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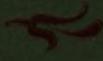


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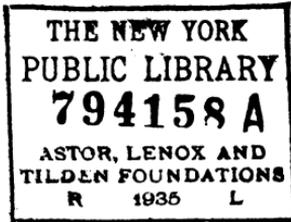
GRAMMAR AND COMPOSITION



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SHELDON AND COMPANY

NEW YORK AND CHICAGO



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PREFACE.

To experienced teachers it has long been evident that pupils trained in old-style grammar too often lack the power of expression. Indeed, it has been charged, that though their heads are full of theory, and though they have hundreds of rules at the end of their tongues, they are unable to write a single clear, strong, smooth English sentence.

Sheldon's Language Lessons will be welcomed by all who believe that technical grammar should be developed side by side with practical composition. In the second book of this comprehensive series, rules and principles are accompanied by illustrative extracts from good authors, and followed by attractive problems in construction.

In connection with sentence building, punctuation is introduced; and the rules are correlated with the laws of English expression.

By easy lessons in synonyms and figures, and occasional reference to the fundamental principles of effective discourse, students are gradually prepared for a systematic view of rhetoric.

A method of English work exceedingly valuable in high schools has been simplified, and adapted to the needs of lower grades. Numerous well-defined plans for experiments in narration and description are presented, together with models and suggestions designed to encourage habits of thoughtful observation, and to stimulate a taste for good literature. Every lesson has borne the test of the classroom, and has proved repeatedly the educating power of what has been called "laboratory work in English."

The Appendix contains an introductory outline of versification, a complete system of diagrams applied to typical sentences, and a brief sketch of the English language, with ample material for elementary work in the analysis of words.

Selections from the works of Lowell, Saxe, Longfellow, Holmes, and Hawthorne, are offered for study by permission of, and by arrangement with, Messrs. Houghton, Mifflin, & Co. Extracts from other copyrighted works are used through the favor of the Century Company and of the publishers of "The Critic."

ADVANCED LANGUAGE LESSONS.



GRAMMAR AND COMPOSITION.



LESSON I.

THE SENTENCE.

Think of some fact, and make a statement.

EXAMPLES. — Wild flowers are beautiful.

Stars shine at night.

Think of something you wish to know, and ask a question.

EXAMPLES. — Have you studied your lessons?

Why do clouds float in the air?

Think of something you wish done, and give an order or command.

EXAMPLES. — Let me see your drawing.

Ask the teacher to explain the example.

Suppose yourself to be very much interested, surprised, or excited, and express your thought by making an exclamation.

EXAMPLES. — What beautiful flowers you have !

How glad I am to see you !

The bell is ringing ! We are late !

A thought expressed in words is called a SENTENCE.

In how many different ways have you expressed thought?

A thought expressed in the form of a statement is called a DECLARATIVE SENTENCE.

A thought expressed in the form of a question is called an INTERROGATIVE SENTENCE.

A thought expressed in the form of a command is called an IMPERATIVE SENTENCE.

A thought expressed in the form of an exclamation is called an EXCLAMATORY SENTENCE.

LESSON II.

KINDS OF SENTENCE.— PUNCTUATION.

Study the following sentences, and be prepared to write them from dictation :—

1. See that black cloud !
2. It has hidden the sun.
3. How dark it seems !
4. It will rain very soon.
5. Do you like to hear the thunder ?
6. How grand it sounds !
7. Come into the library.
8. Is it not a pleasant room ?
9. This is my favorite chair.
10. I always study by this window.
11. Shall I show you my favorite books ?
12. How are books written ?
13. We express our thoughts in words.
14. A book expresses somebody's thoughts.
15. I wish I could write a book !

Which of the above are declarative sentences? Why?
Which of the above are interrogative sentences? Why?
Which of the above are imperative sentences? Why?
Which of the above are exclamatory sentences? Why?
With what kind of letter does each sentence begin?

A declarative sentence is one used to state or declare something.

An interrogative sentence is one used to ask a question.

An imperative sentence is one used to express a command.

An exclamatory sentence is one used to express an emotion.

In the preceding examples, a period (.) is placed at the close of what kind of sentences? At the close of what kind of sentences is an interrogation point (?) placed? An exclamation mark (!) is placed at the close of what kind?

The first word of every sentence should begin with a capital letter.

A declarative and an imperative sentence should end with a period.

An interrogative sentence should end with an interrogation point.

An exclamatory sentence should end with an exclamation mark.

LESSON III.

THE PARAGRAPH.

WILLIAM PENN'S TREATY WITH THE RED MAN.

Two hundred years ago William Penn called the Indian chiefs to a great council on the banks of the Delaware. Unarmed, and in the plain dress of the Quaker, he and his companions met the Red Men under an elm tree.

Standing before them, he said, "My friends, we have met on the broad pathway of faith and good will. We are all of one flesh and blood. Being brethren, no advantage

shall be taken on either side. When disputes arise, we will settle them in council. Between us there shall be nothing but friendship."

The chiefs replied, "While the rivers run, and the sun and moon shall shine, we will live at peace with William Penn and his children."

The treaty made under the old elm tree was never broken by the Indians. They were always friendly with Penn and his people. The Quaker coat and hat proved a better defense than the sword or rifle.

What does the first group of sentences tell about? When, where, and how did William Penn meet the Red Men?

What is the subject of the second group of sentences? What did Penn say as he stood before the Indian chiefs?

What is the subject of the third division of the story? In what words did the chiefs promise to live at peace with William Penn and his people?

What is the subject of the fourth division of the story? What advantages resulted to Penn and his people from the treaty made under the old elm tree?

How many principal divisions are there in the story of "William Penn's Treaty with the Red Man"?

Do all the sentences in each division relate to the same subject of thought?

Each of these divisions is called a PARAGRAPH.

A paragraph is one of the parts into which a prose composition is divided. It may consist of a single sentence, or of a series of sentences relating to the same subject of thought.

Write from memory, in four paragraphs, the story of "William Penn's Treaty with the Red Man."

LESSON IV.

WORDS USED AS NAMES.

1. *Write the names of five objects you saw on your way to school this morning.*
2. *Write the names of five objects in this room.*
3. *Write the first or given names of five friends, beginning each with a capital letter.*
4. *Write five names which stand for things that can be thought about, but never seen.*

A word used as a name is called a NOUN.

LESSON V.

WORDS USED TO ASSERT.

1. Birds sing.
2. Birds fly.
3. Birds build nests.
4. The birds have flown.

In the first sentence, what word is used to assert something about birds?

What word is used in the second sentence to assert something about birds?

What is said about birds in the third sentence? How many words are there in the sentence? Which of the words are names? Is the second word used as a name? Is it used to tell or assert something of birds?

Words like *sing*, *fly*, *build*, used to assert, are called VERBS.

In the fourth sentence, what two words together assert something about birds?

A verb may be made up of one or more words.

Complete the following sentences by supplying verbs:—

- | | |
|---------------------|------------------------|
| 1. Trees —. | 11. The bell —. |
| 2. Stars —. | 12. Boys — ball. |
| 3. The wind —. | 13. Girls — violets. |
| 4. The lightning —. | 14. People — —. |
| 5. The thunder —. | 15. Snow — the ground. |
| 6. The sun —. | 16. The ice —. |
| 7. I — a rainbow. | 17. Spring — —. |
| 8. Fishes —. | 18. Foxes — grapes. |
| 9. Bees — honey. | 19. I — — a story. |
| 10. The clock —. | 20. Who — — a song? |

LESSON VI.

WORDS USED WITH NOUNS.

1. Cool water is a refreshing drink.
2. Have you the answer to the fifth example?
3. You were early this morning.
4. Bring me the red apples from the large basket.

What kind of water is spoken of in the first sentence? Which word tells what kind of water? What kind of drink is mentioned? Which word tells the kind of drink?

What example is spoken of in the second sentence? Which word tells the example we mean? Which word limits the noun *answer*?

In the third sentence, which word tells a particular morning?

What kind of apples are spoken of in the fourth sentence?

Which word qualifies the noun *apples*? Which words qualify the noun *basket*?

Words like *cool, refreshing, fifth, this, the, red, and large*, used to limit or qualify the meaning of a noun or a pronoun, are called ADJECTIVES.

Point out the adjectives in the following sentences:—

1. A black crow sat in a tall tree.
2. She held in her beak a small piece of cheese.
3. A sly fox came under the tree.
4. He wanted some cheese for his breakfast.
5. He praised the crow's shiny black coat.
6. He praised her graceful form.
7. He wished to hear her beautiful voice.
8. The foolish crow tried to sing.
9. The coveted cheese fell to the ground.
10. The mischievous fox seized it, and ran.
11. The silly crow never finished her song.
12. Beware of insincere praise.
13. The wise Æsop wrote many fables.
14. He closed each fable with some good advice.
15. This bit of good advice is called the "moral."

LESSON VII.

EXERCISES.

1. *Study the sentences in the preceding lesson and be prepared to write them from dictation.*
2. *Make a list of ten nouns found in the sentences.*
3. *Make a list of ten verbs found in the sentences.*
4. *Write five sentences, each of which shall contain a noun, a verb, and an adjective.*

LESSON VIII.

WORDS USED TO TELL HOW, WHEN, WHERE.

1. The brook runs noisily over the pebbles.
2. It will soon reach the river.
3. The river flows onward.

How does the brook run? Which word tells how it runs?

When will the brook reach the river? Which word tells when?

Where does the river flow? Which word tells the direction?

Words like *noisily*, *soon*, and *onward*, used to modify the meaning of a verb, are called **ADVERBS**.

Copy the following, filling the blanks with suitable adverbs: —

1. The children slept —.
2. They were — dreaming.
3. The moon shone —.
4. — the smooth snow glistened!
5. The north wind was blowing —.
6. Jack Frost was working —.
7. — the clock struck twelve.
8. Sleigh bells jingled —.
9. Santa Claus rode —.
10. — did he come in?
11. I do — know. Do you?
12. He — filled the stockings.
13. — - he drove —.
14. Next morning all rose —.
15. Oh! — the children shouted.

LESSON IX.

MODIFIERS OF ADVERBS AND ADJECTIVES.

1. It is a very pleasant day.
2. The carriage is almost here.
3. Do not drive too fast.
4. We will ride only two hours.

What adjective describes the day? What word modifies the adjective?

What adverb tells where the carriage is? What word modifies the adverb?

What two adverbs modify the verb *drive*? What word modifies one of the adverbs?

What adjective modifies the noun *hours*? What word modifies the adjective?

Words like *very*, *almost*, *too*, and *only*, used to modify the meaning of an adjective or an adverb, are called ADVERBS.

Point out the adverbs in the following sentences :—

1. The mountain is almost visible through the mists.
2. I have heard several very good stories lately.
3. Have you a fairly good memory?
4. A friend gave me some very excellent advice.
5. Do not keep too many irons in the fire.
6. Through wind and wave, right onward steer!
7. The branches sighed overhead in scarcely audible whispers.
8. Does the magnetic needle always point directly northward?

LESSON X.

COMPOSITION.

AN ANXIOUS MOTHER.

Audubon once came upon a wild duck with her brood. The mother raised her feathers, and hissed ; the ducklings skulked and hid in every direction. His well-trained dog, however, hunted them all out, and brought them to the bag without injury. All this time the old duck fluttered before the dog to draw away his attention. When the little ones were all in the bag, she came and stood before the sportsman, as if deeply grieved. What could he do less than give her back her babies? The mother, he says, seemed to smile her gratitude, and he felt a great joy in her happiness.

What did Audubon once see? When the duck raised her feathers, and hissed, what did the ducklings do? When the dog found the little birds, and brought them to his master's bag, what did the mother duck do? Did the sportsman feel sorry for her? What did he do? What does the great observer of birds tell us about the gratitude of the mother? Did he enjoy her happiness?

1. *Write in your own words the story told by Audubon. Describe as if you had been present :—*

1. The appearance of the little family.
2. The well-trained dog catching the ducklings.
3. The anxiety of the mother duck.
4. The kindness of the great naturalist.
5. The lesson taught by the incident.

2. Give an account of some similar incident you have witnessed, or, if you prefer, write a story from the following notes : —

Dr. Livingstone once met a brood of little ostriches led by a male who pretended to be lame, that he might attract attention from his tender charge.

Try to imagine, and then describe, the capture of the small ostriches, the appeal of the anxious father, the result.

LESSON XI.

THE DECLARATIVE SENTENCE. — SUBJECT AND PREDICATE.

1. Dogs bark.
2. The birds flew away.
3. The children skate gracefully.
4. The shadows of the clouds rest on the mountain.

What animals bark? About what is something said in the first sentence?

What is the second sentence about?

What is the third sentence about?

Of what is something said in the fourth sentence?

Dogs do what? What did the birds do? The children do what? The shadows of the clouds do what?

The subject of a sentence is the part which mentions that about which something is said.

The predicate of a sentence is that part which states what is said about the subject.

Either the subject or the predicate may be expressed in a single word, or may be made up of several words.

1. *Complete the following sentences by supplying predicates:—*

1. Wild violets — —.
2. A rolling stone — — —.
3. The ten o'clock train — —.
4. The best oranges — — —.
5. Sixty minutes — — —.
6. The flag of our country — —.
7. The needle of the compass — —.
8. The moss-covered bucket — — — —.

2. *Complete the following sentences by supplying subjects:—*

1. — — — should be finished with a period.
2. — can learn to talk.
3. — build paper nests.
4. — walk on the ceiling.
5. — — has five petals.
6. — spoil the garden.
7. — — have round leaves.
8. — — — grows in China.
9. — — flies about in the night.
10. — — made music all the evening.

LESSON XII.

THE INTERROGATIVE SENTENCE. — SUBJECT AND PREDICATE.

1. Have you studied your lesson?
2. What did Harry say?
3. How came these books here?

The subjects and predicates of an interrogative sentence will be readily seen if the sentence be first changed to the declarative form. Thus the above sentences may be rewritten : —

1. You have studied your lesson.
2. Harry did say —.
3. These books came here —.

It is then evident that *you*, *Harry*, and *these books*, are respectively the subjects, and *have studied your lesson*, *did say —*, and *came here —*, are the predicates of the sentences.

Rewrite the following sentences in the declarative form, and tell the subject and predicate of each:—

1. Was Audubon a great naturalist ?
2. Had he a very kind heart ?
3. Could his dog have caught the mother duck ?
4. Would you have given back the ducklings ?
5. Are some animals very intelligent ?
6. Is your dog very brave ?

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

1. Can you keep a secret ?
2. Must I tell you the whole story ?
3. Will you come with me ?
4. Ought we to go home now ?
5. Will next year be leap year ?
6. Has the thrush a beautiful song ?
7. Is the lion a king among beasts ?
8. Have you seen the falls of Niagara ?
9. Have we a national park ?
10. Should every line of poetry begin with a capital ?

LESSON XIII.

THE IMPERATIVE SENTENCE. — SUBJECT AND PREDICATE.

1. Listen.
2. Read carefully.
3. Copy the marked paragraphs.

The subject of an imperative sentence is the pronoun *thou* or *you*, representing the person or persons commanded. Usually the subject is not expressed, but understood.

