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TALKING WITH THE PENCIL

PRIMARY LESSONS IN LANGUAGE

BY
WILLIAM SWINTON



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—
Talking with the Pencil

W. P. 2

PREFACE.

In preparing this little book the author has endeavored to make the study of the right use of language in its written form pleasant and attractive to the youngest pupils. He has constantly had in mind the fact that children learn best by *doing*, and therefore he has made every lesson an exercise in the practical use of words. Beginning with the simple idea of a word as the name of something, the learner is led by easy steps to the acquisition of a knowledge of the first principles of English grammar. While this is being done he is also acquiring the ability to write correctly — that is, *to talk with the pencil* properly and fluently. These lessons are sufficient for one year's work, and will prepare the pupil to take up and pursue with increased interest the study of language in its more complex relations.

Teachers will observe that every lesson herein presented is suggestive of much additional oral instruction. Indeed, every recitation should begin with a well-planned talk, leading up to and helping to elucidate the particular points to be learned. The suggestions to teachers, printed in smaller type at the head of the lesson, will be found valuable in preparing these oral introductions. But the wise teacher will not stop with merely following these brief hints; she will introduce many original devices of her own, and will amplify and extend each lesson by giving many additional exercises, both oral and written.

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TOPIC I. WRITING NAMES.

LESSON I.

[TO THE TEACHER: Introduce this lesson by a familiar talk with the pupils, leading them to understand the distinction between *things*, *pictures*, and *words*. Teach them that things are often spoken of as *objects*. Lead them to observe a number of familiar objects and to write the names of these objects.]

Copy the words:



bird

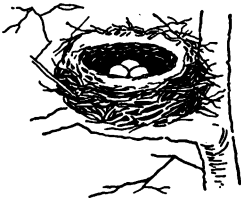


eggs



nest

Copy, and write words in place of the dots:



I see three in the

The is near the



LESSON II.

[TO THE TEACHER: The oral instruction to precede this exercise should be so presented as to elicit from the children the following points: Pictures make us think of things; words also make us think of things; many words are names of things. It will add much to the interest of the lesson if a number of objects are shown to the class, the children being required both to speak and write the name of each.]



1. Of what does this picture make us think ?
2. What things do you see in this picture ?
3. What is the name of the sly wild animal that is lying on the ground ?
4. By what name do we call the birds that are swimming in the water ?

Write the names of the things in the picture.

LESSON III.

1. What is the fox in the picture doing ?
2. What does he want to do ?
3. What is the name of the place where the fox lives ?

Copy, and write words in place of the dots :

See the sly ... and the silly.....!

The sly ... lies down on the,
and pretends to be dead. He wants
to catch a fat for his

The silly put out their
long and cry, "Quack, quack!"

The sly ... will soon jump up,
catch one in his, and run off
to his

Copy and learn :

Many words are names of things.

LESSON IV.

[TO THE TEACHER: The point to be developed in this lesson is that while many words are names of things, many other words are names of persons. A carefully planned oral lesson should lead up to and precede this written exercise. Require the pupils to give the names of several persons whom they know, and to write these names. Require them to find the names of persons in their reading lessons.]

Copy, and write names of persons in place of the dots:

My name is

Miss is our teacher.

.,, and are
three of my classmates.

I have a cat. We call her

I have a dog named

Copy and learn:

Many words are names of persons.

LESSON V.



Write answers to these questions :

[TO THE TEACHER: In this lesson the children are led to a first effort in composition in its simplest form—the answering of direct questions. It is not expected that the children, as yet, know what is a sentence, or how a sentence should be begun or ended. The lesson may be made interesting as well as instructive, by asking a series of judicious questions about the picture, and then writing down the best answers. See that the oral answers meet the full requirements of a statement—that is, that they are complete sentences.]

1. How many children are there in this picture ?
2. What is the name of the girl ?
3. What is the name of the boy ?
4. Which is sitting on the chair ? What is he doing ?
5. What is his sister doing ?
6. Do you think his picture will look like the girl ?

LESSON VI.

[TO THE TEACHER: The point to be developed in this lesson is that while many words are names of persons, and many of things, there are others that are the names of places. Lead up to it by a series of carefully planned questions to be answered orally.]

Copy, and write names of places instead of the dots :

I live in

. is the name of our state.

The name of our country is

Once I went in the cars to

I have an uncle who lives in

Copy and learn :

Many words are the names of places.

LESSON VII.

[TO THE TEACHER: Lessons VII. and VIII. are designed as tests of the children's ability to discriminate between names of persons, names of places, and names of things. The point to be developed orally is that *names of persons, places, and things are called name-words, or nouns.* Let the story be read aloud by the pupils.]

- I. Copy in one column all the names of persons in this story.
- II. Copy in another column all the names of places.
- III. Copy in another column all the names of things.

FRANK AND IDA.

Frank and Ida live in Iowa. Their aunt, who lives in New York, asked them to come on a visit to their cousins Emma and Louis. This made the children very happy indeed.

On their long journey in the cars they passed through many places. Some of these were small villages, others were large cities. One of the cities was Albany.

Here their uncle Robert met them, and they all went on board of a fine large steamboat. They sailed down a beautiful river called Hudson River.

Frank and Ida sat on the deck of the steamboat and enjoyed looking at the many interesting objects which they passed—the grand hills, the boats sailing up and down, the farm-houses, and the villages by the shore.

LESSON VIII.

Copy in the same way the names of persons, places, and things in the rest of the story.

At last Frank and Ida and their uncle landed in New York. Here they staid two weeks, visiting many of the wonderful things to be seen in the great city.

They often went to see the strange animals from far-off countries that are kept in Central Park. They liked best to look at the great elephants from Asia, at the lions from Africa, and at the monkeys from South America.

At the wharves they saw ships from many distant lands—some laden with tea from China, and others with coffee from Brazil.

When Frank and Ida went back to their western home, it took them many days to tell their friends about all the interesting persons, places, and things they had seen.

Copy and learn :

Words which are the names of persons, places, and things are sometimes called name-words.

LESSON IX.

[TO THE TEACHER: This exercise in supplying ellipses of name-words may be preceded by an oral review, developing *object, picture, word, name, name-word*. Teacher may then write on the black-board, and pupils may copy: *A name of a person is a name-word.*

A name of a place is a name-word.

A name of a thing is a name-word.

Question to obtain names of the three types,—thus: Tell me the name of three persons;—of three places. Tell me the names of objects in the schoolroom; of objects in a parlor; of two pet animals; of four flowers.]



Copy and insert the right words in the blank spaces. Then draw a line under each name :

Frank Otis is busy cutting a block of

He is trying to make a to sail on the

Frank is sitting on a with the on his He is cutting the block with his

His Snap is looking on.

When the is made Frank is going to call it , for that is the of his sister.

LESSON X.

[TO THE TEACHER: The points to be developed in Lesson X. are the meaning of the terms full name, Christian name, and surname, and the use of capital letters in writing names of persons. The teacher should lead up to these by a series of questions and oral exercises. Ask the pupils for their full names. Teach which part of the full name is the given name, and which the surname. If the children do not know the meaning of the terms *capital letter* and *period*, teach it here.]

- I. Write your full name.
- II. Copy this, putting your own name in place of "Ida Lewis."

Your friend,
Ida Lewis.

- III. Copy, and draw one line under the given name and two lines under the family name, or surname:

John Milton.

Walter Scott.

Julia Ward Howe.

David Dudley Field.

IV. Write the given names of three boys.

V. Write the family names of three girls.

VI. Write the full names of six children.

Copy and learn :

The full name of a person is made up of the given name and the family name, or surname.

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

[NOTE.—The teacher should impress upon the pupils the importance of writing their own names and the names of others with very great distinctness—so that they shall be “as plain as print.” It should be made a matter of class pride and emulation among pupils to write their names with simplicity (using no flourishes), and with neatness and perfect legibility. The signing of written exercises will give ample practice.

LESSON XI.

[TO THE TEACHER: By way of review, dictate a dozen nouns, some proper (persons and places), others common,— as

lion Tabby girl Ralph pork baker
pussy Boston Susan Washington Broadway John Smith,—

then let one half of the scholars write only the names which it is thought should begin with capital letters, and the other half those which it is thought should begin with small letters. Or, let this be done as a blackboard exercise by two pupils, the class to criticise. The special point to be brought out in this lesson is the use of initials.]

I. Copy from the next page the names of the first seven Presidents of the United States :

1. George Washington.
2. John Adams.
3. Thomas Jefferson.
4. James Madison.
5. James Monroe.
6. John Quincy Adams.
7. Andrew Jackson.

II. Write these names again, using only the first letter of each of the given names.

III. Write your own name in the same way.

Copy and learn :

The first letter of a word is called an initial.

An initial letter used instead of a name should be a capital, and a period should be placed after it.

LESSON XII.

[TO THE TEACHER: We come now to the first of a series of exercises in which the pupils are required to write out from heads a story which they have read or which has been told by the teacher. It is, of course, an exercise in composition; but instead of using this formidable name, these pleasant little tasks may be spoken of as *telling a story with the pencil*. In conducting this lesson it is suggested that the heads of the story be written on the blackboard as each division of it is read by the pupils. A lively conversation about the story may then be conducted in the order of the written heads. Crudities or errors of expression may be corrected by the teacher's saying pleasantly, "I would say it—so and so," or "Don't you think it would be better to say that—thus and thus?" The best statements may be written on the blackboard and copied by the pupils, after which each is to write his own version of the story as a whole.]

THE LITTLE TRUTH-TELLER.

A STORY TO BE READ.

WHEN George Washington was a little boy, his father one day made him a present of a hatchet.

George was very proud of his hatchet. He went about trying it on boards and logs and such things, to see how sharp it was, and what large chips it would make.

At last, as George was playing in the garden, he came to a young cherry tree that his father had planted. With two or three blows of his hatchet he cut the tree in two.

Now, George's father thought a great deal of this tree. But George was so pleased with his pretty little hatchet, that he did not think what he was doing.

By and by his father came into the garden, and saw his favorite cherry tree cut in two and killed. Then he was very angry. He called George to him, and asked him in a stern voice if he knew who had cut the tree down.

Did George answer, "I don't know, father"? Oh, no! Did he lay the blame on any one else? Oh, no!

Little George Washington was a truthful boy. His father had taught him to tell the truth always, and to hate a lie. So he ran up to his father, and burst into tears, saying, "Father, I did it. I can not tell a lie about it. I cut it with my hatchet."

George's father took the little lad in his arms, and kissed him. "My dear son," he said, "I would rather lose a thousand cherry trees than have you tell one lie."

When this little truth-teller grew up to be a man, he was brave, wise, and good. He was the first President of the United States, and we call George Washington the *Father of his Country*.

Tell this story *with the pencil* as indicated by the heads on the next page.

