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The Art of Conversation with Directions For Self Education (Part 2)

George W. Carleton

of a congenial disposition, who will readily engage in animated conversation, which acts as a stimulus to all around, and is all the more effective since it renders occasional silence less liable to observation.

If you are seated by a lady who seems reserved, plunge into general subjects and current topics, taking care, however, to make your beginning apropos to some trifle which the dinner itself cannot fail to suggest. On such occasions, general information on small matters will be of great assistance. Lead your neighbor to speak on some subject with which you may happen to be familiar, and as soon as she displays any familiarity with it, encourage her by courteous questions to proceed. If she say but little, talk all the more. There is no soil in which something will not grow if it be properly cultivated, and no woman who will not converse in time. If there be a lion of any degree of celebrity whatever, present, though he be only the local clergyman, you may appropriately enough ask for information relative to him, or bestow it. Much may be done in ascertaining where your fellow guest has travelled, and in inducing her to speak of the celebrated persons whom she has seen or met. Avoid all egotism whatever,

direct or implied. Many persons seem to think that among strangers it is necessary to give auto-biographic hints sufficient to show that they are entitled to consideration. Rely upon it, if you converse well enough to excite interest, the world will soon know everything about you.

I have presumed an extreme case, and the most trying which can happen at a dinner,— to be seated by a diffident woman, or, what is the same thing, by an over-cautious person, who for a long time casts on others the burden of the conversation. Absolute reserve, from any one, under such circumstances, is unpardonable — it is a lack of courtesy to the entertainer, and a reproach to the quality of the guests. With any person who is not reserved you should enjoy conversation. If you are possessed of the slightest general knowledge of men and things, of the current topics of the day, of books, or of places, it will be your own fault if you cannot find something to say, and gradually expand it to animated narrative or discussion. Be always on the alert to *suppress yourself* when you see that your companion is beginning to listen with interest to his own voice; and when others also begin to listen or to take part

in the conversation, be prompt to show them every courtesy and deference.

Never forget that at a dinner, as on all occasions of hospitality, it is your chief duty to relieve the hostess from every annoyance or care.

It would be well if those who give dinners; as well as their guests; would bear in mind the following remarks of a French writer:

"It must not be imagined that the dinner to which you are invited, is simply given for the purpose of giving a gross and purely material pleasure; no, it is to put you in company with persons of consideration, and to give you an opportunity to display your intelligence, or cause your good qualities to be appreciated in the species of demi-intimacy which may result from it."

To which may be added these remarks on dinner parties, and other social meetings, at the present day:

"If you have no accurate ideas as to any of the thousand trifles which rise up at every instant when one has entered a *salon*, observe in silence, and imitate what you see done by well-bred persons. The aristocratic element being that which now prevails at the tables of all respectable families, and in every

parlor where good company assembles, it will be easy to do this simply and adroitly, *without aiming at producing an effect.*" *

It has been said that the table is the touch-stone of a gentleman. He who may successfully conceal vulgarity in every other phase of life, is sure to betray it almost immediately at dinner.

* *La Vie Elegante a Paris. Par le* BARON de MORTEMART BOISSE. Paris, 1858.

CHAPTER XVIII.

OF SILENT PEOPLE. TIMIDITY. ITS CURE.

THERE are men who carry taciturnity to rudeness. Speech it is said is golden and silence is silver, but such persons turn it to brass. Many young men encourage in this manner a natural defect of moodiness and surliness, thinking that it gives them an air of dignified reserve. There could be no greater mistake. When a person has given you no positive cause for desiring to drop his acquaintance you are guilty of great rudeness in compelling him to bear the entire burden of conversation. It is an ill-bred assumption of superiority, and of cynical indifference to others, such as can find no place either

in the heart or manners of him who would perfectly acquire the humane art of conversation. To endeavor to create an impression of dignity by mere silence is a confession that the outward appearance is not sustained by the intellect. There are however, many persons, and singularly enough the majority of them are women, who are silent in society and avail themselves of every art to create the impression that their silence is the result of courteous attention, when in fact they have nothing to say. Among weak and shallow persons of their own calibre their tongues will fly rapidly enough, but with strangers and especially with all who are out of their own "set" they are afflicted with a most disagreeable dumbness, varied by little "flurries" of mere shallow "talk." It is remarkable that people of this kind when they eventually find their tongues, are extremely apt to employ them in sustaining differences of opinion and "arguments," which leave on the whole an unpleasant impression. With such persons an accomplished conversationalist may at least practice patience and display good temper. He will often make a highly favorable impression on them, and be afterward astonished to learn it, when no word at the

time indicated his success. Should he persistently return to the charge he cannot fail to achieve a complete victory.

There are occasional instances of young persons of excellent dispositions and even of high intellectual culture, who are afflicted with reserve and bashfulness to such a degree that it actually becomes a species of mental disease. Parents say of this that "it will wear off," and frequently leave it to cure itself. It may indeed outwardly pass away, or be transformed to an affectation of assurance or of impudence, but its evil effects are too generally felt even to the end of life, in the want of that calm confidence and well balanced presence of mind, so requisite in all intercourse with our fellow beings. In such cases a study of the art of conversation, with efforts to put into practice its rules in company with a few intimate friends, will be found amply sufficient to effect a cure.

He alone can become a *truly* accomplished conversationalist who is gifted with a kind heart, and such a person will always take pleasure in conquering the painful diffidence of others, and in breaking away the limits which separate them from "life."

Many persons suffer most unjustly under the imputation of having nothing to say, when the truth is, that few comparative strangers have ever conversed much with them. I believe it will be found that, in most cases, these "silent women" and "dumb youths" are far better worth knowing than the majority of chatterers of common-place trifles.

If you are so unfortunate as to feel a tremor at the thought of encountering strangers in society, remember that they simply form a collection of persons, with whom you would have no difficulty in conversing singly. If you are conscious of possessing general information equal to that of those whom you expect to meet, and are yourself respectable as regards personal appearance, venture confidently and calmly on the ordeal. You will soon find it is like learning to swim, and that there is no difficulty or danger, even in the first plunge, which is not entirely imaginary. Let nothing deter you, come what may. If in certain circles you meet with people who are unkind enough to be indifferent, or annoy you more directly, take no notice of it; above all, do nothing to revenge yourself, and console your mind with the indubitable truth, that if you avoid

acting as they have done, the time will come when you will be far their superior as regards the practice of all in "the art of society" which can make you truly esteemed.

Every evening spent in society is a lesson which, if turned to advantage, may aid your success in life.

CHAPTER XIX.

OF CORRECT LANGUAGE IN CONVERSATION.

TO SPEAK your own language correctly, is to secure the most important aid to success in society.

Study the grammar and dictionary carefully and continually, but avoid unusual words and high-flown phrases.

If you have a well educated friend, ask him, in confidence, to observe and correct your faults of language. If your own education has been defective, and your opportunities for mingling with cultivated persons, limited, you will probably use many expressions which, you will be surprised to learn, are, if not incorrect, at least to be avoided. Do not suppose them

to be trifles. In good society, the slightest inaccuracy in language will be greatly to your disadvantage. No advantages of person or of fortune, can entirely counterbalance the effect of a phrase, or of a peculiarity in pronunciation which betrays early ignorance. But if you converse *correctly*, you certainly possess an accomplishment which will enable you to sustain a position in any society. When it is once acquired, you need experience no timidity in talking with any person whatever — your language will of itself entitle you to a courteous reception. The number of persons whose expressions are entirely free from mistakes, or improprieties, is so small, that one belonging to it is sure of respect.

You would do well to form a class with a few friends, for the purpose of reading aloud by turns some well written works. Select a chapter, and determine, by the aid of your dictionary, the proper pronunciation and accent of every word. In the beginning, read the separate chapters over at least six times, or oftener, if you are not confident of having perfectly mastered every difficulty which each presents. If there be added to this, practice in writing short "compositions" or essays, to be submitted to

the criticism and correction of the whole class, your progress will be rapid.

It is very difficult to make young persons of either sex comprehend the positive impropriety of using slang. Its words and phrases are, for the most part, expressive, and occasionally humorous. When we experience difficulty in expressing a thought concisely and with point, a new application of some cant word not unfrequently settles it very promptly. And this latter is indeed the great impediment with which those who would converse correctly, expressively, and fluently, have to contend. A slang phrase is really "a lift for the lazy," which saves trouble in thinking. But for this very reason it should be avoided. Endeavor to exert your ingenuity in forming some correct equivalent for the slang expression. Determine what your thought is, and express it in good grammatical language. Remember that those who converse with the greatest purity, and at the same time most impressively, never employ slang.

The young man who converses readily in simple and correct language, possesses an accomplishment which cannot fail to aid him materially in the pursuit of fortune or of honors. The first indication

of genius in Henry Clay which led to his advancement, was his constant endeavor, while yet a mere boy, to express himself with purity and accuracy. Such a habit is generally received by the world as indicative of *strength* of character, while slang, bad grammar, and provincial phrases, are often thought to betray the weakness of self-contented vulgarity.

Ladies frequently use slang phrases, with a slight pause or smile to serve as marks of quotation, or rather as an apology. But to modify a fault is not to remove it. Resolve that you will never use an incorrect, an inelegant, or a vulgar phrase or word, in any society whatever. If you are gifted with wit, you will soon find that it is easy to give it far better point and force in pure English, than through any other medium, and that brilliant thoughts make the deepest impression when well worded. However great it may be, the labor is never lost which earns for you the reputation of one who habitually uses the language of a gentleman, or of a lady.

It is difficult for those who have not frequent opportunities for conversation with well educated people, to avoid using expressions which are not current in society, although they may be of common occurrence in books. As they are often learned from

novels, it will be well for the reader to remember that even in the best of such works, dialogues are seldom sustained in a tone which would not appear affected in ordinary life. This fault in conversation is the most difficult of all to amend, and it is unfortunately the one to which those who strive to express themselves correctly, are peculiarly liable. Its effect is bad, for though it is not like slang, vulgar in itself, it betrays an effort to conceal vulgarity. It may generally be remedied by avoiding any word or phrase which you may suspect yourself of using for the purpose of creating an effect. Whenever you imagine that the employment of any mere *word* or sentence will convey the impression that you are well informed, substitute for it some simple expression.

If you are not positively certain as to the pronunciation of a word, never use it. If the temptation be great, resist it; for rely upon it, if there be in your mind the slightest doubt on the subject, you will certainly make a mistake.

Never use a foreign word when its meaning can be given in English, and remember that it is both rude and silly to say anything to any person who possibly may not understand it. But never attempt,

under any circumstances whatever, to utter a foreign word, unless you have learned to pronounce correctly the language to which it belongs. If you have not been able to acquire the tongue, remember that "French without a Master," or any similar work, will enable any one, with a few hours of careful study, to pronounce at least tolerably.