The predicate is the word or words expressing the command or request.

Write imperative sentences, using the following as predicates or parts of predicates : —

sing	touch	go
remember	whisper	listen
come	try	ask
think	tell	knock

LESSON XIV.

THE EXCLAMATORY SENTENCE. — SUBJECT AND PREDICATE.

1. This is cruel!
2. How could you do it!
3. Oh, leave me!

The first sentence is declarative in form. Its subject is *this*; and its predicate, *is cruel*.

The second sentence is interrogative in form. Its subject is *you*; and its predicate, *could do it how*.

The third sentence is imperative in form. Its subject is *thou* or *you* understood ; and its predicate, *leave me*.

Exclamatory sentences are either declarative, interrogative, or imperative in form, and their subjects and predicates are determined accordingly.

Tell the form of each of the following exclamatory sentences, and point out its subject and predicate : —

1. It cannot be done !
2. What shall we do !
3. Come here quickly !
4. Soldier, rest !
5. The Eternal City shall be free !
6. This is my own, my native land !
7. Thou, too, sail on, O Ship of State !
8. I was once a barefoot boy !
9. How pleasant is Saturday night !
10. Woodman, forbear thy stroke !

LESSON XV.

COMPOSITION.

A MORTIFYING MISTAKE.

I studied my tables over and over, and backward and forward too ;

But I couldn't remember six times nine, and I didn't know what to do,

Till sister told me to play with my doll, and not to bother my head.

“If you call her ‘Fifty-four’ for a while, you'll learn it by heart,” she said.

So I took my favorite, Mary Ann (though I thought 'twas
 a dreadful shame
 To give such a perfectly lovely child such a perfectly
 horrid name),
 And I called her my dear little "Fifty-four" a hundred
 times, till I knew
 The answer of six times nine as well as the answer of
 two times two.

Next day Elizabeth Wigglesworth, who always acts so
 proud,
 Said, "Six times nine is fifty-two;" and I nearly laughed
 aloud!
 But I wished I hadn't when teacher said, "Now, Dorothy,
 tell, if you can,"
 For I thought of my doll, and — sakes alive! — I answered
 — "Mary Ann!"

ANNA M. PRATT.

This poem from "St. Nicholas" will show you how to make
 an interesting story out of an every-day experience.

*Recall some occurrence in the schoolroom, and give the
 leading incidents as clearly as you can. Choose, if you like,
 one of the following subjects: —*

A Mouse's Short Visit.

An Absurd Mistake.

A Lesson in Obedience.

An Undeserved Reproof.

HINTS.

1. Select a title for your story.
2. Keep the title in your mind, and think carefully before you begin to write.
3. Write down the principal points you mean to mention.
4. From these notes complete your story, making as many paragraphs as there are topics in your outline.

LESSON XVI.

SIMPLE AND MODIFIED SUBJECT.

1. The great wheel stopped.
2. The dusty old mill was still.
3. William's first letter came yesterday.

What one word in the subject of the first sentence tells what stopped? What part of speech is it? What do the other words do? Which is the principal word? Which words are modifiers of the principal word?

What is the subject of the second sentence? What word in the subject is a noun? What three adjectives modify it?

What is the subject of the third sentence? What is the principal word in the subject? Do the first two words modify the noun *letter*?

The principal word in a subject is called the SIMPLE SUBJECT.

The simple subject, together with the word or words which limit it, is called the MODIFIED SUBJECT.

Find out the simple subject and the modified subject in each of the following sentences:—

1. The tallest trees grow in Australia.
2. The largest trees grow in California.
3. The trailing arbutus is the Mayflower of Plymouth.
4. Many precious stones come from Africa.
5. Five little squirrels live in a hollow tree.
6. Their busy parents gather nuts for winter.
7. The most delicate ferns grow in shady places.
8. A good name is a great treasure.
9. The sunset clouds are beautiful.

Complete the following sentences by supplying suitable modifiers for the simple subjects: —

1. — — clouds floated in the sky.
2. — — music filled the air.
3. — — clock ticked steadily.
4. — — poppies grow among the wheat.
5. — — roses covered the porch.
6. — — knife has three blades.
7. — — bird catches the worm.
8. — — cloud hid the sun.
9. — — flowers grow in the woods.
10. — — — evenings are pleasant.
11. — — hills look blue.
12. — — umbrella came from London.

LESSON XVII.

SIMPLE AND MODIFIED PREDICATE.

1. The summer rain falls softly.
2. The wind blows furiously.

What is the predicate of the first sentence? What word modifies the verb in the first sentence? Do the two words together tell more about the subject than the verb alone?

What is the predicate of the second sentence? By what word is it modified? Do these two words together make a more complete assertion about the subject *wind* than the verb alone does?

The verb in the predicate is called the SIMPLE PREDICATE, or the PREDICATE.

The simple predicate of the first sentence is *falls*; of the second, *blows*.

The simple predicate, together with its modifiers, is called the MODIFIED PREDICATE.

The modified predicate in the first sentence is *falls softly*; in the second, *blows furiously*.

Mention the simple predicate and the modified predicate in each of the following sentences:—

1. The century plant never blossoms twice.
2. The tired horses trotted steadily homeward.
3. Kitty was here just now.
4. Now the full moon rises slowly.
5. Presently a sweet voice sang softly.
6. Never speak unkindly.
7. The stormy waves thundered louder.
8. The lightning flashed vividly.
9. Gradually the storm died away.
10. The singing lark soared continually higher.

Complete the following sentences by supplying suitable modifiers for the simple predicates:—

1. The cold north winds blow —.
2. The thrush sings —.
3. The cat approached — —.
4. May we go —?
5. The tide rises — —.
6. — the door bell rang —.
7. Will you — come — —?
8. The young robins — ate —.
9. — we have come — —.
10. Plants grow — —.
11. Oak trees — live —.
12. The train rushes — —.

LESSON XVIII.

REVIEW.

1. Words used to modify nouns are called what? Give an illustration.
2. Words used to modify verbs are called what? Give an illustration.
3. Words used to modify adjectives and adverbs are called what? Give illustrations.
4. Point out the adjectives and adverbs in the selection entitled "An Anxious Mother," Lesson X.
5. Into what two parts may every sentence be divided? Give illustrations.
6. What is the simple subject of a sentence? The modified subject? Illustrate.
7. What is the simple predicate of a sentence? The modified predicate? Illustrate.
8. Write five sentences, drawing a line under the simple subject and the simple predicate of each.

LESSON XIX.

OBJECTIVE COMPLEMENTS OF VERBS.

1. The lambs play.
2. The girls found a nest.
3. Trees grow.
4. The boy hit the ball.

What is the predicate of the first sentence? Why? What do the lambs do? Does *play* make a complete assertion about *lambs*?

What do trees do? Does the predicate *grow* make a complete assertion about *trees*?

What is the predicate of the second sentence? Does the verb alone make a complete assertion? Could the girls find and not find something? What word completes the assertion made by the verb *found*?

Does the verb *hit* make a complete assertion about the subject *boy*? What word completes the assertion?

Nouns that complete the assertion made by the verb, like *nest* and *ball* above, are therefore called COMPLEMENTS.

A noun that completes the assertion made by the verb, and names that on which the action terminates, is called the OBJECT OF THE VERB, or the OBJECTIVE COMPLEMENT.

Mention the simple predicate in each sentence below, and tell its objective complement:—

1. We climbed the steep stony path.
2. We could see the river below.
3. A cloud obscured the sun.
4. Its shadow covered the fields.
5. The haymakers saw the cloud.
6. They gathered the hay quickly.
7. The wind rustled the poplar leaves.
8. The birds sought their leafy shelter.
9. How the thirsty plants welcomed the shower!
10. See the bright rainbow!
11. Hear the sparrow's happy song!
12. A wise son maketh a glad father.
13. A soft answer turneth away wrath.
14. Have you enjoyed the vacation?
15. How doth the little busy bee
Improve each shining hour!

LESSON XX.

COMPOSITION.

Write an account of the last picnic you attended. Tell in a simple and straightforward way what you did and what you saw.

HINTS.

On what day of the week was the excursion? What can you say of the weather?

What preparations had you made? Who went with you?

Did you make the journey in a car, a carriage, or a boat? What did you see on the way?

What did you most enjoy during the day? Describe the scenes and amusements.

Tell what happened on the way home, and give your opinion of the picnic.

You may, if you prefer, write a composition on one of the following subjects:—

A NUTTING PARTY.

Describe the weather, the party, the place. Tell what kind of nuts you gathered, what animals you saw, where you ate luncheon. Tell about your journey home. Describe the collection of things you gathered.

A HUNT FOR WILD FLOWERS.

Tell where you went, what you found, what you looked for longest. Name the friends who went with you. Tell about their mishaps and successes. Describe the most beautiful spot you found. Tell what you took home.

LESSON XXI.

PREDICATE NOUNS.

1. That man is a physician.
2. The girl became an artist.
3. The child will be a builder.

Read the subject and predicate of the first sentence. Does the verb make a complete assertion about the subject? What noun is necessary to complete the assertion? What is the complement in the first sentence?

What noun is the complement in the second sentence? Why?

What noun is the complement in the third sentence? Why?

Notice that while the nouns *physician*, *artist*, and *builder*, are complements, they do not name anything on which the action terminates. *Physician* refers to the same individual as the subject *man*, and explains it. *Artist* refers to the same person as *girl*, and explains that noun. *Builder* refers to and explains the noun *child*.

A noun used like *physician*, *artist*, or *builder*, — to complete the assertion of the verb, and refer to or explain the subject, — is called a PREDICATE NOUN.

Mention the predicates in the following sentences, and tell the predicate noun belonging to each: —

1. Hans Christian Andersen was a Dane.
2. Copenhagen was his home.
3. He was the children's favorite story-teller.
4. A popular story is his "Ugly Duckling."
5. The "duckling" was really a cygnet.
6. The cygnet became a beautiful swan.

7. Can you be a hero?
8. Abraham Lincoln was a great man.
9. He became President.
10. Cornelia was a Roman mother.
11. Two Roman boys were her sons.
12. A chrysalis becomes a butterfly.
13. A thing of beauty is a joy forever.

LESSON XXII.

PREDICATE ADJECTIVES.

1. The old pine is straight.
2. The green fields are beautiful.
3. Children should be obedient.

What is the predicate of the first sentence? Does it assert an action of the tree, or a quality? What does the adjective *straight* do?

What is the predicate of the second sentence? Is the subject represented as doing anything? What is asserted of fields? What word completes the assertion? What part of speech is it?

What is the predicate of the third sentence? Does it make a complete assertion? What word completes the assertion? What part of speech is it? What word does it modify?

Adjectives used like *straight*, *beautiful*, and *obedient*, — to complete the predicate, and modify the subject, — are called **PREDICATE ADJECTIVES**.

Because a predicate adjective completes the assertion of the verb, it is called a **COMPLEMENT**.

Predicate adjectives and predicate nouns are called **ATTRIBUTIVE COMPLEMENTS**.

Mention the predicates in the following sentences ; point out the attributive complement in each case, telling whether it is a predicate adjective or a predicate noun : —

1. November days often seem chilly.
2. How cheerful the open fire looks !
3. How pleasant the long evenings are !
4. Mountain scenery is sublime.
5. On high mountains the weather is always cold.
6. Brave boys should be kind.
7. Is not sleep wonderful ?
8. The live oak is an evergreen.
9. Oak wood is strong.
10. In the autumn, oak leaves become brown.
11. Among the ancient Britons, the oak was a sacred tree.

LESSON XXIII.

THE COMPLETE PREDICATE.

1. Dorothy reads many stories.
2. These peaches are ripe.
3. My pony is a gentle creature.

What is the predicate of the first sentence? Of the second? Of the third?

What is the complement of the predicate in the first sentence? What kind of complement is it? Why?

What is the complement of the predicate in the second sentence? What kind of complement is it? Why?

What is the complement of the predicate in the third sentence? What kind of complement is it? Why?

A simple predicate, together with an objective or attributive complement, is called a COMPLETE PREDICATE.

Complete the following sentences by supplying the simple predicates with suitable complements. Tell in each instance whether the complement supplied is objective or attributive.

1. Pride must have — —.
2. A small leak may sink — — —.
3. Some days must be —.
4. The hour has seemed —.
5. Always keep — —.
6. William Penn was — —.
7. He founded —.
8. The Indians were — —.
9. King Croesus was — —.
10. Remember — — —.
11. The moon is — —.
12. Oh, give me — — — — —.
13. The Lord is — —.
14. — are the peacemakers.

LESSON XXIV.

COMPOSITION.

A TENDER-HEARTED SOLDIER.

A Southern newspaper tells the story of a soldier who saw a little kitten on the battlefield. Shot and shell were falling around him; but he sprang from his horse, and saved the kitten. It afterward became the pet of the company, and often took its nap on the top of a cannon.

The bravest are the kindest. The coward is always cruel to those weaker than himself. He kills flies, and steps on caterpillars, and pulls off butterflies' wings. He thinks it fun to torment kittens, and whip horses. Some-

times he trips up small boys, and teases his sisters. He never touches anything big enough to hit back. He does not know that

“The bravest are the tenderest ;
The loving are the daring.”

Study carefully the story of “A Tender-hearted Soldier,” and then write a similar account of “A Tender-hearted Boy.” Without using unnecessary words, tell:—

1. Where the lad found a kitten.
2. What he did with it.
3. How it improved in appearance.
4. What he taught his new pet.
5. How he defended it from a dog.

You may, if you prefer, write a composition on one of the following subjects:—

The Rescue of an Unhappy Dog.

The Sufferings of a Colony of Ants.

The Victims of a Bad Boy.

A Gentle Little Girl and her Dumb Friends.

A Brave Boy and his Pets.

LESSON XXV.

WORDS USED INSTEAD OF NOUNS.

1. I met a friend and asked him to go with you and me.
2. He asked his mother to lend us her boat.
3. She said that we might use it.

What does the word *I* stand for? In place of what noun is *him* used? What word denotes the person spoken to?

In place of what noun is *he* used? *His*? What words represent the person speaking and another? In place of what noun is *her* used? *She*? What does *we* represent? *It*?

Words like *I, you, we, us*, which are used to denote the person speaking or the person spoken to, are called PRONOUNS.

Words like *he, she, his, her, and it*, used instead of nouns, are also called PRONOUNS.

A pronoun is a word used instead of a noun.

The noun in place of which the pronoun is used is called its ANTECEDENT.

Mention the pronouns in the following sentences: —

1. Trees drop their leaves in autumn.
2. I could hear the strange notes of wild geese as they followed their leader.
3. The sunshine touched the waves, and they glittered like gold.
4. We cannot honor our country with too deep a reverence.
5. Dame Barbàra snatched the silken scarf.
She leaned far out on the window sill,
And shook it forth with a royal will.
"Shoot, if you must, this old gray head,
But spare your country's flag," she said. — WHITTIER.
6. Lives of great men all remind us
We can make our lives sublime. — LONGFELLOW.
7. The rivers rush into the sea,
By castle and town they go;
The winds behind them merrily
Their noisy trumpets blow. — LONGFELLOW.

