FUNDAMENTALS OF THE ENGLISH LANGUAGE FOR NON-ENGLISH-SPEAKING PEOPLE
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THE FUNDAMENTALS OF THE ENGLISH LANGUAGE FOR NON-ENGLISH-SPEAKING PEOPLE

INCLUDING

A GUIDE TO PRONUNCIATION WITH SPECIAL DRILL AND PRACTICE IN READING.

THE MOST IMPORTANT PRINCIPLES OF ENGLISH GRAMMAR.

WORDS AND DIALOGUES COVERING ALMOST EVERY PHASE OF LIFE.

THE HISTORY AND GOVERNMENT OF THE UNITED STATES WITH QUESTIONS AND ANSWERS ON THE REQUIREMENTS FOR ADMISSION TO AMERICAN CITIZENSHIP.

THE SIMPLIFIED PRONUNCIATION OF ALL WORDS USED IN THE BOOK, AND THEIR TRANSLATION INTO SEVERAL LANGUAGES.

BY

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REIN & SONS COMPANY
PRINTERS AND PUBLISHERS
THIS BOOK IS DEDICATED TO

MABEL E. MARR

IN GRATEFUL RECOGNITION OF ENCOURAGEMENT AND ASSISTANCE
PREFACE

The justification and aim of this volume may be stated in the following words: To present to the non-English-speaking people, by a simple and practical method, the fundamentals of the English language, in order that they may be able to communicate with the people with whom they come in contact in their daily lives; to present to the foreigner the history and development of the American nation, in order that he may appreciate fully its value; to present to the foreigner the form of government of his adopted country, in order that he may vote intelligently.

The need of a volume that will fulfil this purpose by a condensed but comprehensible method is felt both by the teacher and by the foreigner. The former is confronted with the problem of how to teach the foreigner, and of what system to follow. The latter, seeing the apparent difficulty with which the English language is mastered, gives up all hope of learning the speech of his adopted country.

With an experience of several years as a teacher of the English language to foreigners, the author has devised a system that has been given a thorough test in his class-room for four years. The results obtained by the students have proved the good success of the system.

The book is divided into five parts, arranged
in such a way that it can be completed by the end of a school year in an evening school. A student who has carefully learned every lesson will be able to read, speak, and write the essentials of the English language with considerable ease.

Part I attempts to present to the student the correct pronunciation of the English language. The different sounds and combinations of the alphabet, with special drill in words containing the different letters, are studied carefully. The exercises at the end of Part I afford an opportunity for further practice in reading and correct pronunciation.

This part having been completed, the student is able to get the approximate, if not the correct, pronunciation of every word in the English language.

He is now ready to take up the most important principles of grammar, in order that he may speak and write correctly. Part II attempts to present the essentials of grammar by a simple and practical method. Rules and principles are taken up in a simple but effective way, and technical terms are avoided without any loss to the student. Every part of speech, especially the verb, is simplified, and can be learned in a short time.

The ability to read and write correctly having been acquired, the student is now ready to enlarge his vocabulary. What words is he going
to learn? In the case of an immigrant, who toils from morning until night, he needs words that are in every-day, common use, words that are used in his work. Part III attempts by means of dialogues, to present to the student a working vocabulary. Desultory and meaningless sentences are avoided. The order of conversation is natural and logical, thus leaving a strong impression upon the mind of the student.

Each dialogue is preceded by a list of words used in connection with the subject chosen. In the “Grocery Store”, for example, the names of most of the articles in the grocery store are listed, and later are used in conversation. The same system is used with all the dialogues, covering almost every phase of life. With the knowledge acquired in the two preceding Parts, and with a little study of each dialogue, the student should have no difficulty in understanding others or in making himself understood. It should be kept in mind, however, that the dialogues are by no means complete, but should serve as a motive for further conversation.

Having learned how to read, speak, and write, the student is now ready to go further, that is, to read for valuable information. What more important and more interesting subject is there than that of history and government? A knowledge of it means progress in the country; ignorance of it means deterioration of the country. Part IV attempts to present in simple language the growth and development, as well as the
present form of government, of the American nation. Suggestions are given to the new comer; the difficulties and opportunities met with in this land are shown to him; how to improve his condition, how to serve his adopted country. The national, state, and municipal governments are studied by means of easy lessons, maps, diagrams, and tables. Facts about naturalization, information necessary before obtaining the certificate of American citizenship, and questions and answers on the requirements for admission to citizenship, are presented in a simple and practical way. Moreover, Part IV serves for further study of the English language; reading, writing, and conversation can be developed from it.

Part V includes the words used in the entire book, with their simplified pronunciation, and their translation into German, French, Italian, Spanish, Greek, and Yiddish.

The author takes great pleasure in acknowledging his indebtedness to Professor George M. Chase of Bates College for reading portions of the manuscript and for his many valuable suggestions; and to Professor R. R. N. Gould for reading a portion of the manuscript.

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Finally, and above all, the author wishes to recognize the unceasing service rendered by Miss Mabel E. Marr, Assistant Librarian at Bates
College. From beginning to end, she has encouraged the work, offered many helpful criticisms, read and arranged the manuscript and assisted in preparing it for publication. To this help the completion of this volume is due.

In conclusion, it is a great pleasure to acknowledge the ability and courtesy of the Rein & Sons Company in carrying out the plans of the author.

July 20, 1915. N. C. ANDRONIS.
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SUGGESTIONS TO THE TEACHER

1. Examine the book carefully and see what is in it.
2. Become interested in your subject and in your class. Have something definite to give to your students every evening.
3. Be patient with your students. Remember that the average student in an evening school class is advanced in age. Moreover, remember that learning a foreign language is not an easy task.
4. To arouse the interest of your class, show, as an introduction to your course, the value and importance of the English language; what part it plays in the business of the world, and of what value it will be to the students after they learn to speak it. The English language is coming to be a universal language, and therefore its importance is evident.
5. Use nothing but English in class.
6. Remember that imitation and practice are necessary in learning a language. The ear and the eye should be trained.
7. Divide the time allotted into three periods—reading, writing, and conversation. One-half of the time should be spent in conversation, in connection with which special attention should be paid
to correct and idiomatic English. Progress in conversation encourages the student greatly.

8. One-fourth of the time should be spent in reading, in connection with which special attention should be paid to pronunciation.

9. The remaining fourth of the time should be spent in writing, in connection with which special attention should be paid to spelling.

10. Teach the student how to use a dictionary with the least effort, and with the least loss of time. Ask the students to procure a vest-pocket dictionary, if possible.

11. Ask the students to learn a definite number of new words every evening.

12. Never use words that the students do not understand. To be able to understand you is a great encouragement to the students.

13. Read the lesson slowly and distinctly before you ask the students to read it.

14. In conversation, avoid "yes" or "no" for answers. Remember that your questions are not asked for the sake of information, but for the sake of conversation. Therefore demand complete sentences.

15. Give the students something to write, either from dictation, or by assigning a certain topic. Letter writing should be taken up later in the course.

16. Do not spend all your time on one subject. It may grow monotonous, and therefore,
uninteresting. Be careful especially in using the Guide to Pronunciation, or the Grammar. Except in conversation, do not spend more than thirty minutes on any one subject in one evening.

17. Do not pile up too much work. Give time to the students to learn each lesson thoroughly.

18. A review of the previous lesson will be very helpful.

19. Ask the student to procure a small notebook in which he can put all the new words that he learns.

20. Although the grammar should be made practical, a certain amount of drill on various forms is necessary.

21. The list of words preceding each dialogue in Part III should be mastered thoroughly by the student. They are words that are used in every-day speech, and therefore they are necessary for conversation.

22. The dialogues in Part III are by no means complete. They should serve as a motive for further conversation.

23. In connection with the History and Government lessons, avoid using technical terms. Make the lessons practical and interesting. Put a great deal of emphasis on the local government.

24. Part IV, "History and Government," should be used not only for information, but also for further study of the English language. There is abundant material
in this part for reading, writing, and conversation.

25. At the end of Part IV will be found "Questions on Requirements for American Citizenship." Having mastered the answers to these questions, the student should have no trouble in obtaining his certificate of citizenship.
PART I.

GUIDE TO PRONUNCIATION
ALPHABET

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z
a b c d e f g h i j k
l m n o p q r s t u
v w x y z

VOWELS.
a e i o u
w and y sometimes vowels and sometimes consonants.

CONSONANTS.
b c d f g h j k l
m n p q r s t v x z

3.
LESSON I

GUIDE TO PRONUNCIATION.
VOWEL SOUNDS.

Letter "A"

ä as in ......... lâk, lâm, mâl.
ã as in .......... mân, cân, lând. (men)
â as in .......... fâst, mâchîne, pârâde. (hear)
å as in .......... hâre, fâre, câre.
ä as in .......... hâlf, hârd, fârm.
ø as in .......... hâll, fâll, fâlse.

Drill in Words containing Letter "A"
rât, cât, plây, lâte, dâte, câme, pârt, hând,
shâve, mân, âre, âll, fân, âsk, câre.

SUGGESTIONS TO THE TEACHER.

The teacher should explain thoroughly the
different sounds of the letter "a." The words
given above for drill are to be read by the stu-
dents. To obtain results in pronunciation, fré-
quent repetition is necessary.
LESSON II

VOWEL SOUNDS.

Letter “E”

ē as in.........ēvening, fēmale, hēro.
ē as in.........mēn, tēn, bēd;
ē as in...........hēr, cornēr, bēttēr.
ē silent as in......cāmē, lāmē, tāmē.

Drill in words containing Letter “E”

sēt, fērtile, pēn, tēll, māttēr, fērn, mādē, sāmē, nēck, pērsōn, wēll, togēthēr, quiēt, thēm, millēr, sēll, bēnch, pēppēr, tāblē, wātēr, rēst, ēnd, lēg, powdēr, bēst, rēgistēr, ēvening.

SUGGESTIONS TO THE TEACHER.

For further drill in pronunciation the teacher may put new words on the blackboard. He may, then, ask the students to give the pronunciation of the words. The teacher should also call the students’ attention to the silent “ē” which makes the preceding vowel long.
LESSON III

VOWEL SOUNDS.

Letter “I”

i as in .............. like, rise, five.

ɪ as in ........... pin, big, him.

i before r as in... girl (gër), bird (bër), stir (stër).

Drill in words containing the Letter “I”

habit, sing, it, is, six, mill, sit, firm (férm), slice, time, picture, hospital, mice, Friday, sick, violët, office, bridge,lime, tired, shinë.

SUGGESTIONS TO THE TEACHER.

Owing to the brevity of these lessons, the teacher may ask the students to spell the words connected with the exercises. The meaning of the words also should be made known to the students.
LESSON IV

VOVEL SOUNDS.


ō as in ........... sōrē, hōlē, mōrē.
ō as in ........... pōnd, lōng, lōss.
ō as in ........... fōrk, orb, lōrd.
ο as in ........... do (dōo), move (mōov).
ο as in ........... mother (mōthēr), love (lūv)
                   other (ūthēr).
ōō as in ........... fool, food, bōot.
ōō as in ........... foot, boōk, broōk.
oi as in ........... point, oil, soil.
oy as in ........... boy, toy, royal.
ou as in ........... out, round, mount.
ow as in ........... how, town, allow.

Drill in words containing the Letter "O," the
   Double Letter "OO," the Diphthongs "OI,
   "OY," "OU," "OW."

found, mountain, spōol, sōon, nōon, cōol, rōot,
smooth, lōok, coin, gōod, outsīde, owl, towel,
vowel, voyage, ground, mōon, cōōk, troussé rs
brown.
LESSON V

VOWEL SOUNDS.

Letter “U”

ú as in ............músic, púrè, úsè.
ã as in ............búg, cút, sún.
û as in ............treásúre, measúre, pleasúre.
ų only after r as in .rule, rude, true.
ú as in ............full, pull, put.
û before r ............fur, pûrse, pûrple.

Drill in words containing the Letter “U”

gûm, mách, sûre, ûse, hûng, pûpîl, autâm, bûreau, nûmbèr, ûndèr, cûff, múst, rûn, dûst, nûrse, jûg, bûrst, dûtî, múd, ûp, shût, nût, sûppêr, rûbbêr, bûttër, tûrn, pûrse, put, ünîon.

SUGGESTIONS TO THE TEACHER.

The teacher should explain the meaning of all words. Later they will be useful to the students.
LESSON VI

VOWEL SOUNDS.

Letter "Y," "IO," "IOU," "OA."

 ý as in .......... dry, cry, sky.
 ý as in .......... boy, very, many.
 io as in.......... nation (nāshūn), election (elēkshūn).
 iou as in......... curious (kūriūs), serious
 oa as in..... soap (sōp), coat (kōt).

Drill in words containing the Letter "Y" and the Combinations "IO," "IOU," "OA."

pay (pā), day (dā), my (mī), stay (stā), buy (bī), ready (rēdī), trulī, ēvery, fly (flī), early (ērlī), employ (emploi), sorry, heavy (hēvī), selection (selēkshūn), protection (protēkshūn), direction (dirēkshūn), collection (collēkshūn), position (pozīshūn), precious (prēshūs), coal (kol), road (rōd), cloak (klōk), boat (bōt), board (bōrd).
CONSONANT SOUNDS.

Letters "B," "C," and the digraph "CH"  

b as in ... boy (boi), barrël, barber.  
b usually silent after m in the same  
   syllable, and also before t.  
   as in ... tomb (tōom), lamb (lăm), debt  
   (dēt).  
c has the sound s and k.  
c before e, i, y, has the sound of s  
   as in ... ice (īs), cycle (sīkl), slice (slīs).  
c before a, o, u, or a consonant, has the hard  
   sound k as in ... cat (kāt), collar (kōlēr), cuff  
   (kūf), cross (krōs).  
ch usually has the sound tsh  
   as in ... church, cheek, cheek (chēk), cheese  
   (chēz).  
ch sometimes has the sound sh  
   as in ... mustache (mustāsh), machine (māshēn).  
ch sometimes has the sound k  
   as in ... chorus (korūs), character (kārākter).  

Drill in words containing the Letters "B," "C,"  
and the Digraph "CH."  

come (kōm), cold (kōld), child, coat (kōt), cap  
(kāp), cry (kri), much, peach (pēch), match,  
spice (spīs), mice (mīs), rice (rīs), chaos (kāōs),  
chemistry (kēmīstrī), chest, chew (chū).
cholera (kölärə), chord (körd), Christ (krîst),
circle (sêrkl), cigar (sīgär), cigarette (sīgärēt),
certain (sērtîn), cemetery (sêmêtērî), citizen
(sîtizn), clear (klër), coal (kôl), clock (klôk),
close (klôs), color (kûlër), cut (kût).

LESSON VIII

CONSONANT SOUNDS.

Letters “D,” “F,” and “G.”

d as in.....day (dâ), dead (děd), dry (drî).
f as in......firē, food, âftēr.
g (hard) usually occurs before a, o, u, l, r, s, in
the same syllable, as in..gō, göld, gün, glâd.
Sometimes hard g occurs before e, i, y, as in..
gîvē, gēt.
g (soft) has the sound of j, as in..gentle (jēntl),
gin (jîn), gymnastics (jîmnästîks).
g is silent before m or n, as in..design (dezîn),
sign (sîn).

The g sound is not heard in the digraph “ng”
as in..strong, nothing, ceiling.

Drill in words containing Letters “D,” “F,” “G.”
gûm, dîg, ground, friend (frînd), dînnër, bêd,
gâtē, vegetable (vējetâbl), orange (ôrênj), göôd,
gränd, farm, râg, shoulder (shôldêr), coffee,
hûngrî, grocery (grôsêrî), rîng, lông, nothing
(nûthîng), wrong (rông).
LESSON IX

CONSONANT SOUNDS.

Letters "H," "J," and Digraph "GH."

\( h \) as in . . . . half (haf), high (hī), hail (hāl).
\( h \) is silent in the following words . . . heir (âr), herb (ērb), honest (ōnēst), hour (our), honor (ōnēr).
\( j \) as in . . . . jum̩p, jōk̩, joy̩.
\( gh \) is sounded like hard g at the beginning of words, as in . . . ghost (gōst).
\( gh \) is silent after "i," as in . . . eight (āt), high (hī), freight (frāt).
\( gh \) is silent before "t," as in . . . caught (kāt), thought (thāt), daughter (dātēr).
\( gh \) has the sound of "f" after au, ou, at the end of a syllable, as in . . . laugh (lāf), cough (kāf), enough (enūf).

Drill in words containing Letters "H," "J," and the Digraph "GH."

hābīt, hābor, hārd, jār, jōb, jōllī, hāng, hānd, hair (hār), hammēr, tough (tūf), laughter (läftēr), rough (rūf), cough (kāf), heal (hēl), right (rīt), height (hīt), through (thrōo), hāndle, honor, hours, heaven (hēvn), Jānuařī, jūg, heat (hēt), heart (hārt), just, hēde (hēj), rejčet, hospītal.
LESSON X

CONSONANT SOUNDS.

Letters "K," "L," "M."

k as in.....keep (kēp), kick (kīk), kind.

k before "n" in the same syllable is silent,
as in.....know (nō), knife (nīf), knock (nōk).

ck has the sound of k, as in..kick (kīk), back (bāk).

l as in.....lādý, mǐlk, canal (kānāl).

l is silent in the following words..would (wōd),
should (shōd), could (kōd), balm (bām),
alms (āmz), calm (kām), palm (pām),
psalm (sām), almond (āmund), salmon
(sāmūn), half (hāf), halve (hāv), calf (kāf),
chalk (chāk), talk (tāk), walk (wāk), folk
(fōk).

m as in.....mother (mūthēr), nāmē, small.

Drill in words containing Letters "K," "L," "M."

knot (nōt), knob (nōb), kîng, weak (wēk), tākē,
knighth (nīt), kneel (nēl), knelt (nēlt), kīndlē,
knee (nē), key (kē), kīd, leather (lēthēr), pull,
bottle (bōttl), shovel (shōvl), chîckēn, people,
(pēpl), cellar, alms (āms), walk, would (wōd),
polîtē, should (shōd), could (kōd) man, animal,
mīlk, mysēlf, hîmsēlf, lâmp, lâmb (lām).
LESSON XI

CONSONANT SOUNDS.

Letters “N,” “P,” “Q,” Digraph “PH.”

n as in măn, lemon, onion.

n is silent when it is final and after m,
as in...hymn (hǐm), condemn (condēm).

p as in.....apple, pear, pīpē.

p is silent at the beginning of a word before n, s, and t, as in..pneumonia (numonia), psychology (sīkōlojỹ).

ph has the sound of f, as in..autograph (auto-gráf), photography (fōtōgrāfỹ.)

q is always followed by u, and the two have the sound kw, as in..quiet (kwīēt), liquor (līkēr), queen (kwēn).

Drill in words containing Letters “N,” “P,” “Q,” and Digraph “PH.”

physician (fīzīshăn), lips, then, quick (kwĭk), quilt (kwĭlt), quinine (kwĭnĭn), not, answer, question (kwĕschŭn), can, soon, spell, up, up-stairs, night, put, final, begin, anything, help, pay, kind, pray, paradise, cotton.
LESSON XII

CONSONANT SOUNDS.


r as in......firê, fârm, rain.
s as in......some, sing, see.
s as in......îs, lose.
sh as in......shê, shârp, shovel.
t as in......fôöt, âftêr, trûnk.
th as in......think, thread, throat.
th as in......mother, them, father.

Drill in words containing Letters "R," "S," "T," and Digraphs "SH," and "TH."

ggrass, there, thîn, say, rëd, eyes, sîx, rôsè, what, speak, English, shâtll, should, thank, thîs, the, work, shoe, salary, shop, corn, table, slow, three, afternoon, round, slipper, please, seven, wish, shut, tie, show, something, tailor, short, ordër, sâlê, ship, as, both, clothes, cloth, shînê.
LESSON XIII

COMBINATION SOUNDS.
EO, EOU, IA, EA, IE, EAU.

eo as in...people (pēpl), theology (thēolōjē), geography (jēografi).
eou as in...bounteous (bountēus).
ia as in......marriage, carriage.
ea as in.....year (yēr), heart (hārt), cheap (chēp).
ie as in......die (dī), cried (crid).
eau as in....bureau (būrō), beautiful (būtifūl).

Drill in words containing EO, EOU, IA, EA, IE, EAU.

near (nēr), leaf (lēf), weather (wēthēr), wear (wār), bread (brēd), wealth (wēlth), sieve (sīv), believe (belēv), ready (rēdy), dead (dēd), easy (ēzy), meal (mēl), dream (drēm), clean (klēn), read (rēd), lead (lēd), earth (ērth), clear (klēr), tea (tē), beauty (būtē), pleasure (plēsūr), teach (tēch), dear (dēr), hear (hēr), head (hēd), heard (hērd), friend (frēnd), leave (lēv), heavy (hēvy), weary (wēry), healthy (hēlthy), pear (pār), season (sēzn).
LESSON XIV

CONSONANT SOUNDS.

Letters "V," "W," "X," "Y," "Z," and Digraph "WH."

v as in.....vôté, vêst, rîvër.
w as in.....wîfê, woman (wōōman), wâlk.
wh as in....who (hōō), what (hwōt), wheat (hwēt).
x (ks) as in..box (bōks), anxious (ānkshūs), ax (āks).
x (gz) as in..exist (ēgzīst), exhibit (ēgzībit), exact (ēgzākt).
y as in.....you (ū), yeast (yēst), yârd.
z as in......zînc, zealous (zēlūs), zēro.

Drill in words containing Letters "V," "W," "X," "Y," "Z," and Digraph "WH."

evening, well, when (hwēn), week (wēk), weak, travel, wind, every, watch (wōch), wound, widê, wash, your, wages, zeal (zēl), wood, wool, yes, yesterday, yellow, yet, excuse (ēkskūz), exhale (ēkshāl), except (ēksēpt), ox (ōks), weigh (wā),
which (hwēch), wild, will, whiskey (hwēskē), white, pox (pōks), whose (hōōz), window, why (hwī), widow, via, velvet, vinegar, pāvement, sidewalk, wâtēr, stove.
READINGS FOR PRACTICE IN PRONUNCIATION.

LESSON XV
EXERCISES FOR READING.

What is your name?
My name is John.
Where do you live?
I live on Chestnut Street.
Is it far from here?
No, it is not very far from here.
Do you go to school?
Yes, I go to school.
Where is your school?
My school is on Hill Street.
How old are you?
I am twenty-five years old.
When were you born?
I was born on March second, eighteen ninety.

What time is it?
It is five o'clock.
What day is it today?
What is the date today?

Where are you going?
I am going to work.
Where do you work?
I work in the mill.
Where is the mill?
The mill is on Pine Street.
Do you speak English?
No, I do not speak English.
Can you talk German?
Yes, I can talk German.
How long have you been in this country?
I have been in this country two years.
When are you going back to your country?
I am not going back to my country.

What time do you get up in the morning?
I get up in the morning at half-past five.
What time do you go to work?
I go to work at half-past six.
What do you do from half-past five to half-past six?
I wash my face.
I prepare my breakfast.
I eat my breakfast.
I wash the dishes.
I clear the table.
I put on my coat.
Then I go to work.
Where do you have your dinner?
I have my dinner in the restaurant.
Where do you have your supper?
I have my supper at my house.
Can you cook?
Yes, I can cook.
How many hours a day do you work?
I work ten hours a day.
How much money do you get?
I get two dollars a day.
How many feet do you have? (or, have you?)
I have two feet.
What do you do with your feet?
I walk with my feet.
I see with my eyes.
I smell with my nose.
I hear with my ears.
I feel with my hands.

Good morning, George.
Good evening. Good night.
How are you James?
I am very well, thank you. How do you do?
Nicely, thank you, but my mother is sick.
What is the matter with your mother?
I do not know. The doctor will come in this afternoon to see her.
Does she have a cold?
I do not think she has a cold.
I will come to see her to-night.

SUGGESTIONS TO THE TEACHER

The teacher should, from time to time, put easy selections on the board, and let the students read them. In this way, practice in reading is acquired. The teacher in these exercises should pay more attention to the pronunciation than to the meaning of words. The rules of pronunciation taught in the previous lessons should be put in practice while these exercises are read.
PART II

GRAMMAR
LESSON XVI

THE ARTICLES, "the," "a," "an."

Examples using "the"—

The man  the men
The woman  the women
The boy  the boys

Examples using "a," "an"—

A man  a boy
A woman  an hour
An eye  an apple

EXERCISE.

1. The book is red.
2. The seat is high.
3. The apple is red.
4. The dog went out.
5. The man is here.
6. I have a pencil.
7. I see a book.
8. I have a high seat.
9. I ate an apple.
10. I saw a dog.
11. A man is at the door.
12. The pencil is black.
13. I see a clock on the wall.
14. He is an uncle of mine.

SUGGESTIONS TO THE TEACHER.

Explain the use of the definite and the indefinite articles. Show when to use "a" and when to use "an." It would be very valuable if the teacher put nouns on the board and let the students use "a" or "an" before them.
LESSON XVII.

THE NOUN.

The formation of the plural.

1. Regular formation of the plural.

**Examples—**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>apple</td>
<td>apples</td>
</tr>
<tr>
<td>hand</td>
<td>hands</td>
</tr>
<tr>
<td>house</td>
<td>houses</td>
</tr>
</tbody>
</table>

2. Nouns ending in s, sh, ch, x, z.

**Examples—**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>glasses</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
</tbody>
</table>

3. Nouns ending in y.

**Examples—**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
<tr>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>spy</td>
<td>spies</td>
</tr>
</tbody>
</table>

4. Nouns ending in o.

**Examples—**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>negro</td>
<td>negroes</td>
</tr>
<tr>
<td>folio</td>
<td>folios</td>
</tr>
</tbody>
</table>
5. **Nouns ending in f.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>wharf</td>
<td>wharves</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
</tbody>
</table>

6. **Memorize** the following nouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>louse</td>
<td>lice</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
<tr>
<td>scissors</td>
<td>trousers</td>
</tr>
</tbody>
</table>

**SUGGESTIONS TO THE TEACHER.**

The teacher should train the students to form the plural of any noun by putting words on the blackboard and then asking the students to form the plural. Rules derived from the above headings should be mastered thoroughly by the students. The student should know that, unlike many other languages, proper names do
not take an article before them. Explain the gender of nouns.

EXERCISE.

