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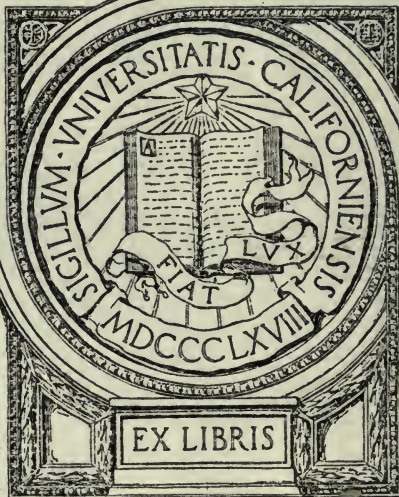
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Common School English,

A GRADED SERIES OF LANGUAGE LESSONS,
FOR THE USE OF TEACHERS
OF PRIMARY SCHOOLS.

BY

JAMES G. KENNEDY,

Head Inspecting Teacher of the San Francisco Schools;

AND

FRED H. HACKETT,

Author of "Pure English," etc.

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PREFACE.

A READY and accurate use of English is acquired only by actual practice in speaking and writing it. Any method that provides for *the continuous use of the language* is, consequently, a good one.

To suggest, by a *graded series of typical lessons*, such a method is the purpose of this little book. It is submitted, therefore, with the hope that it may assist those who desire to adopt a more practical plan of teaching English, in primary classes.

All the lessons in the book are based upon a *conscientious study of the San Francisco schools*. To principals and teachers, who have kindly aided them in the numerous experimental exercises held in the class-rooms, the authors, here, make their most grateful acknowledgments.

San Francisco, Cal., June, 1887.



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INTRODUCTION.

THE purpose of these exercises is to give teachers a simple, well-arranged method of teaching language in primary classes.

Each year's work is given in a separate section, so that teachers may know just what to do, at any time during the entire course.

During the first year, or until pupils have learned to write, the composition work must, of necessity, be mostly *oral*. Before learning to *write*, pupils should *talk* compositions, telling, in short, connected sentences, what they know about any given subject. Teachers should *place these oral compositions upon the blackboard* and read them to the class, to show pupils what they can do, and thus encourage them to greater efforts in story-telling, picture-describing, etc.

During the second year, or as soon as pupils have learned to write, *written composition* should be added to the *oral work*. This change is easily made after

pupils have learned to talk in connected sentences.

Writing is simply *talking on paper*.

Pupils should not be allowed to attempt either an oral or a written composition until they have a thorough knowledge of the subject. To develop such a knowledge in pupils, teachers should hold familiar talks with them upon the different subjects treated.

A thorough course in *social* and *business forms* and *correspondence* has been introduced. Many pupils leave school after completing the primary course, and it is, therefore, important that they should be instructed in these subjects. Besides, it is just as easy to teach English through writing letters, as through general composition exercises. Teachers should see that pupils are drilled until they thoroughly understand both these subjects.

No separate lessons are given either in *capital letters* or *punctuation*. These subjects should be taught, incidentally, in connection with the composition work as it proceeds. Every lesson in English should include the proper use of capital letters and punctuation marks.

All exercises should be corrected, during school hours, by the pupils, under the supervision of the

teacher. Pupils will thus be trained intelligently to criticise one another's work, and, eventually, their own. Nothing is accomplished by the home criticism of written exercises. Such criticism is of no benefit to pupils. It is simply a waste of time and energy, on the part of teachers. What pupils need, is *personal criticism from teachers*. This can be had only in the class-room, where the teacher is enabled to give personal supervision to the work of the pupils. Again, we say, *do not correct written exercises at home*, but have them corrected in the class-room under the supervision of the teacher.

It must not be imagined, from what is said above, that teachers are not to have any home work. There is plenty of such work for them aside from the correction of written exercises. It consists in the preparation of the lessons of the coming day, so that they may be presented in a simple, objective way to the class. This is pleasant work; growing work, by which both teacher and pupil are greatly benefited.

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FIRST YEAR AT SCHOOL.



FIRST YEAR AT SCHOOL.

THE instruction in language, during the first year at school, is almost entirely oral. It is conducted upon a conversational basis, for the purpose of teaching the pupils *to talk* well, rather than *to write*.

Pupils are expected to progress from *oral*, to *written composition* as soon as they have learned to write. Teachers, when pupils have learned to write, should be careful to *put upon the black-board every new word in the exercise*, so that pupils need not make any mistakes in spelling.

Have pupils, in the beginning, construct short, simple sentences from given words in the reader; also from words of their own selection.

Lead the children to *talk daily about familiar objects, the subjects of their reading lessons, what they see, and what they do*.

Require them always to *express their thoughts in sentences*. *Correct all faulty expressions used in the class-room*.

Teach that EVERY SENTENCE SHOULD BEGIN WITH A CAPITAL LETTER; that EVERY STATEMENT SHOULD END WITH A PERIOD; and that EVERY QUESTION SHOULD END WITH A QUESTION MARK.

Teachers should always remember that their fundamental purpose is to AWAKEN AND DEVELOP THE CHILDREN'S POWERS OF OBSERVATION, THOUGHT, AND EXPRESSION, BY TRAINING THEM TO SEE, TO THINK, AND TO TALK.

LESSON I.

STATEMENT MAKING.

THE teacher selects two words, for example, "fly" and "birds," and writes them thus upon the blackboard:

fly birds

Teacher—What have I written, children?

Pupils—Fly and birds.

T.—What are fly and birds?

P.—They are words.

T.—Do they tell anything about birds?

P.—They do not.

T.—Who can say these words so that they will tell something about birds?

P.—Birds fly.

T.—This [writing on the blackboard] says something about birds, or makes a statement about birds. You see, children, that *this statement begins with a capital letter, and ends with a period.* You have told me that birds fly, but how would you ask me if the birds fly?

P.—Do birds fly? Can birds fly?

T.—That [writing on the blackboard] is correct. You see that *this question also begins with a capital letter, but ends with a question mark.* This [pointing to birds fly] is a very short statement. Now, let us see if we can make a longer one. Who can make a statement from [writing them on the blackboard] these words?

fly birds high

P.—Birds fly high.

T.—*Who can change these words around so as to make them ask if the birds fly high?*

P.—Do birds fly high? Can birds fly high?

T.—Do all birds fly high?

P.—No.

T.—*No! No what?*

P.—All birds do not fly high.

T.—That's a statement. Who can tell me that all birds do not fly high, and use [writing on the blackboard] these words?

birds high fly some

P.—Some birds fly high.

T.—*Who can change this statement into a question?*

P.—Do some birds fly high? Can some birds fly high?

Give similar lessons, using the following groups of words:—

1. bark, dogs.
2. horses, fast, run.
3. mice, cats, catch.
4. swim, ducks.
5. honey, can, bees, make.
6. children, study, lessons, their, good.
7. hat, new, she, a, has.
8. dolls, play, girls, with.
9. boys, ball, play, to, like, and, marbles.
10. Ida, dress, a, sister, gave, her, dear, May, blue, silk.

Continue to give exercises in the construction of statements and questions, as here illustrated, using words from the reading lessons, throughout the year.

LESSON II.

CONVERSATION ON THE CAT.

Teacher—Who can tell me something about a cat?

Pupil—The cat is an animal.

T.—What kind of an animal?

P.—It is a tame animal.

T.—Where does it live?

P.—It lives in houses.

T.—Has the cat any feet?

P.—Yes.

T.—How many?

P.—Four feet.

T.—Well, *say it all*. What has four feet?

P.—The cat has four feet.

T.—What else has it?

P.—It has whiskers.

T.—What else?

P.—It has fur on its back.

T.—What do we call the fur on the cat's back?

P.—Its coat.

T.—What kind of a coat?

P.—It is a coat of fur.

T.—Then, we will call it a *furry coat*. Of what is it made?

P.—It is made of hair.

T.—Then, what can we say of the cat's coat?

P.—It has a furry coat of hair.

T.—Are all cats of the same color?

P.—Some cats are white and some are black.

T.—Does the cat make any noise when it steps?

P.—It does not.

T.—How does it step, then?