Many young men are so ignorant as to believe that the theatre is not only a school for elegant manners, but also for language, and that expressions picked from "genteel comedy" may be properly used in ordinary conversation. I regret that it is *not* entirely needless to say, that this is a very vulgar error. Neither in England nor in America does the stage at the present day present anything much better than a gross caricature of good society and of its manners. I would not forbid the theatre, by any means, as a place of amusement, any more than I would a Punch and Judy show; but after many years of familiarity with the drama, as set forth by its best artists, I can say conscientiously that I regard the youth as one to be pitied who derives from it his lessons of life or language. However correctly an actor may pronounce English, he seldom fails to fall into a strained and exaggerated style of empha-

sis and of action, which, if introduced into daily life, would be simply ridiculous. His business is to intensify all that is extravagant in life, while the province of good breeding is to subdue it.

Do not, however, aim at acquiring a great reputation, or rather notoriety, for using elegant language. Should you do so, you would probably endeavor to sustain it for the sake of display, and could not fail to become affected. The great charm of conversation is to be natural, and this is unavoidably lost to every one who is *conscious* of exhibiting in a superior manner the medium through which he expresses his thoughts. Remember that when according to Whately, we exclaim of an orator: "how eloquent!" the true eloquence no longer exists.

SELF EDUCATION

CHAPTER XX.

OF ACQUIRING GENERAL KNOWLEDGE.

ONE may converse well at times without displaying knowledge, but still a certain amount of learning is essential to all who would excel in conversation.

The literary information which enables one to maintain a creditable position in social intercourse, is two-fold : — that which results from a regular education, and that which is derived from the casual reading of current literature or through occasional study.

It is possible for almost every one whose education has been neglected, to repair the loss to such a degree that it will be unnoticed. To do this, a regular plan and steady application are all that is requisite. Knowledge increases knowledge very rapidly He who every day adds to his stock, and also reviews

something already learned, will find in time that he knows more than he has read, for he will have awakened observation and thought.

THE STUDY OF GEOGRAPHY.

I will suppose that the reader who is desirous of becoming well informed, has at least mastered the most ordinary branches of a common school education. Let him, then, review his geography with scrupulous care. Ignorance of the situation of countries and their cities is unpardonable, and such blunders in conversation are ridiculous. I have heard a University man, who spoke four or five languages, ask if Sumatra were not in America. In connection with the careful study of geography, one should gather from books of travel, and from history, and from reviews, all the latest information relative to each country.

I have already spoken of the advantage to be derived from the association together, in a club, of persons for improvement in reading. If such a club were also to take up geography, discussing a separate nation at a meeting, each communicating all that he had read or heard on the subject, there would be little danger of gross ignorance of it. As

soon as one nation or country shall have been well discussed, its name should be legibly written on a large sheet, and with it a few leading facts illustrating its population, language, history, and government, in the style of the short articles in a gazetteer, which should hang up in the place of meeting till it may be presumed that all are familiar with them. A very extensive knowledge of the world may be easily gathered, by adhering to the simple rule, whenever you learn anything in reference to a subject, review what knowledge you already have in reference to it.

THE STUDY OF GRAMMAR.

The grammar of your native language, as I have already intimated, should be carefully studied. A good, *full-sized* dictionary should be in your possession — the best that money can buy — though to obtain it you should be obliged to sell every book you own except your grammar and your Bible. Refer to it continually. Let no day pass without determining from it the meaning and proper pronunciation of words with which you are not familiar. But beware, lest, as many do, you suffer the dictionary to take the place of *memory*.

Bear in mind in studying the grammar, that your object is not simply to commit rules by heart, and to parse, but to converse and write correctly.

If you can associate with you, in studying the grammar, one or more friends, it is not impossible that your progress in learning will be much greater than if you were directed by an indifferent teacher.

After becoming somewhat familiar with the general principles of the language, it will be time to begin to read aloud from authors noted for their purity of style. For this purpose, I recommend Goldsmith's "Vicar of Wakefield," Washington Irving's writings, "The Spectator," and Macaulay's "Essays," and "History of England." Observe, while reading, the agreement of the precepts of your grammar with the sentences which you follow. Remember, that by devoting regular hours to study, and by *frequently* reviewing and understanding thoroughly every page, before you undertake a single new paragraph, you must inevitably succeed.

Having done this for a short time, you may begin to write according to the rules laid down in the ensuing chapter. Your study of grammar will now begin in earnest, and you cannot fail to realize, day by day, its great practical utility.

CHAPTER XXI.

OF SELF-INSTRUCTION IN LITERARY COMPOSITION, OR WRITING.

IT HAS been said that whoever can talk *well*, can write. It might be added, that if one can write elegantly, it will be sure to exert a favorable influence on his conversation.

If a young man has had absolutely no practice whatever in committing his thoughts to paper, he would do well to obtain some simple and well written work and *copy* from it until the general forms of expression become familiar to him. Letters are excellent subjects for such practice. Having done this till he has filled a few quires, let him form a few reflections of as natural a character as though he

were telling something to a friend, and note them on a slate. From these he should write a letter; and, what is of greater importance, should then *re*-write it, with the utmost care, at least once. I have observed that unpractised letter-writers are always perfectly satisfied with the first effort.

Epistolary writing is an art which rapidly cultivates the mind. It is said that during the Revolutionary war, men who were at its beginning very ignorant of composition, yet who were raised to offices which obliged them to correspond extensively, became excellent writers. It has the advantage of being the easiest road to ready expression.

By writing on a great variety of subjects, and by the occasional introduction of humor into composition, the student will rapidly improve in the management of language, and his letters will be received and read with pleasure. It will be found well worth the while to enter into a book, from time to time, subjects to introduce into correspondence.

When confident that you can write a good letter, correctly, (and not before,) you may begin to commit your thoughts to paper in the form of "compositions." Do not begin by selecting "Love," or "Ambition," as a subject. Rather describe, as ac-

curately as possible, scenes which you have witnessed, and events which have come under your observation. Let your language be plain and simple, such as you would like to hear from a friend in conversation, and endeavor to use short words. "Fine writing," as it is called, is rapidly going out of fashion, and "sensational" efforts are peculiar to the vulgar. So far as it is possible, write as you should talk, and talk as you would write.

Read aloud what you have written. Many defects will then be perceived which had before escaped your observation. If you have a literary friend who will kindly correct your efforts, submit without argument to his revision; and be certain that in asking him for *advice* you do not, like most young writers, merely mean admiration. Rely upon it that it will be long enough before you deserve the latter. If you can, after months of constant labor, avoid errors in writing, you may congratulate yourself on having advanced rapidly.

Literary composition is of all arts the one best adapted to bring our thoughts and our knowledge into a useful form, and to improve our language. Yet most persons have a great dislike to spending time in steady labor over it, and especially to care-

fully correcting with the grammar and dictionary what they have written. Many of those who have made a crude beginning, which has possibly been admired by a few friends, must needs "rush into print," and editors are in consequence seriously annoyed by entreaties for encouragement from those whose manuscripts would not bear the revision of any governess who is qualified for her calling.

I would however encourage every one to cultivate the art of writing so far as to be able to "pen an article for the press" when there is an occasion to do so. Such opportunities continually present themselves in America, and may frequently be turned to advantage. Every young man may expect to be on a committee where his services as secretary will entitle him to esteem. No one knows but that the time may come when he will be glad to be able to prepare a petition, a report, or a series of resolutions.

The student should by all means obtain some elementary work teaching the principles of English composition, and study it carefully. It is better to do this, however, after he shall have made some progress in mere copying and corresponding, lest he be embarrassed at the same time by the labor of

writing, and of forming his thoughts. Parker's Exercises is to be commended for this purpose, but if it is not to be procured, any schoolmaster or bookseller will doubtless aid the student to obtain some other work on the same subject. The Elements of Rhetoric, by Professor Henry Coppée, (Philadelphia, E. H. Butler & Co.,) and The Scholar's Companion, by R. W. Baily, will at this stage be found to be excellent and most useful works. Whately's Elements of Rhetoric, and Blair's Lectures on Rhetoric and Belles Lettres may next be studied to very great advantage. Those who would go further in this study, and who have facilities for obtaining books, will derive great advantage from perusing the Essays on the Nature and Principles of Taste by the Rev. Archibald Alison, Burke's Philosophical Enquiry into the Origin of our Ideas on the Sublime and Beautiful, Campbell's Philosophy of Rhetoric, and the Elements of Criticism, by Lord Kames.

I can not too earnestly insist on a steady adherence, in writing, to the principle of observing regular hours for study, and of assiduously reviewing everything learned from the beginning. To keep up these reviews *with the least possible labor* is of

itself an art, though far from being one which is difficult of application. Geography, which must always be kept up as a study, should, for instance, be frequently made to furnish subjects for literary composition. As the student advances in the separate department of the study of literature, he will find that geography embraces, or leads to, the reading of books of travel, of history, and of science. Thus the two become at every step more identified. In pursuing literary composition, he will find that all three studies continually present material which is common to each, and that, in consequence, the acquisition of knowledge becomes easier as it progresses.

The student need be under no apprehension that confusion will result from this growing affinity between the different branches of study. Let him perfectly master the first principles as here laid down, continually acquiring fresh facility in their management and application, and he will see his way more clearly as he advances. He will however be materially aided in this by observing the practice of forming groups of facts, and of constantly adding to them, of which I have spoken more fully in another place. Every man, during the course of his life,

acquires, and rapidly loses, a vast amount of information which he would retain, were he in the habit of referring each item, as it comes to his knowledge, to some group of facts which he has formed and frequently reviewed.

It is wonderful how rapidly the mind gathers knowledge, and with what tenacity it is retained, after steadily persevering for some months in this practice of noting down certain facts, of adding to them at intervals, and of carefully *learning* the whole by occasional reviewing. Its results in strengthening the memory are incredible, especially with the young.

CHAPTER XXII.

OF READING.

IF IT be within your means, obtain a good Cyclopædia. That of Appleton is at present, on the whole, the cheapest and best in English, and it is to be recommended as containing information relative to America which is to be found in no other work. When, in the course of your conversation, or reading, a subject is introduced of which you are not well informed, consult the Cyclopædia as a guide to further knowledge, and as far as is possible, impress the facts on your memory.

The student will derive great advantage from keeping common-place books. Let them be stoutly

bound blank books, with a wide margin. On referring to any subject, enter its name and definition in your book; adding to it, from time to time, notes of the additional information which may be acquired on it. I have found volumes of ordinary sized letter paper the most convenient for this purpose. Write down the name of every work which you read, with extracts from its pages. An author has said that to read without writing, is to be guilty of downright folly

Make out a list of the best authors in the English language in both prose and poetry, giving the preference to those of long established reputation, and read them carefully as opportunities may occur to do so. Read aloud, at times, from all of them, as it will assist you materially in understanding each author's style.