1. The apples and the pears are ripe. 2. The boys and girls go to school every morning. 3. The two cities are very near to each other. 4. Put two glasses and three dishes on the table. 5. There are eight churches in this city. 6. The expressman brought two boxes. 7. Please give me three pounds of tomatoes and one bushel of potatoes. 8. We cut the leaves of the tree with our knives. 9. Men and women went to hear him. 10. A man and a woman are at the door. 11. A child likes to play with other children. 12. He likes to have his teeth filled. 13. We have mice in the house. 14. He killed two deer. 15. Please give me a pair of scissors. 16. He went to wash his feet. 17. I would like to have a glass of water. 18. We go to church every Sunday. 19. He put the wood in the box. 20. My hands are white. 21. Mr. Brown went away. 22. Messrs. Brown, Nicholson and Sidell. 23. Miss Brown is waiting for you. 24. Misses Brown, Nicholson, and Sidell.
LESSON XVIII

THE NOUN

The Possessive Case.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>Possessive</td>
<td>boy's</td>
<td>boys'</td>
</tr>
<tr>
<td>Objective</td>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>Nominative</td>
<td>the tree</td>
<td>the trees</td>
</tr>
<tr>
<td>Possessive</td>
<td>of the tree</td>
<td>of the trees</td>
</tr>
<tr>
<td>Objective</td>
<td>the tree</td>
<td>the trees</td>
</tr>
<tr>
<td>Nominative</td>
<td>Mr. Johnson</td>
<td>George</td>
</tr>
<tr>
<td>Possessive</td>
<td>Mr. Johnson's</td>
<td>George's</td>
</tr>
<tr>
<td>Objective</td>
<td>Mr. Johnson</td>
<td>George,</td>
</tr>
</tbody>
</table>

EXERCISE.

1. John's hat is black. 2. Mr. Johnson's house is yellow. 3. The boy's shoes are ready.
4. We sell boys' clothes. 5. George's coat is white. 6. The leaves of the tree are green. 7.
I went to my sister's house. 8. Peter's shirt is white. 9. We sell men's and boys' clothes. 10.
The color of my coat is blue. 11. My brother's picture is on the table.

SUGGESTIONS TO THE TEACHER.

Explain the possessive case. Show the difference between these sentences: "The boy's hat is black." "The leaves of the tree are green." "George's book is on the table."
LESSON XIX

THE ADJECTIVE.

Examples:
I have a **red** apple.
I ate a **large** orange.
I bought a **blue** suit, and a **black** hat.

### COMPARISON.

Examples:
- short  shorter  shortest
- tall   taller   tallest
- wide   wider   widest
- happy  happier  happiest
- beautiful more beautiful most beautiful
- dangerous more dangerous most dangerous
- beautiful less beautiful least beautiful
- dangerous less dangerous least dangerous

Memorize the following—
- bad    worse    worst
- far    farther  farthest
- good  better  best
- little less  least
- late  later  last
- much, many more  most
- near  nearer  nearest
- old    older   oldest
- elder  eldest

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SUGGESTIONS TO THE TEACHER.

Explain the use of the adjective and its position. The students should know that, unlike many other languages, the adjectives in English have no inflection for number, case, or gender. The three degrees of comparison, and how to form them, should be explained thoroughly to the students. Adjectives should be put on the board, and the students should be asked to form the comparative and superlative. The use of "than" should be explained. Show when to use "er," "est," and when to use "r," "st," when to use "more," "most," "less," "least." The adjectives compared irregularly should be committed to memory.

EXERCISE.

1. I am the oldest boy in the family. 2. My brother is two years younger than I. 3. I bought a white shirt and a black necktie. 4. This table is longer than that. 5. John is the best boy in the school. 6. He is the tallest boy in his class. 7. George is the shortest boy in the school. 8. He is worse than I. 9. He is the worst student in the school. 10. This lesson is less important than the next one. 11. She is the most beautiful girl in the school. 12. I am less beautiful than she. 13. This path is less dangerous. 14. It is more difficult to read than to speak. 15. This book is easier than the one we had last year. 16. She is taller than you. 17. I am nearer the school than you. 18. John is the farthest from the school. 19. George lives next to us.
LESSON XX

NUMERAL ADJECTIVES.

<table>
<thead>
<tr>
<th>Cardinals</th>
<th>Ordinals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 one</td>
<td>first</td>
</tr>
<tr>
<td>2 two</td>
<td>second</td>
</tr>
<tr>
<td>3 three</td>
<td>third</td>
</tr>
<tr>
<td>4 four</td>
<td>fourth</td>
</tr>
<tr>
<td>5 five</td>
<td>fifth</td>
</tr>
<tr>
<td>6 six</td>
<td>sixth</td>
</tr>
<tr>
<td>7 seven</td>
<td>seventh</td>
</tr>
<tr>
<td>8 eight</td>
<td>eighth</td>
</tr>
<tr>
<td>9 nine</td>
<td>ninth</td>
</tr>
<tr>
<td>10 ten</td>
<td>tenth</td>
</tr>
<tr>
<td>11 eleven</td>
<td>eleventh</td>
</tr>
<tr>
<td>12 twelve</td>
<td>twelfth</td>
</tr>
<tr>
<td>13 thirteen</td>
<td>thirteenth</td>
</tr>
<tr>
<td>14 fourteen</td>
<td>fourteenth</td>
</tr>
<tr>
<td>15 fifteen</td>
<td>fifteenth</td>
</tr>
<tr>
<td>16 sixteen</td>
<td>sixteenth</td>
</tr>
<tr>
<td>17 seventeen</td>
<td>seventeenth</td>
</tr>
<tr>
<td>18 eighteen</td>
<td>eighteenth</td>
</tr>
<tr>
<td>19 nineteen.</td>
<td>nineteenth</td>
</tr>
<tr>
<td>20 twenty</td>
<td>twentieth</td>
</tr>
<tr>
<td>21 twenty-one</td>
<td>twenty-first</td>
</tr>
<tr>
<td>22 twenty-two, etc.</td>
<td>twenty-second, etc.</td>
</tr>
<tr>
<td>30 thirty</td>
<td>thirtieth</td>
</tr>
<tr>
<td>40 forty</td>
<td>fortieth</td>
</tr>
<tr>
<td>50 fifty</td>
<td>fiftieth</td>
</tr>
<tr>
<td>60 sixty</td>
<td>sixtieth</td>
</tr>
<tr>
<td>70 seventy</td>
<td>seventieth</td>
</tr>
<tr>
<td>80 eighty</td>
<td>eightieth</td>
</tr>
</tbody>
</table>
90 ninety  ninetieth
100 one hundred hundredth
101 one hundred hundred and first, and one, etc. etc.
200 two hundred, two hundredth, etc. etc.
1,000 one thousand thousandth
100,000 one hundred hundred thousandth
1,000,000 one million millionth

LESSON XXI

THE PRONOUNS.

THE PERSONAL PRONOUNS.

First Person

<table>
<thead>
<tr>
<th>Nominative—</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>we</td>
<td></td>
</tr>
<tr>
<td>my</td>
<td>our</td>
<td></td>
</tr>
<tr>
<td>mine</td>
<td>ours</td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>us</td>
<td></td>
</tr>
</tbody>
</table>

Second Person

<table>
<thead>
<tr>
<th>Nominative—</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>your</td>
<td>your</td>
<td></td>
</tr>
<tr>
<td>yours</td>
<td>yours</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td></td>
</tr>
</tbody>
</table>
### Third Person

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masculine</strong></td>
<td><strong>Feminine</strong></td>
</tr>
<tr>
<td>Nominative—</td>
<td>he</td>
</tr>
<tr>
<td>Possessive—</td>
<td>his</td>
</tr>
<tr>
<td>Objective—</td>
<td>him</td>
</tr>
</tbody>
</table>

**COMPOUND PERSONAL PRONOUNS.**

<table>
<thead>
<tr>
<th>First Person</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>myself</td>
<td>ourselves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Person</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>yourself</td>
<td>yourselves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Person</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>Masculine—</td>
<td>himself</td>
</tr>
<tr>
<td>Feminine—</td>
<td>herself</td>
</tr>
<tr>
<td>Neuter—</td>
<td>itself</td>
</tr>
</tbody>
</table>

**EXERCISES.**

1. I go to school. 2. We go home. 3. My hat is black. 4. Our hats are alike. 5. This is ours. 6. He saw me when I came. 7. He came to see us. 8. You work ten hours a day. 9. I saw you when you were in Boston. 10. Your uncle is sick. 11. This book is yours. 12. He is coming to see us to-morrow. 13. They are here now. 14. She came last night. 15. Her baggage is here. 16. I saw her this morning. 17. Where is your uncle? 18. He is here. 19. His trunk
came this morning. 20. I will tell him to come in. 21. Bring the trunk in. Where is it? 22. It is on the piazza. 23. I want to open it. Where is its key? 24. Take out their clothes. 25. I took them out. 26. Are these clothes theirs? 27. I wash myself before each meal. 28. We did that ourselves. 29. He hurt himself. 30. He himself told me that. 31. It hurt itself. 32. Somebody knocks at the door. Who is it? 33. It is I.

LESSON XXII

THE RELATIVE PRONOUNS, THE INTERROGATIVE PRONOUNS.

The relative pronouns are: who, which, what, that.

Nominative— who which
Possessive— whose whose
Objective— whom which

"who"...This is the man who hit me.
"whose"...I saw the woman whose daughter is lame.
"whom"...I saw a man whom I knew.
"which"...He gave me the apple which I threw out of the window.
"that"...Was it you that knocked at my door?
"what"...I do not understand what you say.
The interrogative pronouns are: who, which, what.

"who"... Who goes there? Who did this?
"whose"... Whose apron is this?
"whom"... Whom did you see last night?
"which"... Which of you came first.
"what"... What is your last name?

EXERCISE.

1. Who is it? 2. Who knocks at the door? 3. Is that the man who bought the suit? 4. I found the book that he gave me. 5. Whose hat is this? 6. I know a man whose hat is like this. 7. Did you see the man whom I met on the street yesterday? 8. The dog which we saw this morning bit my little brother. 9. What do you have in your desk? 10. The coat which you gave me was torn. Whose fault was it? 11. Who gave you permission to go home? 12. The man who works downstairs gave me permission to go. 13. Here are two apples; which will you have? 14. Which of the two do you like best? 15. Will you please tell me whose house this is? 16. Kindly tell me who lives here. 17. Whom do you wish to see? 18. I wish to see the man that owns this house. 19. What do you want? 20. What is the matter with you? 21. What do you mean? 22. With whom did you go to school this morning? 23. To whom did you give the apple that I gave you this morning?
LESSON XXIII

DEMONSTRATIVE PRONOUNS.
INDEFINITE PRONOUNS.

Demonstrative pronouns: this, these, that, those.

"This"...This is my hat. This is mine.
"These"...These were my skates, but I sold them.
"That"...That was the best dinner I ever had.
"Those"...Those were the boys that we saw last night.

The most important indefinite pronouns are: some, each, both, any, none, few, many, such, somebody, anybody, nobody, everybody, anything, something, nothing, nobody else, somebody else, anything else, everybody else.

EXERCISE.

1. That was all right. 2. This is not what I want. 3. These are very good to eat. 4. Those are not very good. 5. You keep this, and I will keep that. 6. Somebody called me a minute ago. 7. It was not anybody. 8. It was nobody. 9. Everybody clapped when he came out. 10. Is there anything you would like to have? 11. No, thank you. I do not want anything. 12. I want something. 13. Do you want anything else? 14. Very few went to the dance. 15. Both of us went. 16. Some went out early. 17. Many stayed to the end. 18. That's (that is) all I had. 19. Neither of you is right.
LESSON XXIV

THE VERB.

Active voice...... I like John.
Passive voice...... I am liked by John.
Present tense...... I work every day.
               I go home.
Past tense........ I worked yesterday.
               I went home.
Future tense...... I will work to-morrow.
               I will go home.
Imperative mood.. Send me a book.
               Work well.
               Come quickly.
The infinitive...... To write a letter.
               He asked me to go.
The participle...... I saw him working.
               My shoes are fixed.

EXERCISE.

1. I speak the English language.  2. I work in the mill now.  3. I worked in the shoe-shop last year.  4. I will work in the store next spring.  5. I planted an apple-tree.  6. The apple-tree was planted by me.  7. Go, or I will call the police.  8. I asked you to leave at once.  9. I told you not to smoke here.  10. Seen from that side, the building looks round.  11. We saw the working men on strike.

SUGGESTIONS TO THE TEACHER.

Explain the meaning of active voice and of passive voice. Show the relation of time by
using examples. Show how to form the past and the future tenses of verbs. To avoid confusion, use "will" all through the future. The difference between "shall" and "will" may be shown later. Do not confuse the students with the subjunctive mood, past perfect, future perfect, and other tenses that are not necessary, and are difficult for the beginner to use. Use only the present, the past, the future, the present perfect, the imperative, infinitive, and participle. A list of the most important irregular verbs will be found elsewhere in this book. The student should learn five irregular verbs every day.

LESSON XXV

THE VERB "TO BE."

PRESENT.

Answer  Question  Answer
(Affirmative) (Negative)
I am am I? I am not
you are are you? you are not
he is is he? he is not
we are are we? we are not
you are are you? you are not
they are are they? they are not

PAST.

I was was I? I was not
you were were you? you were not
he was was he? he was not

37
<table>
<thead>
<tr>
<th></th>
<th>Future.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>shall I be?</td>
<td>I will not be</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>will you be?</td>
<td>you will not be</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>will he be?</td>
<td>he will not be</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>shall we be?</td>
<td>we will not be</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>will you be?</td>
<td>you will not be</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>will they be?</td>
<td>they will not be</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Present Perfect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have I been?</td>
</tr>
<tr>
<td>you</td>
<td>have you been?</td>
</tr>
<tr>
<td>he</td>
<td>has he been?</td>
</tr>
<tr>
<td>we</td>
<td>have we been?</td>
</tr>
<tr>
<td>you</td>
<td>have you been?</td>
</tr>
<tr>
<td>they</td>
<td>have they been?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Imperative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>do not be (don't be)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Infinitive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>be</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Participles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>...being</td>
</tr>
<tr>
<td>Perfect</td>
<td>...been</td>
</tr>
</tbody>
</table>
## LESSON XXVI

### THE VERB "TO HAVE."

#### PRESENT.

<table>
<thead>
<tr>
<th>Answer (Affirmative)</th>
<th>Question</th>
<th>Answer (Negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>have I?</td>
<td>I have not</td>
</tr>
<tr>
<td>you have</td>
<td>have you?</td>
<td>you have not</td>
</tr>
<tr>
<td>he has</td>
<td>has he?</td>
<td>he has not</td>
</tr>
<tr>
<td>we have</td>
<td>have we?</td>
<td>we have not</td>
</tr>
<tr>
<td>you have</td>
<td>have you?</td>
<td>you have not</td>
</tr>
<tr>
<td>they have</td>
<td>have they?</td>
<td>they have not</td>
</tr>
</tbody>
</table>

#### PAST.

<table>
<thead>
<tr>
<th>I had</th>
<th>did I have</th>
<th>I did not have</th>
</tr>
</thead>
<tbody>
<tr>
<td>you had</td>
<td>did you have?</td>
<td>you did not have</td>
</tr>
<tr>
<td>he had</td>
<td>did he have?</td>
<td>he did not have</td>
</tr>
<tr>
<td>we had</td>
<td>did we have?</td>
<td>we did not have</td>
</tr>
<tr>
<td>you had</td>
<td>did you have?</td>
<td>you did not have</td>
</tr>
<tr>
<td>they had</td>
<td>did they have?</td>
<td>they did not have</td>
</tr>
</tbody>
</table>

#### FUTURE.

<table>
<thead>
<tr>
<th>I will have</th>
<th>shall I have?</th>
<th>I will not have</th>
</tr>
</thead>
<tbody>
<tr>
<td>you will have</td>
<td>will you have?</td>
<td>you will not have</td>
</tr>
<tr>
<td>he will have</td>
<td>will he have?</td>
<td>he will not have</td>
</tr>
<tr>
<td>we will have</td>
<td>shall we have?</td>
<td>we will not have</td>
</tr>
<tr>
<td>you will have</td>
<td>will you have?</td>
<td>you will not have</td>
</tr>
<tr>
<td>they will have</td>
<td>will they have?</td>
<td>they will not have</td>
</tr>
</tbody>
</table>
### PRESENT PERFECT.

**Answer (Affirmative)**  
I have had  
you have had  
he has had  
we have had  
you have had  
they have had

**Question—**  
have I had?  
have you had?  
has he had?  
have we had?  
have you had?  
have they had?

**Answer (Negative)**  
I have not had  
you have not had  
he has not had  
we have not had  
you have not had  
they have not had

### IMPERATIVE.

have  
do not have (don’t have)

### INFINITIVE.

to have

### PARTICIPLE.

Present....having  
Perfect....had

---

### LESSON XXVII

**THE VERBS “TO WORK” AND “TO GO.”**

**ACTIVE VOICE.**

**Present—**  
I work  
you work  
he works  
we work  
you work  
they work  

**Present—**  
I go  
you go  
he goes  
we go  
you go  
they go
Past—
I worked
you worked
he worked
we worked
you worked
they worked

Future—
I will work
you will work
he will work
we will work
you will work
they will work

Past—
I went
you went
he went
we went
you went
they went

Future—
I will go
you will go
he will go
we will go
you will go
they will go

Present perfect—
I have worked
you have worked
he has worked
we have worked
you have worked
they have worked

Present perfect—
I have gone
you have gone
he has gone
we have gone
you have gone
they have gone

Imperative—
work

Imperative—
go

Infinitive—
to work

Infinitive—
to go

Participles—
Present...working
Perfect...having worked

Participles—
Present...going
Perfect...having gone
FULL FUTURE FORM.

I shall work  we shall work
you will work  you will work
he will work  they will work
I will work  we will work
you shall work  you shall work
he shall work  they shall work

LESSON XXVIII

PASSIVE VOICE.

THE VERB "TO LIKE."

PRESENT.

I am liked  we are liked
you are liked  you are liked
he is liked  they are liked

PAST.

I was liked  we were liked
you were liked  you were liked
he was liked  they were liked

FUTURE.

I will be liked  we will be liked
you will be liked  you will be liked
he will be liked  they will be liked

PRESENT PERFECT.

I have been liked  we have been liked
you have been liked  you have been liked
he has been liked  they have been liked
IMPERATIVE.

be liked

INFINITIVE.

to be liked

PARTICIPLES

Present....being liked
Perfect....liked, having been liked

LESSON XXIX

PRESENT TENSE.

I can    I may    I shall    I will
you can  you may  you shall  you will
he can   he may   he shall   he will
she can  she may  she shall  she will
we can   we may   we shall   we will
you can  you may  they shall you will
they can they may  they shall  they will

PAST TENSE

I could  I might  I should  I would
you could you might you should you would
he could  he might he should he would
she could she might she should she would
we could  we might we should we would
you could you might you should you would
they could they might they should they would
SUGGESTIONS TO THE TEACHER.

Explain the emphatic form used with "do," "I do know where he is." Show how to ask a question and how to answer negatively. "To" is omitted after "will," "shall," "can," "may," "must." For example, "He can go." "I must work."

THE VERB.

EXERCISE.

1. Have you been away? 2. No, I have not been away. 3. I have been here all the time. 4. Did you go home for Christmas? 5. Yes, I went home for Christmas, but I did not stay there very long. 6. Will you go home for Easter? 7. I will not go home for Easter. 8. I will be working then. 9. Where do you work? 10. I work in the shoe-shop. 11. How long have you been working there? 12. I have been working there two years. 13. It is a fine place; I like it. 14. Will you come with me? 15. No, I am busy; I cannot go with you. 16. Do you speak English? 17. Yes, I speak English. 18. Did you read your lesson? 19. I did not read my lesson. 20. What nationality are you? 21. I am German.
22. My brother will come to see me to-morrow. 23. Will he stay here very long? 24. Did you receive a letter from your sister? 25. Yes, I received a letter from my sister to-day. 26. What did she say in the letter?

27. Do you work? 28. No, I do not work. 29. Does he work? 30. Do your brothers go to school? 31. When will they come to see you? 32. Are you loved by your mother? 33. Were you seen when you came here? 34. No, nobody saw me. 35. My brother was taken to the hospital yesterday afternoon. 36. Was he taken in an ambulance? 37. I will not see my brother this week. 38. He will not be allowed to receive visitors.

39. When do you go to work in the morning? 40. I go to work at six o’clock. 41. Did you have your supper? 42. I did not have my supper. 43. Did your brothers have their dinner? 44. Do they go out in the evening? 45. Yes, they do. 46. Last night they went out at seven o’clock. 47. Is your sister working in the office? 48. No, my sister goes to school.

LESSON XXX

THE VERB.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>do I work?</td>
<td>did I work?</td>
</tr>
<tr>
<td>do you work?</td>
<td>did you work?</td>
</tr>
<tr>
<td>does he work?</td>
<td>did he work?</td>
</tr>
<tr>
<td>do we work?</td>
<td>did we work?</td>
</tr>
<tr>
<td>do you work?</td>
<td>did you work?</td>
</tr>
<tr>
<td>do they work?</td>
<td>did they work?</td>
</tr>
</tbody>
</table>
### ANSWERS (Affirmative)

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>I worked</td>
</tr>
<tr>
<td>you work</td>
<td>you worked</td>
</tr>
<tr>
<td>he works</td>
<td>he worked</td>
</tr>
<tr>
<td>we work</td>
<td>we worked</td>
</tr>
<tr>
<td>you work</td>
<td>you worked</td>
</tr>
<tr>
<td>they work</td>
<td>they worked</td>
</tr>
</tbody>
</table>

### ANSWERS (Negative)

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not work</td>
<td>I did not work</td>
</tr>
<tr>
<td>don't</td>
<td>didn’t</td>
</tr>
<tr>
<td>you do not work</td>
<td>you did not work</td>
</tr>
<tr>
<td>don’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>he does not work</td>
<td>he did not work</td>
</tr>
<tr>
<td>doesn’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>we do not work</td>
<td>we did not work</td>
</tr>
<tr>
<td>don’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>you do not work</td>
<td>you did not work</td>
</tr>
<tr>
<td>don’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>they do not work</td>
<td>they did not work</td>
</tr>
<tr>
<td>don’t</td>
<td>didn’t</td>
</tr>
</tbody>
</table>

### QUESTIONS

<table>
<thead>
<tr>
<th>Future</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>shall I work?</td>
<td>have I worked?</td>
</tr>
<tr>
<td>will you work?</td>
<td>have you worked?</td>
</tr>
<tr>
<td>will he work?</td>
<td>has he worked?</td>
</tr>
<tr>
<td>shall we work?</td>
<td>have we worked?</td>
</tr>
<tr>
<td>will you work?</td>
<td>have you worked?</td>
</tr>
<tr>
<td>will they work?</td>
<td>have they worked?</td>
</tr>
<tr>
<td>ANSWERS (Affirmative)</td>
<td>ANSWERS (Negative)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td><strong>Present Perfect</strong></td>
</tr>
<tr>
<td>I will work</td>
<td>I have worked</td>
</tr>
<tr>
<td>you will work</td>
<td>you have worked</td>
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<tr>
<td>he will work</td>
<td>he has worked</td>
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<td>we will work</td>
<td>we have worked</td>
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<tr>
<td>you will work</td>
<td>you have worked</td>
</tr>
<tr>
<td>they will work</td>
<td>they have worked</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td><strong>Present Perfect</strong></td>
</tr>
<tr>
<td>I will not work</td>
<td>I have not worked</td>
</tr>
<tr>
<td>won’t</td>
<td>haven’t</td>
</tr>
<tr>
<td>you will not work</td>
<td>you have not worked</td>
</tr>
<tr>
<td>won’t</td>
<td>haven’t</td>
</tr>
<tr>
<td>he will not work</td>
<td>he has not worked</td>
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<tr>
<td>won’t</td>
<td>hasn’t</td>
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<tr>
<td>we will not work</td>
<td>we have not worked</td>
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<tr>
<td>won’t</td>
<td>haven’t</td>
</tr>
<tr>
<td>you will not work</td>
<td>you have not worked</td>
</tr>
<tr>
<td>won’t</td>
<td>haven’t</td>
</tr>
<tr>
<td>they will not work</td>
<td>they have not worked</td>
</tr>
<tr>
<td>won’t</td>
<td>haven’t</td>
</tr>
</tbody>
</table>
LESSON XXXI

THE VERB.

PROGRESSIVE FORM

PRESENT.

Answer (affirmative)
I am working
you are working
he is working
we are working
you are working
they are working

Question
am I working?
are you working?
is he working?
are we working?
are you working?
are they working?

Answer (negative)
I am not working
you are not working
he is not working
we are not working
you are not working
they are not working

PAST.

Answer (affirmative)
I was working
you were working
he was working
we were working
you were working
they were working

Question
was I working?
were you working?
was he working?
were we working?
were you working?
were they working?

Answer (negative)
I was not working
you were not working
he was not working
we were not working
you were not working
they were not working
Answer (affirmative)
I shall be working
you will be working
he will be working
we shall be working
you will be working
they will be working

Question
shall I be working?
will you be working?
will he be working?
shall we be working?
will you be working?
will they be working?

Answer (negative)
I shall not be working
you will not be working
he will not be working
we shall not be working
you will not be working
they will not be working

PRESENT PERFECT.

Answer (affirmative)
I have been working
you have been working
he has been working
we have been working
you have been working
they have been working

Question
have I been working?
have you been working?
has he been working?
have we been working?
have you been working?
have they been working?

Answer (negative)
I have not been working
you have not been working
he has not been working
we have not been working
you have not been working
they have not been working

IMPERATIVE.

be working
do not be working
don't be working

INFINITIVE.
to be working
# LESSON XXXII

**PRINCIPAL PARTS**

of the

**MOST COMMON IRREGULAR VERBS.**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>awake</td>
<td>awoke</td>
<td>awaked</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beat, beaten</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>bet</td>
<td>bet</td>
<td>bet</td>
</tr>
<tr>
<td>bid</td>
<td>bid, bade</td>
<td>bid, bidden</td>
</tr>
<tr>
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LESSON XXXIII

ADVERBS.

when .......... When did you come home?
where .......... Where did you go?
how .......... How did you do it?
why .......... Why did you do it?
now .......... I am going to work now.
never .......... I never went there.
always .......... I always go to bed at ten o'clock.
earl y .......... You go to bed early.
late .......... This is not late.
often .......... How often do you shave?
to-day .......... I shall be here to-day and to-
tomorrow 
morrow.
down .......... Come down quickly.
here .......... Come here.
there .......... Go there.
near .......... Do not come near.
back .......... Get back.
below .......... Who lives below?
above .......... We are above.
right .......... Keep to your right.
left .......... Do not keep to your left.
certainly .......... I certainly would like to have some water.
well .......... I am very well.
again .......... Come again to-morrow.
much .......... How much do you want?
enough .......... That is enough.
too much .......... Do not give me too much.
once .......... I went there only once.
twice .......... He went home twice.
three times... She went home three times. 
four times... I recited my lesson four times. 
wherever... Write me wherever you go. 
whenever... Come to see us whenever you come to town. 
Perhaps... Perhaps he came when I was not in. 
not... Is dinner ready? Not yet. 
up... Come up, John. 
nowhere... Where did you go last night? I went nowhere last night. 
seldom... I seldom go home. 
while... Work while you are strong. 

