spreading in every direction and ignorance is diminishing).
His boorish manners occasionally set his refined cousin's teeth on edge (i.e. irritated him).
Some of the medical students in London made a dead set at Mr. Pussyfoot Johnson (i.e. combined to attack him by argument or ridicule).
When the Inspector entered the class some of the pupils shook in their shoes (trembled with fear).

39. *
There are black sheep (bad characters, scoundrels) in every community.
Most of the primary teachers made shift (manage somehow) to live on a paltry salary of Rs. 20 a month.
I threatened to show him up (to disclose his villainy) if he did not mend his ways.
That solicitor is guilty of sharp practice (underhand or questionable dealings).
The usurper cannot maintain his position without the sinews of war (money).
Mussolini is in a position to snap his fingers at (to defy) his opponents. *
The speaker was unmercifully heckled, but he manfully stood to his guns (i.e. maintained his own opinion).

CHAPTER XXIX.

PUNCTUATION.

263. Punctuation (derived from the Latin punctum, a point) means the right use of putting in Points or Stops in writing. The following are the principal stops:—

(1) Full Stop or Period (.)
(2) Comma (,)
(3) Semicolon (;)
(4) Colon (:)
(5) Note of Interrogation (?)
(6) Note of Exclamation (!)

Other marks in common use are the Dash—; Parentheses ( ); Inverted Commas or Quotation Marks “ ”
264. The **Full Stop** represents the greatest pause and separation. It is used:—

(1) To mark the end of a declarative or an imperative sentence; as,
Dear, patient, gentle, noble Nell was dead.

(2) To mark abbreviations and initials; as,

265. The **Comma** represents the shortest pause, and is used:—

(1) To separate a series of words in the same construction; as,
England, France, and Italy formed an alliance.
He lost 'mnds, money, reputation, and friends.
It was a long, dull, and wearisome journey.
He wrote his exercise neatly, quickly, and correctly.

Note.—A comma is generally not placed before the word preceded by *and*.

(2) To separate each pair of words connected by *and*; as,
We should be devout and humble, cheerful and serene.
High and low, rich and poor, wise and foolish, must all die.

(3) After a Nominative Absolute; as,
This done, she returned to the old man with a lovely smile on her face.
The wind being favourable, the squadron sailed.
The genius making me no answer, I turned about to address myself to him a second time.

(4) To mark off a Noun or Phrase in Apposition; as,
Paul, the apostle, was beheaded in the reign of Nero.
Milton, the great English poet, was blind.
Hereward, the last of the English, was a mighty man.

(5) To mark off the Nominative of Address or Vocative; as,
Come into the garden, Maud.
England, with all thy faults I love thee still.
Lord of the universe, shield us and guide us.

But when the Vocative is emphatic we ought to use the Note of Exclamation; as,
Monster! by thee my child's devoured!

(6) To mark off two or more Adverbs or Adverbial phrases coming together; as,
Then, at length, tardy justice was done to the memory of Oliver.
(7) Before and after a Participial phrase, provided that the phrase might be expanded into a sentence, and is not used in a merely qualifying sense; as,
    Caesar, having conquered his enemies, returned to Rome.
(8) Before and after words, phrases, or clauses, let into the body of a sentence; as,
    He did not, however, gain his object.
    It is mind, after all, which does the work of the world.
    His behaviour, to say the least, was very rude.
    His story was, in several ways, improbable.
    Let there be no strife, I pray thee, between thee and me.
    The essay-writers, whose works consisted in a great measure of short moral dissertations, set the literary taste of the age.
    The people of Orleans, when they first saw her in their city, thought she was an angel.
(9) To indicate the omission of a word, especially a verb; as,
    Ramã received a fountain pen; Hari, a watch.
    He was a Brahmin; she, a Rajput.
    He will succeed; you, never.
(10) To separate short co-ordinate clauses of a Compound sentence; as,
    The rains descended, and the floods came.
    Men may come, and men may go, but I go on for ever.
    I came, I saw, I conquered.
    The way was long, the wind was cold,
    The minstrel was infirm and old.
    When there is a conjunction the comma is sometimes omitted; as,
    He came and saw me.
(11) To mark off a direct quotation from the rest of the sentence; as,
    "Exactly so," said Alice.
    He said to his disciples, "Watch and pray."
    "Go then," said the ant, "and dance winter away."
(12) Before certain co-ordinative conjunctions; as,
    To act thus is not wisdom, but folly.
(13) To separate a long Subject opening a sentence from the verb; as,
    The injustice of the sentence pronounced upon that great scientist and discoverer, is now evident to us all.
    All that we admired and adored before as great and magnificent, is obliterated or vanished.
(14) To separate a Noun clause—whether subject or object—preceeding the verb; as,
Whatever is, is right.
How we are ever to get there, is the question.
That he would succeed in his undertaking, no one ever doubted.
(15) To separate an Adjective clause that is not restrictive in meaning, but is co-ordinate with the Principal clause; as,
Sailors, who are generally superstitious, say it is unlucky to embark on a Friday.
The Excise, which was a favourite resource of Whig financiers, he had designated as a hateful tax.
When the Adjective clause is restrictive in meaning, the comma should not be applied; as,
This is the house that Jack built.
The Lord is nigh unto them that are of a broken heart.
The echoes of the storm which was then raised I still hear grumbling round me.
The design was disapproved by everyone whose judgment was entitled to respect.
(16) To separate an Adverbial clause from its Principal clause; as,
When I was a bachelor, I lived by myself.
If thou would'st be happy, seek to please.
When the Adverbial clause follows the Principal clause, the comma is frequently omitted; as,
Seek to please if thou would'st be happy.

266. The Semicolon represents a pause of greater importance than that shown by the Comma. It is used:—
(1) To separate the clauses of a Compound sentence, when they contain comma; as,
He was a brave, large-hearted man; and we all honoured him.
(2) To separate a series of loosely related clauses; as,
Her court was pure; her life serene;
God gave her peace; her land reposed.
To-day we love what to-morrow we hate; to-day we seek what to-morrow we shun; to-day we desire what to-morrow we fear.

267. The Colon marks a still more complete pause than that expressed by the Semicolon. It is used, (often with a dash after it):—
(1) To introduce a quotation; as,
Bacon says:—"Reading makes a full man, writing an exact
man, speaking a ready man."

(2) Before enumeration, examples, etc.; as,
The principal parts of a verb in English are: the present
tense, the past tense, and the past participle.
The limitation of armaments, the acceptance of arbitration
as the natural solvent of international disputes, the relega-
tion of wars of ambition and aggression to the categories
of obsolete follies: these will be milestones which mark
the stages of the road.

(3) Between sentences grammatically independent
but closely connected in sense; as,
Study to acquire a habit of thinking: no study is more
important.

268. The **Note of Interrogation** is used, instead of
the Full Stop, after a direct question; as,
Have you written your exercise?
If you prick us, do we not bleed? If you tickle us, do we
not laugh? If you poison us, do we not die? And if
you wrong us, shall we not have revenge?
But the Note of Interrogation is not used after an
indirect question; as,
He asked me whether I had written my exercise.

269. The **Note of Exclamation** is used after Inter-
jections and after Phrases and Sentences expressing
sudden emotion or wish; as,
Alas!
Oh dear!
What a terrible fire this is!
O, what a fall was there, my countrymen!
Long live the King!
**Note:**—When the interjection O is placed before the
Nominative of Address, the Note of Exclamation, if
employed at all, comes after the noun; or it may be
placed at the end of the sentence; as,
O father! I hear the sound of guns.
O Hamlet, speak no more!

270. **Inverted Commas** are used to enclose the
exact words of a speaker, or a quotation; as,
"I would rather die," he exclaimed, "than join the oppres-
sors of my country."
Babar is said by Elphinstone to have been "the most admir-
able prince that ever reigned in Asia."
If a quotation occurs within a quotation, it is marked by single inverted commas; as,
“..." added the March Hare, "..." that 'I like what I get' is the same thing as 'I get what I like'".

271. The Dash is used:—
(1) To indicate an abrupt stop or change of thought; as,
If my husband were alive — but why lament the past?
(2) To resume a scattered subject; as,
Friends, companions, relatives — all deserted him.

272. The Hyphen — a shorter line than the Dash — is used to connect the parts of a compound word; as,
Passer-by, man-of-war, jack-of-all-trades.
It is also used to connect parts of a word divided at the end of a line.

273. Parentheses or Double Dashes are used to separate from the main part of the sentence a phrase or clause which does not grammatically belong to it; as,
He gained from Heaven (’twas all he wished) a friend.
A remarkable instance of this kind of courage — call it, if you please, resolute will — is given in the history of Babar.

274. The Apostrophe is used:—
(1) To show the omission of a letter or letters; as.
Don't, e'er, I've.
(2) In the Genitive Case of Nouns.
(3) To form the plural of letters and figures.
Dot your i's and cross your t's.
Add two 5's and four 2's.

275. Capitals are used:—
(1) To begin a sentence.
(2) To begin each fresh line of poetry.
(3) To begin all Proper Nouns and Adjectives derived from them; as,
Delhi, Rama, Africa, African, Shakespeare, Shakespearian.
(4) For all nouns and pronouns which indicate the Deity; as,
The Lord, He is the God.
(5) To write the pronoun I and the interjection O.
Exercise 147. Insert commas, where necessary, in the following sentences:—

1. The necessity of amusement made me a carpenter a bird-cager a gardener.
2. Speak clearly if you would be understood.
3. Even a fool when he holdeth his peace is counted wise.
4. When we have dined to prevent the ladies leaving us I generally ordered the table to be removed.
5. My orchard was often robbed by schoolboys and my wife's custards plundered by the cats.
6. Whenever I approached a peasant's house towards night-fall I played one of my most merry tunes.
7. By conscience and courage by deeds of devotion and daring he soon commended himself to his fellows and his officers.
8. Wealth may seek us but wisdom must be sought.
9. Beware lest thou be led into temptation.
10. Brazil which is nearly as large as the whole of Europe is covered with a vegetation of incredible profusion.
11. We judge ourselves by what we feel capable of doing while others judge us by what we have already done.
12. Some are born great; some achieve greatness and some have greatness thrust upon them.
13. I therefore walked back by the horseway which was five miles round.
14. Read not to contradict nor to believe but to weigh and consider.
15. The leaves as we shall see immediately are the feeders of the plant.
16. A public speaker should be cool collected and precise.
17. Sir I would rather be right than be President.
18. In fact there was nothing else to do.
19. At midnight however I was aroused by the tramp of horses' hoofs in the yard.
20. Spenser the great English poet lived in the time of Queen Elizabeth.
21. One of the favourite themes of boasting with the Squire is the noble trees on his estate which in truth has some of the finest that I have seen in England.
22. When he was a boy Franklin who afterward became a distinguished statesman and philosopher learned his trade in the printing office of his brother who published a paper in Boston.
23. We had in this village some twenty years ago an idiot boy whom I well remember who from a child showed a strong propensity for bees.
24. Margaret the eldest of the four was sixteen and very pretty being plump and fair with large eyes plenty of soft
brown hair a sweet mouth and white hands of which she was rather vain.
25. A letter from a young lady written in the most passionate terms wherein she laments the misfortune of a gentleman her lover who was lately wounded in a duel has turned my thoughts to that subject and inclined me to examine into the causes which precipitate men into so fatal a folly.

**Exercise 148. Insert commas, where necessary, in the following sentences:**

1. In the old Persian stories Turan the land of darkness is opposed to Iran the land of light.
2. History it has been said is the essence of innumerable biographies.
3. Attention application accuracy method punctuality and dispatch are the principal qualities required for the efficient conduct of business of any sort.
4. The English Government is a mixture of monarchy aristocracy and democracy.
5. He was now in the vigour of his days forty-three years of age stately in person noble in his demeanour calm and dignified in his deportment.
6. Your wife would give you little thanks if she were present to hear you make this offer.
7. A high-bred man never forgets himself controls his temper does nothing in excess is courteous dignified and that even to persons whom he is wishing far away.
8. All that I am all that I hope to be I owe to my angel mother.
9. We all or nearly all fail to last our "lease" owing to accidents violence and avoidable as well as unavoidable disease.
10. Nothing probably has more contributed to perpetuate the poverty and backwardness of India than the want of good roads.
11. In a strict and legal sense that is properly the domicile of a person where he has his true fixed permanent home and principal establishment and to which whenever he is absent he has the intention of returning.

**Exercise 149. Punctuate the following:**

1. As Cæsar loved me I wept 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.
2. The shepherd finding his flock destroyed exclaimed I have been rightly served why did I trust my sheep to a wolf.
3. However strange however grotesque may be the appearance which Dante undertakes to describe he never shrinks from describing it he gives us the shape the colour the sound the smell the taste.
4. Perhaps cried he there may be such monsters as you describe.
5. Sancho ran as fast as his ass could go to help his master whom he found lying and not able to stir such a blow he and Rozinante had received mercy on me cried Sancho did I not give your worship fair warning did I not tell you they were wind-mills and that nobody could think otherwise unless he had also windmills in his head.

6. The mans duty as a member of a commonwealth is to assist in the maintenance in the advance in the defence of the state the womans duty as a member of the commonwealth is to assist in the ordering in the comforting and in the beautiful adornment of the state.

7. When I look upon the tombs of the great every emotion of envy dies in me when I read the epitaphs of the beautiful every inordinate desire goes out when I meet with the grief of parents upon a tombstone my heart melts with compassion when I see the tomb of the parents themselves I consider the vanity of grieving for those whom we must quickly follow.

8. They had played together in infancy they had worked together in manhood they were now tottering about and gossipping away the evening of life and in a short time they will probably be buried together in the neighbouring churchyard.

9. Take away that bauble said Cromwell pointing to the mace which lay upon the table and when the House was empty he went out with the key in his pocket.

10. One day walking together up a hill I said to Friday do you not wish yourself in your own country again yes he said what would you do there said I would you turn wild and eat mens flesh again he looked full of concern and shaking his head said no no.

11. When a great office is vacant either by death or disgrace which often happens five or six of these candidates petition the emperor to entertain his majesty and the court with a dance on the rope and whoever jumps the highest without falling succeeds to the office.

12. That familiarity produces neglect has been long observed the effect of all external objects however great or splendid ceases with their novelty the courtier stands without emotion in the royal presence the rustic tramples under his foot the beauties of the spring with little attention to their colours or their fragrance and the inhabitant of the coast darts his eye upon the immense diffusion of waters without awe wonder or terror.

13. If you look about you and consider the lives of others as well as your own if you think how few are born with honour and how many die without name or children how little beauty we see and how few friends we hear of how many diseases and how much poverty there is in the world you will fall down upon your knees and instead of repining at one affliction will admire so many blessings which you have received from the hand of God.
14. We thank Thee for the place in which we dwell for the love that unites us for the peace accorded us this day for the hope with which we expect the morrow for the health the work the food and the bright skies that make our life delightful for our friends in all parts of the earth.

15. Androcles who had no arms of any kind now gave himself up for lost what shall I do said he I have no spear or sword no not so much as a stick to defend myself with.

16. My quaint Ariel said Prospero to the little sprite when he made him free I shall miss you yet you shall have your freedom thank you my dear master said Ariel but give me leave to attend your ship home with prosperous gales before you bid farewell to the assistance of your faithful spirit.

17. O master master exclaimed Ananda weeping bitterly and is all the work undone and all by my fault and folly that which is built on fraud and imposture can by no means endure returned Buddha.

18. Wretch said the king what harm did I do thee that thou shouldst seek to take my life with your own hand you killed my father and my two brothers was the reply.

**Exercise 150. Punctuate the following:**

1. Nothing is so easy and inviting as the retort of abuse and sarcasm but it is a paltry and an unprofitable contest.

2. Think how mysterious and often unaccountable it is that lottery of life which gives to this man the purple and fine linen and sends to the other rags for garments and dogs for comforters.

3. The human mind is never stationary it advances or it retrogrades.

4. The common law of England and the like law exists in America considers marriage in no other light than as a civil contract.

5. Sir William Harcourt was a great Liberal statesman perhaps the last representative of the old parliamentary manner and of the old political oratory.

6. There is a slavery that no legislation can abolish the slavery of caste.

7. Truly a popular error has as many lives as a cat it comes walking in long after you have imagined it effectually strangled.

8. So far from science being irreligious as many think it is the neglect of science that is irreligious it is the refusal to study the surrounding creation that is irreligious.

9. None of Talleyrand's mots is more famous than this speech was given to man to conceal his thoughts.

10. There is only one cure for the evils which newly acquired freedom produces and that cure is freedom.

11. If you read ten pages of a good book letter by letter that is to say with real accuracy you are for evermore in some measure an educated person.
PART III.
WRITTEN COMPOSITION.

CHAPTER XXX.

STORY-WRITING.

To tell even a simple story well requires some practice. An uneducated person generally tells a tale badly. He does not mentally look ahead as he tells it and plans it out. So he repeats himself, omits important items, which he drags in afterwards out of place, and dwells too long on minor details and fails to emphasise the leading points. To write a good story, you must have the whole plot clear in your mind, and the main points arranged in their proper order.

