

**FAMILY SITTING-  
ROOM SERIES. A LADY  
AND HER LETTERS**

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Family Sitting-Room Series. A Lady and Her Letters by Katherine E. Conway

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**KATHERINE E. CONWAY**

**FAMILY SITTING-  
ROOM SERIES. A LADY  
AND HER LETTERS**



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FAMILY SITTING-ROOM SERIES.

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**Lady and Her Letters**

By **KATHERINE E. CONWAY.** *ic*

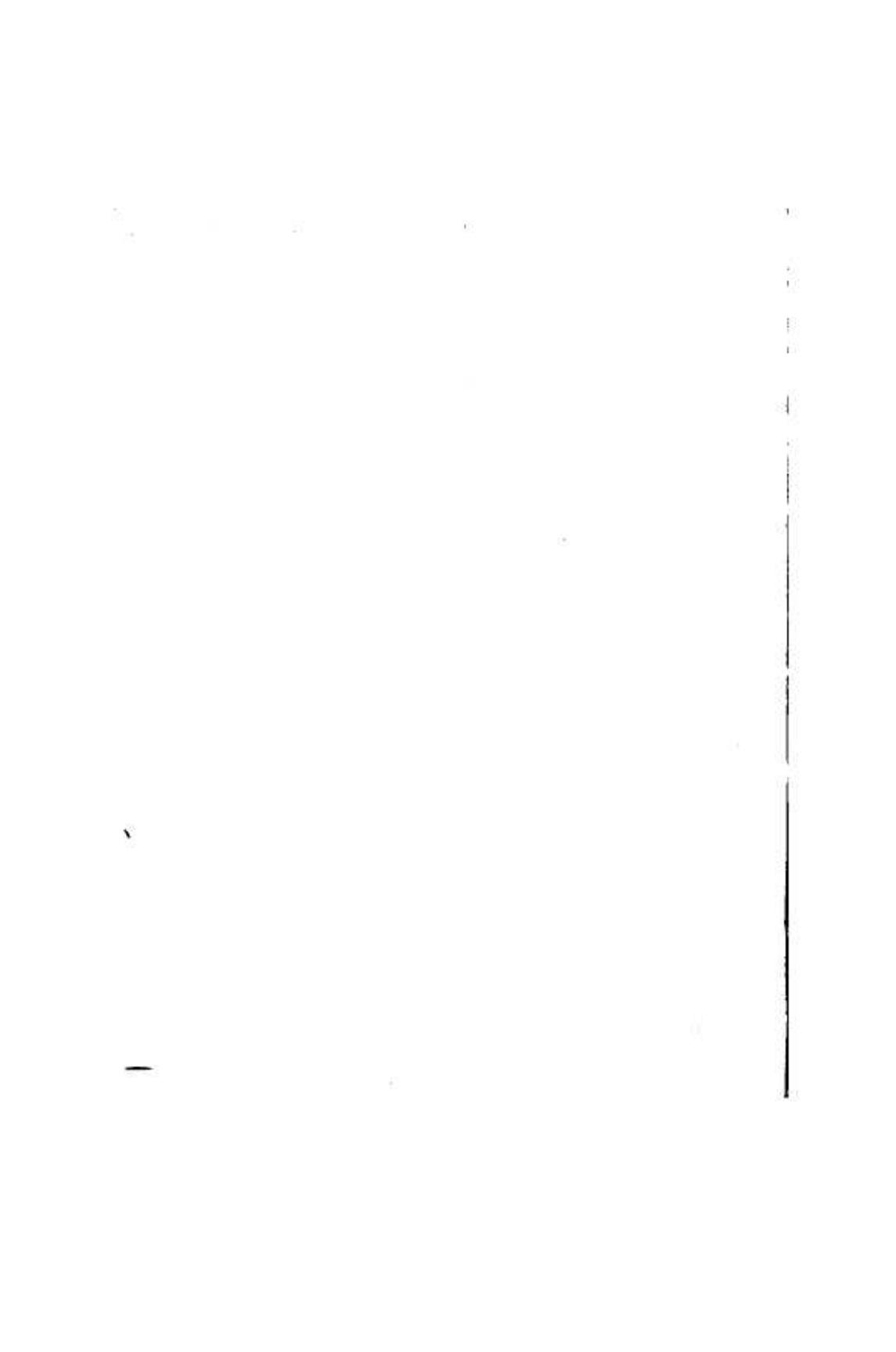
SIXTH EDITION.



BOSTON:  
THOMAS J. FLYNN & COMPANY.

1905.

To  
The Friends at whose desire I have made it,  
I dedicate  
This Little Book.



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Year	Number of cases		Rate per 100,000
	Male	Female	
1950	10	10	10.0
1951	10	10	10.0
1952	10	10	10.0
1953	10	10	10.0
1954	10	10	10.0
1955	10	10	10.0
1956	10	10	10.0
1957	10	10	10.0
1958	10	10	10.0
1959	10	10	10.0
1960	10	10	10.0
1961	10	10	10.0
1962	10	10	10.0
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1965	10	10	10.0
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2019	10	10	10.0
2020	10	10	10.0
2021	10	10	10.0
2022	10	10	10.0
2023	10	10	10.0
2024	10	10	10.0
2025	10	10	10.0
2026	10	10	10.0
2027	10	10	10.0
2028	10	10	10.0
2029	10	10	10.0
2030	10	10	10.0

## A LADY AND HER LETTERS.

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### I.

#### The Long-Lived Written Word.



EVERYBODY has to write letters. Some one of the hundreds of letters which the most ordinary individual will write in the course of his life-time, may make or mar his whole career. Every letter of the hundreds will have its own influence for or against his advancement or happiness. Every one, therefore, should know how to write letters.

Should the composition classes and literary courses in our schools, the post-graduate literary societies and reading circles, of after years, accomplish nothing but to fit the man and woman of average intelligence to

THE END

perform well this necessary and frequent duty, they would nevertheless more than justify their existence.

It seems a simple thing to write a letter. Granting that one knows how to write and spell and construct a sentence, there should be, it would seem, no further difficulty. Yet of a multitude of clever, fairly educated people, how few are adepts in the fine art of letter-writing!

Why is it so? Do our teachers, in giving the rules for acquiring the power of expression in writing, forget to emphasize their most ordinary and necessary application? The topics set for a school-girl especially are often too formal, or too remote from her every-day interests and sympathies. Why task her with writing "A Parallel between the Characters of Napoleon and Washington," or an essay on "The Manners and Customs of the Ancient Egyptians"?—we are drawing from real life. She might far better be set at framing an invitation to luncheon or dinner and the answer thereto; an application for a position, or the response to an employer's advertisement for assistants; or, for the development of descriptive powers and a slight indulgence to sentiment and fancy, a letter to a friend, describing the most eventful week in the writer's summer vacation.

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