SUGGESTIONS TO THE TEACHER. 

Explain how to form the adverbs. Show how to form adverbs from adjectives. Explain the comparison of adverbs. 

EXERCISE. 

1. He sang sweetly. 2. He walks quietly. 3. Speak slowly and read carefully. 4. George plays well. 5. Speak softly when you are in the car. 6. Step lively when you mount a car. 7. Do your work faithfully and carefully. 8. The soldiers fought bravely. 9. Dress not richly, but neatly. 10. They lived happily until they died. 11. Speak slowly if you want to be understood, and listen carefully if you want to understand. 12. Listen very patiently if you want to learn. 13. The sun shines brightly. 14. Always write plainly.
LESSON XXXIV

PREPOSITIONS.

about ........ He spoke to me about you.
above .......... John lives above me.
across .......... He went across the street.
according to ... He is a liar, according to you.
after .......... He went after him.
against .......... He fought against you.
along ........... He walked along the street.
among ........... He divided the apple among you.
between .......... He sat between us.
around .......... We went around the house.
before .......... He stood before us.
through .......... I went through Boston.
behind .......... We went behind the house.
during .......... He caught only one during the day.

for ........... Do not wait for me.
from .......... They came from New York.
like .......... He looks like you.
of ........... I always think of my friends.
on .......... I put the book on the table.
upon .......... He placed it upon it.
over .......... Jump over the table.
since .......... He has not eaten since last night.
till, until ... Wait till (until) I come.
in .......... He is in the room.
into .......... He fell into the water.
at .......... I will meet you at the corner.
to .......... He went to school.
toward. He moved toward me.

with. I drink tea with milk.

without. I drink coffee without milk.

CONJUNCTIONS.

and. You and I are friends.
because. I went because I had to work.
If. Come if you can.
but. I would like to come, but I cannot.

so. So you came.

neither. nor. Neither cold nor hot.
either. or. Either tea or coffee.

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LESSON XXXV

ABBREVIATED WORDS USED IN EVERY-DAY SPEECH.

ain’t. used for...am not, are not, is not.
aren’t. used for...are not.
can’t. used for...cannot.
couldn’t. used for...could not.
don’t. used for...do not.
didn’t. used for...did not.
'em. used for...them.
haven’t. used for...have not.
hadn’t. used for...had not.
he’d. used for...he would, he had.
he’ll. used for...he will.
I’ll. used for...I will.
he’s. used for...he is.
here's....used for...here is.
I'd........used for...I would, I had.
she'd.......used for...she would, she had.
shouldn't...used for...should not.
that's.....used for...that is.
there's.....used for...there is.
'twasn't...used for...it was not.
'twere.....used for...it were.
'tisn't.....used for...it is not.
I'm.......used for...I am.
I've.......used for...I have.
isn't.......used for...is not.
it's.......used for...it is.
let 'em...used for...let them.
let's.......used for...let us.
you've....used for...you have.
wouldn't...used for...would not.
won't....used for...will not.
oughtn't...used for...ought not.
shan't....used for...shall not.
what's.....used for...what is.
where's....used for...where is.
who's.....used for...who is.
Messrs....used for...Messieurs, Sirs.
Mr.........used for...Mister.
Mrs.......used for...Mistress.
ma'am.....used for...Madam.

SUGGESTIONS TO THE TEACHER.

Some of the abbreviated words given above should not be encouraged by the teacher. They are put here in order that the student may recognize them when others use them.
ABBREVIATIONS USED IN WRITING.

U. S. A. . . for United States of America.
C. O. D. . . for Collect on Delivery.
D. C. . . . . for District of Columbia.
A. D. . . . . for In the year of our Lord.
B. C. . . . . for Before Christ.

to. . . . . . for and so forth.
M. D. . . . . for Doctor of Medicine.
per cent . . . for by the hundred.
Supt. . . . . . for Superintendent.
U. S. M. . . . for United States Mail.
A. . . . . . . for America.
Agt. . . . . . for agent.
A. M. . . . . for before noon.
Amer. . . . . for American.
Ans. . . . . . for answer.
Aug. . . . . . for August.
Ave. . . . . . for avenue.
Cal. . . . . . . for California.
Ala. . . . . . . for Alabama.
Ariz. . . . . . for Arizona.
Colo. . . . . . for Colorado.
Cr. . . . . . . for credit, creditor.
Del. . . . . . . for Delaware.
D. L. O. . . . for Dead Letter Office.
D. M. D. . . . for Doctor of Dental Medicine.
Dr. . . . . . . for debtor, Doctor.
Eng. . . . . . for England.
Fla. . . . . . . for Florida.
Fri. . . . . . . for Friday.
Ga. . . . . . . for Georgia.
Ia. . . . . . . for Iowa.
Id. ........... for Idaho.
Ill. .......... for Illinois.
Ind. .......... for Indiana.
I O U ........ for I owe you.
Kans. ........ for Kansas.
Ky. .......... for Kentucky.
Jr. .......... for Junior.
Maj. .......... for Major.
La. .......... for Louisiana.
lb. .......... for pound.
Mass. ........ for Massachusetts.
Me. .......... for Maine.
Messrs. ...... for Gentlemen.
Miss. ........ for Mississippi.
Minn. ........ for Minnesota.
Mo. .......... for Missouri.
Mont. ........ for Montana.
M. ........... for noon.
N. D. .......... for North Dakota.
Neb. .......... for Nebraska.
Nev. .......... for Nevada.
N. J. .......... for New Jersey.
N. M. .......... for New Mexico.
Nov. .......... for November.
Okla. .......... for Oklahoma.
oz. .......... for ounce.
P. S. for Postscript.
Pt. for part.
P. O. for Post-office.
R. I. for Rhode Island.
R. R. for Railroad.
S. D. for South Dakota.
S. C. for South Carolina.
Tenn. for Tennessee.
Tex. for Texas.
U. S. for United States.
Ut. for Utah.
Vt. for Vermont.
Wash. for Washington.
Wis. for Wisconsin.
W. Va. for West Virginia.
Va. for Virginia.
Wyo. for Wyoming.
Xmas. for Christmas.
yd. for yard.
Y. M. C. A. for Young Men's Christian Association.
Y. W. C. A. for Young Women's Christian Association.
Ore. for Oregon.
Ark. for Arkansas.
Conn. for Connecticut.
Md. for Maryland.
O. for Ohio.
PART III

DIALOGUES
LESSON XXXVI

USUAL PHRASES.

✓ Good morning.
✓ Good afternoon.
✓ Good evening.
✓ Good night.
✓ How are you?
✓ How do you do?
✓ I am very well, thank you.
   What is it?
   What is the matter?
   Look out!
   Danger!
   Hurry up.
✓ I am hungry.
✓ I am thirsty.
   What time is it?
   It is five o’clock.
   Thank you.
   Don’t mention it.
   Where are you going?
   What is your name?
   My name is John.
   What do you want?
   Who are you?
✓ Do you understand?
✓ Yes, I understand.
✓ Do you speak English?
✓ No, I do not speak English.
   What did you say?
   Excuse me, I did not speak.
   Pardon me.
I beg your pardon.
Keep to the right.
Keep to the left.
Up stairs.
Down stairs.
Get up.
Come here.
How many?
How much?
Why?
Because.
Keep still.
Keep quiet.
Good-bye.
Good day.
Please.
It is late.
It is early.
Go there.
A glass of water.
How long have you been in this country?
I have been in this country two years.
To-morrow.
To-day.
Where do you live?
I live on Chestnut Street.
How old are you?
I am twenty years old.
Do you know me?
Yes, I know you.
Come up.
Come down.
I am very glad to see you.
Open the door.
Close the door.
Never mind.
Not responsible for lost articles.
Enterance.
Exit.
Fire.
Fire-escape.
Admission.
Give me a glass of water.
All right.
Come on.
Very well, sir.
I am tired.
I think so,
I am sorry.
I am glad.

- You are right.
- You are wrong.
  You are mistaken.
  Pardon me, I made a mistake.
- Smoking not allowed.
-Spitting not allowed.
  I am sure.
May be.
Perhaps.
-Let us go.
-Every day.
-I am afraid.
Listen.
-Come with me.
-Put the light on.
-Put the light out.
Not yet.
Always.
Take off your hat.
-All aboard.
-How are you getting along?
Keep off the grass.
Railroad crossing—look out for the engine.

SUGGESTIONS TO THE TEACHER.

These phrases are very useful, and are to be committed to memory and mastered thoroughly.
The teacher should not limit himself to these phrases. They should serve as a motive to further conversation.

LESSON XXXVII

THE WEATHER.

Good morning, George. This is fine weather.
Yes, it is a fine day. We had a beautiful day yesterday.
It is cloudy now.
I think we shall have some snow very soon.

How is the weather?
It is a little better now. It was a terrible rainstorm we had yesterday.
We need the rain. We haven't had rain for two months.
Did you see the weather bulletin this morning?
Yes, I looked at it while I was passing by the square.
The bulletin says that we shall have warm weather to-day and to-morrow, with a light breeze in the evening.

It was cold this morning.

It is getting warmer now.

How is the weather, John? Is it raining or snowing?

It was pouring hard about an hour ago, but it is hailing now.

It looks as though we were going to have a shower.

Do you feel cold, George?

Yes, I am frozen to death. I am going in to get warmed up a little.

Everything is frozen. I think we shall have a snow storm.

Too bad. We cannot skate if it snows.

No fear of that. The weather is getting milder.

So much the worse. Mild weather means that we are going to have snow.

What is the weather forecast?

I don’t know. I haven’t seen the newspaper to-day.

Here is one. Let us see.

It is windy. The weather is very unsettled now. It may clear up later.

We expect this kind of weather in the fall.

It is damp.

It is foggy.

It is misty.

It hails.

It thunders.
It lightens.
The sun is coming out.
The ice is melting fast. It will be muddy after the ice melts.
It is getting dark. We must go.
It is daylight yet.
We have full moon this week.
The thermometer at my window registered five below zero this morning.
Quite different from mine. My thermometer registered two above zero at nine o'clock.
The sun rises in the East.
The sun sets in the West.
The wind blows from the North.
The South wind is warmer than the North wind.

LESSON XXXVIII

TIME.

year
month
week
day
hour
half an hour
quarter of an hour
minute
second
an hour later
night
yesterday
morning
forenoon
noon

afternoon
night
midnight.
evening
to-day
to-morrow
now
the day before yesterday
the day after to-morrow
a week from to-day
a week ago yesterday
ten days ago
one year ago
next week
last month
THE SEASONS.

Spring
Summer
Autumn (or Fall)
Winter

THE MONTHS OF THE YEAR.

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

THE DAYS OF THE WEEK.

Monday   Thursday
Tuesday    Friday
Wednesday  Saturday
          Sunday

H O W T O A S K T H E T I M E.

What time is it, please?
It is ten o'clock.
It is twenty minutes past ten.
It is half-past ten.
It is twenty minutes of eleven.
It is twenty minutes to eleven.
It is quarter of twelve.
It is quarter to twelve.
It is quarter past two.
What time does the train leave?
It leaves seven fifty.
You are mistaken. It leaves seven twenty-five.

It is noon.
It is midnight.
It is afternoon.

What time is it by your watch?
My watch has stopped. I forgot to wind it.
My watch goes fast. It does not keep good time.
Mine goes slow. I don’t know what is the matter with it. It is five minutes slow now. I must have it fixed.
Do you have an alarm clock?
Yes, I have an alarm clock.
Set the clock for half-past five.
What time do you have your breakfast?
I have my breakfast at six o’clock, my dinner at twelve, and my supper at six.

There are four seasons in one year.
Name the four seasons.
Spring, Summer, Autumn or Fall, Winter.
One year has twelve months.
A month has four weeks.
Next year is a leap year.
Can you name the months of the year?
January, February, March, April, May, June, July, August, September, October, November, December.

Name the days of the week.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
What day is it to-day?
To-day is Wednesday.

What is the date to-day?
To-day is the twelfth of January.

What day of the month is it to-day?
To-day is the twentieth of August.

How long have you been here?
I have been here two months.
I came to this town two weeks ago.
I came here a week ago yesterday.
I am going away the day after to-morrow.
I came home ten days ago.
I went to Boston last month.
I am going to New York next week.
A week from to-day I shall be home.

LESSON XXXIX

THE HOUSE AND HOUSE UTENSILS.

VOCABULARY.

landlady       table-cloth      mat
landlord       basin           thread
Janitor        towel           needle
tenant         pitcher         spool
house          soap            pin
apartment      door            safety-pin
room           window          clothes-line
suite          window-shade    kettle
tenement       screen          water-pail
flat           blinds          wringer
kitchen        key             saw
<table>
<thead>
<tr>
<th>hall</th>
<th>pass-key</th>
<th>sewing-machine</th>
</tr>
</thead>
<tbody>
<tr>
<td>drawing-room</td>
<td>lock</td>
<td>oil-cloth</td>
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<tr>
<td>vestibule</td>
<td>wash-stand</td>
<td>iron</td>
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<tr>
<td>parlor</td>
<td>desk</td>
<td>mop</td>
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<tr>
<td>sitting-room</td>
<td>chair</td>
<td>strainer</td>
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<tr>
<td>stairway</td>
<td>stool</td>
<td>ash-sifter</td>
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<td>arm-chair</td>
<td>barrel</td>
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<tr>
<td>attic</td>
<td>piano</td>
<td>pan</td>
</tr>
<tr>
<td>dining-room</td>
<td>stove</td>
<td>chimney</td>
</tr>
<tr>
<td>furniture</td>
<td>trunk</td>
<td>wall</td>
</tr>
<tr>
<td>fire-escape</td>
<td>lamp</td>
<td>bell</td>
</tr>
<tr>
<td>roof</td>
<td>knife</td>
<td>knob</td>
</tr>
<tr>
<td>basement</td>
<td>fork</td>
<td>bolt</td>
</tr>
<tr>
<td>yard</td>
<td>cup</td>
<td>ceiling</td>
</tr>
<tr>
<td>floor</td>
<td>saucer</td>
<td>latch</td>
</tr>
<tr>
<td>bed-room</td>
<td>spoon</td>
<td>table-spoon</td>
</tr>
<tr>
<td>pantry</td>
<td>glass</td>
<td>tea-spoon</td>
</tr>
<tr>
<td>water-closet</td>
<td>tumbler</td>
<td>bowl</td>
</tr>
<tr>
<td>toilet</td>
<td>napkin</td>
<td>bottle</td>
</tr>
<tr>
<td>furnished</td>
<td>coffee-pot</td>
<td>lid</td>
</tr>
<tr>
<td>unfurnished</td>
<td>tea-pot</td>
<td>oven</td>
</tr>
<tr>
<td>front</td>
<td>plate</td>
<td>sieve</td>
</tr>
<tr>
<td>back</td>
<td>dish</td>
<td>gas-range</td>
</tr>
<tr>
<td>bath-tub</td>
<td>platter</td>
<td>sofa</td>
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<tr>
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<td>drawer</td>
<td>shelf</td>
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<tr>
<td>curtain</td>
<td>broom</td>
<td>sink</td>
</tr>
<tr>
<td>picture</td>
<td>match</td>
<td>bed</td>
</tr>
<tr>
<td>chair</td>
<td>shovel</td>
<td>bedstead</td>
</tr>
<tr>
<td>looking-glass</td>
<td>clock</td>
<td>cover</td>
</tr>
<tr>
<td>mirror</td>
<td>scissors</td>
<td>blanket</td>
</tr>
<tr>
<td>steam heat</td>
<td>frying-pan</td>
<td>spring</td>
</tr>
<tr>
<td>radiator</td>
<td>funnel</td>
<td>mattress</td>
</tr>
<tr>
<td>electricity</td>
<td>tray</td>
<td>pillow</td>
</tr>
</tbody>
</table>
RENTING A ROOM, A HOUSE.

To let. 
Tenement to let.
To rent. 
Flat to rent.
To hire. 
Apartment to let.
To lease. 
Furnished rooms to let.

To let, a suite of four furnished rooms. Electric lights, heat, bath, and use of telephone.
To let, tenement of five rooms, with all modern improvements, pantry, bath, hardwood floors, hot water, electric lights, gas.

Will you please tell me where I can find the janitor?
Yes, he lives upstairs on the second floor. His name is Mr. Cook.

Good afternoon. Is this Mr. Cook?
Yes, this is Mr. Cook.
I read in to-day’s paper that you have some furnished rooms to rent. May I see them?
Yes, come right in. This is one of the rooms. We charge for this two and a half dollars a week. It is a front room and well furnished. Let me show you the other room. This is one dollar and seventy-five cents a week. It isn’t a front room, but you get the sun all the afternoon, and you have just as many conveniences as in the other room.
How is the room heated?
There is no steam heat on this floor, but you can heat the room with gas.

Have you any rooms to let on the first floor? Yes, I have one, but I am afraid the rent will be too high for you.

Will you please let me see the room on the first floor?

Come, we will go downstairs to see it. This is the room. The rent is three dollars and twenty-five cents a week, but you have the use of the parlor. You can receive visitors in the parlor. You have the use of the piano and of the telephone. Here is a closet for your clothes.

How is the room lighted? It is lighted with electricity, and is heated with steam heat. Do you think you can afford to pay three dollars and twenty-five cents for your room? The room is large enough for two. If you can get one of your friends to room with you, the rent will not be so high.

How much do you charge when two persons have the room? The rent for two is four dollars.

If I can find some one else to room with me, I will have this room, but if I can't find anybody, I am afraid I shall have to look around for another room.

Would you like to have a room on the third floor? I have one room that you can have for one dollar and twenty-five cents. It isn't a very large room, but it is pleasant and comfortable.

Let me see the room, please.
Here it is. It is not fixed yet, but I shall
have it ready by this afternoon. I have to bring in the furniture from downstairs. There are no electric lights in this room. You have to use a lamp. You heat the room with gas.

Can you give me a double bed? I cannot sleep in a single bed.

I haven't any other bed now, but if you wait a day or two, I can give you a double one.

I would like to have one more pillow, a bureau, two window-shades, and a blanket.

Very well, I will have them ready this afternoon. Here is the key to the room. This key here opens the front door downstairs.

Shall I pay the rent now?

Yes, please. I like to have the rent paid in advance. Thank you. May I know what your name is?

My name is George Brett. I work in the Olivet shoe-factory.

Good morning, George. I want to rent a house, and I don't know where to look for it. Do you know of anyone who wants to let a house?

Do you want to rent a whole house, or a floor?

Well, I don't know yet. I would like to rent a whole house if I can, but, of course, I may have to rent a flat.

I don't know of anyone who wants to rent a house now, but we can look in to-day's paper and see if we can find one. Sometimes you find a good house through the paper. Here is the advertisement page. To let. Here is a tenement of five rooms on Chapel Street. Another
one of four rooms on Spring Street. There is another tenement of seven rooms on Spruce Street. Do you like any one of these? The tenement on Spring Street ought to be a good one.

I don’t like that. It is too small. We are a family of six, and need a large house. The tenement on Spruce Street may be a good one. I like the location, too. I will go and see it. Goodbye, George. Thank you for your help.

Is this the landlady?

Yes, this is Mrs. Brown, the landlady.

I saw in the paper that you wish to rent a tenement in this house.

Yes, I have a tenement here. Come right in, and let us go up and see it. There are seven rooms in all, a dining-room, a parlor, three bedrooms, a bath-room and a kitchen. You have all the conveniences here. Electric lights, steam heat, hot water, hardwood floors, bath, window-shades, a large shed in the yard, and you can use part of the cellar if you wish. Every room is clean, free of bedbugs, and well lighted.

How much do you charge for rent?

The rent is eighteen dollars a month.

Very well, Mrs. Brown. This tenement suits me. When can I move in?

You can move any time to-morrow. The rooms will be ready this afternoon.

What is the arrangement about the rent?

The rent must be paid in advance on the first day of every month. You can pay now or you may pay when you move in to-morrow.

I have not enough money with me to pay you to-day, but I will pay you to-morrow.
TRADES.

actor
agent
author
baker
banker
barber
blacksmith
brakeman
business-man
butcher
carpenter
clerk
commissioner
conductor
cook
dentist
doctor
dress-maker
driver
druggist
editor
engineer
farmer
florist
fruit-dealer
grocer
head-waiter
hotel-keeper
instructor
interpreter
manager
mason
mechanic
merchant
milliner
minister
motor-man
musician
oculist
painter
peddler
photographer
physician
porter
postman
postmaster
priest
printer
professor
publisher
sailor
servant
shoemaker
soldier
stenographer
stone-cutter
student
superintendent
surgeon
tailor
THE EMPLOYMENT BUREAU.

Good morning, sir. I am out of work, and I wish to find something to do. What positions do you have to-day?

What can you do? What did you do before? What kind of work do you want?

I don’t care what it is. I have been without work for about a month, and I must find something now.

Where were you employed before?
I worked in a hotel as a waiter, and as a head-waiter also.

Why did you leave your job?
I left it because I wanted more money.

Fill this application here, and come back to-morrow morning. I believe I can give you a position to-morrow.

Thank you, sir. Good day.

Are you the man that was here yesterday afternoon?
Yes, sir. You told me to come back to-day.

Come over to the desk. Sit down. What is your name?
My name is James Miller.

They need a waiter in a country hotel. Can you go?
Yes, sir. I can go anywhere.
Take this letter with you, and give it to the manager of the hotel. Your salary will be twenty-five dollars a month. Of course there is a chance for you to make some tips, too.

What is the fee for this position?

The fee is two dollars. If you lose your job in two days, half of the money will be given back to you.

What kind of work are you looking for?

Can you tell me what kind of work you have?

I need some farm laborers. Do you want to work on a farm?

Yes, I do. What is the pay.

The pay is twenty-eight dollars a month, your board, room and washing. Here are some other kinds of work. Railroad work. One dollar and fifty cents per day. The Company provides for sleeping quarters.

How far is it from here?

It is near Chicago. The Company will pay your fare, and your return fare also. If you don’t like the work, you can come back.

Do you have anything else?

Yes, here is another kind of work. I can give you a job in a coal mine in Pennsylvania. The pay is one dollar and seventy-five cents. Do you want to go to a lumber camp? It isn’t far from here. You can come to the city every Saturday to see your friends. The work is not very hard. You get two dollars a day and your room. The board is very cheap up there. You don’t have to spend any extra money. Are you a Union man?
Yes, I belong to the Union.
Do you want to sign the contract? There is another group of laborers who leave next Monday. If you want to go, you have time enough to get ready and go with them.
I don't know what to do. I will think it over. I will talk over the matter with my family, and I will let you know by to-morrow afternoon. Will that be all right?
Yes. Please let me know as soon as you can.

---

**LESSON XLI**

**THE RESTAURANT VOCABULARY.**

**TABLE UTENSILS.**

- table
- chair
- table-cloth
- napkin
- fork
- spoon
- tea-spoon
- soup-spoon
- knife
- cup
- plate
- dish
- saucer
- water
- vinegar
- platter
- cork-screw
- pitcher
- bowl
- bottle
- tea-pot
- coffee-pot
- catsup
- mustard
- salt
- pepper
- salt-cellar
- pepper-caster
- glass
- bill of fare
- menu
- tray

82
BREAKFAST.

oatmeal
corn-flakes
grape-nuts
shredded wheat rolls
biscuits
 crackers
milk
doughnuts
coffee
tea
cocoa
griddle cakes
dry toast
buttered toast
cakes
fritters
liver
bacon
meat hash
pork chops
sausage
cream toast
fried eggs
boiled eggs
scrambled eggs
dropped eggs
omelet
plain omelet
steak
small steak

DINNER.

Soups
rice soup
tomato soup
chicken soup
broth
vegetable soup
pea soup
macaroni soup
 clam chowder
fish chowder
corn chowder

Sandwiches
egg sandwich
chicken sandwich
cheese sandwich
ham sandwich
minced ham sandwich
roast beef sandwich
sardine sandwich
MEATS, STEAKS, CHOPS AND FISH.

- sirloin steak
- large sirloin steak
- small sirloin steak
- boiled beef
- beefsteak
- beef-stew
- roast beef
- corned beef
- lamb chops
- leg of lamb
- roast lamb
- roast mutton
- mutton chops
- roast veal
- pork chops
- roast pork
- bacon
- boiled ham
- fried ham
- bacon and eggs
- ham and eggs
- hamburger steak
- minced meat
- minced meat on toast
- liver

- kidneys
- baked beans
- frankfurters
- sausage
- bologna sausage
- fricassee lamb
- chicken
- chicken dinner
- turkey
- fried tripe
- codfish
- mackerel
- halibut
- salmon
- fish cakes
- meat hash
- trout
- fried oysters
- clam stew
- oyster stew
- fried oysters
- raw oysters
- salad
- gravy
- dressing

VEGETABLES.

- French fried potatoes
- mashed potatoes'
- boiled potatoes
- baked potatoes
- Lyonnaise potatoes

- olives
- squash
- beets
- turnips
- cucumber
green peas  cauliflower
- string beans  onion
- tomatoes  cabbage
- corn  radish
- lettuce  celery

PIES AND FRUITS.

cake  lemon pie  apple
pie  orange pie  pear
cream cake  cherry pie  peach
apple pie  pineapple pie  grape
cream pie  strawberry pie  grape fruit
mince pie  blueberry pie  water-melon
raisin pie  blackberry pie  cantaloupe
squash pie  pudding  plum
pumpkin pie  jelly  strawberry
custard pie  banana  pineapple
chocolate pie  orange  date
cocoanut pie  walnut  nut

IN THE RESTAURANT.

I am hungry. I haven’t had my breakfast yet. I must eat something.

Where do you take your breakfast?
I take my breakfast at the City restaurant.
Come with me. Let us have breakfast together.

