

FIRST LESSONS

IN

ENGLISH COMPOSITION.

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PREFACE.

THIS work, as its title indicates, is designed for beginners in English Composition. The study of it should be commenced by children as soon as they can write, spell, and define, as the first part requires no knowledge of grammatical terms. Its aim is to teach the proper application of words, together with most of the difficulties in English spelling, including the use of those pauses which are invariably placed in certain situations, which any child can comprehend. The second part introduces a few of the most common and easily understood parts of speech, together with some of their modifications and variations, still keeping in view all the preceding rules and exercises in punctuation and spelling. In short, it has been the author's aim to induce the

learner to think, and by practical steps to advance both easily and surely in the important art of writing his own language quickly and correctly. To accomplish this end, habits are all in all; and the author hopes that the little book now presented to the public will aid in forming good ones. She commits it to the kind regards of practical instructors, not as a substitute for any which they may have hitherto preferred, but as one preparatory to their use, trusting by its means to smooth away some of the first difficulties in the so generally dreaded task of composition writing, both for teacher and taught.

FIRST LESSONS

IN

ENGLISH COMPOSITION.

THE learner should copy the following list of words on a slate, or at the top of the page in his composition book; arranging the words in straight lines, and spelling them correctly. There need be neither capitals nor pauses, as the words are intended to be introduced into sentences.

The sentences which follow will be found to correspond to the list of words. The learner should be required to select the proper word in order to fill up the blank in each sentence, and, in writing it, draw a line under the word selected to distinguish it from the printed words of the sentence. Copy the capital letters, pauses, &c., exactly as they are in the book, as it is one of the principal objects of these primary lessons thus to form the habit of writing correctly.

LESSON I.

EXERCISE IN SENTENCES.

caw	maw	squaw	drawl	pawn
jaw	paw	hawk	scrawl	spawn
thaw	raw	shawl	sprawl	brawn
law	draw	yawl	dawn	drawn
claw	straw	brawl	fawn	yawn
flaw	saw	crawl	lawn	

Do not — out your words; speak quickly and distinctly.

Your exercise is a perfect —; I cannot receive it.

Young ladies should never — themselves about.

I rose before — this morning.

A — is a young deer.

A — is a smooth grass plat.

There is a — in that tumbler, so that it will soon break.

It is not polite to — in company.

The vulture has a very strong —.

Have you — this picture?

The — punishes theft by incarceration in the penitentiary.

— is the old-fashioned name for bacon.

During a —, the snow disappears.

— is a name for the eggs of fish.

Samson killed his thousands with the — bone of an ass.

The poor often — their clothes for money, with which to buy food.

To — is to cry like a rook or a crow.

The — is a name given to a beast's stomach.

My pet dog has hurt his —.

Carnivorous animals eat — meat.

— a line under the words supplied in your exercise; that is, *underscore* them.

— bounnets first came from Leghorn; hence their name.

A wood sawyer's wealth is in his —.

Infants — on their hands and knees.

A — is a noisy quarrel.

A — is a small boat.

Cashmere — are very dear and scarce.

A — is a bird of prey.

A — is an Indian female.

LESSON II.

EXERCISE IN SENTENCES.

jamb	numb	tomb	subtle
lamb	crumb	bomb	redoubt
limb	plumb	doubt	succumb
climb	thumb	debt	hecatomb
	dumb	debtor	indebted

Do not — that apple tree.

The — was made of white marble.

Christ opened the mouth of the —.

Lazarus lay in the — three days.

Lawyers are said to be — in their dealings.

The — is an emblem of innocence.

In consequence of paralysis, his limbs were —.

A — is a kind of cannon ball.
 A — is a fortification thrown up in time of war.
 The old soldier's — was amputated.
 The beggar asked for a — of bread.
 I — whether you will succeed.
 Never — to difficulties.
 Forgive us our — as we forgive our —.
 Bonaparte immolated — of men in consequence of his ambition.
 Do not — your books.
 I am — to you for many favors.
 He fell — into the water.

LESSON III.

EXERCISE IN SENTENCES.

accede	impede	sincere	austere
concede	supreme	severe	replete
recede	extreme	revere	complete
precede	serene	adhere	secrete
secede	convene	cohere	

Not many — from that church.
 The assembly will — at the Court House.
 Glue causes the different portions of cabinet work to —.
 The list of words must — each lesson.
 A — sky at evening is said to be a token of fair weather the next day.
 — to the right, and you will be as happy as this world can make you.

The fox does — himself in his hole.
 I have said it ; I cannot —.
 The heat of this summer has been —.
 — your parents ; love and cherish them.
 Your lesson is a — failure.
 — where you can without doing wrong.
 God is —.
 The — cold prevented us from enjoying ourselves at the sleigh ride.
 Such a course of conduct is — with difficulty.
 I cannot — to your proposition.
 Idleness will — my progress in my studies.
 A mother is a — friend.
 A stern, silent person is said to be —.

LESSON IV.

EXERCISE IN SENTENCES.

knack	knell	knob	knowledge
knave	knight	know	knapsack
knee	knit	knew	acknowledge
knead	knife	known	foreknowledge
kneel	knot	knock	knighthood

The curfew tolls the — of parting day.
 I have no — at rhyme.
 The — of the door is broken.
 — is not to be acquired without hard study.
 He is a —, and cannot be trusted.
 Don Quixote fancied himself a —.
 Do you not — how to spell ?

A weary soldier lost his —.
 Bow the —, and worship Him who made you.
 I do not know how to —.
 If she — how, she would teach you.
 Always — your faults.
 The cook will — the dough.
 My — is not sharp.
 If he had — his lesson, he would not have been punished.
 — belongs to God alone.
 — morning and evening for praise and prayer.
 Alexander cut the Gordian — with his sword.
 A gentle — was heard at my door.
 — was conferred by three strokes with the flat side of a sword.

LESSON V.

EXERCISE IN SENTENCES.

pewter	jewel	mildew	eschew	renew
newly	skewer	sinew	bedew	review
jewess	steward	jeweller	anew	renewal

Our revolutionary grandmothers ate on — plates.
 A — sells watches, clocks, jewels, &c.
 I am but — arrived; I do not know the rules.
 A — unites a muscle to a bone.
 A — is the daughter of a Jew.
 — is a stain difficult to remove.
 An emerald is a —.
 With a — a leg of mutton is easily handled.
 The — is an officer on boats or in hotels who has charge of the table.

— evil and do good.
 We — the graves of our friends with our tears.
 I will dictate that last sentence —.
 — your last lesson.
 — your good resolutions every day, and try to keep them.
 Our policy of insurance is run out; it needs a —.

LESSON VI.

EXERCISE IN SENTENCES.

niece	brief	field	fiend	grieve
fief	grief	shield	fierce	thieve
chief	siege	wield	pierce	retrieve
thief	liege	yield	priest	relieve

My sister's daughter is my —.
 I will — the poor man.
 To — is to break the eighth commandment.
 Osceola was the name of an Indian —.
 Your next lesson is very —.
 Grain grows in the —.
 An extremely wicked person is sometimes called a —.
 You must — your reputation by doing better.
 A — is a minister of religion.
 My — at the death of my father was very great.
 A — was sent to the penitentiary.
 Boston once sustained a —.
 In ancient times there were — lords.

Pray that God will — you from danger.
 The lion is a very — animal.
 I did — for the loss of my friend.
 The warrior did — a sword.
 We must not — to temptation.
 The soldier did — our Lord with a spear.
 A — was an estate held of a superior on condition
 of military service.

LESSON VII.

EXERCISE IN SENTENCES.

deceit	perceive	believe	aggrieve
conceit	conceive	achieve	reprieve
deceive	relief	relieve	apiece
receive	belief	retrieve	besiege
			cashier

I cannot — of such atrocious wickedness.
 My physician soon gave me —.
 According to the best of my — it is so.
 Can you not — the sense?
 You will not — many marks for this.
 Heathens — in worshipping idols of wood and
 stone.
 To — is a crime, whether in small or great mat-
 ters.
 — often renders its possessor ridiculous.
 Hypocrisy and — will never thrive in the end.
 Can you not — the writing of your lesson?

The rich have it in their power to — the poor.
 The criminal did — his character.
 All the children received an apple —.
 Our governor will — the innocent men.
 To — is to injure the feelings, reputation, or in-
 terest.
 She did — me with her wishes.
 My father is — in the bank.

LESSON VIII.

EXERCISE IN SENTENCES.

either	leisure	kerchief	thievish
neither	seizure	piercing	grievous
ceiling	chieftain	field-piece	

I have no — to attend to you.
 The — of his goods was made yesterday.
 — you or I must do it.
 The — is black with coal smoke.
 She will — go nor stay.
 McGregor was a Scottish —.
 — is an abbreviation of handkerchief.
 The eagle has — eyes.
 A — is a kind of cannon.
 — propensities will lead one into trouble.
 You have made a — mistake in your exercise.

LESSON IX.

EXERCISE IN SENTENCES.

leisurely	mischievous	conceited
pleiades	inveigle	deceitful
thievishly	deceiver	conceivable
frontispiece	receiver	achievement
aggrievance	relievo	retrievable

Your errors are —.

What an —!

Such wickedness is hardly —.

It is wrong to be —.

— persons bring much ridicule upon themselves.

— is the prominence of figures in statuary, architecture, &c.

He is a — of stolen goods, and will be punished.

The Evil One is a —.

To — is to persuade to do something evil by flattery.

You are a most — child.

Go — up stairs.

The — are seven stars in a group, of which only six are to be seen by the naked eye.

Most beggars in this country are — inclined.

The — in my Speller is a pretty picture.

That is an — to which I cannot submit.

LESSON X.

EXERCISE IN SENTENCES.

tyro	hydra	cypress	asylum
cycle	hymen	slyly	dynasty
hydrogen	hyacinth	stylish	proselyte
anodyne	antitype	by-law	

All societies have —.

My uncle has a — equipage.

The — is generally planted over graves.

The thief — made his escape.

— was the ancient god of marriage.

A — is a fabulous beast of many heads.

We speak of a — of years, meaning a period of time in which the same course begins again.

A — is a beginner.

— is one of the component parts of water.

A — is a beautiful flower with a bulbous root.

A medicine given to quiet the nerves is called an —.

The paschal lamb was an — of Christ.

There are — for the poor in London.

A — is a race of kings.

The gentleman is a — from the Roman Church.

LESSON XI.

EXERCISE IN SENTENCES.

lynx	sylvan	gypsum	sibyl
cygnet	syntax	symptom	idyl
cynic	synod	dactyle	abyss
mystic	lyric	larynx	
crystal	system		

Muffs are made of the fur of a —.

She has no — in her studies.

A — is one who pretends to foretell events.

A young swan is a —.

— is the third part of grammar.

The common name of — is Plaster of Paris.

An — is a pastoral poem.

The Maelstrom, on the coast of Norway, is a dreadful —.

A — was an ancient philosopher who sneered at every one.

— means mysterious.

A — is an ecclesiastical assemblage.

Horace wrote — poetry.

A substance is said to be as clear as — when it is perfectly transparent.

The — modulates the voice in speaking and singing.

Redness of skin is a — of inflammation.

A — is a poetical measure.

I viewed between two rows of rocks a — scene.

LESSON XII.

EXERCISE IN SENTENCES.

prototype	stereotype	personify
troglydite	hypothénuse	exemplify
barytes	hydrometer	hydrostatics
hydraulics	electrify	hypercritical

This is a — edition.

A — is an instrument for measuring the weight of liquids.

The ancients did — both virtues and vices.

To — is to give examples.

— is the science which treats of the properties of fluids at rest.

To find fault with slight cause is said to be —.

You did — me with your machine.

Engravers make use of —.

The — lived in caverns.

— is a heavy, sparry mineral.

— is the science which treats of fluids in motion.

The — is the longest side of such a figure as this, , called in geometry a right-angled triangle.

LESSON XIII.

EXERCISE IN SENTENCES.

drachm	hymn	solemn	psalm
yacht	kiln	autumn	psalter
schism	condemn	column	prompt
schismatic	contemn	limn	tempt
receipt	exempt	sumptuous	peremptory

Eight — make an ounce.
 — and — are sung in church.
 Bricks are burned in a —.
 Do not — before you know all the circumstances.
 I will not — you on slight grounds.
 The minister made a — appeal to the congregation.
 — is the third season of the year.
 The — was thirty feet high.
 To — is to paint in colors.
 The queen's — is very beautiful.
 There is a — in the church, but the — will soon
 be expelled.
 Give me a — answer.
 — no one to do wrong.
 I have lost the —, and shall be obliged to pay
 again.
 The — contains the — of David.
 I cannot — you from punishment.
 The command was —.
 I sat down to a — feast on Christmas day.

LESSON XIV.

EXERCISE IN SENTENCES.

isle	christen	soften	epistle	pestle	christmas
sous	glisten	often	gristle	wrestle	ragout
viscount	listen	castle	whistle	rustle	chestnut
chasten	moisten	bustle	thistle	nestle	
hasten	fasten	jostle	apostle	mortgage	

—, sinner, to be wise!

A good father — his child because he loves him.

— is a title of nobility in France.
 A — is a French coin, not quite equal to a cent in
 value.
 Christians — their children.
 Gold — in the sun.
 — to me, and pay attention.
 Dew — the earth.
 — the door of the —.
 You cannot — the tyrant's heart.
 There is much — and many a — in some schools.
 My — was dated on — day.
 I cannot eat the —.
 The infant was amused by a —.
 — grow upon barren ground.
 The — Paul was inspired.
 The sign of an apothecary is a mortar and —.
 To — was common among the ancients.
 Silk dresses —.
 See the little bird — under its parent's wings.
 He has a — upon my land.
 A — is a French dish, composed of meat and vege-
 tables cooked together.
 — trees grow in temperate climates.
 An — is a small island.

LESSON XV.

EXERCISE IN SENTENCES.

indict	victuals	handsome
indictment	czar	Wednesday

The grand jury — criminals.

Plain, wholesome — are the best for children.

She is a very — young lady.

— I shall commence going to school.

Alexander is at present the — of all the Russias.

In consequence of the — the thief was committed to prison.

LESSON XVI.

EXERCISE IN SENTENCES.

happy	happier	vary	variance
mercy	merciful	deny	denied
spy	spies	lady	ladies
carry	carried	grocery	groceries

— is he who does his duty.

The — are all absent this afternoon.

You will be — when you behave better.

— and truth have met together.

Major Andre was hung as a —.

The — shall obtain —.

If she — me, I shall be found out.

