ECLECTIC EDUCATION SERIES

Pinneo’s Guide to Composition

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PINNEO'S

GUIDE TO

COMPOSITION:

A SERIES OF PRACTICAL LESSONS, DESIGNED TO SIMPLIFY THE
ART OF WRITING COMPOSITION.

BY T. S. PINNEO, M. A., M. D.,
AUTHOR OF "PRIMARY GRAMMAR," "ANALYTICAL GRAMMAR," ETC.

VAN ANTWERP, BRAGG & CO.,
137 WALNUT STREET, CINCINNATI.
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ON THE

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By T. S. PINNEO, A.M., M.D.

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Entered according to Act of Congress, in the year 1864, by SARGENT, WILSON & HINZEL, in the Clerk's Office of the District Court of the United States, for the Southern District of Ohio.
This work is intended for those who desire a concise but comprehensive course of instruction in composition.

There are few, in this country, who are not frequently required to express their ideas in writing, and none who may not, at some time, be subject to this necessity. No education, therefore, can be complete that does not include this important branch.

As language, also, is the principal medium of imparting knowledge of all kinds, the study of composition should be commenced at a very early age, as soon, indeed, as the learner can read and write with tolerable accuracy.

The attempt is here made to render this usually repulsive and difficult branch, simple, easy of comprehension, and interesting. So gradually is the pupil led along, step by step, that he is actually taught to write composition before he is aware of it, and before the word composition is used.

It is hoped and believed that, by these instructions, even the youngest learner may be taught to express his thoughts readily, in a correct, clear, forcible, and easy style.
GUIDE TO COMPOSITION.

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The attention of the teacher is invited to the following features of this work:

1. Conciseness and Comprehensiveness. It includes, in a very small compass, all the essential principles of composition.

2. The Models, Exercises, and Explinations are varied and numerous, fully illustrating every important principle stated and every direction given.

3. The Arrangement is especially adapted to secure interest and profit. Each principle and each rule is introduced exactly at the point where it is needed in practice.

4. The Art of Thinking for one's self, as well as the proper expression of thought, is here taught.

5. The Plans for writing composition (pages 148-157) will be found, from their variety and number, exceedingly useful in teaching the pupil that most difficult and most important part of this study—the formation of plans for himself.

6. Spelling, Capitals, and Punctuation are taught by instruction and practice, intimately blended with other subjects. Every teacher is aware of the difficulty of securing proper attention to these points. It is confidently believed that the plan here adopted will accomplish this most desirable object.

This book should be commenced at a very early age. If deferred till the pupil is somewhat advanced, the introductory portion may be more rapidly passed over.
GUIDE TO COMPOSITION.

INTRODUCTORY.

To the Teacher.—Those exercises alone to which questions are attached are to be committed to memory. The other portions should be carefully read and well understood.

Composition is the expression of thought in written language.

In order to write correctly, the following subjects must be well understood:

I. Spelling.
II. Use of Capitals.
III. Punctuation.
IV. Use of Words and Phrases.
V. Formation of Sentences.
VI. Different Kinds of Composition.
VII. Use of Figurative Language.
VIII. Treatment of Themes.

I. SPELLING.

In writing these exercises in composition, very particular attention should be paid to the spelling. Not the slightest inaccuracy in this respect should be permitted.

A dictionary should always be at hand for reference.

Much may be learned, also, and a habit of correct spelling acquired and confirmed, by reading the works of good authors, and observing the manner in which they spell.

Rules and exercises may be found on pages 40–43.
II. CAPITALS.

Although the pupil is supposed to be already acquainted with the proper use of CAPITALS, a review of that subject is here especially appropriate.

For this purpose, directions and exercises will be introduced as they may be needed.

For a tabular view, see page 143.

III. PUNCTUATION.

The subject of PUNCTUATION, like that of capitals, will be reviewed in the following pages, and copious exercises furnished as necessity for using the various points and marks may arise.

For a connected view, see pages 143, 144.

IV. WORDS AND PHRASES.

A Word is a written or spoken sign of an idea; as,

Man, good, walk.

A Phrase is a collection of words that does not make complete sense; as,

In general. To do good. A man of sense.

A Sentence is a collection of words that makes complete sense; as,

Life is short. Truth is mighty and will prevail.
EXERCISES.

