

OUTLINES OF STUDY

Normal Course

CHARLES · H · CLEMMER · M A

**THE HOME
CORRESPONDENCE SCHOOL**



Class LB1557

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NORMAL COURSE SYLLABUS

Outlines of Study in



RITHMETIC, Grammar
Geography, & Physiology
Orthography, Penmanship
Composition, & & Letter
Writing, Civil Government, Pedagogy

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THE HOME CORRESPONDENCE
SCHOOL, *SPRINGFIELD, MASS*

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To the Student.

These syllabi consist of three parts: (*a*) outlines and helps in study, (*b*) practical suggestions, (*c*) critical and searching questions on the lessons. With the aid of (*a*) and (*b*) and of text-books, you will prepare lessons as guided by (*c*) and forward all work for correction and criticism. After examination, your papers will be returned with such corrections, criticisms, and helpful suggestions as may appear necessary.

While students are privileged to send lessons at their convenience, they are urged to work according to a definite study-program.

In preparing lessons, no particular text-books are required. Students are advised to secure the best, but they may use any that are obtainable. A list of text-books recommended accompanies each syllabus. These books can be purchased direct from the publishers or they will be mailed from our office upon receipt of the price.

THE HOME CORRESPONDENCE SCHOOL,

SPRINGFIELD, MASS.

UNITED STATES HISTORY.

A general and logical consideration of the subject, with special reference to industrial, social, and political development.

Text-books recommended for study or reference :

| | |
|---|--------|
| Anderson's New Common School U. S. History, | \$1.00 |
| Barnes' Brief History of the United States, | 1.00 |
| Eclectic United States History, | 1.00 |
| Eggleston's History of the United States, | 1.05 |
| Ellis' History of the United States, | 1.00 |
| Gordy's History of the United States for Schools, | 1.00 |
| Johnston's United States History, | 1.00 |
| McMaster's History of the United States, | 1.00 |
| Montgomery's Leading Facts in American History, | 1.00 |
| Swinton's School History of the United States, | .60 |
| Thomas' History of the United States, | 1.00 |
| Fiske's History of the United States for Schools, | 1.00 |

UNITED STATES HISTORY.

LESSON ONE.

1. Define History. U. S. History.
2. History is usually considered under four heads; viz., Geography, Biography, Events, and Philosophy. Arrange them in their order of importance.
3. *Periods of U. S. History:*
 - Discovery and Exploration, 1492—1607-20.
 - Colonial period, from early colonial settlements to the Revolution, 1775.
 - Revolutionary—from the breaking out of the Revolution to the organization under the Federal Constitution, 1789.
 - Constitutional—from 1789 to the present time.
4. *Nations that have owned portions of our Domain:*
 - England: Atlantic Coast from Maine to Florida.
 - Spain: Florida, Texas, California, and south and west of Colorado; Cuba, Porto Rico, Philippines, Guam, Louisiana.
 - France: Mississippi Valley and most of the land drained by the Great Lakes, Louisiana.
 - Holland: New Jersey, Delaware, Hudson Valley in New York.
 - Sweden: Settlements on the Delaware.
 - Russia: Alaska.

Aborigines.

1. Savage Indians. Lived west of Hudson Bay and southwardly between the Rocky Mountains and the Pacific Ocean, to North Mexico. Had little or no agriculture. Lived chiefly on fish and game. Migratory.

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2. Barbarous Indians. Inhabited all of North America east of the Rocky Mountains.
3. Half civilized Indians. Occupied Mexico and the mountainous country as far south as Chili.
1. Describe the Barbarous Indians as to (*a*) agriculture and manufactures, (*b*) villages and houses, (*c*) government, (*d*) religion, (*e*) confederacies, (*f*) society.
2. Using the above outline, describe the Half Civilized Indians.
3. Name the principal tribes of Barbarous Indians. Which tribe was least advanced out of savagery: which the most advanced? What was the most famous confederacy?
4. Name the most interesting of the Half Civilized Indians. Describe their cities.

Mound-Builders:

(*a*) Relics? (*b*) Theories?

Pre-Columbian Explorers:

Phœnicians (?)

Chinese (?)

Irish and Welsh (?)

Northmen:

Iceland. Settled 874.

Greenland. Settled 986.

New England sighted by Bjorne (986), visited by Leif Ericsson (1000), and by Thorfinn Karsefni, who attempted to colonize.

EXERCISES.

1. Why are the Icelandic chronicles thought to be true?
2. Where was Vinland, and why was it so named?
3. Why did the Vinland Voyages interest Europe so little?
4. Draw a map, tracing on it the voyages of the Northmen.

LESSON TWO.

DISCOVERERS AND EXPLORERS.

Atlantic Coast:

- 1492. Columbus—West Indies.
- 1493. Columbus—West Indies.
- 1497. Cabots—Cape Breton, Labrador.
- 1498. Sebastian Cabot—Cape Breton or Labrador to Albemarle Sound.
- 1498. Columbus—Sighted South America.
- 1498. Pinzon and Solis—Florida to Chesapeake Bay.
- 1500. Cabral Discovers Brazil.
- 1501. Cortereal—Maine to Newfoundland.
- 1501. Vespuceus Explores Brazilian Coast.
- 1506. Denys—Gulf of St. Lawrence.
- 1512. Ponce de Leon—Florida.
- 1520. Ayllon—South Carolina.
- 1524. Verrazano—South Carolina to Nova Scotia.
- 1534. Cartier—River St. Lawrence.

Gulf Coast:

- 1498. Pinzon and Solis—Explore Gulf of Mexico and Florida.
- 1519. Pineda.
- 1528. Narvaez—Florida to Texas.
- 1543. Followers of De Soto sail from Mississippi River to Mexico.

Pacific Coast:

- 1513. Balboa discovers the Pacific Ocean.
- 1520. Magellan sails around South America into the Pacific.
- 1543. Cabrillo—Pacific Coast to Oregon.
- 1579. Drake—Pacific Coast.
- 1592. De Fuca—Pacific Coast to British America.

The Interior:

- 1519-21. Cortes conquers Mexico.

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- 1534-36. De Vaca—From Sabine River to Gulf of California.
 1539. Fray Marcos—Search for the Seven Cities. Wanders over Mexico.
 1540-42. Coronado—Gila River, Rio Grande, Colorado River.
 1540. Alarcon—Colorado River.
 1541. De Soto—Wanders over Florida, Georgia and Alabama, and reaches the Mississippi River.
 1582-1600. Spaniards in the Valleys of the Gila and Rio Grande.
 1673-1682. Marquette, Joliet, Hennepin and French in the Mississippi Valley.
 1792. Gray—Columbia River.
 1804-5. Lewis and Clark—Mississippi Valley and Oregon.

Classify these explorers and discoverers according to the following form:

| NAME | NATIONALITY | DATE | REGIONS EXPLORED |
|------|-------------|------|------------------|
| | | | |
| | | | |
| | | | |
| | | | |

EXERCISES.

- Trace each voyage on the map.
- Give the story of Columbus: (*a*) education, (*b*) plans and theories, (*c*) discouragements, (*d*) triumphs.
- Explain why the voyages of Columbus, Gama, Vespuceius and Magellan should be considered the four great voyages.
- How did invention assist in bringing about the discovery of America?
- What was the Line of Demareation?
- How did Brazil come to belong to Portugal?
- How does the amount of exploration of the various countries compare?
- What were the aims and motives of the Spanish discoverers?
- Why were mariners led to search for the "Northwest Passage"?
- What brought English sailors to the New World?

11. What brought French sailors to the New World?
12. What motive impelled Marquette and Joliet?
13. Tell the story of De Soto.
14. De Gama discovered the Southeast Passage (1497); Magellan, the Southwest Passage (1520); McClure, the Northwest Passage (1854); Nordenskjöld (1879), the Northeast Passage. Which is the most important event? Give reasons.

LESSON THREE.

SETTLEMENTS.

- Hayti—By Columbus, 1493.
1562. South Carolina (French), Port Royal. Failure.
 1564. Florida (French), near St. Augustine. Failure.
 1565. St. Augustine (Spanish), by Menendez. Success.
 1582. Santa Fé (Spanish), by Espejo. Success.
 - 1584-5. Roanoke Island (English). Failure.
 1587. Roanoke Island (English). Failure.
 1602. Massachusetts (English), Buzzard's Bay. Failure.
 1620. Landing of Pilgrims, Plymouth Colony.
 - 1628-30. Massachusetts Bay Colony. Settled by English Puritans.
 1691. The two colonies united.
 1692. Salem Witchcraft.
 1622. New Hampshire founded. Settled by colonists from Massachusetts and England.
 1607. Virginia settled at Jamestown by English emigrants.
 1619. First legislative assembly. Slavery first mentioned.
 1676. Bacon's Rebellion.
 1623. New York settled at New Amsterdam by the Dutch.
 1664. Conquered by the English.
 1691. Leisler's execution.
 1740. Negro plot.

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- 1634. Maryland settled at St. Mary's.
- 1692. Toleration ceased.
- 1763. Mason and Dixon's Line settled.
- 1634-36. Connecticut settled at Wethersfield, Windsor and Hartford.
- 1638. New Haven settled.
- 1639. The first constitution adopted.
- 1665. The two colonies united.
- 1636. Rhode Island settled at Providence.
- 1644. Its plantations united.
- 1638. Delaware settled by Swedes.
- 1655. Conquered by the Dutch.
- 1664. Conquered by the English.
- 1682. Sold to Penn.
- 1703. Became a separate colony.
- 1643. The New England Union formed.
- 1651. The Navigation Acts begun.
- 1663. North Carolina settled at Albemarle.
- 1711. The Tuscarora War.
- 1664. New Jersey settled at Elizabethtown.
- 1670. Charleston settled.
- 1675. King Philip's War begun.
- 1682. Pennsylvania settled near Philadelphia.
- 1683. Philadelphia founded.
- 1702-13. Queen Anne's War begun.
- 1710. Port Royal (Annapolis) taken.
- 1733. Georgia settled at Savannah.
- 1740. The Spanish War.

EXERCISES.

1. What was the Mayflower Compact?
2. Describe the troubles of the New England settlers with the Indians, giving an account of all wars.
3. Why was the New England Confederation formed? By whom was it managed?

UNITED STATES HISTORY.

4. Fill out the following table, covering the history of the colonies from 1620 to the French and Indian War:

| COLONY | TWO OR MORE IMPORTANT EVENTS | DATE |
|--------|------------------------------|------|
| | | |
| | | |
| | | |

5. Tell the story of the founding of Rhode Island.
 6. Tell the story of the "Charter Oak."
 7. How did the English get possession of New York?
 8. Give five instances of religious intolerance on the part of American colonists; five of religious toleration.
 9. Fill out the following table concerning the people that settled the middle and southern colonies:

| COLONY | CHARACTER OF SETTLERS | OBJECT OF SETTLEMENT | INDUSTRIES |
|--------|-----------------------|----------------------|------------|
| | | | |
| | | | |
| | | | |

10. Draw a map giving the boundaries of the thirteen colonies and locating principal rivers, cities, etc.

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LESSON FOUR.

- 1744-48. King George's War.
1745. Louisburgh captured.
1754. Surrender of Fort Necessity.
Albany Plan of Union.
1755. Braddock's defeat.
Conquest of Nova Scotia.
1756. War declared (French and Indian).
1758. Capture of Louisburgh.
Capture of Fort Duquesne.
1759. Capture of Quebec.
1760. Conquest of Canada.
1762. Capture of Havana.
1763. Pontiac's conspiracy.
Peace of Paris.
1764. Stamp Act passed.
1766. Stamp Act repealed.
1767. Parliament lays taxes on commerce.
Americans give up trade in the articles taxed.
1768. Boston occupied by British troops.
1770. Boston Massacre.
Taxes removed, except that on tea.
1773. Boston Tea Party.
1774. Boston Port Bill; Massachusetts Bill; Transportation Bill; and
the Quebec Act passed.
First Continental Congress.
1775. War.

EXERCISES.

1. Distinguish between the occasion and the cause of the revolt of the colonies.
2. What do you consider the occasion, and what the cause or causes?
3. What were the American views of taxation? The British?
4. What were the "Navigation Acts"?

UNITED STATES HISTORY.

5. Who were the "Sons of Liberty"?
6. What were the "Five Intolerable Acts"?
7. What was the substance of Franklin's Albany Plan of Union? Explain its importance.
8. When and where was the first Colonial Congress held? What did it accomplish?
9. What was the "Declaration of Rights"?
10. When and where was the first Continental Congress held? Results? Significance of the word *Continental*.
11. When and where did the second Continental Congress meet? How long did it last?
12. Do you think that the "almighty dollar" had anything to do with the American Revolution? If so, explain.

LESSON FIVE.

Make out tables summarizing the information given below. You may use any form that seems desirable.

Nature of Colonial Governments.

1. Commercial Corporation.
2. Proprietary.
3. Royal.
4. Charter.
5. Voluntary Association.

Colonial Governments.

1. Virginia—London Company, 1607-1624; royal province, 1624-1677, and 1684 to the Revolution; proprietary, 1677-1684. First Colonial Legislature elected, 1619.
2. Massachusetts—Plymouth Colony, voluntary association. Massachusetts Bay Colony, governed by a Puritan company with a patent and a charter. 1686, charter annulled by James II., royal province till the Revolution, though in 1692 a new charter was granted.

3. New Hampshire—First, proprietary. 1641, under Massachusetts. 1680, royal province. 1680-1741, alternately under Massachusetts and separated. 1741 onward, a royal province.
4. Maryland—Proprietary. 1691-1716, royal province; 1716 onward, proprietary.
5. Connecticut—Saybrook Colony, proprietary until union with Connecticut Colony, 1644. Connecticut Colony and New Haven Colony both had government by voluntary association. In 1662, royal charter obtained uniting New Haven Colony with Connecticut and allowing people to elect own governor and legislature. 1687, charter government destroyed under Andros; revived by King William.
6. Rhode Island—First, voluntary association. In 1663, charter obtained granting a governor and legislature elected by the people; Independence lost under Andros, but regained.
7. New York—First, proprietary under Duke of York. No charter. Legislature allowed 1683. Royal province after the Duke of York became king.
8. New Jersey—Proprietary until 1702. From 1702 onward, a royal province.
9. Pennsylvania—Proprietary under Penn, who gave a charter allowing people to elect the legislature and the governor's council, but the governor was appointed by the proprietor. In 1692, Penn lost his proprietary rights and Pennsylvania was under the governor of New York. Proprietary government soon restored and continued under Penn's sons till the Revolution.
10. Delaware—First, under Penn's proprietary government. Separate legislature allowed 1703, but under the same governor as Pennsylvania.
- 11 and 12. North and South Carolina—Under one proprietary government till 1729, when both became royal provinces, the King appointing governors for each, but allowing the people to select their own assemblies.
13. Georgia—Until 1752, proprietary under trustees of a company that had a temporary grant of the soil of Georgia. Royal province from 1752 onward.

UNITED STATES HISTORY.

EXERCISES.

1. Name the four French Wars, giving causes of each.
2. What treaties of peace ended these wars?
3. What colonies were comparatively free from Indian troubles? Can you explain why?
4. Describe the educational opportunities of the colonists.
5. Make a list of the different colleges established during colonial days, giving dates, and names of founders.
6. Describe society in colonial days. Means of transportation. Home comforts. Fire arms. Agricultural implements. Commerce. Manufactures.

LESSON SIX.

In New England.

1775. Concord and Lexington. American successes.
Continental Army formed.
Washington Commander in Chief.
Ticonderoga. American success.
Bunker Hill, June 17. British success.
- 1775-76. Siege of Boston.
1776. Evacuation of Boston. March 17.

In Canada.

1775. Arnold before Quebec. British success.
Montgomery's march to Montreal.
Capture of Montreal.
1776. Defeat and death of Montgomery at Quebec.
Americans return to Ticonderoga.
1776. Howe sails for New York.
Washington marches to New York.
Declaration of Independence, July 4.
Battle of Long Island, August 27. British success.
Evacuation of New York, Sept. 16. British success.

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- Capture of Fort Washington and Fort Lee. British success.
Washington's retreat across New Jersey.
Battle of Trenton. Dec. 26. American success.
Fort Moultrie, S. C. American success. June 28.
1777. Battle of Princeton. Jan. 3. American success.
Washington at Morristown.
Burgoyne and St. Leger's movement from Canada to capture New York state and cut the colonies in two.
Burgoyne captures Ticonderoga July 5.
St. Leger's defeat at Fort Stanwix by General Herkimer, and retreat to Oswego. August.
Battle of Bennington. August 16. American success.
Battle of Bemis Heights; drawn battle. Sept. 19.
Battle of Stillwater. Oct. 7. American success.
Surrender of Burgoyne. Oct. 17.
Howe sails from New York to Chesapeake Bay and moves against Philadelphia. July.
Washington moves from New York to Philadelphia.
Battle of Brandywine. Sept. 11. British success.
Capture of Philadelphia.
Battle of Germantown. Oct. 4. British success.
Americans winter at Valley Forge.
1778. Alliance with France.
Fleet and army sent from France.
Clinton's retreat from Philadelphia to New York. June.
Washington follows from Valley Forge.
Battle of Monmouth; drawn battle. June 28.
Wyoming. Massacre by the British. July 4.
Washington on the Hudson.
The South invaded.
Savannah captured. Dec. 28.
1779. Conquest of Georgia by the British.
Clinton ravages Connecticut to draw Washington away from the Hudson.
Wayne captures Stony Point. July 15.

UNITED STATES HISTORY.

- Lincoln attacks Savannah. British success. September.
1780. Clinton captures Charleston. May 12.
Conquest of South Carolina by the British.
Defeat of General Gates at Camden, S. C. August.
Battle of King's Mountain, S. C. October. American success.
Greene takes command in the South.
Arrival of French army at Newport, R. I.
Arnold's treason. September.
1781. Battle of the Cowpens, S. C. Jan. 17. American success.
March of Cornwallis from Charleston after Morgan and Greene.
Retreat of Greene across North Carolina.
Battle of Guilford Court House. March 15. British success.
Cornwallis goes to Wilmington and Greene to South Carolina.
Defeat of Greene by Lord Rawdon at Hobkirk's Hill. April 25.
Defeat of Greene by Lord Rawdon at Eutaw Springs. Sept. 8.
Greene holds every part of South Carolina and Georgia except
Charleston and Savannah.
Arnold's invasion of Virginia. January.
Cornwallis moves from Wilmington to Yorktown.
Washington's rapid march from New York to Yorktown. August.
Coöperation of French fleet.
Surrender of Cornwallis. Oct. 19.
1782. Suspension of hostilities.
Peace negotiations at Paris.
Evacuation of Savannah and Charleston.
1783. Peace. Sept. 3.
Evacuation of New York.
Forts north of the Ohio held by British for twelve years.

LESSON SEVEN.

EXERCISES.

1. What were two objects of the expedition to Lexington and Concord?
2. Why were Samuel Adams and John Hancock especially obnoxious to King George III.?
3. Describe the Battle of Bunker Hill.

4. What was the object of the invasion of Canada by Montgomery and Arnold? Results?
5. Why did the British seek to control the Hudson?
6. What attack did they make from above?
7. Describe the American defense and loss of New York City.
8. Explain how Lee's disobedience of Washington's orders made it necessary for Washington to retreat through New Jersey and cross the Delaware.
9. Why was Washington's position upon the heights of Morristown, N. J., a strong one?
10. What was the result of the fighting and maneuvering from Long Island to Morristown?
11. Describe the second attempt of the British to capture New York State, giving the plans of Burgoyne, St. Leger and Howe.
12. Explain how Washington prevented Howe from sending aid to Burgoyne.
13. State four important results of the surrender of Burgoyne. Why is it called one of the "decisive battles of the world"?
14. What was the "Conway Cabal"?
15. Why did Clinton evacuate Philadelphia?
16. What spoiled Washington's plan at the Battle of Monmouth?
17. Why did Clinton send marauding expeditions into Connecticut in 1779.
18. What was the military object of the storming of Stony Point? Result?
19. Describe Clark's campaign. Its object? Result?
20. Give an account of the career of John Paul Jones.
21. Explain the two British plans of conquering the colonies, as illustrated (a) in the first part of the war, (b) in the last part.
22. What was the "Gloomiest Time of the War"? Explain why.
23. Was André's execution justifiable? Give arguments *pro* and *con*.
24. How did the campaigns in the South differ from those in the North?
25. Why was General Gates superseded by General Greene?
26. Describe Greene's retreat across North Carolina.
27. Name five famous American generals who held important commands in the Southern army.

28. Explain why Cornwallis left Wilmington for Virginia.
29. What was the extent of British success at the South?
30. Describe the military and naval movements resulting in the surrender of Cornwallis.
31. Why did Clinton send Arnold to burn New London?
32. Do not fail to trace on the map the movements of the different armies, locating all principal points. In this exercise consult the most complete maps available.
33. After mastering the details of a campaign, draw, from memory, a military map illustrating the campaign just studied.
34. Draw a map showing boundaries of the U. S. as acknowledged by Great Britain at the Peace of 1783.
35. Explain why Washington was a military genius of the highest order.
36. Explain how money was raised to carry on the war. What names are associated with American finances during the Revolution?

LESSON EIGHT.

- 1781-89. The Confederation.
1781. The Articles of Confederation go into force.
Financial troubles of Congress concerning the pay of soldiers.
1783. Treaty of Peace with Great Britain negotiated by Benjamin Franklin, John Jay and John Adams.
Terms with respect to territory?
Provisions of the treaty not carried out, (*a*) confiscation of property of Tories, (*b*) collection of private debts due from American to British subjects.
British retaliation, (*a*) retention of garrisons at Ogdensburgh, Oswego, Niagara, Erie, Sandusky, Detroit and Mackinaw until June 1, 1796, (*b*) legislation adverse to American commerce.
1784. Land cession by Virginia.
1786. The craze for paper money.
Shays' Rebellion.
The Mississippi Question.
The Annapolis Convention. September.

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1787. Philadelphia Convention. May-September. George Washington, President. Framed the U. S. Constitution.
The Ordinance of 1787 adopted.
1788. Ratification of the Constitution.
Settlement begun in Ohio.
1789. The Constitution goes into force.

The Old Confederation.

Government all vested in a single body which represented states, not individuals. It was, therefore, called a congress rather than a parliament. It had no executive and no judiciary. It could not tax nor enforce its decrees.

The New Constitution.

1. People represented directly in the House of Representatives. Hence power to tax.
2. Old equality between the states preserved.
3. Controls commerce, currency and finance.
4. Establishes absolute free trade between the states.
5. Provides a strong executive.
6. Provides a judicial system for deciding questions arising under Federal laws; also the constitutionality of state and Federal laws.

EXERCISES.

1. George Washington, James Madison, Alexander Hamilton, John Marshall and Thomas Jefferson were foremost in establishing the American Union. Give the contribution of each.
2. The Articles of Confederation were sent out for adoption Nov. 17, 1777, and did not go into force until March, 1781. Explain the delay.
3. What were the provisions of the Ordinance of 1787?
4. Explain how slavery came to be prohibited north of the Ohio, and permitted south of that river.
5. Draw a map representing the territorial claims of the different states.
6. What considerations led to the adoption of the present constitution?

7. Describe the opposition to its adoption, giving arguments used by its opponents.

LESSON NINE.

Washington's Administrations, 1789-1797.

Vice-President, John Adams.

Executive Departments, 1789:

State—Thomas Jefferson.

War—General Henry Knox.

Treasury—Alexander Hamilton.

Chief Justice—John Jay.

1789-91—Adoption of first Ten Constitutional Amendments.

North Carolina ratifies the Constitution.

Rhode Island ratifies the Constitution.

Census Act.

Naturalization Act.

Patent Act.

Copyright Act.

Paying Debt.

Capital at Philadelphia until 1800.

Death of Franklin, 1790.

Vermont admitted, 1791.

Mint established at Philadelphia, 1791.

National Bank established at Philadelphia, 1791.

Invention of Cotton Gin, 1793.

Whiskey Insurrection, 1794.

Genet.

Jay's Treaty with Great Britain.

Treaties with Spain, Algiers and Tripoli.

Presidential candidates.

Political parties.

Issues.

Washington's farewell address.

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Administration of John Adams. 1797-1801.

Biography of Adams.

Vice-President, Thomas Jefferson.

Difficulties with France.

"X. Y. Z. Correspondence."

Alien and Sedition Laws.

"French Spoliation Claims."

Virginia and Kentucky Resolutions of 1798.

French troubles.

Publication of "Hail Columbia."

Death of Washington, 1799.

Treaty with Napoleon.

Appointment of Chief Justice Marshall.

Presidential campaign.

Candidates.

Issues.

Result.

EXERCISES.

1. Discuss Hamilton's plan for paying the national debt and raising money, giving arguments *pro* and *con*.
2. What was the substance of Jay's Treaty?
3. Describe the conduct of Citizen Genet.
4. When were political lines first drawn? Give policies of each party.
5. On what grounds was the collection of the whiskey tax resisted?
6. Contrast Washington as president with Washington as a soldier.
7. Explain the occasion for Washington's appointment as commander of the army in 1798.
8. Give an account of Truxtun's naval victories. What was their effect upon Europe?
9. What were the purposes of the Alien and Sedition Laws? To what extent were they enforced?
10. What is the difference between the Virginia Resolutions of 1798 and the Kentucky Resolutions of 1799?
11. Explain Adams's personal sacrifice for peace.

LESSON TEN.

Thomas Jefferson's Administrations, 1801-1809.

Biography of Jefferson.

Vice-President, Aaron Burr, 1801-1805.

Inaugural address.

Purchase of Louisiana, 1803.

Lewis and Clark Expedition, 1804-1806.

War with Barbary states.

Rotation in office.

New Naturalization Law.

Ohio admitted, 1802.

Duel between Hamilton and Burr.

Trial of Burr.

Jefferson reëlected, 1804.

Vice-President, George Clinton, 1805-1809.

Public improvements.

Importation of slaves forbidden.

"Berlin Decree," 1806.

"Orders in Council," 1807.

"Milan Decree."

Injuries to American commerce.

Impressment of American seamen.

Leopard and Chesapeake.

Embargo.

Presidential campaign.

Result.

Administrations of James Madison, 1809-1817.

Biography of Madison.

Vice-President, George Clinton, 1809.

Fulton's invention.

Battle of Tippecanoe, 1811.

Declaration of War, June 18, 1812.

United States ill-prepared.

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Surrender of Detroit.
Battle of Queenstown.
Capture of Toronto.
American successes on the sea.
Perry's victory.
The Creek War.
Battle of Lundy's Lane.
Battle of Fort Erie.
Battle of Plattsburg.
Capture of Washington.
Burning of the Capitol.
British repulse at Baltimore.
The Hartford Convention.
Battle of New Orleans.
Peace of Ghent.
War with Algiers.
Charter of a National Bank.
Tariff of 1816.
Presidential campaign.
Results.

EXERCISES.

1. Draw a map showing the extent of the Louisiana territory and the explorations of Lewis and Clark.
2. Discuss the purchase of Louisiana, (*a*) as to its constitutionality, (*b*) its expediency, (*c*) its effect on the United States.
3. What was the purpose of the Embargo Act? Its effect?
4. Explain the effect of the "Berlin Decree," "Orders in Council," and "Milan Decree" on American commerce.
5. Jefferson boasted that he had saved his country from becoming a monarchy. Explain.
6. What is your estimate of the value of Jefferson's public services? Give reasons.
7. Explain why a war with England was preferred to a war with France, although France had given us more cause for resentment.

8. Why was Madison, a man of peace, powerless to prevent war?
9. Tabulate the principal naval and military engagements according to the following:

| NAME OF ENGAGEMENT | COMMANDERS | DATE | RESULT |
|--------------------|------------|------|--------|
| | | | |

10. Explain how Perry's victory turned the scales of war in the Northwest.
11. Explain the "strategy" of the war of 1812. Was it fought in vain? Reasons for your answer.
12. Give an account of the Hartford Convention. What was its effect upon politics?

LESSON ELEVEN.

Administrations of James Monroe, 1817-1825.

- Biography of Monroe.
- Vice-President, Daniel D. Tompkins.
- Increase of national feeling.
- Era of good feeling.
- Seminole War.
- Agreement relative to the Great Lakes.
- Protection to home industries.
- Internal improvements.
- Erie Canal.
- Cession of Florida.
- Missouri Compromise.
- Reëlection of Monroe almost unanimous.
- Spanish American Republics.
- Monroe Doctrine.
- Tariff of 1824.
- Visit of Lafayette.

Presidential election.
Candidates.
Result.

Administration of John Quincy Adams, 1825-29.

Biography.
Vice-President, John C. Calhoun.
Cornerstone of Bunker Hill Monument laid, 1825.
Internal improvements.
Erie Canal opened, 1825.
Pan-American Congress proposed.
Difficulties with the Creeks.
Anti-Masonic party.
Death of Adams and Jefferson.
Era of ill feeling.
Protective Tariff of 1828.
Election of Andrew Jackson.

Administrations of Andrew Jackson, 1829-1837.

Biography of Jackson.
Postmaster-General given cabinet seat, 1829.
Removals from office, 1829.
"Spoils System," 1829-31.
Independence of Mexico recognized, 1829.
The first Mormon Church, 1830.
Webster-Hayne debate, 1830.
Veto of bill for renewing U. S. Bank Charter, 1832.
Calhoun Advocacy of Nullification, 1831-32.
South Carolina's Nullification Act, 1832.
Compromise Tariff Bill, 1832.
Cholera's first appearance in America, 1832.
Black Hawk War; the Seminoles; Osceola, 1832-1842.
Jackson's reelection against the opposition of Clay and Webster.
Cherokees in Georgia, 1830-1838.
McCormick reaper patented, 1834.

UNITED STATES HISTORY.

Rise of the Abolitionists.
Nat Turner Insurrection.
Surplus revenue.
Election of Van Buren.

EXERCISES.

1. Explain the occasion for the Monroe Doctrine. State it. What were the immediate effects of its promulgation?
2. Discuss the Missouri Compromise. What names are associated with it? Was it a wise measure? Reasons for your answer.
3. Is credit for the "Era of Good Feeling" due to Monroe? Discuss.
4. Describe the internal improvements inaugurated under John Q. Adams.
5. What were the opposing views about internal improvements? About tariff? About the United States Bank?
6. Explain the meaning of the following terms: "Rotation in Office"; "Spoils System"; "Nullification"; "State Rights." What names are associated with them?
7. What was Henry Clay's Compromise Tariff?
8. What were the great political questions during Jackson's administrations.
9. Give an analysis of the character of Andrew Jackson.
10. Give a summary of his public services.
11. Distinguish between the politics of John C. Calhoun and those of Andrew Jackson.

LESSON TWELVE.

Administration of Van Buren, 1837-41.

Biography.

Vice-President, Richard M. Johnson.

Panic of 1837.

Repudiation by certain states, 1837.

Canadian Rebellion, 1837-1838.

Abolition movement, 1834-1840.

NORMAL COURSE.

Magnetic Telegraph patented, 1837.
Settlement of Mormons at Nauvoo, Ill., 1840.
Establishment of Sub-Treasury.
Abolition movement.
Murder of Lovejoy.
Election of Harrison and Tyler.

Administrations of Harrison and Tyler, 1841-45.

Biographies.
Death of Harrison, April 4, 1841.
Tyler's veto.
Passage of a Bankruptcy Law, 1841.
Webster-Ashburton Treaty, 1842.
Tariff of 1842.
Dorr War, 1842.
Rent riots in New York.
Morse's magnetic telegraph.
Discovery of anæsthetics.
The Mormons, 1830-1848.
Annexation of Texas.
First Treaty with China, 1844.
Election of Polk.

Administration of James K. Polk, 1845-49.

Biography.
Mexican War: (a) Causes, (b) Results, (c) Campaigns, (d) Prominent Generals.
Terms of Treaty of Peace with Mexico.
Oregon.
"Fifty-four forty or fight."
Reestablishment of Sub-Treasuries.
Tariff of 1846.
Sewing machine invented.
Gold in California, 1848.

UNITED STATES HISTORY.

Wilmot Proviso.

Formation of Free-Soil party.

Election of Taylor.

EXERCISES.

1. What names are associated with (*a*) the locomotive, (*b*) ocean traffic, (*c*) reapers, (*d*) magnetic telegraph, (*e*) sewing machine?
2. What were the causes that led up to the panic of 1837?
3. What is meant by the "Sub-Treasury System"?
4. Give an account of the Presidential election of 1840.
5. Tell about "Fifty-four forty or fight."
6. What were the causes of the Mexican War?
7. Make a table of the principal battles of the war, giving commanders and results.
8. Draw a map of the territory acquired from Mexico.
9. Was the Mexican War justifiable on the part of the United States? Give arguments *pro* and *con*.

LESSON THIRTEEN.

Administrations of Taylor and Fillmore, 1849-53.

Biographies.

Invasion of Cuba by Lopez.

Death of Taylor.

Compromise of 1850.

Webster and the Fugitive Slave Law.

California admitted, 1850.

"Personal Liberty Laws."

Inventors (1839-46): Elias Howe, Jr., Charles Goodyear, Nathaniel Haywood.

Letter postage reduced to three cents, 1850.

Department of Interior established, 1849.

Death of Calhoun, 1850.

Death of Clay and Webster, 1852.

NORMAL COURSE.

New leaders: Douglas, Jefferson Davis, Alexander Stephens, Sumner,
Chase, Seward.
Slavery agitation.
Election of Pierce.

Administration of Franklin Pierce, 1853-57.

Biography.
Vice-President, William H. King.
World's Fair (Crystal Palace, N. Y.), 1853.
Perry's Treaty with Japan, 1853.
Pacific Railroad surveys, 1853.
Uncle Tom's Cabin published.
Kansas-Nebraska Bill, 1854.
"Squatter Sovereignty."
American party, 1852-56.
Ostend Manifesto.
Kansas troubles, 1854-58.
Brooks's assault upon Sumner, 1856.
Republican Party formed, 1854-56.
Dred-Scott Decision.
Underground railroad.
Election of Buchanan.

Administration of James Buchanan, 1857-61.

Biography.
Vice-President, John C. Breckenridge.
Mormons.
Financial Panic, 1857.
Ocean telegraph cable.
Lincoln-Douglas debate, 1858.
Discovery of gold in Colorado and silver in Nevada, 1858.
Oil fields of Pennsylvania discovered, 1859.
John Brown's Raid, 1859.
Presidential nominations in 1860.
Election of Lincoln and Hamlin.

UNITED STATES HISTORY.

Secession of South Carolina, Mississippi, Florida, Alabama, Georgia,
Louisiana, Texas.

Confederate States of America.

Biography of Jefferson Davis.

Peace Conference.

Evacuation of Fort Moultrie.

Star of the West's attempt to furnish supplies to Fort Sumter.

EXERCISES.