The Little Truth-Teller.

1. The present — what it was.
2. How George felt — what he went about doing.
3. The cherry tree — where it grew — what George thought.
4. George's father — favorite tree — how he felt — what he said.
5. George's answer — his father's words.
6. What kind of a man George grew up to be.

LESSON XIII.

[TO THE TEACHER: The point to be taught in this lesson is the use of initial capitals in writing the special names of places.]

- I. Copy, putting the names of places in the blank spaces :

I live in

The name of our state is

Our country is called the

. is the capital of the
United States.

II. Copy these names of states :

Maine,	Ohio,	Kentucky,	Georgia,
New Hampshire,	New York,	North Carolina,	
New Jersey,	South Dakota,	Rhode Island.	

Copy and learn :

The special name of a place should begin with a capital letter.

[NOTE.—Teach the abbreviation for the name of the state in which the children live. Show that a period should follow every abbreviation.]

LESSON XIV.

[This exercise, which the teacher may speak of as a *little life* of each pupil, calls for two sentences,—a simple declarative sentence giving the city (town or village), county, and state in which the child was born, and a compound sentence, giving the name and age of the child.]

Write about yourself by answering these questions :

Where do you live ? [Name of city, or town, and state.]

What is your name ? What is your age ?

MODEL.

I live in Boston, Suffolk County, Massachusetts. My name is Mark Merryman, and I am nine years of age.

LESSON XV.



Look at this picture. Write answers to these questions :

1. What great animal is this ?
2. How many people are on his back ?
3. How many of them are children ?
4. Where is the lady ?
5. Where is the man sitting ?
6. What is in his hand ?

Now write a story about the elephant and the children.

REVIEW QUESTIONS.

1. What does a picture make us think of?
2. What does a word often make us think of?
3. What are names of persons, places, and things called?
4. With what kind of letters should the special names of persons and places begin?
5. What is your full name?
6. What is your surname, or family name?
7. What is your given or Christian name?
8. When a given or Christian name is made up of two or more words, with what kind of letter should each word begin?
9. What is an initial?
10. What must always be placed after an initial letter?
11. What is the initial (or what are the initials) of your given name?
12. With what kind of letters are initials of names of persons written?
13. With what kind of letters must the special names of places always begin?
14. Write the names of six states.
15. Write the names of three towns.
16. Write the names of two rivers.
17. Write the names of five Presidents.

TOPIC II. THE STATEMENT.

LESSON XVI.

[TO THE TEACHER: In this lesson we enter on the important subject of the *sentence*,—the outlining of which constitutes the oral development and exercise-work under Topics II., III., IV. and V.

The definition of a sentence will be better understood by young scholars after they have received the instruction and written the exercises here indicated. Not much time need be spent in premature attempts to convey an exhaustive notion of the sentence in general.]

Write answers to these questions :

1. How many boys do you see in this picture ?
2. Where is one of the boys ?
3. Where is the other ?
4. What is the boy in the tree doing ?
5. What is the other boy doing ?



How many thoughts have you written about the boys in the picture ?

Copy and learn :

A group of words used to express a thought is called a sentence.

How many sentences have you written about these boys ?

LESSON XVII.

I. Copy, and write words telling what each animal does, as

The fox runs.

- | | |
|----------------------|----------------------|
| 1. The cat | 4. Fishes |
| 2. The dog | 5. A cow |
| 3. Birds | 6. A horse |

II. Write sentences that tell something about each of the following objects :

- | | |
|----------------------|--------------------|
| 1. Roses | 4. Bees |
| 2. Leaves | 5. Tops |
| 3. The sun | 6. Kites |

Copy and learn :

A sentence that tells something is a statement.

LESSON XVIII.

Write statements by answering these questions :

1. What does the clock do ?
2. How does sugar taste ?
3. How do roses smell ?
4. How many legs has a duck ?
5. How many legs has a horse ?
6. How many toes has a child ?
7. What do birds do with their wings ?
8. Where do whales swim ?
9. When does the moon shine ?
10. What is your name ?
11. How old are you ?

[NOTE.— Let the teacher now take three or four of the short sentences read, and place them on the blackboard, the one after the other, without initial capitals or the terminal period. From this it will be easy to lead the children to decide that it is hard to read statements written in this way, and to see the meaning and propriety of the two rules now to be given.]

Copy and learn :

The first word of every sentence should begin with a capital letter.

A statement should end with a period.

LESSON XIX.

[TO THE TEACHER: The point to be developed in this lesson is that in every statement there must be something *about which* the statement is made, and there must be *something stated*. A few of the incomplete groups of words may be placed on the board, as—

The good boy. Swim in the sea.

Have you said anything about "The good boy"? Have you stated anything? What is a statement? Then is this a statement, "Swim in the sea"? What swim in the sea? What are you talking about? You see there is nothing to tell what you are talking about.]

Copy only the groups of words that make statements :

1. The good boy. 2. The time of day.
3. The squirrel looked at the chestnuts.
4. Scholars write with pens on paper.
5. Little drops of water, little grains of sand.
6. Little drops of water make the mighty ocean.
7. The cherry tree which George Washington cut down.
8. Swim in the sea. 9. Ida sings sweetly.

Copy and learn :

In every statement there must be something *about which* the statement is made, and there must be *something stated*, or told.

Now copy the groups of words that do not make statements. Add other words to them, so that each shall tell something.

LESSON XX.



Write statements to answer these questions :

1. What kind of house is this ?
2. Who is in the house ?
3. Is the little boy playing dog ?
4. What is on the ground near the boy ?
5. Is the little dog angry ?
6. Does he say, "Bow-wow! Come out of my house" ?
7. Does he say, "Go to your own house. This one is mine" ?
8. What is the dog's name ? How do you know ?

LESSON XXI.

Write statements by using one of each of the words in the left-hand group with one of each in the right-hand group — thus :

Baby cries.

Baby	Parrots	}	}	ripen	grow
Plants	Leaves			spin	twinkle
Stars	Fire			cries	play
Tops	Ice			talk	fall
Children	Monkeys			melts	burns
Cherries	Bears			growl	chatter

LESSON XXII.

Copy, and draw one line under the word or words that show *about what* each statement is made, and two lines under the words that show *what is stated*:

1. The robin sings.
2. The pretty robin sings in the tree.
3. I love little pussy.
4. Rivers flow to the sea.
5. Fido was a wise dog.
6. The busy bee makes honey.
7. Our baby slept and smiled.

LESSON XXIII.

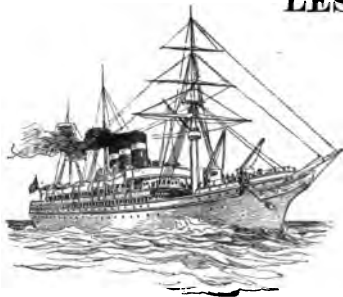
I. Write statements telling what each of these things is made of. Draw a line between the words that show about what each statement is made, and the word or words that show what is stated, thus :

My desk | is made of wood .

1. My shoes
2. The blackboard
3. The bell
4. A pencil
5. The lock
6. My hat is made of
7. Our books
8. The window

II. Copy, and fill the blank spaces with the names of objects made from the things named. Draw a line under each name-word.

- | | |
|--------------------------|--------------------|
| 1. -----is made of gold. | 6. ----- wool. |
| 2. ----- of silver. | 7. ----- silk. |
| 3. ----- tin. | 8. ----- fur. |
| 4. ----- zinc. | 9. ----- cotton. |
| 5. ----- iron. | 10. ----- leather. |

LESSON XXIV.

Look at this picture. Think about it, and then write statements in answer to these questions :

1. Is this a picture of a steamship ?
2. Can you see the big iron chimneys with the smoke coming out ?
3. How many chimneys has the ship ?
4. How many masts has it ?
5. Of what use are the masts ?
6. Can you see any sails ?
7. Do you see the flag ? Where ?
8. Do you think a large ship sailing on the ocean is a fine sight ?

REVIEW QUESTIONS.

What is a sentence ?

What is a statement ?

What must there be in every statement ?

With what kind of letter must every sentence begin ?

With what must every statement end ?

TOPIC III. THE QUESTION.

LESSON XXV.



Write as many questions as you can about what you see in this picture. Ask about,—the umbrella—Jane and her doll—Kate—pillow—Kate's doll—basket—apples—cup and saucer—what the children are “making believe.”

[TO THE TEACHER: The best beginning in the development of this subject is to lead the children themselves to ask questions—fortunately not a difficult task. For this purpose the picture will be very serviceable. When a

number of oral questions have been obtained, two or three may be written on the blackboard, thus:

Are two apples on the floor?

Has Jane a doll in her arms?

Where is Kate's doll?

Elicit the observation that we have written (1) words; (2) groups of words. Question to test if either of these groups of words is a sentence: does it say (express) something in the child's mind — something of which he is thinking? Does it express a thought?

Have the class open their readers at some piece containing several short interrogative sentences, and call on pupils in succession to pick out and read a question. What mark is placed after each question? Teach the expression, *interrogation point*.]

LESSON XXVI.

Copy in one place all the sentences that are *statements*, and in another all the sentences that are *questions*:

What is that?

Oh, it is a little boat. I will give it to you when it is finished. Would you like to have it?

Yes, very much, thank you. Has grandmamma seen it?

Not yet; we will take it to her by and by. What have you in your pan?

I have some corn for my hens. They must be very hungry by this time. Don't you think so?

How many hens have you?

I have six hens. Three of them are black, and the rest are white. How many are white?

Copy and learn :

A sentence that asks something is a question, or interrogation.

The question mark [?] is called an interrogation point. A question should begin with a capital letter and end with an interrogation point.

LESSON XXVII.

Place the proper mark after each sentence, and tell whether it is a statement or a question :

1. Who is there
2. What made the lamb love Mary so
3. The sun shines brightly
4. The earth is round like a ball
5. Boys like to play
6. Have you been to school
7. Is this my watch
8. What is the largest animal
9. The whale is the largest animal
10. Baby has eight fingers
11. How many toes has she
12. She has ten toes
13. Have you a new book ?
14. Where is my book ?
15. Here is my ball.

LESSON XXVIII.

- I. Write these sentences, changing them from statements to questions, thus :

It is cold.

Is it cold?

1. Alice is sad : she can not go to the picnic.
2. This is my watch : it is a gold watch.
3. Mary is happy.
4. The wind blows.
5. The earth is round like a ball.
6. We shall go to town to-morrow.
7. The robin flew to the topmost branch.
8. There are twelve dozen in a gross.
9. The pupil of the cat's eye is larger than ours.
10. A steamer on the ocean is a fine sight.

- II. Change these questions to statements :

1. Do the boys like to play ball?
2. Are there many trees in the orchard?
3. Children, do you go to school?
4. Have you a new hat, Mary?
5. Did it rain hard yesterday?