P.—The cat steps very softly.

T.—What kind of claws has it?

P.—The cat has sharp claws, which it can pull in, or push out of its paws.

T.—What can the cat do?

P.—It can scratch.

T.—What else?

P.—It can climb.

T.—What else?

P.—It can jump.

T.—Now, what can you say of the cat?

P.—The cat can scratch, climb, and jump.

T.—Of what good is it?

P.—It is good for catching rats and mice.

T.—What do we call little cats?

P.—Little cats are called kittens

T.—Are they of any use?

P.—They are pets.

T.—What kind of pets?

P.—Kittens are playful pets.

T.—Who likes to play with kittens?

Pupils—I do. We do. Boys and girls do.

After the facts have been thus developed, by a conversational lesson, individual pupils should be required to tell, in simple, connected sentences, all they know about the cat.

Following is the result of the lesson:

THE CAT.

The cat is a tame animal. It lives in houses. The cat has four feet. It has whiskers and a furry coat of hair. Some cats are white and some are black. The cat steps very softly. It has sharp claws, which it can pull in, or push out of its paws. The cat can scratch, climb, and jump. It is good for catching rats and mice. Little cats are called kittens. They are playful pets for boys and girls.

Teachers should prepare themselves, and, in similar conversational lessons, develop some familiar facts about the dog, the hen, the cow, the horse, and such other common animals as their time will warrant.

LESSON III.

CONVERSATION ON A PICTURE.

Teacher—Who can give me a name for [showing to the class] this picture?

Pupils—The Two Pets. The Bird Catcher. Pussy and the Bird.

T.—Pussy and the Bird will do. Now, look at the picture and tell me what you see?

P.—I see a girl. I see a cat. I see a cage.

T.—By what name shall we call the girl?

P.—Call the girl Dolly. Her name is Ida. Her name is Nellie.

T.—Dolly will do. Give me a name for the cat.

P.—The cat's name is Pinkie. The cat's name is Tabby.

T.—We will take Tabby, but we must also have a name for the bird.

P.—The bird is named Tom. The bird's name is Will. The bird's name is Dick.

T.—We will call the girl, Dolly; the cat, Tabby; and the bird, Dick. Look again and tell me what they are doing.

P.—Dick is in the cage. Tabby is climbing up Dolly's dress trying to get him.

T.—How is Dolly dressed ?

P.—She has on a blue, silk dress, with short sleeves, a red sash, red stockings and black slip-p rs.

T.—What else can you say about her ?

P.—She has long, curly hair and rosy cheeks.

T.—Hasn't she something in her hands ?

P.—Dolly is holding a bird-cage in her hands, very high, and is smiling at Tabby.

T.—You've not told me much about Dick.

P.—Dick is a canary bird. He is flying around in his cage and looks scared.

T.—What about the cat ?

P.—Tabby is standing on her hind legs, trying to get at Dick. She looks like a Maltese cat.

T.—What will Tabby do to Dick if she gets him ?

P.—She will kill him. She will eat him.

T.—That would be too bad, but I don't think Dolly will let Tabby get Dick.

When the conversation is concluded, the teacher, after reading them, should erase the responses, which have been written on the black-board, and call upon individuals in the class for

oral descriptions. Following is a specimen of what may be expected, near the end of the year :

PUSSY AND THE BIRD.

Dolly, Tabby and Dick are out on the grass. Dolly has a cage in her hands. Tabby is trying to get Dick. Dick is very much afraid. Dolly has curly hair and rosy cheeks. She has on a silk dress and a red sash around her waist. Dick is a canary bird. Tabby is a Maltese cat. Dolly has red stockings and black slippers.

MORTIE MEYER,

Emerson Primary School, San Francisco, Cal.

Give like lessons with other pictures. Colored pictures are preferable.

LESSON IV.

CONVERSATION ON WHAT WAS SEEN ON THE WAY TO SCHOOL.

Following is the result of a conversational lesson, with pupils, about what they had seen on their way to school. The facts were developed, as illustrated in the preceding lessons; the teacher's questions being intended to suggest merely a logical arrangement of ideas:



PUSSY AND THE BIRD.

THE CANDY MAN.

I saw an old man, this morning, at the school gate. He tries to make all the money he can, by selling candy. His clothes were very shabby. He sits on the steps every morning, with his basket on his lap. He is lame and walks with a cane. I said: "Good-morning," and he bowed his head. He is very poor and has to sell candy for a living. When I see him, it always makes me feel sad. He had some chocolate creams, some peppermint drops, and some chocolate sticks in the basket. I bought two long sticks of chocolate and gave my sister one. The candy was very sweet and nice. Sometimes, children eat too much candy and get sick.

These lessons may be repeated, at any time, and will always give original results. Require pupils, in like manner, to talk about what they do at home.

LESSON V.

CONVERSATION ON AN OBJECT.

Teacher—What's this I hold in my hand?

Pupils—It is a piece of leather.

T.—From what is it made?

P.—It is made from the skins of animals.

T.—Give me another word for skins.

P.—Leather is made from the hides of animals.

T.—What animals?

P.—Cows. Sheep. Goats. Oxen.

T.—*Then why don't you say so?*

P.—Leather is made from the hides of cows, sheep, oxen and goats.

T.—(writing the statement on the black-board) How is it made?

P.—They scrape the hair off the hides with a sharp knife.

T.—They! Who are they?

P.—Men scrape the hair off the hides with a sharp knife.

T.—(writing) What next?

P.—They soak them in bark water.

T.—Well?

P.—They lay them in the sun to dry.

T.—*Who can put these last two statements into one?*

P.—Then, they soak them in bark water and lay them in the sun to dry.

T.—(writing) What do we call the hides, when the men are through with them?

P.—The hides are then called leather.

T.—(writing) For what is leather used?

P.—It is used for making boots and shoes and for binding books.

T.—(writing) Now, let us read what you have told me about [writing the title]

LEATHER.

Leather is made from the hides of cows, sheep oxen and goats. Men scrape the hair off the hides with a sharp knife. Then, they soak them in bark water and lay them in the sun to dry. The hides are then called leather. It is used for making boots and shoes, and for binding books.

LESSON VI.

OBJECTS.

Embodiment, in conversational lessons, the following information about water, glass, tea, milk and salt. Then, have pupils talk compositions, by telling all they have learned about each object.

WATER.

The people in this world could not live without water. We drink it when we are thirsty and bathe in it when we wish to be clean. Rain water comes from the clouds. The water in the

sea is salt. There is three times as much water as land upon the earth. Pure water is clear and colorless. When we travel, we often sail upon the water in ships and steamers. From boiling water, we get steam, which makes the cars on the railroads go so fast. We, also, use water to make tea and coffee, and to cook meats and vegetables. Water makes things grow that are planted in the earth. It puts out fires. When the weather is very cold, water freezes. Then, it is called ice.

GLASS.

Glass is hard, clear and smooth. It is easily broken. Glass is used in making windows, dishes, bottles, vases, etc. It is a great conductor of heat. The glass used in spectacles is called magnifying glass and makes things look larger to us than they would if seen without the glass. By looking through the telescope, we see and learn much about the stars and moon.

TEA.

The tea plant will grow in both warm and cold countries. The leaves are gathered, dried in the sun, and then moistened by steam. They are next laid upon metal plates and exposed to considerable heat. The best tea is grown in

China and Japan. The plant will not give a crop of tea until it is three years old. When it has lived thirty years, the plant dies. The people of Europe and America have been using tea about two hundred years, but it was in use long before that among the Chinese and Japanese. We have black tea and green tea. When steeped in water, tea makes an excellent drink.

MILK.

Milk is a white, sweet and wholesome liquid. We get it from cows, goats and camels. The milk of cows is generally used by us. Very rich and thick milk is called cream. We cannot see through milk, as we can through water because water is clear, but milk is not. From milk, we make butter and cheese. We, also, use milk in our tea and coffee and in cooking. Most children like to drink milk.

SALT.

Salt is a white, sparkling substance. It comes from wells, springs, the sea and mines in the earth. We put salt on our meats and vegetables to make them taste better. Salt will, also, keep meats and fish from spoiling. The sea contains a great deal of salt. Salt water will not freeze so soon as fresh water.



