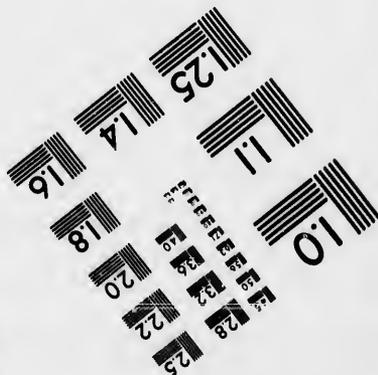
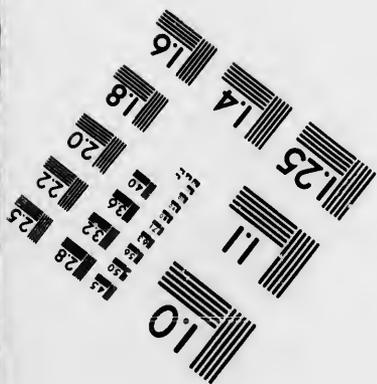
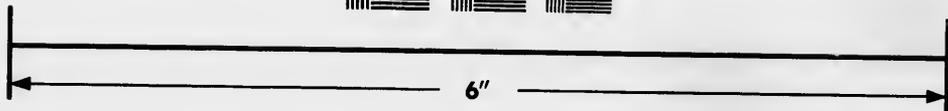
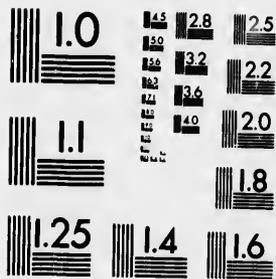