8. The babbling brook doth leap when I come by,
 Because my feet find measure with its call ;
 . The birds know when the friend they love is nigh,
 For I am known to them, both great and small.

JONES VERY.

9. Remember now thy Creator in the days of thy youth. — BIBLE.

Copy the following sentences, filling the blanks with suitable pronouns : —

1. — father said — would write — a letter.
2. — know — will keep — promise.
3. Have — ever seen puss carry — kittens in — mouth ?
4. — might think — would hurt —, but — do not cry.
5. — can fly — kites to-day, but — must mend — first.
6. — teacher explained to — how a partridge tries to protect — chickens when a person comes near —.
7. See that tall pine : — has a crow's nest on one of — highest branches.
8. Let — take — knife. — will sharpen —.
9. The boys are going fishing. May — go with — ?
10. — neighbors will move into — new house next week.
11. Ask Henry if — watch is right.
12. The tree sends — roots deep into the earth.
13. Alice thinks that — has written — exercise without a mistake.

LESSON XXVI.

REVIEW.

1. Write three sentences in which the verbs have objective complements.
2. Write three sentences in which the verbs are followed by predicate nouns.
3. Write three sentences in which the verbs are followed by predicate adjectives.
4. Distinguish between a modified predicate and a complete predicate.
5. Point out the objective complements and the attributive complements in the selection entitled "A Tender-hearted Soldier," Lesson XXIV.
6. A word used instead of a noun is called what? Point out the personal pronouns in the selection entitled "William Penn's Treaty with the Red Man," Lesson III.

LESSON XXVII.

WORDS USED TO SHOW RELATION.

1. The house *near* the lake is deserted.
2. Our teacher is kind *to* us.
3. We rested *under* a great elm.

Read the phrase in the first sentence. What word does it modify? What kind of word is *lake*?

Read the phrase in the second sentence. What does it modify? What kind of word is *us*?

Read the phrase in the third sentence. What word does it modify? What kind of word is *elm*?

Words used like *near, to, under,* — to introduce a phrase, and show the relation of a noun or pronoun following to some other word, — are called PREPOSITIONS.

That a preposition shows the relation of the noun or pronoun following it to some other word will be shown by rewriting each of the following sentences several times, using a different preposition each time.

Thus, in the sentence,

The worm crawled — the leaf,

the prepositions *to, under, over, on, around, near,* etc., may be successively used in the blank.

Give for each of the following sentences two or more prepositions that may be successively used in the blank. Be careful that only appropriate prepositions are used.

1. We came home — the shower.
2. Will you read — me?
3. This letter is — Sarah.
4. I found this book — your chair.
5. The birds flew — us.
6. We walked — building.
7. The bird flew — tree.

A preposition is a word used in a phrase to show the relation of a noun or pronoun that follows it to the word which the phrase limits.

Mention the prepositions in the sentences in Lesson XXVIII., and tell between what words each one shows relation.

LESSON XXVIII.

PHRASES.

1. The children *in the grove* are happy.
2. They are playing *among the trees*.
3. Would you like to be *with them*?

What children are happy? Which words tell what children are happy? Do these three words taken together modify *children*?

They are playing where? Which words tell where they are playing? Do these three words taken together modify the verb *are playing*?

Where would you like to be? Which words tell the place? Do these two words taken together modify the verb *be*?

Two or more words taken together and used (like *in the grove*, *among the trees*, *with them*) to limit or modify, as an adjective or adverb is used, are called a PHRASE.

Point out the phrases in the following sentences, and tell what word each one modifies, and whether it is used like an adjective or like an adverb:—

1. The water of the ocean is salt.
2. Rivers pour fresh water into the ocean.
3. Glaciers flow slowly downward toward the sea.
4. White strawberries grow in Chile.
5. Humboldt discovered potatoes in Mexico.
6. New York is the largest city in the United States.
7. Brooklyn is a city of homes.
8. Did some one knock at the door?
9. A word of three syllables is a trisyllable.
10. The cold winter is a season of rest for many plants.

11. In winter the reindeer lives chiefly upon lichens.
12. There is a steamboat on the lake.
13. In New Hampshire, the Old Man of the Mountains looks down on Profile Lake.
14. The wise men from the East followed the Star of Bethlehem.
15. At night the light from Vesuvius is seen in the city of Naples.

LESSON XXIX.

WORDS USED TO CONNECT.

1. Men *and* women gathered in the village.
2. They came in wagons *or* on horseback.
3. Many remained *until* night came on.
4. Some went home happy, *but* all were tired.

What does the word *and* connect in the first sentence? *Or* in the second? *Until* in the third? *But* in the fourth?

Words used like *and, until, or, but*, — to connect words, phrases, clauses, or sentences, — are called CONJUNCTIONS.

A series of words like *until night came on*, when used to explain or limit a word in the principal sentence, is called a CLAUSE.

Sentences like *some went home happy, and all were tired*, when connected by a conjunction to form one sentence, are called MEMBERS OF THE SENTENCE.

A conjunction is a word used to connect words, phrases, clauses, or sentences.

Mention the conjunctions in the following sentences, and tell what each connects: —

1. Time and tide wait for no man.
2. Have you been well since I saw you?

3. Is this stone a diamond, or a crystal of quartz ?
4. We looked for the cardinal flower, but we did not find it.
5. Shall you spend the vacation at home, or in Boston ?
6. To-morrow will be pleasant, for the sunset is bright.
7. The brook will be dry unless we have rain soon.
8. I hope that it will not rain before we go home.
9. I have read the entire letter, though the handwriting is not plain.
10. Spiders catch flies, and wasps catch spiders.
11. If you will help me, we can do it.
12. Poplar leaves rustle easily, because their stems are flattened sidewise.
13. Blessed are the meek, for they shall inherit the earth.
14. The well looked up with its eye of blue,
And asked the sky for rain and dew.

Copy the following sentences, supplying suitable conjunctions in place of the blanks:—

1. Water — oil will not mix.
2. The ice cracked — it did not give way.
3. We will go on Monday — on Tuesday.
4. You cannot learn — you do not study.
5. — you study the lesson, it will seem easy.
6. Wait — I come.
7. We made a fire — it was so cold.
8. I was not looking for a four-leaved clover — I have found it.
9. How many years have passed — this country was discovered ?
10. Have you a gold watch, — a silver one ?

LESSON XXX.

COMPOSITION.

A CHANCE ACQUAINTANCE.

He was a very pretty little creature, with a beautiful bang hiding a pair of soft, gentle brown eyes. His manners were perfect. He never spoke a loud word, and was so quiet at the table, that if you had not seen him come into the dining-room you would never have known he was there. His toilet was as perfect as his manners, from his necktie to the last curl in his bushy tail. Yes, of course it was the dog Tobey. No one received more attention, and no one could have been less affected. When you patted him on the head, his jolly tail responded in the merriest fashion. He had one trick that would delight you. If you dropped a spool, no matter where it went, Tobey would not stop until he found it, and returned it to you. And if you rolled his own special ball through the railing of the piazza, where it would hide in the shrubbery and tall grass, Tobey would go nearly wild with delight, and hunt until he found it, and returned it to you, when he would dance and caper until you threw it again. Indeed, more than once I saw Tobey continue the game long after he was tired out, because some thoughtless child would throw the ball with no thought of the tiny little fellow who worked so hard to bring it back. But, no matter how tired Tobey was, he always was cheerful while the game lasted, though he panted when he went back to his rug.

MARGARET HASTINGS.

Study carefully the account of Tobey, and then write a similar composition about some dog you have met.

1. Where did you first see the dog ?
2. Tell of its appearance.
3. Describe its intelligence.
4. Give some incidents showing its disposition.
5. Add your opinion of the animal.

If you prefer to do so, you may write on one of the following subjects :—

An Intelligent Dog.

One of my Kittens.

My Mother's Canary.

The Elephant in the Park.

The Gentlest Horse I ever Saw.

LESSON XXXI.

INTERJECTIONS.

1. Aha! now I have caught you.
2. What! can't you go?
3. Oh, how beautiful it is!

What is the subject of each of the above sentences? What is the predicate of each? What words have no grammatical connection with other words in the sentences?

Words used like *aha*, *what*, *oh*, to express surprise or emotion, are called INTERJECTIONS.

An interjection is a word used to express surprise or emotion.

Mention the words that are used as interjections in the following sentences :—

1. Hark! I hear the bell.
2. Hurry! We shall be late.
3. Hallo! Here we are.
4. Wait! They are not ready yet.
5. Hush! Do not waken the baby.
6. Come, come, do not cry over spilled milk!
7. Well, well, begin again!
8. Hurrah! We have won the game.
9. Why, how quickly you have done it!
10. Indeed! I am very much surprised.
11. No, indeed! I cannot think of it.
12. O Mary! That was my last chance.
13. Ah! Is it you?
14. Oh, how glad I am to see you!

Write twelve sentences, using one of the following words as an interjection in each :—

O	why	help
oh	hush	come
ah	there	stop
alas	halloo	see
hurrah	look	hark
well	aha	wait

An exclamation point (!) is usually placed immediately after the interjection. When the interjection forms a part of an exclamatory sentence, the point may be placed at the end of the sentence.

LESSON XXXII.

A, AN, AND THE.

1. A man gave me the orange.
2. The man gave me an orange.
3. The man gave me a peach.

Words that limit or qualify nouns are adjectives: therefore *a*, *an*, and *the* in the sentences above, are ADJECTIVES. These three little words are, however, usually called ARTICLES.

In the first sentence above, does *a man* mean some particular man, or any man?

In the second sentence, does *the man* mean any man, or a particular man? How does the expression *the orange* differ from *an orange*?

Because the article *the* is used to point out a particular man or particular orange, it is called the DEFINITE ARTICLE.

Because the articles *a* and *an* are used when speaking or writing without regard to particular objects, they are called INDEFINITE ARTICLES.

The definite article *the* is used when either one or more than one object is spoken of; as, the man, the men.

The indefinite articles *a* and *an* may be used only when a single object is spoken of; as, a pear, an oyster.

A is used before words beginning with a consonant sound; as, a peach, a ripe apple. *An* is used before a word beginning with a vowel sound; as, an elephant, an elegant dress.

The is used before words beginning with either a vowel or a consonant sound; as, the pear, the oyster, the elephant, the elegant dress.

*Complete the following sentences by supplying articles.
Give a reason for the one you use in each blank.*

1. Oaks often live more than — hundred years.
2. I once planted — acorn.
3. Now — tree which grew from it is — foot high.
4. Let us go to — post office.
5. I may receive — letter.
6. I once read — story of — elephant.
7. — man tried to teach — elephant to perform tricks.
8. — elephant was found practicing — tricks alone on — moonlight evening.

LESSON XXXIII.

COMMA.—SERIES OF WORDS.

1. Pines, birches, spruces, and hemlocks grow around my house.
2. Great, wide, beautiful, wonderful world, you are beautifully dressed.
3. The happy children run, jump, dance, and shout.

What part of speech is the word *pines*? *Birches*? *Spruces*? *Hemlocks*?

In the second sentence, what part of speech is *great*? *Wide*? *Beautiful*? *Wonderful*?

In the third sentence, what part of speech is *run*? *Jump*? *Dance*? *Shout*?

A mark like the one used between the words in the sentences at the head of the lesson is called a COMMA.

Place a comma after each word in a series of words alike in grammatical construction.

Combine the following sets of sentences into single sentences, and insert commas according to the above rule:—

EXAMPLE. — I have roses in my garden.

I have lilies in my garden.

I have pansies in my garden.

I have pinks in my garden.

I have roses, lilies, pansies, and pinks in my garden.

- | | |
|----------------------------|-------------------|
| 1. Tobey was a bright dog. | 2. He was polite. |
| Tobey was a little dog. | He was handsome. |
| Tobey was a shaggy dog. | He was quiet. |
| Tobey was a brown dog. | He was jolly. |
-
3. We bring coffee from the West Indies.
 We bring sugar from the West Indies.
 We bring spices from the West Indies.
 We bring dyestuffs from the West Indies.
4. Intemperance leads to poverty.
 Intemperance leads to crime.
 Intemperance leads to degradation.
5. Abraham Lincoln was a great man.
 Abraham Lincoln was a good man.
 Abraham Lincoln was a noble man.
6. A heavy mist came in from the sea.
 A cold mist came in from the sea.
 A dense mist came in from the sea.
 A penetrating mist came in from the sea.

LESSON XXXIV.

STUDY OF SELECTION.

GENERAL JUNOT.

In 1793, when Bonaparte was besieging Toulon, which was then in the possession of the English, he was one day directing the construction of a battery. The enemy perceived the work, and opened a warm fire. Bonaparte was anxious to send off a dispatch, and asked for a sergeant who could write. One immediately stepped out of the ranks, and wrote a letter to his dictation. It was scarcely finished when a cannon ball fell between them, and covered the paper with dust. The sergeant, looking towards the English lines, said, "Gentlemen, I am much obliged to you. I did not think you were so polite. I was just wanting some sand for my letter."

The expression and the coolness of the sergeant struck Napoleon, and he did not forget the incident. The sergeant was soon promoted, and finally became a general. He was the brave Junot, whose name is so often found in the annals of French campaigns.

By what other name do you know Bonaparte? On what occasion did he wish to send a dispatch? How did he find a man to prepare the letter? What happened while the young sergeant was writing? What did he remark? Have you ever seen sand used instead of blotting paper?

What reward did Junot receive for his coolness? How long ago did all this happen? Do you know the names of Napoleon's marshals? Do you know what battles Napoleon won? Have you ever heard of Waterloo?

Write in your own words a description of the coolness of General Junot in the face of danger.

Equivalent expressions :—

1. Besieging, investing, attacking. 2. Directing, superintending, looking after. 3. Opened a warm fire, began to fire upon. 4. Anxious, desirous of. 5. Finished, ended, completed. 6. Covered, besprinkled. 7. Expression, remark, saying. 8. Struck, impressed. 9. Promoted, advanced. 10. Brave, valiant, courageous. 11. Annals, records, history.

LESSON XXXV.

ABBREVIATIONS.

1. Doctor James Knight Johnson resides in South Manchester, Thetford County, Missouri.

2. Dr. James K. Johnson resides in S. Manchester, Thetford Co., Mo.

Compare these two ways of writing the same thing. In the second example, how is the title *Doctor* shortened? How is the name *Knight* shortened? How is the word *South* shortened? The word *County*? What is the shortened form of the name *Missouri*? What mark is placed after each of these short forms?

Shortened forms like *Dr.* for *Doctor*, *S.* for *South*, *Co.* for *County*, are called ABBREVIATIONS.

Every abbreviation should be followed by a period.

Learn the following abbreviations :—

amt.	amount	Aug.	August
ans.	answer	chap.	chapter
Apr.	April	C.O.D.	Collect on delivery

Cr.	Creditor	lb.	pound
cts.	cents	Nov.	November
Dec.	December	Oct.	October
do.	ditto. The same	oz.	ounce
doz.	dozen	p.	page
Dr.	Debtor or Doctor	pt.	pint
Esq.	Esquire	qt.	quart
ex.	example	Rev.	Reverend
Feb.	February	Sept.	September
ft.	foot or feet	Sr. or Sen.	Senior
Gen.	General	Supt.	Superintendent
Hon.	Honorable	U.S.A.	United States of America
Jan.	January		
Jr. or Jun.	Junior	yd.	yard

Write ten sentences, using correctly at least twenty of the above abbreviations.