In these exercises you are not asked to make up a story. The plot of each story is given you, more or less fully, in the outlines provided. But an outline is only a skeleton; it is your work to clothe the skeleton with flesh and breathe life into it. The exercises are graduated in difficulty. In the first set, the outlines are fairly full. All you have to do is to connect the points and fill in the details that are missing. In the second set, only the main points are indicated, and more scope is given to the imagination. In the third and fourth sets, the inventive faculty is brought into play; for you are required to use your imagination and supply a conclusion to an unfinished tale. In all cases you must try to produce a connected narrative, and to make it as interesting as you can.

HINTS.

1. As has been already said, see that you have a clear idea of the plot of the story in your mind before you begin to write.
2. Follow the outline given; i.e., do not omit any point, and keep to the order in which the points are given in the outline.

3. Be careful to connect the points given in the outline naturally, so that the whole will read well as a connected piece of good composition. Otherwise the whole will be disconnected and jerky. You must use your imagination in filling in the details of action, gesture and conversation that should connect one point with the next.

4. Where possible, introduce dialogue or conversation; but be careful to make it natural and interesting.

5. The conclusion of a story is important. The whole story should be made to lead up to it naturally, and then it should come as a bit of a surprise.

6. If you are asked to supply a heading or title to the story, you may choose the main character, object or incident of the story (e.g., "The Barber of Baghdad," or "The Pot of Olives," or "An Accident"); or, a proverb or well-known quotation that suits the story (e.g., "No pains, no gains," "Sorrow's Crown of Sorrow", etc.).

7. See that your composition is grammatical and idiomatic and in good simple English. Revise your work, and if necessary rewrite it, until it is as good as you can make it.

I. FULL OUTLINE.

Boy set to guard sheep—told to cry "Wolf!" if he sees a wolf near the flock—watches the sheep for several days—gets tired of the monotonous work—so one day shouts "Wolf!" as a joke—all the villagers hasten to his help—they find no wolf—boy laughs at them—villagers angry—plays the same joke a few days later—some villagers take no notice—some come running—finding nothing, they beat the boy—at last wolf really comes—boy terrified and shouts "Wolf! Wolf!"—villagers take no notice—wolf kills several sheep.
STORY-WRITING.

COMPLETE STORY.

THE BOY WHO CRIED "WOLF!"

One of the boys in a village was sent out into the fields to look after the sheep.

"Mind you take care of them and don't let them stray," said the villagers to him. "And keep a good look out for wolves. Don't go far away; and if you see a wolf coming near the sheep, shout out 'Wolf!' as loudly as you can, and we will come at once to help you."

"All right!" said the boy, "I will be careful."

So every morning he drove his sheep out to the hillside and watched them all day. And when evening came, he drove them home again.

But after a few days he got rather tired of this lonely life. Nothing happened and no wolves came. So one afternoon he said to himself: "These villagers have given me a very stupid job. I think I will play a trick on them, just for fun."

So he got up and began shouting as loudly as he could, "Wolf! Wolf!"

The people in the village heard him, and at once they came running with sticks.

"Wolf! Wolf!" shouted the boy; and they ran faster. At last they came up to him, out of breath.

"Where is the wolf?" they panted. But the boy only laughed and said: "There is no wolf. I only shouted in fun. And it was fun to see you all running as hard as you could!"

The men were very angry.

"You young rascal!" they said. "If you play a trick like that again, we will beat you instead of the wolf."

And they went back to their work in the village.

For some days the boy kept quiet. But he got restless again, and said to himself: "I wonder if they will come running again if I cry 'Wolf!' once more. It was such fun the last time."

So once more he began shouting, "Wolf! Wolf!"

The villagers heard him. Some said, "That boy is up to his tricks again." But others said, "It may be true this time; and if there really is a wolf, we shall lose some of our sheep."

So they seized their sticks, and ran out of the village to the sheep.

"Where is the wolf?" they cried, as they came up.

"Nowhere!" said the boy laughing. "It was fun to see you running up the hill as fast as you could."

"We will teach you to play jokes," shouted the angry men; and they seized the boy and gave him a good beating, and left him crying instead of laughing.
A few days later a wolf really did come. When the boy saw it, he was very frightened and began shouting "Wolf! Wolf! Help! Help!" as loudly as he could.

The villagers heard him, but they took no notice.

"He is playing his tricks again," they said. "We won't be made fools for a third time. You can't believe a boy after you have caught him lying twice."

So no one went to his help, and the wolf killed several sheep and frightened the boy nearly out of his wits.

Exercise 151. Construct readable stories from the following outlines:

1. An old lady becomes blind—calls in a doctor—agrees to pay large fee if cured, but nothing if not—doctor calls daily—coyens lady's furniture—delays the cure—every day takes away some of her furniture—at last cures her—demands his fees—lady refuses to pay, saying cure not complete—doctor brings a court case—judge asks lady why she will not pay—she says sight not properly restored—she cannot see all her furniture—judge gives verdict in her favour—moral.

2. A jackal wants crabs on the other side of a river—wonders how to get across—tells camel there is sugarcane the other side—camel agrees to carry him across in return for the information—they cross—jackal finishes his meal—plays trick on camel—runs round the fields howling—villagers rush out—see camel in sugarcane—beat him with sticks—camel runs to river—jackal jumps on his back—while crossing, camel asks jackal why he played him such a trick—jackal says he always howls after a good meal—camel replies he always takes a bath after a good meal—rolls in the river—jackal nearly drowned—tit-for-tat.

3. A son is born to a Rajah—the mother dies in childbirth—a young mother with a baby is chosen as nurse—she nurses both babies together—enemies of the Rajah plot to kill his son—they bribe the guards and get into the palace—the nurse is warned just in time—quickly changes the children's dresses—leaves her own child dressed as prince and flies with the real prince—murderers enter room and kill the child left behind—so prince is saved—Rajah offers nurse great rewards—she refuses them and kills herself—Rajah grieved—erects splendid tomb for the faithful nurse.

4. A miser loses a purse of a hundred pieces of gold—in great distress—goes to town crier—crier says he must offer a reward—offers reward of ten pieces of gold—the crier announces this—a few days later a farmer comes to the miser...
— he has picked up the purse — returns it to miser — miser counts the money — a hundred pieces of gold — thanks the farmer — the farmer asks for the reward — miser says there were a hundred and ten pieces in the purse, so the farmer has already taken his reward of the pieces — they quarrel — farmer appeals to the judge — the judge hears the case, and asks for the purse — sees that it only just holds a hundred pieces — decides it cannot be the miser’s purse — so gives the purse to farmer — the miser had overreached himself.

5. A king distressed — his people lazy — to teach them a lesson he had a big stone put in the middle of the road one night — next day merchants pass and go round it — an officer driving in his carriage did the same — a young soldier came riding, did the same — all cursed the stone and blamed the government for not removing it — the stone lay there for a week and none removed it — then the king had the stone removed — under it was an iron box, marked “For the man who moves away the stone” — inside a purse full of money — the people were ashamed.

6. Tiger kills an Indian lady travelling through the jungle — as he eats her body, he notices her gold bangle — keeps it as he thinks it may be useful — later he hides himself by a pool — traveller comes to pool, dusty and tired — strips and bathes in cool water — sees the tiger in bushes watching him — terrified — tiger greets him with a mild voice — says he is pious and spends time in prayer — as a sign of goodwill, offers the traveller the gold bangle — traveller’s greed overcomes his fear — crosses pool to take bangle — tiger springs on him and kills him.

7. A young man setting out on a journey — accompanied part way by an old man — they part under a pipal tree — young man asks old man to keep Rs. 100 for him till he returns — old man agrees and takes money — after some time young man returns — asks for his money — old man says he never gave him any to keep — young man takes him before judge — judge asks for witnesses — none except the pipal tree — judge sends young man to summon tree to court — a long time away — judge asks old man, “Why?” — old man says tree a long way off — judge sees that the old man knows which tree it is — when young man returns, judge gives verdict in his favour.

8. A poor Brahmin travelling through forests — comes across a tiger caught in a trap — tiger begs him to let him out — Brahmin in pity does so — tiger knocks him down — Brahmin pleads for his life and says the tiger is ungrateful — tiger agrees that he may appeal to three things against tiger — Brahmin first asks a pipal tree — tree says all men are ungrateful — tree gives them shade and they cut its branches — Brahmin next asks the road — the road says that
in return for its services men trample on it with heavy boots — Brahmin then asks a buffalo — buffalo says her master beats her and makes her turn a Persian wheel — Brahmin in despair — consults a jackal — jackal asks how tiger got into cage — tiger jumps in to show him — jackal shuts cage and walks away with Brahmin.

9. Baghdad merchant, about to go with a caravan to Damascus, suddenly falls ill — entrusts his bales of silk to a camel-driver — says he will go to Damascus as soon as he is well — will pay camel-driver when he arrives — camel-driver waits in Damascus — merchant does not come — camel-driver sells the silk for a large sum — shaves his beard, dyes his hair and dresses in fine clothes — Baghdad merchant at last arrives — searches all Damascus for camel-driver — one day recognizes him — camel-driver pretends to be a merchant of Samarkand — Baghdad merchant brings him before the judge — judge decides he can do nothing, as there are no witnesses — as camel-driver leaves court, judge suddenly calls out "Camel-driver!" — he stops and turns round — judge puts him in prison, and makes him pay money to Baghdad merchant.

10. A slave in ancient Carthage — cruel master — slave runs away into desert — sleeps that night in a cave — waked up by terrible roar — sees lion coming into cave — terrified — but lion quite gentle — holds up wounded paw — slave takes out a big 'horn — lion grateful and wags his tail — slave and lion live together as friends — at last slave homesick — goes back to Carthage — is caught by his master — condemned by judge to be thrown to lions — thousands go to amphitheatre to see man fight lion — slave brought out — lion rushes to attack him — but when he sees slave lies down and licks his feet — same lion — great astonishment — governor sends for slave — hears his story — frees slave and gives him the lion.

11. King Solomon noted for his wisdom — Queen of Sheba heard of his fame — came to visit him — impressed by his wealth and grandeur — wanted to test his power of solving puzzles — showed him two garlands of flowers, one in right hand and one in left — one real, the other artificial — asks, "Which is which?" — courtiers puzzled — both garlands look the same — Solomon silent — Queen feels triumphant — Solomon ordered windows to be opened — bees flew in from garden — buzzed about the Queen — all settled on garland in her right hand — Solomon said the flowers in right hand real, in left hand artificial — Queen impressed with his wisdom.

12. Ship of pirate becalmed near rocky coast — pirate sees bell fastened to dangerous submerged rock — asks what it is — is told it was placed there to warn sailors in storms — thinks it would be a joke to take the bell — rows across in boat to rock — they cut the chain and sink the bell — wind rises and they sail away — years after pirate returns to same coast —
sea covered with fog and storm rising — pirate does not know where he is — a terrible crash — ship strikes on the same rock — as they go down the pirate realizes his ship wrecked on the same rock — wishes he had left the bell alone.

13. Rich nobleman gives a grand feast — many guests — his steward tells him a fisherman has brought a fine fish — nobleman tells him to pay him his price — steward says his price is a hundred lashes — nobleman thinks this a merry jest — sends for fisherman — fisherman confirms steward’s report — nobleman agrees — fisherman quietly receives fifty lashes — then stops — says, he has a partner to whom he promised half the price — “Who is he?” — nobleman’s porter — “Why?” — porter refused to let him in if he did not agree — porter brought in and given the other fifty lashes — guests enjoy joke — nobleman rewards fisherman.

14. Ali a barber in Baghdad — Hassan a wood-seller — Hassan brings Ali load of wood on a donkey — they bargain about the price — at last Ali offers so much for “all the wood on the donkey’s back” — Hassan agrees — unloads the wood — Ali claims donkey’s wooden saddle — Hassan protests — quarrel — Ali seizes saddle and drives Hassan away with blows — Hassan appeals to Khalif — Khalif gives him advice — some days later Hassan goes to Ali’s shop — asks Ali to shave him and a friend for so much — Ali agrees — shaves Hassan first — “Where is your friend?” — “Outside” — Hassan fetches in his donkey — Ali refuses to shave donkey — drives Hassan away — Hassan reports to Khalif — Khalif sends for Ali — forces him to fulfil his bargain — Ali has to shave Hassan’s friend, the donkey, before all the courtiers — great laughter, and shame for Ali.

II. BARE OUTLINE.

Fox on hot day — hungry — sees grapes growing up tall poles — several useless jumps — “Grapes sour!”

COMPLETE STORY.

THE FOX AND THE GRAPES.

A fox was one day trotting along in the field by a wood. He was rather hungry, and was looking out for something to eat.

After some time he came to a vineyard; and the vines were laden of fine bunches of grapes. But the vines were all growing up tall poles, so that the bunches of grapes were too high up for the fox to reach.

“They look very fine,” thought the fox; “I must have some. Perhaps I can get some if I jump high enough.”
So he jumped as high as he could; but he could not reach them. He jumped again, and again, and again; but it was no good. There hung the grapes, but not for him. Jump as he would, he could not reach them.

At last he gave it up, and went away. "I will not have these grapes," he said. "I am sure they are sour, and not worth eating."

Exercise 152. Develop the following outlines by introducing details into connected stories:—

1. Frogs croaking in pond — boys throw stones — frogs protest — "Only play" — "Play to you, death to us."

2. Wolf drinking at stream — hungry — sees lamb drinking below — says it has muddled water — so kills it.

3. Dog steals bone — crosses bridge — sees reflection in water — another dog with bone — jumps in to get it — loses real bone.

4. Farm-dog meets wolf — wolf very thin — sheep too well-guarded — dog's advice — "Do honest work; master feeds well" — wolf agrees — notices mark round dog's neck — "Why?" — mark of chain — wolf refuses to work — rather be free and starve.

5. Two beggars — one blind, one lame — both helpless — cripple's proposal — the blind man to carry him and he to lead — agreed — result and moral.

6. Wolf has bone in throat — asks crane to pull it out — crane afraid — wolf promises reward — crane picks bone out — wolf says reward is not having head bitten off.

7. Lion asleep — waked up by mouse — angry — mouse promises to help lion sometime — lion lets mouse go — lion in trap — mouse gnaws ropes — lion freed — grateful to mouse.

8. Forest — two travellers — meet bear — one climbs a tree — the other lies down as if dead — bear smells his head — goes away — first traveller asks what bear said — "Beware of friends who run away in danger."

9. Fox falls into well — can't get out — invites goat in — "Sweet water" — climbs out over goat's back — leaves goat in well.

10. Lion king of forest — kills many animals — survivors terrified — hare offers to save them — tells lion another lion in forest — lion wants to see and kill him — hare takes lion to deep well — lion sees his reflection — jumps in thinking it is the other lion.

11. Traveller lost in forest — cold and hungry — meets Satyr — Satyr gives him hot soup — man blows soup — "Why?" — "To make it cool" — man blows hands — "Why?" "To make them warm" — Satyr angry — can't trust a man who blows hot and cold.

12. Dispute between sun and wind — which is stronger? — wind blows — traveller clasps cloak tighter — sun shines — traveller takes coat off — moral.
14. King Solomon and Queen of Sheba—riding together—ant-hill—Solomon rides round—"Why?"—"Strong must spare weak."
15. Clear pool—stag drinking—admires his horns—despises his thin legs—hunter and hounds—stag flees—horns catch in tree—stag pulled down—dying thoughts.
16. Cap-seller under tree—ten red caps for sale—falls asleep—caps gone when he wakes—ten monkeys in tree—each wears a cap—he can't catch them—despair—snatches cap off his head and throws it down—monkeys do same—imitation.
17. Wolf hungry—sheep too well-guarded—wolf's plan—puts on sheep's skin—mingles with flock—sheep bleating—wolf tries to bleat—only howls—detected—killed by shepherd.

III. UNFINISHED STORY.

A farmer rode to a fair to sell his sheep. He got good prices for them, and his money bags were full of gold and silver. As he had a long ride before him to get home, he went to the inn and called for his horse. The stable-man brought it out, and said:

"There is a nail out of this shoe. You had better wait and have it put in."

"No, no," cried the farmer, "I can't wait a minute. One nail does not matter."

So he got on his horse and galloped out of the town. After some hours' hard riding, he stopped at an inn, when——

COMPLETION.

—when he found his horse had lost a shoe. The stable-boy said:

"Sir, you had better let me take your horse to the blacksmith to have a shoe put on."

"No," said the farmer, "I am late, and can't wait for that. I have only a few miles to go, and my horse can manage so far without a shoe."

He got on his horse again, and rode on. But after a few miles the horse began to limp, and soon it went quite lame. The farmer had to get off, and lead it. At last night came on, and he was still a good way from home.