A — is known by her good breeding.

How can you — such a load about!

Try to — your examples as much as possible.

Have you — your pictures to the framer?

I am sorry to be at — with my friend.

When you have done wrong, do not — it.

William — having been present.

At a — we may purchase tea, sugar, and all kinds of —.

LESSON XVII.

EXERCISE IN SENTENCES.

tarry	tarrying	fancy	fancying
deny	denying	stay	staying
dismay	dismayed	valley	valleys
chimney	chimneys	day	days

— thou till I come.

There is too much — in your compositions.

I am — here to assist a dear friend.

There is no — that I am very impatient.

I cannot — myself to my best friend.

How can you be — such a thing!

I will — no longer.

After — a long time, I am weary.

Horror and — were painted on every countenance.

The fugitives fled into the —, and remained many —.

There is a cat in the —, for I see its —, with the smoke slowly curling up from it.

This —, our — have been on fire.

LESSON XVIII.

EXERCISE IN SENTENCES.

die	died	dying	hie	hied	hieving	see	seeing
lie	lied	lying	vie	vied	vying	agree	agreeing
tie	tied	tying	eye	eyed	eying	shoe	shoeing
			dye	dyed	dyeing	hoe	hoeing
						toe	toeing

All men must —.

Ananias — unto the Lord.

Sapphira, his wife, joined him in the —.

They — in their crimes, as soon as the — words had been spoken.

The — Redeemer forgave his murderers.

— up the bouquet neatly.

I have — it as prettily as I can.

You are — a knot which you will be obliged to cut.

— away to the woods and gather wild flowers.

I cannot — with you in aptness, but I will try to do so in perseverance.

The hunter — to the mountain in search of game.

The younger son — with his elder brother.

While — with your schoolmates, avoid envy.

I prefer that the cloth should be — red.

My teacher — me with so much earnestness that I thought it best to be industrious.

A very strong — will injure the texture of cloth.

After — me for a long time, the stranger passed on.

— is a profitable business.

The — is one of the most complex of God's works.

The blacksmith is — the horse.

My — is worn out at the —.

A — is an instrument used in gardening.

After — up the weeds, I was tired.

The cobbler is — my —.

— what a mistake you have made!

"— is believing," is an old proverb.

I will by no means — to it.

After — to meet once a month, the assembly adjourned.

LESSON XIX.

EXERCISE IN SENTENCES.

spot	spotted	overset	oversetting
allot	allotted	beg	beggar
annul	annulled	dig	digging
refer	referring	begin	beginner
permit	permitted	run	runner

You have — that dish of strawberries.

My Swiss muslin dress is embroidered in —

You have — your book with ink.

The time — for your lesson is past.

I will — you another portion.

The — of the lamp has spoiled my new carpet.

Those who make laws can — them.

— to the dictionary when you do not know the meaning of a word.

The unjust contract has been —.

On — to my grammar, I found the word incorrectly used.

~~You~~ no tampering with your duty.

If — to do this, you will be guilty of something worse.

A — — for alms.

My cousin went to California to — for gold, but all his — did not amount to much.

— with a — as you wish that he should continue.

That horse is a fleet —, and wherever he — will win the race.

LESSON XX.

EXERCISE IN SENTENCES.

slave	slavish	excuse	excusable
convince	convincing	leave	leaving
change	changing	ride	riding
please	pleasing	blue	bluish

Pompey is free, and not a —.

I cannot — you while in such affliction.

Mining is a — life.

To — your lesson unwritten till the last minute is a very bad plan.

You will — me that you are industrious when I see you so.

That is most — proof.

The love of — is an indication of fickleness of purpose.

This is a — life.

— to — me from writing!

It will be much more — to me that you should endeavor to do the best you can.

Such carelessness is not —

A — on horseback is pleasant to some, but I prefer — in a carriage.

The clear — sky is beautiful.

My dress is of a — color.

The following words retain the *e* before the termination *ing*, for the sake of the sound, which is in every instance that of *g* and *c* soft:—

charge	chargeable	change	changeable
service	serviceable	singe	singeing

St. Paul said that he was — to no man.

I — you, do your duty.

He is employed in my —

That is not a — piece of cloth.

He who is fond of — is —.

You will — your hair in the candle.

After — the dead fowl, we cooked and ate it.

LESSON XXI.

EXERCISE IN SENTENCES.

volcano	volcanoes	potato	potatoes
hero	heroes	buffalo	buffaloes
cargo	cargoes	memento	mementoes
veto	vetoes	mulatto	mulattoes
calico	calicoes	motto	mottoes

A — is a burning mountain.

— are numerous among the Andes.

I wear a — dress.

— first came from Calicut, India; hence their name.

The president possesses a — power.

The whole assembly placed their — upon the proposed measure.

The ship's — consisted of hides.
 Valuable — are often lost at sea.
 The man who would not fight a duel was a true —.
 Alexander and Caesar were — of antiquity.
 — were first discovered in America.
 The — forms the principal food of the Irish poor.
 — still range the plains of North-western America.
 — meat is considered a great dainty by hunters.
 The only — which I have of my friend is a plain gold ring.
 However trifling, — of our friends are dear.
 A — waited at table.
 — are half negroes and half whites.
 My — is, "Never despair."
 Very silly — are often found wrapped up with candies.

LESSON XXII.

EXERCISE IN SENTENCES.

folio	folios	nuncio	nuncios
seraglio	seraglios	bamboo	bamboos
punctilio	punctilios	cuckoo	cuckoos
cameo	cameos	two	twos

The book was a —.
 — are seldom used for school books.
 A — is the apartment allotted to the sultan's wives.
 There are few — in the world.
 If you stand upon — I shall be offended.
 — are common with ambassadors.
 A — is one sent by the pope to transact business with a foreign power.

There are few — in these days.
 — comes from India.
 — are used in making drawn bonnets.
 The — is an English bird.
 — are not found in America.
 I have a — breast pin.
 — are expensive.
 — came, and behaved themselves well.
 They went away by — and threes.

LESSON XXIII.

EXERCISE IN SENTENCES.

calf	calves	sheaf	sheaves	grief	griefs	scarf	scarfs
self	selves	shelf	shelves	hoof	hoofs	chief	chiefs
beef	beeves	life	lives	brief	briefs	staff	staves
leaf	leaves	wife	wives	roof	roofs		
				flagstaff	flagstaffs		

A — ran away with three other —.
 — claims the most of our cares.
 Fine — is found in all the Western States.
 We love our — the best.
 The — are all slaughtered.
 In autumn the — fall from the trees.
 We all do fade as a —.
 A good — is a crown to her husband.
 — is uncertain.
 The — of the Indians perform all the hard labor.
 Their — are nought but toil and hardship.
 The book lies on the —.

The reaper binds up his —.
 My bookcase contains many —.
 The field is full of yellow —.
 Noisy — is not always the deepest.
 She waved her — in token of farewell.
 My — are many, and hard to be borne.
 The young ladies' — were blue.
 The horse injured his —.
 The blacksmith placed shoes on all the —.
 Lawyers write —.
 A — is a writing containing a lawyer's arguments upon any subject.
 The wind took off the —.
 — are made of shingles, tin, iron, &c.
 A — is the leader of a party.
 My grandfather walks with a —.
 Highland — were once very numerous.
 The Jews went out with swords and — to take the Saviour.
 The — carries the American flag at its summit.
 All the — of the ships were draped in black when the president died.

LESSON XXIV.

EXERCISE IN SENTENCES.

careful welcome hurtful fulfil waterfall
 useful always already miscall till
 — you came, she behaved well.
 You cannot go — you have finished your task.
 — and diligent scholars make — members of society.

—, said the hospitable man to his guests.
 — pay attention, and you will have little trouble.
 Green fruit is —.
 You have made mistakes —.
 — all the requirements of school.
 Do not — your words.
 A cascade is a —.

EVERY child knows how to *ask a question*, but very few know how to punctuate it properly. An interrogation point is made thus [?], and is to be placed at the end of every question. The following list of words may now be introduced into the sentences, taking care to discriminate between affirmative and interrogative sentences.

LESSON XXV.

EXERCISE IN SENTENCES.

ail	ere	altar	assent	arc	aisle	anker
ale	c'er	alter	ascent	ark	isle	anchor
air	all	aunt	aught	aloud	anger	adds
heir	awl	ant	ought	allowed	augur	adze

What — you?
 I have drank too much —.
 Can you climb the —?
 I will — noon, if nothing happens.
 Have you been out to take the — this morning?
 Yes, my —, and I have taken a walk.

Will you — remember what I say?

We will not forget —.

— you not to love your parents?

Yes; in this respect, we should never —.

The carpenter made use of an —.

Did you see the shoemaker's —?

No; but I saw the ship's —.

Do you know who built the —?

Yes; and when the flood was over, Noah erected an —, and offered sacrifices.

In England, the eldest son is — to all his father's property.

Shall we — be freed from pain?

Yes; when — to enter paradise.

Will you walk up the — with me?

I will; but you must not speak —.

The — lived upon —, and pretended to tell fortunes.

An — is a Dutch measure containing ten wine gallons.

Will you — to my request?

I cannot, for you will cut yourself with the cooper's —.

An — is part of a circle.

In the following lesson, exclamation points are introduced, thus [!]. These marks denote what their name implies, and are used at the end of exclamatory sentences, showing some sudden passion or emotion.

LESSON XXVI.

EXERCISE IN SENTENCES.

bad	bear	base	bell	beach	berry	bough	ball
bade	bare	bass	belle	beech	bury	bow	bawl
bail	bark	bay	be	beat	blew	bourn	bread
bale	barque	bey	bee	beet	blue	borne	bred

— is the staff of life.

Was not John well —?

Washington was — to the grave lamented by a nation.

Our friends have passed that — from whence no traveller returns.

Was your friend a — at the party?

Yes; and she wore a — dress.

Did you come when the — rang?

No; a — stung me, and I did — like a baby.

How can you — so — as to steal!

I — you carry home the —.

What a ferocious —!

You are a — boy to injure the — and kill the tree.

Did you see my India-rubber —?

Yes; and I — it as hard as I could, but was not able to injure it.

In France, sugar is made from the —.

Would you like to sail in my —?

O, what an awkward —!

The high wind broke off the — of the — tree.

How beautiful New York — is!

I love to play on it.

See what a fine kind of — grows on the bush!
 The wind — furiously when the — attempted to
 leave Algiers.
 What an enormous sum for —!
 Alas! Do not — me in a little country village!
 The — idea makes me shudder.
 The leader of the choir sings —.

LESSON XXVII.

EXERCISE IN SENTENCES.

cañon	collar	ceiling	climb	compliment	cousin
canon	choler	sealing	clime	complement	cozen
cellar	coarse	clause	cruise	council	
seller	course	claws	crews	counsel	
cession	creak	cite	cygnet	cruel	
session	creek	sight	signet	crewel	

Boys, will you fire that —?
 After joining a church, we have no right to violate
 its —.
 That — of fruit resides in a —.
 My — is not good, so that I cannot see the —
 upon which the monument is placed.
 When we — mountains, we reach different —.
 The — of both the ships were lost.
 Did they — along the coast of Africa?
 Yes; and they saw many — nations.
 Alas! The — has condemned my — to death!
 Will the — of the territory make peace?

Yes; if they will allow that small — to be the
 boundary line.

Congress is, at present, in —; and my — to you
 is, to present your petition after — it with your own
 —.

The — seeks the water as soon as hatched.

What an ironical —!

I embroidered my — with — —.

Do you mean to — me by telling me such an ab-
 surdity?

You need not display any — if I do.

I shall pursue my own —.

The grizzly bear has immense —.

A — is a part of a sentence.

Have we our — of scholars to-day?

I shall — you to appear in court.

The doors all —, and the — is falling.

LESSON XXVIII.

EXERCISE IN SENTENCES.

dear	done	die	dost	feat	fare	flour	fowl
decr	dun	dye	dust	feet	fair	flower	foul
due	deign	doe	draft	faint	flew	fore	flea
dew	Dane	dough	draught	feint	flue	four	flee

My — child! How can you drink such a —?
 How many of our misfortunes are — to our faults!

Can you teach the — to — cloth?

The — is so heavy this morning that it has laid the
 —.

See how the — bound over the prairie!

O, one poor — is wounded!

— thou love to study and to learn?

I have — what I could.

We —, and pass away from the memory of man.

The — is of a — color.

The cook is not very neat, for she does not — to see that her hands are clean.

The merchant's — was not accepted at the bank.

What a — of agility! You use your — as if you were a rope dancer.

The affected young lady said that she was —, but it was only a —.

The — ran away, and we could not catch it.

Our daily — was good bread, made of — —.

There were — different kinds of — in the bouquet.

Does the — smoke? Yes; it is so —.

What an active little creature is a —!

The — wheels of the carriage are broken.

—! —! your lives are in danger.

LESSON XXIX

In this lesson the pupil will notice the semi-colon, made thus [;]. It denotes a pause twice as long as a comma. The phrase following it should begin with a *small letter*. There are some exceptions to this rule, but they will not be noticed here.

EXERCISE IN SENTENCES.

grate	grease	hair	hale	higher	hoop
great	Greece	hare	hail	hire	whoop
guilt	groan	hall	heal	him	hoard
gilt	grown	haul	heel	hymn	horde
gait	guessed	hart	hear	hole	hour
gate	guest	heart	here	whole	our

A — is made of iron; it is used wherever coal is burned.

The murderer's — was great; he killed his own father.

The — of Babylon appeared to be —; they were made of brass.

— was once the seat of arts and science; now, how is she fallen from her high estate!

My — had a very strange —; he was lame in consequence of a wound.

How you — for a little hurt!

What a mistake for a — girl!

Have you — the riddle?

No; I tried for an —, but could not.

Bear's — is very commonly used for the hair.

Did you see the — pass?

O, you have killed that noble —!

I would have let — go.

My — did beat to — the Indian's —.

His — was much — there than any where else.

My physician did — me, and now I am — and vigorous.

Did you hang your bonnet in the —?

Yes; but some one will — it down again.

What a terrible storm of — !
 Achilles was shot in the — .
 — the words of wisdom ; — she reigns supreme.
 The — assembly sang a — .
 — domestic can — a barrel as well as a cooper.
 The miser hid his — in a — .
 How I should fear to meet a — of savages !

LESSON XXX.

