
 And purling and twirling,
 And thumping and plumping,
 And bumping and jumping,
 And dashing and flashing,
 And splashing and clashing,"
 Etc.

ARTICLE V. USES OF OBJECTS.

16. **1st Exercise.**—Mention the uses of every article to be seen in a school-room, a parlor, a kitchen, a cloak-room, a dining-room, a church, a street-car, a sitting-room.

17. **2d Exercise.**—Mention the purposes served by the various parts of a tree, a stove, an umbrella, a bridge, a wagon, a trunk, a door, an apple.

Example: The parts of a hat.

Body: To cover the sides of the head and give shape to the hat.

Brim: To protect the neck and the face from sun and rain.

Crown: To protect the top of the head.

Band: To keep the hat in shape.

Binding: To keep the edge of the brim from wearing out.

Lining: To keep the sweat from soiling the material of the hat.

Trimming: To give the hat an attractive appearance.

ARTICLE VI. COMPOSITION.

18. **1st Exercise.**—Write a connected description of a fruit, a plaything, a plant, or an article of furniture which you have carefully examined, noting: (*a*) What kind of a

thing it is, what it resembles, how it differs from other things; (*b*) What qualities it has; (*c*) What uses it serves; (*d*) Whence it comes and how it is obtained; (*e*) Its parts and their relations, so as to give a full and clear idea of the whole object.

19. **Example: Description of the Cocoa-nut in the *Encyclopedia Americana*:**

"The cocoa nut is a woody fruit, of an oval shape, from three or four to six or eight inches in length, covered with a fibrous husk, and lined internally with a white, firm, and fleshy kernel. The tree (*cocos nucifera*) which produces the cocoa-nut is a kind of palm, from 40 to 60 feet high, having on its summit only leaves or branches, appearing almost like immense feathers, each 14 or 15 feet long, 3 feet broad, and winged. Of these the upper ones are erect, the middle ones horizontal, and the lower ones drooping. The trunk is straight, naked, and marked with the scars of the fallen leaves. The nuts hang from the summit of the tree in clusters of a dozen or more together. The external rind of the nuts has a smooth surface, and is of a triangular shape. This encloses an extremely fibrous substance of considerable thickness which immediately surrounds the nut. The latter has a thick and hard shell, with three holes at the base, each closed with a black membrane," etc.

20. In writing these exercises be **sure of every statement** you make. It is no shame for one to acknowledge himself ignorant of many things, but it is a shame to pretend to know that of which he is ignorant. Attention to this rule forms an upright character, besides imparting clearness to the knowledge acquired.

21. **Remark 1.**—Object-lessons may be **indefinitely multiplied** and diversified with judicious applications to Botany, Mineralogy, Geology, and other natural sciences. But care should be taken not to attach undue importance to the study of these subjects.

22. **Remark 2.**—A man's own observation is necessarily

limited to a small number of objects, and even about these he generally needs instruction from other persons. **Reading** opens up a wide field of knowledge; but in this field many wander and lose much precious time by reading what is of little or no use. Young people should accustom themselves early to seek for books that are instructive rather than trifling. They may read to advantage books of travel, books on natural history, the lives of great men, the histories of various lands. But even among such works they should be guided to select the most truthful and reliable. Works of fiction readily fill the mind with false notions of men and things; still, when judiciously selected, they may serve a useful purpose.

CHAPTER II.

OF WORDS.

23. **Language** is articulate sound expressive of thought. Children learn it from their parents and from other persons with whom they associate. But it is evident that the first man, Adam, did not learn it in this manner. How did he acquire language? He was not created a child, but a man with all his faculties fully developed; far from being a savage, he was possessed of a much higher intellect before his fall than any man has possessed since. We are not left to conjecture how **he formed a language**, since the Holy Scripture explains what happened:

“The Lord having formed out of the ground all the beasts of the earth, and all the fowls of the air, brought them to Adam to see what he would call them; for whatsoever Adam called any living creature, the same is its name. And Adam called all the beasts by their names, and all the fowls of the air, and all the cattle of the field” (Genesis ii. 19, 20).

A Christian acts very absurdly if he sets aside this teaching for idle theories, such as Dr. Blair explains in his *Rhetoric* (Lect. vi.)

24. Object-Lessons, while giving the learner ideas of a multitude of things, supply him at the same time with the words or terms by which those ideas are to be expressed. This way of learning words, in connection with the objects signified, imparts clearness to knowledge; but it cannot extend to a great variety of things. Most **words in a language** are to be acquired by reading and conversation. As