Suddenly two robbers jumped out of the bushes and attacked him. They soon robbed him of his money bags, and left him, bruised and weary and sad sitting by his lame horse.
“Alas!” he said, “for want of a horse-shoe nail I have lost all my money.”

[Title of Story—“The Missing Nail.”]

Exercise 153. Complete the following stories in the best way you can, and give them suitable titles:—

1. Some woodmen were cutting down trees in the forest, and sawing the trunks into planks. When midday came, they dropped their tools and went off to get some dinner. Now some monkeys, who had been sitting in the trees nearby, had been watching the men at their work, and were very curious to know what they were doing. So when the men had gone, they came down and began to examine the tools. The biggest monkey jumped on a log of wood and looked at the wedge driven into the wood. He called the other monkeys, and—

2. One morning a crow was hopping about near the kitchen, and saw a nice piece of cheese inside. As the cook was not there, she hopped in and stole the cheese, and flew away with it in her beak to the branch of a tree. A fox, hiding in the bushes nearby, saw this, and made up his mind to get the cheese. So he went and stood under the tree where the crow was, and said—

3. Once upon a time a thief stole a bell in a town, and ran away with it to the mountains. There he was killed by a tiger, and the bell lay on the ground for some time. Some monkeys found the bell, and amused themselves by ringing it. For months the people of the town heard the sound of bells in the mountains, and could not understand. A story went round that it was the dinner bell of a wicked ogre who was seeking for men to eat. The alarm became so great that the Rajah offered a large reward for the banishment of the ogre. An old woman—

4. A poor Arab was travelling in a desert. He was hot and thirsty, and so he was very glad when he came to a spring of water near some palm trees. “What sweet water is this!” he said, when he had taken a good drink. “I will take a bottle of it to the Khalif as a present.” So he filled his leather bottle, and set off. It was a long journey; but at last he reached the town where the Khalif was. When he came before the Khalif, he presented his bottle; and the Khalif—

5. Mukerjee was coming home from school. He had had a bad day, and felt very sorry for himself. He had been fined for being late, and had got the cane for rude behaviour. “I’ve no luck at all!” he muttered to himself. Just then he noticed something lying by the side of the road. He picked it up and found it was a purse full of ten-rupee notes. “Here’s a piece of luck!” he said. But just then a policeman—
6. Yaqub had been told a score of times by his mother not to climb trees. But Yaqub was very fond of climbing trees; and one afternoon, when his mother was asleep, he slipped out into the wood, and began climbing a tall mulberry tree. He had got half-way up, then suddenly there was a loud crack, and—

7. Manohar Lal had been saving up his pocket money for weeks to buy a camera. Every week he put so much away carefully in a tin box which he kept under his bed, the key of which he always kept in his pocket. At last he thought he had saved enough, and full of pride went to take it out and buy the camera. But when he opened the box—

8. A chuprasi was sent by his master to the bank with Rs. 2,000 in notes. He was a trustworthy man, and had often carried even larger sums of money. When he reached the bank, he found he was too early; so he thought he would go to the bazaar to buy some things he wanted, and return to the bank later. As he was bargaining for some fruit, a man—

9. One night Tulsi Das was sleeping in his bed-room. It was quite dark, and the room was quiet. Suddenly he woke up with a sense of terror. He had a feeling that someone or something was in the room. He lay still listening. He was just going to get up to light the lamp, when—

10. It was the school-holiday, and Latif and Majid agreed to go for a long walk in the country. It was a fine day when they started, but later on the sky was clouded and it threatened rain. They saw a small house nearby, and hurried towards it for shelter; but they found the house was locked up and apparently empty. But just as they were going away, they heard a scream from inside—

11. Murad and Hasan lived in the same room in the school hostel. They were great friends. One evening they agreed to play a trick on a fellow student, called Abdul, who had played a trick on them. They knew he would not be in his room at that time, and so they crept quietly to his door with the intention of upsetting all his things. But when they opened the door—

12. Narain had just bought a new motor-car, of which he was very proud. He took lessons in driving, and when he thought he could manage the car, he offered to take his friend, Devi Dayal, out for a drive. For the first few miles all went well, Devi Dayal was praising his friend’s driving, when—

13. A large steamer was crossing the Atlantic. It was a fine morning and the sea was calm. The passengers were chatting and reading on deck. Suddenly there was a cry of “Man overboard!” Bells rang and the engines stopped, and all was excitement. But before a boat could be lowered—
14. Mr. Dev Raj, pleader, was in the train going to the next town to take a case. He had a second-class carriage to himself, and was lying in the lower berth reading a book. Suddenly he heard the engine whistling and the brakes put on, and the next moment there was a terrible crash. He was flung off the seat on to the floor. He jumped up and rushed to the door, but——

15. One school-holiday, four boys agreed to go boating. They walked to the river, and hired a boat. Only one of them knew much about boating, but they all thought they could manage a boat quite easily. For some time all went well, and they enjoyed their outing. They got so merry that they began to lark about in the boat. Suddenly——

IV. INCOMPLETE OUTLINE.

A jester, a great favourite with a king, had great liberty. One day, however, he gave mortal offence to the king. Condemned to death. Jester pleaded for his life. King allowed him to choose by what kind of death he would die."...

COMPLETE STORY.

Once upon a time there lived a king who had a favourite jester in his court. The jester was an amusing fellow, and the king allowed him a great deal of liberty, taking all his pranks and often impertinent sayings as great jokes. The jester, finding himself such a royal favourite, became a perfect nuisance in the court, playing practical jokes on the great lords, and not showing respect even to the greatest officials. But none of the courtiers dared complain against him, because the king was so fond of him. At last, however, the jester went too far, and in some way grossly offended the king himself, who was so furiously angry that he condemned the jester to death. The jester fell on his knees, and pleaded for his life. But the king refused to alter his sentence; but at last he so far yielded as to grant the culprit the privilege of choosing by what kind of death he should die. "I leave to thee," he said, "the mode of dying." The clever jester at once turned this concession to his advantage, and saved his life by saying, "I choose, your Majesty, to die of old age."

Exercise 154. Complete the following stories from the outlines given:

1. Woodman cutting down a tree. His axe fell into the river. Prayed to the river-god to give him back his axe. The river-god took a golden axe out of water and asked woodman
if that were his. He said, No. Did same with a silver axe; and the man said, No. Then brought him his own axe. Woodman thanked him, saying it was his. The god gave him the other two also. Woodman told his story to another woodman. The latter . . . . .

2. A donkey carrying a load of salt. Fell by chance into a stream. Salt dissolved in water. Ass relieved of the burden. Next day the donkey crossed stream with another load of salt. Deliberately threw himself into the stream. To cure the donkey of this trick, the next time his master loaded it with sponges . . . . .

3. A bee drinking at stream. Water swift and strong. Bee in danger of drowning. Noticed by a dove in a tree above the stream. Dove plucked leaf and let it fall into the water. Bee got upon it, and was saved. Just then a hunter came by. Aimed at dove. Bee saw the danger, and . . . . .

4. Farmer's daughter with can of milk on head going to market. Thinks what she can buy with price of milk. Dreams of being rich, and refusing offers of marriage. Tosses her head in pride and . . . .

5. The mice discussing how to protect themselves against the cat. Many plans debated. At last a young mouse proposed that a bell should be hung round the cat's neck. This plan was agreed to at once but . . . . .

6. A prince had a favourite wolf-hound. One day when he was out hunting, this dog was missing. But when prince came back to his castle, the hound was at the gate to welcome him; but it was covered with blood. He rushed to the room where he had left his baby. Baby nowhere to be seen. Blood all about the room. The prince at once killed his dog, but . . . .

7. An old farmer dying. Told his sons that they would find all his wealth buried in the vineyard. When he was dead, the sons began to dig in the vineyard but . . . . .

8. An astrologer told something disagreeable to a king. This provoked the king, who said, "Tell me how long you have to live." The astrologer, scenting danger to himself, replied, "I shall die three days before your majesty!" . . . . .

9. A purse of gold is found by three men. They agree to divide the money. They get hungry. One of them goes off to buy food. After getting it, he puts poison into it. In his absence, the other two plot to murder him . . . . .

10. A cat met a fox in a wood. Fox was vain of his cleverness, and asked the cat, "What are your accomplishments?" "I can climb a tree to escape the dog," replied the cat. "Is that all? I have a sackful of tricks," said the fox with contempt. At that moment a huntsman with his hounds came along . . . . .
11. A merchant on his way home through a forest. Has a bag containing a large sum of money. Drenched to the skin, and grumbles at the wet weather. Suddenly a robber appears, who levels his gun at merchant . . . .

12. An elephant used to cross a bridge every day. One day he refused to do so. His mahaut goaded him on with a spear. At last he submitted, but not without much hesitation . . . .

13. A poor but contented cobbler. His neighbour a wealthy banker. The banker gives a thousand rupees to the cobbler. The cobbler buries the silver for safety; but alas! from that day . . . .

14. An Arab chief was condemned to death by his conqueror. As he was led to execution, he begged for a jug of water to drink. This was given him and the king assured him that he would not be killed until he had drunk the water. A happy thought struck the conquered chief, and . . . .

15. Fox caught in trap. Managed to escape, but with loss of his tail. Felt very much ashamed, and for some time avoided other foxes lest he should be laughed at. At last resolved to put a bold face on it, and went to the other foxes and said proudly . . . .

16. A king hiding from his enemies in a cave. Saw a spider trying to climb up to the roof of the cave. Each time it neared the roof, it fell back . . . .

17. Two men travelling along a country road. One of them picks up a bundle containing valuables, and cries out, "See what I have found!" "Do not say I." says the other; "say, 'what we have found.'" Presently the owner of the bundle comes up and charges the man with stealing . . . .

18. Ancient Greek story. The gods Zeus and Hermes, disguised as poor travellers, come to village. Ask for food; but driven away by villagers. Come to cottage of old shepherd and his wife. They welcome them and give them milk and bread. Guests drink all the milk. Yet more milk at once fills jug. Next day . . . .

19. A rich man about to leave home. Gave to three of his servants money to trade with. To one he gave five talents, to another two, and to the third one. When he returned, he called on them to render their accounts. The first had made ten talents, and the second four. He praised them both, and rewarded them equally. But the third servant had done nothing. His master said to him . . . .

20. Æsop, once seen in a crowd of boys playing. The passers-by laughed at him. But Æsop took an unstrung bow and said to the people, "Explain what that means." When they could not, he said . . . .
CHAPTER XXXI.

REPRODUCTION OF A STORY-POEM.

What you have to do in these exercises, is to tell in your own words the story which is told in a poem. The first thing, then, is to read the poem as a story, so that you know what the story is; and the next is, to tell the same story over again in your own words and your own way.

HINTS.

1. Read the whole poem through, slowly and carefully. If, after the first reading, the story is not quite clear, read the poem again, and yet again, until you feel you understand it thoroughly.

2. Write down briefly the chief facts of the story, in order to guide you in your narration. Do not leave out any important point.

3. Now try to write out the story in simple, straightforward English, telling the incidents of the story in their natural order.

4. Do not copy the language of the poem. You must use your own words in telling the story. But do not try to use fine language; be simple and choose plain words.

5. When you have finished the exercise, read it through to see whether you have left out any important fact, or have stated any wrongly.

6. Finally, examine your composition for mistakes in spelling, grammar and punctuation. And see that your sentences are properly constructed, and that the whole composition reads well.

SPECIMENS.

1. Tell concisely in the form and style appropriate to a prose-narrative the story of the following poem:—

THE GLOVE AND THE LIONS.

King Francis was a hearty king, and loved a royal sport;
And one day, as his lions strove, sat looking on the court;

The nobles filled the benches round, the ladies by their side,
And 'mongst them Count de Lorge, with one he hoped to make his bride.
And truly 'twas a gallant thing, to see the crowning show,
Valour and love, and a king above, and the royal beasts below.
Ramped and roared the lions, with horrid laughing jaws;
They bit, they glared, gave blows like beams, a wind went
with their paws;
With wallowing might and stifled roar they rolled one on
another,
Till all the pit, with sand and mane, was in a thund'rous
smother;
The bloody foam above the bars came whizzing through the
air;
Said Francis then, "Good gentlemen, we're better here than
there!"
De Lorge's; love o'erheard the king, a beauteous lively dame,
With smiling lips, and sharp bright eyes, which always seem-
ed the same:
She thought, "The Count, my lover, is as brave as brave can
be:
"He surely would do desperate things to show his love of me!
"King, ladies, lovers, all look on; the chance is wondrous
fine;
"I'll drop my glove to prove his love: great glory will be
mine!"
She dropped her glove to prove his love: then looked on him
and smiled;
He bowed, and in a moment leaped among the lions wild!
The leap was quick; return was quick: he soon regained
his place—
Then threw the glove, but not with love, right in the lady's
face!
"Well done!" cried Francis, "bravely done!" and he rose
from where he sat:
"No love," quoth he, "but vanity, sets love a task like that!"

REPRODUCTION.

THE GLOVE AND THE LIONS.

King Francis was a great lover of all kinds of sport; and one
day he and his courtiers, noblemen and ladies, sat watching
wild savage lions fighting each other in the enclosure below.
Amongst the courtiers sat Count de Lorge beside a beautiful
and lively lady of noble birth, whom he loved and hoped to
marry. The lions roared, and bit and tore each other with
savage fury, until the king said to his courtiers, "Gentlemen,
we are better up here than down there!"
The lady, hearing him, thought she would show the king and
his court how devoted her lover was to her: so she dropped
her glove down among the fighting lions, and then looked at
Count de Lorge and smiled at him. He bowed to her, and
leaped down among the savage lions without hesitation, re-
covered the glove, and climbed back to his place in a few
moments. Then he threw the glove right in the lady's face.
King Francis cried out, "Well and bravely done! But it
was not love that made your lady set you such a dangerous
thing to do, but her vanity!"

2. Tell the story of Leigh Hunt's "Plate of Gold" in five
short paragraphs:—

THE PLATE OF GOLD.

One day there fell in great Benares' temple-court
A wondrous plate of gold, whereon these words were writ:
"To him who loveth best, a gift from Heaven."

Thereat
The priests made proclamation: "At the midday hour,
Each day, let those assemble who for virtue deem
Their right to heaven's gift the best; and we will hear
The deeds of mercy done, and so adjudge."

The news
Ran swift as light, and soon from every quarter came
Nobles and munshis, hermits, scholars, holy men,
And all renowned for gracious or for splendid deeds.
Meanwhile the priests in solemn council sat and heard
What each had done to merit best the gift of Heaven.
So for a year the claimants came and went.

At last,

After a patient weighing of the worth of all,
The priests bestowed the plate of gold on one who seemed
The largest lover of the race — whose whole estate,
Within the year, had parted been among the poor.
This man, all trembling with his joy, advanced to take
The golden plate — when lo! at his first finger touch
It changed to basest lead! All stood aghast; but when
The hapless claimant dropt it clanging on the floor,
Heaven's guerdon was again transformed to shining gold.

So for another twelvemonth sat the priests and judged,
Thrice they awarded — thrice did Heaven refuse the gift.
Meanwhile a host of poor, maimed beggars in the street
Lay all about the temple gate, in hope to move
That love whereby each claimant hoped to win the gift.
And well for them it was (if gold be charity),
For every pilgrim to the temple gate praised God
That love might thus approve itself before the test.
And so the coins rained freely in the outstretched hands;
But none of those who gave, so much as turned to look
Into the poor sad eyes of them that begged.
And now
The second year had almost passed, but still the plate
Of gold, by whomsoever touched, was turned to lead.
At length there came a simple peasant—not aware
Of that strange contest for the gift of God—to pay
A vow within the temple. As he passed along
The line of shrivelled beggars, all his soul was moved
Within him to sweet pity, and the tears welled up
And trembled in his eyes.

Now by the temple gate
There lay a poor, sore creature, blind, and shunned by all;
But when the peasant came, and saw the sightless face
And trembling, maimed hands, he could not pass, but knelt,
And took both palms in his, and softly said: “O thou,
My brother! bear the trouble bravely. God is good.”
Then he arose and walked straightway across the court,
And entered where they wrangled of their deeds of love
Before the priests.

A while he listened sadly: then
Had turned away; but something moved the priest who held
The plate of gold to beckon to the peasant. So
He came, not understanding, and obeyed, and stretched
His hand and took the sacred vessel. Lo! it shone
With thrice its former lustre, and amazed them all!
“Son,” cried the priest, “rejoice. The gift of God is thine.
Thou lovest best!” And all made answer, “It is well,”
And, one by one, departed. But the peasant knelt
And prayed, bowing his head above the golden plate;
While o’er his soul like morning streamed the love of God.

REPRODUCTION.

THE PLATE OF GOLD.

One day a wonderful plate made of gold fell from heaven
into the court of a temple at Benares; and on the plate these
words were inscribed: “A gift from Heaven to him who loves
best.” The priests at once made a proclamation that every
day at twelve o’clock, all who would like to claim the plate
should assemble at the temple, to have their kind deeds judged.

