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LESSONS IN LANGUAGE:

AN INTRODUCTION

TO THE

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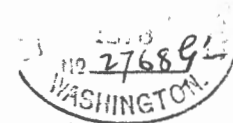
BY

HIRAM HADLEY.

PART I.

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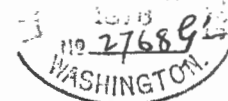
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PREFACE.

[REDACTED]
[REDACTED] book written, bearing this or any similar title.

From the date of its publication it has been popular. The stereotype plates are now so much worn that it is necessary to renew them. This opportunity has been seized to re-write the work and make such improvements as experience has suggested.

THE THEORY on which this book is based, is: *Train the children to use language, and the youths and adults will soon acquire the science of language,—grammar.*

THE SCOPE of this book embraces the training that children

THE SUBJECTS presented are those which seem to be most naturally appropriate to that age, and which will fit children, both for practical life and the further study of the science of language.

THE BOOK HAS BEEN DIVIDED into two parts. Each part contains enough work for the pupils in our best graded schools to complete in one year. Part I may be studied by pupils during the year they read the Third Book of any of the standard series of readers. Part II may occupy the succeeding year. Nothing will be lost, however, by giving more time to each.

[REDACTED]
[REDACTED] to every question in this book. Let the teacher

correct the manner of expressing these answers and have them re-written. Then let the pupils combine the written answers, and do not become impatient if it is found necessary to re-write this. Again I say, *Write, write, write.*

THE ILLUSTRATIONS, designed to furnish pupils with ideas for expression, have been selected or prepared with great care, and to carry out a definite purpose, viz.: primarily, to teach language, and secondarily — entirely subsidiary to the primary purpose — to teach children, by observation, some of the more distinguishing facts of Natural History. For many of these illustrations, I am indebted to Prof. Sanborn Tenney, author of *Tenney's Elements of Zoölogy*. The others have been specially designed and engraved for this work.

THIS BOOK is designed *for the use of pupils*, and the best results to be secured with it will come from placing it in their hands and requiring them to prepare their language exercises with the same care, in the same manner, and as independently of aid, as they prepare their lessons in geography and arithmetic. At the same time its value as a hand-book for teachers will be recognized and appreciated by all thoughtful persons.

CHICAGO, 1876.

HIRAM HADLEY.

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LESSONS IN LANGUAGE.

PART I.

[*To the Teacher.* The answers to the questions may be oral, or they may be written. In either case, let them be given in complete and accurate sentences.]

EXERCISE I.

Teacher. Name five objects that you can see.

Pupil. I can see a boy, an apple, etc.

Teacher. Name five objects that you can hear; five that you can feel; five that you can taste; five that you can smell.

EXERCISE II.

Teacher. Name three objects that you can both see and hear; three that you can hear but cannot see; three that you can feel but cannot smell; three that you can see, hear, feel, taste, and smell.

EXERCISE III.

Teacher. How do I know that snow is white?

Pupil. You can see it.

Teacher. How do I know that the engine whistles?

How do I know that a stone is hard, or that a sponge is soft?

How do I know that sugar is sweet, or that vinegar is sour?

How do I know that the pink is fragrant?

EXERCISE IV.

Teacher. Name two objects that are white; two that are black; two that are red; two that are blue; two that are yellow; two that are green.

Name three objects that are hard; three that are soft.

Name three objects that are sweet; three that are sour.

Name five objects that are fragrant; two white objects that are hard; two black objects that are soft; two red objects that are sweet; two green objects that are fragrant; two yellow objects that are soft.

EXERCISE V.

Teacher. Name three objects that can be eaten; three that can be worn; three that can be used for building.

Name three objects that are beautiful; three that have life; three that do not have life; three that can swim.

Name three objects that walk on two feet; three that walk on four feet; three that fly in the air; three animal objects that are useful to man.

EXERCISE VI.

[DESIGN: To teach the distinction between objects and their names.]

Teacher. What did we talk about in the last exercises?

Pupils. We talked about objects.

Teacher. What did we say about objects?

(Pupils answer.)

Teacher. What is an object?

Pupils. An object is something that we can see, ———.

Teacher. Write the names of five objects.
(Pupils write, and read what they have written.)

Teacher. What have you written?

(Perhaps the pupils will answer: We have written the names of five objects.)

Teacher. What else do you call these five names?

Pupils. We call them words.

Teacher. Can you write objects on your slates? Can you speak objects? When you speak or write about objects, what do you use?

(Writing several names of objects on the board) What have I written?

(Pointing to objects about the room) What are these?

Now you may write the difference between objects and the names of objects.

(Pupils write.)

Teacher. What can we call words that are the names of objects?

Pupils. We can call them *name-words*.

EXERCISE VII.

Teacher. Write the names of six objects in the school-room; of six used as food; of six used in the kitchen; of six used to furnish a house.

What are the names of objects called? When we wish to express an object, what kind of word do we use? Tell me two ways of expressing names.

EXERCISE VIII.

Speak or write five name-words. Speak or write something about each of them.

Speak or write the names of three colors; the names of six boys; the names of six girls; the names of three birds.

Speak or write the names of three animals whose flesh is used as food; the names of four vegetables; the names of four kinds of fruit.

[In writing, too much care cannot be taken by the pupil. The teacher should see that the writing is plain and neat, and that the spelling is correct.]

EXERCISE IX.

Teacher. Speak or write something of each color that you wrote about in your last exercise; something of each boy; something of each girl.

Speak or write something about each bird; something about each vegetable; something about each kind of fruit.

Read what you have written and point out the name-words.

EXERCISE X.

[*DESIGN:* To teach, as an additional use of words, that they are used to express thought.]

Teacher. (Pointing to several objects) What are these? (Writing the names of these objects upon the board) What have I written?

When I show you objects and ask you about them, what do you do first?

Pupils. We look at them.

Teacher. What do you do next?

Pupils. We say something about them.

Teacher. But what do you do while you are looking at them, and before you speak about them?

What do you do after that?

Think of an apple; then write what you thought about it.

When you told me what you thought, what did you use?

When you write what you think, what do you use?

What use did you make of words in the last exercise?

Pupils. We used words to tell the *names* of objects.

Teacher. What use do you make of words in this exercise?

What uses of words have you now learned? Write these uses on your slates.

[The teacher will take great care to fix in the pupils' minds this twofold use of words.]

EXERCISE XI.

Teacher. What are objects? What is the name of an object? What do we use to express a thought?

Think of some object and write something about it. Read what you have written, and tell in what ways you have used words.

Write five words used as the names of objects.

Express a thought about each one of these objects.

EXERCISE XII.

Teacher. What do you do about an object before you say anything about it?

Write something about three objects that you can see; three that you can hear; three that you can taste; three that you would like to have.

Write something about your school-room. Read what you have written.

EXERCISE XIII.

[*DESIGN:* To illustrate and define a Sentence.]

Teacher. When we speak or write the names of objects, what do we use?

When we speak or write our thoughts, what do we use?

What two uses of words have we learned?

In expressing the name of an object, do you usually use one word or more than one? In expressing a thought, do you use one word or more than one?

(Writing several names upon the board) What do these words express?

(Writing a sentence upon the board) What do these words express?

(Pointing to the sentence on the board) Why did I write this group of words?

Pupils. You wrote the words to express a thought.

(Speaking the same sentence) Why did I speak the same group of words just now?

Pupils. You spoke the words to express a thought.

How do you know when I speak a thought?

How do you know when I write a thought?

Then, in what two ways can we express a thought?

Whether we speak it or write it, what must we use?

Teacher. (Writes) A group of words used to express a thought is called a *sentence*. Now, tell me what a sentence is.

Pupils. A *sentence* is ———.

EXERCISE XIV.

Teacher. What is a sentence? What do you use to form a sentence?

You may speak a sentence about the clock; a sentence about the cat. Write a sentence about the fly.

Write a sentence telling something that the dog does.

Make a sentence telling something that the wind does.

Make a sentence telling of four objects that can run.

Model: "I saw chickens, sheep, horses, and men, in the field."

Write a sentence telling of four objects that have wings.

Speak a sentence telling of four objects that can swim.

EXERCISE XV.

Teacher. Write the names of five objects, each name meaning but one.

Write the same names, each meaning more than one.

Write the names of six objects, each meaning but one, and make a sentence about each object.

Write the same names meaning more than one. Make a sentence containing each name.

Write four sentences about objects made of iron.

Write four sentences about objects made of lead.

EXERCISE XVI.

Teacher. Write a sentence about two objects made of gold; a sentence about two objects made of wood; a sentence about two objects made of leather.

Write a sentence containing the names of three objects made of wool; a sentence containing the names of three objects made of tin; a sentence containing the names of three objects made of glass.

Express a thought about two objects that we drink at table.

EXERCISE XVII.

Write a sentence naming three objects used in building; three objects used for garments; three objects used in writing; three objects used in traveling.

Express a thought in writing, about two objects whose bodies are covered with hair; two objects whose bodies are covered with fur; two objects whose bodies are covered with feathers.

Speak a sentence about two objects that can run, fly, and swim.

EXERCISE XVIII.

[DESIGN: To illustrate and define the Telling sentence.]

Teacher. Make a sentence about this pencil.

Pupils. The pencil lies on the desk.

Teacher. What does this sentence do?

Pupils. It tells something about the pencil.

Teacher. Because this sentence *tells* something about the pencil, what kind of sentence may we call it?

Pupils. We may call it a *telling* sentence.

Teacher. Make a telling sentence about the window; a telling sentence about the door.

What kind of sentences are these? Why?

I will now give you another and better name for them. They are *declarative* sentences. Use the new name and tell me what kind of sentences they are.

What is a declarative sentence?

Pupils. A *declarative sentence* is a sentence that tells, or declares something.

Teacher. Write three declarative sentences about objects that you can see. Read what you have written, and point out the name-words.

EXERCISE XIX.

The boy went into the garden. He had a basket in his hand. There were many flowers in the garden.

Teacher. What kind of sentences are these? Why? Copy them carefully on your slates or paper. Tell me all the name-words you find in them.

Write three declarative sentences about objects raised in the garden; three about objects you can buy at a book-store. Write sentences telling me what you learned in the last exercise. Read what you have written.

EXERCISE XX.

[DESIGN: To illustrate and define the Asking sentence.]

Teacher. What kind of sentence did we talk about in the last exercise? Write a declarative sentence about the bird. If you wished to know something about the bird that you do not now know, what would you do?

Pupils. We should ask about it.

Teacher. Well, you may ask me what you wish to know, and I will write what you ask, upon the board.

(Teacher writes several of the inquiries.)

What did *you* do? What have *I* done? (Pointing to the sentences written) What are these? Are they like the sentences we talked of in the last exercise? What use did we make of declarative sentences? How do we use these sentences?

Then, what may we call these sentences?

Pupils. We may call them *asking* sentences.

Teacher. Right. I will give you another name for them. It is *interrogative*. Now, using the new name, what kind of sentences are these? What is an interrogative sentence?

Pupils. An *interrogative sentence* is —.

Teacher. Open your reader, find two interrogative sentences and read them.

EXERCISE XXI.

Did the boy go into the garden? Did he have a basket in his hand? Were there many flowers in the garden?

Teacher. Copy the above sentences neatly.

Have we used sentences like these before? Look at the first three sentences in Exercise XIX. What kind of sentences are they? What kind of sentences are these?

What is a declarative sentence? What is an interrogative sentence?

Select three interrogative sentences from your reader and read them. Write two declarative sentences about the sun. Change these declarative sentences to interrogative sentences. Read what you have written, and point out the name-words.

EXERCISE XXII.

[DESIGN: To illustrate and define the Commanding sentence.]

Teacher. Write three declarative sentences.

(Pupils write, teacher interrupts.)

What are you doing? *Why* are you writing?

Pupils. Because you *told* us to write.

Teacher. What word can you use instead of *told*?

Pupils. We can use the word *commanded*.

Teacher. Right. Now, why are you writing?

Pupils. Because ———.

John, bring that book to me.

What does this sentence do? Because it commands, or expresses a command, what kind of sentence may we call it?

Pupils. We may call it a *commanding* sentence.

Teacher. Make a commanding sentence with these words: *desk, lay, James, your, the, on, book.*

Why is it a commanding sentence?

Now, you may learn another name for it. It is an *imperative* sentence. Write three commanding sentences on your slates or paper. Using the new name, what kind of sentences are they?

What is an imperative sentence?

Pupils. An *imperative sentence* is ———.

Teacher. Find two imperative sentences in your reader and read them.

EXERCISE XXIII.

Teacher. What kind of sentence do you use to express a command? to ask a question? to tell something about an object?

Make an imperative sentence with only these words: *house, into, Mary, the, go.*

Make two sentences expressing commands to a dog named Rover; two sentences, each expressing a command to a horse. Select from your reader two imperative sentences and read them. Write two declarative sentences about the elephant; two interrogative sentences about the lion. Read what you have written.

EXERCISE XXIV.

[DESIGN: To illustrate and define the Exclaiming sentence.]

Teacher. If a gun were suddenly fired off near you, what would you do? How many of you would say something? What would you say?

Pupils. O! My goodness! What a noise!

Teacher. We call such expressions *exclamations*.

What exclamation would you make if you were frightened? if you were tired? if you were sorry?

Suppose it were raining hard, and you were to look out of the window, what would you say?

Pupils. How hard it rains! What a wet day it is!

(The teacher will write all these replies on the board, and see that the pupils observe the difference between an exclamation and an exclaiming sentence.)

Teacher. What are these written on the board? What kind of sentences may we call them?

Pupils. We may call them *exclaiming* sentences.

Teacher. What is an exclaiming sentence? What is an exclamation?

Use an exclamatory sentence expressing joy; one expressing surprise.

Because these sentences exclaim something, we call them *exclamatory* sentences. What is an exclamatory sentence?

In this exercise, what have we used exclamatory sentences to express? Find two exclamatory sentences in your reader. Write an exclamatory sentence.

EXERCISE XXV.

Teacher. What kinds of sentences do you now know? Which one did you learn in your last exercise?

What are objects? In what ways have we learned to use words? By what means can we gain knowledge of objects?

Pupils. By seeing, ———.

Teacher. In how many ways can we express a thought? What are they?

Select and read three exclamatory sentences from your reader. Write an exclamatory sentence about the appearance of the clock; one expressing sadness. Read what you have written.

EXERCISE XXVI.

Teacher. Select from your reader, and copy on your slates or paper, two declarative sentences; two interrogative sentences; two imperative sentences; two exclamatory sentences.

The boys and girls were playing in the yard.

What kind of sentence is this? Change it so that the name-words shall mean but one. Suppose you wish to know whether the boys and girls are playing in the yard,

what will you say? What kind of sentence do you now have?

The men, women, and children rode in the cars.

What kind of sentence? Change it so that the name-words shall mean but one. Write a sentence exclaiming something about men and children.

EXERCISE XXVII.

PUNCTUATION.

In all written language, certain marks are used to help us understand the meaning more readily. They are called *punctuation* marks. The following are the most important of these, with their names:

Period (.); interrogation point (?); exclamation point (!); comma (,); quotation marks (" "); colon (:); hyphen (-); apostrophe (').

Copy these marks carefully, with the name of each.

EXERCISE XXVIII.

Let us examine the following correctly printed sentences, and determine the correct use of capitals and the most important punctuation marks.

A little girl sits near a tree. She has a holiday because it is Saturday. She has gone to the woods to enjoy it. Her name is Mary. A bird flies to the branch above her. He begins to sing a merry song.

Mary loves the trees, fields, flowers, and birds. She says: "Why are you so happy, O Birdie? Tell me, that I may be happy too."

Birdie says: "Little Mary, God made me that I might be happy, and he gave me a voice that I might sing.

A noisy, merry bird am I,
With not a care nor fear.
I'm happy all day long, and sing
For those about me here."

"But, Birdie," says Mary, "do you never feel cross and unpleasant? I sometimes do. I am not always happy, as you are."

"Mary," says Birdie, "when you feel cross and unpleasant is the very time when you should be merriest. Sometimes, when I come home with only a small fly for my little ones, my mate is cross and scolds a great deal. Then I sing loud and long, and she soon forgets her ill-humor, and sings with me."

"O, how happy you must be then!" exclaims Mary. "Birdie, I am glad you have told me of so good a cure for my ill-humor. I will tell mother, and my teacher, Mr. May, that I will try never to be cross again. Good-bye."