DIRECTIONS FOR WRITING COMPOSITION.

1. Let the handwriting be neat and perfectly distinct.
2. Be sure that every word is correctly spelt.
3. See that capitals are in the right places.
4. Let the points and marks be correct.
5. Let there be no grammatical mistakes.
6. Let no words be used contrary to the directions given in Cautions 1, 2, 3, 4, 5, 6, 7.
7. Let the sentences be properly formed, in accordance with the principles stated in Cautions 9, 10, 11, 12, 13, 14.
8. Let each written exercise, when completed, be once more carefully examined with reference to the preceding directions.

Note.—These directions may serve as a guide both to the pupil in writing and to the teacher in correcting the exercises which follow.

EXERCISE I.—WORDS.

How should a sentence commence and close?

A sentence should commence with a capital, and should generally close with a period; as,

Life is uncertain. The time has come.

Let the pupil place two or more appropriate words before each of the following nouns, putting capitals and periods as in the model. Let each exercise be written upon blackboard, slate, or paper.

Note.—These phrases, being independent, require capitals and periods, like sentences.

MODEL.

   A small tree. A young tree.
   A crooked tree. A beautiful tree.
          A good man.  An intelligent man.


EXERCISE II.—WORDS.

Place appropriate words before each of the following, as in the preceding exercise. Should any of these exercises be thought too long for the younger pupils, they can easily be divided.


EXERCISE III.—WORDS.

Let the pupil add to each of the following adjectives two or more appropriate words, as in the model.

          A young woman.  A young bird.
          A young tree.  A young lion.
3. Large.  5. Good.  7. Pretty.  9. Horrible.

EXERCISE IV.—WORDS.

Add words, as in the preceding exercise.

1. Sweet.  3. Long.  5. Tall.  7. Faithful.

Note.—Such exercises may be multiplied at the pleasure of the teacher.

EXERCISE V.—PUNCTUATION.

How should three or more words, used in the same way, be separated?
Three or more words, used in the same way, should be separated from each other by commas; as,

A tall, straight, and beautiful tree.
A new, large, expensive, fashionable house.

Explanation.—Tall, straight, and beautiful, being used in the same way, that is, all describing tree, are separated by commas. For the same reason, there are commas between new, large, expensive, and fashionable, which describe house.

Remark.—Two words used thus with a conjunction are not usually separated by a comma; as,

A tall and straight tree.

If the conjunction is omitted, the comma is used; as,

A tall, straight tree.

Note.—For this rule complete, see page 51, Ex. 79.

EXERCISE VI.—PUNCTUATION.

Correct the following sentences, as in the model. Two sentences are correct. Let the pupil find them.

1. a small white and old-fashioned house
Corrected.—A small, white, and old-fashioned house.

Reason.—A should be a capital, because it is at the beginning. See page 9, Ex. 1.

Small, white, and old-fashioned should be separated by commas, because they are used in the same way, all describing house. See page 11, Ex. 5.

There should be a period at house, because it is at the close.

2. a noble brave and patriotic citizen
3. a long tedious and dangerous journey
4. an honest temperate and industrious man
5. an innocent open-hearted beautiful child
6. A calm, pleasant, moonlight night.
7. a bright cloudless and beautiful sky
8. a safe swift and commodious steamer
9. a tall straight tree* 11. a tall, and straight tree*
10. A high, steep hill. 12. a high, and steep hill

EXERCISE VII.—WORDS.

Put appropriate words before each of the following nouns, placing capitals, periods, and commas correctly, and writing the phrases on blackboard, slate, or paper.

3. Dove. A gentle and beautiful dove.
   or, A gentle, beautiful dove. (See Ex. 5, Rem.)

EXERCISE VIII.—WORDS.

Prefix words, as in the preceding exercise.


EXERCISE IX.—WORDS.

Prefix words, as in the preceding exercise.


Note.—Exercises like these can be continued as long as desirable.

EXERCISE X.—PUNCTUATION.

For what is a brace used?

A Brace } is used to connect lines or words.

* See Ex. 5, Remark.
What do marks of parenthesis and brackets include?

Marks of Parenthesis ( ) include what may be omitted without materially affecting the sense; as,

No man (however wise) knows all things.

How is a period used?

A Period ( . ) is used at the close of a sentence. (See page 9.) Also, in abbreviations; as, Ex. for Exercise.