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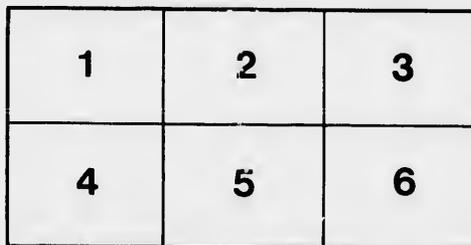
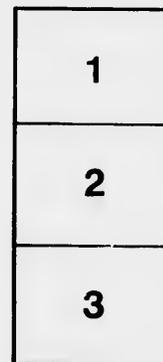
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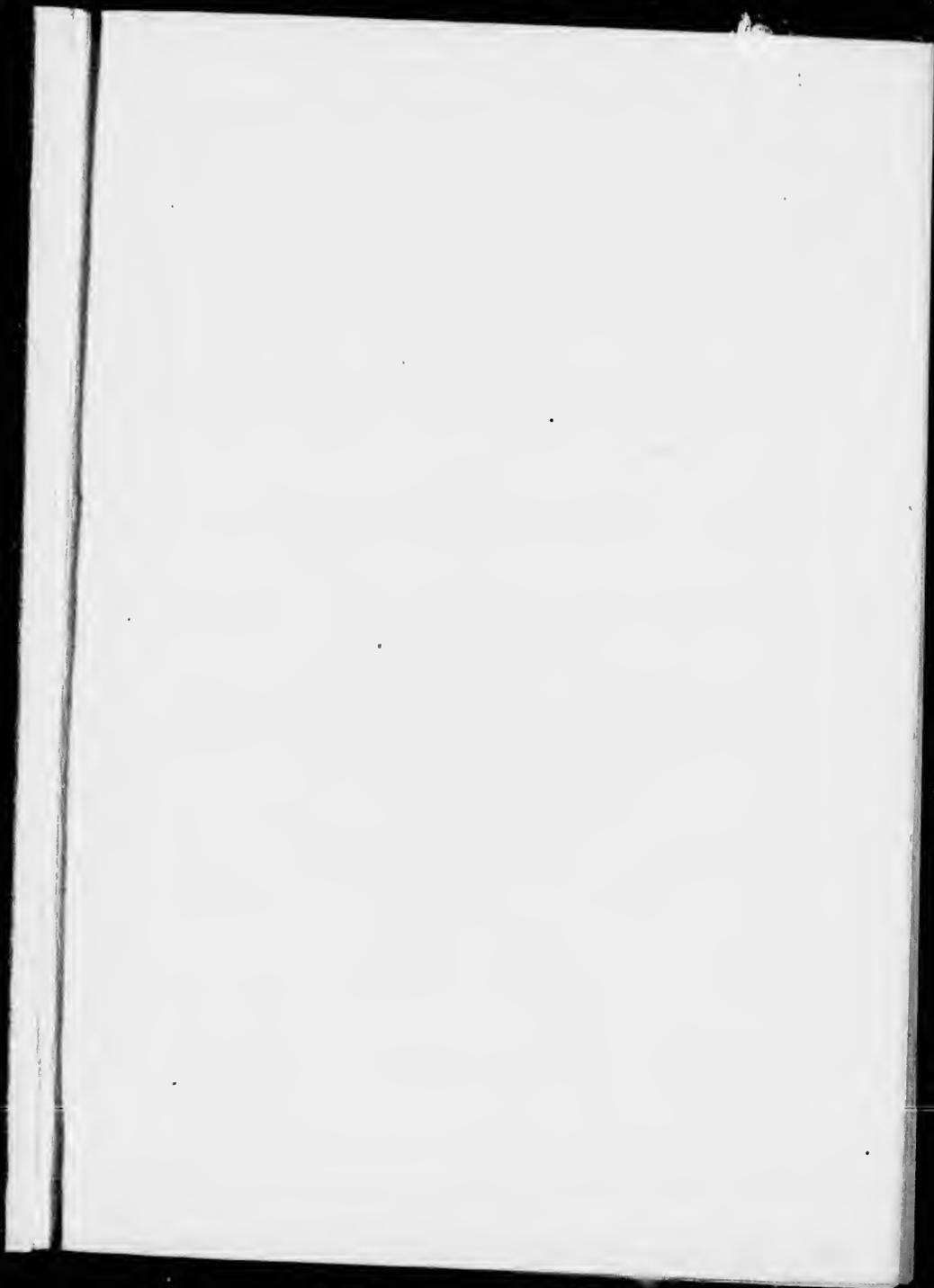
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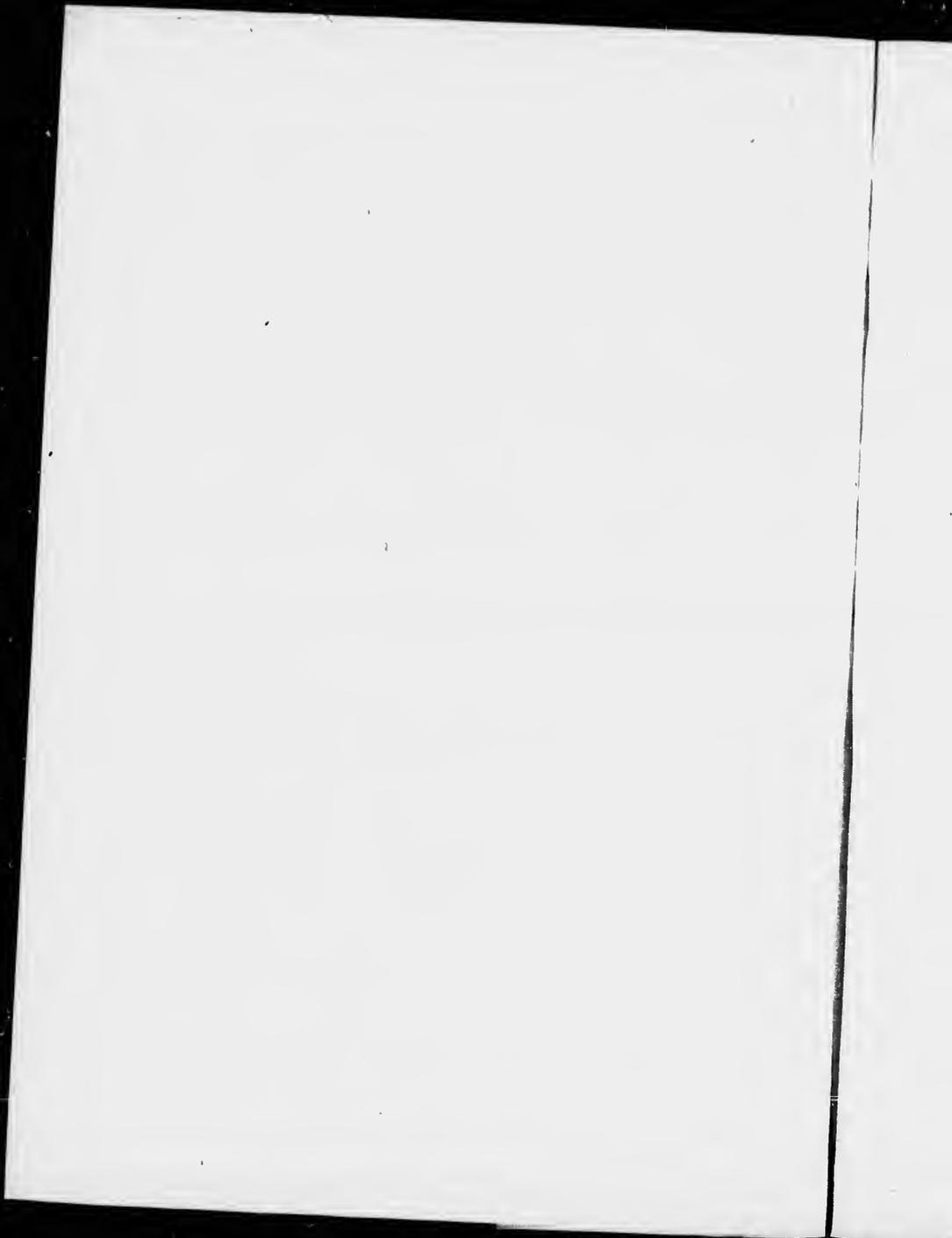
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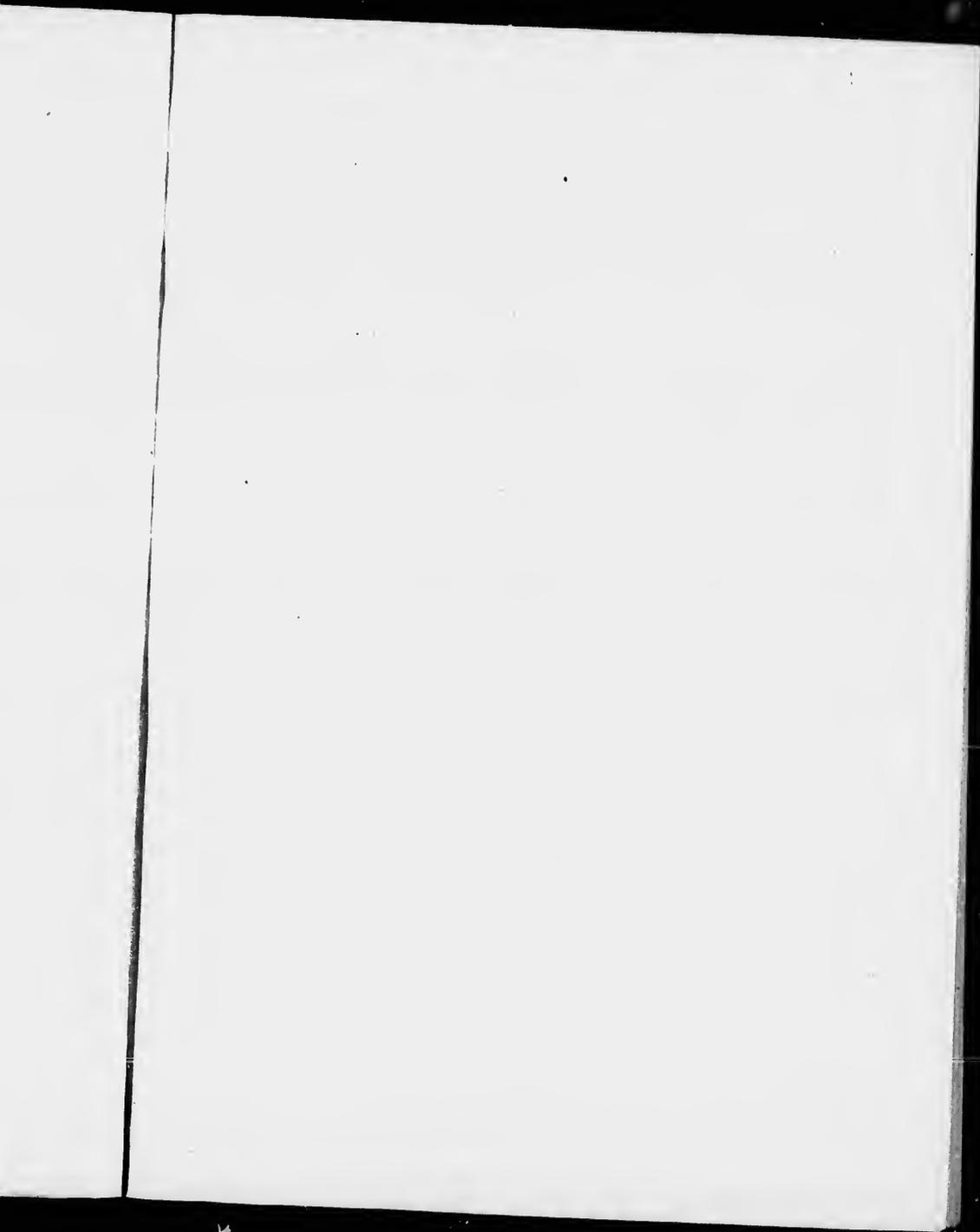
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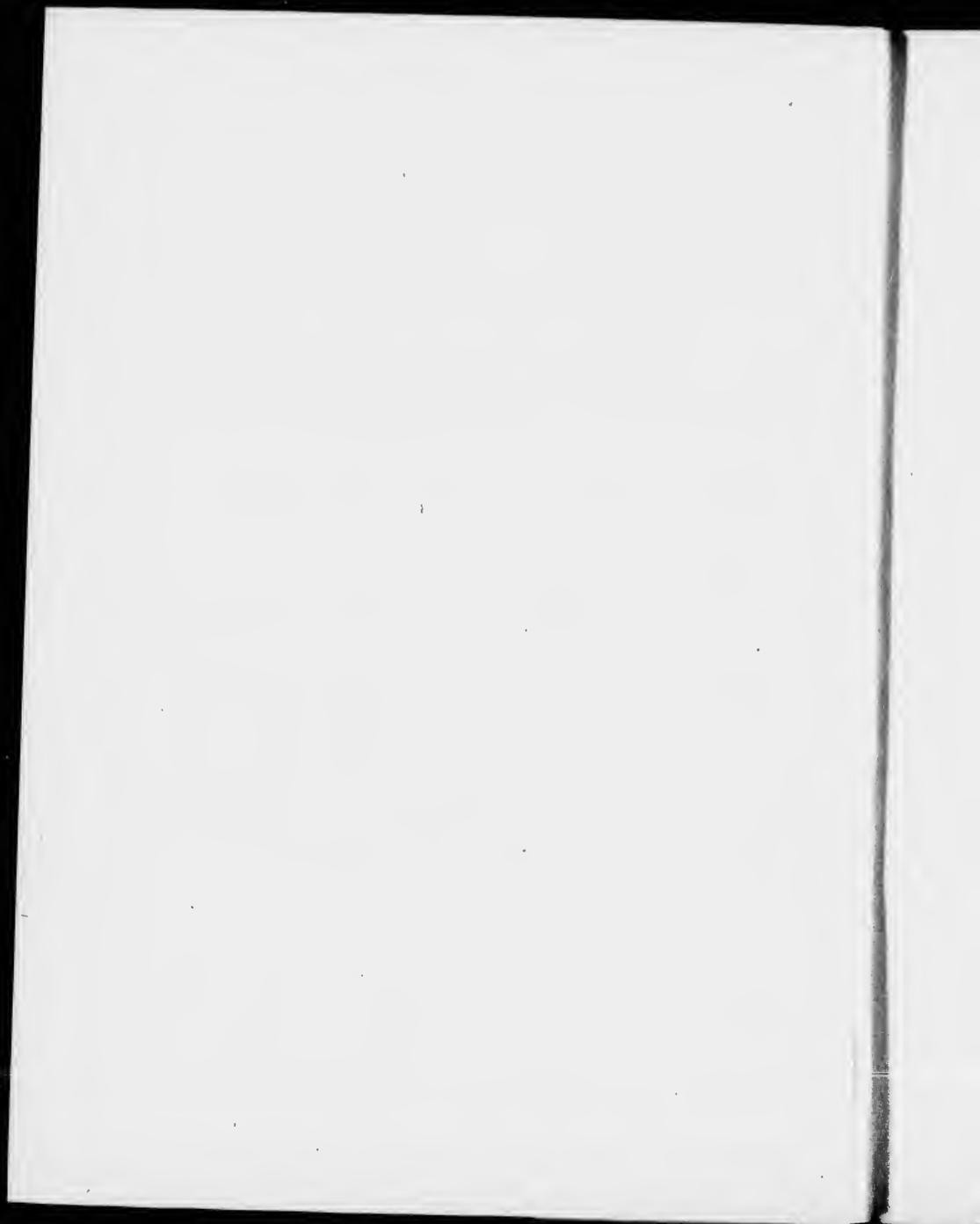
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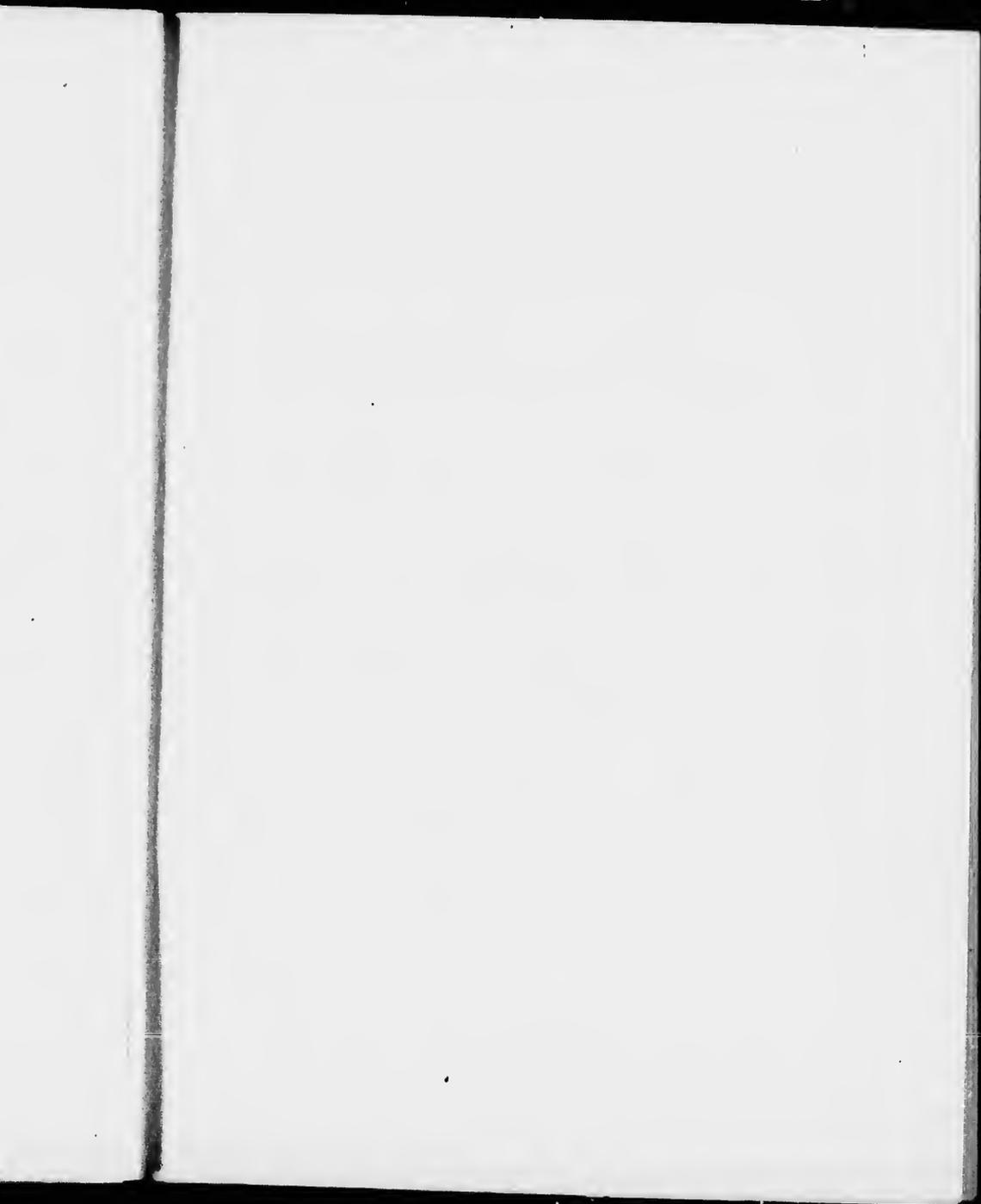
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ADAPTED TO
THE USE OF CANADIAN SCHOOLS

BY
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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.

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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 of 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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PART FIRST.

FOR THIRD YEAR PRIMARY.

LESSON I.

THE SENTENCE.

Tell something about your book. Tell something about your pencil. Tell something about your desk.

Think of some object at your home. Tell something about the object. Think of something that you saw on your way to school. Tell what you saw.

Tell what you think about the weather to-day. Ask something that you would like to know about the weather to-morrow.

When you use words to express a thought, you make a **sentence**; as,—

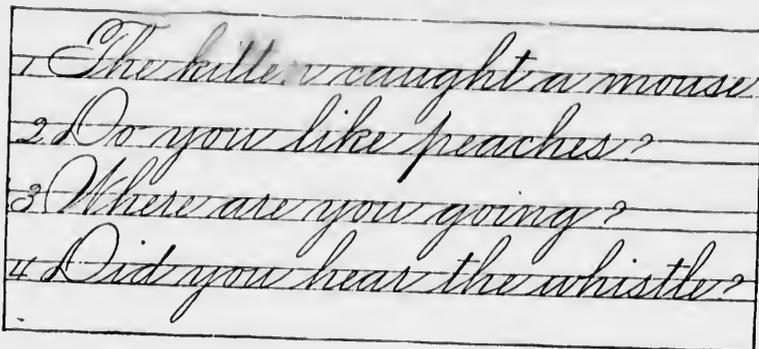
1. The table stands in the corner.
2. Has the table a drawer?

Read the sentences. What is the first sentence about? What is the second sentence about?

