

3. The heavy snow—the thaw—the rain—slush—mud.

4. Where Fred went—gutters, puddles, drifts.

5. His appearance when he returned.

Write the story in five paragraphs, as suggested in the outline.

LESSON CXXXVI

DICTATION REVIEW

1. Robert and Henry were searching one spring morning for a piece of elder.

2. They wished to make a whistle by punching out the pith.

3. "I've found one," said Robert, "but what a pity, I can't use it."

4. "Why not?" said Henry, and then he turned and saw Robert looking at a large brown cocoon, fastened by stout silk threads to the joint.

5. "Oh, I see," Henry added, "but let's keep it and watch what will happen to the cocoon."

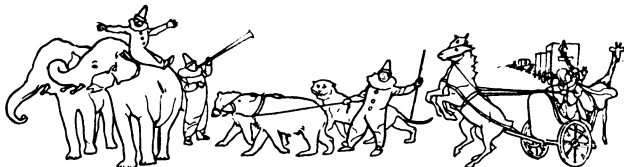
6. The boys did so, and found their reward when one day they saw the cocoon burst, and out of it came a beautiful butterfly.

7. One of their teachers, Mr. Beers, had told them what to look for.

What kind of quotation have you in the third sentence? Explain the use of all quotation marks in it: those in the fifth sentence also. What abbreviation is there in the last sentence? Write in one column eight abbreviations, and in a corresponding column the words they stand for.

LESSON CXXXVII

A DESCRIPTION FROM AN OUTLINE



A CIRCUS PARADE

1. Waiting on the streets—crowds of people—the lemonade seller.
2. Advance wagon with musicians—the elephants—the gilded cages—the monkeys—the three clowns.
3. United States cavalry—Mexicans—mounted Indians—dress—appearance.

In writing about the parade, pick out what interested you most, and describe that in more detail than the rest.

LESSON CXXXVIII

FOR REPRODUCTION

The Death of Sir Philip Sidney

Of the courtiers of Queen Elizabeth none was braver and gentler and more lovable than Sir Philip Sidney. While still a young man he had become famous as a scholar and poet, but nothing that we know of him is so well worth remembering as the story of his death. He was a soldier, as almost

every man in his day was, and he had been terribly wounded in battle. Weak from bleeding he called for water, but as he was about to drink he saw a poor wounded soldier looking wistfully at the water-bottle but saying nothing. Sidney took the cup from his own lips, and offered it to the soldier. "Here, poor fellow, drink. Your need is greater than mine." A few days later the gallant Sidney died, but his noble deed will never be forgotten.

Read this beautiful story *once* silently, and then tell it in your own language.

LESSON CXXXIX

FOR CONVERSATION AND REPRODUCTION

Jason and the Golden Fleece

An old Greek story tells us that in a far-away land ages ago was a Golden Fleece, hanging on an oak tree, and guarded by a fierce dragon that never slept. This fleece a young Greek named Jason determined to get for himself. He therefore prepared a splendid ship which he called the *Argo*, and chose fifty of the greatest heroes of Greece as his companions.

The ship was rich with golden carvings, and had a mast cut from a sacred grove. With the bright purple sail swelling in the breeze and the fifty oars shining in the sunlight, the heroes set out for the distant land.

Many frightful adventures befell them. They were attacked by winged monsters called Harpies, which were part

bird and part woman; they were nearly wrecked in trying to pass between sharp rocks that opened and shut like huge jaws; they were driven up and down the sea by fierce tempests.

But at length they made their way through the narrow straits into the Black Sea, and came to the land of the Golden Fleece. The king of the country received the heroes in his palace, and asked them, "What do you seek here?" "I have come," said Jason, "for the Golden Fleece." "You will have trouble to get it," replied the king. "You must first yoke together two brazen-hoofed bulls, that breathe out fire, and you must then sow the teeth of a dragon in the field that you will have to plough."

But the king's daughter, Medea, who was a beautiful sorceress, had fallen deeply in love with Jason, and by her magic power helped him to manage the fierce bulls. When the dragon's teeth that he had sown sprang up like armed men, Jason bewitched the warriors so that they cut each other down by the thousand. Medea had made him safe against fire and steel alike, so that he took no harm.

The king was astonished at Jason's success, and resolved to burn the ship *Argo* and put the heroes to death. But Medea told Jason of the plot, and planned to escape with him that very night. "Hasten," said she, "to the grove where the dragon is guarding the Golden Fleece, and put him to sleep with this cake."

Jason hurried away, threw the cake into the red jaws of the dragon, and with the Golden Fleece about his shoulders rushed to the ship. Then with Medea and the fifty heroes he pushed off in the *Argo*. The angry king at once started

in pursuit, but was so hindered that he could not overtake them.

Many adventures followed. More than once the stout ship was almost swallowed up in the sea. But the heroes outrode all storms and escaped all other dangers till at length they arrived safe at Corinth. Their ship was battered and weather-stained, the golden carvings were broken, and the purple sail was torn to shreds. But Jason had performed a great deed and had brought home the Golden Fleece. Then with thankful heart he gave the ship *Argo* to Neptune, the god of the sea, and was everywhere throughout Greece received with honor.

First read the story through, then read again the first paragraph. What topic is discussed in it? Can you point out the topic for each successive paragraph?

From this topical outline, write the story in your own language. Be sure that you know the story thoroughly before you try to write it. See that your paragraph forms are correct. Have you indented the first line of every paragraph? Compare your paragraphs, as to their form, with those you find in some well-printed book. You will notice that on this page a perpendicular line passing through the first letter of one paragraph will pass through the first letter of all the other paragraphs.

LESSON CXL

FOR A DESCRIPTION

A SECOND-HAND STORE

The strange things to be seen there—old blue china, brass candlesticks, rusty stoves, broken furniture, etc.

Write a short paragraph.

LESSON CXLI

FOR STUDY AND MEMORIZING

THE COTTAGER TO HER INFANT

The days are cold, the nights are long,
The north-wind sings a doleful song;
Then hush again upon my breast;
All merry things are now at rest,
Save thee, my pretty Love!

The kitten sleeps upon the hearth,
The crickets long have ceased their mirth;
There's nothing stirring in the house
Save one wee, hungry, nibbling mouse,
Then why so busy thou?

Nay! start not at that sparkling light,
'Tis but the moon that shines so bright
On the window-pane bedropped with rain:
There, little darling! sleep again,
And wake when it is day.

DOROTHY WORDSWORTH.

This charming little poem presents a picture of a mother soothing her child to sleep. The cold night has come, and the world is quiet. Even the kitten and the crickets are still. Only the hungry little mouse, too timid to come out by day, is nibbling in the wall.