1. Explain why the compromises of 1850 did not settle the slavery question.
2. Name prominent persons who were opposed to slavery and tell what part each took in the agitation.
3. What led to the formation of the Know-Nothing Party? Give its leading principles.
4. What was the practical effect of the Dred-Scott Decision?
5. What was the Crittenden Compromise?
6. What elements composed the Republican Party in the election of 1856. and what principles did it advocate?
7. Name prominent advocates of secession.
8. Give the arguments advanced to justify secession.

LESSON FOURTEEN.

Administrations of Lincoln, 1861-65.

Biography.

Inauguration.

Inaugural address.

Sumter fired upon, April 12, 1861.

Effect of the fall of Fort Sumter (*a*) in the North, (*b*) in the South.

Lincoln's call for 75,000 troops, April 15, 1861.

The Massachusetts Sixth Regiment at Baltimore, April 19, 1861.

Proclamation of Jefferson Davis offering "letters of marque and reprisal" against the United States.

Lincoln's proclamation of blockades against the southern ports, (*a*) partial, April 19; (*b*) general, April 23.

NORMAL COURSE.

THE CIVIL WAR.

Confederate lines of defense.

Secession of Virginia, April 17, 1861.

Secession of Arkansas, Tennessee and North Carolina, May 14, 1861.

Campaigns in West Virginia.

Battle of Bull Run. July 21. Importance.

McClellan's organization of the Army of the Potomac.

Northern plans of campaign (*a*) to take Richmond, (*b*) to open the Mississippi, (*c*) to maintain a blockade.

Mason and Slidell.

General Butler's treatment of Negroes as contraband of war.

War in Missouri: (*a*) Battle of Booneville, (*b*) Battle of Wilson's Creek.

Grant's campaigns in the West (1862): (*a*) Fort Henry, (*b*) Fort Donelson, Feb. 14; (*c*) Shiloh, April 6-7.

Commodore Foote's capture of Island No. 10, April 8.

Farragut's capture of New Orleans.

Duel between the Monitor and the Merrimack.

McClellan's peninsular campaign: (*a*) Yorktown; (*b*) Jackson's defeat of Banks in the Shenandoah; (*c*) Recall of McDowell to defend Washington; (*d*) General Robert E. Lee assumes command of the Confederate Army; (*e*) Seven days fighting.

Pope's defeat at the second Battle of Bull Run.

Lee's invasion of Maryland: (*a*) Harper's Ferry, (*b*) Sharpsburg, (*c*) Antietam. September.

Burnside succeeds McClellan as Commander of the Army of the Potomac.

Defeat of Burnside at Fredericksburg. December.

Bragg's invasion of Kentucky.

Battle of Corinth. October.

Battle of Murfreesboro, December, between Rosecrans and Bragg.

EXERCISES.

1. Compare the North and the South at the outbreak of the Civil War (*a*) as to population, (*b*) manufactures, (*c*) natural resources, (*d*) lines of defense, (*e*) military leaders, (*f*) navy and merchant marine.

2. What advantages did the South possess? The North?
3. In planning secession, how did the southern leaders argue (*a*) as to the chances for war, (*b*) as to the action of all the slave states, (*c*) as to hope for aid from France and England?
4. How were they disappointed?
5. Who were "War Democrats," "Peace Democrats," "Copperheads"?
6. Discuss the effect of the blockade.
7. What was the "grand strategy" of the North? Outline it.
8. What revolution in naval warfare was effected?
9. What was the legal status of the slave during the first part of the war?
10. Explain how men like Alexander Stephens came to cast their interests with the Confederacy.

LESSON FIFTEEN.

Campaigns and Events of 1863, 1864 and 1865.

Emancipation Proclamation.

Hooker's defeat at Chancellorsville.

Death of Stonewall Jackson.

Lee's second invasion of the North.

Lee's defeat at Gettysburg by General Meade, July 1, 2, 3.

Grant's siege of Vicksburg.

Surrender of Vicksburg, July 4.

Morgan's raid through Kentucky, Indiana and Ohio.

Confederate Privateers (*a*) Alabama, (*b*) Georgia, (*c*) Shenandoah,
(*d*) Florida.

Military conscriptions North and South.

Greenbacks.

Premium on gold.

Southern finances.

National Bank Act.

Surrender of Port Hudson to General Banks.

Defeat of Rosecrans at Chickamauga.

Relief of Chattanooga by General Grant.

General Grant appointed Lieutenant-General.

NORMAL COURSE.

Plan of campaign: Grant to move on Richmond by direct route and Sherman to move from Chattanooga toward the sea.
Grant's Battles: Wilderness, Cold Harbor, Mine Explosion at Petersburg, July Siege of Petersburg.
Early's raid and battle at the Monocacy.
Sheridan in the Shenandoah Valley.
Sherman's capture of Atlanta.
Sherman's March to the Sea.
Red River expedition.
Farragut in Mobile Bay.
Capture of Confederate cruisers.
Reëlection of Lincoln.
Peace negotiations.
Sheridan's Raid.
Capture of Petersburg and Richmond.
Lee's Surrender, April 9, 1865.
Sherman's operations after leaving Savannah.
Lincoln's Assassination, April 14.
Capture of Jefferson Davis.
Losses from the war.
Sanitary and Christian commissions.
Army disbanded.

EXERCISES.

1. Why did Lincoln overrule the proclamations of Union commanders freeing slaves?
2. What was the justification of his Emancipation Proclamation?
3. Give instances of political interference with military matters.
4. Who, in your opinion, was the ablest general in the Northern Army? Give reasons. In the Southern Army? Reasons.
5. Give a brief account of the financial difficulties (both North and South) and tell how they were met.
6. Name Lincoln's great secretaries.
7. Name five Northern commanders, giving the principal engagements of each. Five Southern commanders.
8. Describe the condition of the South at the close of the war.

LESSON SIXTEEN.

Andrew Johnson's Administration, April 15, 1865-1869.

Biography.

Provisional Governments in the South.

Thirteenth Amendment.

Reconstruction Acts.

Fourteenth Amendment.

Impeachment of Johnson.

Amnesty Proclamation, Christmas, 1868.

Atlantic cable.

Purchase of Alaska.

French in Mexico.

Ku-Klux-Klan, 1868-1871.

Burlingame's Chinese Treaty, 1868.

Bancroft's Treaty with the North German Confederation concerning
Expatriation.

Administrations of General Grant, 1869-1877.

Biography.

Completion of the Union Pacific Railroad.

Proposed purchase of San Domingo.

Fifteenth Amendment.

"Force Bill."

Indian "Peace" or "Quaker Policy."

Fenian excitement, 1870.

Weather Bureau established, 1870.

Treaty of Washington, 1871.

Alabama Awards, 1872 (\$15,500,000 to U. S.).

Northwest boundary of U. S. settled in favor of the U. S., 1872.

Fishery Awards to Great Britain, 1871 (\$5,500,000).

Chicago and Boston fires, 1871, 1872.

Credit Mobilier, 1872.

Invention of the telephone, 1873-77.

Amnesty Bill, 1872.

NORMAL COURSE.

Modoc War, 1872.
Commercial crisis, 1873.
Ohio temperance crusade, 1873-74.
Whiskey frauds, 1875.
Resumption Act, 1875.
Centennial Exposition, 1876.
Sioux War, 1876.
Admission of Colorado, "Centennial State."
Election of Hayes and Wheeler.
Electoral Commission.

Administration of R. B. Hayes, 1877-1881.

Biography.
Railroad strikes, 1877.
Yellow fever in the South, 1877-78.
Silver Bill, 1878 (Bland).
Mississippi jetties.
Grant's tour.
Resumption of specie payments, 1879.
Invention of the phonograph.
Election of Garfield and Arthur.

EXERCISES.

1. What two things were settled by the war?
2. Discuss the French in Mexico.
3. What was the Freedmen's Bureau?
4. Discuss the Impeachment of Johnson.
5. Compare Grant as president with Grant as a soldier.
6. What, in your opinion, is the greatest event in Grant's administrations? Give reasons.
7. What were the aims of the Liberal Republicans?
8. What was Grant's policy toward the Red Man?
9. Discuss the election of Hayes.
10. How was the resumption of specie payments accomplished?

LESSON SEVENTEEN.

Administrations of Garfield and Arthur, 1881-1885.

Biographies.
Assassination of Garfield.
Investigation of Star Route frauds.
Edmund's Anti-Polygamy Bill, 1882.
Anti-Chinese Bill.
Civil Service Act, 1883.
Mississippi floods, 1882.
Tariff revision.
Brooklyn Bridge, 1869-1883.
Standard Time, 1883.
New Orleans Cotton Exhibition, 1884.
Election of Cleveland and Hendricks.

First Administration of Grover Cleveland, 1885-1889.

Biography.
Presidential Succession Bill, 1886.
Chinese Exclusion Act, 1888.
Department of Agriculture created, 1888.
Chicago Riots (Anarchists), 1886.
Charleston earthquake.
Statue of Liberty.
The surplus.
Mills Tariff Bill.
Election of Harrison and Morton.

Administration of Benjamin Harrison, 1889-93

Biography.
Oklahoma opened, 1889.
Washington Centennial, 1889.
Johnstown flood, 1889.
Pan-American Congress, 1889.
McKinley Tariff Bill.

NORMAL COURSE.

Pension Bill.
Farmers' Alliance.
Trouble with Italy.
Trouble with Chili.
Behring Sea.
Ballot reform (Australian).
Homestead labor troubles.
Columbian Exposition.
Election of Cleveland and Stevenson.

Second Administration of Cleveland.

Financial panic.
Hawaii.
Wilson Tariff Bill, 1894
Coal strikes, 1894.
Coxey's Army, 1894.
Election of McKinley and Hobart.
Venezuelan boundary.

EXERCISES.

1. Discuss "Civil Service Reform" under Garfield and Arthur.
2. For what was Cleveland's first administration notable?
3. Under Harrison's administration, discuss "McKinley Tariff Bill" and "Ballot Reform."
4. Give an account of the Venezuelan boundary dispute.
5. Explain the causes of the Panic of 1893.
6. Which administration of Cleveland was more successful, the first or the second? Give reasons.

LESSON EIGHTEEN.

Administrations of McKinley, 1897--

Biography.
Klondike.

UNITED STATES HISTORY.

Dingley Tariff Bill.
Cuba.
The Maine blown up.
War with Spain.
Dewey's victory at Manila.
Destruction of Cervera's fleet at Santiago.
Capture of Santiago.
Treaty of Paris, 1898. Terms.
Cost of the war. Losses. Bonds.
Annexation of Hawaiian Islands, 1898.
Wake Island, 1899.
Samoa Islands.
United States acquires Tutuila (Samoa group), 1899.
Death of Vice-President Hobart.
Reelection of McKinley.
Vice-President, Theodore Roosevelt.

EXERCISES.

1. Draw maps illustrating the military and naval operations of the Spanish war.
2. Make a table of the important events of this war, giving names of commanders of battles, and results.
3. Give a history of events leading up to the war.
4. What were the issues in the last presidential campaign?
5. Name the President's Cabinet.
6. What is the legal status of Porto Rico, Cuba, The Philippines, Hawaii?
7. What is the so-called Sampson-Schley controversy?
8. Discuss the "Billion Dollar Trust." Name other important so-called trusts.

MISCELLANEOUS.

1. Give names of ten prominent literary characters in the history of our country and mention their great works.
2. Name five artists.

NORMAL COURSE.

3. Contrast the United States of 1790 with the United States of the present day (*a*) as to population, (*b*) wealth, (*c*) territory, (*d*) manufactures, (*e*) agriculture, (*f*) influence among the nations of the world, (*g*) commerce, (*h*) cities, (*i*) education.
4. Make a table of the important inventions in the history of the United States, giving names of inventors.
5. Describe the development of railroads and telegraphs.
6. Explain the causes of our remarkable growth.
7. Discuss our "foreign relations" at the present time.
8. Give a brief account of the progress of education in the United States during the last century.

CIVIL GOVERNMENT.

A survey of the essential principles of government, including Colonial and Revolutionary governments, Articles of Confederation, and an analysis of the Constitution.

Text-books recommended for study or reference:

| | |
|--|--------|
| Fiske's Civil Government in the United States, | \$1.00 |
| Dole's American Citizen, | .60 |
| McCleary's Studies in Civics, | 1.00 |
| Thorpe's Government of the United States, | 1.00 |
| Townsend's Analysis of Civil Government, | 1.08 |
| Hinsdale's American Government, | 1.25 |
| Macy's Our Government, | .75 |

CIVIL GOVERNMENT.

LESSON ONE.

Government.

Definition.

Necessity.

Office.

Purpose.

Kinds :

Monarchical.

Limited.

Absolute.

Oligarchical.

Mixed.

Military.

Democratic.

Pure.

Republican.

EXERCISES.

1. Define and give examples of the different kinds of government as outlined.
2. Distinguish between a democracy and a republic.
3. What is meant by a centralized government?
4. What is a military government? Examples.
5. Distinguish between written and unwritten constitutions. Illustrate.
6. What is meant by local government? Illustrate.
7. Define and illustrate political rights and duties; social, economic, international.
8. Explain why governments must have the power of collecting taxes.

NORMAL COURSE.

9. What was the principal weakness of the government during the American Revolution?
10. Define taxes. The right of eminent domain.
11. Does taxation ever become robbery? Explain.
12. Which is the more powerful branch of Congress? Why?
13. How does the modern republic differ from the ancient republics?
14. What is the basis of the American system of government?
15. What is the essential difference between the American Republic and the French Republic?
16. Classify the governments of the world according to the outline.
17. What are the advantages of the monarchical form of government? What are the weaknesses?
18. What are the advantages of a republican form of government? Does it possess any elements of weakness? Explain.

LESSON TWO.

Colonial Governments.

Commercial corporations.

Proprietary.

Royal.

Charter.

Voluntary Association.

EXERCISES.

1. Define the different kinds of colonial governments as outlined, and give an example of each kind.
2. What were the London and Plymouth Companies?
3. What rights were guaranteed to the colonists by their charter?
4. What was the Mayflower Compact?
5. When was Virginia first allowed to elect a colonial legislature?
6. In what important respects did the Massachusetts Charter of 1692 differ from that of 1629?

CIVIL GOVERNMENT.

7. What was the government of the Connecticut Colony and the New Haven Colony till 1665?
8. What were the liberal provisions of the Connecticut and Rhode Island charters of 1662?
9. How long did these charters remain in force?
10. Describe the governments of Rhode Island and Connecticut till 1665. How did they differ from the first government of Massachusetts?
11. Who appointed governors in proprietary colonies? In royal colonies? To whom were they responsible?
12. Who controlled taxation in all colonies?
13. In what respects were the governments of all colonies alike?
14. Show the similarity of the colonial government to the English system.
15. Were the colonial legislatures always two-chambered? What exceptions?
16. What was the basis of representation in the popular assemblies?
17. Explain the three kinds of local government: *viz.*, town, county, and mixed.
18. What was the Governor's Council? How were its members appointed? How did the Pennsylvania Council differ from other councils?

LESSON THREE.

The Revolution.

Causes of ill feeling between England and her colonies.

- a* European idea of a colony and its objects.
- b* Restrictions in manufactures and trade.
- c* Writs of Assistance.
- d* Special and general search warrants.

Direct causes.

- a* Colonial.
- b* English.

Indirect causes.

- a* Colonial.
- b* English.

NORMAL COURSE.

EXERCISES.

1. What was the English idea of a colony?
2. Describe some restrictions that were made in colonial manufactures and trade.
3. What was a "Writ of Assistance"? Its purpose?
4. What was a special search warrant? A general search warrant?
5. Describe the New England Confederacy. Object?
6. What was the Albany Congress of 1754? Purpose? How many colonies were represented?
7. What was the Stamp Act Congress of 1765? How many colonies were represented?
8. What was the occasion of the circular letter of Massachusetts of 1768? Purpose?
9. What was the object of the town committees of correspondence in Massachusetts in 1772?
10. What was the object of the colonial committees of correspondence in 1773?
11. What was the occasion of the first Continental Congress? What did it accomplish? What declaration was drawn up?
12. When did the second Continental Congress assemble? Who composed it? How long did it govern the country?
13. Give a history of the Declaration of Independence.
14. Explain why the Continental Congress was not a sovereign body in the full sense.
15. What functions of sovereignty did it exercise?
16. What were the Articles of Confederation? Give their history.
17. What were their defects?
18. Describe the situation in 1786 that led to the Convention of 1787.
19. What were the three great questions before the Convention?

LESSON FOUR.

Departments of Government.

1. Legislative.

2. Executive.
3. Judicial.

Definitions of each:

House of Representatives.

- What does it represent?
- How composed?
- Who can vote for Representatives?
- Qualifications for membership?
- How are members apportioned?
- Length of term?
- Compromise as to slaves?
- How are vacancies filled?

Senate.

- What does it represent?
- How are members chosen?
- How are members apportioned?
- Length of term?
- Qualifications for membership?
- Vacancies—how filled?
- President of Senate? When does he vote?
- President *pro tempore*? When may he vote?
- Power as to impeachment?
- Presiding officer in impeachment?
- Vote necessary to convict?
- Judgment?

EXERCISES.

1. What was the Connecticut Compromise?
2. What did the advocates of a strong government want the Senate to represent?
3. Why are U. S. Senators chosen by state legislatures and not by the people?
4. What is meant by the "continuous existence" of the Senate?

NORMAL COURSE.

5. Name the officers of the House. Of the Senate.
6. Define impeachment.
7. Who may be impeached? Name the famous impeachment trials.
8. What are the arguments for electing U. S. Senators by direct vote?
Give the objections.
9. Which branch of the Legislative Department is more closely in touch with the voters? Explain why.
10. Name the U. S. Senators from your state. Your Representative in Congress. Give their politics and tell when their terms of office expire.
11. What is a representative-at-large? How elected?
12. What are the main provisions of the law of 1866 relating to the election of Senators?
13. Explain the duties of each House in impeachment cases.
14. Describe the different modes of voting.

LESSON FIVE.

Congress.

Times, places and manner of holding elections?

Power of Congress over state regulations?

Electoral districts? How formed?

Unfairness of many electoral districts?

Time of assembling?

Interval between the election of Representatives and their taking their seats?

Membership? How determined?

Quorum?

Rules of proceeding?

Punishment of members for disorderly conduct?

Expulsion of members?

Journal of proceedings?

Yeas and nays?

Adjournment?

Compensation of members?

CIVIL GOVERNMENT.

Privilege from arrest.

Responsibility for debate?

Right of members to hold other offices?

EXERCISES.

1. What is meant by "Gerrymandering"? Give an illustration.
2. What are the advantages of the "district system" in electing Representatives?
3. What are the arguments in favor of electing Representatives-at-large?
4. What are the disadvantages of the long interval between a Representative's election and the beginning of his services?
5. Do Senators labor under the same disadvantages?
6. What is the number of the present Congress?
7. What are the duties of the Speaker of the House of Representatives? Salary?
8. Describe the different modes of voting in the House.
9. Why are some of the proceedings of Congress kept secret?
10. What new rule did Thomas Reed enforce while Speaker?
11. What is the membership of the House of Representatives? Of the Senate?
12. Explain the manner of electing Congressmen. What are their salaries?

LESSON SIX.

Legislation by Congress.

What bills must originate in the House?

Amendments by the Senate?

Explain the process by which a bill becomes a law.

Veto power?

Manner of passing bills over a veto?

What is the "pocket veto"?

Powers of Congress.

To provide revenue?

NORMAL COURSE.

- To borrow money?
- To regulate commerce?
- As to naturalization?
- As to bankruptcy?
- As to counterfeiting?
- As to post offices and post roads?
- As to patents and copyrights?
- To constitute judicial tribunals?
- To punish piracy?
- To declare war, grant letters of marque and reprisal?
- To provide for armies and navies?
- To suppress insurrections and repel invasions?
- To call out, arm and discipline the militia?
- To exercise authority over District of Columbia and all places purchased, by consent of legislatures, for the erection of forts, etc.?

EXERCISES.

1. What is the advantage of the veto power?
2. What are the arguments against the veto power?
3. Distinguish between direct and indirect taxes.
4. Define duties, imports, excises, internal revenue, income tax.
5. How does the United States borrow money?
6. What is the Inter-State Commerce Commission? Duties?
7. Explain the steps by which a foreigner may become naturalized?
8. What are the objects of a National Bankruptcy Act? Do we have one at present?
9. What does the "regulation of commerce" mean?
10. What is meant by reciprocity? Give illustrations.

LESSON SEVEN.

EXERCISES.

1. Explain how Congress regulates the value of money.
2. What is meant by "16 to 1"?

CIVIL GOVERNMENT.

3. What is our standard of weights and measures?
4. Why protect inventors and authors?
5. How are patents obtained? Copyrights?
6. Define piracies and felonies on the high seas. What is meant by the Law of Nations?
7. How are wars best prevented?
8. What are marque and reprisal?
9. What is it to declare war?
10. Why should Congress have the power?
11. Distinguish between the militia and the regular army.
12. What is the present strength of the U. S. Army?
13. Of what is our navy composed?
14. Name five distinguished army officers.
15. Name five distinguished naval officers.
16. How many classes of post offices in the United States?
17. Why should we have other than state courts?
18. Why other than the U. S. Supreme Court?
19. How many circuit courts? How constituted? Territory?
20. What is meant by counterfeiting? Penalty?
21. Explain what is meant by the "Elastic Clause" of the Constitution.
22. Explain how the interpretation of this clause divided the American people into two great political parties after 1789.
23. Why should Congress have power over bankruptcy and naturalization?
24. How is the City of Washington governed?

LESSON EIGHT.

Congress forbidden

To restrict slave trade.

a. Limitations?

b. When abolished?

To suspend habeas corpus.

a. Exceptions?

NORMAL COURSE.

To make such laws as

- a.* Bill of attainder.
- b.* Attainder of treason.
- c.* Ex post facto law.

To lay direct taxes.

- a.* Exception?

To lay tax or duties on domestic exports.

To favor the ports of one state over those of another by regulation of commerce or revenue. To require vessels bound to or from one state, to enter, clear, or pay duties in another.

To draw money from the treasury without appropriations and without published statements.

To make appropriations for the support of armies beyond two years.

To repudiate

- a.* Territorial claims.
- b.* Contracts.
- c.* Public debts.
- d.* Claims for the loss or emancipation of slaves.
- e.* Debts or obligations in aid of insurrection or rebellion against the U. S.

To grant title of nobility:

To prohibit free exercise of religion.

To make laws respecting an establishment of religion.

To abridge

- a.* Freedom of speech or press.
- b.* Right of people to peaceably assemble and petition the government.

To infringe on the right of the people to keep and bear arms.

To require a religious test as a qualification to any office or public trust under the U. S.

EXERCISES.

1. What is the Writ of Habeas Corpus?
2. What are bills of attainder?

3. Illustrate the meaning of ex post facto laws.
4. Why are war appropriations limited to two years?
5. What is repudiation?
6. Is repudiation recognized as right in bankrupt laws?
7. What are the arguments for civil and religious freedom?
8. Distinguish between freedom and license.

LESSON NINE.

The States are forbidden

To coin money.

To emit bills of credit.

To impair contracts.

To enter into any treaty, alliance or confederation.

To lay duties.

a. Exception?

To enter into any agreement or compact with another state or with a foreign power, or engage in war.

a. Exception?

To pass bills of attainder.

To pass ex post facto laws.

To make anything but silver and gold a legal tender.

To grant letters of marque and reprisal.

To permit slavery.

States are subordinate

To U. S. Constitution.

To U. S. laws.

To U. S. treaties.

To U. S. judiciary.

States are bound

By the U. S. Constitution.

By constitutional amendments.

NORMAL COURSE.

Officials bound by oath or affirmation to support the U. S. Constitution

- a. Senators.
- b. Representatives.
- c. Members of state legislatures.
- d. Executive and judicial officers of both the United States and of the several states.

EXERCISES.

1. Distinguish between an oath and an affirmation. Who are permitted to affirm?
2. Why is the Constitution of the U. S. the supreme law?
3. Why should states be restricted as to treaties? As to coining money?
4. What is a legal tender for the payment of debts?
5. Give the oath that is taken by all state officers.
6. What were "wild-cat" banks?
7. What is money?
8. Name the different kinds of money issued by the U. S.
9. What was the Legal Tender Act of 1862?
10. What is meant by the impairments of contracts?

LESSON TEN.

Rights of the States.

To representation

- a. In the House.
- b. In the Senate.
- c. Basis?

To determine time, place and manner of electing Senators and Representatives.

- a. Exceptions?

To train the militia by U. S. manual and to appoint officers.

To have full faith and credit given in each state to public acts, records and judicial proceedings of every other state.

- a. Power of Congress?

CIVIL GOVERNMENT.

To have their citizens enjoy all privileges and immunities of citizens
in the several states and of the United States.

To preserve state boundaries.

To have fugitives delivered.

To have guaranteed

- a.* A republican form of government.
- b.* Protection against invasion.
- c.* Protection against domestic violence.

To reserve powers not delegated to the U. S. nor prohibited by it to
the states.

EXERCISES.

1. What is the basis of representation in Congress?
2. Why should Congress have any control over determining the time, place and manner of electing Representatives and Senators?
3. Why should states be permitted to train the militia and appoint its officers?
4. What is meant by a "republican form of government"?
5. Explain what is meant by "reserved powers." Give an illustration.
6. How is Congress limited in making new states?
7. How could new states be formed from old states?
8. Is citizenship defined and fixed by the United States Constitution? Why?
9. Explain why women are permitted to vote in national elections in a few states.
10. Explain the application of the fifteenth amendment in determining citizenship.

LESSON ELEVEN.

Rights of individuals

As to domicile, in peace and in war.

Soldiers shall not be quartered, in time of peace, in any house without the consent of the owner, nor in time of war, except in a manner to be prescribed by law.

Treason.

Two witnesses to the same overt act, or a confession in open court, necessary to convict of treason.

Security of the people in their persons, houses, papers, and effects against unreasonable searches and seizures.

No warrants shall issue but upon probable cause, supported by oath or affirmation, particularly describing the place to be searched, and the person or things to be seized.

In capital or otherwise infamous crime

- a.* Grand jury must indict.
- b.* Cannot be put twice in jeopardy of life or limb for same offense.
- c.* Cannot be compelled to be a witness against himself in criminal cases.
- d.* Cannot be deprived of life, liberty or property without due process of law.
- e.* Private property cannot be taken for public use without just compensation.

In criminal prosecutions.

- a.* Kind of trial?
- b.* When tried?
- c.* Where tried?
- d.* Accusation?
- e.* Must be confronted by witnesses.
- f.* Entitled to counsel.
- g.* Bail must be reasonable.
- h.* Punishments must not be cruel or unusual.

In civil actions.

- a.* Jury trials, where value in controversy exceeds twenty dollars.
- b.* Second trials as to matters of fact?

Privileges and immunities of citizens of the U. S. cannot be abridged by any state.

States cannot deprive individuals of life, liberty or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

CIVIL GOVERNMENT.

EXERCISES.

1. Define treason against the U. S.
2. Distinguish between natural rights and legal rights.
3. Distinguish between grand juries and petit juries.
4. "A man's home is his castle." Explain.
5. What protection is afforded by the trial by jury?
6. Define warrant. Indictment.
7. Do all states have grand juries?
8. Will the state provide counsel in civil actions?
9. "A man is presumed to be innocent until he is found guilty." Explain.
10. What protection is afforded by grand juries?
11. What is the "bill of rights" of the Constitution?
12. Mention the rights of persons accused of crime.

LESSON TWELVE.

Executive.

Vested in a president.

Term?

Qualifications.

a. Citizenship?

b. Age?

c. Residence?

Salary?

Oath of office?

How removed?

Powers and duties.

Commander-in-chief of the army and navy.

Of the militia when called into actual service.

May require written opinions of principal executive officers.

May grant reprieves and pardons for offenses against the U. S.

a. Exceptions?

May make treaties under what conditions?

NORMAL COURSE.

Shall nominate, and by and with the advice and consent of the Senate appoint

a. Ambassadors.

b. Other public ministers.

c. Consuls.

d. Judge of Supreme Court.

e. All other officers of the U. S. unless appointments are otherwise provided for.

Fill vacancies during the recess of the Senate by granting commissions which shall expire at the end of their next session.

Send messages to Congress.

Convene Congress on extraordinary occasions.

Adjourn Congress under certain conditions.

Receive ambassadors and other public ministers.

Faithfully execute laws.

Commission officers.

May veto laws.

EXERCISES.

1. Why limit the number of terms of a president to two? Is there such limitation?
2. Why require that he should be a native of this country?
3. Are children born abroad under certain circumstances eligible to the presidency? Explain.
4. What would be the disadvantages of electing the president by direct vote?
5. What is meant by receiving ambassadors?
6. Under what circumstances may he adjourn Congress.
7. Distinguish between reprieves and pardons.
8. How did President McKinley exercise his power as Commander-in-chief of the Army and Navy during the Spanish-American war?

LESSON THIRTEEN.

Election of President.

How are presidential electors appointed?

CIVIL GOVERNMENT.

- How is the number for each state determined?
Where do they meet?
Manner of voting?
What lists are made?
Where are they transmitted after being signed and certified?
To whom directed?
Who opens the certificates?
In whose presence?
How are the votes counted?
What vote is necessary to elect a president?
Under what circumstances does the House of Representatives elect the president?
What quorum is necessary?
How is the vote taken?
How is the vice-president elected in case of non-election by votes of electors?
Why should the House elect the president when there is no election by votes of electors?
Why should the president's salary not be increased during his term?
What important contest raised the question "who shall count the electoral vote"?
In what respects does the present plan of electing the president and vice-president differ from that in the time of Washington?
Explain the unsatisfactory features of the old plan.
Are there any weak points in the present plan of electing presidential electors? Explain.

LESSON FOURTEEN.

The Vice-President.

- Who are eligible?
Election.
a. By electors.
b. By Senate.

NORMAL COURSE.

Term?

Powers and duties.

- a. President of Senate.
- b. Acting president of the United States.

EXERCISES.

1. Why not allow the Senate to choose their own presiding officer?
2. When does the vice-president vote in the Senate?
3. Name the vice-presidents who became presidents.
4. Who is the president *pro tempore* of the Senate? How elected? Duties?

Methods of nominating candidates for president and vice-president before 1832.

- a. By congressional caucuses.
- b. By state legislatures.
- c. By local conventions.

Since 1832.

By national conventions.

Nature of a National Convention.

The platform?

Number of delegates from states?

Number of votes necessary to nominate?

Relation of the "primaries" to district, state and national conventions?

EXERCISES.

1. What were the objections to nominating candidates for president and vice-president by congressional caucuses? By state legislatures? By local conventions?
2. What are the advantages of national conventions?
3. Explain why voters should attend the "primaries."
4. What are "primaries"?
5. Explain how the voters of your township or voting precinct are represented in national conventions.

CIVIL GOVERNMENT.

6. In 1824 there were four candidates for the presidency; *viz.*, Adams, Jackson, Clay and Crawford. Tell how each was nominated.
7. Explain the origin of the titles president and vice-president.
8. What is the order of presidential succession?

LESSON FIFTEEN.

The President's Cabinet.

- a.* Secretary of state.
- b.* Secretary of the treasury.
- c.* Secretary of war.
- d.* Attorney-general.
- e.* Postmaster-general.
- f.* Secretary of the navy.
- g.* Secretary of the interior.
- h.* Secretary of agriculture.

EXERCISES.

1. Do the heads of these departments, as a body, have any recognized legal existence or authority?
2. Where do they hold their meetings?
3. Is a record kept of their proceedings?
4. Is the president bound to heed their advice?
5. Explain the difference between the president's cabinet and the "English cabinet."
6. What are the duties of the secretary of state?
7. Why is it improper to call him a "prime minister" or "premier"?
8. Distinguish between ministers and consuls.
9. Explain why, in 1892, the grade of ambassador was established?
10. What are the three grades of ministers?
11. What can you say as to the rank and importance of the secretary of the treasury?
12. What are his duties?
13. Who are his chief assistants?

NORMAL COURSE.

14. Who are disqualified from holding this position?
15. With what does the department of the interior deal?
16. Describe the weather bureau.
17. Of what department is it a branch?
18. What department manages the life saving service, lighthouses, etc.?
19. What are the duties of the following: Commissioner of patents?
Commissioner of pensions? Commissioner of education? Land
commissioners?
20. What are public lands?
21. How do settlers acquire title to them?
22. What instances can you give where Congress has given away vast tracts
of public lands?
23. Name the president's cabinet.
24. What is the Smithsonian Institution at Washington?
25. Name the great public buildings at Washington.
26. What are U. S. revenue cutters?
27. What are the duties of internal revenue collectors?

LESSON SIXTEEN.

The Judiciary.

Supreme Court consisting of

- a. Chief justice.
- b. Eight associate justices.
- c. Holds annual sessions in Washington commencing the second
Monday in October.

Subordinate courts.

- a. Circuit courts.
- b. District courts.
- c. Circuit courts of appeal.

Justices of Supreme Court.

Each presides over a circuit court, assisted by special circuit judges. The nine circuits are divided into seventy-two districts in all, each having a special district judge.

CIVIL GOVERNMENT.

Judges.

- a.* Appointed by president and Senate.
- b.* Removable by impeachment, for what?
- c.* Tenure of office?
- d.* Compensation? How fixed? When changed?
- e.* Oath of office?

Jurisdiction.

- Original in what cases?
Appellate in what cases?

U. S. district officers.

- a.* District attorneys.
- b.* U. S. marshal.

EXERCISES.

1. Why should U. S. judges hold office during life or good behavior?
2. What is meant by "retiring judges"?
3. Name the chief justices of the U. S.
4. What is meant by "common law"? By "statute law"? By "equity"?
5. What is an unconstitutional law?
6. Distinguish between a state and a territory.
7. How do territories become states?
8. How much of local government do territories enjoy?
9. How are their governors appointed?
10. How are their judges appointed?
11. What was the decision of the Supreme Court as to Porto Rico?
12. How is Hawaii governed?

LESSON SEVENTEEN.

EXERCISES.

1. What are taxes? Mention different kinds.

NORMAL COURSE.

2. What is an income tax?
3. What is meant by "double taxation"? Illustrate.
4. Explain the meaning of the "single or land tax."
5. What is a poll tax?
6. What are licenses?
7. What are the duties of assessors?
8. What kind of property is exempt from taxation? Why?
9. Explain what is meant by a secret ballot.
10. Describe the "Australian ballot."
11. What are its advantages?
12. Is the ballot a natural right or a gift of the state? Explain your answer.
13. Who constitute the "state"?
14. In the government survey of western lands explain the meaning of
 - a. The principal meridian.
 - b. The range lines.
 - c. The base lines.
 - d. The township lines.
15. What important reservations for schools were made in the townships?
16. Give the origin of the township in New England.
17. Make a list of the different township officers.
18. Why do we have counties in the United States?
19. Make a list of the different county officers of your county and explain their duties.
20. What was the equivalent in Virginia of the New England town meeting?
21. What was the earliest form of civil community in Maryland?
22. What systems of local government came into rivalry in Illinois? Why?
23. Tell of township government at the South.
24. What is the ideal size of a township? Of a county? Of a state?