It will be well in many cases if the student begin by reading essays, biographies, standard books of travel, and other works of light literature; since I am convinced that this is the surest means of acquiring a taste for reading, and of awakening a desire to become familiar with more solid literature. Young men desirous of cultivating their minds, often begin by reading works which, owing to a want of

general knowledge, they find intolerably heavy. I have frequently known one ignorant of very common facts, and of well known books, to devote himself to months of reading of first class historians. For want of a few associations of interest, everything thus read is apt to vanish from the memory almost as soon as perused. For this reason I would recommend a careful perusal of many works which are not generally regarded as "educational;" as, for instance, Bulwer's "Last Days of Pompeii," which has been correctly described as the best introduction to Roman Antiquities. Let the reader always bear it in mind that every fact acquired should be either made the centre around which to group further information on the same subject, or else be added to some group already formed, and set down either in the memory or the common-place book. If this habit of collecting and *classifying* knowledge be for a short time vigorously pursued and rigorously adhered to, the results will be both remarkable and gratifying. Every newspaper will be found to contain paragraphs worth clipping out and preserving.

If a club or society be formed with a view to cultivating knowledge, it will be well for its members to obtain a few works for reference. Among these

the following may find place: Lippincott's "General Gazetteer," Brande's "Dictionary of Science, Literature, and Art," The American Census Report, Chamber's "Cyclopædia of English Literature," and Allibone's "Critical Dictionary of English Literature and British and American Authors." Useful manuals of general literature in the form of catalogues have been published by the Appletons and G. P. Putnam, of New York. To these may be added Mills's "Literature and Literary men of Great Britain," D'Israeli's "Curiosities of Literature," Cleveland's "Compendium of English Literature," and Hallam's "Introduction to the Literature of Europe in the 15th, 16th and 17th Centuries." "Lectures on English Literature, from Chaucer to Tennyson," by Henry Reed, of Philadelphia, is also to be commended, as also the "Handbook of General Literature," by Mrs. Botta.

Every American should make himself thoroughly conversant with the literature of his own country. Let this be borne in mind, and its object pursued with eagerness. There is no more infallible means of awakening and sustaining national pride and patriotism than a knowledge of the genius of your native land, and its results. Shakespeare is

half the glory of England. Make it a matter of conscience to be able to recal the name of every American writer of any eminence, and to have something more than a superficial knowledge of his writings. In these days, everything which contributes to create a national feeling is of very great substantial value, and you can materially aid it by teaching yourself and others what we have contributed, as a country, to the history of intellectual culture. If this work should have impressed nothing more than this fact on your mind, it will not have been written in vain.

The reader will find in Dr. Griswold's "Prose Writers of America," and in "The Poets and Poetry of America," (*latest edition*) information which will enable him to make a good beginning on the subject of which it treats. Trübner's "Bibliographical Guide to American Literature," published in London, presents, in the form of a catalogue, the titles of all American works printed previous to the year 1859. It is extremely useful, since it gives, under separate headings, the titles of books published on different subjects, and also contains, in the form of an introduction, an excellent and concise history of American literature.

The study of general literature may be advantageously pursued in the following manner. Let the student obtain, for example, "The Poets and Poetry of Europe; with Introductions and Biographical Notices," by Henry W. Longfellow. Beginning with what is written of the literature of each language, he should not merely master it by frequent perusal, but, so far as he is able, follow it up by obtaining and reading the works referred to in the volume. He will at least thereby make beginnings, or groups, to which all the subsequent information on the subject which is met with, may be attached. He will find something relating to these groups in almost every good literary magazine, and very frequently indeed in newspapers. Let it all be collected. Copy and clip assiduously. Bring into your reading circle all facts thus acquired, and discuss them freely.

In connection with this study, the reader will derive great advantage from carefully perusing, as he advances, the "Historical Views of the Literature of the South of Europe," by J. C. L. Simonde de Sismondi, (Bohn's Standard Library — to be obtained through most booksellers); "The Prose Writers of Germany," by Frederic H. Hedge, (Phila-

delphia, 1848); "History of Spanish Literature,' by George Ticknor; Hallam's "Introduction to the Literature of Europe," (Boston, Sheldon & Co. 1863); Max Müller's "German Classics from the XIV. to the XIX. Century," (London, 1858); "Sketches of the Poetical Literature of the Past Half Century," by D. M. Moir, (Edinburgh, 1851); "The History of English Poetry," by Thomas Warton, (London, 1840); "The Poets and Poetry of the Ancient Greeks," by Abraham Mills, (Boston, 1854); "Specimens of Foreign Standard Literature," edited by George Ripley, (Boston, 1838–9), and "Specimens of the Greek and Roman Classic Poets," translated into English verse by Charles Abraham Elton, (Philadelphia: F. Bell, 1854.) A very extensive series of the works of the English poets has been issued by Little & Brown, of Boston, and many useful selections may be made from the publications of Henry G. Bohn, in London. These books; a catalogue of which may be obtained from every bookseller; comprise several hundred volumes of excellent works of general literature, which are for sale in our principal American cities, at a very moderate price. For a knowledge of the shorter current poems of the English language, the student

may consult the "Household Book of Poetry," collected and edited by Charles A. Dana, (New York, 1858.)

This list might be greatly extended, but the reader may rest assured that long before he can have *carefully* read so many of these works as he will probably be able to buy, hire, or borrow, no difficulty will be experienced in continuing the course of literary study for himself. As he progresses, and his interest is awakened, he may take up standard works of history, and peruse them with real relish. From history he will derive intellectual strength, and its study should be continued through life. As an easily mastered and purely elementary work, the excellent "Landmarks of History," by Miss Yonge, (3 volumes, Philadelphia, F. Leypoldt, 1864), may be commended to young readers.

Let the student avoid second-class novels, and, indeed, a very large proportion of the light works constantly poured forth from the press. To peruse them not only wastes time, but, what is worse, weakens the mind. If it be convenient, one may properly know what is being published, and acquire a general knowledge of its character, without injury, but the greater part of your reading should be de-

voted to books of established reputation. It is melancholy to think of the amount of trash over which many men and many more women, debase their intellects.

Never let your reading betray you into pedantry. Its main object should be to make your conversation not only sensible, but also agreeable and *varied.*

CHAPTER XXIII.

MORAL AND MENTAL PHILOSOPHY.

NO ONE can have made himself even partially familiar with the course of general literature which has been commended to him in these pages, without feeling the need of knowledge on the subject of mental and moral philosophy, or, as it is generally, though not very correctly termed, of metaphysics.

Erudition is most rapidly acquired by learning as much as is possible of every subject at a time, or in making a thorough beginning, by reviewing our knowledge, and by adding to it. To make a good beginning in general literature, "The

History of Philosophy," by Dr. C. S. Henry, (New York, Harper Brothers,) may be commended, to be followed by the "Biographical History of Philosophy," by G. H. Lewes, (New York, Appleton, 1859,) and Tennemann's "Manual of the History of Philosophy," translated by Rev. Arthur Johnson, (Oxford, 1832.) With these may be consulted "Fleming's Vocabulary of Philosophy," containing a valuable list of writers on the subject of which it treats, edited by Rev. C. P. Krauth, (Philadelphia, Smith & English, 1860,) and "Schwegler's History of Philosophy," (New York, Appleton & Co.) From these works the student will readily find his way to the original sources of which they treat. I commend a careful study of this branch of learning, since it is unquestionably true that those whose minds readily incline to it, find the least difficulty in acquiring and classifying general knowledge. A man who has mastered all the principal formulas and methods of thought which history presents, has acquired the *stems*, so to speak, of all literature, science, and art.

CHAPTER XXIV

OF ART IN CONVERSATION. ÆSTHETICS.

AS ART in some form is frequently made a subject of conversation in all circles, it is advisable that every one should possess some sound information regarding it.

After a certain progress has been made in literature, a knowledge of art becomes indispensable, to enlighten much of our reading. If this be deliberately undertaken on fixed principles, a few weeks of systematic reading will be of more real avail than years spent in irregular "dilettantism," or looking at pictures and other works by mere chance.

There are very few persons indeed who are en-

gaged in manufactures or mechanical occupations of any kind, to whom the historical knowledge alone of art would not prove of very great profit.

The study of art in all its branches may be advantageously pursued, first, in books devoted to its general history and principles, and secondly, in detail, as opportunities for study and observation present themselves. I at any rate advise the reader who would be a proficient in conversation, to learn at least the names and characteristics of the principal painters, and their schools; to become familiar (from engravings) with the different orders and styles of architecture, and the principal buildings of the world, and to know something of sculpture. Architecture is very intimately connected with history, and is, of all branches of study, the one most easily mastered so far as the general details are concerned.

Let the reader remember that every period of history produced its peculiar language, philosophy or religion, literature, songs, style of painting, sculpture, dress, manners and customs, music, and general tastes. These were all allied to each other, and grew out of one common national feeling. All of them were most characteristically reflected in their architecture. As soon as a new style of architecture

spread over Europe, it was promptly modified by each nation into a sub-style, in accordance with its other arts and habits. If you learn what these different stages of art were, you will have advanced into "the study of æsthetics," or "the theory and philosophy of taste, the science of the beautiful, or that which treats of the principles of the *belles lettres* and fine arts."

Do not undertake to talk of pictures or of any works of art whatever, until you have acquired, from reading the history of the subject, some accurate ideas. Unless you do so, you will chatter nonsense, despite all that is said of there being no disputing on "mere matters of taste." There is no such thing as a "mere matter of taste."

A beginning may be made in the study of art from the works of Mrs. Anna Jameson, especially in her "Memoirs of the Early Italian Painters," (Boston, Ticknor & Fields, 1859,) "Memoirs and Essays on Art, Literature, and Social Morals," (1846,) and "Sacred and Legendary Art," (1857.) Also, for general reference, the "Anecdotes of Painters, Engravers, Sculptors, Architects, and Curiosities of Art," by Shearjashub Spooner, (New York, 1853,) and a "Handbook of Literature and the Fine Arts,'

compiled by George Ripley and Bayard Taylor, (New York, 1852,) which are the most easily accessible American works of the kind. For reading, I would recommend "Lanzi's History of Painting," translated by Thomas Roscoe, (London, H. G. Bohn, 1847,) Vasari's "Lives of the Painters," Kugler's "Handbook of the History of Painting," "The Philosophy of the Beautiful," by Victor Cousin, (New York, 1854,) "Ten Centuries of Art," by H. Noel Humphries, (1852,) "Lectures on Ancient Art," by Raoul Rochette, (London, 1854,) "Artist Life," by H. T. Tuckerman, (New York, 1847,) "Works of Art and Artists in England," by G. F. Waagen, "Lectures on Painting, by the Royal Academicians," (London, H. G. Bohn, 1848,) C. O. Müller's "Ancient Art," "Materials for a History of Oil Painting," by Charles L. Eastlake, Schlegel's Æsthetic works, (Bohn's Library, London, 1847,) "Art Hints," — also "Art Studies," by James Jackson Jarves, (New York, 1862,) "The History of the Art of Painting," and "Sculpture and the Plastic Art," (Boston, J. P. Jewett, 1850,) Dunlap's "History of the Arts of Design in the United States, (New York, 1834,) and, if accessible, D'Agincourt's "History of Art, (6 vols., Paris.

1823,) and "Reflections on the Painting and Sculpture of the Greeks, &c.," by Winkelmann.