In what seasons are the nights longest? How can the wind sing? Is a wind that whistles the same as one that sings? What word can you put in the place



of *save*? What is a hearth? Was one described in the last poem? (See page 157.) What is mirth, and how do crickets show theirs? Why does the mother

say, "Nay"? Would you say "'Tis"? What word can you use for *but*? What for *bedropped*?

LESSON CXLII

FOR A DESCRIPTION

A FREIGHT TRAIN

1. How freight cars differ from passenger cars
2. Various kinds of freight cars—what they carry.
3. A long freight train that I saw.

Write the description suggested in the outline.

LESSON CXLIII

A STORY SUGGESTED

A painter on a high scaffold in a great church. He steps back to view the picture he has just painted. His danger. His companion suddenly throws a wet paint-brush at the picture and spoils it. Why?

Tell the story.

LESSON CXLIV

A DICTATION REVIEW

1. At the beginning of the Revolution there was a great variety of flags.
2. The ordinary English red ensigns, bearing the Union Jack, were generally used.
3. These often had upon them some patriotic motto, such as "Liberty and Union."

4. Soon after the Declaration of Independence, Congress appointed a committee to design a new flag for the Union.

5. Mrs. Betsy Ross made our first flag at her home in Philadelphia.

6. The Stars and Stripes, as we now have them, were adopted by Congress June 14, 1777.



Betsy Ross's Home, Philadelphia, and three flags used in the early days of the Revolution

Explain the use of all the capitals in these sentences. Notice how the date in the last sentence is printed. Write the date of Washington's birthday; of your own. Write the date of the last Memorial Day; of the last Thanksgiving Day.

Write a sentence containing a simple quotation; one with a divided quotation.

LESSON CXLV

A STORY FROM A PICTURE

GRANDFATHER'S ADVICE

What is the girl holding in her hand? What is she showing to the old man? Who is the girl? Who is the old man? What is he probably telling her? Is the day warm or cold? If it is warm, what is the fire for? Now tell the whole story from the beginning as you think it must have happened.

LESSON CXLVI

A STORY FROM AN OUTLINE

THE RAFT ON THE POND

1. An old saw-mill—logs floating in the pond—loose boards in the mill.
2. The making of a raft.
3. The poles for pushing the raft.
4. The deep hole—a pole breaks—the rescue.

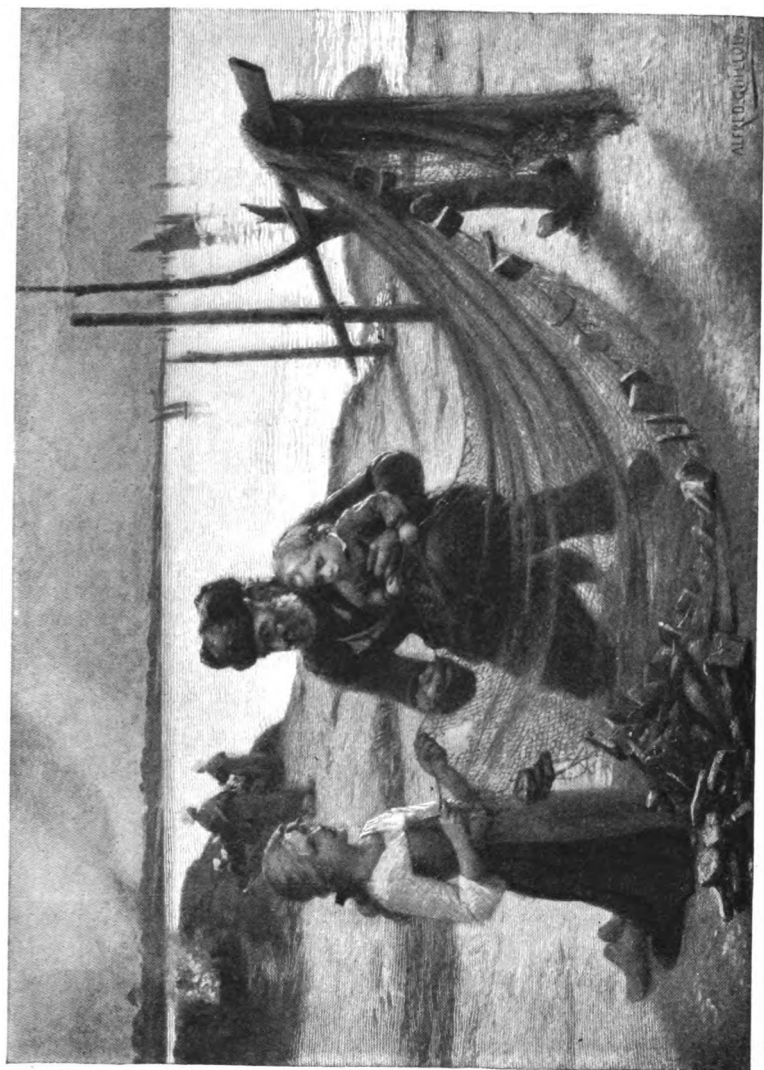
Imagine that you are visiting your cousin in the country, and write some friend a letter in which you tell this story. Do not begin to write until you have definite pictures in mind. Be careful about your paragraphing.

LESSON CXLVII

A DESCRIPTION FROM AN OUTLINE

THE OLD CLOCK ON THE STAIRS.

1. A great square house—a wide hall—a broad staircase with a turn.



From a photograph by Braun, Clement & Co.

Grandfather's Advice

2. The tall old clock with case of dark, polished oak—the face of the clock—the striking of the hours—the heavy clock-weights.

Have you ever read Longfellow's poem, *The Old Clock on the Stairs*?

Write a description containing two paragraphs.

LESSON CXLVIII

FOR A DESCRIPTION



A DRAW-BRIDGE

1. The river—sailing vessels and steamers too high to go under the bridge—signal to open the draw.
2. The closing of the gates, the swinging draw, the delayed carts and foot passengers.

After trying to form a definite picture of the situation write the description suggested by the outline.

LESSON CXLIX

A DESCRIPTION FROM AN OUTLINE

PICKING APPLES

1. The old farm—the owner and his boys.
2. The apple-orchard—great old tree.
3. The red apples—the green apples—the yellow apples—the russet apples.
4. The barrels.

Before writing this description try to form a clearly defined picture for each paragraph.

LESSON CL

A STORY FROM AN OUTLINE

DRAWING THE NET

1. The wide river—the early spring—the fishwomen.
2. The low sandy bank—the row-boats—the casting of the net—the slow drawing-in of the net.
3. The tumbling, flapping fish.

Tell the story.

LESSON CLI

FOR DESCRIPTION

THE CARPENTER'S SHOP

Benches, piles of wood, shavings, chips, tools, unfinished work.