CIVIL GOVERNMENT.

LESSON EIGHTEEN.

EXERCISES.

1. Learn the preamble to the Constitution.
2. Make an outline of the government of your state, showing
 - a.* The different state offices.
 - b.* The names of incumbents.
 - c.* Their duties and salaries.
 - d.* The powers of the governor.
 - e.* The different branches of the legislature.
 - f.* The number in each branch.
 - g.* How often the legislature meets and how long it continues in session.
 - h.* The pay of legislators.
3. Tell the important legislation of the last session of the legislature.

ORTHOGRAPHY.

Including Syllabication, Orthoëpy, and Use of Diacritical Marks.

Text-books recommended for study or reference:

| | |
|--|--------|
| Swinton's New Word Analysis, | \$0.35 |
| Reed's Word Lessons, | .25 |

ORTHOËPY AND ORTHOGRAPHY.

LESSON ONE.

Orthoëpy.

Elementary sounds :

Vocals.

Sub-vocals.

Aspirates.

Letters :

Vowels.

Consonants.

Syllables.

Spelling.

EXERCISES.

1. What is phonology or phonetics?
2. What is an elementary sound?
3. How many in the English language?
4. What are vocals? Name them.
5. What are sub-vocals?
6. What are aspirates?
7. Distinguish between vowels and consonants.
8. When are *w* and *y* vowels? Give examples.
9. Distinguish between orthoëpy and orthography.
10. What is a letter?
11. What are cognate sounds?
12. What are cognate letters?

NORMAL COURSE.

LESSON TWO.

The Vowels.

According to the International Dictionary, *a* has eight sounds; *e*, five; *i*, three; *o*, four; and *u*, six.

A (long) marked with a macron, as in *āle*.

A (short) marked with a breve, as in *ãm*.

A (Italian) marked with two dots above, as in *ärm*.

A (short Italian) marked with one dot above, as in *âsk*.

A (broad) marked with two dots below, as in *all*.

A marked with one dot below, as in *what*.

A marked with a macron and a dot, as in *senâte*.

A marked with a caret, as in *câre*.

Mark the following: Baste, bat, bar, bawl, cabal, carp, dance, data, flaw, flask, gallant, gas, ma, mama, path, raft, quarry, quaint, ant, laugh, almond, after, aunt, master, natal, abash, preface, chaotic, parent, bear, ah, art, father, grass, final, infant, husband, was, quality, eustard.

LESSON THREE.

E has five sounds:

E (long) marked with a macron, as in *ēve*.

E (short) marked with a breve, as in *mēt*.

E marked with a wave, as in *fêrn*.

E marked with a macron and dot, as in *évent* (first *e*).

E as in recent (second *e*).

Mark the following: Mete, serene, prey, vein, feigning, heir, there, whereof, depend, create, her, ever, inference, decency, novel, obey.

I has three sounds :

I long as in ice.

I short as in pin.

I as in idea.

Mark the following: Time, sight, bind, tribunal, pity, firm, bird, virtue, pique, machine.

LESSON FOUR.

O has four sounds :

O long as in old.

O short as in odd.

O as in obey.

O as in orb.

Mark the following: Do, bold, note, tobacco, sorrow, lord, order, abhor, forest, torrid, remove, wolf, woman, other, welcome, labor, favor.

U has six sounds :

U (long) in use. Mark —.

U (short) in up. Mark ~.

U in unite. Mark ÷.

U in rude. Mark .. (two dots below).

U in full. Mark . (one dot below).

U in urn. Mark ^.

Mark the following: Mute, tune, duty, actuate, rumor, intrude, joyful, push, under, furl, truth, purse.

E as in recent (second *e*).

LESSON FIVE.

1. Diphthongs are proper or improper. Define and give examples. What are triphthongs? Give examples.
2. A digraph is a combination of two characters to express a single sound.

NORMAL COURSE.

The following are vowel digraphs: Aa, ae, ai, ao, au, aw, ay, ea, ee, ei, eo, eu, ew, ey, ie, oa, oe, oi, oo, ou, ow, ua, ue, ui, uy. Use these in words.

3. A trigraph is a combination of three characters to express a single sound. The following are vowel trigraphs: Aye, awe, eau, eou, eye, ieu, iew, owe. Use these in words.
4. What are double consonants? Point out the double consonants in the following: Chaise, chord, laugh, physic, hush, thin, thine, when, sing.

LESSON SIX.

The Diphthong.

Proper.

Improper.

A proper diphthong is the union of two vowel sounds in a syllable, neither of which is silent; as ou in out, oi in boil. An improper diphthong is the union of two vowel sounds in a syllable, one of which is silent; as ou in court.

EXERCISES.

1. Name the proper diphthongs and give words containing them.
2. Name ten improper diphthongs and give words containing them (digraphs are considered improper diphthongs).
3. Classify the diphthongs in the following: Coil, steady, rough, pleurisy, fraught, weapon, boy, how, foul, cloy, east, could, day, breath, void, loud, joyful, shower.
4. Are there diphthongs in icy, cube, do? Explain your answer.

LESSON SEVEN.

The Consonants.

As to order:

Mutes.

Semi-vowels.

As to organs of speech :

Labials.

Dentals.

Linguals.

Palatals.

As to nature of the sound :

Sub-vocals.

Aspirates.

EXERCISES.

1. Explain the above terms and give examples of each.
2. Classify the letters in the following words according to the outline given above : Which, wound, singing, chide, veal.
3. When are *w* and *y* considered consonants ? Illustrate.
4. What are apthongs or silent letters ?

LESSON EIGHT.

Orthography.

1. Words :

Monosyllable—word of one syllable.

Dissyllable—word of two syllables.

Trisyllable—word of three syllables.

Polysyllable—word of four or more syllables.

2. Define accent. What two uses ?

Accent :

Primary ? How marked ?

Secondary ? How marked ?

Acute ? How marked ?

Grave ? How marked ?

Circumflex ? How marked ?

3. Mark the primary and secondary accents of the following words, using one mark for primary and two marks for secondary : Unction, rebel, accent, concert, insult, absent, compound, frequent, advertisement, contrary, legislature, lamentable, vagary, infamous, armistice, admirable, interesting.

4. Words :

Primitive.

Derivative.

Compound.

Define the terms used in the outline and give examples.

5. Define prefix and suffix. Give examples.

LESSON NINE.

Words are divided into syllables, (*a*) sometimes to show their proper pronunciation, as a-dorn, (*b*) sometimes to exhibit their etymological composition without regard to their pronunciation, as ad-orn. In the United States the etymological principle is used only in separating prefixes, suffixes, and grammatical terminations from the radical part of the word, where it can be done without misrepresenting the pronunciation. Words should be uniformly divided so as to represent their pronunciation in the most accurate manner, but where the etymological principle of syllabication can be employed, without violating the orthoëpical, it is often used. In all cases of doubt consult a dictionary.

Words having two or more syllables may be divided at the end of a line, but only at the end of a syllable. The part on either line should consist of two or more letters, otherwise the word should not be divided.

It is important that the word should be divided so as to convey no misconception at first glance. Thus a word like occurrences is better divided occur-rences than occurrene-es.

LESSON TEN.

EXERCISES.

Divide the following words (*a*) according to their pronunciation, (*b*) according to their composition or derivation :

Habit, considerable, philosophy, individual, phenomenon, progress, animal, physiology, magnificent, apology, separate, biography, prisoner, profitable, reformation, antipodes, barometer, metropolis, ventriloquist, contribute, democracy, polygamy, stenography, theology, cylinder, integrity, metal.

Insert the hyphen in those places only in which the division appears best at the end and the beginning of lines :

Classical, patronage, pantheism, benevolence, superlative, nomenclature, artificial, belonging, parsonage, neighborhood, correspond, exclusive, acquaintance, introduction, improper, moreover, inference, emaciated, manufacture, happiness, considering, sufficient, magnificence, disrespectful, super-numerary, haughtiness, abide, teacher, national.

LESSON ELEVEN.

The Use of the Hyphen in Compound Words.

Compounds sanctioned by long continued usage are consolidated, while those of more recent or less general use are distinguished by a hyphen ; as bookseller, penman, well-meaning, mirth-provoking.

Phrases used as epithets or as modifiers, use the hyphen : as up-to-date, never-to-be-forgotten.

Cardinal numbers from twenty to one hundred are written with a hyphen : thus, sixty-nine, eighty-three. So also fractions ; as three-fourths.

To-day, to-night, to-morrow should be written with a hyphen.

Prefixes, or similar parts, are separated by a hyphen if they stand before capital letters ; as anti-Republican.

In the following use hyphens where needed : Allwise, incense breathing, bookkeeping, shoemaking, forthcoming, barefaced, slaveholding, needle-woman, marketwoman, unheard of project, four footed instinct, many languaged, worn out cloth, out of door sports.

The compounding of words is sometimes necessary to make the meaning clear ; as highlands, high lands, nobleman, noble man, roundhead, round head, freemason, free mason.

LESSON TWELVE.

Substitutes represent sounds that are usually represented by other letters or combinations of letters ; as short *u* has one substitute : *o*, *son*.

NORMAL COURSE.

EXERCISES.

1. What substitutes has *x*? Illustrate.
2. In *alien* and *Christian* explain the sound of *i*.
3. In *gracious* what is the substitute for *ci*?
4. How many substitutes has *s*? Illustrate.
5. Write a word in which *ti* has the sound of *sh*; *s* the sound of *z*; *f* the sound of *v*; *di* the sound of *j*; *ph* the sound of *f*.
6. Explain the substitutes in the following: *Feint*, *they*, *sought*, *marine*, *fiend*, *bury*, *sir*, *myrrh*, *choir*, *hymn*, *view*.

LESSON THIRTEEN.

Mark diacritically the following, using proper accents and indicating the syllabication:

Eyelet, *laudable*, *vertical*, *trichina*, *shoing*, *docile*, *coerce*, *repartee*, *catechise*, *dishabille*, *pneumonia*, *trough*, *thrall*, *resume*, *aching*, *audible*, *carte-blanche*, *indictable*, *diarrhea*, *apocrypha*, *divan*, *watch*, *plagiarism*, *guerrilla*.

LESSON FOURTEEN.

Words:

Simple.

Primitive.

Compound.

Derivative.

EXERCISES.

1. Explain the above terms and illustrate by examples.
2. What is meant by the root of a word? Illustrate.
3. What is meant by the etymology of a word? Illustrate.

4. When are words said to be *anglicized*? Illustrate.
5. Give the different sources of the English language.
6. What is meant by the derivation of words?
7. Give the derivation of the following: Crucial, domicil, oculist, milliner, bankrupt, satiety, reality, rotation, pugnacious, umbrella.

LESSON FIFTEEN.

Explain the meaning of the prefixes and suffixes in the following words:
(Consult any good dictionary.)

| | | |
|----------------|---------------|-------------|
| ashore | antarctic | cowardice |
| before | autograph | rebellion |
| enclose | whiteness | wearisome |
| forbid | armory | westward |
| outlive | teamster | arable |
| uncrown | noontide | instructive |
| withstand | Israelite | thoughtless |
| antedate | hypercritical | duckling |
| circumnavigate | perimeter | beastly |
| intervene | readable | banishment |
| preternatural | magistracy | testimony |
| supernatural | childhood | hillock |
| atheist | | |

LESSON SIXTEEN.

Silent letters often represent sounds which were spoken when the spelling was established, but which have since been lost. Such changes are now going on; for instance, in some sections, *r* after vowels (*e.g.*, in *far*) has become silent. They may sometimes modify the sounds of other letters in the same syllable. They often show the origin or derivation of words.

NORMAL COURSE.

EXERCISES.

1. What letters are never silent?
2. Mark the silent letters in the following: Age, might, honor, ghost, solemn, thorough, whistle, wrangle, nigh, harangue, obey, budge, doubt, impeach, rhomb.
3. Give five general rules for spelling.
4. Give rules for spelling the following words: Ailing, mill, robber, skillful, control, removal, changeful, merrier, defying, shell-fish.
5. Give the rules to which the following are exceptions: Handful, Christmas, daily, dryly, awful, shoeing, derrick, buzz, gas, burr, prefer.

LESSON SEVENTEEN.

A homonym is a word having the same sound as another word, but differing from it in meaning; as bear (noun), and bear (verb).

Write twenty sentences illustrating the use of homonyms.

Different words are used to designate the same thing, or nearly the same thing. Such words are called synonyms. Webster says, "If no words are synonymous except those which are identical in use and meaning, so that one can in all cases be substituted for the other, then we have scarcely ten such words in our language. The term more properly denotes that the words in question approach so near to each other, that, in many or most cases, they can be used interchangeably."

Form sentences showing the correct uses of the following: Allow, admit; brute, beast; apology, excuse; ability, capacity; affliction, distress; active, busy; doubtful, uncertain; begin, commence; educate, instruct; pardon, excuse; always, continually; consequently, therefore, accordingly; beside, besides; among, between.

LESSON EIGHTEEN.

Indicate the correct pronunciation of the following, using diacritical marks and marking all silent letters:

ORTHOËPY AND ORTHOGRAPHY.

| | | |
|----------------|-------------|---------------|
| physic | indict | alternative |
| doctor | gregarious | immersion |
| pestle | foreign | implacable |
| medicine | moloch | mercantile |
| physician | tortoise | meningitis |
| prison | bread-fruit | momentary |
| coinage | typography | pyrites |
| franchise | emaciated | separable |
| charge | caoutchouc | squalor |
| fight | capillary | granary |
| truculent | carotid | circuitous |
| banana | Caucasian | contemplative |
| belles-lettres | Cincinnatus | disputant |
| beneath | alteration | drama |
| illustrate | grimace | finance |

GRAMMAR.

Parts of Speech, Synthesis, Analysis and Parsing, Syntax, and Diagraming.

Text-books recommended for study and reference:

| | |
|--|--------|
| Higher Lessons in English (Reed and Kellogg), | \$0.63 |
| Holbrook's New English Grammar, | .65 |
| Mathews' English Grammar, | .70 |
| Conklin's English Grammar and Composition, | .60 |
| Principles of English Grammar—Carpenter, | .75 |
| Swinton's New English Grammar and Composition, | .76 |
| Meiklejohn's English Grammar, | .80 |
| Whitney and Lockwood's English Grammar, | .70 |

GRAMMAR.

LESSON ONE.

1. What is English grammar? Name and define the different divisions.
2. Explain why spelling and pronunciation are divisions of grammar.
3. How many parts of speech are there? Has any change in the number taken place in recent years?
4. Explain the meaning of the expression "Parts of Speech." Name them.

The Noun.

Classes :

- Proper.
- Common.
 - Abstract.
 - Collective.
 - Verbal.

Modifications or Properties :

- Gender.
 - Masculine.
 - Feminine.
 - Neuter.
- Person.
 - First.
 - Second.
 - Third.
- Number.
 - Singular.
 - Plural.

NORMAL COURSE.

Case.

Nominative.

Possessive.

Objective.

Uses :

Subject of the sentence.

Attribute complement.

Object complement.

Objective complement.

Adjective modifier (possessive).

Adverb modifier (to denote measure, quantity, weight, time, distance, or direction).

Object of preposition.

Independent.

EXERCISES.

1. Give the derivation and definition of noun.
2. Distinguish between proper and common nouns.
3. Give illustrations of the different kinds of common nouns.
4. How may a *proper noun* become a *common noun*? Illustrate.
5. Show how a *common noun* may become a *proper noun*.
6. When two or more words form but one name, they are taken together as one noun. Give illustrations.
7. Form abstract nouns from hard, dull, slow, growth, think.
8. Classify the following nouns: Boy, Charles, New York, brightness, jury, standing, destruction, skill, childhood, sentiment, furniture, wheat, tea.

LESSON TWO.

Gender, Definition.

Kinds :

Masculine.

Feminine.

Neuter.

GRAMMAR.

EXERCISES.

1. Distinguish between sex and gender.
2. There are three ways of denoting differences in gender:
 - a. By inflection (changing the form; as baron, baroness).
 - b. By composition (using prefixes and suffixes; as man-servant, maid-servant).
 - c. By use of different words; as boy, girl.Illustrate each of the above by five examples.
3. Give gender of the following: Uncle, governess, bird, cattle, pen, ink, ship, fox, heirs, poets, bee, child, excentrix, sultana, ezarina, infanta, signora.
4. Give the feminine of the following: Actor, count, duke, emperor.
Give the masculine of hostess, lass, mistress, murderess, niece, nun, madam.
5. What is personification?
6. How do we determine the gender of personified words? Illustrate.
6. Write sentences in which the things named below shall be personified by means of masculine or feminine pronouns, as required: Death, England, river, nature, wind, spring.
7. We should avoid changing the gender of the pronoun when referring to the same antecedent. Illustrate.

Person, Definition.

Kinds:

First.

Second.

Third.

EXERCISES.

1. Define the different persons.
2. When is a noun said to be of the first person? Illustrate.
3. When is a noun said to be of the second person? Illustrate.
4. "Mr. Smith requests the pleasure of Mr. Larkin's company at a gathering, etc." What is the person of *Mr. Smith*? *Number*?

NORMAL COURSE.

Number, Definition.

Kinds:

Singular.

Plural.

EXERCISES.

1. What is *number*? How many?
2. How is the plural of nouns regularly formed?
3. In what ways may the plural be formed irregularly?
4. Form the plural of the following: Buffalo, potato, piano, solo, trio, cuckoo, attorney, turkey, knife, belief, Mr., father-in-law, Englishman, maid-servant, Mussulman, German, Miss Jones, s, +, 9, if, and.
5. Give five nouns that have no plural, five that have no singular, and five that have the same form in both numbers.
6. How is the number of collective nouns determined?
7. Give five examples of nouns which have each two plurals differing in meaning.

LESSON THREE.

Case, Definition.

Nominative

Subject.

Predicate or attribute complement.

Apposition (explanatory).

Independent.

Absolute

By direct address.

By exclamation.

By pleonasm.

By position.

With a participle.

Possessive

To denote ownership.

To denote authorship.

To denote origin.

To denote kind.

Objective

After a verb.

After a preposition expressed.

After a preposition understood (indirect object).

Apposition (explanatory).

Subject of a verb (infinitive).

Adverbial (to denote time, distance, measure, value, direction).

Cognate (related to the verb in meaning, as I ran a race).

Objective complement (completes the predicate and belongs to the object, as They made him *speaker*).

EXERCISES.

1. What is the case of an explanatory modifier?
2. Compose sentences in which nouns shall be put in the nominative case in four ways; in the objective in five ways; in the possessive in two ways.
3. Write the possessive singular and the possessive plural of farmer, princess, ox, genius, deer.
4. Make the following indicate possession by using, first, the possessive sign, and second, the preposition of: Knight-templar, Alexander the Great, everybody else, John, James.
5. Illustrate the use of direct and indirect objects.
6. What is meant by the dative object?
7. What is meant by the adverbial objective?

LESSON FOUR.

Outline for Parsing.

Class.

Sub-class.

Properties.

Gender.

Person.

Number.

Case.

Syntax.

Rule.

Model Parsing.

John loves his horse.

John, noun, proper, third person, singular number, masculine gender, nominative case, subject of loves. Rule: The subject of a verb is in the nominative case.

Horse, noun, common, third person, singular number, masculine gender, objective case. Rule: The object of an active transitive verb is in the objective case. Parse the nouns in the following sentences, using the above model:

1. General Sherman's army distinguished itself during the siege of Atlanta.
2. John, teach the boy manners.
3. She moves a goddess.
4. He is called James.
5. The wind shifting, they departed.
6. They made Garfield, the statesman, president.
7. She sleeps the sleep of the just.
8. He lived in New York ten years.
9. They believed the tramp to be an honest man.
10. Grant's success as a general was due to his perseverance.

The Pronoun.

Classes:

Personal.

Simple.

Compound.

Relative,

 Simple.

 Compound.

 Double.

Possessive.

Interrogative.

Adjective.

 Distributive.

 Demonstrative.

 Indefinite.

 Relative.

Modifications or properties :

 Person.

 Number.

 Gender.

 Case.

Uses :

 Subject of the sentence.

 Predicate or attribute complement.

 Object complement.

 Object of a preposition.

 Independent.

EXERCISES.

1. Define the different kinds of pronouns. Give examples of each kind.
2. Illustrate the different uses of the pronoun. (See outline.)
3. Define antecedent. Subsequent. Illustrate.
4. Name three different kinds of antecedents. Write a sentence in which the antecedent is understood.
5. How do we determine the gender, number, person, and case of pronouns?
6. Decline he, she, it, who, what, that, I, thou, you, myself, himself, thyself, whoever.
7. Distinguish between personal and relative pronouns.

8. What two purposes do relatives serve in sentences?
9. Illustrate the use of *what* as a double relative.
10. In what three ways do nouns and pronouns resemble each other?
State three ways in which they differ.
11. Give the correct use of *who*, *which*, *what*, *that*.
Correct and give reasons:
I, you and John must remain.
John, he has been absent.
Every one should pay his or her fare.
He is noble which does his duty.
This is the horse whom we admired.
12. Illustrate the use of *as* and *but* as relatives.
13. Why are the demonstrative pronouns *this* and *that* inflected?
14. Distinguish between the use of *this* and *that* as pronominal adjectives and as demonstrative pronouns.
15. Parse the pronouns in the following according to the outline given below:
It snows.
He footed it across the country.
The book is mine.
I myself was present.
Teach me what is right.
Whoever studies will learn.
"As many as came were baptized."
What shall I do?
I failed to remember who he was and what he meant.

Outline for Parsing.

Class,
Personal.
Relative.
Interrogative.

Sub-class,
 Simple.
 Compound.
 Double.
Antecedent or subsequent.
Gender.
Person.
Number.
Declension.
Case.
Rule.

LESSON FIVE.

The Adjective.

Classes :

Descriptive.
 Common.
 Proper.
 Compound.
 Participial.
Definitive.
 Articles.
 Definite.
 Indefinite.
 Numerals.
 Cardinal.
 Ordinal.
 Multiplicative.
 Pronominals.
 Demonstrative.
 Distributive.
 Indefinite.
 Relative.
 Interrogative.

Modifications :

Comparison.

Kinds.

Ascending.

Descending.

Regular.

Irregular.

Degree.

Positive.

Comparative.

Superlative.

Uses :

Modifier.

Attribute complement.

Objective complement.

Tests :

EXERCISES.

1. Define the different kinds of adjectives. Give examples of each kind.
2. Explain the use of *a, an, the, all, a few, few, a little, little*.
3. What is the purpose of inflecting most adjectives?
4. In what two ways are the comparative and the superlative degrees formed?
5. Give ten adjectives that do not admit of comparison.
6. Compare: *good, far, hind, late, little, many, much, near, old, bad, nigh*.
7. Give the positive and superlative of *inner, outer, upper*.
8. Use the following as adjectives: *Iron, book, cabbage, street, house, door*.
9. What are adjective phrases? Illustrate.
10. What are adjective clauses? Illustrate.
11. Write four sentences, using the following, first as adjectives, second as pronouns: *This, that, each, either, another, any, many*.

12. Correct and give reasons:

An eagle is the bird of prey.

I have a sort of a misgiving.

He was more cheerfuller yesterday.

Sing the two first verses.

He arrived safely.

13. Illustrate the use of *what* as a relative adjective. As an interrogative adjective.

Outline for Parsing.

Adjective:

Sub-class.

Comparison.

Construction.

Rule.

According to outlines, parse the nouns, pronouns and adjectives in the following:

St. Paul, the apostle, was beheaded in the reign of Nero.

"Friends, Romans, countrymen! lend me your ears!"

Where are the Platos of modern times?

"Wert thou as we are!"

Teach me what is right.

His being sick prevented him from securing a position at Tiffany's.

That that that that boy parsed is not the that under consideration.

"The gay will laugh,

When thou art gone; the solemn brood of care

Plod on, and each one as before will chase

His favorite phantom: yet all these shall leave

Their mirth and their employment, and shall come

And make their bed with thee."—*Bryant*.

What merely adorns is not permanent.

He lost whatever money he had.

Such as prefer may remain.

I know what was wanted.

The hat is his.

There is no excuse for their remaining.

This book of mine was lost.

He worked at Mr. Bradstreet, the merchant's store.

He never thought of its being improper that he should smoke.

I believe him to be an honest man.

We never thought of their coming so soon.

The governor pardoned her, an act of clemency.

LESSON SIX.

The Verb.

Classes.

As to form :

Regular—weak or consonant.

Irregular—strong or vowel.

Redundant.

Defective.

As to rank :

Principal.

Subordinate.

Auxiliary.

As to meaning :

Transitive.

Active.

Passive.

Intransitive.

State.

Action.

As to syntax :

Finite.

Infinite.

Infinitives.

Participles.

Uses

To assert action, being, or state.

To assume action, being, or state.

Participles.

Infinitives.

Modifications

Voice :

Active.

Passive.

Mode :

Indicative.

Subjunctive.

Potential.

Imperative.

Tense :

Present.

Past.

Future.

Present perfect.

Past perfect.

Future perfect.

Number :

Singular.

Plural.

Person :

First.

Second.

Third.

Infinitive :

Present.

Present perfect.

Participle :

Present.

Past.

Past perfect.

NORMAL COURSE.

EXERCISES.

1. What are the tests of verbs?
2. Define and illustrate the different kinds of verbs.
3. Illustrate the different uses of verbs.
4. What is meant by the conjugation of a verb? Synopsis?
Name the different kinds of conjugation. Illustrate.
5. Write a synopsis of the verb walk, third person, plural.
6. Write two sentences using verbs intransitively, and then use the same transitively.
7. Write a sentence containing a noun in the objective case, subject of a verb.
8. Explain and illustrate: Object complement, objective complement.
9. Explain the use of auxiliary verbs. Name five.
10. Name five complex verbs. Five reflexive verbs.
11. What are verb phrases? Illustrate.
12. Give five examples of copulative verbs.
13. Define defective verbs. Name five.
14. How do redundant verbs differ from defective verbs?

LESSON SEVEN.

Voice.

Define and illustrate the different voices.

Explain the voice of the verbs in the following:

The ground plows easily.

The house is building.

"The melancholy days are come."

Mode.

Define and illustrate the different modes.

Give the different mode signs.

Why is the subjunctive mode so called?

Explain the use of *shall, will, may, can, would, should*.

Define the different tenses.

Illustrate the different tenses in each mode.

What is meant by the "Historical Present"? Illustrate.

Explain the tense of the verbs in the following: "Flowers will bloom when Spring comes."

The boat leaves at 1 A. M.

Verbs are said to have five forms, which may be considered subdivisions of the tenses: The common, the emphatic, the progressive, the passive, and the ancient or solemn style. Give an illustration of each form.

What are impersonal verbs? Give examples.

What determines the person and number of verbs?

Explain the person and number of the verbs in the following:

You or I am weary.

Thou and thy companions are present.

Rain falls.

Either the judge or the officers are to blame.

The Infinitive.

What is an infinitive? Give the derivation of the word.

How may it usually be known? When is the sign omitted?

What is an infinitive in "ing"? Give examples.

Illustrate the use of the infinitive as the subject of a verb, the predicate nominative, the object of a verb or preposition, as complementary to (a) nouns, (b) verbs, (c) adjectives, (d) adverbs.

Write a sentence using an infinitive with an object.

Explain the use of a noun or pronoun as the subject of an infinitive.

What is the case of a noun or pronoun used as a complement of an infinitive? Illustrate where the case is (a) nominative, (b) objective.

LESSON EIGHT.

The Participle.

Definition.

Kinds.

Present—Denotes what?

Uses:

As an adjective.

As a noun.

As a noun with modifications of a verb.

As an assumed attribute.

Modifications.

Perfect—Denotes what?

Ending:

Use—as an adjective.

Compound or past perfect—Denotes what?

How formed?

Use—as a noun.

Write the different participles of the following verbs and illustrate their uses: Strike, sound, graduate, concentrate, goad.

Different words in "ing."

Participial infinitives (participles equivalent to an infinitive, as Seeing is believing=To see is to believe).

Participles.

Adjectives.

Nouns.

Prepositions.

Use of Participles:

(*a*) As adjective modifiers, (*b*) as attribute complements with adverbial force, (*c*) as objective or object complements, (*d*) as principal words in prepositional phrases, (*e*) as principal words in phrases used as subjects or as object complements, (*f*) as mere nouns, (*g*) as mere adjectives, (*h*) in independent or absolute phrases.

Illustrations:

(*a*) He lived in a house made of stone. (*b*) The boy sat at the desk absorbed in his lessons. (*c*) I saw the boat sailing faster. He studies singing. (*d*) We learn to read by reading. (*e*) His speaking that piece secured applause. We should avoid injuring the downfallen. (*f*) The reading of the Declaration of Independence is a feature of some patriotic gatherings. (*g*) It is a flowing well. (*h*) The time

having arrived, we departed. Speaking of hats, how do you admire the new style?

The object complement completes the predicate and names that which receives the act: Burr *killed* Hamilton. The objective complement completes the predicate and belongs to the object complement: They elected him president.

Give five sentences containing object complements.

Give five sentences containing objective complements.

Illustrate the following by sentences:

1. The infinitive phrase as an adjective modifier.
2. The infinitive phrase as an adverbial modifier.
3. The infinitive phrase as a subject.
4. The infinitive phrase as a complement.
5. The infinitive phrase as an objective complement.
6. The infinitive phrase as an explanatory modifier.
7. The infinitive phrase used independently.

For man to err is human. Explain the use of *for*.

He is about to go. Explain the use of *about*.

LESSON NINE.

Outline for Parsing the Verb.

Class:

As to form.

As to rank.

As to meaning.

As to syntax.

Principal parts.

Use.

Modifications.

Construction.

Rules.

Using outlines of parsing as given, parse the nouns, pronouns, adjectives and verbs in the following:

1. Oratory is the power of beating down your adversary's arguments, and putting better in their place.
2. Getting money is not all a man's business; to cultivate kindness is a valuable part of the business of life.
3. Whoever wishes to attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the volumes of Addison. —Johnson.
4. When we *are*, death is *not*; and when death *is*, we are *not*.
5. Order is Heaven's first law; and this confest,
Some are, and must be, greater than the rest,
More rich, more wise: but who infers from hence
That such are happier, shocks all common sense,
Condition, circumstance is not the thing;
Bliss is the same in subject and in king.—Pope.

The Adverb.

Definition.

Derivation.

Kinds as to meaning:

Degree.

Manner.

Place.

Time.

Number.

Interrogatives.

Responsives.

General or modal.

Affirmative.

Causal or reasoning.

Modifications.

Comparison:

Ascending.

Descending.

Use:

Simple.

Conjunctive.

GRAMMAR.

EXERCISES.

1. Compare *firmly, often, ill, little, well, much*.
2. Illustrate the use of *no* (*a*) as an adverb, (*b*) as an adjective.
3. What is an adverbial phrase? Give example.
4. Classify the following: *Immediately, here, then, easily, little, verily*.
5. What two functions have conjunctive adverbs? Illustrate.

LESSON TEN.

The Preposition.

Kinds:

Simple.

Complex.

Compound.

Antecedent may be a

Verb.

Noun.

Pronoun.

Adjective.

Adverb.

Object may be a

Noun.

Pronoun.

Adjective.

Adverb.

Infinitive.

Participle.

Clause.

Phrase.

EXERCISES.

1. Define preposition. Give derivation of the word.
2. Classify the following: *At, by, into, under, from, over, against*.
3. Illustrate the different antecedents of prepositions.

NORMAL COURSE.

4. Illustrate the different objects of prepositions.
5. What are prepositional phrases? Give examples.
6. Write a sentence with a preposition that has several antecedents.

The Conjunction.

Kinds.

Coördinate:

- Copulative.
- Adversative.
- Alternative.
- Illative.

Subordinate:

- Causal.
- Temporal.
- Local.
- Manner or degree.

EXERCISES.

1. What are correlative conjunctions? Illustrate.
2. Classify: *And, but, otherwise, hence, inasmuch, until, thence, although.*
3. Certain combinations of words have the force of connectives and should be parsed as conjunctions or conjunctive adverbs; *e.g., as well as.* Give other illustrations.

The Interjection.

EXERCISES.

1. What are interjections? Give derivation of the word.
2. Name ten interjections.
3. What are interjectional phrases? Illustrate.
4. Illustrate how other parts of speech when used as exclamations may be treated as interjections.
5. Look! Your house is burning. What two uses has *look*?

OUTLINES FOR PARSING.

| <i>Adverb.</i> | <i>Preposition.</i> | <i>Conjunction.</i> |
|------------------|---------------------|--------------------------|
| 1. Class. | 1. Class. | 1. Class. |
| 2. Comparison. | 2. Antecedent. | 2. What does it connect? |
| 3. Construction. | 3. Object. | |
| 4. Rule. | | |

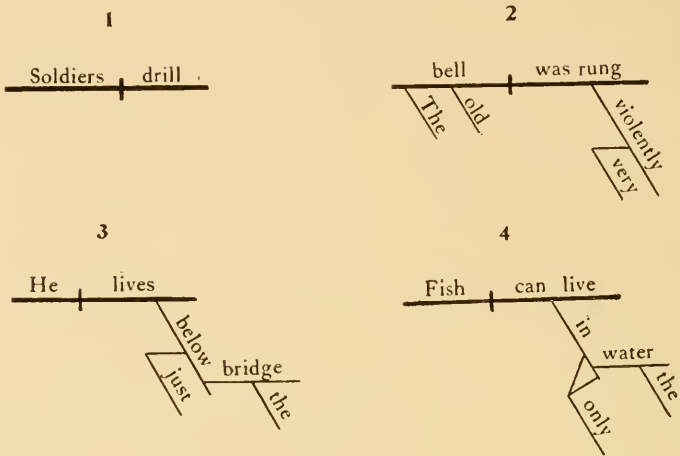
According to outlines for parsing, parse the italicized words in the following sentences:

- Awake, ye sons of Spain! Awake! Advance!*
Lo! Chivalry, your ancient goddess, cries:
Say, is her voice more feeble than of yore,
When her war song was heard on Andalusia's shore?—Byron.
- It has been well said concerning the custom of prefacing the art of speaking any tongue by a drilling in the parts of speech and their functions, that is about as reasonable as prefacing the art of walking by a course of lessons on the bones, muscles and nerves of the leg.—Spencer.*
- There are things of which I may not speak,*
There are dreams that cannot die;
There are thoughts that make the strong heart weak
And bring a pallor into the cheek,
And a mist before the eye.
And the words of that fatal song
Come over me like a chill:
“A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.”—Longfellow.

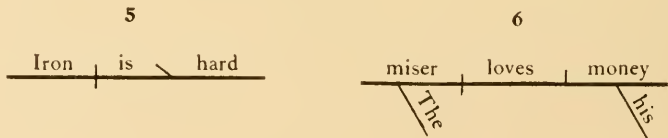
LESSON ELEVEN.