SECOND YEAR AT SCHOOL.



SECOND YEAR AT SCHOOL.

The method of instruction, begun in the first year, is continued upon a slightly advanced scale in the second year.

Pupils are now trained to write, as well as to talk, and to use correctly, in simple sentences, capital letters, periods, question marks, exclamation points and apostrophes.

Give exercises in the writing of paragraphs, from dictation, and the filling of blanks, in sentences, with suitable words. Let pupils frequently copy their reading lessons.

Drill the children in the *oral and written reproduction of short stories*. Require them to construct *original statements, questions and exclamations*.

Teach the combination of two and three independent statements into a single sentence, and continue this exercise throughout the year.

Facts about objects are developed by conver-

sational lessons (as illustrated in the lessons of the First Year at School) before calling upon individuals in the class, for connected statements.

LESSON I.

SENTENCE MAKING.

Require pupils to construct sentences, embodying the words in each of the following groups:

1. slate, pencil.
2. laughs, plays.
3. hat, wind, May's.
4. sheep, field, flock.
5. bloom, garden, flowers.
6. winter, cold, ice, skate.
7. pulled, boy, water, dog.
8. James, ball, Tom, marbles.
9. lessons, every, school, goes, Ella.
10. Christmas, Santa Claus, gives, presents, children.

Continue this exercise throughout the year.

LESSON II.

FILLING OF BLANKS.

Fill the following blanks with suitable words:

1. Nell has a ———.
2. Frank ——— to school.
3. Lucy has a ——— doll.
4. Sugar ——— sweet.
5. She wore a ——— dress.
6. ——— play ball.
7. The ——— bee makes honey.
8. Harry ——— in the wagon.
9. The ——— can swim.
10. Girls ——— rope.

Give, frequently, similar exercises.

LESSON III.

DICTATIONS, TRANSPOSITION, ETC.

Give frequent dictations, like the following :

Tom was a good, little boy. He lived in Boston. He went to school on week days and to church on Sundays. Christmas eve, he hung up his stocking, hoping to get a present from

Santa Claus. When he got up the next morning, he looked in his stocking and there found a fine knife, a ball and a book.

Have pupils write original statements, questions and exclamatory sentences; also *change statements into questions and questions into statements.*

LESSON IV.

COMBINATION OF STATEMENTS INTO SENTENCES.

Teacher—Ida, make a statement about a doll.

Ida—The doll is pretty.

T.—Nellie, you make another statement about the doll.

Nellie—It has on a white hat.

T.—Who can put these two statements into one?

Flora—The doll is pretty and it has on a white hat.

T.—Who can make a shorter statement?

May—(after considerable hesitancy) The pretty doll has on a white hat.

T.—That's better [writing on the black-board]:

Ella has a doll.
It is *a bisque doll*.
The doll is *dressed in blue*.

Who can make one statement out of these three?

I.—Ella has a doll, and it is a bisque doll, and it is dressed in blue.

T.—Oh! you have too many “and’s” and “it’s!”

M.—Ella has a bisque doll and it is dressed in blue.

T.—Who can make the statement and not use either “and” or “it”?

N.—Ella has a bisque doll dressed in blue.

T.—That’s well done.

Combine the following independent statements into sentences :

1. The house is large.

2. It is *painted white*.

1. The boy is idle.

2. He is *lazy*.

1. The house is on the hill.

2. It is *little*.

3. It is *brown*.

1. The boy ran away from school.

2. He was a *bad* boy.
3. He was a *stupid* boy.
1. The hills are covered with snow.
2. They are *high*.
3. The hills are *steep*.

Continue this exercise throughout the year.

LESSON V.

REPRODUCTION EXERCISES.

Tell, or read short stories, like the following, and have them reproduced by pupils, using their own language :

THE FOX AND THE GRAPES.

A thirsty fox, one warm day, saw a bunch of fine grapes hanging from a vine at the top of a pole. "What a nice dinner I might have if I could only get those grapes," thought the fox. So he jumped up at them again and again, but, finding, at last, that he could not reach the grapes, he went away thinking to himself that he would not eat them, even if they were lying on the ground, because they were so sour.

THE FOOLISH CROW.

A crow once stole a piece of cheese from the window of a cottage, and, taking it in her bill, flew away to the top of a tree. A fox saw the crow and thought that he should like to get the cheese. So, he said to her: "Oh! Mrs. Crow, how beautiful you are! I have never heard you sing, but if your voice is as beautiful as your feathers are, it must, indeed, be charming." The crow, very much pleased, opened her mouth to sing and the cheese fell to the ground. The sly fox quickly picked it up and ran away, thinking how smart he was and how foolish was the crow.

LESSON VI.

ORAL INFORMATION.

Embody, in conversational lessons, the following information about sugar, wool, wheat, coffee and vinegar. Then, direct pupils to write compositions upon each of these subjects, telling what they have learned about them:

SUGAR.

Sugar is a sweet, vegetable substance, that comes mostly from the sugar-cane. When ripe, the cane, or stem, is taken to the mill, where the juice is extracted from it and boiled and strained repeatedly. Finally, the sugar cools, and, separating from the molasses, forms into grains. The raw sugar, as it is then called, is afterwards refined, or purified. Sugar will dissolve in water. White and brown are the common colors of sugar. We have cube sugar and crushed sugar. In making candies, pies, cakes, jellies, jams, etc., sugar is largely used.

WOOL.

Wool is the covering of sheep. In the summer, it is sheared, or cut, from the living sheep. It is then called the fleece. After the raw wool, which is very soft and warm, has been picked, assorted and cleaned, it is combed, carded and spun into yarn and worsted. The combing, carding and spinning are done by machinery. Blankets, flannels, carpets and different kinds of clothing are manufactured from wool. Where carded wool is used, the goods are called woollens; where combed wool is used, the goods are called worsteds.

WHEAT.

Wheat is a very valuable grain. Farmers sow their land with wheat, and, when it has grown quite high, and has become ripe, mow, or cut it down. The wheat is then threshed and the grain separated from the chaff, or winnowed. Next, the wheat is sent to the mill and ground into fine, white flour, which we make into bread. The United States produces more wheat than any other country in the world. Wheat is used by a greater number of people than any other grain except rice.

COFFEE.

The coffee tree grows in warm countries. When ripe, the beans, or coffee berries, are gathered from the trees and placed on mats, in the sun, to dry. When the tree is three years old, it gives a crop of about a pound of coffee beans. To make coffee for the table, we roast and grind the beans and mix the powder with boiling water. Mocha is the best coffee. Coffee is a refreshing drink, but if we drink it too strong, it is likely to make us nervous and keep us awake.

VINEGAR.

Vinegar is an orange-brown, acid liquid, used

for flavoring food, pickling, and sometimes as medicine. The best vinegar is made from wine. It is also made from cider. If we use too much vinegar, it will make us thin and dyspeptic. Vinegar is very useful and may be seen upon all dining tables.

LESSON VII.

WRITTEN COMPOSITIONS.

Develop, through conversational lessons, (First Year at School) compositions upon the camel, the lion, the elephant, the canary bird and the rose; also, written descriptions of pictures, etc.

Papers, like the following, may be expected toward the close of the year:

CHILDREN AT SCHOOL.

These children are at school. One of them has an apple and is dividing it with another girl. She is a good girl. There are six girls in the school-room. It is recess and the children are at play. They like to learn as well as play. All have on clean, white aprons. There are Lulu, Jennie, Rubie, Pearl and Mabel. Little May is



CHILDREN AT SCHOOL,

peeping through the door. Rubie and Pearl have on bronze slippers. The others have shoes. Lulu has long, golden hair and the rest have light-brown hair. The teacher's name is Miss Platt.

EVA DOLD,

Lincoln Primary School, San Francisco, Cal.

The next two compositions are evidence of what children can do, during their second year at school:

WHAT I DO AT HOME.

At home, I help my mother. I sweep the porch, wipe the dishes, clean the silver and do many other things that little children can do to help their parents. I also practice on the piano. I generally practice two hours a day. I have a swing and a doll. I have nice hats and hoods for her. I have a doll's checked quilt that I sew on sometimes. My teacher at school is very kind to us all.

