

PRACTICAL LESSONS

IN THE

USE OF ENGLISH

BY

M. F. Hyde

MARY F. HYDE

FORMERLY TEACHER OF COMPOSITION IN THE STATE NORMAL
SCHOOL, ALBANY, N.Y.

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PREFACE.

PUPILS whose school-life ends with the common school or the grammar school should receive such training in those schools as will best fit them for every-day life. Pupils who are to receive a more extended course of instruction should have a good foundation laid for future work. The following lessons in language have been planned with reference to the future needs of both classes.

Careful attention should be given to the language used by the pupil in all recitations—every lesson, in fact, should be a language lesson. But special training must also be given upon certain points.

Throughout this work the aim is to lead the pupil to see for himself—to cultivate his powers of observation at every step.

From the first, the learner's attention is directed to the use of language as the expression of thought. His study is not confined to detached sentences. Selections from some of the best writers are introduced, that, from the study of these selections, he may learn certain facts about the English language, and at the same time form a taste for good literature. Many of the lessons are designed to awaken a love of nature or to deepen some moral impression.

Each new topic is brought out by means of oral instruction. This is followed by a written exercise, aiding the pupils to remember the facts learned, and also training them to habits of independent work.

In every lesson, a definite task is laid out for the pupil. As the child remembers best that which interests him most, care has been taken to bring each exercise as near as possible to the child's own experience.

The *reasons* why certain forms are right and others wrong are, for the most part, omitted. The aim is to lead the pupil to use habitually the right expression.

Incorrect forms for correction are not given. It is believed that incorrect forms should not be placed before children. The child is led to avoid common errors by being trained from the first to use the correct forms.

While nearly every lesson is a lesson in oral or in written composition, or in both, special lessons in composition are also given. In these lessons, the pupil is led to see clearly, before he is required to express his thoughts in writing.

Special attention is given to letter-writing and to business forms. Care has been taken to make this part of the work practical.

Thanks are returned to the several publishers who have kindly permitted selections from their publications to be used. Particular acknowledgments are offered to Messrs. Houghton, Mifflin, & Co. for permission, by special arrangement, to use selections from the works of Longfellow, Whittier, and Lucy Larcom.

M. F. H.

SUGGESTIONS TO TEACHERS.

IT is not expected that the exact amount of work laid out in each lesson will be all that is required for every class. Such additional exercises should be given as the needs of the class may demand. Much of the work, particularly in composition, is meant to be suggestive merely. All school studies afford material for good work in composition. Whatever the pupil is interested in, whether it be a topic connected with his reading, geography, history, or some other lesson, will afford him a good subject for composition. Topics of local or general interest will have a new meaning to the pupil if he writes about them.

Never ask a pupil to express a thought in writing until he sees clearly what he is trying to express. If one is trained from the first to express only those thoughts which are clearly seen, he will acquire greater accuracy of expression.

In dictation exercises, read each sentence slowly *once*, then require the class to write. Pupils must be trained not only to write correctly, but also to *hear* correctly.

Require all written work to be carefully done. Accept nothing but the pupil's best work.

The sentences in large type are to be used in developing the various subjects. The pupil should read these sentences from

the book, and should answer orally such questions on them as may be asked. The questions in smaller type are for the use of the teacher, but they should not be followed too closely. The teacher should add such questions of her own as may be needed to make the subject clear. After the pupil has been led, by means of questions, to see the truth presented, he should, without assistance, write the exercise which follows.

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LESSON V.

A PICTURE LESSON.



PLAYING SOLDIER.

What are these children playing? Which boy is the captain? What has he for a gun?

How many children are marching together in the second row? What has the little girl over her shoulder? What have the boys over their shoulders?

How many children are there in the last row? What is the boy carrying? What does the girl carry?

What music do you think the children are keeping step to?

Look at the picture carefully, then write answers to the questions above. Make each answer a complete statement.

LESSON VI.

HOW TO WRITE NAMES.

1. Charles Adams is skating.
2. Where is George Moore going?
3. Will you go, Alice?

Read the sentences above. Which words in these sentences are names? Tell what each is the name of.

What boy's name do you find in the first sentence? With what kind of letter does his first name begin? His last name?

What girl's name do you see in the sentences? With what kind of letter does that name begin?

Copy the names in the sentences.

Write your name. Write the name of a child in your class.

Each word in the name of a person should begin with a capital letter.

DICTATION EXERCISE.*

1. Do you go home to dinner?
2. He gave the picture to Henry Brown.
3. Fanny and Ruth are coming.
4. Where is my hat?
5. May Fred go home with me?

* *To the Teacher.* — Read each sentence slowly *once*, then let pupils write it

LESSON IX.

THE WORD *I*.

1. My name is James Gray.
2. I live in the city.
3. Willie and I are playmates.
4. Willie is larger than I am.

What name do you see in the first sentence? With what kind of letter does the word *James* begin? What is the first letter of James's last name? What kind of letter is that?

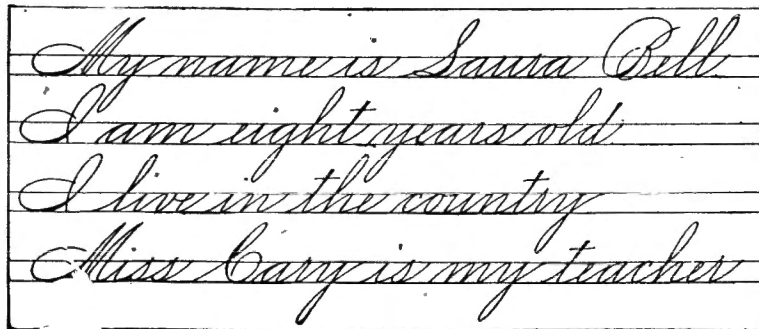
When you speak of yourself, do you use your own name? What word do you use instead of your own name?

Who is supposed to speak in the first sentence?

What word is used instead of James's name in the second sentence? in the third sentence? in the fourth sentence? With what kind of letter is *I* written in those sentences?

When you write your name, with what kind of letter should you begin each word in it? When you write the word *I* instead of your name, what kind of letter should you use?

Copy the following sentences: —



LESSON X.

COMPOSITION.

Write answers to the following questions. Make each answer a complete statement: —

1. What is your name?
2. How old are you?
3. Where do you live?
4. What is your father's name?
5. Who is your teacher?

LESSON XI.

SELECTION TO BE MEMORIZED.

*“Do your best, your very best,
And do it every day—
Little boys and little girls,
That is the wisest way.”*

How can you do your best at home? * How can you do your best at school? How often should you do your best?

Copy the lines above, and commit them to memory.

* Pupils should answer these questions orally, in complete sentences.

3. Harry — going to the post-office.
4. Harry and James — going to the post-office.
5. — that a honey-bee?
6. The snow — very deep.
7. The snow-drifts — high.
8. — the horses afraid?
9. Helen and I — going to ride.
10. We — not afraid of the cold.

—•••—

LESSON XV.

NAMES OF CITIES AND OF STREETS.

1. Harry Graham lives in Boston.
2. He lives in Beacon Street.
3. My cousin lives in New York.

What does the first statement tell? What is the name of the city in which Harry lives? With what kind of letter does the word *Boston* begin? Copy the word *Boston*.

What does the second statement tell? With what kind of letter does the word *Beacon* begin? With what kind of letter does the word *street* begin? Copy the name of the street in which Harry lives.

What city is mentioned in the third statement? How many words are there in the name of that city? With what kind of letter does each word in the name begin? Write *New York*.

Copy the following names, and tell what each is the name of:—

Washington, Broadway,
Philadelphia, Elm Street.
San Francisco, Fifth Avenue.
Chicago, State Street.

EXERCISE II.

1. Write the name of the city or town in which you live.
2. Write the names of the leading business streets in your place.
3. Write the names of three streets in your city or town, which are desirable for residence.
4. Write the name of the largest city that you have visited.

—•••—

LESSON XVI.

COMPOSITION.

Write answers to the following questions. Make each answer a complete statement:—

In what city or town is your home? In what street do you live? What school do you attend? How far is it from your home to the school? Do you walk or ride to school?

LESSON XVII.

CHRISTIAN NAMES AND SURNAMES.

1. That boy is Charles Taylor.
2. His brother's name is Henry Arthur Taylor
3. He has a sister named Edith Taylor.
4. John Henry Taylor is their father.

What is the name of the boy spoken of in the first statement? Whose name is given in the second statement? What is the last name of both boys?

What girl is mentioned in the third statement? What is her last name? Who is spoken of in the last statement? Who is John Henry Taylor? How does it happen that all the persons mentioned in the sentences have the same last name?

What is your last name? What is your father's last name? Which part of your name belongs to your parents and to your brothers and sisters, as well as to yourself?

The name that belongs to all members of the same family is called the **family name** or **surname**.

Tell the first name of each of the boys mentioned above. Why are their first names not alike? Who gave them these names?

The part of a name given to a child by its parents is called the **Christian name**. The Christian name is sometimes made up of two words.

What Christian name do you see in the first sentence? What one in the second sentence? What one in the third sentence? What one in the fourth sentence?

What surname do you find in the sentences?

With what kind of letter should each word in a name begin?

WRITTEN EXERCISE.

Write answers to the following questions. Make each answer a complete statement:—

1. What is your father's surname?
2. What was your mother's surname before she was married?
3. What are the surnames of five families that live near you?
4. What is your father's Christian name?
5. What is your mother's Christian name?
6. What is your full name?

LESSON XVIII.

A PICTURE LESSON.



What is this little boy doing? What are the goats drawing? What kind of wagon is it? Why does not the boy ride?

How can such a small boy manage two goats? Who do you think harnesses them?

What do you think the boy carries in his wagon?

Write answers to these questions. Make each answer a complete statement.



GOING TO MEET PAPA.

From *Harper's Young People*.

LESSON XXI.

A PICTURE LESSON.

What are this little girl and her dog doing? Where do you think they came from? Where is the little girl's home?

What time of the year is it? What shows you this? What part of the day is it? How do you know?

What kind of dog is it--large or small, cross or good-natured? Why does the little girl take the dog with her when she goes out to walk?

Write answers to the questions.

II.

Write a story suggested by this picture. Call your story Going to Meet Papa. Call the little girl by some name that you like.