Diagraming.

The following illustrates Reed and Kellogg's system of diagraming:

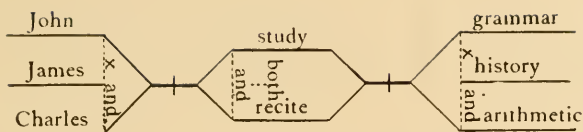


Explanation.—The two lines shaded alike and placed uppermost stand for the subject and the predicate, and show that these are of the same rank, and are the principal parts of the sentence. The lighter lines, placed under and joined to the subject line, stand for the less important parts, the modifiers, and show what is modified. Notice that the lines on which prepositions are placed extend below the lines on which their objects are placed. In the fourth sentence, *only* modifies the whole phrase. In the third, *just* modifies the preposition.



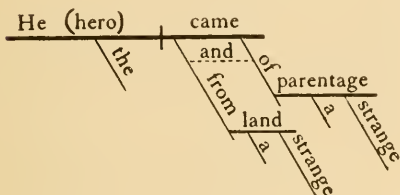
The slanting and perpendicular lines used with complements do not extend below the base line. See five and six.

7

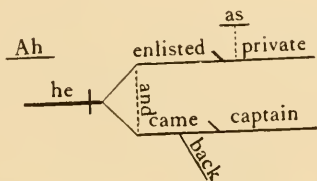


In seven, *x* shows that a conjunction is understood. *Both* is used to strengthen the real connective *and*. *Either* and *neither* do the same for *or* and *nor* in *either—or*, *neither—nor*.

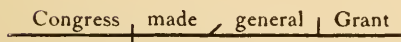
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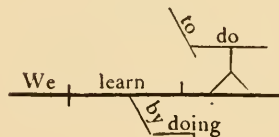
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11

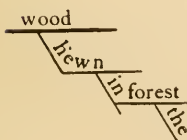


In eleven, the line representing the participle is broken: the first part representing the participle as a noun, and the other as a verb.

LESSON TWELVE.

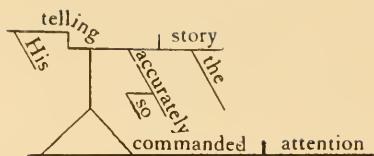
Diagramming Continued.

12



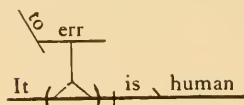
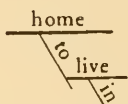
The line standing for the participle is broken; one part slants to represent the adjective nature of the participle, and the other is horizontal to represent its verbal nature.

13



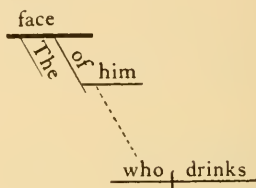
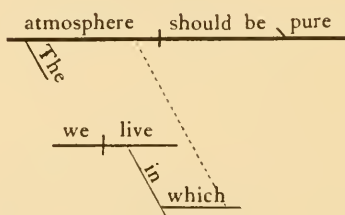
All that rests on the subject line is regarded as the subject. *His* is made to modify that part of the line which represents the participle as a noun ; and *accurately* the other part, because it is an adverb.

14

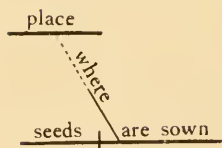


Notice that *to* is considered a preposition.

15

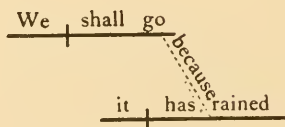


16

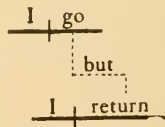


The upper, or dotted part, of the line represents *where* as a connective ; the lower, or heavy part, represents it as modifying *are sown*.

17



18



In seventeen, *because*, being a mere conjunction, stands on a line wholly dotted.

In eighteen, the clauses are of equal rank, and so the lines on which they stand are shaded alike, and the line connecting them is not slanting.

The foregoing illustrate the principles of Reed and Kellogg's system of diagraming. There are other good systems, any one of which the student is privileged to use.

LESSON THIRTEEN.

Analysis.

Distinguish between the analysis and the diagraming of a sentence.

The analysis of a sentence may be performed mentally or it may be indicated on paper. There is some danger that the average student will depend too much on graphical representations of analysis.

Directions for analysis:

In analyzing simple sentences, find (1) The subject, (2) the predicate, (3) the object, (4) the modifiers of the subject, (5) the modifiers of the predicate, (6) the modifiers of the object. Modifiers of the subject or object must be adjectival, and may be adjectives, adjective phrases, or adjective clauses. Modifiers of the predicate must be adverbial and may be adverbs, adverb phrases, or adverb clauses.

In analyzing complex sentences, (1) find (*a*) the principal proposition, (*b*) the subordinate propositions; (2) reduce complex propositions to simple sentences and then analyze, commencing with the principal proposition.

In compound sentences each member should be analyzed as a simple or complex sentence.

If necessary for analysis or parsing supply all ellipses.

Sentences.

Classification

With respect to use:

Declarative.

Interrogative.

NORMAL COURSE.

Imperative.

Exclamatory.

With respect to form :

Simple.

Compound.

Complex.

1. Illustrate and define the different kinds of sentences as outlined above.
2. Write a compound sentence from which the connective is omitted.

Principal elements.

Subject.

Complete :

Word.

Noun :

Verbal.

Gerund.

Pronoun.

Clause.

Phrase.

Incomplete :

Word without modifiers.

Predicate.

Complete :

Verb with modifiers.

Verb alone, having no modifiers.

Incomplete :

Copula with complements (predicate noun or predicate adjective).

Illustrate the different elements as outlined.

Subordinate elements.

Adjectival :

Adjective.

Participle.

Noun in apposition.

A possessive.

Prepositional phrase.

Adverbial:

Adverb.

Adverbial phrase.

Prepositional phrase.

Noun phrase.

Participle phrase.

Object complement:

Noun.

Verbal.

Gerund.

Pronoun.

Infinitive.

Phrase.

Clause.

Objective complement:

Adjective.

Participle.

Infinitive.

Study the outlines of principal and subordinate elements and illustrate the different kinds.

Predicates.

Most authors call the verb the predicate. When modified, the verb itself is called the incomplete predicate. A complete predicate is of two kinds, (*a*) it consists of a verb alone, (*b*) or of a verb with its modifiers, which may be words, phrases or clauses, (*c*) or of a copula verb and its attribute complements, predicate adjective or predicate noun. The verbs *be*, *become*, *seem*, etc., are known as *copulas*, and the completing words, attribute complements. Some grammarians call the adjective and the noun, when so used, the predicate adjective and the predicate noun.

In the sentences: Corn grows; He is sick; Cattle fatten rapidly in rich pastures, the complete predicates are *grows*, *is sick*, and *fatten rapidly*

in rich pastures. The incomplete predicates are *is* and *fatten*. *Sick* is called an attribute complement or predicate adjective.

Some authors would call *grows*, *sick* and *fatten* predicates and *is* a copula.

Subjects are considered similarly. For instance, in the sentences: John sings, Small lakes are numerous, *John* and *small lakes* are complete subjects, while *lakes* is an incomplete subject.

LESSON FOURTEEN.

Model Analysis.

Soon rested those who fought. This is a sentence; declarative, complex. "Those rested soon" is the principal proposition. "Who fought" is a subordinate proposition. The clause "who fought" is an adjective modifier of *those*. The principal proposition is a simple declarative sentence of which *those* is the subject and *rested* the predicate. *Rested* is modified by the adverb modifier *soon*. *Rested soon* is the complete predicate. The subordinate proposition is a simple declarative sentence of which *who* is the subject and *fought* the predicate.

1. A man less diligent in business would have failed in the enterprise.
2. His wish is that we should come early.
3. A depot is a place *where* goods are deposited.
4. The joys that cheer us most in life spring from worthy acts and good deeds which we have performed.
5. Frankness is certainly commendable, but impudence is very offensive.
6. I will grant *what* you want.
7. To study diligently when one is sick *is* irksome.
8. The traveler stopped to ask *what* was the matter.
9. He declared *it* to be his *opinion* that the man only claimed *what* was his own.
10. "Wheresoever the carcass is, there will the eagles be gathered also."
11. "Whoever builds a church to God, and not to fame,
Will never mark the marble with his name."

12. Photography is the art which enables commonplace mediocrity to look like genius.
13. Mark the majestic simplicity of those laws whereby the operations of the universe are conducted.
14. We Americans must *all* be cuckoos, for we build our homes in the nests of other birds.
15. Although the brain is only one-fortieth of the body, about one-sixth of the blood is sent to it.
16. The fact that mold, mildew, and yeast are plants is wonderful.
17. No scene is continually loved but one *rich* by joyful human labor, smooth in field, fair in garden, full in orchard.—*Ruskin*.
18. A ruler who appoints any man to an office when there is in his dominions another man better qualified for it, sins against God and against the state.—*Koran*.

Classify the above sentences as to form, use and elements. See outlines.

Parse the words italicized.

Diagram the first ten sentences.

Analyze the last eight.

LESSON FIFTEEN.

1. " 'Banished from Rome!' What's banished, but set free
From daily contact with the things I loathe?"
2. Love, and love only, is the loan for love.
3. "Hard by a cottage chimney smokes
From betwixt two aged oaks."
4. " *Good-bye*, proud world! I'm going *home*;
Thou art not my friend, and I'm not *thine*."
5. "Call not that man *wretched* who, *whatever* ills he suffers, has a child
to love."

Diagram the above.

Parse *banished, but, set free*, in 1.

NORMAL COURSE.

What part of speech is *only*, in 2?

Name a complex adverb and a complex preposition in 3.

Parse the words italicized in 4. and 5.

6. Many a morning on the moorlands did we hear the copses ring.
7. "To live in hearts we leave behind
Is not to die."
8. "Whoever thinks a faultless piece to see,
Thinks what ne'er was, nor is, nor e'er shall be."
9. That done, she turned to the old man with a lovely smile upon her
face—such, they said, as they had never seen, and never could forget
—and clung with both her arms about his neck.
10. He acted ever as if his country's welfare, and that alone, was the mov-
ing spirit.

Diagram 6, 7, 8, 9, 10.

Explain the case of *copses*.

Parse *ring*, *whoever*, *to see*, and *what*.

Give the construction of *that done*.

What is the ellipsis in 9?

Parse *such* and *as* in 9.

Point out the complex conjunction in 10.

What does *alone* modify?

11. One morn a Peri at the gate of Heaven stood disconsolate.
12. "Millions of spiritual creatures walk the earth unseen,
Both when we wake and when we sleep."
13. "I know not what course others may take; but as for me, give me
liberty or give me death."
14. "Oh, sir," said the good woman, "he was such a likely lad—so sweet-
tempered, so kind to every one around him, so dutiful to his parents."
15. "Oh, *that* those lips *had language!* Life has passed
With me *but* roughly since I heard thee last.
Those lips are thine—thy own sweet smile I *see*,
The same that oft in childhood solaced me."
16. *Beyond that* I seek not to penetrate the veil.

Analyze 11, 12, 13, 14, 15.

Explain the case of *morn*, and give the construction of *disconsolate* in 11.

Point out the correlative conjunctions in 12, and explain their use.

In 13, parse *what* and *as*.

Parse all adjectives in 14.

Parse words italicized in 15 and 16.

Is there an ellipsis in 15?

LESSON SIXTEEN.

“They had neither clock nor almanac, nor books of chronology, history, or philosophy. The periods of their lives were marked by those of nature. They knew the hour by the shadows of the trees: the seasons by the kinds of fruits and flowers: the years by the number of harvests.”—*From Paul and Virginia*.

1. Give the principal and subordinate clauses in the above and tell what each subordinate clause modifies.
2. Which of the verbs are transitive?
3. Name and classify the object complements.
4. Name the adjective and the adverbial phrases and tell what each modifies.
5. Diagram:

So live, that when thy summons comes to join
 The innumerable caravan which moves
 To that mysterious realm *where* each shall take
 His chamber in the silent halls of death,
 Thou go not, *like* the quarry *slave* at night,
 Scourged to his dungeon, but, sustained and soothed
 By an unfaltering trust, approach thy grave
Like one *who* wraps the drapery of his couch
 About him, and lies down to pleasant dreams.—*Bryant*.

NORMAL COURSE.

Name and classify the adverbs.

Parse the words italicized.

What are the modifiers of *thou*?

What part of speech is *that* (first line)?

What is the subject of the principal proposition?

Classify the phrases and clauses and tell what each modifies.

Then methought the air grew denser, perfumed from an unseen censer,
Swung by seraphim whose footfalls tinkled on the tufted floor.

"Wretch," I cried, "thy God hath lent thee—by these angels he hath
sent thee,

Respite—respite and nepenthe from thy memories of Lenore!

Quaff, oh quaff this kind nepenthe and forget this lost Lenore!"

Quoth the raven—"Nevermore!"—*Poe*.

What is the equivalent of *methought*? How is it parsed?

What part of speech is *swung*? What does it modify?

Case of *wretch*?

Object of *cried*?

Explain the case of *thee*.

Explain the case of *respite* and *nepenthe*.

Parse *nevermore*.

Justify the use of the punctuation marks.

LESSON SEVENTEEN.

EXERCISES.

Correct and give reasons for corrections:

1. Each man, each child, and each woman know the hour.
2. Neither avarice nor pleasure move us.
3. I never smoke and I never intend to.
4. It snows most every month.
5. He arrived safe.
6. The boy was injured by a stone and died with violence.

7. They drove along silently and with enthusiasm.
8. The shears is sharp.
9. They are a pronoun.
10. When you meet my uncle or my aunt, send them home.
11. The dog, it was killed.
12. The moon shone in all its splendor.
13. He walked into and rode through the city.
14. The detectives are hired by and employed for the safety of a few.
15. Who-did he speak to?
16. The boy, him who you saw, was not John.
17. The dog was his'n.
18. He owned a Knight's-templar's sword.
19. The boys boat was lost in the storm.
20. He is taller than me.
21. I expect that he sold his horse.
22. They had ought to see him.
23. Sit the pitcher on the floor.
24. Go and lay on the lounge.
25. I object to the senator speaking again.
26. Let you and I try it.
27. Between you and I, he is in the wrong.

Punctuate and capitalize:

upon a certain day near the close of the year 747 of rome three men riding upon camels from different directions met about noon in the midst of the arabian desert they were balthasar an egyptian a representative of the race of ham melchoir from hindoostan of the race of shem and gaspar a grecian a descendant of japheth worshippers of the true god their lives spent in love and prayer and service to him and to their fellow men each had been directed in vision to seek his unknown friends and to go in company with them from the desert of jerusalem when arrived at jerusalem they asked of every one they met where is he that is born king of the jews for we have seen his star in the east and are come to worship him.—*From Ben Hur.*

NORMAL COURSE.

there was a sound of revelry by night
and belgiums capital had gather'd then
her beauty and her chivalry and bright
the lamps shone o'er fair women and brave men
a thousand hearts beat happily and when
music arose with its voluptuous swell
soft eyes look'd love to eyes which spake again
and all went merry as a marriage bell
but hush hark a deep sound strikes like a rising knell

the thunder clouds close o'er it which when rent
the earth is covered thick with other clay
which her own clay shall cover heap'd and pent
rider and horse friend foe in one red burial blent.—*Byron.*

LESSON EIGHTEEN.

EXERCISES.

Outline Whittier's "Snow Bound."

Explain the figures of speech in the selections of Lesson 17.

Write an essay of five hundred words on some familiar topic.

PHYSIOLOGY AND HYGIENE.

Text-books recommended for study or reference

| | |
|---|--------|
| Huxley and Youmans' Physiology, | \$1.22 |
| Martin's Human Body—Briefer Course, | 1.20 |
| Cutter's New Anatomy, Physiology, and Hygiene, | 1.20 |
| Dalton's Physiology and Hygiene, | .84 |
| Tracy's Outlines of Anatomy, Physiology, and Hygiene, | 1.00 |

PHYSIOLOGY.

LESSON ONE.

Life Sciences: Botany, Zoölogy, Physiology.

Biology is the study of life.

Departments:

- a. Anatomy, study of the structure, form and connections of the parts of the body.
- b. Physiology, study of the functions and uses of the organs.
- c. Hygiene, study of the laws of health.
- d. Histology, microscopic anatomy.

The solid parts of the body are cells, fibers which have grown from cells, and inter-cellular substance made by cells. These cells are more or less rounded masses of protoplasm usually surrounded by cell walls.

Protoplasm (physical basis of life):

- a. Nature: viscid and more or less granular.
- b. Properties: Contractility, Irritability, Metabolism, Respiration, Reproduction.

Cells:

- a. Composition: Cell body, Cell nucleus, Nucleolus.
- b. Size: $\frac{1}{3500}$ to $\frac{1}{300}$ of an inch.
- c. Shape: globular found in blood, flattened and thin as muscle cells, elongated to form fibers.
- d. Found everywhere in body.
- e. Length of life, from a few hours to years.
- f. Reproduction, by division.

Tissues are aggregations of cells.

Kinds: Osseous, cartilage, muscle, epithelium or skin, adipose or fat, nervous, connective.

NORMAL COURSE.

EXERCISES.

1. Define Human Physiology.
2. Upon what is the study of *Hygiene* based?
3. Define *function*. Illustrate.
4. What is an *organ*? Illustrate.
5. Define *Histology*. Why is it sometimes called *microscopic anatomy*?
6. What is meant by the *solid parts* of the body?
7. Is protoplasm found in vegetables?
8. What are unicellular organisms?
9. Define differentiated protoplasm.
10. Draw a cell showing the three parts.
11. Metabolism may be constructive or destructive. Explain.
12. Cells determine the form and arrangement, and the function of organs. Explain.

LESSON TWO.

The Bones.

1. *Shape*: (*a*) long, as humerus; (*b*) short, as carpal and tarsal; (*c*) flat or tabular, as shoulder blades; (*d*) irregular, as the vertebrae.
2. *Structure*: more spongy at the ends and solid in the center, hollow, covered with periosteum, except at ends.
3. *Chemical composition*: one third animal and two thirds mineral.
4. *Uses*: framework of the body, levers for the muscles, protection to delicate organs.
5. *Growth and Nourishment*.
6. *Injuries, Diseases*.
7. *Cavities* and their contents.
8. *Histology*: Compact bone is porous. The Haversian canals, lamellæ, caniculi, and lacunæ form a network whereby materials for the bone's growth and nourishment are conveyed.

PHYSIOLOGY.

9. *Hygiene.*

10. *Bone cells* form intercellular substance which gives hardness to the bony skeleton.

Cartilage caps the ends of bones; used in place of bone, as at end of ribs.

Connective Tissue, as ligaments, binds bones together; as tendons, attaches muscles to bones; as periosteum, is concerned in nourishing bones.

Articulations and Joints.

Joints.

1. Essential parts: Bones, articular cartilages, synovial membrane, synovial liquid, ligaments.
2. Kinds: Ball and socket, hinge, pivot, gliding.
3. Dislocations, sprains.

EXERCISES.

1. Explain why bones are hollow.
2. Give several examples of each of the different kinds of bones.
3. Illustrate the use of bones as levers.
4. Give illustrations of how bones protect delicate organs.
5. How may the mineral matter in bone be removed?
6. Describe the nourishment and growth of bones.
7. Describe a disease of the bones.
8. Explain the effect of injuries to the bones.
9. What is a simple fracture?
10. Distinguish between comminuted and compound fractures.
11. Distinguish between an articulation and a joint.
12. What is a sprain? Why are they painful?
13. Give illustrations of the different kinds of joints and explain the use of each kind.
14. Name a bone and draw a transverse section of it.
15. What is the office of the synovial membrane?
16. Why is milk a valuable food for infants?
17. Why are the bones of old people brittle?
18. Why should a child sit straight when writing or drawing?

NORMAL COURSE.

LESSON THREE.

The Skeleton.

Skull, 28 bones: Cranium, 8; inside ears, 6; facial, 14.

Hyoid bone.

Vertebral column, 24 vertebrae: 7 cervical, 12 dorsal, 5 lumbar.

Sacrum.

Coccyx (tip of the spine).

Twenty-four Ribs.

Sternum (breastbone).

Clavicle (collar bone).

Scapula (shoulder blade).

Humerus (upper arm bone).

Radius (forearm bone), thumb side.

Ulna (forearm bone).

Eight Carpal, lie in the wrist.

Five Metacarpal, lie in the palm of the hand.

Fourteen Phalanges, two for each thumb and five for each finger.

Femur, longest bone in the body (thigh bone).

Os innominatum.

Tibia (lower leg), inside.

Fibula (lower leg), outside.

Patella (knee cap).

Seven Tarsal, lie below the ankle joint.

Five Metatarsal, in front half of the sole of the foot.

Fourteen Phalanges, two in the great toe and three in each of the others.

LESSON FOUR.

EXERCISES.

1. Name the bones of the skull.
2. What are cranial sutures?
3. Point out the resemblances between the bones of the upper and lower extremities.

PHYSIOLOGY.

4. Point out the differences in the functions of the arms and the legs.
5. What bones constitute the pectoral arch or girdle?
6. What is the pelvic arch or girdle?
7. What is the use of the hyoid bone?
8. Draw a vertebra and name the different parts.
9. How do the first and second cervical vertebræ differ from the others?
10. Explain the advantages of the intervertebral disks.
11. The backbone is one of the most beautiful pieces of mechanism in the body. Explain.
12. What are free or floating ribs?
13. How do the seven upper pairs of ribs differ from the eighth, ninth, and tenth pairs?
14. How does the sacrum in childhood differ from the sacrum in old age?
15. What is the *Foramen Magnum*?
16. What bones contain the ear cavities?
17. Locate the *Parietal Bones*.
18. What is the advantage of a suture?
19. What is a costal cartilage?
20. What are the lachrymal bones?
21. Explain why a well-arched instep makes the gait easier and more graceful.
22. Why is the human spinal column well fitted to sustain the weight of the head, upper limbs, etc.?
23. The lower limbs in man are proportionately much longer than the arms. What is the advantage?
24. Explain why, when one goes to sleep in church, he is usually awakened by a sharp jerk of the head downwards.

LESSON FIVE.

The Muscles.

1. *Number:* More than five hundred.
2. *Size:* Vary in length from a fraction of an inch to eighteen inches.

NORMAL COURSE.

3. *Parts*: Soft red middle part (belly) tapering towards each end into tendons.
4. *Composition*: Contractile elements, connective tissue, blood vessels, nerves, 75 per cent. water.
5. *Uses*: Move the body and give shape to it, inclose cavities, hold bones together at joints.
6. *Varieties*: Simple (tapering toward each end), biceps (divided at one end), triceps (three-headed).
7. *Structure*: Striped fibers, the sarcolemma, bundles of fibers (fasciuli), the perimysium, cells.
8. *Kinds*: Voluntary, involuntary.
9. *Arrangement*: Origin, insertion.

EXERCISES.

1. Describe a tendon.
2. Mention cavities that muscles help to inclose.
3. Most muscles are rounded. Describe some that are flat.
4. How are muscles controlled?
5. What are convulsions?
6. In carving, why should meat be cut "across the grain"?
7. How do the muscles stiffen after death?
8. Give examples of voluntary and of involuntary muscles.
9. Are the voluntary and involuntary muscles alike in structure?
10. Is heart muscle voluntary or involuntary?
11. What is the sarcolemma? the perimysium?
12. Is beef tea nutritive? Explain your answer.
13. Where is the "Tendon of Achilles"?
14. What is a club-foot?
15. Describe two diseases of the muscles. Give remedies.
16. Name ten of the most important muscles of the body.
17. What is the effect of alcohol and tobacco upon the muscles?
18. What do you consider the best forms of exercise for the muscles?
Why?

PHYSIOLOGY.

LESSON SIX.

Kinds of Food.

1. *Organic*: Proteids, carbohydrates, fats and oils.
 2. *Inorganic*: Water, salt, lime, iron, sulphur, etc.
 3. *Proteids*:
 - a. Albumin, found in the white of an egg.
 - b. Gluten, found in grains.
 - c. Casein, found in milk.
 - d. Gelatin, found in bone.
 - e. Fibrin, found in meats.
 - f. Legumin, found in pease and beans.
 - g. Myosin, found in muscle.
 4. *Carbohydrates* (energy-producing): Sugar, starch, potatoes, corn, rice, beets.
 5. *Fats and Oils* (animal heat-producing): Meats and some vegetables.
- Uses of Food*: To supply energy and form tissue.

EXERCISES.

1. State the law of conservation of energy.
2. What is meant by oxidation?
3. How is the material which has been burned to set free the energy needed for our muscular efforts replaced?
4. How is the normal temperature of the body maintained?
5. What is the influence of starvation upon muscular work and animal heat?
6. Explain hibernation.
7. Why is oxygen really a food?

LESSON SEVEN.

Digestion.

1. *Purpose.*
2. *Apparatus.*

- a.* Alimentary canal.
 - b.* Accessory organs.
3. *Digestion in the mouth.*
- a.* Structure of the mouth.
 - b.* Organs of mastication :
Tongue, teeth.
4. *Teeth.*
- a.* Number and names.
 - b.* Structure.
 - c.* Development.
 - d.* Use.
5. *Insalivation.*
- a.* Glands.
 - b.* Saliva : nature, use.
 - c.* Foods digested.
6. *From mouth to the stomach.*
- a.* Pharynx.
 - b.* Esophagus.
 - c.* Swallowing.
7. *Digestion in the stomach.*
- a.* Description of stomach.
 - b.* Coats.
 - c.* Gastric glands.
 - d.* Process.
 - e.* Movements.
 - f.* Composition of gastric juice.
 - g.* Action of gastric juice.
 - h.* Nature of food digested.
8. *Intestinal digestion.*
- a.* Small intestines.
 - b.* Large intestine.
9. *Accessory organs.*
- Liver.
 - a.* Location.

PHYSIOLOGY.

- b. Description.
- c. Structure.
- d. Bile.
- e. Functions.

Pancreas.

- a. Location.
- b. Description.
- c. Pancreatic juice.

10. *Absorption.*

- a. Definition.
- b. Agents: blood vessels, lacteals, lymphatics.

EXERCISES.

1. What is the object of digestion?
2. What are solvent juices? Name them.
3. Name the excretory organs.
4. What chemical change takes place in the mouth?
5. Describe the process of deglutition.
6. What is the action of gastric juice?
7. What are peptones?
8. What is chyme? Chyle?
9. What are the uses of bile?
10. What circumstances affect stomach digestion?
11. What is a peristaltic or vermicular motion?
12. Define villi, lymphatics, lacteals.
13. What is dialysis?
14. Describe the process of absorption from the intestines.

LESSON EIGHT.

Hygiene of Digestion.

1. *Quantity of food varies with*
 - a. Age.

NORMAL COURSE.

- b.* Employment.
 - c.* Mental state.
 - d.* Quality.
2. *Cooking food.*
- a.* Manner.
 - b.* Use.
3. *Variety of diet.*
4. *Regularity of meals.*
5. *Frequency of meals.*
6. *Manner of eating.*
7. *Temperature of food.*
8. *Use of condiments.*
9. *Water.*
10. *Effects of*
- a.* Tea.
 - b.* Coffee.
 - c.* Chocolate.
 - d.* Alcohol.
 - e.* Tobacco.
11. *Care of the teeth.*

EXERCISES.

1. What circumstances affect stomach digestion?
2. Could one live without a stomach?
3. To what is appetite due?
4. Is dyspepsia a disease or a symptom accompanying many diseased conditions? Explain your answer.
5. State five reasons for cooking food.
6. What are the effects of tobacco on digestion?
7. What causes a hobnailed liver?
8. Is alcohol a medicine?

LESSON NINE.

Circulation.

1. *Organs.*
 - a. Heart.
 - b. Arteries
 - c. Veins.
 - d. Capillaries.
2. *Heart.*
 - a. Shape.
 - b. Size.
 - c. Auricles.
 - d. Ventricles.
3. *Valves of the heart.*
 - a. Bicuspid.
 - b. Tricuspid.
 - c. Semilunar.
 - d. Mitral.
4. *Pericardium.*
5. *Structure.*
6. *Motions.*
7. *Sounds.*
8. *Work.*
9. *Arteries.*
 - a. Structure.
 - b. How blood is forced through.
 - c. Names of chief arteries.
10. *Veins.*
 - a. Structure.
 - b. How blood is forced through.
 - c. Names.
11. *Capillaries.*
 - a. Structure.
 - b. Use.

NORMAL COURSE.

12. *Blood.*
 - a. Properties.
 - b. Corpuseles.
 - c. Plasma.
 - d. Hemoglobin.
 - e. Coagulation.
13. *General circulation.*
14. *Special circulation.*
 - a. Systemic.
 - b. Pulmonary.
 - c. Capillary.
15. *Nervous control.*
16. *Pulse.*
 - a. Normal.
 - b. Conditions affecting.
17. *Effect of alcohol and tobacco.*
18. *Portal circulation.*
 - a. Aorta.
 - b. Capillaries of stomach and intestines.
 - c. Portal vein.
 - d. Liver.
 - e. Hepatic veins.
 - f. Inferior vena cava.
 - g. Pulmonary capillaries.

LESSON TEN.

EXERCISES.

1. What is the difference between arterial and venous blood?
2. What arteries carry impure blood?
3. What veins carry pure blood?
4. How is the heart nourished?

PHYSIOLOGY.

5. Trace the flow of blood throughout its entire course.
6. Describe the valves and coats of the veins.
7. Draw a diagram of the circulatory system.
8. About how much blood does your body contain? In answering state your weight.
9. What is anæmia?
10. Explain the sounds of the heart.
11. What changes take place in blood after it has been drawn awhile?

Lymphatic Circulation.

1. *Vessels.*
 - a. Thoracic duct.
 - b. Right duct.
2. *Lacteals.*
3. *Glands.*
4. *Hygiene of wounds.*
 - a. Tests for veins.
 - b. Tests for arteries.
 - c. Effect of nervous shock.
 - d. Effect of cold and heat.
 - e. Effect of exercise.
 - f. Effect of alcohol.

EXERCISES.

1. State the differences between chyle and lymph.
2. How should you bandage for a severed artery? For a severed vein?
3. What is the relation between the circulatory system and the digestive system?
4. What is the difference between human blood and the blood of other animals?
5. How do narcotics and alcohol affect the heart?

NORMAL COURSE.

LESSON ELEVEN.

Respiration.

1. *Object.*
2. *Apparatus:* Lungs, air passages, vessels of the pulmonary circulation, certain muscles, bones, and cartilages, nerve centers and nerves which control the muscles of respiration.
3. *Air passages:* Larynx, trachea, bronchial tubes, cilia.
4. *Lungs:* Size, shape, structure, capacity.
5. *Air sacs (alveoli):* Structure, surface area (2600 sq. ft.).
6. *Pleurae:* Location, structure, use.

Respiratory Process.

1. *Breathing.*
 - a. Mechanism of inspiration.
 - b. Descent of the diaphragm.
 - c. Elevation of the ribs.
 - d. Mechanism of expiration.
 - e. Return of the diaphragm.
 - f. Return of the ribs.
2. *Modified respiratory movements:* Sighing, yawning, sobbing, hicoughing, coughing, sneezing, laughing, crying, hawking, grunting, vocal sounds.
3. *Effect of respiration* upon blood and air.
4. *Animal heat.*
5. *Hygiene:* Pure air, dust, draughts, ventilation, sick rooms, exercise, alcohol, tobacco.

LESSON TWELVE.

EXERCISES.

1. Distinguish between "abdominal respiration" and "costal" or "chest breathing."
2. What is the object of respiration?

PHYSIOLOGY.

3. How are the trachea and its branches kept open?
4. Describe bronchitis.
5. What is pleurisy?
6. What is the average number of inspirations and expirations per minute?
7. Explain why the lungs fill with air.
8. What is reserve air?
9. About how much air do you breathe daily?
10. What changes are produced in air by being once breathed?
11. What is carbon dioxide? Oxygen?
12. When does breathed air become unwholesome?
13. How much fresh air should be allowed for each person in a room?
14. What is meant by "taking cold"?
15. Why not breathe through the mouth?
16. How are respiratory movements produced? How controlled?
17. Why is tight lacing injurious?
18. Draw the skeleton of the thorax.
19. Explain sneezing.
20. What do you consider the best ventilation for a sick room?

LESSON THIRTEEN.

The Skin.

1. *Uses.*
2. *Structure:* True skin, (*a*) formation tissue, (*b*) papillae, (*c*) blood vessels; cuticle or epidermis; appendages, (*a*) nails, (*b*) hair.
3. *Glands:* Sweat, oil.
4. *The Skin as a Regulator.*
5. *Absorption.*
6. *Bathing.*
7. *Clothing.*
8. *Functions:* Excretion, sensation, absorption, secretion, accessory of breathing.

NORMAL COURSE.

9. *Peculiarities*, as seen in albinos; as seen in freckles.
10. *Hygiene*: Cleanliness, methods and kinds of bathing, nature and color of clothing, cosmetics, care of the hair and the nails, chafing and chapping, effect of alcohol and tobacco.

Membranes.

1. Mucous: Extent, structure, where found, use.
2. Serous: Extent, structure, use, where found.
3. Functions.

EXERCISES.

1. Where do we find mucous membrane? Serous membrane?
2. Give the functions of these membranes.
3. Why does congestion of the lungs follow a stoppage of the pores of the skin?
4. What causes freckles? Painter's colic?
5. What are the parts of a hair?
6. What is perspiration?
7. What conditions increase the secretion of perspiration?
8. Why do we feel the cold less in a dry than in a moist atmosphere?
9. When is the best time to bathe? Why?
10. How does the hair of the Caucasians differ from that of the Negroes?

The Kidneys.

1. Location, color, size.
2. Structure.
3. Functions.
4. How action is modified.
5. Effect of alcohol.

LESSON FOURTEEN.

The Nervous System.

1. *Nerve Cells*: Structure, function.
2. *Nerve Fibers*: Structure, functions.

PHYSIOLOGY.

3. *Divisions*: Cerebro-spinal, sympathetic.
4. *Cerebro-spinal*: Brain, cranial nerves, spinal cord, spinal nerves.
5. *Brain*: Size and weight; parts, (*a*) cerebrum, (*b*) cerebellum, (*c*) medulla oblongata; coverings; functions.
6. *Cranial Nerves*: Number and names, uses.
7. *Spinal Cord*: Location, description, structure, functions.
8. *Spinal Nerves*: Number, roots, function.
9. *Sympathetic System*: Description, function.
10. *Nature of Nervous Impulse*.
11. *Nerve Action*.
12. *Functions* of the ganglia of the brain; of the cerebellum.
13. *Reflex Action*.
14. *Hygiene*: Rest, sleep, effect of excitement, work, worry, alcohol, tobacco, tea, coffee, opium, and morphine, medicines, hypnotism.

LESSON FIFTEEN.

EXERCISES.

