

B.

Compose two or more sentences upon each of the following subjects:

1. Cotton. 2. Dog. 3. Flowers.

Let these sentences be written on the blackboard, and be made the basis of class-criticism. Correct according to the following directions:

1. Draw a line under each misspelled word.
2. Draw a line through each small letter that should be a capital, or capital that should be small.
3. Mark a cross where a period is omitted.

NOTE TO TEACHERS.—The matter of subject and predicate should not be left until it is *perfectly* understood by every member of the class. Of course, at this stage, no attempt is to be made to discriminate between grammatical and logical subject and predicate.

IV. A LESSON IN CRITICISING.

1. We are now to take a lesson in *criticising* sentences, which means pointing out their faults.

2. To show the pupil how this is done, we shall take a number of examples from the last exercise as written by a class of young scholars. [See the subjects in Exercise 1, page 5.]

Example 1.—THE DOG.

The dog runs fast. The dog got runed over by a cart. The dog got out of the pound.

You see that this exercise is not well done. True, each sentence begins with a capital, and ends with a period. But the writer says "the dog got *runed* over." There is no such word as *runed*. He meant that the dog *was run over*. Each sentence begins with the same words—"the dog;" this is not agreeable to the ear