ESTELLE WEISHEIMER,

Lincoln Primary School, San Francisco, Cal.

WHAT I SAW ON MY WAY TO SCHOOL.

One day, as I was coming to school, I met a lame man. He was very shabbily dressed. He was so very lame that he looked as if he was going to fall down. Where I saw this man was at the corner of Fifth and Howard Streets. As he went to go across the street, he fell down and two or three men ran to pick him up. I heard him say that he had suffered a great deal with

his legs, yet, he had to suffer still more. After the man was up, he went into a grocery store and sat down for a little while. An express wagon came and took him away. I also saw a lady coming out of a car with a small baby in her arms. She was a careless mother. She let her child fall on the car track and nearly killed it.

MARTHA GRAY,

Lincoln Primary School, San Francisco, Cal.

Following is a specimen paper, by the same writer, based upon what she had seen and observed:

THE SNOW-STORM.

The snow, in San Francisco, fell on Saturday morning at 2 o'clock and ended late in the afternoon. The boys threw snow-balls all day long. We have not had snow in San Francisco for years, until last Saturday. The snow looked very beautiful on the hills and trees. The Chinamen dared not come out, for they were afraid of getting hurt with snow-balls. I saw a Chinaman running as fast as he could and about twelve boys running after him. The snow falls very often in the Eastern States, but, it is not common in San Francisco.

MARTHA GRAY,

Lincoln Primary School, San Francisco, Cal.

Require occasional, original papers upon similar topics.



THIRD YEAR AT SCHOOL.



THIRD YEAR AT SCHOOL.

Teach, during the third year at school, the simple uses, in sentences, of *quotation marks, capital letters, the period, the question mark, the exclamation point and the apostrophe.*

Continue the exercises, in the construction of sentences, the filling of blanks, dictations, the reproduction of stories, the copying of reading lessons and the combination of independent statements into sentences. In conversational lessons, give information about animals and objects.

Letter writing is introduced, principally, for the purpose of teaching pupils the forms of beginning, ending and addressing friendly letters.

Develop, through conversational lessons, pictures and objects, compositions upon the domestic animals, etc.

LESSON I.

SENTENCE MAKING.

Direct pupils to incorporate, in original sentences, the words in the following groups:

1. answer, lad.
 2. probably, teacher, punish.
 3. gentleman, surprised.
 4. city, live, people, country.
 5. wicked, lie, quarrel.
 6. industry, virtues, honesty, respected.
 7. horse, man, useful, sheep, animals.
 8. rescued, dog, drowning, girl, river.
 9. farmers, earth, miners, cultivate, gold, land.
 10. letter, New York, James, vacation, cousin, Frank.
-

LESSON II.

FILLING OF BLANKS, CONSTRUCTION AND
TRANSPOSITION OF SENTENCES.

Fill with appropriate words the following blanks:

1. The rose is a ——— and ——— flower.

-
2. Lions and — are wild and — animals.
 3. Charles is a — smart boy.
 4. Ducks can — easily — the water.
 5. He is the boy — was promoted.
 6. The sun is shining —.
 7. This is the book — he read.
 8. — children — obey their parents.
 9. — James and Henry — home?
 10. It was — who wrote the letter.

Have pupils write original sentences ; change statements into questions and questions into statements.

LESSON III.

DICTATIONS, ETC.

Give frequent dictations, like the following :

A cat, hearing that the birds in a neighbor's house were sick, dressed himself like a doctor, and, taking with him his cane and medicines, went to the house, knocked at the door and asked how all the birds did, saying that if they were ill, he would be happy to give them some medicine and cure them. The birds answered:

“We are all very well and shall continue so, if you will only go away and leave us as we are.”

Require the pupils to copy correctly lessons from their readers.

LESSON IV.

COMBINATION OF SENTENCES.

Combine into sentences (Second Year at School) the following independent statements :

1. The boys skated.
 2. It was *in the winter*.
 3. They skated *on the lake*.
1. Amy wrote a letter.
 2. She wrote *to her mamma*.
 3. It was a *nice* letter.
 4. It was a *long* letter.
1. Eva can draw.
 2. She *studies history*.
 3. She studies *music*.
 4. She studies *geography*.
1. Gold was discovered.
 2. It was discovered *in California*.
 3. It was discovered *in January*.

4. It was discovered *in 1848.*
5. It was discovered *by James W. Marshall.*
1. The man was working.
2. He was *in the garden.*
3. He *had a spade in his hand.*
4. He *wore a straw hat.*
5. He *was dressed in black.*

Continue this exercise throughout the year.

LESSON V.

SPECIMEN REPRODUCTION.

Read short selections, like the following, and have them reproduced by pupils in their own language:

THE FOX AND THE HEN.

A hungry fox, one day, while looking for something to eat, spied a hen at the foot of a tree, scratching in the earth for worms.

Upon the tree there hung a drum, which would make a noise whenever the wind blew the branches against it.

The fox was about to seize the hen when the drum beat. "Oh, oh!" said he, "are you there?"

I will be with you soon. Surely, you must have more flesh upon you than a lean hen." So saying, he climbed up the tree and the hen, in the meantime, made her escape.

When the fox had torn off the head of the drum and found that it was empty, he sighed and said: "Unlucky wretch that I am! What a nice hen I have lost in trying to get a better meal!"

Following is a specimen reproduction, as written by a third year boy :

THE FOOLISH FOX.

One day, a hungry fox saw a hen, by a tree, scratching and hunting for worms.

On the branches of the tree hung a drum, and, when the wind blew, the drum would beat.

The fox was just going to grab the hen, when the drum made a noise. "Oh!" said the fox, "I will have you too!" So he climbed up the tree and got the drum. The hen, seeing a chance, ran off as fast as she could.

The fox tore off the top of the drum and was much disappointed to find it empty.

EDDIE BRIEN,

Lincoln Grammar School, San Francisco, Cal.

LESSON VI.

TALES FOR REPRODUCTION.

Use the following tales for similar reproduction exercises:

THE DOG AND HIS SHADOW.

A big dog, with a piece of meat in his mouth, was one day crossing a bridge over a river, when he saw his shadow in the water. He thought that it was another dog, with a larger piece of meat. So, he dropped his own meat and flew at the shadow thinking, thus, to get the larger piece. But, the greedy dog made a sad mistake. The piece of meat he dropped was swept away by the current; while, that which he saw in the water, was only a shadow and could not be eaten. The dog then saw that he had lost his own meat and got nothing in place of it.

THE BOY AND THE WOLF.

A boy, who watched a flock of sheep near a village, was in the habit of alarming the people by calling out: "Wolf! Wolf!" When the men came to his aid, the boy would laugh at them for their trouble, because there was no wolf to be seen. But, at last, the wolf truly did come.

Then, the boy was very much frightened and shouted at the top of his voice: "Come! Help! The wolf is killing the sheep!" But the villagers had been fooled so often by him that no one took any notice of his cries, or went near him. The wolf killed nearly all the sheep. Then, the lying shepherd-boy was very sorry that he had not always spoken the truth. But, liars are not believed even when they do speak the truth.

THE CRUEL CHILDREN.

A very old man once lived with his son and daughter-in-law. The old man was deaf and almost blind. When eating his dinner, he often spilled his soup over the table cloth. His children were so angry at this, that they made him sit in a corner behind the stove, where they gave him his meals in a wooden bowl. Neither did the poor, old man get enough to eat. He was, accordingly, very sad and his eyes would often fill with tears. His little grandson, a child only five years of age, was busy one day putting together some pieces of wood. His grandpa asked him what he was making. "I am making a wooden trough for papa and mamma to eat out of when I have grown to be a man," the boy answered. At these words, the man and

his wife looked at each other and were much ashamed of their cruel conduct toward the old man. Grandpa was given back his old seat at the table and his children, in future, did not say anything when he spilled his soup upon the table cloth.

THE GIANT GIRL'S TOY.