Have you given your order?
No, I have not. Let me have some oatmeal and cream, a cup of coffee, hot rolls, and two fried eggs.
What will you have?
I would like to have an order of pork chops, a cup of black tea, an order of griddle cakes, and some doughnuts.
Is there anything else you wish to have?
No, thank you, unless the other gentleman wishes to have something else.
No, thank you, I have had enough.

Has anybody taken your order?
No. Give me some milk and crackers, an order of buttered toast, and a cup of coffee.
Waiter, bring me a glass of water and a teaspoon, please.

What time is it?
It is almost time for dinner. Do you want to have your dinner with me?
Certainly. I will be with you in five minutes.
I am ready. Where shall we go?
Where do you take your dinner?
I usually go to the Dairy Lunch. They serve good food there, and the prices are low, too.
Let us go there, then.
Waiter, hand me a bill of fare, please. Do you serve a special dinner to-day?
Yes, we do. Here is the special dinner, chicken soup, roast chicken, green peas, coffee or tea, pie and pudding.
I don’t think I will have the special dinner. Let me have some vegetable soup, an order of roast beef, baked potatoes, a side of beans, and a cup of coffee.
What will you have?
I will have some tomato soup, an order of roast lamb, boiled potatoes, and a cup of tea. Bring me some crackers with the soup, too.
This meat is too tough. Will you bring me a tender piece of meat?
What will you have for dessert?

Have you any raisin pie this noon?
We have no raisin pie to-day. We have apple, chocolate, lemon, orange, custard, cherry, and squash.
I will have a piece of lemon pie.
Will you have the same kind of pie?
No, I will have apple, and a glass of milk.
This milk is sour. I would like to have it changed.
Do you serve any fruit here?
Yes, Sir, we have all kinds of fruits. You will find a list of them on the bill of fare.
Let me have an orange and two bananas.
What will you have, George?
I will have some grapes.
Do you serve any drinks here?
No, Sir, we serve no drinks here. Do you wish to have anything else?
Do you put up lunches to take out?
Yes, we do. What will you have?
I would like to have two egg sandwiches, some buttered toast, and a piece of apple pie.
How much is it for the two of us?
One dollar and thirty-five cents, with the lunch. Please pay to the cashier.
Good-bye, George. I shall see you to-night at supper.
What time do you take your supper?
I take my supper at half past six.
LESSON XLII

THE CLOTHING STORE AND THE DEPARTMENT STORE.

VOCABULARY.

<table>
<thead>
<tr>
<th>English</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>suit</td>
<td>pocket-book</td>
</tr>
<tr>
<td>cloth</td>
<td>towel</td>
</tr>
<tr>
<td>clothes</td>
<td>napkin</td>
</tr>
<tr>
<td>tailor</td>
<td>umbrella</td>
</tr>
<tr>
<td>order</td>
<td>parasol</td>
</tr>
<tr>
<td>overcoat</td>
<td>dark color</td>
</tr>
<tr>
<td>coat</td>
<td>light color</td>
</tr>
<tr>
<td>trousers</td>
<td>black</td>
</tr>
<tr>
<td>pants</td>
<td>white</td>
</tr>
<tr>
<td>vest</td>
<td>red</td>
</tr>
<tr>
<td>raincoat</td>
<td>brown</td>
</tr>
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<td>hat</td>
<td>green</td>
</tr>
<tr>
<td>cap</td>
<td>gray</td>
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<tr>
<td>shirt</td>
<td>purple</td>
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<tr>
<td>collar</td>
<td>orange</td>
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<td>yellow</td>
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<td>shirt-front</td>
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<td>garters</td>
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<td>sheet</td>
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<td>button</td>
<td>pillow</td>
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<tr>
<td>button-hole</td>
<td>pillow-case</td>
</tr>
<tr>
<td>collar-button</td>
<td>curtain</td>
</tr>
<tr>
<td>cuff-button</td>
<td>mark-down sale</td>
</tr>
<tr>
<td>belt</td>
<td>clearance sale</td>
</tr>
<tr>
<td>gloves</td>
<td>traveling-bag</td>
</tr>
<tr>
<td>sleeve</td>
<td>suit-case</td>
</tr>
</tbody>
</table>
IN THE CLOTHING STORE.

We buy our clothes from the clothing store. I always buy ready-made suits. You can buy them cheaper.

Perhaps you are right, but I never liked a ready-made suit. I always have a suit made to order. You pay a little more for suits made to order, but they fit you better, and last longer. They are made carefully, and the lining is better. I had a suit made to order three years ago, and I have it yet. No ready-made suits for me.

I like a suit made to order, myself, but I can't spare the money now. I think I shall buy a ready-made suit. Where do you buy your clothes?

I buy them from the Department Store. It is a reliable place, and they treat you well. If there is something the matter with your clothes,
you can take them back and have them changed or altered.

Do you know anybody in the Department Store?

Yes, I know the clerk in the Clothing Department.

Let us go up together and buy a suit.

Let us go.

I want to buy a suit of clothes.

What kind of suit do you wish to have? Light, dark, a summer or a winter suit?

I want a blue suit for the summer. I don't want it very heavy.

We have quite a variety of blue suits here. Let me show you some of them. Here is a suit that is very popular this season.

I don't like the color of it. I like a very dark blue suit.

Here is a darker color. Try it on, and let us see how it fits you.

The cloth is too thick. I want it a little lighter.

How much do you want to pay for your suit? About eighteen dollars.

Here is a good suit that you can have for twenty-one dollars. Its regular price is twenty-five dollars.

I like the color of that. Let me see how it fits me.

Take off your coat and vest.

The coat is a little too long. The sleeves are too wide.
We can alter the coat. It wouldn’t cost you anything. It is a good suit. It fits you well on the back.

Let me see the pants of this suit. Shall I try them on, or will you take the measure?
You had better try them on.
The trousers are long and tight.
How long do you want them? Do you want them with cuffs?
Yes, I’ll have cuffs on them.
How wide do you want the cuffs?
About three inches.
Do you wear a belt all the time?
No, I use suspenders most of the time.
Do you think you like this suit?
I think so. I don’t know how good the stuff is.
The stuff is guaranteed. If it loses its color, bring it back and we’ll change it for you.
When will you have it ready?
It will be ready this afternoon at three. Will you call for it, or shall we send it to you?
I will call for it this afternoon.
Is there anything else you wish to have?
I would like to have two shirts and four collars.
What size shirt do you wear?
Fifteen.
Do you want something white?
Yes, I want it plain white.
What kind of collar do you want?
Quite high, and closed in front.
What size collar do you wear?
Fifteen and a half. I also want a hat.
Do you like a derby, a soft hat, a cap, or a straw hat?
I would like to have a derby.
Here is a hat that is used very much this season.
I don't like this hat. The brim is too wide.
Here is another one, with a narrow brim.
I like this better. What size is it?
Six and seven-eighths.
What is the price of this hat?
Two dollars.
Put this with my suit, and I'll call for it this afternoon.
Is there anything else you wish to have?
No, nothing for the present.
Probably your friend wants something.
I would like to have a suit made to order.
Have you any good cloth to show me?
Yes, we have all kinds of new patterns. They came in this morning. You are the first one to look them over. Here is a cloth that will make a good spring suit. It is of light color, and light in weight.
Do you have something darker than this?
Here are some other colors. Here is a brown cloth, and here is a grey.
I don't like the brown. It is too thick. I want something lighter. I like this grey cloth pretty well. Take my measure. I think I'll have a suit made of this stuff. How much will it cost, coat, vest and pants?
Twenty-five dollars.
I don't want the trousers too long.
How wide would you like to have your trousers?
I don't want them very narrow. Make them the same width as those I have on.

How long do you want your coat?
About one inch shorter than the one I have on.

How many buttons will you have on your coat?
Three.

What kind of lining do you wish to have in your coat? Here are two colors, a brown and a grey.

I think the grey goes better with the grey cloth.

Yes, sir, we'll use the grey lining.

How much money do you want for deposit?
Five dollars.

When will you have the suit ready?
It will be ready two weeks from to-day.

Come in a week from to-morrow to try the coat on. Is there something else you would like to have?

I would like to have a half dozen handkerchiefs, a pair of garters, a necktie, a pair of stockings, and two towels. Put them all together in one bundle.

Good-bye. Be sure and come in a week from to-morrow to try the coat on.
LESSON XLIII

THE SHOE STORE.

<table>
<thead>
<tr>
<th>shoe-store</th>
<th>shoe-polish</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe</td>
<td>shoe-lace</td>
</tr>
<tr>
<td>boots</td>
<td>shoe-string</td>
</tr>
<tr>
<td>high</td>
<td>number</td>
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<tr>
<td>low</td>
<td>size</td>
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<tr>
<td>leather</td>
<td>stretch</td>
</tr>
<tr>
<td>tan</td>
<td>pointed</td>
</tr>
<tr>
<td>black</td>
<td>button-shoe</td>
</tr>
<tr>
<td>red</td>
<td>lace-shoe</td>
</tr>
<tr>
<td>shoe-horn</td>
<td>patent-leather</td>
</tr>
<tr>
<td>button-hook</td>
<td>rubbers</td>
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<tr>
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<td>heel</td>
<td>pair</td>
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<td>nail</td>
<td>tight</td>
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<tr>
<td>repair</td>
<td>last</td>
</tr>
<tr>
<td>shoe-blacking</td>
<td>shine</td>
</tr>
<tr>
<td></td>
<td>shoe brush</td>
</tr>
</tbody>
</table>

IN THE SHOE STORE.

I need a pair of shoes. Where is there a good shoe-store, John?

There is one on this corner. They sell good shoes there at a low price.

Thank you, John. I am going there right now.

Good morning, sir. I would like to have a pair of shoes.

What kind of shoes would you like to have? Let me see some black high shoes.
Button shoes, or lace shoes?
Button shoes.
What number do you wear?
Seven and a half.
Here is a shoe that is very comfortable.
I don’t like the shape of that shoe. It is too pointed.
Let me show you some other kinds. Here is a shoe that isn’t pointed. Try it on, and see how it fits you.
They are too small. I can’t put them on. Give me another pair, half a size larger.
These are seven and a half. Try them on.
I can’t wear them. They are too tight. I am afraid they’ll bother me.
Don’t be afraid. These shoes will stretch after you wear them for a while.
I have a corn on my toe. I don’t want to take any chances.
We have all kinds of shoes here. We ought to find a pair that will fit you. Would you like a pair of low shoes? They are good shoes for the summer.
I don’t like low shoes. Let me see a pair of high lace shoes.
Black, or tan?
Black.
Do you want them with high or low heels?
With very low heels, if you have them.
Try this pair on. How does it fit you?
It fits me just right. I’ll have this pair.
What is the price?
The price of this pair is four dollars.
Do you keep patent leather shoes here?
Yes, we do.
Let me see a pair of them, please.
Here is a pair of shoes that we guarantee. If they are cracked within four months, bring them back, and we will change them for you.
What number are they?
These are seven and a half. Put them on.
What is the price of these shoes?
The price of these is six dollars. They are shoes of high quality. We give you a pair of silk shoe strings with them, too.
I’ll have this pair, also.
Do you want them in a box?
Do you do any repairing here?
Yes, we do all kinds of repairing here.
Then I’ll wear that pair, and leave my old shoes to be repaired. I want soles put on.
Do you want the soles sewed on, or nailed on?
I want them sewed on. Please put rubber heels on. Let me have a shoe-horn and a button-hook, please. How much are they?
We don’t charge anything for them. We give them free. Is there anything else you would like to have?
I need a pair of slippers.
Tan, or black.
Tan.
Do you want a shoe-brush, or any shoe-blacking?
Do you have a good shoe-polish?
Yes, here is a bottle of shoe-polish that keeps the leather clean and soft.
How much is this?
Twenty-five cents.
I also need a pair of rubbers.
These are seventy-five cents. Those are one dollar.
I'll have these, here.

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LESSON XLIV

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THE GROCERY STORE.

grocer            milk
market           sardines
pint             fish
quart            beans
gallon           beef
pound            steak
inch             veal
foot             pork
yard             chops
ounce            lamb
weigh            mutton
measure         leg
penny            chicken
cent             turkey
dime             sausage
nickel           baker
quarter         bakery

dollar         white bread

can             brown bread
bag             cake
bread           pie
loaf            biscuit
IN THE GROCERY STORE.

What are we going to have for supper, John? I don't know. There isn't a thing in the house. We must buy something for to-morrow. Telephone to the grocer to send us half a dozen eggs, a can of tomatoes, and a loaf of bread. We'll fry some eggs for supper. Later I am going out to buy something for to-morrow.

You had better go now, because the store closes at six.

I am going as soon as I get ready. The store does not close at six to-night. To-morrow is Sunday.

What do you have for meats to-day?
Here is our special list for to-day:

- Leg of lamb .............. 22c lb.
- Lamb chops .............. 16c lb.
- Native fowl .............. 25c lb.
- Veal roasts .............. 17c lb.
- Beef to roast ............ 22c lb.
- Corned beef .............. 15c lb.
- Hamburg steak ........... 17c lb.
- Pig sausage .............. 18c lb.
- Boiled ham .............. 35c lb.
- Sirloin steak ............ 35c lb.
- Native pork roast ...... 20c lb.
- Fores of spring lamb .. 16c lb.
- Lamb, stew .............. 10c lb.
- Bean pork .............. 11c lb.
- Sliced bacon ............ 15c lb.

I’ll have a pound of corned beef, and half a pound of boiled ham. Do you keep fresh eggs here?

Yes, we do. They are strictly fresh.

How much are they a dozen?
Twenty-six cents a dozen.

I also want some fish.

We have fresh mackerel, halibut, and salmon.

How much are they a pound?
Salmon fifteen cents a pound; mackerel eight cents a pound, and halibut thirteen cents a pound.

Let me have a pound of mackerel, a pound of cheese, half a pound of butter, four pounds of rice, and one can of pork and beans.

Is there anything else you wish to have?
I would like to buy many other things, but I can’t carry them home.
You buy what you want, and we’ll put them in a basket and send them to you before we close to-night.
Let me have three pounds of sugar, two boxes of matches, one pound of tea, one pound of coffee, two cans of condensed milk, one package of corn starch, half a pound of lard, a bag of flour, two loaves of bread, one gallon of kerosene oil, and three bars of soap.
To what address shall I send them?
Send them to 42 Court Street.
What kind of pies do you have?
We have apple, cream, mince, raisin, squash, custard, chocolate, lemon, orange, cherry, pineapple, strawberry, and blueberry.
LESSON XLV

THE FRUIT STORE AND THE CONFECTIONERY STORE.

soda ice-cream candy chocolate

Fruits and Vegetables.

Fresh turnips mushrooms
ripe pumpkins pepper
green squash wheat
rotten onions corn
fruit-dealer lettuce grain
vegetables tomatoes peas
apple cucumber raisins
banana celery currants
melon cauliflower asparagus
cranberries cabbage prunes
grapes string beans raspberries
grape-fruit beans cherry
lemon potatoes apricot
orange chestnut olive
pineapple walnuts mulberries
strawberries almonds pear
figs beets plum
dates carrots egg-plant
nuts spinach garlic
peanuts radishes peaches
watermelon parsley

What do you have for vegetables to-day?
We have lettuce, squash, spinach, carrots, beets, string beans, tomatoes, and turnips.
Are the tomatoes fresh?
All these vegetables came in this morning. They are all fresh.

How much do you ask for the tomatoes?
Ten cents a quart.
Let me have two quarts. Don't give me those green ones. I want to use them right away. How much do you ask for the lettuce?
Five cents a bunch.
I'll have three bunches.
Do you wish for any fruit to-day?
Do you have anything that is fresh?
Our peaches are ripe and fresh.
I don't think I'll have any peaches this morning. They are not good at this season.
Would you like some bananas?
How much are they?
These are fifteen cents a dozen. Those are twenty cents a dozen.
I'll have half a dozen of the twenty-cent ones.
We have some good watermelons to-day. They are sweet and large.
How do you sell them?
We sell them for fifty cents each. I'll put one in the ice-box if you wish.
Let me have that one there.
Will you take them with you, or shall I send them to the house?
I'll take the tomatoes and the lettuce with me. You can send the others with the watermelon about eleven o'clock.

Are the peanuts hot?
Yes, they are.
Give me one pint. How do you sell your oranges?
We have different kinds of oranges. Twenty-five, thirty-five, fifty, and sixty cents a dozen. They are large and juicy.

I'll have one dozen of the fifty cent ones. Do you keep any lemons here?
Yes, we do. Three for ten cents, and five cents apiece.

Let me have three for ten cents. Do you sell bananas by the bunch? I need them for the picnic to-morrow.

How many bunches do you want?
Four bunches.
I can sell you four bunches for eleven dollars.

Do you sell candy here?
Yes. This is a confectionery and fruit store. We keep candy, chewing-gums, ice-creams, sodas, cigars, and cigarettes.

How do you sell your chocolates?
Do you want them in boxes, or by the pound?
How much are these a pound?
These are thirty cents a pound.

Give me half a pound of these, and half a pound of those. What drinks do you have?

Ice-cream sodas of all flavors, pineapple, lemon, orange, ginger ale, strawberry, coffee, coca cola, chocolate, grape, peach, and cherry.

I'll have a lemon ice-cream soda.

What will you have?
I'll have a plate of ice-cream with strawberries on it.

Is there anything else you wish to have?
I want a pound of assorted chocolates, a quart of ice-cream, a pound of figs, and half a pound of salted peanuts.
LESSON XLVI

THE BARBER SHOP.

back mustache
bald part
barber powder
bay rum razor
beard round
blade safety razor
brush scalp
close shave scissors
cold cream shampoo
comb sharpen
cut shave
dry shaving brush
dull shaving cup
hair shaving soap
hair brush side
hair cut short
horne straight
lather strap
long top
looking glass towel
massage trim
mirror wash
wet

THE BARBER SHOP.

I want to have my hair cut.
Yes, sir. How do you want it?
I want it short on the sides and on the back. Don’t touch it on the top. Please don’t cut it too short on the sides.
Do you shave your neck?
No, I don’t. Cut my hair straight down with the machine as close as you can.
Look in the mirror and see how you like it now.
Take off a little from the top. It is a little too long. I have my hair trimmed every week.
Wet or dry?
I want my hair wet.
How do you part your hair?
I comb my hair in the middle.
Would you like to have a shampoo?
No, I have no time for a shampoo. I must go to work at one o'clock.
I have twenty minutes more. Give me a shave.
Do you want a close shave?
Yes, as close as you can. I am going to a party to-night, and I want to look clean. Please put some bay rum and powder on my face.
I also wish to have a massage. What kind of cold cream do you use?
We have many kinds. Which one do you want?
Use any one. I don’t care.
Anything else you wish to have? Do you want your hair washed?
No, I have no time for that. I am five minutes late now. I must go to work. How much is it?
Fifty cents. Thank you. Next!
By the way, my razor is dull, and I would like to have it honed. Could you sharpen it for me?
Yes, sir. I will have it ready for you by tomorrow noon. You can drop in and get it any time after twelve o'clock.

Do you sell any razor straps here?

No, we sell shaving brushes, shaving cups, and shaving soap, but not razor straps. You can get one in a drug store.

Thank you. Good day.

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LESSON XLVII

THE POST OFFICE.

address          package
application     parcel
blank form      parcel post
box             penny stamp
cash            please forward
deliver         postage
domestic        postage stamp
envelope        postal card
five-cent stamp postman
foreign         postmaster
forward         prove
general delivery receive
general post office receiver
identify        receipt
identity        register
information window  registered letter
letter          registry
letter box      remitter
letter carrier  rent
mail
rent a box
mail-man
special delivery
money
two cent stamp
money order
United States Mail
one cent stamp
value
weigh

THE POST OFFICE.

Will you please tell me where the General Post Office is?

Yes, sir. It is on Chestnut Street, between High and Pine Streets. If you want to go by car, the King Street car will take you there in three minutes.

Thank you, sir.

Register this letter, please.
Fifteen cents. Here is your receipt.
May I have a special delivery stamp, please?
Here is a special delivery stamp for you.
Give me a money order blank, please.
Do you want a domestic money order, or a foreign?
I want a foreign money order.
For what country?
For Russia.
Here is a money order blank written in Russian. Can you read Russian?
I want a domestic money order blank, too.
You will find one on the desk.
What shall I write on it?
Write your name, the amount of money you are sending, and the name of the person to whom you are sending the money, with his address.
May I have a receipt for this, please?
Yes, here is your receipt.

Has the mailman come yet?
No, he has not come. He is a little late to-day.
Oh, here he comes. Ask him if he has a letter for me.

Any letter for me?

What is your name?
My name is John Smith.

Nothing for you to-day.

Is there a letter for George Blucken?
Yes, here is a registered letter for him. Where is he now?

He is in the house. Do you want me to call him?
Yes. He must sign before I give him the letter.

There is a registered letter for you in the post office.

Is there a registered letter for J. Brown?
Yes, there is one, but you must prove your identity before I give you the letter. Do you know anybody in this city who can identify you?

I don't know anybody. I am a stranger in this city. Here are some old letters addressed to me. You can see my name on the envelope.

Very well, sir. This will do. Sign your name here.

I want to change my address. Will you give me a blank form? Please forward my letters to this address.
Weigh this letter, please.
Three cents.
Give me one two-cent stamp.
Give me three two-cent stamps.
Give me one five-cent stamp.
Give me two one-cent stamps.
Give me five postal cards.
Here is a package for you.
Weigh this parcel, please.
I want to rent a box for my letters.
You can get your letters in a box, or you can get them here at the general delivery window.
I had better have my letters come to my house. It is too far to go to the post office.
Mail these letters for me.

Money order department.
Registry and stamp department.
General delivery.
Valuable letters and parcels should be sent by registered mail.
Parcel post packages.
Postal money order.
Domestic money order.
Valuable mail should be registered or insured.
Receipts showing delivery will be returned to senders of registered mail, if requested at the time of mailing.
Postmaster’s office.
Postal savings.
Carrier’s delivery.
(Form No. 6001)

Post Office Department
THIRD ASSISTANT POSTMASTER GENERAL
DIVISION OF MONEY ORDERS

The Postmaster will insert

<table>
<thead>
<tr>
<th>DOLLARS</th>
<th>CENTS</th>
</tr>
</thead>
</table>

No. ________________
Stamp of Issuing Office

Spaces above this line are for the Postmaster's record, to be filled in by him.

Application for Domestic Money Order

Spaces below to be filled in by purchaser, or, if necessary, by another person for him

Amount

Dollars ________________ Cents ________________

Pay to Order of ____________________________
(Name of person or firm for whom order is intended)

Whose Address is

No. ____________________________ Street

Post Office ____________________________

State ____________________________

Sent by ____________________________
(Name of Sender)

Address of sender

No. ____________________________ Street

PURCHASER MUST SEND ORDER AND COUPON TO PAYEE

110
LESSON XLVIII

TELEGRAPH AND TELEPHONE OFFICE.

| telegraph       | local        |
| telegraph office| long distance|
| telegram        | slot         |
| answer          | nickel       |
| pay             | dime         |
| word            | quarter      |
| desk            | receiver     |
| count           | mouth-piece  |
| address         | Central      |
| messenger       | operator     |
| sender          | number       |
| forward         | hook         |
| deliver         | connect      |
| blank           | line busy    |
| dispatch        | Information  |
| day letter      | out of order |
| night letter    | ring         |
| pay station     | coin         |
| booth           | drop         |
| telephone       | hello        |
| directory       | call         |

IN THE TELEGRAUH AND TELEPHONE OFFICE.

My brother arrived in New York yesterday. I must send him a telegram to let him know that I am here. Let us go to the telegraph office, John. We'll be back in about half an hour.
No, I cannot go. I have to go to the photographer's. I am going to have my picture taken to-day.

Go there after we come back.

I must go now, because I have an appointment with the photographer at eleven o'clock. I am sorry I can't go with you.

Never mind, John.

I want to send a telegram.

Here is a telegram form. Write on it what you wish to say. Write in plain English.

How much do you want for it?

Count the words. How many words are there?

There are twenty-two words.

Fifty cents.

You pay less for a night letter.

Write carefully and plainly your address, and the address to which the telegram goes. Write the telegram in plain English.

A messenger takes the telegram and delivers it.

Pay for the answer if you are anxious to have one.

Answer paid.

TELEGRAM.


To John Brown,

42 Broadway,

New York City.


G. Sanford,

22 Spring Street,

Boston, Mass.
In the business sections of a city there are many telephone pay stations from which you can call up any one you wish.

Look up in the latest directory the telephone number of the person whom you wish to call up.

Lift the receiver from the hook, and give the number to the operator. Give the numbers one by one. 476-6, four-seven-six, ring six. If the line is busy, hang up the receiver, and call again in a few minutes.

If you cannot find the telephone number in the directory, call up the operator, and ask for "Information."

The person in charge of the "Information" will give you the number.

When you wish to call up a person who lives outside of the city, call the operator, and ask for "Toll Operator."

Give the telephone number to the "Toll Operator," and he will open the line for you.

George, somebody called you on the telephone about half an hour ago.

Who was it, do you know?

I don't know. He left his telephone number. You'll find it on your desk.

Thank you. I'll call him up right away.

Central.

Give me nine-two-seven, ring eight, please.

(927–8.)

Hello. Is this nine-two-seven, ring eight?

(927–8.)

Yes.
Is Peter there?
No, he just went out. He will be back in about half an hour.
Thank you. I’ll call him up again later.
Operator.
Give me nine-two-seven ring eight, please.
Line busy.
Central.
Give me nine-two-seven, ring eight, please.
Hello.
Is this Peter?
Yes, this is Peter.
This is George. Did you call me up this morning?
Yes, I did. I wanted to ask you if there was a chance of getting some work in the shoe-factory.
Well, I don’t know. I heard the foreman say to-day that they expected to have a rush next week. Now if this is so, I believe they will need some men next week. Why don’t you come down and find out about it?
I will, to-morrow morning. Good-bye.

Operator.
Toll Operator, please.
Toll Operator.
Connect me with two-seven-one, ring fifty-two, (271-52) Portland, please.
What is the name of the person to whom you wish to speak?
Paul Krepps.
What is your telephone number? Your name?
Three-O-eight, ring two. (308-2) John Perry.
I'll call you when the line is ready.

Hello.  
Is this three-O-eight, ring two? (308-2) 
Yes. 
Did you call up two-seven-one, ring fifty-two (271-52) Portland? 
Yes. 
The line is ready. 

Central. 
Give me two-nine-five, ring three, please. (295-3) 
Drop a nickel in the slot. 
Hello! Is this George? 
George is not at home. 
Do you know when he will be back? 
He will be back at about seven o'clock to-night.

