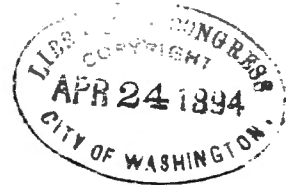


FIRST BOOK IN ENGLISH

BY

WILLIAM H. MAXWELL, M.A.

SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.



3347 Z'

NEW YORK :: CINCINNATI :: CHICAGO
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MAXWELL'S ENGLISH SERIES.

FIRST BOOK IN ENGLISH.

For use in Primary Grades.

INTRODUCTORY LESSONS IN ENGLISH
GRAMMAR.

For use in Intermediate Grades.

ADVANCED LESSONS IN ENGLISH
GRAMMAR.

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PREFACE.

THE more conspicuous features of "First Book in English" are the following:—

1. The method employed is inductive throughout.
2. The book is divided into three parts. Each part provides work sufficient for one year. Part I. may be safely used as early as the beginning of the third school year.
3. Part I., in addition to the devices usually employed for language training, contains a series of exercises on the construction of the type forms of the simple sentence.
4. In Part II., the pupil is required, in addition to the construction of type sentences, to distinguish the complete subject, the subject word, and the noun; the complete predicate and the predicate verb.
5. In Part III., generalization is begun. The parts of speech, and word and phrase modifiers of the noun and verb, are taught inductively. The synthesis and the analysis of typical sentences are continued, and particular attention is paid to the correct employment of the more common irregular verbs.
6. The sentences used for word and sentence drills are not the "dried specimens" too often presented for children's study, but in themselves possess an interesting content; and, whenever possible, they are formed into a series connected in thought.
7. Parallel with the work on sentence and word forms runs a series of exercises in composition. As children like stories, the compositions are chiefly narrative, though description is not neglected.
8. In every instance, a model is presented which the child is invited to study before writing a composition similar in

character. Imitation is the easiest and surest way to the acquisition of a correct style.

9. In these exercises, the form of the sentence to be used, and the chief words to be employed, are generally indicated. Thus, the two most dangerous faults into which the youthful writer is apt to fall — bad spelling and sins against sentential unity — are avoided.

10. Pictures that suggest stories are used sparingly, as it is better that the teacher should collect or make these herself. Those which are presented, will, it is hoped, serve as models for similar exercises.

11. A few poems are given for study. The purpose is not that the child may turn good poetry into bad prose (“an impious and unholy use of pen and ink,” says Professor Laurie), but that he may comprehend the thought and appreciate the beauty of the poetry. The teacher should find other poems suited to the age and the understanding of her pupils, and treat them in a similar manner.

12. Practice and guidance are afforded in the graphic, as well as in the verbal, expression of thought. The “illustration” of compositions should be permitted only with good models and under proper direction.

For the classification of the type forms of the simple sentence, I am indebted to the series of German language books, by Baron, Junghann, and Schindler, which was first introduced to American teachers by President De Garmo of Swarthmore College. Acknowledgment is also due to Messrs. Houghton, Mifflin, & Co., for permission to use selections from the writings of Hawthorne, Lowell, Longfellow, and Lucy Larcom, as subjects for study in several of the lessons.

Women are more successful than men in teaching young children. A language book for children should have the delicacy of touch, the keen appreciation of children’s likes and dislikes, the intuitive sense of what a child can and can not do, which only a woman possesses. That these qualities permeate this little book, is due to the assistance I have received from Miss Emma L. Johnston, Instructor in English in the Brooklyn Training School for Teachers.

W. H. M.

BROOKLYN, N. Y., Jan. 1, 1894.

PART I.

LESSON I.

WHAT THINGS DO.—STATEMENTS.

1. Dogs bark.
2. Bears growl.
3. Lions roar.
4. Bees buzz.
5. Birds sing.

Read these five sentences. Notice that they tell what some animals do.

Because the first sentence tells or *states* something, it is called a **statement**.

What does the second sentence do? The third sentence? The fourth? The fifth?

What is each of these sentences called?

With what kind of letter does each statement begin?

What is placed at the end of each statement? (A period.)

Make five different statements about dogs, letting each statement tell something that dogs do.

In the same way make two different statements about bears, bees, birds.

Make statements telling what these things do:—

trees	balloons
waves	snow
rain	clouds

A sentence that tells or states something is called a *statement*.

Begin with a capital the first word of every statement. Place a period after every statement.

Written Exercise.

monkeys	chirp
wolves	mew
cats	low
ducks	chatter
hens	hiss
sheep	howl
doves	quack
geese	cackle
oxen	bleat
crickets	coo

Write ten statements. Let each statement be made of two words, — one from the first list, and one from the second.

Remember to begin each statement with a capital letter, and to end it with a period.

LESSON II.

WHAT THINGS DO.—ONE AND MORE THAN ONE.

If you were speaking of only *one* dog, *one* bear, *one* lion, *one* bee, *one* bird, you might say, —

1. *A dog barks.*
2. *A bear growls.*
3. *A lion roars.*
4. *A bee buzzes.*
5. *A bird sings.*

Make ten statements about the animals named in the preceding exercise. Let each statement tell what one animal does.

Example.—A monkey chatters.

Written Exercises.

I.

frog	croak
horse	neigh
owl	hoot
quail	whistle
crow	caw

Write ten statements about these animals. Change each word in the first list so that it will mean more than one animal.

Example.—Frogs croak.

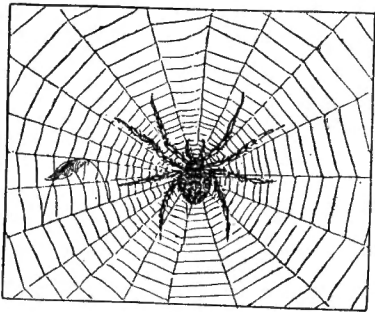
II.

Change the statements you have written so that in each statement you name only one animal.

Example.—A frog croaks.

LESSON III.

COMPOSITION.



Once a cunning little spider built a home for himself. It was on a kitchen wall. The tidy housemaid brushed the web away. Then the spider built another home. The maid brushed it away. Again the spider spun a web. This time the maid did

not brush it away. She let the persevering little spinner live in peace. Would you have let the web remain?

1. Copy this story, leaving a margin half an inch wide at the left-hand side of your paper. Copy the picture also.
2. Write the story from dictation.
3. Write it from memory.

LESSON IV.

WHAT THINGS DO.—QUESTIONS.

Once a little boy visited a menagerie. His father told him the names of some animals that the boy had never seen before.

These five sentences are the questions that the boy asked about the animals:—

1. Do bears bark?
2. Do lions growl?
3. Do monkeys talk?
4. Does a dove sing?
5. Does a wolf roar?

What does the first sentence ask about? The fifth sentence?

How many questions did the boy ask?

With what kind of letter does each question begin?

With what mark does each end? (A question mark.)

Begin with a capital the first word of every question.

Place a question mark after every question.

1. Write five questions asking about

sheep geese oxen wolves bees

2. Write five questions asking about

a sheep a goose an ox a wolf a bee

LESSON V.

REVIEW.

What do we call a sentence that tells something?

What do we call a sentence that asks something?

With what kind of letters do statements and questions begin?

What mark is placed at the end of a statement?

What mark is placed at the end of a question?

Notice that all the statements and questions we have studied so far are about *what things do*. These things may be persons, animals, plants, or objects without life.

Oral Exercise.

1. *Make a statement that tells something that boys do.*
2. *Make a statement that tells something that girls do.*
3. *Make a statement that tells something that a baby does.*
4. *Make a statement that tells something that an eagle does.*
5. *Make a statement that tells something that fire does.*

Written Exercise.

