

**PROGRESSIVE
EXERCISES IN ENGLISH
COMPOSITION**

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Progressive Exercises in English Composition by R. G. Parker

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R. G. PARKER

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IN
ENGLISH COMPOSITION.

BY R. G. PARKER, A. M.
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"Ordo et modus omnia breviora reddunt."



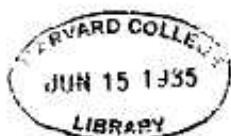
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The School Committee of the city of Boston have authorized the introduction of this work into the public schools of the city.



Entered, according to Act of Congress, in the year 1832, by
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in the Clerk's Office of the District Court of Massachusetts.

NOTICE TO THE SIXTEENTH EDITION.

At the suggestion of several respectable teachers, the author of this work has appended to this edition (pp. 104 and 105) *some general directions for its use*, in addition to those already found in other parts of the book; which it is hoped will supply any deficiency heretofore existing, and meet the wishes of every teacher, or learner, in this important branch of education.

Boston, March, 1838.

PREFACE.

Two great obstacles beset the pupil in his first attempts at composition. The first is the difficulty of obtaining ideas, (or learning to think;) the second is that of expressing them properly when obtained. In this volume, the author has endeavoured to afford some assistance to the pupil in overcoming both these difficulties. It is not unfrequently the case that the scholar is discouraged in the very outset, and the teacher, from the want of a regular and progressive system, finds his labours unsuccessful, and his requisitions met with reluctance, if not with opposition. The simplicity of the plan here proposed, requires no laboured explanation. The first exercise or lesson consists in giving the pupil a word, or a number of words, and instead of asking for a definition of them, requiring him to use them in a sentence or idea of *his own*.* From this simple exercise he is led onward through a series of Lessons in easy and regular progression, from the simplest principles to the most difficult practice. After the principle of each lesson is stated, (and, when necessary, explained,) a "MODEL" is presented, which is designed to show the pupil how the exercise is to be performed. The EXAMPLES FOR PRACTICE furnish him with the materials with which he is expected to perform his exercise. The teacher will find no difficulty in supplying the deficiency, if the EXAMPLES are not sufficiently numerous in some cases, or in omitting what may be superfluous in others. If, on the first inspection, any of the Lessons appear too difficult, the Author respectfully requests the tests of trial and experience before they are condemned. They have been performed, and the Models of some of those apparently the most difficult, were written by pupils in the school of which he has the charge.

*The pupil may be permitted to write simply or familiarly at first; but the teacher should in all cases require that the sentence be the unassisted production of the pupil himself. Although a decided preference is expressed for a *written* exercise, yet several of the early lessons may be read from the book, at the discretion of the teacher. For some suggestions on the mechanical execution of written exercises, and the mode of correcting them, the teacher is referred to the close of the volume.

The Author is encouraged to believe that the plan will be favourably received, if it leads the pupil to *think*, or removes any of the difficulties which lie in the way of those, who are just turning their attention to Composition. Justice requires the acknowledgement that some hints have been derived, and some extracts have been taken from Walker's *Teacher's Assistant*, Booth's *Principles of English Composition*, and Jardine's *Outlines of a Philosophical Education*; but the plan, and the general features of the work, are believed to be new.

The book is designed as the Sequel to a Grammar which will shortly be published, on a plan, in some respects, different from any now in use. It therefore presupposes some acquaintance with syntax; although the practical exercises under most of the Lessons, can be performed with tolerable facility by those, who have but a slender knowledge of any part of Grammar.

Boston, June, 1832.

ADVERTISEMENT TO THE THIRD (СТЕРЕОТИПЪ) EDITION.

Within the short space of six months this work has passed through two editions, consisting of Four Thousand Copies. The publishers have now determined to stereotype it, and thus put it into a permanent form. The Author, desirous of rendering it more worthy the unexpected favour it has received, has made some additions which will supersede the necessity of using any *abridged* treatise of Rhetoric in connexion with it.

Hayward Place, January, 1833.

ADVERTISEMENT TO THE SIXTEENTH EDITION.

THE flattering success which has attended this work, in every section of the United States, is sufficient evidence of its peculiar merits. The fact may also be stated, that it has been very favorably received in England, having been stereotyped, and passed through six large editions in London, within the space of two years.

The following notice is extracted from the London edition:—

"A third edition of this little work having been called for within the present year, (1834) is no small testimony of its utility, both as a guide to the teacher, and an aid to the pupil, in one of the most difficult, though most important departments of education."

[?] A Second Part, or Sequel to this work, designed to treat of the subject in its higher departments, which has been long in the course of preparation, will soon be completed and given to the public; and, if the Author's aims are accomplished, the Publisher feels confident in the assurance that it will prove as useful as its predecessor.

Boston, March, 1838.

LESSON I.

On the use of words.

WRITE a sentence containing one or more of the following words: namely, *contains, industrious, well, idle, neglect, reward, reprove, recognized, surprised, destitute, excel.*

MODEL.

The school room *contains* many pupils.
Some are *industrious*, and get their lessons *well*.
Others are *idle* and *neglect* their studies.
The teacher will *reward* the good, and *reprove* the negligent.
I *recognized* my father in the procession.
I was *surprised* by the return of my long lost brother.
A poor man is *destitute* of many comforts.
She *excels* all her classmates.

EXAMPLES FOR PRACTICE.

The pupil will now write a sentence containing one or more of the following words, recollecting that his exercise will be more meritorious if he can employ several of the words in the same sentence.

