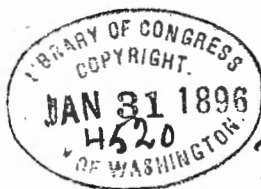


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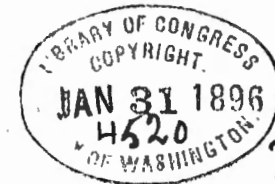
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LANGUAGE LESSONS

FIRST BOOK



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A.M.P., Feb. 18, 1911.

PREFACE.

The most conspicuous feature of this book is the practical construction and logical arrangement of a series of lessons designed to lead the pupil naturally and happily from perception to expression, from illustration to definition, from sentence-building to composition.

The lessons all relate to things that invite attention and stimulate observation. Pictures, poems, and unfinished stories combine to make the language exercises entertaining, while carefully chosen selections awaken interest in good literature.

It is a recognized principle that facility of expression cannot be expected until thoughts have been engendered. Hence the lessons begin with questions. As soon as the pupil has been led to perceive a principle, he is encouraged to express it in words and then to apply it in various ways.

Not only are the definitions of terms and the relations of words developed inductively, but also the larger divisions of thought into paragraphs. Meantime the pupil is led to apply the rules for the use of capitals and punctuation, to observe the arrangement of lines of poetry, and to follow the simplest forms of letter-writing.

Parallel with the progressive lessons on word-forms and sentence-structure runs a series of exercises in nar-

ration and description. There is no easier nor more certain way of acquiring a correct style than by imitation. Composition work, therefore, should always be based on the systematic study of good models. After the pupil has been led to comprehend the thought and to appreciate the beauty of an extract he is ready to construct a similar story. The skillful teacher may easily supplement this part of the work by frequent exercises drawn from the daily lessons in other subjects. In this way language may be correlated with history, geography, and other subjects.

The habits of observation and reflection thus acquired, combined with constant practice in forming exact ideas and in expressing them clearly, must surely pave the way to that grammatical goal, "speaking and writing the English Language fluently and correctly."

For permission to use selections from standard authors as subjects for study, acknowledgment is due to Charles Scribner's Sons, to the Century Company, and to Houghton, Mifflin & Company.

LANGUAGE LESSONS—FIRST BOOK.

LESSON I.

STATEMENTS.



Here are three children.
The boy has found a toad.
He is showing it to his sisters.
They have left their play.

Tell something about the boy.

Tell something about the larger girl.

Tell something about the smaller girl.

Tell something about the toad.

A group of words which tells or states something is called a STATEMENT.

Does the first word of each statement begin with a capital, or with a small letter?

A mark like the one placed at the end of each statement (.) is called a PERIOD.

Every statement should begin with a capital, and end with a period.

LESSON II.

QUESTIONS.

How many children are there in the picture?

What have they found?

What has the larger girl been playing?

What does the smaller girl hold in her hand?

Ask something about the girl holding the hoop. Ask something about the boy. Ask something about the toad.

A group of words which asks something is called a QUESTION.

With what kind of letter does the first word of each question begin?

A mark like the one placed at the end of each question (?) is called a QUESTION MARK.

Every question should begin with a capital, and end with a question mark.

Answer the following questions. Make full statements for answers: thus,—

QUESTION. — What name will you give the boy?

ANSWER. — We shall call the boy Howard.

1. What will you call the larger girl?
2. What is the little girl's name?
3. What is the boy doing?
4. Is he telling his sisters something he has read?
5. Are they afraid of the toad?
6. What do they see in its head?
7. Are its eyes bright?
8. Do they look like jewels?
9. Where does the toad live in winter?
10. What do toads eat?

LESSON III.

A PICTURE STORY.

See picture on p. 5.

Read the following, filling the blanks:—

FINDING A TOAD.

A boy named — has found a —. He has called his two — to look at the —. They have left their —. Florence holds in her hand a —. Alice has a bunch of —. Howard has read about —. He says toads have — in their —. Florence says the — eyes look like jewels. — asks where — live in winter. Howard says — sleep through the — months. — asks what — eat. — has seen — eat —.

LESSON IV.

MEMORY SELECTION.

Wake up, little daisy, the summer is nigh,
 The dear little robin is up in the sky;
 The snowdrops and crocus were never so slow;
 Then wake up, little daisy, and hasten to grow;

Wake up!

Wake up, little daisy, and hasten to grow.

I tease pleasant sunshine to rest on your head,
 The dew and the raindrops to moisten your bed,
 And then every morning I just take a peep
 To see your little face, but you're still fast asleep;

Wake up!

Wake up, little daisy, and hasten to grow.

Listen, little daisy, and I'll tell you what's said:
 The lark thinks you're lazy, and love your warm bed;
 But I'll not believe it, for now I can see
 Your bright little eye winking softly at me;

Wake up!

Wake up, little daisy, and hasten to grow.

Before committing the selection to memory, read it over very carefully. If you find any new words, ask your teacher their meaning.

With what kind of letter does the first word of each line begin?

The first word of every line of poetry should begin with a capital.

LESSON V.

WRITTEN EXERCISES.

1. Copy the following:—

1. *The wind is blowing.*
2. *We can fly our kites.*
3. *Shall we go into the field?*
4. *Mary may go with us.*
5. *Is Carlo sure to follow?*

Which of the above are statements? Which are questions? With what kind of letter does the first word of each statement and question begin? Which are finished with a period? When is the question mark used?

2. Write from dictation:—

1. A wise man made a kite of silk.
2. He tied an iron key to the silk kite.
3. He sent the kite up into a cloud.
4. Some lightning came down the string.
5. The wise man was Benjamin Franklin.
6. Of what are kites usually made?
7. What kind of string is best for a kite?
8. Have you ever made a kite?

LESSON VI.

COMMANDS AND EXCLAMATIONS.

You have used words to make statements and to ask questions. In this lesson you will learn of two new groups of words.



COMMANDS.

Study the picture carefully.
Give each child a name.
Observe what each is doing.
Read the name on the boat.

With what kind of letter does the first word of each command begin? What mark is placed at the end of each command?

Every command should begin with a capital, and end with a period.

EXCLAMATIONS.

How happy the children are!
Hurrah! Hurrah! She sails! She sails!
What an odd name for a boat!
Oh, how I wish I were with them!

With what kind of letter does the first word of each exclamation begin?

A mark like the one used at the end of each exclamation (!) is called an EXCLAMATION MARK.

Every exclamation should begin with a capital, and end with an exclamation mark.

1. Read the following, filling the blanks with suitable words:—

1. Charles is trying to reach the —.
2. What is — doing?
3. What is — saying?
4. What is the — girl's name?
5. How happy — appears to be!
6. I — not see Carlo.
7. Whistle — him.
8. He — upset the —.
9. Read the — on the —.
10. What a — name for a —!
11. How — the water is!
12. Sail on, bonny —.

When completed, which of the above are exclamations? Which are commands? Which are questions? Which are statements? Which are followed by periods? Which by question marks? Which by exclamation marks?

2. Copy the following:—

1. My boat is named Puss.
2. I call my kitten Puss.
3. Will Puss come if I call?
4. Will Puss sail on the brook?
5. Blow gently, summer breeze.

LESSON VII.

A PICTURE STORY.

Read the following, filling the blanks:—

THE CHILDREN AND THEIR BOAT.

Our friends, Charles, —, and —, are not flying their — to-day. They have — to the brook to — their boat. The — is smooth, for the wind is not — hard. How — the boat sails! The — is so wide that — cannot reach the boat.

— is waving his — and — “Hurrah!” — is clapping her —. She — this is the prettiest — that ever was made. — chose the name for the —, and printed it on the —.

Did the — let Carlo — with them to-day? Perhaps — has gone into the — to — at a squirrel.

LESSON VIII.

THE SENTENCE.



1. After studying this picture carefully, you might express four thoughts in four different ways: thus,—

STATEMENT.—The dog's name is Major.

QUESTION.—Is Major your dog?

COMMAND.—Major, take this umbrella home.

EXCLAMATION.—What a fine dog Major is!

Did you think before you gave the dog a name? Did you express your thought in words? Did you think before asking the question? How did you express your thought? Did the man who keeps the store wish the umbrella to be taken home? What did he do? Did you think Major was a very fine dog? In what way did you express your thought?

Are you much pleased to see so useful a dog? You might make the simple statement, I like a useful dog. What do you do? A thought expressed in words is called a SENTENCE.

A sentence may be a statement, a question, a command, or an exclamation.

2. Write three statements about the picture.
3. Write three questions about the dog.
4. Give one command.
5. Use one exclamation.

With what kind of letter should statements, questions, commands, and exclamations begin?

What mark should be placed at the end of a statement?

What mark should be placed at the end of a question?

What mark should be placed at the end of a command?

What mark should be placed at the end of an exclamation?

LESSON IX.

EXERCISES.

1. Write six statements, using one of the following words in each:—

store	home
groceries	dog
umbrella	rain

2. Write six questions, using one of the following words in each:—

winter	name
snow	master
sweep	obey

3. Write three commands and three exclamations.

How many sentences are you told to write? With what kind of letter will you begin each?

Which sentences will you finish with periods? With question marks? With exclamation marks?

LESSON X.

A PICTURE STORY.

Little Robin Redbreast

Sat upon a tree;

Up went Pussy Cat,

And down went he.

Down came Pussy Cat,

And away Robin ran;

Said little Robin Redbreast,

“Catch me if you can!”

Little Robin Redbreast

Hopped upon a wall;

Pussy Cat jumped after him,

And almost got a fall.

Little Robin chirped aloud;

And what did Pussy say?

Pussy Cat said, “Mew, mew!”

And Robin flew away.

Tell in your own words what you see in the picture.



LESSON XI.

NAMES.—CAPITALS.

1. A boy sails a boat on the river.
2. Charles sails his boat on the Hudson.

Which of the words in the first sentence are names? Is the word *boy* the name of any particular boy? Is the word *river* the name of any particular river? In a class of boys may each one be called a boy? May the name *river* be given to a great many streams of water.

Which of the words in the second sentence are names? When you say *Charles*, do you mean some particular boy? Is *Hudson* the name of some particular river?

Names like *boy* and *river*, which may be given to any one of several persons or objects, are called COMMON names.

Names like *Charles* and *Hudson*, which are given to only one person or river, are called PARTICULAR or PROPER names.

A name is called a NOUN.

A common name should begin with a small letter.

A particular or proper name should begin with a capital letter.

Read the following sentences, giving a reason for the use of each capital letter:—

1. Uncle John made my kite.
2. He gave it to me last April.
3. My brother Henry made his own kite.
4. Sister Florence gave me my little boat.
5. Puss often sails on the Hudson.

6. We fly our kites every Monday if the wind blows.
7. Have you ever seen Carlo, our dog?
8. The big dog at the store is called Major.
9. He came to school with George one day.
10. He understands when George speaks to him.
11. He will carry a basket for George.

EXERCISES.

1. *Name two kinds of each of the following things:—*

minerals	fruits	birds
vegetables	flowers	trees

Are they all common names? With what kind of letter should they begin?

Tell some interesting thing about each.

2. *Make a list of your pets.*

Write the name of each, and your reason for choosing that particular name.

Remember that the names of your pets should begin with capitals.

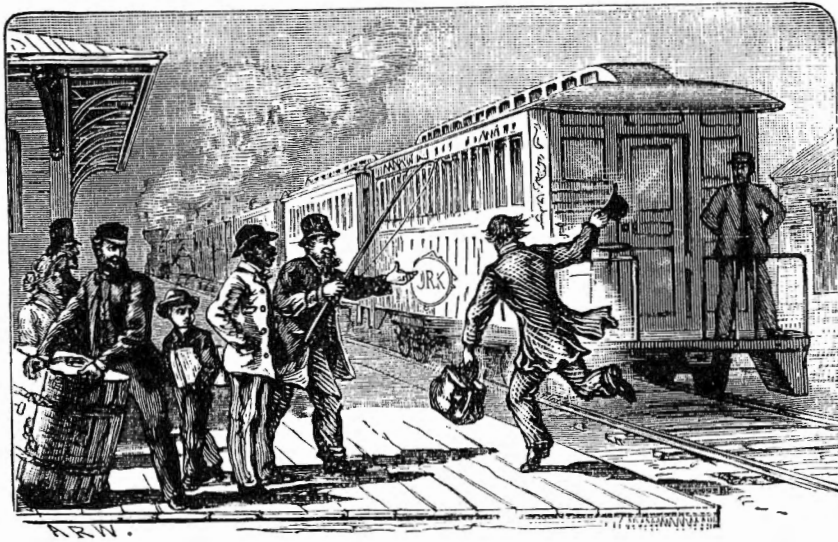
3. *Write in a column the names of two of your relatives, two of your playmates, two children you have read about in books, two cities, two rivers, two mountains.*

Are they all proper names? With what kind of letter should you begin each?

4. *Construct ten sentences, using five proper names and five common names.*

LESSON XII.

ONE MINUTE TOO LATE.



1. Study the picture carefully, and tell what you see, using complete sentences.

2. Read the following, filling the blanks with the necessary words:—

ONE MINUTE TOO LATE.

A — wanted to — the morning train, but he has come a — too late. The — is going without —. He runs very fast, and — he can jump on the last —. He carries his — in his left —, and with his — hand he is waving his —. The wind blows his — and his —. He shouts to the — on the car, but that — no good.

The — at the station cannot help the —. If they are not — polite, they — smile. Some of them — just — by this train. I — they have brought a — trunk. The newsboy — all the morning to sell —. Do you think the — will — one?

Is it better to be — minutes too early than one — too late? Is it — to be always on — than sometimes a little behind —?

3. Write four sentences about the man who was one minute too late for the train.

4. Tell a story of a boy who came to school a little late.

LESSON XIII.

THREE CHILDREN.

“I love you, mother,” said little John;
Then, forgetting work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

“I love you, mother,” said rosy Nell;
“I love you better than tongue can tell.”
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.

“I love you, mother,” said little Fan;
“To-day I’ll help you all I can;
How glad I am that school doesn’t keep!”
So she rocked the babe till it fell asleep.

Then stepping softly, she took the broom,
And swept the floor, and dusted the room;
Busy and happy all day was she, —
Helpful and cheerful as child could be.

“I love you, mother,” again they said, —
Three little children going to bed:
How do you think that mother guessed
Which of them really loved her best?

JOY ALLISON.

What did John say? What did he do? What might he have done?

What did Nell say? How did she act? Why was the mother glad when Nell went to play?

What did Fan say? Do you think she loved the baby? What made the baby go to sleep? Do you think that Fan enjoyed rocking the baby?

What did Fan do for her mother? Why did she try to be quiet? Do you think that Fan enjoyed sweeping, and keeping quiet? Was Fan like the sunshine?

What did John and Nell and Fan say at night? Did the mother know which child loved her best? How could she tell? Did the mother love all her children? What does the poem teach you to do when you are at home?

1. *Tell the story in your own words.*
2. *Write six sentences about John, Fan, and Nell.*

Be careful to begin each sentence with a capital, and to end it with the right kind of a mark.

If you use any particular or proper names, be sure to begin each with a capital.

LESSON XIV.

DICTATION EXERCISE.

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

1. John loved his mother.
2. He would have brought the wood if he had thought of it.
3. Do you think Nell was a lovely little girl? _____
4. Had Fan learned to be thoughtful?
5. Nell might have rocked the cradle.
6. Was Fan happier than Nell was?
7. How patient the mother is with her children!
8. She hopes they will learn to be thoughtful and kind.

LESSON XV.

REVIEW QUESTIONS.

Write from memory complete answers to the following questions:—

1. How should a statement begin and end?
2. How should a question begin and end?
3. What word in every line of poetry should begin with a capital?
4. How should a command begin and end?
5. How should an exclamation begin and end?
6. When should a name begin with a capital?

LESSON XVI.

IS AND ARE.



1. Ralph *is* robbing the bird's nest.

2. His sisters *are* watching him.

3. The poor bird *is* frightened.

4. *Are* the eggs in the nest?

How many persons are mentioned in the first sentence? Do you find *is*, or *are*, used in that sentence?

Is one, or more than one, person spoken of in the second sentence? Do you find *is*, or *are*, used in that sentence?

How many birds are spoken of in the third sentence? Do you find *is*, or *are*, used?

Are more eggs than one spoken of in the fourth sentence? Do you find *is*, or *are*, used?

When do we use *is*? When do we use *are*?

Read the following, filling the blanks with is when speaking of one person or thing, and with are when speaking of more than one:—

1. A boy — in the tree.
2. His name — Ralph.

3. Three girls — under the tree.
4. The girls — Ralph's sisters.
5. Ralph's hat — in his hand.
6. What — Ralph doing?
7. What — the girls' names?
8. — they looking at Ralph?
9. A bird's nest — on the branch.
10. The bird — flying away.
11. — Ralph a good boy?
12. — the girls doing right?

LESSON XVII.

MEMORY SELECTION.

If ever I see,
On bush or tree,
Young birds in their pretty nest,
I must not, in my play,
Steal the young birds away,
To grieve their mother's breast.

My mother, I know,
Would sorrow so,
Should I be stolen away:
So I'll speak to the birds
In my softest words,
Nor hurt them in my play.

Mention the names in the above selection.

With what kind of letter does the first word of each line begin?
Why?

LESSON XVIII.

A PICTURE STORY.

See picture on p. 22.

Copy the following, filling the blanks with appropriate words:—

ROBBING BIRDS' NESTS.

Ralph and — three — saw a bird's — in a —. They all — to know — was in the —. — climbed the — and — four little — eggs in the —. He thought he — show the — to his —. He put one — in his —. The — mother bird cried — loud. The — girls begged — not to rob the —. — put the — back in the —. Then he — his — on his head and — down. The poor — cried till — children — quite out of —. Ralph and his — were sorry that — had — the pretty —.