Change these statements to questions:—

1. The children hang up their stockings.
2. The children go to bed.
3. They fall asleep.
4. Santa Claus comes.
5. He fills the stockings.
6. Then he goes up the chimney.
7. The reindeer start.
8. The bells jingle.
9. Santa Claus disappears.
10. The morning dawns.

LESSON VI.

COMPOSITION.

THE STORY OF A FLOWER.

Did some little brown flowers grow by the roadside? Were they not at all beautiful? But did they try to be contented?

Did a good fairy notice their behavior? Did she feel sorry for their ugliness?

One morning did she place them on a cushion? Did she turn them into one tall flower? Then did she give this flower a golden crown?

Is the flower very happy now? Does it look at the sun all day long? Can you easily guess its name?



Change these questions to statements.

Leave a margin half an inch wide at the left-hand side of your paper.

Notice that the questions are written in four groups. These groups are called **paragraphs**. Write your statements in four paragraphs. Begin each paragraph an inch from the left edge of the paper.

Read your composition. Copy this picture.

LESSON VII.

WHAT IS DONE TO THINGS. — IS AND ARE.

BREAD.

The ground is plowed. Then the seed is sown. The wheat is cut down and threshed. Then the wheat is ground into flour. The flour is mixed with water. The dough is kneaded. The loaf is baked. The bread is eaten.

What is done to the ground? To the seed? To the wheat? To the flour? To the dough? To the bread?

Answer in complete statements.

Oral Exercise.

What is done to things by the wind: —

1. A tree is shaken.
2. Trees are shaken.
3. A leaf is torn off.
4. Leaves are torn off.
5. A house is blown down.
6. Houses are blown down.

What thing is spoken of in the first sentence? What things are spoken of in the second sentence? In which of these two statements do we use *is*? In which do we use *are*? Why do we use *is* in the first sentence, and *are* in the second?

What thing is spoken of in the third sentence? What things are spoken of in the fourth sentence? Why do we use *is* in the third sentence, and *are* in the fourth?

Why do we use *is* in the fifth sentence, and *are* in the sixth?

Written Exercise.

Fill these blanks with is or are: —

1. Mary's hat — blown off.
2. The boys' hats — blown off.
3. The dust — raised.
4. The rosebush — broken.
5. The blossoms — scattered.

LESSON VIII.

WHAT WAS DONE TO THINGS. — WAS AND WERE.

1. A bud was nipped.
2. Buds were nipped.
3. A pitcher was cracked.
4. Many pitchers were cracked.

Read the first two sentences. In which one do we use *was*? In which one do we use *were*? Why do we use *was* in the first sentence, and *were* in the second?

Why do we use *was* in the third sentence, and *were* in the fourth?

Written Exercise.

Fill these blanks with was or were: —

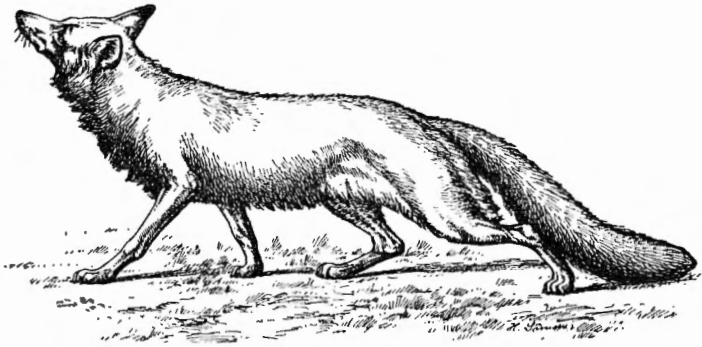
1. The windows — covered with pictures.
2. The grass — sprinkled with powder.
3. Kate's toes — bitten.
4. The chestnut burrs — opened.
5. A beautiful flower — killed.

LESSON IX.

COMPOSITION.

THE FOX AND THE GRAPES.

What kind of day was it? (Sultry.) From what was a fox suffering? (Hunger and thirst.) Suddenly what did he spy? (Some clusters of grapes.) From what were they hanging? (A vine.)



What did the fox try to reach? (The grapes.) But could he spring high enough? How often did he jump up? (Again and again.) Then what did he say about the grapes? (That they must be sour.)

1. Write this story in two paragraphs. Begin each paragraph one inch from the left edge of your paper. Change each question to a statement. Use the words that are in parentheses.

2. Copy the drawing of the fox, and finish the picture by drawing the vine and the grapes.

3. Read your composition.

LESSON X.

REVIEW.

Oral Exercises.

Answer in sentences.

I.

IN SCHOOL.

Who teaches?	Who study?
Who are taught?	What are studied?
Who learns?	Who sing?
What is learned?	What is sung?

II.

AT HOME.

Who cooks?	Who sews?
What is cooked?	What is sewed?
Who sweeps?	Who eats?
What is swept?	What is eaten?

III.

IN THE CITY.

Who builds?	Who sells?
What was built?	What were sold?
Who drives?	Who buys?
What was driven?	What were bought?
Who visits?	Who rings?
Who were visited?	What was rung?
What blows?	What rattles?

LESSON XI.

WHAT THE PICTURE SAYS.



Oral Exercise.

Why is the little boy in bed? How is he sitting?

What toys has he to amuse him?

What does he do with the horse? The soldiers? The ship? The trees and the houses?

Written Composition.

THE LAND OF COUNTERPANE.

What was the matter with Robert? Where did he lie for many days? What had he to play with?

What did he pretend to be? (A giant.) On what hill did the giant sit? (Pillow Hill.) At what land did he look down? (Land of Counterpane.)

What did he sometimes make his soldiers do? His horse? His ship? What did he sometimes make of the houses and the trees?

Write statements in answer to these questions.

NOTE.—This lesson was suggested by a poem in Robert Louis Stevenson's "A Child's Garden of Verses."

LESSON XII.

NAMES OF PERSONS.

Cinderella

Silverhair

Bo-Peep

Jack Horner

Tommy Tucker

Humpty Dumpty

Mother Hubbard

Jack Spratt

Here are the names of some persons. Tell your teacher all you know about each of the persons.

With what kind of letter does Cinderella's name begin? How many words are there in Jack Horner's name? How must you begin each word in a person's name?

Written Exercise.

Fill these blanks by writing the names that are at the head of this lesson:—

1. Little ——— sang for his supper.
2. Little ——— sat in a corner.
3. Pretty ——— wore glass slippers.
4. Old ——— went to the cupboard.
5. ——— sat on a wall.
6. Little ——— lost her sheep.
7. Naughty ——— visited three bears.
8. ——— would eat no fat.
9. Old ——— had a dog.
10. ——— was eating a Christmas pie.
11. Did ——— have a great fall?
12. The bears frightened ———.
13. Little ——— fell asleep.

LESSON XIII.

COMPOSITION.

THE GOLDEN TOUCH.

There was once a king named what? (Midas.)
 What was his little daughter's name? (Marygold.)
 What did the king love very much? (Gold.) So what
 was given to him? (The golden touch.) Then what
 happened to everything he touched? (Became gold.)

At first how did this gift make the king feel? (Very
 happy.) But one day what did he do to his little
 daughter? (Touched her.) What did she become? (A
 golden statue.) Then what was the king glad to get rid
 of? (The golden touch.)

*Write this story by answering the questions. Make two
 paragraphs.*



LESSON XIV.

GIVEN NAMES AND SURNAMES.

Christopher Columbus

George Washington

Here are the names of two great men. Perhaps your
 teacher will tell you something about them.

How many words are there in George Washington's name?
 With what kind of letter does his first name begin? His last
 name?

Instead of saying first name, we may say *given name*.