Make a sentence about birds; about a dog; about a knife; about roses; about the sun.

WRITTEN EXERCISE.

Copy these sentences. Write your very best:—



LESSON II.

STATEMENTS.

1. The river is deep.
2. The robin has flown away.
3. Henry has a new ball.

About what does the first sentence tell something? What is told about it?

About what does the second sentence tell something? What is told about it?

About whom does the third sentence tell something?

Give a sentence telling something about your hat. Give a sentence telling what you like to do. Give a sentence that will tell your age. Give one that will tell where you live.

A sentence that tells or states something is called a **statement**.

With what kind of letter does the first statement in this lesson begin? the second statement? the third statement?

QUESTIONS.

What mark is placed after the first statement? after the second statement? after the third statement?

A statement should begin with a capital letter.

A period should be placed after every complete statement; thus, —

The wind blows the leaves

WRITTEN EXERCISE.

1. Write a statement about a dog.
2. Write a statement about a fish.
3. Write a statement about oranges.
4. Write a statement about a rose.
5. Write a statement about a boy.

LESSON III.

QUESTIONS.

1. The horses ran away.
2. What made the horses run?
3. Did they run far?
4. Was any one hurt?

What is the first sentence about? What is said about the horses? What is the second sentence about? Does the second sentence tell anything about the horses? What does it do?

What does the third sentence do? What does the fourth sentence do?

Ask something about a watch; about a kite; about a butterfly.

What is a sentence that asks something called?

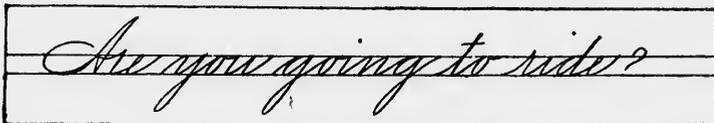
With what kind of letter does the first question begin? the second question? the third question?

What mark is placed after the first question? after the second question? after the third question?

The mark ? is called an **interrogation point**.

A question should begin with a capital letter.

An interrogation point should be placed at the end of a question ; thus, —



WRITTEN EXERCISE.

1. *Write a question about a house.*
2. *Write a question about a girl.*
3. *Write a question about the cars.*
4. *Write a question about the wind.*
5. *Write a question about trees.*

—••—
LESSON IV.

NAMES.

All persons and things have names by which they are known.

What is your name? What is your father's name?

Mention the name of some great man of whom you have heard.

Tell the name of some place that you have visited.

What is the name of the river nearest your home?

Name five objects that you see in your schoolroom.

Give the names of two kinds of flowers ; of two kinds of trees ; of two animals ; of two parts of a house ; of two pieces of furniture.

WRITTEN EXERCISES.

I.

Write in columns the names of—

1. Five things that you eat.
2. Five things that you wear.
3. Five things that you play with.
4. Five things that you saw on your way to school.

II.

Write the names of—

1. Two trees used for shade.
2. Two animals used for food.
3. Two things made of iron.
4. Two things that grow in the fields.
5. Two things that are found in the earth.
6. Two things that you see in the sky.

III.

Use these names in statements:—

coat,	tree,	knife,
hat,	apple,	kite.

Example.—My coat is warm.

IV.

Use these names in questions:—

ball,	dog,	rabbit,
horse,	top,	drum.

Example.—Is your ball hard?

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 have pupils write it.



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LESSON VII.

IS AND ARE.

1. Herbert is in the house.
2. Herbert and Alfred are in the house.
3. My pencil is dull.
4. Those pencils are sharp.

Who is spoken of in the first statement? Who are spoken of in the second statement?

In which of the two statements do we use *is*? In which do we use *are*? Why do we use *is* in the first statement and *are* in the second statement?

What is the third statement about? How many pencils are spoken of?

What is the fourth statement about?

Tell whether we use *is* or *are* in stating something about one pencil.

What word is used instead of *is* in speaking of more than one pencil?

Look again at the sentences given in this lesson, and tell when we use *is*. Tell when we use *are*.

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with is or are. Be careful to use is in statements about one, and are in statements about more than one : —

1. The bird — in the cage.
2. Clarence — my friend.
3. The boys — happy.
4. The sweet apples — ripe.
5. The bell — ringing.

LESSON VIII.

REVIEW.

Use *is* in a statement about a sled ; about a hat.

Use *is* in a question about a horse ; about a carriage.

Use *are* in a statement about the trees ; about two girls.

Use *are* in a question about the cars ; about the clouds.

When should you use *is* ? When should you use *are* ?

What is a sentence that states something called ? What is a sentence that asks something called ? What mark should be placed after a statement ? What mark should be placed after a question ?

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with is or are : —

1. The birds — singing.
2. — your knife sharp ?
3. — Alice and Bertha going ?
4. The soldiers — marching.
5. My hat — torn.
6. Papa — at home.
7. Papa and Mamma — at home.
8. — your brother here ?
9. — your sisters here ?
10. These books — new.

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?

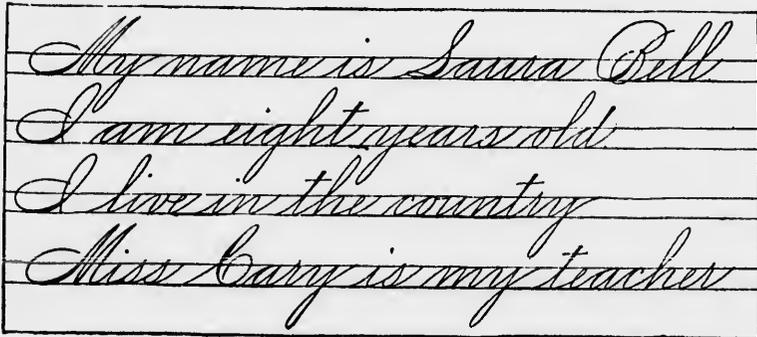
When you speak of yourself, do you use your own name? What word do you use instead of your own name?

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.

LESSON XII.

WAS AND WERE.

1. Agnes was in the garden.
2. Agnes and Alice were in the garden.
3. The bird was shy.
4. The birds were shy.

Who is spoken of in the first sentence? Who are spoken of in the second sentence? In which sentence is *was* used? What word is used instead of *was* in the second sentence? Why is *was* used in the first sentence and *were* in the second sentence?

What is the third sentence about? How many birds are spoken of? Tell whether we use *was* or *were* to state something about one bird.

What is the fourth sentence about? What word is used instead of *was* in stating something about the birds?

In which of the sentences above is *was* used? How many things are spoken of in each of those sentences? What word do we use instead of *was* when we speak of more than one?

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with was or were: —

1. Carlo — lonesome.
2. Fred and Harry — away.
3. — those marbles yours?
4. The snow — flying.
5. Our hands — cold.

LESSON XIII.

DICTATION EXERCISE.

1. I walked with Kitty White.
2. Did you see my brother ?
3. Have you been to the woods ?
4. Did you find any flowers ?
5. Did you hear the birds sing ?



LESSON XIV.

REVIEW.

ORAL.

Use *is* in asking a question about an animal ; about a flower.

Use *are* in making a statement about yourself and a playmate.

Mention yourself last.

Use *was* in asking a question about a river ; about the wind.

Use *were* in asking a question about the stars.

Use *were* in making a statement about two boys.

When should you use *was* ? When should you use *were* ?

With what kind of a letter should you begin each word in your name ? How should you write the word *I* ?

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with is, are, was, or were : —

1. The boy — waiting for the basket.
2. The leaves — falling.

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 Quebec.
2. He lives in Garden Street.
3. My cousin lives in Port Hope.

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 *Quebec* begin? Copy the word *Quebec*.

What does the second statement tell? With what kind of letter does the word *Garden* 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 *Port Hope*.

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

Ottawa,	Wellington Street,
Montreal,	Victoria Square,
Toronto,	King Street.
Quebec,	Frontenac 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.

LESSON XIX.

HOW TO WRITE INITIALS.

1. My father's name is James Richard Wilson.
2. He writes his name James R. Wilson.
3. My uncle's name is Charles Henry Ford.
4. He writes his name C. H. Ford.

What does the first sentence tell? What does the second sentence tell? What does *R.* stand for? What kind of letter is used? What mark is placed after the letter?

Whose name is given in the third sentence? Read the name.

What does the fourth sentence tell? What does *C.* stand for? What mark is placed after the letter *C*? What does *H.* stand for? What mark is placed after the letter *H*?

The first letter of a word is called its initial letter. What is the initial letter of the name *Richard*? of the name *Charles*? of the name *Henry*?

When, instead of a word in a name, you write the initial of that word, use a capital letter.

Place a period after each initial.

WRITTEN EXERCISE.

Copy these names, and, instead of the words in italics, write the initials of those words:—

Example.— Edith *Hart* Carter.
Edith H. Carter.

Edith <i>Hart</i> Carter.	Frank <i>Richard</i> King.
Mary Elizabeth Watkins.	Charles <i>Frank</i> Sherwood.
Alice <i>Carr</i> Williams.	Ernest <i>Page</i> Dalton.
<i>Ellen</i> Gertrude Lyon.	<i>John</i> Howard Miller.
Fanny <i>Lee</i> Robinson.	<i>Arnold</i> Brooks Sanford.

EXERCISE II.

1. Write the full names of ten persons whom you know.
2. Write each of those names as the owner writes it.

LESSON XX.

SELECTION TO BE MEMORIZED.

Read the following lines:—

What do happy birdies say,
 Flitting through the gloomy wood?
 "We must sing the gloom away—
 Sun or shadow, God is good."

M. M. D., in *St. Nicholas*.

What do the birdies say they must do when they are in the dark wood, without any sunshine? * What can little children do when it is rainy, or when they are unhappy?

Copy these lines. Notice the arrangement of the lines, and begin each line with a capital letter.

Commit the lines to memory.

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



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? Is the little girl's home in the city or in the country?

What time of the year is it? What shows you this? Is it a sunny or a cloudy day? How do you know?

What kind of dog is it — large or small, cross or good-natured? Do you think that the little girl and the dog like to go out together?

Write answers to the questions.

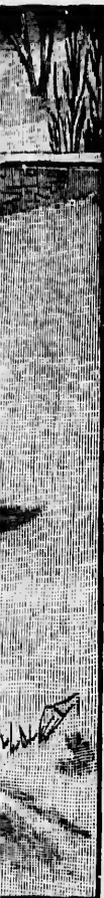
II.

*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?



LESSON XXII.

THE WORDS *UNCLE* AND *AUNT*.

1. Aunt Clara brought me a watch.
2. It was a present from Uncle George.

What is told in the first sentence? Who brought the watch? Copy the name *Aunt Clara*.

Read the second sentence. Who sent the watch? Copy the name *Uncle George*. With what kind of letter does the word *uncle* begin?

Give the name of one of your uncles. When you speak to your uncle, what do you call him? Write that name. Mention the name of one of your aunts. What do you call her? Write that name.

When you write the word *uncle*, or the word *aunt*, as part of a name, begin it with a capital letter.

WRITTEN EXERCISE.

Write about a visit to one of your aunts. Begin as follows:—

My Visit to Aunt —'s.

Fill the blank with the name of your aunt.

1. Tell where your aunt lives.
2. Tell when you visited her.
3. Tell what you did when you were there.

REVIEW EXERCISE.

Read these sentences, mention every word used as the name of anything, and tell what it is the name of:—

Example. — *Church* is the name of a building used for worship.