LESSON XIX.

EXERCISES.

1. *Study the picture on p. 22, and write ten sentences about Ralph and his sisters, — three statements, three questions, two exclamations, and two commands.*

2. *Write a little story about some bird's nest that you have seen.*

LESSON XX.

ABBREVIATIONS.

A few words are sometimes shortened or abbreviated when written.

1. Doctor Jones resides at number 123 State Street.
2. Dr. Jones resides at No. 123 State St.
3. We were invited to dine with Mister and Mistress Gray.
4. We were invited to dine with Mr. and Mrs. Gray.

Mention the abbreviations in the second sentence. What is the abbreviation for *doctor*? For *number*? For *street*?

For what is *Mr.* an abbreviation? For what is *Mrs.* an abbreviation?

What mark follows each abbreviation?

These are some of the abbreviations in most common use:—

Av. Avenue	N.E. Northeast
St. Street	S.W. Southwest
No. Number	U.S. United States
Co. County, Company	R.R. Railroad
N. North	P.O. Post Office
S. South	M. Noon (Meridiem)
E. East	A.M. Before noon (Ante meridiem)
W. West	P.M. Afternoon (Post meridiem)

A period must be used after every abbreviation.

1. *Read the following:—*

1. My father is Mr. Henry French.
2. His store is at No. 28 Lewiston St.
3. The sign is Henry French and Co.
4. My uncle, Dr. Gray, lives in Washington.
5. Dr. Gray took me home with him last week.
6. We started on Monday, at 9 A.M.
7. My aunt, Mrs. Gray, was at home.
8. She lives at No. 128 N. Oxford St.
9. The doctor's office hours begin at 12 M.
10. He goes out every day at 10.30 A.M.
11. I came home by the Baltimore and Ohio R.R.
12. I arrived here at 6 P.M.

2. *Copy the following sentences, filling the blanks with abbreviations selected from the list:—*

1. —. and —. Stone live next door.
2. We live at —. 67 Stanhope —.
3. We did live at —. 40 Plymouth —.
4. School opens at 9 —. —., and closes at 4 —. —.
5. Fred studies —. —. history.
6. Where does —. Green live?
7. His office is on the —. —. corner of State and Pearl —.
8. What is your cousin's —. —. address?
9. The wind is blowing from the —. —.
10. Arthur's father is a member of the firm of Brown, Gray, and —.
11. The store is in Fulton —.
12. My uncle is the president of the Erie —.

LESSON XXI.

EXERCISE IN SENTENCE MAKING.



Study the picture carefully, and then write ten sentences, —three statements, three questions, two commands, and two exclamations.

Use each of the following words in at least one of the sentences:—

post office	ran	road
letters	door bell	useful
master	go	fine
barked	take	mouth
Fido	seized	teeth

LESSON XXII.

STUDY OF SELECTION.

THE BROWN THRUSH.

There's a merry brown thrush sitting up in a tree;
 He's singing to me! he's singing to me!
 And what does he say, little girl, little boy?
 "Oh, the world's running over with joy!
 Don't you hear? Don't you see?
 Hush, look! In my tree
 I'm happy as happy can be!"

And the brown thrush keeps singing, "A nest do you see,
 And five eggs hid by me in the juniper tree?
 Don't meddle! don't touch! little girl, little boy,
 Or the world will lose some of its joy!
 Now I'm glad! now I'm free!
 And I always shall be,
 If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,
 To you and to me, to you and to me;
 And he sings all the day, little girl, little boy,
 "Oh, the world's running over with joy!
 But long it won't be,
 Don't you know? don't you know?
 Unless *we* are as good as can be."

LUCY LARCOM.

1. *Read the poem carefully.*

Where is the brown thrush sitting? Where is his nest? What is in it? What does he say to the little boy and the little girl? What does he sing all day? What do you think the last line means?

2. *Copy the poem, arranging the lines as they are in the book.*

LESSON XXIII.

TITLES.

1. *Learn the abbreviations of the following titles:—*

Colonel	Col.	Junior	Jr.
Doctor	Dr.	Mister	Mr.
Esquire	Esq.	Mistress	Mrs.
General	Gen.	President	Pres.
Governor	Gov.	Professor	Prof.
Honorable	Hon.	Reverend	Rev.

Titles are usually abbreviated when used with names. In all other cases they should be written out in full.

A name when used as a title should begin with a capital.

2. *Write from dictation:—*
 1. Mr. and Mrs. Townsend have gone to Chicago.
 2. Dr. and Mrs. Penn went with them.
 3. Prof. Snell could not go.
 4. Hon. C. W. Walker and Gen. Lane will go next week.
 5. Col. Hooper will meet them.
 6. Rev. T. W. Sawyer will preach on Sunday.
 7. Pres. Hale will be here next week.

LESSON XXIV.

GIVEN NAMES.—INITIALS.—SURNAMES.

The father's name is John Henry Smith.
He writes his name J. H. Smith.

Does he write his name in full, or only the first letters of the first two words of his name?

The first letter of each word in a person's name is called the INITIAL LETTER, or the INITIAL.

What mark is placed after each initial? Why?

Mr. Smith has two sons, whose names are William Walter Smith and John Henry Smith.

William writes his name W. W. Smith.

John writes his name J. H. Smith, Jr.

All the members of one family have the same last name. It is called the FAMILY NAME, or SURNAME. The first and middle names are not the same, and are called GIVEN or CHRISTIAN NAMES, and are often those of parents, relatives, or valued friends.

If there are several sons in the family, why are their given names different?

For what does the abbreviation *Jr.* stand? What does it mean? Why does John write *Jr.* after his name? Why is *Jr.* unnecessary after W. W. Smith?

1. Write your own name.
2. Write the names of three friends.
3. Write the names of three persons, using abbreviations of the following titles:—

Doctor

Reverend

Governor

LESSON XXV.

WORDS SEPARATED BY COMMAS.

1. I study reading, writing, spelling, and arithmetic.

2. Paul, Henry, Ruth, and Helen are all my friends.

3. We gathered red, white, and pink roses.

4. I have pens, ink, and paper in my desk.

A mark like the one used between words in the above sentences is called a COMMA.

Between what words is the comma used in the first sentence? In the second? In the third? In the fourth?

When several words of the same kind are used together, they are separated by commas.

1. Copy the following:—

1. I have seen white, pink, and blue lilies.

2. My parrot talks, sings, and whistles.

3. I can read, write, spell, and skate.

4. The American flag is red, white, and blue.

5. John is older, taller, and stronger than I.

2. Write from dictation:—

1. In my garden are roses, lilies, and pansies.

2. Apples, peaches, and pears grow in the orchard.

3. Rex is a large, handsome, intelligent dog.

4. Gold, silver, and iron are minerals.
5. Red, green, and yellow may be seen in a rainbow.
6. My sister can sing, play, and dance.
7. Bees, wasps, and hornets can sting.
8. Autumn leaves are red, yellow, and brown.
9. John, James, and Henry are good boys.

LESSON XXVI.

SELECTION FOR STUDY.

THE CATERPILLAR.

I creep upon the ground, and the children say,
"You ugly old thing!" and push me away.

I lie in my bed, and the children say,
"The fellow is dead, we'll throw him away!"

At last I awake, and the children try
To make me stay, as I rise and fly.

Where does the caterpillar crawl? How does it look? Do children like to touch caterpillars?

When the caterpillar spins a cocoon and goes to sleep in it, what do the children say?

When the caterpillar awakes and leaves the cocoon as a butterfly, do the children try to catch it?

Have you ever caught a butterfly?

Write answers to the above questions. Arrange your sentences in four groups.

LESSON XXVII.

WAS AND WERE.

1. The horse *was* frightened.
2. The horses *were* frightened.
3. Robert *was* in the wagon.
4. Robert and Edward *were* in the wagon.

How many horses are spoken of in the first sentence? Is something said of more than one horse in the second sentence? In which sentence is *was* used? In which is *were* used?

How many persons are spoken of in the third sentence? In the fourth? Why is *was* used in the third sentence, and *were* in the fourth?

Use *was* when speaking of one, and *were* when speaking of more than one.

Read the following, filling the blanks with was or were:—

1. He — not at home.
2. We — not at home.
3. They — not at home.
4. The stars — very bright.
5. The lesson — interesting.
6. The lessons — very long.
7. The boys — noisy.
8. The sun — very bright.
9. The stars — shining.
10. The girls — all here.
11. He — glad to see us.
12. We — glad to see you.

LESSON XXVIII.

COMPOSITION.

ANNIE GRAY AND HER DOLL.



Did Annie take her doll out for fresh air? When they came near the hammock, did Annie think it was time for Dolly's nap? What did she do? Who is asleep?



Does Annie know that the doll has fallen out of the hammock? Who has found Dolly? What is he doing? What will Annie say when she wakes up?

1. *Tell the story of "Annie Gray and her Doll."*
2. *Write the story, giving names to the dog and the doll.*

LESSON XXIX.

THE DAYS OF THE WEEK.

1. *Copy the following:—*

*The days of the week are
Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
and Saturday.*

The names of the days of the week, when used in dates, are sometimes abbreviated, as follows:—

Sun., April 7, 1895.	Wed., July 2, 1895.
Mon., May 20, 1895.	Thurs., May 30, 1895.
Tues., June 10, 1895.	Fri., June 21, 1895.
Sat., July 6, 1895.	

The names of the days of the week should always be written in full, except in writing dates.

MEMORY SELECTION.

On Monday I wash my dollies' clothes,
 On Tuesday smoothly press them,
 On Wednesday mend their little hose,
 On Thursday neatly dress them,
 On Friday I play they are taken ill,
 On Saturday something or other ;
 But when Sunday comes I say, "Lie still,
 I am going to church with mother."

MARY MAPES DODGE.

2. Write seven sentences, telling something that you did each day last week. Be careful to begin the first word of each sentence with a capital letter.

LESSON XXX.

DICTATION EXERCISE.

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

1. Were you in church last Sunday?
2. Thanksgiving comes on Thursday.
3. Congress meets the first Monday in December.
4. Election takes place the first Tuesday after the first Monday in November.
5. Columbus discovered America on Friday.
6. Last year Christmas came on Tuesday.
7. Decoration Day came on Wednesday.
8. What are you going to do next Saturday?
9. Sunday is the first day of the week.

LESSON XXXI.

THE PARTS OF A SENTENCE.

1. Diligent pupils | learn rapidly.
2. Large trees | shade the streets.
3. Wild flowers | are in bloom.

Read the first sentence. Who learn rapidly? About whom is something said? What is said about diligent pupils? What is shown by the first part of the sentence? What is shown by the second part of the sentence?

About what is something said in the second sentence? What is said? Read the part of the sentence which mentions that about which something is said. Read the part which says something about the other part.

What does the second part of the third sentence do? What does the first part do?

The part of the sentence which mentions that about which something is said, is called the **SUBJECT** of the sentence.

The part of the sentence which says something about the subject, is called the **PREDICATE** of the sentence.

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

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

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

1. The river flows swiftly.
2. The little brook makes music.
3. Some swallows live in chimneys.

4. The cat sees the canary.
5. An elm is a graceful tree.
6. Water lilies open in the morning.
7. Dandelions close at night.
8. Autumn leaves are beautiful.
9. The north wind blows cold.
10. Jack Frost makes pictures at night.
11. This large oak is very old.
12. White clouds float in the sky.

LESSON XXXII.

EXERCISES IN SENTENCE MAKING.

1. *Copy the following, filling the blanks with subjects:—*

1. — sing in the trees.
2. — swim in the brook.
3. — — rings at nine o'clock.
4. — — has caught a mouse.
5. — have found a knife.
6. — — is behind a cloud.
7. — will not keep on Saturday.
8. — — have gone home.
9. — — is broken.
10. — will mend it.
11. — read me a story.
12. — rise early.
13. — blossom in June.
14. — like fairy stories
15. — play tennis.

2. *Copy the following, supplying predicates:—*

1. The sun —.
2. The dew —.
3. The children —.
4. Our teacher —.
5. Wild flowers —.
6. A ball —.
7. Three little kittens —.
8. Bees —.
9. My kite —.
10. The cradle —.
11. The bluebird —.
12. Christmas —.
13. Little drops of water —.
14. Little grains of sand —.
15. Humpty Dumpty —.

3. *Write ten sentences, using the words given below. Put a word from the first column into each subject, and a word from the second column into each predicate.*

ships	sleeps
dogs	laugh
cat	flies
boy	sail
snow	shine
bird	blows
stars	studies
girls	bloom
violets	bark
wind	falls

LESSON XXXIII.

QUOTATION MARKS.

1. "May I take your pencil?" asked Horace.
2. "Certainly," replied Edna.
3. In a few minutes Horace gave the pencil back to Edna, saying, "Thank you, Edna."

In the first sentence do we repeat Horace's own words? Read his words without reading the other words in the sentence.

In the second sentence do we repeat the words that Edna used? Read them.

When we repeat the exact words of another we make a QUOTATION. The double commas at the beginning (") and end (") of each quotation are called QUOTATION MARKS. Notice that those at the beginning are inverted.

1. *Read the following sentences, and repeat the part of each that is a quotation:—*

1. "Henry, tell me what time it is," said Mrs. Ware.
2. "It is half-past eight, mother," answered Henry.
3. "Were you late at school yesterday?" asked his mother.
4. "No, mother; I have not been late this week," replied Henry.
5. "Nor I," said John. "Good morning, mother."
6. "Good morning, boys," said Mrs. Ware.
7. "Are blackberries always black?" asked Henry.
8. "Not when they are green," answered John, as he hurried downstairs.

2. *Write from dictation:—*

1. "What flower do you like best?" asked Anne.
2. "I do not know how to choose," replied Sarah.
3. "I think the prettiest is the rose," said Laura.
4. Then Mary said, "I like the lily best."
5. "The violets are sweetest," said Mabel.
6. "Girls, just see these forget-me-nots," said Grace.
7. Then the girls said together, "We all like them all."

LESSON XXXIV.

TITLES OF BOOKS.

1. Jack and the Bean Stalk.
2. Robinson Crusoe.
3. Little Folks in Feathers and Fur.

How does each important word in these titles begin? Which of the words do not begin with capitals?

Every important word in the title of a book or any other composition should begin with a capital.

Explain the use of capitals in the following sentences:—

1. "Little Lord Fauntleroy" was written for "St. Nicholas."
2. Charles Kingsley wrote "The Water Babies."
3. Southey wrote for his own children "How does the Water come down at Lodore?"
4. There are many beautiful stories in Hawthorne's "Wonder Book."

LESSON XXXV.

CHRISTMAS EVE.



1. Dear old Santa Claus, are you there?
I want to whisper to you;—
Jack says you do not care for girls,
But I'm pretty sure you do.
2. They say you listen all the time
To the little girls and boys,
And those who quarrel, scold, and fret,
Never get the Christmas toys.

3. Now, Mr. Santa Claus, forget
All the naughty things I do;
For oh! such lots and lots of things
I'm going to ask of you.
4. I want a doll, a real doll,
The nicest one in your pack,
With coat, and pants, and cap, and all:
I'm going to call him Jack.
5. I want a sled to beat the rest
As we all slide down the hill,
For Jack'll teach me to make it go,
I am very sure he will.
6. And I want a pony to ride,
All summer, at grandma's farm;
Jack will go on the old white horse
And will keep me safe from harm.

1. *Study carefully the picture and the poem.*

Who is whispering to Santa Claus?
What does she say to him?
What things does she ask for?
Why does she want a pony?

2. *Tell the story in your own words, calling the little girl Ada.*

3. *Write another story about the picture. Tell what you think Santa Claus will do with the pony, the drum, the sled, the ship, the doll, the toys in the bag.*

LESSON XXXVI.

HAS AND HAVE.

1. A tree *has* leaves.
2. Trees *have* leaves.
3. I *have* studied my lesson.
4. Maud *has* studied her lesson.
5. Maud and Alice *have* studied their lessons.

About what is something said in the first sentence? In the second? How many things in the subject of the first sentence? Does the subject of the second sentence mean more than one thing? In which sentence is *has* used? In which is *have* used?

Of whom are you speaking in the third sentence? Is *has*, or *have*, used? Of how many are you speaking in the fourth sentence? In the fifth?

Has is used when speaking of one person or thing, and *have* is used when speaking of yourself, or of more than one person or thing.

Read the following, filling the blanks with has or have:—

1. A butterfly — beautiful wings.
2. Butterflies — beautiful wings.
3. Helen — found her pencil.
4. Rose and Kate — lost their pens.
5. — the bell rung?
6. — the girls taken their seats?
7. My rosebush — budded.
8. The willows — blossomed.
9. Kate and Alice — been here.

10. The swallows — flown away.
11. I — opened the door.
12. He — opened the shutters.
13. They — opened the windows.
14. We — let in the air and sunlight.
15. The flowers — faded.
16. The autumn leaves — fallen.
17. We shall soon — winter.

LESSON XXXVII.

NAMES.—ONE, OR MORE THAN ONE.

1. The bird is singing sweetly.
2. The birds are singing sweetly.
3. The girl has a new dress.
4. The girls have new dresses.

About how many birds is something said in the first sentence? How many are spoken of in the second? Mention the names in the third sentence that stand for but one person or thing. What names in the fourth sentence stand for more than one?

How does the word *bird* differ from the word *birds*? The word *dress* from the word *dresses*?

The form used to mean one is called the singular form, or the SINGULAR.

The form used to mean more than one is called the plural form, or the PLURAL.

The *plural* of most names is formed by adding *s* or *es* to the *singular*.

WRITTEN EXERCISES.

1. Rewrite the following sentences, using the plural forms of the names. Remember that you should use *is*, *has*, and *was*, when telling something about one; and *are*, *have*, and *were*, when telling something about more than one.