Mary's mother was very glad to hear her make that promise. And her uncle, Gen. Morgan, who lived in Boston, was so pleased when he heard of it, that he sent her a pretty book called *Stories about Birds*.

Copy the above accurately on paper, and present it at the time of your next exercise.

(The teacher can make more than one exercise of this if necessary.)

EXERCISE XXIX.

[DESIGN: To teach one use of capitals.]

Let the pupils exchange the written papers with one another, and let the teacher or one of the pupils, read the examples in the preceding exercise, naming each capital letter and punctuation mark: while the pupils note any errors in copying.

Teacher. What and where is the first capital in the examples? the second? the fourth? Each is used at the beginning of what? Examine further. Does each sentence begin with a capital? What then is one use of capital letters? Make the statement in your own language.

Pupils. Every sentence ———.

EXERCISE XXX.

[DESIGN: To teach other uses of capitals.]

Teacher. Examine further, and name other words that begin with capitals.

Pupils. Mary, Saturday, ———.

Teacher. Mary is the name of what? Then, the name of a particular person begins with what? Saturday is the name of what? Then, how should names of days of the week begin?

What do you observe about *I* and *O* when standing alone? What do you conclude, then, concerning them?

What have you learned about capitals in this exercise?

Pupils. We have learned that the names of particular persons and the names of the days of the week should begin with capitals. Also, that the letters *I* and *O* when standing alone, should be capitals.

(To the Teacher. Let the pupils commit to memory all definitions and paragraphs in italics.)

EXERCISE XXXI.

[DESIGN: To teach other uses of capitals.]

Teacher. Look through Exercise XXVIII until you find the name of a city. What city is named? With what kind of letter does it begin?

Major White and Doctor Snow live in London.

What city is named in this sentence? With what kind of letter does it begin? Why?

Pupils. Because the names of *places* should begin with capitals.

Teacher. In the same sentence, why does *Snow* begin with a capital? How is the same word used in Exercise III? Does it begin with a capital there?

I will tell you the difference. Names of particular persons, times, and places are called *proper names*; and names that are not such are called *common names*.

What is a proper name? What is a common name?
Which one should begin with a capital?

EXERCISE XXXII.

What uses of capitals have you now learned? Examine the following sentences, and correct all the errors you notice:

we did not go on friday. how Old is jane? Did he say that I was there? o, how brightly the sun shines! john and george know their lessons well.

Write a declarative sentence containing the words,
Frank, store, pencil, Monday.

Why should Monday and Frank begin with capitals?
When should I and O be capitals?

EXERCISE XXXIII.

[DESIGN: To teach other uses of capitals.]

Notice the four lines of poetry in Exercise XXVIII. With what kind of letter does each line begin? Then, how should the first word of each line of poetry begin?

Look through Exercise XXVIII until you find the words *Gen. Morgan*. What does *Gen.* stand for? How is this word used?

Pupils. It is used to indicate the *name*, or *title*, of an *office*.

Teacher. With what kind of letter does it begin? Find the words *Mr. May*. What does *Mr.* stand for? What kind of word is it?

Pupils. It is used as a *title of respect*.

Teacher. With what kind of letter should titles of *office*, *honor*, and *respect* begin?

Find the word *God* in Exercise XXVIII. Why does it begin with a capital?

Pupils. Every name applied to the Creator should begin with a capital.

Teacher. State what uses of capitals you have learned in this exercise.

Pupils. The first word of every line of poetry, every word used as a title of office, honor or respect, and every word used as a name of the Creator, or Deity, should begin with a capital.

EXERCISE XXXIV.

[DESIGN: To teach another use of capitals.]

In Exercise XXVIII find the following words: *Stories about Birds*. What do these words tell? Which of them begin with a capital? How, then, do the principal words in titles of books begin?

I went to the book-store to buy *The Ark of Elm Island*. The clerk said they had *Lion Ben*, and *Charlie Bell*, but not the book I wanted.

What words begin with a capital in these sentences? Name those that are used as the titles of books. How many books are mentioned?

Teacher. What use of capitals have you learned in this exercise?

Pupils. The principal words in the titles of books should each begin with a capital.

Correct any errors in these sentences:

They use felter's arithmetic. We read in the third reader. I bought a Guide to composition. I have a lessons in language.

EXERCISE XXXV.

[DESIGN: To teach another use of capitals.]

How many times do you find the word *Birdie* in Exercise XXVIII? What kind of word is it? With what kind of letter does it begin?

Do birds talk, or understand what we say? Is this bird represented as talking and hearing?

Because the bird is represented as talking and listening, as a person does, we say it is *personified*.

The Wolf said to the Lamb, "Who are you?"

Point out the name-words in this sentence. Why do they begin with capitals?

*The name of a **personified** animal or object should begin with a capital.*

When is an animal or object personified? Find the name of a personified object in your reader.

EXERCISE XXXVI.

Write all the uses of capitals you have learned.

John, come here.

What kind of sentence is this? Why? Give two reasons why *John* should begin with a capital.

Write the following sentences correctly:

it is nOt true that I am going. I read in Willson's third reader. The Book was given to captain jones. we have a holiday on saturday. I am going to chicago. When does christmas come? The sword belonged to king arthur.

When is an animal or object personified?

EXERCISE XXXVII.

Write the names of five persons; the names of the days of the week; the names of the months of the year.

With what kind of letters do these names begin? Why? Write five names used as the names of dogs. Why do these names begin with capitals? What are proper names? With what kind of letters do common names begin?

Write a declarative sentence telling two uses of capitals. Put the words *Enma* and *study* into an interrogative sentence. Write a sentence using the names *Sarah* and *John*. Read what you have written.

EXERCISE XXXVIII.

Write the titles of two books that you have read. Which words of these titles, should begin with a capital?

Give reasons for the use of all the capitals in these sentences:

God created the world. Hon. Thomas Benton and President Jackson went to Washington. Christmas comes in December.

"O, that I cannot tell," said he,
"But it was a famous victory."

Write an interrogative sentence, using a proper name for the last word; a declarative sentence, with a proper name for the first word.

Write six uses of capitals.

EXERCISE XXXIX.

[DESIGN: To illustrate uses of the period.]

(*To the Teacher.*—If the pupils have forgotten the names of punctuation marks, let them review Exercise XXVII.)

Examine the first six sentences of the examples in Exercise XXVIII. What kind of sentences are they? What mark do you find at the close of each?

Find six declarative sentences in your reader. What mark is at the end of each? What mark, then, should be used at the close of every declarative sentence?

Find the words *Mr. May*, in Exercise XXVIII. What does *Mr.* stand for? Does it spell *Mister*?

Because it is a short way of expressing *Mister*, we call it an **abbreviation**.

What mark do you see after *Mr*? What other abbreviation do you notice in Exercise XXVIII? What mark follows it? What mark, then, should be used with every abbreviation? Find two abbreviated words in your reader.

EXERCISE XL.

Give two uses of the period. What is an abbreviation?

Write equivalents for the following:

Gen., Wm., Dr., Maj., No., A. M., Rev., Hon., Col., Bbls.,
M. D., R. R., Mrs., Capt., P. M., Gov., Jno., Jr.

Write abbreviations of the following words:

Company, street, New York, yards, Professor, Esquire, September, Saint, cents, Governor, United States.

Correct the following:

Rev dr Snow preached on the goodness of god.

She put the St and No on her letter The N Y Central R R prospers.

EXERCISE XLI.

[DESIGN: To teach uses of the period, interrogation and exclamation points.]

1. See what a pretty bird! 2. Hurrah! huzza! vacation is here! 3. Why are you so happy, O birdie? 4. James, close the door.

Examine these sentences carefully. What kind of sentences are the first two? What mark is at the close of each? With what mark should exclamatory sentences always end? In the second sentence, what mark follows the first word? the second word? What mark should always follow exclamations?

What kind of sentence is the third one? What mark do you find at its close? What mark should follow every interrogative sentence?

What mark do you find at the end of the fourth sentence? What kind of sentence is it? Then, give another use of the period.

What feeling, or emotion, does the first sentence express? the second sentence? Find four exclamations in your reader, and state what emotions they express.

EXERCISE XLII.

What kind of sentences have a period at the end? What kind of sentence is followed by the interrogation point? What kind by the exclamation point? Where else do you find the exclamation point? Give all the uses of the period you know.

What corrections will you make in these sentences?

Alas my friend is dead Come, Towzer cries Rob, here is a rat in the trap My little man, what are you good for Close your books What made the lamb love mary so

Give reasons for your corrections.

Write two declarative sentences about capitals; two interrogative sentences about dogs; two imperative sentences containing the word *boy*; two exclamatory sentences containing the word *snow*.

EXERCISE XLIII.

[DESIGN: To teach one use of the comma.]

"Mary loves the trees and fields and flowers and birds."

What kind of sentence is this?

"Mary loves the trees, fields, flowers, and birds."

Is this sentence like the first one? What mark do you find after *trees*, *fields*, and *flowers*? In place of what word does the comma seem to be used?

I will state this use of the comma for you:

When you have three or more words used in the same way, place a comma after all but the last one. And notice that between the last two the word AND is generally used, although it may be omitted.

Punctuate the following sentences correctly, and give reasons:

John will buy marbles pens apples and paper. Charles Lucy Ida and James walk to school. This is a cold damp unpleasant day.

EXERCISE XLIV.

[DESIGN: To teach another use of the comma.]

"Little Mary, God made me that I might be happy."

What mark do you find after *Mary*? Does it separate words used in the same way, as in the last exercise?

Which part of this sentence shows who is spoken to? Which part shows what is said to her?

How are the words that show who is spoken to, separated from the remainder of the sentence?

How will you state this use of the comma?

A comma is used after the name of a person addressed.

Why is a comma used after *Mary*? Where else do you find the comma so used in Exercise XXVIII?

Make corrections in these sentences, and give reasons:

Jane how old are you George open your book. Frank said Lewis will you lend me your pencil rubber and knife? Robert you must not go to the river. Sit down, Willie sit down.

EXERCISE XLV.

[DESIGN: To teach other uses of the comma.]

Teacher. In Exercise XXVIII find the words *teacher* and *Mr. May*. Do these words mean the same person? What mark do you find between *teacher* and *Mr.*?

I will give you the reason. *When two names coming together mean the same person or thing, a comma is placed between them.*

"The book and slate cost half a dollar, or fifty cents."

Do *half a dollar* and *fifty cents* mean the same thing? What word and mark do you find between them? Why?

Pupils. When two words meaning the same person or thing have OR between them, the **comma** is also used.

Teacher. In the above sentence, are the words *book* and

slate used in the same way? Why is there no comma between them?

Pupils. When only two words are used in the same way, with the word AND between them, the comma is omitted; but if AND is omitted the comma is used.

Teacher. Give four uses of the comma.

EXERCISE XLVI.

Correct the errors in the following sentences:

The sun moon and stars give light The girls, and boys may have recess Fred where are you going I am going to see my friend Henry Dale. Charles what did your pencil cost? It cost ten cents or a dime I your king command you to go.

Give reasons for your corrections. Give reasons for the other marks used in these sentences; for all the capitals used.

EXERCISE XLVII.

[DESIGN: To teach one use of the hyphen.]

In Exercise XXVIII find the words *ill* and *humor*. What mark do you find between them? Are these two separate words? What may we call a word written this way?

A word that is formed of two other words is called a compound word, and the two parts are generally connected by a hyphen.

In the same exercise find another compound word. From what two words is it formed? What mark comes between its two parts? How, then, is the hyphen used?

Find four compound words in your reader. Insert a hyphen between the parts of the following words:

Anthill, blueeyed, glasshouse, tomorrow, fivecent, redtopped.

EXERCISE XLVIII.

[DESIGN: To teach another use of the hyphen.]

What word begins at the end of the first line in Exercise XXVIII? Where do you find the remainder of the word? Was there room for all of it on the first line?

How many syllables in the word? How many of them are on the first line? Perhaps, if the printer had tried, he could have put *four* letters of the word on the first line. Why did he not do so?

When a word is divided so that part is placed on one line and part on another, the division is made between two syllables.

What *mark* do you find at the end of the first line? Is it used here to connect the parts of a compound word? What then is another use of the hyphen?

When a word is divided at the end of a line, a hyphen is used, and the other syllable or syllables are placed on the line below.

Write two uses of the hyphen.

EXERCISE XLIX.

[DESIGN: To teach the use of quotation marks.]

Mary said: "Why are you so happy, O Birdie? Tell me, that I may be happy too."

What marks besides the period do you find at the end of this sentence? Are they on a line with the letters? What marks do you find just before *Why*? Are they the same as those at the end? Who speaks all the words that come between these marks? Are they the very same words that Mary spoke?

Because these words are repeated here exactly as Mary spoke them, we call them a *direct quotation*. Therefore, the marks at the beginning and end are called quotation marks.

What is a direct quotation?

A direct quotation is a repetition of the exact words of another.

When should quotation marks be used? Write these sentences correctly, with quotation marks properly placed:

Pandora said shall I lift the lid again. Andrew came in and said it is school time.

EXERCISE L.

[DESIGN: To teach the use of the colon.]

Examine the sentences at the beginning of the last exercise. What mark do you find just after *said*? What do you call all that comes after this colon? What do the words before the colon tell? Then, what is one use of the colon?

A colon is generally placed before a direct quotation, when the words quoted are all written together, and we are told in the text who uttered the words.

What is a direct quotation? What marks should be used with it?

Look again at the sentences at the beginning of Exercise XLIX. With what kind of letter does *Why* begin? Is it the first word of the sentence? What do you call the words between the quotation marks? With what kind of letter, then, should a direct quotation begin?

EXERCISE LI.

Write the following sentences correctly:

And god said Let there be light. The lion said to the fox divide the game. Her mother said Annie you must go to school. The teacher said it is a pleasant day.

How is the colon used? What is a direct quotation? With what kind of letter does it begin? What marks inclose it? How is the hyphen used? What is a compound word?

Copy these sentences, and give reasons for the capital letters and the punctuation:

Laura, Beth, and Amy were sitting together in the room. Joseph came in and asked: "Has any one taken my book?"

EXERCISE LII.

[DESIGN: To illustrate divided quotations.]

"But, Birdie," says Mary, "do you never feel cross and unpleasant?"

In the above quotation who is speaking? What does she say? Is the quotation written all together? What kind of quotation, then, will you call it?

Pupils. We will call it a *divided* quotation.

Teacher. Notice the punctuation. Do you find a colon? Where do you find quotation marks? What words come between the parts and divide the quotation? What mark comes before and after the dividing words? State this use of the comma.

How, then, should a divided quotation be written?

Write the following correctly:

I know said the boy that I am wrong. Be good said a wise man and you will be happy.

EXERCISE LIII.

[DESIGN: To teach one use of the apostrophe.]

"But," his little daughter whispered,

As she took his icy hand,

"Isn't God upon the ocean

Just the same as on the land?"

What kind of quotation is the above? Why is a comma placed after *But* and *hand*?

Pronounce the first word of the third line.

Do you think this is the full form of the word? What letter is left out? What mark seems to take its place?

What, then, is one use of the apostrophe?

An apostrophe is used to show that one or more letters of a word have been purposely left out.

Write the full forms of the following:

'Tis, Hearn'n, Ne'er, I've, Don't, I'm.

Punctuate the following correctly:

You think hes all fun. Theres no place for you. A child was sporting mong the flowers. The door wasnt locked.

EXERCISE LIV.

[DESIGN: To teach another use of the apostrophe.]

Frank's hat is on the chair.

Teacher. In this sentence, what mark and letter have been added to the word Frank? Do you think any letter has been omitted? Is the apostrophe used then for the same purpose as in last exercise?

Who owns the hat? The writer, then, wishes to show that Frank *owns* or *possesses* the hat. How has he done so?

Pupils. By writing Frank with an apostrophe and letter s added.

Teacher. Then state another use of the apostrophe.

The apostrophe is used to denote ownership or possession.

In Exercise XXVIII find a word that expresses possession. Find four words in your reader that express possession.

Place the apostrophe in the right place in the following:

Johns pencil. Mothers child. Harrys home. The eagles feather. The girls slate. Marys lamb.

EXERCISE LV.

The summaries in this and the next exercise are given as aids in remembering the uses of capitals and punctuation marks. Let the pupils be able to state the uses of each one, in their own language; and let them find in

this book or their reader, an example illustrating each statement.

Capitals should be used to begin :

The first word of { every sentence.
every line of poetry.
every direct quotation.

