

Exercise 10.

Let the pupils write short Compositions on the following subjects: *The Horse—Trees—The Dog—Birds—The Sun.*

The pupils will change papers, and each pupil will address a letter to the teacher pointing out the errors. Notice particularly the following points:

1. Spelling. 2. Capitals. 3. The period. 4. The plurals of nouns. 5. The forms of the verbs. 6. Other improvements.

NOTE TO TEACHERS.—The teacher will do well at the outset to be particular as to the manner in which these letters are written. Let him see that the mechanical execution is perfect. When pupils are well trained in this, and emulation in criticism is excited, the teacher will be saved a great amount of trouble, as the pupils will themselves do all the work of looking over exercises. But to be sure of this most desirable result, the teacher must be willing to take pains at the outset and see that the pupils are well grounded in the preliminaries. WHEN THE EXERCISES ARE CORRECTED, THEY SHOULD BE REWRITTEN BY THE PUPILS.

XIII. ADJECTIVES.

1. Thus far, the only kind of sentence that we really understand is this:

Flowers bloom. Water ripples. Art refines.

That is, we understand only about the simple subject, which is generally a noun, and about the simple predicate, which is a verb.

2. But it is often necessary to describe or limit the noun in some way, and also to tell something about the statement made by the verb.

3. Thus, we may wish to say—*Beautiful flowers bloom*; or, *beautiful flowers bloom early.*