Every day for a whole year all kinds of holy men, hermits,
scholars and nobles came, and related to the priests their deeds
of charity, and the priests in solemn council heard their claims.
At last they decided that the one who seemed to be the great-
est lover of mankind was a rich man who had that very year
given all his wealth to the poor. So they gave him the plate
of gold. But when he took it in his hand, it turned to worthless lead; though, when he dropped it in his amazement on to the floor, it became gold again.

For another year claimants came; and the priests awarded the prize three times. But the same thing happened, showing that Heaven did not consider these men worthy of the gift.

Meanwhile a large number of beggars came and lay about the temple gate, hoping that the claimants who came would give them alms to prove they were worthy of the golden plate. It was a good thing for the beggars, because the pilgrims gave them plenty of money; but they gave them no sympathy, nor even a look of pity.

At last a simple peasant, who had heard nothing about the plate of gold, came; and he was so touched by the sight of the miserable beggars, that he wept; and when he saw a poor blind and maimed wretch at the temple gate, he knelt at his side and took his maimed hands in his and comforted him with kind words. When this peasant came into the temple, he was shocked to find it full of men boasting of their kind deeds and quarrelling with the priests. One priest, who held the golden plate in his hand, seeing the peasant standing there, beckoned to him; and the peasant came, and knowing nothing about the plate, took it in his hands. At once it shone out with three times its former splendour, and the priests said: "Son, the gift is yours; for you love best."

Exercise 155.


2. Imagine yourself to be King Bruce, and tell the story of "King Bruce and the Spider". ["Lotus", No. 5. "Story Poems", No. 10.]


4. Tell at length the story told in Campbell's "Adelgitha", supplying details left out by the poet. ["Story Poems", No. 62.]


6. Tell the story of Southey's "Inchcape Rock" in your own words. ["Lotus", No. 60. "Story Poems", No. 9.]

7. Tell the story of "Androcles and the Lion", as related by Androcles. ["Story Poems", No. 14.]
8. Tell the story of Browning’s “Incident of the French Camp” in your own words. [“Lotus”, No. 108. “Story Poems”, No. 21.]


10. Rewrite the story of “The Fisherman and the Porter”, as told by the fisherman. [“Story Poems”, No. 39.]

11. Tell the story of Leigh Hunt’s “Mahmoud”, using the dialogue form for the conversational parts. [“Lotus”, No. 61. “Story Poems”, No. 41.]

12. Put yourself in the place of Ibrahim, and tell the story told in Lowell’s “Yussouf” from his point of view. [“Lotus”, No. 62. “Story Poems”, No. 42.]

13. Tell the story narrated in Trench’s “Harmosan”, as told by a member of the Caliph’s retinue. [“Lotus”, No. 63. “Story Poems”, No. 43.]

14. Read the poem “John Maynard”; and then describe in your own words the heroism of John Maynard. [“Story Poems”, No. 55.]

15. Imagine yourself to be the country mouse; then tell the story of “The Town and the Country Mouse”. [“Story Poems”, No. 57.]

16. The two poems, Campbell’s “Earl March” and Scott’s “Maid of Neidpath”, are two versions of the same incident. Read both these poems and then tell in simple language the one story which both relate. [“Story Poems”, Nos. 94 and 95.]

17. Tell in your own words the story of Thackeray’s “Canute and the Tide”. [“Lotus”, No. 18. “Story Poems”, No. 64.]

18. Tell in your own words the beautiful legend related in W. Bruce’s poem “The Stranger”. [“Story Poems”, No. 81.]

19. Relate in your own words the Talmudic legend about Solomon and the Bees as narrated in verse by J. G. Saxe. [“Lotus”, No. 64. “Story Poems”, No. 89.]


22. Tell in your own words the story of the jester who, condemned to death, saved his life by his wits. [“Story Poems”, No. 72.]

23. Read Lowell’s “Dara”; then relate in four paragraphs (a) the early life and rise of Dara; (b) the jealousy which his rise excited; (c) the incident of the chest; and (d) the clearing of the suspicion about his integrity. [“Lotus”, No. 66. “Story Poems”, No. 66.]
CHAPTER XXXII.

LETTER-WRITING.

Every educated person should know how to write a clear and readable letter. Everyone has sometimes to write business letters of some sort, and may have to face the problem of writing an important letter that will vitally affect his interests in life. The art of letter-writing is, therefore, no mere ornamental accomplishment, but something that every educated person must acquire for practical reasons.

I. THE FORM OF LETTERS.

Letters are messages, and certain letter-forms have been established by experience and custom as the most useful forms of conveying messages of different sorts. These forms must be learned and used by every letter-writer, for neglect of them is a sign of ignorance and carelessness.

There are several different kinds of letters (such as friendly letters, business letters, etc.) each of which has its own particular form; but there are certain matters of form which apply to all, and these may be explained first.

In all kinds of letters there are six points of form to be attended to, namely:—

1. The Heading, consisting of (a) the writer's address and (b) the date.
2. The courteous Greeting or Salutation.
3. The Communication or Message—the body of the letter.
4. The Subscription, or courteous Leave-taking, or Conclusion.
5. The Signature.
6. The Superscription on the envelope.

1. The HEADING.—This informs the reader where you wrote the letter, and when. The where (which should be the writer's full postal address) gives the address to which the reader may reply; and the when is for reference, as it gives him the date on which you wrote.
The position of the heading is the top right-hand corner of the first page—the address above and the date just below it. For example:

23, Hornby Road,
Bombay,
24th July, 1929.

Note.—The date may be written in full (12th January, 1929) or abbreviated (Jan. 12th, 1929 or 12-1-1929).

2. SALUTATION or Greeting.—The form of Greeting will depend upon the relation in which you stand to the person to whom you are writing.

To members of your family, for example, it will be—

Dear Father, My dear Mother, Dear Uncle, Dear Hari, etc.

To friends, it will be—

Dear Mr. Desai, or Dear Desai, or Dear Ramchandra, etc.

To business people, it will be—

Dear Sir, Gentlemen, etc.

[Full examples will be given for each kind of letter later.]

Note.—The use of the term Dear is purely formal, and is a mere polite expression, not necessarily implying any special affection.

The position of the Salutation is at the left-hand of the first page, at a lower level than the Heading.

3. The COMMUNICATION or Body of the letter.—This is, of course, the letter itself, and the style in which it is written will depend upon the kind of letter you wish to write. The style of a letter to an intimate friend will be very different from that of a purely business letter, or an official communication. But a few hints that apply to all letters are given below.

(a) Divide your letter (unless it is very short) into paragraphs, to mark changes of subject-matter, etc.

(b) Use simple and direct language and short sentences. Do not try to be eloquent, and drag in long words, just because they are long words. Be clear about what you want to say, and say it as directly as possible,
(c) *Try to be complete.* It is a sign of slovenly thinking when you have to add postscripts at the end of a letter. Think out what you want to say before you begin to write; and put down your points in some logical order.

(d) *Write neatly.* Remember that your correspondent has to read what you write, and do not give him unnecessary trouble with bad penmanship and slovenly writing.

(e) *Mind your punctuation,* and put in commas and semicolons and fullstops in their proper places. Incorrect punctuation may alter the whole meaning of a sentence.

4. The **SUBSCRIPTION or courteous Leave-taking.**—A letter must not end abruptly, simply with the writer’s name. This would look rude. So certain forms of polite leave-taking are prescribed. Such as—

_Yours sincerely, Your sincere friend, Yours truly, etc._

[ Different leave-taking forms are used in different kinds of letters, and these will be given under their proper heads. ]

The Subscription, or Leave-taking phrase, must be written below the last words of the letter, and to the right side of the page.

_Note._—The first word of the Subscription must begin with a capital letter; _e.g._,

*Sincerely yours,*

5. The **SIGNATURE or name of the writer.**—This must come below the Subscription, and more to the right. Thus:

_Yours very truly,_

_K. R. Deshpande_

In letters to strangers, the signature should be clearly written, so that the reader may know whom to address in reply.

A lady should prefix to the name Mrs. or Miss, in brackets. Thus:

_Yours faithfully,_

_(Mrs.) J. L. Brown_

6. The **SUPERSCRIPTION on the envelope.**—This should be carefully spaced—the first line (giving the name and title of your correspondent) well to the left, and each line of his address a little farther to the right.
For example—

A. R. Madan, Esq.,
14; Park Street,
Calcutta.

To sum up:—

In writing a letter, first write your address and under it the date in the top right-hand corner of the first page.

Then write the Salutation (e.g., Dear Mr. Desai,) lower down at the left side of the page, beginning with a capital and putting a comma after it.

Next begin your letter (with a capital letter) on the next lower line, to the right of the Salutation.

At the end of the letter write the Subscription, or words of leave-taking (e.g., Yours sincerely,) at the right side of the page, with your signature below it and a little more to the right.

For example:—

23, Napier Street,
Lahore,
15th July, 1929.

Dear Sir,

I shall be much obliged if you will send me as soon as possible the books which I ordered a week ago.

Yours faithfully,

Abdul Ghani
II. CLASSIFICATION OF LETTERS.

Letters may be classified according to their different purposes. Thus:—

(1) Social Letters, including Friendly Letters and Notes of Invitations.

(2) Business Letters, including Letters of Application, Official Letters and Letters to Newspapers.

These have different characteristics which must be considered.

1. SOCIAL LETTERS.

1. FRIENDLY LETTERS.

Letters to relations and intimate friends should be written in an easy, conversational style. They are really of the nature of friendly chat; and, being as rule unpreameditated and spontaneous compositions, they are informal and free-and-easy as compared with essays. Just as in friendly talk, so in friendly letters, we can touch on many subjects and in any order we like; and we can use colloquial expressions which would in formal essays be quite out of place. But this does not mean that we can be careless and slovenly in dashing off our letters, for it is insulting to ask a friend to decipher a badly-written, ill-composed and confused scrawl; so we must take some care and preserve some order in expressing our thoughts. Above all, it must be remembered that, however, free-and-easy may be our style, we are just as much bound by the rules of spelling, punctuation, grammar and idiom in writing a letter as we are in writing the most formal essay. Such ungrammatical expressions as “It’s him,” “those sort of things,” and “he met my brother and I,” are no more permissible in a friendly letter than in a literary article. Mistakes in spelling, punctuation and grammar at once stamp a letter-writer as uneducated.

Forms of address.—In friendly letters to relations and intimate friends, the proper form of address is the name (without title) of the person to whom you are writing, prefixed by such qualifying terms as Dear, My dear, Dearest, etc. For example:—

Dear Father or Mother, Dear Brother, Dearest Sister, Dear Edward, My dear Abdul, etc.
But if you are writing to an ordinary friend who is much older than you are, or of superior rank, it is respectful to use the title "Mr."; e.g., My dear Mr. Robinson. (N. B.—Students writing friendly letters to their teachers or professors, should always address them thus.)

The forms of subscription are varied. The following can be used in letters to relatives and near friends:—
Yours affectionately, Your affectionate (or loving) son, or brother or friend, Yours cordially (to friends); or you can use some such form as this:—

With love and best wishes,
From your affectionate friend,

Ahmad Hasan

In concluding letters to friends or acquaintances whom you address as "Mr." (e.g., My dear Mr. Durga Prasad) you should use the word sincerely or very sincerely, in the subscription; and this may be preceded by With kind (or very kind or kindest) regards. Thus:—

With kind regards,
Yours sincerely,

Chaman Lal

(N. B.—Sincerely should not be used in letters beginning with the formal Dear Sir, after which the proper word of subscription is faithfully or truly.)

[To your uncle on his 70th birthday.]

7, Marine Lines,
Bombay,
24th March, 1929.

My dear Uncle,

I have just remembered that it is your birthday on Saturday and so I must send you a birthday letter at once. And I will begin with the old greeting, Many happy returns of the day! I hope the day itself will be peaceful and happy for you, and that you will be spared in happiness and health to us all for years yet. You have always been a kind and generous uncle to me, and I take this opportunity of thanking you from the bottom of my heart for all you have done for me. And I know all your nieces and other nephews feel the same.

I was so glad to hear from father that you are still hale and hearty, and can take your four-mile walk every day, and still play a good set of tennis.
I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever—so father says. I am getting on well in my business, and hope to enlarge it considerably before the end of the year.

With love and best wishes,
Your loving nephew,
Sohrab

[From a boy in a boarding-school to his mother, telling her that he dislikes the life of a boarder.]

St. Dominic’s,
24th October, 1929.

Dearest Mother,

I was so glad to get your letter yesterday. Thank you so much! I read it just after morning school; but it made me feel very homesick. It seems years since I left home though it is really only about a month. It seems ages to the Christmas holidays, when I shall be able to come home. It was much nicer when I was at the day-school, and came home every afternoon.

I do hate being a boarder. I am in a big dormitory, with about twenty other boys. Some of them are all right; but the bigger boys are always playing nasty jokes on us smaller ones; and we daren’t say anything, or we should get a most awful licking. The master comes round to see all lights out, but all the larking goes on after he has gone; so he knows nothing about it. And I don’t like the masters. They simply make you work all day, and cane you for every fault. Most of the boys are horrid; but I like two or three.

Please ask Dad to put me into a day-school again. I should be much happier there.

With love,
From your loving
Tommy

[The mother’s reply.]

Hill-top House,
Malvern,
26th October, 1929.

My dear Tommy,

Thank you for your letter. But I am sorry you are so unhappy at St. Dominic’s. I don’t wonder you feel rather homesick, for it is the first time you have been away from home; and I, too, often and often want you home again, my child. But, you know, we can’t always have what we want in life. If I were selfish, I would keep you always at home, for I don’t like any of my children to be away; but then how would you ever get your education, and grow up to be a man able to
manage your own life? Your father thinks that a few years at a boarding-school is necessary for all boys, to make men of them: and he knows best.

So, my dear boy, you must be brave and stick to your school. I am sure you will soon get to like it, as other boys do. Don't mind the jokes boys play on you, and if you do, don't let them know you do. When they see you don't mind, they will soon get tired of teasing you. So cheer up! and be a brave laddie.

With much love,

From your loving

Mother

Exercise 156. Write a short letter:—

1. To our cousin, requesting the loan of a camera during your holidays.

2. From a boy in a boarding-school to his mother who is keeping poor health.

3. To your father who has been away from home for a fortnight, about anything of interest that has taken place in his absence.

4. To your cousin about what particularly pleased you at the circus.

5. From a boy at a boarding-school to his parents on the approaching vacation.

6. From a son to his father, stating how he hopes to fare in the approaching School-Leaving Examination.

7. To your younger brother, scolding him for having neglected his studies.

8. Reply to the above.

9. From a mother to her daughter, no receiving a bad report from her boarding-school.

10. Reply to the above.

11. You have recovered from a long illness. Write about your experience in bed, etc., to your cousin.

12. You have been delayed one night by a railway accident near a small country out-station. Write a letter home relating your experience.

[From a boy to his friend, describing his first ride in a motor-car.]

Rose Cottage,

Lucknow,

28th December, 1929.

Dear Harry,

You can't guess what I did yesterday! I had my first ride in a motor-car! And it was ripping, I can tell you. Mr. Trip, who is a friend of father, brought his car round yesterday afternoon, and took us all for a drive. I sat near to the driver,
ard had a fine time. Part of the time we went forty miles an hour! Fancy that! And we went ever so far—miles and miles. The driver has promised to teach me to drive when I am older. When I grow up, I mean to have a car and drive it myself. You can come with me in my car if you’re decent. Well, I must stop. Good-bye!

With love from

JOHNNY

✓ [To a friend, about your favourite game.]

18, East Road,
Junglepore,
6th March, 1929.

Dear Sharif,

Thanks for your letter, with your praises of cricket as the finest game in the world. I don’t want to dispute that; but it is not my favourite. I have two favourite games, one for out-of-doors and one for indoors.

For exercise and interest, I like tennis best of all outdoor games. Football and hockey are too violent to suit me; cricket is too slow; badminton is childish. But tennis gives you plenty of exercise; it develops quickness of eye and limb; and it calls your brain, your thinking power, into action. A few sets of tennis in the evening keep me physically and mentally fit.

For indoors, chess is the queen of games. I take no interest in card games; and draughts after chess is like water after wine. People say chess is a selfish game, because only two can play at a time. Well, I don’t see that bridge is only less selfish, simply because four play instead of two. They also say it is slow. No chess-player ever says this. For an outsider, it may look slow to see two men sitting silent and making a move only every few minutes. But to the two players, it is all the time intensely exciting. There is no game that so absorbs you like chess.

You will probably scoff; but I don’t mind.

Yours cordially,

LAL KHAN

[To a friend describing a football match in which you were referee.]

14, Long Lane,
Shahpore,
22nd January, 1929.

Dear Devi Prasad,

My advice to those who are about to act as football referees is—Don’t! Why? Hear my sad story.

We have here two local teams called the Afghan Club and the Moghuls. They are easily the best teams in the district,
and in every tournament the fight in the end is between these two. And when their blood is up, they both fight to win, by fair means or foul—mostly foul. Moreover, the town is divided into two bitterly opposed factions—Afghanites and Moghulites, who roll up to the matches to cheer and jeer, and to see “fair” play.