1. This church is closed.
2. My hat was bought in Longueuil.
3. We spent our vacation at Aunt Fanny's.
4. We rode in Uncle John's new carriage.
5. The horses are afraid to cross the bridge.
6. Laura is learning to sew.
7. Herbert took the letter, and ran into the house.
8. Grace opened the window, and the little birds flew away.
9. Do you hear the bells?
10. The sun is shining.

LESSON XXIII.

MR. AND *MRS.*

Mister White.

Mr. White.

Mistress White.

Mrs. (*mis'sis*) White.

1. Mr. White told his wife that he had bought a new horse.
2. Mrs. White asked whether the horse was gentle.

What man is spoken of in the first sentence? What letters are used before his surname? For what word is *Mr.* used?

If you were to speak to Mr. White's wife, what would you call her? What does *Mrs.* stand for? How is *Mrs.* pronounced?

Mr. and *Mrs.* are placed before the names of men and women as a mark of respect,

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.

DICTATION 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. *Thursday.*
Tuesday. *Friday.*
Wednesday. *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 XXVI.

WRITTEN EXERCISE.

Write seven statements, telling in each one thing that you did on some day of last week ; as, —

1. Last Sunday I went to church.
2. I lost my knife on Monday.

EXERCISE II.

Write the names of the days, and opposite each write its abbreviation, as follows : —

	Sunday Sun.
Monday Mon.	Thursday Thurs.
Tuesday Tues.	Friday Fri.
Wednesday Wed.	Saturday Sat.

LESSON XXVII.

HAS AND HAVE.

1. A squirrel has sharp teeth.
2. Squirrels have sharp teeth.
3. The boy has gone home.
4. The boys have gone home.

Read the first two sentences. What is the first statement about? What is said about the squirrel? What is the second statement about?

Which of these sentences states something about one thing? Which of them states something about more than one? Why is *has* used in the first statement and *have* in the second?

Read the third and fourth sentences. In which of these sentences is *has* used? Why? In which is *have* used? Why?

Change the following sentences, making each state something or ask something about more than one thing:—

1. The book has a red cover.
2. The car has started.
3. Has the girl come?
4. A spider has eight legs.
5. Your friend has been here.
6. Has the clock stopped?

Example.—The books have red covers.

WRITTEN EXERCISE.

*Copy the following sentences, and fill the blanks with *has* or *have*:—*

1. The cow — horns.
2. The cow and the horse — hoofs.
3. Carrie — a new slate.
4. The girls — learned a new song.
5. John and Frank — been here.
6. Your mother — gone to ride.
7. — Uncle Edward come?
8. — the men finished their work?
9. Emma — lost her gloves.
10. The table — square corners,

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 XXXI.

REVIEW.

State something about —

a chair, bread, birds, a picture, horses,
the street, grass, morning, papers, the fire.

What is a sentence that states something called? What mark should be placed at the close of a statement?

Think of something that you would like to know about a river. Ask three things about a river. Ask something about —

a boat, a rat, oranges, the moon,
a house, an owl, a violet, the stars.

What is a sentence that asks something called? What mark should be placed after a question?

Write a statement about your school.

Write a question about your school.

WRITTEN EXERCISES.

I. *Copy the following sentences, and fill the blanks with is, are, was, or were: —*

1. Ralph — a good writer.
2. You — a good speller.
3. — the pony lame?
4. — you going to school to-morrow?
5. My hat — too small.
6. You — singing a new song.
7. — you in Broadway yesterday?
8. The girls — playing.
9. You — in the wrong street.
10. — your father at home?

II. *Change these sentences, making each state something or ask something about more than one thing:—*

1. The robin is singing.
2. Was the boy at home?
3. Is the peach ripe?
4. The paper has not come.
5. The door was locked.
6. The car has started.
7. Has the plant dark green leaves?
8. The girl is making an apron.

—♦—

LESSON XXXII.

SELECTION TO BE MEMORIZED.

Read these lines:—

Little hands, little heart,
 Keep them pure and white,
 Fit for heavenly errands,
 And the angels' sight.

SUSAN COOLIDGE, in *St. Nicholas*.

Will little hands be *pure* and *white* if they strike in anger? Will little hearts be *pure* and *white* if their owners say naughty words?

Copy the lines, and commit them to memory.

LESSON XXXIII.

NAMES OF THE MONTHS.

January,
February,
March,
April,
May,
June,

July,
August,
September,
October,
November,
December.

With what kind of letter does the name of each month begin?

Name the spring months; the summer months; the autumn months; the winter months.

I.

Copy the names of the months.

II.

1. *Write the names of the spring months.*
2. *Write the names of the summer months.*
3. *Write the names of the autumn months.*
4. *Write the names of the winter months.*
5. *Write the name of the month you like best, and tell why you like it best.*

Learn these abbreviations of the names of the months : —

January Jan.	July * Jul.
February Feb.	August Aug.
March * Mar.	September Sept.
April * Apr.	October Oct.
May * —	November Nov.
June * Jun.	December Dec.

—•••—

LESSON XXXIV.

THE SEASONS.

What flowers blossom in spring? † What do you see on fruit-trees?
What do the birds do in spring?

What kind of weather do we have in summer? What insects do
you see flying about? What fruits ripen in the summer months?

What are the colors of the leaves in the early part of autumn? What
becomes of the leaves later? What does the farmer harvest in autumn?

What kind of weather do we have in winter? What sometimes covers
the ground? Why are the little streams said to be asleep? Name some
of the winter sports.

WRITTEN EXERCISE.

*Write answers to the following questions. Begin the words
spring, summer, autumn, and winter with small letters : —*

1. What three signs of spring have you noticed?
2. What ripe fruits have you seen in the summer months?
3. What insects have you heard chirp in autumn?
4. What have you noticed about the length of the days in winter?

* *May* is never abbreviated; and *March, April, June, and July* should generally be written in full.

† Pupils should answer these questions orally, in complete statements.

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.



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LESSON XXXVII.

HOW TO WRITE DATES.

1. Sir John A. Macdonald was Prime Minister of Canada.
2. He was born in Glasgow, January 11, 1815.
3. He died June 6, 1891.

Read the sentences. Who was Sir John A. Macdonald?

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, *11* and *6* are abbreviations of eleventh and sixth. These dates should be read not *January eleven* and *June six*; but *January eleventh* and *June sixth*.

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 Victoria St.. Valleyfield, Que.</p>

2.

Stamp
<p>Miss Margaret S. Barton, Cornwall, Stormont Co., Ont.</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 $5\frac{1}{2}$ inches long, and $3\frac{1}{4}$ 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.

DICTIONARY 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.

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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.”

To whom did George speak? What did he say?

Read the second sentence. Whose words are repeated in this sentence? What shows that the words are quoted?

What mark is placed before the quotation in each sentence? With what kind of letter does the first word of each quoted sentence begin?

A quoted sentence that gives the exact words of another should begin with a capital letter.

Copy the following story. Tell which of the sentences are quotations:—

THE FARMER AND THE STORK.

A farmer set a net in his field, to catch the cranes which came to feed on his corn. He caught several cranes, and with them a stork. The stork begged the farmer to let him go. He said, "I am not a wicked crane, but a poor, harmless stork." The farmer replied, "That may be true. But I have caught you with the cranes, and you must die with them."

What does this story teach about bad company? Tell the story in your own words.

DICTATION EXERCISE.

1. Frank cried, "Throw me the rope."
2. "Here it is," said John.
3. "The bells are ringing," said Mrs. May.
4. "Look at this leaf," said Clara.
5. "Where did you find it?" asked the girls.

LESSON XLVIII.

COMPOSITION.

Read this story :—

THE CAT AND THE SPARROW.

A cat caught a sparrow and was about to eat it, when the sparrow said, "No gentleman eats till he has first washed his face."

The cat, struck with this remark, set the sparrow down, and began to wash his face. The sparrow then flew away. This vexed Tom, and he said, "As long as I live, I will eat first, and wash my face afterward."

Tell the story in your own words.

WRITTEN EXERCISE.

Write the story of The Cat and the Sparrow. First write the name of the story.

Do not forget to use the quotation marks if you give the exact words of the cat and the sparrow.



LESSON XLIX.

CONTRACTIONS.

1. I've torn the book.
2. Don't be careless.

What does *I've* mean in the first sentence?

Write *I have*. Write *I've*. What letters are in *I have* that are not in *I've*?

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.

DICTATION 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.	

SUMMARY OF RULES.

NOTE.—The pupil should apply these rules in all written exercises.

Every sentence should begin with a capital letter.

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

The word *I* should be written with a capital letter.

The name of a city or of a street should begin with a capital letter.

The names of the days of the week should begin with capital letters.

The names of the months should begin with capital letters.

The names of the seasons should begin with small letters.

A period should be placed after every complete statement and after every command.

An interrogation point should be placed after a question.

A period should be placed after an abbreviation.

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

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

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

PART SECOND.

LESSON LIII.

THE TWO PARTS OF A STATEMENT.

1. Plants need sunshine.
2. Two trains crossed the bridge.
3. The bell is ringing.

What are spoken of in the first statement? What is said about plants?
What are spoken of in the second statement? What is said about
two trains?

What is spoken of in the third statement? What is said about the
bell?

How many parts has each statement? What does one part show?
What does the other part tell?

The part of a sentence that shows what is spoken of is called the
subject.

The part of a sentence that tells something about the thing spoken of
is called the **predicate**.

WRITTEN EXERCISE.

*Copy the following statements, and draw a short vertical line
between the subject and the predicate in each:—*

Example. — Oranges | grow in Florida.

1. Oranges grow in Florida.
2. The ground is covered with snow.
3. Walter is sweeping the walk.
4. Two little sparrows came to my window.
5. Emily gave the birds some crumbs.
6. This apple is hard.
7. Your pencil has a sharp point.
8. A small boy opened the gate.
9. The room has three windows.
10. The old clock stands in the hall.

—•••—

LESSON LIV.

NAMES.

1. John harnessed the horse.
2. Flour is made into bread.
3. The robin is building a nest.

Tell what is spoken of in each statement, and what is said about the thing spoken of.

Point out each word used as a name, and tell what it is the name of. A word used as a name is called a **noun**.

Write sentences containing the following words used as nouns: —

table,	river,	lily,	barn,	grass,
carpet,	pond,	potato,	post-office,	clouds.

WRITTEN EXERCISE.

Write sentences containing the name of —

1. A flower.
2. A body of water.
3. An article of furniture.
4. A kind of grain.
5. A musical instrument.
6. A timepiece.
7. A vegetable used for food.
8. A building used for residence.
9. A building used for worship.
10. A material of which stoves are made.

Example.—The dandelion grows by the roadside.



LESSON LV.

PROPER AND COMMON NAMES.

Give the name of a boy ; of a city ; of a river.

A name that belongs to an individual person or thing is called a **proper name** ; as, *Frank, Charleston, Red River.*

Give a name applied to animals of the same kind — to a class of animals ; as, *cow.*

Give a name applied to each bird of some class ; to each tree of some class ; to each building of some class.

A name that all things of the same class have in common is called a **common name** ; as, *man, house, horse.*

Tell which of the following names are common to persons or things of the same class, and which belong to individual persons or things : —

house,	school,	boy,	Germany,
city,	Yale College,	Robert,	month,
London,	state,	girl,	January,
church,	Manitoba,	Helen,	day,
Trinity Church,	river,	country,	Tuesday.