EXERCISE IN SENTENCES.

indict	lone	knave	knew	knot	lane	leak	liar
indite	key	nave	new	not	lain	leek	lyre
inn	quay	kill	knight	know	lead	lief	lo
in	knead	kiln	night	no	led	leaf	low
loan	need	lessen	lesson				

Bricks are burned in a — .
 How can you be so cruel as to — the little insect !
 What a — ! He broke the — , and thus endangered the lives of all in the carriage.
 You — not — that letter ; it will do no good.
 They — that the furniture was not — .
 I lost the — to my door on the — .
 The — stopped at the — in the — .
 Will you be kind enough to untie this — ?
 I have — the time to spare ; you must ask some one else.
 O, I have missed my — !
 Our cooks will — the bread.
 I have had — time to-day.

The intoxicated man lies — the — .
 He has — there all — .
 The grand jury will — that man for perjury.
 A — would as — tell a falsehood as not.
 — ! I am with you always, even unto the end of the world.

My father — me to the — mines.
 How dreary the life of a — hermit !
 Can you not — the number of mistakes in your — ?

Apollo was said to have invented the — .
 I will grant you the — at a very — rate of percentage.

The ship — ; O, we shall all be drowned !
 How I do dislike the smell of a — !
 Have you drawn that — correctly ?

LESSON XXXI.

EXERCISE IN SENTENCES.

made	marshal	meat	might	mule	nay	won
maid	martial	meet	mite	mewl	neigh	ode
male	poll	mean	moan	plane	oar	owed
mail	pole	mien	mown	plain	ore	pail
mane	mead	maize	more	miner	o'er	pale
main	meed	maze	mower	minor	one	pane
pair	pear	pique	pier			pain
pare	peak	peer	place	plaise		

My — — the coffee this morning.
 The — performs his work by — strength.

The thief's — was — and cowardly.

The — was dressed in — attire.

What a quantity of — grows in Illinois!

How the — turkey struts and gobbles!

The — is feeding on the —.

Our cat — for —.

The labyrinth of Crete was a —.

Run! The — is opened; see whether I have any letters or not.

Canadian horses have long and full —.

" — is right," is an old proverb.

Dreadful are the — of the dying on the field of battle.

Grass is — by the —, and when properly cured is called hay.

You are a —; you are not yet twenty-one years old.

I am not; I am — than that.

—, I cannot give you the specimen of —.

I lost my — rowing — the lake.

— man — all the prizes in the lottery.

Many poets have written —, to which they have — all their fame.

Did you hear the horse —?

Your guilt is shown by your — face.

A glazier came to set the broken —.

I hit my foot with a —, which was the cause of my suffering much —.

— me a — of —.

The — of Mount Washington is six thousand six hundred and sixty feet above the level of the sea.

As a republican, I have a — against a —.

The ice carried off the —, and we cannot rebuild the bridge.

Did you catch any — at that —?

A carpenter makes use of a — in order to render boards — and smooth.

We will have a May — next May day.

The parrot has a green —.

LESSON XXXII.

EXERCISE IN SENTENCES.

paws	profit	peace	rain	rite	rap
pause	prophet	piece	reign	right	wrap
peal	plum	please	rein	wright	rye
peel	plumb	pleas	raise	write	wry
pray	pore	plait	rays	ring	roe
prey	pour	plate	raze	wring	row
rung	rough	read	reek	roar	rote
wrung	ruff	red	wreak	rower	wrote

Mind your —!

The tiger has borne off his —; I see the marks of his — in the sand.

I — you not to disbelieve the —; he tells you the truth.

— the — upon the —.

Do not eat the — of the orange.

Did not the bells — a merry — on Christmas morning?

— write your words in a straight —.

A lawyer — —, and delivers them before the judge.

I will give you no — unless I have a —.

A — is a leaden weight.

Perspiration exudes from the — of the skin.

The laundress makes a good — when she — her frills.

My horse broke his —, and left me to walk home in the —.

The — of the first four kings of Rome were remarkable for their length.

— the poor child from the ground, and — it up in warm clothing.

How dazzling are the — of the sun!

The savages did — the village to the ground; many were the hearts — on that terrible night.

My wedding — was of plain gold.

It is — that the — of every church should be respected.

The wheel — wrote a good hand, notwithstanding the stiffness of his fingers.

O, do not — the hearts of those who love you by such misconduct.

See, what a — face he is making because he is angry!

— is a kind of grain.

The — of a certain kind of fish is considered a great delicacy by the Russians, and is called caviare.

I gave a — to the bell, and it —.

Queen Elizabeth wore a — on her neck.

The — of our boat was a — man.

Did the lion —?

Yes; and it frightened me so that all the — forsook my cheeks.

Have you — over your lesson carefully?

Yes; and I have also learned it by —.

The Indians were accustomed to — their vengeance upon the colonists by burning their houses, and then leaving them to — in their own blood.

LESSON XXXIII.

EXERCISE IN SENTENCES.

seen	sleight	steel	stake	style	tale	teen	toe
scene	slight	stare	steak	some	tail	their	tow
sew	soul	stair	straight	sum	tear	there	time
sow	sole	see	strait	tacks	tier	threw	thyme
so	steal	sea	stile	tax	team	through	way
to	two	tied	tear	vane	vale	veil	weigh
too	tide	tare	vain	vein	wain	weak	week
	wade	wane	wood	would	weighed		

I have — a sunset at —; it is a — of surpassing beauty.

Will you go to market and buy a —?

I — that you do not know how to —; it is indispensable that a young lady should have — knowledge of such a useful art.

Go — up —, and put your room in order.

— the sower — his seed; he has quite a — of hand.

Martyrs were anciently burned at the —.

— returned to Him who gave them.

How — are all things here below!

Between Dover and Calais — is a narrow —.

Will you not take more pains with your —?

It requires no — study to write well.

Job was afflicted from the crown of his head to the — of his foot.

To — is to break the eighth commandment.

Damascus swords were made of the finest —.

I do not wonder that you — at the —.

All nature — with beauty.

The peasant was dressed in — cloth.

You have multiplied by — figures instead of three.

Have you not learned about the — of Tempe in your Mythology?

Yes; we learned it last —.

We nail down carpets with —.

Did you not say that your — amounted — fifty dollars?

Yes; and I — not pay it if I could avoid it.

The market man's — run away and spilled the contents of his —; they were — and —; however, he finally caught the oxen and — them fast.

What an absurd — to tell!

The — of a squirrel is its greatest beauty.

We sat in the front — at the concert; and Mme. N drew — from our eyes by her pathetic singing.

If we now improve our —, we shall be happy — life.

He — a stone, and it hurt my —.

How regularly the — rises and falls!

The doctor first — up the arm, and then opened a —.

Merchants are obliged to compute — on all the goods which they —.

Does the — point to the east?

No; it has not pointed that — for several days.

How did you — your —?

It caught on a branch as I was passing — a —.

The moon — once a month.

I stepped upon the scales, and was —.

LESSON XXXIV.

QUOTATION MARKS.

THE learner will pay particular attention to the following directions, as the lesson cannot be correctly written without a thorough understanding of them. Quotation marks are inverted commas, placed at the beginning and end of a sentence containing exactly the words of the author; viz., "Honesty is the best policy," is an old proverb. Let the learner insert quotation marks in the proper places in the following sentences, punctuating them precisely, in other respects, as they are printed:—

Remember thy Creator in the days of thy youth, says Solomon.

A favorite maxim among ancient wise men was, Know thyself.

Haste makes waste, is a true saying.

Honor thy father and mother, is a command of God.

The teacher said, Attend to your lessons.

The wise man has said, Wine is a mocker.

Eschew evil and do good, is a command of Holy Writ.

Time flies, is a Latin proverb.

He who steals my purse steals trash, says a modern poet.

Cæsar's boastful message was, I came, I saw, I conquered.

Balaam exclaimed, Let me die the death of the righteous, and let my last end be like his.

Time and tide wait for no man, is an old adage.

My mother said, Hurry, Lucy; the school bell has just rung, and you will be late.

Fanny, your exercise needs some correction, said my teacher.

We all do fade as a leaf, is the exclamation of one who has deeply felt the shortness and uncertainty of human life.

My dear children, let no root of bitterness spring up among you, is the exhortation of an apostle.

Fine feathers make fine birds, said the nightingale to the peacock.

What a beautiful voice I have, said the donkey.

Try to punctuate properly, said the teacher to her scholars.

I have tried, and I cannot, answered one who did not like the trouble of paying strict attention.

LESSON XXXV.

QUOTATION MARKS.

BESIDES direct, uninterrupted quotations, which are begun with a capital letter, there are quotations which are interrupted by explanatory clauses. In such cases, the sentence quoted commences with a capital, while the explanatory clause begins with a small letter, and also the continuation of the quotation; as, "John," said his sister, "you will be late at school if you do not hurry." Let the learner punctuate the following sentences, taking care to place the punctuation exactly as it is printed, and introducing the quotation marks, according to the model.

Mary, said the teacher, do not idle away your time.

Please, sister, exclaimed a little girl, give me a nice, rosy apple.

Remember, children, said my mother, not to misspend your time in school.

O Charlie, pleaded my brother, do not torment the poor little kitten.

John, commanded his father, obey your parents and teachers.

I am sorry, apologized the careless scholar, that I did not pay attention; I should have known my lesson if I had.

James, said his uncle, go to market and buy a beef-steak.

Yes, uncle, answered the boy; I will go as soon as I can.

My pretty canary, exclaimed the grieved child, you will never sing any more.

Venus, explained the teacher, was the goddess of beauty.

Few people, remarked the lecturer, know the value of time.

New York, says the Geography, is the largest city in the United States.

LESSON XXXVI.

QUOTATION MARKS.

THERE is still another class of quotations, which may be termed quotations within quotations, consisting of the words of a third person repeated and

addressed to another. In such cases, the quotation contained within another must be marked with single commas, while the principal one remains as before; as, "Fanny," expostulated my mother, "'think twice before you speak once.'" "Charles," said my father, "'all is not gold that glitters;'" remember that."

The tailor's adage, said my father, is, A stitch in time saves nine.

Julia, warned my teacher, Duty before pleasure, should be your motto.

Tell me a proverb, asked a little girl.

Beauty is but skin deep, was my reply.

Young ladies, remonstrate I the teacher, remember that, Time lost never returns, is as true now as when it was first uttered by the wise man.

That the darkest hour is just before day, said my mother, has often been verified in my own experience.

We are acting proverbs, said my sisters; please give us one.

Strike while the iron is hot, was my reply.

Remember, said my friend, that those who live in glass houses should not throw stones.

How true the saying, remarked my sober brother, that man proposes, but God disposes.

Cowper never wrote a more beautiful as well as true sentiment, said the critic, than this: God made the country; man made the town.

LESSON XXXVII.

QUOTATION MARKS.

QUOTATION marks should not be used where the language expresses the ideas of another, but not the exact words. This is an error which frequently occurs with beginners, and great care should be taken to avoid it. The following sentence will illustrate the error: Ellen told me that "she did not spoil the book." The quotation marks should not be used, inasmuch as Ellen's own words are not repeated. It should have been written without any quotation marks, thus: Ellen told me that she did not spoil the book.

Let the learner punctuate the following examples in accordance with the preceding rules on the subject of quotation marks:—

Thales maintained that the supreme God was eternal and uncreated.

Chilo, the Spartan, says, Three things are most difficult: to keep a secret; to bear injuries with patience; to employ one's time worthily.

Desire nothing too much, was also one of Chilo's maxims.

Cleobulus, one of the seven wise men of Greece, advised men to be good to their friends, that they might preserve their friendship; and to be kind to their enemies, that they might make friends of them.

My child, said my mother, these are the words in which Solomon personifies Wisdom: The Lord possessed me in

the beginning, before his works of old. I was set up from everlasting, or ever the earth was.

One of the ancients called Sleep, the happy king of gods and men.

Theseus, a king of Attica, erected a column to show the boundary of his kingdom. On that side of the column which stood towards Peloponnesus was written, On this side is Peloponnesus. On the other side the inscription was, On this side is Ionia.

An ancient philosopher has said that in order to live virtuously we must avoid the faults we see in others.

The Scripture says that at the creation, the morning stars sang together, and all the sons of God shouted for joy.

It has been wisely remarked that health is the felicity of the body, and knowledge that of the mind.

My Sunday school teacher told me, said Mary, that the Bible says there shall be a new heaven and a new earth.

The Greeks had a fable that all the elements which form the universe — fire, air, earth, and water — once lay in a vast mass of confusion, in which there was no light nor any living thing. This condition of the elements they called *Chaos*.

Our religion teaches us to add to our virtue knowledge.

Plato's prayer was, O Thou who art the King of heaven, grant us what is useful to us, whether we ask it, or whether we ask it not! Refuse us what would be hurtful to us, even if we should ask it.

PART II.

IN the preceding exercises, the learner has been supposed to know nothing of Grammar. The following lessons are intended to accompany him in his study of that difficult, but most necessary, branch of knowledge. In presenting some of the principal elements of the Science of Language, the design is to render their signification and use so plain that no learner need misunderstand, or fail to comprehend them. The technical terms are such as are used in all grammars of good authority, or in common use.

LESSON I.

NOUNS.

A Noun is the name of any person, place, or thing.

As a noun is the first part of speech of which a pupil gains a clear idea, he may begin by introducing one which will make sense, into the follow-

ing sentences, drawing a line under the words supplied, as in the previous exercises.

Each sentence must begin with a capital letter and be closed with a period; as,

— plays on the piano-forte.

— sail on the sea.

Mary plays on the piano-forte.

Ships sail on the sea.

EXERCISE IN SENTENCES.

— draw heavy burdens.

— build houses.

— fly in the air.

— build their nests in trees.

— love to skate on the ice.

— melts ice.

— are made of iron.

— are made of glass.

— live in the sea.

— have souls.

— have instincts.

— soon fades.

—, —, —, all must die.

— wins the love of all.

— is to be pitied.

— are made of wood, stone, or brick.

— is made of rags.

— have four feet.

— have two feet.

— have wings.

— should obey their parents and teachers.

— come from caterpillars.

— are hatched from eggs.

— make good soup.

— are covered with leaves.

— contain leaves, pages, letters, words, stops, lines,
and all things necessary for — to learn.

— describes the earth.

— speaks of the heavenly bodies.

— is the science of numbers.

— is a narration of past events.

— is the history of the gods and goddesses worshipped
by the heathen.

— means the correct spelling of words.

— signifies the proper pronunciation of words.

— teaches how to speak and write correctly.

— commands respect.

— will meet with punishment.

— divides time into hours, minutes, and seconds.

— is divided into three hundred and sixty-five days.