1. The lesson has been learned.
The lessons have been learned.
2. Is the owl very wise?
Are owls very wise?
3. The robin is singing.
4. Was the window open?
5. The car was full.
6. The pencil has been sharpened.
7. The teacher has come.
8. The class is called to order.
9. The girl is late.

2. Write sentences, using for subjects the singular forms of the following words:—

feathers	fishes	elephants
horses	doves	tigers
minerals	sparrows	wings

3. Write sentences, using for subjects the plural forms of the following words:—

trunk	hoof	claw
grass	flower	top
tree	dress	ring

LESSON XXXVIII.

CONTRACTIONS.

1. It is a pleasant morning.
2. It's a pleasant morning.
3. Are not you going?
4. Aren't you going?

Read the first two sentences. What two words does *it's* in the second sentence stand for? What letter is left out? What mark takes its place?

A comma used to take the place of a letter is called an APOSTROPHE.

What is the short or contracted form of *are not*? What is omitted? Where is the apostrophe placed? Why?

1. Learn the following contractions:—

1. I'm *for* I am.
2. You're *for* you are.
3. We're *for* we are.
4. They're *for* they are.
5. I'll *for* I will.
6. You'll *for* you will.
7. Isn't *for* is not.
8. Doesn't *for* does not.
9. Don't *for* do not.
10. Hasn't *for* has not.
11. Aren't *for* are not.
12. Let's *for* let us.
13. Haven't *for* have not.

2. Read the following, mentioning the contractions, and telling from what each is formed:—

1. I'm not going to tell you a story.
2. Stories aren't always true.
3. Don't tell me about an old woman.
4. She doesn't live in a shoe.
5. She hasn't a dozen children.
6. They're all exactly like you.
7. There isn't a man in the moon.
8. Let's find out something new.
9. Haven't you read "Alice in Wonderland"?
10. It's a very odd story.

3. Copy the following sentences, writing the contracted words in full:—

1. I'm glad you have come.
2. We're all ready.
3. Let's go now.
4. Doesn't the wind blow hard?
5. Take care, you'll lose your hat.
6. The chestnuts aren't ripe.
7. Don't the squirrels know?
8. They're very busy now.
9. Isn't your basket heavy?
10. I'll carry it a little while.
11. Thank you, you're very kind.
12. Now we'll look for four-leaved clovers.

Use contractions only in conversation, oral or written. Contractions are sometimes used in poetry in order to secure the desired number of syllables in a line.

LESSON XXXIX.

COMPOSITION.

TEA.

Here is a picture of a bit of tea plant. Would you like to see the bush from which this branch was picked? It is probably growing on a tea farm in China, so far away that we cannot go to see it. Many other tea plants are in the same field. They are about five feet high.

Only the leaves and buds of the tea plant are gathered. They are first picked, then dried and rolled. Finally, they are packed in chests, and sent away to different countries.



Arrange in two groups or paragraphs your answers to the following questions:—

In what country does tea grow? Are the plants cultivated in fields? How high are they?

What parts of the tea plant are gathered? How are they prepared for market? How are they packed?

LESSON XL.

THE MONTHS.

1. Copy the following:—

*The twelve months are
January, February, March,
April, May, June, July,
August, September, October,
November, and December.*

2. Write twelve sentences, telling something about each of the twelve months.

When writing dates, the names of the months (except May, June, and July) may be abbreviated as follows:—

January	Jan.	August	Aug.
February	Feb.	September	Sept.
March	Mar.	October	Oct.
April	Apr.	November	Nov.
	December	Dec.	

3. Write from memory the names of the months, with their abbreviations.

The names of the months and their abbreviations should always begin with capitals.

LESSON XLI.

WRITTEN EXERCISES.

1. Copy the following:—

Thirty days hath September,
April, June, and November;
All the rest have thirty-one,
Excepting February alone,
Which hath but twenty-eight, in fine,
Till leap year gives it twenty-nine.

2. Write the above from memory.

3. Write from dictation.

1. The spring months are March, April, and May.

2. The summer months are June, July, and August.

3. The fall months are September, October, and November.

4. The winter months are December, January, and February.

5. April showers bring Mayflowers.

6. Violets blossom in April and May.

7. Roses come in June.

8. Farmers plant seeds in April.

9. In August they gather their harvests.

10. Nuts fall in October.

With what kind of letter will you begin the name of each month?

Be careful to use commas where they are required.

LESSON XLII.

MEMORY SELECTION.

One step and then another,
And the longest walk is ended;
One stitch and then another,
And the largest rent is mended.

One brick upon another,
And the highest wall is made;
One flake upon another,
And the deepest snow is laid.

Then do not look disheartened
On the work you have to do,
And say that such a mighty task
You never can get through;

But just endeavor day by day
Another point to gain,
And soon the mountain which you feared
Will prove to be a plain.

1. *Mention the names in the above poem.*
2. *Write each name, first in the singular, then in the plural.*
3. *Give the thoughts in your own words.*
4. *Tell a story to show what may be gained by trying again and again to learn a lesson.*
5. *Tell another story to show how you would build a snow fort.*

LESSON XLIII.

COMPOSITION.

SUGAR.

Sugar is made from sugar cane. This is a plant which has a tall, juicy stalk, just a little like a corn-stalk. It grows in warm countries.

When the sugar cane is ripe, the canes are cut off near the roots. The juice is pressed out of them, and put into large kettles to boil.

The sweet cane juice, when boiled enough, becomes sirup. The thickest part of it is brown sugar, and the rest is molasses. Some of the brown sugar is boiled and cleansed, and so made into white sugar.

Maple sugar is not obtained from sugar cane. It is made from the sap of a kind of maple tree. Sugar is also found in beets and in grapes.



WRITTEN EXERCISES.

1. *Write answers to the following questions:—*
 1. Where does sugar come from?
 2. How is it made?
 3. What is it used for?

2. *Make sentences containing the following words:—*

sugar	kettles	maple	cake
juicy	boil	candy	cookies
stalk	sirup	beets	pies
ripe	molasses	sap	lemonade

LESSON XLIV.

DATES.

1. The Pilgrims landed at Plymouth Dec. 21, 1620.
2. Washington was born Feb. 22, 1732.
3. The Declaration of Independence was signed July 4, 1776.
4. President Lincoln was born Feb. 12, 1809.

In what month did the Pilgrims land at Plymouth? Is the name of the month abbreviated? On what day of December did the Pilgrims land? How is the day written? How is the day of the month written in the second sentence? In the third sentence? In the fourth?

In writing dates, the days of the month are written as follows:—

- 1st or 1 *for* first.
- 2d or 2 *for* second.
- 3d or 3 *for* third.
- 4th or 4 *for* fourth.
- 5th or 5 *for* fifth.
- 21st or 21 *for* twenty-first.
- 22d or 22 *for* twenty-second.

1. *Copy the following, supplying the dates:—*

1. Last Christmas was — —, —.
2. Next Christmas will be — —, —.
3. — —, —, was my last birthday.
4. — —, —, will be my next birthday.
5. Yesterday was — —, —.
6. To-day is — —, —.
7. To-morrow will be — —, —.
8. Decoration Day is celebrated — —.
9. — — is St. Valentine's Day.
10. — — is Hallowe'en.

2. *Write the following from dictation:—*

1. Columbus sailed from Spain, Aug. 3, 1492.
2. Benjamin Franklin was born Jan. 17, 1706.
3. The Tea Party in Boston Harbor occurred Dec. 16, 1773.
4. Paul Revere took his famous ride Apr. 18, 1775.
5. Daniel Webster was born Jan. 18, 1782.
6. Longfellow the poet was born Feb. 27, 1807.
7. The first steamboat from New York arrived in Albany, Aug. 9, 1807.
8. The first canal boat from Buffalo arrived in New York, Nov. 4, 1825.
9. The first telegram was sent across the Atlantic, Aug. 5, 1858.
10. The slaves in the Southern States were declared free Jan. 1, 1863.
11. The Brooklyn Bridge was opened May 24, 1883.
12. Queen Victoria was born May 24, 1819.

LESSON XLV.

MODEL LETTER.

Elizabethtown, N. Y.,
 Aug. 15, 1894.

My dear Mother:

Fred and I are having good times here at grandpa's. Yesterday we rode on the hay, and saw the swallows in the barn. To-day we found some ferns in the woods. Aunt Annie is going to press them.

I want to see you and dear father very much. When you come I shall be very happy.

Your loving daughter,
 Annie O. Macomber.

THE ENVELOPE.

Mrs. Henry Macomber,
 West Newton,
 Mass.

EXERCISES.

1. Copy the model letter and the envelope.
 Be careful as to arrangement, punctuation, and the use of capitals.
2. Write a letter to your father or mother or to some friend.

HINTS.

Did you spend Thanksgiving week with your cousin in the city? Did you go with your cousin to the museum or some other interesting place? Tell what you saw. Describe your cousin's home. What games did you play? What curious or pretty things did your cousin show you?

3. Write a letter to your cousin, telling her of your journey home, and inviting her to visit you in June.

4. Write a letter to Santa Claus, asking him to bring you some Christmas presents. Name the various things you wish, and tell what you would do with them.

Complete your letter by naming some poor people, and telling what they need.

LESSON XLVI.

COMPOSITION.

APPLES.

Write in four paragraphs your answers to the following questions:—

Where do apples grow? What orchard have you seen?

When do the trees blossom?

What color are the flowers? Can you find in an apple any of the parts of the flower? Where?

Are green apples good to eat?

Does the sunshine ripen them?

Do ripe apples fall to the ground?

What color are they? Is the flesh

of the apple always of the same

color as the skin? In how many

ways are apples cooked?

What is the shape of the seeds?

What is the color? Have you ever planted an apple seed?

How long do you think it would take to grow into a large

apple tree?



LESSON XLVII.

STUDY OF SELECTION.

DONALD AND THE STAG.

Donald was a hardy fellow who lived among the mountains, a good hunter who could fish and shoot.

Once when hunting he stepped upon a narrow rock, and found himself facing a gold-red stag,—a brave creature that had not lost courage by being shut up in a park. Donald looked at the deer, but was too proud to turn away, and the deer looked at the hunter fearlessly, but could escape from death only by throwing him from the rocks.

Finally the young man lay down in the narrow path, and the noble animal picked his way very daintily, for fear of injuring the man, extending one foot and then the other, with as much care as a mother takes in removing a fly from the face of her sleeping babe. Not even the tip of his hoof touched the body of the young man.

Where did Donald live? What were his occupations?

What did he meet one day? Why was the stag brave? Was the path very narrow?

What did the hunter finally do? How carefully did the stag pass over the body of the brave hunter? Do you think Donald tried to kill the stag? What would you have done?

EXERCISES.

1. Complete the story of "Donald and the Stag" in your own words.

2. Write a similar story about "Two Wise Goats."

LESSON XLVIII.

PLURAL OF NOUNS ENDING IN Y.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
toy	toys	army	armies
boy	boys	study	studies
day	days	berry	berries
valley	valleys	fancy	fancies

Five letters, *a, e, i, o, u*, are called VOWELS. All the other letters are called CONSONANTS.

In the noun *toy* does a vowel, or a consonant, come before *y*? What kind of letter is before *y* in *day*? Before *y* in *valley*?

Does a vowel, or a consonant, come before *y* in *army*? Before *y* in *study*? Before *y* in *fancy*?

When a noun ends in *y* with a vowel before it, how is the plural formed? When it ends in *y* with a consonant before it, how is the plural formed?

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

joy	turkey	baby
journey	holiday	alley
jockey	luxury	monkey
story	chimney	study

2. Complete each of the following sentences by putting a singular or a plural noun in one blank, and *is* or *are* in the other:—

- The Christmas ——— full of good times.
- Do you believe that ——— true?

- Our ——— six months old.
- I think the ——— in mischief.
- things which we could do without.
- The ——— of our house ——— built of stone.
- often built of brick.
- Some people think ——— pleasant pets.
- Nowadays a ——— around the world ——— not uncommon.
- handsome marbles.

LESSON XLIX.

PLURALS OF NOUNS ENDING IN F OR FE.

The plural of nouns ending in *f* or *fe* is sometimes formed by adding *s*, and sometimes by changing the *f* or *fe* into *ves*. You can usually tell which by the pronunciation.

1. Write sentences, using the following nouns in both the singular and the plural:—

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
gulf	gulfs	thief	thieves
roof	roofs	life	lives
dwarf	dwarfs	knife	knives
chief	chiefs	calf	calves
strife	strifes	loaf	loaves
grief	griefs	shelf	shelves

Be prepared to write either the singular or the plural from dictation.

Some nouns form their plurals by other changes.

2. Commit to memory the plural of the following nouns:—

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
child	children	foot	feet
man	men	tooth	teeth
woman	women	goose	geese
ox	oxen	mouse	mice
handful	handfuls	spoonful	spoonfuls
sheep	sheep	deer	deer

3. Copy the following sentences, filling the blanks with the singular or the plural of one of the preceding nouns.

Remember to use *has* and *was* when speaking of one, and *have* and *were* when speaking of more than one.

1. The — were playing by the brook.
2. A — was swimming in the pond.
3. A — was caught in a trap.
4. What kind of — have geese?
5. Two — were in the car.
6. The — was afraid of the mouse.
7. The — was plowing with the oxen.
8. A — has wings.
9. — have wings.
10. Were the — singing?
11. Has the — a gold watch?
12. Some — are white.
13. The — has a musical voice.
14. How many — were in the ark?
15. An — has horns.
16. — have horns.

LESSON L.

SINGULAR AND PLURAL NOUNS.



THE WIND.

I.

High and low
 The spring winds blow!
 They take the kites of the boys at play,
 And carry them off high into the air;
 They snatch the little girls' hats away,
 And toss and tangle their flowing hair.

II.

High and low
 The summer winds blow!
 They dance and play with the garden flowers,
 And bend the grasses and yellow grain;
 They rock the bird in her hanging nest,
 And dash the rain on the window-pane.

III.

High and low
 The autumn winds blow!
 They frighten the bees and blossoms away,
 And whirl the dry leaves over the ground;
 They shake the branches of all the trees,
 And scatter ripe nuts and apples around.

IV.

High and low
 The winter winds blow!
 They fill the hollows with drifts of snow,
 And sweep on the hills a pathway clear;
 They hurry the children along to school,
 And whistle a song for the happy New Year.

1. Copy ten singular nouns from the preceding poem, and write the plural of each.
2. Copy ten plural nouns from the preceding poem, and write the singular of each.
3. Write four sentences, telling what the winds do in spring, in summer, in autumn, and in winter.

LESSON LI.

EXERCISES IN SENTENCE MAKING.

See picture on p. 63.

1. Write answers to the following questions. Make each answer a complete sentence.

Notice that *spring*, *summer*, *autumn*, and *winter* do not begin with capitals.

1. When do the spring winds blow?
2. How do the spring winds blow?
3. What does the wind do with the kites?
4. How do the summer winds rock the birds?
5. Can the winds play?
6. Did you ever hear the rain beat against the windows?
7. What makes the rain beat against the windows?
8. What does the autumn wind do to the bees and flowers?
9. What does the wind do with dry autumn leaves?
10. How do the winds deal with the ripe apples and nuts?
11. What does the winter wind do with the snow?
12. Why do the children hurry before the winter wind?
13. What carries the ships across the ocean?
14. What turns the sails of the big windmill?
15. What moves the clouds in the sky?
16. What does the wind whistle for the happy New Year?
17. Which wind brings Jack Frost?

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

1. How the wind blows!
2. Do not let the wind take your hat off.
3. Which way is the wind to-day?
4. The wind is blowing from the west.
5. How can you tell which way the wind blows?
6. The vane on the steeple shows which way the wind blows.
7. Tell me some of the names we give to the wind.
8. Sometimes we call it a breeze, sometimes a gale, sometimes a hurricane.
9. Which wind is the gentlest of all?
10. The lightest kind of breeze is sometimes called a zephyr.
11. What is the difference between a gale and a hurricane?

3. Study the following poem, and write five sentences about the dandelion:—

Bright little dandelion!
 Downy yellow-face,
 Peeping up among the grass
 With such gentle grace,
 Minding not the April wind
 Blowing rude and cold,
 Brave little dandelion,
 With a heart of gold!

Meek little dandelion!
 Changing into curls

At the magic touch of these
 Merry boys and girls;
 When they pinch thy dainty throat,
 Strip thy dress of green,
 On thy soft and gentle face
 Not a cloud is seen.

Poor little dandelion!
 All gone to seed,
 Scattered roughly by the winds,
 Like a common weed;
 Thou hast lived thy little life,
 Smiling every day;
 Who could do a better thing
 In a better way?

LESSON LII.

WORDS USED TO ASSERT.

1. The child *sings*.
2. The sun *shines*.
3. Sugar *is* sweet.
4. Flowers *are* beautiful.

What word tells what the child does? What does the sun do? What word tells what the sun does? Is sugar sweet? What word do you use to assert this quality of sugar? What does the word *are* do in the fourth sentence?

Words like *sings*, *shines*, *is*, and *are*, used to make assertions, are called VERBS.

Copy the following, filling the blanks with verbs:—

- | | |
|----------------------|--------------------------|
| 1. The bird —. | 7. The grass — green. |
| 2. The wind —. | 8. I — my mother. |
| 3. Bees — honey. | 9. Those apples — ripe. |
| 4. Cats — mice. | 10. Butterflies — wings. |
| 5. A fly — six legs. | 11. Birds — sweetly. |
| 6. The stars —. | 12. Fishes — in water. |

LESSON LIII.

VERBS.—SINGULAR AND PLURAL FORMS.

- | | |
|-------------------|-----------------|
| 1. Trees grow. | 3. Men walk. |
| 2. A tree grows. | 4. A man walks. |
| 5. Stars shine. | |
| 6. A star shines. | |

What is the subject of the first sentence? What is the predicate?

What is the subject of the second sentence? What is the predicate?