HINTS.

Where does this little girl live? What kind of home has she? What is her papa's business? Where does he work, and at what time in the day does he come home?

What kind of day was it when the little girl went to meet her papa? What did she take with her? What did she do when she saw her papa? What did Carlo do?

Name the two words of which *Mr.* and *Mrs.* are the shortened forms. What letters are used instead of the word *Mister*? What letters are used instead of the word *Mistress*? What mark is placed after each?

When a word is shortened, it is said to be abbreviated. The shortened form of a word is called an abbreviation.

A period should be placed after an abbreviation.

DICTIONATION EXERCISE.

1. Mr. Brown has a new house.
2. Mr. and Mrs. Brown live alone.
3. Mr. John I. Wood is a grocer.
4. Papa had a letter from Uncle Frank.
5. I am going to visit Aunt Laura.

LESSON XXIV.

COMPOSITION.

Read this story:—

THE LION AND THE MOUSE.

One day, as a lion lay sleeping, a mouse ran across his nose and woke him up. The lion laid his paw on the mouse, and was about to crush him. But the mouse begged so hard for his life that the lion let him go. Not long after, the lion was caught in a net laid by some hunters. He roared and struggled, but his struggles only fastened him more firmly in the net. Just then up came the little mouse. He went to work gnawing the ropes, and in a short time set the lion free.

What took place once when a lion was sleeping? * What did the lion do when he saw the mouse? Why did he let the mouse go? What happened to the lion afterward? How did the mouse repay the kindness of the lion?

WRITTEN EXERCISE.

Write the story of *The Lion and the Mouse*. First write the subject of the story, and then write the story in your own words. †

LESSON XXV.

NAMES OF THE DAYS.

Sunday.
Monday.
Tuesday.
Wednesday.
Thursday.
Friday.
Saturday.

With what kind of letter does the name of each day begin? How many days are there in a week? Name the days of the week.

Copy the names of the days of the week.

* To the Teacher.—The pupils should answer these questions orally, in complete sentences.

† The pupils should read their stories to the class.

LESSON XXVIII.

COMPOSITION.

Write something about your pets. If you have pigeons, or a canary bird, or a dog, or a cat, or rabbits, write answers to the questions given on those subjects. But if you have none of the pets named in this lesson, write about the ones you have.*

Write carefully, and be sure to begin every sentence with a capital letter.

I.

MY PIGEONS.

How many pigeons have you? Where do they stay? What kind of house do they live in? Where is it? What do they eat? Are they tame? Will they eat out of your hands, and light on your shoulders? How do the old pigeons teach the young ones to fly? What kind of noise do pigeons make?

II.

MY CANARY BIRD.

Have you a canary bird? How old is it? Of what color is it? What is its name? Who takes care of it? What do you do for it? What does it eat? How often does it take a bath? How does the bird answer when you talk to it? Where do you keep its cage? In what part of the day does it sing most? How does it sit when it sleeps?

** To the Teacher.*— Before taking up this lesson, talk with the children about their pets. Find out what pets they have, and lead the pupils to tell about them. Then let each child write about his or her own pets.

The pupils should read their exercises to the class.

III.

OUR DOG.

Have you a large or a small dog? What is its name? Where does it sleep at night? Is it glad to see you when you come home from school? What makes you think so? How does it act when strangers come to the house? Has it any tricks? What are they?

IV.

OUR CAT.

What is your cat's name? Of what color is the cat? With what do you feed it? What food does it get for itself? How does it catch a mouse? What does it do with the mouse before it kills it? Does your cat stay in the house? Where does it like to lie best? What does it do when it is happy? Tell any little story about your cat.

V.

MY RABBITS.

How many rabbits have you? Where did you get them? How old are they? What do you call them? Where do you keep them? What do they like to eat? How did you tame them? How do they play with you?

LESSON XXIX.

WORDS TO USE WITH YOU.

1. Has John a pencil?
2. Have the boys pencils?

About whom is the first question asked? If you should speak to John, and ask him the question, what would you say?

Read the second question. What would you say if you were asking the boys that question?

Did you use *has* or *have* with *you* when it meant one person? When it meant more than one?

1. Where is John going?
2. Where are the boys going?

Change these questions. Do not speak about the boys, but speak to them. Write the questions that you would ask.

Did you use *is* or *are* in your first question? Which of those words did you use in your second question?

1. Where was John last night?
2. Where were the boys last night?

What would you say in asking John the first question? In asking the boys the second question? Did you use *was* or *were* with *you* in your first question? In your second question?

With the word *you* should we use *has* or *have*? *is* or *are*? *was* or *were*?

Use *have*, *are*, and *were* with the word *you*, whether it means one or more than one.

WRITTEN EXERCISE.

1. Write a statement, using *you* with *have*.
2. Write a statement, using *you* with *are*.
3. Write a statement, using *you* with *were*.
4. Write a question, using *you* with *have*.
5. Write a question, using *you* with *are*.
6. Write a question, using *you* with *were*.

LESSON XXX.

A PICTURE STORY.

Frank

brother

kite

Harry

face

sitting

long

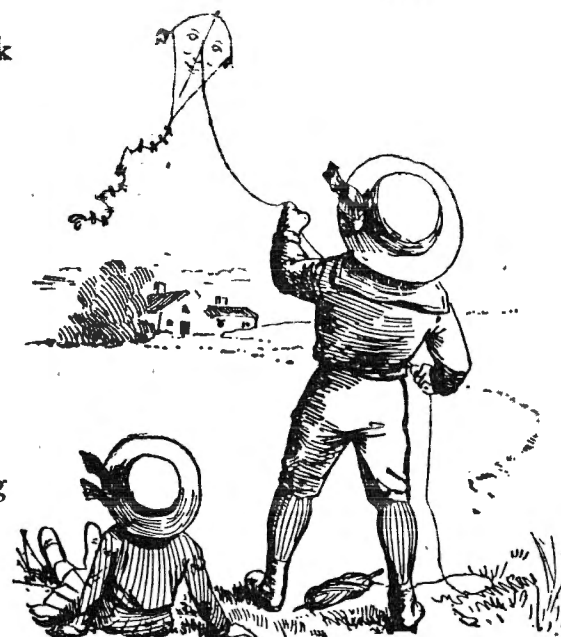
grass

string

watching

fly

house



FRANK'S NEW KITE.

Who are these boys? What is each boy doing? Whose kite is it? Who made the kite, and what did he draw on it? What must Frank do to make his kite go higher?

What building do you see in the picture? Whose home do you think it is? Who may be watching the kite from the window?

Write answers to the questions.

LESSON XXXV.

A PICTURE STORY.



A LITTLE ARTIST.

What is the little artist doing? Upon what is he drawing a picture? Whose picture is he drawing?

Describe the little girl, and tell where she is sitting.

How is the larger boy helping about the picture?

What kind of picture do you think it will be?

Write a story about these children. Give them names, and call them by those names. Tell—

Who they are.

Where they live.

What they do for amusement.

What led the boy to draw the little girl's picture.

LESSON XXXVI.

SONG OF THE GRASS BLADES.

"Peeping, peeping, here and there,
 In lawns and meadows everywhere,
 Coming up to find the spring,
 And hear the robin redbreast sing;
 Creeping under children's feet,
 Glancing at the violets sweet,
 Growing into tiny bowers,
 For the dainty meadow flowers:—
 We are small, but think a minute
 Of a world with no grass in it!"

At what time of the year does the grass come up?

What is meant by the grass blades' *peeping* here and there? Where have you seen the grass blades come up? Do you like to think of a world with no grass in it?

Copy the Song of the Grass Blades, and commit it to memory.

LESSON XXXVII.

HOW TO WRITE DATES.

1. Abraham Lincoln was the sixteenth president of the United States.
2. He was born February 12, 1809.
3. He died April 15, 1865.

Read the sentences. Who was Abraham Lincoln?

In what month was he born? On what day of the month? In what year?

In what year did he die? How do you know, from the third sentence, on what day of the month he died? How is the day of the month written? How is the year written? What mark separates the figures which tell the day of the month from those which give the year?

In the dates above, *12* and *15* are abbreviations of twelfth and fifteenth. These dates should be read not *February twelve* and *April fifteen*, but *February twelfth* and *April fifteenth*.

Read the following dates:—

October 12, 1834.
 December 20, 1620.
 September 3, 1808.
 July 4, 1776.
 February 22, 1732.
 January 1, 1878.
 June 17, 1800.
 May 30, 1887.

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks:—

1. This letter was written May 4, 1880.
2. Next Christmas will be December 25, 18—.
3. School began September 1, 18—.
4. I was born — — —, — — —.
5. To-day is — — —, — — —.

LESSON XXXVIII.

A LETTER.

Copy the letter on the next page. Notice how the different parts are arranged, and place them in the same way on your slate or paper.

Be careful to use capital letters and marks of punctuation as they are used in the letter given.

LESSON XXXIX.

COMPOSITION.

Write a letter to one of your playmates.

Tell about something that you have at home.

Begin and close your letter like the model given on the next page.

Use in your letter the name of the city or town in which you live, your own name, and the name of one of your friends.

Albany, New York,
October 14, 1884.

Dear Nellie,—

I have two little kittens.
Their names are Buff and Gold.

Buff follows me wherever I go.
When I sit down, she climbs into
my lap and purrs softly.

Gold is afraid to come without
an invitation. She rubs against
my feet, and looks up into my
face longingly. Then I say, "Come,
Gold!" and she jumps into my
lap, and curls down by Buff.

Will not you come and see my
kitties?

Your friend,
Emily Hall.

LESSON XL.

ADDRESSES.

The Address of a person is made up of his name and his
residence; as —

1.

Stamp
<p>Master Walter E. King, 60 Locust St., Toledo, Ohio.</p>

2.

Stamp
<p>Miss Margaret S. Barton, Haverstraw, Rockland Co., New York</p>

When the words *street*, *avenue*, and *county* occur in addresses, they are usually abbreviated, as follows:—

Street	St.
Avenue	Av.
County	Co.

NOTE.— Sometimes the name of the state is abbreviated also. But unless the name of the state is long, it is better to write it in full.