LESSON XXIX.

I. Copy this :

Dear Lucy,

Did you get home safe ?
And did you find Doll Midget well ?

Has Sharp-eyes grown larger ?
Don't you think he is a very cunning
kitten ?

Do you feed your doves every
morning ?

Do you still love your

Cousin Amy.

- II. The girls may write to a girl friend asking a number of questions.
- III. The boys may write to a boy friend asking a number of questions.
- IV. Write three questions that can not be answered by *yes* or *no*.

LESSON XXX.**I.**

Write a question asking where tea comes from.

Write a question asking what sponge is.

Write a question asking what the miller does.

Write a question asking when the Declaration of Independence was made.

Write a question asking where lions are found.

Write a question asking what time it is.

II.

Write a statement answering each of the questions you have just written.

LESSON XXXI.

I. Read these verses ; then commit them to memory :

Where did you come from, baby dear ?

Out of the everywhere into the here.

Where did you get your eyes so blue ?

Out of the sky as I came through.

What makes the light in them sparkle and spin ?
Some of the starry spikes left in.

Where did you get that little tear ?
I found it waiting when I got here.

What makes your forehead so smooth and high ?
A soft hand stroked it as I went by.

What makes your cheek like a warm white rose ?
Something better than any one knows.

But how did you come to us, you dear ?
God thought of you, and so I am here.

How many questions are there in these verses ?

II. Write two sentences about each of these things—
first a question, and then a statement :

- | | |
|---------------|--------------|
| 1. The horse. | 4. Birds. |
| 2. The camel. | 5. Flowers. |
| 3. A ship. | 6. The snow. |

III. Write a question about :

1. A person. 2. A place. 3. A thing.

LESSON XXXII.



THE SAILOR AND THE MONKEYS.

[Write this title on the blackboard before beginning the story.]

Did you ever hear the funny story about the sailor and the monkeys? I will tell it to you.

Once a sailor who had come ashore from a long voyage was traveling to a distant town. On his back was a bundle of little red woolen caps which he was carrying with him to sell.

He had to pass through a great forest, in which troops

of chattering monkeys were everywhere climbing about among the trees. It was a very hot day, and at noon the sailor lay down to rest under the shade of a large tree. Taking one of the caps from his bundle, he put it on his head and soon fell fast asleep.

By and by he awoke and rubbed his eyes. He looked around him for his bundle; but lo! the bundle was nowhere to be seen! The poor man did not know what to think. But just then he heard a great chattering over his head, and when he looked up he soon saw what had become of all his pretty red caps.

The trees were alive with monkeys jumping about as happy as they could be, each with a red cap on his head.

The rogues had seen the sailor put one of the caps on; so when he was asleep they took the others for themselves.

The sailor shouted and cried, but the more he shouted the harder the monkeys chattered. At last he made up his mind that all his pretty woolen caps were lost for ever. So in his anger he took off the one that was on his own head, and threw it on the ground. "You little thieves," he said, "if you *will* keep the rest you may take this one, too!"

The minute he did this every monkey that had a cap snatched it off and threw it to the ground, just as the sailor had done. When he scolded they scolded too, and

when he threw down his cap they threw down theirs. And this is the way he got them all back.

Write your answers to these questions :

1. What is this story about ?
2. Where was the sailor going ? What was in his bundle ?
3. What did he see in the forest ? What did he put on when he lay down to sleep ?
4. When he awoke what was missing ? Where were the caps ? Why had the monkeys put them on ?
5. What did the sailor do first ? What did he do and say at last ?
6. What did the monkeys do then ? Why did they do it ?

REVIEW QUESTIONS.

1. What kind of a sentence is a question ?
2. How many kinds of sentences have you learned about ?
3. With what must every question begin ?
4. What does the interrogation point show ?
5. Where must it be written ?
6. May some questions be answered by a single word ?

TOPIC IV. THE COMMAND.

LESSON XXXIII.

Copy in one place the questions, in another the statements, and in another the sentences which are neither questions nor statements :

1. Does the butterfly live among flowers ?
2. Work while you work.
3. Do not kill the birds.
4. Hang up your hats, children.
5. Which way does the wind blow ?
6. All plants have seeds.
7. Put by the drum and the gun.
8. Come, let us all play ball.
9. Do you intend to wear my mitten ?
10. A bee-hive is a house for bees to live in.
11. Take care, Frank, the bee will sting you.

Copy and learn :

A sentence that requests or orders something to be done is called a command.

Tell which of the sentences you have written are commands.

LESSON XXXIV.

- I. Copy, and in the blank spaces write words to make commands :

When you come into a house off your hat.

Children, your parents.

Little children, one another.

. . . . before you leap.

. . . . us this day our daily bread.

If at first you don't succeed, . . . again.

. . . . the ball high up in the air.

. . . . me, if you can.

If at first you don't succeed, . . . , . . . again.

- II. Copy this verse. Draw a line under each command.
Draw two lines under each statement.

“Come, little leaves,” said the wind one day,

“Come o'er the meadows with me, and play.

Put on your dresses of red and gold.

Summer is gone and the days grow cold.”

Copy and learn :

A command, when written alone, should begin with a capital letter and end with a period.

LESSON XXXV.



I. Write answers to these questions :

1. Is n't this a nice party ?
2. Do you see Mamma with Baby Dot on her knee ?
3. Do you see Aunt Ruth holding the whip ?
4. Does John look as if he were standing up ?
5. What are the names of the two children ?
6. In what kind of a cart are they ?
7. Can the donkey trot fast ?

II. Write in one connected story all that you can tell about this picture.

TOPIC V. THE EXCLAMATION.

LESSON XXXVI.

Copy these sentences :

1. The cat said *mew ! mew !*
2. Hark ! Do you hear the thunder ?
3. Hollo, Frank ! Where are you going ?
4. I should like to have that book.
5. How I should like to have that book !
6. Ring out, wild bells, to the wild sky !
7. Alas ! good old Tabby is dead.
8. Who was Tabby ? Tabby was our cat.
9. How doth the little busy bee
 Improve each shining hour !
10. Oh, Mother, how glad I am !
11. "Help ! help !" he cried.

Copy and learn :

An exclamation is a word or sentence that expresses sudden feeling.

Which of the foregoing sentences or words are exclamations ?

An exclamation point should be placed after an exclamation.

LESSON XXXVII.

I. Change the statements to exclamations—thus:

It is cold.

How cold it is!

1. It is dark.
2. That is a lovely flower. [What a]
3. This is a beautiful day.
4. The birds sang sweetly on the trees. [Oh, how]
5. The scenes of my childhood are dear to my heart.
6. The horse runs fast.

II. Fill the blanks with the right exclamation words :

1. The cat says!
2. The dog says!
3. I don't believe a word of it!
4. that is very naughty!
5. a holiday! a holiday!
6. how glad I am!
7. is that you!
8. did you hear that?
9. says the busy bee!
10. The house is burning!

LESSON XXXVIII.



I. Write as many sentences as you can about what you see in the picture. Use several exclamations, such as:

Oh see, Daisy! my

Look how they!

What beautiful they!

How they!

II. Copy these sentences:

1. Is the dog here? 2. The dog is here. 3. Oh, here is the dog!

Write three sentences of the same kind, about each of these things: horse, mouse, car, puss.

TOPIC VI. PROPER AND COMMON NAMES.

LESSON XXXIX.

Copy the following sentences. Draw two lines under each proper name, and one line under each common name :

1. Snip is a dog.
2. We get tea from China and Japan.
3. We get coffee from Java and Brazil.
4. Washington was the first President.
5. New York is the largest city in America.
6. The Mississippi is the largest river in the United States.
7. The rose is a sweet flower.
8. I have a cousin whose name is
9. Uncle came to see us last week.
10. is the largest city in the world.

Copy and learn :

A proper name is the name given to a particular person, place, or thing.

A common name is a name that belongs to each one of the same kind or class of persons, places, or things.

The first letter of every proper name should be a capital.

LESSON XL.

I. Copy the names of the months :

January	February	March
April	May	June
July	August	September
October	November	December

II. Copy, and fill the blank spaces properly :

1. is the first month.
2. The shortest month is
3. The third month, , has thirty-one days.
4. showers bring . . . flowers.
5. Three hot months are , , and
6. We gather apples in
7. Thanksgiving Day is in the month of
8. is the twelfth month of the year.

Copy and learn :

The names of the months are proper names: and so the name of each month begins with a capital letter.

LESSON XLI.

I. Copy the names of the days :

Sunday

Monday Tuesday Wednesday

Thursday Friday Saturday

II. Copy the names of holidays :

Christmas Thanksgiving Day

New Year's Day Decoration Day

Fourth of July Washington's Birthday

III. Copy and fill the spaces properly :

1. Santa Claus comes every
2. is a holiday in November.
3. Our national holiday is
4. On we go to church.
5. The four months that have each thirty days are ,
 , , and

LESSON XLII.



I. Look at this picture; then write answers to these questions:

1. In what season may things appear as in this picture?
2. What month of the year do you think it is? Why?
3. What covers the ground and trees?
4. What covers the brook?
5. Where else do you see snow?
6. Do you think it is a very cold day?
7. What kind of birds do you see?

II. Put all the answers to these questions together so as to make a story about "A Winter Day."

Copy and learn:

The names of the days of the week and of holidays are proper names.

The names of the seasons are not proper names.

LESSON XLIII.

- I. Write, telling about yourself, using your own name, and giving the month, day of the month, and year of your birth—thus :

I, Robin Goodfellow, born July 4, 1889.

- II. In writing the heading of a letter we write the name of the place, of the month, the day of the month, and the year—thus :

New York, January 1, 1897.

Write six other headings, using names of other places and months.

LESSON XLIV.

Copy this story. Draw one line under each common name and two lines under each proper name.

THE "GRASSHOPPER."

Harry's new boat was finished in September. When it was quite done he got James, the coachman, to help him take it to the pond.



Harry's sister Emma came to see the boat launched and to take a ride in it.

The boat was soon placed on the water and tied by a rope to the little wharf. As it was the middle of the afternoon on Saturday, and the sun

was hot, Harry nailed four rods to the sides of the boat, and taking a piece of cloth which he had brought with him, he stretched it over them for an awning.

"Now," said Harry, "our boat must have a name, and you must name it."

"I think," said Emma, "that it looks like a grasshopper sitting on the water. Let us call it Grasshopper."

"First-rate! Grasshopper it is, then," said Harry; and, with a piece of chalk which he took from his pocket, he marked the word neatly on the side of the boat.

"You will think it a grasshopper," said he, "when you see it jump over the water."

TOPIC VII. ONE OR MORE THAN ONE.

LESSON XLV.