Where is a hyphen used?

A Hyphen ( - ) is used between the words which form a compound word; as,

Tea-pot; sea-horse.

For what other purpose is a hyphen used?

The hyphen is also used at the end of a line, when the other syllable or syllables of the word are at the beginning of the next line following; as,

In warm climates thunder storms are common.

What is to be observed in this use of the hyphen?

The hyphen should never be placed between letters of a syllable, but between syllables; as,

thun- not thu- nor thund-

ner, er.

Note.—The hyphen is, also, sometimes used in dictionaries and school-books, between syllables; as, u-su-al.

What does a dash denote?

A Dash ( — ), somewhat longer than a hyphen, denotes a pause of uncertain length; as,

Mr. —, Mr. —, what do you call him?

Note.—A dash is, also, sometimes used for the parenthesis; as,

No man—however wise—knows all things.
What does the mark for ellipsis denote?

An Ellipsis (or, etc.), still longer than a dash, denotes an intentional omission of letters or words; as,

C—s, for Charles.
The ——— assembled.
The company assembled.

What does a caret denote?

A Caret (\^{}), used only in written composition, denotes that what is placed over it is omitted by mistake; as,

\begin{align*}
\text{thy} & \quad \text{m} \\
\text{Honor} & \quad \text{father.} \\
\text{^} & \\
\text{Comission.} & \quad \text{^}
\end{align*}

Let the pupil make on a blackboard or slate the following marks and points.

\begin{align*}
\text{A Brace} \quad \{ \} \\
\text{Parenthesis} & \quad ( ), \\
\text{Hyphen} & \quad (-), \\
\text{Brackets} & \quad [ ], \\
\text{Dash} & \quad (-), \\
\text{Period} & \quad ( . ), \\
\text{Ellipsis} & \quad ( -- ), \\
\text{Comma} & \quad ( , ), \\
\text{Caret} & \quad ( ^{} ).
\end{align*}

EXERCISE XI.—PUNCTUATION.

Write the following with an ellipsis.


Use the caret properly in the following exercises.

1. Vain all things here below.

\begin{align*}
\text{are} \\
\text{Corrected.} & \quad \text{Vain all things here below.} \quad \text{^}
\end{align*}

2. The flood was the days of Noah.
3. Honesty is best policy.
4. Who can tell what be on the morrow?
5. In summer the trees full leaves.
6. In winter the is covered with snow.
7. In the morning the rises.
8. The river overflowed banks.

Rem. 1.—The pupil should endeavor to write so correctly that the caret will never be needed.
Rem. 2.—In writing the exercises in this book, the learner will have abundant practice in the use of the hyphen at the end of the line. The teacher should see that it is correctly employed.

EXERCISE XII.—WORDS.
Fill the blanks, writing the sentences in full, and using the hyphen and caret correctly.

1. The rose is ——, but it is surrounded with ——.
   The rose is sweet, but it is surrounded with thorns.
2. The lily is ——, but it grows among ——.
   The lily is fair, but it grows among weeds.
3. The dog ——. The horse ——. The hens ——.
4. The cat ——. The lions ——. The birds ——.
5. The sparrow has two —— and two ——.
6. Birds are clothed with —— and lay ——.
7. Fish have neither —— for flying like birds nor —— for walking like the ——.
8. They are not covered with —— like birds nor with —— like a horse.
9. Sheep are covered with ——, hogs with ——, and fish with ——.

EXERCISE XIII.—WORDS.
Fill the blanks, as in the preceding exercise.

1. Oxen and horses eat ———.
2. Dogs and cats eat ———.
3. Fowls and birds eat ———.
4. The farmer tills the ———, and when the wheat is ———, the miller grinds it into ———, from which our ——— is made.
5. Wool from the ———- back is made into ———-, and the skins of animals into ———-
6. There is a land where the roses are without ———-, and the lily grows not among ———-
7. In that land there is ———- spring, and light without any ———-. There are flowers that never ———-
8. In that ———- there are no wars nor quarrels, but all ———- one another.

EXERCISE XIV.—PHRASES.