THE BLACKSMITH'S SHOP

The forge, the bellows, smoke, sparks, anvil, hammer, horseshoes, bits of pared hoofs, rusty iron in corners, old wheels, etc.

Go to some shop and note what you see there.

Write at least one paragraph.

LESSON CLII

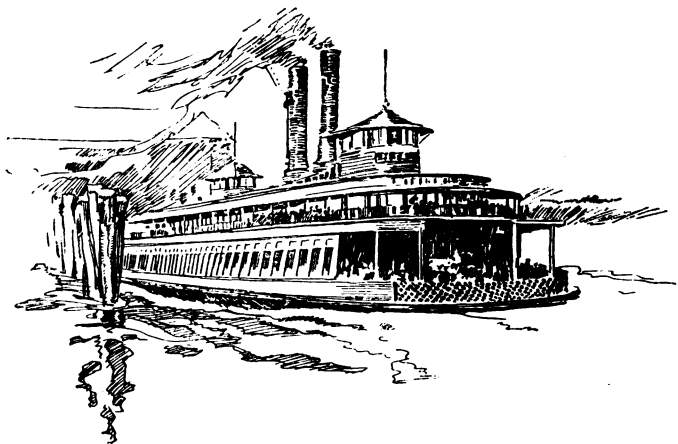
A STORY FROM BRIEF HINTS

THE RESCUE

1. A ferry-boat drawing out of the slip—the running passenger—the jump—the fall into the water.

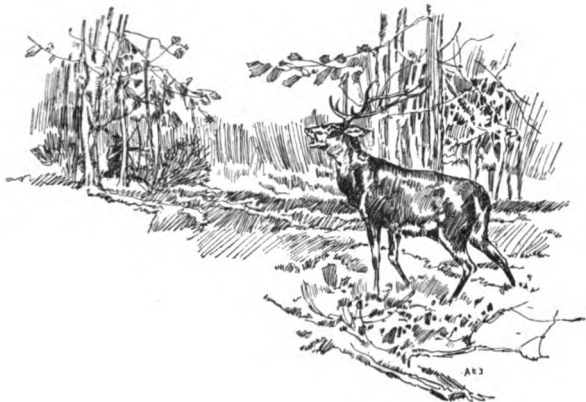
2. A poorly dressed young man leaning over the rail of the ferry-boat—what he did.

Write the story.



LESSON CLIII

FOR READING AND STUDY



HIAWATHA'S HUNTING

Then Iagoo, the great boaster,
He the marvellous story-teller,
He the traveller and the talker,
He the friend of old Nokomis,
Made a bow for Hiawatha;
From a branch of ash he made it,
From an oak-bough made the arrows,
Tipped with flint, and winged with feathers,
And the cord he made of deer-skin.

Then he said to Hiawatha:

“Go, my son, into the forest,
Where the red deer herd together,

Kill for us a famous roebuck,
Kill for us a deer with antlers!"

Forth into the forest straightway
All alone walked Hiawatha
Proudly, with his bow and arrows;
And the birds sang round him, o'er him,
"Do not shoot us, Hiawatha!"

But he heeded not, nor heard them,
For his thoughts were with the red deer;
On their tracks his eyes were fastened,
Leading downward to the river,
To the ford across the river,
And as one in slumber walked he.

Hidden in the alder-bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer came down the pathway,
Flecked with leafy light and shadow.
And his heart within him fluttered,
'Trembled like the leaves above him,
Like the birch-leaf palpitated,
As the deer came down the pathway.

Then, upon one knee uprising,
Hiawatha aimed an arrow;
Scarce a twig moved with his motion,
Scarce a leaf was stirred or rustled,
But the wary roebuck started,
Stamped with all his hoofs together,

Listened with one foot uplifted,
Leaped as if to meet the arrow;
Ah! the singing, fatal arrow,
Like a wasp it buzzed and stung him!

Dead he lay there in the forest,
By the ford across the river;
Beat his timid heart no longer,
But the heart of Hiawatha
Throbbled and shouted and exulted,
As he bore the red deer homeward,
And Iagoo and Nokomis
Hailed his coming with applauses.

From the red deer's hide Nokomis
Made a cloak for Hiawatha,
From the red deer's flesh Nokomis
Made a banquet in his honor.
All the village came and feasted,
All the guests praised Hiawatha.

HENRY WADSWORTH LONGFELLOW.



Of what did Iagoo make the bow and arrows? Why were the arrows "tipped with flint"? What does "winged with feathers" mean? How do you shoot an arrow from a bow? What did Iagoo tell Hiawatha to do? What are antlers? What happened as Hiawatha was going into the forest? How did he lie in wait for the deer? Why should the deer's nostrils "point to windward"? How do you express in plain words: "Flecked with leafy light and shadow"? Whose heart *fluttered*? What is the difference between *fluttered*, *trembled*, *palpitated*? How did Hiawatha kill the deer? What followed? How could Hiawatha's heart shout and exult?

Can you write the first eight lines of the poem correctly from dictation?

LESSON CLIV

A STORY FROM BRIEF HINTS

THE BABES IN THE WOOD

1. A rich man dies, leaving two children, a boy and a girl. Their uncle as guardian—a bad man—"If I can put the children out of the way, their money will be mine."

2. The two children taken to the woods by hired robbers—but the beauty and innocence of the children stir the pity of one of the robbers. The robbers fight.

3. The children lost in the woods—lie down to sleep—covered with leaves by the birds.

Tell the story in the best language you can command.

LESSON CLV

A STORY FROM AN OUTLINE



THE CAPSIZED CANOE

1. The lake in the woods.
2. Fred's new canoe—the broken paddle.
3. The sudden thunder-shower—the over-turned canoe—Fred's danger.
4. How he was saved.

Write the story.

LESSON CLVI

TOPICS AND TOPIC-SENTENCES

If you look closely at the paragraphs you read, you will find that as a usual thing they discuss a topic suggested by one of the sentences in the paragraph. Such a sentence is called a topic-sentence. It is generally, though not always, the first sentence in the paragraph. Since you cannot write anything connected without making paragraphs, you will find it to your advantage to form the habit of jotting down topic-sentences as they occur to you. After the topic-sentence is at hand the ease of writing a paragraph is much increased, for it is then already well begun. It may be continued in a variety of ways. If you say, "Football is now played according to strict rules," we expect you to tell what some of the rules are. If you say, "I want to tell you about the tricks my dog can play," we expect you to give illustrations of what the tricks are. If you say, "I think there ought to be a trolley-line to the next town"; or, "We need a new school-building"; or, "Our vacations ought to be longer," we expect you to give your reasons. If you say, "I saw a queer sight on the way to school," we expect you to describe what you saw. If you say, "We almost had a fire at our house last evening," we expect you to narrate how it occurred.