Is something said or asserted of one, or more than one, in the first sentence? In the second sentence? How does the verb in the second sentence differ from the verb in the first?

Mention the verb in the third sentence. In the fourth. Which has a plural subject? What is added to the verb when it has a singular subject?

Mention the verb in the sixth sentence. Has it a singular, or a plural form? Why? How has it been made?

The *singular form* of most *verbs* is made by adding *s* to the *plural form*.

WRITTEN EXERCISES.

1. Copy the following, filling the blanks with verbs:—

- | | |
|-----------------|-------------------|
| 1. A child —. | 11. A dog —. |
| 2. Children —. | 12. Dogs —. |
| 3. A fish —. | 13. The fire —. |
| 4. Fishes —. | 14. Fires —. |
| 5. A ship —. | 15. A horse —. |
| 6. Ships —. | 16. Horses —. |
| 7. The watch —. | 17. The kitten —. |
| 8. Watches —. | 18. Kittens —. |
| 9. A mouse —. | 19. The bell —. |
| 10. Mice —. | 20. Bells —. |

2. Rewrite the following sentences, changing the subjects and predicates to plural forms:—

1. The eagle soars high in the air.
2. The whale dives deep in the sea.
3. The hunter climbs the mountain.
4. The miner digs into the earth.
5. The cloud floats in the blue sky.
6. The flower grows in the garden.
7. A river flows down to the ocean.
8. A boy becomes a man.
9. The baker bakes bread.
10. The cow eats hay.
11. A man mows the grass.
12. The dandelion has a green dress.
13. The dandelion has a heart of gold.
14. The wind scatters the dandelion seeds.
15. An acorn becomes an oak.

LESSON LIV.

VERBS.—SINGULAR AND PLURAL FORMS.

1. The girls go to school.
2. A girl goes to school.
3. The children do not work.
4. A child does not work.

Mention the verb in the first sentence. Is its subject singular, or plural? Mention the verb in the second sentence. Is its subject singular, or plural? What is added to the plural form of the verb when the verb asserts something of but one?

Mention the verb in the third sentence. In the fourth. How do they differ?

What is added to verbs ending in *o* (like *do* and *go*) when they have singular subjects?

Copy the following sentences, filling the blanks with do, does, go, or goes:—

1. Three boys — for a walk.
2. One boy — home.
3. Two men — hunting.
4. A dog — with them.
5. All the girls — their best.
6. One boy — not try.
7. Papa — down town every morning.
8. The children — early to school.
9. The birds — south in winter.
10. One swallow — not make a summer.
11. Three barley-corns — an inch.

LESSON LV.

VERBS.—SINGULAR AND PLURAL FORMS.

- | | |
|-------------------|-----------------|
| 1. Children cry. | 3. Flies fly. |
| 2. A child cries. | 4. A fly flies. |
| | 5. Boys play. |
| | 6. A boy plays. |

Spell the verb in the first sentence. Spell the verb in the second sentence. How do they differ? Mention the verb in the third sentence. Mention the verb in the fourth sentence. How is the plural modified to form the singular?

With what letter does the verb in the first sentence end? Is it preceded by a vowel, or a consonant? With what letter does the verb in the fifth sentence end? Is it preceded by a vowel, or a consonant? When is the *y* changed to *ies* to form the singular? When is the singular formed by simply adding *s*?

When a verb ends in *y* preceded by a vowel, the singular is formed by adding *s* to the plural. When a verb ends in *y* preceded by a consonant, the singular is formed by changing the *y* to *ies*.

Rewrite the following sentences, changing the plural subjects to singular, the singular subjects to plural, and making corresponding changes in the verbs:—

1. The canary flies about the room.
2. Cats try to catch birds.
3. The spider sees a foolish fly.
4. The bees gather honey.
5. The little birds stay in the nest.

6. The brook dries up in summer.
7. The butterfly flies from bush to bush.

LESSON LVI.

ANOTHER USE OF THE COMMA.

1. Boys, you may close your books.
2. Albert, you may recite.
3. Fred and George, you are whispering.
4. Is it possible, boys, for you to do better?

In the first sentence, to whom does the teacher speak? What does the teacher say? What mark separates the name *boys* from what is said?

Who is spoken to or addressed in the second sentence? What is said to Albert? Where is the comma placed?

Where is the comma used in the third sentence? In the fourth sentence? Why?

Copy the following, filling the blanks, and separating the name or names of the person or persons addressed from the rest of the sentence with a comma:—

1. Edith, — you brought my parasol?
2. Yes, mother, — you going for a walk?
3. I — going to make a call, my dear.
4. I — wishing I could go out, mother.
5. I thought, Edith, you — waiting for Kate.
6. Here she comes, mother; we — both ready.
7. You — come just in time, children.
8. Good morning, Mrs. May. I — glad to see you.

LESSON LVII.

SIMPLE AND MODIFIED SUBJECT.

1. Thrushes sing.
2. Little brown thrushes sing.

In these two sentences, what birds are spoken of?

In the second sentence, what two words show the kind of thrushes spoken of?

The name *thrushes* is called the SIMPLE SUBJECT of the sentence. The words *little* and *brown* are called MODIFIERS of the simple subject.

EXERCISE.

Write in a column the simple subjects of the following sentences. Opposite each, in another column, write its modifiers.

1. The sly fox runs rapidly.
2. The honeybees work industriously.
3. The clever girls study diligently.
4. The north wind blows furiously.
5. The happy little robin sings cheerily.
6. The faithful dog barks loudly.
7. The great lion roars in his cage.
8. The autumn leaves fall to the ground.
9. The old clock ticks steadily.
10. The golden hours are passing away.

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

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

LESSON LVIII.

SIMPLE AND MODIFIED PREDICATE.

1. Thrushes sing.
2. Thrushes sing merrily.

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

What one word tells what thrushes do?

What word tells how thrushes sing?

The word *sing* is called the SIMPLE PREDICATE.

The word *merrily* is called the MODIFIER of the simple predicate.

EXERCISES.

1. *Write in a column the simple predicates of the following sentences. Opposite each, in another column, write its modifiers.*

1. Crabs walk awkwardly.
2. Snow falls silently.
3. The sleigh bells ring merrily.
4. The brave yellow crocus blooms early.

The verb in the predicate is called the SIMPLE PREDICATE.

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

2. *Write six sentences, each containing a modified subject.*

Name in each the simple subject and the modified subject.

3. *Write six sentences, each containing a modified predicate.*

Name in each the simple predicate and the modified predicate.

LESSON LIX.

WORDS USED INSTEAD OF NOUNS.

SPEAKING.—*I* AND *WE*.

1. *I* am going with James.
2. James and *I* are going.
3. *We* are going.

Read the first sentence, using your own name in the place of *I*. When you say, "I am going with James," for what does the word *I* stand? Instead of what name is it used? Which word in the second sentence is used instead of the name of the speaker?

When you say, "James and I are going," do you speak for one, or more than one?

Read the third sentence. When you say, "We are going," do you speak for one, or more than one?

When speaking for yourself alone, what word do you use? For what name is *I* used? For how many does the word *I* stand?

If speaking for one or more persons and yourself, what word may you use? For what names does the word *we* stand in the third sentence? Does it stand for one, or for more than one?

The words *I* and *we* are called PRONOUNS.

When writing, always use a capital for the word *I*.

Copy the following, filling the blanks with the word I or we:—

1. Mamma says — may have a party.
2. — will invite Dora and Alice.
3. — will not play games.
4. Dora and — frequently play together.

5. — am her friend.
6. — are good friends.
7. One day — played — were going to Paris.
8. She said, "Now — are on board the ship."
9. — said — wanted to go home.
10. Soon — were both fast asleep.

LESSON LX.

COMPOSITION.

1. *Imagine you are North Wind, and answer the following questions:—*

1. Where do you come from?
2. What have you seen?
3. What can you do?
4. What do you mean to do to-morrow?
5. Which do the birds and flowers like best, — you, or your brother South Wind?

2. *Imagine yourself to be Dandelion Seed. Answer the following questions:—*

1. Do you remember wearing a yellow dress?
2. Had you many brothers and sisters?
3. Did you all sit on a cushion?
4. Did you change your yellow dress for silver-gray wings?
5. Did you fly away alone, or did you wait for South Wind?
6. What have you seen on your journey?

LESSON LXI.

WORDS USED INSTEAD OF NOUNS.

SPOKEN TO.—*YOU.*

1. Mary, you are invited.
2. Girls, you are invited.

Read the first sentence. To how many do you speak? For what person does the word *you* stand?

For what word does the word *you* stand in the second sentence? Does it stand for one, or more than one?

In speaking to one, what word do you use? If speaking to more than one, what word do you use? May the word *you* denote either one, or more than one?

Because the word *you* may mean either one, or more than one, we always use with it the plural forms of verbs, — *are, were, have,* not *is, was, has.*

Copy the following, filling the blanks:—

1. James, how many brothers — you?
2. How many years old — you?
3. When — you ten years old?
4. Come, children, where — you?
5. — you come home at last?
6. Clara, you — been late once before.
7. Why — you kept after school?
8. — you sure you — all your books?
9. Where — you last Saturday?
10. Now, boys, — you ready?
11. — you ever at Lake George?

LESSON LXII.

WORDS USED INSTEAD OF NOUNS.

SPOKEN OF. — *HE, SHE, IT, THEY.*

1. I had a knife and lost *it*.
2. Jessie said *she* would find *it*.
3. Frank thought *he* had found *it*.
4. *They* were both mistaken.

What did I lose? Put the name in place of the word *it*. Put the same name in place of *it* in the second sentence. In the third. Who did Mary think could find it? Put a name in place of the word *she*. Put a name in place of the word *he*.

The words *he, she, it, they*, are called PRONOUNS.

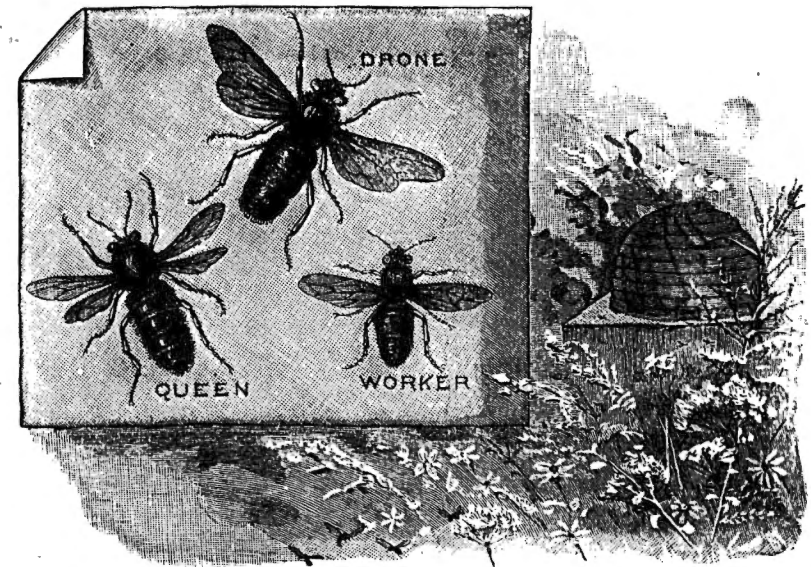
A pronoun is a word used instead of a noun.

Copy the following sentences, using pronouns in place of the words in Italics:—

1. Where is Walter? Is *Walter* coming?
2. Do not disturb the teacher. *The teacher* is writing.
3. The cat sees a rat and will try to catch *the rat*.
4. I asked mother. *Mother* said "Yes."
5. Here is Annie's thimble. *Annie* thought *the thimble* was lost.
6. Call Nellie. I fear *Nellie* will be late.
7. Here are some roses. *The roses* are for you.
8. Father is coming. *Father* is almost here.
9. See my new book. *My new book* is full of pictures. *The pictures* are made from photographs.

LESSON LXIII.

SELECTION FOR STUDY.



BEES.

Have you ever watched the busy bees flying from flower to flower? They sip the honey from the flowers, and carry it to their homes.

Some bees are 'wild, and have their homes in hollow trees. Others live in hives.

A great many bees live in the same hive. Bees look very much alike, but there are three kinds,—the workers, the drones, and the queen.

The queen is the mother of all the little bees in the hive. She is larger than the workers, but not so large as the drones.

The workers keep the hive in order, build the comb, and gather the honey. These busy little bees gather also a kind of yellow dust called pollen. They find it in flowers, and carry it home on their legs. From this dust they make bee-bread, which is the food of young bees.

The drones do not work. They live at their ease, and eat the honey gathered by the workers. Sometimes the workers think the bees that do not work should not live, and they drive them out of the hive, and leave them to starve to death.

Boys and girls that are lazy and do not work are sometimes called drones. Industrious persons are often said to be "as busy as bees."

Into how many parts is this talk about bees divided ?

What is the subject of the first paragraph? Of the second? The third? The fourth? The fifth? The sixth? The seventh?

Write answers to the following questions, using complete sentences:—

1. What is the home of the bees called?
2. How many bees live in the same home?
3. Where do the wild bees make their home?
4. Is the queen the largest bee in the hive?
5. Which bees gather honey?
6. Where do they go to find honey?
7. Which bees build the honeycomb?
8. Of what is the comb made?
9. What is the food of the baby bees called?
10. From what is bee-bread made?
11. What sometimes happens to the drones?
12. Which kind of bee would you rather resemble?

LESSON LXIV.

SELECTION FOR STUDY.

THE LESSON OF THE HONEYBEE.

"Busybody, busybody,
Always on the wing,
Wait a bit where you have lit,
And tell me why you sing."

Up, and in the air again,
"Flap, flap, flap!"
And now she stops, and now she drops
Into the rose's lap.

"Come, just a minute, come
From your rose so red."
"Hum, hum, hum, hum"—
That was all she said.

"Busybody, busybody,
Always light and gay,
It seems to me, for all I see,
Your work is only play."

And now the day is sinking to
The goldenest of eves,
And she doth creep for quiet sleep
Among the lily leaves.

"Come just a moment, come
From your snowy bed."

“Hum, hum, hum, hum” —
That was all she said.

But, the while I mused, I learned
The secret of her way :
Do my part with cheerful heart,
And turn my work to play.

ALICE CARY.

Do you often wish that you could talk with the birds, the bees,
and the butterflies ?

Can you fancy that you were the child who had this talk with
a bee? By what name did you call the bee? What did you want
to know? Did the bee tell you? Where did it go?

Did you call again? What answer did you hear? Did the bee
seem very busy? What did you say about work and play?

At sunset where was the bee? Did you call it once more?
Did the bee answer or come?

Did the bee make you think? While you mused, what lesson
did you learn?

Do you know any one who sings while at work?

Find in this book a poem that tells of a helpful and cheerful
child.

Write in your own words

The Lesson of the Honeybee.

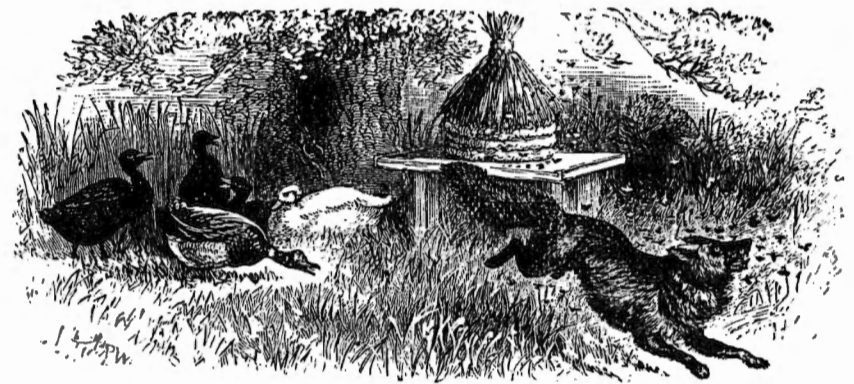
HINTS.

Child meets bee. Bee flies from flower to flower. Bee
always singing. To child the work of bee seems like
play. Child questions bee again and again. Bee an-
swers with a song. Bee keeps on working. Child learns
lesson. Cheerful heart makes all labor pleasant.

LESSON LXV.

A PICTURE STORY.

THE FOX AND THE BEES.



Do you see a beehive in this picture? Is the hive on a
table? Does the table stand under a tree? Is the tree in
the garden, or in a field?

What do you suppose is inside the hive? What time of
day is it? Have the bees been busy?

Have the ducks been eating the grass near by? Did
they know that a fox was coming?

Is a fox very sly? Does the fox want some honey to
eat? Would he like a nice fat duck for his supper?

Will he get one? Why not? What is he doing now?
What are the ducks saying to him?

Write the story of

The Fox and the Bees.

Remember to use short sentences.

Think out the whole of each sentence before you begin to write.

LESSON LXVI.

WORDS USED WITH NAMES.

1. James is a *good* boy.
2. James has *three* friends.
3. *Wild* flowers grow in the woods.
4. Lead is a *heavy* metal.

What word is used with the name *boy*? What does it do?
 What word is used with the name *friends*? What does it do?
 With what word is *wild* used? What does it do? What does
 the word *heavy* do?

What is the difference between saying *James is a boy* and
James is a good boy? Between saying *James has friends* and
James has three friends?

What are names called?

Words used with nouns to qualify them or limit their meaning,
 are called ADJECTIVES.

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

1. The — grass covers the ground.
2. We bought — apples at the store.
3. I have a — book.
4. There are — pictures in it.
5. Oaks grow from — acorns.
6. — minutes make an hour.
7. A mountain is a very — hill.
8. Hailstones are — raindrops.
9. These — roses grew in my garden.
10. I found — strawberries in the field.

LESSON LXVII.

COMPOSITION.

COFFEE.

Here is a picture of a small branch from a coffee tree. The flowers grow in clusters. They are white and very sweet, but they soon fade. When the coffee berries are ripe, they look like cherries. They are red, and taste sweet.