Present, exemplary, beautiful, tall, straight, erect, well, quickly, inadvertently, exalted, abandoned, animation, enterprising, refused, admission, inspect, sagacity, fruitless, solicitation, disregarded, congratulate, acquire, delightful, sentiment, necessarily, comprehensive, contain, expect, fatal, infirmities, obtain, possess, prospect, unforeseen, poisonous, baneful, influence, indulgence, forbear, gentle, docile, equally, clemency, prompt, anticipate, alienated, stimulated, promiscuous, heterogeneous, mingle, entire, complete, astonished, homage, lucubrations, nomenclature, panegyrick, paltry, palpitate, patent, posterity, regret, refute, refresh, secret, secede, shortsighted, substantial, indefinite, auxiliary, surpass, surmount, protest, surly, suppress, withdraw, approximate, fearlessly, coerce, atrocious, invasion, fertility, inundate, preserve, commiseration, uncouth, barbarity, productions, invincible, repugnance, verdure, fleeting, ridiculous, condemn, confine, discover, anxious, solicitude, anticipate, commendable, evince, undoubtedly, ravages, menace, insignificant, reprehensible, benefits conferred.

LESSON II.

Use of words in phrases.

Write a sentence containing one of the following *phrases*, namely, *very good*, *exceedingly kind*, *tolerably well*, *at length*, *in the best manner*, *in succession*.

MODEL.

My pen is a *very good* one.
 My teacher is *exceedingly kind* to me.
 George behaves *tolerably well*.
 I have *at length* finished the first lesson in composition.
 I tried to perform it *in the best manner*.
 I did not use all the words *in succession*.

EXAMPLES FOR PRACTICE.

- | | |
|---|---|
| 1. In general. | 31. By some thoughtless action or expression. |
| 2. Indeed. | 32. Has not the slightest foundation. |
| 3. In the most exemplary manner. | 33. In order to preserve our health it is necessary. |
| 4. The atrocious wickedness. | 34. We should always speak. |
| 5. The inhuman barbarity. | 35. Can neither be respected nor esteemed. |
| 6. The nefarious traffick. | 36. Deserves our commiseration. |
| 7. The indolent habits. | 37. Is the first duty of children at school. |
| 8. The frightful ravages. | 38. The most insignificant and trifling. |
| 9. Just and generous principles. | 39. It is the duty of children. |
| 10. Were mingled. | 40. If we wish to excel. |
| 11. Great advantage may be derived. | 41. Are uncouth and disgusting. |
| 12. Menaced with a loud voice. | 42. Is a description of the earth. |
| 13. Invasion of our rights. | 43. Teaches us to speak properly and write correctly. |
| 14. Fertility of invention. | 44. Are the productions of warm climates. |
| 15. Patience and perseverance. | 45. Where the sun never rises. |
| 16. Was inundated. | 46. Are flecting and changeable. |
| 17. The importance of. | 47. Are ridiculous in the extreme. |
| 18. Are of no great consequence. | 48. There is a great difference between. |
| 19. Pay particular attention to. | 49. Condemned to die. |
| 20. Be very anxious. | 50. Invincible repugnance. |
| 21. The acquisition of knowledge. | 51. He found himself surrounded. |
| 22. The value of education. | 52. How vast are the resources. |
| 23. Can be useful to few persons only. | 53. I would surely. |
| 24. Naturally tend. | 54. I had rather. |
| 25. The beneficial influence. | |
| 26. The baneful effects. | |
| 27. The most important. | |
| 28. A good character. | |
| 29. Young children are apt. | |
| 30. The duties of children at school are. | |

- | | |
|--------------------------------------|----------------------------------|
| × 55. As far as the eye could reach. | 64. Feel an anxious solicitude. |
| + 56. Overgrown with verdure. | 65. We anticipate with pleasure. |
| + 57. Evinces remarkable sagacity. | 66. The effects of intemperance. |
| + 58. After feasting my eyes. | 67. Can easily discover. |
| + 59. Commendable diligence. | 68. Shall readily find. |
| × 60. Is undoubtedly true. | 69. Can easily discern. |
| 61. Overspread with verdure. | 70. Confine our attention. |
| 62. Undervalue the advantages | 71. Is seldom unrewarded. |
| 63. Duty appreciate. | 72. Is inexcusable. |

LESSON III.

Use of words, continued.

Supply the words that are omitted in the following sentences, and make sense of the sentences.

MODEL.

1. His father was _____ to _____ his request.
2. The boys applied themselves to their lessons with _____.
3. No one should _____ he enjoys.
4. Parents _____ for the welfare of their children.
5. A faithful discharge of duty _____.

Supplying the words omitted, the sentences may be read,

1. His father was *induced* to *grant* his request.
Or, His father was *obliged*, (or *compelled*) to *deny* his request.
2. The boys applied themselves to their lessons with *commendable diligence*.
3. No one should *undervalue the advantages* he enjoys.
4. Parents *feel an anxious solicitude* for the welfare of their children.
5. A faithful discharge of duty *is seldom unrewarded*.

N. B. The pupil is given to understand that *any other words* which would make good sense may be used.

EXAMPLES FOR PRACTICE.

1. We seldom forget the _____ which are _____ by our friends.
2. Mankind cannot _____ without _____.
3. Be kind _____ and _____ to your companions _____ not _____ nor _____.
4. If you conduct yourself in a _____ and _____ manner, you will procure the _____ and the _____ of all who know you.