All names { of particular persons and places.
of personified animals and objects.
of days of the week and months of the year.
used as titles of office, honor, and respect.
applied to the Creator.
that are principal words in the titles of books.

The letters I and O, when standing alone, should be capitals.

EXERCISE LVI.

PUNCTUATION MARKS.

The *Period* is used { at the close of all declarative and
imperative sentences.
to close every abbreviated word.

The *Interrogation Point* is used at the end of every interrogative sentence.

The *Exclamation Point* { is used after exclamations.
is used at the end of every exclamatory sentence.

The *Comma* is used { after each of three or more words
used in the same way, except the last one.
between words connected by *or*,
when they mean the same thing.
after the name of a person addressed.
before and after the words that separate a divided quotation.

Quotation Marks are placed before and after every direct quotation.

The *Colon* is generally used before a direct quotation, when we are told in the text who speaks the words quoted.

The *Hyphen* is used { to unite the parts of a compound
word, when each part is accented.
in printing, to show that a word is
divided at the end of a line.

The *Apostrophe* is used { to show that one or more letters
have been purposely left out.
to denote possession.

EXERCISE LVII.

[DESIGN: To Illustrate and define the Action-word.]

The dog runs.

Teacher. What kind of sentence is this? *What* runs?

What does the dog *do*?

What word *tells* what runs?

Pupils. The word *dog*.

Teacher. What kind of word is it? What is a name-word?

What word tells what the dog *does*?

Pupils. The word *runs*.

Teacher. Because *runs* tells what the dog does, and represents him as acting, we will call it an *action-word*.

What is an action-word?

Pupils. An **action-word** is a word that expresses action.

Teacher. Change the above sentence to show that more than one dog runs.

Flowers bloom. Horses neigh. Birds sing. Men labor. Fire burns. Wind blows. Rivers flow.

In these sentences tell what each word is used for, and point out the action-words.

EXERCISE LVIII.

What is an action-word? Add action-words to these names so as to form sentences:

Lions ———.	Girls ———.	Apples ———.
The Elephant ———.	Rats ———.	Rain ———.
The sun ———.	The fox ———.	Snow ———.

Write three declarative sentences, putting into each an action-word and the word *cat*; change them to interrogative sentences.

Write two sentences with action-words expressing acts of soldiers; two expressing acts of sheep; two expressing acts of squirrels; two expressing acts of flies.

Name the action-words in what you have written.

EXERCISE LIX.

[DESIGN: To illustrate and define the quality-word.]

The large, white dog runs.

Teacher. Which is the name-word? Which the action-word?

What does the word *white* show?

Pupils. It shows the *color* of the dog.

Teacher. What does the word *large* show?

Pupils. It shows the *size* of the dog.

Teacher. The words *large* and *white* tell the kind of dog and express his qualities. Therefore, we call them *quality-words*.

What is a quality-word?

Pupils. A **quality-word** is a word expressing some quality of an object.

Teacher. What are the quality-words in the following sentences, and what does each one express?

A large, yellow, juicy pear fell from the tall tree. The lion is a fierce, wild animal. The fox is a cunning, thievish animal, with a long, bushy tail. The tall, brave soldier lives in a small, white house.

EXERCISE LX.

Write the following sentences and add one or more quality-words to each name-word.

MODEL: The fragrant, white flowers bloom.

Flowers bloom. Horses neigh. Birds sing. Men labor. The fire burns. The wind blows. The rivers flow. The snow falls. The smoke rises.

Make a sentence about your desk, using two or more quality-words; a sentence about your pencil; a sentence about ice; a sentence about the sun; a sentence about chalk; a sentence about paper.

EXERCISE LXI.

How many kinds of words do you now know? What are they? What is a quality-word?

Examine the following sentences:

May and June, with the red roses and green leaves, and the sparrow that carried bits of straw and wool to make a soft nest for its little ones, are gone. The pretty, pink flowers are gone from the old apple-tree, and the robin redbreast no longer sits on its branches to delight us with his happy song.

Tell me all the name-words you find. Name all the action-words. Point out all the quality-words, and tell what each one expresses.

Fill the blanks in the following sentences with suitable words:

The ——— fish ——— in the ——— water. The ——— boy ——— with a ——— pen.

EXERCISE LXII.

[DESIGN: To illustrate the use of modifying words.]

The large, white dog runs swiftly now.

Teacher. What does the dog *do*? What *word* tells what he does?

What does the word *swiftly* tell?

Pupils. It tells *how* the dog runs.

Teacher. What does the word *now* tell?

What word tells *how* the dog runs? What word tells *when* he runs?

The dog runs here.

Teacher. In this sentence, what does the word *here* tell?

Words like the above, that tell *how*, *when*, and *where* an act is done, may be called *how-words*, *when-words*, and *where-words*. A how-word *expresses manner*; a when-word *expresses time*; a where-word *expresses place*.

The man walks rapidly, and will soon arrive there.

In the above sentence name the how-word; the when-word; the where-word. Tell what each one expresses.

EXERCISE LXIII.

Flowers bloom there. Horses neigh loudly. Birds sing early. Men labor willingly. The rivers flow rapidly. The snow falls silently. The smoke rises slowly. The sun shines daily.

Name the how-words, when-words, and where-words in the above sentences. Tell what each expresses.

Add a how-word, when-word, or where-word to complete each of the following sentences:

Lions roar _____. Girls write _____. The elephant walks _____. The stars shine _____. The fox steals _____. Apples grow _____. Rats live _____.

Find two how-words in your reader; two when-words; two where-words.

EXERCISE LXIV.

[DESIGN: To teach the use of connecting-words.]

1. Frank has come. 2. George has come.
3. Frank has come and George has come.
4. Frank and George have come.

Teacher. Does the third sentence express the same as the first two? Does the fourth sentence express as much as the third? How is *and* used in the third sentence?

Pupils. It is used to join, or connect, the two sentences, *Frank has come, George has come.*

Teacher. How is *and* used in the fourth sentence?

Pupils. It is used to connect the words *Frank* and *George*.

Teacher. Examine these sentences:

Frank or George has come.

Frank has come but George has not come.

How is *or* used? How is *but* used?

Because such words as *and*, *or*, and *but* are used to connect words or sentences, we call them *connecting-words*.

What is a connecting-word?

Pupils. A *connecting-word* is one used ____.

Make sentences that shall contain the following connecting-words:

Because, for, if, even, unless, although, then.

EXERCISE LXV.

[DESIGN: To illustrate the use of substitute-words.]

Pupils will succeed if they study diligently.

The lion is called the king of beasts, because he is strong and fierce.

Teacher. In the first sentence what is meant by *they*?

What is meant by *he* in the second sentence?

Write the above sentences, putting in place of *they* and *he* the words they stand for.

What kind of words are *pupils* and *lion*?

Words like *they* and *he* we may call *substitute-words*, because they stand in place of name-words.

Horses are called dumb animals, because horses cannot talk. John has long lessons, but John always learns them well. Alexander was called great, because Alexander conquered many nations.

What word will you substitute for horses, where it occurs the second time? What word for John? What word for Alexander?

What is a substitute-word?

Pupils. A **substitute-word** is one used ———.

EXERCISE LXVI.

I will go.

Teacher. What word shows *who* will go? What does the word *I* stand for?

Pupils. It stands for the name of the person speaking.

Teacher. What kind of word is *I*?

1. You may go. 2. He may go.

Teacher. In these sentences what words show who may go?

Teacher. What does the word *you* stand for? The word *he*? What kind of words are they? Why?

Find six substitute-words in your reader.

Fill the blank places in these sentences with substitute-words:

Will you lend me ——— book? I looked for John, but did not find ———. This is ——— seat. May ——— come in? ——— are not coming to school.

EXERCISE LXVII.

What are the substitute-words in the following sentences?

I am sitting at my window. They are walking in their fields. Will you bring me some flowers from your garden? He said he would come with his father. We will try to meet them there.

In place of what name-words would you use substitute-words, in the following sentences:

1. The fox ran in to the fox's den. 2. Ida said: "Ida cannot go." 3. James said that James would like to go with James's brother. 4. Mary's mother said to Mary: "Mary, Mary must not

soil Mary's dress." 5. Frank spoke and said: "Frank would like to go to school." 6. Charles promised to let me play with Charles's ball.

What substitute-words do you find in the quoted sentences, Exercise LXI?

EXERCISE LXVIII.

How many kinds of words do you now know? What are they? Make a sentence using an action-word; one using a quality-word; one using a how-word; a when-word; a where-word; one using a connecting-word; one using a substitute-word.

The lion, the fox, and the donkey started off on a hunting excursion. They traveled together peacefully, like gay and happy companions. The lion walked proudly along, like a king. The donkey held up his long ears and brayed with all his might. The fox went jumping and bounding about his majesty.

In the above sentences, point out all the name-words; all the action-words. Name all the quality-words and tell what each one expresses. Name the how-words; the where-words; the connecting-words; the substitute-words.

EXERCISE LXIX.

In the following sentences point out the name-words and the action-words:

1. The miller ground the corn. 2. The ground is covered with snow. 3. The saw belongs to the carpenter. 4. We saw you coming to school. 5. The spoke of the wheel is broken. 6. He spoke to the boys. 7. The squirrel can spring from tree to tree. 8. A spring is a small stream of water flowing out of the ground. 9. When Spring comes the flowers will bloom. 10. State what city is capital of the State in which you live. 11. Taffy will stick to your teeth. 12. Put a stick of wood into the stove. 13. Indians hunt with the bow. 14. People in church bow their heads. 15.

The cold wind blows from the north. 16. The blows fell thick and fast.

What other kinds of words do you find in these sentences?

EXERCISE LXX.

Write sentences, each containing one of the following groups of words:

1. Lesson, hard, me. 2. School, place, play. 3. Knife, handle, bright. 4. Corn, fields, high. 5. Sun, warm, August. 6. Cattle, graze, meadow. 7. Iron, heavier, stone. 8. Brooks, flow, hill. 9. What, capital, Illinois. 10. Pears, ripen, sun.

In the first sentence what word represents that of which something is said? What kind of word is this? What word in the same sentence shows what is said of the name-word? What kind of word is this? Point out the name-words and the action-words in all the sentences.

EXERCISE LXXI.

Write sentences, each containing one of the following groups of words:

1. Boy, John, father. 2. Ink, pen, write. 3. Book, cover, paper. 4. Pins, brass, point. 5. Men, coal, ground. 6. Engine, train, steam. 7. Picture, frame, wall. 8. Blade, knife, steel. 9. Map, world, paper. 10. Tree, bank, river.

Give reasons for all the punctuation marks you have used. In how many ways have you used capitals?

EXERCISE LXXII.

Write sentences, as in the last exercise.

1. Fire, burns, matches, wood. 2. Smoke, pipe, fire, stoves. 3. Pens, steel, gold, point. 4. Gold, found, sand, dirt. 5. Sheep, wool, back, warm. 6. Mountains, rise, above, clouds. 7. Horses,

dumb, animals, speak. 8. Trees, birds, buds, spring. 9. Lake, frozen, winter, skate. 10. Mary, school, lamb, go.

Point out the quality-words in what you have written; the connecting-words.

EXERCISE LXXIII.

Write sentences, as in the last exercise.

1. Toss, fragrant, hay, sun. 2. Tops, snow, mountains, covered. 3. Swallows, build, nest, chimney. 4. Bee, honey, flowers, winter. 5. Ships, storms, sea, lost. 6. Dogs, good, burglars, night. 7. Eagle, strong, high, air. 8. Wolves, forests, kill, sheep. 9. I, squirrel, tree, nuts. 10. Cows, hay, milk, cheese.

Point out the action-words in what you have written; the substitute-words.

EXERCISE LXXIV.

Write sentences, as in the last exercise.

1. Thimble, finger, sew, needle. 2. Mud, rain, road, snows. 3. Fox, said, sour, grapes. 4. Who, they, fail, lesson. 5. Winter, snow, ice, fun. 6. Chicken, tree, flew, fox. 7. Man, blind, string, dog. 8. Traveler, early, journey, miles. 9. Farmer, wheat, wagon, market. 10. Boy, gate, whistle, dog.

Point out the how-words, when-words, and where-words in what you have written.

EXERCISE LXXV.

Write sentences, as in the last exercise.

1. Watch, wood, fire, end. 2. Ball, yard, knock, around. 3. Good, boys, wood, water. 4. Flowers, bouquet, pretty, fragrant. 5. Boys, street, marched, drum. 6. Bridge, river, iron, across. 7. Winter, snow, birds, south. 8. Poor, man, door, bread. 9. Cloud, storm, night, dark. 10. Camel, called, ship, desert.

Point out the action-words. Give reasons for use of all the capitals.

EXERCISE LXXVI.

[DESIGN: To develop the pupils' observation in detecting common errors in speech.]*

Teacher. What do you think of the expressions in this and the next three exercises? If they do not suit you, write better ones.

I seen the man. Henry come to school with me this morning. I have often saw your friend. Have you saw him? John has came home. The apple growed on the tree. I knowed he would go. The boy throwed a stone. The horse drawed the cart. The bell was rang. She has went home. What was you doing?

EXERCISE LXXVII.

He set down on the chair. The pitcher sets on the table. The hen sets on her nest. Where shall this boy set? Sit the glass down. You may set there. Tell him to lay down and rest. He laid abed till breakfast. After laying awhile in this position he raised up and set awhile. Ask him to raise up. We set up late. I aint going yet. I hain't got no pencil. Have you wrote your letter?

EXERCISE LXXVIII.

It is me. Who broke that slate? Me. Was it him or her? Who swept the room? Us girls. He writes better

* TO THE TEACHER.—It is of the highest importance to so train children that they may become self-criticising in regard to the language they use. This can best be done by teaching them to *observe* closely. In the exercises here given, it would be quite easy for the author to correct them; but that would defeat the object. Let the children discuss them in their own way, and the teacher ask such questions as will direct their attention to the error, telling them what is wrong and how to correct it, only when they do not readily perceive it themselves. Simply teach correct expressions instead of the incorrect ones, and pass over the *reason* for the present.

than me. James and him rode in the buggy. You did as well as me. What was you and him talking about? I thought it was her. It was them that did it. He is five foot high. Was you there? Mary and her cousin was at our house. There was more apples than one. How many is there? The girls goes to school. Has the boys gone?

EXERCISE LXXIX.

Where is it at? Where are you going to? Are you going to go? He hadn't ought to do so. I have got to go. I have got no book. This here is my seat. How many have you got? I never said nothing to nobody. We didn't find nobody at home. What for did you do that? I didn't go for to do it. Is this your'n? That there is his'n. I wont go. He don't know nothin'. I haint got none. Taint no use. Not as I knows of. I didn't do nothing.

EXERCISE LXXX.

[DESIGN: To show how a wrong arrangement of the parts of a sentence may change the meaning.]

1. A man in New York advertised as follows:

WANTED.—A boy to open oysters fifteen years old.

2. An auctioneer advertised:

FOR SALE.—A lot of chairs that have been used by school children without backs.

3. A certain person once said:

I saw a horse drawing a plow with one eye.

Teacher. What does the man say in the first sentence, about the oysters? Do you think he means to say that? What kind of boy does he want? How will you arrange the sentence to give it the right meaning?

What is wrong in the second sentence? How will you write this sentence to show that the chairs, and not the children, were without backs?

What funny mistake is made in the third sentence? What kind of horse is meant? Change the sentence so that it will say that the horse, and not the plow, has one eye.

Be careful to arrange all words so that the meaning will be what is intended.

EXERCISE LXXXI.

[In the same manner as in the last exercise, lead the pupils to notice and correct the errors in these sentences.]

WANTED.—A room for a single gentleman twenty feet long and fifteen feet wide.

That man cut down the tree with a straw hat on.

WANTED.—A nurse to take care of an infant who is over twenty-five years of age.

This story was written by a man while confined in jail for his own amusement.

We saw a man carrying a basket with a large nose.

A boy was eating apples with red hair.

EXERCISE LXXXII.

[DESIGN: To form compound sentences from simple ones.]

1. John goes to school. John learns fast. John excels.
2. John is a good boy. John is a faithful boy. John is a truthful boy.
3. When John goes to school he studies. When John goes home he improves each minute.
4. John has a dog. The dog's name is Fido.
5. Fido loves John very much.
6. I think Fido loves him as well as any dog can love a person. I believe he loves him as well as some boys love their brothers.
1. I want to combine the three sentences in the first paragraph in one. It will not sound well to repeat *John*

three times in one sentence. What substitute-word can I use instead of *John* the second and third time?