[TO THE TEACHER: The subject of number in nouns presents no difficulty of theory and is readily understood as the distinction between one and more than one. The mode of writing plurals is, however, a matter requiring much drill. The terms "singular" and "plural" should be written on the board and copied by the pupils: they may be given arbitrarily as synonyms for *one* and *more than one*.]

Copy in one column the words that name one thing, and in another column those that name more than one:

1. The river flows.
2. The rivers flow.
3. Little boys drive fat cows.
4. A dog knows his master.
5. The star began to twinkle.
6. The stars began to twinkle.
7. The pupils were using their sleds.
8. The pupil was using his sled.
9. I know God made the sun
 To fill the day with light;
 He made the twinkling stars
 To shine all through the night.

10. He made the hills that rise
 So very high and steep ;
 He made the lakes and seas,
 That are so broad and deep.

Copy and learn :

A word may denote one thing or more than one. When it denotes only one thing we say it is in the *singular* number; when it denotes more than one thing, it is in the *plural* number. The plural of a name-word is usually formed by adding *s* to the singular.

LESSON XLVI.

- I. Write these name-words, and change them so that each shall mean more than one :

hat	table	seat	sister
slate	chair	horse	brother
toe	desk	goat	cousin
plant	bell	boat	aunt

- II. Change these name-words so that each shall mean only one :

pencils	pitchers	squirrels	seas
books	bonnets	monkeys	rivers
toys	trees	elephants	lakes
lessons	flowers	bridges	oceans

LESSON XLVII.

I. Write these name-words, and change them so that each shall be in the plural number :

lily	cherry	sky	pony
lady	baby	penny	body

II. Change these name-words so that each shall be in the singular number :

flies	chimneys	ferries	stories
armies	queries	valleys	cities
fairies	dandies	tidies	donkeys

LESSON XLVIII.

I. Write these name-words, and change them so that each shall be in the plural number :

kiss	box	wish	glass
church	bench	class	hoax
dish	witch	fish	arch

II. Change these name-words so that each shall be in the singular number :

crutches	beeches	foxes	bulrushes
walruses	crosses	losses	lynxes
matches	waltzes	mosses	adzies

LESSON XLIX.

I. Copy these words meaning one and more than one :

motto	mottoes	hero	heroes
potato	potatoes	negro	negroes
tomato	tomatoes	mosquito	mosquitoes
buffalo	buffaloes	echo	echoes
volcano	volcanoes	veto	vetoes

II. Copy these words meaning one and more than one :

man	men	knife	knives
woman	women	leaf	leaves
ox	oxen	loaf	loaves
goose	geese	life	lives
tooth	teeth	self	selves
foot	feet	sheaf	sheaves
mouse	mice	thief	thieves
child	children	wharf	wharves
calf	calves	wife	wives
half	halves	wolf	wolves

Copy and learn :

Several name-words form their plural in different ways and are called irregular.

LESSON L.

Change these words so that each shall be in the plural number :

church	piano	kiss	inch
history	scholar	mouse	wish
wife	woman	loaf	duty
roof	sheep	mountain	lady
hero	ox	tooth	boy

LESSON LI.

Change these sentences so that each statement shall be about more than one thing,—thus:

The apple ripens in August.

Apples ripen in August.

1. A bird is an animal with feathers.
2. The bee is a little worker.
3. The sparrow chirps of spring.
4. The lady was going out.
5. A cat scratches.

6. The girl goes to school.
7. A hen has a bill.
8. The goose hissed at the boy.
9. The lily is beautiful.
10. A wolf was shot.
11. The child laughs.
12. I am going to town.
13. We . . . going to town.
14. My tooth has decayed.
15. The gentleman was late for the train.
16. My foot slipped on the ice.
17. A man of words, and not of deeds,
Is like a garden full of weeds.

LESSON LII.

Write a sentence with *man* in the plural.

Write a sentence with *geese* in the singular.

Write a sentence with *lady* in the plural.

Write a sentence with *feet* in the singular.

Write a sentence with *ox* in the plural.

Write a sentence with *sheep* in the plural.

Write a sentence with *women* in the singular.

Write a sentence with *mouse* in the plural.

Write a sentence with *fox* in the plural.

LESSON LIII.

- I. Read this poem, and talk about it.
Then commit the verses to memory:

Good-bye, little birdie !
Fly to the sky,
Singing and singing
A merry good-bye.

Tell all the birdies
Flying above,
Nell in the garden
Sends them her love.

Tell how I found you
Hurt in a tree,
Then, when they 're wounded,
They 'll come right to me.

I 'd like to go with you
If I could fly ;
It must be so beautiful
Up in the sky !



Why, little birdie —
Why don't you go ?
You sit on my finger,
And shake your head " No !"
He 's off ! Oh, how quickly
And gladly he rose !
I know he will love me
Wherever he goes.

- II. How many statements are there in this poem ?
How many questions ? How many commands ?
How many exclamations ?
- III. Change the singular name-words to the plural, and
the plural name-words to the singular.
- IV. Write a story about Nellie and her pet bird.

REVIEW QUESTIONS.

1. What do we mean when we say that a word is in the singular number ?
2. When is a word in the plural number ?
3. How is the plural number of name-words commonly formed ?
4. What word forms its plural by adding *en* ?
5. What two words are the same in both the singular and the plural ?

TOPIC VIII. THE POSSESSIVE FORM.

LESSON LIV.

[The possessive form of a word shows that the person or thing named possesses, or owns, something. The teacher should develop this point by a judicious series of oral questions.]

Copy the name-words that are in the possessive form :

1. See John's coat.
2. My father owned the house.
3. It was my father's house.
4. I see a bird's nest.
5. Can you read the jeweler's sign ?
6. The lady's muff is made of fur.
7. Have you the gentleman's umbrella ?
8. Let the boy's kite alone !
9. Have you seen the eagle's nest ?
10. The fox's tail is bushy.

Copy and learn :

The possessive form of a name-word in the singular number is formed by adding to it an apostrophe and an s ('s).

LESSON LV.

Express the meaning of the underscored words by the possessive form,— thus :

The bonnet of Mary.

Mary's bonnet.

The house of a friend.

The name of the pony.

The claws of the cat.

The plaything of the child.

The wings of an eagle.

The harp of the hero.

The dress of a doll.

The lute of the lover.

The horns of the ox.

The roar of a lion.

The song of the bird.

The cooing of a dove.

The wings of a fly.

The ears of a donkey.

Write a statement about :

That child's foot.

The captain's son.

Rachel's eyes.

The hen's eggs.

Poor Poll's voice.

The elephant's trunk.

The giraffe's neck.

The rabbit's tail.

LESSON LVI.

Copy the name-words which mean more than one and are in the possessive form :

1. Ladies' shoes are sold here.
2. Some birds' eggs are very pretty.
3. Hens' toes have joints.
4. Wrens' nests are pretty.
5. Crows' nests are not well built.
6. Owls' eyes are large.
7. Pigs' eyes are small.
8. Ivory is got from elephants' tusks.
9. Do you hear the children's cries ?
10. Geese's feet are broad.

LESSON LVII.

I. Express the meaning of the underscored words by the possessive form,— thus :

The caps of the boys.

The boys' caps.

The laughter of the girls.

The horns of the deer.

The shouts of the soldiers.

The holds of the ships.

The wages of the men.

The parasols of the ladies.

The manners of sailors.

The clothing of sheep.

The strength of oxen.

The ears of the donkey.

II. Write a question about :

Birds' nests.

Cats' eyes.

The chickens' toes.

Boys' shoes.

Insects' food.

Bears' paws.

Copy and learn :

The possessive form of a name-word in the plural is formed by writing an apostrophe after the *s*.

The few plurals that do not end in *s* take '*s*' for the possessive form.

LESSON LVIII.

THE MOUSE AND THE LION.

Once when a lion was asleep a little mouse came into his den.

The mouse made so much noise that it wakened the lion. The big beast put his huge paw upon her and was about to kill her.

“Pardon me, O King,” said the little mouse ; “let me go this time, and I will never trouble you again. Who knows but that I can be of use to you some time ?”

The lion smiled, for it seemed funny to think that a

mouse could ever help him in any way. He lifted his paw and let her go.

Some time after that, the lion was caught in a trap. The hunters wanted to carry him alive to the city and keep him in a cage. So they tied him with ropes to a tree, and sent for other men to come and help them.



That night, while the hunters were asleep, the little mouse came out of his nest to look for food. He saw the lion tied with ropes, and said: "Are you the lion that was kind to me one day when I woke you up?"

The lion said, "Yes."

"Did n't I tell you that I might be of use to you some time?" said the mouse.

Then she began to gnaw the ropes. One by one she gnawed them through, and in this way set the lion free.

"Was I not right?" she said. "Good-bye!"

"Good-bye, kind mouse," said the lion. "I have learned that little friends may sometimes turn out to be great friends."

Now close your book and write this story as you remember it.

TOPIC IX. QUALITY-WORDS.

LESSON LIX.

[TO THE TEACHER: The term "quality-words" is here used not as coextensive with *adjectives*, but as synonymous with *qualifying*, or *descriptive*, adjectives. In opening the subject let the teacher obtain from the class a number of name-words, asking pupils to name a fruit, a flower, a wild beast, etc. When obtained write them on the board,— *apple, lily, tiger*, etc. What can you say about this apple to tell me that it is pleasant to the taste? What can you say about the lily to tell me that it is pleasant to the eye? Then let sentences such as these be written:

This apple is sweet.

The lily is pretty.]

Copy, and write quality-words in the blank spaces.

Draw a line under each quality-word.

Oranges are sweet.

Lemons are sour.

1. Roses are *red*. The grass is
2. The sky is *blue*. Snow is
3. Lemons are *yellow*. Grapes are
4. Grace has *brown* hair. Fanny has hair.
5. Lead is *heavy*. Feathers are
6. Charles looks *cross*. Harry looks
7. The elephant is *large*. The shrew-mouse is

8. Ice is *cold*. Fire is
9. The sea is *deep*. Our pond is
10. Grandfather is *old*. Baby Dot is
11. The wolf is *fierce*. The lamb is
12. Glass is *brittle*. Rubber is
13. This is a *wild* duck. That is a duck.
14. *Good* children are *happy*. *Bad* children are
15. Ivory is *smooth*. Burs are
16. An egg is *oval*. A ball is
17. Wool is *soft*. Marble is

Copy and learn :

Words that express qualities of objects, or that tell *what kind*, are called quality-words.

LESSON LX.

Join the quality-words and the name-words in the last lesson. Draw a line under each quality-word.

red roses.

the sky.

the lemons.

brown-haired Grace.

. . . . lead.

. . . . Charles.

the . . . elephant.

green grass.

the snow.

the grapes.

. . . . Fanny.

. . . . feathers.

. . . . Harry.

. . . . shrew-mouse.