Instead of saying last name, we may say *surname*.

What was the given name of Christopher Columbus? What
 was his surname?

What is your given name? Your surname?

Are there any children in your class who have two words
 in their given names?

With what kind of letter must you begin each word in a
 person's name?

**Begin with a capital every word in the name of a
 person.**

Written Exercises.

I.

1. *Write your name in full.*
2. *Write your father's name.*
3. *Write your mother's name.*
4. *If you have brothers or sisters, write their names.*
5. *Write your teacher's name.*

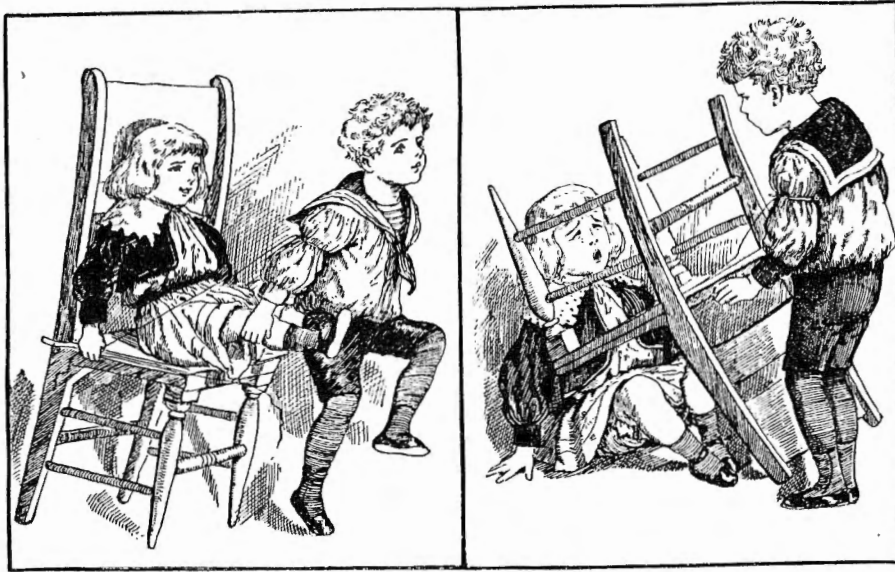
II.

*Fill the blanks in these sentences. Notice how Mr., Mrs.,
 Miss, Aunt, and Uncle are written.*

1. My mother is called Mrs. ———.
2. My father is called Mr. ———.
3. I have a friend called Miss ———.
4. I like to visit Aunt ———.
5. I often see Uncle ———.
6. I know a girl named ——— ———.
7. I know a boy named ——— ———.

LESSON XV.

A STORY IN PICTURES.



Oral Exercise.

Let us call the boy in the chair Henry, and the boy who is pulling him John.

What are they playing?

Which is the horse, and which the driver?

How are the reins fixed?

What do they call the chair?

What are they using for shafts?

How do you think John feels about it?

How do you think Henry feels about it?

Is there any danger, and of what?

What makes the chair fall?

Where is Henry when the chair falls?

Do you think John feels sorry about it?

Written Exercise.

Write answers to these questions:—

What did John and Henry play one day? Who was the horse? Who was the driver? What did they call the chair?

Was the horse very lively? How hard did he pull? So what happened to the wagon? Upon whom did it fall? Were any bones broken? But did Henry want to play horse any longer?

LESSON XVI.

INITIALS.

C. C.

H. D.

G. W.

J. S.

T. T.

J. H.

What is the first letter of the name *Christopher*? Of the name *Columbus*? The first letter of a word is called its **initial** letter. Find the initials of the name *Christopher Columbus* at the head of this exercise. What mark is placed after each letter? What kind of letters are they?

What is the initial letter of the name *George*? Of the name *Washington*? What does G. W. stand for? What mark is placed after each letter?

Look at the names at the head of Lesson XII. Which of the names have their initials at the head of this lesson? What mark is placed after each letter?

What are the initials of your name? How would you write them?

Dictation Exercise.

1. Do you know Frank D. Smith?
2. He lives near Uncle John and Aunt Emma.
3. His father is Mr. James Smith.
4. Mrs. Brown is his aunt.

Copy these sentences. Write them from dictation.

 LESSON XVII.

WHAT THINGS ARE DOING.

sing	shout
draw	whisper
add	push
subtract	scold
multiply	frown
divide	stamp
write	pout
read	cry
count	eat
spell	hum

These words tell what some children do in school. Do you think the words in the second list tell what good children do in school?

You may think of twenty names of children. Write twenty statements about them, telling what each is doing in school. The words you use to tell what they are doing must end in *ing*.

Example. — John is singing.

Oral Exercise.

Answer in sentences the following: —

1. What are you doing now?
2. What is your teacher doing?
3. What do you think the pupils in the next room are doing?
4. What do you think your mother is doing now?
5. What do you think your father is doing?

 LESSON XVIII.

HOW TO COPY POETRY.

While the children are in school, this is what the lambs, the birds, the fawns, and the flowers are doing: —

The young lambs are playing in the meadows,
 The young birds are chirping in the nest,
 The young fawns are playing with the shadows,
 The young flowers are blowing toward the west.

With what kind of letter does each one of these lines of poetry begin?

Copy these lines of poetry.

Be sure to let the first word of the third line stand directly under the first word of the first line. Let the first word of the fourth line stand under the first word of the second line.

Write the poetry from memory.

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

LESSON XIX.

REVIEW.



I.

Examine this picture, and then write statements telling—

1. The girl's full name.
2. The boy's full name.
3. What the boy *is doing*.
4. Where the girl sits.
5. Where the bench is placed.
6. What is held by the girl.
7. What are growing near the bench.

II.

1. *Ask a question about the boy.*
2. *Ask a question about the girl.*
3. *Ask a question about the doll.*
4. *Ask a question about the flowers.*

LESSON XX.

THE WORD I.

1. My name is Red Riding Hood.
2. My mother and I live near the woods.
3. I went to see my grandmother.

What little girl is supposed to say these three sentences?

What word in the second sentence is used instead of her name? In the third sentence?

What word may you use instead of your name, when you are speaking of yourself?

With what kind of letter is the word *I* written in these sentences?

How should the word *I* always be written?

When Red Riding Hood speaks of her mother and herself, whom does she mention first?

When you are telling something about yourself and a playmate, do you mention yourself first?

Tell something that you and some one else did.

Tell something that you and some one else saw.

Ask if you and some one else may do something.

Ask if you and some one else may have something.

Write the word *I* with a capital.

LESSON XXI.

COMPOSITION.

I am a horse.

I can neigh and snort. I can gallop and trot. I can draw carriages too.

I eat oats and hay. Sometimes I like to eat a lump of sugar. My master brings my food to me.

My home is the stable. I sleep there in a stall.

I.

Read this composition.

II.

Imagine you are some animal. Answer these questions in written statements:—

1. What are you?
2. What can you do?
3. What do you like to eat? Where do you find your food?
4. Where is your home?

LESSON XXII.

NAMES OF CITIES AND STREETS.

New York

Chicago

Philadelphia

Brooklyn

These are the names of the largest cities in the United States.

With what kind of letter does the name of each place begin?

What is the name of the place in which you live?

How do you spell its name?

With what kind of letter does the name begin?

Why do you like to live there?

Do you know the names of any other places? Would you know how to write these names?

Oak Street

Elm Street

Cedar Street

Pine Street

Chestnut Street

Maple Street

These are the names of real streets. What were all these streets named for? How is each name written?

Sometimes streets are named for great men; as,—

Washington Avenue

On what street do you live? Do you know why your street was given this name? Spell the name, telling the kind of letter it begins with.