We have suggested below a number of topic-sentences of various sorts for you to discuss in paragraphs

of a few sentences each, such as you can write in ten or fifteen minutes. There are also a few topics which are not in sentence form, but which suggest the subject you may talk or write about. In any case what you have to do is to make clear what you think about any of these matters. This will not be difficult if you will only be natural and say or write what you actually have in mind.

I

NARRATION

In telling a story select the incidents that ought in any case to be included. Leave out everything that does not help to make clear *who* were the persons you are telling about; *what* they did; *when* they did it; *why* and *how* they did it. Be as simple and as natural as you can. Put in conversations if you wish, but do not use more words than you need.

1. We almost missed the train, and I must tell you how it happened.

2. As I was going by the post-office last night, I looked up and saw smoke pouring out of the upper windows.

3. We went on our annual sleigh-ride last evening. We were all on hand promptly at seven o'clock.

4. We had a serious time in putting up our new stove.

5. We were nearly suffocated with gas last night.

6. I spent Thanksgiving in the old-fashioned way at my grandfather's up in the country.

7. In the midst of the blinding snow-storm last evening, a little girl, leading an old man with a hand-organ strapped on his back, rang the bell of a large, handsome house.

8. Most of the weekly wash was already flapping on the clothes-line, when three boys crept up to the fence.

9. Ten of us spent the entire day in the woods last Saturday.

10. I have to laugh whenever I think of my first attempt at making bread.

11. Our day at Niagara¹ was unlike any other day I have ever spent.

12. "That was a hard brush we had with the Indians down in that valley," said the old trapper. "You see, there were five of us living in a log cabin. One night we made everything snug, and then sat an hour or two before the fire, telling stories. All at once I heard a sort of hoot, like an owl."

13. The day was hot and still. Flies buzzed and returned as fast as they were brushed away. Now and then the elderly woman who was shelling peas on the porch glanced down the road. At length a thick cloud of dust announced that the stage was coming. She began to look anxious.

14. "Yes, I am a worn silver dollar," said the coin in my hand, "and if you could know where I have been you would not wonder that I look a little shabby."

¹ Instead of Niagara the pupil may tell about some other place more familiar.

15. I spent my vacation in a little village ten miles from any railroad. But there was more going on than you would expect.

16. An Hour's Sport on the Ice.

17. Our Christmas-tree.

18. A Visit to My Cousin in the Country.

19. I know you will laugh when you hear about the first time I went visiting.

20. There were a good many accidents on the slippery streets this morning.

21. George nearly went through the thin ice near the bridge last evening.

22. I like to remember a day I spent in Boston last winter.

23. The first money I ever earned was ——

24. We had a long pleasant day in the museum last Saturday.

25. The first time we went to the sea-shore we were drenched by a big wave. We were strolling along the beach ——

26. What the Blackboard Said.

27. What Santa Claus Told Me.

28. Where the Old Shoe Had Been.

II

DESCRIPTION

Before describing anything try to see it clearly in your own mind. Select the most important things for

mention, and use as few words as will be sufficient to present the picture.

1. The Houses on Our Street.
 2. How Our Baby Tries to Talk.
 3. How the Baby Tries to Walk.
 4. In our visit to the factory we saw all sorts of interesting things.
 5. The circus parade was not very long, but it made more people laugh than any other parade in five years.
 6. The sunset last evening was a blaze of colors.
 7. The antics of monkeys in a cage are very amusing.
- The other day I saw —
8. The banks were now black with spectators watching the four long narrow boats. Suddenly there was heard the crack of a pistol, and at the signal the race began.
 9. Indian life was very different from ours.
 10. It is great fun to see chickens eat and drink. They —
 11. We saw a great many odd Christmas-toys yesterday while we were shopping.
 12. What I Saw on the Train.
 13. A View from Our School-Windows.

III

ILLUSTRATING

In giving illustrations you may well jot down a list of the things you wish to mention. Then you can write

the sentences that are necessary. If you have said, "A farmer's boy has some work to do every day," we should begin to think of cows, horses, weeds, etc. Thus we might write: "He has to help milk the cows and then drive them to pasture. He has to feed and water the horses. When the weeds are big enough to pull he is expected to clear them out of the flower-beds and away from the vegetables."

In some such way you may treat the topics and topic-sentences given below. But try to put as much variety as you can into your sentences, and do not write mere lists of words.

1. A railway station is a good place to study different sorts of people.
2. Farmers have some very hard work to do.
3. Keeping hens is not very hard work.
4. There is a good deal of sport to be had in the country, even in winter.
5. Fishing is not a very exciting sport unless you know how to fish.
6. A canoeist must sit very steadily or he will capsize.
7. Street-musicians lead a hard life, as you can easily see if you stop to think.
8. One can give a great deal of information by means of signs only.
9. Falsehoods often bring one into trouble.
10. The programme for our school-exhibition next week is nearly filled out. A great many scholars are to take part.

11. Many accidents occur on the Fourth of July through carelessness.

12. Firemen are often exposed to sudden dangers.

13. I have been thinking over what I could do if I had to earn my own living.

14. "You want a place, do you?" said the lawyer, looking sharply at the boy who stood before him. "What can you do, and what do you want to do?"

15. We waste every day time that we might turn to good account.

16. The early settlers had many difficulties that we hardly think of now.

17. What I Like Best to Do at Home.

18. What Kind of House I Would Build.

19. If I had a hundred dollars —

20. The best part of the day to me is the walk home from school.

21. We have learned to make a great many things by watching the carpenter.

IV

EXPLAINING

In trying to explain anything, always have in mind someone who does not understand the matter. Be as simple and clear as you can. Use short sentences. Take up each item at the point where it will make the rest of the explanation clearer. For instance, if you begin to say, "We have given up playing football in

the old way," we may want you first to explain what you mean by "the old way," and then to tell what the new methods are. In every case be perfectly clear as far as you go.

1. How to Learn to Skate.
2. How to Decorate a Christmas-Tree.
3. The Way I Trained My Dog.
4. I saw at the beach last summer a half dozen persons rescued from a schooner off shore.
5. My dog seems to know almost as much as some people.
6. Dogs can be taught to do wonderful things.
7. Our school-work keeps us busy all day.
8. We use a great deal of chalk in our school; and you can easily see why.
9. The way we study arithmetic in our school is this. (In place of arithmetic we may put history, geography, writing, spelling, etc., etc.)
10. Show how to play baseball, football, tennis, tag, marbles, or any other game.
11. This is the way I learned to ride a bicycle.
12. We are arranging to go to the picnic partly by boat, partly by carriage, and partly on foot. We have divided the company in the following way.