LESSON XXXVI.

CONTRACTIONS.

1. Why don't you go to the beach?
2. It's a fine day: I'll go with you.
3. We'll watch the waves come in.

In shortening *do not* to *don't*, what letter is left out? Where is the apostrophe placed? What two words are shortened to make the word *it's*? What letter is omitted? Where is the apostrophe placed? What is the short form of *I will*? How many letters are omitted? Where is the apostrophe placed? What is the short form of *we will*? How many letters are omitted? Where is the apostrophe placed?

A shortened form of words, in which the apostrophe shows the place of omitted letter or letters, is called a **CONTRACTION**.

Contractions may be used in conversation, whether oral or written. They are sometimes used in poetry in order to secure the desired number of syllables in a line.

Commit to memory, and use in sentences, the following contractions:—

I'm <i>for</i> I am	can't <i>for</i> cannot
you're <i>for</i> you are	weren't <i>for</i> were not
we're <i>for</i> we are	haven't <i>for</i> have not
they're <i>for</i> they are	they've <i>for</i> they have
there's <i>for</i> there is	I'd <i>for</i> I would
'tis or it's <i>for</i> it is	she's <i>for</i> she is <i>or</i> she has
isn't <i>for</i> is not	he's <i>for</i> he is <i>or</i> he has
doesn't <i>for</i> does not	let's <i>for</i> let us
didn't <i>for</i> did not	o'er <i>for</i> over
hasn't <i>for</i> has not	o'clock <i>for</i> of the clock
thro' <i>for</i> through	ne'er <i>for</i> never

LESSON XXXVII.

QUOTATIONS.

1. "Annie, here is a letter for you," said Harry.
2. As soon as Annie saw the writing, she exclaimed, "Oh! it is from auntie, I know!"
3. "Well, when you have read it," said Harry, "please give me the stamp."

Are there any words in the first sentence which Harry did not say? Read his exact words. When we give the exact words used by another, we make a **DIRECT QUOTATION**.

What direct quotation is made in the second sentence?

Read Harry's last remark just as he made it.

In the first sentence, notice the double commas above the beginning and end of the quotation. These are called QUOTATION MARKS. Is the second quotation also inclosed in quotation marks? In the third sentence, which words were not spoken by Harry? Do these words divide the quotation into two parts? Is each part inclosed in quotation marks?

Does the first quotation begin with a capital? The second? The third?

A direct quotation should be inclosed by quotation marks (" ").

Begin with a capital the first word of a direct quotation.

Copy the following fable, carefully noticing the capitals and all marks of punctuation:—

THE CRICKET AND THE ANT.

A cricket came one cold day in winter to her neighbor, the ant, and said, "My dear neighbor, let me have a little food, for I am very hungry and have nothing to eat."

"Did you lay up no food for the winter?" asked the ant.

"Indeed, I had no time to store up food," was the answer.

"No time, Madam Cricket! What did you have to do in summer?"

"I was singing all the time," replied the cricket.

"Very good," said the ant. "If you sung in summer, you may dance in winter."

After studying Lesson XXXVIII., rewrite the fable of "The Cricket and the Ant," changing the quotations from the direct form to the indirect.

LESSON XXXVIII.

INDIRECT QUOTATIONS.

1. A wise man once said that he could not afford to waste his time in making money.

2. A wise man once said, "I cannot afford to waste my time in making money."

Do these two sentences tell the same thing? How do they differ? Are the exact words of the speaker given in the first sentence? Are they changed in the second?

Are any quotation marks used in the first sentence? In the second?

When we tell in our own words what another has said, we make an INDIRECT QUOTATION.

An indirect quotation should not be inclosed in quotation marks, and it need not begin with a capital.

Rewrite the following fable, changing the indirect quotations so that they shall be direct:—

THE OX AND THE FLY.

An ox was grazing in the field when a fly alighted on one of his horns. Presently the fly asked him if her weight did not inconvenience him.

The ox did not notice her until she spoke again, saying that she would willingly fly away if he thought her too heavy.

Then the ox replied that she might make herself quite easy, for he had not known when she alighted, and probably should not know when she thought best to fly away.

LESSON XXXIX.

COMPOSITION.

A LITTLE KNIGHT OF THE NINETEENTH CENTURY.

We met him on the elevated road. He was about twelve years old. His hat, a shabby felt, was pulled down as far as possible on his head; his trousers were ragged and faded; his jacket was much too large. There was nothing remarkable about this boy until you looked sharply into his face; then you saw an expression that made you think he was a boy who would not be moved to do a thing until he had thought it over. Beside him, on the next seat, tied carefully, was a very large bundle of papers. He looked up, saw us standing, and at once removed his papers to the floor, saying, "Here's a seat." We thanked him, and then he discovered that one of us was standing. Immediately he jumped up, and insisted on giving up his own seat. He was so cordial that it would have been discourteous to refuse. His face was cheerful, and you could not feel that he suffered, in spite of the poor, thin clothes. He picked up his bundle of papers—which he told us contained six hundred—long before the train stopped at City Hall, and, in reply to the question why he took up his burden so soon, he answered, giving it another hitch higher up on his shoulder to balance it more evenly, "I want to get used to it."

Read thoughtfully the description of a newsboy. Recall some similar incident, and write a composition on "An Unknown Hero."

LESSON XL.

RULES FOR THE USE OF CAPITALS.

1. **Begin the first word of every sentence with a capital.**

Stately elms grew on the lawn.

The gentle rain refreshes the thirsty flowers.

2. **Begin the first word of every line of poetry with a capital.**

No mortal builder's most rare device

Could match this winter palace of ice. — LOWELL.

3. **Begin with a capital the first word of a quotation, precept, or question, if introduced in a direct form.**

DIRECT. — The father of modern philosophy said, "Knowledge is power."

INDIRECT. — The father of modern philosophy said that knowledge is power.

4. **Begin every proper noun with a capital.**

Paris is the capital of France.

Having collected his army, Hannibal began his march.

5. **Begin with capitals words derived from proper nouns.**

The English language is spoken in many European countries.

Thomas Moore was an Irish poet.

6. **Begin with capitals all appellations of God and of Jesus Christ.**

The Lord is my shepherd.

The hope of my spirit turns trembling to Thee. — MOORE.

7. **Begin with capitals titles of honor and respect.**

His Excellency the Governor of Massachusetts was present, and made a speech.

8. Write with capitals the pronoun I and the interjection O.

If I were not Alexander, I would be Diogenes.

Guide me, O thou great Jehovah !

9. Begin with a capital the names of the days of the week and the months of the year.

School will open the first Tuesday in September.

The last Thursday in November is usually a day of public thanksgiving.

10. Begin with a capital the important words in the subject of a composition.

You have written compositions on "An Anxious Mother," "A Mortifying Mistake," "A Tender-hearted Soldier."

Justify the use of the capitals in the following. Write the sentences from dictation.

1. Have you read Irving's "Sketch-Book" ?
2. A Mohammedan mosque is a place of worship.
3. A lecture will be given by President Adams.
4. The author of "Home, Sweet Home," was an American named John Howard Payne, who was born in June, 1792.
5. The vessel was flying before the wind.
6. The bleak winds of March
Made her tremble and shiver.
7. Remember the maxim, "Know thyself."
8. Dr. S. Weir Mitchell is the author of "In War Times," a story which originally appeared in "The Atlantic Monthly."

9. In the New Testament is found the question, "O death, where is thy sting?"

10. "Little Lord Fauntleroy" is a charming story for children.

11. The poetry of Milton differs from that of Dante as the hieroglyphics of Egypt differ from the picture writing of Mexico.

12. To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

LESSON XLI.

REVIEW.

1. Words used to show relation are called what? Illustrate.
2. What is a phrase? Illustrate.
3. Mention what a phrase may do. Illustrate.
4. Point out the phrases in the selection "General Junot," Lesson XXXIV., and tell what each modifies.
5. Illustrate the different uses of conjunctions.
6. Point out the conjunctions in the selection entitled "A Chance Acquaintance," Lesson XXX.
7. Write three sentences in which interjections are used.
8. Mention the three adjectives that are called articles.
How do *a* and *an* differ from *the*?
9. What mark is used to separate a series of nouns, adjectives, verbs, or adverbs?
10. Write five sentences, each containing an abbreviation.
11. Write five sentences, each containing a contraction.
12. Write five sentences in which quotation marks are used.
13. Give, with illustrations, ten rules for the use of capitals.

LESSON XLII.

COMPOSITION.

A LETTER.

My dear Sir :

Let me present to you a new friend of mine, well recommended from beyond the waters, and of a pleasant quality in himself: Mr. Henry Barnard, from Connecticut, New England. When he visits Glasgow, will you explain to him a little what he has to see; give him furtherance and welcome such as a stranger needs and merits?

I have never yet seen your worthy brother, but mean surely to do it. I shall hear of you, perhaps see you, in Annandale, where we hope ere long to be.

With true good wishes,

Ever faithfully,

Thomas Carlyle.

To D. Hope, Esq.

Study carefully Thomas Carlyle's letter of introduction, then write a similar letter, introducing one of your friends to a relative in another city.

LESSON XLIII.

THE PARTS OF SPEECH.

A sentence is a thought expressed in words. We use sentences when speaking. The words of which sentences are composed are therefore called PARTS OF SPEECH. They are classified as NOUNS, PRONOUNS, ADJECTIVES, VERBS, ADVERBS, PREPOSITIONS, CONJUNCTIONS, and INTERJECTIONS.

They may be defined as follows : —

A noun is a word used as a name.

A pronoun is a word used instead of a noun.

An adjective is a word used to limit or qualify the meaning of a noun or pronoun.

A verb is a word used to assert something about some person or thing.

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

A preposition is a word used in a phrase to show the relation of the noun or pronoun following it, to the word which the phrase limits.

A conjunction is a word used to connect words, phrases, clauses, or sentences.

An interjection is a word used to express surprise or emotion.

Read the following extract, and tell the part of speech of each Italicized word.

THE STUDY OF WORDS.

The *study of words* has *always* been regarded as one of the *most valuable* of *intellectual* disciplines, independently

of *its* great *importance* as a guide to the right *practical use* of *words*.

The habit of thorough *investigation into* the *meaning* of words, and of exact discrimination in the use of *them*, is *indispensable* to precision and accuracy of *thought*; and it is surprising how soon the process *becomes spontaneous* and *almost mechanical* and *unconscious*, so that one often finds himself making nice yet *sound distinctions between particular words* which *he is not* aware that he has ever made the *subject* of *critical analysis*. — G. P. MARSH.

LESSON XLIV.

COMMON AND PROPER NOUNS.

1. A *city* is the capital of a *state*.
2. *Columbus* is the capital of *Ohio*.
3. *Florence* is a good *girl*.
4. *Huron* is a large *lake*.

Can you tell from the first sentence alone, what city and what state are meant? Can you tell from the second sentence, what city and state are meant? How do the nouns *city* and *state* differ from *Columbus* and *Ohio*? Which nouns begin with capitals?

Is *Florence* the name of a particular individual? Is *girl* the name of a particular individual only, or may each of many individuals be called a girl?

In the fourth sentence, which noun is a particular name? Which noun may be applied to many other things of the same sort? Which nouns begin with capitals?

Nouns like *city*, *state*, *girl*, *lake*, which are the names of classes of persons or objects, are called COMMON NOUNS.

Nouns like *Columbus, Ohio, Florence, Huron*, which are the names of particular individuals, places, or objects, are called PROPER NOUNS.

Some proper nouns are made up of two or more words, as *Fersey City, Ralph Waldo Emerson, Emancipation Proclamation, Declaration of Independence*.

A common noun is the name common to all of a class of individuals or objects.

A proper noun is the name of a particular individual or object.

The first letter of a proper noun should always be a capital.

Write ten sentences, each containing a common noun.

Write ten sentences, each containing a proper noun.

Mention the nouns in the following sentences. State of each whether it is common, or proper, and why.

1. The old town of Salem in Massachusetts was once a famous seaport, and ships sailed out of its harbor to the ends of the world.

2. Up from the meadows rich with corn,
Clear in the cool September morn,
The clustered spires of Frederick stand,
Green-walled by the hills of Maryland. — WHITTIER.

3. Whoever has made a voyage up the Hudson must remember the Catskill Mountains.

4. What rice is to the Hindu, what wheat is to the European, the banana is to the natives of the tropical islands.

5. The whole German race honor the robin; and the Scotch and the French consider the wren sacred.

6. And now the glad, leafy midsummer, full of blossoms and the song of nightingales, is come.

7. As Longstone looks now, so it looked many years ago, when Grace Darling was living there with her father and mother.

8. The soul of Jonathan was knit with the soul of David.

9. No man can gather cherries in Kent at the season of Christmas!

10. Welcome, O wind of the East! from the caves of the misty Atlantic.

11. An acre in Middlesex is better than a principality in Utopia. — MACAULAY.

12. No truer American ever existed than Thoreau.

13. A barge across Loch Katrine flew,
High stood the henchman on the prow. — SCOTT. EMERSON.

14. The catbird is found in certain seasons all over North America, from Florida to Canada, and from the Atlantic coast to the Pacific Ocean.

15. High up in the tower of the old moss-covered church, against which the winds and storms of many years have beaten, hangs the village bell.

LESSON XLV.

COLLECTIVE, ABSTRACT, AND VERBAL NOUNS.

1. A *flock* of birds flew over our heads.
2. There were ten men on the *committee*.
3. A *family* of five moved into the house.

Is *flock* the name of a single individual, or of several taken together? Does *committee* mean one man, or a number taken together? Of what is *family* the name?

Nouns like *flock*, *committee*, *family*, etc., which are the names of a collection of objects, are called COLLECTIVE NOUNS.

1. *Politeness* is *kindness* kindly expressed.
2. *Beauty* is its own excuse for being.
3. *Pride* goeth before destruction.

Is *politeness* the name of a person, or a quality of a person?

Is *kindness* the name of a quality?

Is *beauty* the name of a thing, or of an attribute of a thing?

Is *pride* the name of a quality?

Nouns like *politeness*, *kindness*, *beauty*, *pride*, etc., which are names of qualities or attributes of objects, are called ABSTRACT NOUNS.

1. *Skating* and *coasting* are winter sports.
2. Boys enjoy *walking* and *rowing*.

Is *skating* the name of an action? Of what is *coasting* the name? *Walking*? *Rowing*?

Nouns like *skating*, *coasting*, *walking*, *rowing*, etc., which are used as names of actions, are called VERBAL NOUNS.

A collective noun is the name of a collection of objects.

An abstract noun is the name of a quality or attribute considered apart from its object.

A verbal noun is the name of an action.

State whether the nouns in the following sentences are proper, common, collective, abstract, verbal, and why.