Begin with a capital every word in the name of a city or a street.

Written Exercise.

Write four statements in answer to these questions:—

1. What is your name?
2. In what place do you live?
3. On what street is your school?
4. Who is your teacher?

LESSON XXIII.

OF WHAT QUALITY THINGS ARE.

MY CAT.

My cat's fur is black. Its head is round. Its tongue is rough. Its teeth are sharp. Its claws are sharp too.

What word in the first sentence describes the cat's fur? What word describes its head? Its tongue? Its teeth? Its claws?

Written Exercises.

I.

Write about the rose. Use these words:—

smell	red
stem	round
petals	beautiful
thorns	sharp
leaves	green
color	pleasant

II.

Write about the squirrel. Use these words:—

movements	long
tail	large
eyes	soft
hair	bushy
ears	pointed
whiskers	quick

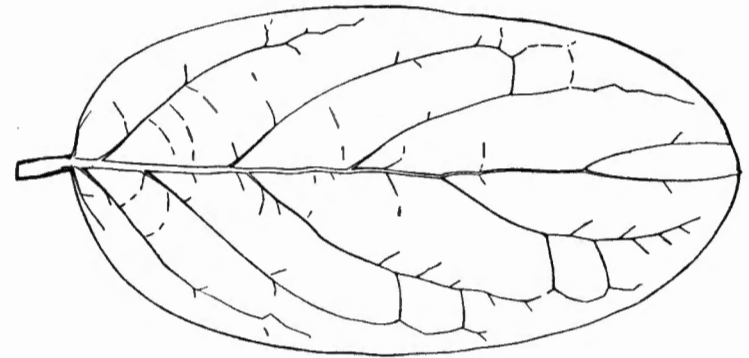
III.

Write about the canary bird. Use these words:—

feathers	small
bill	sweet
eyes	yellow
voice	short
head	bright

LESSON XXIV.

COMPOSITION.



This leaf is dark red on its upper side, and light red on its under side. It is smooth on both sides.

The leaf is oval-shaped. It is three inches long. In the middle, it is an inch and a half wide.

The stem of the leaf is short and flat.

I.

Read this composition. Notice that the drawing at the head of the lesson stands for the leaf described.

II.

Get a real leaf. Observe it carefully, fasten it to your naper, and then answer these questions:—

What is the color of your leaf on its upper and under sides? How does it feel to the touch?

What is the shape of your leaf? What is its length? What is its width? What kind of stem has your leaf?

LESSON XXV.

QUALITIES.

From this list of words select those that are opposite in meaning, and write them in pairs:—

happy	low	poor	new
rich	dry	empty	dark
old	light	unhappy	thin
wet	thick	sour	bad
high	full	good	sweet

Example. — Happy — unhappy.

Oral Exercises.

I.

Mention everything you can think of that is smooth.

II.

Mention everything you can think of that is always

blue	bitter	hard	busy	lazy
cold	beautiful	ugly	black	warm

LESSON XXVI.

STUDY OF A POEM.

LADY MOON.

“Lady Moon, Lady Moon, where are you roving?”

“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”

“All that love me.”

“Are you not tired with rolling, and never
Resting to sleep?

Why look so pale and so sad, as forever
Wishing to weep?”

“Ask me not this, little child, if you love me:
You are too bold:

I must obey the dear Father above me,
And do as I’m told.”

“Lady Moon, Lady Moon, where are you roving?”

“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”

“All that love me.”

Read the whole poem.

How many stanzas has it? How many lines are there in each stanza? Read the last word of each line in the second stanza. Which of these words rhyme with each other?

Who says the first line of the poem? The second? The third? The fourth? Where do you think the little child is? Do you think it is a boy, or a girl?

How much of the second stanza does the child say?

How much of the third stanza does the moon say ?

Who says the first line of the last stanza? The second line? The third? The fourth?

1. *Learn this poem by heart.*
2. *Write the first stanza from memory.*

—♦—

LESSON XXVII.

WHAT THINGS ARE.

1. John is a boy.
2. The thrush is a bird.
3. The ax is a tool.
4. The house is a building.

I.

Answer these questions in statements :—

1. What is the lily ?
2. What is the lion ?
3. What are you ?
4. What is the robin ?
5. What is the hammer ?

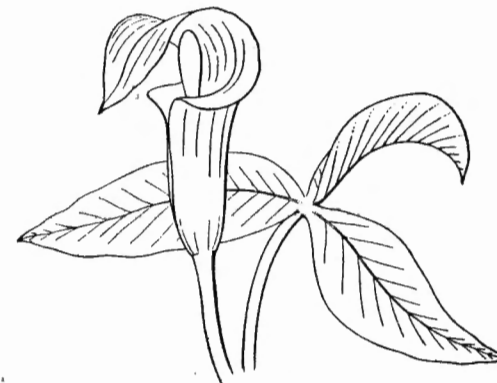
II.

Tell of each of these whether it is a tool, an animal, a flower, a building, or a person :—

violet	tiger	buttercup
rake	woman	butterfly
church	pink	spade
boy	shovel	palace
bee	schoolhouse	girl

LESSON XXVIII.

COMPOSITION.



JACK-IN-THE-PULPIT.

Jack is a preacher. He stands in his pulpit under the green trees just over the way. The woods are his church.

Copy this composition, and finish it by answering these questions :—

1. What is the carpet of the church ?
2. Who are the choir ?
3. Who are the congregation ?
4. How are the buttercups and the dandelions dressed ?
5. What color are the clovers' bonnets ?
6. What do you think Jack preaches about ?
7. Has he a well-behaved congregation ?
8. Did you ever go to his church ?

NOTE.—This lesson was suggested by a poem in Whittier's "Child Life."

LESSON XXIX.

NAMES OF DAYS.

Sunday
Monday *Thursday*
Tuesday *Friday*
Wednesday *Saturday*

With what kind of letter does the name of each day begin?

Copy these names. Write them from memory.

Begin with capitals the names of the days of the week.

Written Exercise.

Write statements in answer to these questions:—

1. Yesterday was what day?
2. To-day is what day?
3. What day will to-morrow be?
4. What day will the day after to-morrow be?
5. Which is the first day of the week?
6. Which is the seventh day of the week?
7. Which is the third day of the week?
8. Which is the sixth day of the week?
9. Which is the fourth day of the week?
10. On which day of the week does Thanksgiving Day come?

Be sure to use a hyphen in writing the word *to-day* and in writing the word *to-morrow*.

LESSON XXX.

A STORY IN A PICTURE.



Where is this little girl lying asleep? What season is it? What makes you think so? What is in front of the girl? What is he doing? What are behind her? What is one of them doing? What are the other two doing? What do you think they are saying? Do you think the bonnet is becoming to the rabbit? Do you think it would be useful to the rabbit?

What will you name this little girl? When did she start out from home? What had she on? What did she carry? What was in the basket? Where was she going? What happened to her on the way? What happened while she was asleep? Did this really happen, or did she dream it? How did she get home again?

Tell a story of your own about this little girl.

LESSON XXXIII.

HAS AND HAVE.

1. September has thirty days.
2. April, June, and November have thirty days.

In the first sentence, how many months are spoken of? In the second sentence, how many months are spoken of? In which sentence is *has* used? In which sentence is *have* used? Why is *has* used in one sentence, and *have* in the other?

Oral Exercises.

I.

1. A bird has wings.
2. A fish has fins.
3. An elephant has a trunk.
4. A snail has a shell.

How many animals are spoken of in each of these sentences?

Change each sentence so that you may use *have* instead of *has*.

II.