V

GIVING REASONS

You seldom have much difficulty in giving reasons for anything that you really think ought to be done or ought

not to be done. If someone were to say that your school should be open at seven o'clock in the morning and continue till one, you could easily show why you think such a plan undesirable, for you would at once think what would happen if school should open at so early an hour. In much the same way you can with a little thinking find good reasons for agreeing or disagreeing with what is suggested in the topic-sentences below. You may well jot down your reasons briefly before writing them out.

1. The season I like the best is ——
2. Winter is the best time for study.
3. During the summer I should rather live in the country than in the city.
4. I sometimes wish our summer vacations were shorter.
5. I should like to be a ——
6. I think I should rather have been —— than anyone else I have heard of. (Put in the name of some man or woman of note.)
7. I should not like to be a slave.
8. If I must work at all I prefer ——
9. Everyone ought to know how to swim.
10. Every boy ought to know some trade.
11. The driver of a trolley-car has constantly to be on the alert.
12. The engineer of a train ought to have good eyesight.
13. The postmen are very busy at Christmas-time.

14. Without light-houses ships could not safely come near the coast at night.

15. A sail-boat is a dangerous present for a careless boy.

16. One can easily be injured in playing football, but the danger is not so great if one observes the rules of the game.

17. The book I like best is ——

NOTE.—It is hardly necessary to suggest that in some cases the pupils may be allowed to spend more time and to write more than a single paragraph on a topic. In fact, many of the topics suggest enough matter for a number of paragraphs.

PART II

LESSON CLVII

THE DECLARATIVE SENTENCE

We have already learned that A COMPLETE THOUGHT EXPRESSED IN WORDS IS A SENTENCE.¹ We have now to learn that there are various kinds of sentences. Read the following:—

1. As I sat at my window I noted many things.
2. A brown horse ran by.
3. A wren sang in a tree.
4. A dog barked at a passing wagon.
5. An Italian played a hand-organ.
6. A small boy rode on a bicycle.

All these sentences tell or declare what I observed. We may therefore call them declarative sentences.

A declarative sentence is used to tell something.

Make declarative sentences in which you represent the following persons as doing something:—

The sailor, the carpenter, the farmer, the mason, the doctor, the merchant.

Write five declarative sentences telling what you did last Saturday.

¹ In some cases the entire thought may be expressed by a single word, as, *go, come, stay*; but usually a sentence contains more than a single word.

LESSON CLVIII

THE INTERROGATIVE SENTENCE

1. Have you read a story lately?
2. Did you like it?
3. What character did you like best in it?
4. Why were you drawn to this character?
5. Would you like to read the book again?
6. Do you remember who wrote it?

Each of these groups of words is a sentence because it expresses a complete thought. But instead of telling something they each ask something. We therefore call them INTERROGATIVE SENTENCES.

An interrogative sentence is used to ask a question.

Imagine a Japanese boy asking five questions about some game played in America, and ask the questions which he might ask.

Write five interrogative sentences about some story you have read.

LESSON CLIX

THE IMPERATIVE SENTENCE

When the singing-teacher came into our school-room yesterday he gave us the following directions:—

1. "Turn to page 156."
2. "Please give close attention."
3. "Get ready to start together."
4. "Let all sing with a will."

In these sentences the singing-teacher neither tells anything nor asks anything. He expresses commands

or makes requests, and in so doing uses **IMPERATIVE SENTENCES**.

An imperative sentence is used to express a command or a request that has the form of a command.

Give ten commands to your classmates. Now write these commands as imperative sentences.

NOTE.—It would be well to do much oral work here. For example, addressing various members of the class by name, direct each of them to do something. Then let the pupils give each other similar directions. Write the best of their sentences upon the black-board and let the pupils copy them.

LESSON CLX

THE EXCLAMATORY SENTENCE

As the sky grew suddenly black, Robert exclaimed:—

1. "Hurry! or we shall be caught in this fearful storm!"
2. "Hear the wind blow!"
3. "How it thunders!"
4. "What a blinding flash of lightning that was!"
5. "We must run!"
6. "Here we are, safe at last!"
7. "How the wind beats against the window-panes!"

Robert feels strongly and therefore uses **EXCLAMATORY SENTENCES**.

An exclamatory sentence is used to express strong feeling.

The exclamatory sentence is followed by an exclamation point (!).

LESSON CLXI

THE SUBJECT OF THE SENTENCE

Let us look further at the declarative sentences in Lesson CLVII. If we ask in each case what is spoken of, the answer will be the subject of the sentence. For example, What ran? "A horse." What sang? "A bird." What barked? "A dog." Who played? "An Italian." Who rode? "A boy." In each case the answer is the SUBJECT of the sentence.

That part of the sentence about which an assertion is made is the subject.

We can always find the subject by asking a question beginning with *who* or *what*.

NOTE.—No distinction need be made at this point between the simple and the complete subject. That distinction will be learned in due time. It is far better to begin simply.

By using *who* or *what* in questions complete the following sentences:—

1. ——— went fishing.
2. ——— rowed a race.
3. ——— jumped over the fence.
4. ——— recited a beautiful poem.
5. ——— put the child into the hammock.
6. ——— wrote a long letter.
7. ——— started on a picnic.
8. ——— sang a merry song.
9. ——— taught her young ones to fly.
10. ——— ran nimbly up the tree.

In every case the answer to your question is the subject of the sentence. What subject do you find for the first sentence? For the second? The third? The fourth? What for each of the remaining sentences?

LESSON CLXII

THE SUBJECT OF THE SENTENCE (CONTINUED)

Use the following words as subjects in oral sentences :—

Fox, fire, river, crow, traveller, house, wagon, squirrel, bees.

Now use at least five of the words as subjects in written sentences, and tell what kind of sentences they are.

1. Near our summer cottage a pretty gray squirrel scampered every day about the woods.

2. His snug little house was in the forked branch of a tree.

3. On the ground close by were his storehouses filled with nuts.

4. His quick, bright eyes were always on the lookout for danger.

5. When he sprang long distances from a great height he sometimes lost his footing.

6. Then his furry, bushy tail helped him to drop lightly to the ground.

7. Often he would sit upon a log daintily eating a nut which he held in his forepaws.

8. When he had finished he would run nimbly to his nest again to see if everything was safe.

Ask questions with *who* or *what* to find the subjects of these sentences.

LESSON CLXIII

THE SUBJECT OF THE SENTENCE (CONTINUED)

A pair of storks made their nest on the roof of a house. In the nest sat the mother-stork with her four little ones. Near by was the father-stork standing solemnly on one leg and holding up the other. Down in the street some children were playing. When they saw the birds they began to sing an old song about storks. The young birds were frightened. But the mother-bird told them not to fear, for the boys could not reach them. After a time the young birds grew large and strong, and learned to use their wings. Then they flew away to a place where the boys could trouble them no longer.