1. Why do we need a nervous system?
2. What is meant by *coördination* as applied to physiology?
3. What are nerve trunks and nerve centers?
4. What are the main nerve centers?
5. Describe the brain and its membranes.
6. Describe the spinal cord.
7. What are the spinal nerves?
8. What are the cranial nerves?
9. Describe the sympathetic nervous system.
10. Explain how gray and white nerve matter differ in function.
11. What is a nerve center?
12. Give the functions of spinal cord.
13. Explain the use of reflex centers.
14. Where is the seat of the intellect? Of consciousness?
15. What is the effect of cutting the anterior root of a spinal nerve?

16. What is nervous prostration?
17. How much sleep should the average high school student take?
18. What is the great need for the healthy development of the brain?

LESSON SIXTEEN.

Special Sense Organs.

1. *The Eye:* Location, structure, ball, coats: (a) sclerotic—cornea, (b) choroid—iris, pupil, (c) retina—blind spot.
2. *External Organs:* Eyelids, brows, conjunctiva.
3. *Lachrymal Apparatus:* Gland, nasal duct, lachrymal canals.
4. *Refracting Media:* Aqueous humor. Crystalline lens. Function of accommodation. Vitreous humor.
5. *Vision.*
6. *Defects of Vision:* Short sight, long sight, old sight, color blindness, astigmatism, cataracts.
7. *Movements of the Eye.*
8. *Hygiene:* Care of the eye, effect of alcohol and tobacco, bad light, cigarette smoking.

The Ear:

1. *External Ear:* Concha, external auditory meatus.
2. *The Middle Ear:* Eustachian tube: bones,—malleus, incus, stapes.
3. *The Internal Ear (Labyrinth):* Vestibule, semicircular canals, cochlea.
4. *The Auditory Nerves.*
5. *Auditory Sensation:* Noise, music.
6. *Hygiene:* Care of the ear, foreign substances.

EXERCISES.

1. How does the intensity of light affect the pupil of the eye?
2. Describe the movements of the eyeball.
3. What is the blind spot of the eye?

PHYSIOLOGY.

4. Draw diagrams illustrating the path of parallel rays after entering a myopic and a hypermetropic eye.
5. Explain bloodshot eyes.
6. If there were no ears could there be any sound? Explain your answer (*a*) according to physiology, (*b*) according to the laws of physics.
7. Is there any difference between sound and noise?
8. Describe the working of the phonograph.
9. Explain how glasses aid vision.
10. How should pupils' desks be arranged as regards light?

LESSON SEVENTEEN.

Smell.

1. *The Nose:* Cavities, openings, olfactory nerve, olfactory ganglia.
2. *The Sensation of Smell.*
3. *Conditions Necessary for Smell.*
4. *Uses.*

Touch.

1. *Sense of Touch:* Location, test.
2. *Use of the Sense of Touch.*
3. *Education of the Sense.*
4. *Delicacy of Touch.*

Taste.

1. *The Tongue:* Papillæ, circumvallate, fungiform.
2. *Conditions Necessary for Taste.*
3. *Location of Various Tastes.*
4. *Coöperation of Taste and Smell.*

Voice.

1. *Structure of the Larynx:* Cartilage, vocal cords,—false, true.
2. *Speech:* How produced, pitch, tone, loudness.

NORMAL COURSE.

3. *Change of Voice.*
4. *Defects of Speech:* Stammering, stuttering, faulty articulation.
5. *Care of the Throat and Voice.*

EXERCISES.

1. What is meant by the muscular sense?
2. Explain the process of smelling and tasting objects.
3. What is ventriloquism?
4. How is speech produced?
5. Explain the difference between vowels and consonants.
6. What is meant by antiseptic treatment of wounds?
7. What is a disinfectant? Name some.
8. What is the direct physiological action of pure alcohol (*a*) upon the skin, (*b*) stomach, (*c*) liver, (*d*) heart, (*e*) arteries.
9. What can you say of the moral deterioration produced by alcohol?
10. Describe the general action of tobacco.

COMPOSITION.

The Elements of Composition. Exercises in Language, Essays, etc.

Text-books recommended for study or reference :

| | |
|---|--------|
| Chittenden's English Composition, | \$0.60 |
| Lockwood's Lessons in English, | 1.12 |
| Welsh's English Composition, | .60 |
| Parker's Aids to Composition, | .88 |

COMPOSITION.

LESSON ONE.

The rules and examples of lessons 1, 3, 4, 5, 6, 11, 12, 13 and 14 are taken from Professor Ruoff's "Century Book of Facts," published by the King-Richardson Company, Springfield, Massachusetts. Students will find them reliable.

Master the following rules:

CAPITALS.—Begin with a capital:—

1. Every sentence and every line of poetry.

Examples.—Forget others' faults. How bright the day! What is fame? Custom forms us all.

"Time is the warp of life; oh! tell

The young, the fair, to weave it well."

2. All proper nouns, and titles of office, honor, and respect.

Examples.—Henry the Fowler, Emperor of Germany; Robert Roe, Esquire; His Honor the Mayor; Elizabeth Barrett Browning; the Red River; Union Square; the Superior Court of the City of New York.

3. All adjectives formed from proper names.

Examples.—African, Italian, Welsh, Ciceronian.

Also adjectives denoting a sect or religion.

Examples.—Methodist, Puritan, Catholic.

4. Common nouns, where personified in a direct and lively manner; not where sex is merely attributed to an inanimate object.

Examples.—Then *War* waves his ensanguined sword, and fair *Peace* flees sighing to some happier land. But, the *sun* pursues his fiery course; the *moon* sheds her silvery beams.

5. All appellations of the Deity. The personal pronouns *Thou* and *He* standing for His name are sometimes capitalized.

Examples.—The Almighty; the King of kings; the Eternal Essence; Jehovah; the Supreme Being; our Father.

In the standard editions of the Bible, the pronouns, when referring to God, are never capitalized, not even in forms of direct address to the Deity.

6. The first word of a complete quoted sentence not introduced by *that*, *if*, or any other conjunction.

Examples.—Thomson says, "Success makes villains honest." But Thomson says that "success makes villains honest."

7. Every noun, adjective, and verb in the title of books and headings of chapters.

Examples.—Butler's "Treatise on the History of Ancient Philosophy"; Cousins' "Lectures on the True, the Beautiful, and the Good."

8. Words that denote the leading subjects of chapters, articles or paragraphs.

A word defined, for instance, may commence with a capital. Do not introduce capitals too freely under this rule. When in doubt use a small letter.

9. The pronoun *I* and the interjection *O*.

10. Words denoting great events, eras of history, noted written instruments, extraordinary physical phenomena and the like.

Examples.—The Creation; the Confusion of Languages; the Restoration; the Dark Ages; the Declaration of Independence; the Aurora Borealis.

11. Letters standing for words are generally written as capitals.

Examples.—A. D. for *Anno Domini*, the year of our Lord.

12. The months of the year, and the days of the week. The names of the seasons, however, should not generally be capitalized, although it is customary with some authors.

13. The words *North*, *South*, *East*, and *West*, and their compounds, as *Northwest*, when they signify a section of country. Also adjectives derived therefrom. This class of words should not be capitalized, however, when merely denoting direction.

EXERCISES.

Give an example of each rule.

COMPOSITION.

LESSON TWO.

EXERCISES.

Capitalize the following:

1. resolved that cuba should be free.
2. ex.—“seeing is believing.”
3. the appropriations as recommended by the committee are as follows:

| | |
|----------------|--------|
| for coal | \$ 150 |
| for rent | 1000 |
4.


| | | |
|------------------------------|-----------------------|--------|
| mr. john jones | | |
| | to franklin smith dr. | |
| to 150 yds. muslin @ 5c..... | | \$7 50 |
| to 100 | | |
5. the question is, “what are you going to do about it?”
6. their position was this: if he will not work he must suffer.
7. the bible says, “blessed are the merciful.”
8. principles of english grammar (title of a book).
9. a ride in the park (subject of an essay).
10. my esteemed friend (salutation).
11. president mckinley.
12. mckinley, president of the united states.
13. If words derived from proper names should begin with capital letters, why do not *colossal*, *godlike*, and *galvanize* begin with capitals?
14. Distinguish between Clark’s Ferry and Clark’s ferry.
15. Which is correct, Hudson River or Hudson river?
16. Which is correct, New York City or New York city? Atlantic City or Atlantic city? Explain. Captain Von Cœltn or Captain von Cœltn?
17. “We prayed to Him who rules the world.” Why not begin who with a capital?
18. Why should months and days of the week begin with capitals?

NORMAL COURSE.

19. Distinguish between "Webster's Speeches" and Webster's speeches.
20. Capitalize, "the lord is a great god above all gods."
21. "Wave your tops, ye pines." Why should not tops and pines commence with capitals?

LESSON THREE.

PUNCTUATION POINTS.—The Punctuation Points are as follows:—

| | | | |
|---------------------|--|----------------------|---|
| Period | . | Paragraph | • |
| Colon | : | Brace | } |
| Semicolon | ; | Acute accent | ' |
| Comma | , | Grave accent | ` |
| Interrogation Point | ? | Circumflex accent | ^ |
| Exclamation Point | ! | Tilde, or Circumflex | ~ |
| Dash | — | The Long, or Macron | — |
| Parenthesis | () | The Short, or Breve | ˘ |
| Brackets | [] | Diaeresis | ¨ |
| Hyphen | - | Cedilla | ç |
| Quotation Marks | “ ” | Asterisk | * |
| Apostrophe | ' | Dagger, or Obelisk | † |
| Ellipsis | { } | Double Dagger | ‡ |
| Caret | ^ | Section | § |
| Index |  | Parallel | |

PUNCTUATION is the art of dividing composition by points or stops for the purpose of showing more clearly the sense and relation of the words, and of noting the different pauses and inflections required in reading.

The usage of to-day is not that of the past and will not be that of the future.

The following rules are the most important and are compiled from the best modern authorities:—

THE PERIOD must be placed after every declarative and imperative sentence and every abbreviated word.

Examples.—Obey your parents. Virtue is the only nobility. We write

Jas. for James, N. Y. for New York, No. for number, George I. for George the First.

After all abbreviations.

Examples.—Mdse.—Amt.—Ph. D.—LL. D.

After numbers written in the Roman notation.

Example.—XIX.—Psalm XC.

A nickname which is not really an abbreviation is not followed by a period.

Examples.—Dave Bidwell; Sam Slick.

A COLON is placed after a sentence which formally introduces a distinct quotation.

Examples.—We are often reminded of this remark of Marshal Lannes: "Know, Colonel, that none but a poltroon would boast that he was never afraid."

The colon may be used to separate the great parts of a long complex sentence when the minor sentences therein are separated by the semicolon.

The colon is passing out of use, its place being taken by the dash, the semicolon, and the period.

A SEMICOLON is placed before *as, to wit, viz., namely, and that is* when they introduce examples or illustrations.

Example.—Every solid has three dimensions; namely, length, breadth, and thickness.

Place a semicolon at the close of a sentence which by its terms promises another sentence.

Example.—"Tic-tac, tic-tac, go the wheels of thought; our will cannot stop them; they cannot stop themselves; sleep cannot still them; madness only makes them go faster; death alone can break into the ease."

A semicolon may be used to separate short sentences which have but a slight connection with each other.

Example.—He was a poor boy; he had no showy accomplishments; he had no influential friends; but he was rich in youth, courage, and honesty of purpose.

EXERCISES.

Send an example of each rule mentioned above.

LESSON FOUR.

COMMA.—Set off by the comma an explanatory modifier when it does not restrict the modified term.

Example.—The order, to fire, was given.

Set off by the comma a word or phrase that is independent.

Example.—To tell the truth, he was not at home.

Set off by the comma a phrase that is out of its natural order.

Example.—Shifting his burden, he hurried on.

Set off by the comma a particle used as an adjective.

Example.—The water, expanding, burst the pipe.

Set off by the comma connected words and phrases unless the conjunctions are all expressed.

Example.—“From the mountain, from the river, from the hill, and from the plain, we are sweeping to the rescue.”

A comma is used before a direct quotation unless it is formally introduced. Greeley said, “The way to resume is to resume.”

Set off by commas all parenthetical expressions and the following words when used as such; however, that is, indeed, of course, finally, again, first, second, also, therefore, yes, no, too, etc.

Example.—He is, indeed, worthy.

Use the comma *after* as, viz., to wit, namely, and that is, when they introduce examples.

Example.—We will promote the man; that is, if he is worthy.

The parts of a complex sentence should be separated by a comma when the *auxiliary* precedes the *principal* sentence.

Example.—If the messenger calls, give him the letter.

Separate by the comma a phrase or sentence used as a subject and its verb.

Example.—“That all men are created equal, is a self-evident truth.”

Words used in direct address should be separated by the comma.

Example.—“Stranger, I am Roderick Dhu.”

THE INTERROGATION POINT must be placed after every interrogative sentence, member, and clause; also after the interjections *eh* and *hey* implying a question.

Example.—Has the air weight? Air has weight; do you not believe it? You thought it would rain, eh?

An interrogation point inclosed in parentheses denotes doubt.

Example.—Your friend (?) told me this.

THE EXCLAMATION POINT should be placed after every exclamatory sentence, member, clause, and expression.

Example.—How disgusting is vice! Life is short; how careful we should be to use it aright! For shame!

An exclamation point placed in parentheses denotes peculiar surprise.

A DASH is usually placed before the answer to a question when both are in the same paragraph.

Example.—Are you acquainted with the defendant?—I am.

A dash is often used in place of the parenthesis.

Example.—With a firm step—for he was brave—he advanced.

Use the dash where there is an omission of such words as, *namely, that is, as*, introducing equivalent expressions and when letters or figures are omitted.

Example.—“Some wit has divided the world into two classes—the wise and the otherwise.” General M—— was present.

Use the dash when there is a sudden transition.

Example.—We have learned the bitter lesson—let us bury the past.

LESSON FIVE.

PARENTHESES. Marks of Parenthesis are used to inclose words which explain, modify, or add to the main proposition, when so introduced as to break the connection between dependent parts and interfere with the harmonious flow.

Example.—The Saxons (for they descended from the ancient Sacæ) retained for centuries the energy and morality of their ancestors.

BRACKETS. Brackets are used principally in quoted passages, to inclose words improperly omitted or added by way of correction, observation, or explanation.

Example.—She is weary with [of] life.

In regard to the use of points before and after the brackets, and the punctuation of any sentence or clause within the brackets, the same rules apply that are given in regard to the punctuation of other clauses.

THE APOSTROPHE denotes the omission of a letter or letters, and the possessive case of nouns.

Examples.—'Tis for *it is*; *c'eu* for *even*; *don't* for *do not*; *o'clock* for *on [the] clock*. So in the possessive: *hero's*, *Charles'*, *men's*, *heroes'*, *children's*.

Pronouns never take the apostrophe in the possessive case.

THE HYPHEN is used to connect the elements of a compound word, when each retains its own accent.

Example.—Castle-builder, father-in-law.

The hyphen is also used after a complete syllable at the end of a line, to connect the parts of a divided word; also to denote that the final vowel of a prefix does not form a diphthong with the first vowel of a primitive; but in this latter case a mark of diæresis is more appropriate.

Example.—Pre-engagement, re-establish [preëngagement, reëstablish].

QUOTATION POINTS are used to inclose words quoted from an author or speaker, or represented in narrative as employed in dialogue.

Example.—"Remember now thy Creator in the days of thy youth."

When the substance merely is given, and not the exact words, quotation points are unnecessary.

Matter within quotation points is to be punctuated just as if it stood in any other position.

When quotation points are needed at the end of a sentence, they come after whatever other point is required there if this point applies to the quotation alone, but before this point if it applies to the whole sentence and not exclusively to the quotation.

Example.—Pilate asked, "What is truth?" Where now is the "man of destiny"?

When a quotation incloses within it another quotation, the external quotation has the double marks, and the one included has only the single marks.

Example.—It has been well said, “The command, ‘Thou shalt not kill,’ forbids many crimes besides that of murder.”

If the inclosed or secondary quotation ends a sentence, three apostrophes will there come together, of which the first will belong to the inclosed quotation, and the other two to the original. When an inclosed quotation itself contains words or phrases that are quoted, those words or phrases have the double marks.

Example.—“French says, ‘What a lesson the word “diligence” contains!’”

When the sentence becomes more involved than this, the additional marks of quotation would create confusion, and may therefore be omitted.

EXERCISES.

Send an example of each rule.

LESSON SIX.

THE PARAGRAPH is used to indicate a new subject of remark. The sign is retained in the Holy Scripture, but in ordinary composition is indicated to the eye by beginning a little to the right of the marginal line of the page.

ACCENT MARKS are used to denote the proper pronunciation of words. They are:—

The *Acute* [´], which marks the syllable which requires the principal stress in pronunciation; or to denote a rising inflection of the voice, or a close or short vowel.

The *Grave* [`] is used in opposition to the acute to distinguish an open or long vowel, or to denote the falling inflection of the voice.

The *Circumflex* [^] generally denotes a broad sound or a combination of the acute and grave.

The *Breve* [ˇ] is used to denote either a close vowel or a syllable of short quantity.

The *Macron* [-] is used to denote either an open vowel or a syllable of long quantity.

The *Diacresis* [¨] is placed over the latter of two vowels to show that they are to be pronounced in separate syllables, as *āërial*. In German this character is called the *Umlaut*, and denotes a modification of the sound of a vowel over which it is placed, peculiar to the Germanic languages.

The *Cedilla* [ç] is placed under the letter *c* to give it the sound of *s* before *a* or *o*: as in the words *façade*, *Alençon*.

The *Tilde* [˜] is placed over the letter *n* in Spanish words to give it the sound of *ny*: as, *señor*, *miñon*.

OTHER MARKS.—The *Ellipsis* or *Suppression* denotes the omission of some letters or words.

Examples.—K—g, for King; G * * * * m, for Graham; A . . . s, for Adams; H—m—hr—y, for Humphrey.

The *Caret*, used only in writing, shows where to insert words or letters that have been accidentally omitted.

would

Example.—James said he [^] be home to-night.

The *Index* or *Hand* [☞] points out something remarkable, or what the reader should particularly observe.

The *Brace* [}] serves to unite a triplet, or to connect several terms to something to which they are related.

Examples.—

| | | | | |
|------|---|-------------|-----------|-----------|
| Case | { | Nominative. | { | W. Brown. |
| | | Possessive. | Committee | H. Jones. |
| | | Objective. | | R. Smith. |
| | | | | M. Mills. |

The *Section* [§] marks the smaller divisions of a book or chapter, and, with the help of numbers, serves to abridge references.

The *Paragraph* [¶] denotes the commencement of a new subject. The parts of discourse which are called paragraphs are in general sufficiently distinguished by beginning a new line and carrying the first word a little backwards.

Leaders [.] are used in contents and indexes of books and similar matter to lead the eye to the end of the line for the completion of the sense.

Example.—Wharfage. \$50

COMPOSITION.

EXERCISES.

Send an example of each rule.

LESSON SEVEN.

Continued practice in punctuating written compositions is absolutely necessary, if the student wishes to become proficient in the art. The practice afforded in this syllabus is insufficient and is merely suggestive. A good plan is to have some friend copy well known selections, omitting all capitals and marks of punctuation. After capitalizing and punctuating, compare your work with *standard* editions. Be sure to procure editions that have been carefully edited. Avoid cheap editions.

Do your best in all manuscripts that you send for correction. This will afford excellent practice.

EXERCISES.

Capitalize and punctuate the following:

1. Woman without her man would be a savage.
2. John Brown having gone to sea (see) his wife requests the prayers of the congregation in his behalf.
3. Every lady in the land
Has twenty nails upon each hand
Five and twenty on hands and feet
This is true without deceit.
4. among these the most formidable was a burly roaring roistering blade of the name of abraham or according to the dutch abbreviation brom van brunt the hero of the country round which rung with his feats of strength and hardihood he was broad shouldered and double jointed with short curly black hair and a bluff but not unpleasant countenance having a mingled air of fun and arrogance from his herculean frame and great powers of limb he had received the nickname of brom bones by which he was universally known he was famed for great knowledge and skill in horsemanship being as

dexterous on horseback as a tartar he was foremost at all races and cock fights and with the ascendancy which bodily strength always acquires in rustie life was the umpire in all disputes setting his hat on one side and giving his decisions with an air and tone that admitted of no gainsay or appeal he was always ready for either a fight or a frolic had more mischief than ill will in his composition and with all his overbearing roughness there was a strong dash of waggish good humor about him this riantipole hero had for some time singled out the blooming katrina for the object of his uncouth gallantries and though his amorous toyings were something like the gentle caresses and endearments of a bear yet it was whispered that she did not altogether discourage his hopes.—*Washington Irving.*

5. adieu adieu my native shore
 fades oer the waters blue
 the night winds sigh the breakers roar
 and shrieks the wild sea mew
 yon sun that sets upon the sea
 we follow in his flight
 farewell awhile to him and thee
 my native land good night

 with thee my bark Ill swiftly go
 athwart the foaming brine
 nor care what land thou bearst me to
 so not again to mine
 welcome welcome ye dark blue waves
 and when you fail my sight
 welcome ye deserts and ye caves
 my native land good night—*Byron.*

COMPOSITION.

LESSON EIGHT.

Paragraphing.

All sentences that pertain to one distinct topic should be combined into one paragraph.

Study carefully the various sentences. Select the leading statements and express them by means of independent propositions.

Very short paragraphs should not be used unless they exhaust the topic.

Avoid abrupt transitions from one paragraph to another.

Begin each paragraph on a new line leaving, on paper the width of foolscap, a margin of about an inch. Allowing an inch for the indentation, each paragraph should begin two inches or so from the edge of the paper. If the paper used is narrower than foolscap, both margin and indentation for the paragraph should be proportionally less.

EXERCISES.

Write a short biographical sketch of Abraham Lincoln. Pay particular attention to capitalization, punctuation, and paragraphing.

LESSON NINE.

What are figures of speech?

What are *tropes*?

What is the value of figures of speech?

Define *simile*. Give two examples.

Give two rules for the use of similes.

Define *metaphor*. Give an example.

What is a *mixed metaphor*? Example.

What is meant by "*straining the metaphor*"?

Define *personification*. Example.

What is the most common form of personification?

Define and illustrate *metonymy*.

NORMAL COURSE.

Classify the metonymies below:

“Strike for your altars and your fires.”

“The pen is mightier than the sword.”

Define and illustrate *synecdoche*.

Point out the synecdoches in the following:

All hands were at work.

He left the family's hearth.

He sold sixty head of cattle

LESSON TEN.

EXERCISES.

Define and illustrate the figures of speech not mentioned in lesson 9.

LESSON ELEVEN.

Common Mistakes.

A and AN. A is used before all words beginning with consonants except those beginning with silent H, or when the word beginning with H is accented on some other syllable than the first. An is to be used before all vowel sounds, silent H, and when the words beginning with H are accented on some other syllable than the first.

ABILITY (for capacity). Capacity is the power of receiving and retaining knowledge with facility. Ability is the power of applying knowledge to practical purposes.

ABORTIVE (for unsuccessful). A plan may be abortive, but an act cannot.

ACCEPTANCE (for acceptance). “No word is more vague in its general acceptance,” should be “in its acceptance.”

ACCIDENT (for wound). “Witch hazel cures accidents.”

ACCREDIT (for credit). Few, except very bad writers, employ it as a robust substitute for credit or believe.

ADMINISTER (for deal). "The blows were administered [dealt] by Policeman Johnson."

ADMIRE (for desire). It is an error to follow this verb with an infinitive, as "I admire to see a man consistent." Doubly wrong, therefore, is the expression, "I should admire to go with you."

AGGRAVATE (for irritate, worry, annoy). "There would be no danger in aggravating Violet by this expression of pity." Better "irritating."

AGRICULTURALIST (for agriculturist). The first is never correct.

AIN'T. The only legitimate contraction of I am not is I'm not.

ALLOW (for say, assert, express opinion). We may allow or admit that which we have disputed, but of which we have been convinced; or we may allow certain premises as the basis of argument; but we assert, not allow, our own opinions.

ALLUDE (for say or mention). Allude (from *ludo, ludere*, to play) means to indicate jocosely, to hint at playfully; and so to hint at in a slight, passing manner. Allusion is the byplay of language.

ALONE (for only). Alone means "quite by one's self," and is always an adjective, differing herein from only, which is both an adverb and an adjective. In some cases the words may be used indifferently, but as a rule there is a marked distinction between alone and only, as "I did it alone," quite by myself; "an only daughter;" "they differ on one point only."

ALTERNATELY (for by turns). This word should be used only in speaking of two objects or classes of objects. Whately rightly defines alternative as a choice between two objects.

AMATEUR (for novice). A professional actor who is new and unskilled in his art is a novice, and not an amateur. An amateur may be an artist of great experience and extraordinary skill.

AMONG (for between, when speaking of two). Gould says it should not be written amongst, but Worcester and Webster give both forms.

AND. The commonest case in which it is violated is where and introduces a relative clause, no relative having occurred before, as "I have a book printed at Antwerp, and which was once possessed by Adam Smith." And for to is a frequent misuse. "Try to do it," not "try and do it."

ANYWAYS (for anyway). This is a frequent misuse.

ANYWHERE (for anywhere). Belongs to the class of words frequently misused.

APPREHEND (for comprehend). Apprehend denotes the laying hold of a thing mentally, so as to understand it clearly, at least in part. Comprehend denotes the embracing or understanding it in all its compass and extent. We may apprehend many truths which we do not comprehend.

As (for that). "I don't know as [that] I can go."

ASSURANCE (for fire insurance). Webster and Worcester agree that this word is limited to life insurance.

AT (for by). "I bought it at auction" is correct English, but "It is to be sold at auction" is American only.

AT ALL. A needless expletive, as "I did not like the play at all."

AVOCATION (for vocation). Vocation is one's pursuit, employment, business; avocation refers to incidental or pleasure pursuits.

ACOUSTICS takes a singular verb. Names of sciences, such as mathematics, economics, politics, physics, gymnastics, etc., are now regarded as singular in number.

AWFUL (for very or for ugly). "The crowd present was awfully boisterous."

BAD. "I feel bad," not "I feel badly."

BALANCE (for rest, remainder). Balance refers to the ledger account, and does not properly convey the same meaning as remainder.

BANQUET (for dinner, supper). A banquet is a public, sumptuous feast.

BEAC, a word used by the uneducated instead of escort.

BEEN TO (for been). "Where have you been to?"

BETWEEN (for among). Between is only for two—by and twain. Carefully avoid such expressions as "Between every stitch."

BLAME IT ON (for accuse). A common vulgarism.

BOUNTIFUL (for plentiful). Bountiful applies to persons, not to things, and has no reference to quantity.

BOURN (for place, instead of boundary). Frequently misused.

LESSON TWELVE.

Common Mistakes.

BRAVERY (for courage). Bravery is inborn, instinctive. Courage is the product of reason, calculation. Men who are simply brave are careless, while the courageous man is always cautious.

BRING (for fetch). Bring expresses motion toward, not away. A boy is properly told to take his books to school and to bring them home. A gardener may say to his helper, "Go and bring me yonder rake," but he might better say, "Fetch me yonder rake."

BOUND (for determined). "He is bound to go West."

BURSTED (for burst). "The pipes bursted during the cold weather."

BUT (for that or if). "I have no doubt but he will come to-night."

BUT THAT (for that). "I should not wonder but that was the case."

BY (for upon). "By [upon] returning it to this office the finder will be rewarded."

CALCULATE (for expect). "I calculate [expect] to go to-morrow."

CAN (for may). The boy says, "Can I go down street?" when he means "May I?" It is a question not of possibility but of permission.

CAPTION (for heading). Not sanctioned by good writers.

CASKET (for coffin). A newspaper writer facetiously intimated that a man in a casket is not quite so dead as a man in a coffin.

CITIZEN (for person). A citizen is a person who has certain political rights. To say "Several citizens carried the victims of the accident into a shop," would be as absurd as to say, "several church members."

COME (for go). "I am coming to pay you a visit." Coming is right.

COMMENCE TO (for begin). Omit to. We begin to write. We commence writing.

COMPULSION (for obligation). The former is a physical, the latter a moral, necessity.

CONFESS TO (for confess). "I confess to a little curiosity on this subject." The natural rejoinder was, "Well, did the little curiosity absolve you?"

CONSTRUE (for construct). Writers construct; readers construe.

CONSUMMATE (for perform). "The marriage was consummated [performed] at Paris, last April."

CONTEMPTIBLE (for contemptuous). "To a gentleman who, at the close of a fierce dispute with Porson, exclaimed, 'My opinion of you is most contemptible, sir,' he retorted, 'I never knew an opinion of yours that was not contemptible.'"

CONTINUAL (for continuous). A continuous action is one which is uninterrupted; continual is that which is constantly renewed and recurring, though it may be interrupted as frequently as it is renewed.

CONTINUE ON is often erroneously used for continue.

CORPOREAL, frequently misused for corporal, especially of punishment.

CORTEGE (for procession). A cortege is a procession, but every procession is not a cortege.

CREDIBLE (for credulous). "He is very credible [credulous]."

CREDITABLE (for credible). "I am creditably [credibly] informed."

DEAD AND BURIED, dead and gone, and similar expressions are to be deprecated. Those who have died have usually been buried, and they are also gone.

DEAREST. "A gentleman once began a letter to his bride, thus: 'My dearest Maria.' The wife replied: 'My dear John, I beg that you will mend either your morals or your grammar. You call me your "dearest Maria"; am I then to understand that you have other Marias?'"

DEDUCTION (for induction). Induction is the mental process by which we ascend to the delivery of special truths; deduction is the process by which the law governing particulars is derived from a knowledge of the law governing the class to which particulars belong.

DEMORALIZED (for scared). "The horse, in addition to losing all the hair on his tail, became considerably demoralized."

DEPARTURE. To take one's departure is a corruption of the accurate form, "to take one's leave."

DIFFER WITH, in opinion; differ from, in appearance.

DIE WITH (for die of). A man dies of smallpox, not with smallpox.

DOCK (for wharf or pier). A dock is an open place without a roof, into which anything is received, and where it is inclosed for safety. The shipping around a city lies at wharfs and piers, but goes into docks.

DONE should be used only with *has*, *had*, or *have*; frequently misused for *did*.

DOX'T (for *doesn't*). *Don't* is the contraction for *do not*; *doesn't* the contraction for *does not*.

DOUBT BUT (for *doubt*). "I have no doubt but that it is so."

EACH AND EVERY (often followed by a plural verb). "When I consider how each of these professions are [is] crowded."

EMBLEM (for *motto*, *sentiment*). The figure is the emblem; not the accompanying motto.

EXTHUSE (for *inspire*). This word is not sanctioned by good usage.

EPITHET (as necessarily *decriving*). Is usually and erroneously applied to derogative adjectives.

EQUALLY AS WELL (for *equally well*). "He plays equally as well [equally well]."

EVERY ONCE IN A WHILE is an absurd and meaningless expression.

EVERY (for *entire* or *all*). "Rendered them every assistance," is absurdly wrong. *Every* is separated, and can be applied only to a whole composed of many individuals. It is always singular in number.

LESSON THIRTEEN.

Common Mistakes.

EXECUTE does not mean to put to death. The law is executed when the criminal is hanged or imprisoned.

EXPECT (for *suppose*). *Expect* refers only to that which is to come, and which, therefore, is looked for. We cannot expect backward.

FEMALE (for *woman*). A vulgar misuse of English.

FROM OUT (for *from*). "From out the castle."

FARTHER, FURTHER. *Farther* properly signifies distance, *further* degree or quantity. "As he walked farther he saw they were further along with the work."

FUTURE (for *subsequent*). "Her future life was virtuous and fortunate."

FIRST TWO. Often written and spoken, two first.

GENT AND PANTS. "Let these words go together, like the things they signify. The one always wears the other."

GENTLEMAN, LADY (for man, woman). The most important rule to observe is that where adjectives are used the nouns must be man, woman—not a polite gentleman, or a lovely lady; but a polite man, a lovely woman.

GIRL (for daughter). A father, on being requested by a rich and vulgar fellow for permission to marry "one of his girls," gave this rather crushing reply: "Certainly. Which one would you prefer—the waitress or the cook?"

GRADUATED (for was graduated). Students do not graduate, but are graduated. "I graduated [was graduated] in 1876."

GREAT, BIG. Frequently used for large.

GUMS (for overshoes). "Emily is outside, cleaning her gums upon the mat."

GET signifies possession obtained by exertion. "He has [not has got] red hair."

HAD OUGHT (for ought). "You had ought to have been with me."

HAVEN'T NO. Omit no. Do not use two words meaning no in the same sentence.

HEALTHY, HEALTHFUL, WHOLESOME. Healthy refers to living things. "The man is healthy." "The surroundings are healthful." "The food is wholesome."

IS (for are). "Their general scope and tendency is [are] not remembered at all."

IT IS I (not me). It is he (not him). It is she (not her).

JEWELRY (for particular jewels). Its use in the latter sense is always to be preferred. Think of Cornelia pointing to the Gracchi, "These are my jewelry."

KIDS (for kid gloves). Colloquial and should not be used.

LAST (for latest). "I have received your latest [not last] letter."

LAY (for lie). Remember that lay expresses transitive action, and lie means rest. We lay the book on the table and the book lies where we have placed it.

LEARN (for teach). Learn means to acquire knowledge; teach, to

impart it. This use of learn is found in respectable writers, but is now deemed improper, as well as inelegant.

LEAVE (without an object). Annie Louise Carey will leave the stage," announces an exchange. "Thanks, Annie: we were afraid you would take the stage with you. So kind to leave it," rejoins the critic.

LEAVE (for let). "Leave [let] me be."

LET'S (for let). "Well, farmer, let's you and I go by ourselves."

LIABLE. Frequently misused for likely.

LIT (for lighted). Much censured as an Americanism.

LOOK (followed by an adverb). "Miss Marlowe looked charmingly." Just as correct to say "Miss Marlowe looked gladly, or madly, or sadly, or delightedly."

LOAN (for lend). The former word is a noun, the verbal form of which is to lend.

MUTUAL (for common). It should always convey a sense of reciprocity.

NICE is now applied to a sermon, to a jam-tart, to a young man, in short, to everything. The word should be used with extreme caution.

NOR (for than, after comparative). "Better nor fifty bushel."

NOTION (for inclination). "I have a notion to go." Of course incorrect.

NONE is etymologically singular. "None but the brave deserves the fair," wrote Dryden.

OFF OF (for off). "A yard off of the cloth."

OVER HIS SIGNATURE (for under his signature). A letter is issued under or by the authority of the writer's signature.

PARTICLE (for at all). As "not a particle," for "not at all."

PAST TWO WEEKS. Better, the last two weeks.

PATRON (for customer) is wrong.

PILE (for amount). "He owed me quite a pile."

PARTY (for person). Avoid it.

POSTED (for informed). A colloquialism in the United States. Must be used with caution.

PREVIOUS (for previously). "Previous to my going."

PROLIFIC (for frequent). "It was a prolific [frequent] source of annoyance."

NORMAL COURSE.