1. Geese have feathers.
2. Deer have horns.
3. Sheep have hoofs.
4. Oxen have horns.
5. Mice have sharp teeth.

Why is *have* used instead of *has* in each of these sentences?

Change each sentence so that you may use *has* in it.

Written Exercise.

Fill these blanks with is, are, was, were, has, or have.

Two robins — a nest in the old apple tree. The nest — rough outside, but it — a lining of soft hair and feathers. Last April there — four little eggs in the nest. Each egg — blue. Now there — four little birds that cannot fly.

A mouse — a home on the top of a quince bush. It — once the nest of a robin. When Mrs. Mouse moved in, there — no birds in the nest. Six tiny mice — in the nest now. They — a comfortable bed to sleep in. It — as soft as yours or mine.



LESSON XXXIV.

COMPOSITION.

JACK AND THE BEAN STALK.

PART II.

One day what did Jack do? (Climbed bean stalk.) Where did he go? (Up and up.) What did he reach at last? (The giant's castle.)

What did Jack carry away from this castle? (His mother's gold.) But what did the giant do? (Ran after him.)

What did Jack do? (Hurried home.) What else? (Cut down bean stalk.) So what happened to the giant? (Tumbled down and was killed.)

Write answers to these questions.

LESSON XXXV.

WORDS USED WITH **YOU**.

1. You are writing well, John.
2. You are writing well, boys.
3. You were caught, John.
4. You were caught, boys.

Who is addressed in the first sentence? In the second sentence?

In the first sentence, the word *you* means how many persons? In the second sentence, the word *you* means how many persons?

What is the second word in each of these two sentences?

Whether *you* means one or more than one, the word *is* is used with it.

In the third sentence, the word *you* means how many persons?

In the fourth sentence, the word *you* means how many persons?

What is the second word of the third sentence? Of the fourth?

Whether *you* means one or more than one, the word *are* is used with it.

Written Exercise.

1. Write a statement, using *you* with *are*.
2. Write a question, using *you* with *were*.
3. Write a question, using *you* with *are*.
4. Write a statement, using *you* with *were*.

LESSON XXXVI.

ABBREVIATIONS.

THE DAYS OF THE WEEK.

<i>Sun.</i>		<i>Thurs.</i>
<i>Mon.</i>		<i>Fri.</i>
<i>Tues.</i>		<i>Sat.</i>
<i>Wed.</i>		

SOME OF THE MONTHS.

<i>Jan.</i>	<i>Apr.</i>	<i>Oct.</i>
<i>Feb.</i>	<i>Aug.</i>	<i>Nov.</i>
<i>Mar.</i>	<i>Sept.</i>	<i>Dec.</i>

These shortened words are called **abbreviations**.

Tell what each abbreviation stands for.

What mark is placed after each abbreviation?

What does the word *abbreviation* mean?

Which of the months are not named here?

Why is it not necessary to shorten the names of the months not mentioned here?

Place a period after every abbreviation.

Written Exercises.

I.

Copy these abbreviations. By the side of each write the word in full; thus, —

Monday — Mon.

II.

*Write from memory the names of the days and the months in order. By the side of each name, except **May, June, and July**, write its abbreviation.*



LESSON XXXVII.

COMPOSITION.

A HIVE.

In every hive there are three kinds of bees. They are the queen, the drones, and the workers.

The drones do no work. The workers make the comb and fill it with honey. They take care of the young bees and wait upon the queen.

I.

Read what is said here about a hive.

II.

Call your classroom a beehive. Write answers to these questions: —

What is your schoolroom? Who is the queen?

Who are the drones? (Lazy children.) What do they not do?

Who are the workers? What do they do?

LESSON XXXVIII.

DATES.

1. Washington was born on the twenty-second day of February, in the year seventeen hundred thirty-two.

2. Washington was born Feb. 22, 1732.

These two sentences tell us just the same thing. Which is the shorter sentence? Tell what changes are made in the first sentence to get the shorter form.

Read these dates: —

July 4, 1776.

Oct. 21, 1892.

Dec. 25, 1893.

Written Exercise.

Write answers to these questions: —

1. On what date are you answering this question?
2. When shall we next celebrate Washington's birthday?
3. When was your last birthday?
4. When will next Christmas Day come?
5. When were you born?
6. Write the date of yesterday.
7. Write the date of to-morrow.
8. When will next Valentine's Day come?
9. When will next Independence Day come?
10. When will next New Year's Day come?

LESSON XXXIX.

A LETTER.

Brooklyn, N. Y.
Nov. 14, 1893.

Dear Ruth:

You like dogs, do you not? I want to tell you about our Tray.

Yesterday he jumped into the river, and saved a little girl from drowning.

But that is not all. He sprang into the water a second time. We thought another child must have fallen in. But we were

wrong. What do you think he saved this time? You cannot guess. It was the little girl's doll.

Isn't he the best dog in the world?

Your friend,
Margaret Clarke.
Miss Ruth Stevens.

Read this letter.

Who wrote it? To whom was it written? What words tell where Margaret was when she wrote it? What mark separates *Brooklyn* from *N. Y.*? (A comma.) How do you know the date on which the letter was written?

How does Margaret address Ruth? What mark is placed after the word *Ruth*? (A colon.) At the end of the letter, what does Margaret call herself?

Copy the letter. Notice the capital letters, the periods, the commas, and the colon.

Suppose you are writing a letter. How would you show where and when you are writing?

Written Exercise.

Dear Walter:

Do you want to hear some good news? Our side won the game that was played on Saturday. Charles Fox took your place. I hope you will be well enough to play next week.

Y _____

This letter was written by Walter's friend, John Lee. He wrote it on the seventh day of October, eighteen hundred ninety-two. He was in Albany, N.Y.

Copy the letter. Fill the blanks.

LESSON XL.

ADDRESSES.

Walter Crane lives at 219 Prospect Street in the city of Cleveland in the State of Ohio.

Ruth Stevens lives in Ilion, which is in Herkimer County in the State of New York.

On the next page you see a shorter way of telling where Walter Crane and Ruth Stevens live.

The name of a person, with the name of the place where he lives, is called his **address**.

What is your address? Your father's?

When the words *street*, *avenue*, and *county* are used in addresses, they are usually written thus:—

St. *Ave.* *Co.*

Names of States are sometimes abbreviated. Your teacher will perhaps tell you how to abbreviate the name of your State.

Written Exercise.

Draw on your slate two oblongs to represent envelopes. Copy in these figures the addresses of Walter Crane and Ruth Stevens.

Notice how far the first line of each address is from the upper edge of the oblong. Notice the commas and periods at the ends of lines.

In the upper right-hand corner of each oblong, draw a smaller oblong to represent a stamp.

STAMP

Master Walter Crane,
219 Prospect St.,
Cleveland,
Ohio.

STAMP

Miss Ruth Stevens,
Ilion,
Herkimer Co.,
New York.

1. Write your address properly on an envelope.
2. Write your father's or some other man's address.

LESSON XLI.

ONE USE OF THE COMMA.

1. Mistress Mary, how does your garden grow?
2. Stop, John Gilpin!
3. Take a lantern, Lucy, to light your mother through the snow.

Who is spoken to in the first sentence? What mark separates the name *Mistress Mary* from the rest of the sentence?

We may say *addressed* instead of *spoken to*.

Who is addressed in the second sentence? What mark separates John Gilpin's name from the rest of the sentence?

Who is addressed in the third sentence? How many commas are used to separate the name *Lucy* from the rest of the sentence?

Use a comma, or commas, to separate from the rest of the sentence a name that shows who is addressed.

Written Exercises.

I.

Imagine you are a teacher. Write ten statements telling your pupils what they should not do. Call your pupils by name; thus, —

Frank, you should not pout.