With what kind of letters do the examples of common names begin?

With what kind of letters do the examples of proper names begin?

Begin a proper name with a capital letter ; as, *James, Broadway.*

When a proper name is made up of two or more words, each word should generally begin with a capital letter ; as, *Three Rivers, Niagara Falls.*

WRITTEN EXERCISES.

I.

Copy these sentences, and draw lines under the words that name special persons or things :—

1. Oranges grow in Florida.
2. Edward is learning to play the flute.
3. Pierre Lemoine d'Iberville was brave and courageous.
4. Umbrellas were introduced into England from China.
5. Sir George E. Cartier was a great Canadian statesman.
6. Yellowstone Park contains some of the most wonderful geysers in the world.
7. Our friends are staying at the Holland House.
8. The concert was held in Queen's Hall.
9. Lake George is noted for its beautiful scenery.

II.

Tell some interesting fact about —

the city or town, the county, and the state, — in which you live.

Example. — Immense herds of cattle and sheep are raised in Texas.



LESSON LVI.

WHEN TO USE CAPITAL LETTERS.

I.

Tell which words in the following sentences are used as titles, and point out each title that is applied to an individual : —

1. The boy was welcomed by aunts, uncles, and cousins.
2. He stood by Uncle William.
3. Cardinal Richelieu founded the company of One Hundred Associates in 1628.
4. Here are your slippers, Father.
5. Senator Brown made a speech.
6. Two generals were on the train.
7. General Wolfe was killed at the battle on the Plains of Abraham.
8. Sir J. O. Chapleau is Lieutenant-Governor of Quebec.
9. The Pope lives at Rome.
10. The eldest son of Queen Victoria is called the Prince of Wales.

When a title is applied to an individual, or when it is used as part of a name, it should begin with a capital letter; as, —

The Mayor of Chicago, President Lincoln, Aunt Mildred.

II.

1. The Conservatives held a meeting last evening.
2. Mr. Brown is a Patron.
3. Parliament meets the first Monday in December.

What is *Conservatives* the name of? What is *Patron* the name of?
What is *Parliament* the name of?

Begin with a capital letter the name of an association, of a political party, or of any special body of men; as, —

Royal Society, Liberal, Parliament.

III.

Find in these sentences the name of a document of special importance, the name of an important event, and the title of a book: —

1. The law is contrary to the Constitution of the Dominion of Canada.
2. In November, 1837, the first battle of the Rebellion was fought at St. Denis.
3. Have you read "Tom Brown's School Days at Rugby"?

Begin with capital letters words naming particular things or events of special importance; as, —

The Confederation of the Provinces, The Revolution.

Begin with capital letters the important words in the title of a book, of a newspaper, or of any other composition; as, —

*Robinson Crusoe, Harper's Young People,
My Trip to the Mountains.*

IV.

Mention in the following any name or title of God : —

1. The Lord is my shepherd.
2. Remember now thy Creator in the days of thy youth.

Begin with a capital letter any name or title of God ; as, —

Lord, Creator, Father, the Supreme Being.

Tell where capital letters are used in the following stanza : —

“ All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.”

Begin with a capital letter every line of poetry.

WRITTEN EXERCISE.

Copy all the numbered sentences in this lesson, and tell why each capital letter is used.

LESSON LVII.

DICTATION EXERCISE.

1. Alice is reading “ Little Women.”
2. All the Liberals voted against the bill.

3. The Natural Bridge is in Virginia.
4. The meeting was opened by Mayor Green.
5. We shall attend St. Paul's Church.
6. How did you spend New Year's Day?
7. The Governor-General gave a public reception at Rideau Hall last Wednesday.
8. Why is the Confederation of the Provinces celebrated on the First of July?
9. The Pilgrims landed at Plymouth in December, 1620.
10. Howe'er it be, it seems to me,
 'Tis only noble to be good.
 Kind hearts are more than coronets,
 And simple faith than Norman blood.

TENNYSON.

LESSON LVIII.

WORDS DERIVED FROM PROPER NAMES.

Read the following sentences, and give the meaning of each word printed in *Italics* : —

1. We speak the *English* language.
2. He works in a *Chinese* laundry.
3. The woman bought a *Japanese* fan.
4. The *British* flag is respected abroad.
5. These table-cloths are made of *Irish* linen.
6. Have you ever seen a *Mexican* pony?
7. The *Canadian* winters are enlivened by many outdoor sports.

8. The *German* band will play at the exercises.
9. Robert Burns was a *Scottish* poet.
10. Do not be too quick to follow *Oriental* fashions.

The words in Italics are derived from proper names. With what kind of letter does each of those words begin?

Begin with a capital letter every word derived from a proper name.

WRITTEN EXERCISES.

I.

Use each of these words in a sentence:—

English;	Mexican,	Italian,	German,
Russian,	French,	Irish,	African,
Roman,	Norwegian,	British,	Chinese,
Scottish,	Canadian,	American,	Alaskan.

II.

DICTATION EXERCISE.

1. He bought a Swiss watch.
2. Who wrote "The Barefoot Boy"?
3. The English sparrow is not a general favorite.
4. The schools were closed on Arbor Day.
5. Columbus made four voyages to the New World.
6. The Saskatchewan flows into Lake Winnipeg.
7. The Russian winter is long and cold.
8. Horses were introduced into Mexico by the Spaniards.
9. Defoe's best known work is "Robinson Crusoe."
10. America has furnished to the world the character of Washington.

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.

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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-seek" 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.

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?

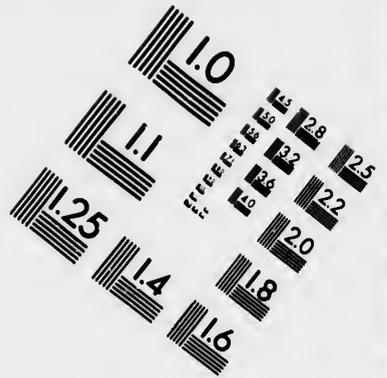
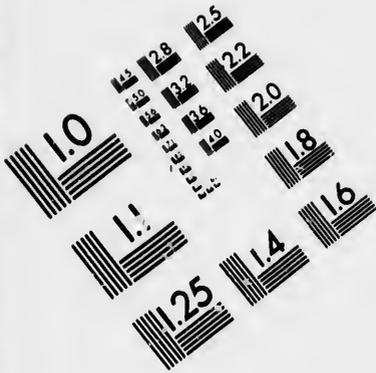
Add s to the singular of most nouns, to form the plural.

WRITTEN EXERCISE.

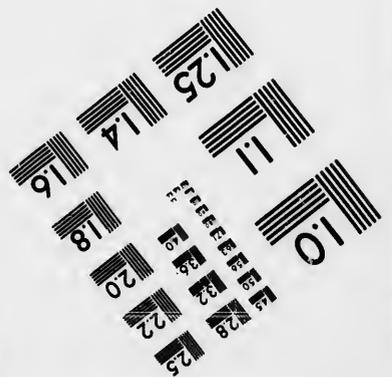
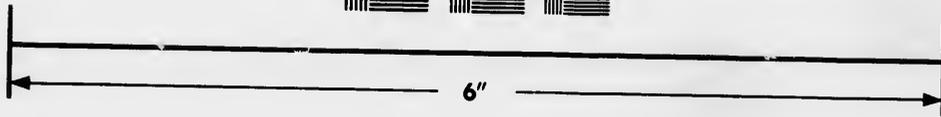
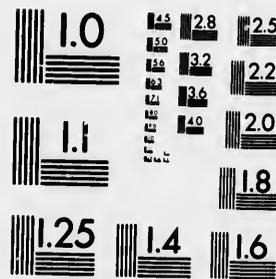
Write sentences containing the plural forms of the following words :—

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





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LESSON LXIII.

NAMES THAT MEAN MORE THAN ONE.

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

dress? box? watch? dish?

Write the words that mean more than one *dress*, *box*, *watch*, and *dish*.

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

Add *s* to each of the names above, and try to pronounce the words thus formed. Why is *es* instead of *s* added to each of these words?

When the singular ends in a sound that does not unite easily with the sound of *s*, some nouns add *es* to the singular, to form the plural.

WRITTEN EXERCISES.

Write sentences containing the plural forms of these names:—

church,	wish,	class,	match,
glass,	fox,	peach,	dish,
dress,	tax,	house,	watch,
brush,	grass,	bush,	-ditch.

Example. — There are five churches in the village.

NAMES THAT CHANGE *F* OR *FE* TO *VES*.

leaf,	loaf,	knife,
leaves,	loaves,	knives.

Name the words in the foregoing list that mean one thing. Name the words that mean more than one.

Tell how the words are changed to make each mean more than one.

Some nouns ending in *f* or *fe*, change *f* or *fe* to *ves*, to form the plural.

WRITTEN EXERCISE.

Use the plural forms of these names in sentences:—

shelf,	half,	calf,	loaf,
wolf,	beef,	life,	sheaf,
leaf,	thief,	wife,	knife.

Example. — The shelves were filled with books.

LESSON LXIV.

REVIEW.

1. Read these statements, tell what is spoken of in each statement, and what is said about it:—

1. The birds were sitting on posts.
2. The farmer sold his calves.
3. A child bought two loaves of bread.
4. The taxes were paid.
5. George brought three pailfuls of water.
6. The leaves are green.
7. Two bridges were burned.
8. The trains were delayed.
9. Foxes have long bushy tails.
10. The thieves were sent to prison.

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 FORM 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 LXIX.

REVIEW.

When is a word said to be in the singular form?

When is a word said to be in the plural form?

How is the plural form of most names made? Mention five words that form the plural by adding *s* to the singular.

If a name ends in a sound that does not unite easily with *s*, how is the plural formed? Give five words that form the plural by adding *es* to the singular.

How do some nouns ending in *f* or *fe* form the plural? Give examples.

In how many ways do nouns ending in *y* form the plural? Give examples of each way, and tell how the plural is formed in each case.

Mention five words that form the plural irregularly.

Mention three words in which the singular and the plural form are the same.

WRITTEN EXERCISES.

I. *Copy the following nouns, and opposite each noun write its plural:—*

I.

basket,	Monday,	roof,	lasso,
flower,	gulf,	chief,	solo,
boat,	cuff,	scarf,	piano,
turkey,	day,	cupful,	spoonful,
brother,	chimney,	valley,	monkey.

II.

dish,	Miss Smith,*	hero,	tomato,
bench,	potato,	motto,	mosquito.

* *Misses Smith or Miss Smiths.*

III.

story,		lily,		army,
city,		enemy,		navy.

IV.

leaf,	knife,	half,	thief,	life.
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V.

woman,	tooth,	foot,	Mr. Brown.*
--------	--------	-------	-------------

2. *Write statements containing the plural forms of—*

ox,	half,	family,	American,	life,
deer,	chimney,	shelf,	German,	city.

3. *Use in a question the plural form of—*

day,	valley,	leaf,	journey,
knife,	path,	lily,	woman.

4. *Use in a command the plural form of—*

pony,	baby,	match,	sponge,
cherry,	child,	turkey,	toy.

5. *Write from dictation—*

1. Butterflies have short lives.
2. Two families have already engaged rooms for the summer.
3. The thieves escaped.
4. The chimneys of three cities are in sight.
5. The hills and valleys are bright with autumn leaves.
6. Monkeys are found in the forests of Central America.
7. I bring fresh showers for the thirsting flowers.
8. Choose the timbers with greatest care.