PROMISE (for assure). "I promise [assure] you I was astonished."

PROOF (for evidence). Proof is the result of evidence.

QUITE is not to be used for nearly. Quite means wholly, completely or thoroughly.

RAISE (for bring up, educate). A peculiarity of the Southern states.

REAL (for very). "Real [very] nice."

RECKON (for conjecture, conclude). Provincial and vulgar.

RESTIVE (for restless). Restive signifies stubborn, unwilling to move, balky.

REMEMBER (for recollect). We remember without effort. Recollect with some exertion.

RETIRE (for to go to bed). A vulgar but unfortunately very common euphemism.

REVEREND (for the reverend). The article is absolutely required.

RIGHT (for obligation). "The cars have as good a right to be stopped as the carriages."

RISE UP (for rise). "He rose up and left the room."

SABBATH (for Sunday). Sunday is the name of the day, while Sabbath is the name of an institution.

LESSON FOURTEEN.

Common Mistakes.

SHALL AND WILL. *Shall*, in an affirmative sentence, in the first person, and *will* in the second and third persons, merely announce future action. Thus, "I *shall* go to town to-morrow." "I *shall* wait for better weather." "We *shall* be glad to see you." "I *shall* soon be twenty." "We *shall* set out early, and *shall* try to arrive by noon." "You *will* be pleased." "You *will* soon be twenty." "You *will* find him honest." "He *will* go with us."

Shall, in an affirmative sentence, in the second and third person, announces the speaker's intention to control. Thus, "You *shall* hear me out." "You *shall* go, sick or well." "He *shall* be my heir." "They *shall* go, whether they want to go or not."

Will, in the first person, expresses a promise, announces the speaker's intention to control, proclaims a determination. Thus, "I *will* [I promise to] assist you." "I *will* [I am determined to] have my right." "We *will* [we promise to] come to you in the morning."

Shall, in an interrogative sentence, in the first and third person, consults the will or judgment of another; in the second person, it inquires concerning the intention or future action of another. Thus, "*Shall* I go with you?" "When *shall* we see you again?" "When *shall* I receive it?" "When *shall* I get well?" "When *shall* we get there?" "*Shall* he come with us?" "*Shall* you demand indemnity?" "*Shall* you go to town to-morrow?" "What *shall* you do about it?"

Will, in an interrogative sentence, in the second person, asks concerning the wish, and, in the third person, concerning the purpose or future action of others. Thus, "Will you have an apple?" "Will you go with me to my uncle's?" "Will he be of the party?" "Will they be willing to receive us?" "When *will* he be here?"

Will cannot be used interrogatively in the first person singular or plural. We cannot say, "Will I go?" "Will I help you?" "Will I be late?" "Will we get there in time?" "Will we see you again soon?"

Official courtesy, in order to avoid the semblance of compulsion, conveys its commands in the *you will* form instead of the strictly grammatical *you shall* form. It says, for example, "You will proceed to Key West, where you will find further instructions awaiting you."

A clever writer on the use of *shall* and *will* says that whatever concerns one's beliefs, hopes, fears, likes, or dislikes, cannot be expressed in conjunction with *I will*. Are there no exceptions to this rule? If I say, "I think I *shall* go to Philadelphia to-morrow," I convey the impression that my going depends upon circumstances beyond my control; but if I say, "I think I *will* go to Philadelphia to-morrow," I convey the impression that my going depends upon circumstances within my control—that my going or not depends on mere inclination. We certainly must say, "I fear that I *shall* lose it;" "I hope that I *shall* be well;" "I believe that I *shall* have the ague;" "I hope that I *shall* not be left alone;" "I fear that we *shall* have bad weather;" "I shall dislike the country;" "I shall like the performance." The

writer referred to, asks, "How can one say, 'I *will* have the headache?'" I answer, very easily, as every young woman knows. Let us see: "Mary, you know you promised John to drive out with him to-morrow; how *shall* you get out of it?" "Oh, I *will* have the headache!" We request that people *will* do thus or so, and not that they *shall*. Thus, "It is requested that no one *will* leave the room."

Shall is rarely, if ever, used for *will*; it is *will* that is used for *shall*. Expressions like the following are common: "Where *will* you be next week?" "I *will* be at home." "We *will* have dinner at six o'clock." "How *will* you go about it?" "When *will* you begin?" "When *will* you set out?" "What *will* you do with it?" In all such expressions, when it is a question of mere future action on the part of the person speaking or spoken to, the auxiliary must be *shall* and not *will*.

Should and *would* follow the regimen of *shall* and *will*. *Would* is often used for *should*; *should* rarely for *would*. Correct speakers say, "I *should* go to town to-morrow if I had a horse." "I *should* not; I *should* wait for better weather." "We *should* be glad to see you." "We *should* have started earlier, if the weather had been clear." "I *should* like to go to town, and *would* go if I could." "I *would* assist you if I could." "I *should* have been ill if I had gone." "I *would* I were home again!" "I *should* go fishing to-day if I were home." "I *should* so like to go to Europe!" "I *should* prefer to see it first." "I *should* be delighted." "I *should* be glad to have you sup with me." "I knew that I *should* be ill." "I feared that I *should* lose it." "I hoped that I *should* see him." "I thought that I *should* have the ague." "I hoped that I *should* not be left alone." "I was afraid that we *should* have bad weather." "I knew I *should* dislike the country." "I *should* not like to do it, and *will* not [determination] unless compelled."

SHUT TO (for shut). "Shut the door to."

SOMEWHERE'S (for somewhere). "The farmer had gone out somewhere's."

SPARROWGRASS, a corruption of asparagus.

SPOONSFUL (for spoonfuls). "Two spoonful [spoonfuls] at bedtime."

STOPPING (for staying). "At what hotel are you stopping?"

SUCH (for so). "Such an extravagant young man," for "So extravagant a young man."

COMPOSITION.

THAN (for when). "The admiral was hardly in the channel than [when] he was driven to sea by the storm."

THINK FOR (for think). "You will find that he knows more than you think for."

THOSE SORT OF THINGS. "I never approved of those [that] sort of things."

THOSE WHO (for they that). That and those, as demonstrative adjectives, refer backward, and are not therefore well suited for forward reference.

TO (for at). "When I was to [at] home."

TRY AND (for try to). "I will try and [to] come to-morrow."

UNIQUE (for beautiful). A thing is unique when it is the only one of its kind, whether it is good or bad, ugly or beautiful.

VENGEANCE (for revenge). Vengeance should never be ascribed save to God or to men acting as the executors of his righteous doom.

VULGAR (for immodest). The word vulgarity was formerly thought to mean indecent; now it simply means bad manners. Vulgar people are low, mean, coarse, plebeian, no matter where the wheel of fortune has placed them.

WARNT (for wasn't). Heard only as a vulgarism.

WAS (for is, of general truths). "Truth is eternal." In the expression of general and necessary truths the present tense is to be preferred to the past tense.

WAYS (for way). "He was a long-ways [way] behind."

WHAT (for that). "I don't know but what [that] I shall go."

WHICH (for that). "She would be all which [that] the emperor could desire."

WIDOW WOMAN (for widow). Uselessly redundant.

YOU WAS (for you were). You takes the plural form of a verb.

LESSON FIFTEEN.

EXERCISES.

What is meant by *paraphrasing*?

Send to us a paraphrase of any popular poem.

NORMAL COURSE.

LESSON SIXTEEN.

Hints on Writing Good English.

Avoid stiffness in sentences, provincialism and slang, exaggeration, tautology, the use of the present participle, hackneyed expressions, long words, unusual compounds, the split infinitive. Cultivate simplicity, brevity, and naturalness.

EXERCISES.

1. Mention some of the principal forms of prose composition.
2. Distinguish between an *oration* and an *address*.
3. Distinguish between a *discourse* and an *oration*.
4. Define *exordium*, *peroration*.
5. How does a *treatise* differ from an *essay*?
6. What is a *memoir*?
7. Define *autobiography*.
8. Of what value is the dictionary in acquiring a vocabulary?
9. What authors should you study for *style*? For a vocabulary?
10. What constitutes a brilliant conversationalist?
11. Why is the practice of reading aloud desirable?
12. Why should we make a practice of memorizing good literature? Of expressing our best thoughts in writing?
13. Why should we never talk below our very best?
14. Should students be good listeners? Explain.

LESSON SEVENTEEN.

Reproduce Whittier's "Snow-Bound."

LESSON EIGHTEEN.

Send to us, for criticism, one of your best essays. It should contain not fewer than five hundred words.

PENMANSHIP.

From the teacher's standpoint. Slant and Vertical.

Text-books recommended for study or reference:

Spencerian Theory of Penmanship. \$0.25
For books on Vertical Writing, see Syllabus.

PENMANSHIP.

LESSON ONE.

This course is based on the Spencerian System of Penmanship.

There are four different movements in writing : finger, forearm, combined, and whole arm.

1. Is the *finger* movement adequate for practical writing? Explain.
2. What are the advantages of the *forearm* movement?
3. The *combined* movement is considered the best for practical writing. Describe it.
4. In what kind of writing is the whole arm movement used?
5. Describe the right side position at the desk.
6. Describe the front position at the desk.
7. Which do you prefer? Give reasons.

LESSON TWO.

1. A correct manner of sitting at the desk and of holding the pen have much to do with the progress of the student toward becoming a ready writer. To what points must the student give special attention?
2. Why should the position be such as to enable the student to use his hand and pen freely?
3. What is "*penman's paralysis*"?
4. What causes it?
5. A light over the left shoulder or from above is regarded the best. Explain.
6. When is a "*front light*" unobjectionable?
7. Why are "*cross lights*" and lights from the right objectionable?

NORMAL COURSE.

LESSON THREE.

1. How should the pen be held?
2. Why should it be held lightly?
3. What is the hand's *sliding rest*?
4. What is meant by the *muscular* or *arm rest*?
5. In beginning new lines in writing, should the position of the arm be changed, or should the paper be moved upward?
6. In writing across the page, which should be changed?
7. Why should the shifting of the rest occur between words and not in the midst of one?
8. What do you consider essentials to good writing? Explain.

LESSON FOUR.

1. What is the object of *movement* exercises?
2. Should *drill-lessons* be given to pupils before they are permitted to use copy books? Explain.
3. Should short *movement-drills* precede each lesson?
4. Should pupils of the same grade write in concert? Why?
5. Are there advantages in having them move to counting? Explain.
6. Send samples of five different *movement exercises*.
7. The tendency of primary pupils is to make writing a drawing exercise. Explain.
8. How would you break up such habits?

LESSON FIVE.

1. About how much of the recitation period would you give to *movement-drills*?
2. How much time each day should a student give to practice, in order to become a good penman?
3. What is the best time during the day for the writing exercise? Explain.
4. Why do some pupils write better when in intermediate grades than in high school classes?

PENMANSHIP.

5. Has the cheap tablet anything to do with it?
6. How would you correct the evil?
7. What attention should be paid to good materials for writing?

LESSON SIX.

1. How many kinds of lines are used in writing?
2. How should straight lines be made?
3. Illustrate horizontal and oblique or slanting lines
4. Illustrate a right curve. A left curve.
5. By what are angles measured?
6. Why is the slant of 52 degrees called the "*main slant*"?
7. What is the measure of the connective slant?

LESSON SEVEN.

1. What is *analysis* of letters?
2. What is meant by *spacing*?
3. What is *shading*?
4. Is it an essential element in penmanship?
5. How many kinds of shaded strokes in writing? Illustrate.
6. Illustrate *uniting* by *angle*, by *turn*, by *short turn*, by *broad* or *oval turn*.
7. Make the figures.
8. Explain your ideal method of teaching penmanship.

LESSON EIGHT.

1. What is the unit for measuring letters and figures, in medium standard writing?
2. Illustrate the different kinds of ovals in writing.
3. What are principles?
4. Illustrate the seven principles.
5. Name them.
6. Which principles are used in making the small letters?

NORMAL COURSE.

LESSON NINE.

1. What are the different classes into which small letters are divided?
2. Name the thirteen short letters.
3. What two short letters are more than one space high?
4. What is the *base line*?
5. Write the thirteen short letters, using dotted lines to show height and width.
6. Analyze *r* and *s*.
7. Write the semi-extended letters, using dotted lines to show height and width.
8. Analyze them.

LESSON TEN.

1. Name the loop or extended letters.
2. Make these letters, giving correct height and width.
3. Analyze them.
4. Where should the *t* be crossed?
5. How should the *i* be dotted?
6. At what point above the base line does small *e* cross?
7. At what point does *l* cross?
8. Analyze *g* and *f*.

LESSON ELEVEN.

1. Make the principles which form the prominent parts of capital letters.
2. How many spaces high are capital letters?
3. How far below the base line do the capitals *z*, *y*, and *j* extend?
4. Write the direct oval capitals.
5. Write the reversed oval capitals.
6. Write the capital stem letters.
7. Write the stem oval capitals.

LESSON TWELVE.

1. Make, measure, and analyze *D E C*.
2. Make, measure, and analyze the capitals in which the reversed oval is the most prominent principle.

PENMANSHIP.

3. How is the sixth principle modified in capitals *I J U V Y*?
4. Make, measure, and analyze these capitals.
5. Make, measure, and analyze *M N A T F*.

LESSON THIRTEEN.

Vertical Penmanship.

This course is based on the Natural System of Vertical Writing, published by D. C. Heath & Co., Boston, New York, Chicago.

Copy books may be purchased through dealers or directly from the publishers, at 75 cents per dozen. Teachers' Manual, 25 cents.

Instructive literature on vertical writing may be procured free of charge by writing the publishers.

1. Describe the position at the desk for vertical writing.
2. How many different movements may be employed?
3. Describe the forearm movement.
4. Describe the combined movement.
5. Describe the correct manner of holding the pen and hand for vertical writing.

LESSON FOURTEEN.

1. Vertical penmanship should stand on what degree of slant?
2. Tell how many kinds of lines are used.
3. What is your opinion in regard to guide line for primary practice?
4. How high should the loop letter be written?
5. How high should small letters be written?

LESSON FIFTEEN.

1. What can you say in favor of vertical writing?
2. In regard to height, into how many classes may the small letters be divided?
3. In what position would you place the paper for vertical writing?
4. Make and measure small letters one space in height.
5. What is your opinion of blackboard drills for young pupils?

NORMAL COURSE.

LESSON SIXTEEN.

1. In vertical writing should the round turns be made broad or short?
2. Make the small letters two spaces long.
3. Make the small letters three spaces in length.
4. How many spaces high are capitals made?
5. What is your opinion of the relative speed of vertical and short writing? Give reasons for your answer.

LESSON SEVENTEEN.

1. What kind of a pen and holder would you recommend for vertical writing?
2. How many capital letters are three spaces in length?
3. Should writing in school be treated as a means or an end?
4. At what grade should movement be taught?

LESSON EIGHTEEN.

1. Mention the characteristics of good writing.
2. Do you think the primary copies should be larger in form than advanced copies?
3. Should primary copies consist of words as a whole, letters, or principles?
4. What is your opinion of having illustrations with word practice?
5. At what grade should the pupil be given special drills for speed?

LETTER WRITING.

Practical exercises in writing letters, notes, cards, etc.

Text-books recommended for study or reference :

| | |
|--|--------|
| Hinds and Noble's New Letter Writer, | \$0.75 |
| Williams and Rogers' Correspondence, | .35 |
| Letter Writing—Loomis, | .75 |

LETTER WRITING.

LESSON ONE.

1. Medium pointed pens and black ink are recommended for correspondence. Explain the advantages of each.
2. Why should strong colors be avoided in selecting paper used in letter writing? Why should the paper be of good quality?
3. For social correspondence, what is known as note paper is almost universally used. This is oblong in shape, usually unruled, and is generally furnished in three sizes. All have four pages to the sheet. What are the names of these three sizes?
4. What are the sizes of paper most used in business correspondence?

Directions for Folding Letters.

Envelopes should correspond with the paper in color and style and be adapted to its size. For social letters an envelope that will admit the paper in convenient folds should be used. Where the sheet is folded but once, the envelope is nearly square; where it is folded twice, the envelope is oblong.

For business letters, oblong envelopes are used, and they are a little larger than the paper after the letter has been folded correctly.

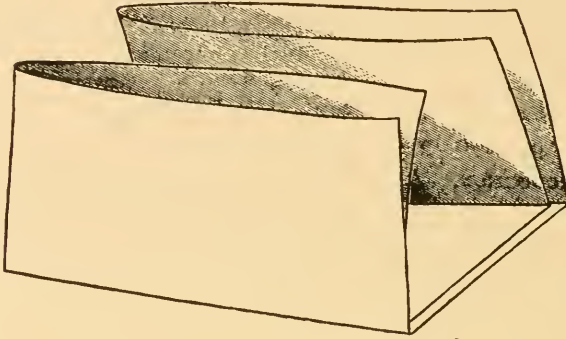
For square envelopes only one fold should be necessary.

In order to fold note paper correctly, the width of the paper should be less than the length of the envelope. Fold twice; first, from the bottom upward, and then from the top down so as to make the paper, as then folded, a little smaller each way than the envelope.

To fold a sheet of letter paper for an envelope, fold from the bottom upward, so as to make the sheet, as then folded, a little shorter than the envelope; then fold equally from the right and the left, so that the sheet as finally folded will be almost as wide as the envelope.

NORMAL COURSE.

The manner of folding a letter sheet is illustrated below.



Cap paper, such as foolscap and legal cap, should never be used for business or social letters. If necessary cut down the cap paper to letter or note size.

For official communications, legal documents, etc., use official envelopes — usually about nine inches long.

In sending letters that are called for in this syllabus, select suitable paper and envelopes from the supply that is furnished, paying particular attention to the folding.

LESSON TWO.

1. What is a letter?
2. Distinguish between private and public letters.
3. What are business letters?
4. Name five different kinds of social letters.

LETTER WRITING.

SKELETON LETTER.

.....
Heading.

.....
Address.

.....

.....
Salutation.

.....

.....
Body.

Margin,

.....

.....

.....

.....

.....
Body.

.....

.....

.....
Complimentary close.

.....
Signature.

LESSON THREE.

The *heading* may occupy one, two, or three lines, but it should never occupy more than three.

Forms.

Albany, N. Y., Jan. 2, 1901.

35 Tremont Avenue,
Davenport, Iowa, Dec. 5, 1900.

Cleves, Hamilton Co., Ohio,
September 2, 1901.

NORMAL COURSE.

Box 15,
Dickinson, N. D., Sept. 30, 1900.

Harvard University,
Cambridge, Mass.,
5 October, 1901.

26 Broadway, N. Y.,
August 31, 1901.

When the address and date are placed at the close of the letter, they should begin on the next line below the signature, near the left of the page. In business letters the address and date are always written at the top.

Very truly,

John Manning

73 Dartmouth St.,
Springfield, Mass., Oct. 3, 1901.

EXERCISES.

Write the following headings, arranging and punctuating them correctly.

1. Salem Mass Dec 10 1899
2. 68 Ashland Boulevard Chicago Ill Feb 6 1900
3. Mount Joy Scott Co Iowa Jan 11 1901
4. University of Michigan Ann Arbor May 15 1901
5. Write a correct heading of a letter from your home.

LESSON FOUR.

Forms.

Mr. John Jordan,
Derby, Conn.
Dear Sir,—

Kelley & Graham,
100 Wabash Ave.,
St. Paul, Minn.
Gentlemen : —

LETTER WRITING.

S. W. Mariner, Esq.,
Pres. Board of Education,
Knoxville, Tenn.
Dear Sir :—

Miss Muriel Kinney,
Jamestown, So. Dak.
Dear Madam :— Your order, etc.

Mrs. Mary White,
Rutland, Vt.
Dear Madam :— Please accept, etc.

EXERCISES.

Write the following headings, addresses, and salutations, arranging and punctuating them correctly.

1. June 10 1901 50 So Washington Ave Minneapolis Minn John J
Oaks & Co Denver Colorado
2. Write a letter to the president of the school board of New Albany,
Ind., applying for a position as principal of a ward school.
3. Write the heading, address, and salutation of a letter from yourself to
your mother, brother, or sister.

LESSON FIVE.

Common forms of complimentary close used in business letters.

| | |
|-------------------|--------------------------|
| Truly, | Respectfully, |
| Yours truly, | Very respectfully, |
| Yours very truly, | Yours very respectfully, |
| Sincerely, | Faithfully yours, |
| Sincerely yours, | Fraternally yours. |

For *social* letters, a variety of forms might be given ; such as, " Affectionately," " Your friend," " Your loving father," " Ever yours," " Very cordially yours," etc.

Official letters have a more formal close than any others ; as

I have the honor to be (or remain)

Your obedient servant,

NORMAL COURSE.

LESSON SIX.

Superscriptions.

Miss Margaret Adams,
Providence,
R. I.
Box 165.

Hon. Benjamin Bromwell,
Washington,
D. C.
Introducing
Mr. C. H. Wilcox.

William Jackson, Esq.,
308 St. James Ave.,
Boston, Mass.

The Evening Times,
South Heart,
No. Dakota.
Stark Co.

EXERCISES.

Write the following envelope addresses :

1. Mr E S Scott Vassar Michigan
2. John DeWitt D D Brown's Hotel Denver Colo Please forward
3. Dr F D Simons care of Roberts & Co Harrisburg Pa Personal
4. Mrs. Mary Tibbitts San Francisco Cal Transient
5. Miss Lelah Smith 1005 Union Ave East Portland Oregon Deliver to addressee only
6. Mr R H Johnson Billings Montana After one week P M will please forward to Anaconda Montana
7. Jones and Bradley Clothiers about 600 Broadway N Y
8. George Caldwell Augusta Me General Delivery Not a resident
9. Mr and Mrs John P Blair 62 Ashland Place Kindness of L H Farnier.

LESSON SEVEN.

Notes are sometimes classified as formal and informal ; the former includes business notes and social notes, and the latter, short letters of friendship. Social notes should be written in the third person.

LETTER WRITING.

Specimens.

Mr. and Mrs. Grant S. Hager request the pleasure of your company, on Tuesday evening, June seventeenth, from nine to eleven o'clock.
1048 Myrtle Avenue.

Mr. and Mrs. Thompson regret that a previous engagement will prevent their acceptance of Mr. and Mrs. Hager's invitation for Tuesday evening.
Elmwood,
Wednesday, June 11.

Mr. Kelsey accepts with pleasure Mr. Monroe's invitation for the 7th inst.

Mr. Babcock presents his compliments to Miss Holmes, and begs her to accept this little remembrance, with his best wishes for the New Year.

65 Courtland St.,
Jan. 1, 1899.

Mrs. Pomeroy requests the pleasure of Miss Burnett's company, on Thursday evening, at a little gathering in honor of Miss Greene.

265 Drexel Avenue,
Monday, June 19.

EXERCISES.

1. Write a formal note, inviting a friend to take tea at your home.
2. Write a note to a relative, returning thanks for a present.
3. Send a Christmas greeting to a friend.
4. Decline an invitation to accompany a friend to the theater.

LESSON EIGHT.

Cards.

Cards may be divided as follows: visiting, ceremonial, professional and official, and business.

1. Mention five proper uses of a visiting card.
2. What may be given on visiting cards?
3. Under what circumstances may titles appear on visiting cards?
4. What are ceremonial cards? How should they be used?

NORMAL COURSE.

5. Write a correct form for a betrothal card.
6. What are professional and official cards? How may they be used?

Superscriptions. The following miscellaneous titles for use in addressing letters or notes of invitation cover the ordinary field of superscriptions: *His Excellency and Mrs. William McKinley; Governor and Mrs. Roger Wolcott; Hon. and Mrs. Melville W. Fuller; Dr. and Mrs. G. A. Bad- ing; Mr. and Mrs. S. T. Arnold; Rev. and Mrs. J. P. Lytton; Professor and Mrs. George T. Martin.*

LESSON NINE.

Miscellaneous Hints.

1. Exercise good taste in selecting paper, envelopes, and ink.
2. Be neat. Cultivate a neat handwriting, without flourishes or oddities of any kind. Copy and recopy if necessary. Fold your letter neatly.
3. Be careful as to arrangement, punctuation, spelling, and grammar.
4. Be prompt in answering letters.
5. Be definite, courteous, and natural in your composition.
6. Always read your letters carefully before sending them.
7. Do not use the sign ‡ before the number of the house or of the post office box.
8. Postal cards are not intended for friendly correspondence but for brief business notifications.

EXERCISES.

Write a letter containing not fewer than 100 words in the body. Send it to us for criticism.

LESSON TEN.

Abbreviations in General Use.

| | | | |
|-------|--|----------|---|
| A. B. | <i>Artium Baccalaureus</i> , Bachelor of Arts. | Acad. | Academy. |
| Abp. | Archbishop. | Acct. | Account; Accent. |
| Abr. | Abridgment. | A. D. | <i>Anno Domini</i> , in the year of our Lord. |
| A. C. | <i>Ante Christum</i> , before Christ; Arch-Chancellor. | A. D. C. | Aide-de-camp. |
| | | Ad. | Advertisement. |

LETTER WRITING.

- Adj. Adjective.
 Adj. Adjutant.
 Adj. -Gen. Adjutant-general.
 Ad lib. *Ad libitum*, at pleasure.
 Adm. Admiral ; Admiralty.
 Admr. Administrator.
 Admx. Administratrix.
 Adv. Adverb ; Advent ; Adver-
 tisement.
 .Et. *Ætatis*, of age ; aged.
 Agr. Agriculture.
 Agt. Agent.
 Ala. Alabama.
 A. M. *Anno mundi*. In the year of
 the world ; *Artium Magister*,
 Master of Arts ; *Ante Meridiem*,
 Before noon, morning.
 Ang. Sax. Anglo-Saxon.
 Anon. Anonymous.
 Ans. Answer.
 A. R. A. Associate of the Royal
 Academy.
 Arab. Arabic, or Arabia.
 Ariz. Arizona.
 Ark. Arkansas.
 Atty. Attorney.
 Atty. -Gen. Attorney-General.
 A. U. A. American Unitarian As-
 sociation.
 Aug. August.
 B. A. Bachelor of Arts.
 Bal. Balance.
 Bart. or Bt. Baronet.
 Bbl. Barrel.
 B. C. Before Christ.
 B. C. L. Bachelor of Civil Law.
 B. D. Bachelor of Divinity.
 B. E. Bachelor of the Elements.
 B. M. Bachelor of Medicine.
 B. Mus. Bachelor of Music.
 Brig. -Gen. Brigadier-General.
 Bro., Bros. Brother, Brothers.
 B. S. Bachelor of Science.
 B. V. Blessed Virgin.
 B. V. M. Blessed Virgin Mary.
 C., Ch. or Chap. Chapter ; Consul.
 C. or Cent. A hundred, *Centum*.
 Cal. California ; Calends ; Calen-
 dar.
 Caps. Capitals.
 Capt. Captain.
 Capt. -Gen. Captain-General.
 C. E. Civil Engineer ; Canada East.
 Cel. or Celt. Celtic.
 C. H. Court-house.
 Chap. Chapter ; Chaplain.
 Chron. Chronicles.
 Clk. Clerk.
 C. M. Common Meter.
 C. M. G. Companion of the Order
 of St. Michael and St. George.
 Co. Company ; County.
 C. O. D. Cash (or collect) on de-
 livery.
 Col. Colonel ; Colossians ; Colo-
 rado.
 Colo. Colorado.
 Con. Against ; In opposition ; *Con-
 tra*.
 Conn. or Ct. Connecticut.
 Cor. Sec. Corresponding Secre-
 tary.
 Cr. Creditor ; Credit.
 Ct., cts. Cent., Cents ; Connecticut.
 Cwt. Hundredweight.
 d. Penny or Pence.

NORMAL COURSE.

- D. C. District of Columbia.
 D. C. L. Doctor of Civil Law.
 D. D. Doctor of Divinity.
 D. D. S. Doctor of Dental Surgery.
 D. E. Dynamic Engineer.
 Dec. December ; Declaration.
 Deft. or Dft. Defendant.
 Del. Delaware ; Delegate.
 Dept. Department.
 Deut. Deuteronomy.
 Disc. Discount.
 Dist.-Atty. District-Attorney.
 D. M. Doctor of Music.
 D. M. D. Doctor Dental Medicine.
 Do. The Same, *Ditto*.
 Dol., Dóls., \$. Dollars.
 Doz. Dozen.
 Dr. Debtor ; Doctor.
 Eccl. Ecclesiastes.
 Ed. Editor ; Edition.
 e. g. or ex. g. For example, *Exempli gratia*.
 Eng. England ; English.
 Ep. Epistle.
 Eph. Ephesians ; Ephraim.
 Esq., Esqs. Esquire, Esquires.
 et al. And others, *Et alii*.
 etc. or &c. And other things ; And so forth.
 et seq. And what follows, *Et sequentia*.
 Ex. Example.
 Fahr. Fahrenheit.
 F. A. M. Free and Accepted Masons.
 F. A. S. Fellow of the Antiquarian Society.
 fcap. or fcp. Foolscap.
 Feb. February.
 Fig. Figure ; Figurative.
 Fla. Florida.
 F. R. A. S. Fellow of the Royal Astronomical Society.
 F. R. C. S. L. Fellow of the Royal College of Surgeons, London.
 F. R. G. S. Fellow of the Royal Geographical Society.
 Fri. Friday.
 F. R. S. Fellow of the Royal Society.
 F. R. S. E. Fellow of the Royal Society, Edinburgh.
 F. S. A. Fellow of the Society of Arts.
 Ga. Georgia.
 Gal. Galations ; Gallon.
 Gen. Genesis ; General.
 Goth. Gothic.
 Gov. Governor.
 Gov.-Gen. Governor-General.
 H. B. M. His or Her Britannic Majesty.
 Heb. Hebrews.
 Hhd. Hoghead.
 H. R. House of Representatives.
 H. R. H. His or Her Royal Highness.
 Ia. Iowa.
 lb. or ibid. In the same place.
 Id. The same, *Idem*.
 i. e. That is, *Id est*.
 I. H. S. Jesus the Saviour of men.
 Ill. Illinois.
 incog. Unknown, *Incognito*.
 Ind. Indiana ; Index ; Indian.

LETTER WRITING.

| | |
|--|--|
| Ind. Ter. Indian Territory. | I. N. R. I. Jesus of Nazareth, |
| Indef. Indefinite. | King of the Jews. |
| in loc. In the place ; on the pas- sage, <i>In loco</i> . | Inst. Instant, of this month ; Insti- tute. |

LESSON ELEVEN.

Abbreviations in General Use.

| | |
|---|---|
| Inv. Invoice. | Knt. Knight. |
| I. O. F. Independent Order of For- esters. | Ky. Kentucky. |
| I.O.O.F. Independent Order of Odd Fellows. | Lev. Leviticus. |
| I. S. M. <i>Jesus Salvator mundi</i> , Jesus the Saviour of the world. | Lex. Lexicon. |
| Ital. Italic ; Italian. | L. I. Long Island. |
| Jan. January. | Lib. <i>Liber</i> , book. |
| J. C. D. <i>Juris Civilis Doctor</i> , Doctor of Civil Law. | Lieut. Lieutenant. |
| J. D. <i>Jurum Doctor</i> , Doctor of Laws. | LL. B. <i>Legum Baccalaureus</i> , Bache- lor of Laws. |
| J. P. Justice of the Peace. | LL. D. <i>Legum Doctor</i> , Doctor of Laws. |
| Jr. or Jun. Junior. | loc. cit. <i>Loco citato</i> , in the place cited. |
| J. U. D. or J.V.D. <i>Juris utriusque Doctor</i> , Doctor of both Laws (of the Canon and the Civil Law). | Lond. London. |
| Jul. July ; Julius. | L. S. <i>Locus sigilli</i> , Place of the seal. |
| Kas. Kansas. | Lt. Lieutenant. |
| K. B. King's Bench ; Knight of the Bath. | M. <i>Meridies</i> , noon. |
| K. C. King's Counsel ; Knight of the Crescent, in Turkey. | M. <i>Mille</i> , a thousand. |
| K. C. B. Knight Commander of the Bath. | M. or Mons. <i>Monsieur</i> , Sir. |
| K. G. Knight of the Garter. | M. A. Master of Arts. |
| K. G. C. Knight of the Grand Cross. | Maj. Major. |
| K. G. C. B. Knight of the Grand Cross of the Bath. | Maj.-Gen. Major-General. |
| | Mar. March. |
| | Mass. Massachusetts. |
| | Math. Mathematics ; Mathema- tician |
| | Matt. Matthew. |
| | M. B. <i>Medicinæ Baccalaureus</i> , Bachelor of Medicine. |

NORMAL COURSE.

- M. B. *Musicæ Baccalaureus*, Bachelor of Music.
- M. C. Member of Congress.
- Mch. March.
- M. D. *Medicinæ Doctor*, Doctor of Medicine.
- Md. Maryland.
- Mdlle. or Mlle. *Mademoiselle*.
- Mdse. Merchandise.
- M. E. Methodist Episcopal ; Military or Mechanical Engineer.
- Me. Maine.
- Mech. Mechanics, or Mechanical.
- Med. Medicine.
- Mem. Memorandum. *Memento*, remember.
- Messrs. or MM. *Messieurs*, Gentlemen.
- Mex. Mexico, or Mexican.
- Mich. Michigan.
- Minn. Minnesota.
- Miss. Mississippi.
- MM. Their Majesties ; *Messieurs*, Gentlemen ; Two Thousand.
- Mme. Madame.
- M. M. S. S. *Massachusettsensis Medicinæ Societatis Socius*, Fellow of the Massachusetts Medical Society.
- Mo. Missouri ; Month.
- Mon. Monday.
- Mons. *Monsieur*, Sir.
- Mont. Montana.
- M. P. Member of Parliament ; Metropolitan Police.
- M. P. P. Member of Provincial Parliament.
- Mr. Mister.
- M. R. A. S. Member of the Royal Asiatic Society ; Member of the Royal Academy of Science.
- M. R. C. C. Member of the Royal College of Chemistry.
- M. R. C. S. Member of the Royal College of Surgeons.
- M. R. G. S. Member of the Royal Geographical Society.
- M. R. I. Member of the Royal Institute.
- Mrs. Mistress.
- M. R. S. L. Member of the Royal Society of Literature.
- M. S. *Memoriæ sacrum*, Sacred to the memory ; Master of the Sciences.
- MSS. Manuscripts.
- Mus. B. Bachelor of Music.
- Mus. D. Doctor of Music.
- N. A. North America.
- N. B. New Brunswick ; North British ; *Nota bene*, mark well, take notice.
- N. C. North Carolina ; New Church.
- N. E. New England ; Northeast.
- Neb. Nebraska.
- Nev. Nevada.
- New Test. or N. T. New Testament.
- N. F. Newfoundland.
- N. H. New Hampshire ; New Haven.
- N. J. New Jersey.
- N. Mex. New Mexico.
- No. *Numero*, number.
- Nol. pros. *Nolens prosegui*, I am unwilling to prosecute.
- Non pros. *Non proseguitur*, He does not prosecute.