Do not forget to separate from the rest of the sentence the name of the person spoken to.

II.

Write five sentences, using names to show whom you are addressing.

1. Tell the ladybird to fly away home.
2. Ask the pussy cat where it has been.
3. Tell the baby to sleep.
4. Ask the sheep if it has any wool.
5. Tell Boy Blue that the cows are in the corn.

Example. — Ladybird, fly away home.

 LESSON XLII.

COMPOSITION.

Write the story of the greedy dog that saw its own image in the water. Make your sentences short. Use these words:—

crossing	water	mouth	tried	lost
bridge	meat	image	snatch	both

 LESSON XLIII.

CONTRACTIONS.

I.

The sun does not shine. The flowers do not hold up their heads. There is not a bird to be seen. The farmer has not taken in his hay. The raindrops have not reached it yet.

II.

The sun doesn't shine. The flowers don't hold up their heads. There isn't a bird to be seen. The farmer hasn't taken in his hay. The raindrops haven't reached it yet.

Read these two paragraphs. Do they tell the same thing? What words in the second paragraph are not written as they are in the first paragraph? What does *doesn't* stand for? What letter is left out of *does not* to make *doesn't*? What is used instead of the letter *o*?

We call this mark an **apostrophe**.

We call the word *doesn't* a **contraction**.

What is the second contraction you find in this exercise? What does it stand for? What letter is omitted? What is used instead of the letter?

Tell about the other contractions used in this exercise.

Notice that there is no period needed after a contraction, as there is after an abbreviation.

Use an apostrophe wherever a letter, or letters, are left out of a word.

Written Exercises.

I.

Write these sentences, making contractions where you can:—

It is not dark now. The flowers do not hang their heads. The birds are not hidden. The rain does not fall. The hay has not been spoiled.

II.

I'm glad to see you, Mary. I've looked for you all day. I didn't see you come up the steps. It's very cold to-day.

is it not? There's frost in the air, I think. I'll take your hat and cloak to my room. What's the matter with your hands? You shouldn't go out without gloves. Where's your muff? Wouldn't you like some hot tea?

Copy these sentences, writing the contracted words in full.

LESSON XLIV.

STUDY OF A POEM.

There's no dew left on the daisies and clover,
 There's no rain left in heaven:
 I've said my "seven times" over and over, —
 Seven times one are seven.

I am old, so old I can write a letter;
 My birthday lessons are done;
 The lambs play always, they know no better, —
 They are only one times one.

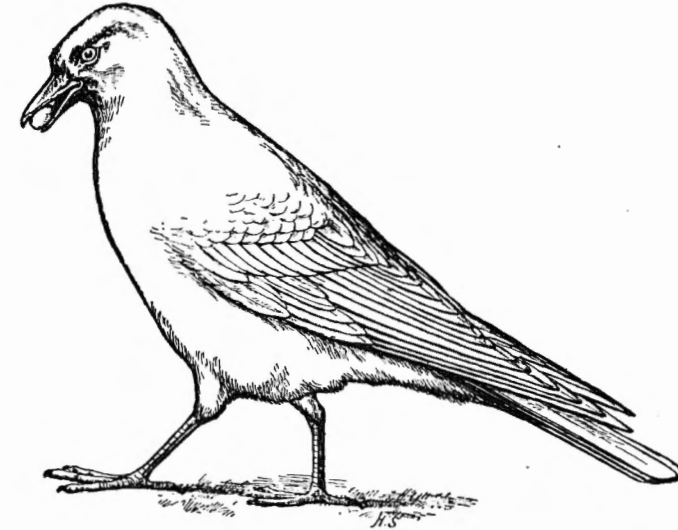
What dried the dew that was on the daisies and clover? Then do you think these lines were said very early in the morning?

What does the second line tell us about the clouds in the sky? Can you say the "seven times" table? It was this little girl's birthday. How old do you think she was? Could you write a letter when you were her age? Would you like to play all the time, as the lambs do? How old does she say the lambs are?

Copy these two stanzas. Write them from memory.

LESSON XLV.

COMPOSITION.



I.

Write the story of the crow that dropped pebbles into a pitcher, so that the water in it would rise high enough for her to get a drink. Make your sentences short. Use these words: —

thirsty	found
spied	pebbles
pitcher	dropped
little	one by one
water	drank

II.

Copy the drawing at the head of this lesson, and finish the picture by drawing the pitcher.

LESSON XLVI.

QUOTATION MARKS.

1. "Mother, I have been stung by a nettle," said a boy.
2. His mother said, "Did you touch it gently?"
3. "Yes," answered the boy.
4. "You should have grasped it boldly," said the mother.

Read the part of the first sentence that tells what the boy said. Read the mother's question. What one word did the boy answer? What were the exact words the mother used then?

When one person uses the exact words of another, the words are said to be *quoted*. The words are called a **quotation**.

What words in the first sentence are quoted? In the second sentence? In the third? In the fourth?

Notice the little marks before and after the quotation in each sentence. These marks are called **quotation marks**.

Use quotation marks to show that the exact words of a person are repeated.

Written Exercises.

I.

1. Copy the four sentences at the head of this lesson. Be careful about using the quotation marks.
2. Write the sentences from dictation.
3. Write them from memory.

II.

Copy these sentences, and use quotation marks wherever they are needed:—

1. Here is an ugly caterpillar, said the children.
2. When the caterpillar was asleep in his bed, they said, Throw the old thing away.
3. But when the butterfly burst forth, they cried, Let us catch the beautiful thing!
4. Will you have these crumbs? asked a little girl.
5. Thank you, Mary, the robin seemed to say.
6. Then Mary said, Thank you for your company.
7. Said the boy, I'll climb that tree,
And bring down a nest I know.
Said the girl, I will not see
Little birds defrauded so.

LESSON XLVII.

COMPOSITION.

A boy was throwing stones into a pond. At last an old frog lifted his head from the water and talked to the boy.

1. Write just what you think the boy and the frog said to each other. Remember to use quotation marks. Give your composition a title.
2. Draw a picture of the boy throwing stones into the pond.

LESSON XLVIII.

STUDY OF A POEM.

What does little birdie say,
 In her nest at peep of day?
 "Let me fly," says little birdie,
 "Mother, let me fly away."
 "Birdie, rest a little longer,
 Till the little wings are stronger."
 So she rests a little longer,
 Then she flies away.

What does little baby say,
 In her bed at peep of day?
 Baby says, like little birdie,
 "Let me rise and fly away."
 "Baby, sleep a little longer,
 Till the little limbs are stronger."
 If she sleeps a little longer,
 Baby, too, shall fly away."

Copy this poem. Write it from memory.

Where is little birdie? What time of day is it? What does the birdie want to do? Why can she not fly away now? Where is the baby? Why cannot baby walk and run now?

Fill these blanks: —

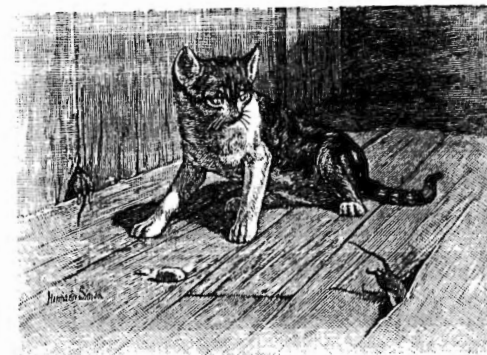
1. Little birdie says, _____.
2. But the mother bird says, _____.
3. Little baby says, _____.
4. But mother says, _____.

LESSON XLIX.

A STORY IN TWO PICTURES.