* *Messrs. Brown or Mr. Browns.*

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?

his ship

water was
from the
tell you
meadows
the rocks,
they find
rivulets
ands, and,
our their
sunshine.
e clouds,
ork goes
elling by
t climbs
clouds.
ntinents
ch must
his way

COOLEY.

Add the apostrophe (') and *s* to a singular noun, to form the possessive.

WRITTEN EXERCISE.

I.

Write sentences containing the following:—

Helen's letter,	the day's work,
a girl's hat,	a squirrel's teeth,
the boy's hand,	a man's voice,
a dog's bark,	the grocer's wagon,
a lady's glove,	the lawyer's office.

Example. — Helen's letter is interesting.

II.

Use the possessive forms of these words in sentences:—

boy,	bird,	pony,	father,	Milly,
child,	merchant,	mother,	sister,	Mr. Smith.

Example. — The boy's hat was too large.

—••—

LESSON LXXII.

POSSESSIVE FORMS OF PLURAL NOUNS ENDING IN *S*.

1. Boys' boots have thick soles.
2. The packages were left in the ladies' room.
3. The birds' nests are deserted.

Read the statements. Tell what each statement is about, and what is said about the thing spoken of.

Which words in these sentences denote possession?

Write the words *boys*, *ladies*, and *birds*. With what letter does each word end? What is added to each of these words in the foregoing sentences, to show that they denote possession?

Add the apostrophe (') to a plural noun ending in *s*, to form the possessive.

WRITTEN EXERCISES.

I.

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

soldier,	boy,	pony,	teacher,	fox,
sister,	fly,	horse,	merchant,	wolf.

Example. — The soldiers' knapsacks are heavy.

II.

Change these sentences, so that the words in *Italics* shall have the possessive form.

Example. — The voice of the *singer* was sweet.
The *singer's* voice was sweet.

1. The voice of the *singer* was sweet.
2. The wings of the *bird* were black.
3. It was the house owned by your *father*.
4. I did not hear the name of the *lady*.
5. The back of a *toad* is rough.
6. Place these flowers in the room belonging to your *mother*.
7. Have you ever seen the track of a *fox*?
8. The arm of the *blacksmith* is strong.

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.

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.

LESSON LXXV.

STUDY OF SELECTION.

Copy these lines :—

When beechen buds begin to swell,
 And woods the bluebird's warble know,
 The yellow violet's modest bell
 Peeps from the last year's leaves below.

BRYANT.

What flower is spoken of? What is meant by the violet's *bell*?
 What is the use of the word *yellow*? From under what leaves does
 the violet come?

When does the violet come? On what kind of tree do *beechen buds*
 grow? At what time in the year do beechen buds swell?

What bird is heard in the woods when the violet comes? What is
 meant by the bluebird's *warble*?

Which words in these lines have the possessive form? Tell how the
 possessive form is made in each case, and give the name of the thing
 possessed.

Tell in your own words when the yellow violet blossoms.

Learn the stanza, and then write it from memory.

LESSON LXXVI.

DICTATION EXERCISE.

1. Yonder is a robin's nest.
2. Call at the grocer's, and order some potatoes.
3. We have new styles in ladies' and children's suits.

4. Where is the yesterday's paper ?
5. See whether the word is in Webster's dictionary.
6. Edith's and Emma's exercises are neatly written.
7. Where is James's hat ?
8. Charles's brother has gone to Montreal.

LESSON LXXVII.

WORDS USED FOR NOUNS.

1. "I will go," said Merton.
2. Robert, will you go to the river ?
3. George stopped when he heard the train.
4. Nelly plays, but she does not sing.
5. Look at this fern. It grew in the shade.

Whose words are repeated in the first sentence? Who is meant by *I*?
 Who is addressed in the second sentence? Who is meant by *you*?
 Who is spoken of in the third sentence? For what word is *he* used?
 What is the first thing said about Nelly? What is the second thing
 said? For what word is *she* used?

How many statements are there in the last example? To what does
it refer? Which words in these sentences are used instead of nouns?

A word used for a noun is called a **pronoun**.

A pronoun that denotes the person speaking is said to be in the **first person**.

A pronoun that denotes a person spoken to is said to be in the **second person**.

A pronoun that denotes a person or a thing spoken of is said to be
 in the **third person**,

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the pronouns:—

1. They are building a new house.
2. You knocked at the wrong door.
3. He wrote a letter to his brother.
4. We took our friends to see the painting.
5. He is older than your son.
6. The fishermen are mending their nets.
7. She laughed merrily.
8. Do you enjoy your work?
9. I looked for the book, but could not find it.
10. She invited us to ride with her.
11. The snow froze as it fell.
12. Do with all your might whatever you have to do, without thinking of the future.
13. He had been a hunter and trapper for over forty years.
14. Our canoe was not finished when we first saw it.
15. Here we passed the night, and were-lucky in having a good roof over our heads.
16. You must wake and call me early.
17. Amidst the storm they sang.
18. The doe lifted her head a little with a quick motion, and turned her ear to the south. Had she heard something?

II.

Write statements or questions containing the following pronouns:—

I, we, you, he,
 she, they, it.

III.

Write two statements about each person or thing named below. In the first statement use the name of the person or thing, and in the second statement use a pronoun referring to that name.

camel,	horse,	cotton,	Emma,
Ralph,	man,	coal,	Rover.

Example.—The camel is used to cross the desert. It can go without water for a week.

LESSON LXXVIII.

WORDS THAT DESCRIBE.

1. This bird has black wings.
2. An old sword hung above the door.
3. The boy carried a large basket.

Read the first statement. What is the use of the word *black*?

What is the second statement about? What is the use of the word *old*?

What does the third statement tell? What word limits the meaning of the noun *boy* to some particular boy?

Mention words in the sentences above used to describe something or to limit the meaning of nouns.

A word that describes or limits the meaning of another word is said to modify that word; as, *kind* words; *this* week; *the* boy.

A word used to modify the meaning of a noun is called an **adjective**.

Mention adjectives that can be used to describe —

a knife,	an apple,	a hat,
a house,	a book,	a cat.

WRITTEN EXERCISES.

I.

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

tall,	busy,	large,	obedient,
amusing.	straight,	cool,	sunny,
true,	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.

Harper's Weekly.

Read the first stanza. What is the first line about? Mention the words that describe the woman. Which word tells her age? Which word describes her clothing? What does the word *gray* describe? What is the third line about? What is the use of *wet?* of *recent?* What is stated in the fourth line? What do *aged* and *slow* describe? What is the use of the word *woman's?* What is the meaning of this line? Where was the woman waiting? What does the last line tell us about the poor woman? What is a *throng?*

Read the second stanza. Who went past the woman? How many children were there? What does the third line tell? Who was *meek?* Who was *timid?* What kind of person is a timid person? Why was the woman afraid to stir? What is the use of the word *carriage?* Of the word *horses'?* What does *slippery* show?

Read the third stanza. What is a *troop?* What kind of troop was it? What "laddie" came to the woman? What did he say to her?

Read the last stanza. What does this stanza tell? Point out the words in the first line that describe things. What does the third line tell? What does *trembling* describe? Whose feet were trembling? What is meant by *his own*, in the last line — his own what? What do the words *firm* and *strong* describe? Which word shows how the boy felt on account of his own strength? Why do you think he was glad to be strong?

WRITTEN EXERCISES. I.

Copy the poem, and draw a line under each word that is used to describe something.

II.

Copy these sentences, writing other words of similar meaning in place of those in Italics:—

1. The woman felt the *chill* of a winter's day.
2. She stood amid a *throng*.
3. The street was *wet* with a *recent* snow,

4. One of the *merry troop* came to the woman.
5. He was the *gayest laddie* of all the *group*.
6. He *paused* beside her.
7. She was afraid to *stir*.

 LESSON LXXXI.

THIS AND THAT.

1. This orange is sweet.
2. These oranges are sweet.
3. Did you see that bird?
4. It flew over those trees.

Read the first sentence. For what is *this* used?

What word in the second statement shows which oranges are meant?

What does the third sentence do? What is the use of *that*?

Where did the bird fly? What is the use of *those*?

In the sentences above, what word is used to point out one thing near by? What word is used to point out two or more things near by?

What word is used to point out one thing at a distance? What word is used to point out two or more things at a distance?

Use *this* to point out one thing near by.

Use *these* to point out two or more things near by.

Use *that* to point out one thing at a distance.

Use *those* to point out two or more things at a distance.

WRITTEN EXERCISE.

Copy the following sentences, using *these* in place of *this*, and *those* in place of *that*. Make such other changes as may be necessary:—

Example. — These knives are sharp.

1. This knife is sharp.
2. Look at that chimney.
3. Is this glove yours?
4. That horse has a heavy load.
5. Did you find that key?
6. That star is bright.
7. Jack Frost drew this picture.
8. Have you read that magazine?
9. This leaf has a notched edge.

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LESSON LXXXII.

THE, AND AN OR A.

1. A boy stood by the window.
2. The boy had light hair.
3. An apple fell from the tree.
4. The apple was large.

Read the sentences. Was it any particular boy that stood by the window? What boy had light hair?

Are we told what apple fell from the tree? What apple is spoken of in the fourth sentence? If you should say, "Bring me *an* apple," would you mean any apple in particular? What would you mean if you should say, "Bring me *the* apple"?

The is used when some particular thing is meant.

An or ***A*** is used when no particular thing is meant.

1. A birch tree has smooth bark.
2. An apple lay on the table.
3. We passed an old house.
4. The boys are learning a new game.

What kind of tree is spoken of in the first sentence? What is the second sentence about? Give the first sound in the word *birch*; in the word *apple*. What word is used before *birch*? What one before *apple*?

What word describes *house*? What word describes *game*? Give the first sound in the word *old*. What word is used before *old*? Give the first sound in the word *new*. What word is used before *new*?

Which of the words *birch*, *apple*, *old*, and *new* begin with vowel * sounds? What word is used before each of those words? What word is used before the other words?

An is used before words beginning with vowel sounds ;
a is used before other words.

Pronounce these words, and use an before the words beginning with vowel sounds, and use a before the other words:—

Examples.—An orange ; a boat.

orange,	owl,	ax,	oak,	wonder,
inch,	unit,	honor,	ewe,	one,
boat,	hour,	yoke,	maple,	apple,
year,	horn,	ear,	island,	egg.

NOTE.—Always notice the first sound of a word, not its first letter. We say *an* hour (*h* is silent), many *a* one (*one* begins with the consonant sound of *w*), *a* useful article (*useful* begins with the consonant sound of *y*).

* The sounds of the letters *a*, *e*, *i*, *o*, and *u* are vowel sounds; the sounds of the other letters are consonant sounds.

WRITTEN EXERCISE.

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

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

3. The dog's name is Prince.
4. These look like robins' eggs.
5. Next Wednesday will be Alice's birthday.
6. It sounds like the tramp of horses' feet.
7. Tea is brought from China.
8. The March winds are cold.

LESSON LXXXV.

WORDS THAT ASSERT.

Tell some of the things that birds do. What do dogs do? What do cats do? What do bees do?

1. Lions roar.
2. Soldiers march.
3. Rabbits have long ears.
4. The apple is red.

What word tells what lions do? What word tells what soldiers do? What is said about rabbits? Read the third sentence, leaving out the word *have*, and see if the remaining words tell anything about the rabbits.