The game had not long begun, before I had to turn off one of the Afghans for foul play. The team protested, the crowd roared and things looked ugly; but I stuck to my point, and they settled down. But they were sulky. Then the Moghuls scored; and the Afghans looked sulkier still.

But the fun began when I awarded the Moghuls a penalty kick close to goal, by which they promptly scored again. Then all the Afghanites rushed on to the field, yelling and shouting, and went for me. I was jostled, struck and kicked and knocked down; and the match came to an end in free fight between the two parties.

I am sitting up, nursing my wounds, and vowing, “No more refereeing for me!”

Yours in sorrow,

Ahmad Din

Exercise 157. Write a short letter:—

1. To a friend telling him how you play your favourite game, assuming that he knows nothing about it.
2. To a friend, describing your favourite hobby.
3. To a friend, describing a recent exciting cricket match in which your side won.
4. To a friend, describing a football match.
5. To a friend, describing a tennis tournament.
6. To your friend whom you are sending a photograph recently taken of your school football team, referring to some common friends in the group.
7. Reply to the above.
8. To a friend, describing your mishaps in an obstacle race in the school.
9. To a friend, describing a magic lantern entertainment.
10. To a friend, describing a cinema-picture which appealed to you very much.
11. To an English boy, describing the Indian Juggler.
12. To your friend, about some memory feats you have witnessed or heard about.
13. To a friend who has failed to take his defeat well.
14. Friend’s reply to the above.
15. To your friend who did not “play fair.”
16. Friend’s reply to the above.
17. To a friend, expressing your preference for outdoor
18. Friend’s reply, expressing preference for indoor games.
19. To your sister, about a real or imaginary flight in an aeroplane.

[To a friend, arranging for an excursion together.]

Rawalpindi,
15th May, 1929.

Dear Smith,
We both have a holiday next Monday. What do you say to a trip to Murree and a ramble in the gullies? We could start early, say 6 a.m., in my car, and take some grub with us, and make a day of it up in the cool. It would be a change from this heat down here. If you agree, I will arrange the picnic, and be round at your house at a quarter to six on Monday morning. Bring your camera with you.

Yours cordially,
R. P. BROWN

[Reply, accepting.]

Rawalpindi,
16th May, 1929.

Dear Brown,
Many thanks for your invitation. I shall be delighted to go, and shall be ready for you at 5-45 a.m., next Monday. A day in Murree will be a grand change. Yes, I’ll bring my camera, and hope to get some good snapshots.

Yours for ever,
A. B. SMITH

[Reply, regretting inability to join.]

Rawalpindi,
16th May, 1929.

Dear Brown,
It is awfully good of you to propose a day’s picnic at Murree. I only wish I could join you, for I am sick of this heat. But I am sorry to say I shall not be able to get away, as I have already promised to see a friend in Jhelum next Monday. Thanks all the same.

Yours very sincerely,
A. B. SMITH

[Write a letter of introduction for a friend to take to another friend who lives in a different part of the country. Say why you think each will enjoy knowing the other.]

5, Armenian Lane,
Calcutta,
7th February, 1929.

My dear Haider Ali,
You have often heard me speak of my friend, Abdul Latif, who is a barrister here. He is an old friend of mine, and one
for whom I have a great admiration. Well, he is going to Bombay in a few days and will probably make a fairly long stay there. And as I want you two to meet and get to know each other, I am giving him this letter for you as an introduction. I am sure you will do your best to make his stay in Bombay happy. At first you will do it for my sake; but in the end you will do it for his also. For I know you will like him, and both of you will find you have many interests in common.

Abdul Latif is, like you, very interested in social reform of all kinds. He also makes Islamic history a hobby, as you do. And, perhaps above all, he plays chess; and you are a chess enthusiast. He is also a good tennis-player. So you should get on well together.

I hope you have got rid of your cold, and are keeping quite well.

Yours very sincerely,

GHULAM SAMDANI

Exercise 158. Write a short letter:

1. To a friend, giving a brief description of a holiday tour you intend to make.
2. To a friend, telling him how you spent your summer vacation.
3. To your friend, about the longest journey made by you.
4. To an English friend, giving him an idea of the life in your town or village.
5. To a friend, describing your visit to some notable public building.
6. A friend writes to say that he is spending a week in your town. Write a letter saying how sorry you are that you will be away, but telling him what he ought to see.

[From a boy to his friend who has met with an accident.]

Old Gate,
Rampur,
1st April, 1929.

My dear Ahmad,

Razak told me this morning that you had been knocked off your bicycle by a tonga yesterday and badly hurt. I am awfully sorry; but I hope it is not really as bad as Razak made out. If you can write, please let me know how you are. Thosé tongawallas are awfully careless beggars. I had a nasty spill myself a few weeks ago in the same way. Happily no bones were broken. Mind you let me know how you are getting on.

Yours for ever,

KARIM
Exercise 159. Write a short letter:—

1. To a friend, giving details of a railway accident (real or imaginary).
2. From a boarding-school girl to her friend, describing a terrible accident that happened to some of her friends while swinging.
3. To a friend, giving an account of a striking incident which happened to you or another.
4. To a friend, describing a thunderstorm in which you were recently caught.
5. To a friend, giving an account of a brave deed, real or imaginary, noticed by you in your street.
6. To a friend, about a striking example (real or imaginary) of presence of mind.

[To a schoolfellow, who has been absent from school for a week.]

High School,
Junglepore,
16th February, 1929.

Dear Yaqub,

What is the matter with you? You have not been at school for a week, and the Headmaster is asking where you are and what you are up to. I hope you are not ill. Please write, and say when you are coming back.

You missed the football match against the Mission School last Monday, and I can tell you the Captain was jolly cross when he found you were not there. Salim took your place. However in spite of your absence, we won by two goals to one.

I hope you will soon be back again.

Yours sincerely,

Ahmed Din

Exercise 160.

1. Write to a friend who needlessly runs down the school he used to attend some time ago.
2. It is a fortnight to your examination, and you are unprepared. Write to your friend about your difficulty.
3. Reply to the above.
4. Write a letter to your friend who works on Sundays as well as on other holidays.
5. "It is better to wear out than to rust out." Discuss this saying in a letter to a friend who holds this view.
6. "A short life and a merry one." Write a reply to a friend who holds this view.
7. Write to a friend who is exclusively occupied with his studies, advising him to take part in athletic games.
8. Write a letter of advice to a friend who complains that he does not know how to spend his spare time.

9. In a letter to your very intimate friend, write plainly about his faults; also dwell upon the good points of his character.

[Letter accompanying a birthday present.]
Rose Cottage,
Lucknow,
3rd April, 1929.

My dear Charley,

It is your birthday on Saturday, so — Many happy returns of the day! I am sending you a camera to celebrate the event, as I know you are keen on photography, and hope you will find it useful.

With all best wishes for the best of luck from your friend,

Tom

[Reply to the above.]

The Nook,
Ranikhet,
4th April, 1929.

My dear Tom,

Ever so many thanks for your good wishes and your jolly present. The camera is a beauty — just the kind I have been wanting for a long time. I shall be able to take some really fine pictures with it. Thank you very much!

Yours affectionately,

Charley

[To a friend, who has recently lost his mother.]

10, Marine Lines,
Bombay,
7th March, 1929.

Dear Fred,

It was with real sorrow that I heard this morning of your great loss. I knew your mother was ill, for your brother told me several weeks ago; but, as he at that time did not seem to think the illness was very serious, the news of your mother's death came to me as a shock. You have my sincere and heartfelt sympathy, my dear fellow, in your sorrow. I know you will feel it deeply, for you always thought so much of your mother and loved her so truly. I feel it also as a personal loss to myself; for your mother was always very kind to me, and I admired her as a good and noble woman. Her death must be a terrible grief to your father, too; please assure him also of my sincere sympathy.
LETTER-WRITING.

Words, I know, are poor comforters. "The heart knoweth its own sorrow," and in such sorrows we are always alone. But it is not mere words when I say that I feel with you in your sorrow.

Your sincere friend,
JACK

[Reply to the above.]

7, Napier Road,
Poona,
10th March, 1929.

My dear Jack,

Thank you very much for your most kind and sympathetic letter. You say that words are poor comforters; but the sympathy of true friends like yourself is a great comfort in times of sorrow; and I am grateful to you for its expression.

Mother's death was a great shock to me, though I do not fully realize it even yet. We were always so much to each other; and it is hard to face the fact that I must live the rest of my life without her.

Happily her end came very peacefully. She had no pain, and passed away quietly in her sleep.

She was very fond of you, and spoke of you several times towards the end.

You will excuse me from writing more at present. I don't feel equal to it.

With many thanks, again, from

Yours sincere friend,
FRED

[To a friend on a topic of current interest.]

11, Main Street,
Poona,
15th June, 1929.

Dear John,

I have just received my first air-mail letter from England. I sent a letter by air-mail to a friend in London on May 28th, and have got the reply to-day—that is, in just over a fortnight. Quick work! What a wonderful improvement! By the ordinary mail you have to wait six weeks for an answer from England; but now, at a little extra expense, you can write and get a reply in a fortnight.

I have always been very interested in the development of air-craft, and the last year or two have seen some notable advances. But I think the establishment of a regular air-mail between England and India is one of the finest recent achievements. How we advance! In the old days (and not so very old either!) it took six months to do the journey between India
and England; but yesterday, it took not less than three weeks: and now (if you have the money) you can do it in seven days from Karachi to London! And how rapidly flying has developed! It is only twenty years ago since M. Bleriot flew the Channel—which was thought a great achievement then. Now we have planes crossing the Atlantic, and a regular air service between England and India.

I wonder what we shall see (or our children) in the next thirty years!

Yours very sincerely,
BERT

Exercise 161. Write a short letter:—
1. From a young man who has recently become possessed of a fortune left him by his uncle, to his intimate friend.
2. To a friend, advising him to insure his life.
3. To the same, giving information about life-insurance.
4. To a friend, proposing the formation of a debating union.
5. Reply to the above.
6. To a friend, describing a pleasant dream.
7. To a friend, describing a horrid dream.
8. To a friend, giving an account of your favourite story-book, or author.
9. To a friend, asking him to return a book which you lent him a long time before. Couch your letter in such terms that your friend will not take offence.
10. To a friend, apologizing for not having kept an appoint-
11. To a sick friend, congratulating him on the good progress he is making.
12. To a friend in a hospital.
13. To a friend who has long been silent.
14. Reply to the above.
15. From a sister to her brother, describing her visit to an orphanage.
16. To your uncle in Japan, asking for information about the habits and customs of the Japanese.
17. Reply to the above.
18. From a son to his father, asking permission to become a lawyer.
19. The father's reply to the above.

Exercise 162.
1. Write a letter to a village boy, your cousin, telling him what your town is like.
2. An uncle has sent you a present of a ten-rupee note. Write a letter thanking him and telling him how you propose to spend it.
3. Write a letter to your American friend to accompany a small model of the Taj Mahal at Agra which you are sending him.

4. Reply, referring to the sky-scrapers of New York.

5. Your friend is a member of a large family; you are not. Write to him.

6. Reply to the above.

7. Write a letter to a friend telling him that you have shifted to a new house, and describe your new neighbourhood.

8. In a letter to your sick friend, advise him to go to a hospital as, owing to various circumstances, he cannot be looked after properly at home.

9. Imagine that you have returned from a visit to your uncle. Write a letter thanking him for his kindness and describing your journey.

10. Write a letter to a friend, describing a book you have just read and strongly recommending it to him.

2. NOTES OF INVITATIONS.

A formal invitation is generally written in the third person, and should contain no heading, no salutation, and no complimentary close. The writer’s name should appear in the body of the letter. The address of the writer and the date should be written to the left, below the communication.

The reply to such a note should also be in the third person, and should repeat the date and time mentioned in the invitation.

[Formal note of invitation.]

Mr. and Mrs. Charles White request the pleasure of Mr. John Bowyer’s company at dinner on Friday, the 20th of July, at eight o’clock.

Mountain House,
Simla,
12th July.

[Formal note of acceptance.]

Mr. John Bowyer has pleasure in accepting the kind invitation of Mr. and Mrs. Charles White to dinner on Friday, the 20th of July, at eight o’clock.

The Cecil Hotel,
Simla,
13th July.
[Formal note of refusal.]
Mr. John Bowyer regrets that a previous engagement prevents his accepting the kind invitation of Mr. and Mrs. Charles White to dinner on Friday, the 20th of July.
The Cecil Hotel,
Simla,
13th July.

Informal notes of invitation, acceptance and refusal are like ordinary friendly letters, though using more formal language. They are addressed to the recipient by name (My dear Mr. Jones), and the formal close is usually any of the following:—

Sincerely yours, Yours sincerely, Yours very sincerely, Yours affectionately (to relations, or intimate friends).

[Informal note of invitation.]
My dear Mr. Fletcher,
Will you give me the pleasure of your company at dinner on Monday, the 18th, at 8 o’clock?

Yours very sincerely,
MARY L. LOWTHER

The Cedars,
12th July.

[Informal note of acceptance.]
My dear Mrs. Lowther,
I shall be pleased to be with you at dinner on Monday, the 18th. Thanking you for your kind invitation.

I am,
Yours very sincerely,
JAMES FLETCHER

24, Norman Avenue,
13th July.

[Informal note of refusal.]
My dear Mrs. Lowther,
I am very sorry that a previous engagement will prevent me from joining you at dinner on Monday.
With sincere thanks for your kind invitation.

I remain,
Sincerely yours,
JAMES FLETCHER

24, Norman Avenue,
13th July.
II. BUSINESS LETTERS.

Business letters should be terse, clear and to the point. Business men are busy men, and have no time to read long, rambling and confused letters.

Business letters are naturally much more formal in style than friendly letters. Certain forms of polite expression are used, such as—

"I shall be much obliged if you will send me."

"Please despatch at your earliest convenience," etc.

At the same time certain phrases of business "jargon" should be avoided. They are commonly used, but are not good English; and the meaning can be conveyed as clearly in simple, everyday language. Examples of such expressions are—

"Yours of even date to hand."

"Despatch same at once."

Avoid so far as possible abbreviations (like advt. for advertisement, exam. for examination, etc.) and the omission of I or we (e.g. "Have rccv'd" instead of "We have received").

In business letters ordering goods, care should be taken to give clear and exact descriptions of the articles wanted. An itemized list of the goods wanted should be supplied, with the quality and quantity required.

Directions for forwarding should be given (by rail, post, etc.) and the manner in which payment will be made indicated (by Money Order, V. P. P., cheque, or by debiting to the writer's account). Everything should be clear and precise.

FORM.—The form of business letters is the same as already described, with one addition, viz., the Address (i.e. the name of the firm or business man to whom the letter is addressed), which should be written on the first page, lower down than the Heading and to the left of the page. (It may be placed at the end of the letter lower than the signature and at the left side of the page; but the usual position is at the beginning.)

MODES OF ADDRESS.—The modes of address vary.

(1) To a tradesman:—

Mr. B. Rao,
 choked,  
14, Girgaum Road,  
Bombay.
Begin Dear Sir, and conclude Yours faithfully or Yours truly.

(2) To a firm:—
Messrs. Black, Green & Co.,
Tea Merchants,
14, Clive Street,
Calcutta

Begin Dear Sirs, or Gentlemen and conclude with Yours faithfully.

NOTE.—If the firm has an impersonal title, Messrs. should not be prefixed. For example:—
The Star Insurance Co. The Imperial Trading Co.

(3) To professional men or private gentlemen:—
Dr. C. A. Masters,
25, Montgomery Road,
Lahore

J. R. Simons, Esq.,
Solicitor,
Carlton Chambers,
Madras

Begin Dear Sir or My dear Sir, and conclude Yours faithfully, Yours truly, etc. (not Yours sincerely).

Applicants for posts may use Yours respectfully.

Clerks and others writing to their superiors may use Yours obediently, Yours respectfully.

When a clerk signs a business letter on behalf of his employer, he puts the letters p. p. (Latin per pro = on behalf of) before the signature of the firm, and writes his own initials beneath. For example:—

Yours faithfully,
p. p. R. GOMES & SONS
(M. T.)

TITLES.—It will not be out of place to give here a few hints about the proper use of English courtesy titles, which are often confused by Indian students. First, as to Mr. and Esq. Formerly, only members of the upper classes were entitled to be called Esq.; but nowadays almost every one claims it; and it is safer to use it always, except in cases where no offence can be taken. So, in addressing envelopes, use Mr. only to your own employees or official subordinates, or those
of distinctly inferior social standing. Remember that Mr. always comes before, and Esq. always after, the name (e.g., Mr. T. E. Robinson, or simply Mr. Robinson; but T. E. Robinson, Esq.). You must never use both these titles at the same time; e.g., Mr. T. E. Robinson, Esq., would be absurd. Notice, that while you can use Mr. without the initials or first-name, these must be inserted when you use Esq.; that is, you can write Mr. Robinson, but you must not write Robinson, Esq.