..... ice. fire.
the sea.	the pond.
..... grandfather. Baby Dot.
the wolf.	the lamb.
..... glass. rubber.
this duck.	that duck.
the, children.	the, children.
the ivory.	the burs.
an egg.	a ball.
..... wool. marble.

LESSON LXI.

I. Copy these quality-words :

fierce	gentle	dirty	bold
wise	funny	still	timid
sly	talkative	faithful	patient

II. Make statements by telling which of these qualities belongs to each of these animals. Draw a line under each quality-word,— thus :

The tiger is fierce.

- | | |
|----------------------|----------------------|
| 1. The fox is | 3. The lion is |
| 2. The lamb is | 4. The deer is |

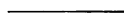
5. The monkey is 8. The mouse is
 6. The parrot is 9. The dog is
 7. The pig is 10. The elephant is

LESSON LXII.

I. Copy these lines and shapes, and also their names :



round
circular



straight
direct



square



broken
zig-zag



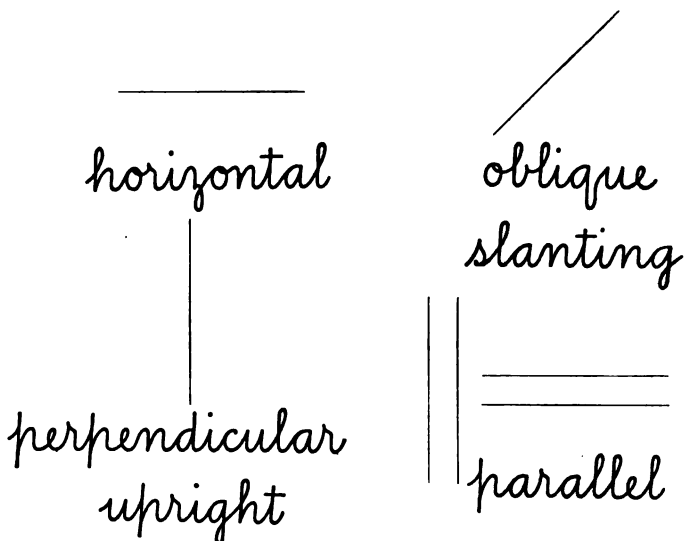
oval



crooked



curved



II. Copy, and fill the blanks with the right quality-words:

Draw a line under each quality-word:

My ball is

The earth is like a ball.

We sleep in bed in a posture.

The fish bent my rod till it was

When reading we should stand in an position.

Some dishes for holding fish are

In some cities are very streets.

I saw the forked lightning with lines.

LESSON LXIII.

Write statements telling which colors go well (or not well) with those named :

Red flowers seem brighter when leaves are placed near them.

. and yellow go well together.

. and yellow go better together.

A white dress with a sash looks pretty.

Gray and are agreeable when put near each other.

A . . . flower in black hair is very charming.

A yellow straw hat would not look well trimmed with an ribbon.

LESSON LXIV.

Copy the words in the left-hand column, and write opposite each a word expressing the same quality :

<i>bold</i>	<i>brave</i>
<i>merry</i>	<i>jolly</i>
broad	silly
rude	vain
proud	shrill

sharp	calm
still	wide
foolish	rough
holy	sacred
just	small
green	azure
slim	feeble
nimble	brisk
tardy	verdant
weak	pretty
blue	late
little	slender
handsome	right

LITTLE BROWN HANDS.

They drive home the cows from the pasture,
Up through the long shady lane,
Where the quail whistles loud in the wheat fields,
That are yellow with ripening grain.
They find in the thick waving grasses
Where the scarlet-lipped strawberry grows ;
They gather the earliest snowdrops,
And the first crimson buds of the rose.

Name the quality-words in this verse.

LESSON LXV.

Copy the words in the left-hand column, and put in the right-hand column words expressing the opposite quality :

<i>weak</i>	<i>strong</i>
<i>late</i>	<i>early</i>
wise	old
fast	foolish
young	shut
open	slow
fresh	thick
right	noisy
cold	stale
cool	left
dark	dirty
mild	hot
rich	warm
rough	light
thin	fierce
lean	poor
sweet	smooth
clean	sour
quiet	fat

LESSON LXVI.



- I. Write answers to these questions :
 1. Is this a picture of a blacksmith's shop ?
 2. Is a blacksmith's shop sometimes called a smithy ?
 3. What kind of tree shades the smithy ?
 4. Is the blacksmith a large, strong man.
 5. What is he doing ?

II. Copy these verses, and draw a line under each quality-word.

THE VILLAGE BLACKSMITH.

Under a spreading chestnut tree
 The village smithy stands ;
 The smith, a mighty man is he,
 With large and sinewy hands ;
 And the muscles of his brawny arms
 Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan ;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow ;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children, coming home from school,
Look in at the open door ;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

III. Did you ever see a blacksmith? What kind of a shop has he? What kind of work does he do? What is a sledge? What is a forge?

IV. Now close your books and write all you remember about the village blacksmith.

LESSON LXVII.

Copy these verses, and draw a line under each quality-word :

- | | |
|---|--|
| <p>1. Brown eyes,
 Straight nose,
 Dirt pies,
 Rumpled clothes.</p> | <p>3. New shoes,
 New frock,
 Vague views
 Of what 's o'clock.</p> |
| <p>2. Torn books,
 Spoilt toys,
 Arch [cunning] looks,
 Unlike a boy's.</p> | <p>4. Night-gown white,
 Kiss Dolly
 Good-night!
 That 's Polly.</p> |

LESSON LXVIII.

Copy and give quality-words telling of what kind the objects may be,— thus :

- | | | |
|----------------|---|--|
| A tree may be | { | large, high, small, low ;
grand, slender, spreading, withered ;
leafy, budding, fruit-laden, bare. |
| A house may be | { | size age
color appearance
material cost |

A dog may be	}	size	appearance
		kind	intelligence
		coat	temper

A boy may be	}	size	disposition
		health	intelligence
		dress	manners

A day may be	}	sunshine (or clouds)	
		heat (or cold)	
		rain, snow, etc.	

LESSON LXIX.

Copy and draw a line under every quality-word that makes a picture in your mind :

1. Wanted, twelve pairs of stockings :

Come, wee folks, one and all,
 Hunt up your knitting-needles,
 And beg a bright soft ball
 Of yarn from dear grandmother.
 Perhaps she 'll show you how
 To knit the tiny stockings—
 We 'll need them quite soon now.

2. The old oaken bucket, the iron-bound bucket,
The moss-covered bucket that hangs in the well.
3. Down falls the pleasant rain
To water thirsty flowers.
4. The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky,
Their giant branches tossed.

LESSON LXX.

Copy these sentences, and use the comma in the right places.

1. It was a large spreading leafy chestnut tree.
2. The great shaggy noble dog jumped into the water.
3. Do you know a bright clever happy playful boy?
4. Amy is tidy quick and truthful.
5. Do you like a dark cloudy gloomy day?
6. Ivory is white smooth hard and opaque.
7. Tab was a fat sleek lazy puss.
8. See the white fleecy floating clouds!

Copy and learn :

Each quality-word in a series should be set off by a comma.

LESSON LXXI.

- I. Join each group of statements into one statement, and draw a line under each quality-word.

Glass is hard. Glass is brittle.
Glass is transparent.

Glass is *hard*, *brittle*, and *transparent*.

1. The orange is a round fruit.
The orange is a sweet fruit.
The orange is a fragrant fruit.
2. This is a large schoolroom.
This is an airy schoolroom.
This is a pleasant schoolroom.
3. Kate's large eyes danced in her head.
Kate's laughing eyes danced in her head.
Kate's blue eyes danced in her head.
4. A tall tree stands in the park.
A straight tree stands in the park.
A graceful tree stands in the park.

II. Write each of the foregoing statements as a question,—thus :

Is glass hard, brittle, and transparent?

LESSON LXXII.

Join each group into one statement, as in the last lesson :

1. Last Christmas father gave me a beautiful dress.
Last Christmas father gave me a costly dress.
Last Christmas father gave me a silk dress.
2. I once had a true friend.
I once had a gentle friend.
I once had a warm-hearted friend.
I once had a loving friend.
3. The speaker had a shrill voice.
The speaker had a piping voice.
The speaker had a disagreeable voice.
4. Longfellow wrote many sweet poems.
Longfellow wrote many musical poems.
Longfellow wrote many touching poems.
Longfellow wrote many tender poems.

TOPIC X. COMPARISON.

LESSON LXXIII.

Write the words expressing a quality in one column, and those expressing more of the same quality in another column, thus :

small

smaller

1. A pigeon is small, but a robin is smaller.
2. A hill is high ; a mountain is higher.
3. A deer is a gentle creature.
4. A dove is gentler than a hawk.
5. Is a cat faithful ? Is a dog more faithful ?
6. How pretty these flowers are ! But don't you think those are prettier ?
7. Fred's story was amusing, but Ida's was still more amusing.
8. This is a pleasant day, but we hope to-morrow will be pleasanter.

Copy and learn :

To express more of a quality add *er* to a short quality-word, but use the word *more* before a long quality-word.

LESSON LXXIV.

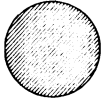
Write in one column the words that express a quality, in a second column those that express *more* of the quality, and in a third those that express the *most* of the quality :

small smaller smallest

1. A pigeon is small, a robin is smaller, but a humming-bird is the smallest of the three.
2. The horse is a large animal, but the elephant is larger. In the sea lives the largest animal, the whale.
3. Sweet is the voice of a friend ; sweeter the voice of a mother.
4. This grass is green ; that lawn is greener.
5. Let us slide down this steep hill. Oh, I know a steeper one not far from here.
6. How deep the snow is ! It was deeper last winter.
7. Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the mowers mow the cleanest,
Where the hay lies thickest and greenest,
Where the hazel bank is steepest,
Where the shadow falls the deepest,—

Up the water and over the lea :
That 's the way for Billy and me.

8. We have a beautiful sunset to-day. Yes, but yesterday's was more beautiful. I think it was the most beautiful sunset I ever saw.



Dark



Darker



Darkest

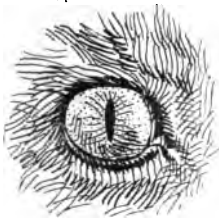
Copy and learn :

To express most of a quality add *est* to a short quality-word; but use the word *most* before a long quality-word.

LESSON LXXV.

PUSSY'S EYES.

Take a look at pussy's eyes. If the room is dark her eyes will look like the first picture. The dark pupil, you see, is quite large.



Now bring a candle and hold it near her eyes, and you will quickly see a change. Her eyes will soon look like the second picture. There will be just a streak of black across each eye, up and down.

Now move the candle slowly away, and you will see

the dark streak grow wider and wider. Now the pupils are large, larger than ours ever are. But they are not quite like ours. They are always a little oblong.