Read the first address in this lesson. Whose address is it? What word is placed before Walter's name? In what street does Walter live? What is the number of his house? In what city does he live? In what state?

Read the second address. What word is placed before Margaret Barton's name? What does the second line of the address tell? What does the third line tell? Why is a period placed after *Co*? What does the fourth line tell? What mark is placed after the first, the second, and the third line? What mark is placed after the last line?

If you were writing your mother's address on an envelope, what would you place before her name? If you were writing your father's address, what would you place before his name?

WRITTEN EXERCISE.

1. *Draw on your slate two figures, each of the shape and size of an envelope. Make each figure about 5½ inches long, and 3¼ inches wide. Or, lay an envelope on your slate, and mark around it.*

2. *Copy, in those figures, the two addresses given at the head of this lesson. In each, write the first line of the address near the middle of the figure, and be careful to place the other lines just as they are placed in the models given. Use commas and periods as they are used in the addresses given.*

3. *Mark the place for the postage-stamp.*

EXERCISE II.

1. *Write your own address as it should be written on an envelope. Write your real name, not your pet name.*
2. *Write the address of your father or of your guardian.*
3. *Write the addresses of five of your playmates.*

LESSON XLI.

COMPOSITION.*

Write letters from the hints given below. Begin and close each letter like the model given on page 40.

HINTS FOR LETTERS.

I.

JULIAN TO LOUIS.

If to-morrow is a pleasant day, Willis and Julian are going to take their tent and camp out in the Maple Grove. They would like to have Louis go with them. Willis will carry their dinner in his father's old knapsack. Julian will take along his new book, "Hans Brinker."

Will Louis please take his bow and arrow with him?

II.

LOUIS TO JULIAN.

Louis would like nothing better than to camp out with Julian and Willis. He will go, and will take his bow and arrow with him. His mother has promised to give him a nice lunch, to put into Willis's knapsack.

* *To the Teacher.*— Pupils should write letters as often as once a week, until they become so familiar with the proper form of a letter that they use it unconsciously. Always suggest to the pupil a subject that will interest him, so that he may write easily and naturally.

III.

RUTH TO BERTHA.

So warm to-day that Ruth went to look at her pansy-bed. Found the snow all gone, and the pansies in blossom. Sends some pansies to Bertha by Frank.

IV.

BERTHA TO RUTH.

Thanks Ruth for the pansies. Thinks they are beautiful. Has put them into her little Japanese cup. Sends Ruth her last number of "St. Nicholas."

V.

Suppose that your uncle has sent you a book for a birthday present. Write a letter to your uncle, thanking him for the gift, and telling him how you like the book.

VI.

Write a letter to one of your playmates, and ask him or her to spend next Saturday afternoon with you. Tell your friend of something that you will do together, if he or she will come.

LESSON XLII.

THE COMMAND.

Give a command that you might use in speaking to a dog; as, *Lie down.*

Give a command that you might use in speaking to a person; as, *Close the door.*

Give a command about a ball; about a bell; about a chair.

Give a request that you might make of one of your playmates; as, *Please hold my books.*

What request might you make of your teacher? of one of your parents?

WRITTEN EXERCISE.

1. Copy these commands and requests:—

1. Lay the book on the table.
2. Ring the bell softly.
3. Go with your friends.
4. Wear your warm coat.
5. Please open the box.
6. Bertha, please play for us.
7. Form the habit of standing erect.

2. Write commands or requests, using in each, one of the following words:—

apples,	fire,	paper,	drum,	pictures,
water,	horses,	roses,	flag,	hats.

LESSON XLIII.

THE COMMA.

1. Papa, may I ride with you?
2. Your box, Ellen, is on the table.
3. Hang up your hat, Robert.

Read these sentences, and tell what each sentence does.

Who is spoken to in the first sentence? What mark separates the word *Papa* from the rest of the sentence?

What is the name of the person spoken to in the second sentence?
How many commas are used to separate the word *Ellen* from the rest of the sentence?

What is the name of the person spoken to in the third sentence?
How is this name separated from the rest of the sentence?

When you speak to a person, you are said to address him.

The name of a person addressed should be separated from the rest of the sentence by a comma or commas.

WRITTEN EXERCISE.

Copy the following sentences. Insert commas where they are needed, and place the proper mark at the end of each sentence:—

1. Look at this tree John
2. Mother will you go with us
3. Good-night Arthur
4. Hear the birds sing
5. Your book Carrie is very interesting
6. Walter where is the hammer
7. Did you have a pleasant walk Fanny
8. Be kind to the unfortunate

LESSON XLIV.

DICTATION EXERCISE.

1. Good-morning, Charles.
2. Clara, where is your mother?
3. Please open the blinds, Harry.
4. Here is your paper, Mr. Hunt.
5. Wait, Edith, for your sister.



From *Our Little Ones*.

LESSON XLV.

A PICTURE STORY.*

Who is this little girl? †
 What is she doing?
 What kind of home do you think she has?
 Write a story about her.

LESSON XLVI.

QUOTATION MARKS.

1. "Come and see the morning-glories," said Henry.
2. "Do they blossom every morning?" asked Ida.
3. "Yes," answered Henry.
4. "Let us count the blossoms," said Ida.

Whose words are repeated in the first sentence? Read the part of the sentence that tells what Henry said.

What question did Ida ask? Read her exact words.

When the exact words of a person are repeated by another, they are said to be **quoted**. The words repeated are called **quotations**.

What words are quoted in the second sentence? Notice the little marks that are placed before and after Ida's words. How are they made?

* *To the Teacher.*—Give additional exercises of this kind from time to time. For this purpose, select attractive pictures of artistic merit. Each picture should represent objects familiar to the child, and should in itself suggest some story.

† See page 47.

The little marks [" "] that enclose the exact words used by another are called **quotation marks**.

Read the third sentence. Why is *yes* enclosed by quotation marks?

Whose words are repeated in the fourth sentence? Read Ida's words. What are the marks called that enclose her words?

When the exact words of a person are repeated by another, they should be enclosed by quotation marks.

NOTE.—In a later lesson, examples of quotations are given, in which the quotation is divided by other words.

WRITTEN EXERCISE.

1. Copy the four sentences at the head of this lesson.
2. Copy these sentences, and place quotation marks wherever they are needed:—
 1. Here are your gloves, said Thomas.
 2. Uncle George, please tell us a story, said Elsie.
 3. How do cats walk so softly? asked Fred.
 4. Because they have cushions on their feet, replied his mother.
 5. Where shall we hang the hammock? asked the boys.
 6. Under the old elm-tree, said Mrs. Wood.

LESSON XLVII.

QUOTATIONS.

1. George said to Robert, "Where is Bruno?"
2. Robert replied, "He was out by the barn a short time ago."

In writing *I've*, what do you place where the letters *h* and *a* are left out?

The mark [''] is called an apostrophe.

From what two words is *don't* made? Why is the apostrophe used?

Words, like *I've* and *don't*, made from two words by omitting a letter or letters, are called contractions.

An apostrophe should be used in a contraction wherever a letter or letters are left out.

Mention the contractions in these sentences, tell from what words each is formed, and name the letters that are left out:—

There's Fred.

He's behind time.

Isn't your brother coming?

They'll be here soon.

I'm glad to see you.

I'll try to solve the problem.

He said 'twas a mistake.

Doesn't your brother sing?

Wouldn't Paul come?

I can't read this letter.

They're painting the house.

It's a cold morning.

WRITTEN EXERCISE.

1. Copy the sentences above, writing the contracted words in full.

Example.— There is Fred.

2. Compose sentences containing the following contractions:—

it's,	I'll,	doesn't,	'twas,
I've,	he's,	there's,	I'm,
don't,	can't,	wouldn't,	they're.

LESSON L.

DICTION EXERCISE.

1. Don't walk so fast.
2. There's the car.
3. Isn't that your dog?
4. He's following us.
5. Doesn't the wind blow hard?
6. Harry can't open the gate.
7. It's too heavy.
8. I'm learning to draw.
9. Wouldn't you like to see my drawings?
10. They're in the next room.

LESSON LI.

COMPOSITION.

THE BROWN THRUSH.

I.

There's a merry brown thrush sitting up in the tree;
 "He's singing to me! he's singing to me!"
 And what does he say, little girl, little boy?
 "Oh, the world's running over with joy!
 Don't you hear? Don't you see?
 Hush! look! in my tree.
 I'm as happy as happy can be!"

II.

And the brown thrush keeps singing, "A nest do you see,

And five eggs hid by me in the juniper-tree?
 Don't meddle! don't touch! little girl, little boy,
 Or the world will lose some of its joy:
 Now I'm glad! now I'm free!
 And I always shall be,
 If you never bring sorrow to me."

III.

So the merry brown thrush sings away in the tree,
 To you and to me, to you and to me;
 And he sings all the day, little girl, little boy,
 "Oh, the world's running over with joy!
 But long it won't be,
 Don't you know? don't you see?
 Unless we are as good as can be."

LUCY LARCOM.

What is sitting in the tree? What is he doing?
 What does the thrush say in his song?
 To whom does the thrush sing? What does he say to everybody?
 Name all the contractions in this poem, and tell for what each stands.

Write in your own words the story of The Brown Thrush.

LESSON LII.

REVIEW.

1. Use these words in statements:—

dollar,	stars,	river,	blacksmith,
flag,	boy,	merchant,	garden.

2. Use the following words in questions:—

is,	was,	has,
are,	were,	have.

3. Write a command or a request about—

a horse,	your hat,	a fire,
a door,	your book,	the tea-table.

4. Write the names of the seasons of the year, and tell some sign of each season.

5. Copy these abbreviations, and opposite each abbreviation write the word for which it is used:—

St.	Aug.	Jul.	Mon.
Av.	Sun.	Oct.	Mr.
Co.	Dec.	Sat.	Apr.
Jan.	Wed.	Feb.	Tues.
Fri.	Nov.	Mar.	Jun.
Sept.	Thurs.	Mrs.	

LESSON LIX.

A PICTURE STORY.



THE NEW PUPIL.

Write a story about "Hetty." Tell where she went one day; what she saw there; and how she was received.

LESSON LX.

REVIEW.

I.

Make a statement about —

your book, a chain, a small boy, cold weather,
the clock, the window, bright faces, kind words.