Write the sentence, using the word *he*.

John goes to school, he learns fast, and he excels.

Now write the sentence, leaving out the word *he*.

John goes to school, learns fast, and excels.

2. Unite the next three sentences in one, using a substitute-word for *John*.

He is a good boy, he is a faithful boy, he is a truthful boy.

It is not necessary to use the words *he* and *boy* so often. Write the sentence using *he* and *boy* but once.

He is a good, faithful, truthful boy.

3. Unite the next two sentences, using the word *he* for the word *John*.

When he goes to school he studies, and when he goes home he improves each minute.

4. Combine the next two sentences.

He has a dog whose name is Fido.

5. Write the next sentence as it stands.

6. Unite the last two sentences.

I think he loves him as well as any dog can love a person; indeed, I believe he loves him as well as some boys love their brothers.

Read what you have written.

EXERCISE LXXXIII.

1. A farmer was dying. He called his sons to him. He told them to bring a bundle of sticks.
2. The sticks were brought. He asked each one to break the bundle. Not one could do it.
3. He told them to untie the bundle. They did so. They easily broke the sticks singly.
4. "It will be with you as it has been with the sticks," said he. "United, you will be strong; separated, you will be weak."

In the same way as in the last exercise, combine the first three sentences in one. Combine the next three. Unite the next three. Copy the last two as they stand. Read what you have written.

EXERCISE LXXXIV.

1. The hill is high. The hill is covered with snow. The hill is a fine place for coasting.
2. School is dismissed. The boys come running with their sleds. They want to see who will have the first ride.
3. What rosy faces! What smiling faces! What happy faces!
4. They must enjoy it while they can. The night will soon come. Then they must go to their homes.
5. Winter is a merry season. Winter has many pleasant sports.

Unite in one sentence the first three sentences; the second three; the third three; the fourth three; the last two sentences.

EXERCISE LXXXV.

1. A traveler was walking along. The traveler drew his cloak about him.
2. The Sun said: "What a silly man! He does not need his cloak." The Wind said: "What a silly man! He does not need his cloak."
3. Said the Sun: "I will force him to lay it aside." Said the Wind: "I will force him to lay it aside."
4. The Wind *blew*. The Sun *shone*.
5. The Wind only made him draw his cloak more closely about him. The Sun, with his hot rays, soon forced him to throw the cloak from his shoulders.
6. Whose was the better way, the Wind's or the Sun's?

Unite in one sentence the first two sentences; the next four sentences; the next two sentences; the next two sentences; the next two sentences.

Write an answer to the question in the last sentence.

EXERCISE LXXXVI.

(TO THE TEACHER.—Whenever it is possible, let the object be placed where the pupil can see it.)

Write sentences naming the parts of a book.

- The book has leaves.
- The book has a cover.
- The book has pages.
- The book has a title.
- The book has a back.
- The book has a title-page.
- The book has an index.

Combine these sentences in one sentence.

The book has leaves, a cover, pages, a title, a back, a title-page, and an index.

In the same way write the parts of the following objects, and combine the statements for each in one sentence.

A chair. A knife. A table. A tree.

EXERCISE LXXXVII.

Write the parts of the following objects, then combine the statements about each one. Write as many uses of each object as you can. Then read what you have written.

A whip. A needle. A sled. A bottle.

EXERCISE LXXXVIII.

Write some of the qualities of the horse, in separate statements. Combine these statements in one sentence.

- The horse is black.
- The horse is young.
- The horse is strong.
- The horse is gentle.
- The horse is black, young, strong, and gentle.

In the same way write as many qualities as you know of the following objects:

A feather. A stone. A dog. A bear. A rabbit.

EXERCISE LXXXIX.

Describe the following objects by telling their parts, their qualities, and their uses:

A lamp. A hat. A spade. A shoe. A stove.

Combine the statements in sentences, taking care not to make the sentences too long.

EXERCISE XC.

In the same manner as in last exercise, write descriptions of the following objects:

A top. A clock. A fork. A gun. A buggy.

EXERCISE XCI.

In answer to the questions here given write statements about each of the objects named:

What is it?

What does it do?

Where is it found?

How is its body covered?

The raccoon. The sheep. The swan. The mouse. The robin.

Combine the statements about each object.

EXERCISE XCII.

In answer to the following questions write statements about each object here named:

What are its parts?

Of what is it made?

For what is it used?

A kite. A church. A hammer. A coat. A cart. A key.

Combine the statements about each object.

EXERCISE XCIII.

In the same manner as in the last exercise, write and combine statements about the following objects:

A brush. A broom. A bucket. A bed. A pair of scissors. A nail.

EXERCISE XCIV.

Teacher. By what means do you learn the qualities of objects?

Pupils. By seeing, hearing, touching, smelling, and tasting.

Teacher. These faculties, or powers, of man are called the *five senses*.

Let us examine certain objects and see what qualities we may learn by each sense. Examine first *a lump of loaf sugar*.

By *seeing* we learn that the color is white, that parts of it are bright and sparkling, that we cannot see through it, that it seems rough on the outside, that it is not very large, and that its shape is not regular.

By *hearing* we cannot learn anything from it.

By *touching* it we learn that it is hard, solid, rough, and not very heavy.

By *smelling* we learn that it has a very slight odor.

By *tasting* we learn that it is sweet, and that it dissolves in the mouth.

From the facts learned above, write a short description of the lump of sugar.

In the same way give the qualities of the following objects:

Bread. A piece of bark. A grain of pepper. A watch.

(In these exercises the teacher may omit one or two of the objects named, if the exercise is too long, or a specimen is not to be obtained easily.)

EXERCISE XCV.

In the same manner as in the last exercise learn the qualities and write descriptions of these objects:

A sponge. A piece of glue. A penny. A fig. A piece of India rubber.

EXERCISE XCVI.

Ascertain the qualities of the following objects by means of the senses, and write short descriptions of them:

A flower. A leaf. A knife. Ginger. A piece of gum arabic. A piece of cinnamon.

EXERCISE XCVII.

In the same manner ascertain and state the qualities of these objects:

Wool. Horn. A candle. Whalebone. A bunch of raisins. Cheese.

EXERCISE XCVIII.

In the same way state the qualities of each of these objects, and combine the statements in short descriptions:

A grain of coffee. Nutmeg. Vinegar. A piece of pasteboard. A spool. Butter.

EXERCISE XCIX.

Teacher. In comparing two objects we ascertain the qualities of each, then we observe whether they have the same qualities or *different* qualities. We observe, also, in what respects they are alike, and in what they are different, and whether one has more or less of the same quality than the other. By means of our senses let us compare an *orange* with a *piece of stone*.

By *seeing* we learn that the orange is of a yellow color,

and is nearly round; and that the stone is of a gray color, is irregular in form, and is larger than the orange.

By *touching* them we find that the orange is soft, while the stone is hard. The orange yields to pressure, but the stone does not. They are both rather heavy, but the stone is heavier than the orange.

By *tasting* we learn that the orange is sweet, while the stone is tasteless.

By *smelling* we find that the orange has a pleasant odor, while the stone has none.

Now, in your own language, write a comparison of an orange with a piece of stone.

In the same way compare these objects:

A *piece of soap* with a *rubber ball*. A *piece of string* with an *apple*.

Write the comparisons, after you have learned the qualities.

EXERCISE C.

In the same manner compare the following objects:

A *piece of wood* with a *piece of cake*. An *ear of corn* with a *nail*. A *piece of cork* with a *piece of lead*.

(In this exercise the teacher may call attention to the different sounds given forth by the objects when struck against another object.)

EXERCISE CI.

After the same manner compare the following objects:

Salt with *cheese*. A *feather* with a *spoon*. A *piece of charcoal* with a *piece of glass*. *Alum* with a *lump of sugar*.

EXERCISE CII.

We may compare animals with each other by telling whether they are alike or whether they are different, in points like the following:

1. Size. 2. Covering of the body. 3. What they eat.
4. What sounds they make. 5. Whether wild or domestic.
6. Whether they are fierce and bold, or gentle and timid.

In this way compare the following:

The *bee* and the *cat*. The *goose* and the *deer*. The *wolf* and the *sheep*.

EXERCISE CIII.

In the same way compare the following animals:

A *fox* and a *pigeon*. An *ox* and a *frog*. A *snake* and a *porcupine*. A *fish* and a *bear*.

OBJECT LESSONS.

[Objects which pupils can examine by means of the senses, hold the first rank among topics about which they can write. A few composition lessons on such subjects are here given. Let each pupil prepare his written exercise on these object-topics in the same manner in which he prepares his other lessons—reading, arithmetic, spelling, etc. It is almost necessary that each pupil should be provided with an object of the kind under consideration. When it is possible, let this be done. Then, in his quiet study-hour, his observation directed by the printed questions, let him *think* and *write*.]

EXERCISE CIV.

OBJECT: The Apple.

(The teacher holds up an apple before the class.)

Teacher. What is this?

Pupils. It is an apple.

Teacher. Tell me the names of the parts that you can see.

Pupil. I see the skin.—I see the stem.—I see the outside.

Teacher. I will cut the apple through the middle. What small parts in the center can you now see?

Pupil. I can see the seeds.

Teacher. Name all the parts of an apple that you know.

Pupils. All apples have an outside, an inside, a skin, seeds, a stem, and a core.

Teacher. Of what color are the seeds?

Pupils. They are of a dark brown color.

Teacher. What do you know from this color?

Pupils. We know that the apple is ripe.

Teacher. For what are apples used?

Pupils. They are used to make pies. They are used to make apple-sauce. They are used to make cider. They are used for eating.

Teacher. Combine these four statements in one sentence. Where do we get apples?

Pupils. We get them from the trees on which they grow.

Teacher. On what part of the tree do we find them?

Pupils. We find them on the small limbs, or branches.

Teacher. On what kind of trees do we find them?

Who knows where there are apple-trees? (Hands are raised.) Who will go with me on Christmas to gather some apples?

Pupils. But we would find none in Winter. Apples can be gathered only in Summer and in Autumn.

Teacher. What do you find on apple-trees in Spring?

Pupils. We find green leaves and blossoms on apple-trees in Spring.

Teacher. What do we find on apple-trees in Winter?

Pupils. In Winter we find sometimes a few dried leaves, but nothing more.

Teacher. Now, write in a few sentences what you have learned about apples.

APPLES.

All apples have an outside, an inside, a skin, seeds, a stem, and a core. When an apple is ripe the seeds are of a dark brown color.

Apples are used to make pies, apple-sauce, and cider, and are good to eat.

Apples are found on apple-trees, growing on the small branches. They are gathered only in Summer and in Autumn. In early Spring we find green leaves and blossoms on the apple-trees, but in Winter, only a few dried leaves.

EXERCISE CV.

OBJECT: A glass of water.

Teacher. What is in this glass? How do you know it is water? What is its color?

Can you see my pencil when I put it in the water?

Because you can see the pencil through it, what do we know of water?

Pupils. We know that water is *transparent*.

Teacher. Why do we know that water is transparent?

If I should pour the water on the desk it would run off onto the floor. What does this show?

Because water flows readily and spreads out when poured on a level surface, we call it a *liquid*.

Why do we call water a liquid? How many uses of water do you know?

Does water always appear as the water in this glass does? After water has been over the fire for some time, what do you see rising from it? What effect, then, does heat have upon water?

If it were very cold weather, and you should leave water out doors all night, what would you find in the morning? What effect does cold have upon water?

In what other forms besides ice do you sometimes see water? Does water ever do harm? What do you think of the usefulness of water?

Write what you have learned about water. Then read what you have written.

EXERCISE CVI.

OBJECT: A piece of writing paper.

Tell me what this is. What kind of paper is it? What is its color? Does any one see paper of a different color? Of what colors have you seen writing paper?

Where is paper made? Of what is it made? What other kinds of paper are there? Of what is brown paper made? Write as many uses of paper as you know. Why is paper not used for making dresses and coats? Would it make good shoes? Do you know any article of clothing that is made of paper?

Did you ever see a wasp's nest? Does it seem to be made of paper? Do you think man may have taken lessons from the wasp? If you put paper in the fire, what happens?

Because paper burns when put in the fire we say it is *inflammable*.

Write what you have learned about paper.

EXERCISE CVII.

OBJECT: A match.

How many know what this is? Of what is it made? Can you make a match with wood only? What do you find on one end of the match? Who makes matches? Does man make the wood? Does he make the sulphur?

Because *God* makes the wood and sulphur we call them *natural* substances, or objects; but because *man* makes matches we call them *artificial* objects.

Why is a match artificial? Where is the wood obtained? Where is the sulphur obtained?

Because the wood, or tree, grows out of the ground, we call it a *vegetable*; because sulphur is dug out of the ground we call it a *mineral*.

What is the color of the sulphur? What is the color of the wood? I rub the sulphur end of the match against the wall. What do you observe? What do we say of objects that will burn? Which burns more rapidly, the wood or the sulphur?

For what are matches useful? Are they ever dangerous? How do you think people were able to make fires when they had no matches?

Write carefully and fully what you have learned in this exercise.

EXERCISE CVIII.

OBJECT: A piece of glass.

What is this? In building a house, where is glass used? Is it well suited for the floor of a school-room? Why not?

Because glass breaks very easily, we say it is *brittle*.

Is glass ever used for a roof? Would it make a good roof? Why not? Why do people use it for windows? Because we can see through it, what do we say of it? Will it allow water to pass through it? Who knows of what glass is made? Mention as many kinds of glass as you can. What other uses of glass do you know? What kind do we often see in church windows? The people of England once built a very large house, mostly of glass. They called it the "Crystal Palace." Why was that a good name for it?

Write what you have learned about glass.

EXERCISE CIX.

OBJECT: A chair.

Mention, in one sentence, the names of the parts of the chair that you can see. Of what is the back of the chair

made? What other parts are made of wood? Are all chairs made like this one? What kind of chair do you like best? Of what use is the back of the chair? Of what use are the legs? Of what use are the rounds? Of what use is the whole chair? How many kinds of material do you know that are used in making chairs? Did you ever know boys or girls who seemed to think that chairs were hooks on which they might hang clothes, or places on which to stand with muddy shoes? Are such uses proper ones?

Write what you have learned about chairs.

EXERCISE CX.

OBJECT: A piece of leather.

What is this? What is leather? Mention some animals, the skins of which are used for leather. Do the skins of these animals look like this leather? What is done to them in making the leather? Is leather made by man as matches are? Of what color is leather? How many uses of leather do you know? Can you tear paper? Can you tear leather? Does water go through leather? Why does leather make good shoes? Would leather do as well as glass for windows? Why?

Because we cannot see through leather we say it is *opaque*.

What other substance do you know that is opaque? Take the leather in your hand. Is it as thin as paper? What else do you notice in handling it? Can you bend it?

Because we can bend leather, we say it is *flexible*.

State what qualities of leather you have learned. Which of them did you discover by looking at it? Which by touching it?

Write in full what you know concerning leather.

EXERCISE CXI.

OBJECT: The hand.

What am I holding up? What do you call the broad, flat part below the fingers? What do you call the part opposite the palm, on the outside of the hand? Of what parts does the human hand consist? Which finger is the longest? Which finger is the shortest? Is my finger straight now (bending the finger)?

The places where the finger bends are called *joints*.

How many joints in each finger? What do you notice at the end of each finger? Can you think of many things that you can do without using your hands? Give two reasons why we should keep our hands clean. If you wished to point in a certain direction, which finger would you use? Then we will call the first finger, *Pointer*.

On which finger do women wear the thimble? Then let us call that one, *Thimble-Wearer*.

On which finger do ladies wear the wedding-ring? Then let us call that, *Ring-Wearer*.

What does the little finger do? Then let us call him *Little Do-Nothing*.

The thumb seems to be watching the others, to see if they behave, so we will call him *Sentinel*.

Write what you have learned about the hand, and tell why you have named the thumb and the fingers.

First, *thought*; after that, *expression*.

Composition-writing is too often regarded as a disagreeable task. By the use of pictures from which children can gain ideas, it may be made one of the most interesting and attractive exercises. The object of the following lessons is two-fold: First, to teach language by giving the pupil ideas to express. Second, to present such ideas as are within his comprehension, and as will be useful to him in the future. These lessons pertain mainly to Natural History. In Part I it has not been the aim to *exhaust* the ideas to be gleaned from the pictures, but to develop only such as are suitable to the pupils of this grade. In Part II other and more advanced lessons will be given upon the same pictures. Whenever possible, have the pupils observe the living objects also.