By using *who* or *what* in a question find the subject of each sentence.

LESSON CLXIV

THE PREDICATE OF THE SENTENCE

Looking back to the declarative sentences in Lesson CLVII we may ask simple questions to learn what is said about the thing spoken of. For example, What did the horse do? "Ran." What did the bird do? "Sang." What did the dog do? "Barked." What did the Italian do? "Played a hand-organ." What did the boy do? "Rode a bicycle."

In each case the answer names the word which makes the assertion. The word which makes the assertion is the **PREDICATE** of the sentence.

That part of the sentence which makes the assertion is the predicate.

Find predicates for the following sentences :—

1. The sun ——— bright and hot.
2. The children ——— to the woods.
3. They ——— a cool, shady spot.
4. A brook ——— through the wood.
5. Mosses, ferns, and wild flowers ——— upon its banks.
6. Helen ——— a cardinal flower on the opposite side of the brook.
7. The boys ——— a log across for Helen to walk over.
8. When she ——— she ——— the flower.

NOTE.—As in the case of the subject, we may well postpone the consideration of the difference between the simple and the complete predicate until a later stage.

LESSON CLXV

THE PREDICATE OF THE SENTENCE (CONTINUED)

Reading again the story in Lesson CLXIII, let us find the predicate of each sentence. For example, What did a pair of storks do? “Made their nest on the roof of a house.” What did the mother-stork do? “Sat in the nest with her four little ones.” What were some children doing? “Were playing down in the street.” What did the mother-bird do? “Told them not to fear.” What did the boys do? “Began to sing a song.” What did the birds do? “Flew away.”

NOTE.—We have purposely omitted asking questions to find out

all the predicates in the story because we wish, at this stage, to present only the simplest examples of the predicate. After the pupils are able to select the predicates that express action, they can pick out more difficult predicate forms, such as express rest or simple being.

Before taking up the next lesson let the pupils point out the subjects and predicates in the simpler sentences of the story of Aladdin and the Wonderful Lamp, Lesson CVIII. It may seem desirable to select from the other stories in the book a greater number of examples than are here suggested. The pupils can master difficulties of technical grammar only by an inductive process based upon many concrete illustrations. A plentiful supply of good material may be found in the reading-books in the hands of the pupils.

LESSON CLXVI

THE PREDICATE OF THE SENTENCE (CONTINUED)

Use the following words as predicates in oral sentences:—

Whistled, built, found, saw, dragged, lost, threw.

Now use at least five of these words as predicates in written sentences. What is the subject of a sentence? What is the predicate?

NOTE.—*It may be well to use much more material of the sort here indicated. We prefer to suggest the kind of work that may be done rather than to indicate the exact amount of it.*

LESSON CLXVII

THE PREDICATE OF THE SENTENCE (CONTINUED)

Yesterday morning I rose very early and went out for a walk. The sun was already lighting up the meadows. The

tall grass sparkled with dew. In the light breeze buttercups and daisies were nodding. Bees were hovering over the clover. Butterflies were sucking honey from thistles. Buzzing flies darted through the air. Birds were nesting in the grass.

Let us find some of the predicates in the foregoing narrative. What did I do? What was the sun doing? What did the grass do? What were buttercups and daisies doing? In every case your answer will give the predicate. Find predicates in other sentences of the narrative.

NOTE.—It would be well to have the pupils write many short sentences in which they may point out the predicates. Any story in this book will furnish abundant material for the necessary drill in selecting subjects and predicates. But only the simplest examples should be chosen. Otherwise there is great danger of getting into difficulties for which the pupils are not ready.

LESSON CLXVIII

THE SUBJECT AND THE PREDICATE OF THE SENTENCE

Find the subject and the predicate of each of the following sentences :—

- | | |
|-------------------|-------------------------|
| 1. Flowers bloom. | 5. Rivers flow. |
| 2. Lambs frolic. | 6. Ships sail. |
| 3. Ducks swim. | 7. Cats purr. |
| 4. Fire burns. | 8. Sleigh-bells jingle. |
| 9. Bees hum. | |

Every complete sentence must contain a subject and a predicate.¹

¹ Sometimes the subject is not expressed but only implied. For example, "Come to me!" "Stop!"

By asking the proper question find the subject and the predicate of each of the following sentences :—

- | | |
|-------------------|--------------------|
| 1. Clouds drift. | 10. Plants grow. |
| 2. Rain falls. | 11. Buds swell. |
| 3. Snow melts. | 12. Leaves open. |
| 4. Winds blow. | 13. Roots spread. |
| 5. Frost kills. | 14. Flowers bloom. |
| 6. Ice cracks. | 15. Fruit ripens. |
| 7. Water flows. | 16. Branches sway. |
| 8. Rocks crumble. | 17. Leaves fall. |
| 9. Stars twinkle. | 18. Grass withers. |

LESSON CLXIX

THE SUBJECT AND THE PREDICATE OF THE SENTENCE (CONTINUED)

Remember that a sentence is a COMPLETE THOUGHT EXPRESSED IN WORDS. Remember also what questions will aid you in finding the subjects and the predicates.

Which of the following groups of words are sentences?

1. In the fields.
2. Playing in the fields.
3. The children played in the fields.
4. By the roadside.
5. Near the house.
6. The boy shouted to his father.
7. Henry wrote to his uncle.
8. The camel can go without water for days.
9. Alexander Selkirk lived alone on an island in the Pacific.

10. Running and jumping.
11. Jumped over the fence.
12. The kite flew up toward the clouds.

LESSON CLXX

THE SUBJECT AND THE PREDICATE OF THE SENTENCE
(CONTINUED)

First point out the subjects and then the predicates in the following sentences :—

A crab lived in a sand-hill. One day he was sitting in his door eating a rice-cake. Just then an ape passed by, with an orange-seed. He said, "Good-morning, Mr. Crab, I will give you my orange-seed for your rice-cake." The crab agreed. He took the seed and planted it in his garden. From the seed a young tree sprang up which in time hung full of yellow oranges.

Find the subject of each of the sentences, as you did in Lesson CLXIII. Note that after the subject is found, what remains of the sentence is the predicate.

LESSON CLXXI

THE SUBJECT AND THE PREDICATE OF THE SENTENCE
(CONTINUED)

Find the subjects and the predicates in the following sentences:—

Again the ape visited the crab and saw the fruit on the tree. The crab wished to give the ape some of the oranges, but could not climb the tree. But the ape easily mounted into the branches, and began to devour the ripest and juiciest

of the fruit. Now and then he threw a green orange at the poor crab on the ground. At last he broke the crab's shell, and then claimed the tree as his own.