How many parts has a sentence? What are these parts called?

What is the office of each part?

What is a word used as a name called?

What is a name called that belongs to an individual person or thing?

Give an example.

What is a name called that belongs to every person or thing of the same class? Give an example.

With what kind of letter should a proper name begin?

II.

Point out the nouns in these statements, and tell which are common names and which are proper names: —

1. The basket was filled with grapes.
2. Valuable minerals are found in the Rocky Mountains.
3. A fisherman hastened along the beach.
4. The robin and the wren are flown.
5. Listen, my children, and you shall hear
Of the midnight ride of Paul Revere.
6. I stood on the bridge at midnight.
7. My rambles soon led me to the church, which stood at a short distance from the village.

III.

Tell why each capital letter is used in the following : —

1. This chair was made by the Shakers.
2. The tea-plant is cultivated in China.
3. Sir Walter Scott had a great affection for animals.
4. England is separated from France by the English Channel.
5. The Legislature will be in session on Monday evening.
6. The Governor has issued a Thanksgiving proclamation.
7. Charles is reading "The Old Curiosity Shop."
8. O Harry, see what I have found.
9. The chimney-piece is set round with Dutch tiles, representing scenes from Scripture.
10. On Alpine heights the love of God is shed ;
He paints the morning red,
The flowerets white and blue,
And feeds them with his dew.
On Alpine heights a loving Father dwells.

IV.

Write statements containing —

1. The name of a large city.
2. The name of a lake.
3. The name of a railroad.
4. The name of an express company.
5. The name of a hotel.
6. The name of a bank.
7. The name of a newspaper.
8. The name of a book.

LESSON LXI.

COMPOSITION.

THE FOUR SUNBEAMS.

I.

Four little sunbeams came earthward one day,
Shining and dancing along on their way,
Resolved that their course should be blest.
"Let us try," they all whispered, "some kindness to do,
Not seek our own pleasuring all the day through,
Then meet in the eve at the west."

II.

One sunbeam ran in at a low cottage door,
And played "hide-and-peek" with a child on the floor,
Till baby laughed loud in his glee,
And chased with delight his strange playmate so bright,
The little hands grasping in vain for the light
That ever before them would flee.

III.

One crept to the couch where an invalid lay,
And brought him a dream of the sweet summer day,
Its bird-song and beauty and bloom ;
Till pain was forgotten and weary unrest,
And in fancy he roamed through the scenes he loved best,
Far away from the dim, darkened room.

IV.

One stole to the heart of a flower that was sad,
 And loved and caressed her until she was glad
 And lifted her white face again,
 For love brings content to the lowliest lot,
 And finds something sweet in the dreariest spot,
 And lightens all labor and pain.

V.

And one, where a little blind girl sat alone
 Not sharing the mirth of her play-fellows, shone
 On hands that were folded and pale,
 And kissed the poor eyes that had never known sight,
 That never would gaze on the beautiful light
 Till angels had lifted the veil.

VI.

At last, when the shadows of evening were falling,
 And the sun, their great father, his children was calling,
 Four sunbeams sped into the west.
 All said, "We have found that in seeking the pleasure
 Of others, we fill to the full our own measure," —
 Then softly they sank to their rest.

M. K. B., in *St. Nicholas*.

What did the four little sunbeams resolve to do?
 What did the first sunbeam do?
 How did the second sunbeam amuse an invalid?
 What did the third sunbeam do to make a little flower happy?

How did the fourth sunbeam show the little blind girl that he felt sorry for her?

What did all the little sunbeams say, when they went home at night?

The parts into which a poem is divided are called stanzas. How many stanzas are in this poem?

Write in your own words the story of The Four Sunbeams. Do not forget to begin every new sentence with a capital letter.

LESSON LXII.

X NAMES THAT MEAN MORE THAN ONE.

What do you say when you speak of more than one —

clock? book? slate? chair?

The form of a word used in speaking of one thing is called the singular form.

The form of a word used in speaking of more than one thing is called the plural form.

Write the words *clock, book, slate, and chair*.

Write the words that mean more than one *clock, book, slate, and chair*.

What did you add to each word, to make it mean more than one?

Add *s* to the singular of most nouns, to form the plural.

WRITTEN EXERCISE.

Write sentences containing the plural forms of the following words:—

marble,	basket,	mile,	hat,
tree,	pailful,	hour,	coat,
bird,	cupful,	week,	paper,
X car,	spoonful,	pencil,	flag.

2. Copy the numbered sentences, and use singular nouns for the plural nouns.

Make such other changes in the sentences as may be necessary.

Example. — The birds were sitting on posts.
A bird was sitting on a post.

—•••—
LESSON LXV.

COMPOSITION.

THE BOY AND THE WOLF.

A boy who was tending sheep ran to his neighbors and told them that a wolf was carrying off his lambs. The men left their work and went to help him, but found that no wolf had been there. The boy deceived them in this way several times.

At last, a wolf really came. The boy went again to the men, and begged them, with many tears, to come to the rescue of his flock. But they thought that he was in sport as before, and paid no attention to his cries and tears. So he lost his lambs.

What is this story about? * What was the boy doing? How did he amuse himself? What did his neighbors find when they came to help him?

What happened when a wolf really came?

What does this story teach?

WRITTEN EXERCISE.

Write in your own words the story of *The Boy and the Wolf*.

* To the Teacher.—Pupils should answer these questions and write the story, without referring to their books.

LESSON LXVI.

PLURAL FORMS OF NAMES ENDING IN Y.

Write the words—

lady, city, cherry.

With what letter does each of these words end?

What word means more than one lady? more than one city? more than one cherry?

Write the words that mean more than one *lady*, *city*, and *cherry*. How did you change each word, to make it mean more than one?

Some nouns ending in *y*, change *y* to *ies*, to form the plural; as, *fly*, *flies*; *city*, *cities*; *army*, *armies*.

Write the words—

day, key, boy.

With what letter does each of these words end? What letter comes before *y* in *day*? in *key*? in *boy*?

Write the words that mean more than one *day*, *key*, and *boy*. What did you add to each word?

When a noun ends in *y*, if *a*, *e*, or *o* comes before the *y*, add *s* to the singular, to form the plural; as, *day*, *days*; *journey*, *journeys*; *toy*, *toys*.

WRITTEN EXERCISE.

1. Copy the singular forms of the following words, and write opposite each name its plural form:—

Example. — Lily, lilies; valley, valleys.

lily,	chimney,	baby,	body,
daisy,	berry,	pony,	city,
fly,	valley,	donkey,	duty,
monkey,	story,	tidy,	lady.

2. Write sentences containing the plural forms of the names above.

LESSON LXVII.

OTHER PLURAL FORMS.

What word means more than one —

man?	tooth?	mouse?	foot?
goose?	ox?	woman?	child?

Some nouns form their plurals in irregular ways; as, *man, men; mouse, mice; child, children.*

1. The farmer counted his sheep.
2. One sheep was missing.
3. There are five deer in the park.
4. Have you ever seen a wild deer?

Read the sentences above. What word is used to denote one sheep? To denote more than one?

What is the singular form of the word *deer*? What is the plural form?

Some words have the same form in the singular and the plural; as, *sheep, deer, trout, cannon.*

Write sentences containing the plural forms of these words:—

woman,	ox,	man,	foot,
child,	tooth,	mouse,	goose,
sheep,	deer,	trout,	cannon.

LESSON LXVIII.

A PICTURE LESSON.



THE SWING.

Where is the swing? Why do the children like to go there? What happened one afternoon while they were there?

LESSON LXX.

COMPOSITION.

WHAT MAKES THE OCEAN SALT?

He who sails upon the sea must carry fresh water in his ship or perish with thirst, for he will find

“Water, water everywhere, but not a drop to drink.”

What is the secret of the saltness of the sea? Its water was not always so. Every drop of it, at some time, came from the clouds, and was just as fresh as any rain-water. I will tell you the simple story. Raindrops patter upon hilltops and meadows everywhere. They sink into the soil and run over the rocks, all the time dissolving many things in their way; but they find more of salt than of any other one thing. Springs and rivulets gush from the hillside, rivers run from the highlands, and, swollen by others from the plains and valleys, at last pour their floods into the sea. Next comes in the work of the sunshine. The heat lifts the water, in the form of vapor, into the clouds, but it leaves the salt behind. Year after year this work goes on. Water loaded with an easy burden of salt, travelling by easy stages to the sea, leaves its burden there, while it climbs the sunbeam up to the sky again to form the floating clouds. The clouds, wafted by the winds, fly away over the continents to drop upon forest and field their rattling rain, which must travel its oft-repeated journey to the sea again. In this way the ocean has received its salt.

LE ROY C. COOLEY.

WRITTEN EXERCISE.

Tell in your own words What Makes the Ocean Salt.

HINTS.

Describe the course of the raindrops on their way to the sea. Tell what they bear to the ocean, what becomes of their burden, and how they reach the sky again.

~~#~~ LESSON LXXI.

WORDS THAT DENOTE POSSESSION.

1. Henry has a sled.
2. Henry's sled is broken.

Who is spoken of in the first statement? What is said about Henry? What is said about the sled in the second statement? What does the word *Henry's* show?

In the statements above, how many forms has the word *Henry*?

When a word is used to show to whom or to what something belongs, it is said to denote possession. The form of a word that denotes possession is called the **possessive form**.

1. The boy's hat is too large.
2. The doctor's horse ran away.
3. Here is a spider's web.

Whose hat is too large? Whose horse ran away? To what did the web belong?

What has been added to each of the words *boy*, *doctor*, and *spider*, to show that they denote possession?

LESSON LXXIII.

POSSESSIVE FORMS OF PLURAL NOUNS NOT ENDING IN S.

1. Men's voices were heard.
2. Did you see the children's presents?

What does the first sentence do? Whose voices were heard?

What does the second sentence do? What is the use of the word *children's*?

Mention the words in these sentences that denote possession. What has been added to each of the words, to show that they denote possession?

Add the apostrophe (') and *s* to a plural noun not ending in *s*, to form the possessive.

WRITTEN EXERCISES.

I.

1. Copy the following possessive forms. Tell which of the words mean one, and which mean more than one:—

boy's,	sister's,	ladies'.
men's,	boys',	teachers',
girls',	man's,	women's,
bee's,	birds',	Herbert's.