It is as if a curtain was drawn over the eye when it is light, and drawn back when it is dark to let in more light. The larger the pupil the more light can go in.

Puss hunts for rats and mice at night and in dark places, and she needs to see better in the dark than we can.

- I. Write all the quality-words in this story, and add *er* and *est* to each,— thus:

dark

darker

darkest

- II. Write about pussy's eyes by answering the questions given below:

Our Cat's Eyes.

1. How does the pupil of a cat's eye look in a dark room?
2. How does it look in a bright light?
3. Which way is it always longest?
4. What is the shape of the pupils of your own eyes?
5. Is the pupil of a cat's eye very large?
6. Why is this?
7. Which picture shows the cat's eye in the dark?
Which in the light?

LESSON LXXVI.

Add *er* and *est* to each of these words and write them in three columns :

blue bluer blu + er bluest blu + est

nice	handsome	pure	coarse
fine	white	pale	dense
tame	strange	rude	loose
large	brave	sure	ripe

Copy and learn :

When a quality-word ends in *e*, the *e* is dropped before *er* or *est*.

LESSON LXXVII.

busy	busy + er	busy + est
	busier	busiest

Copy and learn :

When a quality-word ends in *y* with a consonant before it, the *y* is changed to *i* before *er* or *est*.

Add *er* and *est* to each of these words, and write them in three columns :

happy	lazy	spicy	mighty
merry	easy	shady	speedy
pretty	heavy	holy	sandy

LESSON LXXVIII.

Copy these words :

good	better	best
bad	worse	worst
little	less	least
many	more	most
much	more	most

Five quality-words are changed to other words to express more and most of the quality. They are *good, bad, little, many, and much.*

LESSON LXXIX.

Write a statement that Richard has the quality of *largeness* in a greater degree than Henry,— thus :

Richard is larger than Henry.

1. Write a statement that iron has the quality of *hardness* in a greater degree than wood.
2. Write a statement that platinum has the greatest degree of *heaviness* of all metals.
3. Write a statement that Solomon had the quality of *wisdom* in the highest degree.
4. Write five other statements about objects which possess certain qualities in the highest degree.

LESSON LXXX.

Change the words in italics to express more of the quality than *any other* of the kind,— thus :

The strawberry is *a good* fruit.

The strawberry is the best fruit.

The whale is *a large* animal.

The rose is *a fragrant* flower.

Mark is *a tall* lad.

Charles is *a good* scholar.

Washington was *a great* man.

Solomon was *a wise* man.

The greyhound is *a swift* dog.

London is *a large* city in Europe.

LESSON LXXXI.

THE HONEY-MAKER.

Bees live on honey, which they gather from flowers. You almost always find bees where flowers are plenty.

These busy little creatures live and work, thousands of them together, in families called swarms. In every family of bees there are three kinds. You can see them in the pictures. The three kinds of bees are each about the size shown on the following page.



A QUEEN BEE.

First, there is the queen bee, the one with the short wings. There is only one queen bee in a swarm, and she lays all the eggs. She is the mother bee of the family and always stays at home in the hive. She is long, and her body is quite smooth.

Next in size to her are the drones. They are called drones, because of a sort of droning noise they make with their wings. There are a great many of these drones in every hive, but they never gather honey. They have no stings to defend themselves with, and when flower-time is gone most of them are killed by the workers.



A DRONE.



A WORKER.

These workers are the smallest bees, but there are thousands of them in every large hive. The workers make the hollow wax places called cells, and they fill these cells with honey. Sometimes they build as many as a thousand cells in a single day.

The worker has a long, hollow tongue which it runs down deep into a flower. With this it sucks up the honey into a kind of little stomach called the honey-bag. Then off it flies to the hive. Part of this honey the worker eats, part it feeds to the cell-builders, and the

rest it pours into some cell that is finished. When a cell is full of honey the workers seal it up with wax, to keep it safe for their winter food.

The sting of the bee is very painful, and in old times people used to kill all the bees in a hive before they could get the honey. But now a way has been found to drive the bees into a new hive, take the honey out of all the wax cells which are called the honey-comb, and give the empty comb back to the bees for them to fill again.

When a bee rises from a flower with its load of honey it goes right up until it is very high; then it darts off, straight as an arrow, in "a bee-line," as we say, for the hive, no matter how far away this may be. Bees can see well.

If you put a little anise oil on a leaf, bees half a mile away will smell it and come to it. Bees have a very keen sense of smell.

Write answers to these questions :

The Honey-Maker.

1. What do bees eat?
2. What is a swarm of bees? How many kinds of bees are there in a swarm?
3. Which is the largest bee of all? Where does the queen bee stay? What does she do?

4. Which bees are next in size? Why are they called drones? Do they make honey? Have they stings?
5. Which bees are smallest? Are there many in a hive? What do the workers make from wax?
6. How does the worker get honey from a flower? How does he carry it? What does he do with it? When a cell is full, what do the bees do to it?
7. How did people get at the honey in old times? How is it done now?
8. Has the bee a strong sense of sight? Has it a strong sense of smell?

Look at the pictures: Which bee is smallest? Which largest? Which thickest? Which slenderest? Which has the largest head? How many legs has each of them?

REVIEW QUESTIONS.

1. How should each quality-word in a series be set off?
2. What is added to a short quality-word to express more of a quality?
3. What is added to a long quality-word to express more of a quality? to express most of a quality?
4. What five quality-words are changed to other words to express more and most of a quality?

TOPIC XI. ACTION-WORDS.

LESSON LXXXII.

I. Write statements telling what these do :

The bell Dogs Wasps
Fishes Horses Bees
Birds The sun The bear
The clock A tree The cat

II. Write statements telling who or what :

. . . . barked. . . . is skating. . . . will scratch.
. . . . dances. . . . can crow. . . . melted.
. . . . blushed. . . . twinkle. . . . slept.
. . . . were eating. . . . shines. . . . bloom.

III. Name five things that *run.*
Name four things that *fly.*
Name three things that *swim.*
Name three things that *grow.*
Name two things that *burn.*
Name two things that *crawl.*

Copy and learn :

Words that express action, or doing, are sometimes called action-words.

LESSON LXXXIII.



Copy, and write the proper action-words in the blank spaces :

There! Dan has a trout. Can he him out? Take care, Dan! Don't let him your line.

Aha! I have a bite, Dan.

Don't so loud, Fanny. The fish will you. There! It has under the rock.

'Sh! another trout is at my bait. Watch me him. Now I him out! . . . him in the basket, Fanny. Is n't he a beauty?

Now I will . . . another bait on my hook.

Why don't the fish to my hook, Dan?

Girls cannot fish.

LESSON LXXXIV.

Write statements by joining each first part with the right second part to make good sense. Draw a line under each action-word:

The robin built a nest.

FIRST PARTS	}	The robin	Three mice
		Horses	The parrot
		Our doctor	Spiders
		Sparrows	The rose
		Babies	Frogs
		That musician	Bears
SECOND PARTS	}	plays well	draw loads
		chatters	cured me
		nibbled the cheese	chirp
		catch flies	leap
		bloomed	built a nest
		creep	growl

LESSON LXXXV.

[TO THE TEACHER: The formidable rule of syntax that "a verb must agree with its subject in number and person" has in English a very limited range of application, our verb inflections being so few that, except in the forms of auxiliaries, and in the addition of *s* or *es* to verbs in the third person, singular, present indicative (and the omission of *s* or *es* from verbs in the third person, plural, present indicative), violation of the rule is not possible.

Limited, however, as are the *kinds* of mistakes that children can make in the concord of the verb with its subject, the *number* of mistakes they do habitually make is very great indeed. Hence the need on the part of the teacher of constant watchfulness to overcome the effects of bad example.]

I. Write each of the two statements as one statement, thus :

1. { George is a boy.
William is a boy.

George and William are boys.

2. { New York is a large city.
Boston is a large city.

3. { A tree is a plant.
A flower is a plant.

4. { Lily was here yesterday.
Charles was here yesterday.

5. { Father has gone.
Mother has gone.

6. { The peacock has bright feathers.
The bird of Paradise has bright feathers.

7. { Webster was a great orator.
Clay was a great orator.

II. Change the statements so that each shall tell about more than one, thus :

The flower smells sweet.

The flowers smell sweet.

1. A bee makes honey.
2. The boys pitch the ball.
3. The child plays.
4. The star twinkles.
5. A cat mews.
6. A fish swims.
7. The river flows.

LESSON LXXXVI.

I. Change the statements so that each shall tell about one thing, thus :

Cuckoos build no nests for themselves.

The cuckoo builds no nest for herself.

1. Clocks tell the time of day.
2. Brave soldiers fight for their country.
3. The girls carry water.
4. Horses draw loads.
5. Honest men are always trusted.

6. Shepherds watch their flocks.
7. Balloons mount into the sky.

Copy and learn :

Is, was, and has are used in making a statement with the name-word in the singular; ***are, were, and have,*** with the name-word in the plural.

When an action-word makes a statement with a name-word in the singular, *s* or *es* is added.

[NOTE.—*s* is generally added. But when the action-word ends in *s, z, x, ch* (in pitch), or *sh, es* is added. When the action-word ends in *y*, the *y* is changed to *i*, and *es* is added.]

- II. Write questions, putting in the right action-words.
Draw a line under each action-word.

Do trees grow ?

1. Do trees ?
2. Does the boy ?
3. Does the wheel ?
4. Can you flowers in this field ?
5. Does the blacksmith the horse ?
6. Will that wasp ?
7. Will you on the ice ?
8. Do you like to with your doll ?
9. Did Columbus America ?
10. Can ducks ?

LESSON LXXXVII.

Write commands, using the proper action-words. Draw a line under each action-word :

Set us skate on the smooth ice .

1. Let us on the smooth ice.
2. off your hat, Peter.
3. the cradle, Amy, dear.
4. the ball high up, Frank.
5. those flowers for a bouquet.
6. in : the water is n't deep.
7. Mother, please . . . me a fiddle.
8. The horse is thirsty : him some water.
9. the ducks say *quack! quack!*
10. your books, girls and boys.

LESSON LXXXVIII.

Copy and draw a line under the action-words that tell of past time :

1. The dog barks. 2. The dog barked last night.
3. We hope to see you soon.
4. We hoped to see you when we called yesterday.
5. I learned my lesson before I came to school.
6. When do you learn yours ?

7. A young mouse lived in a cupboard where sweet-meats were kept. She dined every day upon biscuit, cheese, and sugar.
8. Little Jack Toft sat on the bough of an apple tree. But the bough broke, and Jack tumbled down.

Copy and learn :

Action-words may tell of past time.

LESSON LXXXIX.