At the top of a high mountain, was once an old castle, which for many, long years had been the home of a giant. He had an only child. She was a girl eight years old, but fifty times as big and strong as any of the girls in the world to-day. Her name was Trixie. She did not have any dolls to play with, but she was very fond of sport. So, one day, she came down from the mountain, into the valley below, to look for a toy. She soon saw a farmer, with two horses, plowing the ground in a wheat field. Kneeling down, she spread out her apron and swept into it the man, the horses and the plow. Then, she ran back to the castle and put them all upon the table. "Oh! papa," said Trixie, "see what a pretty plaything I have found down in the valley!" and she clapped her hands and laughed and danced with delight. But the giant looked serious and answered: "That is not a

toy, my child. If the farmer did not cultivate the land, we should soon die of hunger. So, you must take the little creature carefully back to the field where you found him." Trixie cried for a while and then did as she was told.

LESSON VII.

LETTER WRITING.

Teach pupils how to write friendly letters. Every letter may be divided into the following parts:

1. The *heading*, showing when and where the letter is written; as, San Jose, Cal., May 1, 1887.
2. The *salutation*, which varies according to the relations existing between the writer and the person addressed; as, Sir, Madam, Dear Sir, Dear Madam, Friend Carlton, Dear Friend, My dear Friend, Dear James, My dear James, My dear Mother, Dear Brother, Dear Sister Lizzie, etc.
3. The *body of the letter*, comprising all that is contained between the salutation and the subscription.
4. The *subscription*; as, Yours, Yours truly,

Yours respectfully, Yours faithfully, Yours sincerely, Truly yours, Respectfully, Most respectfully yours, Sincerely yours, Very truly yours, Your sincere friend, Yours as ever, Affectionately yours, Your dutiful son, Your loving daughter, etc. The form varies, as in the salutation, according to the relation of the parties.

5. The *signature* or *name of the writer*.

6. The *address*, comprising the name and residence of the person to whom the letter is written, like the *superscription* on the envelope.

It is customary to write the *address* at the *close of friendly letters*, but, in *business letters*, it is written *directly after the heading*.

Mr., Mrs., Master and Miss, are the titles in common use, in addressing the envelope; as, in the following models :

[Superscription.]

STAMP.

Miss Ada L. Starr,
426 Fifth Avenue,
New York City, N. Y.

STAMP.

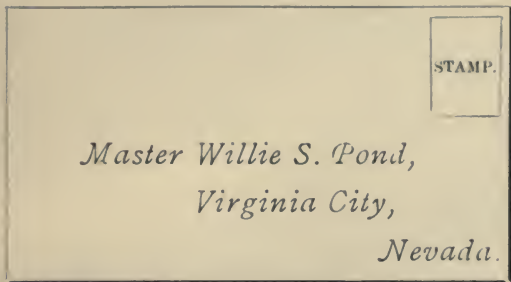
*Charles F. Rollins,
P. O. Box 84,
San Francisco, Cal.*

STAMP.

*Mr. F. H. Mitchell,
Petaluma,
Sonoma Co., Cal.*

STAMP

*Mrs. Ida R. Jackson,
246 State Street,
Boston, Mass.*



Military men should be addressed as Lieutenant, Captain, Major, Colonel, General, etc., according to their rank.

The titles Reverend, Reverend Doctor and Right Reverend are applied to the clergy.

Dr. and M. D. are the titles given to medical men.

Professor is the title commonly given to heads of departments in colleges, universities, etc.

Hon. is the title applied to Mayors of cities, Judges, Congressmen, State Senators, etc.

Pay special attention to the spacing, paragraphing, punctuating and forms of beginning, ending and addressing letters; as illustrated in the accompanying models:

[1. Heading.]

SAN FRANCISCO, Cal., May 6, 1887.

[2. Salutation.]

DEAR NELLIE :

[3. Body.]

Mother said that I could write and invite you to spend your vacation with me.

Do you think you can come? I hope so. What fun we shall have when you arrive!

I will take you to Golden Gate Park, Woodward's Gardens, the Presidio and the Cliff House. In the evenings, we can go to the theaters and give parties. I will do all I can to make it pleasant for you.

Be sure to come. I will meet you at the depot.

[4. Subscription.]

Yours affectionately,

[5. Signature.]

HELEN.

[6. Address.]

Miss Nellie Low, Carson City, Nevada.

[1. Heading.]

CARSON CITY, Nev., May 12, 1887.

[2. Salutation.]

MY DEAR HELEN :

[3. Body.]

I received your kind letter inviting me to visit you and was delighted when mamma said I might go and stay a week with you.

I have never been in San Francisco, but have

heard much about it and shall be glad to see it.

You may expect me next Monday. Papa has to go to the city on business and will take me with him. I remain, with much love,

[4. Subscription.]

Your sincere friend,

[5. Signature.]

EMMA.

[6. Address.]

Miss Helen Martin, San Francisco, Cal.

LESSON VIII.

ORAL INFORMATION.

In conversational lessons, give the following information about gold, sheep, tin, camels and starch. Then, have pupils write compositions, telling what they have learned about each object:

GOLD.

Gold, the most precious of metals, is found in many parts of the earth. It is a comparatively soft and heavy metal. A grain of gold, the size of a pin's head, can be beaten out to cover a wide space; and a fine, gold wire will sustain a weight of five hundred pounds. The

color of gold is a beautiful yellow. When it comes from the mine, mixed with rock, the ore is crushed to a powder and the gold separated from it by the use of quick-silver. Next, the gold is worked into bullion and sent to the mint to be coined. A great deal of gold is used by jewelers in the manufacture of rings, pins, bracelets, watches, etc. The weight of gold is from nineteen to twenty times that of water.

S H E E P .

Sheep are of great use to man. Male sheep are called rams; female sheep, ewes; and young sheep, lambs. The wool, which covers the bodies of sheep, keeps them warm in cold weather. Some sheep have long, twisted horns and are very vicious. The long-tailed sheep have fat tails, which are often fastened to boards to keep them from dragging on the ground. The black-faced sheep are very tenacious of life. The wool of sheep is very valuable. From it, we make clothing. The skins of sheep give us leather. Sheep, also, give us mutton. They run in herds and feed mostly upon grass.

T I N .

Tin has been in use in the world for a very

long time. It is of a silvery white color and comes out of mines in the earth. Next to lead, it is the softest of metals; its weight is only seven times that of water. Tin can be drawn out into fine wires and beaten into thin sheets. It is used, principally, in the manufacture of tin cups, plates, pans, kettles, pails, etc. England is the greatest tin producing country in the world.

CAMELS.

The home of the camel is in Asia and Africa. It has a long neck, small head, big eyes and a hump on its back. Some camels have two humps on their backs. The camel is used for carrying goods across the deserts and is often called "*the ship of the desert.*" Camels have cushions on the soles of their feet and are, thus, adapted to travel over the sandy deserts. The tread of the camel is noiseless and its long eyelashes shade its eyes from the glare of the sun. It can close its nostrils, at will, and thus keep out of them the drifting sand. The camel has a peculiarly formed stomach and can travel for many days without water. It can, also, live a long time upon very little food. The hump

upon its back, from which it draws nourishment, then becomes much smaller. The camel is gentle and patient. The Arabs drink its milk and eat its flesh. From the hair of camels, we make brushes and camel's hair shawls.

STARCH.

Starch is a white substance, with hardly any smell or taste. It is contained in the seeds of peas and beans, the roots of potatoes, the pith of the sago palm, etc. Starch is insoluble in cold water, but combines with warm water into a sort of jelly. The grains of starch are, generally, round or oval and tolerably uniform in size. Starch is in common use in laundries, to stiffen clothes; it is, also, used in the manufacture of brandy, grape sugar, etc. Wheat starch is sometimes used for medicinal purposes.

LESSON IX.

ORIGINAL DESCRIPTIONS.

Develop, through conversational lessons upon pictures, original descriptions, like the following:

THE FIRESIDE.

Mrs. Smith is a nurse. She has six children:



THE FIRESIDE.