2. Use these possessive forms in sentences.

II.

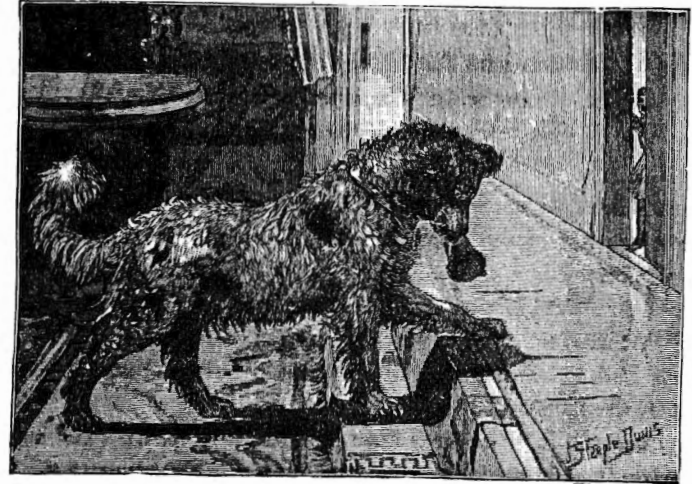
Write sentences containing the possessive plural forms of the following words:—

doctor,	woman,	lady,	child,	pupil,
horse,	ox,	brother,	gentleman,	dog.

down to here.

LESSON LXXIV.

A PICTURE LESSON.



PONTO RINGING THE BELL.

Who was "Ponto"? How did he look? What did he do? Who was watching him? Tell a true story about some dog that you have known.

WRITTEN EXERCISES.

I.

Use each of the following words in a sentence, to describe something:—

tall,	busy,	large,	obedient,
amusing,	straight,	cool,	sunny,
truc,	slender,	smiling,	old.

Example.—A tall boy held the horse.

II.

Write sentences containing the following words used as adjectives:—

each,	few,	these,	both,
this,	many,	some,	no.

Example.—Each boy carried a flag.

✂ LESSON LXXIX.

✂ COMPOSITION.

Suppose that you have lost something. Describe the lost article. Be careful to use words that will show exactly what thing is meant.

Describe a lost—

knife,	hat,	horse,
purse,	dog,	cow.

Example.—Lost.—A small pocket knife with a pearl handle. It has two blades, one long and broad, the other short and slender. The small blade has a broken point.

LESSON LXXX.

STUDY OF WORDS THAT DESCRIBE.

SOMEBODY'S MOTHER.

I.

The woman was old and ragged and gray,
And bent with the chill of a winter's day;
The street was wet with a recent snow,
And the woman's feet were aged and slow;
She stood at the crossing and waited long,
Alone, uncared for, amid a throng.

II.

Past the woman so old and gray
Hastened some children on their way,
Nor offered a helping hand to her,
So meek, so timid, afraid to stir
Lest the carriage wheels or horses' feet
Should crowd her down in the slippery street.

III.

At last came one of the merry troop—
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you across if you wish to go."

IV.

Her aged hand on his strong young arm
She placed; and so, without hurt or harm,
He guided the trembling feet along,
Proud that his own were firm and strong.

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with *an* or *a* :—

1. The window is shaded by a large tree.
2. Please lend me a pencil.
3. An old man entered the door.
4. He wore a new coat.
5. You may stay an hour.
6. He was riding in a carriage.
7. Can you catch a ball?
8. A narrow path led to the river.
9. They took a early train.
10. Do not make an unkind remark.

LESSON LXXXIII.

COMPOSITION.

Write about some walk that you have taken.

HINTS.

What kind of day was it when you took your walk?

If your walk was in the city, did you go through quiet or noisy streets? What kind of carriages passed you? What did you see in the windows? What kind of men, women, and children did you meet? What else did you see?

If your walk was in the country, did you walk in the road or in the fields? What was growing in the fields? What flowers did you see? What trees were in sight? What animals did you see, and what were they doing?

LESSON LXXXIV.

REVIEW.

I. ORAL EXERCISE.

Mention a word that will tell the color of—

the sky, the grass, the snow.

What word may be used to tell—

the shape of an orange? the size of an orange?
the taste of an orange? the number of oranges?

Mention a word that may be used to point out one thing near by; one thing at a distance.

Mention a word that may be used to point out two or more things near by; two or more things at a distance.

For what is *the* used? Give an example.

For what is *an* or *a* used? When should we use *an*? When should we use *a*?

II. WRITTEN EXERCISE.

Use each of these words in a sentence, to describe or point out something :—

interesting,	an,	the,	sleepy,
smooth,	red,	heavy,	thirsty,
this,	these,	those,	large,
cold,	honest,	small,	kind,
pretty,	tired,	long,	pleasant.

Example. — I am reading an interesting book.

III. DICTATION EXERCISE.

1. I did not hear the man's reply.
2. Where is Charles's hat?

1. The stockings hang by the chimney.
2. The shadows dance upon the wall.
3. Man wants but little here below.
4. The birds have gone to rest.
5. This stream flows rapidly.
6. The exercises begin at eight o'clock.
7. The house stands on the side of a hill.
8. A sycamore grows by the door.
9. His voice is soft and gentle.
10. The ships were loaded with tea.
11. These timbers are valuable.
12. The spring comes slowly up this way.
13. The walls are high, and the shores are steep,
And the stream is strong, and the water deep.
14. Too many cooks spoil the broth.
15. He goes on Sunday to the church.

II.

Use the following verbs correctly in sentences:—

live,	comes,	rides,	are,	were,
tells,	make,	hears,	moves,	go,
builds,	come,	has,	was,	goes.

III.

Write sentences containing the following, used correctly as subjects of singular verbs:—

September,	wind,	chair,
window,	path,	forest,
nephew,	night,	street.

IV.

Write sentences containing the following, used correctly as subjects of plural verbs:—

caterpillars,	trees,	stars,
houses,	swallows,	merchants,
railroads,	brothers,	Americans.

LESSON LXXXVIII.

STUDY OF A DESCRIPTION.

HOW FLIES WALK.

You have often seen a fly walking on the ceiling or running up a smooth pane of glass, and have wondered how it could hold on.

By examining the foot of a fly with a powerful microscope, it has been found that a fly's foot is made up of two little pads, upon which grow very fine short hairs. These hairs are so very fine that there are more than a thousand on each foot-pad. The hairs are hollow, with trumpet-shaped mouths. Back of the pad is a little bag filled with liquid glue. When the fly steps, it presses the liquid through these hollow hairs out of the little mouths. The moment the glue reaches the air it hardens. Thus we see that at every step the fly takes, it glues itself to the surface. When the fly lifts its foot, it draws it up gently in a slanting direction, just as you might remove a moist postage-stamp, by beginning at one corner and gently drawing it back.

Of what two parts is a fly's foot made up? How was this found out? What grow on each foot-pad? Describe the hairs. Mention a flower that is *trumpet-shaped*. What is back of the pad? What takes place each time that the fly steps? How does the fly lift its foot?

WRITTEN EXERCISE.

Make sentences containing the following words:—

ceiling,	smooth,	examine,	powerful,
microscope,	hollow,	trumpet,	liquid,
glue,	surface,	slanting,	moist.

LESSON LXXXIX.

COMPOSITION.

HOW FLIES WALK.

HINTS.—Describe a fly's foot.

Tell what takes place each time that the fly steps
Tell how the fly lifts its foot.

X LESSON XC.

WORDS THAT SHOW *HOW*.

1. He spoke kindly.
2. The boat moved slowly.
3. Charles writes well.
4. The wind blows gently.

Read the first sentence. What is the use of *kindly*?

What is the second statement about? What word asserts something of the *boat*? What is the use of the word *slowly*?

What word asserts an action of *Charles*? What is the use of the word *well*?

What word asserts something of the *wind*? What does *gently* show?

In the foregoing sentences, which words are used with verbs to modify their meanings?

A word that modifies the meaning of a verb is called an **adverb**.

Use words to tell *how*—

The snow falls.

The soldiers marched.

The river runs.

The tired child sleeps.

The children laughed.

The boy waited.

The man worked.

The cricket chirps.

Anna sang.

The gloves were mended.

WRITTEN EXERCISES.

I.

Copy the following sentences, underline the verbs, and fill the blanks with words showing how the actions are performed:—

1. The man walks —.
2. Ruth reads —.
3. The bell rings —.
4. Horace crossed the street —.
5. The snow falls —.
6. She speaks — and —.
7. The door swings —.
8. The children play —.
9. Laura thinks —.
10. Snails move —.

- | | |
|---------------------|----------------------|
| 1. The tree stood. | 6. We see the stars. |
| 2. The boy jumped. | 7. He threw the box. |
| 3. The train moved. | 8. The family moved. |
| 4. The man looked. | 9. The children ran. |
| 5. A sailor fell. | 10. A bird flew. |

Example. — The tree stood yonder.

II.

Use these words in sentences, to show where actions were performed: —

away,	hither,	forth,	back,	forward,
backward,	overhead,	here,	there,	down.

LESSON XCIII.

COMPOSITION.

Tell, as clearly as you can, how to do any one of the following things: —

How to Pop Corn.	How to Harness a Horse.
How to Make Molasses Candy.	How to Make a Kite.
How to Make a Bed.	How to Catch a Crab.

HOW TO POP CORN.

HINTS.

What kind of corn is best for popping? How do you prepare it? How much corn do you put into the corn-popper at a time? Where do you hold the corn-popper? Do you hold it still or keep it moving? Why? How will the corn look when it is done?

LESSON XCIV.

USE OF NEGATIVES.

Tell which of these sentences affirm, and which deny: —

The articles will be found.

The articles will never be found.

These grapes are ripe.

These grapes are not ripe.

He knows something about the matter.

He knows little about the matter.

He does not know anything about the matter.

I told one person.

I never told you that.

I did not tell anybody.

Our climate is warmer than theirs.

Our climate is not warm.

A sentence that affirms is called **affirmative**, and one that denies is called **negative**.

Which of the foregoing sentences are affirmative? Which are negative?

A word that denies is called a **negative**.

Name the negatives in the sentences above.

Do not use two negatives in the same sentence, unless you wish to express an affirmation.

