

BINN'S EXERCISES, INSTRUCTIVE AND ENTERTAINING, IN FALSE ENGLISH, WRITTEN WITH A VIEW TO PERFECT YOUTH IN THEIR MOTHER TONGUE, AS WELL AS TO ENLARGE THEIR IDEAS IN GENERAL, AND GIVE THEM A RELISH FOR WHAT IS ORNAMENTAL, USEFUL, AND GOOD

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VARIOUS

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—
OMNES TOLLIT FENESTRE, QUI REPOUIT URINE DULCI.—HOR.
—

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62.

P R E F A C E .

AS the Study of Grammar is universally allowed to be One of the leading Objects of a liberal Education; it is therefore presumed, that every Attempt to facilitate the progress of Youth in that Science will meet with a favourable Reception from the candid part of mankind; but more particularly so from the Professors of it.

The following Sheets were written for the Accommodation of the Author's own School, which having on trial been found to answer his Expectations, he is induced to recommend it to his brother Teachers, solely with a view to the advancement of Youth in Moral as well as Grammatical Knowledge, and the Enlargement of their Ideas in general.

Should this little Work, in any Degree, contribute to these desirable Ends, the Writer will have for his Reward, the pleasing Reflection of having given his Mite towards the Improvement of the rising Generation.

Having premised the Motive of publishing, shall give a brief account of the Book.

Before Boys can with Propriety enter on these Exercises, it is taken for granted that they have at least gone once through Murray's Grammar and Exercises, or some other Work equally well calculated for Beginners.

In Schools where the English tongue is taught grammatically, the Scholars usually write Five Exercises a Week, and copy the same over, without the help of their corrected ones, as a Week's work against Saturday morning. These Exercises are, therefore, adapted to such a Plan; but may be varied at the pleasure of those who use them in Schools or Academies.

All the Monday's Exercises are made up of short moral Sentences and Maxims, One for every Day in the week; these, when corrected, are intended to be copied, very legibly, by the Superintendent or Monitor for the week, and pasted on a board fixed in some conspicuous part of the School for that purpose, and to be used as follows, viz:—

When any Boy wishes to go out, he must put his Name, printed on a slip of Wood, on the Master's Desk (provided there are not already as many as are permitted to be out at once), and repeating the Maxims for the Day, entitles him to permission: that is, he must on Monday repeat the Sunday and Monday's Maxims, when he wants to go out; on Tuesday, the Sunday, Monday, and Tuesday's Maxims, and so on through the week. Now it is obvious, that by this method the Scholars, even the little ones, will get Seven Maxims perfectly by Heart, at the End of every week.

The Advantages resulting from this Plan, will sufficiently recompense the sedulous Teacher for all his trouble; for it will not only strengthen the Memories of his young people, but with a blessing, leave such Impressions on their tender Minds, as will conduce to their Interest in this, and Happiness in a future life.

Whatever is good in itself, cannot be too much

insisted on, or too often inculcated: therefore, it is further recommended to order some one Boy (chosen promiscuously from the rest) to repeat the Sentences for the Day before and after every Meal; and if he was obliged to stand on his seat whilst doing this, it would very much tend to shake off that awkward bashfulness which sticks so closely to the generality of young persons; and in the place of it, give that becoming assurance, which is necessary to every Station, but more particularly to a public one.

Besides these Maxims, there are added a number of Exercises on moral subjects, which will give the judicious Teacher frequent opportunities of descanting on topics favourable to the encouragement of virtue, and the suppression of vice; which ought undoubtedly to be the chief concern of every one who takes upon himself the important charge of educating Youth, for experience teaches, that it is far less difficult to push them forwards in those Arts and Sciences in which they may be engaged, than to correct their evil habits and propensities, or to give them a lasting relish to what is really good.

Precedents of Letters take up a considerable part of this work. It is well known that letter-writing is difficult for young persons, and of course very irksome to them; in order, therefore, to familiarise children with putting their thoughts, wants, or wishes, into black and white, the outlines of a letter are given in every week's Exercise, which may also be made use of, by Boys more used to Composition, as subjects to compose from.

The Exercises that remain to be taken notice of, are on various useful or entertaining subjects; cal-

culated to inform young minds, to give a taste for reading and study, and to inspire them with a love of Learning and Virtue.

The moral tendency of the work being pointed out, it only remains to add a few observations and hints for using these Exercises to advantage with respect to Grammar.

Some Passages are made exceedingly faulty, with a view to put Boys upon studying the current Sense of what they are about to write, and thereby insensibly to accustom them to an exertion of the Powers of the Mind on subjects where reading, speaking, or composition are concerned.

Whatever is worth doing at all is certainly worth doing well; therefore the Scholar should never be suffered to write his Exercises in a slovenly or negligent manner, as well with respect to the writing, as to the diction; but, when that happens to be the case, he should be obliged to write it over, and have the additional trouble of getting the same to repeat perfectly by Heart.

To accustom Boys to mark over every word its part of speech, to divide such words as are capable of a division into syllables; to place the proper accents over every vowel and syllable, and to dash all the emphatical syllables or words, could not fail of perfecting them in every part of Grammar, and that perhaps sooner than by any other method.

The first scholar, or captain of the class, should collect the Exercises ready for the Master's examination, and whilst he is marking the faults or inaccuracies in each, and giving his reasons for so doing, the whole class should be paying particular attention to what is said, in order that each boy may be enabled to correct his own Exercise: for it will profit the learner very little, if the Teacher, to

save time, corrects the faults in all the Exercises, or only in one, and suffers the captain of the class to correct the rest by that one.

Whilst the first are correcting their Exercises, the Master will be marking the faults of the second, which when finished, the Teacher will be ready to attend to the passing of the first class's Exercises; when the examination and explanation are over, each should give up his Exercise to the Master, who would do well to note down the number of faults in each Exercise in a book provided for that purpose; and doing this throughout the week, will give an opportunity of ascertaining the boy's places for the ensuing one, according to merit, as well as the degree of reward or punishment due to each.

To write striving Exercises for places, or a small Prize once a week, and that under the Master's eye, would, without doubt, create a spirit of emulation amongst the boys, and besides give a Teacher a good opportunity of judging of their real progress in Grammar; for, where the Exercises are not written under his own Inspection, it is more than probable he may be imposed upon.

If one of these Exercises were every day dictated to a class of eight or ten boys, to copy on Slates or Paper, it would be of great advantage to them; for it would strengthen their memories, put them upon thinking, improve them in Orthography, and give them a readiness in taking down discourses.

These Exercises will also serve the Master as a task-book, from which he may give the boys tasks to get by heart, or copy neatly and correctly, when either their improper behaviour or negligence make it necessary; this plan will be more agreeable to the liberal Teacher, and with a boy of a generous

mind have a better effect than any other mode of punishing; there are instances indeed where severity is absolutely necessary; but it is to be hoped these are few.

Some skilful and experienced Teachers may possibly have adopted plans better calculated to facilitate the progress of Youth in Grammar, &c. than this: if so, they would do well to communicate them to their less informed or inexperienced Brethren, and that with the same frankness that the Writer of this has described his own Method of Teaching.

Leeds, Jan. 1841.