LESSON XLIX

THE RAILROAD.

railroad  smoking-room
railway  sleeping-car
car  parlor-car
train  dining-car
ticket-office  special train
ticket  freight-car
time-table  change
station  conductor
railroad station  round trip
depot  excursion
baggage  
return ticket  
baggage-room  
mileage  
luggage  
trunk  
check  
suit-case  
parcel-room  
railroad crossing  
waiting-room  
danger  
track  
look out for the engine  
express  
leave  
local  
stop  
passenger  
fare  
signal  
due  
engine  
late  
smoking-car  
information  
transfer

THE RAILROAD.

I am a stranger in this city. I don’t know where I am now. I can’t leave town unless I know where the railroad station is. There is a policeman. I am going to find out from him.

Will you please tell me where the depot is?

We have three railroad stations in this town. Where do you want to go?

I want to go to Boston.

You can’t take a train to Boston before four o’clock. You just missed the ten-thirty train. Don’t you have a time-table with you?

No, I have no time-table with me. Do you know where I can get one?

Let us go to that hotel there, and see if they have one. Oh, I forgot; you’ll find the time-table in the morning paper.

I have a morning paper here.

Let us see. Train service from Spring Street
There is a train for Boston at 6.55 a. m., express; at 9.55 a. m., local; at 10.30 a. m., express; at 12.10 p. m., local; at 4.03 p. m., express for Boston.

I think I'll wait and take the four-three train this afternoon. How can I reach the station from here?

Take the Orchard car from here; ask the conductor to give you a transfer for Spring Street. Get off at the corner of High and Spring Streets. Take a Spring Street car, and that will take you to the depot.

Thank you very much.
Welcome, sir.

Spring Street station. Here it is. At last I have found it. I have no time to lose. I must buy my ticket, check my trunk, and have something to eat before I go. What time does the next train leave for Boston?

At four-three.
Let me have one ticket.
Three dollars and ten cents.
I wonder if my trunk is here. Oh, here it is.
I must check it. Check this trunk, please.
Where is your ticket? I must weigh that trunk. I think you'll have to pay excess money for it. It weighs more than the limit.
How much more do I have to pay?
Twenty-cents.
Now I can eat something. It is only twenty minutes to four. I have twenty-three minutes more.
Information bureau     For men
Baggage room          For women
Parcel room           Look out
Track Number 3        Danger
Ticket-office         Railroad crossing
Passengers are forbid-
platform               den to stand on this

When you are at the railroad station, and are in doubt about the arrival and departure of your train, always go and ask someone in the information bureau about it.

Buy your ticket before you check your trunk. When you check your trunk, have your ticket with you.

In a large city, when you buy your ticket, always ask the man in charge of the ticket-office for the number of the track on which your train is found. This will save you much trouble.

When does the next train leave for New York? At twelve o’clock.

Is it an express, or a local? Is it a through train to New York?

It is a local. You change at Springfield. There is no express train before five o’clock.
LESSON L

THE STEAMBOAT.

aboard    oar
anchor    passenger
baggage    port
baggage-room    prow
battleship    river
bell    row
berth    sail
boat    sail-boat
bow    sailor
cabin    sea
canoe    sea-sick
chimney    second class
compass    ship
cork    steer
deck    steerage
fare    steamboat
first class    steamer
flag    steamship
freight    state room
harbor    stern
helm    storm
inland    third class
island    voyage
lake    warship
launch    watch
life-saver    wave
ocean    wharf
whistle
THE STEAMBOAT.

Will you please tell me where the Central Wharf is?
It is on Bates Street. Go up straight as far as that white house, then turn to your left and go straight ahead until you reach the pier.
I thank you, sir. I am very much obliged to you.

Is this the steamship office?
Yes, sir, this is the steamer for New York.

What time does the steamboat leave?
It leaves at seven o'clock sharp. The weather is good, and I think we shall start at seven o'clock sharp.

What is the fare to New York?
Five dollars.

Give me one ticket. Can I buy a return ticket?
Yes, it will cost you eight dollars. That way you save two dollars.

Let me have a return ticket. Give me a state room, too. What do you charge for the state room?
Two dollars for an outside room, one dollar and seventy-five cents for an inside room.

It is too much. I can't afford it. I think I shall go downstairs in the cabin. What is the fare for second class?
Three dollars.

I would like to travel first class, but the fare is too high.
If you can't afford it, you can travel third class.

All right. Give me a steerage ticket. Where
is the captain? I want to see him about my trunk.

You can check your trunk here. Do you have a suit-case with you? If you have one, bring it to the baggage room. They don't charge you anything for it.

Can I have my supper on board?
Yes, there is a dining-room on the steamer. You can have your meals at the regular hours. Breakfast is served from seven to nine; dinner from twelve to two, and supper from half-past five to seven.

It is seven o'clock, and the whistle has not blown yet. What is the trouble?
We shall not start before ten o'clock. The weather is stormy. The wind is strong. Perhaps we shall not start before morning.

Oh, there goes the whistle! Hear the man calling "All aboard!" We are off. It is only half-past nine. I am afraid it will be stormy on the way. The worst of it is that I get seasick. I don't see how I can stand it.

Well, go to sleep, and you will be all right in the morning. We reach New York to-morrow afternoon at half-past five.
LESSON LI

THE HUMAN BODY.

ankle
arm
back
beard
belly
blood
bone
brain
cheek
chest
chin
ear
elbow
eye
eye-brow
eye-lid
face
feet
finger
finger-nail
flesh
foot
forehead
gums
hair
hand
head
heart

heel
hip
intestine
jaw
joint
knee
knee-cap
leg
limb
lip
liver
lungs
mouth
mustache
neck
nerve
nostrils
palm
rib
shoulder
skin
stomach
teeth
toe
tongue
tooth
throat
wrist
SUGGESTIONS TO THE TEACHER.

The teacher should develop conversation from the words on "The Human Body" by asking such questions as these: "Show me your wrist." "Show me your eye-brows." "How many eyes do you have?" "What do you do with your eyes?"

The members of the body should be mastered thoroughly by the students. They will be a help in mastering the next lesson, on "The Physician."
LESSON LII

THE PHYSICIAN.

ache
amputation
apoplexy
appendicitis
appetite
bleed
blind
blood
boil
bowels
bronchitis
burn
catarrh
cold
corn
constipation
consumption
contagious
cough
cure
cut
deaf
diarrhoea
diet
dislocation
doctor
dumb
dyspepsia
earache
faint
fee
fever
fracture
grippe
headache
heart-disease
heal
hospital
hump-back
ill
illness
infect
inflammation
insane
itch
lame
leper
madness
diphtheria          measles

disease            nerve

nose-bleed         short-sightedness

nurse              sick

pain               sickness

paralysis          smallpox

pimple             sore throat

pleurisy           stammering

pneumonia          stomach-ache

poisoning          swelling

prescribe          tuberculosis

prescription       typhoid fever

pulse              visit

rheumatism         vomit

scarlet fever      wound


THE PHYSICIAN.

Good morning, George. Do you know a good
doctor to whom I can go?

Why, what is the matter?

I don't know. I am not feeling very well
lately. I must see a doctor to-day.

You can go to Dr. Bruce. He is our family
physician. I am sure he will treat you well.
Go to him. Do you know where he lives?

No, I don't know where he lives.

Go up straight until you reach that white
post, then turn to your left, and go up straight
again until you reach the corner. The doctor's house is right on the corner.

Thank you, George. I am going right now.

Good morning, doctor.

Good morning, Mr. Jones. What is the trouble? You look pale and thin.

I don't know. I have been in bed since last Monday night. I am not able to work. Yesterday I had fever, today I have a sore throat and headache.

Do you cough?

Yes, I cough very much, and I feel pain in my chest.

Let me examine you. Lie down. You have a cold. You must be careful. You must stay at home, or else you will be worse after a while. Let me see your tongue. Have you eaten anything to-day?

No, I have not eaten anything since last Monday noon. I have lost my appetite.

Do you sleep well at night?

No, I cannot sleep at all. When I go to bed, my bones ache. I feel nervous and weak.

Let me feel your pulse. Is your stomach in good order?

No, my stomach is out of order. My bowels don't move regularly.

That's enough now. I will prescribe something for you. Here is the prescription. Go to Malden's drug-store. Take one pill before each meal. Stay at home for two or three days. Don't go out at all. You are liable to catch more cold.

Thank you, doctor.
How do you feel to-day?
I feel a little better to-day. Yesterday afternoon I had the nose-bleed. Later in the afternoon I had a headache again. This morning I felt still worse, but I am feeling better now.
Never mind, you will be all right to-morrow.

Your lungs are weak. You must take plenty of fresh air every day.

How is your brother, John?
He is very sick, worse than ever. The doctor tells us that he suffers from consumption. He may die in a few months. It depends on his strength. If he takes plenty of fresh air, he may get well.

How is your father?
He is not feeling very well. He is in the hospital now. The doctors say that he has pneumonia. A few weeks ago he had rheumatism.

What about James? How is he?
He is well, except that he has a boil on his neck.
I have a sore finger, too. While I was working yesterday, I hurt my hand with the hammer.

How do you feel to-day?
I feel very well, now, doctor, thank you. I am very much obliged to you for the good treatment. I am wholly cured now.

Good afternoon, doctor. My eyes pain me.
My sight is weak. Can you fit me a pair of eye-glasses?

Let me test your eyes. Can you see this letter plainly?

No, I cannot see it at all.

You are short-sighted. You need a different pair of glasses. Let me take the measure. I will have them ready by to-morrow noon. They will cost you four dollars.

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LESSON LIII

THE DENTIST.

appointment  gum
blood        hurt
bridge work  nerve
cavity       pain
cement       plate
crown        pull
decay        rinse
dentist      root
false        set
fill         silver
gas          teeth
gold         tooth
toothache

THE DENTIST.

Is this the dentist’s office.

Yes, sir. Walk right in. Take a chair. The doctor will be in in a moment.
Please let me see him at once. I have a terrible toothache. I can’t stand it any longer.
Wait, I will see if the doctor is busy.

How do you do, doctor? I wish to have a tooth pulled. It pains me terribly. I could not sleep at all last night.
Sit down and let me look at it. Which one is it? This one?
No, the next one.
Is it the one that has the cavity?
Yes, that’s the one.
All right. Do you want to take gas?
No, I can stand the pain for a second.
Rinse out your mouth.

I also wish to have a tooth filled.
What kind of filling do you want? You can have it filled with gold, silver, or cement. Gold filling will last you longer.
How much will it cost?
It will cost you three dollars. You see, I have to kill the nerve first, and then fill the tooth.

I cannot stop now. Can I make an appointment with you?
Yes, when can you come?
I can come any time to-morrow forenoon.
All right, then you may come at nine o’clock.
I wish to have my teeth cleaned. How much do you charge for cleaning teeth?
One dollar for cleaning teeth.
Where are you going, John?
I am going to the dentist. I must have a crown put on my tooth.
Let me see it. It is of no use to have a crown on that tooth. It is decayed. The thing you need is a set of teeth, or you can have a false tooth put in the place of that decayed one.
I don’t know what to do. I think I will ask the doctor about it.

LESSON LIV

THE DRUG-STORE.

antidote tooth-powder internal use
bandage soap tablespoonful
splint razor teaspoonful
chloroform razor-strap glycerine
camphor comb gum
quinine absorbent
pills cotton liquid
prescription alcohol headache
prescribe ammonia hospital
operate benzine hot-water bottle
operation capsule oil
plaster cod-liver oil perfume
ointment cold cream pharmacy
ether cotton pimple
gargle crutches poison
castor-oil  medicine  sterilize
cathartic  dandruff  tonic
bleeding  directions  treatment
vaccinate  bottle  use
blister  dose  witch-hazel
brush  drug  Epsom salts
tooth-brush  earache  doctor
                      external use

THE DRUG-STORE.

Do you prepare medicines here?
Yes, we prepare medicines and fill prescriptions of all kinds here.

Please fill this prescription for me. Shall I have to wait for it?
It will be ready in about half an hour. Do you want to wait for it?
I can’t wait for it, but will call again later.

Is my prescription ready?
Yes, sir, your medicine is ready.
How shall I use this medicine?
The directions are on the bottle. Be sure to read them before you use it. You are to take that three times a day before meals.

What is in this bottle?
The medicine in this bottle is poisonous. It is only for external use. Be careful not to use the wrong bottle. The medicine in that bottle is for internal use. Take a tablespoonful from it before each meal. The other medicine you use for rubbing your chest before you go to bed.

Thank you very much. How much do I owe you?
Seventy-five cents for the two bottles and twenty-five cents for the quinine pills.

Will you please give me something to stop my toothache. It pains me.
What do you want? Liquid or gum?
I would rather have a liquid. There is a cavity in the tooth.
Here is some cotton. Put some of it on a toothpick, then wet it in this liquid, and push it into the cavity.
I have a stomach-ache. Will you please mix me up some castor-oil?
We keep no castor-oil here, but I can give you a dose of Epsom salts.
That will do. Let me have that, please.
Do you keep cigars and cigarettes here?
Yes, what kind do you want?
I'll have a “Blackstone” cigar and a box of “Helmar” cigarettes.
LESSON LV

THE EVENING SCHOOL.

Do you speak English?
Yes, I speak a little, but not very much. I don't speak English very well.

Do you understand me when I speak?
Yes, I understand what you say, but I can't answer you. It is very hard to speak the English language.

No, the English language is very easy; you can learn how to speak if you try. Do you go to the evening school?

No, I don't go to the evening school. What do they do there?

In the evening school they teach you to read, write, and speak English. Don't lose time. Go as soon as you can. You can find a better job if you know English. You will get more money if you know how to write English.

Where is the evening school?
It is on Washington Street. This boy will show you where it is. Get ready. Put on your coat and hat and go.

Yes, sir. I am going right off. Good-by.

Good evening. Is this the principal of the evening school?
Yes, sir, this is Mr. Jones, the principal of the school.

I want to come to school. I wish to learn English.

Very well. Come here. What is your name?
My name is George Tjenoff.
How do you spell your last name?
T-j-e-n-o-f-f.
How old are you?
I am twenty-one years old.
Where do you live?
I live on Chestnut Street.
What is your nationality?
I am Russian.
How long have you been in this country?
I have been in this country ten months.
Here is your book, Mr. Tjenoff. Mr. Brooks will be your teacher. Go upstairs to room number five. Give this card to Mr. Brooks.
Thank you, sir.

Good evening. Is this Mr. Brooks?
Yes, this is Mr. Brooks.
Mr. Jones sent me here. I want to come to school.
Have you a registration card?
Yes, here it is.
Sit down. Here is your book, paper, and pencil. Open your book to page eleven.
## LESSON LVI

### NATIONALITIES.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
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<tbody>
<tr>
<td>Africa</td>
<td>African</td>
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<tr>
<td>America</td>
<td>American</td>
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<tr>
<td>Austria</td>
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<td>Canada</td>
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<td>China</td>
<td>Chinaman, Chinese</td>
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<td>Cuba</td>
<td>Cuban</td>
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<td>Denmark</td>
<td>Dane, Danish</td>
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<tr>
<td>England</td>
<td>Englishman, English</td>
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<tr>
<td>Europe</td>
<td>European</td>
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<td>France</td>
<td>Frenchman, French</td>
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<td>Germany</td>
<td>German</td>
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<td>Greece</td>
<td>Greek</td>
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<td>Holland</td>
<td>Dutchman, Dutch</td>
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<td>Hungary</td>
<td>Hungarian</td>
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<tr>
<td>India</td>
<td>Indian, Hindu</td>
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<td>Ireland</td>
<td>Irishman, Irish</td>
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<td>Italy</td>
<td>Italian</td>
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<td>Japan</td>
<td>Japanese</td>
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<td>Montenegro</td>
<td>Montenegrin</td>
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<td>Norway</td>
<td>Norwegian</td>
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<td>Poland</td>
<td>Pole, Polish</td>
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<td>Portugal</td>
<td>Portuguese</td>
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<tr>
<td>Prussia</td>
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</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
</tr>
</tbody>
</table>
Servia
Spain
Sweden
Switzerland
Turkey
Servian
Spaniard, Spanish
Swede, Swedish
Swiss
Turk, Turkish

SUGGESTIONS TO THE TEACHER.

The teacher should develop conversation from the words on "Nationalities," by asking such questions as these: "What is the name of the country from which you come?" "What is the name of your native land?" "What is your nationality?"

LESSON LVII

THE LAWYER.—THE COURT.

lawyer
attorney-at-law
broker
real estate
notary public
summons
case
evidence
affidavit
witness
testify
examine
contract
testimony
court
judge
jury
defendant
plaintiff
swear
oath
interpreter
witness stand
alibi
appeal
sheriff
marshal
attack
misdemeanor
municipal
detective
bondsman
theft
postpone
retire
agree
verdict
imprisonment
fine
murder
manslaughter
degree
THE LAWYER.—THE COURTS.

Good morning, Mr. Goodwin. Do you know a good lawyer to whom I could go for advice?

Why, what is the matter?

I received a summons to-day to appear before the court next Wednesday.

Mr. Atwood is a personal friend of mine. I am sure he will be glad to help you. Let me give you a letter of introduction.

Is this Mr. Atwood?

Yes, this is Mr. Atwood.

I received a summons to-day to appear before the court next week.

Who is the plaintiff? Do you know him very well?

I know him very well. We used to be partners when we had the store on Main Street.

What is the case? Tell me all you know about the case.

We had a grocery store together. He decided to withdraw, and sold his share to me. I paid him seven hundred dollars, and the remainder, eight hundred dollars, I was paying by monthly installments.
What is the charge against you now?

I sold some furniture from the store, which he says, belonged to him. When the papers were made out, it was made plain that from that day on, he ceased to be the owner of the store, or of any articles in the store.

Where are the papers?

The notary public has the papers, but I have a copy here.

Let me see it. This paper says that from now on, that is, July 13, 1913, the said Lambert ceases to be the owner of the store or of anything in the store. This is ample proof that he is wrong.

Call in the witnesses.

Do you testify for the defendant?
No, I testify for the plaintiff.
Take the stand.

I am going to sue you if you do not pay me the money you owe me by to-morrow. I am sorry to take such action, but I have to do so, in order to keep up my business. It is for your own interest to pay or make some arrangement about the payment. If we go to court, you will have to pay the court expenses and the lawyer's fee, a sum which will amount to more than thirty dollars. I am willing to settle the matter out of court. We can compromise.

Counsel for the defendant.
Counsel for the plaintiff.

The witnesses must be called and sworn in. Raise your right hand. Repeat these words
after me: "I will speak the truth, all the truth, and nothing but the truth. So help me God.".

Will the witnesses for the defendant come forward?

What is your name?
My name is Paul Milliken.
How long have you been knowing the defendant?
I have known him for seven years.
Is he any relation to you?
I don’t know.
Can you speak English?
No.
Have you an interpreter here? Will the interpreter come forward?

A judgment was found for the defendant.
Are you satisfied with the proceedings?
I am not. I am right, and the defendant is wrong.
You can appeal the case if you think you have grounds for appeal.

You are under arrest.
Where is your warrant? When was it issued?
Yesterday afternoon.
You are charged with manslaughter, with murder, with vagrancy, with embezzlement.
You are charged with intoxication, with nuisance, with non-support.
He was bailed for $800.
He was put in prison.
He will be tried when the Grand Jury holds its next session.
John Mitchell, charged with breaking and entering the house of G. Donald last night, was arraigned in the municipal court to-day. Judge Cole held Mitchell in $1500 for the November term of the Grand Jury.

He was found guilty.
He was found innocent (not guilty).

Yesterday, in the Superior Criminal Court, Chester Lyman was found by the jury guilty of assault with intent to kill, on his wife. He was sentenced to three years in the House of Correction.

He was found guilty of murder in the first degree.
Murder in the second degree.
The jury has retired. In a moment we shall hear the verdict.

George Lombard, charged with operating an automobile while under the influence of liquor, was sentenced to serve two months in the House of Correction. He appealed, and furnished $400 bail.

George Peter was arrested to-day on a warrant charging him with the larceny of several articles valued at $31.45.
He is charged with robbing banks by means of forged checks.
He is charged with murder. If he can prove an alibi, he will be set free.
Sum up the arguments of the opponents.
Paul Sabner was sentenced to-day to fifteen years at hard labor for robbing a bank.

The judge speaks to the jury.

Here come the jury. At last they have reached a decision.

Your Honor, the jury have found the defendant guilty of murder in the second degree.

He must serve twenty years in the State Prison.

Whoever violates any of the provisions of the ordinances, rules and regulations, shall be punished by a fine not exceeding twenty-five dollars for each offense, or by imprisonment and fine.

He is under cross-examination.

The evidence is contradictory.

The witness failed to appear.

The Grand Jury will begin to-day its investigation into the murder of Peter Johnson, who was shot a week ago to-day. Several witnesses will be called.

District Attorney Blake, with two detectives, prepared the evidence.

George Cole, alias John Buxton, of this city, was sentenced to 60 days in jail for intoxication.

He will take the stand before the Grand Jury to-morrow morning.

James Alley and John Roberts, charged with intoxication, were sentenced to pay a fine of $5.00 and costs at the municipal court yesterday. They paid, and were discharged.

He was bound over in $800 bonds from the
municipal court when he was convicted of illegal possession.

A petition in voluntary bankruptcy has been filed at the office of the United States Clerk of Courts of this city, by James Cole. His liabilities are $4,561.00; his assets, $3,172.35.

He was arrested by an officer yesterday on a warrant sworn out by his wife, charging him with non-support.

The August term of Probate Court was held yesterday. Fifteen petitions for the probate of wills were continued to the September term. Six wills were admitted to probate, and six administrations were made.

He took the witness-stand.

LESSON LVIII

THE BANK.—THE INSURANCE COMPANY.

bank president banker cashier teller clerk deposit interest per cent draw account bank-book

sign signature endorse bankrupt bankruptcy fail capital safe vault creditor debtor broker

money change coin bill cash counterfeit note lend loan security owe debt
check-book   National Bank   rate
agent        Savings Bank   mortgage
partner      balance         
receipt      bearer          insurance
share        letter of credit insure
share-holder discount    fire
forge        order
forgery      bond           profit
remit        exchange       loss
dividend     contract      gain

THE BANK.—THE INSURANCE COMPANY.

We have several kinds of banks in this country, the National Bank, the Savings Banks, State Banks, and the Postal Savings Bank.

For laborers, the Savings Bank, and the Postal Savings Bank are the safest places to deposit money.

I want to deposit fifty dollars.
I want to open a bank account.
Please write your name and address here.
Do you want a check book?
Yes, I want a check book.
Make out a check for twenty-five dollars.
I want to draw ten dollars.
Please cash me this check.
Endorse the check. Write your name on the back of the check.

If your bank-book is lost, notify the bank at once. The Treasurer of the bank usually announces the loss in the daily paper. If the book is not found, the bank issues another book.
Please change me a ten dollar bill.
Can you break a five dollar bill?

Banking Hours
9 A. M. to 3 P. M.
Saturday, 9 A. M. to 12 M.
Saturday evening, 7 to 8 o'clock

Interest payable the first days of March and September.
If you lose the bank-book, give immediate notice to the company.
The bank-book must be presented to withdraw any money.
No payment can be made without the depositor's book.
Each deposit is entered in the depositor's book.
Interest is allowed from the day of each deposit at the rate of four per cent per annum.
Interest not withdrawn when payable is usually added to the principal and draws interest.
In some banks, deposits will be paid on demand, but a few days notice may be required.

Safe deposit vaults to rent. Private boxes three dollars per annum, for the safe-keeping of stocks, bonds, deeds, mortgages, insurance policies and other valuable things.

Can I borrow two hundred dollars from this bank?
Do you know anybody in this city that will
be willing to recommend you to us? We cannot lend any money unless we know the person quite well.

I am a stranger in this city. I don’t know anybody.

Do you own any property in this city?
I own a house and a farm.

We can lend you two hundred dollars if you give us a mortgage on your house.

What interest do you charge?
We charge five per cent interest.

It is always advisable to have your house or store insured against fire.

I want to have my store insured.
I want to take out a fire insurance policy.

The insurance policy can be renewed every year.

For how much do you want your store insured?
For three thousand dollars.

For some stores you must pay higher insurance than for others. The amount depends upon the condition of your building, and upon the nature of your business. For a wooden building you must pay higher insurance than for a brick building.

Protection is the most important thing in insuring a house or store, or any building. Find a reliable insurance company, which will give you the most protection in case of fire.
Some people try to burn their property or their store, with the purpose of drawing the insurance money from the company. They do not succeed. Those who attempt this criminal act never escape punishment. Persons who attempt to set fire to their property in order to obtain the insurance money risk their lives and the lives of others; other lives may be lost in the fire, and in almost every case, they themselves go to prison for life.

LESSON LIX

AGRICULTURE AND AGRICULTURAL IMPLEMENTS.

farm  cow  axe
farmer  hay  rake
field  milk  crop
husbandman  pitch  weed
cultivate  water  seed
dig  spade  gather
sow  thresh  vegetable
plant  harrow  wheat
garden  manure  corn
gardener  team  land
soil  fork  acre
fertile  scythe  pasture
tree  sickle  pick
leaf  sheaves  stock
leaves  graze  sheep
plow  shovel  well
horse  hoe  fertilizer
agriculture  country
FARMING.

Do you like to live in the country?
Yes, I always like to be where there is fresh air.

Do you like to work on a farm?
I don't like to be a hired laborer, but I would like to own a farm.

Why don't you try to get one of your own?
I cannot find one.

Did you consult a real estate agent?
Yes, I went to a real estate agent, but he did not have anything that I liked. He had a farm of about twenty-five acres in the suburbs of the town, but he asked a large sum of money for it. I can't afford to pay so much. I haven't the money.

Do you want to buy a farm in the state of Maine?
I don't care where it is, so long as the place is good.

Let us go and see Mr. Lipton. He is in the real estate business, and knows better than we.

How do you do, Mr. Lipton? This is George Cole. He has decided to become a farmer, and he wants a good farm. Can you help him in any way?

Why, yes. We have all kinds of farms to sell. We sell them on easy terms, too. Here is a farm of eighteen acres, near electric cars and steam railroad, twenty-five miles from the city; includes one horse, two cows, one hundred hens, fifty chickens, several tools and implements,
wagons, all household furniture; 4 acres of potatoes, two acres of corn, garden, fifty fruit trees, wood for home use, six-room house, with range and other conveniences, forty-foot barn, houses for hens. The land is productive and well divided. We sell all this for $3,000, part cash, the remainder paid monthly.