Bring some coffee that has not been ground. These are the seeds of the coffee tree. Take two of them and put their flat sides together. That is the way they grow in the middle of the red coffee berry. These seeds are brought across the ocean in ships, so that we in this country may have coffee for breakfast.



WRITTEN EXERCISE.

- I. *Write sentences containing the following words:—*

coffee	white	fruit	seeds
flowers	sweet	ripe	flat
clusters	fade	red	tree

LESSON LXVIII.

EXERCISES IN SENTENCE MAKING.

Combine the sentences in each of the following groups into a single sentence:—

MODEL.

Violets grow in shady places.	}	Violets grow in cool, shady, quiet places.
Violets grow in cool places.		
Violets grow in quiet places.		

Oranges grow in Florida.	}	Fine, large oranges grow in Florida.
Fine oranges grow in Florida.		
Large oranges grow in Florida.		

1. Isabella was a queen.
Isabella was a beautiful queen.
Isabella was a Spanish queen.
2. Two goats walked on a narrow bridge.
They were silly goats.
They were black goats.
3. Rob Roy was a hero.
He was a Scotch hero.
He was a brave hero.
4. We spent a day in the woods.
We spent a long day in the woods.
We spent a happy day in the woods.
5. The emerald is a costly gem.
It is a transparent gem.
It is a green gem.

LESSON LXIX.

STUDY OF SELECTION.

DANIEL WEBSTER'S FIRST CASE.

Daniel Webster's father was a poor farmer, and besides Daniel he had an older son, Ezekiel. Both boys used to help in the farm work.

One day Ezekiel set a trap to catch a woodchuck which had for a long time been stealing his breakfasts from the garden of the Websters. At last the woodchuck was caught.

"Now," cried Ezekiel, "you've done harm enough to die, Mr. Woodchuck; and die you shall!"

Daniel, who had a kind heart, begged his brother not to kill the poor thing, but to take him into the woods, and let him go. Ezekiel would not relent; and so, as they could not agree, the two lads went to their father, and asked him what should be done.

"Well," said old Mr. Webster, "here is the prisoner; let us try him for his life. You, Ezekiel, shall be lawyer against him; and you, Daniel, shall be lawyer for him. You may both speak. I will be the judge."

Ezekiel began. He spoke about the harm the woodchuck had done in the garden. He told how much time and trouble it took to catch him. He asked if the prisoner would not surely take to his bad habit again if they should let him go. And he ended with these words: "The woodchuck must die; and, to pay for what he has stolen, let us sell his skin!"

Daniel was very much afraid that his brother had won the case. But, seeing the poor prisoner trembling, the boy's breast swelled with pity. Looking the judge full in the face with his deep black eyes, Daniel began:—

"The woodchuck has a right to life, to food, and to freedom. God made him to live in the bright sunshine, in the free fields and woods.

"He is not like the cruel fox, for he kills nothing. Has he taken anything but the corn he needed to keep him alive? And is not grain as sweet to him as the food on mother's table is to us?

"You can't say he has broken the laws, as men often do: he has done only what it is his nature to do. How, then, can you blame him? Look at the poor, dumb, trembling creature, and answer me this: Do you dare take away that life which you can never give back?"

Daniel paused. There were tears in his father's eyes,—tears that rolled down his sunburnt cheeks. The plea for mercy had touched the old man's heart, and, forgetting that he was the "judge," he started up, and cried in a loud voice, "*Zeke, Zeke, you let that woodchuck go!*"

1. *Read the story thoughtfully.*

Where did Daniel Webster live when he was a boy? What was his brother's name? What animal did Ezekiel catch? How? What had the woodchuck been doing? Why did Ezekiel wish to kill the prisoner? Why did Daniel wish to set the poor animal free? When the boys appealed to their father, what did he say? In Ezekiel's speech, what complaints did he make? What did he think the prisoner would do if he were allowed to live? With what words did Ezekiel conclude? In Daniel's speech, what

rights did he claim for the woodchuck? Why? What had the prisoner stolen? Had he broken any law? Why is it wrong to take life carelessly? How did Daniel's words affect his father? What do you understand by the words "touched the heart"? How do you know that Daniel Webster won the case?

2. *Write a similar story about*

The Trial of a Fox for Stealing Chickens.

HINTS.

A fox is caught in a trap. Two boys disagree concerning the prisoner.

They appeal to their father. He agrees to act as judge.

One boy complains of the loss of chickens; tells of the stealthy ways of the fox, his cruel disposition, his repeated thefts; describes the beautiful rug that could be made from his skin.

The other lad defends the fox; speaks of his intelligence, his need of food; compares him with the cat, the eagle, the lion. He takes only what he needs for food. So does man. Plea for mercy.

Result of speeches,—the fox is sentenced to death.

3. *Write another story about*

The Trial of a Dog Charged with Killing Sheep.

HINTS.

A dog had been found in the fields chasing sheep. The farmer complains of many losses. His wife offers to act as judge. Two boys defend the dog.

One lad tells of the dog's usefulness in driving away tramps; speaks of his intelligence, his fidelity in guarding the house, his courage and devotion.

The other boy argues that the dog should not be killed simply because he was caught in a frolic. He declares that he has seen the tracks of a wolf in the sheep pasture. He believes the dog to be innocent.

Result of speeches, — the dog is imprisoned for life.

Lesson, — avoid the appearance of evil.

LESSON LXX.

WORDS USED TO CONNECT.

1. Ruth *and* Susan are sisters.
2. They read *and* write nicely.
3. To whom does this book belong, — James, *or* John?
4. The book belongs to neither James *nor* John.

What word is used to connect the names in the first sentence? What does the word *and* connect in the second sentence? What does the word *or* connect in the third sentence? The word *nor* in the fourth sentence?

Words like *and*, *or*, and *nor*, used to connect words, are called CONJUNCTIONS.

Conjunctions are also used to connect sentences: thus, —

- | | | |
|---------------------------------------|---|---|
| 1. James will sing.
She will read. | } | 1. James will sing, <i>and</i> she will read. |
| 2. I will go.
You are going. | | 2. I will go <i>if</i> you are going. |
| 3. I cannot sing.
I can play. | } | 3. I cannot sing, <i>but</i> I can play. |

Point out the conjunctions in the following sentences, and tell what they connect: —

1. Arthur and Thomas are brothers.
2. Is Arthur, or Thomas, the older?
3. He will be there if he is invited.
4. My little brother can read and write.
5. Will you have a pie, or cake?
6. I am sorry that I forgot.
7. I thought so, but I was mistaken.
8. Your friend called while you were out.
9. We must not stay, for it looks like rain.
10. He will not go unless you are going.

LESSON LXXI.

EXERCISES IN SENTENCE MAKING.

Combine the sentences in each of the following groups into a single sentence: —

MODELS.

James is going. John is going. Henry is going.	}	James, John, and Henry are going.
--	---	-----------------------------------

The snow was deep. The snow was soft. The snow was white.	}	The snow was deep, soft, and white.
---	---	-------------------------------------

The day is clear. The day is bright. The day is cold.	}	The day is clear, bright, and cold.
---	---	-------------------------------------

See Lesson XXV., on the use of the comma.

1. Azaleas bloom in June.
Lilies bloom in June.
Roses bloom in June.
2. Trout love deep pools.
Trout love clear pools.
Trout love cold pools.
3. Pines grow on the hillside.
Birches grow on the hillside.
Maples grow on the hillside.
Hemlocks grow on the hillside.
4. The blacksmith's hair was crisp.
The blacksmith's hair was black.
The blacksmith's hair was long.
5. Sloops lay at anchor in the bay.
Schooners lay at anchor in the bay.
Yachts lay at anchor in the bay.
6. Do you remember Midas in the "Wonder Book" ?
Do you remember Marygold in the "Wonder Book" ?
Do you remember Pandora in the "Wonder Book" ?
7. Have you read the story of Jo ?
Have you read the story of Meg ?
Have you read the story of Beth ?
Have you read the story of Amy ?
8. Miss Alcott wrote "Little Women."
Miss Alcott wrote "Little Men."
Miss Alcott wrote "An Old-Fashioned Girl."
Miss Alcott wrote "Jo's Boys."

LESSON LXXII.

A OR AN, AND THE.

1. *A* rose is beautiful.
2. *An* apple is round.
3. *The* rose is white.
4. *The* apples are sweet.

Does the first sentence mean that some particular rose is beautiful, or that any rose is beautiful?

Does the second sentence mean that some particular apple is round, or that any apple is round?

Does the third sentence mean that some particular rose is white?

Does the fourth sentence mean that all apples are sweet, or simply the apples of which you are speaking?

A, *an*, and *the* are used to limit the meaning of nouns, and are therefore ADJECTIVES. They are also called ARTICLES.

A and *an* mean one, and are used only when a single object is spoken of; as, *a* rose, *an* apple. They are called INDEFINITE ARTICLES because they do not point out a particular object.

The may be used either when one is spoken of, or more than one; as, *the* rose, *the* roses. It is called the DEFINITE ARTICLE because it is used to point out a particular object or objects.

A is used before words beginning with a consonant sound; as, *a* rose, *a* round apple. *An* is used before words beginning with a vowel sound; as, *an* apple, *an* early rose.

Complete the following sentences by supplying articles:—

1. — boy we sent met — boy he knew, and played by — way.
2. — teacher gave — hard lesson in geography and — easy one in history.

3. — country possessed — fertile soil, — variety of scenery, — abundance of game, and — healthful climate.

4. He was — ready orator, — talented poet, — skillful gardener, — excellent cook, and — most contemptible sovereign.

LESSON LXXIII.

COMPOSITION.

IMAGINATIVE STORIES.

Write about "Mother Goose's Dinner Party." Tell—

1. Who were invited.
2. What they wore.
3. What they talked about.
4. What they ate.
5. Their amusements.

ADDITIONAL SUBJECTS.

A Garden Company of Flowers.
 An Orchard Debate.
 A Forest Concert.
 The Adventures of a Postage Stamp.
 The Observations of a Clock.
 The Complaint of a Horse.
 The Reflections of a Looking-Glass.
 The Trials of a Good-natured Dog.
 The Pathetic Story of a Homeless Cat.

LESSON LXXIV.

EXERCISES IN LETTER WRITING.

1. *Copy the following letter:—*

Notice the punctuation and capitals, the margins, and the paragraphs. Be careful to begin each part of your letter at the right place.

25 WEST STREET, BOSTON,
 July 10, 1894.

DEAR EDWIN:

Frank was out at the beach the other day, and had great sport wading in the water, playing on the sand, and picking up seashells.

Uncle James has promised to take us, on Saturday, to Nahant, and we hope you will go with us.

Your friend,

MASTER EDWIN RAY.

CHARLES ARNOLD.

2. *Write a letter to your cousin.*

Tell him that you are making a garden. Ask him to come and help. Tell him to bring his express wagon.

3. *Write a letter to your Aunt Fanny.*

Thank her for the book she gave you on your birthday. Tell her why you like it.

4. *Write a letter to one of your playmates.*

Tell all about the trip to the seashore. Describe your garden. Tell what you received on your birthday.

LESSON LXXV.

THE ROBIN AND THE CHERRIES.



Little Robin Redbreast

Sat upon a tree,

Singing, "Here are cherries!

They are nice for me."

"Did your papa make them?"

Sang the robin red.

"No," cried little Tommy,

Hanging down his head.

"Stop!" cried little Tommy;

"Don't you think I know

These are papa's cherries?

So you'd better go."

"Come back, little robin,

You may have a few;

There's enough for robin,

And for Tommy too."

Study carefully the picture and the poem.

What was Robin Redbreast singing?

What did Tommy say to the happy bird?

What question did the robin ask?

What reply did Tommy make? Did he finally invite the little robin to eat a few cherries?

EXERCISES.

1. *Write in your own words the story of "The Robin and the Cherries."*

Try to use short sentences. Whenever you write the exact words of the bird or the boy, be sure to inclose them in quotation marks.

2. *Write a different story, in which Robin Redbreast shall appear as a robber.*

Tell how many cherries have been carried off. Represent Tommy as a faithful boy, driving the birds away, that his parents may have fruit to eat.

3. *Write another story, called "Robin Redbreast and Pussy."*

HINTS.

The kitten, who does not like cherries, finds fault with the robin for stealing fruit. She threatens to eat him if he continues to rob the orchard.

Robin Redbreast laughs at Pussy, says he has a right to a few cherries, he destroyed a whole army of insects that would have spoiled the orchard.

The bird flies away to the top of a tall tree, and sings a merry song. Pussy returns to the house.

LESSON LXXVI.

THIS, THESE. — THAT, THOSE.

1. Look at *this* flower.
2. Look at *these* flowers.
3. Look at *that* flower.
4. Look at *those* flowers.

Does the word *flower* denote one, or more than one? What is the plural of *flower*? Is *this* used before the singular, or the plural form? Before which is the adjective *these* used? The adjective *that*? The adjective *those*?

On the desk in front of me is an arithmetic, and on another desk farther from me is a reading book. In speaking of these you would say, —

This book is an arithmetic.

That book is a reader.

If there were several arithmetics and several readers, you would say, —

These books are arithmetics.

Those books are readers.

Do you use *this*, or *that*, when speaking of the nearer of two objects? In speaking of the farther of two objects? In speaking of several objects, when would you use *these*, and when *those*?

Copy the following, filling the blanks with *this* or *that*, *these* or *those*. Explain the meaning of each sentence when completed.

1. — book is mine, and — book is yours.
2. — books are new, and — books are old.

3. — are daisies, and — are violets.
4. Where are — gloves that you wore yesterday?
5. Here they are in — drawer.
6. — man here is taller than — man there.
7. — pupils in the next room are more quiet than — in — room.
8. The apples that I have are sweeter than — that you have.
9. — book is more interesting than the book you brought me last week.

LESSON LXXVII.

STUDY OF A POEM.

THE LAND OF STORYBOOKS.

At evening, when the lamp is lit,
 Around the fire my parents sit.
 They sit at home, and talk and sing,
 And do not play at anything.

Now, with my little gun, I crawl
 All in the dark along the wall,
 And follow round the forest track
 Away behind the sofa back.

There in the night, where none can spy,
 All in my hunter's camp I lie,
 And play at books that I have read,
 Till it is time to go to bed.

There are the hills, there are the woods,
There are my starry solitudes,
And there the river, by whose brink
The roaring lions come to drink.

I see the others far away,
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Storybooks.

ROBERT LOUIS STEVENSON.

1. *Read the poem through carefully.*

What does the title mean? Have you ever read a storybook so interesting that you forgot for the time who you were and where you were? Have you ever felt that you lived in the land described in the book, and would enjoy having strange adventures?

What is meant by "play at books that I have read"? What kind of storybooks would suggest "my little gun," "forest trees," and "hunter's camp"?

Did the little boy really have any gun? Were there any "forest trees" or any "hunter's camp" behind the sofa back?

Did he really see the "hills," "woods," "starry solitudes," "river," or "roaring lions" mentioned in the fourth stanza? What kind of storybooks describe these things?

What kind of storybooks would suggest the fifth stanza?

The second line of the sixth stanza shows you where Mr. Stevenson lived when he was a boy. What does the word "dear" in the last line indicate?

2. *Commit the poem to memory.*
3. *Write from memory, without consulting any book, some interesting story that you have lately read.*

Keep in mind the leading incidents of the story.

Separate your composition into paragraphs.

Be careful to have all the sentences in each paragraph relate to the same subject.

Punctuate carefully as you write.

Remember to begin proper names with capitals.

LESSON LXXVIII.

NAMES DENOTING POSSESSION.

1. The girl has a new hat.
2. The girl's hat is new.
3. The girls have new hats.
4. The girls' hats are new.

Who has a new hat? Whose hat is new? What is added to the name *girl* to make it denote possession?

Who have new hats? Whose hats are new? What is added to the name *girls* to make it denote possession?

What do you add to a singular name to make it denote possession? To a plural name?

When the plural form of a name does not end in *s*, the possessive form is made by annexing an apostrophe and *s*: thus, *men's*, *oxen's*.

Names used as subjects of verbs have the nominative form, and are said to be in the NOMINATIVE CASE.

Names denoting possession have the possessive form, and are said to be in the POSSESSIVE CASE.

1. Copy the following sentences, changing the names denoting possession to the plural form, and making any other necessary changes:—

1. A child's letters are interesting.
Children's letters are interesting.
2. The boy's books are lost.
3. The man's work is done.
4. The child's apron is torn.
5. A peacock's feathers are beautiful.
6. A fly's wings are transparent.
7. My brother's room is near mine.
8. The ship's sails are spread.
9. The bird's nest is empty.
10. The boy's sled is broken.

2. Copy the following sentences, changing the names denoting possession to the singular form, and making any other necessary changes:—

1. The girls' voices are pleasant.
2. Let us look for the birds' nests.
3. Horses' shoes are made of iron.
4. Wasps' nests are made of paper.
5. Men's hats are larger than boys' hats.
6. Our neighbors' houses are white.
7. The teachers' room is carpeted.
8. Are the pupils' books all covered?
9. Where is your sisters' room?
10. I can drive my cousins' pony.
11. Have you ever looked at rabbits' eyes?
12. What color are robins' eggs?

LESSON LXXIX.

WORDS USED TO TELL HOW, WHEN, WHERE.

1. The boy studies *diligently*.
2. The boy will recite *now*.
3. The boy is *here*.

How does the boy study? When will the boy recite? Where is the boy?

There are many different words used with verbs to denote how, when, or where something is or is done. Point out the words thus used in the following:—

1. A tree grows slowly.
2. A bird flies swiftly.
3. Annie will come soon.
4. I will listen again.
5. I saw William yesterday.
6. I meet him often.
7. Carlo never bites.

Words like *slowly*, *swiftly*, *soon*, etc., used with verbs, are called ADVERBS.