— consists of thirty or thirty-one days.

— make hours.

— ruminate.

— are cloven footed.

— have undivided hoofs.

Carpenters build —.

Birds build —.

Emmets build —.

The sun diffuses —.

The moon lights the —.

The stars bedeck the —.

The earth turns on its —.

Intemperance renders a man a —.

Industry deserves —.

Idleness merits —.

Food strengthens the —.

Rivers flow into the ____.
 The clouds surround the tops of the ____.
 The horse ran away and broke the ____.
 She did not learn her ____.
 Parents love and cherish their ____.
 Children should obey their ____.
 Farmers raise ____, ____, and ____.
 Hardware merchants sell ____ and ____.
 Tanners make ____, ____, and ____.
 Grocers sell ____, ____, ____, and ____.
 Cabinet makers construct ____ and ____.
 Chemists try experiments with ____.
 Historians tell us of past ____.
 Novelists write ____.
 Linguists are men well acquainted with ____.
 Peddlers sell ____, ____, ____, ____, ____, and ____.
 Musicians teach ____, ____, and ____.
 Idle girls and boys will lose the ____.
 Mary lost her new ____; ____, ____, and ____.
 I will relate a few ____.
 Go and play in the ____.
 Remember the ____ which you should have fulfilled
 to-day.
 The clouds distil ____.
 Rain waters the ____.
 Flowers beautify the ____.
 Envy poisons the ____.
 The jury condemned the ____.
 The lawyer plead the ____.
 The sheriff attached the ____.
 The judge sentenced the ____.
 Intense heat fuses ____.
 The benevolent man bestowed ____

LESSON II.

ARTICLES.

THE indefinite article *a*, or *an*, means no particular person or thing. *A* and *an* are both the same article, differing only in their use. The article *an* is used before words beginning with a vowel; as, an apple, an hour. *An* is also used before words commencing with a sounded *h*, when accented on the second syllable; as, an historical account.

EXERCISE IN SENTENCES.

____ industrious man will be rich.
 ____ idle scholar will be punished.
 ____ open and candid answer is pleasing.
 ____ undertaking so perilous was declined.
 ____ understanding so comprehensive was admired by all.
 ____ impulse so rash should have been resisted.
 ____ apple was given to me.
 ____ uncle of mine has been to Europe.
 ____ aunt of hers has visited France.
 ____ old person should command respect from all.
 ____ harmonious sound pleases me.
 ____ undutiful daughter grieves her parents.
 ____ overflowing cup was drained to the dregs.
 ____ open countenance is pleasing.
 She has ____ admirably well-governed household.
 I will present you with ____ ivory paper cutter.
 ____ eagle's nest is made of twigs.
 You have given me ____ empty dish.
 ____ eagerness to become rich often leads to crime.
 Hume is ____ historian.

He is — honorable man.
 Hercules performed — heroic action.
 — Irishman has written — Hibernian tale.
 — industrious child made — herbarium.
 We walked three miles — hour.
 The poet wrote — hexameter.

LESSON III.

THE INDEFINITE ARTICLE A.

This article is placed before all words beginning with a consonant sound; as, a book, a useful book, a hero.

EXERCISE IN SENTENCES.

— beautiful scene was presented to view.
 — fine breastpin was her present.
 — selfish child will have few friends.
 — European came to our door for alms.
 — universal deluge took place.
 Make — plain and distinct answer.
 Try to have — perfect lesson.
 Endeavor to maintain — uniform cheerfulness.
 — bad boy makes — bad man.
 — young person was injured.
 — yew tree was cut down.
 — hireling is one that works for wages.
 Where there is — union of interests, there should be complete confidence.
 Many — human being degrades himself to the level of — beast by intemperance.
 Many — one has repented and reformed.

— unit is the lowest figure in whole numbers.
 Avoid — rude and boisterous manner.
 He is — true hero who forgives injuries.

LESSON IV.

DEFINITE ARTICLE THE.

The definite article *the* means some particular thing, and is used indiscriminately before vowels and consonants. In the following examples the pupil is required to introduce both the definite and indefinite articles, according to the sense, bearing in mind the preceding rules. The cross in the following examples is placed where the *indefinite article* is to be introduced.

EXERCISE IN SENTENCES.

+ mischievous boy met with + sad accident.
 — poor, old man begged for + piece of bread.
 Many of — scholars failed in — lesson.
 + uncomfortable position made — ride very unpleasant.
 Many + one has been disappointed.
 + university is + place where young men are taught.
 + unit figure occupies — lowest place in whole numbers.
 + hour passed away.
 — disobedient child failed to receive — reward.
 — hours of school pass quickly away, + few only being improved.
 — child went slowly up to — teacher, unwilling to recite — hard lesson.

— clear, blue sky above reminds us of — God who made it.

+ intelligent, + industrious, and + obedient pupil is loved by all.

+ poor man, + old woman, and + innocent young child came here to ask for + little bread.

You can recite + easy lesson without + mistake.

+ inkstand was thrown upon — desk, and spoiled — paint.

Do not begin + piece of work without + resolution to finish it.

+ understanding clear, vigorous, and keen is + desirable qualification.

+ honest, + ingenuous, but + impetuous youth is my friend.

Come and place — particles in — right places.

In summer, — days are longer than — nights.

James has bought + lemon and + orange.

— Old and — New Testaments constitute — Bible.

+ oak produces acorns.

— horse is + noble animal.

Mathematics is — science of quantity.

— evening and — morning were — first day.

— rose is + beautiful flower.

Neither — sun nor — stars appeared for many days.

We despise not — doer, but — deed.

God created — heaven and — earth, and divided — light from — darkness.

Solomon was + great and + good man.

Christianity claims + heavenly origin.

LESSON V.

ADJECTIVES.

An adjective is a word joined to a noun to describe it, or a word which will always make sense when joined to a noun; as, the — boy obeyed his parents; the — thief escaped. The *good* boy obeyed his parents; the *expert* thief escaped.

EXERCISE IN SENTENCES.

An — man lost his life.

A — boy tormented his brother.

A — beggar starved.

The — woman was crowned queen.

The — scholar gained the prize.

— children mind their parents.

— men are sooner or later punished.

— grass covers the earth.

Rain is — water.

Iron is a — metal.

Lead is a — substance.

— is a sunset at sea.

The — customs of nations are described in Geography.

The Irish are a — race.

The English are a — people.

— people assembled in the church.

— persons like — work.

— children love to play in the — fields.

The — flowers were made into a — bouquet.

The — garden was much admired.

The rainbow is composed of seven — colors : — ,
— , — , — , — , — , and — .

The blush rose is of a faint — color.

Carmine is — .

Gamboge is — .

In autumn the leaves are — .

In spring the trees are — .

In winter the ground is — .

A — lesson sometimes causes — tears.

The — thief desired to be saved.

— men sometimes commit — acts.

Solomon was a — king.

Cæsar was betrayed by — friends.

Alexander was a — conqueror.

History is a narrative of — events.

This is the — sentence in the lesson.

The Turks are an — nation.

Negroes are — .

A — answer turneth away wrath ; — words stir
up anger.

LESSON VI.

ADJECTIVES.

ADJECTIVES describe nouns in different ways. We say, for example, that John is a *good* boy, James is a *better* one, but Charles is the *best* boy in school. These three methods of expression are called *comparison*. Thus we say that an adjective has three degrees of comparison. The first degree is called *positive*, because it merely describes the subject, without any comparison. All the ex-

amples in the foregoing lesson, therefore, are in the positive degree. Let the learner join an adjective in the positive degree to each of the following nouns. The teacher will please see that each sentence commences with a capital letter, and is closed by a period.

table	chair	cap	book	inkstand	pen	hand
hair	knife	window	girl	woman	man	bird
cow	horse	dog	cat	coat	shoe	watch
tree	day	night	sun	moon	star	boy

LESSON VII.

ADJECTIVES.

THE COMPARATIVE DEGREE.

This degree expresses a comparison between two persons or things. Words of one syllable are, with few exceptions, compared by adding *r* or *er* to the positive, to make the comparative; *r* when the positive ends in *e*, and *er* when it does not.

EXERCISE IN SENTENCES.

John is — than his brother.

The — boy was censured.

An — sister reproved her.

Her — brother runs alone.

The — philosopher discovered the secret.

The — warrior gained the victory.

The — present was much prized.

The — lesson was omitted.
 Her — duties were neglected.
 She was the — sister of the two.

Adjectives of more than one syllable are compared by adding *more* to the positive, to form the comparative.

EXERCISE IN SENTENCES.

— money was required.
 The — Christian died happy.
 My — friend was beloved.
 Their — orator failed.
 Our — arguments were unheeded.
 The — doll remained in the store.
 The — part was untouched.
 My — sister helped me.
 The — books were more expensive.
 The — scholars were dismissed.

Let the learner introduce adjectives in the comparative degree, of any number of syllables.

EXERCISE IN SENTENCES.

Very few of the — pupils failed to receive a prize.
 The — is a lady's dress, the less likely is she to be admired by — people.
 — people attended the lecture than at any former period.
 The — the man, the — his gains.
 The — the child, the — his reward.
 The — man refused to drink the wine.
 — heads than yours have been puzzled.
 The — climates are favorable to the growth of the — grains.

I never experienced a — day.
 A — summer was never known.
 It is to be hoped that we shall never have a — winter.
 — children than you have suffered — calamities.
 Preserve a — place for your — — copy books.

The comparative *lessens* as well as increases the positive, which it does by adding *less* to the positive, whether of one syllable or more.

EXERCISE IN SENTENCES.

The — general was cashiered.
 I listened to the — speaker with no pleasure.
 The — gentleman received a short answer.
 My — brother was much mortified.
 The — tree was cut down.
 Their — companions did not guess the riddle.
 I should not like to be — than my schoolmates.
 You will certainly be — if you do not behave better.
 — persons I have never met with.

LESSON VIII.

ADJECTIVES.

THE SUPERLATIVE DEGREE.

THE superlative degree of comparison either increases or lessens the positive to the highest or lowest degree. Words of one syllable are increased to the superlative by adding *st* or *est* to the positive; words of two or more syllables add *most*, to

increase the positive. To *lessen* the positive in the superlative degree, add *least* to it.

EXERCISE IN SENTENCES.

William's — friend died.
 The — man received the — wages.
 A — person was imprisoned.
 The judge condemned the — man.
 The — crimes were committed by the pirates.
 The — friend was forgotten.
 The — wickedness was practised during the French revolution.
 — fruit grew in our orchard.
 The — wines come from Spain.
 The — animals inhabit the torrid zone.
 She is the — scholar of the three.
 The — serpents are found in hot climates.
 The — parents are not in reality the —.
 The — scholars reap the — rewards.
 The — girl was chosen by the — number of the scholars as May queen.
 The — misfortune is the loss of the favor of an — God.
 The — men have not always been the — men.
 The — scholars are not always the — ones.
 Solomon was the — man that ever lived.
 — and — of the sons of the morning.
 Autumn is the — season of the year.
 Spring brings the — flowers with her.
 Winter is the — of the seasons.
 The — child was laid in her early grave.
 The — attention is necessary in school.
 Four of the — pupils were sent home.
 You have given me a — answer.

LESSON IX.

ADJECTIVES.

THERE is another class of adjectives which are compared irregularly. The following are the principal : —

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good or well,	better,	best.
Little,	less,	least.
Much or many,	more,	most.
Bad, ill, or evil,	worse,	worst.
Near,	nearer,	nearest or next.
Old,	older or elder,	oldest or eldest.
Late,	later,	latest or last.

Let the learner fill up the blanks in the following examples with some of the preceding adjectives. The teacher will require that these adjectives, and no others, are employed.

The — news from the seat of war is very distressing.
 I shall require — lessons the — time.
 The — men are sometimes in fault.
 Our Creator is supremely —.
 An old proverb says that “ — folks should be seen, and not heard.”
 — persons should always be treated with respect.
 — study will never answer.
 — people attended the — lecture.
 — persons dislike hard work.
 The — exposure is sometimes fatal to health.

This is the — exercise that you have written; you have been very careless.

“ — communications corrupt — manners.”

My — relations are all dead.

His — sister is very —; the doctor thinks that she will never be — again.

This writing is extremely —; it could not well be —.

In summer, the husbandman has not — time to spare; then he must lay up — stores for the winter.

The — approach of death fills us with awe.

The — telegraphic despatch has dashed all our hopes.

By — arrivals we have received news from the East.

John is my cousin, James is the cousin of my father.

Which is the — connection?

LESSON X.

ADJECTIVES

WHICH DO NOT ADMIT OF COMPARISON.

THERE is another class of adjectives, which do not admit of any comparison, having in themselves a superlative signification. The following list contains the principal: —

extreme	wrong	supreme	full
perfect	infinite	omnipotent	true
right	ceaseless	eternal	round

The earth is —.

Just and — are thy ways.

He gave me a — description of his journey.

The Almighty is — in wisdom, — in power, and — are all his works.

No created being is —.

An earthquake always produces a feeling of — terror.

The good shall enjoy — happiness in the better land.

Your sum is —; hers is —.

Numeral adjectives admit of no comparison. Another class which are never compared will be found in the following list: —

this	former	either	any	none
that	latter	neither	one	which
these	each	some	all	what
those	every	other	such	both

The cross in the following examples denotes that a numeral adjective must be introduced. The other blanks are intended to be filled by the words in the foregoing list.

I do not like — kind of books.

Who broke — glasses?

— that sort of things is easily managed.

+ of — men have been badly injured.

The chasm made by the earthquake was + feet broad.

More rain falls in the first + summer months than in the first + winter ones; but it makes a much greater show upon the earth in the — than in the —; because there is a much slower evaporation.

— child received a goodly portion.

— man, woman, and child was numbered.

On — side of the river was there the tree of life.
 — man seems to have an idea of being mistaken;
 — men are equally convinced that they are right.
 — scholars study diligently.
 I cannot give you the — lesson; you have not
 learned this —.
 Eve was fairer than — of her daughters.
 — men must die.
 — absurd answers I never heard.
 His preaching was of — effect.
 I cannot tell — one I like best.
 — man is there that would not have God for his
 friend?

LESSON XI.

ADJECTIVES

WHICH ADMIT OF TWO FORMS OF COMPARISON.