The same rule applies to the use of the title of a Knight (Sir) and of a Christian clergyman (Rev.). You must not write Sir Robinson, or Rev. Robinson, but, Sir T. E. Robinson, or Sir Thomas Edward Robinson, and Rev. T. E. Robinson.

If a gentleman is entitled to be called The Honourable, he is addressed, for example, as, The Hon. Mr. T. E. Robinson, or (in the case of a Knight) The Hon. Sir T. E. Robinson.

(N.B.—The title The Hon. cannot be used by itself; you must not write The Hon. Robinson or The Hon. T. E. Robinson. And you cannot use it with Esq.; e.g., The Hon. T. E. Robinson, Esq., would be absurd.)

REPLIES.—In replying to a business letter, always quote the number or reference (if there is one) and the date of the letter you are answering. For example:

"In reply to your letter No. 502/P, dated July 26, 1929, I beg to say," etc.

[Example to show the form of a business letter.]

13, Wilderness,
Lonavla,
5th September, 1929.

The Manager,
Messrs. Madon, Dutt & Co.,
5, Hornby Road,
Bombay.

Dear Sirs,

I shall be obliged if you will send me one iron bedstead with spring mattress, as advertised in your sale catalogue (p. 327, No. 61 A) for Rs. 30. Please send it by passenger train to Lonavla (G. I. P. railway station).

The railway receipt may be sent to me by V. P. P.

Yours faithfully,
W. R. Fox

16.

H. S. E. G. & C.
HIGH SCHOOL ENGLISH COMPOSITION.

[ Application to a bank for a bank draft. ]

Room No. 25, Dean's Hotel,
Peshawar,
7th March, 1929.

The Agent,
Imperial Bank of India,
Peshawar Cant.

Dear Sir,

I shall be obliged if you will supply me with a sterling draft for £ 10-6-8 (Ten pounds, six shillings and eight pence) in favour of Messrs. Freeman and Peabody, Ltd., London.

Please debit the amount to my current account.

I remain,
Yours faithfully,
HENRY SMART

[ Bank's reply to the above. ]

The Imperial Bank of India,
The Mall,
Peshawar,
8th March, 1929.

Henry Smart, Esq.,
Dean's Hotel,
Peshawar.

Dear Sir,

In reference to yours of the 7th instant, we beg to enclose the sterling draft for £ 10-6-8 you required, and have debited your account with Rs. 139-8-0. Please acknowledge receipt.

Yours truly,
W. RILEY,
Agent

[ Ordering goods. ]

20, Chetty Road,
Junglepore,
14th June, 1929.

To
Messrs. Cotton, Wool & Co.,
Drapers,
Bombay.

Dear Sirs,

I shall be obliged if you will send me the following as soon as possible:—

50 yards of green rep curtain cloth (No. 1230 in your catalogue).
6 pairs of best linen sheets.
4 white damask table-cloths (No. 738 in your catalogue).
LETTER-WRITING.

You may send these by rail, carriage forward, to the above address, and your bill will be paid on receipt.

Yours truly,
JAMES MORRISON

[From a shopkeeper to a customer, asking for the settlement of an overdue account.]

Fashion and Style, Ltd.,
Hornby Road,
Bombay,
25th May, 1929.

To
E. W. Podsnap, Esq.,
4, Brush Lane,
Poona.

Dear Sir,
We beg to call your attention to our bill for Rs. 125, payment of which is long overdue. We have sent you several reminders, but have received from you no reply. We must ask you to settle this account without further delay, or we shall be obliged to take legal steps to recover the amount due to us.

Yours truly,
A. B. TAYLOR,
Manager

[To a dentist, asking him for an appointment with you on a particular day.]

Clarke's Hotel,
Simla,
4th June, 1929.

To
Messrs. Charlestown and Smythe,
Dentists,
The Mall,
Simla.

Dear Sirs,
My teeth are in a very bad state, and I think I had better have them taken out. I shall be glad, therefore, if you fix a day and hour when I could consult you. I am in office all the morning, but I could come any afternoon this week after 3 p.m. Will you please fix a day, and I will come to your consulting room?

Yours faithfully,
G. P. WRIGHT

Exercise 163.

1. Write a letter to Messrs. Babcock and Singer, complaining that the watch lately bought from them does not keep good time.
2. Write a letter to a landlord, asking that certain repairs be done to the house in which you are living.

3. During the last two weeks your baker has been supplying bread of a quality inferior to what you were getting previously. Write a letter calling his attention to this.

4. Draft out the baker's apology.

5. Write a letter to your baker, telling him not to deliver any bread while you are away on a holiday.

6. Mr. Romesh Bonnerjee sends a letter to a firm, asking for their catalogue. The firm reply that the catalogues are being reprinted, and that they will send one as soon as possible. Write these two letters.

7. Write on behalf of your father to a house-agent about a suitable flat, stating clearly your requirements.

8. Write the house-agent's reply.

9. Write to the local Gas or Electric Company, saying that you need the light, etc., on your premises, and asking them to forward the lowest estimate. Do not forget to supply full particulars of your requirements.

10. You have sprained your ankle while playing football. Copy out the letter your father writes to your family doctor.

11. M. O. of Rs. 100 to your aunt — no reply from aunt — no receipt from Post Office. Write to the Post Master.

12. Write a letter to a railway company, complaining that your furniture has been damaged in transit, and claiming damages.

13. Write a letter to the manager of a factory, asking permission for a party to visit the factory.

14. Write a letter to the secretary of a joint-stock company of which you are a shareholder, notifying your change of address.

**LETTERS OF APPLICATION.**

A letter applying for employment should contain:—

(a) A short introduction stating whether the writer is answering an advertisement or is applying on his own responsibility.

(b) A statement of his age, education and experience.

(c) A conclusion giving references, testimonials, or an expression of the applicant's earnestness of purpose.

Letters of application should be in the form of business letters.
[Reply to an advertisement for a junior clerk.]

24, Old Gate,
Saranpur,
3rd October, 1929.

To
Messrs. Abdul Rahim & Sons,
 Merchants,
 Saranpur.

Gentlemen,

I wish to apply for the position of junior clerk, advertised in to-day’s “Chronicle.”

I am eighteen years old, and have just passed the Matriculation Examination from the Saranpur High School. I have also taken a course in type-writing and book-keeping.

I enclose some testimonials, and would refer you to the Principal of the Saranpur School for my character.

If I am given the post, I can assure you I will do my best to give you satisfaction.

I am,

Yours respectfully,

NATHU RAM BAXI

Exercise 164.

1. Answer the following advertisement—

Wanted a clerk with a good knowledge of English and Arithmetic. Apply, Manager, New Press, Allahabad.

2. Apply for position as book-keeper, advertised in a daily paper, stating age, education, experience, qualification, reasons for leaving last position, references, previous salary, salary required, etc.

3. Speaking to a friend, a prominent businessman said, “I require a successful applicant for employment under me to demonstrate that he is sober, energetic and adaptable, and that he possesses practical knowledge of the work he proposes to undertake.” Make an application to the gentleman, saying you possess the required qualifications.

4. Sir, Having tried very earnestly to fit myself for advancement in your employ, I now beg to approach you in the matter of an advance in salary. In support of my request, I beg to point out the following facts:—

Finish this letter, referring to the length of your service, last promotion, why you deserve promotion, etc.

OFFICIAL LETTERS.

Letters addressed to officials are the most formal of all, and generally begin with such formal phrases, as
"I have the honour to call your attention to," etc.;
"I respectfully beg to report," etc.

The proper form of address and subscription, also, must be strictly attended to. Where in a business letter you put the name of the firm you are addressing, you must write the name, titles, and designation of the official to whom you are writing. For example:—

To

A. B. Jackson, Esq., M. A., C. I. E., I. C. S.,
Collector,
Baghwanpur

The letter must then begin with the very formal Sir (not "Dear Sir," or "My dear Sir").
The proper subscription is:—

I have the honour to be, Sir,
Your most obedient servant,

Zafar Iqbal

[Application to the Deputy Commissioner of your District for a District Board Scholarship, to enable you to join a college.]

Mohalla Ram Parshad,
Junglepore City,
4th July, 1929.

To

J. A. Smith, Esq., I. C. S.,
Deputy Commissioner,
Junglepore District.

Sir,

I respectfully beg to apply for the grant of a District Board Scholarship, to enable me to continue my studies in a University College.

I appeared in the Matriculation Examination this year from the Junglepore Government High School, and passed the Examination in the First Division, obtaining 460 marks.

I belong to a respectable zamindar family, my father, Allah Baksh, being the Lombardar of our village. He has always been loyal to the Government; and several members of our family did good service in the Great War — my uncle, and two of my brothers, having served with the troops in the campaigns in Mesopotamia.

My father is a poor man, and has a large family to support, and he cannot afford the expenses of sending me to college. It
is therefore necessary for me to ask for some financial help, if I am to have the chance of getting a University education.

I enclose copies of testimonials from my Headmaster and some of my teachers, which show that my character and conduct at school were good, and that I was a good student.

I hope that you will be able to consider my case sympathetically.

I have the honour to be,

Sir,
Your most obedient servant,

ELahi Bakhsh
(Late Scholar of the Junglepore Government High School)

Exercise 165. Write:—

1. To the Director of Public Instruction, applying for appointment as a teacher in the Educational Service.

2. To the Inspector-General of Police, applying for an appointment as Sub-Inspector.

3. To the Commissioner of Police, about the grant of license to carry arms, stating reasons.

4. To the Municipal Commissioner on the necessity of public parks in a crowded city like Bombay.

5. To the Postmaster of your town, asking for particulars about Post Office Cash Certificates.

6. To the Superintendent, Government Central Press, asking for a list of Government publications relating to dairying in India, and inquiring if any periodical is published on the subject.

7. To the Jailor, Yerawada Prison, as from a prisoner's mother, asking permission to see her son.

LETTERS TO NEWSPAPERS.

These should always be addressed to "The Editor," and they usually end with Yours truly.

The proper form of Salutation is Sir, and not Dear Sir.

If the writer gives his address for publication, it is usually placed below the letter and to the left of the signature.

If the writer does not wish his name to be published, he can sign his letter with a nom-de-plume (such as "Interested," "Anxious," "One who knows," etc.); but in any case he must give his name and address (in a covering letter) to the Editor, for no respectable newspaper will publish anonymous letters.
[To a newspaper, about a bad piece of road that is in need of repair.]

To

The Editor,

The Junglepore Observer.

Sir,

Our Municipality wants waking up; and, as private appeals to their office have had no effect, perhaps a little publicity will do no harm. For the last month Chetty Road has been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages to pass that way. Moreover, there are heaps of roadmetal on both sides of the road, which leave very little room in the middle. It is scandalous that we should be inconvenience in this way for weeks, and I hope the public will bring pressure to bear on those responsible so that the road may be put in thorough repair without further delay.

Yours truly,

INDIGNANT

4, Bazar Road.

Exercise 166. Write:—

1. To the Editor of a newspaper, on reckless driving.
2. To a newspaper, drawing attention to the insanitary condition of the city bazaars.
3. To a newspaper, protesting against street noises.
4. To a newspaper, advocating the establishment of a Free Library in your town.
5. To a newspaper, appealing for funds for an orphanage.
6. To a newspaper, complaining of the bad quality and inadequate supply of Municipal water in your town.
7. To a newspaper, suggesting to the public the desirability of a Social Service League in your town.
8. To a newspaper, on the evils of street-begging.
9. To a newspaper, appealing for funds to relieve the sufferers from a flood.

[To a very near neighbour about quiet for the benefit of a person who is seriously ill.]

21, Osborne Street,

7th May, 1929.

Dear Mr. Brown,

I am sorry to have to worry you with my troubles, but when I have explained I am sure you will understand. I regret to say that Mrs. Smith is seriously ill. The doctor, who has just been, says she is in a critical condition, and that absolute quiet is essential for her recovery. She has had several bad nights, and cannot get sufficient sleep. I am sure you will not be
offended if, in the circumstances, I ask you to tell your servants and your children to make as little noise as they can during the next few days. Our houses are so close together that we cannot help hearing shouting, and even talking; and the slightest noise disturbs my wife, who is in a very low, nervous state. If she can only have a few days and nights of quiet, I think it will work wonders.

Apologizing for putting you to this inconvenience,

I remain,

Yours sincerely,

JOHN SMITH

[A father reports to the police that his son has not returned home from school, giving particulars of the boy, his dress, etc.]

10, Clive Street,
Junglepore,
25th September, 1929.

To

The Inspector,

"Police Thana,",

Junglepore.

Dear Sir,

My son, Abdur Rashid, a lad twelve years old, is missing, and I am very anxious about him. As all my efforts to trace him have failed, I must appeal to you for help. He went to school this morning as usual, but, although it is now nearly eight o'clock, he has not returned. He generally comes home before 4-30 p.m., everyday. I have made inquiries at the school (the Government High School), but the headmaster cannot throw any light on the matter. He says Abdur Rashid left school as usual about 4-15 p.m. and that he was quite well. The only clue I can find is from one of his school friends (a boy called Mhd. Husain) who says he saw my son going along the canal bank at about 4-30 p.m. with a man, whom he did not know. He cannot describe this man, but says he was wearing a white pagri and a brown jacket.

Abdur Rashid was wearing a red fez and a white coat and trousers. He is rather tall for his age, and walks with a slight limp.

I cannot think he has got into mischief, as he has always been a good boy and most regular in his habits. In view of the kidnapping case a few weeks ago, I am naturally very anxious lest he may have suffered from some foul play. Please do your best to trace him, and let me know as soon as you have anything to report.

Yours truly,

ABDUR* RAHIM

19.

H. S. E. C. & C.
Ahmad Hasan has studied in this college for two years, and
has just appeared in the Intermediate Examination. As he
has worked well and is intelligent, he stands a good chance of
passing. His conduct has been most satisfactory and he bears
a good character. Physically he is robust and active, and was
a member of the college football team. I am sure he will do
any work entrusted to him conscientiously and efficiently.

PETER SIMPSON, M. A. (OXON.),
Principal

Exercise 167.

1. Write a courteous letter to a neighbour whose dog an-
noys you by barking at night.
2. Reply to the above.
3. Write as from the father of a boy to a gentleman who
rescued his son from drowning.
4. Your father thinks you are a precocious boy; so he
writes, "There have been many men whose early life was full
of brilliant promise, but whose careers have ended in failure,
owing to lack of industry." Write to him, assuring him that
you will not belie the promise of your boyhood.
5. Write, as from a father to his son, about a drunkard
and his unhappy family.
6. Write an imaginary letter as from a great-grandfather
to his great-grandson about the means of communication in
his days.
7. You have left school and are seeking a situation. Write
to your Headmaster, asking for a testimonial.
8. Write to your Headmaster, asking for a letter of recom-
mandation and explaining what you want.
9. Write a letter to your Headmaster, thanking him for the
testimonial.
10. Write to the Society for the Prevention of Cruelty to
Animals about a case of cruelty to a bullock, giving details,
including date and place and name and address of the guilty
person.
11. "It is often the steady plodder who gets prizes." Write
as from a father to his son.
12. Write to a friend, setting forth your views on prize-
giving in schools.
13. It is wonderful how a rumour grows. In an imaginary
letter to your friend, give a story which, though foolish enough,
was accepted by a large number of credulous people.
14. Write to a friend who, you think, is a rolling stone.
15. Write as from a grandfather to his grandson who lives beyond his income.
16. Write a letter to your younger brother, advising temperance.
17. "It is often at school that life-friendships are made." A father makes this observation when writing to his son at a boarding-school. Imagine the letter and copy it out.
18. Write as from a father to his son, asking him to make a habit of reading the daily newspaper, and pointing out what portions he should particularly read, etc.
19. Write to a prince, as from his teacher who believes "There is no royal road to learning."
20. Write a letter from a shopkeeper to another shopkeeper about "cut-throat competition."
21. Write to your sportsmaster, criticising the decision of the referee in a hockey match.
22. Write a letter to the manager of a local paper, enclosing an advertisement of your school concert.
23. You have advertised your bicycle for sale. Reply to an inquirer, and give him full details.
24. You see in a local paper an advertisement offering a second-hand bicycle. Write to the advertiser, asking for an appointment, as you wish to inspect the bicycle with a view to purchase.
25. Draft these advertisements:
   (i) Seeking a cheap second-hand typewriter.
   (ii) Offering for sale your motor-car.
   (iii) Announcing the loss of your dog and offering a substantial reward.

CHAPTER XXXIII.

PRÉCIS-WRITING.

A précis* is a summary, and précis-writing means summarising. Précis-writing is an exercise in compression. A précis is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct, and full (i.e. including all essential points), so that anyone on reading it may be able to grasp the main points and general effect of the passage summarised.