Is this farm in a village?
Yes, it is right in the village, only five minutes walk from the church and school.

Is the land cultivated or wild?
All the land is productive. The soil is rich and very fertile. There are no swamps anywhere near the farm. You can raise almost anything, especially corn and potatoes.

Can you raise vegetables?
Yes. The land was mostly used for raising vegetables. Of course it needs manuring every year, but you can manage that easily. It is an excellent opportunity for a man who wants to work.

Here is another bargain. A farm of seventeen acres, five acres cleared, wood and pasture, seven-room house, hen-house for 600 chickens. Price $2,000, $400 cash, the remainder in weekly payments.

Have you any other farms to sell? These are too large. I would like to buy one of about four acres. I prefer an unfurnished house. I have my own furniture, and plan to buy new agricultural implements.

Here is a farm of three and one-half acres, house of seven rooms, steam heat, bath, gas, six
poultry houses, apple, pear, and plum trees, land level. The house is unfurnished, and there are no tools or other implements.

What is the price of this farm?
The price is $1700, $300 cash and the remainder $15 a month. It is a great bargain.

Is there a store in town that sells agricultural implements?
No, there is no store, but there is an agent who will order anything you need on the farm.
I need a plow, a scythe, an axe, a shovel, and a rake.

Farming is a good occupation. You are away from the noise and excitement of the city. You enjoy the fresh air, and are free to do anything you please with your property. Many farmers are rich and prosperous to-day. They become rich by selling the fruits and vegetables that they raise on the farm.
LESSON LX

THE JEWELRY STORE.

jeweler       wedding
watch         engrave
ring          stone
eye-glasses   gold
spectacles    silver
ear-rings     pearl
bracelet      diamond
brooch        regulate
pin           wind
chain         wound
initials      clock
necklace      warranted
case          jewelry

IN THE JEWELRY STORE.

My sister is going to be married next month. She wants me to send her a wedding ring. Let us go to a jewelry store.

There is a good place on the other side. Let us look at the show-window before we go in.

This place seems to be reliable. Let us go in.

Will you please show us a few rings?
Do you want them for yourselves?
No. It is for a lady.
Would you like to have a gold or a silver ring?
I want a gold ring. It is to be a wedding ring.
About how much would you care to give for it?
Let me see a few of them. I may have to pay more than I expect.
Here is a gold ring; 22 carats, guaranteed.
What is the price of this?
The price of this is twenty-eight dollars.
I’ll have this. Do you engrave the initials on it?
Yes. What are the initials?
The initials are B. M.
Is there anything else you wish to have? We have all sorts of wedding presents here. I suppose you will have to buy presents for the bride and bridegroom.
I don’t know much about wedding gifts. Can you suggest a gift for the bride?
A bracelet would be a good present, or a pair of ear-rings.
Wouldn’t a necklace be better?
That’s a good idea. A necklace would be more appropriate. Do you think you can afford to buy this pearl necklace?
I doubt it. How much is it?
One hundred and fifty dollars.
I can’t afford it. Let me see a bracelet. Did you say these were ten dollars?
Yes, this is ten dollars. That one there is sixteen dollars.
Now we want a present for the bridegroom. A pin, a watch, or a clock?
I think he would like a watch better, because it is more useful.
Show me a few watches, please.
We have a great variety here. Would you like to have a gold or a silver watch?
A gold watch:
Here is a watch guaranteed to keep time for ten years. If it goes a minute slow or fast, bring it back, and we will change it for you.

I wind my watch every twenty-four hours.
I wound it last night.
Please regulate the clock.
My watch is out of order. It needs repairing.
I must take it to the watch-maker.
The spring is broken.
The minute-hand.
The hour-hand.
My watch loses three minutes every twenty-four hours.
My watch gains four minutes every twenty-four hours.
The movement of the watch is good.
What time is it?
My watch has stopped.
LESSON LXI

RELATIONSHIPS.

Vocabulary.

relatives  niece
family     uncle
home       aunt
parents    husband
ancestor    wife
descendant foster-son
father     foster-father
mother     foster-mother
son        godfather
daughter   godmother
grandfather stepfather
grandmother stepmother
granddaughter father-in-law
grandson   mother-in-law
brother    son-in-law
sister     daughter-in-law
cousin      brother-in-law
nephew     sister-in-law
twins      
LESSON LXII

THE SCHOOLS.

school  agricultural school
kindergarten  school of forestry
grammar school  evening school
high school  first grade
college  ninth grade
university  freshman
academy  sophomore
private school  junior
boarding-school  senior
seminary  professor
law school  instructor
medical school  teacher
school of engineering  student
theological school  pupil
school of technology  president
industrial school  principal
civil engineering  public school
electrical engineering  military school
college of arts and sciences
LESSON LXIII

IN THE CITY.

<table>
<thead>
<tr>
<th>post-office</th>
<th>town</th>
</tr>
</thead>
<tbody>
<tr>
<td>police station</td>
<td>cemetery</td>
</tr>
<tr>
<td>railroad station</td>
<td>monument</td>
</tr>
<tr>
<td>hotel</td>
<td>market</td>
</tr>
<tr>
<td>street</td>
<td>hospital</td>
</tr>
<tr>
<td>avenue</td>
<td>lodging</td>
</tr>
<tr>
<td>boulevard</td>
<td>restaurant</td>
</tr>
<tr>
<td>bank</td>
<td>garden</td>
</tr>
<tr>
<td>library</td>
<td>train</td>
</tr>
<tr>
<td>museum</td>
<td>steamboat</td>
</tr>
<tr>
<td>college</td>
<td>automobile</td>
</tr>
<tr>
<td>university</td>
<td>stage coach</td>
</tr>
<tr>
<td>city hall</td>
<td>cab</td>
</tr>
<tr>
<td>exchange</td>
<td>car</td>
</tr>
<tr>
<td>capital</td>
<td>omnibus</td>
</tr>
<tr>
<td>theater</td>
<td>zoological garden</td>
</tr>
<tr>
<td>church</td>
<td>bridge</td>
</tr>
<tr>
<td>cathedral</td>
<td>mint</td>
</tr>
<tr>
<td>road</td>
<td>public bath</td>
</tr>
<tr>
<td>way</td>
<td>Young Men's Christian Association</td>
</tr>
<tr>
<td>park</td>
<td></td>
</tr>
<tr>
<td>resort</td>
<td>Young Women's Christian Association</td>
</tr>
<tr>
<td>school</td>
<td>club</td>
</tr>
<tr>
<td>court</td>
<td>lodge</td>
</tr>
<tr>
<td>prison</td>
<td>moving pictures</td>
</tr>
<tr>
<td>custom-house</td>
<td>opera</td>
</tr>
<tr>
<td>city</td>
<td>public garden</td>
</tr>
<tr>
<td>capitol</td>
<td>fire alarm</td>
</tr>
<tr>
<td>garage</td>
<td>street-car</td>
</tr>
<tr>
<td>mail-box</td>
<td></td>
</tr>
</tbody>
</table>

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ADVERTISEMENTS.—WANTED, LOST, FOUND, TO LET, FOR SALE.

WANTED—Firemen and brakemen. Wages high; experience unnecessary. Write for particulars. Address “Railway,” care Evening Record.

WANTED—Agents, salesmen, men and women. Good pay, experience unnecessary. Address 221 Fourth Street, Boston, Mass.

WANTED—A cook, two waiters, and a housekeeper, for summer hotel. Apply to S. Moulton, 21 Reed Street, Auburn, Me.

MEN WANTED—To learn the auto business, at our garage. Many vacancies to be filled. Write at once. Auto Co., Boston, Mass.

WANTED—Position as waiter in a hotel, by an experienced man. Best of references. Address Box 16, care Auburn Times.

WANTED—Board and room in an American family, by a young man. Location between Main and Chestnut Streets preferred. Address P. B., 182 Pine Street, Portland, Me.

A YOUNG man, industrious and temperate, wants position as houseman. Good cook, and general housekeeper. Wages asked, $25 a month. Best of references. Address Box 28, care of Evening Record.
WANTED—
10 firemen 2 waiters
12 brakemen 1 head waiter
22 agents 2 housekeepers
2 salesmen 1 book-keeper
9 woodsmen 3 boys, 17 to 19
1 pastry cook 5 farm hands.

Employment Bureau, 69 Main Street, Springfield, Me.

WANTED—A man for housework. Must have experience and references. Apply at 121 Maple Street, Madison, N. Y.

LOST AND FOUND.

LOST—Lady’s watch, Thursday, Dec. 23, between Main Street and Post Office. Reward for return to Mrs. Benjamin, 22 Fremont Avenue, Springfield, Mass.

LOST—Between Spring Street and Music Hall, on Saturday evening, a gentleman’s pocketbook, containing a few letters, a ring, and a sum of money. The finder will be well rewarded if he returns the pocketbook to the owner. Address 25 Gordon Street, Auburn, Me.

LOST—An umbrella was taken from 22 Spring Street last Monday night. The person who took it is known, but may send it to 102 High Street, and no questions will be asked.

FOUND—On Lisbon Street, a gold ring, with the initials B. K. The man who lost it may
have it by calling at 18 Spruce Street. Must pay for this advertisement.

FOUND—Pocketbook with sum of money in it. Person who lost it may have it by describing the pocketbook and stating when and where it was lost. Call at the Journal office.

TO LET.

TO LET—Downstairs tenement of five rooms in perfect condition, at 18 Horton Street. Inquire at 21 Pine Street.

TO LET—Tenement of four rooms, bath, hot and cold water, electric lights and gas, hardwood floors, at 276 Chestnut Street. Apply to Mr. Brown, 92 White Street.

TO LET—Two furnished rooms for light housekeeping, with use of bath and telephone, at 13 Main Street. Telephone 1729-W.

TO LET—Two unfurnished front rooms, sunny and pleasant, at 102 Lisbon Street. Telephone 121-M.

TO LET—A large store, in good condition, at 75 Broad Street. Inquire at 25 High Street.

TO LET—Office to let, at 240 Main Street. Inquire of John Middle, 202 Pine Street, or telephone 1567-N.

FOR RENT— Entire house, at 21 Hill Avenue. House in good condition, with all modern improvements. Call at Philips Bros., 201 Main Street.
FOR SALE.

FOR SALE—Farm of 20-25 acres, on Mt. Davis Avenue, 1 mile from the city post office. Price $3,500. Owner will exchange for city property if desirable. Telephone 123-52.

FOR SALE—A piano in good condition, used but very little. Will sell cheap for cash. Telephone 1908-M.

FOR SALE—All kinds of new and secondhand furniture. Old furniture bought, antiques bought and sold. Also goods sold on commission. 32 Main Street.


———

LESSON LXV
———

FORM OF LETTER.

102 Spring Street,  
Springfield, Mass.  
May 12, 1914.

John Roberts,  
102 Main Street,  
Portland, Maine,  
Dear Sir:  

(Body of letter)

Respectfully yours,  
John Clark.

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CONCLUSION OF LETTERS.

Yours very truly  Gratefully yours
Respectfully yours  Sincerely yours
Yours  Your friend
Yours truly  Your brother
Your sister

SUPERSCRIPTIONS.

Mr. Peter Brown,
29 Summer Street,
Lowell,
Mass.

Miss Helen Williams,
21 Main Street,
Portland,
Care Mrs. James.  Maine.
Mrs. George Smith,
234 West 22nd Street,
New York,
New York,
U. S. A.

SUGGESTIONS TO THE TEACHER.

Explain the use of Mr., Mrs., Miss, Master. The students’ attention should be called to the use of *U. S. A.* on letters sent from foreign countries to the United States.
LESSON LXVI

BUSINESS LETTERS.

Form of Order to a Jeweler.

21 Washington Street,
Ansonia, Conn.,
May 16, 1914.

Mr. John H. Roberts,
12 State Street,
Boston, Mass.

Dear Sir:

Enclosed you will find a check for twelve dollars ($12.00) for which please send me by Express a gold watch as advertised in the Boston Evening Journal.

Yours truly,
William H. Booker.

Form of Order to a Dry Goods Store.

8 Pearl Street,
Springfield, Mass.,
May 14, 1914.

Herman & Company,
23 Warren Street,

Gentlemen:

Enclosed you will find a check for twenty-seven dollars ($27.00) for which kindly send by Express the following articles:

<table>
<thead>
<tr>
<th>Item</th>
<th>No.</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 blankets</td>
<td>No. 19</td>
<td>$6.50</td>
<td></td>
</tr>
<tr>
<td>1 desk</td>
<td>No. 2</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>5 chairs</td>
<td>No. 7</td>
<td>12.50</td>
<td></td>
</tr>
</tbody>
</table>
1 table-cloth    No. 1   .75  
2 brooms         No. 21  .65  
1 mattress       No. 10  3.35 

$27.00

Yours truly,
John Matthews.

Acknowledgement of the above.

Herman & Company,
May 20, 1914.

John Matthews,
8 Pearl Street,
Springfield, Mass.

Dear Sir:

We wish to thank you for your favor of the 14th inst. containing order and check for twenty-seven dollars ($27.00). We are sending the articles by to-day's Express. Enclosed you will find receipt.

We hope to hear from you again.

Gratefully yours,
Herman & Company.

Request for a Price Catalogue.

21 High Street,
Portland, Maine,
May 2, 1914.

John A. Skinner,
21 Battery Place,

Dear Sir:

I have recently bought a dry goods store
which I am fitting up with new goods. Will you kindly send me your price catalogue, and terms at which you will trade with me?

A prompt reply will oblige me greatly.

Respectfully yours,

Peter Wilson.

LESSON LXVII

Postponing Payment of Account.

108 Main Street,
Palmer, Mass.,
March 22, 1914.

Paul H. Reed,
Boston, Mass.

Dear Sir:

We wish to apologize for not having met our payments for the past month, and this for the reason that business has been very unfavorable lately. We find it necessary, and we would consider it a great favor, if the time of payment could be postponed to the 25th of next month.

We are sorry to cause such an inconvenience, but hope to be able to meet our obligations promptly in the future.

Respectfully yours,

Louis Howard.
Delay of Shipment of Goods.

104 Winter Street,
Bangor, Maine,
April 2, 1914.

Carlton Bros.,
Portland, Me.

Gentlemen:

It is over a week since I sent you a letter containing an order for books and a check for seventeen dollars forty cents. As I stated in my previous letter, I must have the books on the 7th of this month. If I do not receive them by that date, I shall be obliged to return them when they reach me.

Respectfully yours,
George Hammond.

Request for College Catalogue.

28 Main Street,
Natick, Mass.,
June 22, 1914.

The Registrar of
American International College,
Springfield, Mass.

Dear Sir:

Will you kindly send me a catalogue of the American International College, and greatly oblige.

Respectfully yours,
John Curtis.
Subscription for a Periodical.

13 Warren Street,
Portland, Maine,
June 22, 1914.

L. H. Brown,
New York City.
Dear Sir:
Enclosed you will find money order for two dollars ($2.00) for which please send the Popular Review for one year.

Respectfully yours,
John Billings.

Request for Payment.

New York City,
June 12, 1914.

J. E. Clarke,
Boston, Mass.
Dear Sir:
Enclosed you will find bill, the amount of which please send as soon as you can, not later than Friday. We have to pay a large sum of money next Saturday, and are in need of money.

Respectfully yours,
Brown & Co.

Answer to the Above.

Boston, Mass., June 14, 1914.

Brown & Co.,
New York City.
Gentlemen:
In answer to your letter of the 12th instant,
we hasten to send you sixty-two dollars ($62.00) on account of bill which you sent us yesterday. I regret that I cannot send the whole amount. Please send receipt for amount received.

Yours very truly,
J. E. Clarke.

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LESSON LXVIII

LETTER OF INTRODUCTION.

New York City,
July 18, 1914.

My dear Mr. Baker:
This will introduce to you Mr. James S. Smith, who wishes to find employment in your city. He is a man of unusual ability, and of good character. I shall consider it a great favor if you will use your influence toward his securing a position.

Yours very truly,
Edward Manning.

APPLICATION FOR POSITION.

21 Spruce Avenue, City,
November 2, 1914.

Mr. John Moxom,
P. O. Box 123,
Portland, Maine.

Dear Sir:
I find through the advertising columns of to-day’s Globe, that you want a man to work on
a farm. I should like to submit my name to your consideration for this position. I am a young man, twenty-three years of age, strong, industrious, ambitious, and temperate, with a considerable amount of experience in farming.

Best of references can be furnished.

Yours truly,

Arthur Stevenson.

Receipt.


Received of John Milliken seventy-five dollars ($75.00) on account.

George Elwell.

Order for Money.

New York City,

June 28, 1914.

Mr. G. H. Wells:

Please pay William A. Maxwell sixty dollars ($60.00) on my account.

John McDonald.

Receipt for Rent.

Boston, Mass.,

July 2, 1914.

Received of H. W. Walpole sixty-two dollars ($62.00), one month’s rent from August 2 to September 2, of store at 62 East Main Street.

Philip Dixon.

I O U thirty-five dollars.

John Cole.
Promise to Pay.

Portland, Maine,
June 26, 1914.

Ninety days after date I promise to pay John Billings sixty-five dollars for value received.

George Call.

Boston, Mass., May 2, 1914.

On demand I promise to pay John Billings fifty-five dollars for value received.

George Call.

LESSON LXIX

A Party Invitation.

Mr. John Smyth requests the pleasure of Mr. G. Kelley’s company on Monday afternoon, June twelve, from three to five.

141 Howe Street, Portland, Maine.

Acceptance to Same Invitation.

Mr. George Kelley accepts with pleasure Mr. John Smyth’s kind invitation for Monday afternoon, June twelve, from three to five.

Regret to Same Invitation.

Mr. George Kelley regrets that owing to urgent business, he is unable to accept Mr. John Smyth’s kind invitation for Monday afternoon, June twelve, from three to five.
INVITATION TO A WEDDING.

Mr. and Mrs. Paul Pendleton
request your presence
at the marriage of their daughter
Elizabeth
to
Mr. Robert Small
on Monday evening, April third,
at eight o’clock
Reception from nine to ten
20 Spring Street Boston, Massachusetts

MARRIAGE ANNOUNCEMENT.

Mr. Joseph Bliss
Miss Bertha Young
Married
Thursday, September tenth, 1913

FAMILIAR LETTERS.

Lewiston, Maine,
July 8, 1914.

Dear Philip:

Your letter asking me to pay you a visit was received yesterday afternoon. I wrote you in my last letter that I intended to come and see you for a few days, but I find to-day that I shall have to change my plans. My mother was taken ill very suddenly last night, and this will oblige me to postpone my trip for an indefinite time.

My sister and younger brother have gone to our summer cottage for their vacation. I plan to join them later.

Your friend,
Greene.
Ansonia, Conn.,
July 3, 1914.

Dear John:

About a week ago I sent you a letter asking you to go to the railroad station and inquire about our baggage. We have been here for more than a week, and our trunk has not been brought to us yet. Will you please go and see the baggage-master as soon as you can? I gave my baggage-check to the Agent while on the train. Enclosed you will find receipt to show to the baggage-master in case he asks for it.

Mother wants you to come out as soon as you can.

Alice and I went fishing yesterday afternoon.

Your brother,
Peter.
PART IV

HISTORY AND GOVERNMENT
AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
    Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
    Let Freedom ring.

My native country, thee,
Land of the noble free,—
    Thy name I love;
I love thy rocks and rills,
Thy woods and temples hills,
My heart with rapture thrills
    Like that above.

Let music swell the breeze,
And ring from all the trees,
    Sweet Freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,—
    The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
    To Thee we sing;
Long may our land be bright
With Freedom's holy light;
Protect us by Thy might,
    Great God, our King.
LESSON LXX

SUGGESTIONS FOR THE IMMIGRANT.

How many of you, before you came to this country, ever asked yourselves these questions: What am I going to do in America? Do I know very much about America? Are there any opportunities for work open to me there? How can I get those opportunities? Is there any opportunity to educate myself and my children? Is there anybody in America to help me, or shall I be left alone to fight my own battles? What form of government does that country have? What is its religion? What are its customs, and its ways of doing things?

These are some of the questions which men, like you, ought to have asked before coming to this country. But now you are here, you have already come to the United States, and of course the most natural and most necessary thing for you, is to learn something about this country, and to try to answer the above questions.

Having this in mind, let us try to find out some of the things which you must know if you want to be successful in this country. “Are there any opportunities for work open to me here,” is the question which we shall try to answer first.

This country differs from every other country in that the people of the United States are workers. Their real purpose in this life is to work. Unlike many other lands, the United States has no class distinctions: all people are
equal. Every one has a chance to acquire riches, wealth, and greatness, if he is only industrious, and wishes to rise higher. New territory is being opened up every year. If an immigrant wishes to become a farmer, he can easily become one, if he takes the trouble to work. Many opportunities are given to immigrants, and to all Americans, by the government of this nation. The public lands of this country amount to many millions of acres. West of the Mississippi there are great tracts of land. Again, there are lands in Michigan, Louisiana, Florida, and in many other states. The West and the South afford great opportunities to the immigrant if he wishes to cultivate the land. If he wishes, he can work as a day laborer on a farm, or he can become the owner of a farm.

Again, the mining districts of the West make it possible for thousands of immigrants to find work and live happily. The coal districts of the United States need laborers who are willing to work. The work on the railroads, so extensive in this country, affords even a greater opportunity.

These opportunities are found in the interior of the country. If, however, one wishes to stay in the East, where his friends or relatives are, he may do so by getting work in some manufacturing city. The large cities of New England, New York, and Pennsylvania, have many factories, such as cotton mills, shoeshops, and paper mills, where laborers are needed.

Now some one of you may say, "This is all
very well, but how can I get these opportunities?” The answer is very simple. To get these opportunities, you must first be willing to work. As we said before, the people of this country are industrious, and do not have any use for lazy people. You must work if you want to be prosperous.

The second thing which is necessary if you want to have these opportunities, is to learn the English language. The language is the key to your success. Many immigrants do not like this land, because they do not understand the people of this country. They do not try to learn the language, and therefore they do now know what takes place around them. They cannot talk with the people, and therefore they do not understand them. Ignorance causes hatred. Learn the language, and always try to climb up higher and higher. Do not stay in the mill or factory all your life. Do something else, better, higher. But to do this something which is better and higher, you must learn the English language, in order to understand the people of the country. Do not feel a stranger all your life. Try to get acquainted with people. It is difficult at the beginning, but a little patience will bring better opportunities, and therefore a happier life. Remember, then, that you must be industrious, you must be willing to work, and you must be willing to learn.

Again, one of you may say, “I am willing to learn, but how can I find the opportunity to learn?” Well, this is an easy matter. Almost
every city or town in this country has an evening school, where people of all races go to learn the English language. You can go to the evening school, too. If you have children, you can send them to the public schools of your town. The town does not ask any money for this. It only asks you to use the opportunity it gives you to educate your children. Whether you are going to accept this opportunity depends on you.

Again, every city has a library. In most of the libraries you find all kinds of books, perhaps some in your own language. Get into the habit of going to the library a few times a week. It will help you very much. In the library they have reading rooms, where you can sit down and read the newspaper, or any book. You can take out books to read at home, if you wish.

Now all of these, the evening school, the public day schools, and the public libraries, are for the people of the town. You are a part of that town, and have a right to take advantage of these opportunities. If you are not acquainted with these institutions, you had better get acquainted as soon as you can. They will help you very much. Keep going to these places for a year, and you will see the value of them.

All this helps you to learn the language, and to know the language means that your work will be easier, and that you can get more money.

“What form of government does the United States have?” is the next question which we shall try to answer. As this subject will be
treated later, in a separate section, I will tell you only a little about the government here. This country has a republican form of government. It is a free country, where you can do anything, as long as you do not break the law of the country. If you violate a law, you will be punished in the same way as in any other land. A man can think in his own way, he can express his opinion freely and openly, he can find justice in the courts.

This nation is governed by laws made by representatives of the people. The President of the United States, the members of Congress, and the governors of all the states, are elected by the people. The people have the right to demand many things from these men. They can change the laws through these men, they can make new laws through the same men.

A man born in the United States is a citizen of the country; a man not born in the United States can become a citizen through naturalization. In order to be naturalized, one must have lived in this country for five years, must be industrious, must be of good character, must know the English language a little, and must know how this country is governed. When he becomes a citizen, he has the right to vote, and to hold any office that he may secure through election or appointment.

“What is the religion of the United States?” is the last question which we shall try to answer. This country has no national religion. You can worship in any way that you think is best, so
long as you do not violate the law of the country. You can be a Protestant or a Catholic, an Orthodox or a Jew. Your difference in religion will not take away the rights and privileges of your citizenship. The people that make the laws of this country are not of the same religion. They have the liberty to think as they see fit.
GEORGE WASHINGTON
First President of the United States
LESSON LXXI

A BRIEF HISTORY OF THE UNITED STATES.

Until 1492, the country which to-day we call the United States was inhabited by a people called Indians.

America was discovered in the year 1492 by Christopher Columbus. From this time on until 1607 it was an age of exploration and discovery, and permanent settlements in this country were unsuccessful. However, in 1607, an English band came to Virginia, where they founded Jamestown, the first permanent settlement.

In 1620, another band of Englishmen, called the Pilgrims, landed at Plymouth, Massachusetts.

Other settlements were made by the Dutch in New York, but in 1664 they lost their territory to the English.

Another colony was founded in Pennsylvania by William Penn, in 1682.

More and more immigrants came into the new country, and the colonies grew in number and in population.

Still other settlements were made by the French and Spaniards, who occupied different parts of the country.

The English people increased in number, and to protect themselves from the Indians, the
French, the Dutch and the Spaniards, they united more and more, until a time came when a little army was raised by the colonists.

These colonies were governed by the king of England, who exacted heavy taxes from them. The colonies often complained, and refused to be governed by people who were so far from them, and who did not know what was taking place in the colonies. The English monarch, however, paid no attention to these complaints, and, therefore, dissatisfaction grew among the colonists. They refused to pay the heavy taxes which the English government imposed upon them.

Instead of leaving off his cruel treatment, the king of England imposed even heavier taxes upon the colonies. He taxed them so heavily that their prosperity and welfare were endangered.

While refusing to pay the heavy taxes, the colonists were preparing for war. They protested against the English measures in vain. At last the Revolutionary War broke out, and in 1776, after one year of fighting, the colonists declared their independence of England. The war lasted about seven years longer, until in 1783 a treaty of peace was signed between Great Britain and the thirteen united colonies.