Words used to denote more or less of some quality, greater or less rapidity of some action, etc., are also called adverbs: thus,—

1. The boys are *very* quick.
2. The girls study *most* diligently.
3. The pupils read *quite* distinctly.

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

EXERCISES.

1. *Copy the following, filling the blanks with adverbs:—*

1. Speak ——— distinctly.
2. Birds build their nests ——— skillfully.
3. The grass and the flowers grow ———.
4. The boy whistles ———.
5. Robins sing ——— sweetly than sparrows.
6. The river flows ——— along.
7. You have not been late ——— often.
8. Boys should ——— be ——— polite.
9. I learn my lessons ———.
10. Is the story ——— true?

2. *Write sentences, using the following adverbs:—*

neatly	silently	overhead
correctly	quickly	forward
merrily	carefully	backward
pleasantly	patiently	down
generously	quietly	yesterday

3. *Select the adverbs in the following sentences, and tell what each adverb modifies:—*

1. The ostrich runs rapidly.
2. The silkworm is highly prized.
3. It came originally from China.
4. The owl usually flies at night.
5. Bats have very large wings.
6. Nell worked cheerfully.
7. Socrates said, "The truly wise are the truly good."

LESSON LXXX.

EXERCISES IN SENTENCE MAKING.

Combine the sentences in each of the following groups into a single sentence:—

MODEL.

The snow falls rapidly.
The snow falls steadily.
The snow falls silently. } The snow falls rapidly, steadily,
and silently.

1. Read slowly.
Read carefully.
Read thoughtfully.
2. The poem was clearly read.
The poem was beautifully read.
The poem was forcibly read.
3. The brook dashes swiftly along.
The brook dashes gayly along.
The brook dashes noisily along.
4. The balloon rose slowly from the ground.
The balloon rose steadily from the ground.
The balloon rose surely from the ground.
5. Can you write plainly?
Can you write neatly?
Can you write rapidly?
6. Jack Frost came often.
Jack Frost came swiftly.
Jack Frost came silently.

LESSON LXXXI.

COMPOSITION.

MARY AND THE BROOK.



“Stop, stop, pretty water!”
Said Mary one day
To a frolicsome brook
That was running away.

“You run on so fast!
I wish you would stay;
My boat and my flowers
You will carry away.

“But I will run after,
Mother says that I may;
For I would know where
You are running away.”

So Mary ran on;
But I have heard some say
That she never could find
Where the brook ran away.

1. *Point out the quotation marks, and tell why they are used.*
2. *Tell in your own words the story of “Mary and the Brook.”*

LESSON LXXXII.

MEMORY SELECTION.

WHERE THE BROOK GOES.

Through the green meadow,
Under the trees,
Runneth a little brook,
Fanned by the breeze;

Over the pebbles bright,
Dancing so gay,
Flashing in silvery light
All the long day.

While o'er the surface
The sunbeams quiver,
Onward it glideth,
Down to the river.

Bathing the flowers
That grow on its sides,
Sprinkling the mosses,
It onward glides.

Dancing and leaping
And joyous ever,
Onward it floweth,
Down to the river.

1. *Copy the poem.*
2. *Arrange the lines as they are arranged in your book.*

LESSON LXXXIII.

PRONOUNS.—NOMINATIVE AND POSSESSIVE FORMS.

NOMINATIVE FORMS.

1. *I* live here.
2. *We* live here.
3. *You* live here.
4. *He* lives here.
5. *She* lives here.
6. *They* live here.
7. *It* is an old book.
8. *They* are old books.

POSSESSIVE FORMS.

1. *My* home is here.
2. *Our* home is here.
3. *Your* home is here.
4. *His* home is here.
5. *Her* home is here.
6. *Their* home is here.
7. *Its* cover is torn.
8. *Their* covers are torn.

In what case is the pronoun *I*? What is the possessive form of the pronoun *I*? Of the pronoun *you*? Of the pronoun *he*? Of the pronoun *she*? Of the pronoun *they*? Of the pronoun *it*?

Pronouns used as the *subjects* of verbs have the nominative form, and are said to be in the NOMINATIVE CASE.

Pronouns denoting *possession* have the possessive form, and are said to be in the POSSESSIVE CASE.

Copy the following sentences, filling blanks with pronouns having the possessive form:—

1. Have the boys found — mittens?
2. Johnnie has lost — ball.
3. Mary has torn — dress.
4. We have studied — lessons.
5. Show me — new thimble.
6. I can mend — own gloves.
7. Put — hat in — place.

LESSON LXXXIV.

EXERCISES IN SENTENCE MAKING.

Combine the sentences in each of the following groups into one sentence:—

MODEL.

The prince danced twice.
He danced with Cinderella.
Cinderella was poor. } The prince danced twice
with poor Cinderella.

CAUTION.—Arrange the words so as to convey the idea clearly.

1. Anna studies spelling.
Anna studies drawing.
Anna studies arithmetic.
Anna studies reading.
2. Wm. Penn met the Indians.
He met them under an elm tree.
The tree grew by the river.
3. Jack Frost comes at night.
He works rapidly.
He paints pictures on the window pane.
4. Bees gather pollen.
They find it in flowers.
They carry it home.
From pollen they make bee-bread.
5. The petals of buttercups are yellow.
They are burnished.
They are like gold.

6. The cat approached the cage.
She was hungry.
She approached stealthily.
7. The bird fluttered about.
It was frightened.
It fluttered wildly.
8. The willow bends over the brook.
It is a weeping willow.
It bends gracefully.

LESSON LXXXV.

WORDS USED TO EXPRESS SURPRISE.

1. *Hush!* *hush!* you should be quiet.
2. *Aha!* I thought I should find you.
3. *Hark!* I think I hear some one coming.
4. *Hurrah!* we have won the game.

Words used like *hush*, *aha*, *hark*, *hurrah*, to express surprise or emotion, are called INTERJECTIONS.

1. *Read the following, mentioning the interjections:—*
 1. Ha! ha! you think you have caught me.
 2. Adieu! I cannot stay with you longer.
 3. Huzza! huzza! we have won the race.
 4. Fudge! you are talking mere nonsense.
 5. What! will you not go?
 6. Fie! do not tell a story.
 7. Halloo! are you coming?

2. *Write five sentences, using in each one of the following interjections:—*

Be careful to put exclamation points after the interjections.

aha	alas	halloo
hey	ha	ho
hurrah	indeed	fudge
fie	adieu	hush

3. *Study the following sentences carefully, and be ready to write them from dictation:—*

1. Lucius, awake!
2. Hurrah! the sun is shining.
3. Oh! see that beautiful rainbow.
4. Hark! I heard a bird singing.
5. Look! there is a nest.
6. Hush! you will frighten the birds.
7. "Stop!" cried little Tommy.
8. "Caw! caw!" said the crow:
"I should like to know
What thief took away
A bird's nest to-day"
9. "Cluck! cluck!" said the hen:
"Don't ask me again.
Why, I haven't a chick
Would do such a trick."
10. "Buzz!" said the mother:
"We buzz," said the five.
So they buzzed and they hummed
In the snug beehive.

LESSON LXXXVI.

STUDY OF A FABLE.

THE MOUNTAIN AND THE SQUIRREL.

The mountain and the squirrel
 Had a quarrel,
 And the former called the latter "Little Prig."
 Bun replied,
 "You are doubtless very big;
 But all sorts of things and weather
 Must be taken in together,
 To make up a year
 And a sphere.
 And I think it no disgrace
 To occupy my place.
 If I am not so large as you,
 You are not so small as I,
 And not half so spry.
 I'll not deny you make
 A very pretty squirrel track;
 Talents differ; all is well and wisely put;
 If I cannot carry forests on my back,
 Neither can you crack a nut."

RALPH WALDO EMERSON.

What is a fable? Why does the mountain call the squirrel "Little Prig"? What is a prig? Who is Bun? Do you think the squirrel's reply saucy? Do you think it pert? Is the reply true? What is meant by "sphere"? What is meant by "talents differ"? Was the mountain right in calling the squirrel a prig?

Did the mountain mean to express a good, or a bad, opinion of the squirrel? Is it right to feel contempt for persons who differ from us?

1. *Commit the fable to memory.*
2. *Write in your own words a story from the following outline:—*

The Wind and the Sun.

Wind and Sun dispute as to which is the stronger. Each tries to make a traveler take off his cloak. Wind blows furiously,—what does traveler do? Sun shines steadily,—what does traveler do? Kindness stronger than force.

LESSON LXXXVII.

REVIEW LESSON.

1. The goldfish flashes through the water.
2. Plants breathe through their leaves.
3. Grasshoppers make music with their wings.
4. They wear dress coats under their overcoats.
5. Little Bo Peep lost her sheep.
6. The silent cattle graze peacefully in the meadow.
7. Linen and cotton are obtained from plants.

Select from these sentences two conjunctions, two adjectives, two adverbs, two articles, one interjection.

Find the nouns in the sentences. Which of the nouns mean only one? Which mean more than one?

Find the pronouns. Which have the possessive form?
 Find the subject and the predicate of each sentence.

LESSON LXXXVIII.

WORDS USED TO SHOW RELATION.

1. The book is *on* the desk.
2. The pencil is *in* the desk.
3. My feet are *under* the desk.
4. I will walk *with* you.

Where is the book? Is it in the desk? Is it over the desk? Is it under the desk? What little word in the first sentence shows the relation of the desk to the book? What does *in* do in the second sentence? What does *under* do in the third sentence? What does *with* do in the fourth sentence?

A word like *on*, *in*, *under*, *with*, used to show the relation of a noun or pronoun that follows to some preceding word, is called a PREPOSITION. The noun or pronoun is called the OBJECT of the preposition.

Write sentences, using the following prepositions:—

from	in	above
upon	into	around
over	for	behind
under	with	between
above	of	beyond

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

1. Can you come — four o'clock?
2. I will come — four and five.
3. Will you walk — the parlor?
4. Let us sit — the piazza.

5. Here is a letter — you.
6. The rain falls — the clouds.
7. Will you walk — my umbrella?
8. Do you draw your sled — the hill?
9. Yes, — the fun — riding — the hill.
10. Who sailed — the world?
11. Is your knife — your pocket?
12. Will you lend it — me?
13. What will you do — it?
14. I will be very careful — it.
15. It was a present — father.

LESSON LXXXIX.

COMPOSITION EXERCISES.

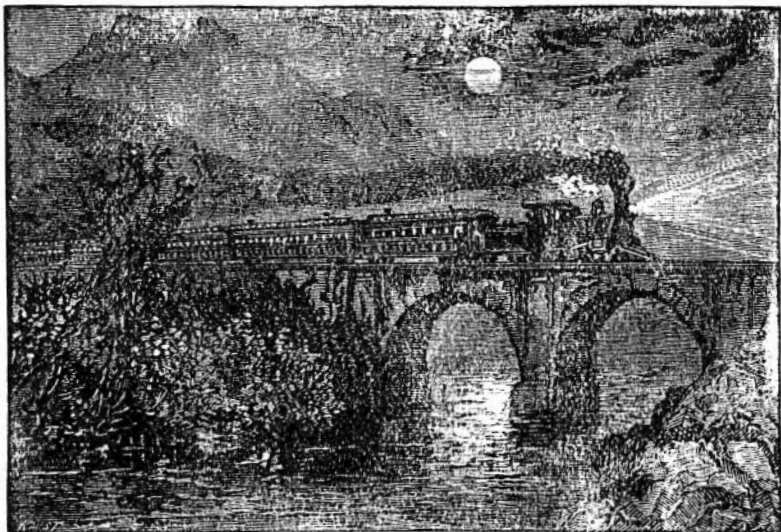
1. Write about "How to set up a Tent." Describe —
 1. The choosing of the ground.
 2. The preparation.
 3. The stakes.
 4. The tent.
 5. The furniture.
2. Write about "How to put up a Swing." Tell —
 1. How much rope you need.
 2. What kind of tree you like.
 3. How far you wish the swing from the ground.
 4. How the ends should be tied to the tree.
 5. What you will sit on.

LESSON XC.

COMPOSITION.

Read the following carefully, and then give in your own words an account of

A RIDE IN A RAILWAY TRAIN.



Through the mold and through the clay,
 Through the corn and through the hay,
 By the margin of the lake,
 O'er the river, through the brake,
 On we hie with screech and roar!
 Splashing, flashing, crashing, dashing!
 Over ridges, gullies, bridges!
 By the bubbling rill, and mill,—
 Highways, byways,

Hollow, hill,—
 Jumping, bumping, rocking, roaring,
 Like forty thousand giants snoring!

O'er the aqueduct and bog,
 On we fly with ceaseless jog,
 Every instant something new,
 Every moment lost to view;

Now a tavern, now a steeple,
 Now a crowd of gaping people,
 Now a hollow, now a ridge,
 Now a crossway, now a bridge.

Glimpse of lonely hut and mansion,
 Glimpse of ocean's wide expansion,
 Glimpse of foundry and of forge,
 Glimpse of plain and mountain gorge,—
 Dash along, slash along, flash along!
 On! on with a bump, and a thump,
 And a roll!

Hies the railway train to its destined goal.

LESSON XCI.

AN IMAGINATIVE STORY.

Describe "The Journey of a Drop of Water." Tell—

1. Where it fell to the ground.
2. How it reached the river.
3. What it saw on the way to the ocean.
4. How it was drawn up by the sun.
5. Its life in a cloud driven by the wind.

LESSON XCII.

LETTERS.

NAHANT, MASS.,

August 18, 1859.

DEAR MISS EMILY:

Your letter followed me down here by the seaside, where I am passing the summer with my three little girls.

The oldest is about your age; but as little girls' ages keep changing every year, I can never remember exactly how old she is, and have to ask her mamma, who has a better memory than I have. Her name is Alice: I never forget that. She is a nice girl, and loves poetry almost as much as you do.

The second is Edith, with blue eyes and beautiful golden locks, which I sometimes call her "nankeen hair," to make her laugh. She is a very busy little woman, and wears gray boots.

The youngest is Allegra, which, you know, means merry; and she is the merriest little thing you ever saw,—always singing and laughing all over the house.

These are my three little girls, and Mr. Read has painted them all in one picture, which I hope you will see some day. They bathe in the sea, and dig in the sand, and patter about the piazza all day long, and sometimes go to see the Indians encamped on the shore, and buy baskets and bows and arrows.

And now, dear Miss Emily, give my love to your papa, and good night, with a kiss, from his friend and yours.

HENRY W. LONGFELLOW.

How many paragraphs are there in Mr. Longfellow's letter? Where does each paragraph begin? What does the first paragraph tell? The second? The third? The fourth? The fifth? The sixth?

1. *Make a copy of Mr. Longfellow's letter.*
2. *Make the following lists of words selected from the letter,—five common nouns, five proper nouns, five adjectives, five verbs, and five adverbs.*

LESSON XCIII.

EXERCISES.

1. *Write a letter to a friend, telling him about your school life.*

HINTS.

1. Say something about the building.
2. Name your playmates, and describe your games.
3. Name your studies.
4. Mention your favorite teacher.
5. Tell about your lessons.

2. *Write a letter to a friend who is away from home, or living in another place.*

HINTS.

1. Tell about a party you have had.
2. Name your guests, and say something about each.
3. Describe your amusements.
4. Express your regret for your friend's absence.

LESSON XCIV.

OBJECTS OF VERBS.

1. Bees make *honey*.
2. Stars give *light*.
3. Men build *houses*.

About what is something said in the first sentence? Which word is used to assert something of bees? What is asserted? What is asserted of stars? What is asserted of men?

A noun or pronoun used like *honey*, *light*, *houses*, to name that which the verb asserts of the subject, is called the OBJECT of the verb.

A noun or a pronoun used as the *object* of a verb is said to be in the OBJECTIVE CASE.

Read the following sentences, naming the nouns that are subjects of verbs, and the nouns that are objects of verbs or prepositions:—

1. Children can write letters.
2. Pupils study lessons.
3. Men live in houses.
4. Squirrels eat nuts.
5. Horses draw carriages.
6. We ride in carriages.
7. Trees have leaves in summer.
8. We gathered wild flowers in the woods.
9. We gave some flowers to our mother.
10. The teacher explains the lesson to the pupils.
11. The pupils answered the teacher's questions.

LESSON XCV.

COMPOSITION.

MY FIRST PET.



He was a very pretty little creature, with a beautiful bang hiding a pair of soft, gentle, brown eyes. His manners were perfect. He never spoke a loud word, and was so quiet at the table, that if you had not seen him come into the dining-room, you would never have known he was there. His toilet was as perfect as his manners, from his necktie to the last curl in his bushy tail.

Yes, of course it was the dog Tobey. No one received more attention, and no one could have been less affected. When you patted him on the head, his jolly tail responded in the merriest fashion.

He had one trick that would delight you. If you dropped a spool, no matter where it went, Tobey would

not stop until he found it, and returned it to you. And if you rolled his own special ball through the railing of the piazza, where it would hide in the shrubbery and tall grass, Tobey would go nearly wild with delight, and hunt until he found it, and returned it to you, when he would dance and caper until you threw it again. No matter how tired Tobey was, he was always cheerful while the game lasted, though he panted when he went back to his rug. Tobey was a very intelligent dog. He knew all the friends of the family and always ran to meet children when they called. He did not like tramps or beggars; and once he frightened a burglar who was trying to open the cellar window.

Study carefully the account of Tobey, and then write a similar story about some other dog you have known.

1. When did you first see the dog?
2. What color was it?
3. How large was it?
4. What could it do?
5. Was it a good-natured dog?
6. Did you ever see it angry?

If you prefer to do so, you may tell something you know or have heard about one of the following:—

My First Kitten.
 My Mother's Canary.
 The Elephant in the Park.
 A Gentle Horse.
 A Talkative Parrot.
 A Patient Pony.

LESSON XCVI.