* A French word (pronounced pressee) connected with the English word "precise."
Précis-writing must not be confused with paraphrasing. A paraphrase should reproduce not only the substance of a passage, but also all its details. It will therefore be at least as long as, and probably longer than, the original. But a précis must always be much shorter than the original; for it is meant to express only the main theme, shorn of all unimportant details, and that as tersely as possible. As the style of writers differ, some being concise and some diffuse, no rigid rule can be laid down for the length of a précis; but so much may be said, that a précis should not contain more than a third of the number of words in the original passage.

I. USES OF PRECIS-WRITING.

1. Précis-writing is a very fine exercise in reading. Most people read carelessly, and retain only a vague idea of what they have read. You can easily test the value of your reading. Read in your usual way a chapter, or even a page, of a book; and then, having closed the book, try to put down briefly the substance of what you have just read. You will probably find that your memory of it is hazy and muddled. Is this because your memory is weak? No: it is because your attention was not fully centred on the passage while you were reading it. The memory cannot retain what was never given it to hold; you do not remember the passage properly because you did not properly grasp it as you read it. Now précis-writing forces you to pay attention to what you read; for no one can write a summary of any passage unless he has clearly grasped its meaning. So summarising is an excellent training in concentration of attention. It teaches one to read with the mind, as well as with the eye, on the page.

2. Précis-writing is also a very good exercise in writing a composition. It teaches one how to express one's thoughts clearly, concisely and effectively. It is a splendid corrective of the common tendency to vague and disorderly thinking and loose and diffuse writing. Have you noticed how an uneducated person tells a
story? He repeats himself, brings in a lot of irrelevant matter, omits from its proper place what is essential and drags it in later as an after-thought, and takes twenty minutes to say what a trained thinker would express in five. The whole effect is muddled and tedious. In a précis you have to work within strict limits. You must express a certain meaning in a fixed number of words. So you learn to choose your words carefully, to construct your sentences with an eye to fullness combined with brevity, and to put your matter in a strictly logical order.

3. So practice in précis-writing is of great value for practical life. In any position of life the ability to grasp quickly and accurately what is read, or heard, and to reproduce it clearly and concisely, is of the utmost value. For lawyers, businessmen, and government officials it is essential.

II. METHOD OF PROCEDURE.

You must make up your mind from the beginning that précis-writing means intensive brain-work. There is no easy short cut to summarising a passage. To tear the heart out of a passage means concentrated thought; and you must be prepared for close attention and hard thinking.

1. Reading. (a) First read the passage through carefully, but not too slowly, to get a general idea of its meaning. If one reading is not sufficient to give you this clearly, read it over again, and yet again. The more you read it, the more familiar will it become to you, and the clearer will be (i) its subject, and (ii) what is said about that subject. Ask yourself, “What is it I am reading? What does the author mean? What is his subject? What is he saying about it? Can I put in a few words the pith of what he says?”

(b) Usually you are required to supply a title for your précis. This is a good stage at which to do this. Think of some word, phrase or short sentence that will sum up briefly the main subject of the passage. Sometimes this is supplied by what we may call a key-sentence. This key-sentence may be found at the beginning or at the end of the passage. For example,
look at Exercise 168, No. 20, in which the first sentence gives the subject, all the rest of the passage being an expansion and illustration of it. “Hospitality is a virtue for which the natives of the East in general are highly and deservedly admired.” This at once suggests the short title of “Eastern Hospitality.” But you will not always find such convenient key-sentences in the passages you have to summarise. In their absence, you must get a clear idea of the subject from the passage as a whole, and then sum it up in a suitable heading.

The effort to find a suitable title at this stage will help you to define in your mind what exactly the subject, or main theme, of the passage is.

(c) Further reading is now necessary to ensure that you understand the details of the passage as well as its main purport. Take it now sentence by sentence, and word by word. If the meanings of any words are not clear, look them up in a dictionary. Detailed study of this kind is necessary, because a phrase, a sentence, or even a single word, may be of prime importance, and the misunderstanding of it may cause you to miss the whole point of the passage.

(d) You should now be in a position to decide what parts of the passage are essential, and what parts are comparatively unimportant and so can be omitted without any loss. This process of selection is not so easy as some people think. Beginners select; but they often select in a haphazard or mechanical way. It requires some practice to be able to say, “This is essential to the meaning of the passage, and that is only incidental and unimportant.” The best guide, of course, is the subject, or main theme, of the passage. If you have a clear and correct idea of that you will soon see what is important and what unimportant.

At this stage it is useful to jot down your conclusions in brief notes—writing down the subject, the title, and the details which you consider essential or important. (This is a better plan than underlining sentences and phrases in the original.)

2. Writing. (a) Rough Drafts.—You should now be ready to attempt the writing of the précis; but be sure of the limits within which it must be compressed.
If the number of words is given you, this is easy; but if you are told to reduce the passage to, say, a third of its length, count the number of words in the passage and divide by three. You may use fewer words than the number prescribed, but in no case may you exceed the limit.

It is not likely that your first attempt will be a complete success. The draft will probably be too long. In fact you may have to write out several drafts before you find how to express the gist of the passage fully within the limits set. A good deal of patience and revision will be required before you get it right. It is a good plan to write the first draft without having the actual words of the original passage before one's eyes.

(b) Important points.—The following points must be kept in mind:—

(i) The précis should be all in your own words. It must not be a patchwork made up of phrases and sentences quoted from the original.

(ii) The précis must be a connected whole. It may be divided into sections or paragraphs, according to changes in the subject matter, but these must not appear as separate notes, but must be joined together in such a way as to read continuously.

(iii) The précis must be complete and self-contained; that is, it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.

(iv) It is only the gist, main purport, or general meaning of the passage which you have to express. There is no room in a précis for colloquial expressions, circumlocutions, periphrasis or rhetorical flourishes. All redundancies of expression must be rigorously pruned. If faithful reproduction of the main theme is the first essential of a summary, conciseness is the second.

(v) The précis must be in simple, direct, grammatical and idiomatic English.

(c) The art of compression.—You are not bound to follow the original order of thought of the passage to be summarised, if you can express its meaning more clearly and concisely by transposing any of its parts.
In condensin', aim rather at remodelling than at mere omission. We may omit mere repetitions, illustrations and examples; but we may change figures of speech into literal expressions, compress wordy sentences, and alter phrases to words.

Take a few examples:

"His courage in battle might without exaggeration be called lion-like."

He was very brave in battle.

"The account the witness gave of the incident moved everyone that heard it to laughter."

The witness's story was absurd.

"There came to his recollection."

He remembered.

"The clerk who is now in his employ."

His present clerk.

"They acted in a manner that rendered them liable to prosecution."

They acted illegally.

"He got up and made a speech on the spur of the moment."

He spoke off-hand.

"John fell into the river and, before help could reach him, he sank."

John was drowned in the river.

"He was hard up for money and was being pressed by his creditors."

"The England of our own days is so strong and the Spain of our own days is so feeble, that it is not possible, without some reflection and care, to comprehend the full extent of the peril which England ran from the power and ambition of Spain in the 16th century." (51 words.)

We cannot nowadays fully realise what a menace Spain was to England in the 16th century. (16 words.)

(d) Indirect Speech.—As a rule, a précis should be written in indirect speech, after a "verb of saying" in the past tense. For example:

"Whether we look at the intrinsic value of our literature, or at the particular situation of this country, we shall see the strongest reason to think that of all foreign tongues the English tongue is that which would be the most useful to our native subjects."—Macaulay.

Condensed in indirect speech:

Lord Macaulay said that England's noble literature and the universality of her language made English the foreign language most useful for India.
The change from direct to indirect speech calls for attention to the following points:

(i) Correct sequence of tenses after the "verb of saying" in the past tense.
(ii) Clear differentiation of the various persons mentioned in the passage. Care must be taken with pronouns he, she and they. To avoid confusion proper names should be used occasionally.
(iii) Correct use of adverbs and other words indicating time.
(iv) Proper choice of "verbs of saying," to indicate questions, commands, warnings, threats or exhortations.

Great care must be taken to avoid lapsing into direct speech—a very common fault.

Some passages, however, are best summarised in direct speech.

3. Revision.—When you have made your final draft, carefully revise it before you write out the fair copy. Be sure that its length is within the limits prescribed. Compare it with the original to see that you have not omitted any important point. See whether it reads well as a connected whole; and correct any mistakes in spelling and punctuation, grammar and idiom.

Then write out the fair copy neatly, prefixing the title you have chosen.

III. TO SUM UP.

1. First carefully read the passage, if necessary several times, to apprehend clearly its main theme or general meaning.
2. Examine the passage in detail, to make sure of the meaning of each sentence, phrase and word.
3. Supply a short title which will express the subject.
4. Select and note down the important points essential to the expression of the main theme.
5. Note the length or number of words prescribed for the précis; and write out a first draft.
6. In doing this remember that you are to express the gist of the passage in your own words, and not in quotations from the passage; that you should condense by remodelling rather than by mere omission; and that your précis must be self-contained and a connected
whole. Add nothing; make no comment; correct no facts.

7. Revise your draft. Compare it carefully with the original to see that you have included all the important points. If it is too long, still further compress it by omitting unnecessary words and phrases or by re-modelling sentences. Correct all mistakes in spelling, grammar and idiom, and see that it is properly punctuated. Let the language be simple and direct.

8. Write out neatly the fair copy under the heading you have selected:

SPECIMEN.

In a country where the landlord has a permanent property in the soil it will be worth his while to improve that property; at any rate he will make such an agreement with them (his tenants) as will prevent their destroying it. But when the lord of the soil himself, the rightful owner of the land, is only to become the farmer for a lease of ten years, and if he is then to be exposed to the demand of a new rent, which may perhaps be dictated by ignorance or rapacity, what hopes can there be, I will not say of improvement, but of preventing desolation? Will it not be his interest, during the early part of that term, to extract from the estate every possible advantage for himself; and if any future hopes of a permanent settlement are then held out, to exhibit his lands at the end of it in a state of ruin? I am not only of opinion that the zamindars have the best right, but from being persuaded that nothing could be so ruinous to the public interest as that the land should be retained as the property of the Government, I am also convinced that, failing the claim of right of the zamindars, it would be necessary for the public good to grant a right of property in the soil to them, or to persons of other descriptions.

It is the most effectual mode for promoting the general improvement of the country, which I look upon as the important object for our present consideration.

I may safely assert that one-third of the Company's territory in Hindostan is now a jungle inhabited only by wild beasts. Will a ten years' lease induce any proprietor to clear away that jungle, and encourage the ryots to come and cultivate his lands, or lose all hopes of deriving any benefit from his labour, for which perhaps by that time he will hardly be repaid?

It is for the interest of the State that the landed property should fall into the hands of the most frugal and thrifty class of people, who will improve their lands and protect the ryots, and thereby promote the general prosperity of the country.
SUMMARY.

IN SUPPORT OF PERMANENT SETTLEMENTS.

Short land revenue settlements will take away from the landlords all incentive to improve their land. The zamindars have the best right to the land; and even if they had not, it should be given them, for government ownership of the land is not in the public interest. It is best for the State that the land should be in the hands of the most thrifty class; but no zamindar would clear and cultivate the jungle, of which a third of the Company’s land is composed, if he had only a ten years’ lease.

SPECIMEN.

There is one great question to which we should look in all our arrangements: What is to be their final result on the character of the people? Is it to be raised, or is it to be lowered? Are we to be satisfied with merely securing our power and protecting the inhabitants, leaving them to sink gradually in character lower than at present: or are we to endeavour to raise their character, and to render them worthy of filling higher situations in the management of their country, and of devising plans for its improvement? It ought undoubtedly to be our aim to raise the minds of the natives, and to take care that whenever our connection with India might cease, it did not appear that the only fruit of our dominion there had been to leave the people more abject and less able to govern themselves than when we found them. Many different plans may be suggested for the improvement of their character, but none of them can be successful, unless it be first laid down as a main principle of our policy, that the improvement must be made. This principle once established, we must trust to time and perseverance for realizing the object of it. We have had too little experience, and are too little acquainted with the natives, to be able to determine without trial what means should be most likely to facilitate their improvement. Various measures might be suggested, which might all probably be more or less useful; but no one appears to me so well calculated to insure success as that of endeavouring to give them a higher opinion of themselves, by placing more confidence in them, by employing them in important situations, and perhaps by rendering them eligible to almost every office under Government. It is not necessary at present to define the exact limit to which their eligibility should be carried, but there seems to be no reason why they should be excluded from any office for which they are qualified, without danger to the preservation of our own ascendancy.
SUMMARY.

TRAINING INDIA FOR SELF-GOVERNMENT.

It must be our aim, in all our arrangements, to so raise the minds of the natives that, when our connection ceases, they may be more able to govern themselves than when we found them. At present we have too little experience and knowledge of the natives to adopt any one method of carrying out this principle; but we can give them a higher opinion of themselves by placing more confidence in them, by employing them in important situations, and by making them eligible for almost every office under government.

Exercise 168. Write summaries of the following passages, of about one-third of the original length:

1. I designed, after my first voyage, to spend the rest of my days at Baghdad, but it was not long ere I grew weary of an indolent life, and I put to sea a second time, with merchants of known probity. We embarked on board of a good ship, and after recommending ourselves to God, set sail. One day we landed on an island covered with several sorts of fruit-trees, but we could see neither man nor animal. We walked in the meadows, along the streams that watered them. Whilst some diverted themselves with gathering flowers, and others fruits, I took my wine and provisions, and sat down near a stream betwixt two high trees, which afforded a delightful shade. I made a good meal, and afterwards fell asleep. I cannot tell how long I slept, but when I awoke the ship was no longer in view.

In this sad condition, I was ready to die with grief. I cried out in agony, beat my head and breast, and threw myself upon the ground, where I lay some time, overwhelmed by a rushing current of thoughts, each more distressing than the last. When I gazed towards the sea I could discern nothing but sky and water; but looking over the land I beheld something white; and coming down, I took what provision I had left, and went towards the object, which was so distant that at first I could not distinguish what it was.

As I approached, I thought it to be a white dome, of a prodigious height and extent. I drew near to it, and walked round it; but found no door to it; and I found that I had not strength nor activity to climb it, on account of its exceeding smoothness. I made a mark at the place where I stood, and went round the dome, measuring its circumference; and lo! it was fifty full paces; and I meditated upon some means of gaining an entrance into it; but no means of accomplishing this occurred to me.

By this time the sun was about to set, and all of a sudden the sky became as dark as if it had been covered with a thick
cloud. I was much astonished at this sudden darkness, but much more when I found it occasioned by a bird of a most extraordinary size, that came flying towards me. I remembered that I had often heard mariners speak of a miraculous bird called the roc, and conceived that the great dome which I so much admired must be her egg. Shortly afterwards, the bird alighted, and sat over the egg.

2. It is very easy to acquire bad habits, such as eating too many sweets or too much food, or drinking too much fluid of any kind, or smoking. The more we do a thing, the more we tend to like doing it; and, if we do not continue to do it, we feel unhappy. This is called the force of habit, and the force of habit should be fought against.

Things which may be very good when only done from time to time, tend to become very harmful when done too often and too much. This applies even to such good things as work or rest. Some people form a bad habit of working too much, and others of idling too much. The wise man always remembers that this is true about himself, and checks any bad habit. He says to himself, "I am now becoming idle," or "I like too many sweets," or "I smoke too much," and then adds "I will get myself out of this bad habit at once."

One of the most widely spread of bad habits is the use of tobacco. Tobacco is now smoked or chewed by men, often by women, and even by children, almost all over the world. It was brought into Europe from America by Sir Walter Raleigh, four centuries ago, and has thence spread everywhere. I very much doubt whether there is any good in the habit, even when tobacco is not used to excess; and it is extremely difficult to get rid of the habit when once it has been formed.

Alcohol is taken in almost all cool and cold climates, and to a very much less extent in hot ones. Thus, it is taken by people who live in the Himalaya Mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely; and recently the United States of America have passed laws which forbid its manufacture or sale throughout the length and breadth of their vast country. In India it is not required by the people at all, and should be avoided by them altogether. The regular use of alcohol, even in small quantities, tends to cause mischief in many ways to various organs of the body. It affects the liver, it weakens the mental powers, and lessens the general energy of the body.

3. The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so that work done at that time
is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing, and after a sound night’s rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wishes to do a full day’s work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

It may be objected to this that some find the perfect quiet of midnight far the best time for working. This is no doubt true in certain cases. Several great thinkers have found by experience that their intellect is clearest, and they can write best, when they burn the midnight oil. But even in such cases the practice of working late at night cannot be commended. Few men, if any, can exert the full power of their intellect at the time when nature prescribes sleep, without ruining their health thereby; and of course the injury done to the health must in the long run have a bad effect on the quality of the work done.

4. The human race is spread all over the world, from the polar regions to the tropics. The people of which it is made up, eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. Thus, in India, the people live chiefly on different kinds of grain, eggs, milk, or sometimes fish and meat. In Europe the people eat more flesh and less grain. In the Arctic regions, where no grain and fruits are produced, the Eskimo and other races live almost entirely on flesh, especially fat.