1. Man is a thinking being.
2. A little weeping would ease my heart.

3. Attention is the stuff that memory is made of, and memory is accumulated genius.

4. Walking is a healthful exercise.

5. The other weapon with which he conquered all obstacles in science was patience. — EMERSON.

6. Wounds are not healed
By the unbending of the bow that made them.

LONGFELLOW.

7. They say of Giotto, that he introduced goodness into the art of painting. — BANCROFT.

8. That they surpass the European species in sweetness, tenderness, and melody, I have no doubt; and that our mocking bird in his native haunts in the South surpasses any bird in the world in fluency, variety, and execution, is highly probable. — BURROUGHS.

9. There have been holy men who hid themselves
Deep in the woody wilderness, and gave
Their lives to thought and prayer. — BRYANT.

10. All the hearts of men were softened
By the pathos of his music;
For he sang of peace and freedom,
Sang of beauty, love, and longing;
Sang of death, and life undying. — LONGFELLOW.

11. Hang around your walls pictures which shall tell stories of mercy, hope, courage, faith, and charity. — MITCHELL.

12. The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:
The paths of glory lead but to the grave. — GRAY.

*Write ten sentences each containing a collective noun.
Write ten sentences each containing an abstract noun. Write
ten sentences each containing a verbal noun.*

LESSON XLVI.

THE CHOICE OF WORDS.

1. Edison *invented* the electric doll.
2. Newton *discovered* the law of gravitation.

Did Edison construct the first electric doll? Had the law of gravitation always existed? In what respect do the verbs in the foregoing sentences agree in meaning? In what respect do they differ?

Complete the following sentences by supplying the proper words:—

1. Columbus — America.
2. Howe — the sewing machine.
3. Who — the planet Neptune?
4. Who — the telephone?
5. Whitney — the cotton gin.
6. The Phœnicians — Britain.
7. Stephenson — the locomotive engine.
8. What navigators have tried to — the North Pole?
9. De Soto — the Mississippi River.
10. Who — the trolley?
11. Galileo — Jupiter's satellites with the telescope which he is said to have —.
12. The barometer was — by Torricelli.

LESSON XLVII.

THE PARAGRAPH.

CARRIER PIGEONS.

The use of pigeons for carrying messages was practiced by the Romans two thousand years ago. Navigators from Egypt were accustomed to take on board their ships carriers, which they released from time to time, to bear messages to their families. William, Prince of Orange, employed pigeons to carry letters to the besieged city of Leyden in 1574; and so delighted was he with their faithfulness, that he ordered them to be fed on strawberries, and to be embalmed after death. During the siege of Paris in 1871, pigeons were employed to carry messages to and from the city. These postboys were out of the reach of the German soldiers.

The carrier pigeon is by nature strongly attached to its home. In training it is taken, perhaps, a mile from home in a basket, and let loose. Then the distance is increased daily, until the bird can be moved to any distance, when, on being released, it will take a direct course for home. Once trained, the bird, with the letter tied to its wings or to its feet, is set free, rises high in the air, makes one or two circular flights, and then darts off in the proper direction, like an arrow.

Into how many parts is the selection divided? What does the first paragraph tell? What does the second paragraph describe? How wide is the margin at the left of the page? How wide is the space at the beginning of the first line of each paragraph?

Write from memory what you have learned about carrier pigeons. In your composition mention:—

1. Pigeons as messengers among the ancients; how the Prince of Orange rewarded carrier pigeons for carrying letters to Leyden; pigeons as postboys during the siege of Paris.

2. The training of carrier pigeons; why they can be trained to return home; how the distance is increased; where the letter is tied; what the bird does when it is set free.

LESSON XLVIII.

GENDER OF NOUNS.

1. John, boy, brother, heir, manservant.
2. Mary, girl, sister, heiress, maidservant.
3. Knife, cup, pen, farm, inkstand.
4. Child, teacher, parent, neighbor, cousin.

Of what sex are the objects denoted by the nouns in the first line?

Of what sex are the objects denoted by the nouns in the second line?

Do the nouns in the third line, *knife, cup*, etc., denote objects of either sex, or without sex?

Do the nouns in the fourth line, *child, teacher*, etc., denote objects of one sex, or of either?

Nouns like *John, boy, brother, heir, manservant*, etc., which denote objects of the male sex, are called **MASCULINE NOUNS**, or **NOUNS OF THE MASCULINE GENDER**.

Nouns like *Mary, girl, sister, heiress, maidservant*, etc., which denote objects of the female sex, are called **FEMININE NOUNS**, or **NOUNS OF THE FEMININE GENDER**.

Nouns like *knife, cup, pen, farm, inkstand*, etc., which denote objects without sex, are called NEUTER NOUNS, or NOUNS OF THE NEUTER GENDER.

Nouns like *child, teacher, parent, neighbor, cousin*, etc., which may be applied to either sex, are by some grammarians said to be of the COMMON GENDER. The gender of such nouns is usually indicated by the context, and they are said to be masculine or feminine, as the context determines.

Make a list of the masculine nouns in the following sentences. Of the feminine. Of the neuter. Which of these nouns may be either masculine or feminine?

1. Mary has a bed of mignonette in her father's garden.

2. The sweetest word that ear hath heard

Is the blessed name of "Mother."

3. Charles V., when he abdicated a throne, and retired to the monastery of St. Juste, amused himself with the mechanical arts.

4. O well for the fisherman's boy,

That he shouts with his sister at play!

TENNYSON.

5. Three wives sat up in the lighthouse tower,

And they trimmed the lamps as the sun went down.

KINGSLEY.

6. Chisel in hand stood a sculptor boy,

With his marble block before him.

7. A cloth weaver whose name was Columbus once lived in the city of Genoa.

8. At one end of the island stands the lighthouse, with the little cottage attached, where live the keeper and his family.

LESSON XLIX.

HOW TO TELL THE GENDER OF NOUNS.

The gender of nouns is distinguished in three ways : —

1. *By different words ; as, —*

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
brother	sister	nephew	niece
earl	countess	sir	madam
father	mother	son	daughter
king	queen	uncle	aunt
man	woman	wizard	witch

Most given or Christian names are of this class, and show of which gender they are : James, Patrick ; Sarah, Kate.

2. *By different endings ; as, —*

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
count	countess	duke	duchess
heir	heiress	executor	executrix
actor	actress	hero	heroine
tiger	tigress	Julius	Julia
emperor	empress	Paul	Pauline

3. *By prefixing a distinguishing word ; as, —*

manservant, maidservant ; male child, female child.

Be prepared to write the feminine of the following nouns by adding ess :—

Quaker	Jew	prior
baron	poet	heir
giant	priest	count
tailor	patron	lion

Be prepared to write the feminine of the following nouns by changing the ending er, or, or rer into res:—

founder	actor	enchanter
arbiter	proprietor	sorcerer
adventurer	traitor	benefactor
ambassador	idolater	protector

LESSON L.

STUDY OF SELECTION.

ICHABOD CRANE AND HIS BORROWED HORSE.

The animal was a broken-down plow-horse that had outlived almost everything but his viciousness. He was gaunt and shagged, with a ewe neck, and a head like a hammer. His rusty mane and tail were tangled and knotted with burs. One eye had lost its pupil, and was glaring and spectral; but the other had the gleam of a genuine devil in it. Still he must have had fire and mettle in his day, if we may judge from the name he bore of Gunpowder. He had, in fact, been a favorite steed of his master's, the choleric Van Ripper, who was a furious rider, and had infused, very probably, some of his own spirit into the animal; for, old and broken-down as he looked, there was more of the lurking devil in him than in any young filly in the country.

Ichabod was a suitable figure for such a steed. He rode with short stirrup, which brought his knees nearly up to the pommel of the saddle. His sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand like a scepter; and, as his horse jogged on,

the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called; and the skirts of his black coat fluttered out almost to the horse's tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight. — IRVING.

1. *Study very carefully the sketch from Washington Irving's "Legend of Sleepy Hollow."*

Was the horse young? Was it a saddle-horse? Was it smooth and beautiful? Notice the words that describe the head, the neck, the mane, the tail, the eyes. What is said of the disposition of the animal? Do you think the name "Gunpowder" suggests a fiery temper? Who owned the broken-down plow-horse?

How did Ichabod look on horseback? What is said of his knees? Of his elbows? How did he carry his whip? How did his arms move as the horse jogged along? Notice his hat, his forehead, the skirt of his coat. What do you understand by the word *shambled*?

2. *Try to imagine, and then describe, Ichabod Crane and his borrowed horse as they rode away from the gate of Hans Van Ripper.*

3. *Read Irving's sketch again. Now read aloud your own composition. Which description sounds better? Which is more laughable? What points have you omitted?*

4. *Try to imagine the accident that happened to Ichabod Crane, and complete in your own way the story of his misfortunes.*

5. *Compare again your work with the original, and improve your composition by adding interesting incidents.*

LESSON LI.

NUMBER OF NOUNS.

- | | |
|--------------------|-------------------|
| 1. The girl reads. | 3. The man works. |
| 2. The girls read. | 4. The men work. |

Mention the noun in the first sentence. Does it denote one, or more than one? Mention the noun in the second sentence. Does it denote one, or more than one?

How many does the noun in the third sentence denote? The noun in the fourth?

Nouns like *girl* and *man*, which denote but one, are in the SINGULAR NUMBER.

Nouns like *girls* and *men*, which denote more than one, are in the PLURAL NUMBER.

Point out the nouns in the following sentences. Tell the kind and number, and give reasons.

1. The mind should have its palace halls
Hung with rich gifts and pictures rare.

J. W. MILLER.

2. Of all the old festivals, however, that of Christmas awakens the strongest and most heartfelt associations.

IRVING.

3. New England, at least, is not based on any Roman ruins. We have not to lay the foundations of our houses on the ashes of a former civilization. — THOREAU.

4. Order is a lovely nymph, the child of beauty and wisdom; her attendants are comfort, neatness, and activity; her abode is the valley of happiness. — JOHNSON.

5. How pleasantly the rising moon,
 Between the shadows of the mows,
 Looked on them through the great elm boughs !
 WHITTIER.
6. As for marigolds, poppies, hollyhocks, and valorous
 sunflowers, we shall never have a garden without them,
 both for their own sake and for the sake of old-fashioned
 folks who used to love them. — BEECHER.
7. When heats as of a tropic clime
 Burned all our inland valleys through,
 Three friends, the guests of summer time,
 Pitched their white tent where sea winds blew.
 WHITTIER.
8. The crows flapped over by twos and threes,
 In the pool drowsed the cattle up to their knees,
 The little birds sang as if it were
 The one day of summer in all the year,
 And the very leaves seemed to sing on the trees.
 LOWELL.

LESSON LII.

HOW TO FORM THE PLURAL OF NOUNS.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
boy	boys	glass	glasses
lesson	lessons	watch	watches
house	houses	bush	bushes
town	towns	fox	foxes

What letter is added to the nouns *boy*, *lesson*, *house*, *town*, to form the plural?

The plural of nouns is usually formed by annexing *s* to the singular.

With what letter does the noun *glass* end? With what two letters does the noun *watch* end? The noun *bush*? With what letter does the noun *fox* end? How is the plural of each of these nouns formed?

The plural of nouns ending in *s*, *ch*, *sh*, or *x*, is formed by annexing *es* to the singular.

1. Write sentences, using the plural of each of the following nouns:—

bench	chair	moss	match
box	circus	pen	blush
light	suffix	brush	patch

2. Copy the following, and notice how each plural is formed:—

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
alley	alleys	jelly	jellies
essay	essays	duty	duties
journey	journeys	ruby	rubies

When the singular ends in *y* preceded by a vowel (*a*, *e*, *i*, *o*, or *u*), the plural is formed by annexing *s*; but when the final *y* is preceded by a consonant, the plural is formed by changing *y* into *i*, and annexing *es*.

3. Write sentences, using the plurals of the following nouns:—

enemy	jury	poppy
colony	ferry	city
fury	dairy	copy

4. *Form the plurals of the following nouns:—*

By annexing <i>s</i> .		By changing <i>f</i> or <i>fe</i> into <i>ves</i> .	
gulf	fife	life	wife
proof	safe	loaf	beef
grief	strife	knife	half
dwarf	roof	self	thief

Most nouns ending in *f* or *fe* form their plural by annexing *s*. A few form their plural by changing *f* or *fe* into *v*, and annexing *es*.

5. *Write sentences, using the plural form of each of the following nouns:—*

Annex <i>s</i> .		Annex <i>es</i> .	
quarto	proviso	calico	tomato
palmetto	canto	grotto	cargo
memento	tyro	torpedo	negro
folio	piano	buffalo	potato
halo	solo	tornado	veto

When the singular ends in *o* preceded by a vowel, the plural is formed by annexing *s*. The plural of most nouns ending in *o* preceded by a consonant is formed by annexing *es*.

Learn the following nouns which form their plurals by change of vowel:—

Man, men; woman, women; goose, geese; foot, feet; mouse, mice; tooth, teeth; child, children; ox, oxen; louse, lice.

LESSON LIII.

CHOICE OF WORDS.

1. My uncle sent me a *number* of foreign postage stamps, and my cousin sent me a *quantity* of maple sugar.

2. There is *less* carelessness on the cable road, and therefore *fewer* accidents.

Do you think the stamps could be counted? Could the maple sugar be weighed?

In speaking of things that may be counted, use *number*. In speaking of substances that may be measured or weighed, use *quantity*.

Which word means smaller in number, — *less*, or *fewer*? Which refers to something that cannot be counted?

In referring to numbers, use *fewer*. In speaking of quantity, use *less*.

Construct six sentences, using the words quantity and number with nice discrimination.

Write three sentences containing the word less, and three containing the word fewer.

LESSON LIV.

COMPOSITION.

FIVE PEAS IN ONE POD.

Once there were five peas growing in one pod. The peas were green, the pod was green, the vine was green, the leaves were green; and they thought all the world was green. The warm sun shone on the vine, the summer

rain watered it. The shell grew larger, and the peas grew bigger and bigger.

"Are we to lie here cooped up forever?" asked one.

"I am tired of it," said another.

"I fear we shall become hard," said a third.

"I want to see what there is outside," said a fourth; while the fifth, a very little pea, cried because he could not get out.

At length the vine turned yellow, the pod turned yellow, and the peas turned yellow.

"All the world is turning yellow," said the peas, with one voice.

Then there came an earthquake. The pod burst open with a crack, and all five peas rolled out into the yellow sunshine. A little boy clutched them, and said they were fine peas for his pea shooter. He put the biggest one into his gun, and shot it out.

"Catch me if you can!" said the big pea.

"I shall fly straight into the sun," said the next one.

"I shall travel farthest," said the third pea.

"Let me alone," said the fourth.

"What is to be will be," said the little pea, as he shot up, and lodged in an empty flowerpot in the window of a room where lay a poor sick girl.

Pretty soon the little pea sprouted, and began to grow into a beautiful vine.

"Dear mother, I think I shall get well," said the little girl one day; "for my pea is growing famously."

"God grant it!" said the mother; and she took a stick and tied a string to it, so that the green vine might have something to cling to.