LESSON CLXXII

THE NOUN

In talking and writing about persons and things we are constantly using names. You and your classmates have names; so have all the people you know or have ever heard of. This is true also of plants, animals, and everything else. If, therefore, you wish to speak of anything, you have to use its name.¹

Give the names of a dozen objects in your school-room; of six kinds of trees; of six kinds of fruits; of six flowers; of six animals; of six birds; of six kinds of fish; of six farming utensils; of six things a grocer sells; of six things sold in a hardware store.

All these NAME-WORDS are nouns.

A word used as a name is a noun.

Give the names of six boys you know; of six girls; of six men you have seen; of six men you have read about; of six rivers; of six cities; of six States in the United States; of six islands.

¹ Sometimes instead of the name we can use *he, him, she, her, it*, or some other little word. In a later lesson you will learn that these words are called pronouns.

LESSON CLXXIII

THE NOUN (CONTINUED)

Point out all the name-words, or nouns, in "Rover and the Bag of Gold," Lesson LXXI; all those in "The Sword of Damocles," Lesson LVIII.

Name as many objects as you can think of that you saw on your way to school this morning.

Remember that the name of anything is a noun.

Point out all the nouns in the following words:—

Near, grass, piano, the, sang, water, potato, beautiful, insect, pencil, graceful, go, where, write, book, desk, shoe, ice, under, if, or, paper, swiftly, ink, pen.

NOTE.—Of course it is a simple matter for the pupils to be required to pick out all the nouns from any paragraph in this book or in any other book that they may be using in school.

LESSON CLXXIV

THE PRONOUN

We have just seen how necessary it is to have words for naming persons or things. But if we had no little words to take the place of these names or nouns our language would often be awkward in the extreme. Let us see how this would be from the following example:—

George wanted his sister Sarah to go fishing with him, but she said that she had promised to spend the afternoon with her friend.

By the use of *his* and *him* in the place of George's name, and of *she* and *her* in the place of Sarah's name, we avoid such a clumsy sentence as the following:—

George wanted George's sister Sarah to go fishing with George, but Sarah said that Sarah had promised to spend the afternoon with Sarah's friend.

As a further illustration of the use of such words as *his* and *him* in the place of nouns, read the following paragraph:—

James Wolfe was born in England in 1727. From his father he inherited a love for the soldier's life. But in all the trials and dangers to which he was exposed in his short and stormy career, he continued to be a devoted son, his love for his mother being especially tender and sincere.

What little words take the place of "James Wolfe" in these sentences? Read the story to yourself, putting the name "James Wolfe" in their place, and you will find how much the little words "he" and "his" help to make our language simple. Since these words take the place of nouns they are called PRONOUNS. The word PRONOUN means "for or instead of a noun."

A word used instead of a noun is a pronoun.

"I" is a pronoun because it takes the place of the speaker's or writer's name. Use a sentence with "I" in it. What word would you have to use if you could not use "I"? If I say, "You are reading," what word is put instead of your name? In the same way we

frequently use the pronouns *he, his, him, she, hers, her, it, its*, and so on, in the place of nouns.

NOTE.—*We purposely say nothing here of the different kinds of pronouns, reserving the more technical treatment of the subject for the second book in the series.*

LESSON CLXXV

THE PRONOUN (CONTINUED)

Select the pronouns in the story of “William Tell and the Apple,” Lesson XXVII, and also in the story of “The Death of Sir Phillip Sidney,” in Lesson CXXXVIII. Make five oral sentences with at least one pronoun in each. Write five sentences having a pronoun in each.

LESSON CLXXVI

THE VERB

We have already seen [Lesson CLXIV] that the PREDICATE is that part of the sentence which tells something about the SUBJECT. For example, in the sentence “The bird built a nest in the apple-tree,” the predicate, “built a nest in the apple-tree,” tells something about the bird. If we look closely at the predicate we shall discover that one particular word “built” tells what the bird did. Such a word, asserting something, is called a VERB.

But if we say “The bird was on the nest” *was* asserts no action. It simply helps to assert something

about the bird. Words of this sort, though they express no action, are useful in making assertions.

A word that makes an assertion is a verb.

Supply a subject for each of the following verbs :—

Flashed, roared, blew, poured, stopped, scattered, struck, flew, fed.

Write sentences in which you use some of these words as verbs.

LESSON CLXXVII

THE VERB (CONTINUED)

Pick out the verbs from the following words :—

Look, now, much, him, over, not, eat, give, happy, way, grow, seek, shun, your, fearful, wise, good.

Point out the verbs in the story of “The Goose that Laid the Golden Eggs,” Lesson XXXII, and in the story of “The Stag at the Lake,” Lesson XLI.

NOTE.—This work may be indefinitely extended by using any simple reading-matter in the hands of the pupil.

LESSON CLXXVIII

THE VERB-PHASE

The verbs which you have thus far studied have been, in every case, single words. But in place of a single word we often use two or more words together. For example, we can say “The bird sang,” or “The

bird was singing"; "The boy runs," or "The boy is running"; "The boy has run," "The boy has been running." Such a group of words as "was singing," "is running," "has run," or "has been running," used in the place of a single word, is called a VERB-PHRASE.

Put the following verb-phrases into oral and written sentences:—

Have seen, had heard, will go, have been reading, will visit, was eating, will be, have been, had been, may come, may write.

Find the verb-phrases in the story of "Icarus and Dædalus," Lesson CXIV.

LESSON CLXXIX

THE VERB (CONTINUED)

What are the words that make assertions in the following story?

In one of the great cities of India an elephant used every day to go to the river to drink. On his way he would always pass a tailor's shop, because the tailor gave him food. On reaching the shop the elephant would thrust his trunk through the door to get the fruit or other dainties which had been put aside for him.

One day when the elephant came the tailor was not there. But a man who was in the shop at the time pricked the animal's trunk with a needle.

The elephant showed no sign of annoyance, but moved on quietly to the river, where he filled his trunk with water.

Then he returned to the tailor's shop and sent the water in a steady stream all over the man who had played the trick.

LESSON CLXXX

THE ADJECTIVE

If you say that you saw a dog in the meadow, we have no exact idea of the dog you saw; but if you say it was a big, black, shaggy dog, you tell us something about his size, his color, and his hair. The words *big*, *black*, and *shaggy* tell what kind of dog you saw. They are used with the word *dog* to modify its meaning, and are called ADJECTIVES.

A word used to modify the meaning of a noun is an adjective.

The adjective is called a modifier of the noun.

Select an adjective that may be used to describe each of the objects named by the following nouns :—

Apple, orange, banana, strawberry, lettuce, velvet, river, tree, beans.