I do not advise the reader to touch the works of Ruskin until he shall by previous study of good authors, have formed settled and correct views of Art. In Ruskin there is much real information subjected to the treatment of the rhapsodic, chaotic mind of a man who was, as he boasts, totally ignorant of all that had been written on the subject of Æsthetics by its greatest masters, the Germans. His reputation is principally derived from "fine writing" and bold dogmatism.

I by no means enjoin this course of reading as indispensable. It is simply given that those who have the ambition to qualify themselves for very accomplished conversationalists by acquiring a wide range of general knowledge, may know what books may be safely read. For ordinary purposes, to simply "pass well" when such subjects are introduced, a very few of these books will suffice. Whatever is read at all, should, however, be read very *thoroughly*.

Let the reader beware of finding fault with works of art, unless he is *very* positive from previous study that he is quite in the right. Those who are ignorant of drawing and coloring, are generally the most

arrogant in their criticisms. Having "been to Europe" is no proof of a *knowledge* of art, unless it has been accompanied by careful study, and a man who has never seen a great picture, but who has read much, and studied some *good* engravings of great works, will indubitably know far more on the subject than an idle person who has run through all the great galleries abroad.

Beware, too, of indiscriminate admiration. This country is prolific in self-taught, very ignorant artists, whose works are lauded in the newspapers as being equal to anything ever produced by the old masters. Become a scholar, and they will not dazzle you.

Never imagine that any one is "a judge of pictures," or an authority in art, unless you know that he has carefully read its history, and is also a person of literary attainments, or of much general knowledge. If his "taste" has been acquired simply by looking at paintings, he may indeed have picked up many details, and possess "a picture-dealer's knowledge of art," but little else. Painting is so nearly allied to poetry and history, that an ignorant man who has become familiar with the works of the great masters, is a painful incongruity.

When he is, however, a collector, and the owner of a gallery, we may be reminded of the blind man of the Spanish proverb, whose beautiful wife was adorned for the admiration of his friends.

Avoid the frequently repeated and vulgar error, that the old masters were inferior to the modern, and remember that it is only very ignorant persons who sneer indiscriminately at all "old pictures." A few centuries ago, most of the genius of Europe, instead of being given, as at present, in a great measure, to practically useful pursuits, was devoted to art; and it is absurd to assume that such efforts, by the world's most intelligent races, did not produce great results. The great lesson of history, and the basis of all true criticism, is to fully understand that every age, and all that it brought forth, form essentially a *whole* with other eras; — that the past was the basis of the present, — and that it is as unreasonable to underrate it by comparison with the present, as it would be to decide on the relative merits of the blossom and the fruit.

CHAPTER XXV

OF STUDYING LANGUAGES.

TO LEARN a language is to practice an art; to study the general principles of languages in their affinities and history, known as philology; is to investigate a science. In his excellent "Lectures on Language," Professor Max Müller claims that Philology has been raised to the rank of an exact science, with a physical basis.

I commend a careful reading of these Lectures to all who would study language thoroughly. In connection with them, the reader will derive great advantage from "An Outline of the Elements of the English Language," by Prof. N. G. Clark, (New

York, Charles Scribner,) "Modern Philosophy," by Benjamin D. Dwight, (New York, A. S. Barnes, 1859,) "Marsh's Lectures," and "The Philosophy of Life and the Philosophy of Language," by Frederic von Schlegel. Should he find the study congenial to his tastes, he may, after mastering these works, venture to attack the great "Comparative Grammar" of Bopp, translated by Lieut. Eastwick. With these he can hardly fail to guide himself through the different branches of this fascinating science, of which it may be truly said that few tend so much to cultivate and enlarge the mind in its pursuit of knowledge.

I would advise the reader to master his own language so that he may not merely be able to read Chaucer, Gower, Lydgate, and other old English and Scottish poets with ease, — in doing which he can derive much aid from Chaucer's "Legende of Goode Women," edited with a valuable introduction and notes, by Hiram Corson, (Philadelphia, F. Leypoldt,) — but also to obtain something more than a merely superficial knowledge of Anglo-Saxon, which may be done from the "Grammar" and "Analecta Anglo-Saxonica" of Louis Klipstein, (New York, G. P. Putnam.) To learn Greek with its dialects,

and even Latin, as our collegians are expected to do, before acquiring the slightest knowledge of our own noble language in its earlier forms, is one of the absurdities which will at a future day seem inexplicable to a more thorough generation of scholars. With the works of Klipstein may be also studied "The Hand Books of Anglo-Saxon Orthography; of Anglo-Saxon Root-Words; and of Anglo-Saxon Derivations." (New York, 1854.)

To study French, Spanish, Italian and German, and Latin, an easy beginning may be made with Monteith's "Languages Without a Master," which work may be had in separate numbers of any bookseller at a very moderate price. Having mastered, let us say, "French Without a Master," the student would do well to procure from the Bible Society in New York, or of any of its agencies, a French New Testament. This excellent institution not only provides the New Testament in many modern languages, with the English version on a parallel column, but is also; according to my experience; extremely courteous and obliging, through its agents, in obtaining for scholars, and others, such translations which are sold at very low prices.

Having read the Testament with careful and fre-

quent reference to the grammar, the student may translate some easy work, with the aid of a dictionary. The Testament will have supplied so many words and expressions, that it will be found a matter of no difficulty. He should then write exercises, which he may do to advantage from "Ollendorff's Method," a very thorough work.

For the student of French who is thus far advanced, I commend the excellent "New Guide to Modern Conversation in French and English, by Whitcomb and Bellenger," Philadelphia, (F. Leypoldt, 1863, "*Trois Soirées Litteraires à l'Hôtel d'Avranches*," (an admirable book) by Mme. C. R. Corson; and for reading, Lamé Fleury's "*Histoire de France*," and "*Trois Mois sous la Neige*," by Jacques Porchat, a work crowned by the French Academy, (Philadelphia, F. Leypoldt. New York, Carleton.)

The same system may be pursued with the other languages. German may, however, be more readily acquired by substituting for the "Ollendorff" (which, as arranged for this language is very difficult,) a work of the same character, according to the method of Ahn, by Füllborn, (Philadelphia, J. B. Lippincott.)

Let none be afraid lest the study of languages prove too difficult. Let him rather dread his own indolence. It should never be forgotten that every step in learning is easier than the one preceding, and that to a man or woman who has any *real* claim to be intelligent, and to deserve a rank above the incurably ignorant and incapable, I have not advised in these pages a single object of study, or a single book, which can not be acquired or understood by means of steady reading and occasional reviewing.

Having made an advance in French and Spanish, or Italian, (and not till then, since it is best to take the easiest step first,) the student should attempt to acquire a knowledge of the Latin classics in the original, beginning with Cæsar's "Commentaries," and "Cornelius Nepos." For this purpose, I suggest the aid of literal translations. Very great scholars have commended this method, and it was generally pursued when the study of classic literature was at its height in Europe. As has been well said, literal translations direct the student immediately to the order in which words are to be taken, and at the same time at once supply him with their meaning. Experience teaches that words thus learned are more readily remembered than in any other way. The

grammar should however be carefully studied, and, if it be possible, "exercises" in the language should be frequently written. In studying Latin, a Latin Bible is invaluable.

I have, since writing the above, met with an assertion to the effect that no one ever learned a language well without a master; and that, with very rare exceptions, no progress of any real value in such studies is ever made, except in the countries where the languages are spoken. The author can within his experience point out a score of instances of persons of not more than average intelligence, who have, without instruction, mastered one or more languages to such an extent, that only a short residence in the respective countries would have given them perfect fluency in conversation. Let it be remembered, however, that *perfection* in a foreign language is rarely attained, and that one has opened the gate to a vast amount of information when he can simply *read* another tongue.

CHAPTER XXVI.

OF CURIOUS AND MISCELLANEOUS KNOWLEDGE.

THERE are certain little topics of no *great* value, on which it is, however, agreeable to be well informed, since the opportunities for imparting information on them very frequently occur in society, and they furnish innumerable illustrations for "small talk."

When discussing jewelry with a lady, you may entertain her with a few trifles drawn from "The History and Poetry of Finger Rings," by Charles T. Edwards, (New York, 1855,) or from that very agreeable book "*Lithiaka;* or Gems and Jewels, their History, Geography, Chemistry, and Ana," by Madame de Barréra, (New

York, Harpers, 1859,) or from "Jewelry and Precious Stones," (Philadelphia, J. Pennington, 1856.) At the table, remarks on old China or Sévres may be reinforced from Joseph Maryatt's "Collections Towards a History of Pottery and Porcelain," from "Pallissy, the Potter," or from "The Curiosities of Glass Making," by Apsley Pallatt, (London, 1849.) Sewing may suggest something from "The Handbook of Needlework, from the Earliest Ages," by the Countess of Wilton, (London, 1840,) or Miss Lambert's "Church Needlework," (London, 1854.) Perfumes may be studied in the interesting "Art of Perfumery," by G. W. Septimus Piesse, (Philadelphia, 1856,) or in his "Odors of Flowers," or in "Perfumery," by Campbell Morfit, (Philadelphia, 1853.) At dinners, Doran's "Table Traits, with Something on Them," Brillat Savarin's "Physiology of Taste," Simmond's "Curiosities of Food," and Sayer's "Pantropheon," will suggest many amusing anecdotes of food, and even confectionery affords a number of curious facts, which may be gleaned from the books of Gunter and of Parkinson. Pettigrew's "Medical Superstitions," and Cordy Jeafferson's "Book about Doctors," may amuse when remedies are discussed. "Redding on Wines" contains infor-

mation for a convivial friend, and the "Anecdotes of Animals," (London, 1861,) is useful for an occasional appropriate story. "Arthur on Family Names," and Lower's "Dictionary of Family Names," are excellent works when that very common subject is discussed; while Bishop's "History of American Manufactures" may be almost daily quoted, and, what is more, studied to real advantage. Fairholdt's "History of Tobacco" contains much that is interesting to smokers. Among other works which will be found useful, are "Hogarth's History of Music," "Musical Sketches," by Elise Polko, translated by Fanny Fuller, and "Mendelshon's Letters," translated by Lady Wallace, (Philadelphia, F. Leypoldt,) "The Percy Anecdotes," "Parlor Charades and Proverbs," by S. Annie Frost, (Philadelphia, J. B. Lippincott,) — an amusing work for social entertainment, — "The Floral Lexicon," "Salad for the Solitary," "Costume in England," by F. W. Fairholt, (1846,) Hone's "Year Book," "New Curiosities of Literature," by George Soane, "The Pocket Lacon," "A Lift for the Lazy," (New York, 1849,) Bohn's "Handbook of Proverbs," "The Rose; its History, Poetry, &c.," by S. B. Parsons, (New York, 1847,) "Flowers for the

Parlor and Garden," by E. S. Rand, (Boston, J. E. Tilton & Co., 1863,) "Opportunities for Industry," (Philadelphia, 1859,) a work containing much curious and valuable information on a great variety of topics, "The Sea," (*La Mer*) by Michelet, (New York, Carleton,) Hoyle's "Games," and "The Book of Chess Literature," by D. W. Fiske. (New York, Carleton.)