To the Teacher who may desire further information on the subjects presented, I recommend the following excellent works:

Elements of Zoölogy, by Prof. Sanborn Tenney; *Mammalia*, by T. Rhymer Jones; *Natural History*, by Rev. J. G. Wood.



EXERCISE CXII.

(The answers are given in this and the next exercise, as models. Pupils may give other or additional answers, if they wish.)

Teacher. What animal is represented in this picture?

Pupils. A monkey is represented in this picture.

Teacher. If the monkey were to stand upright, what would it look most like?

Pupils. If the monkey were to stand upright, it would look like a person.

Teacher. Name some of the parts that you can see without looking very closely.

Pupils. We can see the head, body, legs, feet, and tail.

Teacher. What is the shape of its head?

Pupils. The shape of the head is round.

Teacher. Name all the parts of its head that you can see.

Pupils. The forehead, eyes, nose, mouth, and cheeks can be seen.

Teacher. Which of these parts remind you of the parts of a person's head?

Pupils. The eyes and nose look like those of a person.

Teacher. With what parts of its body is it holding on to the tree?

Pupils. It is holding on to the tree with its feet and tail.

Teacher. Count the toes on its hind foot. How many of these do you find to be shorter than the rest?

Pupils. There are four toes on its hind foot, and one of these is shorter than the others.

Teacher. Of what part of your hand does this short toe remind you?

Pupils. The short toe seems like the thumb on my hand.

Teacher. Now, by combining the answers you have given, write a short description of the monkey.

THE MONKEY.

This is the picture of a monkey. If the monkey were standing upright it would look something like a person. The picture shows the body, legs, feet, tail, and the round head of the monkey. We can see the forehead, cheeks, mouth, eyes, and nose. Of these, the eyes and nose resemble the eyes and nose of a person.

The monkey is holding on to the tree with its feet and tail. There are four toes on each hind foot. One of these toes is shorter than the rest, and reminds us of the thumb on the hand of a person.

EXERCISE CXIII.

Teacher. What is there about the monkey's fore foot that reminds you of your own hand?

Pupils. On the monkey's fore foot there are four slender toes, that look like the fingers on the hand of a person.

Teacher. How many hands, then, does the monkey appear to have?

Pupils. The monkey seems to have four hands.

(Do not forget this fact about the monkey's hands.)

Teacher. What is the difference between the number of a monkey's hands and the number of hands that people have?

Pupils. The monkey has two hands more than a person has.

Teacher. What else does a monkey have that is almost as good as a hand?

Pupils. The monkey's tail is nearly as good as another hand, for he takes hold of a branch of the tree with it.

Teacher. What is the shape of this monkey's body? With what is it covered?

Pupils. This monkey's body is long and slender, and is covered with hair.

Teacher. Where have you seen monkeys? What use do people make of them?

Pupils. We have seen monkeys at the menagerie. People sometimes keep them for pets. Organ-grinders teach them to dance, and carry them about the country to help them beg for money.

Teacher. Now, continue the description of the monkey, by combining the above answers. If you know any stories about monkeys, you may relate them.

THE MONKEY.—Continued.

On its fore foot the monkey has four long, slender toes, that remind us of the fingers on a person's hand. So that in all, the monkey seems to have four hands, or two hands more than a man has. The monkey's tail is nearly as good as another hand, for he

can hold on to objects with it. This monkey's body is long and slender, and is covered with hair.

We have seen monkeys at the menagerie. Men who go about with hand-organs, train monkeys to dance and to beg for money. Sometimes people keep a monkey as a pet.

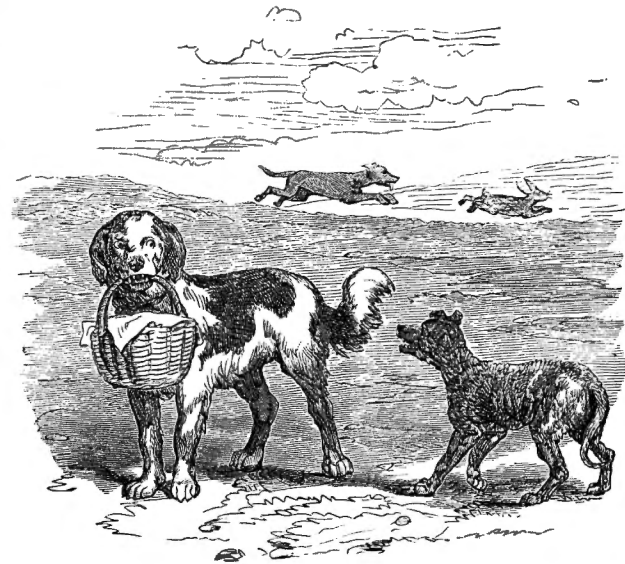


EXERCISE CXIV.

1. How many kittens are shown in this picture?
2. What relation do you think the cat is to the kittens?
3. What is one of the kittens holding in its mouth?
4. What else can you see in the kitten's mouth?
5. Where, do you think, did the kitten get the mouse?
6. What is the old cat doing?
7. How many paws has she?
8. Count, and tell how many toes are on her fore foot.
9. How many toes are on her hind foot?

(Remember this about the number of the cat's toes, because it is important.)

10. What grow on both sides of the cat's mouth?
11. What can you see *in* the cat's mouth?
12. What parts can you see at the top of her head on each side?
13. What other parts of the cat's head can you see?
14. What part lies stretched out on the floor?
15. What grows all over the cat's body?
16. Why is the cat of use to us?



EXERCISE CXV.

1. How many dogs are shown in this picture?
2. What is the large dog in the front of the picture doing?
3. With what is he holding the basket?
4. What, besides the basket, can you see in the dog's mouth?
5. What other parts has the dog's head?
6. What kind of tail has

can hold on to objects with it. This monkey's body is long and slender, and is covered with hair.

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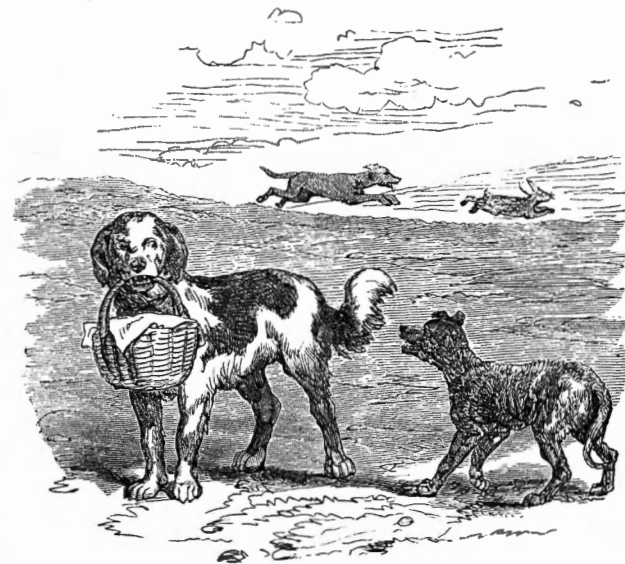


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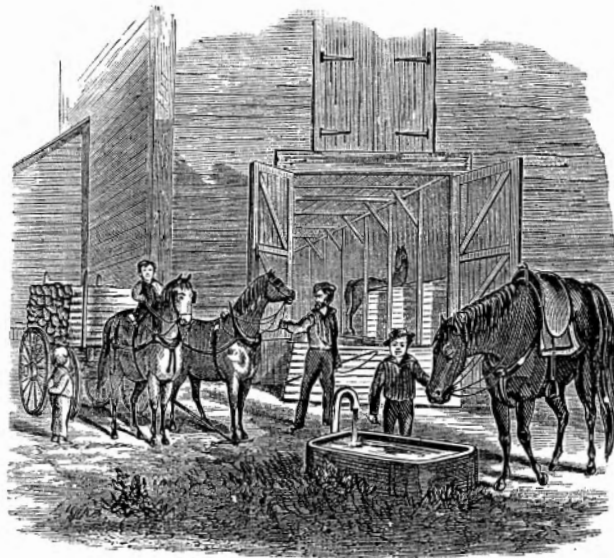
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EXERCISE CXV.

1. How many dogs are shown in this picture?
2. What is the large dog in the front of the picture doing?
3. With what is he holding the basket?
4. What, besides the basket, can you see in the dog's mouth?
5. What other parts has the dog's head?
6. What kind of tail has

this dog? 7. What kind of legs has he? 8. Count, and tell how many toes there are on each fore foot. 9. How many toes has he on each hind foot? 10. Of what color, do you think, is this dog? 11. Of what other colors have you seen dogs? 12. What kind of covering has a dog's body? 13. Tell one way in which a dog is useful to us. 14. What other things can a dog do which are of use to us?



EXERCISE CXVI.

1. What kind of house do you see in this picture?
Write the answers in full. Thus: I see a barn in the picture.
2. For what is the barn used? 3. How many horses do you see in the picture? 4. Of what color are they? 5. What other colors have you seen horses have? 6. Where is each horse? 7. How many and what kind of

people do you see? 8. What is each person doing? 9. What other objects do you see? 10. What is on the wagon? 11. What has the man been doing with the two horses? 12. What is he going to do for them? 13. What is on these two horses? 14. What is on the horse beside the water-trough? 15. What is the largest boy doing with this horse?

Write, in full, an answer to each of the above questions.

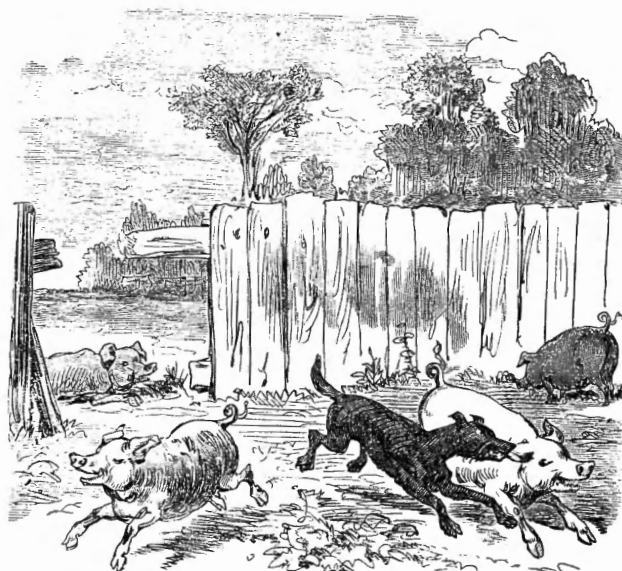
EXERCISE CXVII.

1. On what part of the horse is the bridle fastened? 2. Name all the parts of the horse's head you can see. 3. What do you see that looks like hair on the horse's head and neck? 4. How many feet has each horse? 5. What parts of the horse's feet touch the ground? 6. What part is at the back of each foot, just above the ground? 7. How many toes has the horse on each foot?

(Ask your teacher about this, and remember what you are told, for you may hear of it in some other lesson about the horse.)

8. What part of the horse is so long that it nearly touches the ground? 9. What other part of the horse is somewhat like this? 10. What kind of covering has the horse's body? 11. Write the names of any other parts of the horse you know or can learn. 12. What have the man and the boy been using these horses for? 13. Mention two ways in which the horse is of use to us.

Write full answers to the above questions.



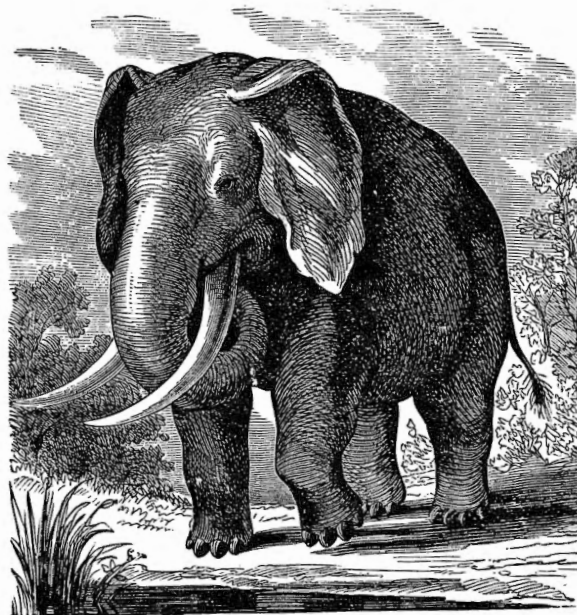
EXERCISE CXVIII.

1. What kind of place do you see inside of the fence in the picture? 2. How many pigs are in there? 3. What do the pigs seem to have been doing? 4. What is the dog trying to do with them? 5. Tell what the pig outside of the fence has been doing. 6. By what has the dog taken hold of one of the pigs? 7. What kind of ears has the pig? 8. What other parts of the pig's head can you see? 9. What can the pig do with its snout? 10. What is the pig nearest the fence doing with its snout? 11. What kind of tail has the pig? 12. How many feet has the pig? 13. How many toes has it on each foot?

(You must remember the number of toes the pig has on each foot, as it is important to know this.)

14. On each foot, how many of the pig's toes touch the

ground? 15. In what respect are these like the cow's toes? 16. What sort of covering has the pig's body? 17. What use do people make of the pig?

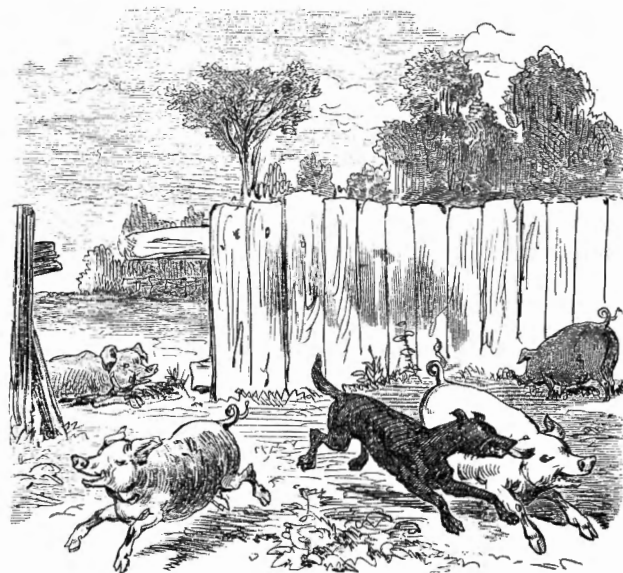


EXERCISE CXIX.

1. Have you ever seen an animal like the one in this picture? Where did you see it? 2. What is it called? 3. How large is it, when compared with a horse? 4. What is true of the size of its ears? of its eyes? 5. What other strange-looking parts has the elephant's head?

(If you do not know the names of these parts, ask your teacher about them.)

6. Which of these parts is curled up under the elephant's mouth? 7. What do you see on the ground, in



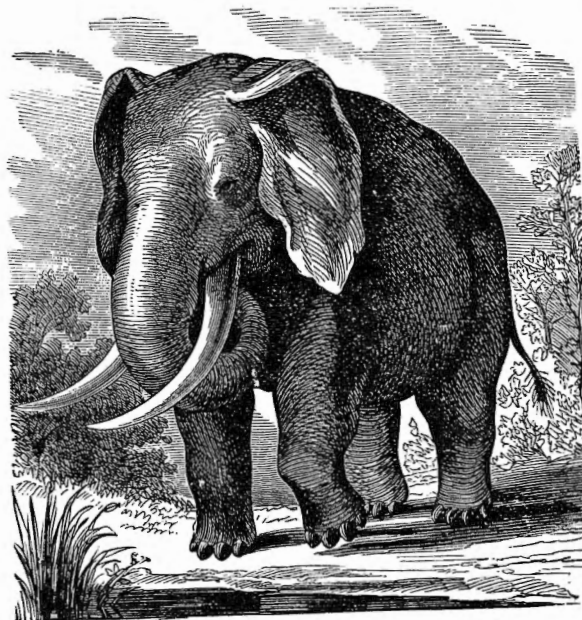
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(If you do not know the names of these parts, ask your teacher about them.)

6. Which of these parts is curled up under the elephant's mouth? 7. What do you see on the ground, in

front of the elephant? 8. When he drinks, how do you think he gets the water to his mouth? 9. How large are his legs compared with a horse's legs? 10. How many toes has he on each foot?

(Do not forget this.)