Copy these statements :

1. I *look* at the picture.
2. I *looked* at the picture.
3. I *love* birds and flowers.
4. I *loved* dear little Ann.
5. The sparrows *hop* about in the street.
6. The frog *hopped* into the pond.
7. I *pity* the poor robin.
8. We *pitied* the poor robin.

We generally add *ed* to an action-word to tell of past time.

When an action-word ends in *e*, the *e* is dropped before *ed*.

When an action-word ends in *y* with a consonant before it, the *y* is changed to *i* before *ed*.

LESSON XC.

I. Change these action-words so that they will express past time :

roar	gain	bore	die
carry	tame	try	pray
blame	dry	spy	study
faint	desire	settle	hurry

II. Change these action-words so as to express past time. Observe that the last letter in the word is doubled when *ed* is added :

skim	fan	rob	omit
stir	skip	slip	tap

LESSON XCI.

Copy the sentences in the right-hand column, and put in the proper forms of the action-words to express past time,— thus :

Richard came to our school.

- | | |
|--|--------------------------------|
| 1. Richard <i>comes</i> to our school. | Richard to our school. |
| 2. Leaves fall. | Leaves last night. |

- | | |
|---|--------------------------------------|
| 3. I <i>see</i> a bright star. | I . . . a bright star. |
| 4. You <i>hear</i> the bell. | You the bell. |
| 5. We <i>catch</i> the ball. | We the ball. |
| 6. The dog <i>bites</i> the cat. | The dog . . . the cat. |
| 7. The teacher <i>says</i> , "Sit
down." | The teacher , "Sit
down." |
| 8. Did you <i>buy</i> a top ? | I a top. |
| 9. I <i>get</i> up early. | I . . . up early. |
| 10. The man <i>brings</i> a letter. | The man a letter. |
| 11. I <i>give</i> you this. | I you this. |
| 12. You <i>hear</i> baby cry. | You baby cry. |
| 13. Lily <i>sits</i> down. | Lily . . . down. |

Copy and learn :

Some action-words express past time, not by adding *ed*, but by changes in the form of the word.

LESSON XCII.

Copy and fill in action-words expressing past time.
Draw a line under each action-word.

My dog Prince is full of mischief. Last week father home a new pair of boots for me. At night I them in the hall, for I was going to wear them next day.

Well, early in the morning, Prince . . . them, and he

thought, "Here 's fun for me." So he one of the new boots in his mouth, out of the house, and . . . down the street as fast as his legs would carry him.



I . . . after him. I him for half an hour. but I could not . . . him.

After a while Prince back to the house without the boot. We for it everywhere, but we have not been able to find that boot to this day.

When father for the city we him all about it, and he out to look for the boot too. But, of course, he could not find it, and at last it up.

He Prince, but Prince only his tail. I was sorry about the boot, but I could not help laughing. Could you ?

LESSON XCIII.

Write each group of sentences as one sentence, bringing in all the action-words, thus :

Boys can study.) = Boys can study, play, work, read, and write.
Boys can play.	
Boys can work.	
Boys can read.	
Boys can write	

Dogs bark.

Dogs bite.

Dogs run.

Dogs play.

Let the birds sing.

Let the birds eat.

Let the birds fly.

Let the birds chirp.

Girls romp.

Girls laugh.

Girls pick flowers.

Girls play croquet.

Samuel rows.

Samuel swims.

Samuel rides.

Samuel boxes.

This morning I rose.

This morning I washed.

This morning I dressed.

This morning I went to school.

Three or more action-words in a series should be set off by commas.

LESSON XCIV.



Write statements in answer to these questions :

1. What do you see in the picture ?
2. In what kind of a boat is the man ?
3. Where is this boat ?
4. Where do you think the tub came from ?
5. Will a tub float like a boat ?
6. What do you suppose is in the tub ?

Write a story about the lost tub, and have all the action-words express past time.

LESSON XCV.

DANGER ON THE ICE.

I am going to tell you a story about six boys. These are their names: Peter, James, Robert, Jacob, Thomas, Henry.

One day last winter these six boys went down to the river to skate. But the winter was almost over, and that very morning the ice in the river had begun to break up. The slippery cakes were already floating slowly down the stream. The boys soon saw that there would be no more skating, so they threw their skates down on the ground in a heap.

Peter said: "Come, boys, one kind of fun is as good as another; who can run farthest on these ice-cakes? See, they are close together, It is safe enough. Come on!" And off he ran. But nobody followed him except little Jacob.

Look at the picture on the next page. The boy with the fur cap on his head is Peter. He went across safely, but little Jacob fell in. Yes, and he came very near being drowned, too.

Had it not been for Peter, I don't know what would have become of him. But Peter quickly leaned over and seized little Jacob by the hand. Then James held

Peter so he should not slip, and in this way they got the poor lad out.

There comes Robert with a long rope, and Thomas has a board from the fence. They are good boys, but Jacob is safe before they reach him. If Henry is not careful, he too will fall into the water.



Write answers to these questions :

Danger on the Ice .

1. What are you going to tell about ? What were the boys' names ?
2. Where did the boys go with their skates ? What did they find when they got to the river ?
3. What did Peter say ? What did he do then ? Who followed him ?
4. Who got safely across ? Who fell in ?
5. What did each boy do ?

TOPIC XII. THE OBJECT.

LESSON XCVI.

Copy, and put name-words after the action-words, thus:

Carpenters build houses.

Bakers make

Emma studied her

Bees make

Cats like

The fox stole the

James wrote a

Columbus discovered

The shepherd watches his

Do not pluck those

Did you ever catch a ?

Where did you find those ?

Oh, see the !

Frances, shut the

Will you get my , Mr. Miller ?

Copy and learn :

Some action-words are usually followed by a name-word to make a complete statement. These name-words are called objects.

LESSON XCVII.

Write each group of statements as one statement—thus :

Farmers raise wheat.	}	Farmers raise wheat, corn, rye, and barley.
Farmers raise corn.		
Farmers raise rye.		
Farmers raise barley.		

Grocers sell tea.	I bought a pear.
Grocers sell coffee.	I bought an orange.
Grocers sell sugar.	I bought some nuts.
Grocers sell spices.	I bought a kite.

Druggists keep pills.
 Druggists keep powders.
 Druggists keep soda-water.

A plant has a root.	From mines we get gold.
A plant has a stem.	From mines we get silver.
A plant has leaves.	From mines we get iron.
A plant has flowers.	From mines we get copper.
A plant has fruit.	From mines we get lead.

Copy and learn :

Each of a series of objects, except the last, must be followed by a comma.

LESSON XCVIII.

Copy, and fill the blank spaces with name-words, telling *what*, thus :

What shall we take when we go to the picnic? Oh, we will take , , , and

Oh, we will take sandwiches, apples, boiled eggs, and lemonade.

In this room I see , , ,
and

Uncle caught three [trout] and four

At the fancy-store I saw , , ,
. ,

We study , , and

The hardware merchant sells , ,
. , and

At the museum I saw , , ,
. . . . , and

I should like to have . . . , , and

The carpenter makes , , ,
and

In the barnyard the farmer keeps , ,
and

TOPIC XIII. WORDS THAT SHOW HOW.

LESSON XCIX.

Copy, and draw a line under each word that answers the question "How?"

1. I speak plainly.
2. Do you hear distinctly?
3. Step softly, boys.
4. You all read well.
5. A deer can run fast.
6. Emma sews neatly.
7. Drive the nail right!
8. The fire burns brightly to-night.
9. Some birds fly swiftly.
10. Grace sings sweetly.
11. This lesson has not been perfectly learned.
12. The baby sleeps soundly.
13. Swiftly the waters flow.
14. Over the waves we gaily glide.

Copy and learn :

Some words show *how* an action is performed.

LESSON C.

Copy, and put in words showing *how* the action is or was performed :

1. A snail creeps
2. The lamp burned
3. An eagle flies
4. The wind blew last night
5. Eliza came
6. Baby sleeps
7. Speak to the unhappy.
8. Can you run ?
9. Our soldiers fought
10. How the sun shines !

LESSON CI.

Add *ly* to each of these quality-words :

blind	rapid	calm	worthy
deaf	savage	truthful	graceful.
just	foolish	spruce	handsome
proud	steady	lazy	roguish
strange	loose	needless	honest
broad	narrow	severe	merry
happy	cheery	tidy	hasty

Write statements, questions, or commands using —

mildly	fiercely	joyfully
fast	tidily	easily
quickly	cruelly	cunningly
slowly	prettily	hastily

Copy and learn :

By adding *ly* to a quality-word a word may be formed which expresses *how* an action is performed.

LESSON CII.

Copy, and draw a line under each word telling when or where an action is performed.

My dear mother will *soon* be *here*.

Charles was here yesterday.

The sluggard rose late. I often rise early.

Mary is always happy.

Go far up the hill. A hermit lives there.

To-morrow I am going a-fishing.

Trot along behind me, Carlo.

The water-dog often saves life.

The trout is biting now.

Come here, little Bo-peep. Let us go below.

Some words express *when* or *where* an action is performed.

LESSON CIII.

I. Write statements using these *when* or *where* words :

to-day	immediately	by-and-by
yonder	already	backwards
everywhere	often	nowhere

II. Write each group of statements as one statement, bringing in all the *how*, *when*, and *where* words :

We rose *early*.
We rose *yesterday*. } = We rose early yesterday.

We shall study *hard*.
We shall study *to-morrow*. } The sun shines *brightly*.
The sun shines *to-day*.

I will come back *here*.
I will come back *soon*. } Birds travel *swiftly*.
Birds travel *silently*.

The boy acted *fairly*.
The boy acted *justly*.
The boy acted *generously*. } Columbus behaved *calmly*.
Columbus behaved *bravely*.
Columbus behaved *nobly*.

The choir sang *slowly*.
The choir sang *softly*.
The choir sang *sweetly*. } This letter will go *there*.
This letter will go *quickly*.
This letter will go *safely*.

TOPIC XIV. LETTER-WRITING.

LESSON CIV.

[TO THE TEACHER: In the following lessons the children begin to make practical use of that which they have learned in the preceding pages. There is work here for many days. Let the children write letters on a variety of subjects, carefully observing the rules for the arrangement of the different parts. Insist on neatness and accuracy from the very beginning. Show how a liberal margin should always be left at the left-hand side of the manuscript. There should be no crowding either at the top or at the bottom of the page. Have a care about the punctuation. See that capital letters are used in the right places. Show the children how to write their signatures properly, how to fold a sheet of letter paper with neatness and care, how to direct an envelope, and how and where to affix the stamp. Do not tolerate any habits of carelessness or slovenliness.]

HEADING OF
A LETTER:

Morristown, New Jersey,
October 1, 1897.

1. What are the parts of a letter?

The parts of a letter are: (1) the heading, (2) the address, (3) the salutation, (4) the body, (5) the complimentary ending, and (6) the signature.

