

**A NEW GRADED METHOD IN  
ENGLISH GRAMMAR, LETTER  
WRITING AND COMPOSITION.  
COMPLETE IN ONE VOLUME**

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A New Graded Method in English Grammar, Letter writing and composition. Complete in one volume by M. D. Mugañ & John S. Collins

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**M. D. MUGAN & JOHN S. COLLINS**

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LETTER WRITING AND COMPOSITION.

COMPLETE IN ONE VOLUME.

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BY  
M. D. MUGAN AND JOHN S. COLLINS,  
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## INTRODUCTION.

This work is a revision of the authors' Graded Method in English Grammar, published in 1885. The method was devised for the purpose of placing in the hands of educators, not only a practical grammar of our language, but also a logical treatment of the subject which would prove a valuable instrument for the systematic development of the reasoning and perceptive powers.

The plan and the work, as at present arranged, grew into form in the schools over which the authors preside, and every part of it has undergone the test of the class-room.

The systematic grading is an important feature of this method. Commencing with a sentence of two words, the form of expression continues to grow as advancement is made, until the most complex sentences are introduced and analyzed.

Grammar is here recognized as an instrument to be used in the study of language, not as a science, to be studied for the sake of the science itself; therefore, the practical side of the subject is made prominent all through the work.

The memorizing of definitions, rules, etc., forms no part of this mode of instruction. The system of presentation is such that everything is at first learned by experience and observation.

Due consideration has been given to composition and letter-writing, and the rules for capitals and punctuation have been placed near exercises which furnish abundant examples for their illustration.

The aim and object of this work is to make the study of the science of our language more interesting and effective, and at the same time to render it more comprehensible to the younger children. The authors venture to hope that this revision will prove a valuable aid in the hands of their co-workers in the cause of education.

DECEMBER, 1889.

St. Louis, Mo., July 6th, 1888.

R. W. Palmer, Esq.,  
Chicago, Ills.

Dear Sir,--

Your favor of the 1st inst. received. I note what you say respecting the Kilgar loss by the recent conflagration. I am surprised that the assured request an additional allowance. We went into the matter very carefully and very thoroughly. The amount allowed was considered very liberal by all concerned. We stand ready to correct any mistakes or errors made, if there be any. Otherwise, I do not see that we can do anything. If, however, Mr. Kilgar is not entirely satisfied with the adjustment, he is at liberty to return our draft, and we will take the matter up de novo.

Very Truly, Yours,

Saty E. Fallon,

Manager Home Insurance Co.



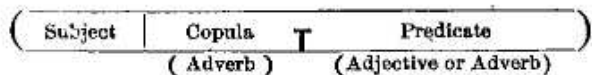
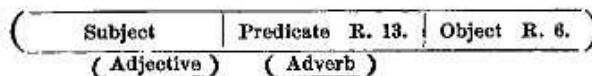
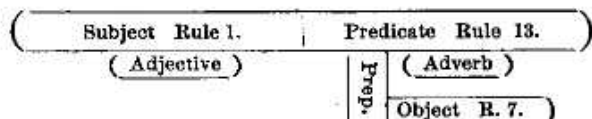
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## METHOD.

At first organize the whole school into one grammar class, no matter how irregularly graded. Assign a number of sentences to be disposed of—diagramed, analyzed, corrected. The recitation will consist almost wholly of reviewing (re-doing) the work which is presented on slates or paper. The pupils will thus be enabled to detect and correct their own mistakes. Before the close of the recitation every sentence in the lesson should appear in diagram on the blackboard. An exposition of the method in full will be found in the Appendix.



**Explanation.**—The diagram used in this work was adopted, because it is the most expressive ever devised, and it is so easy to learn when used with graded sentences that it requires scarcely a mental effort. However, in teaching by this method, any diagram may be used which is approved by the teacher.

## ETYMOLOGY AND SYNTAX COMBINED.

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A **Sentence** is a complete thought expressed in words. It is an assemblage of words making complete sense.

The **Subject** of a sentence is the actor. It is that of which something is affirmed (said). It is generally a name—a noun.

The **Predicate** of a sentence is that which is affirmed of the subject. It is generally an action-word—a verb.

### 1. SUBJECT AND PREDICATE.

*Analyze the following sentences, using this as a model:*

Birds	sing.
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"Birds sing" is a sentence. **Birds** is the subject; it is that of which something is affirmed; **sing** is the predicate; it is that which is affirmed of the subject.

1. Trees grow. 2. Snow melts. 3. Men work. 4. Fire burns.  
5. Wind blows. 6. Lions roar. 7. Flowers bloom. 8. Walter writes.  
9. Horses run. 10. Jennie sews. 11. Pupils study.  
12. Boys play. 13. Fishes swim. 14. Dogs bark. 15. Bees sting.

**Capitals.**—*The first word of every sentence should begin with a capital.*