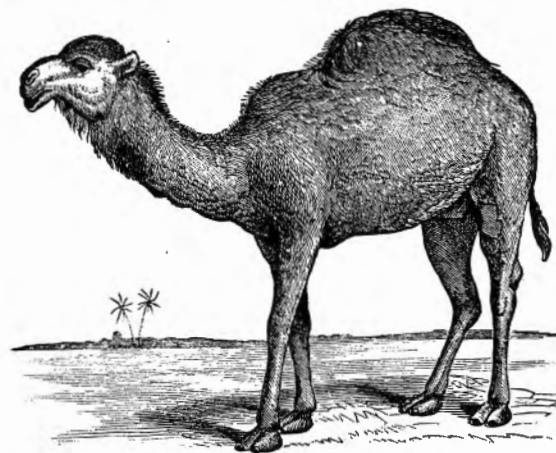
11. In what one thing is the elephant's tail different from a horse's tail? 12. What have you ever seen or touched that is like the skin of the elephant? 13. Is the skin of the elephant thin, or very thick? 14. Of what use is the elephant to man?



EXERCISE CXX.

1. What time of day, do you think, is suggested by this picture? 2. What are the boy and the dog going to do? 3. How many cows are there? 4. What is the one nearest the front of the picture doing? 5. With what part of

her head is she doing this? 6. Name all the other parts of her head that you can see. 7. What parts of her head are different from those of the horse's head? 8. What part of her body is just behind her head? 9. What parts of the cow's feet touch the ground? 10. What one thing about the cow's hoof makes it different from the horse's hoof? 11. Why is the cow useful to us? 12. From what part of her body do people get the milk? 13. In what other way is the cow useful to us? 14. What is the flesh of the cow called? 15. In what way is the cow's tail different from the horse's tail? 16. What kind of covering has the cow's body? 17. Of what color is a cow's hair, sometimes? 18. Of what other colors have you seen it?



EXERCISE CXXI.

1. What animal is shown in the picture? 2. Have you ever seen one? If so, where did you see it? 3. What animal is about as large as a camel? 4. Tell two things that are true about the camel's neck. 5. What one thing

front of the elephant? 8. When he drinks, how do you think he gets the water to his mouth? 9. How large are his legs compared with a horse's legs? 10. How many toes has he on each foot?

(Do not forget this.)

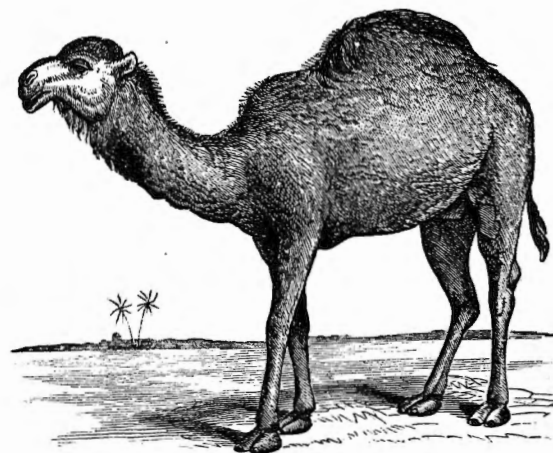
11. In what one thing is the elephant's tail different from a horse's tail? 12. What have you ever seen or touched that is like the skin of the elephant? 13. Is the skin of the elephant thin, or very thick? 14. Of what use is the elephant to man?



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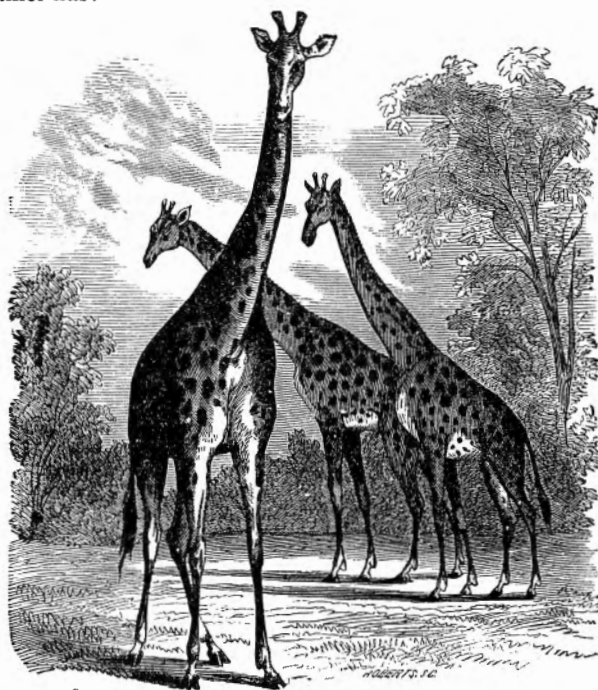
her head is she doing this? 6. Name all the other parts of her head that you can see. 7. What parts of her head are different from those of the horse's head? 8. What part of her body is just behind her head? 9. What parts of the cow's feet touch the ground? 10. What one thing about the cow's hoof makes it different from the horse's hoof? 11. Why is the cow useful to us? 12. From what part of her body do people get the milk? 13. In what other way is the cow useful to us? 14. What is the flesh of the cow called? 15. In what way is the cow's tail different from the horse's tail? 16. What kind of covering has the cow's body? 17. Of what color is a cow's hair, sometimes? 18. Of what other colors have you seen it?



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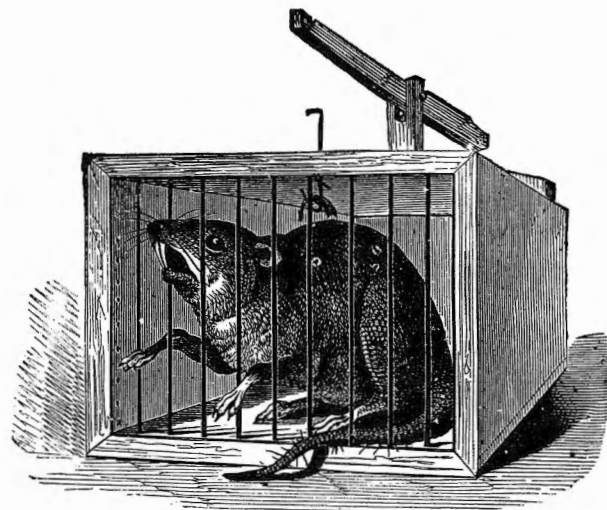
about its head is curious? 6. What kind of back has the camel? 7. What do people often put upon its back? 8. Which of its legs are longer than the others? 9. How many toes has it on each foot? 10. What is strange about the shape of its toes? 11. What sort of covering has the camel's body? 12. What do people sometimes make out of this covering? 13. In what other ways is the camel useful? 14. What kind of disposition do you think the camel has?



EXERCISE CXXII.

1. Have you ever seen animals like these in the picture? If so, where did you see them? 2. Look at one of them.

What do you notice about the skin that covers its body? 3. What can you say of the length of its neck? 4. What do you notice about the size of its head? 5. What parts grow near the middle of the top of its head? 6. What can you tell about the size of its eyes? 7. Name the other parts of its head. 8. Why would it be hard to keep a saddle on the giraffe's back? 9. Which pair of the giraffe's legs is longer than the other pair? 10. What part of the giraffe's foot is something like a part of the cow's foot? 11. Which does the giraffe's tail most resemble, the elephant's, or the horse's? Why? 12. Which do you think could run faster, the giraffe or the elephant? Why?



EXERCISE CXXIII.

1. What animal is shown in this picture? 2. Where have you seen an animal like it? 3. In what kind of place is it? 4. Why did the rat go into such a place? 5.

What is it trying to do? 6. What kind of body has the rat? 7. With what is its body covered? 8. What two things do you notice about the rat's tail? 9. How many feet has the rat? 10. What parts grow at the ends of all the toes? 11. What parts of its head can you see? 12. What do you find on each side of the rat's nose, just above the mouth? 13. How many teeth can you see? 14. In exactly what part of its mouth are they? 15. Tell one thing in which these teeth are very different from the front teeth in your own mouth. 16. Of what color is a rat's fur?

EXERCISE CXXIV.

1. What do you see extending from the top to the bottom of the box, in front of the rat's face? 2. Why cannot the rat break these bars? 3. Did you ever see a building with such bars across the windows? 4. What is such a building called? 5. For what is it used? 6. What do you call a person who is kept in such a building? 7. What may you call this rat, then? 8. What do you think will be done with him? 9. Why do people try to catch and kill rats? 10. Do you think the rat knows what is going to happen to him? 11. How does he show this? 12. If he should get away now, would he be apt to go into such a trap again? Write out in full, any short anecdote you may have heard or read of rats.



EXERCISE CXXV.

1. Of what animal is this a picture? 2. In what position is the animal represented? 3. What do you notice about its mouth? 4. How many of its teeth can you see? 5. How do they look, when compared with a rat's teeth?

(Remember this about the beaver's teeth.)

6. How many toes has the beaver on its hind foot? 7. How many on its fore foot? 8. What grows between the toes of its hind feet? 9. Of what use is this web to the beaver when he is in the water? 10. What grow at the ends of all the beaver's toes? 11. What kind of tail has the beaver? 12. What covering grows on the beaver's body? 13. In what way do people make use of the beaver?



EXERCISE CXXVI.

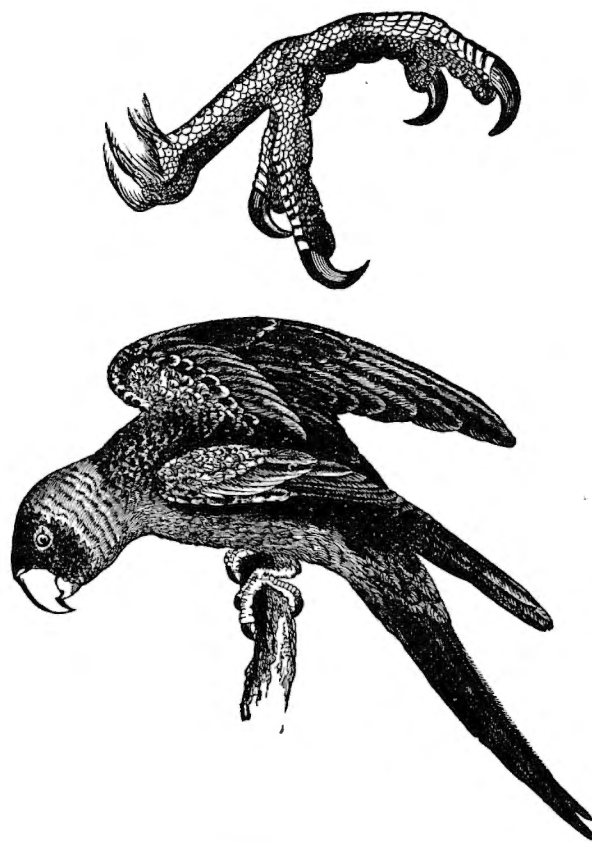
1. What kind of bird is shown in this picture? 2. Of what color are its head and neck? 3. On account of its having a head and neck of this color, what name has been given to this kind of eagle? 4. What do you notice about this eagle's mouth? 5. Tell two things which are

remarkable about this eagle's beak. 6. What do you notice about the length and the size of its wings? 7. How many toes has the eagle on each foot? 8. How many of the toes point backward? How many point forward? 9. What parts grow at the ends of all the toes? 10. In what two things are these claws like the eagle's beak? 11. Do you think the eagle could carry anything very heavy in its claws? Why? 12. What kind of covering has the eagle's body? 13. What else do you see in this picture?

Bird of the broad and sweeping wing,
Thy home is high in heaven,
Where wide the storms their banners fling,
And the tempest clouds are driven.
Thy throne is on the mountain top;
Thy fields, the boundless air;
And hoary peaks, that proudly prop
The skies, thy dwellings are.

Thou sittest like a thing of light,
Amid the noontide blaze:
The midway sun is clear and bright;
It cannot dim thy gaze.
Thou art perched aloft on the beetling crag,
And the waves are white below,
And on, with a haste that cannot lag,
They rush in an endless flow.

Again thou hast plumed thy wing for flight
To lands beyond the sea,
And away, like a spirit wreathed in light,
Thou hurriest, wild and free.
Lord of the boundless realm of air,
In thy imperial name,
The hearts of the bold and ardent dare
The dangerous path of fame.—*Percival*.



EXERCISE CXXVII.

1. On what is the bird in the picture sitting? 2. What kind of bird is it? 3. Of what colors have you seen parrots? 4. What can parrots be taught to do, which very few other birds can do? 5. What is the shape of the parrot's head? 6. For what three things is the parrot's beak remarkable? 7. What parts grow out from the par-

rot's sides? 8. On which part of the wing are the feathers longest? 9. Which is longer, the parrot's wings, or its tail? 10. Why, do you think, is the picture of a bird's foot put with the picture of the parrot? 11. With what is the parrot's foot covered? 12. How many toes has the parrot's foot? How many point backward? How many point forward? 13. Tell two things about the shape of the parrot's claws. 14. What is true of the length of the parrot's legs? What is true of their stoutness? 15. By what pet name do people usually call a parrot?



EXERCISE CXXVIII.

1. What do you think the bird in this picture is doing? 2. On what is it resting? 3. With what is it holding fast to the branch? 4. How many toes has it? How many point backward? How many point forward? 5. What is true of the length of its wings, compared with the length of its side? 6. In what position is the tail? What is true of the length of its tail? 7. Why is the beak of this bird not like the beak of the eagle, or that of the parrot? 8. What part can you see, inside of the open mouth of this bird? 9. Do you know of any bird that is smaller than this one? 10. Of what color is this bird? 11. What is its name?



EXERCISE CXXIX.

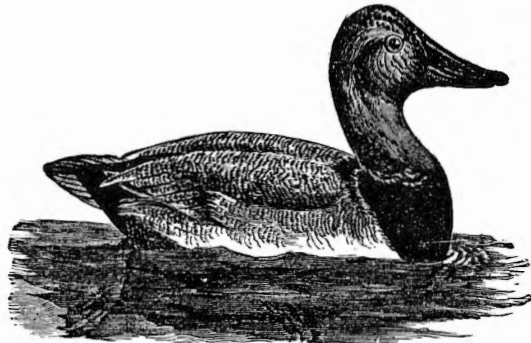
1. How many little chickens are in this picture? 2. What is the hen doing for them? 3. With what part of her body is she scratching? 4. How many toes has she on each foot? 5. How many toes point forward on each foot? How many backward? 6. Which of all the toes is a little higher up on the leg than the rest? 7. What is on the end of each toe? 8. With what part of her head can the hen pick up her food? 9. What is on the top of her head? 10. How many wings has she? 11. What kind of covering has the hen's body? 12. On what parts of her body are the longest feathers of all? 13. Of what colors have you seen chickens? 14. What is the little girl going to do for the hen? 15. Why is the hen useful to us?



EXERCISE CXXX.

1. What do you think is the strangest thing about this queer-looking bird? Why? 2. What kind of legs has this bird? What kind of neck? 3. In what one thing is

its beak like its neck and legs? 4. Near what is the bird standing? What is it doing? 5. What do you think the bird sees, down in the water? 6. If the bird could not reach down and get this with its beak, how would the long legs be of use in getting it? 7. What would the bird be doing, if it walked in the water to get its food? 8. Count the toes on its feet. How many point backward, and how many point forward? 9. What is true of the size of this bird's wings? 10. How many long feathers grow just on the top of the bird's head? 11. What is this bird called?



EXERCISE CXXXI.

1. What is the bird in the picture doing? 2. What kind of bird is it? 3. What parts of its body are almost entirely hidden by the water? 4. What parts can you see above the water? 5. Of what shape is its body? 6. What is curious about the way in which a duck holds its head? 7. What kind of beak has the duck? Of what color have you seen a duck's beak? 8. What grows between the toes of a duck's feet? 9. What animal is the duck like in this respect? 10. How many feet has the

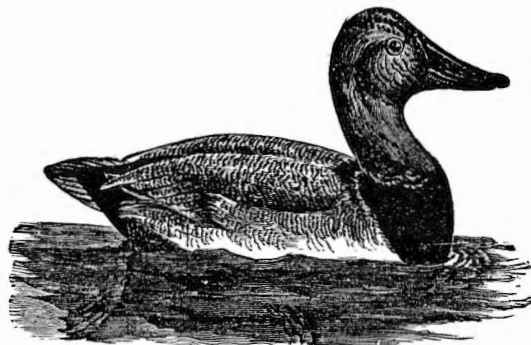
duck? 11. Which has longer legs, a duck or a turkey? 12. Which has stouter legs, a duck or a chicken? 13. Of what color are the duck's feathers in this picture, do you think? 14. Of what colors have you seen ducks? 15. Why is the duck useful to us?