2. What part of a letter is written first?

The *heading*.

3. What does the heading of the letter show?

The heading shows (1) *where* the letter was written; (2) *when* the letter was written.

LESSON CV.

[TO THE TEACHER: Write on the blackboard the heading which is given at the beginning of Lesson CIV. Let it be referred to as the different points are brought out relative to this subject. It should remain on the blackboard, and the other parts of the letter should be added from day to day, as the study of letter-writing progresses.]

Study the diagram of a letter on the opposite page.

1. Where is the heading of the letter written ?

Near the top of the page and toward the right-hand side.

2. What are the two parts of a heading called ?

They are called the *items* of the heading.

3. What are shown in the first item ?

The name of the place from which the letter is written, and the name of the state.

4. What punctuation marks are used in writing the first item ?

The name of the place is followed by a comma, and the name of the state by a comma.

5. What are shown in the second item ?

The month, day of the month, and year.

6. What punctuation marks are used in writing the second item ?

The number indicating the day of the month is followed by a comma, and the number indicating the year by a period.

7. Now explain more fully where each line of the heading should be written ?

If the note-paper is ruled, the names of the place and state (first item) are written on the first line, beginning a little to the left of the middle of the line ; the month, day of the month, and year (second item) are written on the second line, beginning a little to the right of the beginning of the first item.

8. If the note-paper is not ruled, where should the first line of the heading be written ?

About one inch from the top of the page

EXERCISE :— Copy these headings, and write six others.

Buffalo, N. Y.,
June 10, 1896.

Peoria, Ohio,
March 4, 1895.

Charleston, S. C.,
August 5, 1896.

San Francisco, Cal.,
May 5, 1896.

Lawrence, Kansas,
Jan. 1, 1898.

Philadelphia, Pa.,
July 4, 1776.

St. Louis, Mo.
July 1, 1897.

Washington, D. C.
June 30, 1897.

LESSON CVI.

ADDRESS OF A LETTER:

Miss Mary Anderson,
Richmond, Virginia.

1. What does the address of a letter show ?

It shows to whom the letter is written, and to what place it is sent.

2. What are the items of an address ?

They are the name of a person or firm, the name of a city or town, and the name of a state.

3. Where should the name of the person addressed be written ?

It should be written on the line below the heading, commencing at the guide line of the left margin.

4. Where should the rest of the address be written ?

On the line below the name of the person addressed, commencing at the paragraph margin.

5. What punctuation marks are used in writing the items of an address ?

A comma is placed after the name of the person and the name of the place, and a period after the name of the state. In writing to friends or familiar acquaintances, the address at the head of the letter may be omitted.

7. What is the address when written on the envelope called ?

It is called the superscription. In the superscription, the name of the state should be written on the line below the name of the town.

EXERCISE :—Copy these addresses and write six others.

Messrs. Mason & Hamlin,
Boston, Mass.

J. R. Fox & Co.
Cincinnati, O.

Mr. John Goodale,
New Orleans, La.

Mrs. J. S. Joy,
Ironton, Mo.

Miss Deborah Franklin,
Seattle, Wash.

Master Frank Fairweather,
New York City.

LESSON CVII.

THE SALUTATION:

My dear Friend—

1. What is the salutation?

It is the real beginning of the letter. It is usually an expression of respect or endearment addressed to the person to whom you are writing.

2. Here are some common forms of salutation :

Dear Friend,	Dear Cousin,	Sir,
My dear Friend,	Dear Henry,	Dear Sir,
Dear Mother,	Dear Madame,	Gentlemen.

3. Which of these salutations would you use in writing a very friendly letter?

4. Which would you use in writing a business letter?

5. Where should the salutation be written?

It should be written on the line below the address, beginning a little further towards the right.

6. Write the headings, the addresses, and the salutations appropriate for letters to five different persons: (1) to one of your parents; (2) to your brother or sister; (3) to a schoolmate; (4) to a stranger from whom you expect to ask some favor; (5) to a business firm from whom you are about to make some kind of purchase.

LESSON CVIII.

[TO THE TEACHER: Keep the diagram on page 114 constantly before the pupils while studying and reciting these lessons. It would be well to copy it on the blackboard, and let the children fill it out by writing the different parts from day to day. Require them also to copy it on paper, each filling out his own diagram and bringing it to the class for inspection and criticism.]

1. The body of a letter is its main part. It is what you wish to say to the person to whom you are writing.
2. The complimentary ending is a polite assurance of respect or affection, which follows the body of the letter.

Here are some of the most common forms :

Your loving daughter,	Faithfully yours,
Your affectionate son,	Very truly yours,
Your sincere friend,	Yours respectfully,
Yours sincerely,	Yours truly.

3. Which of these forms should you use in writing to some one who is dear to you ?

Notice that only the first word should begin with a capital. Do not write Yours, etc., or Yours ever.

- 4 Which should you use in writing to strangers, or to those who are not familiarly known to you ?
5. What follows the complimentary ending of a letter ?
6. The signature is the name of the writer. Where should the signature be written ?

Valley Mills, Indiana.

October 9, 1897.

Miss Mary Morrison,
Boston, Mass.

Dear Cousin:

Your kind letter was received yesterday, and we were all glad to hear from you.

I am going to school now. I am learning how to talk with the pencil, and when you read this you must think that I am talking to you.

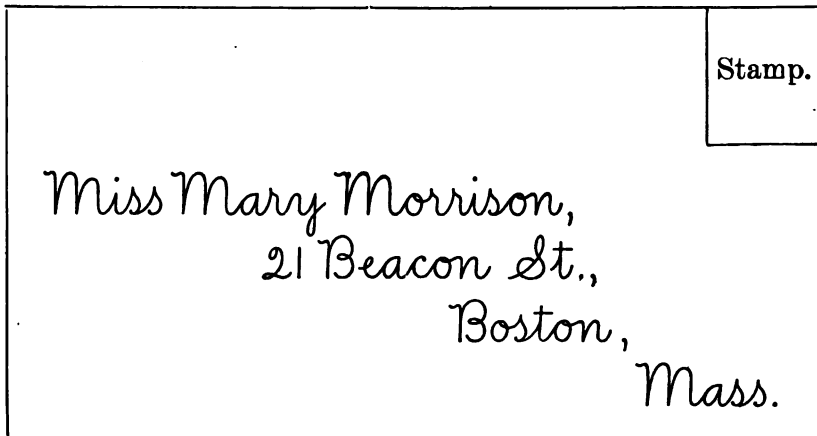
There was frost on the ground this morning. The nuts are falling, and the leaves are turning brown.

We hope that you will pay us a visit very soon.

Your loving cousin,
Gertrude Manning.

LESSON CIX.

- I. Copy the letter on page 121, and notice how each of its parts is written. Notice how this envelope is directed.



- II. Write a letter of ten lines to your mother telling her of something that you did at school yesterday.
Be careful that every part of the letter is written properly. Be sure to use capital letters, commas, and periods in the right places.
- III. Write to a schoolmate inviting him or her to come to a picnic, stating the place and the time.
- IV. Write to a firm of booksellers asking the price of a book that you would like to buy.

LESSON CX.

- I. Write a note of five lines to one of your friends requesting the loan of a book.
- II. Write another note of five lines in answer to your first note, and saying that you shall be glad to comply with the request.
- III. Write another note expressing regrets that you cannot lend the book.

LESSON CXI.

Before a letter is posted it must be placed in an envelope and properly directed.

- I. Copy this model of an addressed envelope :

Mr. John Smith,
Jamestown,
Virginia.

II. Draw the outline of another envelope, and write :

Your own name,

Name of city or town,

Name of state.

Many good writers prefer to omit the commas at the ends of the lines. Write the above both with and without the commas, and then choose that which you like best.

III. Draw rectangles to represent other envelopes. Direct one to each of the following persons, giving the correct address :

1. To your teacher.
2. To your uncle or aunt, or to a cousin.
3. To Rev. John Dutton, 3 Market Street, Chicago, Illinois.
4. To the American Book Company, Washington Square, New York City.
5. To any one living in your own town.

REVIEWS.

LESSON CXII.

I. Copy, and fill the blank spaces properly :

Farmers plant and

. go to school.

Leaves grow on

Flags are put on

The . . . had an in his

What kind of words did you write in the spaces ? Which mean more than one thing ? Change them so that each will be in the singular.

II. Apples may be sweet or

Apples may be . . . or green.

Apples may be mellow or

Apples may be or small.

Fill the blank spaces properly ; then combine the four sentences so as to form only one sentence.

Name all the quality-words you have used in this exercise.

III. January brings the snow,

Makes our ears and fingers glow.

May brings many a flower sweet,
Scatters violets at our feet.

Draw a line under each of the action-words in these verses. Change them so as to express past time. Write the names of the months.

LESSON CXIII.

1. How many kinds of name-words have you learned about? Write five of each kind.
2. What name-words should always begin with capital letters? Write five.
3. What is a sentence? Write five sentences.
4. How many kinds of sentences have you learned about?
5. Write a statement. Why is it a statement?
6. Write a question that can be answered by Yes or No. Write a question that cannot be so answered. What mark must be placed after every question?
7. Write a command.
8. Write an exclamation: What mark must be placed after it?
9. After what kinds of sentences do you always place a period?
10. Write a sentence in which you may properly use four capital letters.

11. Write a sentence in which you must use two commas.
12. Write a sentence containing an exclamation point and ending with a period.
13. Write a sentence containing two action-words.

LESSON CXIV.

BOYS ON THE FARM.

Planting the corn and potatoes,
Helping to scatter the seeds,
Feeding the hens and the chickens,
Freeing the garden from weeds,
Caring for the doves and pigeons,
Leading the horse to the stall —
We little children are busy ;
Sure there is work for us all.

- I. Make as many sentences as you can to express the same meaning as the above lines.

Boys plant corn, etc.
- II. Now combine all your sentences into one, telling what boys on the farm do.
- III. How may most action-words be changed to express past time? Write three action-words that cannot be changed in this way.

LESSON CXV.

1. When is a name-word the object of a sentence ?
2. Write a sentence containing two objects.
3. Write a sentence containing two action-words.
4. Write a sentence containing three quality-words.
5. How are quality-words changed to denote the possession of a higher degree of quality ?
6. When *est* is added to a quality-word what change does it make in its meaning ?
7. What is the difference in the meaning of these three words :
 high higher highest.
8. What is the first part of a letter to be written ?
9. Where should it be written ? Which words should begin with capitals ?
10. What is the second part of a letter to be written, especially if the letter is to a stranger ? If the letter is for a friend what may the second part be ?
11. Where should the body of the letter begin ?
12. What is the signature ? Where should it be written ?
13. On what part of the envelope should the address be written ? Where should the stamp be placed ?
14. Write a letter to your teacher, telling about some of the things you have learned in this book.