Tom, May, Frank, Katie, Isabel and Bertie. Frank is the eldest child and takes charge of the house in his mother's absence. Mrs. Smith's husband was killed. She has to work for her living and take care of her children. One cold, winter's night, Mrs. Smith was called to a house where a child was very sick. She left the children in care of Frank. He took the baby in his arms and told the children to come around the fire and he would tell them a story. So, they all gathered round him to hear the story. Tom sat down by the fireplace. Frank hung the baby's clothes upon a peg on the wall. While he was telling the story, Katie and May fell asleep.

WILLIE HUNT,

Lincoln Grammar School, San Francisco, Cal.

The above was written by a pupil during his third year at school. The picture of "Puss and the Bird" was treated *orally* in the First Year at School. A comparison of *that description*, with *the following written description*, by a third year pupil, illustrates the progress possible in the intervening time:

PUSS AND THE BIRD.

There was once a little girl who had two pets, a cat and a canary bird. One warm day, she thought that she would hang the cage, in which the bird was, out in the sun. As the bird was new, puss was not used to it, and the bird the same. While the little girl was playing, she forgot about the bird, but the cat did not. It was trying to kill the bird all the time. When the girl came to take the bird in, she found the cat and said: "Go into the house." The cat did not obey, but tried to get the bird. Do you not think the cat was cruel?

FRANK BRANN,

Lincoln Grammar School, San Francisco, Cal.



PUSS AND THE BIRD.



FOURTH YEAR AT SCHOOL.



FOURTH YEAR AT SCHOOL.

Teach the simple uses, in sentences, of *the comma*, in addition to *capital letters*, *the period*, *the question mark*, *the exclamation point*, *the quotation marks* and *the apostrophe*.

Continue the *conversational lessons upon objects and pictures*, also, the *combination and reproduction exercises*.

The division of sentences into *complete subjects and complete predicates*; *nouns, their singular, plural and possessive forms* are also taught.

Instruction in *the writing of friendly letters* is continued, and *social and business forms*, and *business correspondence* are introduced.

LESSON I.

SUBJECT AND PREDICATE, ETC.

When we write, *girls sing*, we make a statement about girls. Such statements are *sentences*. All sentences may be divided into two distinct parts; viz., the part about which something is spoken or written, called the *subject*; and what is written or spoken about the subject, called the *predicate*. The little boy was badly hurt. In this sentence, "the little boy," is the *complete subject*, and, "was badly hurt," the *complete predicate*.

Direct pupils to divide each of the following sentences into its *complete subject* and *complete predicate*:

1. The picture is pretty.
2. Little Kate was very sick.
3. Some birds can sing very sweetly.
4. Boys and girls like to play.
5. Was the big ship sailing over the sea?

Write three sentences about *horses*; three about *cows*; three about *dogs*; and three about *children*.

Make sentences by filling the following blanks:

1. — fly.
2. — run.
3. Boys —.
4. Cows —.
5. — sing.
6. Children —.
7. — shines.
8. The wind —.
9. Do —— twinkle?
10. Oh! — the — rainbow!

Teach that EVERY SENTENCE BEGINS WITH A CAPITAL LETTER; that EVERY STATEMENT ENDS WITH A PERIOD; that EVERY QUESTION ENDS WITH A QUESTION MARK; that EVERY EXCLAMATION ENDS WITH AN EXCLAMATION POINT.

LESSON II.

NOUNS.

Objects are given names, so as to distinguish them one from another, when we speak or write about them. One object is named a chair; another, a book; another, a cow. These words, *chair*, *book* and *cow* are called NAME-WORDS, or NOUNS.

Pick out the nouns, in the following sentences:

1. London, England, is the largest city in the world.

2. Pennsylvania produces more coal and iron than any other state in the Union.

3. The Mississippi is the longest river in North America.

4. The Pacific Ocean was discovered by Balboa.

5. America was discovered by Christopher Columbus.

Fill the following blanks with nouns:

1. ——— was the first President of the United States.

2. Birds build ——— in ———.

3. Are the ——— ripe?

4. Oh! how brave are the ———!

5. ——— make honey.

LESSON III.

SINGULAR AND PLURAL FORMS OF NOUNS.

Boy means *one* person. When it is used in this way, and refers to *only one person, or thing*, it is called THE SINGULAR FORM OF THE NOUN.

Cat, horse, box, dog and valley are *singular nouns*.

The word *boys*, meaning *more than one*, is termed THE PLURAL FORM OF THE NOUN.

Cats, horses, boxes, dogs and valleys are *plural nouns*.

The plural of these nouns is formed, as may be seen, by the addition of *s* or *es* to the singular, as boy, boys ; box, boxes.

Write the plural of the following nouns :

Bird, kiss, house, ball, tax, match, flower, dish, bear and bench.

Write the singular of the following nouns :

Trees, books, dresses, glasses, chairs, apples, girls, carpets, foxes and sashes.

While the plural of *most* nouns is formed, as illustrated, by the addition of *s* or *es* to the singular, still, the plural of *many* nouns is formed differently.

Sometimes, in nouns ending in *y*, like sky, story, lady and balcony, the plural is formed by changing the *y* into *i* and adding *es*; thus, skies, stories, ladies and balconies.

The plural of *some nouns ending in f, or fe*, like wife, thief, wolf and life, is formed by changing the *f* or *fe* into *v* and adding *es*; thus, wives, thieves, wolves and lives.

Write the plural of the following nouns:

Injury, knife, party, loaf, quality, leaf, beauty, shelf, half and duty.

LESSON IV.

POSSESSIVE FORMS OF NOUNS.

When, as in the sentence, *the boy's hat was lost*, we wish to show that the boy *owns or possesses* the hat, we write *an apostrophe* and *s* after the singular noun, boy. This sentence simply shows that the hat of *one* boy was lost. If, on the contrary, we wish to show that *more than one* boy lost their hats, we write the sentence thus: *The boys' hats were lost.*

The idea of *possession, in singular nouns*, is denoted by adding an *apostrophe* and *s*; as, boy, boy's. This is called the POSSESSIVE FORM OF THE NOUN.

The idea of *possession in plural nouns*, is generally denoted by adding an *apostrophe*; as, boys, boys.'

Write the following nouns in sentences, showing possession: Girl, man, cow, box, horses, books, desks, children, men and trees.

LESSON V.

COMBINATION OF SENTENCES.

Combine the following independent statements into sentences :

1. Washington was a great man.
2. He was a *good* man.
3. He was a *noble* man.
4. He *is called the "Father of His Country."*

1. Edgar has a dog.
2. He has a *pony*.
3. He has *some pigeons*.
4. He *lives in the country*.

1. Ribbons are sold in dry goods stores.
2. They are *pretty*.
3. They are *of different colors*.
4. They are *used for trimming*.

1. Charles reads books.
2. He reads *good* books.
3. He reads *slowly*.
4. He reads *silently*.
5. He reads *to improve his mind*.

1. Grant was an American.
2. He was a General.
3. He was *brave*.

4. He was *successful*.
 5. He was *also President of the United States*.
- Continue this exercise throughout the year.

LESSON VI.

FRIENDLY LETTER WRITING.

Continue to give exercises in the writing of friendly letters. Pay particular attention to the *style of beginning and ending*; also to *punctuating and paragraphing*, as illustrated in the following models:

SACRAMENTO, Cal., May 17, 1887.

DEAR FRANK:

I arrived here Saturday and cousin Harry met me at the depot.

We have been visiting different places of interest in the capital city and I am having a fine time.

The Capitol, where they make the laws for California, is a big building with beautiful grounds. I was there yesterday. It is where the Governor has his office.

I like Sacramento well enough, except the climate. It is very hot here in summer and, in winter, the river overflows. Good-by. Give my love to all.

Your brother,

JOE.

Frank Taylor, San Francisco, Cal.

SAN FRANCISCO, Cal., May 17, 1887.

DEAR SISTER :

I thought I would write to-day and tell you about my visit in the city.

Auntie and I arrived here safe last Saturday morning. We have a pleasant suite of rooms at the Palace Hotel.

I am having a delightful time and wish that you were here too. I think that I should rather live in San Francisco, because, here, there are so many places of amusement.

We went out to ride yesterday. Oh! Lucy, Golden Gate Park is lovely! We gathered shells on the ocean beach and took lunch at the Cliff House.

To-morrow evening, uncle says he will take us to the theater.