Write a story about these pictures. These questions may help you: —

Where did Mrs. Tabby go one day? What did she see lying on the floor? What were eating it?



Did the rats see Mrs. Tabby at once? Were they thinking about her? What did they seem to be enjoying? Was it their breakfast, their dinner, or their supper? Did they mean to leave any of it lying there?

Who crept up softly behind the rats? What did she do then? What was she thinking when she felt the tails under her paws?

What did one rat do? What did the other rat do? What did Mrs. Tabby say then?

Are you sorry for Mrs. Tabby, or are you glad that she did not get the rats?

Call your story THE GREEDY CAT.

LESSON L.

REVIEW.

Oral Exercise.

1. Make a statement that tells what a saw does.
2. Ask what a saw does.
3. Make a statement that tells what is done to a saw.
4. Ask what is done to a saw.
5. Tell one of the qualities of a saw.
6. Tell what a saw is.
7. Make a statement about yourself and some other person.
8. Ask a question about yourself and some other person.
9. Use these words in sentences: —

is	was	has
are	were	have

Written Exercise.

1. Write the full name of a boy or girl in your class.
2. Write the initials of this name.
3. Write your address.
4. Write a sentence, using the name of a month.
5. Write a sentence, using the name of a season.
6. Write the contracted form of each of these expressions: —

I am.	I will.	Did not.
I have.	There is.	Does not.
What is.	Where is.	Do not.
Could not.	Were not.	Are not.

7. Write in full each of the following:—

Haven't.	You'll.	It's.
We'll.	Wouldn't.	Hasn't.
She's.	He'll.	He's.
Couldn't.	Isn't.	They'll.
She'll.	Who'll.	Shouldn't.

8. Write a question, using the name of a day.
9. Write a statement about yourself and some other person.
10. Write a question about yourself and some other person.
11. Write a sentence, using the name of the person you are addressing.
12. Write in full the words for which the following abbreviations are used: —

Mon.	Jan.	St.
Feb.	Ave.	Tues.
Apr.	Wed.	Mar.
Thurs.	Sept.	Fri.
Aug.	Mr.	Oct.
Sun.	Nov.	Dec.

13. Write a question, using the name of the person you are addressing.
14. Write a sentence in which you repeat the exact words of another person.
15. Write from memory four lines of poetry.
16. Write a sentence in which you repeat the exact words of a question asked by some one.
17. Write sentences telling what a hammer does, one of the qualities of a hammer, and what a hammer is.

RULES FOR CAPITALS.

1. Begin with a capital the first word of every sentence.
2. Begin with a capital every word in the name of a person.
3. Begin with a capital every word in the name of a city or a street.
4. Write the word *I* with a capital.
5. Begin with capitals the names of the days of the week.
6. Begin with capitals the names of the months.
7. Begin with a capital the first word of every line of poetry.

RULES FOR PUNCTUATION.

1. Place a period after every statement.
2. Place a period after every abbreviation.
3. Place a question mark after every question.
4. Use a comma, or commas, to separate from the rest of the sentence a name that shows who is addressed.
5. Use quotation marks to show that the exact words of a person are repeated.
6. Use an apostrophe wherever a letter, or letters, are left out of a word.

PART II.

LESSON I.

THE TWO PARTS OF A STATEMENT.

1. Moths fly.
2. Squirrels leap.
3. Sponges live.
4. Birds sing.

What is spoken of in the first sentence? What is said of moths? What is spoken of in the second sentence? What is said of squirrels? What is said of sponges? What live? What is said of birds? What sing?

The part of the sentence that shows what is spoken of is called the *subject*.

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

The part of the sentence that tells what is said of the subject is called the *predicate*.

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

Change these sentences so that you will speak of only one thing in each sentence.

Written Exercises.

I.

Copy these sentences. Draw one horizontal line under each subject, and two horizontal lines under each predicate.

- | | |
|-----------------|-------------------|
| 1. Mary sweeps. | 6. Mary cooks. |
| 2. Mary dusts. | 7. Dishes rattle. |
| 3. Fire burns. | 8. Clocks strike. |
| 4. Water boils. | 9. Mother speaks. |
| 5. Steam rises. | 10. Mary answers. |

II.

Fill these blanks with suitable subjects, one word for each:—

IN THE WOODS.

— bloom. — sing. — hum. — buzz.
 — play. — rustle. — nod. — ripen. —
 bend. — break. — fall.

Oral Exercise.

1. Two goats walked on a narrow bridge.
2. The goats met at the middle of the bridge.
3. The silly goats fought for the right of way.
4. Both goats fell into the water.

What is spoken of in the first sentence? What did the two goats do? What is spoken of in the second sentence? What did the goats do? What is spoken of in the third sentence? What is said of the silly goats? What is spoken of in the fourth sentence? What is said of both goats?

Give the two parts of each of these sentences.

LESSON II.

COMPOSITION.

Oral Exercise.

Read the four sentences at the head of the preceding exercise. They make a story. But do you think the story runs along smoothly?

Read the following story, and notice that the sentences run together more smoothly.

THE FOOLISH GOATS.

One day a goat started out for a walk. He went along quietly until he came to a very narrow bridge. At the middle of this bridge he met another goat. Then the trouble began.

Both goats must have been very silly. Neither would give way to the other. They butted each other and locked horns. Then both fell into the water and were drowned.

Copy this story. Write it from dictation.

LESSON III.

THE TWO PARTS OF A STATEMENT.

Written Exercise.

Copy these sentences. Draw one line under each subject, and two lines under each predicate.

I.

1. A mouse crept under the paws of a sleeping lion.
2. The lion awoke.

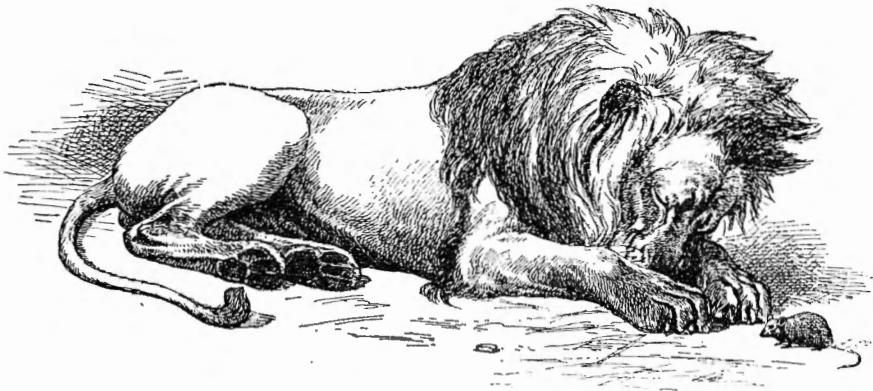
3. The lion caught the tiny creature.
4. The mouse begged for his life.
5. The lion gave the mouse his liberty.

II.

1. Some hunters caught the lion.
2. The hunters bound him with strong rope.
3. The mouse heard the lion's groans.
4. The mouse gnawed the ropes.
5. The lion escaped.

LESSON IV.

COMPOSITION.



Read the sentences given in Lesson III. Write the story of the lion and the mouse. You may write the story in two parts. Call your first composition **THE GOOD-NATURED LION**. Call your second composition **THE GRATEFUL MOUSE**.

The above drawing illustrates **THE GOOD-NATURED LION**. Make a drawing to illustrate **THE GRATEFUL MOUSE**.

LESSON V.

NAMES.

Brooklyn	rainbow
desk	heat
thunder	boy

Which of these words is the name of a place? Of a piece of furniture? Of a person?

Which of these words names something that we know only through the sense of hearing? Through the sense of touch? Through the sense of sight?