LETTER WRITING.

| | |
|---|---|
| Non seq. <i>Non sequitur</i> , It does not follow. | P. E. Protestant Episcopal. |
| Nov. November. | P. E. I. Prince Edward Island. |
| N. S. New Style (after 1752); Nova Scotia. | Penn. Pennsylvania. |
| Num. Numbers; Numeral. | Per. or pr. By the. |
| N. V. M. Nativity of the Virgin Mary. | Per cent. <i>Per centum</i> , by the hundred. |
| N. Y. New York. | Phar. Pharmacy. |
| O. Ohio. | Ph. B. <i>Philosophiæ Baccalaureus</i> , Bachelor of Philosophy. |
| O. K. A slang phrase for "All correct." | Ph. D. <i>Philosophiæ Doctor</i> , Doctor of Philosophy. |
| Oct. October. | Pinx. or Pxt. <i>Pinxit</i> , He (or she) painted it. |
| Old Test. or O. T. Old Testament. | Pl. or Plur. Plural. |
| Or. Oregon. | Pfff. Plaintiff. |
| O. S. Old Style (before 1752). | P. M. <i>Post meridiem</i> , Aftersnoon, Evening; Postmaster; Past Midshipman; Paymaster. |
| O. S. F. Order of St. Francis. | P. O. Post Office. |
| Oxon. <i>Oxoniensis</i> , <i>Oxonii</i> , of Oxford, at Oxford. | Pop. Population. |
| Oz. Ounce. | P. P. C. <i>Pour prendre congé</i> , to take leave. |
| Pa. Pennsylvania. | Pp. or pp. Pages. |
| Par. Paragraph. | |
| Pd. Paid. | |

LESSON TWELVE.

Abbreviations in General Use.

| | |
|---|---|
| Pro tem. <i>Pro tempore</i> , for the time being. | Pub. Publisher; Publication; Published; Public. |
| Prov. Proverbs; Provost. | Pwt. Pennyweight; Pennyweights. |
| Prox. <i>Proximo</i> , next (month). | q. e. d. <i>Quod erat demonstrandum</i> , which was to be proved. |
| P. S. <i>Post scriptum</i> , Postscript. | q. l. <i>Quantum libet</i> , as much as you please. |
| P. S. Privy Seal. | Q. M. Quartermaster. |
| Ps. Psalm or Psalms. | Qr. Quarter. |
| Pt. Part; Pint; Payment; Point; Port; Post-town. | |

NORMAL COURSE.

- q. s. *Quantum sufficit*, a sufficient quantity.
- Qt. Quart.
- Ques. Question.
- q. v. *Quod vide*, which see ; *quantum vis*, as much as you will.
- R. *Recipe*, Take ; *Regina*, Queen ; *Rex*, King ; River ; Rod ; Rood ; Rises.
- R. A. Royal Academy ; Royal Academician ; Royal Arch ; Royal Arcanum ; Royal Artillery.
- Recd. Received.
- Ref. Reference ; Reform.
- Rev. Reverend ; Revelation (Book of) ; Review ; Revenue ; Revise.
- R. I. Rhode Island.
- R. M. S. Royal Mail Steamer.
- R. N. Royal Navy.
- Rom. Cath. Roman Catholic.
- R. S. A. Royal Society of Antiquaries ; Royal Scottish Academy.
- R. S. D. Royal Society of Dublin.
- R. S. E. Royal Society of Edinburgh.
- R. S. L. Royal Society of London.
- R. S. V. P. *Répondez s'il vous plait*, Answer, if you please.
- Rt. Hon. Right Honorable.
- Rt. Rev. Right Reverend.
- S. A. South America ; South Africa ; South Australia.
- Sat. Saturday.
- S. C. *Senatus consultum*, A decree of the Senate ; South Carolina.
- Sc. Sculp. or sculp. *Sculpsit*.
He (or she) engraved it.
- sc. or scil. Namely.
- Scot. Scotland.
- S. D. Doctor of Science.
- Sec. Secretary ; Second ; Section.
- Sept. September ; Septuagint.
- Seq. *Sequentia*, Following. *Sequitur*, It follows.
- Serg. Sergeant.
- Serg. Maj. Sergeant Major.
- S. J. Society of Jesus.
- S. J. C. Supreme Judicial Court.
- S. P. *Sine prole*, Without issue.
- Sp. Spain.
- Sq. ft. Square foot or square feet.
- Sq. in. Square inch or inches.
- Sq. m. Square mile or miles.
- Sq. r. Square rood or roods.
- Sq. yd. Square yard.
- Sr. Sir or Senior ; Sister.
- SS. or ss. *Scilicet*: To wit.
- St. Saint ; Street ; Strait.
- Stat. Statute.
- S. T. D. Doctor of Sacred Theology.
- Ster. or Stg. Sterling.
- S. T. P. Professor of Sacred Theology.
- Subj. Subjective.
- Subst. Substantive.
- Supt. Superintendent.
- Surg. Surgeon ; Surgery.
- Surg.-Gen. Surgeon-General.
- Surv. Surveyor.
- Surv.-Gen. Surveyor-General.
- Syn. Synonym ; Synonymous.
- Tenn. Tennessee.
- Ter. Territory.
- Tex. Texas.
- Th. or Thurs. Thursday.
- Tr. Transpose ; Translator ; Translation.

LETTER WRITING.

| | |
|---|--|
| Trans. Translator ; Translation ; Transactions. | Ver. Verse ; Version. |
| Treas. Treasurer. | Vice.-Pres. or V. P. Vice-President. |
| Tues. or Tu. Tuesday. | Visc. Viscount. |
| Typ. Typographer. | viz. or vi. <i>Idelicet</i> . To wit ; Namely ; That is to say. |
| U. J. D. <i>Utriusque Juris Doctor</i> . Doctor of both Laws (Civil and Canon). | Vo. <i>Verso</i> . Left hand page. |
| U. K. United Kingdom. | Vol. Volume. |
| ult. <i>Ultimo</i> . Last ; of the last month. | V. R. <i>Victoria Regina</i> . Queen Victoria. |
| Unit. Unitarian. | V. S. Veterinary Surgeon. |
| Univ. University. | Vt. Vermont. |
| U. S. United States. | Vul. Vulgate (Latin version of the Bible). |
| U. S. A. United States Army. | Wash. Washington. |
| U. S. A. United States of America. | Wed. Wednesday. |
| U. S. M. United States Mail. | Wis. Wisconsin. |
| U. S. M. United States Marine. | Wk. Week. |
| U. S. M. A. United States Military Academy. | X. Ten or Tenth. |
| U. S. N. United States Navy. | Xmas. or Xm. Christmas. |
| U. S. N. A. United States Naval Academy. | Xn or Xtian. Christian. |
| U. S. S. United States Senate. | Yd. Yard. |
| v. or vs. <i>Versus</i> ; <i>Versiculo</i> . Against ; In such a way. | Y. M. C. A. Young Men's Christian Association. |
| Va. Virginia. | Y. M. Cath. A. Young Men's Catho- lic Association. |
| Vat. Vatican. | Yrs. Years ; Yours. |
| Ven. Venerable. | &. And. |
| | &c. And the rest ; And so forth ; <i>Et cetera</i> . |

LESSON THIRTEEN.

Letters of Introduction are of two kinds, *social* and *business*. They should be short and devoid of extravagant eulogy. When delivered to the persons introduced, they should be unsealed.

NORMAL COURSE.

A letter of credit is one in which the writer guarantees the payment of a certain sum in case the person who asks credit fails to pay.

EXERCISES.

1. Write a letter introducing a friend to a firm in Cincinnati, requesting them to assist him, if possible, in securing a situation.
2. Write a letter of credit to a firm in Baltimore, asking that a friend be trusted for six months to an amount not exceeding one thousand dollars.

LESSON FOURTEEN.

1. Write a letter applying for a situation as bookkeeper in a manufacturing establishment, giving qualifications, references, and salary expected.
2. Write a newspaper advertisement for a situation as a clerk.
3. Answer a newspaper advertisement. Cut one from a newspaper. Send us the advertisement with your answer.

LESSON FIFTEEN.

EXERCISES.

1. Write a letter of recommendation for a faithful employee.
2. Write a letter ordering ten different kinds of books.

LESSON SIXTEEN.

EXERCISES.

1. Write a letter inclosing an invoice of groceries.
2. Write a letter to a firm, inclosing your check for twenty dollars to apply on account, and asking for time on the balance.

LETTER WRITING.

LESSON SEVENTEEN.

EXERCISES.

1. Write a courteous letter to a customer who is behind with his payments, asking for a settlement by note or by cash.
2. Write a business telegram.

LESSON EIGHTEEN.

EXERCISES.

1. Write a letter of congratulation to a friend who has received a lucrative position.
2. Write a short communication for the newspapers. Select your subject.

ARITHMETIC.

A study of general principles, with practical drills, and helpful suggestions.

Text-books recommended for study or reference:

| | |
|---|--------|
| Wentworth's Practical Arithmetic, | \$0.65 |
| New Franklin Arithmetic (Second Book), | .65 |
| Standard Arithmetic (Milne), | .65 |
| American Comprehensive Arithmetic (Bailey), | .65 |
| White's New Complete Arithmetic, | .65 |
| Walsh's Grammar School Arithmetic, | .65 |
| Ray's New Practical Arithmetic, | .50 |
| Greenleaf's Complete Arithmetic, | .75 |
| Robinson's Complete Arithmetic (Fish), | .75 |

ARITHMETIC.

LESSON ONE.

Fundamental Operations.

1. Define *arithmetic*.
2. Distinguish between *pure* and *applied* arithmetic.
3. What are the *fundamental operations* of arithmetic?
4. What is *notation*?
5. What is *numeration*?
6. What kind of numbers only can be added?
7. What kind of numbers must the minuend, subtrahend, and remainder be?
8. What kind of a number must the multiplier be? What kind of a number will the product be?
9. What are the principles of division?
10. What are the proofs for accuracy in addition, subtraction, multiplication, and division of integral numbers?
11. Explain the short method of dividing by $33\frac{1}{3}$, 20, 25, $16\frac{2}{3}$, $14\frac{2}{7}$, $12\frac{1}{2}$, $8\frac{1}{3}$, $6\frac{1}{4}$.
12. What are the factors of a number?
13. Distinguish between *prime* and *composite* numbers.
14. What is *cancellation*?
15. What is the advantage of cancellation?
16. On what principle does cancellation depend?
17. The factors of a dividend are 20, 25, 32, 18, and 21; the divisors 20, 40, 36, and 3. Required the quotient.
18. I exchanged 20 pieces of cloth of 25 yards each, at 5 cents a yard, for firkins of butter of 25 pounds each at 25 cents a pound. How many firkins of butter did I receive?
19. What is the quotient of $45 \times 52 \times 60$ divided by $13 \times 27 \times 60$?
20. What is the quotient of $7 \times 11 \times 15 \times 18$ divided by $5 \times 7 \times 9$?
21. What are the prime factors of 1365?

NORMAL COURSE.

LESSON TWO.

Measures and Multiples.

1. What is the *greatest common measure* of two or more numbers?
2. What factors does it contain? Illustrate.
3. What factors does the *least common multiple* of two or more numbers contain? Illustrate.

EXERCISES.

1. Find the greatest common divisor of the following : 25, 35, 110, and 180.
2. Find the greatest common divisor of the following : 374, 2295.
3. Find the greatest common divisor of the following : 576, 144, 720.
4. Find the greatest common divisor of the following : 6870 and 8473.
5. Find the least common multiple of 36, 45, 54, 63.
6. Find the least common multiple of 2, 19, 38, 76.
7. Find the least common multiple of 2, 3, 4, 5, 6, 7, 8, and 9.
8. Find the least common multiple of 150, 175, 200.
9. What is the least number of yards of carpet in a roll that can be cut into lengths of 12 yards, 15 yards, or 20 yards?

LESSON THREE.

Common Fractions.

1. What is a *fractional unit*?
2. Name the different kinds of common fractions. Give an example of each kind.
3. What does the denominator of a simple fraction show?
4. What does the numerator show?
5. Explain the rule for dividing one fraction by another.
6. Give the principles used in fractions.

EXERCISES.

1. Multiply $\frac{3}{17}$ by $\frac{1}{7}$ of $\frac{51}{70}$.
2. Reduce $\frac{10\frac{5}{7}}{83\frac{1}{4}}$ to its simplest form.

ARITHMETIC.

3. Change $192\frac{27}{6}$ and $1\frac{6}{5}$ to decimals.
4. Reduce to the simplest form: $\frac{33\frac{1}{3}}{500}$, $\frac{3\frac{7}{8} \times 1\frac{7}{8}}{1\frac{1}{1} \text{ of } 8\frac{1}{4}}$.
5. What is the value of $\frac{1}{6+7\frac{1}{2}} \div \frac{2}{3}$ of $1\frac{2}{3} + (1\frac{2}{7} \div 1\frac{1}{4}) + \frac{9}{35}$?
6. What number is that to which you add $\frac{2}{7}$ of itself and the result will be 27?
7. A house is worth \$1600; A owns $\frac{3}{8}$ of it, and sells $\frac{1}{3}$ of his share; what part has he left and what is it worth?
8. A will do $\frac{2}{3}$ as much as B. The board of each is worth \$ $3\frac{1}{4}$ a day. If B is paid \$ $1\frac{1}{2}$ a day and board, what shall be paid to A in addition to his board?
9. Two men bought a barrel of flour: one paid \$ $3\frac{1}{2}$ and the other \$ $3\frac{2}{3}$; what part of it should each have?
10. A has \$3,200; $\frac{5}{4}$ of his money plus \$1,000 is $\frac{2}{3}$ of B's; what sum has B?
11. A cistern of 960 gallons is emptied by two pipes, A and B, in 5 and 7 minutes, respectively. How much water will pass through each, if both are opened together?
12. A saves $\frac{1}{4}$ of his income, and B, having the same income, spends $1\frac{1}{2}$ times as much as A, and finds himself \$ $62\frac{1}{2}$ in debt at the end of the year. What was the income of each?

LESSON FOUR.

Decimals.

1. What is a mixed decimal? Illustrate.
2. What is a complex decimal? Illustrate.
3. What are circulating decimals? Illustrate.
4. Define and illustrate *repetend*.
5. When are repetends *co-originous*? *Conterminous*? *Similar*? Give illustrations.
6. When is a repetend said to be *expanded*?

EXERCISES.

1. Add exactly $16.2\frac{1}{3}$, $48.32\frac{2}{3}$.
2. Divide 60 by $2.8\frac{1}{4}$.

NORMAL COURSE.

3. The product of three factors is 5.76 : one of them is .024, another is .06 ; find the third.
4. Reduce to its simplest form

$$\frac{1}{.01} \div \frac{.0009}{.4 \times .0005 + .002 \times .0125}$$
5. Reduce the following to common fractions : $\dot{1}\dot{3}$, $.0\dot{3}\dot{1}\dot{5}$, $\dot{1}.\dot{5}$.
6. Find the value of $5.\dot{0}\dot{0}\dot{3} \times 6$.

LESSON FIVE.

Denominate Numbers.

1. What are *denominate numbers* ?
2. Name the tables for weight.
3. Name the tables for capacity.
4. What is meant by the length of a line? Area of a surface?
5. Which is the heavier, a pound of gold or a pound of iron? Explain.
6. Which is heavier, an ounce of gold or an ounce of iron? Explain.

EXERCISES.

1. Reduce to integers of lower denominations, .385 A. $\frac{5}{9}$ lb.
2. Reduce to integers of higher denominations, 46381 inches, 48394 cubic inches.
3. Express as rods and decimals of a rod : 8 rd. 1 yd. 2 ft. 9 in.
4. Reduce to the fraction of a mile, .35 ft.
5. Reduce $\frac{3}{10}$ of a pint to the fraction of a bushel ; $\frac{5}{8}$ of a pound to the fraction of a ton.
6. From a barrel containing 36 gal. 3 qt. 1 pt., there were sold 27 gal. 2 qt. 1 pt. 2 gi. How much remained?
7. How many inches are there in 59 ch. 75 l.?
8. Illustrate by drawings, the difference between 5 square feet and 5 feet square.
9. How much wood is there in 5 loads, each containing 1 cd. 5 cd. ft.?
10. How many cups, each weighing 7 oz. 15 pwt., can be made from 60 pounds of silver?

ARITHMETIC.

LESSON SIX.

Longitude and Time.

1. What is *standard time*?
2. What four meridians are established as central meridians?
3. How is the standard time of a place determined?
4. Name these four time belts.
5. When it is 10 o'clock by standard time in Boston, what is the time in San Francisco?
6. How may the difference in solar time between any two places be found when the difference in longitude is known?
7. Where is the day said to begin?
8. In going from San Francisco to China, do you gain or lose a day? Explain.
9. The difference in solar time between two places is 3 hr., 50 min., 37²/₃ sec. What is their difference in longitude?
10. The longitude of Berlin is 13 degrees, 23 minutes, and 43 seconds east from Greenwich, and that of Cincinnati 84 degrees, 26 minutes west from Greenwich. What is their difference in time?

LESSON SEVEN.

Metric System.

1. What is the *metric system*?
2. What is a *meter*? An *are*? A *stere*? A *liter*? A *gram*?
3. For what is the *meter* used? The *kilometer*?
4. Illustrate how metric numbers are written.
5. How are they read? Illustrate.
6. What is the unit in measuring ordinary surfaces? In measuring areas of countries? In measuring land?
7. Explain the use of the *cubic meter*.
8. For what is the *gram* used?
9. What is the unit in weighing very heavy articles?
10. How is the *liter* used?

NORMAL COURSE.

EXERCISES.

1. How many hektares in 640 acres?
2. Change 625 meters to feet.
3. The produce of 8 acres was 240 bushels of wheat. What was it in hektoliters?
4. How many liters in 8 casks, each containing 3.40 m.?
5. The capacity of a bin is 40.64 cubic meters. What is the value of the grain that will fill it, at 60 cents a bushel?
6. How many square yards of paper in a roll 8 m. long and 4 m. wide?
7. How many kilometers in 65 miles?
8. If butter is worth 30 cents a pound, how much should it be a kilo?

LESSON EIGHT.

Ratio and Proportion.

1. What is *ratio*? Define each kind.
2. What is the *antecedent*? *Consequent*?
3. What is *direct ratio*? *Inverse or reciprocal ratio*?
4. What is *proportion*? Define each kind.
5. Give the principles of proportion.
6. Write a ratio whose value is $\frac{1}{2}$.
7. Write a proportion each of whose ratios is equal to $\frac{2}{3}$.
8. Write an equation which is an equality of two fractions; write the same as a proportion.
9. Is $6:8::7:9$ a proportion? Explain.
10. How does the method of solving a problem by proportion differ from the analysis method?

EXERCISES.

1. Reduce 30:40, 13:39 to their lowest terms.
2. Clear of fractions, $2\frac{1}{2} : 3\frac{1}{3}, 6\frac{1}{4} : 7\frac{1}{8}$.
3. If $4\frac{7}{8}$ bushels of wheat cost $\$2\frac{7}{8}$, what will $19\frac{1}{2}$ bushels cost?
4. If 35 men can dig a trench in 14 days, how many men will it take to dig it in 5 days?
5. If $\$150$ gains $\$12$ in 8 months, in what time will it gain $\$17$?

ARITHMETIC.

6. If the freight charges on 125 cattle, averaging 900 pounds, is \$200 for 150 miles, what should be the charges on 275 cattle averaging 1200 pounds, for 225 miles?
7. A lumber dealer purchased two piles of wood. One pile was 24 feet long, 20 feet high, 16 feet wide, and contained 60 cords. The other pile was 32 feet long, 12 feet wide, and 18 feet high. Find by Rule of Three the number of cords in the latter pile.
8. If 180 bricks, 8 inches long and 4 inches wide, are required for a walk 20 feet long and 6 feet wide, how many bricks will be required for a walk 100 feet long and 4 feet wide?
9. If a bin 8 feet long, $4\frac{1}{2}$ feet wide, and $2\frac{1}{2}$ feet deep, holds $67\frac{1}{2}$ bushels, how deep must another bin be made, that is 18 feet long and $3\frac{5}{8}$ feet wide, to hold 450 bushels?
10. If $4\frac{1}{2}$ tons of coal fill a bin 9 feet long, 5 feet wide, 5 feet high, how many cubic feet are required for the coal of a steamer that carries coal for 3 weeks at 20 tons a day?

LESSON NINE.

Percentage.

1. Define *percentage*. *Rate per cent.*
2. Express as common fractions in smallest terms : 10% , $12\frac{1}{2}\%$, $37\frac{1}{2}\%$, 125% , $62\frac{1}{2}\%$.
3. Express as a rate per cent. : $\frac{1}{2}$, $\frac{1}{8}$, $\frac{2}{3}$, $2\frac{1}{4}$, $\frac{9}{10}$, 0.5625, 0.00625.
4. Is there any difference between $\frac{1}{2}\%$ and 50% ?

EXERCISES.

1. A invested 60% of his estate in bonds, and the remainder of it, amounting to \$4000, in real estate : how much did he invest in bonds?
2. 5 bushels, 2 pecks are $16\frac{2}{3}\%$ of what number?
3. A farmer owning 75% of a tract of land sold 150 acres, which was 20% of what he owned ; how many acres were there in the tract?
4. When the gold dollar is worth 9% more than the greenback dollar, how much in gold are \$497.04 in greenbacks worth?
5. A's salary is \$6000 a year ; he spends 28% of it for rent, 10% for clothing, 13% for provisions, and 8% for sundries ; how much does he save annually?

NORMAL COURSE.

6. A gold dollar weighs 25.8 grains Troy. 10% of it is alloy ; how many grains of pure gold does it contain?
7. A man sold a horse for \$200, which was 25% more than it cost him: if he had sold the horse for \$300, what per cent. would it have been more than it cost him?
8. The voters of a certain city number 16386, which is 20% more than the number 3 years ago. What was the number then?
9. John earns each week \$7.50. He spends for board \$2.50, and as much more for other things. What per cent. of his earnings are his spendings?
10. A bought goods to the value of \$345.75, and sold them to B at 15% advance on his outlay, and B sold them to C at 15% less than his outlay. How much did C give for them?

LESSON TEN.

Profit and Loss.

Define *profit and loss*.

What is the base in profit and loss?

EXERCISES.

1. A bought a farm from B for \$4800, which was 20% less than B paid for it, and sold it for 10% more than B paid for it. What was A's gain and B's loss?
2. A man sold two lots for \$3600 each, gaining 25% on one lot and losing 25% on the other. Did he gain or lose and how much?
3. Bought a cask of molasses containing 120 gallons for \$50. But, a fifth of the molasses having leaked out, for what must the remainder be sold a gallon to gain 10% on the purchase?
4. By selling hay at \$15 a ton I lose 10%. At what price must I sell it to gain 15%?
5. If a farm increased in value 20% per annum for three successive years and it was then worth \$6912, what was its value at the beginning of the first year?
6. Bought goods for \$14500. Half of them I am obliged to sell at a loss of 20%. If I sell the other half at a gain of 20%, what shall I gain or lose on the whole?

ARITHMETIC.

7. If a man lose 35% of a lot of apples, what must be his per cent. of gain on the remainder to net a gain of 25% on the cost of the whole?
8. A house was sold for \$5616, at a gain of 6%. What was the gain?
9. A merchant sold goods for \$150 and lost 10%, whereas he should have gained 30%. How much were they sold under their proper value?
10. The retail price of an article was \$131.25, or 25% in advance of retailer's cost. By selling to the retailer the jobber realized a gain of 20%, and by selling to the jobber the manufacturer made a profit of 16 $\frac{2}{3}$ %. What did the furniture cost the manufacturer?

LESSON ELEVEN.

Stocks and Bonds.

Terms :

| | | |
|--------------|---------|-------------|
| Company. | Stock. | Assessment. |
| Corporation. | Script. | Dividend. |
| Charter. | Bond. | |

Define each of the above terms for yourself. Be sure you read carefully what your book gives. Remember that there are two bases involved.

EXERCISES.

1. A merchant paid \$8946.25 for gold at 105, brokerage $\frac{1}{4}$ %. How much gold did he buy?
2. What income in currency would a man receive by investing \$5220, in 6% bonds, at 116, when gold is 105?
3. I received an annual dividend of 6% on stock, which cost me but 37 $\frac{1}{2}$. What per cent. of income do I receive on my investment?
4. If a railroad stock be yielding 5% and is 20% below par, how much would have to be invested to bring an income of \$300?
5. What is the rate of income on Pacific Mail 6's bought at 50%?
6. What must be paid for 6% bonds to realize an income of 6%?
7. When 4% bonds are quoted at 106, what yearly income will be received from bonds that can be bought for \$4982?
8. What could I afford to pay for bonds yielding an annual income of 7% to invest my money so as to realize 8%?

NORMAL COURSE.

9. What amount is invested by A, whose annual stock yielding 5% brings an income of \$300, but sells in market for 92%?
10. The rate of income being 7% on the investment and the dividend rate 4%, what is the market value of \$3430 of the stock?
11. In a mutual insurance company one capitalist has an investment paying 8%; what is the premium of the stock, the dividend being 9%?

LESSON TWELVE.

Trade Discount.

NOTE. For definitions and terms see your text-book. Any good text-book should give the definitions of all terms involved.

EXERCISES.

1. What is the net price of hardware invoiced at \$815, and subject to a discount of 20%, 10% and 15%?
2. The gross amount of a bill of goods is \$750.35 and the rates of discount are 20%, 10% and 5%. What is the net price?
3. A and B offer the same quality of hats at the same list price, but A offers a discount of 10% and 5% and B a single discount of 15%. Of whom will it be more advantageous to buy and how much will be saved on an order, the gross amount of which is \$200.50?
4. A's list price of a certain quality of pocket knives is \$9 per dozen, 20% and 5% off; and B's list price of the same quality of knives is \$9.50 per dozen, 25% and 10% off. How much will be saved by ordering 16 dozen knives from B?
5. The gross amount of a bill of tinware is \$275.30, of which \$85 is sold at a discount of 25% and 10%; and the remainder at 10% and 5%. What was the net amount of the bill?
6. In a closing out sale, a jobber desires to sell dishes costing \$6 per dozen at 10% loss, and offers a discount of 30% and 20% on the marked price. At what price per dozen should the dishes be marked?
7. The net cost of 240 yards of goods is \$126.36. What was the gross price per yard, if purchased subject to a discount of 10%, 10% and 2½%?

8. What must be the marked price on cloth which cost \$18 per yard that a discount of 10% may be offered on the marked price and yet net cost to the seller?
9. I mark shovels at 60% profit. What rate of discount of 10% may be offered on the marked price and yet net cost to the seller?

LESSON THIRTEEN.

Commission and Brokerage.

Commission in buying is always reckoned on the prime or net cost ; in selling, on the gross proceeds. See text-book for terms and definitions.

EXERCISES.

1. A commission merchant sells merchandise amounting to \$3325 ; how much is paid to the consignor of the merchandise, the charges being, for transportation \$117.50, for advertising \$10, for storage \$15, for commission $\frac{1}{2}\%$?
2. A freight broker procures transportation for 375 tons of merchandise at \$3.50 per ton ; what is his brokerage at 3%?
3. A lawyer collecting a note at a commission of $12\frac{1}{2}\%$ thereon, received \$6.25 ; what was the face of the note?
4. An agent sold 6 lots at \$120 each, and 12 at \$140. He paid for advertising \$72, and after deducting his commission remitted \$2208 to the owner. What was the per cent. of his commission?
5. If, out of a remittance of \$2328.75, I retain my commission of $3\frac{1}{2}\%$ on the purchase, how much wheat at 45 cents a bushel can I buy with the remainder?
6. An agent received a sum of money to lay out after deducting his commission of $2\frac{1}{2}\%$. He laid out \$1392. What was the sum he received?
7. A commission merchant sold on commission goods for \$8,134.75, and received \$334.75, which included a charge of \$22.75 for cartage, freight, and storage. What was the rate of commission?
8. A lawyer collected 65% of a note of \$950, and charged $6\frac{1}{4}\%$ commission. Find his commission.

NORMAL COURSE.

9. A factor received 5% for buying wool. His commission amounted to \$208.50. How much did he pay for the wool?
10. Sent my agent \$4100 for the purchase of iron after taking out his commission of $2\frac{1}{2}\%$. After he had bought the iron, I changed my business and telegraphed him to sell the iron at cost. He did so, taking a commission of $2\frac{1}{2}\%$ on the sale, and sent me the balance. How much did I lose by the transaction?

LESSON FOURTEEN.

EXERCISES.

1. A note of \$525.50 bearing accurate interest at 4% was given Jan. 29, 1898. What sum will discharge the note on July 15, 1901, no previous payment having been made?
2. For what sum did I give my note at a bank so that when discounted for 90 days without grace at 6%, I received \$3152?
3. A firm draws on a company at 60 days for \$679. The draft is accepted. How much does the firm receive from its bank, exchange being $\frac{1}{8}\%$, and rate of interest 6%?
4. Find the simple interest at 7% on a note of \$564.29 from July 21, 1897, to May 12, 1901.
5. A partner was allowed 8% per annum on all sums invested with his firm, and charged 8% per annum on all sums withdrawn. At the beginning of the year he had \$9000 invested; on May 15 he invested \$2500 additional; and on August 9 he withdrew \$2800. What was the interest balance to his credit at the close of the year? (Find the exact time in days.)
6. Find the compound interest on the note in example 4.
7. Find the annual interest on the note in example 4.
8. On a sum borrowed at 7% per annum and loaned at 8% per annum, I realized a gain of \$61.80 in 5 mo. 17 d. What amount did I owe the lender at the expiration of that time?
9. How much must I pay for the use of \$6225, borrowed at 7% per annum on Jan. 18, 1900, and returned Dec. 12, 1900? (Find the time by common subtraction.)

ARITHMETIC.

10. What is the duty on 28 pieces of carpeting, of 58 yds. each, invoiced at 45 cents per yd., the specific duty being 27 cents per yard, and the ad valorem duty 25%?
11. A man paid an insurance company for 25 years an annual premium on a life policy for \$2500, of \$27.38 per \$1000. Of this premium 15% was returned as dividends. How much did he pay in all?
12. Write a negotiable note.
13. What is the United States rule for partial payments?
14. What is the difference between the true discount and the interest on \$6500, for 2 years 5 months at 7%?
15. On a note for \$1500, dated Aug. 7, 1898, drawing 4% interest, there were paid, May 14, 1899, \$400; Nov. 24, 1900, \$475. What was due Jan. 1, 1901?
16. Bought the following bills on 4 months: September 19, 1900, \$150; October 10, \$175; November 6, \$300. What is the average time for payment?
17. Thomas Sherwood bought merchandise as follows: March 7, 1901, \$500; April 3, 1901, \$300; August 5, 1901, \$800. He made the following payments: March 10, 1901, \$400; April 2, 1901, \$100; July 10, 1901, \$600. What was due September 1, 1901?

LESSON FIFTEEN.

Powers and Roots.

EXERCISES.

1. What is *involution*? *Evolution*?
2. Define *surd*, *radical*, *exponent*, *power*, *index*.
3. What is the *cube root* of a number?
4. Read: $9^{\frac{1}{2}}$, $81^{\frac{1}{3}}$, $64^{\frac{1}{4}}$, 16^2 , 8^3 .
5. By factoring find the square root of 5184. The cube root of 32768.
6. Extract the square root of 390625. Of .00365.
7. Extract the cube root of 166375. Of $\frac{2}{3}$.
8. Find the value of the sixth root of 2985984.

(NOTE. The sixth root of a number is the square root of the cube root of that number.)

NORMAL COURSE.

9. Two rafters, each 24 feet long, meet at the ridge of a roof 12 feet above the body of the house. Required the width of the house.
10. A cubical room contains 54872 cubic feet. What is the distance from a corner on the floor to the opposite corner of the ceiling, measuring diagonally from floor to ceiling? The diagonal is to run through the room and not along a wall.
11. What is the cube root of the square of $\frac{1}{3}$?
12. Which is the larger, the square of $\frac{2}{3}$, or its cube, and how much?

LESSON SIXTEEN.

Measurements.

1. How many cubic feet of gas will be required to fill a spherical balloon whose diameter is 40 feet?
2. The diameters of two circles are, respectively, 150 feet and 75 feet. How much larger is the one than the other?
3. How much will it cost, at 15 cents per square yard, to paint the lateral surface of a vat which is 12 feet in diameter at the bottom, and 10 feet at the top, the slant height of which is 13 feet?
4. How many square yards in a piece of roof 12 feet 6 inches wide on the lower side, and 8 feet 3 inches wide on the upper side, the length being 15 feet?
5. One side of a triangular lot is 62 rods, and the perpendicular distance from the angle opposite to this side is 20 rods; how many acres in the lot?
6. What is the circumference of the earth, the diameter being 7912 miles?
7. A pile of wood containing $67\frac{1}{2}$ cords is 250 feet long and 4 feet wide. How high is it?
8. How many quarts will a sphere hold that is 14 inches in diameter?
9. What is the area of a triangle, of which the base is 14 feet 8 inches and the altitude 14 feet 9 inches?
10. Find the area of a triangle whose sides are 14, 15, and 16 feet.
11. How many acres in a square field, each side of which is 72 rods?
12. Find the difference in area between a floor 60 feet square, and two others, each 30 feet square.

ARITHMETIC.

13. A field is in the form of a trapezoid ; one of the parallel sides is 35 rods, and the other 22 rods ; the width is 32 rods ; how many acres in the field ?
14. How long a rope will it take to fasten a horse to a post so that he may graze over 1 acre of grass, and no more ?

N. B. Be sure you can define and illustrate all terms used in this lesson and all succeeding lessons.

LESSON SEVENTEEN.

EXERCISES.

1. A farmer wishes to make a cubical bin which shall contain 150 bushels of grain ; what must be its depth ?
2. If a ball of yarn 3 inches in diameter will make a mitten, how many mittens will a ball of yarn 9 inches in diameter make ?
3. A wheel is 10 feet in circumference. How many revolutions will it make in going 15 miles ?
4. A steamer goes due north at the rate of 15 miles an hour and another due west, 18 miles an hour. How far apart will they be in 6 hours ?
5. A tree was broken 25 feet from the top and fell so that the end struck 15 feet from the foot ; required height of the tree.
6. How many bricks 22.5 to the cubic foot are required for a chimney 30 feet high, 20 x 36 inches outside measure, and 10 x 20 inches inside measure ?
7. The cylinder of a pumping engine is 6 feet long and 48 inches in diameter. If it makes 40 single strokes per minute, how many gallons will it pump in a day ?
8. A reservoir is shaped like a frustum of a cone. It is 16 feet deep, 26 feet in diameter at the top, and 24 feet in diameter at the bottom. How many cubic feet does it contain ?
9. How far does a team travel in plowing 160 acres with a 12 inch plow ? Furrows are $\frac{1}{2}$ mile long. No allowance for turns.
10. If a man husks two rows of corn, each 80 rods long, the rows being 4 feet apart, and gets 10 bushels, what is the yield per acre ?