Let the reader remember that I by no means urge the reading of any of these works as absolutely essential to culture, bnt as simply supplying some of that agreeable general information, without which mere erudition is apt to appear heavy, if not repulsive, when advanced in ordinary society.

CHAPTER XXVII.

OF SCIENCE.

I HAVE, in the preceding chapters, traced the studies of geography, grammar, literary composition, and general literature from their first principles, and shown the reader how it is possible to pursue them to their higher developments, where they may be said, in a certain sense, to blend into one.

I have not as yet, however, spoken of acquiring the practical knowledge that leads to Science, which is far more accurate and searching than the pursuits of literature and of art. In fact, I do not recommend any to follow these studies to their higher branches, even under the influence of a knowledge

of moral and mental philosophy, unless they be qualified by some acquaintance with science. The *merely* literary and artistic mind is not adapted to the present age, and its habits of thought lack preciseness and strength.

The area of scientific study is however so vast that it is with reluctance I venture to indicate the possibility of mastering even its principles without the aid of others. The reader who has acquired some acquaintance with history, possesses, I will assume, the power to comprehend a general history of science, from Bacon to Comte. If he has mastered to any considerable degree the works which I have indicated in the chapters "Of Acquiring General Knowledge," and of "Moral and Mental Philosophy," he will readily appreciate the outlines of the great growth of practical and positive philosophy. If, for instance, while studying geography, he should have read the "Comparative Physical and Historical Geography" of Arnold Guyot, (Boston, Gould & Lincoln,) or "The Earth and Man," by the same author, he can not have failed to acquire some knowledge of the advance of science. A simple and popular work, such as "Knowledge is Power," by Charles Knight, Well's "Familiar Science," (Phila-

delphia, G. W. Childs,) or Whewell's "Influence of the History of Science upon Intellectual Education," will now be found useful in preparing the mind for perusing the history of science, and especially those biographies of the great physical philosophers in which it is most accurately written.

NATURAL PHILOSOPHY.

Algebra, and Geometry, and Plane and Spherical Trigonometry should be studied by all who find on careful examination, that elementary works on these subjects present no invincible difficulties. From this point the general knowledge of science becomes, in a great measure, possible or impossible, according to the power of application possessed by the student. The "Primary Lessons in Natural Philosophy," by J. L. Comstock, the "Introduction to Natural Philosophy," by D. Olmstead, Draper's "Text Book," and "Gray's Elements," are works generally used in schools, and being easy to obtain, may be commended as forming a good introduction to practical science. Bouvier's "Familiar Astronomy," (Philadelphia, G. W. Childs,) has been commended by the most competent authority in England and America, as an excellent introduction to the science of which it treats.

For the study of general mechanics, the "Elements of Mechanics," by W. H. C. Bartlett, Boucharlat's "Elementary Treatise on Mechanics," and Renwick's "Mechanics," will furnish a beginning not beyond the grasp of a practical mind, even without a teacher. It is needless to say, that to every intelligent person pursuing this study with avidity, opportunities for improvement are to be found in all mills and factories. In connection with this subject, I would earnestly impress upon the mind of the reader the advice, that he never allow the opportunity of examining any mechanism, or other practical application of science to the useful arts, to escape his notice, and if it be possible, never to relinquish the object till he shall have fully mastered its details. The opportunities for deriving profit from such knowledge occur so frequently in life, that no man ever acquired it without finding it a capital capable of returning a large per centage.

It would be impossible, within the limits of a single volume, to give the details of every department of science, and to commend the best elementary works on each subject. I am the more unwilling to attempt this since every year now witnesses such great advances in this department of human knowledge,

while book after book is cast like a fresh wave on the beach of learning. I can however assure the reader, that if he has for some months *thoroughly* followed out the plan of self-education which I have thus far laid down, with such assistance as most town-libraries can afford, and if he continues at every step to review what he has already learned, he can hardly fail, after mastering one or more elementary books on natural science (aided by such experiments as his own natural ingenuity may suggest,) to ascertain by inquiry, what works may be obtained on the special subdivisions of mechanics or mechanism.

GEOLOGY.

Among primary works on Geology are the "Elements," (with an Introduction to Mineralogy,) by John L. Comstock, "Elements of Geology," by Gray and Adams, "Elementary Geology," by E. Hitchcock, Loomis's "Elements of Geology," Mather's "Elements," Prof. J. D. Dana's "Manual of Geology," (New York, T. Bliss & Co., 1863.) Trimmer's "Practical Geology," St. John's "Elements," and the "Outlines of Mineralogy, Geology, and Mineral Analysis," by T. Thompson, and the "Geology" by Sanborn Tenney — an excellent work

for private students. To these may be added Sir Charles Lyell's "Antiquity of man from Geological Evidences," (Philadelphia, G. W. Childs.) One or the other of these can hardly fail to be within the reach of the reader, and will serve as an introduction to the study in its higher branches. And while on this subject, I would specially advise every one who has hitherto devoted no attention to geology, to resolve that some acquaintance with its general outline shall by all means enter into his scheme of general knowledge. Geology is to Science, what architecture may be assumed to be in æsthetics, or in art; a practical basis for associating the facts of other branches of science, and a record of the history of creation, as architecture is the history of mankind.

CHEMISTRY.

Notwithstanding the rapid advances constantly being made in chemistry, the following works may still be commended as useful for the beginner in that science. Stöckhardt's "Principles of Chemistry,' translated by C. H. Pierce, (Philadelphia, E. H. Butler,) Silliman's "First Principles of Chemistry," Regnault's "Elements of Chemistry," Fos-

ter's "First Principles of Chemistry," Gardner's "Medical Chemistry," Murphy's "Review of Chemistry for Students," Porter's "First Book of Chemistry," Lehmann's "Manual of Chemical Physiology," translated by J. C. Morris, and the "Class Book of Chemistry and Chemical Atlas," by E. L. Youmanns. To these may be added for the more advanced student, Lehmann's "Physiological Chemistry," translated by George E. Day, Booth's "Encyclopædia of Chemistry," the "General Notions of Chemistry," by Pelouze and Frémy, and Will's "Outlines of Chemical Analysis."

Chemistry is the most practical of sciences, and cannot, therefore, be pursued beyond a certain point without the aid of experiments. Fortunately, there is perhaps no city in the United States where access to such experiments may not be obtained by every one who is sincerely desirous of knowledge. It is one of the most fascinating of studies, and, perhaps, the most useful of all, so far as its technology, or application to the wants of life is concerned — there being few trades in which some skill in it is not directly profitable. If, in the comparative table of positive knowledge, geology may be said to correspond to architecture, chemistry may, from its infi-

nitely ductile and delicate nature, be compared to painting.

NATURAL HISTORY

The study of Natural History can hardly be regarded as optional to any one who aims at being well informed, since without some general knowledge of animal nature, even geography can be only imperfectly learned. Fortunately, it is extremely entertaining, and presents the great advantage of affording an easy introduction to several other branches of science. Among the books to be used are the "Introduction to the Study of Natural History," by Louis Agassiz, Roschenberger's "Natural History," Smellie's "Philosophy of Natural History," and the "American Natural History," by John D. Godman. For collateral reading, much useful information may be drawn from the volumes of the "Boston Journal of Natural History," the "Journal of the Academy of Natural Sciences of Philadelphia," and from the "Annals of the Lyceum of Natural History of New York." The "Stray Leaves from the Book of Nature," and John D. Godman's "Rambles of a Naturalist," are incidentally worth reading.

BOTANY.

The utility of a knowledge of Botany is so generally recognized, that it forms a branch of study in nearly all colleges, and schools of a high class. Those who live in the country, and yet are ignorant of it, may be said to be half-blind, since they see nothing of the real life or nature of the vegetable world around them. Among the many works on the subject in general use, are Mrs. Lincoln's "Familiar Letters on Botany," Comstock's "Introduction to the Study of Botany," "The Plant," and "The Principles of Botany as illustrated in the Cryptogamia," by H. Coultas, (Philadelphia, 1853 and 1855,) Gray's "Botanical Text Book," (a work of special merit,) Gray's "First Lessons in Botany," Gray's "Manual of the Botany of the Northern United States," Hovey's "Fruits of America," Torrey and Gray's "Flora of North America," — "the most extensive local Flora ever undertaken," — Wood's "Class Book of Botany," Torrey's "Compendium," Darby's "Botany of the Southern States," and Downing's "Fruits and Fruit Trees of America."

PHYSIOLOGY.

It has been said by more than one advocate of physical culture, that to know the structure of our own bodies is as essential as any branch of education or learning whatever. It is very certain that there is positively no subject so frequently discussed, on which so much ignorance is displayed, as this. The success of quacks is owing, in a great measure, to the general want of knowledge of the conditions on which health is based; and it is very certain that if the many invalid women, and badly digesting, overworked men of America knew themselves physically, better than they do, we should soon see an improvement in the health of the nation.

"The Physiology" of Dr. John Dalton is unquestionably the best work of the kind as yet written. For elementary study, the reader may take Comstock's "Outlines of Physiology," Corning's "Class Book of Physiology," or Cutter's "First Book of Anatomy." Among other works published in this country, are Lambert's "Human Anatomy. Physiology, and Hygiene," and C. A. Lee's "Human Physiology," J. W. Draper's "Human Physiolgy, and that of Robley Dunglison — a work of

decided merit. Magendie's "Human Physiology," translated by J. Revere, Lowget's "Treatise on Physiology," translated by F. G. Smith, S. G. Morton's "Illustrated System of Human Anatomy," Reese's "Analysis of Physiology," Séquard's "Experimental Researches," Carpenter's "Principles of Human Physiology, (Philadelphia, 1853,) Smith's "Anatomical Atlas," Steele's "Elements of General Pathology," Tracy's "Mother and her Offspring," and, finally, Velpeau's "Elements of Operative Surgery," translated by P. S. Townsend. If this, and several other works which I have mentioned, should be regarded as beyond the reach of most readers without instruction, I can only urge what I believe to be true, that those who have carefully read any elementary and introductory works of physiology, may at least gather much valuable information from all that I have mentioned, even where entire proficiency is impossible.

JURISPRUDENCE.

I recommend every one who is resolved to become truly well-informed, to acquire some knowledge of the general principles of English Law, upon which our own is founded. With this intention, the reader

would do well to peruse very carefully "Blackstone's Commentaries;" to become familiar with legal forms as laid down in Graydon, and to at least look over, with some attention, the work on the practice of law which may be most applicable to his own state, the name of which work may be obtained from any lawyer of his acquaintance. Should he desire to go further, he may read "Kent's Commentaries on American Law," "Story on the Law of Contracts," or Parsons on the same subject, and Smith's "Elements of the Laws." All of the works of Geo. T. Curtis, whether on copyright, conveyancing, the Constitution of the United States, or Patent Laws, or on American jurisprudence, are of a kind as well adapted to the use of the general reader, as to that of the professional student, — a merit due to their clearness of conception and admirable expression. I would say, in this connection, that a more general knowledge of industrial jurisprudence, or of laws relating to patents and copyrights, might very well be disseminated in this country, among the many people who are practically interested in such matters.