Words of two syllables, ending in *y*, in *le* after *b*, *p*, *t*, *d*, and *k*, or accented on the last syllable, may be compared either by adding *r* or *er*, *st* or *est*, to the positive, or by prefixing *more* and *most*. Of this class is the following list:—

ugly	pretty	able	humble	sincere
airy	merry	ample	discreet	holy
happy	tiny	nimble	polite	lovely

The learner may now join an article and one of these adjectives in the comparative or superlative degree, choosing the form of comparison for himself, to each of the following nouns:—

child	house	deer
flower	household	friend
statesman	party	gentleman
peasant	floweret	Bible
believer	robe	character

LESSON XII.

THE following definitions and rules must be committed to memory before writing each exercise:—

NUMBER.

Number means one, or more than one. Nouns have two numbers, viz., the singular and the plural.

The singular number means but one; the plural number more than one; as, *book*, singular; *books*, plural.

The plural number of nouns is regularly formed by adding *s* to the singular, as in the example above.

The learner may now add plurals to the following list:—

table	desk	pencil	pen
stool	bureau	blackboard	folder
window	inkstand	curtain	paper
map	ruler	stand	basket

Nouns ending in *x*, *ch* soft, *sh*, and *ss*, add *es* to the singular to form the plural.

The learner will add plurals to the following:—

ax	church	sash	miss	gloss
box	bench	lash	glass	moss
fox	trench	dash	dress	guess

EXERCISE IN SENTENCES.

The woodman's — were sharp.
 There are in this city many fine — for the worship of God.
 All the girls wore blue — on May day.
 Three little — were the May queen's maids of honor.
 That silk has a fine —.
 My jewel — has been stolen.
 The — is a very cunning animal.
 Bring me that short —, and seat yourselves upon it.
 The horse winced under the —.
 A — is a ditch.
 A — is a pause marking a break in the sense.
 Three beautiful looking — were broken.
 A queen has many gorgeous —.
 Many — of different colors grow upon the old trees.
 — will not answer; you must *know*.

LESSON XIII.

Nouns ending in *f* or *fe* change the *f* into *v*, and add *es* to form their plurals; as, *knife*, singular, *knives*, plural; *leaf*, singular, *leaves*, plural.

EXERCISE IN SENTENCES.

The learner will add plurals to the following:—

calf	half	loaf	shelf	wharf	life
self	beef	sheaf	wolf	thief	wife

The meat of — is called veal.
 — praise is half scandal.
 I divided the apple into —, and laid them upon the mantel —.
 Half a — is better than no bread.
 The — of Siberia are very ferocious.
 The flesh of domestic cattle is called —.
 Joseph's — remained standing while the — of his brethren bowed down to it.
 Many steamboats lie at the —.
 — are hung in England.
 — is short, and whether employed or not will soon be at an end.
 The — of savages are slaves.

EXCEPTIONS TO THE RULE ABOVE.

grief flagstaff roof

These add *s* only to form their plurals.

— and drums are instruments of martial music.
 Josephine's — were many and great.
 From the — wave the stripes and stars.
 The — of the houses were torn off by the whirlwind.

LESSON XIV.

Nouns ending in *o*, preceded by a consonant, add *es* to form their plural. The learner will add plurals to the following:—

negro	hero	motto	grotto	mango
wo	volcano	relievo	potato	fandango

EXCEPTION.

Two adds only *s*, because it sounds as if spelled with *oo*.

EXERCISE IN SENTENCES.

The poor — were sold into slavery.
 South America has many large —.
 — were discovered in America, but are now raised in all the temperate climates of the world.
 The statue was sculptured in —.
 Washington was a true —.
 Let your — be, "Honesty is the best policy."
 The — is a national dance of the Spaniards.
 The — of Antiparos is said to be extremely beautiful.
 — are pickled melons.
 The procession was arranged in — and threes.
 He is the cause of all my —.

LESSON XV.

Nouns ending in *y*, preceded by a consonant, change the *y* into *i*, and add *es*; as, *grocery*, singular; *groceries*, plural.

bakery	lady	fancy	inventory	category
distillery	baby	fly	allegory	memory

Let the learner form plurals to the foregoing, and then proceed to write the following examples:—

— of childhood are most pleasant to the aged.

A — is a class including several species.

Pilgrim's Progress is an —.

A — converts grain into liquor, while a — makes flour into bread.

Keep an — of your books, and you will be less likely to lose them.

— are polite at all times, under all circumstances.

— are pleased with trifles.

— and fact are opposites.

— are a great nuisance in hot weather.

LESSON XVI.

WHEN a noun ends in *y*, with a vowel before it, the plural is formed regularly by adding *s*. The learner will add plurals to the following:—

EXERCISE IN SENTENCES.

valley day display abbey turkey lackey gay alley key delay chimney jockey donkey volley

An — is a narrow street.

Industry is that — which unlocks all the stores of knowledge.

— make weeks, and weeks make months.

The soldiers fired a —, and killed many of the enemy.

— are boats propelled by oars.

— are patient but stubborn animals.

A — is a gentleman's servant.

— take all they can get, without regard to honesty.

We had a — for our Christmas dinner.

Most — are built of brick.

An — is a house in which monks live.

Do not make such a — of your knowledge.

After many —, we reached our place of destination.

The — of the Alps are beautiful and romantic places.

LESSON XVII.

GENDER.

GENDER signifies sex. Nouns have four genders: the Masculine, Feminine, Neuter, and Common. The masculine gender denotes a male; the feminine a female; the neuter (as its name implies) neither gender; and the common denotes either

male or female. Let the learner annex an article and an adjective to each of the following nouns, arranging them exactly as printed.

<i>m.</i>	<i>f.</i>
— — man.	— — woman.
— — lion.	— — lioness.
— — god.	— — goddess.
— — master.	— — mistress.
— — instructor.	— — instructress.
— — gentleman.	— — gentlewoman.
<i>n.</i>	<i>c.</i>
— — mountains.	— — cousin.
— — rivers.	— — friends.
— — gulfs.	— — relations.
— — seas.	— — children.
— — bays.	— — enemies.
— — straits.	— — grandchild.

LESSON XVIII.

THE teacher will find it necessary to require the following definitions to be committed to memory before proceeding farther: —

CASE.

The word *case* means condition, state, &c. When we speak of the different *cases* of *nouns*, we mean the different condition or position which they have in relation to other words in the same

sentence. There are in English three cases, viz., the Nominative, the Possessive, and the Objective. The word *nominative* is derived from the Latin, and, strictly defined, means *naming*; but this name *nominative* is also given to the person or thing in the sentence which is represented as *acting*. The usual definition of the nominative case is, therefore, the *agent, actor, or doer*; in other words, that which *does something*. It is also called the *subject*, because it points out the subject of the sentence in which it is found; as, John writes copies. Here the word *John* is the subject, or nominative case, because it *names the actor, or him who does something*. In the following examples the learner is required simply to supply the nominative:—

eats	drink	sews	quarrel
sings	speak	knits	fly
dresses	recite	spins	swim
reads	draw	embroiders	ruminates
copies	paint	laughs	talk
plays	write	sighs	articulates
dances	spell	cries	groan
walks	study	mourns	break

The learner should be required to use the *exact* form laid down, and *no other*, as the verbs have been purposely arranged in the two numbers.

LESSON XIX.

OBJECTIVE CASE.

THIS name is applied to the person or thing in the sentence which is *acted upon* by the nominative; in other words, it is the *object*. Thus: John strikes William. Here the word *William* is the *objective case*, because it is what the *nominative*, John, affects by his *action*; that is, William is *acted upon* by John.

EXERCISE IN SENTENCES.

Men build —.	Teachers instruct —.
Women knit —.	Carpenters plane —.
Children study —.	Masons build —.
Boys play —.	Merchants sell —.
Girls make —.	Printers publish —.
Cows give —.	Horses eat —.
Birds devour —.	Blacksmiths shoe —.
Millers grind —.	

In the following examples the learner may supply both the nominative and objective cases:—

loves	give	bites	keep
dislikes	take	buys	mow
makes	bear	catches	ride
spies	beat	clothes	ring
discovers	begin	cuts	saw

LESSON XX.

POSSESSIVE CASE.

This case, as its name implies, denotes possession, ownership, or property. It is always known by a certain sign, which is an *apostrophe*, with the letter *s* following it; as, John's book.

If the noun in the possessive case ends with an *s*, the apostrophe only is added. Thus: He has lost his parents' property.

EXERCISE IN SENTENCES.

I am sorry for my two friends' misfortunes.
My three sisters' dresses are finished.
Many boys' caps were spoiled.

On the contrary, if the noun in the possessive case does not end in *s*, the apostrophe and the letter *s* are both added. In such cases the *s*, which is the sign of the possessive, should *never be joined to the word*, but should stand plainly separated from it by the apostrophe. Thus: John's book.

The reason for this direction is, that the possessive case was originally written thus: John his book. To shorten the expression in writing, and also make it easier to speak, the form was changed to *John's* book, the office of the apostrophe being in this case, as in others, to show that something

has been left out. The *s* stands for a whole word, and should therefore never be joined to the noun.

EXERCISE IN SENTENCES.

A parent— wishes should be complied with.
The boy— book has been spoiled.
A man— manners should be dignified.

When a *proper* noun ends in *s*, the possessive case may be formed either by adding the apostrophe and letter *s*, or by adding the apostrophe alone. Thus: Augustus's book, or, Augustus' book.

EXERCISE IN SENTENCES.

Frances— lesson.	Stiles— patent.
Willis— poems.	Williams— store.
Adams— Arithmetic.	Wiles— house.
Chambers— Miscellany.	Rogers— Italy.

The learner should be required to write each example in both ways.

LESSON XXI.

POSSESSIVE CASE.

MISCELLANEOUS EXERCISE.

Mary has lost Jane— book.
I will not disobey my parents— commands.

Mary did not comply with her parent— wishes.

The children— presents were beautiful.

I will come to see you on New Year— day.

James— hat is not new.

Charles— task is very difficult.

Francis— friends were numerous.

The women— trials were very great.

Men— opinions are often influenced by their interests.

The possessive case must be carefully distinguished from the plural number. To do this, the learner must remember that a noun in the possessive case is *always followed by another noun*, as one cannot *possess* without *possessing something*.

The following examples will enable the learner to discriminate between the plural number and the possessive case.

Louis— throne was soon possessed by another.

My sisters— have gone into the country.

My sister— dress is very pretty.

Fanny— lesson was badly recited.

Persons— tastes change as they grow older.

The boys— are out in the yard.

The girls— have come in.

The trees— are shedding their leaves.

The horses— food is new-mown hay.

The judge— pay is sufficient.

LESSON XXII.

PERSON.

Nouns have three persons, the First, Second, and Third.

The first person denotes the person speaking; as, "I, Mary, will study my lesson." Here the noun *Mary* is in the first person.

The second person denotes the person spoken to or addressed; as, "John, attend to your writing." Here the noun *John* is in the second person.

The third person denotes the person or thing that is spoken of or about; as, "James is a good boy." "Apples are common fruit." Here *James* and *apples* are in the third person.

Let the learner place each of the following nouns in their respective persons, as denoted by the numerals placed over them, thus:—

1.	2.	3.
I, Ellen, study.	Fanny, come here.	Jane is in the garden.

1.	2.	3.
— Caroline —.	— children —.	— parents —.
— Emma —.	— boys —.	— mountains —.
— Andrew —.	— girls —.	— mother —.

1.
— the Emperor of Russia —.
— a member of the Council —.
— your lawful president —.
— Victoria, Queen of Great Britain —.

2.

— the eldest pupils —.
 — the most industrious child —.
 — the most disobedient boy —.
 pretty birds, —.

3.

— cousins —.	— duties —.
— people —.	— fires —.
— Julia —.	— poultry —.
— furniture —.	— servants —.
— dinner —.	— brother —.

LESSON XXIII.

NOUNS.

It has been shown in the preceding lessons that *nouns* have *person*, *number*, *gender*, and *case*.

There are three persons, first, second, and third; two numbers, singular and plural; four genders, masculine, feminine, common, and neuter; and three cases, nominative, possessive, and objective. *Every noun in the English language has*, then, one of these persons, genders, numbers, and cases, according to the *sense* in which it is used.

It has also been shown that articles are placed *before nouns*, to point them out, or limit their meaning.

Adjectives belong to *nouns*, whether placed *before* or *after* them.

Let the learner write *nouns* in all the different

genders, numbers, and persons, having an article and an adjective joined with them. The blanks are intended to be filled with these parts of speech *alone*, and the teacher will be careful that no others are introduced.

The blanks in the following sentences should be filled with *nouns* of the *first person*, introducing a *definite article* and an *adjective* in the *positive degree* into each sentence.

I, your — — — — —, pronounce — — — — — sentence.
 I, — — — — — of — — — — — British Empire, will not permit it.
 I, — — — — — of all the Russias, promulgate — — — — — law.
 I, — — — — — of these United States, veto the — — — — — law.
 I, your — — — — —, require — — — — — task to be performed.
 I, — — — — —, will endeavor to do my duty.
 I, who am — — — — —, must suffer punishment

The following blanks should be filled with nouns of the second person, introducing also an adjective in the comparative degree and an indefinite article into each sentence.

I advise you, — — — — —, to study — — — — — lesson.
 — — — — —, why have you destroyed — — — — — child's pleasure by your unkindness?
 — — — — —, you must learn — — — — — task.
 I cannot permit you, — — — — —, to misspend — — — — — entire day in — — — — — pursuits.
 — — — — —, you are — — — — — than your sister, for she has learned — — — — — page.

—, thou art — than thou shouldst be, and wilt not receive — reward.

—, you are — — boy than your brother.

The following blanks should be filled with nouns in the third person, introducing an adjective in the superlative degree and either of the articles into each sentence.

— discovered —, one of — — achievements of modern times.

— was — — man that ever lived.

— was — — of men, never murmuring, though he was sorely afflicted.

God's — are —, evincing his — — and —.

— — ice that ever froze, can only o'er the — close.

— — criminal was sentenced to death; — — one was pardoned.

— — hours of life are those of —; Nature then wears her — robes, and all is — and —.

LESSON XXIV.

PRONOUNS.

PRONOUNS are words used instead of nouns, to prevent a too frequent repetition of the noun. Personal pronouns are used in the place of the names of persons, and there are five of them, viz.: *I, thou, he, she, and it*. These, like nouns, have gender, number, person, and case.

DECLENSION OF THE PERSONAL PRONOUNS.

First person, singular.

Nom. I,

Poss. My or mine,

Ob. Me.

Plural.

Nom. We,

Poss. Our or ours,

Ob. Us.

Second person, singular.

Nom. Thou,

Poss. Thy or thine,

Ob. Thee.

Plural.

Nom. Ye or you,

Poss. Your or yours,

Ob. You.