EXERCISE CXXXII.

1. How many persons do you see in this picture? 2. What is the position of each boy? 3. What does the boy who is standing have in his hand? 4. In which hand is he holding it? 5. In which hand does the boy who is sitting down hold his stick? 6. What has he in his other hand? 7. What do you see just in front of the two boys? 8. Where do frogs live? 9. Where do you think this frog came from? 10. Do you think the present position of the frog is pleasant? 11. Give a name to each of these boys. What do you think they are saying to each other? 12. Write out their conversation in full.

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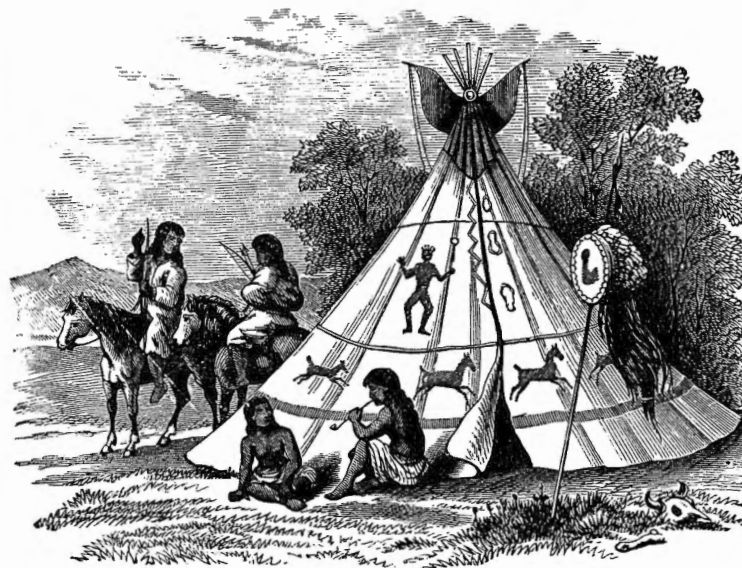
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EXERCISE CXXXIII.

1. Where are the two boys in this picture? 2. What is the position of each? 3. Are they in the same place by the stream that they were in the last picture? How do you know? What changes do you notice in their appearance? 4. Where is the frog now? 5. What is he doing? 6. Do you think he is happier now? 7. Do frogs swim in the same way that people do? 8. Of what colors have you seen frogs? 9. What animal that looks like a frog, is found living on the land? 10. Do frogs do any harm? 11. Are you glad that the boy has put this frog back into the water? 12. Could the frog live very long out of the water? 13. Would it have been right to kill the frog? Why not? 14. What do you think the boys are saying to each other now? 15. Write out their conversation. 16. Give a reason why we should not destroy harmless animals.



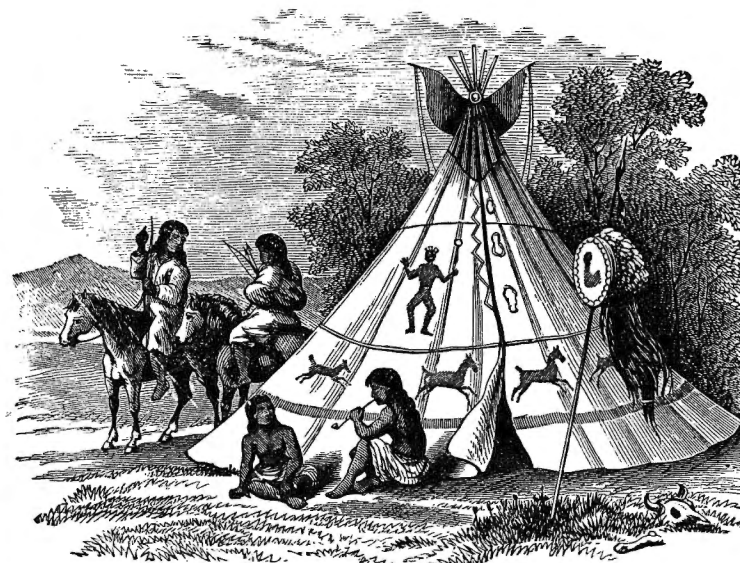
EXERCISE CXXXIV.

1. What kind of people are represented in this picture? 2. In what part of our country do you find such people? 3. What else do you see in the picture? 4. What do the men on the horses have in their hands? What use do they make of these weapons? 5. What kind of food do these people have? What kind of clothes do they wear? 6. Do you think they work much? 7. Would they lead a more pleasant life if they worked more? 8. What kind of house do they live in? What do you notice about its appearance that is peculiar? 9. Supposing this to be a family of Indians, tell what relation they are to each other, and what each one is doing.



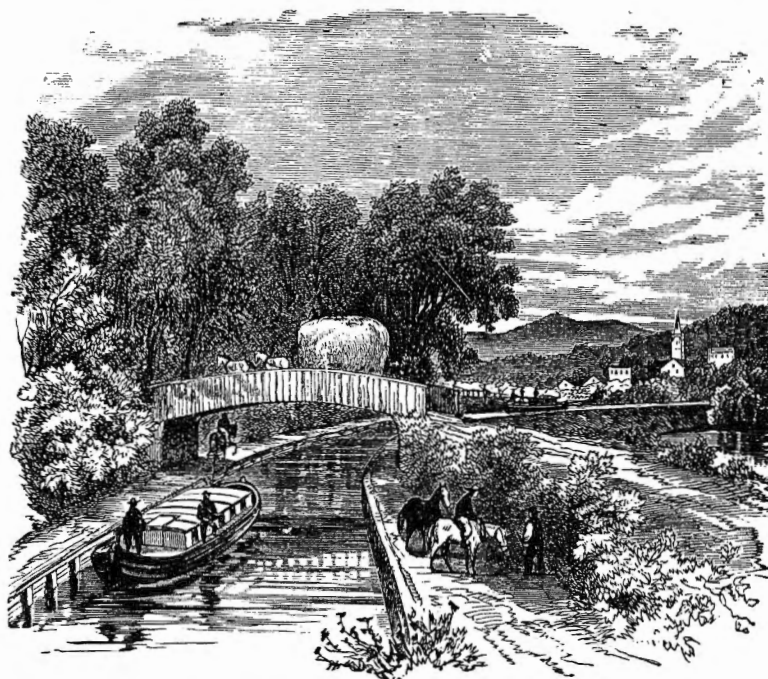
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EXERCISE CXXXV.

Write a connected description of this picture, observing the following order:

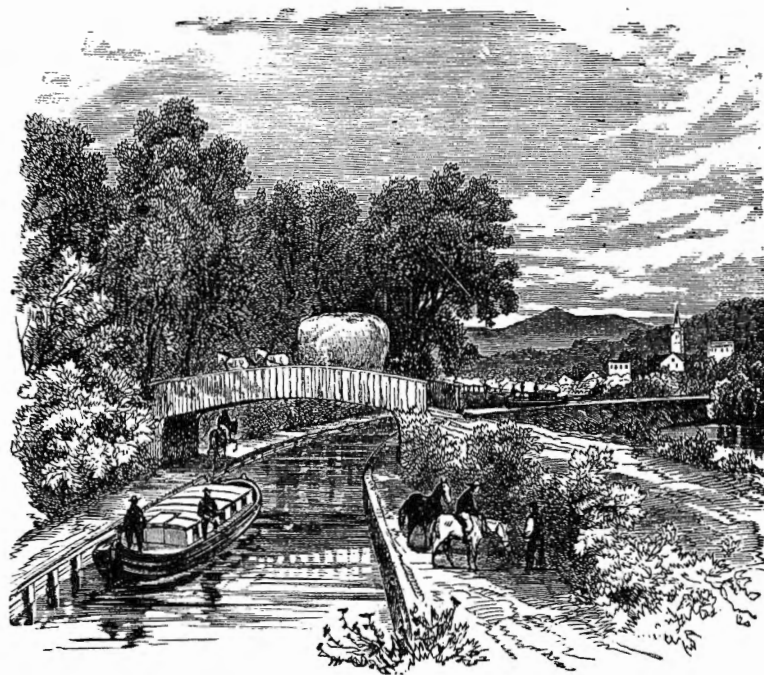
1. What stream of water is represented? 2. What kind of boats do you see? 3. How many persons are there? 4. What is each one doing? 5. What do you see that reaches across the canal? 6. How many horses are there? 7. What is the use of canals? 8. Did you ever see one? 9. What is the difference between a canal and a river?



EXERCISE CXXXVI.

Write a composition on this picture, observing this order:

Name the objects shown. What domestic animal does the lion resemble? Describe his appearance as to length, height, color, limbs, eyes, mouth, tail, claws, bottoms of his feet, habits, food. His disposition — whether noble or mean, courageous or cowardly, haughty or meek. Home, where? What kind of noise does he make? What is he sometimes called on account of his strength? Relate any anecdote you may know of the lion.



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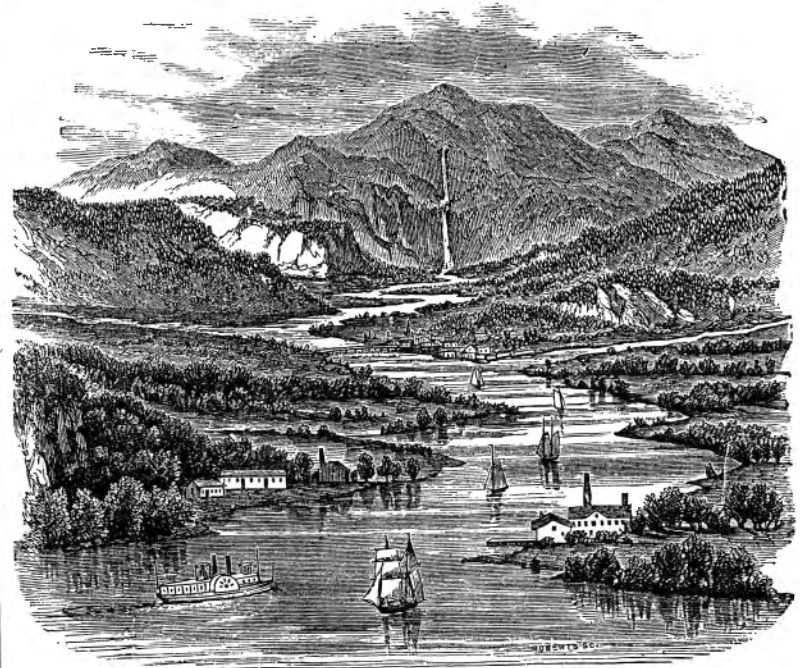
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EXERCISE CXXXVII.

Write a description, observing these headings:

1. What kind of house is shown on the right of the picture? 2. What other objects are shown? 3. What is the man in the front of the picture doing? Why are so many people collected here? 4. Of what use are railroads? 5. How are they built? Of what does a train of cars consist? 6. How did people travel when there were no railroads? 7. Was such a method of travel very pleasant? 8. Did you ever ride on a railroad? If so, give a short description of the trip.



EXERCISE CXXXVIII.

Suppose this picture were real and you were asked to take a ride on the boat that is just starting up the river. Write a description of the trip.

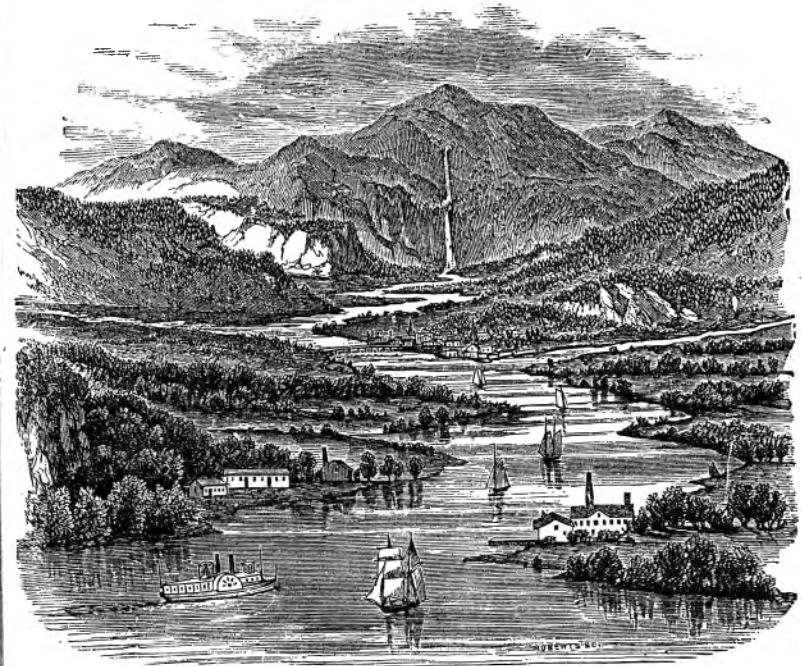
1. Tell what you would see. 2. How far would you be able to go on the boat? 3. What would you come to that would prevent the boat from going farther? 4. If you were to try to walk to the place from which the water comes, tell which bank of the river you would take. 5. What would you find at the end of the walk? Add any other thoughts that may occur to you.



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EXERCISE CXXXVIII.

Suppose this picture were real and you were asked to take a ride on the boat that is just starting up the river. Write a description of the trip.

1. Tell what you would see. 2. How far would you be able to go on the boat? 3. What would you come to that would prevent the boat from going farther? 4. If you were to try to walk to the place from which the water comes, tell which bank of the river you would take. 5. What would you find at the end of the walk? Add any other thoughts that may occur to you.



EXERCISE CXXXIX.

1. Name all the objects you see near the front of this picture.
2. Name the objects in the background of the picture.
3. What has happened to the child behind the wagon?
4. What animal is drawing the wagon?
5. What is the dog trying to do?
6. Why is it hard for him to do this?
7. Do you think he will succeed in doing it?
8. What is there about the look of the dog that makes you think he will succeed?
9. How many children are left in the wagon?
10. How do you think the little girl feels? Why does she feel so? Which is most frightened, the boy or the girl?
11. What has the boy in his hands?
12. What do you think that boy means to do?
13. What is there about the way he is sitting that shows this?
14. What does his face show the same thing? Why will this?
15. What do you

think will become of the wagon, before the children's ride is over? What part is broken already? 16. Do you see any one in the picture who cares what becomes of the children? Who do you think it is? 17. How does she show that she cares? 18. Write a full answer to each of the preceding questions. Then combine them into one story.



EXERCISE CXL.

1. How many children are in this picture?
2. Have you seen the same children before?
3. Why do you think these are the same children that we saw in the picture on page 92?
4. Why cannot the wagon go any farther?
5. Where are the wagon wheels?
6. What has become of the little girl who was so frightened?
7. What has become of the child who first fell out of the wagon?
8. What has the dog succeeded in doing?
9. What did you



EXERCISE CXXXIX.

1. Name all the objects you see near the front of this picture. 2. Name the objects in the background of the picture. 3. What has happened to the child behind the wagon? 4. What animal is drawing the wagon? 5. What is the dog trying to do? 6. Why is it hard for him to do this? 7. Do you think he will succeed in doing it? 8. What is there about the look of the dog that makes you think he will succeed? 9. How many children are left in the wagon? 10. How do you think the little girl feels? Why does she feel so? Which is most frightened, the boy or the girl? 11. What has the boy in his hands? 12. What do you think that boy means to do? 13. What is there about the way he is sitting that shows this? 14. What look on his face shows the same thing? Why will it be hard for the boy to do this? 15. What do you

think will become of the wagon, before the children's ride is over? What part is broken already? 16. Do you see any one in the picture who cares what becomes of the children? Who do you think it is? 17. How does she show that she cares? 18. Write a full answer to each of the preceding questions. Then combine them into one story.



EXERCISE CXL.

1. How many children are in this picture? 2. Have you seen the same children before? 3. Why do you think these are the same children that we saw in the picture on page 92? 4. Why cannot the wagon go any farther? 5. Where are the wagon wheels? 6. What has become of the little girl who was so frightened? 7. What has become of the child who first fell out of the wagon? 8. What has the dog succeeded in doing? 9. What did you

say that the boy in the other picture meant to do? Has he done it? 10. What has happened to the boy? Where is he lying? 11. What has happened to his clothes? 12. Do you think he cares for all this so long as he has done what he meant to do? 13. Was it right for the boy to do as he did? Why? 14. If this boy at another time means to do anything, do you think he will be likely to succeed? Why? 15. If his little sisters are in danger, and he says he will take care of them, do you think they ought to trust him? Why? 16. Write a story about all that these two pictures suggest. You may begin thus: Once upon a time a boy by the name of Frank Burton had a very handsome dog that he called Carlo, etc. etc.