WRITTEN EXERCISES.

I.

Change these sentences, making each express a meaning opposite to the meaning given: —

1. Your mail has come.
2. The boy is better.
3. He will pay something for the use of the carriage.
4. I did not give him anything.
5. Don't tell anybody.
6. Speak to the child.
7. It will do no good.
8. He did not put anything into the box.
9. The nurse followed the directions given.
10. They said something to the owner of the boat.
11. He will arrive before night.
12. The matter was not explained.
13. I saw nothing like this.
14. I did not learn anything about the accident.
15. They never found the watch.

Example.—Your mail has not come.

II.

Use the following words in affirmative sentences: —

somebody, anybody, something, anything, anywhere.

III.

Use the following words in negative sentences: —

not, didn't, never, cannot, don't.

LESSON XCV.

A PICTURE STORY.



JOHN'S NEW PONY.

Write a story about "John's New Pony."

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with I, we, he, she, or they:—

1. Who raised the window? It was ____.
2. Who is there? It is ____.
3. Was that your brother? It was ____.
4. It is ____ who are reciting.
5. It was ____ that brought the flowers.
6. Was it the boys? It was ____.
7. Was it the Mayor in the first carriage? It was ____.
8. Was it ____? It is ____.
9. Is it ____? It was ____.
10. It was ____ that replied.
11. It was either ____ or ____.
12. If ____ were ____, ____ would go.

LESSON CIII.

COMPOSITION.

THE RAINBOW.

HINTS.—What kind of weather brings the rainbow? When did you see one? At what time of day did you see it? Where was the sun? Where did you look for the rainbow? What did you see? What are the colors of the rainbow, and in what order do they appear? Tell any story that you have heard about the rainbow.

LESSON CIV.

WORDS THAT CONNECT.

1. The passengers took their seats, and the train started.
2. He owns the house, but he does not live in it.
3. The basket contained apples and oranges.
4. The pupils march and sing.

How many statements are made in the first sentence? Read each statement. What word joins the two statements?

How many sentences can you form from the second sentence? Read each. What word joins the two sentences?

What does *and* connect in the third sentence? In the fourth sentence?

A word that connects sentences or similar parts of the same sentence is called a **conjunction**.

Mention the conjunctions in these sentences, and tell what each connects:—

1. The door opened, and the boy came in.
2. Walking and rowing expand the chest and strengthen the muscles.
3. The kettle was singing, and the clock was ticking.
4. Shall we walk or ride?
5. The notes of the wren are sharp and shrill.
6. He did not like the man's appearance, so he dismissed him.
7. We called at the house, but we did not see our friends.
8. The boy seemed pleased, yet he would not speak.

WRITTEN EXERCISES.

I.

Copy the following sentences, and underline the conjunctions:—

1. Now stir the fire, and close the shutters fast.
2. Is this a time to be cloudy and sad?
3. Days brightly came and calmly went.
4. She trimmed the lamp and made it bright,
And left it swinging to and fro.
5. Our band is few, but true and tried.
6. Sink or swim, live or die, survive or perish, I give my hand
and my heart to this vote.
7. They came, but they did not stay.
8. She must weep or she will die.
9. Speak clearly if you would be understood.

II.

Write sentences containing the following:—

1. *And* connecting two nouns.
2. *And* connecting two adjectives.
3. *And* connecting two verbs.
4. *And* connecting two statements.
5. *But* connecting two statements.
6. *Or* connecting two nouns.
7. *Or* connecting two statements.
8. *Yet* connecting two statements.
9. *For* connecting two statements.
10. *Unless* connecting two statements.

LESSON CV.

A PICTURE LESSON.



DISCONTENTED HARRY.

Write a story about "Harry."

LESSON CVI.

COMPOSITION.

OUR FLAG.

HINTS.—Describe the flag of our country. Tell its shape and color, and name its different parts. Tell which parts are red, which white, and which blue, and show how the different parts are placed. Mention the number of stripes, and tell why that number is used. Give the number of stars, and tell what each represents.

"'Tis the star spangled banner! oh, long may it wave
O'er the land of the free, and the home of the brave!"

LESSON CVII.

STUDY OF SELECTION.

[The following lines are taken from the poem called "The Children's Hour." The poet is describing his own children on their way to his study.]

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study, I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegra*
And Edith with golden hair.

LONGFELLOW.

* Allegra: pronounced *Al-le'-grā*.

Who wrote these lines? Read the first stanza.

What is the first thing that the poet says? *Where* does he hear something? Who is meant by *me*?

Between what words does *in* show a relation? What word shows the relation between the chamber and the poet?

What is the first thing that the poet hears? Of what does he hear the patter? Do children run or walk when their feet patter? What is the second thing that the poet hears? What is the third thing? What words describe the voices?

Read the second stanza. From what place does the writer see something? In what light does he see something? What does he see? What are they doing?

What does *descending* mean? What does the word *hall* show? What is the use of *broad*?

What kind of girl was Alice? What is the meaning of *grave*? What word describes Allegra? What words describe Edith? Do they describe something about her appearance or her character?

Tell in your own words what the poet heard. Tell what he saw.

WRITTEN EXERCISES.

1. Copy the two stanzas above, and commit them to memory.
2. Copy the following sentences, writing other words of similar meaning in place of the words in *Italics*:—

1. I hear the *patter* of little feet.
2. The voices are *soft*.
3. The children are *descending* the stairs.
4. The stair is *broad*.
5. Alice is *grave*.
6. Edith has *golden* hair.

1. The brook ran — the bridge.
2. The water is — the pitcher.
3. Did you put ice — the water?
4. Wild horses are caught — a lasso.
5. Is Mr. Hunter — home?
6. He has gone — his office.
7. The family sat — the table.
8. The strangers walked — the streets — the city.
9. The habits — the cuckoo are very interesting.
10. The soldiers marched — the camp.

IV.

DICTATION EXERCISE.

1. Is this hat yours or Ruth's?
2. Hark! I hear a drum.
3. Charles, where are you going?
4. How cold the water is!
5. "This train is often late," said the boy.
6. The bell rings at eight o'clock.
7. What a clatter the horses' feet make!
8. The bird is singing to its mate.
- * 9. "There is no glory in star or blossom
Till looked upon by a loving eye;
There is no fragrance in April breezes
Till breathed with joy as they wander by."

* *To the Teacher.*—Read one line of the stanza at a time, and tell the pupils what mark to place at the close of the second line.

PART THIRD.

LESSON CXI.

THE PARTS OF A LETTER.

A Letter is made up of five parts. (See Form on next page.)

If a letter fills a page or more, it should begin about an inch and a half from the top of the page. But if it occupies only a few lines, it should begin lower down, so that the margins above and below the letter may be about equal. The first line of the heading should begin a little to the left of the middle of the page.

A margin should be left on the left-hand side of each page. The width of this margin should be about one-quarter of an inch on note-paper, and about half an inch on large letter-paper.

The address is usually placed at the beginning of a business letter and at the close of a familiar letter.

When the address is placed at the close of a letter, the salutation should begin at the marginal line, on the first line below the heading, and the body of the letter should begin at the end of the salutation, on the first line below.

WRITTEN EXERCISE.

1. *Copy on note-paper the following letter-form. Leave on the left-hand side of each page a margin one-quarter of an inch wide,*

<p>[HEADING.]</p> <p><i>Santa Barbara, Cal.,</i></p> <p><i>Dec. 6, 1899.</i></p>
<p>[SALUTATION.]</p> <p><i>My dear Brother,—</i></p>
<p>[BODY OF LETTER.]</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>[CONCLUSION.]</p> <p><i>Yours loving sister,</i></p> <p><i>Grace E. Holmes.</i></p>
<p>[ADDRESS.]</p> <p><i>Mr. Frank S. Holmes,</i></p> <p><i>Madison, Wis.</i></p>

and arrange the different parts as they are arranged in the model given.

2. Write a letter-form similar to the one given in this lesson, using in it your own name and address, and the name and address of one of your friends. Draw dotted lines to represent the body of the letter.

—•••—

LESSON CXII.

THE HEADING.

The Heading of a letter shows where the letter was written and when it was written.

If the letter is written from a city, the heading should contain the number of the house, the name of the street, the name of the city, and the name of the state.

NOTE.—Sometimes the number of the post-office box is used instead of the number of the house and the name of the street.

If the letter is written from a small town, the heading should contain not only the name of the town and the name of the state, but the name of the county also.

If the letter is written from a large school, from a hotel, or from any well-known institution, the name of the institution may take the place of the street and number.

The heading should begin about an inch and a half from the top of the page, and a little to the left of the middle. If the heading is short, it may be written on one line. If it occupies two or three lines, the second line should begin a little farther

to the right than the first, and the third line should begin a little farther to the right than the second.

FORMS OF HEADING.

1.

Rutland, Vermont, May 8, 1894.

2.

Lenox, Berkshire Co., Mass.,
March 2, 1898.

3.

116 Martin St., Milwaukee, Wis.,
Feb. 22, 1897.

4.

P. O. Box 725, Denver, Col.,
Sept. 25, 1900.

5.

Vassar College,
Poughkeepsie, N. Y.,
Dec. 13, 1899.

Mention the different items in each heading. What mark is used to separate those parts? What mark is placed at the close of each heading?

Separate by commas the different items in the heading, and place a period at the close of the heading.

NOTE.—If any of the words in the heading of a letter are abbreviated, the different items must be separated by commas the same as if the words were written in full. A period must be placed after each abbreviation.

Do not omit the name of the state from the heading of a letter; thus, not *Springfield*, July 24, 1898.

Do not abbreviate the name of a city; not *N. Y.* for *New York*.

Do not abbreviate the distinguishing word in the name of a county; thus, not *Scho. Co.* for *Schoharie Co.*, *Wash. Co.* for *Washington Co.*

Do not write *st.*, *d.*, or *th* after the number denoting the day of the month, when that number is immediately followed by the number denoting the year; not *Jan. 1st*, 1898, for *Jan. 1*, 1898; *May 3d*, 1890, for *May 3*, 1890; *Dec. 25th*, 1895, for *Dec. 25*, 1895.

WRITTEN EXERCISES.

I.