The United States was now recognized as an independent nation. Attempts to form a national government were begun. In 1787 a constitution was drawn up, which guaranteed the rights and welfare of the people. In 1789 the
Constitution went into effect, and George Washington, a brave soldier and a great general in the Revolutionary War, was elected the first President of the United States.

Owing to commercial difficulties, another war broke out in 1812 between Great Britain and the United States, in which the young nation was once more successful.

In 1814 another treaty of peace was signed between Great Britain and the United States, and since that time the United States has never had a war with the mother-country.

As we saw above, there were Indians, English, French, and Spaniards scattered all through this country. As time went on, however, the territory held by these nations became the property of the United States, either by purchase or by war.

The country was now progressing fast, but there was another evil in the country which caused much trouble between the North and the South. The South had negro slaves, and did not wish to part with them, because slavery was of great value to the Southern industries. The North was bitterly opposed to slavery, and in the year 1861, while Abraham Lincoln was president, war broke out between the North and the South. This was the Civil War. It lasted about four years, but finally the North was victorious over the South.

As a result of the Civil War, slavery was abolished forever. The South united again
with the North, peace was restored, and the country began again a period of prosperity.

The next war came in 1898, when the United States fought against Spain, in order to free Cuba from Spanish rule. As a result of the Spanish-American War, Cuba was finally declared independent, and the United States gained Porto Rico, Guam, and the Philippine Islands.

About the same time the United States annexed Hawaii.

To-day the United States of America is composed of 48 states, extending from the Atlantic Ocean to the Pacific Ocean, and from Canada to Mexico. It also includes Alaska, the Philippine Islands, Guam, and the territories of Hawaii and Porto Rico.

To see how a country, such as the United States, is governed, is an interesting thing. In the following pages we shall see how the United States of America is governed, and how it makes the laws necessary for the welfare and prosperity of its own citizens.
ABRAHAM LINCOLN

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LESSON LXXII
THE NATIONAL GOVERNMENT.

After the English colonies had declared their independence, the most natural and most necessary thing was to form some kind of government which would guarantee the rights and welfare of the people.

With this purpose in mind, a number of leading men met to discuss the future government of the new nation. It was not an easy thing to establish a government, for the states would not give up their rights to the National Government. After a long discussion, however, they came to an agreement, and the new Constitution was drawn up, and in a very short time it went into effect.

In this Constitution, as you will see in the diagram below, provision was made for a legislative branch, an executive branch, and a judicial branch.

In brief we shall see what are the duties and powers of each branch.
THE LEGISLATIVE BRANCH.

All the laws of the nation are made by the Congress of the United States, which is composed of a House of Representatives and a Senate, or of the Lower House and the Upper House.

HOUSE OF REPRESENTATIVES.

The members of the House of Representatives are elected every two years by the people of the different states.

To be elected a member of the House of Representatives, a man must be over twenty-five years old, must have been a citizen of the United States for seven years, and must be an inhabitant of the State in which he is elected. Each member of the Lower House represents the district of the State from which he is elected.

The number of representatives from each State is determined by the population of that State. For about every 200,000 people there is one representative. In a State of 800,000 people, there are four members in the House of Representatives.

THE SENATE.

The members of the Senate are elected for six years by direct vote of the people in the States.

To be elected a member of the Senate, a man must be over thirty years of age, must have been nine years a citizen of the United States, and must be an inhabitant of the State from which he is elected.
There are two Senators from every State of the Union. These two Senators represent the State as a whole, and not any district in the State.

The Senate has the power to try all impeachments, that is, try all persons who during their term of office do not perform their duty according to the law.

POWERS AND DUTIES OF CONGRESS.

1. Congress has the power to collect taxes and duties to pay the debts and provide for the general welfare of the United States.
2. Congress has the power to borrow money on the credit of the United States.
3. Congress has the power to regulate commerce with foreign nations and among the several States.
4. Congress has the power to establish a uniform rule of naturalization.
5. Congress has the power to coin money and regulate its value.
6. Congress has the power to establish post-offices and post-roads.
7. Congress has the power to declare war.
8. Congress has the power to raise and support armies, and to provide for a navy.
9. Congress has the power to provide for calling forth the militia to execute the laws of the Union, and to put down insurrections and invasions.
LESSON LXXIII

THE EXECUTIVE BRANCH.

The executive power is vested in a President of the United States.

The President of the United States is elected for four years.

The President of the United States is elected indirectly by the people. The people of each State choose a number of electors, equal to the whole number of Senators and Representatives in that State. These electors elect the President of the United States.

To become a President of the United States, a man must be a native-born citizen, must be thirty-five years of age, and must have been fourteen years a resident within the United States.

There is also a Vice-President of the United States, who is elected for four years, and who is elected in the same way as the President of the United States.

In case of removal of the President of the United States from office, the Vice-President takes up the duties of the President until a new Executive is elected.

POWERS AND DUTIES OF THE PRESIDENT.

The President is commander-in-chief of the Army and the Navy of the United States, and of the militia of the several States.

He presides and has control over the executive departments.
He appoints the members of the cabinet. The cabinet is composed of the following:
The Secretary of the State Department.
The Secretary of the Treasury Department.
The Attorney-General.
The Secretary of the Interior Department.
The Secretary of the War Department.
The Secretary of the Navy Department.
The Postmaster-General.
The Secretary of the Agricultural Department.
The Secretary of Labor.
The Secretary of Commerce.

The President has the power, with the consent of the Senate, to make treaties, to appoint ambassadors, public ministers, consuls, and the Judges of the Supreme Court.

He has the power to pardon.

The President signs the bills that are passed by Congress.

It is the duty of the President to inform Congress of the condition of the Union.

The President has the power to recommend measures to Congress.

He may convene both Houses.

He receives ambassadors and public ministers.

It is the duty of the President to see that the laws are faithfully executed.

HOW A BILL BECOMES A LAW.

A bill, in order to become a law, must be passed by the House of Representatives and the Senate, and then must be signed by the Presi-
dent of the United States. If the bill is vetoed by the President, it goes back to the Houses for reconsideration. If, after reconsideration, the bill be passed by two-thirds of each House, it becomes a law without the signature of the President. If the bill is not returned by the President within ten days after it is presented to him, it becomes a law in the same way as if he had signed it.

LESSON LXXIV

THE JUDICIAL BRANCH.

The judicial power is vested in one Supreme Court, and in other inferior courts which Congress may establish from time to time.

The judges are appointed to office by the President of the United States with the consent of the Senate.

The judges hold their offices only during good behavior.

DUTIES AND POWERS OF THE SUPREME COURT.

The Judicial Branch has the power to interpret the Constitution and the laws of the United States.

It has the power to settle controversies between the United States and a State; between two or more States; between a State and citizens of another State; between citizens of different States; between a State and foreign States.
MISCELLANEOUS.

No title of nobility is granted by the United States.

The President, the Vice-President, and all persons who hold office under the government of the United States, shall be removed from office on impeachment for treason, bribery, or other high crimes and misdemeanors.

The trial of all crimes shall be by a jury.

If a person who is charged in any State with a crime and who flees from justice, is found in another State, he shall, on demand of the State from which he escaped, be delivered up to be removed to the State where he committed the crime.

No religious test shall ever be required as a qualification to any office or public trust under the United States.

The citizens of each State are entitled to all the privileges of citizens in the several States.
There are forty-eight States in the Union. Each State makes its own laws; each State has laws which guarantee the rights and welfare of its own people. Every State, however, is forbidden to do certain things which fall within the power of the National Government. Some of these things are:

That no State shall be allowed to make treaties or to coin money;

That no State shall, without the consent of Congress, lay any duties on imports or exports.

That no State shall, without the consent of Congress, keep troops or ships of war in time of peace.

That no State shall enter into an agreement with another State or with a foreign power.

That no State shall engage in war, unless actually invaded, or when there is a great danger.

Outside of these restrictions, the plan of the State government is not different from that of the National Government, as you will see in the diagram below. Each State provides for a
legislative branch, an executive branch, and a judicial branch.

THE LEGISLATIVE BRANCH.

The laws of a State are made by the Legislature of that State, which consists of two houses, the Senate and the House of Representatives, or the Upper House and the Lower House.

To be elected a member of the Legislature, a man must be a citizen of the United States.

The members of the State Legislature are elected by direct vote of the people of that State.

THE EXECUTIVE BRANCH.

The head of the State is the governor.

The governor is elected by the people of the State.

The term of office varies from one to four years.

POWERS AND DUTIES OF THE GOVERNOR.

The governor of the State is the commander-in-chief of the State militia.

It is the duty of the governor to see that the laws of the State are faithfully executed.

He has the power to pardon.

He has the power to appoint and remove certain officers in the State.

In the different States, there are departments, commissions, and bureaus, the officers of which in most States are elected by the people.
Some of the officers are:
The Secretary of State.
The Treasurer of the State.
The Auditor of the State.
The Attorney-General.
The State Superintendent of Schools.

HOW A BILL BECOMES A LAW.

A bill, in order to become a law, must be passed by the State legislature, and then must be signed by the Governor of the State. If the bill is not signed by the governor, it goes back to the legislature for reconsideration. If, after reconsideration, the bill is passed by two-thirds of each House, it then becomes a law without the signature of the governor.

THE JUDICIAL BRANCH.

The States provide for courts of various kinds, where the people may find justice.
The justices' courts are the lowest courts, where petty cases are tried.
The district courts are higher courts, where a jury trial is found always.
There are also county courts, where important cases are tried.
A Supreme Court is found in each State, usually located in the State capital. The cases tried before this court are of great importance.
In many States to-day, the judges are elected by the people; in others, they are appointed by the legislature, and in still others, they are appointed by the governor.
LESSON LXXVI

CITY GOVERNMENT.

We have seen how the nation is governed; we have also seen how a State is governed. Now we shall see how a city is governed.

A city receives its rights to govern itself from the State in which it is located. The State grants a charter to the city, but may change it or withdraw it at any time.

Again, the plan of the city government is not different from that of the National Government, or from that of the State Government.

As you will see in the diagram below, in every city there is a legislative branch, an executive branch, and a judicial branch.

THE LEGISLATIVE BRANCH.

The laws of a city are made by the legislature of that city, which consists of the Council. This Council is sometimes divided into two bodies, the Board of Aldermen, or the Upper House, and the Common Council, or the Lower House.

The members of the legislature are elected by the people of the city. The city is divided
into wards. The people in each ward elect their own members to represent them in the Council.

The Council has the power to arrange the expenses and the taxation of the city; it has the power to grant privileges and rights to private corporations and companies.

**THE EXECUTIVE BRANCH.**

The head of the city is the Mayor.
The Mayor is elected by the people.
His term of office varies in different cities.
It is the duty of the Mayor to enforce the law.
He has the power to appoint and remove certain officers of the city.

In a city, there are departments, which carry on the business of the city.
In some cities, the members of these departments are elected by the people, in others they are appointed by the Mayor, and in still others they are appointed by the Council.

Some of the departments are:
The Treasury Department.
The Fire Department.
The Health Department.
The Police Department.
The Street Department.
The Board of Public Works.
The School Board.

**THE JUDICIAL BRANCH.**

The Judicial Branch of a city consists of police courts, of justices’ courts, and of superior courts.
Under the Judicial Branch of the State Government we saw how the judges of these courts are elected, and what their duties are.

LESSON LXXVII

FACTS ABOUT NATURALIZATION.

Aliens, being free white persons, and aliens of African descent, have the privilege of becoming citizens of the United States of America.

Chinese cannot become citizens of the United States.

A man wishing to become an American citizen may do so by applying either to the United States district court, or to the State courts.

An alien may be admitted to become a citizen of the United States in the following way:

Two years before his admission to citizenship, an alien must declare his intention to become a citizen of the United States.

He must have reached the age of eighteen years at the time of his declaration of intention.

He must renounce forever all allegiance and fidelity to any foreign king or ruler, and especially must renounce allegiance to the ruler of whom he is a subject.

He must not be a disbeliever in organized government.

He must not be a polygamist.

He must declare on oath that he will support the Constitution of the United States.
He must have resided continuously within the United States for five years.

He must have resided at least one year within the State in which the application is made.

He must show that during this time he has behaved as a man of good moral character, and that he has supported the Constitution of the United States.

He must bring before the court two witnesses, citizens of the United States, to show that he has resided in the United States five years, and that he has behaved as a man of good moral character.

He must renounce, if he has any, all titles of nobility.

He must be able to speak the English language at the time of his final application for citizenship.

He must pay the sum of one dollar for receiving the declaration of intention.

He must pay the sum of four dollars for receiving the final certificate of citizenship.

Persons who shall falsely make, forge, or counterfeit, or cause to be falsely made, forged, or counterfeited, or shall knowingly aid in falsely making, forging, or counterfeiting any certificate of citizenship, with intent to use the same, or with the intent that the same may be used by some other person, shall be fined not more than ten thousand dollars, or imprisoned not more than ten years, or both.

If, within five years after the issuance of his certificate of citizenship, a naturalized citizen
returns to his native land or goes to any other foreign country and takes permanent residence there, it shall be considered as an evidence of a lack of intention on the part of such citizen to become a permanent citizen of the United States, and therefore his certificate of citizenship may be cancelled.

LESSON LXXVIII

HOW TO OBTAIN THE DECLARATION OF INTENTION PAPER, OR THE "FIRST PAPER."

You may take out your "first paper" any time after you land in this country.

No questions are asked when you take out your "first paper."

To obtain your "first paper," you do not need to know the English language.

No witnesses are needed for obtaining the "first paper."

Read carefully the form below, and understand it thoroughly before applying for the declaration of intention paper.

DECLARATION OF INTENTION.

(Invalid for all purposes seven years after the date hereof.)

............... ss:

I, ............... ss, aged....... years, occupation....... do declare on oath (affirm) that my

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personal description is: Color......, complexion......, height......, weight......, color of hair......, color of eyes......, other visible distinctive marks......; I was born in...... on the...... day of......, anno Domini......; I now reside at......; I emigrated to the United States of America from...... on the vessel......; my last foreign residence was....... It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to......, of which I am now a citizen (subject); I arrived at the (port) of......, in the State (Territory or District) of......, on or about the...... day of......, anno Domini......; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein. So help me God.

(Original signature of declarant)...........
Subscribed and sworn to (affirmed) before me this...... day of......, anno Domini...... [L. S.]

(Official character of attestor.)

HOW TO OBTAIN THE CERTIFICATE OF CITIZENSHIP, OR THE "SECOND PAPER."

To obtain your “second paper,” you must have lived in this country five years and must have lived at least one year in the State in which you make your application.

Two years must pass between the date of the
"first paper," and the date of the "second paper." The first paper becomes invalid seven years after the date on which it was obtained.

Take with you two witnesses who are citizens of the United States, and who know you well. In court, they will testify as to your moral character, your support of the Constitution of the United States, and the number of years that you have lived in this country.

To obtain your "second paper," you must be able to speak the English language, and must know how the country is governed.

If you do not know the date of your arrival in the United States, write to the Commissioner of Immigration for such information.

Read carefully the form below, and understand it thoroughly, before applying for naturalization.

PETITION FOR NATURALIZATION.

......Court of ......

In the matter of the petition of ................
to be admitted as a citizen of the United States of America.
To the ......Court:
The petition of ..............respectfully shows:
First. My full name is .........................
Second. My place of residence is number ...............street, city of ............., State (Territory or District) of ...........
Third. My occupation is .................
Fourth. I was born on the ......day of ...... at ........
Fifth. I emigrated to the United States from 

......, on or about the......day of......, anno Domini......, and arrived at the port of 

......, in the United States, on the vessel......

Sixth. I declared my intention to become a citizen of the United States on the......day of 

......, at......, in the court of......

Seventh. I am.....married. My wife's name is.............. She was born in...... and now resides at........... I have......children, and the name, date, and place of birth and place of residence of each of said children is as follows:

.................; ...............; ...............;

Eighth. I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons teaching disbelief in organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to......, of which at this time I am a citizen (or subject), and it is my intention to reside permanently in the United States.

Ninth. I am able to speak the English language.

Tenth. I have resided continuously in the United States of America for a term of five years at least immediately preceding the date of this petition, to wit, since......, anno Domini
..., and in the State (Territory or District) of ... for one year at least next preceding the date of this petition, to wit, since ... day of ... anno Domini ...

Eleventh. I have not heretofore made petition for citizenship to any court. (I made petition for citizenship to the ... court of ..., at ..., and the said petition was denied by the said court for the following reasons and causes, to wit, .........., and the cause of such denial has since been cured or removed.)

Attached hereto and made a part of this petition are my declaration of intention to become a citizen of the United States and the certificate from the Department of Commerce and Labor required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Dated .......

(Signature of petitioner) .........

QUESTIONS AND ANSWERS ON REQUIREMENTS FOR ADMISSION TO AMERICAN CITIZENSHIP.

I

GENERAL QUESTIONS.

1. What is the name of this country?
The name of this country is the United States of America.

2. Who were the Indians?
The Indians were the people who lived in this country before Columbus discovered it.
3. When was America discovered?
America was discovered in 1492.

4. Who discovered America?
Christopher Columbus discovered America.

5. When was the first English settlement made in this country?
In 1607. A band of Englishmen came to Virginia, where they founded Jamestown.

6. What were the thirteen original colonies?
The thirteen original colonies were New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

7. How were these colonies governed?
These colonies became subject to Great Britain, and were governed by the King of England.

8. How were the colonies treated by the English government?
They were not treated very well, and on account of taxation without representation, they revolted against England. War was declared, commonly called the Revolutionary War.

9. What was the result of the Revolutionary War?
The result was that on the Fourth of July, 1776, the colonies declared their independence, and formed a separate nation.

10. How was this nation governed then?
At first, each colony had its own government, but in 1787 all the colonies met and drew up a Constitution, and in 1789 the first Congress met, and the first President was elected.
11. Who was the first President of the United States?
George Washington was the first President of the United States.

12. What is a Constitution?
A Constitution is the fundamental law which establishes the different branches of the government and which defines the powers and duties of each branch.

13. Who was Abraham Lincoln?
Abraham Lincoln was President of the United States during the Civil War, in 1861.

14. What did he do for his country?
He helped abolish slavery in this country.

15. When was the Spanish-American War?
The Spanish-American War was in 1898.

16. How many States are there in the Union?
There are forty-eight States in the Union.

17. What other territory does the United States include?
It includes Alaska, the Philippine Islands, Guam, and the territories of Hawaii and Porto Rico.

18. What is the capital of the United States?
The capital of the United States is Washington, D. C.

19. What is the population of the United States?
The population of the United States is about one hundred million people.

20. What kind of government do we have in the United States?
We have a Republican form of government.
21. What is a Republic?
A Republic is a country in which the people rule by means of representatives.

22. What are the colors of the American flag?
The colors are red, white and blue.

23. Describe the American flag.
The American flag has 48 stars, which means that there are forty-eight States in the Union. There is one star for each State. The flag also has thirteen stripes, alternate red and white, representing the thirteen original colonies which declared themselves free from England.

II

NATIONAL GOVERNMENT—CONGRESS.

THE HOUSE OF REPRESENTATIVES.

1. Into how many branches does the Constitution divide the government of the United States?
The Constitution divides the government of the United States into three branches, the Legislative, the Executive, and the Judicial.

2. Who makes the laws for the United States?
Congress makes the laws for the United States.

3. What is Congress?
Congress is composed of the Senate and the House of Representatives.

4. Where does Congress meet?
Congress meets in Washington, D. C.

5. Who elects the members of the House of Representatives?
The people of each State elect the members of the House of Representatives.

6. For how long are they elected?
They are elected for two years.

7. What are the qualifications for a Representative?
He must be twenty-five years old, must be seven years a citizen of the United States, and must be, when elected, an inhabitant of the State in which he is elected.

8. Whom do the members of the House of Representatives represent?
They represent the district of the State from which they are elected.

9. How many Representatives are there from each State?
The number of Representatives is determined by the population of the State. For about 200,000 people, there is one Representative. From a State of 840,000 people, there are four members in the House of Representatives at Washington.

10. How many Representatives are there from the State in which you live?
(Look up.)

11. What is the name of the Representative from your district?
(Look up.)

THE SENATE.

12. For how long are the members of the Senate elected?
The members of the Senate are elected for six years.
13. Who elects the Senators of the United States?
   The people of each State elect the Senators.
14. What are the qualifications for a Senator?
   A Senator must be over thirty years of age, must be nine years a citizen of the United States, and must be an inhabitant of the State from which he is elected.
15. How many Senators are there from each State?
   There are two Senators from each State.
16. Whom do the Senators represent?
   The Senators represent the State as a whole, and not any district in the State.
17. What are the names of the Senators from your State?
   (Look up.)
18. What are some of the powers and duties of Congress?
   Congress has the power to collect taxes and duties to pay the debts and provide for the general welfare of the United States.
   Congress has the power to borrow money on the credit of the United States.
   Congress has the power to coin money.
   Congress has the power to declare war.
   Congress has the power to raise and support armies, and to provide for a navy.
III

THE EXECUTIVE.

1. Who is the head of the United States?
The President is the head of the United States.

2. For how long is the President of the United States elected?
The President of the United States is elected for four years.

3. How is the President elected?
The President is elected indirectly by the people. The people of each State choose a number of electors equal to the number of Senators and Representatives from that State. These electors elect the President of the United States.

4. What are the qualifications for a President of the United States?
He must be a native-born citizen, must be thirty-five years of age, and must have been fourteen years a resident within the United States.

5. How is the Vice-President of the United States elected?
He is elected in the same way as the President. He is elected for four years.

6. In case of removal of the President from office, who takes his place?
The Vice-President takes up the duties of the President until a new Executive is elected.

7. What are some of the powers and duties of the President of the United States?
The President is the commander-in-chief of the army and the navy of the United States.

It is the duty of the Président to see that the laws are faithfully executed.

The President signs the bills that are passed by Congress.

The President has the power, with the consent of the Senate, to make treaties, appoint ambassadors, consuls, and judges.

The President has the power to pardon.

8. How does a bill become a law?
   A bill, in order to become a law, must be passed by the House of Representatives and the Senate, and then must be signed by the President of the United States. If the bill is vetoed by the President, it goes back to the Houses for reconsideration. If, after reconsideration, the bill is passed by two-thirds of each House, it becomes a law without the signature of the President. If the bill is not returned by the President within ten days after it is presented to him, it becomes a law in the same way as if he had signed it.

9. What is the Cabinet?
   The Cabinet is composed of the heads of the Executive departments.

10. How are the members of the Cabinet selected?
    The members of the Cabinet are appointed by the President, with the consent of the Senate.

11. Name the Executive departments.
    Department of State. Has charge of foreign affairs.
Department of Justice. Has charge of legal affairs.

Department of War. Has charge of the army and military affairs.

Navy Department. Has charge of the navy and of naval affairs.

Treasury Department. Has charge of fiscal affairs.

Postoffice Department. Has charge of postal affairs.

Department of the Interior. Has charge of domestic affairs.

Department of Agriculture. Has charge of agricultural affairs.

Department of Commerce. Has charge of commerce.

Department of Labor. Has charge of immigration and labor.

12. Who is the present Secretary of State? (Look up.)

13. Who is the present Secretary of Labor? (Look up.)

14. Who is the present Commissioner of Immigration? (Look up.)

15. Who is the President of the United States now? (Look up.)

16. Who is the Vice-President? (Look up.)

17. How many parties are there now in the United States? (Look up.)
18. To what party does the present President of the United States belong?  
(Look up.)

19. Can you name the candidates of the other parties?  
(Look up.)

20. What does each party stand for?  
(Look up.)

IV
THE JUDICIARY.

1. Who interprets the laws of the United States?  
The Supreme Court and other inferior courts which Congress may establish, interpret the laws.

2. How many members are there in the Supreme Court?  
Nine. One Chief Justice, and eight Associate Justices.

3. How are the Judges of the Supreme Court elected?  
They are appointed by the President of the United States.

4. For how long are they appointed?  
They are appointed for life, provided they are competent.

V
STATE GOVERNMENT.

1. Into how many branches does the State divide its government?  
The State divides its government into three
branches, the Legislative branch, the Executive branch, and the Judicial branch.

2. Who makes the laws for the State?
The State Legislature makes the laws for the State.

3. What is the State Legislature?
The State Legislature is composed of the Senate, or Upper House, and the House of Representatives, or Lower House.

4. What are the qualifications for a member of the State Legislature?
   He must be a citizen of the United States.

5. How are the members of the State Legislature elected?
   They are elected by the people of each State.

6. Who is the head of the State?
The Governor is the head of the State.

7. How is the Governor elected?
The Governor is elected by the people.

8. For how long is the Governor elected?
The term of office varies from one to four years.

9. What are some of the powers and duties of the Governor?
The Governor is the Commander-in-Chief of the State militia.
   It is the duty of the Governor to see that the laws of the State are faithfully executed.
   The Governor has the power to pardon.

10. Who is the present Governor of the State in which you live?
    (Look up.)
11. What is the capital of the State in which you live?
   (Look up.)

12. What is the population of the State in which you live?
   (Look up.)

13. What is the name of the County in which you live?
   (Look up.)

VI

CITY GOVERNMENT.

1. Who gives the right to the city to govern itself?
   The State Legislature grants to the city a charter which gives it the power to govern itself.

2. Who makes the laws for the city?
   The City Legislature, or the Council, makes the laws. This Legislature is composed of the
   Board of Aldermen, or the Upper House, and
   of the Common Council, or the Lower House.

3. How are the members of the Council elected?
   They are elected by the people. Each city is divided into wards. The people in each ward
   elect their own members to represent them in the Council.

4. What are some of the powers and duties of the Council?
   The Council has the power to arrange the expenses and taxation of the city.
It has the power to grant privileges and rights to private corporations and companies.

5. Who is the head of the city?  
The Mayor is the head of the city.

6. How is the Mayor elected?  
The Mayor is elected by the people.

7. What are some of the powers and duties of the Mayor?  
   It is the duty of the Mayor to see that the laws of the city are faithfully executed.  
   The Mayor appoints and removes certain officers in the city.  
   The Mayor has the supervision of the city departments.

8. Name some of the city departments.  
The Treasury Department.  
The Fire Department.  
The Health Department, (or Board of Health).  
The Police Department.  
The Street Department.  
The Board of Public Works.  
The School Board.
### PRESIDENTS OF THE UNITED STATES.