The men of one race are able to eat the food of another race, if they are brought into the country inhabited by the latter; but as a rule they still prefer their own food, at least for a time—owing to custom. In hot climates, flesh and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body.
The kind of food eaten also depends very often on custom or habit and sometimes upon religion. Brahmins will not touch meat; Mahommedans and Jews will not touch the flesh of pigs. Most races would refuse to eat the flesh of many unclean animals, although, quite possibly, such flesh may really be quite wholesome.

All races of mankind have their own different ideas on this matter. Thus the English used to laugh at the French because the latter ate frogs' legs and some kind of snails; the Australians dislike rabbits although the English eat them; and the Burmese eat the flesh of crocodiles and elephants.

Nevertheless there are many reasons for these likes and dislikes. Thus, swine in eastern countries are very dirty feeders, whereas in Europe they are kept on clean food. The result is that their flesh is eaten in Europe but not in India. Men dislike eating the flesh of all draught animals. Hence the Englishman will not eat horse-flesh, and the Hindu will not touch the flesh of cattle.

Lastly, certain savage peoples used to be cannibals—that is to say, they ate human flesh—though this custom has now fortunately almost ceased throughout the whole world.

There is another reason for disliking certain kinds of flesh, and a very good reason too. It is because these kinds are apt to contain dangerous parasites, which may get into the blood of those who eat the flesh. Certain kinds of swine, for example, are dangerous as food, as their flesh contains a parasite in the form of a little worm.

5. Dear Boy, now that you are going a little more into the world, I will take this occasion to explain my intentions as to your future expenses, that you may know what you have to expect from me, and make your plan accordingly. I shall neither deny nor grudge you any money that may be necessary for either your improvement or pleasures; I mean the pleasures of a rational being. Under the head of improvement I mean the best books, and the best masters, cost what they will; I also mean all the expense of lodgings, coach, dress, servants, etc., which, according to the several places where you may be, shall be respectively necessary to enable you to keep the best company. Under the head of rational pleasures I comprehend, first, proper charities to real and compassionate objects of it; secondly, proper presents to those to whom you are obliged, or whom you desire to oblige; thirdly, a conformity of expense to that of the company which you keep; as in public spectacles, your share of little entertainments, a few pistoles at games of mere commerce, and other incidental calls of good company. The only two articles which I will never supply are, the profusion of low riot, and the idle lavishness of negligence and laziness. A fool squanders away, without credit or advantage to himself, more than a man of sense
spends with both. The latter employs his money as he does his time, and never spends a shilling of the one, nor a minute of the other, but in something that is either useful or rationally pleasing to himself or others. The former buys whatever he does not want, and does not pay for what he does want. He cannot withstand the charms of a toy-shop; snuff-boxes, watches, heads of canes, etc., are his destruction. His servants and tradesmen conspire with his own indolence to cheat him, and in a very little time he is astonished, in the midst of all the ridiculous superfluities, to find himself in want of all the real comforts and necessaries of life. Without care and method the largest fortune will not, and with them almost the smallest will, supply all necessary expenses. Keep an account in a book, of all that you receive, and of all that you pay; for no man, who knows what he receives and what he pays, ever runs out.

6. A great part of Arabia is desert. Here there is nothing but sand and rock. The sand is so hot that you cannot walk over it with your bare feet in the daytime. Here and there in the desert are springs of water that come from deep down under the ground — so deep that the sun cannot dry them up. These springs are few and far apart, but wherever there is one, green grass very soon covers the ground all around it. Soon fig trees and palm trees grow tall and graceful, making a cool, green, shady place around the spring. Such a place is called an oasis.

The Arabs who are not in the cities live in the desert all the year round. They live in tents that can be put up and taken down very easily and quickly, so that they can move from one oasis to another, seeking grass and water for their sheep, goats, camels and horses. These desert Arabs eat ripe, sweet figs, and also the dates that grow upon the palm trees; they dry them, too, and use them as food all the year round.

These Arabs have the finest horses in the world. An Arab is very proud of his riding horse, and loves him almost as much as he loves his wife and children. He never puts heavy loads upon his horse, and often lets him stay in the tent with his family.

The camel is much more useful to the Arab than his beautiful horse, however, for he is much larger and stronger. One camel can carry as much or more than two horses. The Arab loads the camel with goods and rides him too, for miles and miles across the desert — just as if he were really the "Ship of the Desert," which he is often called.

7. Ferdinand and Isabella, informed of the return and discoveries of their admiral, awaited him at Barcelona with honour and munificence worthy of the greatness of his services. The nobility came from all the provinces to meet him.
He made a triumphal entry as a prince of future kingdoms. The Indians brought over as a living proof of the existence of new races in these newly-discovered lands, marched at the head of the procession, their bodies painted with divers colours, and adorned with gold necklaces and pearls. The animals and birds, the unknown plants, and the precious stones collected on these shores, were exhibited in golden basins, carried on the heads of Moorish or negro slaves. The eager crowd pressed close upon them, and wondrous tales were circulated about the officers and companions of Columbus. The admiral himself, mounted on a richly caparisoned charger presented by the king, next appeared, accompanied by a numerous cavalcade of courtiers and gentlemen. All eyes were directed toward the man inspired of Heaven, who first had dared lift the veil of Ocean. People sought in his face for a sign of his mission, and thought they could discern one. The beauty of his features, the majesty of his countenance, the vigour of eternal youth joined to the dignity of age, the combination of thought with action, of strength with experience, a thorough appreciation of his worth, combined with piety made Columbus then appear (as those relate who saw him enter Barcelona) like a prophet, or a hero of Holy Writ or Grecian story.

"None could compare with him," they say; "all felt him to be the greatest or most fortunate of men."

Ferdinand and Isabella received him on their throne, shaded from the sun by a golden canopy. They rose up before him as though he had been an inspired messenger. They then made him sit on a level with themselves, and listened to the circumstantial account of his voyage. At the end of his recital, which habitual eloquence had coloured with his exuberant imagination, the king and queen, moved to tears, fell on their knees and repeated the Te Deum, a thanksgiving for the greatest conquest the Almighty had yet vouchsafed to sovereigns.

8. Up the River Hudson in North America are the Catskill Mountains. In a certain village at the foot of these mountains, there lived long ago a man named Rip Van Winkle. He was a simple and good-natured person, a very kind neighbour and a great favourite among all the good wives of the village. Whenever there was a squabble in the family of Rip, the women in the village always took his part and laid all the blame on Dame Van Winkle.

The children of the village too would shout with joy, whenever they saw him. He helped at their sports, made playthings for them, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches and Indians.

Rip had no love for labour, if it would bring him profit. He would sit for a whole day on a wet rock and fish without a
murmur, even though he did not catch a single fish. He would carry a light gun on his shoulder for hours together and shoot only a few squirrels or wild pigeons.

He would never refuse to assist a neighbour even in roughest toil. The women of the village often employed him to run their errands and to do little jobs for them. In a word, Rip was ready to attend to anybody’s business but his own. He was, however, one of those men who take the world easy. He would eat coarse bread or fine, whichever could be got with least thought or trouble. And he would rather starve on a penny than work for a pound.

If left to himself, Rip would have whistled away life in perfect contentment. But his wife always kept drumming in his ears about his idleness, his carelessness and the ruins he was bringing on his family. Rip had but one way of replying to all her lectures—he shook his head, cast up his eyes and said nothing. He had one good friend at home and that was his dog Wolf which was as idle as the master.

9. The plan that he [Charlemagne] adopted for his children’s education was to have both boys and girls instructed in the liberal arts, to which he also turned his own attention. As soon as their years admitted, in accordance with the custom of the Franks, the boys had to learn horsemanship, and to practise war and the chase, and the girls to familiarize themselves with cloth-making, and to handle distaff and spindle, that they might not grow indolent through idleness, and he fostered in them every virtuous sentiment. When his two sons and his daughter died, he was not so calm as might have been expected from his remarkably strong mind, for his affections were no less strong, and moved him to tears. Again when he was told of the death of Hadrian, the Roman Pontiff, whom he had loved most of all his friends, he wept as much as if he had lost a brother, or a very dear son. He was by nature most ready to contract friendships, and not only made friends easily, but clung to them persistently, and cherished most fondly those with whom he had formed such ties. He was so careful of the training of his sons and daughters that he never took his meals without them when he was at home, and never made a journey without them; his sons would ride at his side, and his daughters follow him, while a number of his bodyguard, detailed for their protection, brought up the rear. Strange to say, although they were very handsome women, and he loved them very dearly, he was never willing to marry any of them to a man of their own nation or to a foreigner, but kept them all at home until his death, saying that he could not dispense with their society.

10. Charlemagne had the gift of ready and fluent speech, and could express whatever he had to say with the utmost clearness. He was not satisfied with command of his native
language merely, but gave attention to the study of foreign ones, and in particular was such a master of Latin that he could speak it as well as his native tongue; but he could understand Greek better than he could speak it. He was so eloquent, indeed, that he might have passed for a teacher of eloquence. He most zealously cultivated the liberal arts, held those who taught them in great esteem and conferred great honours upon them. He took lessons in grammar of the deacon, Peter of Pisa, at that time an aged man. Another deacon, Albin of Britain, surnamed Alcuin, a man of Saxon extraction, who was the greatest scholar of the day, was his teacher in other branches of learning. The King spent much time and labour with him studying rhetoric, dialectics, and especially astronomy; he learned to reckon, and used to investigate the motions of the heavenly bodies most curiously, with an intelligent scrutiny.

He was very forward in succouring the poor, and in that gratuitous generosity which the Greeks call alms, so much so that he not only made a point of giving in his own country and his own kingdom, but when he discovered that there were Christians living in poverty in Syria, Egypt, and Africa, at Jerusalem, Alexandria, and Carthage, he had compassion on their wants, and used to send money over the seas to them.

11. The man who is perpetually hesitating which of the two things he will do first, will do neither. The man who resolves, but suffers his resolution to be changed by the first counter suggestion of a friend,—who fluctuates from opinion to opinion, from plan to plan, and veers like a weather-cock to every point of the compass, with every breath of caprice that blows,—can never accomplish any thing great or useful. Instead of being progressive in any thing, he will be at best stationary, and more probably retrograde in all. It is only the man who first consults wisely, then resolves firmly, and then executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker spirit,—that can advance to eminence in any line. Take your course wisely, but firmly; and having taken it, hold upon it with heroic resolution, and the Alps and Pyrenees will sink before you.

12. The grand khan sends every year his commissioners to ascertain whether any of his subjects have suffered in their crops of corn from unfavourable weather, from storms of wind or violent rains, or by locusts, worms, of any other plague; and in such cases he not only refrains from exacting the usual tribute of that year, but furnishes them from his granaries with so much corn as is necessary for their subsistence, as well as for sowing their land. With this view, in times of great plenty, he causes large purchases to be made of such kinds of grain as are most serviceable to them, which
is stored in granaries provided for the purpose in the several provinces, and managed with such care as to ensure its keeping for three or four years without damage. It is his command, that these granaries be always kept full, in order to provide against times of scarcity; and when, in such seasons, he disposes of the grain for money, he requires for four measures no more than the purchaser would pay for one measure in the market. In like manner where there has been a mortality of cattle in any district, he makes good the loss to the sufferers from those belonging to himself, which he has received as his tenth of produce in their provinces. All his thoughts, indeed, are directed to the important object of assisting the people whom he governs, that they may be enabled to live by their labour and improve their substance.

13. The Pindaris generally invade a country in bodies of from four thousand to one thousand each. They advance to the frontier with such rapidity, that the account of their depredations is generally the first intelligence of their approach. As soon as they pass the frontier, they disperse in small parties of from five hundred to two hundred each. They are not encumbered with tents, or baggage of any description. They carry nothing but their arms, and their saddlecloths are their beds; both men and horses are accustomed to endure extraordinary fatigue. They make long and successive marches. They never halt except to refresh themselves, to collect their plunder, and to indulge their passions of lust and cruelty. They subsist themselves and their horses on the grain and provisions which they plunder on their march. They carry off every thing which is valuable and easy of conveyance; what they cannot carry off they wantonly destroy. They beat and wound and murder the unfortunate inhabitants. They compel them to clean their horses, to provide forage, to collect provisions, and to carry such parts of their plunder as are too bulky to be put upon their horses. They seldom leave a village without setting fire to the houses and grain.

They avoid fighting; for they come to plunder, not to fight. They have neither encampments nor regular halting places. They move to a certain distance, and halt a few hours to refresh themselves and their horses; they then resume their march.

Their movements are equally rapid and uncertain. Being dispersed into small bodies, and marching in any direction where they expect plunder, it is difficult to procure certain intelligence of their position or their numbers. They retire with nearly the same rapidity as they approach, and they have generally reached their strongholds, and secured their booty, before a Government can adopt any actual measures to repel them. . . . . . .
The incursions of those common enemies to peace and tranquility are as regular as the periodical return of the monsoon. The blessings which a bounteous Providence showers at stated periods upon the thirsty plains of the Deccan, are as regularly defeated by a host of plunderers, who seem to wait with malicious pleasure till the crops are ripe upon the ground, in order that the unfortunate husbandman may be robbed of the fruits of his labour, at the moment when he ought to reap them. The extirpation of such a race of men would be not only a measure of policy, but a service to humanity itself.

14. Nature seems to have taken a particular care to disseminate her blessings among the different regions of the world, with an eye to this mutual intercourse and traffic among mankind, that the natives of the several parts of the globe might have a kind of dependence upon one another, and be united together by their common interest. Almost every degree produces something peculiar to it. The food often grows in one country, and the sauce in another. The fruits of Portugal are corrected by the products of Barbadoes, and the infusion of a China plant is sweetened by the pith of an Indian cane. The Philippic islands give a flavour to our European bowls. The single dress of a woman of quality is often the product of a hundred climates. The muff and the fan come together from the different ends of the earth. The scarf is sent from the torrid zone, and the tippet from beneath the pole. The brocade petticoat rises out of the mines of Peru, and the diamond necklace out of the bowels of Indostan.

15. It is the height of selfishness for men, who fully appreciate in their own case the great advantages of a good education, to deny these advantages to women. There is no valid argument by which the exclusion of the female sex from the privilege of education can be defended. It is argued that women have their domestic duties to perform, and that, if they were educated, they would bury themselves in their books and have little time for attending to the management of their households. Of course it is possible for women, as it is for men, to neglect necessary work in order to spare more time for reading sensational novels. But women are no more liable to this temptation than men, and most women would be able to do their household work all the better for being able to refresh their minds in the intervals of leisure with a little reading. Nay, education would even help them in the performance of the narrowest sphere of womanly duty. For education involves knowledge of the means by which health may be preserved and improved, and enables a mother to consult such modern books as will tell her how to rear up her children into healthy men and women, and skilfully nurse them and her husband when disease attacks her household.
Without education she will be not unlikely to listen with fatal results to the advice of superstitious quacks, who pretend to work wonders by charms and magic.

But according to a higher conception of woman's sphere, woman ought to be something more than a household drudge. She ought to be able not merely to nurse her husband in sickness, but also to be his companion in health. For this part of her wifely duty education is necessary, for there cannot well be congenial companionship between an educated man and an uneducated wife, who can converse with her husband on no higher subjects than cookery and servants' wages. Also one of a mother's highest duties is the education of her children at the time when their mind is most amenable to instruction. A child's whole future life, to a large extent, depends on the teaching he receives in early childhood, and it is needless to say that this first foundation of education cannot be well laid by an ignorant mother. On all these grounds female education is a vital necessity.

16. The effect produced on the mind by travelling depends entirely on the mind of the traveller and on the way in which he conducts himself. The chief idea of one very common type of traveller is to see as many objects of interests as he possibly can. If he can only after his return home say that he has seen such and such a temple, caste, picture gallery, or museum, he is perfectly satisfied. Therefore, when he arrives at a famous city, he rushes through it, so that he may get over as quickly as possible the task of seeing its principal sights, enter them by name in his note-book as visited or, in his own phraseology, 'done,' and then hurry on to another city which he treats in the same unceremonious way.

Another kind of traveller in all he sees finds entertainment for his foolish spirit of ridicule. The more hallowed any object is from historical and religious associations or artistic beauty, the more he delights to degrade it by applying to it familiar terms of vulgar slang that he mistakes for wit. Such a one brings disgrace upon his nation by the rude insolence with which he laughs at foreigners and their ways, and everything else that attracts the notice of his feeble understanding. At the end of his wanderings he returns to his home a living example, showing

How much the fool that hath been taught to roam
Exceles the fool that hath been kept at home.

Far different is the effect of travels upon those who leave their native country with minds prepared by culture to feel intelligent admiration for all the beauties of nature and art to be found in foreign lands. Their object is not to see much, but to see well. When they visit Paris or Athens or Rome, instead of hurrying from temple to museum, and from museum to picture gallery, they allow the spirit of the place to sink