Third person, sing., masculine.

Nom. He,

Poss. His,

Ob. Him.

Plural.

Nom. They,

Poss. Theirs or their,

Ob. Them.

Third person, sing., feminine.

Nom. She,

Poss. Her or hers,

Ob. Her.

Plural.

Nom. They,

Poss. Theirs or their,

Ob. Them.

Third person, singular, neuter.

Nom. It,

Poss. Its,

Ob. It.

Plural.

Nom. They,

Poss. Theirs or their,

Ob. Them.

The gender of the first and second persons, as well as that of all the plurals in the third person, must be determined by the sentence in which they stand. For example, if I say, "The *girls* recited well; *they* did not miss;" the pronoun *they* is evidently of the feminine gender, &c.

LESSON XXV.

PRONOUNS.

THE following blanks should be filled with *personal pronouns of the first person.**

— have learned — lesson well.
 — have lost — places in the class.
 — iniquities are great.
 How John hurt — !
 — teacher reproved —.
 That house is —.

SECOND PERSON.

— hast disobeyed — mother.
 — have displaced — books.
 — do evil, that good may come.
 — industrious sister has excelled —.
 Make God's law the rule of — life.
 This exercise is —, is it not?
 I called —, but — did not come.

THIRD PERSON, MASCULINE.

— has alienated — best friends.
 Go and speak to —, for — is in trouble.
 The boys are mischievous, but — are not unkind.
 The men have not earned — wages; I cannot pay —, for it is not —.

* It must be remembered that the examples are so arranged as to introduce *every pronoun* in *each* declension, so that the learner should have *every* one introduced under *each* head.

THIRD PERSON, FEMININE.

— has disobeyed — mother, and I cannot esteem —.
 The dress is —, not Julia's.
 The girls attended the lecture, and — expressed themselves much pleased.
 The ladies' work was beautiful, and — industry most commendable.
 Mary and Susan tried; the fault is not —.
 Many women attended the sick soldiers, who fervently blessed — for — kindness.

THIRD PERSON, NEUTER.

— snows and hails; I never saw any thing like —.
 The moon is smaller than the sun; consequently — light is much less.
 Vegetables are healthy food; — are also easily raised.
 The primary planets revolve around the sun, and — places in the Solar System are always the same; none but an almighty hand can change —.
 A mighty influence is —.

LESSON XXVI.

PRONOUNS.

MISCELLANEOUS EXERCISES OF PERSONAL PRONOUNS.

- has perseverance, and — has none.
 — days and years fly swiftly.
 — has disturbed — greatly.
 — have spoiled — themes.
 — dost not improve — time as — shouldst.
 Do — remember — task?
 Dost — intend to do right?
 Place — affections above.
 — equals despise —.
 — have forgotten — promise.
 — employer dismissed —.
 — that acts wisely deserves praise.
 — that are whole need not a physician, but —
 that are sick.
 Bless — that curse —.
 — saw what — wanted to see.
 — caught a deer, and confined — in an enclosure.
 A bird has made — nest on an elm.
 The mouse has been driven from — hole.
 What art —, freedom?
 — has become a stranger in — own land.
 Let — run the race that is set before —.
 — have made — home a desolation.
 God created — men, and — have made yourselves
 beasts.
 Forgive — — trespasses.
 Give — this day — daily bread.

Paint — as — am; if — leave out the scars
and wrinkles, — will not pay — a shilling.

Nothing pleases — more than to see — friends
happy.

— should be pleased with whatever is agreeable to
the will of — heavenly Father.

Peace be with —, — brother;

Vainly — look for another

In — place to stand.

LESSON XXVII.

PRONOUNS.

In the following examples the learner should be
required to supply the pronoun, remembering that
*all the pronouns in the same clause must be of the
same number, gender, and person.* This is a very
important rule, and particular attention should be
directed to it.

EXERCISE IN SENTENCES.

We have missed — lessons, but you have learned
—.

Roaring torrents, who called — forth?

Beautiful blossoms, — gladden all hearts!

Delicate snow-drop, who made — to bloom?

Vain maiden, why dost — not cultivate a humble
spirit?

Believing Christian, rest —.

Come, — blessed of my Father, inherit the kingdom prepared for —, from the foundation of the world.

The earth brought forth grass and herb, yielding seed after — kind, and the tree yielding fruit, whose seed was in itself, after — kind.

All should love — friends, and do good to — enemies.

Let every pupil obey — teacher.

Hear my words, O — wise men; and give ear unto me, — that have knowledge.

Surely — hast spoken in — hearing, and — have heard the voice of — words.

I have heard — voice, but, alas, — wilt never speak again!

LESSON XXVIII.

PRONOUNS.

COMPOUND PERSONAL PRONOUNS.

A compound personal pronoun is one which adds the word *self* in the singular, and *selves* in the plural, to the simple personal pronouns.

First person, singular.

Nom. Myself,
Poss. —,
Ob. Myself.

Plural.

Nom. Ourselves,
Poss. —,
Ob. Ourselves.

Second person, singular.

Nom. Thyself or yourself,
Poss. —,
Ob. Thyself or yourself.

Plural.

Nom. Yourselves,
Poss. —,
Ob. Yourselves.

Third person sing., mas.

Nom. Himself,
Poss. —,
Ob. Himself.

Plural.

Nom. Themselves,
Poss. —,
Ob. Themselves.

Third person, sing., fem.

Nom. Herself,
Poss. —,
Ob. Herself.

Plural.

Nom. Themselves,
Poss. —,
Ob. Themselves.

Third person, sing., neuter.

Nom. Itself,
Poss. —,
Ob. Itself.

Plural.

Nom. Themselves,
Poss. —,
Ob. Themselves.

LESSON XXIX.

PRONOUNS.

LET the learner supply compound personal pronouns in the following sentences, taking care that all in the same clause agree with the nouns or pronouns for which they stand in gender, person, and number:—

They — are in fault.
We — have suffered.
He — is ruined.
Thou — art to blame.
The child — was killed.
He hurt —.
He — committed the deed.

No person should boast of —.
 None can with propriety commend —.
 He had no weapons with which to defend —.
 One should not think too favorably of —.
 Let every boy answer for —.
 Religion raises men above —.
 Let each esteem others better than —.

PROMISCUOUS EXERCISES ON PERSONAL AND COM-
 POUND PERSONAL PRONOUNS.

Wilt — remember — ?
 — shall never forget —.
 — endeavor to control — passions.
 Esteeming — wise — became fools.
 — is — ; be not afraid.
 If — were —, — would behave differently.
 Whom do men say that — am ?
 — having died, — relative was appointed in —
 place.
 — commend — to your guidance.
 — Father who art in heaven, — pray that —
 wilt protect — this night.
 The gardener found — charmed fan to be the very
 thing — needed. — had now no labor to perform ;
 a few sweeps of — fan brought — all the flowers
 — wished for. — therefore spent — time in lux-
 urious indolence.
 They hurt — by — negligence.
 — that trusteth in riches shall fall.
 John, — injure —.
 Man was created out of the dust of the earth ; and
 when — rose from the ground, — saw plants every
 where around —. The rearing of — became —

first care, — fruit — first food, and marking —
 kinds — first knowledge.

LESSON XXX.

VERBS.

A VERB is a word which expresses action or be-
 ing. An *active verb* expresses action ; as,

John —,
 Mary — dresses,
 John runs,
 Mary makes dresses.

EXERCISE IN SENTENCES.

Brutus — Cæsar.
 Cæsar — Pompey.
 James — his lesson.
 The horse — through the wood.
 The sun — brightly.
 You — diligently.
 — wealth — men happy ?
 The traveller — a treasure.
 A bad boy — his parents.
 William — a rabbit.
 Ann — stockings.
 Joseph — houses.
 Irene — flowers.
 Romulus — Remus.
 Scipio — Hannibal.

LESSON XXXI.

VERBS.

ACTIVE verbs are either transitive or intransitive. An active transitive verb requires the addition of an object (a person or thing affected by the action) to complete the sense ; as,

John — George.

He — me.

John *strikes* George.

He *excels* me.

EXERCISE IN SENTENCES.

The horse — the cow.

Mummius — Corinth.

Washington — the army.

The good man — his fellow-men.

We — virtue.

Antony — Cleopatra.

Nero — Rome.

Men — the Bible.

Many words — speech.

The lightning — the tree.

Geography — the earth.

Astronomy — the solar system.

The cat — her prey.

The earth — plants.

Cicero — orations.

Regulus — a truce.

Vain people — themselves ridiculous.

The Pacific Ocean — the western shore of North America.

Cold — water.

Congress — laws.

Idleness — nothing.

The teacher — the bell.

The instructor — the refractory scholar.

The sun — light.

The idle — many golden opportunities.

The frost — the young plants.

Few people — riches.

My parents — me.

His father — him.

Ellen — the rules of school.

Mary — her teacher.

Very few properly — their time.

Californians — gold.

Industry — reward.

The governor — no favors.

The jailer — no prisoners.

The book keeper — the accounts.

Washington — Cornwallis.

Virtue — happiness.

Alexander — Darius.

The allies — Bonaparte to Elba.

LESSON XXXII.

VERBS.

AN active intransitive verb does not require the addition of an object to make sense; as,

John —.

I —.

John comes.

I walk.

EXERCISE IN SENTENCES.

The sun —.

The moon —.

The children —.

Tides — and —.

John and William —.

Boys and girls — and —.

The ridiculous scene made us —.

The strong light made the child —.

French people love to —.

Fish —, but birds —.

Lions —, and asses —.

Flowers — in the spring.

The exotics — finely.

The fruit — to the ground.

We — quickly, but — away slowly.

Many children love to — to school.

Brightly do the stars —.

The ivy — to the oak.

The thief — from his pursuers.

— and — to thy place.

— down, and — not again.

A faithful friend — closer than a brother.

— with all thy might — well.

— and stand upright.

Benjamin — over the fence.

Birds — in the air.

Susan — and I —.

William — fast.

He — in God.

I — home.

George — to town last week.

The bird — and —.

Bonaparte — into Russia.

He — with a staff.

The wicked — when no man —.

The moon, which — that night at an early hour,
gave her light.

I know how you — with misfortune.

He — whose house that is.

You — that she would stay.

There are some verbs which in ordinary writing or conversation are *intransitive*, but which in solemn style or in poetry are *transitive*, at the option of the writer. Some of these are to be found in the following list: —

live	run	laugh	walk
die	sleep	smile	grow

EXERCISE IN SENTENCES.

He — a life of virtue.

She — a heavenly smile on him, that brightens all
his heart.

Who is willing to — the drunkard's death?
 Let me — the death of the righteous.
 She — the idiot's laugh.
 Let us — the race that is set before us.
 He — the sleep of death.
 The suffering man — the room in agony.
 Gardeners — vegetables and flowers.

LESSON XXXIII.

VERBS.

THE learner will now arrange the following list in two classes, active transitive and active intransitive, according to the previous definitions.

behold	make	swell	teach	begin
flee	shrink	spring	arise	blow
kneel	sink	wring	awake	break
lead	spend	swim	bear	come
drink	fall	fly	forget	freeze
give	go	grow	hide	know
lie	ride	rise	run	see
shake	sheer	show	slay	slide
smite	sow	speak	wear	write

It is recommended that the learner select the verbs above, and write them in two lines, headed by the words Active Transitive and Active Intransitive. After this has been done, he should introduce each verb into a sentence of his own, which the teacher will examine and correct.

LESSON XXXIV.

VERBS.

NEUTER VERBS.

A NEUTER verb, as its name implies, expresses neither action nor passion, but simply *being* or existence in a certain state; as, Ellen *is* good; that house *belongs* to me. Ellen — good; that house — to me.

EXERCISE IN SENTENCES.

I — really ill.
 — thou as industrious as thou shouldst be?
 — you present at the time?
 It — incredible.
 We — mistaken.
 They — quiet during all the confusion.
 Will she — through the day?
 Many men — intemperate by slow degrees.
 The palace — on a high hill.
 — with your friends, do not depart.
 — in thine own home, and be content.
 Thou shalt — down with kings.
 He — on the ground all night.
 The ship — to in the harbor, on account of the storm.
 We — on the summit.
 — quietly on your seat.
 They — upon the vessel's deck, each dreading his fate.
 — contented with your lot, and nothing shall — able to make you unhappy.

— they well? Yes, they —.
 If thou — wise, remember that "time —, time —, but time shall — no more."
 Arithmetic — the science of numbers.
 We — at home.
 The stormy March — here at last.
 The changed winds — soft and warm.
 What — more natural and becoming than praise at the throne of God?
 Where — a ruin to be found so mournful and so complete as that of Judah?
 Thy holy cities — a wilderness, Zion — a wilderness, Jerusalem — a desolation.
 — content; take two talents.
 Religion — a social concern.
 How powerless conscience would —, without the belief of a God!
 The heart of sensibility — for misery wherever it —.
 Here — and loved another race of beings.
 Here and there a stricken few —.
 Joseph — — sick.
 — in your own chair.
 His conduct does not — with his professions.
 The honest man — by his word.
 I — beneath the shade of my own vine and fig tree.

LESSON XXXV.

VERBS.

PASSIVE VERBS.

A PASSIVE verb represents the subject or nominative as *being acted upon*; as, Cæsar was killed by Brutus. An *active transitive* verb may always be changed into a passive one without altering the sense; as, in the preceding example, if we say, Brutus *killed* Cæsar, *killed* is an *active transitive* verb; but if we say, Cæsar *was killed* by Brutus, *was killed* is a passive verb. *John hurt James*; changed to the passive form, *James was hurt by John*.

In the following examples the learner is required to change the *active* form into the *passive* form. The verbs to be altered are in Italics.

Columbus *discovered* America.

Mitchell *has written* a geography.

Cæsar *defeated* Pompey.

Ambition often *drives* men to the meanest actions.

Cary *translated* the works of Dante, the great Italian poet.

Charles Fifth, Emperor of Germany, *abdicated* the throne.

Religion *soothes* our sorrows.

All men *must suffer* the common lot.

Burke *wrote* a treatise on the sublime and beautiful.

Every plant and flower *proclaims* its Maker's praise.

The siren song of pleasure *has enticed* many a youth from the path of duty.

Any a man *has sold* his birthright for a mess of pottage.

"I can't" never *did* any thing; "I will try" *has done* wonders.

The wind or the rain *has destroyed* the flowers.

A friend *exaggerates* a man's virtues.

The Americans *elected* George Washington president.

Charles *appointed* Philip his successor.