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>1789</td>
</tr>
<tr>
<td>John Adams</td>
<td>1797</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>1801</td>
</tr>
<tr>
<td>James Madison</td>
<td>1809</td>
</tr>
<tr>
<td>James Monroe</td>
<td>1817</td>
</tr>
<tr>
<td>John Quincy Adams</td>
<td>1825</td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>1829</td>
</tr>
<tr>
<td>Martin Van Buren</td>
<td>1837</td>
</tr>
<tr>
<td>William H. Harrison</td>
<td>1841</td>
</tr>
<tr>
<td>John Tyler</td>
<td>1841</td>
</tr>
<tr>
<td>James K. Polk</td>
<td>1845</td>
</tr>
<tr>
<td>Zachary Taylor</td>
<td>1849</td>
</tr>
<tr>
<td>Millard Fillmore</td>
<td>1850</td>
</tr>
<tr>
<td>Franklin Pierce</td>
<td>1853</td>
</tr>
<tr>
<td>James Buchanan</td>
<td>1857</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>1861</td>
</tr>
<tr>
<td>Andrew Johnson</td>
<td>1865</td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>1869</td>
</tr>
<tr>
<td>Rutherford B. Hayes</td>
<td>1877</td>
</tr>
<tr>
<td>James A. Garfield</td>
<td>1881</td>
</tr>
<tr>
<td>Chester A. Arthur</td>
<td>1881</td>
</tr>
<tr>
<td>Grover Cleveland</td>
<td>1885</td>
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<tr>
<td>Benjamin Harrison</td>
<td>1889</td>
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<tr>
<td>Grover Cleveland</td>
<td>1893</td>
</tr>
<tr>
<td>William McKinley</td>
<td>1897</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>1901</td>
</tr>
<tr>
<td>William H. Taft</td>
<td>1909</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>1913</td>
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### POPULATION AND AREA OF THE UNITED STATES AND TERRITORIES—CENSUS 1910

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Gross Area (Square Miles)</th>
<th>Capitals</th>
<th>States and Territories</th>
<th>Gross Area (Square Miles)</th>
<th>Capitals</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>52,250</td>
<td>Montgomery</td>
<td>Nebraska</td>
<td>77,510</td>
<td>Lincoln</td>
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<tr>
<td>Alaska Terr.</td>
<td>590,884</td>
<td>Juneau</td>
<td>Nevada</td>
<td>110,700</td>
<td>Carson City</td>
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<td>113,020</td>
<td>Phoenix</td>
<td>New Hampshire</td>
<td>9,305</td>
<td>Concord</td>
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<td>Dover</td>
<td>N. Dakota</td>
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<td>Total U. S.</td>
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<th>States and Territories</th>
<th>1910</th>
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<td>Mississippi</td>
<td>1,797,114</td>
<td>Total</td>
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<tr>
<td>Missouri</td>
<td>3,293,335</td>
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## PRINCIPAL CITIES OF THE UNITED STATES

**Incorporated Places of 5,000 or More Inhabitants**

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<tr>
<th>ALABAMA</th>
<th>COLORADO</th>
<th>FLORIDA—Continued.</th>
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</thead>
<tbody>
<tr>
<td>Anniston</td>
<td>Boulder</td>
<td>Key West</td>
</tr>
<tr>
<td>Bessemer</td>
<td>Canon</td>
<td>Lake City</td>
</tr>
<tr>
<td>Birmingham</td>
<td>Colorado Springs</td>
<td>Miami</td>
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<tr>
<td>Dothan</td>
<td>Colorado Springs</td>
<td>Pensacola</td>
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<tr>
<td>Florence</td>
<td>Denver</td>
<td>St. Augustine</td>
</tr>
<tr>
<td>Gadsden</td>
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<td>Tallahassee</td>
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<tr>
<td>Huntsville</td>
<td>Grand Junction</td>
<td>Tampa</td>
</tr>
<tr>
<td>Mobile</td>
<td>Greeley</td>
<td>West Tampa</td>
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<tr>
<td>Montgomery</td>
<td>Leadville</td>
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<tr>
<td>New Decatur</td>
<td>Pueblo</td>
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<tr>
<td>Selma</td>
<td>Trinidad</td>
<td></td>
</tr>
<tr>
<td>Talladega</td>
<td></td>
<td></td>
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<tr>
<td>Tuscaloosa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ARIZONA               |                                  |                           |
| Bisbee                |                                  |                           |
| Douglas               |                                  |                           |
| Globe                 |                                  |                           |
| Phoenix               |                                  |                           |
| Prescott              |                                  |                           |
| Tucson                |                                  |                           |

| ARKANSAS              |                                  |                           |
| Argenta               |                                  |                           |
| Fort Smith            |                                  |                           |
| Helena                |                                  |                           |
| Hot Springs           |                                  |                           |
| Jonesboro             |                                  |                           |
| Little Rock           |                                  |                           |
| Paragould             |                                  |                           |
| Pine Bluff            |                                  |                           |
| Texarkana             |                                  |                           |

| CALIFORNIA            |                                  |                           |
| Alameda               |                                  |                           |
| Bakersfield           |                                  |                           |
| Berkeley             |                                  |                           |
| Bureka                |                                  |                           |
| Fresno               |                                  |                           |
| Long Beach            |                                  |                           |
| Los Angeles           |                                  |                           |
| Marysville            |                                  |                           |
| Napa                  |                                  |                           |
| Oakland               |                                  |                           |
| Pinole                |                                  |                           |
| Petaluma             |                                  |                           |
| Pomona                |                                  |                           |
| Redlands              |                                  |                           |
| Richmond             |                                  |                           |
| Riverside             |                                  |                           |
| Sacramento            |                                  |                           |
| San Bernardino        |                                  |                           |
| San Diego            |                                  |                           |
| San Francisco         |                                  |                           |
| San Jose              |                                  |                           |
| San Luis Obispo       |                                  |                           |
| San Rafael            |                                  |                           |
| Santa Ana             |                                  |                           |
| Santa Barbara         |                                  |                           |
| Santa Cruz            |                                  |                           |
| Santa Monica          |                                  |                           |
| Santa Rosa            |                                  |                           |
| Stockton              |                                  |                           |
| Vallejo               |                                  |                           |

| CONNECTICUT           |                                  |                           |
| Ansonia               |                                  |                           |
| Branford              |                                  |                           |
| Bridgeport            |                                  |                           |
| Bristol               |                                  |                           |
| Danbury               |                                  |                           |
| Derby                 |                                  |                           |
| East Hartford         |                                  |                           |
| Enfield               |                                  |                           |
| Fairfield             |                                  |                           |
| Greenwich             |                                  |                           |
| Groton                |                                  |                           |
| Hamden                |                                  |                           |
| Hartford              |                                  |                           |
| Huntington            |                                  |                           |
| Killingly             |                                  |                           |
| Manchester            |                                  |                           |
| Meriden               |                                  |                           |
| Middletown            |                                  |                           |
| Naugatuck             |                                  |                           |
| New Britain           |                                  |                           |
| New Haven             |                                  |                           |
| New London            |                                  |                           |
| New Milford           |                                  |                           |
| Norwalk               |                                  |                           |
| Norwich               |                                  |                           |
| Orange                |                                  |                           |
| Plainfield            |                                  |                           |
| Plymouth              |                                  |                           |
| Putnam                |                                  |                           |
| South Hampton         |                                  |                           |
| South Norwalk         |                                  |                           |
| Stafford              |                                  |                           |
| Stanford              |                                  |                           |
| Stonington            |                                  |                           |
| Stratford             |                                  |                           |
| Stratford             |                                  |                           |
| Torrington            |                                  |                           |
| Vernon                |                                  |                           |
| Wallingford           |                                  |                           |
| Waterbury             |                                  |                           |
| Willimantic           |                                  |                           |
| Winsted               |                                  |                           |

| DELAWARE              |                                  |                           |
| Wilmington            |                                  |                           |
| DISTRICT OF           |                                  |                           |
| COLUMBIA             |                                  |                           |
| Washington            |                                  |                           |
| FLORIDA              |                                  |                           |
| Gainesville           |                                  |                           |
| Jacksonville          |                                  |                           |

| GEORGIA              |                                  |                           |
| Albany               |                                  |                           |
| Americus             |                                  |                           |
| Athens                |                                  |                           |
| Atlanta               |                                  |                           |
| Augusta               |                                  |                           |
| Brunswick             |                                  |                           |
| Columbus              |                                  |                           |
| Cordele               |                                  |                           |
| Dalton                |                                  |                           |
| Dublin                |                                  |                           |
| Elberton              |                                  |                           |
| Fitzgerald            |                                  |                           |
| Gainsville            |                                  |                           |
| Griffin               |                                  |                           |
| La Grange             |                                  |                           |
| Macon                 |                                  |                           |
| Marietta              |                                  |                           |
| Newnan                |                                  |                           |
| Rome                  |                                  |                           |
| Savannah              |                                  |                           |
| Thomasville           |                                  |                           |
| Valdosta              |                                  |                           |
| Waycross              |                                  |                           |

| IDAHO                |                                  |                           |
| Boise                 |                                  |                           |
| Coeur d'Alene         |                                  |                           |
| Lewiston              |                                  |                           |
| Focatello             |                                  |                           |
| Twin Falls            |                                  |                           |

<p>| ILLINOIS             |                                  |                           |
| Alton                 |                                  |                           |
| Aurora                |                                  |                           |
| Beardstown            |                                  |                           |
| Belleville            |                                  |                           |
| Belvidere             |                                  |                           |
| Berwyn                |                                  |                           |
| Bloomington           |                                  |                           |
| Blue Island           |                                  |                           |
| Cairo                 |                                  |                           |
| Canton                |                                  |                           |
| Carbondale            |                                  |                           |
| Centralia             |                                  |                           |
| Champaign             |                                  |                           |
| Charleston            |                                  |                           |
| Chicago               | 2,185,283                        |                           |
| Chicago Heights       | 14,525                           |                           |
| Cicero                |                                  |                           |
| Clinton               | 5,165                            |                           |
| Collinsville          | 7,478                            |                           |
| Danville              | 27,571                           |                           |
| Decatur               | 31,140                           |                           |</p>
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- Brainerd: 8,526
- Chisholm: 7,684
- Cloquet: 7,031
- Crookston: 7,569
- Duluth: 78,446
- Eau Claire: 10,346
- Minneapolis: 380,408
- New Ulm: 5,648
- Owatonna: 5,658
- Red Wing: 9,048
- Rochester: 7,844
- St. Cloud: 10,600
- St. Paul: 214,744
- Stillwater: 10,198
- Virginia: 10,473
- Winona: 18,583

#### MISSISSIPPI.
- Biloxi: 8,049
- Brookhaven: 5,293
- Columbus City: 8,988
- Corinth: 5,020
- Greenville: 9,610
- Greenwood: 5,836
- Gulfport: 6,386
- Hattiesburg: 11,733
- Jackson: 21,262
- Laurel: 8,356
- McComb: 6,237
- Meridian: 23,285
- Natchez: 11,791
- Vicksburg: 20,814
- Yazoo: 6,796

#### MISSOURI.
- Brookfield: 6,749
- Cape Girardeau: 8,475
- Carthage: 9,483
- Chinle: 6,265
- Columbus: 9,689
- Flat River: 5,112
- Fulton: 5,228
- Hannibal: 18,341
- Independence: 9,859
- Jefferson: 11,880
- Joplin: 32,073
- Kansas City: 248,381
- Kirksville: 6,347
- Lexington: 5,242
- Mexico: 5,257
- Moberly: 10,923
- Nevada: 7,176
- Poplar Bluff: 6,916
- St. Charles: 9,437
- St. Joseph: 77,403
- St. Louis: 687,029
- Sedalia: 18,822
- Springfield: 35,201
- Trenton: 5,686
- Webb: 11,817
- Webster Groves: 7,080
- Wellston: 7,312

#### MONTANA.
- Anaconda: 10,134
- Billings: 19,031
- Bozeman: 5,107
- Butte: 39,165
- Great Falls: 13,948
- Helena: 12,515
- Kalispel: 5,539
- Livingston: 5,539
- Missoula: 12,869

#### NEBRASKA.
- Beatrice: 9,356
- Columbus: 5,014
- Fairbury: 5,294
- Fremont: 8,718
- Grand Island: 10,326
- Hastings: 9,338
- Kearney: 6,202
- Lincoln: 43,973
- Nebraska City: 5,488
- Norfolk: 6,026
- Omaha: 124,049
- S. Omaha: 26,250
- York: 6,235

#### NEVADA.
- Reno: 10,867

#### NEW HAMPSHIRE.
- Berlin: 11,780
- Claremont: 7,598
- Concord: 21,497
- Dover: 5,123
- Derry: 13,247
- Franklin: 6,132
- Keene: 10,098
- Laconia: 10,183
- Lebanon: 5,718
- Manchester: 70,063
- Nashua: 26,005
- Portsmouth: 11,244
- Rochester: 8,868
- Somersworth: 6,704

#### NEW JERSEY—Con.
- Long Branch: 13,298
- Millville: 12,451
- Montclair: 21,550
- Morristown: 12,507
- Newark: 347,469
- New Brunswick: 23,988
- N. Plainfield: 6,117
- Nutley: 6,009
- Orange: 29,630
- Passaic: 54,773
- Paterson: 125,600
- Perth Amboy: 32,121
- Phillipsburg: 13,903
- Plainfield: 20,550
- Princeton: 5,136
- Rahway: 9,337
- Red Bank: 7,398
- Ridgewood: 5,416
- Roosevelt: 5,786
- Rutherford: 7,045
- Salem: 6,114
- Somerville: 5,060
- South Amboy: 7,007
- South Orange: 6,014
- Summit: 7,600
- Trenton: 96,815
- Union: 21,023
- Vineland: 5,282
- Westfield: 6,420
- West Hoboken: 35,403
- W. New York: 13,560
- West Orange: 10,980

#### NEW MEXICO.
- Albuquerque: 11,020
- Roswell: 6,172
- Santa Fe: 5,072

#### NEW YORK.
- Albany: 100,253
- Albion: 5,016
- Amsterdam: 31,267
- Auburn: 34,668
- Batavia: 11,613
- Binghamton: 48,443
- Buffalo: 423,715
- Canandaigua: 7,217
- Catskill: 5,296
- Cohoes: 24,709
- Corning: 13,730
- Cortland: 11,504
- Dunkirk: 17,221
- Elmira: 37,176
- Fredonia: 5,285
- Fulton: 10,480
- Geneva: 12,446
- Glens Falls: 15,243
- Gloversville: 20,642
- Haverstraw: 5,669
- Herkimer: 7,520
- Hoosick Falls: 5,532
- Hornell: 13,617
- Hudson: 11,417
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<td>Dallas</td>
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<tr>
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<td>8,698</td>
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<td>Brattleboro</td>
<td>7,541</td>
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<td>Burlington</td>
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<tr>
<td>Colchester</td>
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<td>Ashland</td>
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<td>Arecibo</td>
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<tr>
<td>Bayamon</td>
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<tr>
<td>Caguas</td>
<td>6,086</td>
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<tr>
<td>Fajardo</td>
<td>8,321</td>
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<td>Guayama</td>
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<td>Humacao</td>
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<td>Mayaguez</td>
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<td>Ponce</td>
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<td>48,716</td>
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<tr>
<td>Yauco</td>
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<tr>
<td>HAWAII. (District means election district.)</td>
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<td>Honolulu City</td>
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<tr>
<td>Koloa District</td>
<td>5,585</td>
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<tr>
<td>Makawao Dist.</td>
<td>12,941</td>
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<tr>
<td>N. Hilo Dist.</td>
<td>5,398</td>
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<td>N. Kohala Dist.</td>
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<tr>
<td>Punu District</td>
<td>9,604</td>
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<tr>
<td>S. Gilo District</td>
<td>6,770</td>
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<tr>
<td>Waliuuki Dist.</td>
<td>11,742</td>
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<td>Waimea Dist.</td>
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### ONE HUNDRED LARGEST CITIES

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<th>CITYS</th>
<th>Popul'n.</th>
<th>CITYS</th>
<th>Popul'n.</th>
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<td>Hartford, Ct.</td>
<td>98,915</td>
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<td>Chicago, Ill.</td>
<td>2,185,283</td>
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<td>96,815</td>
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<td>Philadelphia, Pa.</td>
<td>1,549,008</td>
<td>New Bedford, Mass.</td>
<td>96,652</td>
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<td>St. Louis, Mo.</td>
<td>687,029</td>
<td>San Antonio, Tex.</td>
<td>96,614</td>
</tr>
<tr>
<td>Boston, Mass.</td>
<td>670,585</td>
<td>Reading, Pa.</td>
<td>96,071</td>
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<td>Cleveland, Ohio</td>
<td>560,663</td>
<td>Camden, N. J.</td>
<td>94,338</td>
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<td>Baltimore, Md.</td>
<td>533,905</td>
<td>Salt Lake, Utah.</td>
<td>92,777</td>
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<tr>
<td>Pittsburgh, Pa.</td>
<td>465,766</td>
<td>Dallas, Tex.</td>
<td>92,104</td>
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<td>Detroit, Mich.</td>
<td>423,713</td>
<td>Lynn, Mass.</td>
<td>89,336</td>
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<tr>
<td>Buffalo, N. Y.</td>
<td>416,912</td>
<td>Springfield, Mass.</td>
<td>88,926</td>
</tr>
<tr>
<td>San Francisco, Cal.</td>
<td>373,857</td>
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<td>Milwaukee, Wis.</td>
<td>364,463</td>
<td>Des Moines, Ia.</td>
<td>86,368</td>
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<td>Lawrence, Mass.</td>
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<td>Tacoma, Wash.</td>
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<td>New Orleans, La.</td>
<td>331,069</td>
<td>Kansas City, Kan.</td>
<td>82,311</td>
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<td>Washington, D. C.</td>
<td>322,381</td>
<td>Youngstown, Ohio.</td>
<td>79,803</td>
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<td>Los Angeles, Cal.</td>
<td>319,198</td>
<td>Yonkers, N. Y.</td>
<td>79,086</td>
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<td>Minneapolis, Minn.</td>
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<td>Kansas City, Mo.</td>
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<td>Houston, Tex.</td>
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<td>Duluth, Minn.</td>
<td>77,403</td>
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<td>Indianapolis, Ind.</td>
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<td>Providence, R. I.</td>
<td>224,326</td>
<td>St. Joseph, Mo.</td>
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<td>Louisville, Ky.</td>
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<td>Somerville, Mass.</td>
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<td>Rochester, N. Y.</td>
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<td>Troy, N. Y.</td>
<td>74,419</td>
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<td>St. Paul, Minn.</td>
<td>214,744</td>
<td>Utica, N. Y.</td>
<td>73,409</td>
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<td>73,312</td>
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<td>Port Worth, Tex.</td>
<td>73,141</td>
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<td>181,548</td>
<td>Waterbury, Ct.</td>
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<td>70,324</td>
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<td>Hoboken, N. J.</td>
<td>70,063</td>
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<td>Oakland, Cal.</td>
<td>150,174</td>
<td>Manchester, N. H.</td>
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<td>Evansville, Ind.</td>
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<td>Akron, Ohio</td>
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<td>Wilkes-Barre, Pa.</td>
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<td>Peoria, Ill.</td>
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<td>131,105</td>
<td>Erie, Pa.</td>
<td>66,525</td>
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<td>129,867</td>
<td>Savannah, Ga.</td>
<td>65,064</td>
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<td>Harrisburg, Pa.</td>
<td>64,168</td>
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<td>124,096</td>
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<td>63,933</td>
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<td>58,883</td>
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<td>Dayton, Ohio.</td>
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<td>58,571</td>
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<td>Grand Rapids, Mich.</td>
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<td>Holyoke, Mass.</td>
<td>57,930</td>
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<td>104,402</td>
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<td>57,699</td>
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### POPULATION OF THE UNITED STATES ACCORDING TO RACE, NATIVITY AND PERCENTAGE

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<th>General Nativity and Color</th>
<th>Number 1910</th>
<th>Per Cent of Total 1910</th>
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<td>Native white</td>
<td>88,389,104</td>
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<td>Native parents</td>
<td>49,488,441</td>
<td>53.8</td>
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<tr>
<td>Foreign-born parents</td>
<td>18,900,663</td>
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<tr>
<td>Foreign-born white</td>
<td>13,343,833</td>
<td>14.5</td>
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<tr>
<td>Negro</td>
<td>9,828,294</td>
<td>10.7</td>
</tr>
<tr>
<td>All other</td>
<td>411,285</td>
<td>0.4</td>
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## POPULATION AND AREA OF THE WORLD

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<th>Sq. Miles</th>
<th>Capitals</th>
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<td>4,277,170</td>
<td>Peking.</td>
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<td>British Empire</td>
<td>435,000,000</td>
<td>13,123,712</td>
<td>London.</td>
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<tr>
<td>Russian Empire</td>
<td>166,250,000</td>
<td>8,647,657</td>
<td>Petrograd.</td>
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<tr>
<td>United States</td>
<td>97,337,000</td>
<td>3,616,484</td>
<td>Washington.</td>
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<tr>
<td>United States and Islands</td>
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<td>3,745,344</td>
<td>Washington.</td>
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<td>115,026</td>
<td>Manila.</td>
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<tr>
<td>Porto Rico</td>
<td>1,151,579</td>
<td>3,606</td>
<td>San Juan.</td>
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<td>200,065</td>
<td>6,449</td>
<td>Honolulu.</td>
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<tr>
<td>Taiti, Samoa</td>
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<td>55</td>
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<td>Guam</td>
<td>12,517</td>
<td>210</td>
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<tr>
<td>France and Colonies</td>
<td>93,850,000</td>
<td>4,372,000</td>
<td>Paris.</td>
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<td>Colonies</td>
<td>54,240,700</td>
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<td>Senegal, etc.</td>
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<td>Tahiti, etc.</td>
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<td>Sahara.</td>
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<td>Madagascar</td>
<td>2,505,000</td>
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<td>Antananarivo</td>
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<td>German Empire, in Europe</td>
<td>64,925,933</td>
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<td>40,165,219</td>
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<td>Munich.</td>
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<td>Stuttgart.</td>
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<tr>
<td>Saxo-Weimar.</td>
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<td>Anhalt.</td>
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<td>Lippe.</td>
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<td>Reuss (younger line).</td>
<td>1,52,752</td>
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<td>1,131</td>
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<td>100,702</td>
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<td>Schwarzburg-Sonderhausen</td>
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<td>Waldeck.</td>
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<td>281,029</td>
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<td>Japan (with Formosa)</td>
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<td>5,898,175</td>
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<td>43,759,688</td>
<td>845,121</td>
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<td>299,491</td>
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<td>50,970</td>
<td>Madura.</td>
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<td>Sulenam.</td>
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<td>49,845</td>
<td>Paramaribo.</td>
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<td>COUNTRIES</td>
<td>Population</td>
<td>Sq. Miles</td>
<td>Capitals</td>
</tr>
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<td>Constantinople.</td>
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<td>600</td>
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<td>Havana.</td>
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<td>N. Guatemala.</td>
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<td>49,200</td>
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<td>Dominican Republic</td>
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<td>18,045</td>
<td>San Domingo.</td>
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<td>18,400</td>
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<td>32,380</td>
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<td>4,500</td>
<td>Cettine.</td>
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## VALUE OF FOREIGN COINS IN UNITED STATES MONEY

(Proclaimed by the Secretary of the Treasury October 1, 1913.)

<table>
<thead>
<tr>
<th>Country</th>
<th>Standard</th>
<th>Monetary Unit</th>
<th>Value in U. S. Gold Dollar</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>Gold</td>
<td>Peso</td>
<td>$0.96,47</td>
<td>Currency: depreciated paper, convertible at 44 per cent of face value.</td>
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<tr>
<td>Austria-Hungary</td>
<td>Gold</td>
<td>Crown</td>
<td>.26,3</td>
<td>Member of Latin Union; gold is the actual standard. 12½ bolivianos equal 1 pound sterling.</td>
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<tr>
<td>Belgium</td>
<td>Gold</td>
<td>Franc</td>
<td>.19,3</td>
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<td>Brasil</td>
<td>Gold</td>
<td>Milreis</td>
<td>.54,6</td>
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<tr>
<td>British Colonies in Aus. and Africa</td>
<td>Gold</td>
<td>Pound sterling</td>
<td>4.86,65</td>
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<td>Canada</td>
<td>Gold</td>
<td>Dollar</td>
<td>1.00,0</td>
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<td>Central American States: British Honduras</td>
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<td>Dollar</td>
<td>1.00,0</td>
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<td>Gold</td>
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<td>Silver</td>
<td>Peso</td>
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<td>Peso</td>
<td>.43,5</td>
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<td>Nicaragua</td>
<td>Silver</td>
<td>Peso</td>
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<td>Salvador</td>
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<td>Dollar</td>
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<td>Crown</td>
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<td>Sucro</td>
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<tr>
<td>Egypt</td>
<td>Gold</td>
<td>Pound (100 piasters)</td>
<td>4.94,8</td>
<td>The actual standard is the British pound sterling, which is legal tender for 97½ piasters.</td>
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<tr>
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<td>Gold</td>
<td>Mark</td>
<td>.19,3</td>
<td>Member of Latin Union; gold is the actual standard.</td>
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<td>Franc</td>
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<td>Germany</td>
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<td>Mark</td>
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<td>Great Britain</td>
<td>Gold</td>
<td>Pound sterling</td>
<td>4.86,65</td>
<td>Member of Latin Union; gold is the actual standard.</td>
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<td>Greece</td>
<td>Gold</td>
<td>Drachma</td>
<td>.19,3</td>
<td>Currency: inconvertible paper; exchange rate, approximately, $0.29,41.</td>
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<tr>
<td>Hayti</td>
<td>Gold</td>
<td>Gourde</td>
<td>.96,5</td>
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<td>COUNTRY</td>
<td>Standard</td>
<td>Monetary Unit</td>
<td>Value in U. S. Gold Dollar</td>
<td>Remarks</td>
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<td>---------------</td>
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<td>India</td>
<td>Gold</td>
<td>Rupee</td>
<td>.32.44(\frac{1}{4})</td>
<td>(15 rupees equal 1 pound sterling.)</td>
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<td>Lira</td>
<td>.193</td>
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<td>Gold</td>
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<td>Valuation is for the gold peseta; currency is silver circulating above</td>
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<td></td>
<td>its metallic value; exchange value, approximately, $0.17,94.</td>
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<td>Switzerland</td>
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<td>Franc</td>
<td>.193</td>
<td>to the Turkish L.</td>
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<td>Gold</td>
<td>Piaster</td>
<td>.044</td>
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<td>Peso</td>
<td>1.084</td>
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