Point out all the adjectives in the following words :—

Knife, sharp, plank, yellow, boat, pine, sail, narrow, long, oft, very, good, swift, round, lake, skipper, return, late, hungry, dinner.

NOTE.—*We prefer to say nothing here about limiting adjectives or adjectives modifying pronouns. We may well postpone this classification to a later stage.*

LESSON CLXXXI

THE ADJECTIVE (CONTINUED)

Use the following adjectives in oral sentences to modify the meaning of the nouns:—

Homely, beautiful, wise, foolish, different, brilliant, bright, wonderful, busy, poor, nervous, stout, quick, slow, sharp, dull, sunny, buzzing, sad, merry.

Read the story of William Tell, in Lesson XXVII, and select all the adjectives that you can find in it.

NOTE.—*It is well to spend much time upon the simpler adjectives. An abundance of oral work is in order.*

LESSON CLXXXII

THE ADVERB

If we say “The boy ran swiftly,” which word tells how the boy ran? “Our friends came yesterday.” Which word tells when our friends came? “John played outside.” Which word tells where John played? You will notice that *swiftly* modifies the meaning of the verb ran, *yesterday* modifies the meaning of the verb came, and *outside* modifies the meaning of the verb played. Such words used with verbs to show when, where, or how an action is performed are ADVERBS.

A word used to modify the meaning of a verb is an adverb. The adverb, like the adjective, is called a modifier.

Which of the following words answer the question

how? which the question *where?* and which the question *when?*

Slowly, last, next, greedily, to-day, here, there, anywhere, pleasantly, happily, gently, loudly, easily.

NOTE.—*We omit any mention at this point of adverbs as modifiers of adjectives or other adverbs.*

LESSON CLXXXIII

THE ADVERB (CONTINUED)

Point out in the following list all the adverbs :—

House, away, wasps, sugar, never, beautifully, together, firm, quietly, skating, joyfully.

Put the following adverbs in oral sentences, and notice the verbs whose meaning they modify :—

Here, there, inside, never, away, cautiously, slowly, easily, backward, forward, suddenly, strangely, fairly, farther, proudly, again, once, yesterday, to-day, tomorrow, certainly, really, presently.

NOTE.—*Of course only the simplest possible work in adverbs is suggested here. The difficulties in the use of adverbs may well be postponed.*

LESSON CLXXXIV

THE PREPOSITION

“The slate is in the desk.” “The slate is on the desk.” “The slate is under the desk.” What group of words is used in the first sentence to show just where

the slate is? In the second sentence? In the third? What little word shows the relation between *desk* and *is* in the first sentence? Between *desk* and *is* in the second sentence? Between *desk* and *is* in the third sentence? "The bird flew over the house." "The bird flew into the house." What word shows the relation between *house* and *flew* in the first sentence? Between *house* and *flew* in the second sentence? Such words as *in*, *on*, *under*, *over*, and *into* when used in this way are PREPOSITIONS. The group of words which the preposition introduces is called A PREPOSITIONAL PHRASE. The prepositional phrases used in the examples just given are "in the desk," "on the desk," "under the desk" "over the house," and "into the house."

A word used to show the relation between a noun or pronoun and some other word in the sentence is a preposition.

The preposition means little when it stands alone, and it needs a noun or pronoun to complete the meaning.

Put the following prepositional phrases into sentences :—

Along the river, under the apple-tree, by the house, upon the table, behind the wagon, near the oak-tree, for your friend.

When you have made your sentences, explain why *along*, *under*, *by*, *upon*, *behind*, *near*, and *for* are prepositions. What words do they connect; or, to put it in another way, between what words does each of them show the relation?

LESSON CLXXXV

THE PREPOSITIONAL PHRASE

PREPOSITIONAL PHRASES ARE FREQUENTLY USED LIKE ADJECTIVES. For example, we may say "The small boat," or we may say "The boat on the lake." In the first case the word *small* tells which boat is meant, and in the second case the phrase "on the lake" tells which boat is meant. In the expression "the clear water," what word is used to tell us what kind of water is meant? In the expression "the water in the brook," what phrase is used to tell us what water is meant?

In the same way, PREPOSITIONAL PHRASES MAY BE USED LIKE ADVERBS. For example, instead of saying "He will start soon," you may say "He will start in a few minutes." When will he start? "Soon" or "in a few minutes." "The rabbit burrowed in the ground." What phrase tells us where the rabbit burrowed?

Use as adverbs the prepositional phrases found in the last lesson.

If the prepositional phrase is used to modify a noun, it is called an ADJECTIVE PHRASE; if to modify a verb, it is called an ADVERBIAL PHRASE.

LESSON CLXXXVI

THE SIMPLE SUBJECT AND THE COMPLETE SUBJECT

We have seen that the subject of a sentence is that part about which an assertion is made. It may con-

sist of one word or more than one. For example, in the sentence "Birds were singing," the word *birds* is the subject. But if we say "Beautiful birds were singing," the subject consists of two words, "beautiful birds." In this last sentence, however, we say the word *birds* is the SIMPLE SUBJECT, and the expression "beautiful birds," which consists of the simple subject and the adjective *beautiful*, is the COMPLETE SUBJECT.

If we say "Friends came from California on Saturday afternoon," we again find only one word, *Friends*, in the subject. But if we say "Our friends, whom we had been expecting for a long time, came from California on Saturday afternoon," we have a sentence in which *friends* is the SIMPLE SUBJECT, and "Our friends, whom we had been expecting for a long time," is the COMPLETE SUBJECT. THE COMPLETE SUBJECT CONSISTS OF THE SIMPLE SUBJECT AND ALL ITS MODIFIERS.

NOTE.—Referring to the story of the elephant in Lesson CLXXIX, ask the pupil for the simple subject and the complete subject in a few of the simpler sentences. If it seems best, the teacher may easily give more work of this kind. But difficulties should be studiously avoided until the pupils are more advanced.

LESSON CLXXXVII

THE SIMPLE PREDICATE AND THE COMPLETE PREDICATE

The predicate, like the subject, may be simple or complete. In the sentence, "Ducks swam in the pond,"

swam is the simple predicate, but “*swam in the pond*,” which consists of the SIMPLE PREDICATE and all it modifies, is the COMPLETE PREDICATE. In the same way the sentence quoted in the preceding lesson has a simple and a complete predicate. *Came* is the SIMPLE PREDICATE, and “*came from California on Saturday afternoon*” is the COMPLETE PREDICATE. THE COMPLETE PREDICATE CONSISTS OF THE SIMPLE PREDICATE AND ALL ITS MODIFIERS.

NOTE.—*Again referring to the story of the elephant, help the pupils to find the simple predicate and the complete predicate in some of the shorter sentences.*

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