The works on Medical Jurisprudence by Beck, by Wharton and Stillé, and by Dean, as well as Whar-

ton's "Treatise on the Criminal Law of the United States," with Butler and Heard's "Leading Cases," should be read by every man who may expect to serve at any time on a jury. Having tested the value of such knowledge, I would beg the reader to pay attention to this remark. We continually read in the newspapers of sentences or acquittals, especially in lower courts, and before ignorant magistrates or juries, which could never have been awarded had those concerned possessed simply that amount of merely common-sensible information which any person of ordinary intelligence is capable of extracting from a perusal of the books above mentioned.

APPENDIX

CHAPTER XXVIII.

OF VULGARISMS IN CONVERSATION.

CARE should be taken to avoid in writing, as in conversation, all American, as well as English, vulgarisms. These may be ascertained by reference either to Webster's or Worcester's Dictionaries, to Bartlett's "Dictionary of Americanisms," to "Live and Learn," &c., a work "containing examples of one thousand mistakes of frequent occurrence in speaking, writing, and pronunciation," (New York, Garrett & Co., 1856,) or to the article on "Americanisms" in "Appleton's Cyclopædia."

Among the words or expressions to be strictly avoided, are the following, for which I am principally indebted to the works above mentioned:

Advantage, (*to*) used as a verb, instead of profit.
About right, instead of well, or correct.
Action, instead of proceeding, or decision.
Antiquarian, instead of antiquary.
According to Gunter, instead of accurately done.
Accountability, instead of accountableness.
Above my bent, instead of out of my power.
Acknowledge the corn, (*to*) instead of to admit the charge.
Across lots, instead of in the quickest manner.
Aggravate, (*to*) instead of to irritate, or to insult.
All-fired, instead of enormous.
All sorts of, instead of excellent, or expert.
All to pieces — smash, Entirely destroyed.
Allot upon, (*to*) instead of to intend.
Allow, (*to*) instead of to declare, or assert.
Along. To get along, instead of to get on.
Among the missing, (*to be*) instead of absent.
Among, instead of between.
Aint, instead of is not.
Anything else. A vulgar affirmative.

Any how you can fix it.

Approbate. A word obsolete in England.

Ary, instead of ever a.

As good, instead of as well.

As well, instead of also. I was angry *as well* as he.

At, instead of by, or in. We should say, sales *by* auction, not *at* auction; and *in* the North, not *at* the North.

At that. And poor at that, instead of also, or as well.

Avails, instead of profits, or proceeds; as, the avails of their own industry.

Awful, instead of ugly, difficult, or very.

Axe, instead of ask. An old English word, now become obsolete. "And PILATE axide him, 'Art thou King of Jewis?' And Jhesus answeride and seide to him, 'Thou seist.'" — Wicliff's Bible, cited by BARTLETT.

Back and forth, instead of backward and forwards.

Back, instead of ago. A little while back.

Back down (*to*) instead of to recant.

Back out, instead of to retreat, or to fail to fulfil a promise; equivalent expressions are *to back water*, *to take the back track.*

Backing and filling. Advancing and retreating.

Backward, instead of bashful, or modest.

Baggage. "The English," says BARTLETT, "appear to have discarded the word altogether, for the less appropriate term *luggage*." I confess I do not see why it is less appropriate to the heavy trunks of which modern luggage chiefly consists.

Beast, instead of horse. Obsolete.

Beat — the beat of, instead of superior.

Beat out, instead of tired, or fatigued.

Beautiful, instead of excellent; as beautiful butter.

Beef, (*a*) instead of an ox.

Belongings, instead of attributes, garments, associations, or property.

Bestowment and *Bestowal.* Obsolete theological words.

Betterment, instead of improvement.

Bettermost, instead of the best.

Biddable, instead of manageable.

Big figure, (*on the*) instead of on a large scale.

Biggest, instead of greatest, or finest; as, she's the biggest kind of a singer.

Blow, (*to*) instead of to boast.

Blow out at, instead of to abuse.

Bluff off, (*to*). To deter, to put down, or repel.

Bone, (*to*) instead of to steal.

Bound, instead of determined, or resolved. I'm bound to go.

Brown (*to do up*). To do anything to perfection.

Bub, *bubby*. Applied to small boys. From the German *Bube*.

Build, instead of to establish.

Bulger, instead of something extremely large.

Bully, instead of fine, or capital.

Burned up, instead of burned down.

By the name of. A man by the name of Smith. "An Englishman would say 'of the name of Smith,' except in such phrases as: 'He went by the name of Smith.'" — BARTLETT.

Bad, instead of ill; as, I feel bad. Done bad.

Balance, instead of remainder.

Back out, (*to*) instead of to retreat.

Bogus, instead of counterfeit.

Banter, (*to*) instead of challenge.

Belittle, (*to*) instead of to make smaller.

Cannot, instead of can not.

Captivate, (*to*) instead of to take captive.

Conclude, instead of determine.

Connection. In this connection, instead of in connection with this subject.

County. Instead of Westchester County we should say the County of Westchester.

Clear out, (*to*) instead of depart, or leave.

Clever does not mean good natured or well disposed, but dexterous, skilful, quick-witted, or intelligent.

Clip, instead of a sudden blow.

Cloud up, (*to*) instead of to grow cloudy.

Common. As well as common, instead of as well as usual.

Conduct, (*to*) instead of to conduct oneself. "This vulgar expression has, with many others, been sanctioned by WEBSTER." — BARTLETT'S *Dictionary of Americanisms.*

Considerable, instead of much, or considerably.

Contemplate, (*to*) instead of to consider, to have in view, or to intend.

Corner, (*to*) instead of to get the advantage of any one.

Count, (*to*) instead of to reckon, suppose, or think.

Crowd, instead of company.

Cry, (*to*) instead of to publish the banns of marriage.

Cupalo, instead of cupola.

Converse together, (*to*) instead of to converse.

Cut round, (*to*) instead of to run about, or make a display.

Come, (*to*) instead of to go.

Cut under, (*to*) instead of to undersell.

Corporeal means having a body; corporal, belonging or relating to the body. We should say, corporal punishment, and, God is an incorporeal being.

Declension, or *declination*, instead of a refusal to accept.

Deed, (*to*) instead of to transfer by deed.

Deputize, (*to*) instead of to depute, to empower to act for another.

Dessert. This word is applicable to the fruits and other delicacies brought on the table after the puddings and pies, but not to the puddings and pies themselves.

Dicker, (*to*) instead of to barter.

Difficulted, instead of perplexed.

Directly, instead of when, or as soon as.

Dirt. This word is used in a too extended sense instead of earth, clay, or dust.

Dissipate (*to*). To live idly or irregularly.

Do tell! instead of really! or indeed!

Donation, instead of present.

Done, instead of did.

Don't, instead of does not. *Don't* is a contraction for do not.

Dove, instead of dived.

Down upon. Used to express enmity or dislike.

Down cellar, instead of down *in* the cellar.

Dragged out, instead of fatigued, or exhausted.

Dreadful, instead of very. "This, and the words awful, terrible, desperate, monstrous, are used by *uneducated* people for the purpose of giving emphasis to an expression."— BARTLETT.

Drinking. Never say "he's a drinking man."

Driving at. What are you driving at? instead of what object have you in view?

Dump, instead of unload.

Egg, instead of to pelt with eggs.

Elect, instead of to prefer, to choose, to determine in favor of; as, they elected to submit; travellers will elect to go by the Northern route.

Elegant, for excellent, as applied, for instance, to articles of food; as, elegant pies.

Emptyings, for lees, or leaven.

Endorse, (*to*) instead of to approve, or confirm.

Eventuate, (*to*) instead of to happen, or to result in.

Experience. Vulgarly used without an adjective, to describe religious trials and their result.

Experience religion, (*to,*) instead of to be converted.

Expect (*to*) is only applicable to the anticipation of future events. It is vulgarly used for think, believe, or know.

Fair, instead of real, or genuine.

Fall, (*to*) instead of to fell a tree.

Fancy. This word is too generally used as an adjective to signify ornamental, fantastic, stylish, extraordinary, or choice; as, fancy prices, fancy houses, fancy women.

Fellowship (*to*). Vulgarly used as a verb.

Female. Incorrectly used to denote a person of the female sex. To speak of a woman simply as a female, is ridiculous.

Fetch up, (*to*) instead of to halt suddenly.

Fire away, instead of to begin.

First instead of one, or single. An absurd use of the word, as when one says, "I will not pay the first cent."

First rate, instead of superior.

Fix, (*to*) means to fasten, or make firm. One may fix a residence at New York; some men have no fixed opinions; you may fix a line to a hook; a preacher may fix the attention of his audience; and in chemistry, gold is a fixed body.

Fixed fact, instead of a positive or well established

fact. The invention of the phrase, according to Bartlett, is attributed to Caleb Cushing.

Fizzle, (*to*) instead of to fail, or to perform imperfectly.

Forever, instead of for ever.

Flat broke, instead of entirely out of money.

Floor, (*to have the*) is the American term for to have possession of the house.

Flunk, instead of to fail, to retreat; as, to flunk out.

Flier, instead of a venture.

Fly. To fly around, instead of to stir about, or be active.

Folks, instead of people, or persons.

For, before the infinite particle to, has become very vulgar; as, I'd have you for to know.

Fore handed, instead of to be in good circumstances.

Foreigner. "Virginians call all other Americans *foreigners*." — BARTLETT.

Fork over — or up, instead of to pay.

Found, instead of fined.

Freshet, instead of flood, was once used in England, but is now confined as a word to the United States.

Funeralize, instead of to perform the clerical duties preparatory to a funeral.

Funk, instead of an offensive smoke, smell, or dust.

Funk, (*to*) instead of to retreat, to resign, or to alarm.

Gale, instead of a state of excitement.

Garrison, instead of fort.

Gather, instead of to take up. One may gather apples, but not a stick.

Get, instead of to have; as. I have got no money. Inelegantly used to prevail on, or induce, or persuade. To get religion, instead of to become pious, is vulgar. So are, to get one's back up, get out! and to get round, instead of to get the better of.

Given name, instead of Christian name.

Go by, (*to*) instead of to call or stop at. A low Southern expression.

Go for, or *go in for*, (*to*) instead of to be in favor of.

Go it. As, to go it blind, to go it with a looseness, to go it strong, to go one's death, to go the big figure, or the whole figure.

Go off, (*to*) instead of to expire.

Go through the mill, (*to*) instead of to acquire experience.

Go under, (*to*) instead of to perish.

Going, instead of travelling; as the going is bad it is bad going.

Gone, as in gone coon, gone goose.

Goner, instead of one who is lost.

Gone with, instead of become of. As, what is gone with him?

Good. An incorrect use of this word may be heard in, he reads good; it does not run good. Very vulgar indeed is the phrase, "it is no good."

Gouge, instead of to cheat.

Governmental, instead of relating to government.

Grain, (*a*) instead of a little.

Grand, instead of very good, or excellent; as, it is a grand day.

Grant, (*to*) instead of to vouchsafe; as, grant to hear us.