What is told about the apple? What is the use of the word *red*? If you take away *is*, do the remaining words form a sentence? Why not? In every sentence, some word is used to tell or assert.

A word that asserts is called a **verb**; as, The sun *shines*.

The word that denotes the person or thing about which the assertion is made is called the **subject** of the verb; as, The *sun* shines.

Mention each verb in the following sentences, and name its subject :—

1. Plants need sunshine.
2. The dog welcomed his master.
3. The bluebird comes in early spring.
4. A small stream flows through the field.
5. We gathered pebbles on the beach.
6. The parrot's name is Polly.
7. Two men stepped from the carriage.
8. He opened the gate.
9. We entered the city at ten o'clock.
10. The hunter raised his gun.

WRITTEN EXERCISES.

I.

Write sentences, using each of the following as verbs :—

rises,	have,	forgot,	walked,
looked,	has,	flew,	built,
wrote,	is,	received,	grows,
was,	were,	opened,	live.

II.

Write sentences, using each of the following words as the subject of a verb. Underline the verbs :—

artist,	they,	door,
soldier,	clock,	carriage,
boy,	slippers,	flowers,
he,	carpenters,	clouds.

LESSON LXXXVI.

TRANSITIVE AND INTRANSITIVE VERBS.

1. The wind blows.
2. The bell rang.
3. Henry threw the ball.
4. The kitten caught a mouse.

Mention the verb in each sentence, and name its subject.

What is asserted of Henry? Which word tells what Henry threw?

Which word tells what the kitten caught, or limits the action expressed by the verb?

The noun or pronoun that limits the action expressed by a verb is called the **object** of the verb. Some verbs take objects to complete their meaning.

A verb that takes an object is called a **transitive verb**.

A verb that does not take an object is called an **intransitive verb**.

WRITTEN EXERCISE.

Copy these sentences. Underline the verbs, the subjects of the verbs, and the objects of the transitive verbs:—

- | | |
|--------------------------------|----------------------------------|
| 1. The cat caught a mouse. | 8. Artists paint pictures. |
| 2. John lost his ticket. | 9. Newsboys sell papers. |
| 3. Grocers sell butter. | 10. She sat by the table. |
| 4. The teacher rang the bell. | 11. Grace brought the paper. |
| 5. The wheel moved. | 12. Walter gathered the pears. |
| 6. Birds build nests. | 13. The captain left the boat. |
| 7. The horse broke his halter. | 14. I met a little cottage girl. |

LESSON LXXXVII.

SINGULAR AND PLURAL FORMS OF VERBS.

1. The camel bears heavy burdens.
2. Camels bear heavy burdens.
3. The boat moves slowly.
4. The boats move slowly.

Mention the verb in each sentence and name its subject.

Which verbs have singular subjects? Which have plural subjects? How do the verbs used with the singular subjects differ in form from those used with the plural subjects?

The form of a verb used with a singular subject is called the **singular form**.

The form of a verb used with a plural subject is called the **plural form**.

Most verbs used with singular subjects in the third person add *s* or *es*, to form the singular ; as, *walk, walks ; go, goes*.

A few verbs have special forms for singular and plural subjects ; as, —

He *is* here.

He *was* there.

They *are* here.

They *were* there.

He *has* the book.

They *have* the book.

WRITTEN EXERCISES.

I.

Point out the singular and the plural forms of the verbs in the following sentences, and tell why each form is used: —

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.

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 mod-
 ify 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 —.

II.

Use each of the following words in a sentence, to show *how* some action is performed: —

easily,	quickly,	quietly,
generously,	plainly,	fast,
patiently,	carefully,	noisily,
distinctly,	brightly,	neatly,
pleasantly,	merrily,	carelessly.

LESSON XCI.

WORDS THAT SHOW *WHEN*.

1. I wrote four letters yesterday.
2. Alice rides often.
3. The magazine is published monthly.
4. He seldom spoke of the war.

What word in the first sentence asserts an action? What is the use of the word *yesterday*?

What word asserts something of *Alice*? What does *often* do?

What is the third statement about? What word shows *how often* the magazine is published?

What word asserts something of *he*? What is the use of *seldom*?

Name the words in the sentences above that show *when* or *how often* actions were performed.

WRITTEN EXERCISES.

I.

Copy the following sentences, and underline the words that show *when*: —

1. They went home early.
2. I saw the picture yesterday.
3. The paper came to-day.
4. Always speak the truth.
5. I will go presently.
6. Cross the bridge, then follow the crowd.
7. Never be discouraged.

II.

Use the following words in sentences, to show when something was done. Underline the verbs:—

often,	soon,	never,	afterward,	always,
now,	yesterday,	quickly,	early,	late.

LESSON XCII.

WORDS THAT SHOW *WHERE*.

1. The man stood here.
2. Your friends were there.
3. Charles threw the ball down.

What word asserts something of *man*? What does *here* show?

What word asserts, in the second sentence? What is the use of the word *there*?

What did Charles do? What is the use of the word *down*?

WRITTEN EXERCISES.

I.

Add words to the following statements, to show where—

- | | |
|---------------------|----------------------|
| 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."

LESSON XCVI.

REVIEW.

What is a proper name?

With what kind of letter should a proper name begin?

Tell for what each of the following words in Italics is used : —

1. Your *watch* is too slow.
2. Sailors *watch* the sky.
3. The *rose* is fragrant.
4. Edith *rose* from the chair.
5. The house is built on a *rock*.
6. The waves *rock* the vessel.

Give a sentence containing an adjective used to point out something, an adjective used to describe something; an adverb used to show how something is done.

Read these sentences, and tell for what each word in Italics is used : —

1. We came on the *fast* train.
2. Do not talk so *fast*.
3. The woman has a *patient* face.
4. He performed task *patiently*.
5. We had a *pleasant* ride.
6. Speak *pleasantly*.

WRITTEN EXERCISES.

1. Use each of these words in a sentence, as the name of something : —

ride,	ring,	plant,	saw,	plough,
iron,	roof,	carpet,	light,	rose.

2. Use each of these words in a sentence, to assert an action:—

ride,	carpet,	plant,	plough,	light,
iron,	ring,	saw,	walk,	speak.

3. Use each of these words in a sentence, to describe something:—

kind,	white,	strange,	bright,	soft,
tall,	deep,	rapid,	light,	shrill.

4. Use each of these words in a sentence, to show *how*, *when*, or *where* something was done:—

well,	fast,	often,	here,	gently,
now,	far,	slowly,	kindly,	lightly.

5. a. Use each of the words below, to describe a person or a thing. b. Add *ly* to each of these words, and use each new word, to show how an action was performed.

neat,	mild,	rough,	quiet,	loving,
slow,	quick,	harsh,	frequent,	certain.

LESSON XCVII.

WORDS THAT SHOW RELATION.

Hold your slate so that it will take the following different positions:—

On the desk.

Above the desk.

In the desk.

What word shows the first position that the slate has in relation to the desk? What word shows the second position? What one the third position?

Look around your schoolroom, notice different things, and tell what relation they have to other things ; as, —

1. The chair is *by* the desk.
2. The flowers are *in* the vase.

Read these sentences, point out the words that show relation, and tell between what words they show a relation : —

1. The man walked across the bridge.
2. One oar fell into the water.
3. The child ran to its mother.
4. These oranges came from Florida.
5. My hat is on the table.
6. The cherries on this tree are ripe.
7. They passed through the city.
8. His coat was lined with silk.

A word placed before a noun or pronoun to show its relation to some other word in the sentence is called a **preposition**. The noun or pronoun that is used after a preposition is called its **object**.

Name the object of each preposition, in the sentences above.

WRITTEN EXERCISES.

Use each of these words in a sentence, to show relation : —

to,	for,	into,	with,	under,
from,	at,	of,	between,	upon,
on,	by,	over,	against,	above.

Use the following words as objects of prepositions : —

house,	tree,	street,	him,
windows,	fun,	river,	them.

LESSON XCVIII.

NOMINATIVE FORMS OF PRONOUNS.

1. We walked to the beach.
2. She joined the children.
3. They are gathering pebbles.

What word makes the assertion in the first sentence? What is the subject of the verb *walked*?

Who joined the children? What is the subject of *joined*?

What does the third sentence tell? What is the subject of the verb?

The words *I, we, he, she,* and *they* take the place of nouns used as the subjects of verbs.

The form of a pronoun that is used as the subject of a verb is called the **nominative form**.

WRITTEN EXERCISES.

*Copy the following sentences, filling the blanks with **I, he, she, we, or they**. In sentences like these, the speaker should mention himself last.*

1. Frank and — are going to ride.
2. — and — have read the book.
3. Clara and — will do your errand.
4. —, —, and — are going together.
5. — missed our train.
6. Edward and — did the work.
7. Hear the children. — are singing.
8. — and — went to Central Park.
9. Edith and — were invited.
10. — and — were invited.

LESSON XCIX.

OBJECTIVE FORMS OF PRONOUNS.

Read these sentences, and tell which words are used as objects :—

1. I saw Henry.
2. I saw *him*.
3. He went with the boys.
4. He went with *them*.
5. She gave the flowers to Fanny and *me*.
6. She gave the flowers to *her* and *me*.
7. She gave the flowers to *us*.

Mention the pronouns, and tell for what word each is used.

The words *me*, *us*, *him*, *her*, and *them* take the place of nouns used as objects.

The form of a pronoun used as the object of a verb or of a preposition is called the objective form.

WRITTEN EXERCISE.

Copy the following sentences, and fill the blanks with me, us, him, her, or them :—

1. Grace called, and Lucy went home with —.
2. That book was given to — and —.
3. Our friends did not wait for —.
4. The hunters took their guns with —.
5. These things are common with —.
6. His friends could not please —.
7. The picture hung directly in front of —.
8. She will be glad to have you visit —.

LESSON C.

POSSESSIVE FORMS OF PRONOUNS.

Read the following sentences, and tell which words denote possession :—

- | | |
|--|---|
| 1. I have lost <i>my</i> pencil. | 7. Here is <i>his</i> hat. |
| 2. This pencil is <i>mine</i> . | 8. We lost <i>our</i> way. |
| 3. This is <i>her</i> fan. | 9. This carriage is <i>ours</i> . |
| 4. This fan is <i>hers</i> . | 10. Are these bees <i>yours</i> ? |
| 5. They did not see <i>their</i> mistakes. | 11. Are these <i>your</i> bees? |
| 6. These cabins are <i>theirs</i> . | 12. The bird fell from <i>its</i> nest. |

The form of a pronoun used to denote possession is called the **possessive form**.

Which forms above are used with nouns, and which forms are used when no noun follows the possessive?

WRITTEN EXERCISES.

I.

Copy these sentences, and draw a line under each word that denotes possession :—

1. Her eyes were blue.
2. These coats are theirs.
3. My horse stood near me.
4. We lost our way in the wood.
5. Are these slippers yours?
6. The drooping flower raised its head.
7. The black hat is mine.

8. They pitched their tents near our dwelling.
9. Are these trunks yours?
10. Two of them are ours.

II.

Use each of the following words in a sentence. Never use the apostrophe with these possessive forms.

my,	yours,	hers,	their,
mine,	his,	our,	theirs,
your,	her,	ours,	its.

LESSON CI.

DICTATION EXERCISE.