Copy the foregoing Headings. Be careful to arrange the different parts as they are arranged in the forms given.

II.

Write headings for letters from the items given below. Arrange the items like those in the foregoing forms.

1. Austin, Texas, May 3, 1898.
2. 839 Wabash Avenue, Chicago, Illinois, November 15, 1900.
3. Cooperstown, Otsego County, New York, August 26, 1899.

4. Yale College, New Haven, Connecticut, February 22, 1901.
5. P.O. Box 947, Philadelphia, Pennsylvania, January 17, 1899.

III.

Write a heading for a letter to be sent from your home to-day.

LESSON CXIII.

THE SALUTATION.

The Salutation consists of the opening words of respect or affection.

FORMS OF SALUTATION.

To relatives or friends—

<i>Dear Father,—</i>	<i>My dear Clara,—</i>
<i>My dear Mother,—</i>	<i>Dear Uncle Henry,—</i>
<i>My dear Sister,—</i>	<i>Dear Miss Edwards,—</i>
<i>Dear Edward:—</i>	<i>Dear Mr. Harper:—</i>

To strangers—

<i>Madam:—</i>	<i>Dear Sir:—</i>
<i>Sir:—</i>	<i>Mrs:—</i>
<i>Dear Madam:—</i>	<i>Gentlemen:—</i>

With what kind of letter does each salutation begin? Mention the words that are used for the names of the persons addressed. By what marks are some of the salutations followed? By what are others followed?

When the words *father, mother, sister, cousin, etc.*, are used in the salutation of a letter, they should begin with capital letters.

The salutation may be followed by a comma and a dash, or by a colon and a dash.

NOTE.—Some writers do not use the dash in the salutation unless the body of the letter begins on the same line as the salutation.

When the address is placed at the close of a letter, the salutation should begin at the marginal line, on the first line below the heading; but when the address is placed at the beginning of a letter, the salutation should be placed on the first line below the address. (See p. 132, and pp. 140 and 141, Ex. 1 and 2.)

WRITTEN EXERCISES.

I.

Copy the foregoing Forms of Salutation.

II.

Write a salutation for a letter to

- | | |
|-----------------------------------|----------------------------|
| 1. Your mother or your guardian. | 5. Your teacher. |
| 2. A lady who is a stranger. | 6. Your aunt. |
| 3. A gentleman who is a stranger. | 7. One of your classmates. |
| 4. A business firm. | 8. Your cousin. |

LESSON CXIV.

THE CONCLUSION.

The Conclusion of a letter is made up of the closing words of respect or affection and the signature of the writer.

FORMS OF CONCLUSION.

1.

Lovingly yours,
Alice S. Martin.

2.

Most sincerely yours,
George H. Reynolds.

3.

Your loving daughter,
Fanny S. Austin.

4.

Respectfully yours,
Charles R. Thompson.

With what kind of letter does each conclusion begin? What mark separates the closing words from the name of the writer? What mark is placed after the signature?

The first word of the conclusion should begin with a capital letter.

The closing words should be separated from the signature of the writer by a comma.

A period should be placed after the signature of the writer.

Some of the forms used in closing familiar letters are —

Your friend.	Your affectionate father.
Lovingly yours.	Your loving son.
Affectionately yours.	Ever yours.
Most sincerely yours.	Very sincerely.

The most common forms for closing business letters are —

Yours respectfully.	Yours truly.
Respectfully yours.	Very truly yours.
Yours very truly.	Very respectfully yours.

When the words, *sister*, *brother*, *friend*, etc., are used in the conclusion of a letter, they should begin with small letters. (See Form 3, p. 138.)

WRITTEN EXERCISES.

I.

Copy the foregoing Forms of Conclusion.

II.

1. *Write five different forms for closing familiar letters.*
2. *Write five different forms for closing business letters.*

LESSON CXV.

THE ADDRESS.

The address is made up of the name, the title, and the residence or place of business of the person written to.

NOTE.—If the letter is an important one, the address should contain not only the name of the place where the letter is to be sent, but the street and number, the county, or such other items as make up the full address. But in ordinary letters the name of the city or town and the name of the state will be sufficient. Many persons omit the address altogether in familiar letters.

In business letters, the address of the person written to is usually placed at the beginning of the letter; but in letters to relatives or intimate friends, it is written at the close of the letter. When the address is placed at the beginning of a letter, it should begin at the marginal line, on the first line below the heading (See Business Letter, p. 147); but when it is placed at the close of a letter, it should begin at the marginal line, on the first line below the signature (See p. 132).

FORMS OF ADDRESS.

1.—Business Letter.

*Rev. John S. Howard,
Portland, Me.*

*Dear Sir:—Your favor
of Feb. 27th, requesting us, etc.*

2.—Business Letter.

*Messrs. D. C. Heath & Co.,
110 Boylston Street,
Boston, Mass.*

*Gentlemen:—In reply to yours
of the 28th inst. etc.*

3.—Familiar Letter.

*Your loving daughter,
Edith S. Brown
Dr. Lansing N. Brown,
Ann Arbor, Mich.*

Mention the different items in each address and tell how those parts are separated. What mark is placed at the close of each address?

Separate the different parts of the address by commas, and place a period at its close.

Do not forget to use a title when writing a person's address. Some of the most common titles used in addresses are—

I. — BEFORE THE NAMES OF PERSONS.

Mrs.,*	Miss,	Mr.,	Rev.,	Prof.,
Master,	Misses,	Messrs.,	Dr.,	Hon.

Prefix *Mrs.* to the name of a married woman; *Miss* to the name of an unmarried woman; *Mr.* to the name of a man who has no higher title; and *Master* to the name of a boy. In writing to two or more gentlemen, use the title *Messrs.*; to two or more young ladies, the title *Misses*. Prefix *Rev.* to the name of a clergyman, or *Rev. Mr.* if the Christian name is not known; *Dr.* to the name of a physician; *Prof.* to the name of one who has been elected to a professorship in a college or other institution of learning; and *Hon.* to the name of a cabinet officer, a member of Congress, a judge, a mayor, and to the names of some others of similar rank.

NOTE. — When a lady writes to a stranger, she should prefix *Miss* or *Mrs.* to her name, so that the person who answers the letter may know how to address the reply.

II. — AFTER THE NAMES OF PERSONS.

Esq.,*	M.D.,	D.D.,
A.M.,	Ph.D.,	LL.D.

Esq. is added to the name of a member of the legal profession, and to the names of civil officers not entitled to the prefix *Hon.* *A.M.*, *M.D.*, *Ph.D.*, *D.D.*, and *LL.D.* are titles conferred by universities, colleges, or other institutions of learning.

Do not prefix *Mr.* to a name when *Esq.*, *A.M.*, or some similar title is added to the name; and do not prefix *Dr.* to a name

* The meanings of these titles are given in the list of abbreviations on pages 157 and 158.

that is followed by one of the titles, *M.D.*, *Ph.D.*, *D.D.*, or *LL.D.*; thus, not *Dr. John Brown, M.D.*, but *Dr. John Brown*, or *John Brown, M.D.* Not *Rev. Dr. Henry S. White, D.D.*, but *Rev. Dr. Henry S. White*, or *Rev. Henry S. White, D.D.*

WRITTEN EXERCISE.

Write addresses to be used in letters for—

a married lady,	a boy,	a clergyman,
an unmarried lady,	an editor,	a physician,
a member of Congress,	a business firm,	a lawyer.

LESSON CXVI.

THE BODY OF A LETTER.

The Body of a letter usually begins at the end of the salutation, on the first line below it (See p. 132); but when the address and salutation together occupy more than two lines, the body of the letter may begin on the same line with the salutation. (See pp. 140 and 147.)

Adapt the style of the letter to the subject. In writing to relatives or to intimate friends, be unreserved—write as you would talk if your friends were present. In writing to superiors or to strangers, be respectful.

Begin at once with what you wish to say, and when you have finished do not try to think of something to fill the sheet, but add the closing words of respect or affection, and sign your name.

Do not write a succession of short sentences with the subjects

omitted; as, *Had a pleasant journey. Found my friends well. Shall expect to hear from you soon.*

Do not begin a new paragraph under the last word of the preceding paragraph, but leave a space the width of the margin at the beginning of the first line in every paragraph, except the first.

Do not rule a line for the margin of a letter.

When you use the letters *st*, *d*, or *th* after the day of the month, do not write them above the line, but on the line; as, *Dec. 16th*, not *Dec. 16th*.

Do not place periods after *1st*, *2d*, *3d*, *4th*, etc.

Do not place two periods at the close of a sentence when the last word is abbreviated; as, *His address is Springfield, Ill.* Not, *His address is Springfield, Ill.*

Do not forget to enclose a postage stamp when you write requesting an answer for your own benefit.

Do not send a letter carelessly written. Pay particular attention to penmanship, capital letters, and marks of punctuation.

WRITTEN EXERCISES.

I.

Write a letter to one of your cousins or to some other friend, describing your school. Tell the number of pupils, the number of teachers, and such other things about the school as interest you most.

Follow the form given on page 132. Give your full address in the heading, and sign your own name to the letter.

II.

Suppose you are away from home attending school. Write a letter to some member of your family, requesting to have some article that you need sent to you.

LESSON CXVII.

THE SUPERScription.

The address on the envelope is called the Superscription.

FORMS OF SUPERScription.

	STAMP.
<i>Miss Elizabeth S. Howard, 95 Front Street, Binghamton, New York.</i>	

	STAMP.
<i>Rev. Henry M. Porter, D.D., Norwalk, P.O. Box 317. Conn.</i>	

Write the first line of the address near the middle of the envelope, making the right and left margins equal. Begin each of the other lines a little farther to the right than the preceding line.

Do not rule the envelope with a pin, or with a pencil, even if you erase the mark.

Be careful not to address the envelope upside down. Write the address so plainly that it cannot be misunderstood.

Place the stamp at the upper right-hand corner of the envelope.

To fold a sheet of ordinary note-paper so that it will fit an envelope a little longer than the width of the sheet, lay the sheet before you with the first page up, and the double edge toward your left hand. Then turn the lower third of the sheet up, fold the upper third down over this, and press the folds.

If a large square envelope is used, only one fold should be made. Place the sheet before you in the manner described, turn the lower part of the sheet up until the lower and upper edges meet, and press the fold.