Fill the ellipses with words or phrases that will complete the sense, writing out each sentence in full

1. The ———- greatly amused.
   The company were greatly amused.
2. The ———- blown down by the gale.
3. The ———- lost in the storm.
4. The ———- made known to the public.
5. The ———- returned late from school.
6. The ———- seen by the faint starlight.
7. The ———- in the same country town.
8. The ———- under the shade of the trees.
9. The ———- at the rising of the sun.
10. The ———- with corn and potatoes.

EXERCISE XV.—PHRASES.

Supply the ellipses, as in the model.

1. Valuable ———- are often lost.
   Valuable opportunities of doing good are often lost
2. Wonderful ———- sometimes told.
3. Much ———- some men.
4. The boy ———- with his sister.
5. The horses ———- carriage.
6. Many ———- related of Washington
7. Who ———- horrors of war?
8. Many ———- field of battle.
9. Thousands ——— the camp.
10. Life ——— serve the Lord.

EXERCISE XVI.—PHRASES.

Fill the following blanks with phrases.

1. They ——— difficulty.
   They removed the trees with difficulty.
2. The men ——— with reluctance.
3. We should ——— with cheerfulness.
4. The ships ——— a fair wind.
5. The sky ——— dark clouds.
6. We must ——— morning of life.
7. Every one ——— future with hope.
8. The sun ——— the just and the unjust.
10. In gardens ——— and flowers.

EXERCISE XVII.—PHRASES.

Supply the ellipses.

1. Mary ——— friends ——— country.
   Mary is visiting her friends in the country.
2. William ——— store ——— city.
3. The ship ——— gale ——— sea.
5. The elephant ——— found ——— countries.
6. A top ——— toy ——— play.
7. I saw ——— and a cow ——— pasture.
10. Jane ——— feed ——— and chickens

EXERCISE XVIII.—PUNCTUATION.

What does an interrogation point denote?

An interrogation point (?) denotes a question; as,

Will you go? Has he come?

Conv. — 2
What does an exclamation point denote?

AN EXCLAMATION POINT (!) denotes emotion; as,
Oh! ah! Alas for frail man!

What does an apostrophe denote?

AN APOSTROPHE (’) denotes a contraction made by omitting one or two letters; as,
’Tis for It is; e’er for ever.

Also, the possessive case; as,
John’s hat; eagle’s wings.

What is the difference between a comma and an apostrophe?
The comma is placed at the bottom of the line (,), and the apostrophe above it (’).

Let each pupil make the following points and marks upon a blackboard or slate.

Brace { },
Parenthesis ( ), Apostrophe (’),
Period ( . ), Hyphen ( - ),
Comma ( , ), Dash ( — ),
Interrogation ( ? ), Ellipsis ( --- ),
Exclamation ( ! ), Caret ( ^ ).

EXERCISE XIX.—PUNCTUATION.

Write out carefully and neatly the following sentences, putting in their proper places capitals, periods, interrogation and exclamation points, and apostrophes. Two examples are correct.

1. where can happiness be found
   Corrected.—Where can happiness be found?
   Reason.—W should be a capital, because it begins the sentence. There should be an interrogation point at the close, because a question is asked.

2. would that man had never sinned.
   Corrected.—Would that man had never sinned!
Reason.—W, a capital, as above; an exclamation point at the close, because emotion is expressed.

3. tis a long road to that mans house,
Corrected.—'T is a long road to that man's house.

Reason.—Capital T as above; apostrophe at 'T because 'Tis is contracted from it is; an apostrophe before s in man's, because man's is in the possessive; a period at house, because it is at the close of the sentence.

4. what can be more beautiful than the earth
5. the sun shines in his splendor
6. the moon and the stars come forth in beauty
7. the flowers lift up their bright heads
8. the brooks whisper softly as they flow
9. the birds warble as they fly
10. is not all nature tuned to harmony
11. o that man would praise the Lord for his goodness
12. how important that we should be prepared to die
13. Where shall we look for instruction?
14. who can tell what will be on the morrow
15. whose book is this where was it found
16. tis true tis pity pity tis tis true
17. a friends faults should not be magnified
18. 'T is not in nature not to scorn a knave.

EXERCISE XX.—PHRASES.

Fill the following blanks, as in the model.

1. He conducted _______________
   He conducted the business very well.

2. They saw ________________.

3. We should improve ________________.

4. Most persons love ________________.

5. We should love ________________.

6. Spring brings ________________.

7. Summer has ________________.

8. In autumn the harvest ________________.

9. In winter we have ________________. 