1. Here are the girls' hats.
2. Here are their hats.
3. These hats are theirs.
4. Every day brings its duties.
5. Charles stopped at his uncle's.
6. The animal raised its head.
7. The picture is not hers.
8. Mr. Green's son is here.
9. Is this book yours?
10. The carriage stopped at our door.
11. Some birds build their nests on the ground.
12. He that is slow to anger is better than the mighty.

LESSON CII.

WORDS AFTER *IS* AND *WAS*.

Use the words *it is* with *I, he, she, we, or they*, in answering the following questions : —

1. Who is knocking at my door ?
2. Is that Harold in the boat ?
3. Is that your sister ?
4. Is it you and Walter that wish to go ?
5. Is it your cousins who are singing ?

Example. — *Question.* Who is knocking at my door ?

Answer. It is I.

Use the words *it was* with *I, he, she, we, or they*, in answering the following questions : —

1. Was it your father and mother that entered the house ?
2. Was it the postman that rang the bell ?
3. Was it you that left the book ?
4. Was it Helen that drew this picture ?
5. Was it you and Florence that called to see me ?

Change these statements to questions : —

It is I.

It is he.

It is she.

It is we.

It is they.

It is we that must go.

It is he or they.

It was I.

It was he.

It was she.

It was we.

It was they.

It was he or she.

It was he that spoke.

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 Union Jack. Tell its shape and color. What cross is on it? Does it contain stripes? Of what is the Canadian Coat of Arms composed? Tell what each object represents.

“No change of flag; no change of name,
Do I e'er want to see;
For the flag that's waved a thousand years
Is good enough for me.”

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-eh'-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.

LESSON CVIII.

THE EXCLAMATION.

1. Hark! what is that?
2. Hush! they will hear us.

What does *hark* express in the first sentence above? What does *hush* express?

What word do you sometimes use to express the feeling of pain when somebody hurts you?

A word used to express sudden feeling is called an **exclamation**; as, —

oh! hark! pshaw! halloo!

What mark is placed after each exclamation?

The mark [!] is called an **exclamation point**.

Copy these sentences, and draw a line under each exclamation: —

1. Alas! what have I done?
2. Hurrah! our side has won.
3. There! I have spilled my ink.
4. Halloo! where are you going?
5. Halt! who goes there?
6. Ah! there he is.

Tell how each of these sentences is used: —

1. The sunset is beautiful.
2. What a beautiful sunset it is!
3. The children are happy.
4. How happy the children are!

A sentence that expresses sudden feeling is called an **exclamation**.

What mark is placed after each statement? What mark is placed after each exclamation?

A word or a sentence expressing feeling should be followed by the exclamation point.

WRITTEN EXERCISE.

Change the following sentences from statements to exclamations: Place the right mark after each.

1. The moonlight is beautiful.
2. It is a cold day.
3. I should like to go.
4. He rides well.
5. This knife is dull.
6. This room is cold.
7. The stars are bright.
8. He must be a wonderful man.
9. The sun is warm.
10. This is a beautiful world.

Examples. — How beautiful the moonlight is!
What a cold day it is!

LESSON CIX.

STUDY OF SELECTION.

It is summer! it is summer! how beautiful it looks!
There is sunshine on the gray hills, and sunshine on the brooks,
A singing bird on every bough, soft perfumes on the air,
A happy smile on each young lip, and gladness everywhere.

MARY HOWITT.

Read the stanza. Of what does the writer speak?

Into how many parts is the first line divided? What is the use of each part?

Read the first statement. What words show where the sunshine is?

Read the second statement, and supply words to make it complete.

Ans. There is sunshine on the brooks. What is the meaning of this statement?

Supply words to complete the next statement, and read the statement. What is the use of the word *singing*?

Supply words to complete the second statement in the third line. What is meant by *perfumes on the air*? Mention some of the different things that make the perfumes of summer.

Complete the first statement in the fourth line. What is meant by *a happy smile on each young lip*?

Complete the last statement. What makes the gladness?

Copy the lines above, and commit them to memory.

LESSON CX.

REVIEW.

I.

Point out the statements, the questions, the commands, and the exclamations, in the following:—

1. The box was filled with old coins.
2. What did you see?
3. How refreshing the rain is!
4. How much farther must we go?
5. The car was loaded with wheat.

6. Look at that butterfly.
7. What a long day it has been !
8. Make a good use of your time.

II.

What is a pronoun ?

Mention five pronouns that may be used for the name of the person speaking.

What two pronouns may be used for the name of a woman or a girl spoken of ?

What two pronouns may be used for the name of a man or a boy spoken of ?

Mention twelve pronouns that may be used to denote possession.

WRITTEN EXERCISE.

Copy the following sentences, filling the blanks with pronouns : —

1. Ellen and — will gather the flowers.
2. — basket is larger than —.
3. — asked Harry and — to water the plants.
4. Say to the man that — do not wish to see —.
5. It was not — that came last night.
6. Do not forget to send — an account of — journey.
7. Was it — that called — ?
8. Who is walking so softly ? It is —.
9. The box was sent to — and —.
10. Neither — nor — heard the bell.

III.

Copy these sentences, and fill the blanks with words showing the right relations : —

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,*

[HEADING.]

*St. Myacinte, Que.,
Dec. 6, 1895.*

[SALUTATION.]

My dear Brother,—

[BODY OF LETTER.]

[CONCLUSION.]

*Your loving sister,
Grace E. Holmes.*

[ADDRESS.]

*Mr. Frank S. Holmes,
Pembroke, Ont.*

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 province.

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 province, 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

Que.,

Almes.

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.

Rimouski, Que., May 8, 1894.

2.

*Ormstown, Chateauguay Co., Que.,
March 2, 1895.*

3.

*116 Martin St., Milwaukee, Wis.,
Feb. 22, 1887.*

4.

*P. O. Box 725, Cobourg, Ont.,
Sept 25, 1890.*

5.

*Bishop's College,
Lennoxville, Que.,
Dec. 13, 1895.*

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 province from the heading of a letter; thus, not *Hudson, July 24, 1895.*

Do not abbreviate the name of a city; not *H.G. for Harbor Grace.*

Do not abbreviate the distinguishing word in the name of a county; thus, not *Hoch. Co. for Hochelaga Co., Hun. Co. for Huntingdon 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, 1876, for Jan. 1, 1876; May 3d, 1870, for May 3, 1870; Dec. 25th, 1885, for Dec. 25, 1885.*

WRITTEN EXERCISES.

I.

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

II.

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

1. Halifax, Nova Scotia, May 3, 1895.
2. 839 City Hall Avenue, Montreal, Que., November 15, 1895.
3. Cooperstown, Otsego County, New York, August 26, 1874.

d begin a

1894.

Que.,

15.

Wis.,

Ont.,

7.

1895.

- 4 Yale College, New Haven, Connecticut, February 22, 1891.
 5 P.O. Box 947, Philadelphia, Pennsylvania, January 17, 1896.

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. 188, and pp. 196 and 197, 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. 194.)

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. 203); 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. 188).

FORMS OF ADDRESS.

1. — Business Letter.

*Hon. Wilfred Laurier,
Ottawa, Ont.*

*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 L. 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 151 and 152.

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. 188); 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. 196 and 203.)

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 188. 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.

*Miss Elizabeth S. Howard,
95 King Street,
St. John,
New Brunswick.*

STAMP.

*Rev. Henry M. Porter, D.D.,
Winnipeg,
P.O. Box 317.
Manitoba.*

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, 1889.

Messrs. Harper & Brothers,
Franklin Square, New York.

Sirs:—Enclosed is a money order for two dollars (\$2), for which please send to my address a copy of "Harper's Young People" 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," "Le Monde Illustré," 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 day-time 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. J. C. Wilson & Co., 698 Craig St., Montreal, 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 Lincoln¹ 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.

A
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LIST OF ABBREVIATIONS.

Ala.	Alabama.	Ga.	Georgia.
Alb.	Alberta.	Gen.	General.
Alg.	Algoma.	Gov.	Governor.
A.M. , Before noon (<i>ante meridiem</i>).		Hon.	Honorable.
Ark.	Arkansas.	Idaho	Idaho.
Ariz.	Arizona.	Ill.	Illinois.
Assin.	Assiniboia.	Ind.	Indiana.
Ath.	Athabasca.	Ind. T.	Indian Territory.
Aug.	August.	Iowa or Ia.	Iowa.
Ave.	Avenue.	Jan.	January.
B.C.	British Columbia.	Jr. or Jun.	Junior.
Cal.	California.	Kans. or Kan.	Kansas.
Capt.	Captain.	Kee.	Keewatin.
Co.	Company.	Ky.	Kentucky.
Co.	County.	La.	Louisiana.
Col.	Colonel.	Lab.	Labrador.
Colo. or Col.	Colorado.	L.I.	Long Island.
Conn.	Connecticut.	Lieut.	Lieutenant.
D.C.	District of Columbia.	LL.D.	Doctor of Laws.
D.D.	Doctor of Divinity.	M.	Noon (<i>meridies</i>).
Dec.	December.	Man.	Manitoba.
Del.	Delaware.	Mass.	Massachusetts.
Dr.	Doctor.	M.C.	Member of Congress.
E.	East.	M.D.	Doctor of Medicine.
Esq.	Esquire.	Md.	Maryland.
Feb.	February.	Me.	Maine.
Fla.	Florida.	Messrs.	Gentlemen (<i>Messieurs</i>).
Fri.	Friday.	Mich.	Michigan.

Minn.	Minnesota.	P.M.	Postmaster.
Miss.	Mississippi.	P.O.	Post-office.
Mo.	Missouri.	Pres.	President.
Mon.	Monday.	Prof.	Professor.
Mont.	Montana.	P.S.	Postcript (<i>post scriptum</i>).
Mr.	Mister.	Que.	Quebec.
Mrs.	Mistress.	Rev.	Reverend.
Mt.	Mount.	R.I.	Rhode Island.
N.	North.	R.R.	Railroad.
N.A.	North America.	S.	South.
N.B.	New Brunswick.	Sas.	Saskatchewan.
Nebr. or Neb.	Nebraska.	Sat.	Saturday.
Nev.	Nevada.	Sept.	September.
N.F.L.	Newfoundland.	Sr. or Sen.	Senior.
N.C.	North Carolina.	S.C.	South Carolina.
N. Dak.	North Dakota.	S. Dak.	South Dakota.
N.H.	New Hampshire.	St.	Street.
N.J.	New Jersey.	Sun.	Sunday.
N. Mex.	New Mexico.	Supt.	Superintendent.
No.	Number.	Tenn.	Tennessee.
Nov.	November.	Tex.	Texas.
N.S.	Nova Scotia.	Thurs.	Thursday.
N.Y.	New York.	Tues.	Tuesday.
N.W.T.	Northwest Territories.	U.S.	United States.
Ohio or O.	Ohio.	Utah	Utah.
Oct.	October.	Va.	Virginia.
Okla. T.	Oklahoma Territory.	Vt.	Vermont.
Ont.	Ontario.	W.	West.
Or.	Oregon.	Wash.	Washington.
p.	Page.	Wed.	Wednesday.
Pa. or Penn.	Pennsylvania.	Wis.	Wisconsin.
P.E.I.	Prince Edward Island.	Wyo.	Wyoming.
Ph.D.	Doctor of Philosophy.	W. Va.	West Virginia.
P.M.	Afternoon (<i>post meridiem</i>).		

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