Insert the letter in the envelope in such a manner that it may be right side up when it is taken from the envelope and unfolded.

WRITTEN EXERCISE.

1. Copy on envelopes the foregoing superscriptions.
2. Write on envelopes the superscriptions of letters to be sent to—
 1. Your father or guardian.
 2. One of your classmates.
 3. Your teacher.
 4. A business firm.
 5. Your uncle in a distant city.

LESSON CXVIII.

A BUSINESS LETTER.

FORM OF BUSINESS LETTER.

619 Campbell St., Louisville, Ky.,

December 23, 1898.

Messrs. Harper & Brothers,

Franklin Square, New York.

Sirs:—Enclosed is a money order for one dollar (\$1), for which please send to my address a copy of "Harper's Round Table" for one year, beginning with the next number.

Yours respectfully,

James E. Turner.

What is the first thing spoken of in the body of the letter? What does the letter ask to have sent? Where is it to be sent? When is the subscription to begin?

Copy the foregoing letter. Pay particular attention to capital letters, marks of punctuation, and arrangement of the different parts.

LESSON CXIX.

LETTERS ORDERING PERIODICALS.

I.

Write a letter ordering "St. Nicholas," "Youth's Companion," "Scribner's Magazine," or some other magazine or paper that you would like to take.

Use your own name and address in the letter, and write as carefully as if the letter were to be sent.

II.

Write a letter ordering some newspaper that is published near your home.

LESSON CXX.

CHANGE OF ADDRESS.

Suppose you are a subscriber for some magazine or paper, and that you wish to have the address changed. Write to the publishers and request to have the paper sent to your new address. Mention in your letter the name of the periodical, and give the old address as well as the new.

LESSON CXXI.

EXERCISES IN COMPOSITION.

To the Teacher.— Give frequent exercises in composition similar to the following. The written exercise should be preceded by an oral discussion of the subject.

EXERCISE I.

OUR SONG BIRDS.

1. Tell what the most common song birds are in your locality, and show how they aid man and give him pleasure.
2. Mention some of the enemies of birds, such as cats, owls, egg-collectors, etc.
3. Show what the effect of using birds for millinery purposes has been, and tell what you know about the societies that have been formed to prevent their destruction.

EXERCISE II.

YELLOWSTONE PARK.

1. Tell where Yellowstone Park is, give its area, and tell something of its surface.
2. Describe some of its great natural curiosities.

EXERCISE III.

A WESTERN RANCH.

1. Tell what a ranch is, and how it differs from a farm.
2. Describe the way in which the cattle and sheep are allowed to wander about from place to place, tell how the herdsmen keep track of them, and how a ranchman knows his own stock.
3. Describe the buildings and the manner of life on a ranch.

EXERCISE IV.

MIGRATION OF BIRDS.

Find out what you can about the Migration of Birds, and then tell in your own words —

1. What the migration of a bird is.
2. Mention the common migratory birds in your locality, and tell at what time they arrive in spring, and when they depart in autumn.
3. Tell why these birds migrate. State whether they feed upon insects, worms, fruit, seeds, fish, or other food, and show what effect the cold weather has upon their supply of food.
4. Tell how they migrate. Tell at what season and in what direction they take their flight; whether they travel in the daytime or at night, alone or in flocks; and how far they go.

EXERCISE V.

USES OF FORESTS.

1. Tell how forests affect the water courses; how they prevent floods and drouths; how they affect soil and climate; and mention any other uses of forests that occur to you.

EXERCISE VI.

THE SIGNAL SERVICE.

1. Tell what the object of the Signal Service is; how the warning of the approach of storms is given; how these weather reports aid people on shipboard and on land.

EXERCISE VII.

THE HUMAN SKIN.

1. Describe the structure of the skin.
2. State its uses.
3. Tell what care it needs.

EXERCISE VIII.

MY FAVORITE BOOKS.

1. Tell which your favorite books are.
2. State your reasons for liking each.

EXERCISE IX.

Write a letter to one of your friends, giving an account of your school work, and telling what part of the work you like best.

EXERCISE X.

You are obliged to leave school on account of illness in your family. Write a letter to your teacher stating the cause of your absence from school.

EXERCISE XI.

You promised to spend last evening at the home of one of your friends, but you were unable to do so. Write to your friend, giving a reason for your absence, and expressing your regret at not being able to keep the appointment.

EXERCISE XII.

Write to Messrs. Light & Wood, 781 Broadway, New York, asking them to send you samples of their letter-paper sold by the pound.

LESSON CXXII.

STUDY OF SELECTION.

ROBERT OF LINCOLN.

I.

Merrily swinging on brier and weed,
 Near to the nest of his little dame,
 Over the mountain-side or mead,
 Robert of Lincoln is telling his name :
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink ;
 Snug and safe is that nest of ours,
 Hidden among the summer flowers.
 Chee, chee, chee.

II.

Robert of Lincoln is gayly drest,
 Wearing a bright black wedding coat ;
 White are his shoulders and white his crest,
 Hear him call in his merry note :
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink ;
 Look, what a nice new coat is mine,
 Sure there was never a bird so fine.
 Chee, chee, chee.

III.

Robert of Lincoln's Quaker wife,
 Pretty and quiet, with plain brown wings,

Passing at home a patient life,
 Broods in the grass while her husband sings :
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink ;
 Brood, kind creature ; you need not fear
 Thieves and robbers while I am here.
 Chee, chee, chee.

IV.

Modest and shy as a nun is she ;
 One weak chirp is her only note.
 Braggart and prince of braggarts is he,
 Pouring boasts from his little throat :
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink ;
 Never was I afraid of man ;
 Catch me, cowardly knaves, if you can.
 Chee, chee, chee.

V.

Six white eggs on a bed of hay,
 Flecked with purple, a pretty sight !
 There as the mother sits all day,
 Robert is singing with all his might :
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink ;
 Nice good wife, that never goes out,
 Keeping house while I frolic about.
 Chee, chee, chee.

VI.

Soon as the little ones chip the shell,
 Six wide mouths are open for food;
 Robert of Lincoln bestirs him well,
 Gathering seeds for the hungry brood.
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
 This new life is likely to be
 Hard for a gay young fellow like me.
 Chee, chee, chee.

VII.

Robert of Lincoln at length is made
 Sober with work, and silent with care;
 Off is his holiday garment laid,
 Half-forgotten that merry air,—
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
 Nobody knows but my mate and I
 Where our nest and our nestlings lie.
 Chee, chee, chee.

VIII.

Summer wanes; the children are grown;
 Fun and frolic no more he knows;
 Robert of Lincoln's a humdrum crone;
 Off he flies, and we sing as he goes:
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;

When you can pipe that merry old strain,
 Robert of Lincoln, come back again.
 Chee, chee, chee.

WILLIAM CULLEN BRYANT.

What is the poem about?

Read the first stanza. Where was Robert of Lincoln? What was he doing? What word would be used in prose instead of *mead*? What do the fifth and sixth lines tell? What are the two following lines about? What is meant by the nest's being *snug*? What is meant by its being *safe*? What are the closing words of the song?

Read the second stanza. What does the first line tell? What is the use of the second and third lines? What is meant by *his crest*? What is the hearer requested to do in the fourth line? What is the song about?

Read the third stanza. What are the first four lines about? Why is she called a *Quaker* wife? Which words describe her appearance? What does the wife do? Where does she brood? What does her husband sing to her?

Read the fourth stanza. What are contrasted in the first four lines? To what is the wife compared? What is said about her singing? What is the husband called? What are his words?

Read the fifth stanza. How many eggs are spoken of? Of what color were they? What did the mother do all day? What did Robert do?

Read the sixth stanza. What is the meaning of *chip*? What happened when the shells were chipped? What did Robert do then? What was his song now?

Read the seventh stanza. How did the work and care affect Robert? What is meant by *laying off his holiday garment*?

Ans. Changing his color.

What was half-forgotten? What is meant by *mate* in the seventh line? By *nestlings* in the eighth line?

Read the last stanza. What is the first statement? What is the meaning of *wanes*? What is the second statement? The third? To what does *he* refer in the second line? What is Robert called in the third line? Where does he go? When shall we welcome him back?

WRITTEN EXERCISE.

Copy the poem. Arrange the lines as they are arranged in your book.

LESSON CXXIII.

COMPOSITION.

Write about Robert of Lincoln.

HINTS.—Tell where Robert of Lincoln sings, and what he says in his song. Describe his appearance. Describe his wife, and tell what she does. Tell about the little ones. Tell about Robert's work and his departure.

LIST OF ABBREVIATIONS.

Ala.	Alabama.	Ill.	Illinois.
A.M. , Before noon (<i>ante meridiem</i>).		Ind.	Indiana.
Ark.	Arkansas.	Ind. T.	Indian Territory.
Ariz.	Arizona.	Iowa or Io.	Iowa.
Aug.	August.	Jan.	January.
Ave.	Avenue.	Jr. or Jun.	Junior.
Cal.	California.	Kans. or Kan.	Kansas.
Capt.	Captain.	Ky.	Kentucky.
Co.	Company.	La.	Louisiana.
Co.	County.	L.I.	Long Island.
Col.	Colonel.	Lieut.	Lieutenant.
Colo. or Col.	Colorado.	LL.D.	Doctor of Laws.
Conn.	Connecticut.	M.	Noon (<i>meridies</i>).
D.C.	District of Columbia.	Mass.	Massachusetts.
D.D.	Doctor of Divinity.	M.C.	Member of Congress.
Dec.	December.	M.D.	Doctor of Medicine.
Del.	Delaware.	Md.	Maryland.
Dr.	Doctor.	Me.	Maine.
E.	East.	Messrs.	Gentlemen (<i>Messieurs</i>).
Esq.	Esquire.	Mich.	Michigan.
Feb.	February.	Minn.	Minnesota.
Fla.	Florida.	Miss.	Mississippi.
Fri.	Friday.	Mo.	Missouri.
Ga.	Georgia.	Mon.	Monday.
Gen.	General.	Mont.	Montana.
Gov.	Governor.	Mr.	Mister.
Hon.	Honorable.	Mrs.	Mistress.
Idaho	Idaho.	Mt.	Mount.