God *created* you men, and you *have made* yourselves beasts.

Ye *have made* our home a desolation.

The Roman ladies *wore* golden earrings.

Religion *refines* our moral sentiments.

The curfew *tolls* the knell of parting day.

The seraph *calmed* each anxious fear.

The Lord *will comfort* Zion.

The heavens *declare* the glory of God.

The Holy Scriptures *light* our benighted pathway.

Could a mere man *have raised* the dead?

The Duke of Wellington *defeated* Bonaparte.

The priest *anointed* him King of Israel.

The soldiers *proclaimed* Otho emperor.

Horror and doubt *distract* his troubled thoughts.

He *wrote* his works too carelessly to be long remembered.

We *must avoid* all unnecessary harshness.

Can storied urn or animated bust

Back to its mansion *call* the fleeting breath?

Can Honor's voice *provoke* the silent dust,

Or Flattery *soothe* the dull, cold ear of death?

Who *made* you glorious as the gates of heaven,
Beneath the keen, full moon?

O, what a tangled web we *weave*,
When first we practise to deceive!

LESSON XXXVI.

ADVERBS.

AN adverb is a word joined to a verb, adjective, or other adverb, to describe it, or modify its meaning; as, John learned the lesson *quickly*; here *quickly* is an adverb, showing *how* John learned his lesson, and therefore qualifying or modifying the sense of the *verb learned*. Ellen learned her lesson *very* quickly; here *very* is an adverb, modifying the meaning of the *adverb quickly*. Ellen is *more* industrious than John; here *more* is an adverb, qualifying the *adjective industrious*. The adverbs of the English language are so numerous that it would hardly be expedient to name them all; but the principal in most common use will be found under the following heads, viz.:—

ADVERBS OF PLACE AND ORDER.

here	hence	hither	whence	whither
anywhere	downward	backward	first	secondly
upward	where	yonder	elsewhere	thirdly
there				

EXERCISE IN SENTENCES.

I live — when I am at home.
 My business calls me —.
 — have you been? —.
 I cannot go —.
 —, I will hear your last lesson over again.
 —, I will explain the next one.
 My mother will not permit me to go — with bad companions.
 Men love power; — arise wars by which they hope to gain it.
 Come —, my pretty gazelle!
 — come you? From Europe.
 — are you going? To the land of the blessed.
 The bird flies —; beneath him flows the river — to the sea.
 Do not go — in your studies.

LESSON XXXVII.

ADVERBS

OF MANNER, DEGREE, ETC.

well	wisely	happily	justly	gloriously
prudently	bravely	much	too	very
highly	entirely	perfectly	excessively	enough
how	however	so	perhaps	possibly
yea	verily	truly	surely	certainly
doubtless	indeed	why	wherefore	therefore
most	less	least	thus	as
slowly	greatly	sufficiently	yet	really
more	no	not	nay	

EXERCISE IN SENTENCES.

— — play is more injurious than — — work.
 She loved not —, but too —.
 — I was enabled to overcome all obstacles.
 You are — punished for your misconduct.
 — — the sun rises on a clear morning!
 The invalid walked —.
 He always behaved —.
 The little child — told the truth, though he knew he would be punished.
 You are — idle; — you cannot expect a reward.
 Such exercises are — instructive.
 Our Lord was — holy.
 She is — industrious; almost — — — for her health.
 Have you finished your work? —; —.
 The mother was — distressed at the loss of her child.
 I have eaten —; but — she would like more.
 — I say unto you, they have their reward.
 Let your conversation be —, —, —, —; for whatsoever is more than these cometh of evil.
 I cannot — do it; you must — excuse me.
 — goodness and mercy shall follow me all the days of my life.
 Will you do so? — I will, with pleasure.
 — you know the rules; you need — violate them.
 I may — attend the concert in the evening.
 You are assuming — to speak to me in such a tone.
 — do you behave? I cannot tell, —.
 Washington was — patriotic than Napoleon.
 Nero was a — horrible tyrant.

Seneca was ——— courageous than Socrates.

Cincinnatus was the ——— ambitious of the Roman generals.

——— man was ever ——— universally respected as our first president.

LESSON XXXVIII.

ADVERBS

OF TIME.

now	to-day	instantly	immediately	already
recently	since	before	ago	yesterday
hitherto	to-morrow	hereafter	henceforth	soon
always	ever	never	eternally	continually
often	again	frequently	sometimes	daily
hourly	once	twice	thrice	first
next	when	then	till	early

EXERCISE IN SENTENCES.

Will you recite ———? Not ———.

She obeyed her mother ———.

The physician came ———, as it was an urgent case.

Have you performed your task ———?

I was ——— very ill.

——— he has been here he has been sick.

——— you came he did well.

They departed three days ———.

We came ———, but shall leave ———.

——— I have given you very easy lessons.

The first future tense expresses what will take place ———.

——— she must endeavor to employ her time well.

How ——— will all our plans be ended!

We should ——— prefer duty to pleasure.

——— remember that God sees you.

——— forget that your Creator is omnipresent.

The good shall live ——— in heaven.

The wicked are ——— unhappy.

You are ——— late at school.

Time lost shall not return ———.

How ——— do we make mistakes through carelessness!

——— I think that there is hardly any thing worth living for; but this is very wrong.

We ——— sin, and are ——— forgiven.

The clock strikes the time ———.

Time ——— lost is lost forever.

——— have I reproved you; let me not be obliged to do it ———.

At ——— I could hardly see.

——— you may commit the definitions to memory.

——— will you come?

Did you hear it thunder ———?

I shall remain ——— she goes.

——— the following morning the friends parted.

LESSON XXXIX.

ADVERBS.

MISCELLANEOUS EXERCISES IN SENTENCES.

Beasts should be ——— treated.

Be ——— cautious.

Act ——— ———.

He behaved ____.
 I have seen him ____.
 Vice may be seen _____.
 _____ are you going?
 I will _____ point out the mistakes.
 Leonidas died _____ on the field of battle.
 You would have many _____ written pages if you were
 _____ careful.
 I shall see you _____ you come.
 We should _____ respect those brave patriots who have
 _____ defended their country.
 She had _____ seen a mansion _____ spacious.
 Remember _____, my dear sir, my serious advice.
 You must go _____ and do as I bid you.
 I _____ expected him to go.
 You should _____ obey your parents.
 _____ uncared for, the beggar died.
 Peter went out and wept _____.
 I know _____ you came.
 You can tell _____ he walks.
 The trees bend _____ when the wind blows.
 They are _____ young.
 Negligent people do their work _____.
 My friends sailed _____ over the sea, but were _____ ill
 after landing in France.
 Shakspeare _____ has been and _____ will be admired for
 _____ delineating human nature.
 He was _____ pleasing on account of his vanity.
 William acted _____, but failed.
 We may live _____ on a little.
 It cannot _____ be impertinent to apprise him of his
 fault.
 We offered remuneration, which _____ not being re-
 ceived we withdrew.

Your duties should _____ be neglected.
 No sovereign was _____ _____ _____ beloved by his
 people.
 A child _____ _____ educated will _____ rise in the
 world.
 We found them _____ _____ in want of fire as of
 food.
 _____ prefer duty to pleasure.
 You should _____ think _____ you speak _____.
 It is _____ to be _____ at work.
 The heavenly bodies are in motion _____.
 My opinion was based on _____ a cursory perusal of the
 book.
 We should not allow ourselves to be _____ overcome by
 any sorrow.

LESSON XL.

ADVERBS.

ADVERBIAL phrases consist of more than one
 word, but are used precisely in the same way as
 adverbs. The following list contains some of
 those most commonly in use:—

long since	not yet	in vain
a few days ago	none at all	by no means
by and by	at length	a great deal

EXERCISE IN SENTENCES.

The suffering man groaned _____.
 _____ you attempt to deceive me; you can _____ do it.

The deluge took place —.

I am — ready.

He set forth his objections —.

We had an earthquake —.

— you will be ready to enter higher classes.

Have you received any prizes? —.

The more he walks *the better* he feels. In this sentence the phrases *the more* and *the better* are also called adverbial phrases. In short, any word, or collection of words, which modifies the meaning of a verb, adjective, or other adverb, is an adverb. Many adverbs are also used as *adjectives*, according to the part of speech which they qualify; but there is an invariable rule by which to distinguish an adjective from an adverb, which is this— *An adjective will always make sense with a noun, an adverb never will*; as, John is a *good* boy. Here *good* is an adjective, because it makes sense with the noun *boy*; but we cannot say, John *acts good*, for an adjective never modifies the meaning of a verb; neither can we say, this shrub takes *soonest* root, for *soonest* is an adverb, and cannot modify the sense of a noun. The following list contains words which may be used either as adjectives or adverbs, according to the preceding rules:—

first	monthly	next	more	most	best	worst
daily	hourly	early	no	better	worse	less
least	yearly	little	late	fast	well	upward
weekly	much					

The preceding words as Adjectives,—

She gives me the — trouble.

We take a — paper.

Look on the — page.

They attend — services.

The — changes of the moon.

This is an — exercise.

We have a — celebration.

The poor have — trouble.

Read the — page.

Be an — riser.

Help the — girl.

— people were present to-day.

— man may put off the law of God.

The — news is distressing.

— people dislike hard work.

Your sister is a — girl.

He walked at a — pace.

The — people are sometimes in fault.

John is — than James.

My parents are both —.

This is the — exercise which I have seen to-day.

— study will never learn the lesson.

Your progress should be —.

The preceding words as Adverbs,—

He is the — industrious.

I take a music lesson —.

Recite your lesson —.

The paper is published —.

The moon waxes and wanes —.

The clock strikes —.
 The fourth of July is celebrated —.
 The rich have not — less.
 You may parse —.
 You should rise —.
 Be a — more patient.
 — attentive scholars succeed.
 Will you come? —.
 You were — this morning.
 She is the — industrious girl.
 She behaves — than you do.
 The horse ran —.
 He did it the —.
 It was altered for the —.
 The song was — sung.
 They behaved the —.
 Ellen is the — to be trusted since she has deceived
 me once.
 The lark flies —.

LESSON XLI.

PREPOSITIONS.

A PREPOSITION is a word used to connect words,
 and thereby show the relation between them. The
 following is a list of the principal:—

among	after	above	betwixt
around	about	according to	beside
amidst	against	at	beyond
athwart	across	behind	before

by	for	on	touching
below	from	over	up
between	in	out of	upon
beneath	into	save	under
concerning	instead of	respecting	underneath
down	notwithstanding	to	unto
during	near	towards	with
except	of	through	within
excepting	off	throughout	without

The learner will perceive that many of the
 words in the preceding list are also used as ad-
 verbs. Aside from the sense, there is a certain
 rule by which a preposition may *always* be distin-
 guished from an adverb. A preposition *always*
 takes a noun or pronoun in the objective case after
 it, while an adverb does not. In the following ex-
 amples the preceding words will be used as prepo-
 sitions *alone*.

He walks — a staff — moonlight.
 Though he slay me, yet will I trust — him.
 Be the glory not — us, but — thee.
 It was not agreeable — prophecy, nor conformable
 — the divine arrangement.
 The love — money is the root — all evil.
 I remember him — my childhood.
 He arrived — the mansion — his father.
 He was dependent — the papal crown.
 I have no occasion — his services.
 You have bestowed them — the most deserving
 child.
 You have a prejudice — my cause.

Let us go — that garden.
 We went leisurely — stairs, but came hastily —
 — that affair there was a controversy.
 — the oak lie acorns — great abundance.
 He lives — his income.
 We might learn the lesson — them.
 — my impression he is — fault.
 We may expect a calm — a storm.
 An honest man is believed — an oath, for his reputation swears — him.
 Intemperance drives wit — the head, money —
 the pocket, elbows — the coat, and health — the body.
 — the forest he rushed, — the rapidity — lightning.
 I was yesterday — sunset walking — the fields.
 What concord can subsist — those who commit crimes and those who abhor them?
 Go boldly — them, and they will not hurt you.
 She wore a wreath — ivy — her temples.
 — many requests he had some difficulty — deciding which to grant.
 The lightning gleamed — the clouds.
 The frail boat was driven — the swollen stream.
 Heaven is — the earth.
 It is supposed that — the surface — the earth,
 — the distance — a few miles, there is a sea — fire.
 The tired boy ran — the carriage.
 — thee and me shall ever be unclouded peace.
 The little child sleeps — its mother peacefully.
 — the grave there is a better land than this.
 — your exercise I have not much to say at present.
 All recited well — James.

I will allow you all to go — Mary; she has not behaved well.
 — — milk you have given me vinegar.
 — his poverty, he was respected and beloved.
 They live — the new cathedral.
 The wind blew — his cap.
 Watch — thy child, and teach him God's law.
 There they are, coming — us.
 There has been too much carelessness — the whole lesson.
 — your conduct I shall say nothing now.
 The fruit lies — the tree.
 The primary rock lies — the secondary in this region.
 All are right — one.

LESSON XLII.

As was before remarked, the same words are used as prepositions and as adverbs. The learner will now proceed to fill up the blanks in the succeeding examples with these words, arranging them as they are printed.

PREPOSITIONS.

He walked — the nouse.
 I will go — dinner.
 They ran — the garden.
 The lamb skipped — the meadow.
 The Almighty dwells — the skies.
 We rode — the house.
 She is — stairs.

Such conduct is — me.
 The garden is — the house.
 The angels dwell — the stars.
 They have all gone — me.
 We went — the steep staircase.
 They are — the house.
 The oak is — the well.
 The wind blew — the blossoms.
 Few leaves remain — the trees.
 The horse ran — child.
 I am going — stairs.
 The book lies — the table.
 Confine yourself — your means.
 Man cannot live — food.

ADVERBS.

We have been walking —.
 He went — I did.
 — twenty men came.
 We took a short road —.
 Heaven is —.
 The soldiers passed —.
 The dining room is —.
 The peaches lie —.
 You are lagging —.
 Wilt thou go —?
 — you came, he behaved well.
 Will you come —?
 Go —.
 She was standing —.
 The thief has run —.
 Go — ; do not stop.
 We crossed —.

The bird flew —.
 The bundle is —.
 Go — ; it rains.
 He is in the house ; I am —.

LESSON XLIII.

CONJUNCTIONS.

CONJUNCTIONS are words used to connect words and sentences together. There are two kinds, viz., Copulative and Disjunctive.

A copulative conjunction connects and continues a sentence by expressing addition, motive, wish, supposition, condition, and cause.