After many days there stood a beautiful pink pea blossom smiling in the warm sunshine. The little girl kissed it, and said, "Now I am sure I am going to get well."

HANS ANDERSEN.

Study carefully the story of the "Five Peas in One Pod." Observe the arrangement of the paragraphs, and the use of quotation marks.

Write in your own words one of the following tales: —

Cinderella.

Whittington and his Cat.

Ali Baba.

Little Red Riding Hood.

John Gilpin.

The Golden Fleece.

LESSON LV.

NOUNS IN THE NOMINATIVE CASE.

1. The summer rain falls softly.
2. Shakespeare was a great poet.

What is the simple subject of the first sentence? Why? What part of speech is it? What is the simple predicate of the first sentence? What part of speech is it?

A noun used like *rain*, as a simple subject, is called the **SUBJECT OF THE VERB**.

Point out a predicate noun in the second sentence. Does it refer to the same person as the subject?

A predicate noun like *poet*, referring to the same person or thing as the subject, is said to be in the **NOMINATIVE CASE**.

By the *case* of a noun, we mean its relation to other words in the sentence. The case of the subject of a verb is called the **SUBJECT NOMINATIVE**; the case of a predicate noun is called the **PREDICATE NOMINATIVE**.

In the following sentences, point out each noun that is a subject nominative or a predicate nominative, and give the reason in each instance:—

1. The summer breeze sighs gently.
2. Stanley is a great explorer.
3. Ruth and Lucy are studious girls.
4. The linden is a beautiful tree.
5. The captain and the mate are brave sailors.
6. It was a night of lovely June,
High rode in cloudless blue the moon. — SCOTT.
7. John Gilpin was a citizen
Of credit and renown,
A trainband captain eke was he,
Of famous London town. — COWPER.
8. The twilight is sad and cloudy,
The wind blows wild and free,
And like the wings of sea birds
Flash the whitecaps of the sea. — LONGFELLOW.

LESSON LVI.

NOUNS IN THE OBJECTIVE CASE.

1. The dead leaves covered the ground.
2. The rabbits jumped across our path.

What is the subject of the verb *covered*? What did the leaves cover? Is *ground* a predicate noun? Why not? Does it name the object of the action expressed by the verb *covered*?

A noun like *ground*, used in the predicate to name that on which the action expressed by the verb terminates, is called the OBJECT OF THE VERB.

What is the simple predicate of the second sentence? By what is it modified? What part of speech is *across*? What part of speech is *path*?

A noun used like *path*, with a preposition, to form a limiting phrase, is said to be the OBJECT OF THE PREPOSITION.

A noun which is used as the object of a verb or of a preposition is in the OBJECTIVE CASE.

Name the case of each noun in the following sentences, giving the reason in every instance: —

1. The frost has killed the flowers.
2. The Normans conquered England.
3. The waves break on the shore.
4. The bird built its nest in a climbing rosebush near the house.
5. The gray-haired boatman rowed us across the little inlet to the sea.
6. Did you see the ships sail into the harbor?
7. The triumph of modern art in writing is manifested in the structure of the paragraph. — EARLE.
8. I climbed up to the old mill on top of the hill, and then went down through the green meadows by the side of the river.
9. Far up the blue sky a fair rainbow unrolled
Its soft-tinted pinions of purple and gold. — WELBY.
10. I stood on the bridge at midnight,
As the clocks were striking the hour,
And the moon rose o'er the city,
Behind the dark church tower. — LONGFELLOW.
11. The sun broke forth again in the east, and gilded the mountain tops. — BARBAULD.

LESSON LVII.

COMPOSITION FROM OUTLINE.

Write a composition from the following outline:—

HOW WE CAMPED OUT.

1. The plans for the outing.
2. The persons invited to join our party.
3. Our preparations for a week in the woods.
4. The place we chose for our tent.
5. The food and the cooking.
6. Disadvantages of life in camp.
7. What occupations we enjoyed.
8. What we collected and brought home.

If you have never camped out, you will perhaps prefer to write on one of the following subjects:—

A Saturday Afternoon.

Thanksgiving Day.

A Visit to the Museum.

A Fishing Excursion.

A Shopping Expedition.

Having my Picture Taken.

LESSON LVIII.

NOUNS IN THE POSSESSIVE CASE.

1. Arthur's bicycle is very light.
2. We escaped the storm's fury.
3. He has children's books for sale.

What is the simple subject of the first sentence? What word tells you who owns the bicycle? What does the word *Arthur's* denote? What is added to the word *Arthur*, when used to denote ownership or possession?

A noun used like *Arthur's*, to denote ownership or possession, is said to be in the POSSESSIVE CASE.

What does the noun *storm's* denote in the second sentence? What is annexed to the noun *storm*, when used to denote source or origin?

A noun used like *storm's*, to denote source or origin, is said to be in the POSSESSIVE CASE.

What books are for sale? What does the noun *children's* denote? What is added to the noun to denote that the books are suitable for children?

A noun used like *children's*, to denote fitness, is said to be in the POSSESSIVE CASE.

The possessive case is always found in connection with another noun, expressed or understood, whose meaning it limits by connecting with it the idea of origin, fitness, or possession.

Tell the case of each noun in the following sentences, and give the reason. If in the possessive case, state whether origin, fitness, or possession is indicated.

1. The ship's sails are white.
 2. The clock's hands are always moving.
 3. Frank's call sounded loud and clear.
 4. My mother's voice is soft and sweet,
Like music on my ear.
 5. Each man's chimney is his golden milestone.
- LONGFELLOW.
6. Happy hearts are watching out
The old year's latest night.
 7. The blue sky is the temple's arch. — WHITTIER.
 8. A soldier's death thou hast boldly died,
A soldier's grave won by it. — L. E. LANDON.

LESSON LIX.

FORMATION OF THE POSSESSIVE CASE.

POSSESSIVE SINGULAR.

POSSESSIVE PLURAL.

A woman's dresses.	The women's dresses.
A girl's dolls.	The girls' dolls.
A fairy's wings.	The fairies' wings.
A lass's laughter.	The lasses' laughter.

What is added to the nouns *woman*, *girl*, *fairy*, and *lass*, to form the possessive singular?

The possessive singular of nouns is formed by annexing an *apostrophe* and *s* to the nominative.

What is the possessive plural of *woman*? Does the nominative plural end in *s*? How is the possessive plural formed? What is the possessive plural of *girl*? Of *fairy*? Of *lass*? With what letter does the nominative plural of these nouns end? How is the possessive plural formed?

When the nominative plural does not end in *s*, the possessive plural is formed by annexing an *apostrophe* and *s*; but, when the nominative plural ends in *s*, the possessive plural is formed by annexing simply the *apostrophe*.

Write both the possessive singular and the possessive plural of each of the following nouns:—

ox	fox	butterfly
scholar	wasp	company
parent	angel	teacher
farmer	friend	Indian

State the difference in meaning between these pairs of expressions, and tell what makes the difference:—

- | | |
|---|---|
| 1. The pupil's efforts.
The pupils' efforts. | 6. The patriot's devotion.
The patriots' devotion. |
| 2. The rainbow's tints.
The rainbows' tints. | 7. A fly's wings.
Flies' wings. |
| 3. The band's music.
The bands' music. | 8. The teacher's patience.
The teachers' patience. |
| 4. The tree's fruit.
The trees' fruit. | 9. The man's duty.
The men's duty. |
| 5. The servant's wages.
The servants' wages. | 10. Woman's work.
Women's work. |

LESSON LX.

POSSESSIVE NOUNS EQUIVALENT TO PHRASES.

- | | |
|-----------------------|----------------------------|
| 1. A man's voice. | 4. The voice of a man. |
| 2. A lion's roar. | 5. The roar of a lion. |
| 3. The tree's leaves. | 6. The leaves of the tree. |

Are *a man's voice* and *the voice of a man* equivalent expressions? What is the difference in their form? In what case is *man's*? What does it show? What do you call the expression, *of a man*? What does the phrase limit?

A lion's roar is equivalent to what? How is the change made?

By what is the noun *leaves* modified or limited in the third expression? By what is the noun *leaves* modified or limited in the sixth expression?

A noun in the possessive case is frequently equivalent to a phrase,— the preposition *of* followed by the same noun.

Rewrite the following expressions, using an equivalent phrase in place of each possessive noun : —

The sun's rays.	America's history.
The story's end.	The navigator's compass.
A bird's wing.	The ship's crew.
The parrot's beak.	A mother's love.
A lily's perfume.	The mountain's height.
The acorn's cup.	The ocean's waves.
A flower's petals.	A father's care.
The river's bed.	The doctor's skill.
A man's reputation.	The forest's shade.
The book's cover.	A city's population.

Rewrite the following, using an equivalent possessive noun in place of each Italicized phrase : —

The streets *of the city*.
 The sweetness *of music*.
 The depth *of the river*.
 The walls *of the castle*.
 The nest *of the swallow*.
 Dreams *of boyhood*.
 The wand *of a fairy*.
 The hands *of a watch*.
 The cell *of the prisoner*.
 The verdict *of the jury*.
 The conscience *of a man*.
 The colors *of the rainbow*.
 The voice *of the singer*.
 The beauty *of the landscape*.
 The friends *of his childhood*.
 The blue eyes *of the child*.

LESSON LXI.

CHOICE OF WORDS.

Study carefully the words in the following pairs. Use each word correctly in two sentences.

PEACEABLE. Quiet in reference to outside disturbance.

PEACEFUL. Quiet in reference to inside disturbance.

EXAMPLES. — He is peaceable who makes no tumult.

He is peaceful who lives in calm enjoyment.

STOP. To arrest the progress of.

STAY. To continue in a place.

THINK. To employ the intellect.

GUESS. To hit upon by accident.

LIKE. To be pleased with in a moderate degree.

LOVE. To delight in with preëminence.

EMPTY. Containing nothing.

VACANT. Unoccupied.

LESSON LXII.

COMPOSITION.

HOW CRUSOE MADE POTTERY.

It would make you pity me, or rather laugh at me, to know how many awkward ways I took to make earthen vessels; what odd, misshapen, ugly things I made; how many of them fell in, and how many fell out, the clay not being stiff enough to bear its own weight; how some

cracked by the great heat of the sun ; and how others crumbled into dust the moment I touched them.

In short, after having labored hard for two months to find the right kind of clay, — to dig it, to bring it home, and to shape it, — I had only two great ugly earthen things not worthy to be called jars.

Now, it happened one day that I made a hotter fire than usual for cooking my meat ; and when I went to put it out, after I had done with it, I found in the ashes a broken piece of one of my earthenware vessels, burnt as hard as a stone and as red as a tile.

I was agreeably surprised to see it, and said to myself that certainly these vessels might be made to burn whole if they would burn broken.

I had no notion of a kiln such as potters use, nor of glazing the pots with lead, although I had some lead ; but I placed three large pipkins and two jars in a pile, one upon another, and heaped my firewood all round them, with a great mass of embers underneath.

The fire I plied with fresh fuel round the outside and on the top till I saw the jars inside were red-hot through and through, and I observed that they did not crack at all. When I saw that they were clear red, I let them stand in that heat for five or six hours.

At last I found that one of the jars, though it did not crack, had begun to melt, or run. The sand which was mixed with the clay had melted by the violence of the heat, and would have run into glass if I had gone on.

So I slacked my fire gradually till the earthenware began to lose its red color ; and watching all night, — lest the fire should die out too fast, — I had in the morning

three very good pipkins and two jars, as hard burnt as could be desired, and one of them perfectly glazed with the melted sand.

After studying carefully the simple narrative style of the extract from "Robinson Crusoe," write an account of one of your own experiences. Perhaps you will choose one of the following subjects:—

How we Made Maple Sugar.

A Good Way to Catch Rats.

Our Snow Fort.

How to Make a Kite.

An Experiment in Building.

My First Attempt at Cooking.

LESSON LXIII.

NOUNS IN APPOSITION.

1. Longfellow the poet lived in Cambridge.
2. Longfellow lived in Cambridge, a city near Boston.

What word in the first sentence is used to explain the noun *Longfellow*? If there were several men by the name of Longfellow, which word would help to explain the one we mean?

What word in the second sentence means the same as *Cambridge*, and explains it?

Nouns used like *poet* and *city*, to explain or limit the meaning of other nouns, and referring to the same persons or things, are said to be IN APPOSITION WITH those nouns.

With what noun is *poet* in apposition? With what noun is *city* in apposition?

The *case* of a noun in apposition is the same as the case of the noun which it explains.

In what case is *Longfellow*? Why? In what case is *poet*? Why? In what case is *Cambridge*? Why?

When two or more possessives are in apposition, only one takes the sign ; as, —

Longfellow the poet's home was in Cambridge.

Here *Longfellow* is in the possessive case because it denotes the ownership of the house. The noun *poet's* is in the possessive case because it is in apposition with *Longfellow*. But only the noun *poet's* takes the sign.

A noun in apposition, if accompanied by modifiers, should be set off by commas. If the appositive has no modifiers, no commas are needed ; as, —

The Emperor William reviewed the German troops.

William, the Emperor of Germany, reviewed the troops.

Tell the case of each noun in the following sentences, and give the reason. Give the reason for each punctuation mark.

1. Swift, the author of "Gulliver's Travels," had a brilliant intellect and a selfish heart.
2. Those green-coated musicians the frogs make holiday in the neighboring marshes.
3. The lark, that airy little musician, is known as an early riser.
4. Miss Alcott, the author of "Little Women," lived in Concord.
5. Sir Walter Scott, the novelist and poet, had a very strong affection for animals.
6. It was the great hall of William Rufus; the hall which had resounded with acclamations at the inauguration of thirty kings; the hall which had witnessed the just sentence of Bacon and the just absolution of Somers.

MACAULAY.

LESSON LXIV.

STUDY OF SELECTION.

HABITS OF FLOWERS.

Nearly all flowers turn towards the light, as if they loved it. This habit can be seen by watching plants that are standing near a window. The flowers will all be bent towards the light, if the pots are allowed always to stand in the same position. But by turning them round a little every day, while the blossoms are opening, the plants can be made to show flowers on all sides.

Some flowers shut themselves up at night, as if they were going to sleep, and open again in the morning.

A lazy bee was once imprisoned in a tulip. Perhaps he had done a hard day's work in gathering honey, and at last had become sleepy. At any rate, he staid too long in the flower, and so was shut in for the night.

The daisy is one of the flowers that close at night. When it shuts itself up, it forms a little green ball, not unlike a pea, and can hardly be known from the green grass amidst which it lies. But look next morning, and the ball is open, showing, as the poet says, "a golden tuft within a silver crown." It is a very beautiful sight indeed to see the grass spangled with daisies shining in the bright sun. It is said that this flower was at first called *day's eye*, because it opens its eye at the dawn of day, and that afterward the name became *daisy*.

The golden flowers of the dandelion are shut up every night; and they are folded so closely together in their green coverings, that they look like buds which have never

been opened. In places where the sun is very hot, the dandelion shuts itself up, even during the day: in this way it is sheltered in its green covering from the sun, and kept from fading.