I have so much to tell you that I cannot put it all upon paper, so you must wait until I get home.

Give my love to mamma and papa, and kiss baby for me. Write soon and tell me all the news.

Your loving sister,
GUSSIE.

P. S. How is the bird?

Miss Lucy Clark, Sacramento, Cal.

LESSON VII.

SOCIAL FORMS.

Teach the forms of notes of invitation, their replies, and letters of introduction, according to the following models :

NOTE OF INVITATION.

MISS ABBY STEWART requests the pleasure of Mr. William Graham's company, at a social gathering, next Wednesday evening, at half-past eight o'clock.

912 California Street, May 15.

REPLY.

MR. WILLIAM GRAHAM presents his compliments to Miss Abby Stewart and accepts, with pleasure, her kind invitation for Wednesday evening next.

715 Post Street, May 16.

LETTER OF INTRODUCTION.

SAN FRANCISCO, Cal., May 18, 1887.

FRIEND ADAMS :

I take pleasure in introducing to you, the bearer, Mr. Walter Stone.

He is an old friend of mine, who is now visiting your city for the first time.

For any attention that you can show him, during his stay in New York, I shall be especially grateful.

Yours sincerely,

JOSEPH F. WATERS.

Henry P. Adams, 642 Broadway, N. Y.

It is not customary to seal letters of introduction.

The superscription, or the address upon the envelope, should be according to the following model:

<p><i>Henry P. Adams,</i> <i>642 Broadway,</i> <i>New York City,</i> <i>N. Y.</i></p> <p><i>Introducing Mr. Stone</i></p>
--

LESSON VIII.

BUSINESS FORMS.

The following is a form of a letter of application, to be taught to pupils:

LETTER OF APPLICATION.

[Heading.]

SAN FRANCISCO, May 12, 1887.

[Address.]

MESSRS. J. J. O'BRIEN & Co.,

[Salutation.]

Gentlemen:

[Body.]

Seeing your advertisement in to-day's *Chroni-*

de, for a salesman, I write to apply for the position.

I have had some experience in your line of business and am sure that I could suit you.

I enclose letters of recommendation from my former employers.

Hoping that you will favorably consider my application and oblige me with an early reply, I am, sirs,

[Subscription.]

Yours respectfully,

[Signature.]

FRANK HARRIS.

64 Oak Street.

Teach the following forms of the *bill* and *receipt*:

B I L L .

SAN FRANCISCO, June 1, 1887.

MR. CHAS. MARTIN,

Bought of Wellman, Peck & Co.,

10 lbs. Java Coffee - - - @	.40	\$4.00
5 " Black Tea - - - - "	\$1.20	6.00
12 " White Sugar - - - - "	.14	1.68
4 gals. Syrup - - - - - "	.37½	1.50
		\$13.18

Received Payment,

WELLMAN, PECK & CO.

R E C E I P T S .

NEW YORK, June 1, 1887.

\$375²⁵/₁₀₀

Received of Ivison, Blakeman & Co., Three

Hundred Seventy-five and $\frac{25}{100}$ Dollars, on account.
JAMES SCOTT.

SAN FRANCISCO, June 2, 1887.

\$500.

Received of William Curtis, Five Hundred Dollars, in full of all demands.

PAYOT, UPHAM & CO.

LESSON IX.

A SERIES OF BUSINESS LETTERS.

A complete business transaction is shown in the following series of letters :

NO. I. OPENING BUSINESS.

STOCKTON, Cal., May 1, 1887.

MESSRS. TILLMAN & BENDEL,

San Francisco.

Gentlemen :

Having just opened a retail grocery business in this city, with a cash capital of five thousand dollars (\$5,000), I shall be glad to trade with your house, if we can agree as to terms.

For evidence as to my business standing, I beg to refer you to the Bank of California.

What are the best terms you can give me ?

Yours truly,

JAMES R. ROMAN.

NO. 2. CREDIT ESTABLISHED.

SAN FRANCISCO, Cal., May 4, 1887.

MR. JAMES R. ROMAN,
Stockton, Cal.

Dear Sir:

Yours of May 1 is received and contents noted.

Your references are entirely satisfactory and we shall be pleased to sell you any goods in our line, upon the following terms: half cash and the balance in thirty days.

We enclose our price list and await an early order from you. Respectfully,

TILLMAN & BENDEL.

NO. 3. GOODS ORDERED.

STOCKTON, Cal., May 6, 1887.

MESSRS. TILLMAN & BENDEL,
San Francisco.

Dear Sirs:

Please send me, *via*. C. P. R. R.,—
50 cases Coal Oil,
10 bbls. C. Sugar,
5 sks. C. R. Coffee,
30 kits No. 1 Mackerel,

Yours respectfully,
JAMES R. ROMAN.

NO. 4. ADVICE OF SHIPMENT,

SAN FRANCISCO, Cal., May 10, 1887.

JAMES R. ROMAN,
Stockton.

Dear Sir:

We have shipped, this day, according to your

order, goods as *per*. enclosed bill and shipping receipt.

Very truly yours,

TILLMAN & BENDEL.

NO. 5. GOODS RECEIVED.

STOCKTON, Cal., May 16, 1887.

TILLMAN & BENDEL,

San Francisco.

Dear Sirs:

Yours of the 10th inst., with bill and shipping receipt, came duly to hand.

The merchandise was received in good condition.

Enclosed find check, on Bank of California, for one hundred seventy-five dollars (\$175), which amt. you will please credit to my acct.

Yours truly,

JAMES R. ROMAN.

NO. 6. PAYMENT ACKNOWLEDGED.

SAN FRANCISCO, Cal., May 20, 1887.

JAMES R. ROMAN,

Stockton.

My dear Sir:

We enclose receipt for one hundred seventy-five dollars (\$175), with which sum you have been duly credited.

Yours very respectfully,

TILLMAN & BENDEL.

LESSON X.

ORAL INFORMATION.

In conversational lessons, give the following information about eagles, elephants, hemp, lions and iron. Then, have pupils write compositions upon each subject :

EAGLES.

Eagles, of which there are several kinds, have rather short, curved beaks, broad wings, strong legs and sharp, strong claws. The white-headed, or bald eagle, of America is a large, beautiful bird. It has white feathers upon its head, neck and tail, while the rest of its plumage is of a dark brown color. Its bill, legs and feet are of a bright yellow. It is a bird of prey and likes to eat fishes, which it steals from the fish-hawks. The eagle, also, feeds upon wild ducks, and, sometimes, carries away lambs and pigs. Generally, the eagle builds its nest in some tall tree, near a lake, or river. The eagle can fly very high ; is celebrated for its strength and courage, and is commonly called the "King of Birds." Sometimes, the eagle lives a hundred years.

ELEPHANTS.

The elephant is the largest of all land animals. Its home is in Asia and Africa, where it is seen in herds. The skin of the elephant is very tough. It has a big head, small eyes, a short, thick neck, long, wide ears and stout legs.

An elephant is, usually, eight or ten feet high and weighs about ten thousand pounds. The elephant has two, enormous tusks, from which comes the ivory, used for making combs, knife-handles, chess-men, billiard-balls, etc. Its long and limber trunk is used as a hand by the elephant. It takes food and water into its mouth through this wonderful trunk, with which it can also pick up a pin, or uproot a big tree. Elephants eat leaves and plants. They are very fond of sugar-cane and the milk of the cocoa-nut. The elephant is, naturally, a harmless animal, but dangerous if abused. It lives to be one or two hundred years old; is easily tamed, intelligent and of great service to man.

HEMP.

Hemp is a plant, a native of Asia, which thrives, also, in temperate climates in Europe and America. The plant grows to be from three

to twenty feet high, according to the soil and climate. The stalk is filled with soft pith. At the proper time, it is steeped in water and beaten, so as to loosen the bark from the fibers. Then, it is carded, spun and given to the rope maker or weaver. Hemp is very tough and pliable. The finest kind of hemp is used in making cloth; the coarsest kind, in making sails and ropes. The seed of hemp is used as birds' food. We, also, get oil from the seed, which is used in making paint, varnish and soap. In Russia, the oil is burned in lamps.