COPULATIVE CONJUNCTIONS.

and	because	for	provided	then	therefore
both	besides	if	since	that	wherefore

EXERCISE IN SENTENCES.

James — John both came.
 I will go — for her sake — my own.
 She went — her mother commanded her.
 You have missed — you have not behaved well.
 We recited the lesson well — we had studied.
 — you go, I will not.
 I will occupy a seat, — I do not take the place of another.
 — you were at school, you must know where the lessons are.

Did you hear the wind whistle —— ?
 I go to school regularly, —— I may learn.
 You have been disobedient, —— you will be punished.
 —— by their fruits ye shall know them.

DISJUNCTIVE CONJUNCTIONS.

A disjunctive conjunction connects or continues a sentence by expressing opposition of meaning in various degrees.

but	though	or	unless	nor	yet
than	either	as	neither	lest	notwithstanding

EXERCISE IN SENTENCES.

—— John —— James will go.
 —— Mary —— Ellen can read well.
 He was poor, —— he might have been rich.
 I am not well, —— I am not seriously ill.
 I can walk, —— I am very infirm.
 Wisdom is better —— riches.
 I would like to go, —— I cannot.
 He is —— old —— she is.
 I cannot permit it —— you will promise me to return immediately.
 You must remain here —— you should take cold.

LESSON XLIV.

THERE is a very common mistake in the use of conjunctions, which it is necessary to guard against.

This consists in using a copulative conjunction where a disjunctive one should be introduced; for example, I am going, *and* she is not. Here *and* is improperly used; it should be *but*, to express *opposition* of meaning — I am going, *but* she is not.

MISCELLANEOUS EXERCISES OF CONJUNCTIONS.

The neighbors stared —— sighed —— blessed the lad;
 Some deemed him wondrous wise, —— some believed him mad.

He sings the song, —— it pleases not now.

The thought of being nothing after death is a burden insupportable to a virtuous man, even —— a heathen.

I am of opinion —— I should derive less dignity from any nobility of ancestry —— from being the son of such a father.

In every government —— terrors reign,
 —— tyrant kings —— tyrant laws restrain;
 How small of all that human hearts endure,
 That part which laws —— kings can cause —— cure;
 Still to ourselves in every place consigned,
 Our own felicity we make —— find.

At night I hold a lantern over my head, —— to show where I am, —— to keep people out of the gutters.

He was —— sustained in his independent —— honest course by any enthusiasm —— fervor of character, —— placed in circumstances which made the emoluments of place indifferent.

A few good books well chosen are of more use —— a great library.

If all the year were playing holidays,
To sport would be — tedious — to work.

Say, with richer crimson glows
The kingly mantle — the rose?
Say, have kings more wholesome fare
— we poor citizens of air?
Barns — hoarded grain have we,
— we carol merrily.
Mortal, fly from doubt — sorrow;
God provideth for the morrow.

O winter, ruler of the inverted year,
I love thee, all unlovely — thou seem'st,
— dreaded — thou art.

There was a sound of revelry by night,
— Belgium's capital had gathered there
Her beauty — her chivalry, — bright
The lamps shone o'er fair women — brave men;
A thousand hearts beat happily, — where
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
— all went merry — a marriage bell;
— hush! hark! a deep sound strikes like a rising knell!

There was the honest cock robin, the favorite game of
stripling sportsmen, with its loud, querulous note; —
the twittering blackbirds, flying in sable clouds; — the
golden-winged woodpecker, with his splendid plumage;
— the cedar bird, with its red-tipped wings — yellow-tipped tail, — its little montero cap of feathers;
— the blue jay, that noisy coxcomb, in his gay, light-blue coat — white underclothes, screaming — chattering, nodding — bobbing — bowing — pretending to be on good terms with every songster of the grove.

LESSON XLV.

INTERJECTIONS.

INTERJECTIONS are words thrown in between the parts of a sentence to express the sudden passion or feeling of the speaker. The following list contains the principal. The learner must remember that every interjection requires an exclamation point after it.

ah	ha	pish	poh	ho	huzza	hail
alas	O	tush	fic	halloo	hurrah	all-hail
oh	fudge	pshaw	avaunt	aha	welcome	hush
hist	heigh-ho	heyday	bravo	adieu	strange	behold

EXERCISE IN SENTENCES.

He died, —! in early youth.
—! then and there was hurrying to and fro.
—! make me a grave where the sunbeams rest.
—! thou who dryest the mourner's tear.
—! the sick man sleeps.
—! —! that is indeed amusing.
—! what nonsense!
—! when will she come? I have waited so long!
The impatient man exclaimed, —!
—! do not tell me such nonsense.
—! it is not worth paying any attention to.
—! what have we here?
—! are you not ashamed to behave so?
The ancient form of exorcism was " —! Satan!"

——! you are a brave boy to dare to tell the truth.
 ——! come and help me; I am in trouble.
 The boy cried ——! till he was hoarse.
 ——! I have caught you.
 My dear, kind friend, must I say ——!
 ——! cried the crowd when they applauded the speaker.
 “——! ——! I am free,” exclaimed the prisoner.
 ——! said Massasoit to the Englishmen.
 ——! I did not hear you, though I was listening.
 “——! Mary, full of grace.”
 ——! to the Queen of May!
 ——! the wearied mother reposes; do not wake her.
 ——! the glorious orb of day has sunk to rest, bathed in hues of purple and gold.

LESSON XLVI.

CAPITAL LETTERS.

THE following words should begin with capital letters: 1. The first word of every distinct sentence.

thou shalt not kill.
 thou shalt not steal.
 many words darken speech.
 idleness is the parent of many vices.
 show mercy, and thou shalt find it.
 he that hearkens to counsel is wise.

2. Proper names and titles of office or honor; as, General George Washington, Ohio, Main Street.

the soldiers of general washington loved him as a father.

socrates, plato, aristotle, and pythagoras are the names of distinguished grecian philosophers.

thales of miletus, solon of athens, chilo of lacedemon, pittacus of mytilene, bias of priene, cleobulus of rhodes, and periander of corinth were the seven wise men of Greece.

the first female said, “my name is pleasure.”

3. Adjectives derived from proper names; as, American, English, Roman.

he has read a great many german and french works.

spenser, shakspeare, and milton are the names of the greatest english poets.

jupiter, mars, and vulcan were roman deities.

juno, venus, and diana were grecian goddesses.

4. The appellations of the Deity; as, God, the Almighty, the Most High.

remember thy creator in the days of thy youth.

the most high is all-powerful.

blessed lord, unto whom all hearts are open, grant us an answer to our prayers.

god's power is infinite.

almighty god, father of all mercies, we thank thee.

he who hath redeemed us is the lord of all.

5. The first word of every line of poetry.

up to the throne of god is borne
the voice of praise at early morn,
and he accepts the punctual hymn
sung as the light of day grows dim.

but see — alas ! the crystal bar
of eden moves not — holier far
than e'en this drop the boon must be
that opes the gates of heaven for thee !

6. The first word of a direct quotation, when the quotation would form a complete sentence by itself; as, Christ says, "My yoke is easy."

remember the ancient maxim, "know thyself."
solomon says, "wisdom is above rubies."

paul said to timothy, "use a little wine for thy stomach's sake."

david, the sweet singer of israel, says, "the heavens declare the glory of god, and the firmament sheweth his handy work."

7. Every noun and principal word in the titles of books; as, "Pope's Essay on Man."

he has read milton's paradise lost and paradise regained.

he consulted johnson's dictionary of the english language and bosworth's anglo-saxon dictionary.

we prefer butler's grammar.

our standard is worcester's dictionary.

they have been reading jerusalem delivered.

the young ladies are parsing in thomson's seasons.

8. The pronoun *I* and the interjection *O* are written in capitals.

if i can, i will send it to you.
hear, o man ! o excellent scipio !
i, whom he injured, i can forgive him.
o, i have lost my best friend !

9. All abbreviations commence with a capital letter, and take a period after them; as, Ala. is an abbreviation for Alabama; St. stands for Saint, and Capt. for Captain.

i live in st. louis, mo.

the letter was postmarked springfield, ill., but was sent to springfield, mass.

barnum's museum is in the city of new york, the abbreviation for which is n. y.

my letter was dated nov. 5, 1854.

the name on the card was john jones, m. d.

It has been customary to write dates as follows — Dec. 10th, 1837; but this form is now almost universally given up, especially by business men. At present the date of a letter, bill, &c., is written simply thus: Dec. 10. 1837, the periods denoting the abbreviations. Scholars will remember that dates should be written in *figures*, not in letters.

the pilgrims landed on the shore of massachusetts december twenty-second, sixteen hundred and twenty.

my bill was dated january second, eighteen hundred and fifty-five.

philadelphia, september third, eighteen hundred and forty-three.

castile, august fifth, thirteen hundred and sixty.

The abbreviations Mr. and Mrs. should always have a period after them, and be written *through-out on the line*, not as some still do, thus, Mr, Mrs, which is no longer the custom. Miss is not an abbreviation, and has no stop after it.

mr and mrs brown have called, and so have mr and mrs white, with miss black.

mr william finley, hillsboro, mich.

mrs rebecca dean, utica, n. y.

LESSON XLVII.

MISCELLANEOUS examples of all the preceding rules, in which the learner is required to supply his own *periods* and *capitals*.

charles martel defeated the saracens
iceland belongs to denmark

the amazon is the largest river in the world

our winter consists of three months — december, january, and february

most of the french peasants belong to the roman catholic church

the north american indians are gradually becoming extinct

how comprehensive is the providence of god!

if "a tree is known by its fruit," as our savior said, what must we think of uncharitable christians?

i banished — i, a roman senator!

the wars of the roses desolated england between the years fourteen hundred and fifty-five and fourteen hundred and eighty-five

beware, o treacherous people!

"alison's essays on the principles of taste" is a standard work

in the latter days the comforter shall come

i have reasoned, i have threatened, i have prayed, and yet thou art not moved, o thou hard-hearted man

the seas shall waste, the skies in smoke decay,
rocks fall to dust, and mountains melt away;
but fixed his word, his saving power remains;
thy realm forever lasts, thy own messiah reigns

lo! the poor indian, whose untutored mind
sees god in clouds, or hears him in the wind

the south generally opposed the bill
the north was not in favor of the law

"kames's elements of criticism" is a valuable work
st paul, minnesota, jan 3 1855

mr and mrs noble's compliments to miss benton, and would be happy to see her this evening at 8 o'clock

he is master of the german, french, and italian languages.

bozzaris! with the storied brave
greece nurtured in her glory's time,
rest thee — there is no prouder grave
even in her own proud clime

capt curious and doct pouncet called

It is sometimes necessary to divide a word where there is not room enough to write it at the end of a line. In such a case the word should *never* be separated in the middle of a syllable, and a word of one syllable must *never* be divided; as:

John and James are coming here to-morrow.

EXERCISE IN SENTENCES.

Will you be ready when mother calls for you?

I was much embarrassed when uncle spoke to me.

Grammar is the art of speaking and writing a language correctly.

Arithmetic is the science of numbers.

I will wait until your cousin is ready.

Please give me a better pen; if you will, I can complete my exercise in a short time.

LESSON XLVIII.

LETTERS.

As children usually find a letter the easiest form of composition, it is important that they should be taught the proper *form* of commencing and ending one, which is never varied as to the *place* which

it occupies. The following is the *proper form* in the *proper places* of beginning and ending a letter, which the learner should be particular to observe in *every instance*, giving careful attention to the punctuation:—

GREENFIELD, March 7, 1855.

MY DEAR MOTHER:

I have little time to write; but as I promised to do so whenever the cars stopped long enough to allow of my securing pen, ink, and paper, I improve this opportunity to say that "All's well" so far. Hoping that I shall reach Elm Grove in safety to-morrow, I remain

Your affectionate daughter,

ROSA LEE.

The preceding is the form for all familiar correspondence; but when a superior or a stranger is addressed, the formula is a little more ceremonious.

LITCHFIELD, April 8, 1844.

RT. REV. AND DEAR SIR:

On receiving the list of your appointments I inserted them in the Daily Journal; but not having fully understood you as to the length of time during which you wish to have them continued, I should be much obliged if you would drop me a note on the subject.

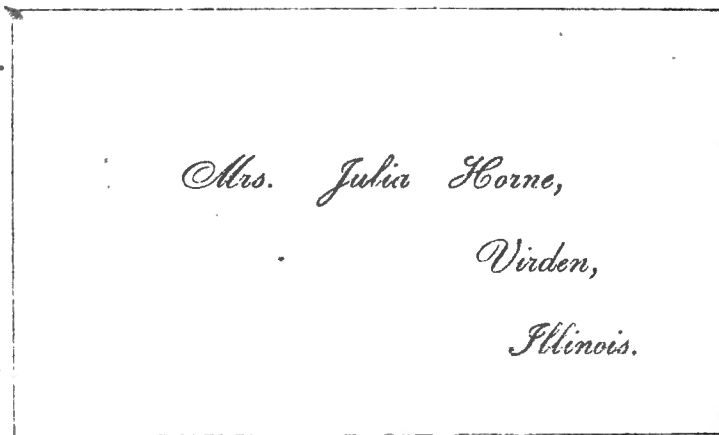
Respectfully yours,

M. DAYTON.

RT. REV. J. H. JAMES,
New Haven, Connecticut.

After a letter has been *properly* written, it is quite as important that it should be *properly folded*

and *directed*. The learner should remember that a person is more frequently judged by the attention given to these matters than by those of more real importance. A letter neatly and properly written, folded, and directed, always conveys the idea of an intelligent and well-bred person. The following diagram shows *where* a letter should be superscribed:—



When envelopes are used, the whole sheet may be written over, and then folded to suit the size of the envelope. Let the writer remember, however, to be careful that it *does fit*, and then *not to direct the letter upside down*, which can be avoided by looking at the back of the envelope. And here I will give a piece of advice, which, if followed, may save many a letter from miscarriage. A post office clerk, of long experience in his calling, once told me *never to abbreviate the name of the state in the*

superscription of a letter, but to write it out *full*, in a large hand, and he would guarantee that my letters would not often miscarry. The reason for this can be easily seen when we remember that the abbreviation for Maine is *Me.*, while that for Missouri is *Mo.*; and where thousands of letters are to be assorted, and so much bad and illegible writing is to be read, the one is very easily taken for the other. Another direction was given me at the same time, and that was, to put the stamp on the *right hand corner* of the letter, *parallel with the edges*, not diagonally. This saves the clerks much trouble, as well as coming under the old adage, that "whatever is worth doing at all is worth doing well."