Some flowers hang down their heads at night, as if nodding in their sleep; but in the morning they lift them up again to welcome the light. Other flowers have a particular time to open. The evening primrose, for example, is so called, because it does not open till evening. Through spring, summer, and autumn, we have a constant succession of flowers, each having its own season, and opening at its appointed time every year.

In what direction do flowers always turn? How can you make a plant show flowers on all sides?

Do flowers close at night?

What happened one afternoon to a bee that lingered too long in a tulip?

How does the daisy look at night? What does the poet say of the daisy? Why is the flower called daisy?

When does the dandelion close its golden flowers?

Do flowers sometimes droop at night? Do certain flowers open at a particular hour of the day? At an appointed time of the year?

1. *Write from memory what you have learned of the habits of flowers.*

2. *Find out by observation, and then describe, the habits of the dandelion blossom, the clover leaf, the morning-glory.*

3. *Write a composition on "The Habits of Strange Plants." You will find in botanical text-books and encyclopædias interesting accounts of the Venus's flytrap, the pitcher plant, the sensitive plant, the night-blooming cereus.*

LESSON LXV.

HOW TO PARSE NOUNS.

To parse a noun, state: —

1. *Class*— whether it is common, proper, collective, abstract, or verbal, and why.
2. *Gender*— whether it is masculine, feminine, or neuter, and why.
3. *Number*— whether it is singular or plural, and why.
4. *Case*— whether it is in the nominative, objective, or possessive, and why.

MODEL FOR ORAL EXERCISE.

A bound volume has a charm in my eyes similar to what scraps of manuscript possess for the good Mussulman. — HAWTHORNE.

VOLUME is a common noun because it is the name of a class of things ; it is of the neuter gender because it is the name of something without sex ; it is of the singular number because it denotes but one ; it is in the nominative case because it is the subject of the verb *has*.

CHARM is an abstract noun because it is the name of a quality ; it is of the neuter gender because it is a name without sex ; it is of the singular number because it denotes but one ; it is in the objective case because it is the object of the verb *has*.

EYES is a common noun because it is a name common to a class of things ; it is of the neuter gender because it is the name of objects without sex ; it is of the plural number because it denotes more than one ; it is in the objective case because it is the object of the preposition *in*.

SCRAPS is a common noun because it is a name of a class of objects ; it is of the neuter gender because it is the name of objects without sex ; it is of the plural number because it denotes more than one ; it is in the nominative case because it is the subject of the verb *possess*.

MANUSCRIPT is a common noun because it is the name of a class of objects ; it is of the neuter gender because it is the name of an object without sex ; it is of the singular number because it denotes but one ; it is in the objective case because it is the object of the preposition *of*.

MUSSULMAN is a proper noun because it is derived from the name of a particular country ; it is of the masculine gender because it is the name of a male person ; it is of the singular number because it denotes but one ; it is in the objective case because it is the object of the preposition *for*.

After the reasons for the several classifications are well understood, a briefer form may be used ; as, —

VOLUME is a noun, common, neuter, singular, nominative, subject of the verb *has*.

MODEL FOR WRITTEN EXERCISE.

NOUNS	CLASS	GENDER	NUMBER	CASE
volume	common	neuter	singular	nominative
charm	abstract	neuter	singular	objective
eyes	common	neuter	plural	objective
scraps	common	neuter	plural	nominative
manuscript	common	neuter	singular	objective
Mussulman	proper	masculine	singular	objective

Parse according to the model the nouns in Lesson LXIV.

PERSONAL PRONOUNS.

LESSON LXVI.

PERSONAL PRONOUNS.

1. I stood on the bridge at midnight.
2. Listen, my children, and you shall hear
Of the midnight ride of Paul Revere.
3. Let him not boast who puts his armor on
As he who puts it off, the battle done.
4. Words of welcome and gladness
Fell from her beautiful lips, and blessed the
cup as she gave it.

What part of speech is *I* in the first sentence? *You*, in the second sentence? *He*, *his*, *him*, in the third? *It*, in the fourth?

Pronouns used to denote the person or persons speaking are said to be of the first person; as, *I*, *my*, *me*, *we*, *our*, *us*.

Pronouns used to denote the person or persons spoken to are said to be of the second person; as, *thou*, *thy*, *thine*, *you*, *your*.

Pronouns used to denote persons or things spoken of are said to be of the third person; as, *he*, *she*, *it*, *his*, *her*, *its*, *they*, *their*, *them*.

Pronouns that have a different form for each person and number are called PERSONAL PRONOUNS.

Point out the personal pronouns in the following sentences:—

1. We judge ourselves by what we feel capable of doing, while others judge us by what we have already done. — LONGFELLOW.

DECLENSION OF PERSONAL PRONOUNS.

The First Person.

SINGULAR.	PLURAL.
<i>Nom.</i> I	<i>Nom.</i> we
<i>Poss.</i> my	<i>Poss.</i> our
<i>Obj.</i> me	<i>Obj.</i> us

The Second Person.

ANCIENT FORM.		COMMON FORM.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> thou	ye	<i>Nom.</i> you	you
<i>Poss.</i> thy	your	<i>Poss.</i> your	your
<i>Obj.</i> thee	you	<i>Obj.</i> you	you

The Third Person.

SINGULAR.			PLURAL.
<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>	<i>All genders.</i>
<i>Nom.</i> he	she	it	<i>Nom.</i> they
<i>Poss.</i> his	her	its	<i>Poss.</i> their
<i>Obj.</i> him	her	it	<i>Obj.</i> them

The pronouns *thou*, *thy*, *thee*, and *ye*, are not now used, except in poetry or in prayer. They will be found, however, in old writings, particularly in the Bible.

Mine and *thine* are sometimes used for *my* and *thy* before words beginning with a vowel sound ; as, —

Mine eyes have seen the glory of the coming of the
Lord.

If thine enemy hunger, feed him.

The English language lacks a pronoun of singular number, common gender ; for example. *Who has lost his or her book ?* In such cases, the masculine form is usually preferred.

12. The mind of the scholar, if you would have it large and liberal, should come in contact with other minds.

13. Whene'er a noble deed is wrought,
 Whene'er is spoken a noble thought,
 Our hearts, in glad surprise,
 To higher levels rise. — LONGFELLOW.

14. 'Tis willing hand! 'tis cheerful heart!
 The two best friends I know.
 Around the hearth come joy and mirth,
 Where'er their faces glow. — MACKAY.

LESSON LXVIII.

CHOICE OF WORDS.

1. The minister *hastened* up the aisle.
2. The boy *hurried* toward the schoolhouse.

Do you think of any difference between the motion of the minister and that of the boy? Which was quiet, but rapid? Which was both rapid and irregular?

Hasten and *hurry* both imply a quick movement; *hurry* always adds the idea of excitement or irregularity.

Construct four original sentences illustrating the correct use of:—

hasten

hurry

Construct sentences to show the proper use of the following words:—

enough

healthy

pride

sufficient

wholesome

vanity

LESSON LXIX.

COMPOSITION.

A LETTER.

ELMWOOD, CAMBRIDGE, MASS.,

Jan. 2, 1890.

DEAR FRIENDS :

Here I am again in the house where I was born longer ago than you can remember, though I wish you more New Year's Days than I have ever had. 'Tis a pleasant old house, just about twice as old as I am, four miles from Boston, in what was once the country, and is now a populous suburb.

My library occupies two rooms opening into each other by arches at the side of the ample chimneys. The trees I look out on are the earliest things I remember.

Now for out of doors. What do you suppose the thermometer is about on this second day of January? I was going to say he was standing on his head: at any rate, he has forgotten what he is about, and is marking sixty-three degrees Fahrenheit on the north side of the house and in the shade!

I forgot one thing. There are plenty of mice in the wall, and, now that I can't go to the play with you, I assist at their little tragedies and comedies behind the wainscot in the night hours, and build up plots in my fancy. 'Tis a French company, for I hear them distinctly say, "*Wee, wee.*"

Good by, and take care of yourselves till I come with the daffodils. I wish you both many a happy New Year

and a share for me in some of them. Poets seem to live long nowadays, and I, too, live in Arcadia after my own fashion.

Affectionately yours,

JAMES RUSSELL LOWELL.

TO THE MISSES LAWRENCE,
LONDON, ENGLAND.

Study carefully the arrangement of the letter and the style.

Write a letter to one of your relatives who has never seen your home. Describe:—

1. The location of the house.
2. Your room and its contents.
3. The view from your windows.
4. Your occupations.

LESSON LXX.

COMPOUND PERSONAL PRONOUNS.

1. I enjoyed myself. We enjoyed ourselves.
2. You enjoyed yourself. You enjoyed yourselves.
3. He enjoyed himself. They enjoyed themselves.

Pronouns like *myself*, *yourself*, *himself*, *ourselves*, *themselves*, etc., which are formed by annexing *self* or *selves* to one of the personal pronouns, are called COMPOUND PERSONAL PRONOUNS.

What other compound personal pronouns may be formed besides those given above?

Mention the compound personal pronouns of the masculine gender. Mention those of the feminine gender. Mention those that are neuter. Which are used for either gender?

Which of the compound personal pronouns are of the first person? Which are of the second? Which are of the third?

Which compound personal pronouns are of the singular number? Which are plural? What word is used to form the singulars? What to form the plurals?

In what case are all the compound personal pronouns given above?

The compound personal pronouns are usually in the objective case.

Sometimes, when used to emphasize a noun or pronoun, they are by apposition in the nominative case ; thus, —

I myself will do it.

The general himself ordered it.

You yourselves have defeated it.

Tell the gender, person, number, and case of each compound personal pronoun in the following sentences : —

1. If you would have it well done, — I am only repeating your maxim, —
You must do it yourself, you must not leave it to others.
2. Let us, then, be what we are, and speak what we think, and in all things
Keep ourselves loyal to truth.
3. My father is old, and has nobody but myself to love him. Hard as you think his heart is, it would break to lose me.
4. He who destroys a good book kills reason itself.
MILTON.
5. Each man makes his own stature, builds himself.
YOUNG.

LESSON LXXI.

ABSOLUTE POSSESSIVE PRONOUNS.

This house is my house.

This house is mine.

This house is thy house.

This house is thine.

This house is her house.

This house is hers.

This house is our house.

This house is ours.

This house is your house.

This house is yours.

This house is their house.

This house is theirs.

What is the difference between the first and second sentences? Do they mean the same? The word *mine* in the second sentence takes the place of what words in the first? The words *thine*, *hers*, *ours*, *yours*, and *theirs*, take the place respectively of what words?

When the noun qualified by the possessive pronouns *my*, *thy*, *her*, *our*, *your*, or *their*, is omitted, these pronouns are changed to *mine*, *thine*, *hers*, *ours*, *yours*, and *theirs*.

The pronouns *mine*, *thine*, *hers*, *ours*, *yours*, and *theirs*, are called ABSOLUTE POSSESSIVE PRONOUNS because they are used independently of a noun. Be careful not to use an apostrophe in writing these absolute possessives.

Rewrite the following sentences, substituting an appropriate absolute possessive pronoun for the Italicized words : —

1. This bouquet is *your bouquet*.
2. That bouquet is *my bouquet*.
3. The apples in the basket are *their apples*.
4. All the largest apples are *my apples*.
5. What a happy life *your life* must be!
6. A sad fate is *my fate*.
7. Is the tent in the woods *your tent*?
8. *His class* is the most diligent class in the school.
9. The fastest horses are *their horses*.

My, thy, our, your, and their are always in the possessive case ; but *hers, ours, yours, and theirs* are never in the possessive case. They are used in the nominative or the objective case.

Suppose we ask the question, *Whose book was lost?*

These answers might be given : —

Mine was lost. Hers was lost. Ours was lost. Yours was lost.

Theirs was lost.

In each of these answers, the absolute possessive is in what case? Why?

Suppose we ask the question, *Who lost his book?*

These answers might be given : —

I lost mine. She lost hers. We lost ours. You lost yours.

They lost theirs.

In each of these answers, the absolute possessive would be in what case? Why?

Write a similar set of answers to each of the following questions, and state whether the pronouns are in the nominative or the objective case : —

1. Whose house was burned ?
2. Whose trees were struck by lightning ?
3. Whose boats are the best in the harbor ?
4. Whose fault was it that the watch was lost ?
5. Is the brown-and-white setter your dog ?
6. Whose roses were blighted by the storm ?
7. Are the books in the library your books ?
8. Whose carriage was used ?
9. In whose garden did the gardener plant the vines ?

Point out the possessive pronouns and the absolute possessives in the following sentences. Give the person, number, gender, and case of each.

1. I have learned to seek my happiness by limiting my desires. — JOHN STUART MILL.
2. We have met the enemy, and they are ours. — PERRY.
3. "A dainty pair," the prudent matron said,
"But thine they are not." — BRYANT.
4. The deadliest foe of all our race,
And hateful unto me and mine !
5. Yours has the suffering been,
The memory shall be ours.
6. But knowing well captivity,
Sweet bird ! I could not wish for thine. — BYRON.
7. No time is this for hands long over-worn
To task their strength. — WHITTIER.
8. Come, good people, all and each,
Come and listen to our speech !
In your presence here I stand,
With a trumpet in my hand. — LONGFELLOW.

LESSON LXXII.

STUDY OF SELECTION.

THE BLUE JAYS.

I once had the chance of doing a kindness to a household of blue jays, which they received with very friendly condescension. I had had my eye for some time upon a nest, and was puzzled by a constant fluttering of what seemed full-grown wings in it whenever I drew nigh. At last I climbed the tree, in spite of angry protests from the old birds against my intrusion. The mystery had a very simple solution. In building the nest, a long piece of pack-thread had been somewhat loosely woven in. Three of the young birds had contrived to entangle themselves in it, and had become full grown without being able to launch themselves upon the air. One was unharmed; another had so tightly twisted the cord about its shank that one foot was curled up and seemed paralyzed; the third, in its struggles to escape, had sawn through the flesh of the thigh and so much harmed itself, that I thought it humane to put an end to its misery. When I took out my knife to cut their hempen bonds, the heads of the family seemed to divine my friendly intent. Suddenly ceasing their cries and threats, they perched quietly within reach of my hand, and watched me in my work of manumission. This, owing to the fluttering terror of the prisoners, was an affair of some delicacy; but ere long I was rewarded by seeing one of them fly away to a neighboring tree, while the cripple, making a parachute of his wings, came lightly to the ground, and hopped off as well as he could with one leg,

obsequiously waited on by his elders. A week later I had the satisfaction of meeting him in the pine walk, in good spirits, and already so far recovered as to be able to balance himself with the lame foot. I have no doubt that in his old age he accounted for his lameness by some handsome story of a wound received at the famous Battle of the Pines, where one tribe, overcome by numbers, was driven from its ancient camping ground. — LOWELL.

Study carefully Lowell's account of the imprisoned blue jays.

Tell the story in your own words. You may, if you wish, use the following equivalent expressions: —

Intrusion = unwelcome entry.	Making a parachute of = spreading.
Launch themselves on the air = fly.	Overcome = conquered.
Humane = kind, merciful.	Satisfaction = pleasure.
Manumission = setting free.	Accounted for = excused.
	Camping ground = stronghold.