PRONOUNS.—OBJECTIVE FORMS.

NOMINATIVE FORMS.

1. *I* see the man.
2. *We* see the man.
3. *You* see the man.
4. *He* sees the man.
5. *She* sees the man.
6. *They* see the man.
7. *The book* is new.
8. *The books* are new.

OBJECTIVE FORMS.

1. The man sees *me*.
2. The man sees *us*.
3. The man sees *you*.
4. The man sees *him*.
5. The man sees *her*.
6. The man sees *them*.
7. The man bought *it*.
8. The man bought *them*.

What is the objective form of the pronoun *I*? Of the pronoun *we*? Of the pronoun *you*? Of the pronoun *he*? Of the pronoun *she*? Of the pronoun *they*?

Copy the following, filling the blanks with pronouns having the objective form:—

1. I wish you would tell — a story.
2. This basket is so heavy that I cannot lift —.
3. We want — to come with —.
4. If John will come in, I will give — these letters.
5. Those apples are ripe: may I eat one of —?
6. I have lost my pencil: will you help me find —?
7. The bells are ringing: do you not hear —?
8. Mary asked — to write — a letter.
9. Will she not write to — first?
10. Let — be ready to recite when asked.
11. Wait for — after school.

LESSON XCVII.

PRONOUNS AFTER *IT IS* AND *IT WAS*.

1. Is that you, Herbert? Yes, it is *I*.
2. Who was whispering, — you, or Walter? It was *he*.
3. Who was singing, — you, or Agnes? It was *she*.
4. Who is there? It is *we*.

What pronoun is used in the first sentence after *it is*? In the second sentence after *it was*? In the third after *it was*? In the fourth after *it is*?

After *it is* and *it was* use *I, we, he, she, they*.

Copy the following sentences, filling the blanks with *I, we, he, she, or they* : —

1. Who called me? It was _____.
2. Boys, who threw snowballs? It was _____.
3. Who wrote this, you, or Susie? It was _____.
4. Who killed Cock Robin? It was _____.
5. Who eats the cherries, you, or the birds? It is _____.
6. Who has harnessed the dog? It is _____.
7. Who churns the butter, you, or Carlo? It is _____.
8. Girls, who whistled, you, or the boys? It was _____.
9. Who has lost a penny, you, or Anna? It is _____.
10. Who found the knife, you, or Harry? It was _____.
11. Who came in late this morning? It was _____.
12. Who is to be monitor to-morrow? It is _____.

LESSON XCVIII.

STUDY OF SELECTION.

THE BROWN SPARROW.

I walked up my garden path as I was coming home from shooting. My dog ran on before me. Suddenly he went more slowly, and crept carefully forward as though he scented game.

I looked along the path and perceived a young sparrow, with its downy head and yellow bill. The wind, blowing hard through the young birch trees beside the path, had shaken the nest, and the young bird had fallen out. It was sprawling motionless, helpless on the ground, with its little wings outspread.

My dog crept softly up to it, when suddenly an old black-breasted sparrow threw himself down from a neighboring tree. He let himself fall like a stone directly under the dog's nose, and with ruffled feathers sprang with a terrified twitter several times against his open, threatening mouth.

He had flown down to protect his young at the risk of his life. His little body trembled all over, his cry was hoarse, he was almost frightened to death; but he was willing to sacrifice himself.

The dog must have seemed to him a gigantic monster; but for all that he could not stay on his high, safe branch. A power stronger than himself drove him down.

My dog stooped and drew back; it seemed as if he, too, respected this power.

I hastened to call back the amazed dog, and reverently withdrew. Yes, don't laugh! I felt a reverence for this little hero of a bird, with his parental love. Love, thought I, is mightier than fear, even the fear of death. Love alone inspires, and is the life of all.

IVAN TURGENEFF, *Poems in Prose.*

Where had the hunter been with his dogs?

What did he see in the garden path? How had the young sparrow fallen out of the nest? How did it look?

What did the dog do? What bird came to rescue the little bird from the dog? What part of the dog did the sparrow attack?

Do you think the sparrow was frightened? Why?

Observe the conduct of the dog. Of the man.

What beautiful lesson did the sparrow teach the great Russian author?

WRITTEN EXERCISES.

1. Use in sentences of your own the following words:—

suddenly	downy	sacrifice
carefully	birch	amazed
directly	hoarse	reverence
reverently	terrified	parental
softly	threatening	gigantic

2. Write in your own words an account of the "Brave Sparrow." Tell—

1. Where the young sparrow was seen.
2. What danger threatened it.
3. How the old sparrow attacked the dog.
4. The result.
5. The lesson of courage.

LESSON XCIX.

HAS, HAVE, AND HAD.

After *has, have, and had*, use *run, stolen, taken, worn, written*; not *ran, stole, took, wore, wrote*.

1. Write the following sentences from dictation:—

1. The boys have run all the way.
2. I have worn out my gloves.
3. The girls have written their names.
4. Marian has taken her umbrella.
5. The dog has stolen a bone.
6. Sarah has written to me.
7. Fred has worn his old hat.
8. The chickens had run into the coop.
9. I have taken my music lesson.
10. The cat had stolen a piece of meat.

2. Copy the following sentences, filling the blanks with one of the verbs given above:—

1. My teacher has — a note to my mother.
2. The foxes have — the grapes.
3. The horses have — away with the carriage.
4. Nellie has — her new dress.
5. I had — a letter to you.
6. You have — some rather long stitches.
7. He has — a very short story.
8. She had — cold.
9. I hope you have — rubbers to-day.
10. The ducks have — down to the brook.

LESSON C.

HAS, HAVE, AND HAD.

After *has, have,* and *had,* use *done, driven, eaten, given, gone;* not *did, drove, ate, gave, went.*

1. *Write the following sentences from dictation:—*

1. He has done what he was told to do.
2. I have given away my flowers.
3. Dora had gone for a glass of water.
4. The boy has driven the cows to pasture.
5. We have eaten nothing since yesterday.
6. You have done quite right.
7. Anna has given me the key.
8. The children have gone to sleep.
9. I had driven the pony once before.
10. The cat has eaten the mouse.

1. *Copy the following sentences, filling the blanks with one of the words given above:—*

1. The birds have —— south for the winter.
2. The sparrows have —— the robins away.
3. I had —— my breakfast before seven o'clock.
4. Sarah has —— to school.
5. George has —— this nail too high.
6. We have —— the birds some crumbs.
7. Marjorie has —— the work very well.
8. The sun has —— down in the west.
9. You had —— me your book by mistake.
10. The cat has —— the dog out of doors.

[The remaining pages of the book are devoted to a series of review lessons in which the grammatical pith of the foregoing language work is presented with appropriate exercises.]

LESSON CI.

THE PARTS OF SPEECH.

We communicate our thoughts by speaking or writing SENTENCES. Our speech, whether spoken or written, is made up of sentences.

The different classes of words used in forming sentences are called PARTS OF SPEECH. Every word in the language belongs to one or another of these classes. They are —

1. NOUNS. — Words used as names.
2. PRONOUNS. — Words used instead of nouns.
3. ADJECTIVES. — Words used to limit or qualify nouns or pronouns.
4. VERBS. — Words used to assert something of a subject.
5. ADVERBS. — Words used to limit verbs, adjectives, or other adverbs.
6. PREPOSITIONS. — Words used in phrases to show the relation of nouns or pronouns following them to other words.
7. CONJUNCTIONS. — Words used to connect words, phrases, or sentences.
8. INTERJECTIONS. — Words used to express surprise or emotion.

LESSON CII.

NOUNS.—SINGULAR AND PLURAL.

1. Names which are common to every one of a class are called common names, or common nouns; as, *boy, city, kite, boat* (Lesson XI.).

2. Names used to denote a particular one of a class are called proper names, or proper nouns; as, *John, Mary, Paul Smith, Boston* (XI.).

3. Common names or nouns have two forms,—singular and plural (XXXVII.).

4. The form used to denote one is called the singular form, or the singular; as, *bird, girl, hat* (XXXVII.).

5. The form used to denote more than one is called the plural form, or the plural; as, *birds, girls, hats* (XXXVII.).

Point out in the following sentences the common nouns and the proper nouns. State of each whether it is singular or plural.

1. Our teacher is Miss Gray.
2. Miss Gray knows the names of the wild flowers.
3. Every Saturday we go into the fields and woods.
4. We find lilies, violets, and anemones.
5. Every Monday we have a lesson in botany.
6. Miss Gray knows the names of the birds.
7. I spent my vacation in Plymouth.

8. I learned to know robins, sparrows, and thrushes.
9. We could not pick Mayflowers in July or August.
10. Uncle John had a mulberry tree near his house.
11. Every day the tree was full of bees getting honey.
12. Grandmother said the bees hummed like a spinning wheel.
13. One day we went to see Plymouth Rock.
14. Mother told me about the Indians and the Pilgrims.
15. We went in a steamboat from Plymouth to Boston.
16. We came home on the Saturday before Labor Day.

LESSON CIII.

NOUNS.—HOW TO FORM PLURALS.

1. The plural of most nouns is formed by annexing *s* or *es* to the singular; as, *lesson, lessons; dress, dresses* (XXXVII.).

2. The plural of nouns ending in *y* preceded by a vowel is formed by annexing *s*; as, *valley, valleys; day, days*. If the *y* is preceded by a consonant, the plural is formed by changing *y* into *i*, and annexing *es*; as, *berry, berries; army, armies; fancy, fancies* (XLVIII.).

3. Most nouns ending in *f* or *fe* form their plurals by annexing *s*; as, *gulf, gulfs; chief, chiefs; strife, strifes*. A few form their plurals by changing *f* or *fe* into *v*, and annexing *es*; as, *thief, thieves; knife, knives* (XLIX.).

Copy the following sentences, changing all the singular nouns to the plural form, and making such other changes as are necessary:—

1. A man, a woman, and a child went over the sea in a ship.
2. The wind blew against the sail.
3. The wave rolled over the deck.
4. An iceberg floated in the blue water.
5. The sky was gray and cold.
6. The ship came to the shore of a warm country.
7. The lady was pleased with an Italian city.
8. The fig, the olive, the orange, and the lemon grow in a warm country.
9. The leaf of the olive tree is like the willow leaf.
10. The tomato, the sweet potato, and the cherry grow in the same country.
11. The gentleman and his wife visited a church and a picture gallery.
12. With a penny, the child bought candy and a toy.
13. The next journey was through a valley and over a mountain.
14. A Swiss family lived in the valley.
15. In all her short life, the child had never seen a music box.
16. She bought a book with a story of a wolf and a fairy.
17. The story was very old.
18. It had been told for a century.
19. The child played on the shore.
20. A large wave swept over her doll.
21. The doll was buried in the sand on the shore.

LESSON CIV.

A PICTURE STORY.

Study the pictures, and tell in your own words the story of "How we went Nutting."

What kind of nuts are pictured on p. 134?

What kind of tree is seen in the picture below?

How many children are there in the picture? What are the boys in the tree doing? What are the three boys on the ground doing?

Give each of the boys a name. You may imagine yourself one of them, if you please.



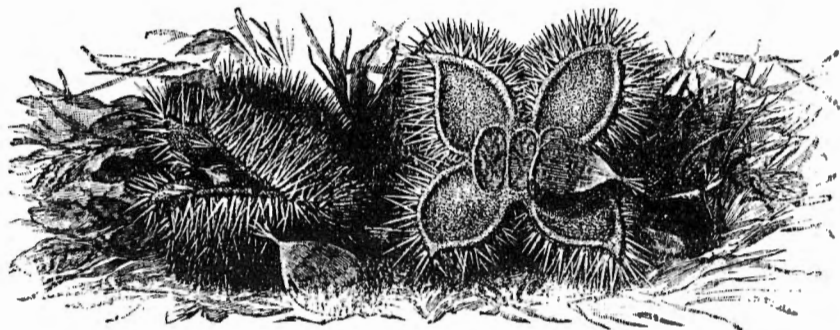
MR. BUN'S HARVEST.

What little animal did the boys very likely see in the tree? Is he fond of nuts? Does he whip the tree with poles? Does he find it hard to climb the tree? Can he reach the nuts in the top of the tree? Does he ever fall?

How often does the squirrel go nutting? What nuts does he like? Do they all grow in burs? Which do not?

At what time of year does Mr. Bun begin to harvest his nuts? How does he carry those he doesn't eat? Where does he store his winter supply?

What did Mr. Bun think of the visit of the boys? How did he keep out of their way? Which nuts did the boys leave that he easily got? What did he decide to do about next year's harvest?



LESSON CV.

NOUNS.—FORMS TO SHOW RELATION.

1. A noun used as the subject of a verb is said to be in the nominative case (LXXVIII.).

2. A noun used to show possession is said to be in the possessive case (LXXVIII.).

3. The possessive singular of nouns is formed by annexing an apostrophe and *s* to the nominative; as, *boy, boy's; girl, girl's* (LXXVIII.).

4. When the plural form of a noun ends in *s*, the possessive form is made by annexing an apostrophe; as, *girls, girls'; horses, horses'; sisters, sisters'* (LXXVIII.).

5. When the plural form of a noun does not end in *s*, the possessive form is made by annexing an apostrophe and *s*; as, *men, men's; oxen, oxen's* (LXXVIII.).

6. A noun used as the object of a verb or a preposition is said to be in the objective case (LXXXVIII., XCIV.).

Point out the nouns in the following sentences. State which are singular, which plural.

1. The fairies' hiding place was under the sweet ferns.
2. My sister's books are on this shelf.
3. My sisters' playthings are kept in mother's room.
4. My dolly's photograph was taken yesterday.

5. I hope you will come to my dollies' tea party.
6. The wolves' cubs met around a rock in the moonlight.
7. A fox's tail is very handsome.
8. I have seen a rug made of foxes' skins.

Copy the nouns in the following sentences, arranging them according to case, in three columns, — nominative, possessive, objective : —

1. The brook hurries by thirty hills.
2. Philip's farm is not far from the sea.
3. The fisherman catches trout in the brook.
4. Mosses grow by the water's edge.
5. The waves washed over the deck of the ship.
6. The sailor's hat flew off.
7. The spaniel has silken hair and beautiful eyes.
8. The mastiff guards his master's house.
9. In Italy the greyhound is a lady's pet.
10. A woodchuck was caught in a trap on my uncle's farm.
11. Daniel Webster's older brother wished to kill the animal.
12. Daniel made an eloquent plea in defense of the prisoner.
13. He afterward became a famous statesman.

Write the possessive forms, singular and plural, of the following nouns : —

frog	bird	hero	king
lady	friend	poet	cousin
horse	soldier	cat	bee
brother	grocer	pony	squirrel

LESSON CVI.

PRONOUNS.—FORMS TO SHOW PERSON.

1. Words used instead of nouns are called pronouns; as, *I, we, you, he, she, it, they* (LIX., LXI., LXII.).

2. A pronoun that represents the person or persons speaking is said to be of the first person; as, *I, we* (LIX.).

3. A pronoun that represents the person or persons spoken to is said to be of the second person; as, *thou, you* (LXI.).

4. A pronoun that represents the person or persons, thing or things, spoken of, is said to be of the third person; as, *he, she, it, they* (LXII.).

Copy the following sentences, filling the blanks with pronouns of the first, second, and third persons. Tell when each form should be used.

1. Would — like to have — tell — about — bird?
2. — father has just given — one, a bright yellow canary whom — called Tom.
3. — lives now in a pretty cage.
4. Mother bought — for me, and put Tom in —.
5. Tom sings and swings as if — was very happy.
6. — do not think — could be happy in such a tiny house. Do — think — could?

7. Lucy and — are going to ride. Would — like to go with —?

8. — should be glad to have — go, and if — will ask — sister too, — am sure — shall have a merry company.

9. — see a bright little crocus; — face peeps up among the grass.

10. Let — pick — and take — to — sick friend; — will put — in a vase by — bedside, where — can see — every day.

11. Do unto others as — would that — should do unto —.

LESSON CVII.

PRONOUNS.—FORMS TO SHOW RELATION.

1. A pronoun used as the subject of a verb has the nominative form, and is said to be in the nominative case; as, *I, thou, you, we, he, she, it, they* (LXXXIII.).

2. A pronoun used to show possession has the possessive form, and is said to be in the possessive case; as, *my, thine, your, our, his, hers, its, theirs* (LXXXIII.).

3. A pronoun used as the object of a verb or a preposition has the objective form, and is said to be in the objective case; as, *me, thee, you, us, him, her, it, them* (LXXXVIII., XCVI.).

4. After *it is* and *it was*, use the nominative form; as, *I, we, he, she, they* (XCVII.).

Copy the following sentences, filling the blanks with nominative, possessive, or objective forms of pronouns. Tell in each case why the form chosen should be used.

1. The kittens lost — mittens.
2. — did not know where to find —.
3. — am playing with — new ball.
4. Do — wish to borrow — for a little while?
5. — is larger than —, but not so hard, and will not hurt — hands.
6. — might play together till the bell calls — in.
7. A rose grew in — garden.
8. — was pink and fragrant.
9. A butterfly lighted on — one day, and stood waving — wings slowly to and fro.
10. The humming bird moves — wings rapidly, so rapidly that — can hardly see — move at all.

Complete the following sentences by supplying the proper pronouns:—

1. Who rapped on the door? It was —.
2. Who opened the window? It was not —.
3. I told him it was — who brought the flowers.
4. Do you think it was Cinderella who lost her slipper? I am sure that it was —.
5. Did the birds help her with her work? Yes, it was certainly —.
6. Was it the prince that found the slipper? Yes, it was —.

LESSON CVIII.

THANKSGIVING DAY.



Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

THANKSGIVING DAY.

Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes,
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play:
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound!
For this is Thanksgiving Day!

L. MARIA CHILD.

What do you see in the picture? Is the weather cold? Is there snow on the ground? Is the road through a wood? Does the horse know the way? Who is driving the horse? How many children can you count? Are they very happy? Where are they going?