LESSON EIGHTEEN.

EXERCISES.

1. A field is in the form of an isosceles triangle, the equal sides being 200 rods, and the other side 160 rods. Find the area of the field.
2. Find the last term of an increasing series in which the first term is 3, the common difference 2, and the number of terms 40.
3. A travels from Boston to Bangor in 10 days ; he goes 5 miles the first day, and increases the distance traveled each day by the same number of miles ; on the last day he goes 50 miles ; find daily increase.
4. How many strokes does the hammer of a clock strike in 10 hours ?
5. The first term of a decreasing series is 262,144, the ratio 4, number of terms 9 ; find the last term.
6. The first term of an increasing series is 5, the ratio 3 ; what is the ninth term ?
7. The first term is 6, the ratio 2, the number of terms 9 ; what is the sum of the series ?
8. Which will carry the larger amount of water, two 3-in. or 1 6-in. tile ? Consider the speed and friction the same in both cases.
9. The perimeter of one square is 960 inches, and that of another is 540 inches ; find the perimeter of a square that is equal in area to the two.
10. There is a fence inclosing a circular field 32 ft. in diameter. What will be the area of a square field, which the same fence will exactly surround ?

GEOGRAPHY.

Mathematical and Descriptive, with the essentials of
Physical and Commercial Geography.

Text-books recommended for study or reference :

| | |
|--|--------|
| Frye's Complete Geography, | \$1.25 |
| The Natural Advanced Geography, | 1.25 |
| Appleton's Higher Geography, | 1.25 |
| Barnes' Complete Geography, | 1.25 |
| Butler's Complete Geography, | 1.20 |
| Eclectic Complete Geography, | 1.20 |
| Harper's School Geography, | 1.08 |
| Mitchell's New Intermediate Geography, | 1.20 |
| Guyot's New Intermediate Geography, | 1.00 |
| Warren's Common School Geography, | 1.12 |

GEOGRAPHY.

LESSON ONE.

Geography : definition, derivation, divisions.

The Earth: form, size, rotation, position in the solar system, volume, weight, specific gravity, motions, orbit.

Measurements: great circles, small circles, cardinal points, horizon, zenith, axis, the poles, meridians, ecliptic, diameter, tropics, zones, equator.

Motions of the Earth : annual, daily, causes.

Changes of seasons : causes, time.

Globes. Maps.

NOTE. The outline continued through this course is a logical system of suggestions to assist in studying and teaching geography.

Be sure to master all terms in the outline not already familiar.

EXERCISES.

1. What is the derivation of the term *geography*?
2. Distinguish between *political* and *physical* geography.
3. What is *mathematical* geography? Why is it called *mathematical*?
4. Give five proofs of the *rotundity* of the earth. Two that it is a *spheroid*.
5. How much greater is the *equatorial* diameter than the *polar* diameter?
6. Why are the zones given their respective widths? What would be the width of the several zones if the earth's inclination was 30 degrees?
7. Why does the length of a degree of longitude decrease after leaving the equator? What is the length of a degree of latitude?
8. Distinguish between great and small circles. Name some of each kind.
9. What principles are involved in the *change of seasons*?
10. Draw a cut of the earth's orbit.

NORMAL COURSE.

LESSON TWO.

Natural Divisions of Land : continents ; islands,— oceanic, continental, archipelago.

Forms of land : coast lines, isthmuses, peninsulas, capes, promontories, mountains, mountain ranges, mountain systems, plateaus, plains, valleys, deserts, oases.

Coasts : rising coasts, sinking coasts.

Volcanoes : causes, distribution.

Atmospheric erosion : detritus, dunes.

EXERCISES.

1. Define *continental plateau*.
2. What are *continental seas*? Name two.
3. Distinguish between *oceanic* and *continental* islands. Give illustrations.
4. Australia is sometimes called an island. Explain why it is really a continent.
5. Distinguish between *lowlands* and *highlands*.
6. What are *sinking* coasts? Give an example. Describe their coast lines.
7. Explain why *rising* coasts usually have comparatively even and regular coast lines. Mention a rising coast.
8. What are *penplains*? Examples.
9. How are valleys deepened? Widened?
10. How are *canyons* made?
11. Why are valleys in lowland regions usually wide and comparatively shallow with gently sloping sides?
12. What are *deserts*? Name five.
13. What are the features of a volcano? Where are many volcanoes?
14. What is *atmospheric erosion*? Give illustrations.
15. What is *detritus*?

LESSON THREE.

Divisions of Water : oceans, gulfs, bays, lakes, straits, channels.

Oceans : names, location, and size.

Movements : waves, currents tides.

GEOGRAPHY.

Currents : names, causes, effects.

Tides : kinds, causes.

Ground water : springs, geysers, hot springs.

Rivers : source, bed, mouth, banks.

River basins and divides.

River systems.

Lakes : fresh, salt, distribution, cause of salt lakes.

Stream features : rapids, cataracts, sand banks, bars, deltas, flood plains, oxbow loops.

Glaciers : formation, movements, drumlins, glacial period, icebergs.

Barrier beaches. *Sandy hooks*.

Coral reefs and islands.

EXERCISES.

1. Distinguish between *waves* and *breakers*.
2. What are *barrier beaches*? *Sandy hooks*?
3. Explain *tides*.
4. Explain the formation of *salt lakes*.
5. What is a *river system*? Describe one.
6. What are *oceanic currents*? Describe the *Gulf Stream*.
7. What are *artesian wells*? *Geysers*? Give illustrations.
8. Explain the formation of *glaciers*. What is a *continental ice sheet*?
Give an illustration.
9. What is meant by the *glacial period*?
10. Define *bayou*. *Oxbow loops*.

LESSON FOUR.

The atmosphere : composition, uses, height, weight, comparative density, effect of elevation.

Winds : causes, kinds, constant, periodical, variable.

Trade winds : location, cause, uses.

Periodical winds : monsoons, sea breezes, etesian northern, harmattan.

Variable winds : simooms, siroccos.

Cyclones and tornadoes : causes, distribution.

Moisture : evaporation, saturation, condensation.

NORMAL COURSE.

Forms of condensation : dew, frost, fog, clouds, rain, hail, snow.

Distribution of rain : in the torrid zone, in temperate zones.

Zones of light : how determined, position of the tropics.

Climate : astronomical, physical, continental, oceanic.

Climate as affected by latitude, altitude, proximity to large bodies of water, and to mountain ranges.

Heat belts : names, locations, seasons.

Northern lights.

EXERCISES.

1. Define and explain *winds*.
2. What are the *trade winds*? *Monsoons*?
3. Distinguish between *cyclones* and *tornadoes*.
4. What does the term *rainfall* usually include?
5. What are the *rain producers* of the temperate zones?
6. What are the reasons for the heavy rainfall on the northeast and southeast coasts of South America?
7. Define *heat belts*. Name them.
8. What is the meaning of the word *tropic*? What determines the position of the tropics?
9. When does the Arctic circle have its longest daylight? The Antarctic circle?
10. Why do the true heat belts differ from the zones?

LESSON FIVE.

EXERCISES.

1. Describe the three principal races of mankind and give examples.
2. Where are the homes of these races? How are these homes bounded?
3. Who were the *Aryans*?
4. Tell what race or races are found in each of the following river basins : Amazon, Nile, Kongo, Ganges, Lena, Niger, Mackenzie, Volga, Amur, Plata.
5. What races are found along the shores of the Pacific Ocean?
6. What people live on the highest plateau? On the greatest desert? In the coldest lands? In the largest river valley?

GEOGRAPHY.

7. To which race or races do the people of the following lands belong : Greenland, Peru, Egypt, Borneo, China, Japan, Kongo State, Sudan, Java, Finland?
8. What are the great religions of the world?
9. What is the leading language of the inhabitants of the following lands : Russia, Finland, Australia, Turkey in Europe, Kongo State, Greenland, Peru, Brazil, Austria, Egypt?
10. Give the government of each country mentioned in question nine.
11. How many *international* capitals are there?
12. When is a nation called *civilized*? Is China civilized? Explain your answer.
13. Name five distinctions between barbarism and civilization.
14. What are the advantages of a republican form of government? Disadvantages?

LESSON SIX.

Vegetation: conditions of growth, distribution of plants.

Forests: dense, open, kinds of trees.

Prairies. Deserts. Oases.

Medicinal plants. Examples.

Food plants. Examples.

Plants cultivated: cereals, with edible roots, with edible fruit, cultivated for leaves, cultivated for fiber.

EXERCISES.

1. In what zone are most of the dense forests?
2. Give the different names for grassy land.
3. What are tundras?
4. What are deciduous trees? Examples.
5. Name two plants that yield fibers from which cloth is made. Three that are used in making medicine.
6. What is India rubber?
7. Name six food plants.
8. Name five plants of each of the belts of heat.
9. Describe the vegetation of the hot belt.

GEOGRAPHY.

10. What are the seasons in the cool belt?
11. What relation exists between the *flora* and the *fauna* of a country?
12. Of what countries are the following natives: corn, rice, cotton, potato, peach, pear, apple, orange, plum?

LESSON SEVEN.

EXERCISES.

1. What kind of covering has an oyster? A lobster? A bird? A snake?
2. Name some of the uses of horses, of bats. Name two animals that live both on land and in water.
3. Where are egg-laying mammals found?
4. Where are the pouched animals found?
5. What region has the greatest number of plants and animals?
6. For what class of animals is the African region noted? The Oriental region?
7. How do the Eurasian and North American regions differ from each other in plant and animal life?
8. What does this indicate?
9. What are the characteristic animals of the Oriental realm?
10. Name the valuable fur-bearing animals. To what country is the turkey native?

LESSON EIGHT.

EXERCISES.

1. What is *commerce*?
2. Mention some *aids* to commerce.
3. What are the principal highways of trade?
4. What is the most important commercial water way in the world?
5. What are the chief routes of commerce from Western Europe?
6. From the large Atlantic ports of the United States?
7. From San Francisco?
8. Explain the remarkable growth of railroads in the United States.
9. What are the duties of *consuls*?

GEOGRAPHY.

10. Name the great canals of the world.
11. Why are certain sections of a country given to manufacturing?

LESSON NINE.

Study of the Continents (Outlines).

Location : Latitude. Longitude.

Extent : length, width, area.

Comparative size.

Coast features : gulfs, bays, harbors, sounds, straits, channels.

Forms of land : isthmuses, peninsulas, capes, islands.

Physical features.

Mountain systems : ranges, peaks.

Slopes.

Plateaus.

Valleys.

Plains.

River systems.

Lakes.

Climate : temperature, winds, rainfall.

Vegetation.

Animals.

Distribution of races.

Political divisions : boundaries, capitals, cities, physical features, climate, soil, productions, industries, routes of commerce, exports, imports, government, religion, education.

Note. This outline is intended for use in the study of each continent.

North America.

EXERCISES.

1. What part of North America is in the same latitude as England and Ireland?
2. Why does the climate of Labrador differ so materially from that of England?

NORMAL COURSE.

3. Why are the winters more mild at Puget sound than in the region of Lake Superior?
4. Name the mountain systems of North America.
5. Name and locate the capital cities of the Canadian provinces.
6. Where is the magnetic north pole? Why so called?
7. Draw an outline map of North America.
8. Name five great railroad systems of North America.
9. Name five other commercial routes.
10. Name the political divisions of North America and give their government and religion.

LESSON TEN.

South America.

EXERCISES.

1. Name the political divisions of South America, giving capitals, government, religion, language, and industries of each. Arrange in tabular form.
2. How do the river systems of South America compare with those of North America?
3. What island of South America is situated similarly to Newfoundland?
4. Compare in number and size the continental islands of South and of North America.
5. Why does the eastern part of South America have more rainfall than the eastern part of North America?
6. What commerce is carried on between the countries of South America and the United States?
7. How do North America and South America compare as to natural resources?
8. Describe the grassy plains of South America.
9. What language is most generally used in South America? Explain.
10. What influence does the Andes mountain system exert on the climate of South America?

GEOGRAPHY.

LESSON ELEVEN.

Europe.

EXERCISES.

1. For what are Liverpool, Leeds, Birmingham, Limerick, and Merthyr Tydvil noted? Locate them.
2. What parallel crosses the central portion of Spain and through which of the United States does it pass? What other countries of Europe does the same parallel cross?
3. What and where are the *landes*? Name and locate the principal possessions of France.
4. What does Germany comprise? Which are the free cities?
5. Of how many states is Switzerland composed? How large is it?
6. What is the extent of the Ottoman Empire?
7. Name and locate the capital cities of Europe.
8. Name the colonial possessions of Great Britain.
9. Name and locate ten of the principal seaports of Europe.
10. Describe the mountain systems of Europe.
11. For what are the following places noted: Pisa, Venice, Greenwich, Moscow, Naples, Madrid, Geneva, Novgorod?
12. Name five towns on the Siberian railroad.
13. What and where is the oldest republic, the Vatican, Giant's Causeway, Kiel Canal?
14. Of what different races are the inhabitants of Austria?
15. What are *heaths*? What is the Zuyder Zee?

LESSON TWELVE.

Asia.

EXERCISES.

1. What does the Chinese Empire include? What are the productions of China?
2. Compare the European and Asiatic highlands in length, extent, height.

NORMAL COURSE.

3. Give an account of a merchant's voyage from Bombay to Hong Kong, telling what goods he carries on each trip. From Marseilles to Yokohama.
4. Name the principal islands of Japan. What are the chief productions of these islands?
5. Locate the following cities: Tobolsk, Irkoutsk, Bokhara, Khiva, Tiflis, Smyrna, Damascus, Jerusalem, Mecca, Muscat.
6. Name the seas which wash the shores of Asia.
7. Describe the mountain systems of Asia.
8. Describe the river systems of Asia.
9. What nations or tribes living in Asia belong to the Caucasian race? What countries are occupied by the Malay race?
10. Write in tabular form the political divisions of Asia, giving the capital, government, language, and religion of each.
11. Which is the most elevated lake in the world? The highest mountain?
12. What is meant by the "*open door to China*"?

LESSON THIRTEEN.

Africa.

EXERCISES.

1. Name five places of interest in South Africa. Explain.
2. What nations own territory in Africa? What does each own?
3. What is the Kongo State? How is it governed?
4. Describe the lake system of Africa.
5. Describe the surface of Africa.
6. Locate the following islands: Azores, Canary, Cape Verd, Ascension, St. Helena, Madeira, Peak of Teneriffe.
7. What capes project from the four extremities of Africa?
8. Describe the Sahara.
9. How does Africa compare with other grand divisions in regularity of coast line?
10. Name the countries of Africa.

GEOGRAPHY.

LESSON FOURTEEN.

Australia.

EXERCISES.

1. What parts of Australia are forest-covered? Grassy lands? Deserts?
2. Explain how the Australian life region differs from all others.
3. In what season does Christmas occur in Australia? Why?
4. In what wind belts does it lie?
5. What part receives light rains or little or no rain?
6. What is the Australian Confederation? How is Australia governed?
7. Name and locate the principal cities of Australia.
8. What does Polynesia include? Name the principal groups.
9. What are the inhabitants? What is said of the animals?
10. Describe Tasmania. Where is New Zealand?

LESSON FIFTEEN.

The United States.

EXERCISES.

1. What part of the United States is the most thickly settled? Why?
2. Why are there so few towns on the Western plains? Where are the cities larger, on the Great Lakes or on the Gulf of Mexico?
3. Name ten great manufacturing cities and tell for what each is noted.
4. Name the great seaports.
5. Give distance from San Francisco to Hawaii, to Manila, to Cape Nome, to Portland, Wash., to Tacoma, to New York, to Baltimore, to New Orleans, to Savannah, to Portland, Me.
6. Name the leading cities of the New England states.
7. Name the great railroads of New England. The chief industries.
8. Name the transcontinental railroads.
9. Name the Central states.
10. Draw a map of the United States, locating states, territories, and principal rivers, mountains, and cities.

NORMAL COURSE.

11. Locate the great cities and railroads of New York and Pennsylvania.
12. Describe the great canals of the United States.

LESSON SIXTEEN.

EXERCISES.

1. Describe the highland regions of the United States.
2. How do you account for the difference in climate between Oregon and New England?
3. Why is the seacoast northward from Puget sound so irregular? Why is the climate of Southwestern Alaska so mild?
4. Describe the park region of Colorado.
5. In which states do the prairies merge into the Western plains?
6. Describe the delta of the Mississippi.
7. Locate Guam. Why is it valuable?
8. How many important islands in the Philippines? What is the largest?
9. What are our possessions in the West Indies? How did we acquire them?
10. Explain their value.

LESSON SEVENTEEN.

EXERCISES.

1. Where are the great oil fields?
2. What cities refine large quantities of petroleum? How is it transported?
3. Where are the most valuable gas wells? What are the uses for natural gas?
4. Where are the richest gold fields in the world?
5. Where are the rich gold fields of the United States?
6. Where are the rich silver fields of the United States?
7. Where are the rich copper fields of the United States?
8. Where are lead and zinc obtained?
9. Where does the world's supply of tin come from?
10. Name the various kinds of building stone and locate the great quarries.

GEOGRAPHY.

LESSON EIGHTEEN.

EXERCISES.

1. Where is the cotton belt of the United States? Name some of the other products of this belt.
2. Where are the great cotton mills of the United States? Name and locate the cities which manufacture cotton goods.
3. Where is the wheat belt? Locate the great flour mills.
4. Describe the seasons of the corn belt.
5. Where are the chief tobacco districts?
6. What valuable forest trees grow on the Gulf coastal plain? Around Puget sound?
7. Where are the well-known apple areas? Where are grapes grown in large quantities?
8. Where are the orange and lemon groves?
9. Name the principal pork-packing centers. Where are the great cattle ranches?
10. What states are noted for their dairy products?
11. What is the great wool market? What city is the center of the oyster trade?
12. Where are there important salmon fisheries?
13. Describe the coal fields of the United States.
14. Name the four principal iron ore districts.
15. Where are the principal iron manufacturing centers?

PEDAGOGY.

The Elements of Psychology.
Helps and suggestions from the best educators.

Text-books recommended for study or reference :

| | |
|---|--------|
| White's Elements of Pedagogy, | \$1.00 |
| Page's Theory and Practice of Teaching, | 1.00 |
| Gordy's New Psychology, | 1.25 |
| Putnam's Elementary Psychology, | .90 |
| Hill's Elements of Psychology, | 1.28 |

PEDAGOGY.

LESSON ONE.

Definition.

Divisions :

- a.* Theory (Psychology).
- b.* School Management and Discipline.
- c.* Methods of Instruction.

Pedagogy in its restricted sense.

- a.* Treats of the science of education as based on psychology.
- b.* Deals with the mind in its relation to knowledge.
- c.* Presents knowledge so as to arouse the dormant energies of the pupil.
- d.* Calls for the harmonious development of all the powers of the individual — moral, physical, mental.

Some of the problems of education treated in pedagogy : —

- a.* Environment.
- b.* The relation of the child to the state.
- c.* What education is of the greatest value ?
- d.* How to secure it.

EXERCISES.

1. Define pedagogy, education, psychology.
2. What is meant by school management ?
3. With what do methods of instruction deal ?
4. What relation does psychology bear to pedagogy ?
5. What is meant by the harmonious development of the powers of the individual ?
6. Name other problems of education treated in pedagogy.

NORMAL COURSE.

LESSON TWO.

Psychology.

Definition.

Learned through *introspection, observation, and the testimony* of others.

The Human Soul (Psychical Powers).

- a. Sensibility.
- b. Intellect.
- c. The Will.

EXERCISES.

1. Define introspection as the basis of all mind study.
2. In observing other minds, why is the study of children most satisfactory?
3. From what sources can we learn the testimony of others?
4. How may the class room be used to advantage in the study of psychology?
5. How does the study of psychology aid the progressive teacher?
6. Mention some observations that you have made in child study.
7. Distinguish between soul and mind.

LESSON THREE.

Sensibility.

Corporeal Feelings :

- a. Nervous System and its functions.
- b. Classes : sensations and their physical conditions ; general and special classes of sensations ; appetites ; instincts.

Psychical Feelings :

- a. Emotions ; their psychical origin and their physical manifestations and limitations.
- b. Affections and malice.
- c. Desires and aversions.

Voluntary Feelings.

EXERCISES.

1. What are *corporeal feelings* ? Illustrate.
2. Distinguish between *sensations* and *appetites*.

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3. Mention some appetites that may be acquired.
4. What are *instincts*? Give examples.
5. What are the characteristics of *psychical feelings*?
6. Distinguish between *emotion* and *desire*. Give examples.
7. What are *voluntary feelings*? Illustrate.
8. How may psychical feelings be cultivated?
9. May acquired appetites be supplanted?
10. What is meant by the subjection of the lower nature to the higher?
What does it involve?

LESSON FOUR.

The Intellect.

Presentative Powers.

- a. Consciousness.
- b. Sense perception.
- c. Intuition.

Representative Powers.

- a. Phantasy.
- b. Memory.
- c. Imagination.

Thought.

- a. Conception.
- b. Judgment.
- c. Reason.

EXERCISES.

1. Illustrate the distinction between the *presentative* and *representative* powers of the intellect.
2. What are the elements of memory? How many kinds of memory?
3. Distinguish between *memory* and *imagination*.
4. Give rules for the cultivation of the memory.
5. Define *comparison*; *synthesis*.
6. Distinguish between *inductive* and *deductive* reasoning. Illustrate.

NORMAL COURSE.

LESSON FIVE.

The Will.

The Will.

- a. Its liberty of choice (freedom).
- b. Its motives and volitions.
- c. Acts of the will.

Moral Actions.

The Training of the Will.

- a. Moral instruction.
- b. Culture of feelings.
- c. Discipline under motives.

Training in Self-Control and Self-Guidance.

- a. Home-life.
- b. School-life.
- c. Motives : low, high.
- d. School incentives : artificial, natural.

Character.

EXERCISES.

1. What is meant by the *will*?
2. Why do the actions of brutes have no *moral quality*? What does every moral act involve?
3. Define *volition*.
4. Is the culture of the feelings a means or an end of moral education? Explain.
5. Effective moral training involves what discipline of the will?
6. Why has the theater never been a very effective school of morals?
7. Explain how both instruction and discipline may enfeeble and dissipate will power.
8. Define *character*. Of what is it the resultant?

LESSON SIX.

Studies in Psychology.

- a. *Physiological Psychology*, or the relation of the mental activities to the functions of the nervous system.

PEDAGOGY.

- b. *The Senses and the Sense-perceptions* ; original and acquired.
- c. *The development, direction, and restraint* of the emotions and desires.
- d. *The evolution of the higher powers.*
- e. *The characteristics and peculiarities* of the powers of the intellect, or mental activities. The means of strengthening these powers, remedying defects, and preventing abuses.
- f. *The cultivation of the will.*
- g. *Formation of habits.*
- h. *Development of character.*
- i. *The subjection of the lower nature to the higher.*

EXERCISES.

1. What are the special senses involved in sense-perception? The physical conditions? The psychical elements?
2. Distinguish between original and acquired perceptions.
3. Mention the higher powers of the intellect.
4. What is apperception?
5. Mention a valuable study in psychology not enumerated above.

LESSON SEVEN.

Moral Training.

It is of first importance.

It should find a place in the program.

It should be systematic.

Ends.

- a. To train the moral sense.
- b. To train the moral judgment.

Materials and Steps.

- a. Stories, fables, parables, and biographies to instruct and to awaken feelings.
- b. Literary gems to ennoble feelings.
- c. Maxims, proverbs, and the Bible to lift feeling to rule or principle.

Example.

The teacher should never violate his own sense of justice nor outrage that of his pupils.

Appeals to Conscience.

The conscience should be cultivated by frequent appeals.

Unusual Occurrences.

Unusual occurrences should be used to make a moral or religious impression.

EXERCISES.

1. Why is moral training of first importance?
2. What causes the different moral conditions of the different pupils in a school?
3. How may morals be taught in the reading class?
4. Explain how unusual occurrences may be used to make religious impressions.
5. What do you consider the best method of teaching morals? Why?

LESSON EIGHT.

Suggestive Outlines of Lessons in Morals and Manners.

Cleanliness and neatness.

Politeness at all times, especially while at school.

Gentleness in speech and in manner.

Patience and Docility.

Kindness to all living creatures.

Love.

- a. For relatives.
- b. For teachers.
- c. For neighbors.
- d. For country.
- e. For God.

Truthfulness in words and actions.

Fidelity in duty, to relatives, to the unfortunate, to God.

Obedience, prompt, cheerful, implicit, and faithful.

- a. To teachers.
- b. To parents.
- c. To law.
- d. To conscience.
- e. To God.

The Golden Rule.

PEDAGOGY.

EXERCISES.

1. Explain your method of teaching gentleness of manners.
2. Outline your plan for teaching love for country.
3. How may kindness to animals be taught?
4. Is obedience natural or artificial?
5. How would you teach obedience to law?

LESSON NINE.

Recreations.

Objects.

- a. To rest and invigorate the body.
- b. To prevent malformation and disease.
- c. To aid in a symmetrical growth.
- d. To secure ease, grace, and dignity in the movements of the body.

Requisites.

- a. It should be directed to those parts of the body suffering most from confinement.
- b. It should commence and end gradually, with the more violent parts near the close.
- c. It should be regular as to time, kind, and intensity, increasing with increasing strength.
- d. It should be accompanied with music or some means of keeping exact time.
- e. It should be conducted in convenient places, as to fresh air and pleasant surroundings.

Movements.

- a. Arm, wrist, and hand movements.
- b. Head, neck, chest, and shoulder movements.
- c. Trunk and spinal column movements.
- d. Hip, joint, leg, and foot movements, and marches.

Recesses :

- General.
- Special.

Games :

- Free.
- Systematized.

NORMAL COURSE.

EXERCISES.

1. What supervision should the teacher exercise over games? Over the playground?
2. Do you favor general recesses? Explain.
3. Why should physical exercises be conducted in convenient places, as to fresh air and pleasant surroundings?
4. What prominence would you give to such exercises in your program?
5. Give an outline of calisthenic exercises suitable for an ungraded school.

LESSON TEN.

Principles of Teaching.

Teaching must be adapted to the varying capability of pupils of different grades.

The natural order in which the powers of the mind should be exercised, and the corresponding kinds of knowledge taught, is : first, the presentative ; second, the representative ; third, the thought power.

The mind proceeds from the simple to the complex, from the known to the unknown, from the particular to the general.

Observation before reasoning.

Sense knowledge before thought knowledge.

Facts before definitions or principles.

Processes before rules.

EXERCISES.

1. Explain the use of the following terms in designating the three periods of school life : presentative, representative, and thought ; perceptive, conceptive, and rational ; objective, reproductive, and elaborative.
2. Should pupils of all grades be taught the same kinds of knowledge and by essentially the same methods? Explain your answer.
3. Why should sense and concrete knowledge receive most (but not exclusive) attention in the primary grades, and rational knowledge in the higher grades?

4. In the intermediate grades, what attention should be paid to the presentative, representative, and thought powers?
5. Explain the meaning of "self-activity," "adaptation," and "natural order," as applied to education.

LESSON ELEVEN.

Principles of Teaching.

Primary instruction should not be confined to presentative activity and knowledge.

Intermediate instruction should not be confined to presentative and representative activity and knowledge.

Objective teaching for all grades.

The development and equipment of the body and of the mind depend upon the vigorous and rightly-adjusted exercise of spontaneous and voluntary self-activity.

EXERCISES.

1. Should knowledge or mental power be the leading aim of teaching? Explain.
2. Explain the meaning of the so-called Comenian maxim, "We learn to do by doing."
3. Can a school art be taught by simply imparting a theoretical knowledge of its principles?
4. Give illustrations of objective, subjective, and direct instruction.
5. What school exercise tests the knowledge of pupils? The power of pupils? The skill of pupils?

LESSON TWELVE.

The Teacher.

Fitness for Teaching.

Natural ability.

Professional study.

Experience.

NORMAL COURSE.

Responsibility of the Teacher.

- For the bodily health of pupils.
- For the intellectual growth of pupils.
- For the moral training of pupils.
- For the religious training of pupils.

Personal Habits.

- Neatness.
- Order.
- Courtesy.
- Punctuality.

Literary Qualifications.

EXERCISES.

1. What is meant by the *natural ability* of teachers?
2. To what extent is the teacher responsible for the bodily health of pupils?
3. Distinguish between moral and religious training.
4. To what extent is the teacher responsible for the religious training of pupils?
5. What are the ideal literary qualifications of teachers? Answer fully.

LESSON THIRTEEN.

Study.

Objects.

- To discipline the intellect.
- To train the emotions.
- To develop and strengthen the physical organism.
- To accumulate facts, principles, and knowledge, and to classify the same.
- To assimilate these stores of accumulation.
- To enlarge the capacities of the mind.

Obstacles.

- Normal : immaturity, organic weakness, etc.
- Abnormal : ill temper, stubbornness, laziness, etc.
- Acquired : omitting difficult parts, reading without thought, trusting to others for help to understand.

Bad externals : uncomfortable furniture, etc. ; bad air, light and temperature ; want of a system ; a fretful teacher.

Necessities.

Good externals.

Good health and proper habits of living.

Normal mental state.

Lessons Assigned.

Definite information as to how much.

Points of interest and difficulty noted.

Definite directions — how to be recited.

EXERCISES.

1. Define study.
2. What powers of the mind may study be made to discipline?
3. Mention normal and abnormal obstacles to study that are not enumerated in the outline.
4. Are contentment, peace, and good will conducive to study? Explain your answer.
5. What importance do you attach to a program for study? Send us a sample program for study adapted to intermediate grades.

LESSON FOURTEEN.

School Organization.

Contract.

Compensation.

Repairs.

Janitor's work.

Examination of Pupils.

Data from which to judge ; natural ability as to age, temperament, and perception.

Opportunities at home and at school.

Attainments : general, particular.

Modes of ascertaining : noting general aptness or deficiency in class or at play ; by ordinary recitations.

Classification.

Kinds : close, loose.

NORMAL COURSE.

Obstacles : diversity of attainments, indifference of patrons.

Advantages : economy of time and expense, stimulus from class-spirit.

Disadvantages : interferes with individual development, ignores diversity of talent, offers opportunities for shirking lessons.

Studies : number, kinds.

Opening Exercises.

Reading.

Singing.

Prayer.

Miscellaneous.

Programs, temporary and permanent.

For study.

For recitation.

For recesses.

For games and gymnastics.

Closing Exercises.

Conversations, retrospect, prospect.

Separating, singing, good night.

EXERCISES.

1. Distinguish between the temporary and the permanent organization of a school.
2. In classifying pupils, to what extent would you recognize diversity of talent?
3. Can you suggest appropriate opening exercises other than scripture selections, singing, and prayer?
4. Send us an ideal program for an ungraded school.
5. Explain the importance of closing exercises.

LESSON FIFTEEN.

Recitation.

Objects.

To ascertain how well the lesson has been prepared and how well it is understood.

To assist the pupil to understand difficult points.

PEDAGOGY.

To impart collateral information, scientific, moral.

To make practical application to language culture, good manners, and habits.

Methods.

Questions and answers.

Topical, diagrams and outlines, analysis and written description.

Didactic, conversations, essays, lectures.

Miscellaneous, objective teaching, experiments, use of apparatus.

Questions.

Let them be pertinent, clear, concise, and in plain language.

Let them contain none of the answer directly.

Do not read them from books or manuscripts.

Do not use leading questions, or those suggesting answers.

Do not prompt by word, gesture, sign, look, or tone of voice.

Answers.

Every answer should be an entire sentence and free from all grammatical inaccuracies.

Answers should be sufficiently loud to be heard by every member of the class.

They should be free from slang phrases.

EXERCISES.

1. Do you require your pupils to stand while reciting? Explain your answer.
2. Why should the class be so arranged that the teacher may see the eyes of each pupil?
3. What are the advantages of frequently writing questions on slips of paper, or on the board?
4. How may the recitation be used to teach language and good manners?
5. Is there any advantage in having the question repeated by some member designated, before it is answered? Explain.
6. Should the teacher repeat an answer as given by a pupil?

LESSON SIXTEEN.

School Government.

Objects.

To secure good order.

NORMAL COURSE.

To cultivate self-control.

To secure the safety of individuals and of society.

To correct and reform constitutional derangements, such as hatred, revenge, self-will, rebellion, etc.

To correct and reform bad habits, such as inattention, slovenliness, disobedience, lying, and stealing.

Means.

Employments : plays, calisthenics, study, recitation, exercise of patience, benevolence, and resolution.

Restraints : from accustomed privileges, in personal liberty, punishments.

Punishments.

Objects : reformation of offenders, protection to society, vindication of authority.

Kinds : moral (see incentives), corporal.

EXERCISES.

1. Which of the objects of school government do you consider most important? Of punishment?
2. What is the true relation of school government to moral training?
3. What is the limitation of all punishments?
4. Give an illustration of a natural punishment, *i. e.*, one that naturally grows out of the offense.
5. Extreme quiet or stillness is sometimes mistaken for order. Explain.

LESSON SEVENTEEN.

School Incentives.

Selfish Appeals.

Prizes.

Privileges.

Immunities.

High Motives.

A desire to excel.

A desire to please.

A desire for self-improvement.

PEDAGOGY.

- A desire for happiness.
- A desire to do right for right's sake.
- A desire to be useful.

EXERCISES.

1. State the objections to giving prizes.
2. Would you use the incentives of privilege and immunity such as choice of seats, exemption from duty? Explain.
3. Which of the natural incentives or high motives do you consider most effective? Explain.
4. Under what circumstances should a teacher make use of selfish appeals?
5. Name five eminent educators, telling when they lived and why they became distinguished.
6. Give an example of analytical teaching ; of synthetic teaching.

LESSON EIGHTEEN.

Conducting Recitations.

- Teachers should thoroughly understand what they attempt to teach.
- They should make special preparation for each lesson.
- They should be able to use our language fluently and correctly.
- They should have proper animation.
- They should never proceed without the attention of the class.
- They should avoid a formal routine in teaching.
- When explaining, they should use language which is intelligible to children.
- They should require prompt and accurate recitations.
- They should not rely too much on concert recitations.

Common Mistakes.

- To regard knowledge as more important than the child.
- To confine education to the school.
- To neglect physical training.
- To neglect definite moral training.
- To fail to arouse interest of parents.
- To be variable in discipline.

NORMAL COURSE.

To lose temper.
To ridicule or humiliate pupils.
To follow text-books slavishly.
To talk too much.

EXERCISES.

1. For what were Comenius, Pestalozzi, and Froebel distinguished?
When did they live?
2. In recitations, what are the advantages of the topic method? Of the question method?
3. How does the method of demonstration differ from that of suggestion?
4. What branches of study afford good opportunities for indirect oral teaching?
5. What subjects are taught by the analytic and synthetic methods united?

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