EXERCISE CXLI.

With the aid of the questions here given, let the pupils write, and read in class, a composition on

A RIDE TO THE COUNTRY.

1. When did you leave home? 2. Who went with you? 3. What kind of day was it? 4. What did you see on the way? 5. What was the most beautiful place you passed? 6. How far did you ride before you came to your journey's end? 7. Where did you stop? 8. How long did you stay there? 9. Were you pleased with the place? 10. Did the ride home seem as pleasant as the ride there? 11. What time did you reach home? 12. What was your feeling when you arrived at home?

MODEL.

We left home at three o'clock on a pleasant afternoon in May. *We* means Father, Mother, Baby Nellie, and myself. The weather was delightful. The trees had put on their best green dresses, and the sky was clear and bright. After a ride of a few minutes

we had left the city, and were in the country, enjoying the green fields and the glad songs of the birds. There were many things along the way that seemed odd. A small house with a projecting roof reminded mother of a little boy who had on his father's hat. We met two boys who were riding on a small wagon. The wagon was drawn by two calves that were yoked to it, and the boys seemed to be enjoying their ride very much. We saw many spots to which Nature had been very kind. One I remember, where she had planted some wide-spreading elms, and then trained delicate vines over the rough bark, so that nothing unsightly might be visible. Some person, admiring the spot, had built a little white cottage in the shade of the noble trees. So tiny and so cosy it looked, that it seemed almost like a bird's house, and we thought that its inmates must be very happy. We rode eight miles and then alighted at the hotel in a small village. Here we had tea, to the great delight of Baby Nellie, who is not often permitted to take tea away from home. The village was pretty and quiet, and I said it would be pleasant to stay there all the time. But father did not agree with me. After an hour's rest we left for home. It was now near evening, and we enjoyed the ride very much. There were more people on the road than there were in the afternoon. I suppose it was because the day's work was done, and the laborers were going home. We reached home about eight o'clock in the evening. Baby was tired, and mother said she was glad to be there again. I was tired too, but I could not help thinking it would be very nice to take such a ride every day.

EXERCISE CXLII.

Write, and read in class, a description of *A Journey to Boston*, arranging it under these headings:

1. Object of the journey. 2. What route was determined upon. 3. When and how you left home. 4. The nature of the country through which you passed. 5. What you saw in the city. 6. What you thought of the city.

In place of Boston, you may substitute any town with which you are more familiar.

EXERCISE CXLIII.

Under the following headings, describe

A JOURNEY TO CALIFORNIA.

1. Object of the journey. 2. Route taken. 3. Description of the journey. 4. Description of the country. 5. The kind of people living there. 6. Of what nation is the country a part?

EXERCISE CXLIV.

Describe a river under the following headings:

1. Sources of a river. 2. Channel of a river. 3. Mouth of a river. 4. The uses of rivers. 5. The beauty of rivers. 6. The largest river in the world.

(Should the pupils be at a loss for information on the subjects given, the teacher may read to them a description of the object, which description they may reproduce from memory. In this work see that their style of composition conforms as much as possible to correct models.)

EXERCISE CXLV.

Write a composition on one of these subjects:

1. A Walk to School. 2. A Journey down the Mississippi River. 3. A Visit to Niagara Falls.

EXERCISE CXLVI.

Write out in full the story of *The Fox and the Grapes*, from these facts:

A thirsty fox; sees some fine grapes; grapes hang on a high vine; says he must have the grapes; leaps after them; does not reach them; leaps higher; becomes tired; finds he cannot get them; then says the grapes are sour; that he does not want them.

EXERCISE CXLVII.

Write anecdotes about: 1. *A boy climbing for a bird's nest.* 2. *A boy who was late at school.*

In writing, follow the order of these headings:

1. What was his name? 2. When and where did it occur? 3. What led him to do so? 4. What happened to him? 5. Was he right or wrong? Why?

EXERCISE CXLVIII.

Write anecdotes on these subjects:

1. A dog rescuing a child from drowning. 2. A little girl and her pet bird.

Prepare your headings before you begin to write.

EXERCISE CXLIX.

Write a story containing the following facts:

1. Dog crossing a stream, on a plank. 2. Has a piece of meat in his mouth. 3. Sees himself reflected in the water. 4. Thinks it is another dog with a piece of meat. 5. Wants the other dog's meat. 6. Drops his own meat and jumps into the water. 7. The result.

EXERCISE CL.

Change the following poetry into prose:

Pretty Bee, pray tell me why,
Thus from flower to flower you fly,
Culling sweets the livelong day,
Never leaving off to play.

Little child, I'll tell you why,
Thus from flower to flower I fly.
Summer flowers will soon be o'er,
Winter comes, they bloom no more.
Finest days will soon be past,
Brightest suns will set at last.

Who speaks the first four lines of the above? To whom are they spoken? Then write:

A Child says to a Bee.

Express the question contained in the first two lines, in your own language.

Pray tell me why you fly from flower to flower.

Ask a question, in your own language, that shall contain the next two lines.

Why do you cull sweets all day long and not stop to play?

Who speaks the next six lines, and to whom are they spoken? Then write:

The Bee says to the Child.

State in your own language what the Bee says in the first two lines of the six.

I will tell you why I fly from flower to flower.

How many reasons does the Bee give for being so industrious? What is the first one? the second? the third? the fourth? Write them in your own language.

Now, read what you have written. Find out the meaning of any words you do not understand.

THE CHILD AND THE BEE.

The Child says to the Bee: "You are a pretty Bee. Pray tell me why you fly from flower to flower. Why do you cull sweets all day long, and never stop to play?"

The Bee answers the Child: "I will tell you why I fly from flower to flower. The Summer will soon be gone. Then Winter will come and the flowers will not bloom. The finest days soon pass. Brightest suns must set sometime."

EXERCISE CLI.

THE HOLIDAY.

Put by your books and slates to-day!
This is the sunny First of June,
And we will go this afternoon
Over the hills and far away.

Hurrah! we'll have a holiday,
And through the wood and up the glade
We'll go in sunshine and in shade,
Over the hills and far away.

The wild rose blooms on every spray,
In all the sky is not a cloud,
And merry birds are singing loud,
Over the hills and far away.

Not one of us behind must stay,
But little ones and all shall go,
Where summer breezes gently blow,
Over the hills and far away.

Change the foregoing into prose. A model is here given, but each pupil should strive to follow an idea, or order of his own, in making the change.

This is the First of June, and it is a sunny day. Put by your books and slates, and this afternoon we will go far away over the hills.

EXERCISE CLII.

Change the following into prose:

WHAT?

What was it that Charlie saw to-day,
Down in the pool where the cattle lie?
A shoal of the spotted trout at play?
Or a sheeny dragon-fly?

The fly and the fish were there indeed;
 But, as for the puzzle,—guess again!
 It was neither a shell, nor flower, nor reed,
 Nor the last year's nest of a wren.

Some willows droop to the brooklet's bed;
 Who knows but a bee had fallen down?
 Or a spider, swung from his broken thread,
 Was learning the way to drown?

You have not read me the riddle yet;
 Not even the wing of a wounded bee,
 Nor the web of a spider, torn and wet,
 Did Charlie this morning see.

Now answer, you who have grown so wise,—
 What could the wonderful sight have been,
 But the dimpled face and the great blue eyes
 Of the boy who was looking in?

EXERCISE CLIII.

After changing the poetry in the preceding exercise into prose, rewrite it, using words of similar meanings in place of the following:

Pool, shoal, spotted, sheeny, puzzle, guess, droop, wounded, wonderful, boy, looking.

EXERCISE CLIV.

LETTER WRITING.

PUPILS, no part of your education deserves more careful attention and direction than letter-writing.

When a young man begins a business life, much depends upon his ability to write a letter in a neat and legible hand, free from blots, properly arranged, and with words correctly spelled.

Every young lady should be able to compose an inter-

esting letter, neatly written, with spelling and punctuation correct.

In business letters the writer should say what he desires to communicate, in as few words as possible. Business men have not the time, nor do they like, to read long letters.

Letters of friendship may be longer, but they should contain the best and most interesting thoughts that we are able to express. Some people put into their letters much that is silly and uninteresting, merely for the sake of making them longer. When their friends receive such letters, they feel that the writer does not take much interest in the correspondence, and that it would be almost a waste of time to answer them.

In this work, only the more important principles or forms are given, leaving minor details to be learned as the pupil advances.

A LETTER.

Woodstock, Ills., Feb. 23, 1876.

Bond, Miller & Co.,

Chicago,

Gentlemen:

Please send us, by express, one complete set of Dickens's Works, Globe Edition.

Yours truly,

Hull & Loomis.

What kind of letter is the above? What is written on the first line?

These words and numbers taken together are called the *date*.

Copy these words and tell what punctuation marks you find.

Copy the words, with the punctuation marks, on the next two lines.

These words form the *address*.

What word is on the fourth line? What mark follows it? Copy.

This is called the *introduction*. The introduction is not always the same. It may be Dear Sir, Dear Madam, Dear Friend, or any term by which we wish to address the party to whom we are writing. The part following the introduction is called the *body* of the letter.

What words follow the *body* of the letter? Copy.

These are called the *close*. The close is not always the same. Yours respectfully, Your friend, Fraternally yours, Very truly yours, Yours cordially, are among the forms commonly used.

Copy the words coming after the close.

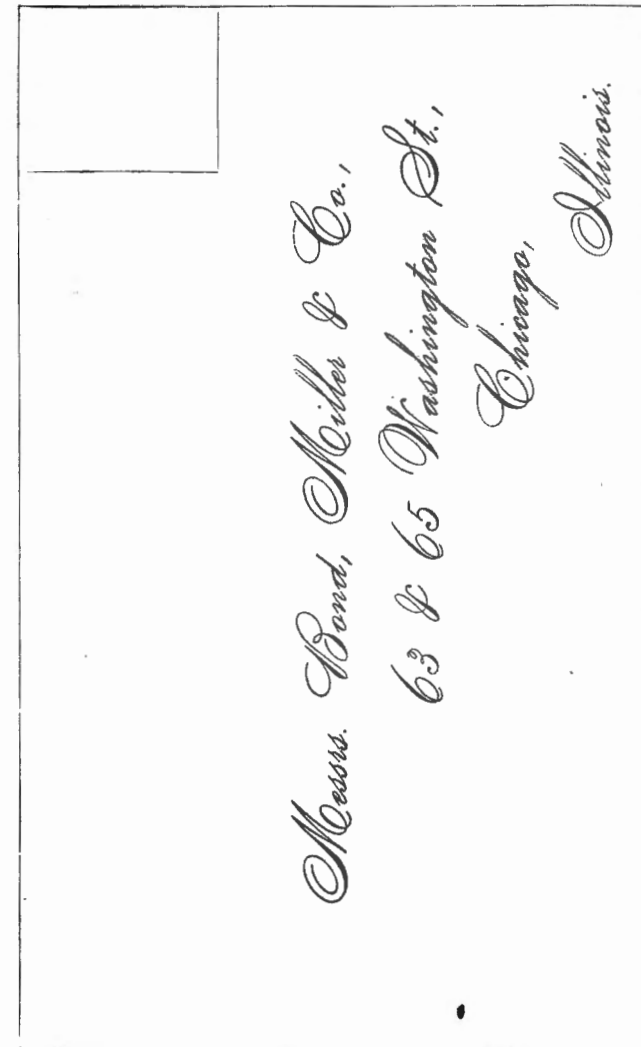
These are called the signature, or *subscription*.

Now, write the names of the parts of a letter, and tell of what each consists and its position on the paper.

1. The date. 2. The address. 3. The introduction. 4. The body. 5. The close. 6. The subscription.

When the letter is written it is folded neatly and inclosed in an envelope, which is then sealed. On the envelope are written the name of the person for whom it is intended, the number and street of his residence (if he lives in a large city), the name of the city, and the name of the State. The stamp is placed on the right-hand upper corner.

The words written on the envelope are called the *superscription*. Study carefully the arrangement and position of the superscription.



EXERCISE CLV.

A LETTER.

Albany, N. Y., Feb. 10, 1876.

My dear Son:

Your interesting letter came yesterday. You can scarcely imagine how much pleasure it gives us to receive a letter from you. We are all looking forward anxiously to the time when you are to return home. We have many things to tell you. Enjoy your visit as much as possible, and write us when you will be home.

Your affectionate mother,

Emily S. Warren.

Willie Warren,

New York.

What kind of letter is the above? Copy it, and name all the parts. Do you find the address in the same place as in the other letter?

The address may be written in this way if the writer prefers it.

Write a letter to a school-mate who has been absent for a week on account of sickness.

(Each pupil should be provided with an envelope. After writing the letter, inclose it in the envelope. Then write the superscription.)

EXERCISE CLVI.

Write and punctuate the following letter correctly. Name the parts.

Peoria Ill may 5 1876. dear mary I received your letter a week ago and intended to answer immediately. But more things than I can tell you of now have happened to prevent. I beg you to pardon me for the delay. After some coaxing mama has consented that I may accept your kind invitation to spend a part of my vacation with you. So I am making preparations for the visit and expect to see you soon. Till then, good-bye. In haste your friend Jennie. Mary Smith Pittsburg Pa.

Write letters as follows:

1. To Lane and Mason, of Chicago, ordering a music book called The Song King, to pay for which you are to send seventy-five cents in the letter. 2. A letter to your teacher, describing one of the games you play. 3. A letter to a friend describing the school you attend.

EXERCISE CLVII.

A PROMISSORY NOTE.

\$800.00.

NEW YORK, Aug. 4, 1875.

Six months after date, for value received, I promise to pay to the order of John Jones, eight hundred dollars, with interest.

WILLIAM FIELD.

Copy the above note. Of how many parts does it consist?

The date, the amount in figures, the body of the note, and the signature.

Where is the date written? How many times is the amount of money written? Where is it written the first time? Where, the second time? How is it written the second time? What comes after the body of the note? What do the words "Six months after date," mean?

They mean that six months from Aug. 4, 1875, the time the note is dated, the amount is due and must be paid.

What do the words "for value received" mean?

They mean that William Field acknowledges to have received the value of eight hundred dollars.

A *promissory note*, then, is a written paper that you would give to a person whom you owe and promise to pay in a certain time.

Write a promissory note for \$525.25, due in ninety days.

EXERCISE CLVIII.

A RECEIPT.

\$600.00.

NEW YORK, Feb. 4, 1876.

Received from John Jones six hundred dollars, in full of account to date.

ROBERT SWIFT.

Copy the above receipt. Of how many parts does it consist? How does it differ from a promissory note? In what respects is it like a promissory note? What do the words "in full of account" mean?

They mean that John Jones has paid to Robert Swift *all* that he owes him.

The above *receipt*, then, is such a written paper as you would give to a person when he pays you all the money he owes you.

If a person pays only a part of what he owes you, instead of the words "in full of account," write "on account."

Write a receipt for \$125.36, which amount is only a part of what the person owes.

EXERCISE CLIX.

ADVERTISEMENTS.

Wanted—A good girl to do general
house-work. Apply at 213 Park Ave.

Lost—A small black and tan terrier.
Answers to the name of Zip. The finder
will be suitably rewarded on returning him
to 209 Chestnut St.

What are the above? Copy them. Where do you see advertisements? Of what use are they?

What do you find under the first line of each one? What do these marks mean?

These lines show that the words under which they are placed are to be printed in larger letters than the others.

In writing advertisements the most important words are usually placed first, and as few words as possible are used. One line shows that the word under which it is drawn is to be printed in *italics*; two lines, that it is to be printed in SMALL CAPITALS; and three lines, that it is to be printed in CAPITALS.

This is the way the first of the above advertisements appears when printed.

WANTED—A GOOD GIRL TO DO GENERAL house-work. Apply at 213 Park Ave.

Write an advertisement offering a reward for the return of a shawl that has been lost.

EXERCISE CLX.

To Let—Two very desirable stores, Nos. 43 and 45 Elm St.
Apply to W. King, 59 Bond St.

Wanted—At 15 Cherry St., a first-class cook. None other
need apply.

Copy the above as they should be written for the
printer.

Write an advertisement of a dwelling-house to rent; an
advertisement for a gardener wanted. Mark these so that
the printer will know how you wish them printed.

(This is a useful exercise, and may be extended at pleasure.
Let the pupils take advertisements from a daily paper, and write
them for the printer. Also prepare similar original advertise-
ments.)