Invent names for the children. What is the boy on the back seat saying? Perhaps the father of the children is telling how he spent Thanksgiving when he was a boy.

1. Write a short story about your last Thanksgiving Day. Tell about the family party, the dinner, the games, the drive home.

2. Write another story telling how you once went on a sleigh-ride.

7. If it had been — that had found it, I would have advertised it in the paper.

8. If you were —, what would you do?

LESSON CIX.

ADJECTIVES.

1. Words used with nouns to qualify them, or limit their meaning, are called adjectives; as, *good* men, *three* children, *wild* flowers, *heavy* weights (LXVI.).

2. *A*, *an*, and *the* are also called articles.

A and *an* are used only when a single object is spoken of. They are called indefinite articles because they do not point out a particular object.

The may be used either when one is spoken of, or more than one. It is called the definite article because it is used to point out a particular object or objects.

A is used before words beginning with a consonant sound; as, *a* rose, *a* round apple.

An is used before words beginning with a vowel sound; as, *an* apple, *an* early rose (LXXII.).

Use in sentences suitable adjectives to describe the following things:—

rose	book	homes
cake	lesson	church
water	journey	school
weather	picture	storm

Write sentences, using an or a before each of the following words:—

ax	oak	egg	inch
elm	ship	wall	onion
finger	orange	needle	peach
hand	apple	ostrich	example

Write sentences, using properly the following adjectives:—

pretty	splendid	nice
horrid	superb	sweet
blue	golden	strong
beautiful	real	wonderful
handsome	delicate	delicious

LESSON CX.

ADJECTIVES.

1. *This* and *that* are used before nouns in the singular number, and *these* and *those* before nouns in the plural number; as, *this* flower, *these* flowers; *that* flower, *those* flowers (LXXVI.).

2. *This* and *these* always relate to the nearer of two objects, and *that* and *those* to objects farther off; as, *this* house, *that* house; *these* books, *those* books (LXXVI.).

Construct ten sentences, using correctly *this*, *that*, *these*, *those*.

Explain the use of this, that, these, those, in the following sentences:—

1. This is my side of the table : that is yours.
2. Let us put these pictures on this side, and those larger ones on that side.
3. I wish to buy this rose and these violets.
4. There are peaches on that tree, and pears on those two. This tree bears plums, and that is full of cherries.
5. Why do you choose this book instead of that?
6. Grandmother gave me these bright pieces of silk. This was a piece of her wedding gown; that was a bit of ribbon from my great-grandmother's bonnet; and these three red pieces were from grandmother's grandmother's dresses.
7. This pencil is sharp : that one is very blunt.
8. Those leaves from that maple tree are larger than these from this birch.
9. This road leads to Banbury Cross, and that to London Town.
10. These houses are larger than those.

LESSON CXI.

VERBS.

1. Words used to make assertions are called verbs; as, *sings, shines, is, are* (LII.).
2. Verbs that assert something of more than one person or thing are plural in form; as, trees *grow*, stars *shine* (LIII.).

3. Verbs that assert something of one person or thing are singular in form; as, a fish *swims*, a dog *barks* (LIII.).

4. The singular form of most verbs is formed by adding *s* to the plural form; as, men *walk*, a man *walks* (LIII.).

5. Verbs ending in *o* add *es* to form the singular; as, men *go*, a man *goes* (LIV.).

6. Verbs ending in *y* preceded by a vowel form the singular by adding *s* to the plural; as, boys *play*, a boy *plays* (LV.).

7. When a verb ends in *y* preceded by a consonant, the singular is formed by changing *y* to *i*, and annexing *es*; as, children *cry*, a child *cries* (LV.).

Write the following sentences, changing the verb in each to the singular form, and making also the necessary changes in the subject:—

1. Lions are fierce.
2. The bugles blow.
3. The echoes reply.
4. We are at work.
5. Young women are weaving flowers into wreaths.
6. They make crowns.
7. Lightly go the Brownies.
8. The bees fly in at the window.
9. From what small acorns the oak trees grow!
10. The fathers look grave.

11. They shake their heads.
12. The children are told to run to their homes.
13. The eagles build their nests on the mountain.
14. Fish have fins.
15. The robins sing songs of warning.
16. The little birds sing east, and the little birds sing west.

LESSON CXII.

VERBS.

1. When speaking of one person or thing, use a singular verb; as, *is, was, has* (xvi., xxvii., xxxvi.).
2. When speaking of more than one person or thing, use a plural verb; as, *were, have* (xvi., xxvii., xxxvi.).
3. After *has, have*, and *had*, use *run, stolen, taken, worn, written*; not *ran, stole, took, wore, wrote* (xcix.).
4. After *has, have*, and *had*, use *done, driven, eaten, given, gone*; not *did, drove, ate, gave, went* (c.).

Complete the following sentences by inserting the proper verb in each blank:—

1. The barefoot boy — happy all day long.
2. He — rich in flowers and trees.
3. There — humming birds and honeybees.
4. The boy — a torn hat.

5. The tunes he whistles — merry.
6. — not the black wasp a cunning way?
7. He — a mason, and — making walls of clay.
8. Listen! The brook — laughing for our delight.
9. Last evening the frogs — croaking in the pond.
10. The oriole's nest — hung on a branch.
11. The robins — feeding their young in that nest.
12. The lilies — in bloom now.
13. — the fireflies out last night?
14. The colt's shoes — loose. He must be shod again.
15. We — going to the blacksmith to-morrow.
16. The woodchucks — digging their cell under a tree yesterday when we — going through the field.

Construct nine sentences, using properly the following verbs:—

have eaten	had stolen	has given
have gone	had worn	has driven
have done	had taken	has written

LESSON CXIII.

ADVERBS AND PREPOSITIONS.

1. A word used to modify the meaning of a verb, an adjective, or another adverb, is called an adverb; as, study *diligently, very* good, *quite* distinctly (lxxix.).
2. A word used to show the relation of a noun or pronoun that follows, to some preceding word,

is called a preposition; as, the house *on* the hill, the books *in* the desk, the dog *under* the table, the boy *with* the kite (LXXXVIII.).

In the following sentences, point out the adverbs, and tell what each modifies:—

1. A thousand hearts beat happily.
2. Very few eagles are seen.
3. We often sing well, but we seldom write well.
4. Yesterday the rain fell in torrents.
5. The grass grows everywhere in this yard.
6. Mother is always kind to us.
7. We try constantly to please her.
8. The thief walked softly across the floor.
9. The baby wakened suddenly.
10. Still sits the schoolhouse by the road.
11. The beggar was very ragged.
12. The master's desk is seen within.
13. The feet crept slowly to school, but swiftly to play.
14. He bore the red deer homeward.

Copy the following sentences, filling the blanks with prepositions that will express the right relations. Name the object of each preposition.

1. Heaped — the hollows — the grove, the autumn leaves lie dead.
2. Once — an ancient city, raised aloft — a column, a brazen statue — Justice stood — the public square.
3. It held scales — its left hand.

4. Justice presided — the hearts and homes — the people.

5. Birds built their nests — the scales — the balance.

6. We ride — the country — the village — the hill.

7. We went — a tavern, but it was closed, and we saw no one — the steps or porch.

8. We stopped — the post office.

9. The letters were given — us.

10. There was one — me — my sister Annie.

11. She staid — home this summer.

12. We rode two miles — the village and back.

13. Our little dog ran — the carriage all the way.

14. Once he begged us to take him — the carriage — us.

15. He wears a collar — his neck, and his name is plainly engraved — it — large letters.

16. The skies were blue — us.

17. When we returned — the farmhouse, we saw a brood — chickens nestled — the mother hen's wings.

18. She hovered — them and clucked — them.

19. We got some meal — the farmer's wife, and made some dough — them to eat.

Study the following sentences, point out the words that show relation, and tell between what words they show a relation:—

1. Sheep feed on the hillside.
2. The sap flows from the trees.
3. The sap is boiled in a pan.

4. Spiles are driven into the trees.
5. Oxen draw the wood to the house.
6. The ivy grows on the walls of the house.
7. There were cannon behind them and before them.
8. Underneath us was the sea.
9. The waves rolled over the rocks.
10. Through the winter we wear thick clothing.
11. The feet of the duck are webbed.
12. The duck swims in the water.
13. Run across the road and find the ball under the fence.
14. Upon one knee uprising,
 Hiawatha aimed an arrow.

LESSON CXIV.

CONJUNCTIONS AND INTERJECTIONS.

1. Words used to connect words, phrases, or sentences, are called conjunctions; as, *and, or, nor, for, but, unless* (LXX.).
2. Words used to express surprise or emotion are called interjections; as, *hush, aha, hark, hurrah* (LXXXV.).

Write sentences containing words, phrases, or clauses, joined by the following conjunctions:—

so	or	where	since
but	if	unless	yet
and	for	therefore	before

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

1. The owl and the owlet talked in their native language.
2. Hiawatha knew how the beavers built their lodges, and where the squirrels hid their acorns.
3. He did not shoot the squirrel or the rabbit.
4. The squirrel ran away, but the rabbit sat erect upon his haunches.
5. He would have run away too, if he had not been very brave.
6. Hiawatha had two friends, the musician and the strong man.
7. The village listened when the musician sang.
8. He made a flute so musical and mellow that the wood birds ceased from singing to listen to it.
9. All the hearts of men were softened by his music, for he sang of peace and freedom.
10. The strong man broke the ice, if Hiawatha wished to fish.
11. Once he threw a huge rock into the river, where it still is seen in summer.

Construct sentences, using the following interjections:—

oh	O	lo
alas	ah	hark
hurrah	indeed	hush

Mention the interjections in the following sentences, and explain the use of each exclamation point:—

1. Oh, how happy we were!

2. What a lovely picture!— Betty and her kitten asleep under the white rosebush.
3. "How rosy she is!" said papa.
4. Hush! I hear the kitten crying.
5. See! She runs away under the piazza.
6. Alas! she never came back again.
7. O Betty! we have lost her.
8. Indeed! I cannot believe it.
9. Hurrah! A holiday to-morrow!
10. Oh, how big and black that cloud is!

LESSON CXV.

A NEST IN A POCKET.

A little bird went to and fro,
 Once in the nesting season,
 And sought for shelter high and low,
 Until, for some queer reason,
 She flew into a granary,
 Where, on a nail suspended,
 The farmer's coat she chanced to see,
 And there her search was ended.

The granary was in a loft,
 Where not a creature met her;
 The coat had hollows deep and soft:
 Could anything be better?
 And where it hung, how safe it was,
 Without a breeze to rock it!

Come, little busy beak and claws,
 Build quick inside the pocket!

You never saw a prettier nest,
 In rye field or in clover,
 Than this, wherein she sat at rest
 When building work was over.
 Three speckled eggs soon warmly lay
 Beneath the happy sitter;
 Three little birds — oh, joy! — one day
 Began to chirp and twitter.

You would have laughed to see them lie
 Within the good man's pocket,
 Securely hid from every eye
 As pictures in a locket.
 Busy, and blissfully content
 With such a place for hiding,
 The little mother came and went
 To do their small providing.

And not a creature wandered in,
 Her nestlings to discover
 (Except a wasp that now and then
 About her head would hover),
 Until, — ah, can you guess the tale? —
 The farmer came one morning,
 And took his coat down from the nail
 Without a word of warning.

Poor little frightened motherling!
 Up from her nest she fluttered,
 And straightway every gaping thing
 Its wide-mouthed terror uttered.
 The good man started back aghast;
 But merry was his wonder
 When in the pocket he at last
 Found such unlooked-for plunder.

He laughed and laughed. "Upon my word!"
 He said aloud. "I never!
 Who could suppose a little bird
 Would do a thing so clever?
 Come, now! 'twould be a shame to harm
 The fruit of such wise labor:
 I wouldn't hurt you for a farm,
 My pretty little neighbor!"

He put the coat back carefully:
 "I think I have another;
 So don't you be afraid of *me*,
 You bright-eyed little mother.
 I know just how you feel, poor thing,
 For I have youngsters, bless you!
 There — stop your foolish fluttering —
 Nobody shall distress you."

Then merrily he ran away
 To tell his wife about it, —
 How in his coat the nestlings lay,
 And he must do without it.

She laughed, and said she thought he could;
 And so, all unmolested,
 The mother birdie and her brood
 Safe in the pocket rested,
 Till all the little wings were set
 In proper flying feather;
 And then there was a nest to let,
 For off they flocked together.
 The farmer keeps it still to show,
 And says that he's the debtor;
 His coat is none the worse, you know,
 While he's — a little better.

MARY E. BRADLEY, in *St. Nicholas*.

At what season did the little bird fly into the granary? What was she looking for? Was the farmer's coat a good place for a bird's nest? Why?

Was the nest built in the coat pocket a pretty one? How many eggs were laid in it? How many little birds were secure and happy in the quiet home? Who fed them? Did anything disturb the nest?

What happened when the farmer came to the granary one morning? How did the mother bird feel when the coat was taken down? Were the little birds frightened? Was the farmer surprised to find a bird's nest in his pocket? What did he say? Why did he feel kindly toward the bright-eyed little mother? What promise of protection did he make? Did he tell his wife about the nest in his coat?

How long did the bird family live in the farmer's pocket? Did they all fly away together?

What did the farmer do with the vacant nest? Do you understand why he considered himself the debtor?

Write in five paragraphs an account of "A Nest in a Pocket." In your story describe:—

1. The search of the bird for shelter.
2. The nest in the granary and the birdlings.
3. The discovery of the nest.
 - (a) The fright of the birds.
 - (b) The surprise of the farmer and his promise of protection.
4. The quiet life of the little family and their flight together.
5. The satisfaction of the farmer.

Construct original sentences, showing that you understand the meaning of the following words:—

shelter	wandered	terror
granary	blissfully	plunder
twitter	merrily	clever
locket	straightway	debtor
content	unmolested	neighbor

LESSON CXVI.

SENTENCES.

1. A complete thought expressed in words is called a sentence (VIII.).
2. A sentence may be a statement, a question, a command, or an exclamation (VIII.).
3. A group of words which tells or states some-

thing is called a statement, or a declarative sentence (I.).

4. A group of words which asks something is called a question, or an interrogative sentence (II.).

5. A group of words which expresses strong or sudden feeling is called an exclamatory sentence (VI.).

6. A group of words which expresses a command or a request is called an imperative sentence (VI.).

Tell how each of the following sentences is used, and what it is called:—

1. What a tiny, tiny bird that is!
2. That is a humming bird.
3. Why is the humming bird's bill so long?
4. The long bill can reach the deep honey.
5. Come into the woods with me.
6. Do you hear that woodpecker tapping the tree?
7. How hard the woodpecker's bill must be!
8. Some woodpeckers drink the sweet sap of trees.
9. Of what is maple sugar made?
10. Ask me that question to-morrow.
11. Listen a minute.
12. How the squirrel chatters!
13. What do you think he is trying to say?
14. The little bird sits at his door in the sun, Atilt, like a blossom among the leaves.

Write a declarative sentence, an interrogative sentence, an exclamatory sentence, and an imperative sentence, about each of the following:—

dog	man	desk	shoes
snow	door	tree	gloves
coat	hat	book	curtain

Be prepared to write the following sentences from dictation:—

1. Eagles' wings are very strong.
2. Can eagles fly over the Rocky Mountains?
3. Owls' eyes are large and round.
4. Is the owl a very wise bird?
5. Do people ever eat birds' nests?
6. What a strange question you ask!
7. How sweetly your canary sings!
8. Tell me your canary's name.
9. Will Dick perch on your finger?
10. Be very kind to the pretty bird.

LESSON CXVII.

SUBJECTS AND PREDICATES.

1. A sentence consists of two parts,—subject and predicate (XXXI.).
2. The part about which something is said is called the subject of the sentence (XXXI.).
3. The part of the sentence which says some-

thing about the subject is called the predicate of the sentence (XXXI.).

4. The principal word in the subject is called the simple subject (LVII.).

5. The simple subject, together with the word or words which limit it, is called the modified subject (LVII.).

6. The verb in the predicate is called the simple predicate (LVIII.).

7. The simple predicate, together with its modifiers, is called the modified predicate (LVIII.).

Name the simple subject and the simple predicate in each of the following sentences:—

1. Our ride to the seashore was on a holiday.
2. The clear blue sky gave no promise of rain.
3. Bright autumn leaves made the forests very gay.
4. Our little gray pony trotted briskly along.
5. The old-fashioned chaise held Frank, Dolly, and me.
6. Our handsome collie, Max, ran gayly on before.
7. Oh, how the naughty fellow frightened chickens, ducks, and geese!
8. The deep blue sea looked grand from Holly Hill.
9. The smooth white beach was a splendid place for fun.
10. Would you like to hear the story of our holiday?
11. I am going to write a long letter to Aunt Ruth to-morrow.

Name the modified subject in each of the following sentences:—

1. Some fine ripe chestnuts were roasting in the fire.
2. A hungry monkey smelled the tempting food.
3. The monkey's nimble fingers might be scorched.
4. A poor unlucky pussy came along.
5. The kitty's dainty paw served as poker for the scamp.
6. The cruel, selfish monkey ate the nuts.
7. Poor pussy's paw was soon almost a wreck.
8. The saucy mice had jolly times just then.
9. The blame for stealing chestnuts was laid on pussy too.
10. Would any foolish person be a cat's-paw just for fun?

Name the modified predicate in each of the following sentences:—

1. The clock strikes seven.
2. The sun set an hour ago.
3. See the slender new moon in the west.
4. The moon will soon set like the sun.
5. The sun rose in the east this morning.
6. Did the moon rise in the east?
7. Was the moon up in the sky all day?
8. I see a bright star above the moon.
9. Twinkle, twinkle, little star.
10. The sparrows have gone to sleep.