Grass widow. Vulgar in any sense. In England it means an unmarried woman who has had a child. American editors, and even American ladies sometimes use this word unconscious of its real meaning.

Great, instead of distinguished, or excellent. Thus, he is a great Christian; she is great at the piano.

Great big, instead of very large.

Green, instead of uncouth, raw, or inexperienced. It is, for example, vulgar to say, a green Freshman.

Grist, instead of a large number.

Guess, (*to*) means to conjecture, and not to believe, know, suppose, think, or imagine. It was once used by English writers in this positive sense, but is now vulgar and obselete.

Hack, instead of hackney coach. A hack is a livery stable horse.

Had have. A very low expression. Had we have known this.

Had not ought to, instead of ought not to.

Haint, instead of have not.

Hand, instead of adept, or proficient; as, you are a great hand at running.

Hand running, instead of consecutively.

Handsomely, instead of carefully, steadily, or correctly,

Hang. To get the hang of a thing, instead of becoming familiar with it. "He hadn't got the hang of the game."

Hang fire, instead of to delay, or to be impeded.

Hang around, instead of loiter about.

Hang out, instead of dwell.

Happen in, (*to*) instead of to happen tc call in.

Hard case. Used to indicate a worthless fellow, or one who is hard to deal with.

Hard pushed, hard run, hard up, instead of hard pressed.

Haze, instead of to riot, to frolic, to urge or drive severely, to torment, or to annoy.

Head off, instead of to intercept.

Heap, instead of many or much.

Heft, instead of weight, or to weigh.

Help, instead of servants.

Hide, instead of to beat.

High falutin, instead of high flown.

Hire. "Often improperly applied to renting a house. In good English, a house is rented, while a vehicle is hired." — BARTLETT.

Hitch, instead of entanglement or impediment.

Hold on, instead of to wait, or stop.

Hook, (*to*) instead of to steal.

Hook, (*on his own*) instead of on his own account.

Hooter. A corruption of iota; as, I don't care a hooter for him.

Hopping mad, instead of very angry.

Horn (*in a*). Expressing dissent.

Horrors, instead of to be in low spirits. It is also used to indicate the peculiar state of mind which *succeeds* an attack of delirium tremens.

Horse, instead of man. Old hoss.

Hove, instead of heaved.

How? instead of what? or what did you say?

> "Do put your accents in the proper spot;
> Don't — let me beg you — don't say *How*? for what?"
> — O. W. Holmes.

How come? instead of how came it? how did it happen?

Human, instead of human being. Very low.

Hung. "In England, beef is hung, gates are hung, and curtains are hung, but felons are *hanged*."— Rev. A. C. Geikie.

Hunk, instead of a large piece.

Hush up, *dry up*, and *shut up*, instead of to be silent.

Homely, instead of plain-featured or ugly.

Illy. A silly amplification of ill; as, I have been *illy* entreated.

In, instead of into; as, to get in the stage, to come in town.

Independent fortune. A man may be rendered independent by a fortune, but the fortune can hardly become independent of a possessor.

Institution. A word vaguely applied to any prevalent practice or thing.

Item, instead of information.

Job, instead of thrust.

Jag. Used to express a parcel, or load; also a habit adopted for a time, as he is on a moral jag; also for intoxication.

Japonicadom, instead of the fashionable class of society.

Jew, (*to*) instead of to cheat.

Jessie, (*to give*) instead of to treat severely.

Jump, (*from the*) instead of from the beginning.

Keel over, instead of to be prostrated, or die.

Keep, instead of food, subsistence, keeping.

Keep a stiff upper lip, instead of to keep up one's courage, to continue firm.

Keep company, (*to*) instead of to court, or make love.

Keeping-room, instead of the sitting-room or parlor.

Kesouse, *keswap*, *keswack*, to express dipping, or falling into water.

Kerslap. Used to indicate a flat fall.

Kick up a row, or *dust*, instead of to create a disturbance.

Kill, (*to*) instead of to defeat, in politics.

Kind of, instead of in a manner, or as it were.

Kink, instead of an accidental knot or twist. Also used incorrectly for a fanciful notion.

Knock, instead of astonish or overwhelm; as, that knocks me.

Knock about, or *round*, (*to*,) instead of to go about.

Larrup, instead of beat.

Lather, instead of beat.

Law, (*to*) instead of to go to law.

Lay, instead of to lie; as, he laid down, instead of he lay down to sleep; or, "the land lays well."

Lay. Terms of a bargain, price. Also, the occupation or employment of any one.

Lengthy, *lengthily*, instead of having length, long; as, a lengthy oration.

Let be, (*to*) instead of to let alone; as, let me be!

Let on, instead of to mention, to disclose.

Let out, instead of to begin narrating.

Let slide, *rip*, *went*, *travel*, *circulate*, *agitate*, *drive*, *fly*, instead of to let go.

Let up, instead of a release or relief.

Levee, "in the United States is often applied to ceremonious receptions given by official personages, whether in the morning or evening. In England the word is restricted to morning receptions."—Appleton's *Cyclopædia*. As the word is of French origin, from *levér*, to rise, and was at first

applied to the concourse of people who attended the rising of a prince from bed, it will be seen that the American application of the word to an *evening* reception is very absurd.

Licks, instead of efforts, strokes, or exertion.

Lickety split, instead of headlong, very fast.

Liefer, *liever*, *liefs*, *lieves*, instead of more willingly, or rather.

Lift, instead of aid, help, or assistance. Also, improperly used for a ride.

Like, instead of as, or as if, or as though. A very vulgar and very common expression. Like I always do. He drank like he was used to it.

Likely, instead of intelligent, promising, or able. Also used to signify beauty.

Limb. A silly and affected expression for leg.

Liquor, *liquor up*, instead of to take a dram.

Little end o the horn. Applied, like the Italian word *fiasco*, (or bottle) to a failure.

Loafer. Originally applied to a pilferer, and subsequently to a vagabond.

Loan, (*to*) instead of to lend.

Locate, (*to*) instead of to settle in.

Looseness, instead of freedom. A perfect looseness.

Love, (*to*) instead of to like. "I *love* apple pie,"

said a lady. "You could say no more for your child or husband," replied an old bachelor who was present.

Lummocks, instead of a heavy, stupid fellow.

Mad, instead of very angry. "A low word."—PICKERING.

Mail, instead of post. Mail is properly the bag in which the letters are carried.

Make a raise, (*to*) instead of to obtain.

Make tracks, instead of to go or to run.

Marm, or *Ma'am*, instead of Mamma, or mother. My Ma'am says so.

Mate, or match. Used in speaking of shoes or gloves, for fellow.

Mean, instead of means.

Mean, instead of poor, base, or worthless.

Meeting, *meeting-house*, instead of a place of worship, or church.

Middling, instead of tolerably.

Middling interest, instead of the middle class.

Midst. In our midst, instead of among us. There is, properly, no such noun as midst. The expression is used by eminent authors, but is become vulgar.

Mighty, instead of very; as, mighty nice.

Mind, (*to*) instead of to recollect, remember. Also, instead of to watch, or take care of.

Missing. Among the missing, instead of absent.

Mistake. And no mistake, instead of sure.

Mixed up, instead of confused, promiscuous.

Monstrous, instead of very, or exceedingly.

More, *most*, instead of the regular comparative and superlative terminations. "A more full vocabulary." — See the preface to WORCESTER'S *Dictionary*, 1856. More fond of cards.

Most, instead of almost.

Move, instead of to remove, or to change one's residence.

Much. Used in praise or dispraise. He is not much of a man.

Mung, instead of false or feigned. From "mongrel."

Muss, instead of a quarrel.

Muss, (*to*) instead of to disarrange, to disorder.

Nary, instead of ne'er a. "Did you see Ary Scheffer in Paris?" "Nary Scheffer," was the reply

Narrate. Used by good authority, but of doubtful excellence. *Norate* is certainly vulgar.

Nigh unto, *unto*, instead of nearly, or almost.

Necessitate, instead of to be obliged, or compelled.

Nimshi, instead of a foolish fellow.

Nip and tuck, instead of equal.

No, not. Some people absurdly use double negatives; as, I wont no-how; it aint, neither; I aint got none.

No-account, instead of worthless. A no-account fellow.

No-how, instead of by no means.

Nothing else. A vulgar affirmation. It aint nothing else.

Notions, instead of small wares, or trifles.

Notional, instead of whimsical.

Nub, instead of point, or significance.

Obliged to be, instead of must be.

Obligated, instead of to compel.

Odd stick, or *odd fish*, instead of eccentric person.

Of. Many people in using the verbs to smell, feel, to taste, supply the preposition of; as, to smell of it.

Off the handle. To fly off the handle, instead of to fly into a passion. *To go off the handle*, instead of to die.

Offish, instead of distant.

Off-set, (*to*) instead of set-off.

Obnoxious, instead of offensive

Older-est, instead of elder, eldest.

Old man, *old gentleman*, instead of father.

On. He lives on a street, instead of in a street, passage on a steamboat.

On it, instead of implicated, interested in it, or believing in it.

On hand, instead of at hand, present.

Once and again, instead of occasionally.

On the coast, instead of near, close at hand.

Oncet, (pronounced *wunst*,) and *twicet*, or *twist*, for once and twice. A Saxon form.

Onto, instead of on, or to.

On yesterday, instead of yesterday.

Ought. Wrongly used in hadn't ought, had ought to, don't ought.

Ourn, instead of ours.

Over, instead of under, (or sometimes above), as, he writes over the signature of Caius.

Over-run, instead of to run over.

Overture, instead of to propose.

Owdacious, instead of audacious.

Partly, instead of nearly, or almost. His house is partly opposite to mine.

Patentable, instead of that may be patented.

Peaked instead of thin, or emaciated.

Peg out, instead of die.

Pending, instead of during. A common affectation.
Pending the conversation. Pending the session.

Pesky, *peskily*, instead of annoying.

Pile, instead of money amassed, or fortune.

Place, instead of to identify with one's birth-place or home. I can't place him.

Plaguy, *plaguy sight*, instead of very, extremely, or very much.

Plank, instead of to lay, or put down.

Play actor, instead of actor.

Played out, instead of exhausted.

Plead, instead of pleaded.

Plum, instead of direct, or straight. He looked me plum in the face.

Poke fun, (*to*) instead of to joke, to ridicule.

Pokerish, instead of frightful, or fearful.

Poky, instead of stupid.

Pond. "Used in America to signify a body of water smaller than a lake, with either natural or artificial banks. In England the word pond implies that the water is confined by an artificial bank." — APPLETON'S *Cyclopædia.*

Pony up, instead of to pay over.

Posted up, instead of fully informed.

Powerful, instead of very, or exceedingly.

Prayerful and *prayerfully*, instead of devout or devoutly; using prayer, or disposed to pray.

Prayerfulness, *Prayerlessness*. The use or neglect of prayer,

Predicated upon, instead of founded upon basis or data. A word of very doubtful purity.

Pretty considerable, *middling*, instead of tolerable.

Preventative, instead of preventive.

Primp up. Dressed up stylishly.

Profanity. English writers generally use the word profaneness.