Describe in a similar way an accident you have seen.

Before you begin to write, increase your knowledge of the subject: —

- | | |
|--------------------|--------------------------|
| 1. By observation. | 3. By reading and study. |
| 2. By experiment. | 4. By conversation. |

The following subjects will probably remind you of a familiar incident: —

A Mouse that we Caught in a Trap.

Some Ants that Moved a Straw.

Two Birds that Built a Nest in our Apple Tree.

A Canary Bird that Left its Home.

LESSON LXXIII.

PUNCTUATION.—THE COMMA.

A comma (,) is placed after each word in a series of words alike in grammatical construction; thus, —

The wisest, brightest, meanest, of mankind.

Infancy, childhood, youth, manhood, age, are different stages in human life.

1. If the last word of the series is preceded by a conjunction, a comma is not placed after it; thus, —

Ease, indulgence, luxury, and sloth make man a poor, sordid, selfish, and wretched being.

2. If the words in a series are severally connected by conjunctions, a comma is not used; thus, —

The air and earth and water teem with delighted existence.

The mind is that which knows and feels and thinks.

3. If only one word follows the series, a comma is not placed after the last word of the series; thus, —

He was a resolute, self-possessed, decided man.

David was a wise, good, pious king.

They taught, urged, threatened, lectured him.

4. If the series is composed of pairs of words, a comma is placed after each pair; thus, —

Draw from life the utmost it will yield for honor and usefulness, culture and enjoyment, health and affection.

*Explain the use of the comma in the following sentences.
Write the sentences from dictation.*

1. Let all the ends thou aim'st at be thy country's,
Thy God's, and truth's. — SHAKESPEARE.

2. To idle, silly, flattering words,
I pray you ne'er give heed.
3. Faith, hope, and charity are three cardinal virtues.
4. We should be kind, sympathetic, and helpful to all.
5. Strength, health, love, wisdom, peace, hope, are the elementary atoms of happiness.
6. God gives us the soul; but genius, talent, and ability we must get through education.
7. Grievings, joys, fears, hopes, suspicions, and counsels may all be imparted to a true friend.
8. How deeply and warmly and spotlessly Earth's nakedness is clothed!
9. The wit, the sage, the orator, the hero, the whole family of genius, furnished forth their treasures, and gave them nobly to the nation's exigence.
10. The one serviceable, safe, certain, remunerative, attainable quality in every study and every pursuit is the quality of attention. — DICKENS.
11. Walled towns, stored arsenals, guns, and ammunition are of no avail, unless the people be courageous.
12. In old Rome the public roads beginning at the Forum proceeded north, south, east, west, to the center of every province of the empire.
13. It is a story of labors, of trials, of patient forbearance, of long-suffering.
14. No one can find peace but in the growth of an enlightened, firm, disinterested, holy mind.
15. The back of the chair was curiously carved in open-work, so as to represent flowers and fruit and foliage.
16. Cause and effect, means and ends, seed and fruit, cannot be severed. — EMERSON.

17. How nobly those inverted commas, those italics, those capitals, bring out the writer's wit, and relieve the eye! They are as good as jokes, though you mayn't quite perceive the point. — THACKERAY.

18. The rich and the poor, the wise and the ignorant, the strong and the weak, are all brothers.

19. Were all these changing beauties of form and color to disappear, how unsightly and dull and dreary would be this world of ours!

20. Poverty and sickness, oppression and misery, were the lot of the French peasantry in the eighteenth century.

21. Shining and tall and fair and straight
As the pillar that stood by the Beautiful Gate.

LOWELL.

LESSON LXXIV.

PRONOUN AND ANTECEDENT.

1. The man lost *his* pocketbook and all the money *he* had with *him*.

2. The woman lost *her* pocketbook and all the money *she* had with *her*.

3. The men lost *their* pocketbooks and all the money *they* had with *them*.

In place of what noun is the pronoun *his* used? The pronoun *he*? The pronoun *him*?

In place of what noun is the pronoun *her* used? The pronoun *she*?

In place of what noun is the pronoun *their* used? The pronoun *they*? The pronoun *them*?

PRONOUN AND ANTECEDENT.

The noun for which a pronoun stands is called its ANTECE

What is the antecedent of *his*? Of *he*? Of *him*? What is the gender of *man*? What is the person? The number? The pronouns *he*, *his*, and *him*, are in what person, number, and gender?

In the second sentence, what are the person, number, and gender of *woman*? Of *she* and *her*?

What are the person, number, and gender of *men* in the third sentence? Of *they*, *their*, and *them*?

A pronoun must agree with its antecedent in person, number, and gender.

Point out the antecedent of each personal pronoun in the following sentences, and give the person, number, and gender of both the antecedent and the pronoun:—

1. A light broke in upon my brain, —
It was the carol of a bird ;
It ceased, and then it came again,
The sweetest song ear ever heard. — BYRON.
2. My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing. — S. F. SMITH.
3. When a man has not a good reason for doing a thing, he has one good reason for letting it alone. — SCOTT.
4. God's ways seem dark, but soon or late
They touch the shining hills of day. — WHITTIER.
5. I have ships that went to sea
More than fifty years ago ;
None have yet come home to me,
But are sailing to and fro. — COFFIN.

6. Comrades, leave me here a little, while as yet 'tis
early morn :
Leave me here, and when you want me, sound upon
the bugle horn. — TENNYSON.
7. There is always room for a man of force, and he
makes room for many. — EMERSON.
8. With spiders I had friendship made,
And watched them in their sullen trade,
Had seen the mice by moonlight play,
And why should I feel less than they? — BYRON.
9. Sweet streamlet! What a bright life must have
been yours! What flowers must have fringed your gliding
way, what rosy clouds you have reflected, what lilies you
have nourished, what stars have risen to tell you their
secret ere they have set! — CONWAY.

LESSON LXXV.

TWO OR MORE ANTECEDENTS.

1. Ethel and Elaine had their pictures taken.
2. Ethel or Elaine had her picture taken.

What are the antecedents of *their*? In what number is each antecedent? By what are the antecedents connected? Does the connective make us consider both girls together? Have the two, thus, a singular, or a plural significance? Is the pronoun *their* singular, or plural?

When a pronoun has two or more singular antecedents connected by *and*, it must agree with them in the plural number.

How many antecedents has *her* in the second sentence? In what number is each? By what are the antecedents connected?

Does this connective make us consider the girls together, or separately? Does the sentence mean that one, or both, had their pictures taken? In what number is *her*?

When a pronoun has two or more singular antecedents connected by *or* or *nor*, it must agree with each in the singular number.

But when one of the antecedents is plural, the pronoun must be plural also.

When a pronoun has for an antecedent a collective noun in the singular which stands for many as one whole, the pronoun must agree with it in the singular.

Mention the antecedents of the pronouns in the following sentences, and tell in what number each is. Tell in what number each pronoun is, and why.

1. James and Edward lost their way coming from the village.

2. James or Edward lost his way coming from the village.

3. The maple and the chestnut shed their leaves in the fall.

4. Either the elm or the maple throws its shadow across my window.

5. Neither George nor Harry is willing to give up his day to work.

6. Either James or Henry will come and bring his games with him.

7. Such was the appearance of Ichabod and his steed, as they shambled out of the gate of Hans van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.

LESSON LXXVI.

CHARLES DICKENS'S RAVEN.

Charles Dickens was fond of keeping ravens in his youth, and some of his experiences are related in the preface to "Barnaby Rudge." His first pet slept in a stable, generally on horseback. He terrified a Newfoundland dog by his tricks, and often walked off unmolested with the dog's dinner. He was increasing in intelligence when, in an evil hour, his stable was newly painted. He observed the workmen closely, saw that they were careful of their pigments, and immediately decided to outwit them. While they were at dinner one day, he began to eat the white lead they had left behind. Alas! this youthful folly resulted in death.

Who was Charles Dickens? Have you ever read "Barnaby Rudge"? Which of Dickens's pets is described in the preface? Where did the raven sleep? How did he frighten the dog? What do you understand by "increasing in intelligence"? How did the raven lose his life? Is white lead poisonous?

1. *Tell in your own words the story of Charles Dickens's pet raven.*
2. *Write a similar story, telling of the experiences of one of your own pets.*

Construct your sentences so that there can be no doubt as to the antecedent of each pronoun.

Be careful to set qualifying phrases or clauses as near as possible to the words they modify.

LESSON LXXVII.

INTERROGATIVE PRONOUNS.

1. Who gave me this book? Henry.
2. Which of the boys gave me this book? Henry.
3. Here are two books. Which will you take?
4. What is in the box? Wood.

What is the answer to the first question? Which word in the question represents Henry? It is therefore what part of speech? Which word in the second question represents Henry?

What does the pronoun *which* in the third sentence represent?

What does the pronoun *what* represent in the fourth question?

The pronouns *who*, *which*, and *what*, when used to ask questions, are called INTERROGATIVE PRONOUNS.

The interrogative pronouns (*who*, *which*, and *what*) are not changed in form to indicate person, gender, and number.

Who is used in asking questions referring to persons (first question).

Which is used in asking questions referring to persons (second question) or things (third question).

What is used in asking questions referring to things (fourth question).

The interrogative *who* shows by its form what case it is in ; thus, —

Nom. Who saw the book?

Poss. Whose book is it?

Obj. By whom was the book seen?

Which and *what* are never in the possessive case, and they have the same forms both in the nominative and in the objective.

Point out the interrogative pronouns in the following sentences, tell the case of each, and give the reason:—

1. Which is the lovelier, — the lily, or the rose?
2. Who knows the errors of his thoughts?
3. Who shall nerve heroic boys
To hazard all in freedom's fight? — EMERSON.
4. And what is so rare as a day in June? — LOWELL.
5. Which is the wind that brings the rain? — STEDMAN.
6. What flower is this that greets the morn,
Its hues from heaven so freshly born? — HOLMES.
7. Who shall rise and cast away,
First, the burden of the day?
Who assert his place, and teach
Lighter labor, nobler speech,
Standing firm, erect, and strong,
Proud as freedom, free as song? — BAYARD TAYLOR.

LESSON LXXVIII.

RELATIVE PRONOUNS.

1. I met a man who helped me.
2. The dog which was shot had bitten the boy.
3. I gave the picture to a boy that I liked.
4. We return to the books that we enjoy.
5. The boy read what he had written.

What man did I meet? By what words is the noun *man* modified?

What dog had bitten the boy? By what words is the noun *dog* modified?

Expressions like the following are called clauses : —

- who helped me* (1st sentence)
which was shot (2d sentence)
that I liked (3d sentence)
that we enjoy (4th sentence)
what he had written (5th sentence).

If we rewrite the first sentence thus, *I met a man, and he helped me*, we see that the pronoun *he* stands for the noun *man* : so also the word *who* in the first sentence stands for *man*, or for *and he*.

In like manner we may rewrite the second sentence thus, *The dog had bitten the boy, and it was shot*. Here the pronoun *it* stands for *dog*, and it is clear that *which* stands for *dog*, or for *and it*.

The words *who*, *which*, *that*, and *what*, are pronouns because they represent nouns. They are called *relative* pronouns because they relate to a preceding noun or pronoun.

Who is used to relate to persons, and *which* to relate to animals and things, when an additional fact is stated and when they have the sense of *and he*, *and she*, *and it*, *and they*, *for he*, etc.

That relates to persons or things, and is to be preferred : —

1. When the clause which it introduces simply limits or defines the antecedent, as in the third and fourth sentences.

2. When the antecedent includes both persons and things ; as, *The boys and the dogs that surrounded us made a great noise*.

3. After the superlative degree ; as, *It was the biggest trout that we caught*.

4. Generally, after *all*, *any*, *each*, *every*, *no*, *same*, or *very* ; as, *All that I had I gave him*.

5. Where the propriety of *who* or *which* is doubtful.

What represents things only, and has no antecedent expressed. It has a double relation in the sentence, — as the object of a verb or

preposition, and as the subject or object of the verb in the clause it introduces.

A relative pronoun, because it connects the clause it introduces to the principal clause, is properly a CONJUNCTIVE PRONOUN.

DECLENSION OF RELATIVES.

<i>Nom.</i>	who	which
<i>Poss.</i>	whose	whose
<i>Obj.</i>	whom	which

That and *what* are not modified to indicate case.

Mention the relative pronouns in the following sentences, state the antecedent of each, read the clause that it introduces, and tell what case the relative is in and why:—

1. The willow which bends to the tempest often escapes better than the oak which resists it. — SCOTT.

2. They never fail, who die
In a great cause! — BYRON.

3. Nature never did betray the heart that loved her.
WORDSWORTH.

4. A gentle stream, whose murm'ring wave did play.
SPENSER.

5. Give plenty of what is given to you. — PHŒBE CARY.

6. He who would search for pearls must dive below.
DRYDEN.

7. The wand'ring streams that shine between the hills,
The grotts that echo to the tinkling rills. — POPE.

8. We should rejoice if those who rule our land
Be men who hold its many blessings dear.

COLERIDGE.

9. To every man give that which most he needs ;
Do that which he can never do for you. — SCHEFER.

10. O holy Night ! from thee I learn to bear
What man has borne before. — LONGFELLOW.

11. He that lacks time to mourn lacks time to mend.

HENRY TAYLOR.

12. There is a tide in the affairs of men,
Which, taken at its flood, leads on to fortune.

SHAKESPEARE.

13. Thoreau, who has a strange faculty of finding what the Indians have left behind them, first set me on the search ; and I afterwards enriched myself with some very perfect specimens, so rudely wrought that it seemed almost as if chance had fashioned them. — HAWTHORNE.

14. Who would not be tempted to frequent irritation if he could enjoy that gift for which the poet so foolishly prayed, the gift of seeing himself as others saw him, and recognize his infinitesimal importance in the eyes of his fellows ? — A. P. RUSSELL.

15. I hear a voice you cannot hear,
Which says I must not stay ;
I see a hand you cannot see,
Which beckons me away. — TICKELL.

16. The flowers our mothers and sisters used to love and cherish, those which grew beneath our eaves and by our doorstep, are the ones we always love best. — HOLMES.

LESSON LXXIX.

PUNCTUATION. — THE RELATIVE CLAUSE.

A relative clause which simply explains its antecedent is separated from the rest of the sentence by a comma, or commas ; thus, —

His plan, which was original, was full of genius.

Cherish true patriotism, which has its root in benevolence.

If the relative clause restricts the meaning of the antecedent, no comma is used ; thus, —

It was only a few discerning friends who perceived the dawn of his future eminence.

No faculty lives within us which the soul can spare.

Justify the use or omission of the comma in the following sentences. Write the sentences from dictation.

1. Books, which are the repositories of knowledge, are an indispensable part of the furniture of a house.

2. Storms do not rend the sail that is furled.

3. He who reads in a proper spirit can scarcely read too much.

4. We must be courteous to a man as to a picture, which we are willing to give the advantage of a good light.

EMERSON.

5. I count him a great man who inhabits a higher sphere of thought, into which other men rise with difficulty and labor. — EMERSON.

6. He that is good at making excuses is seldom good for anything else. — FRANKLIN.