LIONS.

The lion, called the "King of Beasts," inhabits the forests and plains of Asia and Africa. He is as long as an ox but not so tall. The lion feeds upon the antelope and other animals. His color is of a pale, dingy yellow; his tail is long, with a tuft of black hair at the end; and his head and neck are clothed with a flowing mane. The lion has a large head and, when angry, his eyes flame, his mane stands erect, he shows his teeth, thrusts out his long, sharp claws and presents a most terrible appearance. With a stroke of his paw, the lion can crush the head of a big buffalo and, so great is his

strength, he can carry away a man as easily as a cat can carry away a mouse. The lion rests and sleeps through the day and hunts his prey at night. His roar is awful. The lion is a savage, but noble-looking animal and, generally, lives to be thirty or forty years of age.

IRON.

Iron is the most useful of metals. It is the lightest of common metals except tin. It is very hard and tough, but can be drawn out into a wire as fine as a human hair. Iron is abundant in nature, but is always found mixed with some other substance. From wrought iron, we make steel,—the most elastic of all metals; it is used for edged tools, etc. Cast-iron is converted into wrought iron by a melting process, called “blooming.” Iron is an important factor in the building of railroads and steam-ships. It is extensively used in the manufacture of guns, cannons, plows, etc. The magnetical properties of iron give it an especial value, enabling the mariner to steer across the ocean, also, aiding the land traveler and the miner. The load-stone communicates its powers to bars of iron, or steel, when placed in contact with them. In medicine, iron is valuable as a tonic.

LESSON XI.

TALES FOR REPRODUCTION.

Have pupils reproduce, in their own language, the following tales:

THE WONDERFUL SOUP POT.

Effie was a poor, but pious little girl. She lived with her mother, in a lonely cottage, in the woods. One day, there was nothing in the house to eat. So, Effie went out to look for some food to save her dear mother from starving. She had not gone far, when she met a gray-haired old man who looked like Santa Claus. He was sorry for her. "Take this little iron pot," he said, "and, whenever you are hungry, say, 'boil, little pot,' and it will fill with good soup. After it has cooked all you wish you must say, 'stop, little pot,' and it will cease to boil." Effie thanked the kind, old man and took the pot home to her mother. Their troubles were now over, for they could have hot, rich soup as often as they pleased. The poor people for miles around used to come to the cottage to get some soup out of the wonderful, little, iron pot.

STAR DOLLARS.

A boy, whose parents were dead, was so poor that he had nothing left but the clothes on his back and a loaf of bread in his hand. Putting his trust in God, he went out into the world. He traveled over hills and through valleys until he met an old woman. She begged him for something to eat. He gave her the whole loaf of bread and went on his journey. Next, he met three, little children crying and shivering with the cold. They prayed for some clothes to make them warm. So, to one child, he gave his hat ; to another, his coat ; and, to another, his shoes and stockings. It was now growing dark and the boy came to a big forest. He was cold and hungry and had hardly any clothes left to cover his body. But, when he went into the forest, a shower of silver dollars came down from the sky. They were shaped like stars and were sent by God, to the boy, to reward him for his goodness. He had a warm supper and bed that night, in a cabin in the woods. All the rest of his life, he lived in wealth and happiness.

BABY'S SAIL ON THE BROOK.

Bessie Gray was a good, little girl, who always

obeyed her parents. Her baby brother was just learning to walk. Mrs. Gray went out, one day, and left him in Bessie's care. "I'll try to make it pleasant for Tommy," said Bessie. "Yes, do my dear, and when I come back I'll give you a new dress for your doll," answered her mamma. Baby was cross that day and Bessie did not know what to do to amuse him. She took him in his carriage down to the brook, near the house. Tommy did not like the ride and began to cry. Then, Bessie thought she would give him a sail. So, she got a tub and, tying a rope to the handle, put it in the brook and lifted baby into it. He looked pleased. Bessie took the end of the rope in her hand and walked along the bank, pulling the tub after her and singing a merry song. But, Tommy could not sit still and soon upset the tub and fell into the water. A man heard the children scream and came and took baby out of the water, which was not deep. Bessie, then, took him home to dry his wet clothes and mamma told her that she must not give baby any more sails on the brook.

SELFISH HARRY.

Harry lived in the country. He was a bright,

but selfish boy. When he had any candy, he wished to eat it all and not to share it with his brother and sister. One day, his mother gave him some jelly and told him to divide it with his sister Amy and his brother Charlie. Instead of obeying his mother, Harry hid himself in the barn and ate all the jelly. His sister called to him, but he did not answer her. When he came out of the barn, Amy told him that she and Charlie had been eating iced-cream and strawberries and cake. "We've had a splendid time and looked everywhere for you, but could not find you," she said. Then, Harry was much ashamed to think how selfish he had been and how much he had lost, by not obeying his mother.

THE MISCHIEVOUS PARROT.

Sam, a colored man, was once a cook on a ship. He saved some money and opened a coffee house on the water front, where all the ships and steamers land. Sam had a parrot named Jack. He was a big bird with red and green feathers and could talk very well. Jack used to sit in his cage, above the door of the coffee house, and call out to people who passed that way: "Hot coffee! Who'll have some

coffee? Step inside and get some. Only ten cents a cup." His master had taught him to speak these words, so as to make business for the coffee house. Sometimes, Jack would say words he had learned himself and seemed to like to make mischief. A man once left his horse and cart standing on the wharf near the water and went into the coffee house. While he was there, drinking his coffee, Jack cried out to the horse: "Back, sir! Back! Back, I say!" The horse thought his master was talking to him and so he backed until the cart went over the edge of the wharf and the horse fell into the water and was almost drowned, when some men pulled him ashore. Jack, the mischievous parrot, after playing this trick, was not permitted to perch above the door any longer and his cage was taken into the coffee house.

LESSON XII.

COMPOSITION.

Continued conversational lessons on pictures will give results, like the following:

GRANDPA'S DARLING.

It is a pleasant, old farm-house, with gable



GRANDPA'S DARLING.

windows and an old-fashioned barn. To this farm-house, little Violet Grey likes to come and spend the long, summer months with her grandpa and grandma. Violet is a pretty girl, with blue eyes, golden hair and rosy cheeks. One day, just before sunset, she and her grandpa went into the barn. While Violet was playing around, grandpa sat down upon a big squash beside some water-melons and began to husk the corn. Violet climbed the ladder to the hay-loft and found a dozen eggs. She put them into her hat and went down the ladder. "Oh! grandpa, look at the eggs in my hat!" said Violet. Grandpa seemed pleased and told her to take them into the house to grandma to make a cake for dinner. Violet has on a white apron and a red dress. If she break the eggs, she will soil her clothes. It is a warm day and grandpa has taken off his coat. His yellow vest is open and he has on a pair of blue overalls. He owns a farm near San Jose. Violet and her cousin like to romp in the fields and pick wild flowers. When vacation is over, Violet will be sorry to leave grandpa and grandma and return to her home in the city.

ADNE FURNESS,

Oak Street Primary School, San Francisco, Cal.

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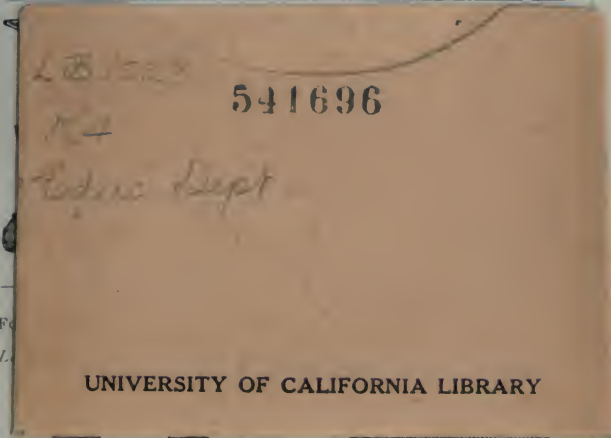
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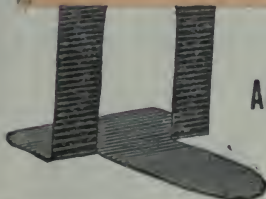
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