Professor, instead of one who is professedly religious. As a title, the word is incorrectly applied except to a teacher in an university or college.

Proper, instead of very; as, proper frightened.

Proud, instead of glad. He is proud to know.

Proud, instead of honor. Sir, you do me proud.

Pucker (*in a*). Fright, agitation.

Pull foot pull it, instead of to walk fast, or run.

Put. *Stay put*, instead of to remain in order.

Put, *put out*, *put off*. To decamp.

Put the licks in. To exert oneself.
Put through, instead of to accomplish, or conclude.

Quite, instead of very; as, it is quite cold.

Rail, (*to*) instead of to travel by rail.
Raise a racket, raise Cain, (*to*) instead of to make a noise.
Rake down. To reduce, to mortify.
Reckon, instead of to think or imagine.
Reliable, instead of trustworthy.
Rehash, instead of repetition.
Remind, instead of remember.
Renewedly, instead of anew, again, once more.
Rendition, instead of rendering.
Re-open. To open again. A word of doubtful correctness.
Result, (*to*) instead of to decree, or to decide.
Resurrect, instead of to reanimate.
Retiracy, instead of retirement, or a competency.
Rich, instead of entertaining or amusing.
Ride, instead of to carry or transport. In England the word is restricted by writers of the present day, to going on horseback.
Rights (*to*), *right away, right off*, instead of directly, or at once.

Right smart, instead of large, or great.

Rile. To make angry. Provincial in England.

Rise, rising, instead of more. A thousand and the rise. Rising a thousand dollars.

Rocks, instead of money, or stones.

Room, instead of to occupy a room, or to lodge.

Rope in, instead of to decoy, or to inveigle.

Rounds. Going the rounds of the papers is called an Americanism in England.

Rowdy, instead of a riotous, turbulent fellow.

Row up, instead of to punish with words, or to rebuke.

Run, run upon, instead of to quiz.

Run one's face, instead of to get credit by a good personal appearance.

Run to the ground, instead of to carry to excess.

Rush, instead of spirit, or energy.

River. English say "the river Thames." Americans say, "the Ohio river."

Safe, instead of sure, certain.

Sauce, instead of culinary vegetables and roots.

Save, instead of to make sure, or to kill.

Saw, instead of joke, or trick. To run a saw on him.

Scallawag, instead of vile fellow, or scamp.

Scare up, instead of to find.

Scary, instead of easily scared.

School Ma'am, instead of school mistress or teacher.

Scooped him in, instead of inveigled.

Scoot, instead of to walk fast.

Scratch, (*no great*) instead of value.

Scrawny, instead of spare, or bony.

Scrimp, instead of scanty. Of doubtful propriety

Scrouge, instead of to crowd.

Scrumptious, instead of scrupulous.

Scup, instead of swing.

Scurry, instead of to scour, to run in haste.

Scurse, *Scuss*, instead of scarce.

Seen, instead of saw.

Serious, instead of religious.

Serve up, (*to*) instead of to expose to ridicule.

Set, instead of obstinate; as, a set man.

Set, instead of to fix, or to obstruct, or to stop.

Settle, (*to*) instead of ordained. He settled in the ministry very young.

Shack, instead of a vagabond.

Shake a stick at. A vulgar comparative.

Shanghai, instead of fop.

Shew, (pronounced *shoo*), instead of showed. I shew him the difference. A very vulgar error.

Shimmy, instead of chemise.

Shin round. To fly about.

Shindy, instead of a riot, a liking, or fancy.

Shine. Show, display. She cut a shine. Also, to succeed with. He shines up to her.

Shingle, instead of sign.

Shinplaster. A small bank-note.

Shote. A worthless fellow.

Shyster. A low lawyer. A word of filthy German origin, and utterly unfit to use.

Sick. Sickness is only applicable to nausea, or sickness at the stomach. It is the common American word for ill.

Sight. A great many, a deal.

Skeary, instead of scary.

Skedaddle, (*to*) instead of to escape, or to depart.

Skimped, instead of scanty.

Slantendicular. Aslant.

Slick up, (*to*) instead of to make fine.

Slimsy, instead of flimsy.

Slink. A sneaking fellow.

Slipe. A distance.

Slope. To run away, to evade.

Smart. In America, smart is used as signifying quick, or shrewd. In England, it usually has the meaning of showy.

Smart chance, instead of a good opportunity. Like it, we have a smart piece, and a smart sprinkle.

Smouch, (*to*) instead of to cheat. A Jew, in England is vulgarly called a smouch.

Snake (*to*). To crawl like a snake. To cunningly advance towards one.

Snarl, instead of an entangled quarrel.

Snippy, *snippish*, instead of finical, or conceited.

So, instead of such. "Prof. W——, who has acquired *so* high distinction."— BARTLETT.

Sockdolloger. A final argument, or blow.

Sock. *Sock down*. To pay money down.

Soft sodder, *soap*. Flattery, soft persuasion.

Some. Of some account, famous. Of the same application, some pumpkins.

Soon, instead of early. *Sooner*, *very soon*, instead of at once, or directly, or soon.

Sozzle. To immerse. To move while dipping.

Sound on the goose. True, staunch.

Span of horses. An Americanism applied to a pair, and always implies resembance. "The word signifies, properly, the same as yoke, when applied to horned cattle."— BARTLETT.

Spark (*to*). To court.

Spat. A slap, a quarrel.

Specie, instead of species. Specie is hard money.

Spell. A turn of work. A time, an interval.

Spit curl. A lock of hair curled upon the temple.

Split. A division, dissension. Also, a rapid pace; as, full split. To inform on.

Splurge. A blustering demonstration, a swagger, a dash.

Spoopsy A silly fellow.

Sposh. Mud, or snow and water.

Spread oneself (*to*). To make great efforts.

Spread eagle. Applied to vulgar rant and bombast. It is rapidly becoming a very contemptuous term.

Spree (*to*). To riot, and get drunk.

Sprouts (*a course of*). A severe initiation. The term is derived from the Thompsonian practice. "Vegetable."

Spry. Lively, active. Provincial in England.

Spunk. Spirit, vivacity. A very vulgar word.

Squawk, instead of a failure.

Squiggle. To wriggle.

Squirt. A coxcomb. A vulgar word.

Squush. To crush.

Stag. Where only male persons are assembled. A stag party.

Stamping ground. A favorite and familiar place of resort.

Stand. The situation ot a place of business.

Stand treat (*to*). To pay for a treat.

Stave along. To hurry onward.

Steamboat. A dashing, go-ahead character.

Steep, or *tall.* Great, magnificent.

Stick (*to*). To impose upon, to render liable.

Stop, (*to*) instead of to stay for a time.

Stout, instead of obstinate.

Straight out. Downright, candid.

Strapped. Wanting money.

Streaked, *streaky*, instead of alarmed.

Streak it (*to*). To run fast.

Stretch (*on a*). Continuously.

String. A row, a number.

Stripe. Pattern, sort.

Stuffy. Angry, obstinate, sulky.

Stump (*to*). To challenge. To confound.

Suck in (*to*). To deceive. A low word.

Sucker. A mean fellow. A drunkard. One who imposes or preys on others.

Suspicion, (*to*) instead of to suspect.

Swap, *swop*, instead of barter, or exchange.

Systemize, (*to*) instead of to systematize. "A word rarely used by good writers."—WORCESTER

Take to do (*to*). To take to task. To reprove.

'Taint, instead of it is not.

Take the back track (*to*). To recede.

Take the rag off (*to*). To surpass.

Take on (*to*). To grieve, mourn.

Talk, (*a*) instead of conversation, or discussion.

Tall, instead of fine, splendid, or grand.

Tavern. In England, only food or drink, and not lodging, is provided at a tavern.

Tax, instead of charge. What do you tax us for it?

Team. A person of energy. He is a whole team.

Teetotally. Entirely, totally.

Tell, instead of report. A compliment; as, I've a tell for you.

Tell on (*to*). To tell of, to tell about.

Tend, instead of attend, or wait.

The. Vulgarly used before the names of diseases; as, he died of the cholera. Many persons say, he speaks the French, or the German. The correct mode of expression would be, he speaks French, or the French language.

There. Used for the future tense with I am; as, I'm there.

This here, and *that there*, for this, and that.

Those sort of things, instead of that sort of things.

Throw in. To contribute.

Thundering, instead of very.

Tie to, instead of to trust, to rely on.

Tight, instead of tipsy.

Tight place — squeeze, instead of a difficulty.

To, instead of in, or at. He is to home.

Toe the mark (*to*). To fulfil obligations.

Top notch. The highest point.

Tote, instead of to carry.

Touch. No touch to it. Not to be compared to it.

Trainers, training. The militia when assembled for exercise.

Travel, instead of to depart.

Try on, instead of to try.

Tuckered out. Fatigued, exhausted.

Tuck, for took.

Transient. A transient boarder. Not used in this sense in England.

Transpire, instead of to happen, or to be done.

Uncommon, instead of uncommonly.

Up to the hub. To the extreme.

Upper ten-thousand (*the*). A silly slang term for the higher circles of society.

Use up, (*to*) instead of to exhaust.

Vamose. (Let us go. Spanish.) Used instead of depart, be off. To vamose the ranch.

Vum, (*I*) instead of I vow, or declare.

Wake up the wrong passenger (*to*). To make a mistake as to an individual.

Walk chalk. To walk straight.

Walk into (*to*). To take the advantage of. To punish, or treat severely.

Walking papers. Orders to leave · dismissal.

Wallop (*to*). To beat.

Wamble cropt. Depressed; humiliated.

Wa'nt, instead of was not, and were not.

Want to know? Do tell? Very vulgar interjections.

Ways. Way, distance, space.

Ways. No two ways about it, instead of the fact is just so.

Well to do — to live, instead of well off.

Went. You should have went, instead of you should have gone.

Whap over (*to*). To knock over.

Whapper, whopper. Anything uncommonly large.

What for a. What for a man is that? instead of what kind of a man is that?

Which, instead of what, who, he, they. Also very vulgarly used as a pleonasm. Mr. Brown which he said he would go.

While, instead of till, or until. Stay while I come.

Whittled down to. Reduced.

Whole heap. Many, all, several, much.

Whole souled. Noble minded. "A phrase in great favor with persons fond of fine talking."— BARTLETT.

Whole team. A general compliment, implying the possession of many powers.

Wide awake, instead of on the alert.

Wilt down (*to*). To depress.

Wind up, instead of to silence; to settle.

Wire edge. The edge removed in the form of a strip when sharpening a tool. It is incorrectly used to signify a sharp, or fine edge.

Wool over the eyes (*to draw the*). To impose on.

Worryment. Trouble, anxiety.

Worst kind of, instead of in the worst or severest manner.

Wrath. Like all wrath, instead of violently.

Wrathy, instead of angry.

Yank. A jerk. To yank, to bring forth; pull out; manipulate.

Yellow cover. Applied to cheap and vulgar literature; so called first in 1840, from the twenty-five cent editions of Paul de Kock's novels, and similar works.

Yourn, instead of yours, or your own.

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