Use these names in statements:—

kindness	Atlantic Ocean	owls
Frank	potatoes	music

A word used as a name is called a *noun*.

Written Exercise.

Write sentences containing the name of—

1. A tool.
2. An article of dress.
3. A fruit.
4. A plaything.
5. An ornament.
6. A country.
7. A city.
8. A person.
9. An occupation.
10. A part of the body.

LESSON VI.

NAMES.—ONE AND MORE THAN ONE.

I.

picture	chair	year
pictures	chairs	years

Which of these names mean only one thing? Which mean more than one? What do you add to the word *picture* to make it mean more than one? To the word *chair*? *Year*?

Written Exercise.

handful	roof	lamb
spoonful	month	piano

Add *s* to each of these words, and then use it in a statement.

II.

church	brush	dress
churches	brushes	dresses

What is added to the name *church* to make it mean more than one? To *brush*? To *dress*?

Try to pronounce *churches* without the *e*. Why do we add *s* instead of *s* to *church*?

Written Exercise.

1. The brown thrush sings.
2. The gold watch keeps time.
3. This box was broken.
4. The glass has been washed.
5. A ditch was dug.

Write these sentences, changing the nouns so that each shall mean more than one. Make all other necessary changes.

A word that means but one thing is said to have the *singular form*.

A word that means more than one is said to have the *plural form*.

Add *s* to most singular nouns to make the plural form.

When a singular noun ends in a sound that will not unite with that of *s*, add *es* to make the plural form.

LESSON VII.

NAMES.—ONE AND MORE THAN ONE.

loaf	knife
loaves	knives

What is the last letter of *loaf*? The last two letters of *knife*? How is the word *knife* changed to make it mean more than one? The word *loaf*?

When a singular noun ends in *f* or *fe*, change *f* or *fe* into *v*, and add *es*, to make the plural form.

Written Exercises.

I.

Write sentences, using these words:—

life	shelf	wolf	half
leaf	calf	wife	beef

II.

Change the sentences so that each word in the above list shall mean more than one.

LESSON VIII.

STUDY OF A POEM.

Read the following poem silently:—

THE TREE.

The Tree's early leaf buds were bursting their brown;
 "Shall I take them away?" said the Frost, sweeping down.
 "No, leave them alone
 Till the blossoms have grown,"
 Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung;
 "Shall I take them away?" said the Wind, as he swung.
 "No, leave them alone
 Till the berries have grown,"
 Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;
 Said the girl, "May I gather thy berries now?"
 "Yes, all thou canst see;
 Take them; all are for thee,"
 Said the Tree, while he bent down his laden boughs low.

Oral Exercise.

Notice that the tree, the frost, and the wind are spoken of in this poem as if they were persons. This is why their names begin with capitals.

What are leaf buds? At what time of the year do they appear? To what danger are they exposed? Of what use to a tree are its leaves?

What are the blossoms? To what danger are they exposed? Of what use are the blossoms? What would be the result if the wind swept them away?

Learn this poem by heart.

Written Composition.

THE TREE.

What time of year was it? What were appearing on the tree? With what were these buds covered? How did the weather change? What came suddenly? What did the frost threaten to do? Would this have been good for the tree?

After a while, what appeared on the tree? What came and shook the tree? What might have happened to the blossoms? Then what would not have grown?

In midsummer, how was the weather? With what was the tree heavily laden? Who gathered the berries? Did it harm the tree to lose its berries in this way?

Write answers to these questions.



LESSON IX.

NAMES.—ONE AND MORE THAN ONE.

lily	daisy
lilies	daisies

What is the last letter of *lily*? Of *daisy*? How are these two words changed to make them mean more than one?

Written Exercise.

baby	cherry
lady	fairy
berry	sky
story	pansy

Change each of these nouns so that it shall mean more than one, and then use it in a question.

Oral Exercise.

day	boy	chimney
days	boys	chimneys

What letter stands before *y* in *day*? In *boy*? In *chimney*? How are these words changed to make them mean more than one?

Notice that when *a*, *e*, or *o* is before *y*, *s* is added without changing the *y*.

The plural of nouns ending in *y* not preceded by *a*, *e*, or *o*, is formed by changing *y* into *i*, and adding *es*.

Written Exercise.

bay	monkey
joy	toy
key	journey
valley	jay
turkey	way
donkey	pulley

Change each of these nouns so that it shall mean more than one, and then use it in a sentence.

LESSON X.

NAMES.—ONE AND MORE THAN ONE.

man	child	woman
men	children	women

Which of these words mean but one? Which have the singular form? Which of these words mean more than one? Which have the plural form?

1. Two oxen were lowing.
2. The geese are cackling.
3. Mice have sharp teeth.
4. Five deer and three sheep are here.
5. I am four feet high.

Change these sentences so that every noun in them shall have the singular form.

Written Exercise.

REVIEW.

1. A butterfly has a short life.
2. Crows annoy the farmers.
3. A fox caught his tail in a trap.
4. The woodman uses an ax.
5. The photographer sent me this proof.
6. We gathered a daisy, a lily, and a poppy.
7. A mouse, an ox, and a sheep were in the barn.
8. I hear a noise in the chimney.

Change these sentences so that every singular noun shall be plural, and every plural noun singular.

LESSON XI.

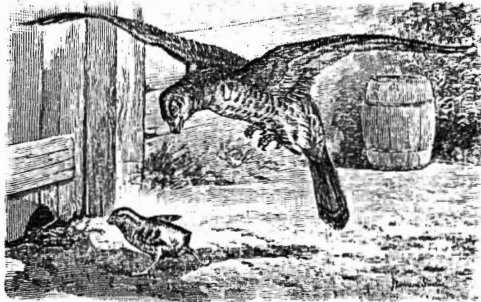
A STORY IN PICTURES.

Oral Exercise.

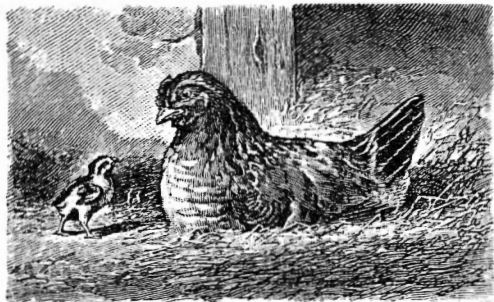


In this picture, who is standing alone on a rock? What does he see far below him? What do you think he is wishing? Is he used to being out alone?

Why does a shadow suddenly fall on him? What does he hear above him? What does he do? How does he feel? What does the hawk do?



How does the chick feel when he sees his mother? Where is she? What does he tell her? What advice does she give him? Does he ever again run away?



Tell a story about the chick.

Written Exercise.

Write answers to these questions:—

Who went out one day to see the world? What place did he reach? (A bare rock.) From there what could he see? What did he wish he could do? (Travel.)

Suddenly what noise did he hear above him? Then what did he see flying towards him? What did he turn and do?

Who was sitting quietly at home? How did the chick feel when he saw her? What did he say? What did she say?



LESSON XII.

WHAT THINGS DO.—CHIEF WORDS.

I.

1. Moths fly.
2. Great white moths fly at night.

In these two sentences, what insects are spoken of?

In the second sentence, what two words help to show the *kind* of moths spoken of? How many words are there in the subject of the second sentence? Which of these three words *names* the things spoken of?

We may call the name *moths* the **chief word** of the subject. The words *great* and *white* are helpers.

What is the predicate of the second sentence? What one word tells what moths do? What two words show *when* they fly.

We may call the word *fly* the **chief word** of the predicate. The words *at night* are helpers.

II.

Squirrels leap.

Pretty gray squirrels leap from bough to bough.

What animals are spoken of in these two sentences?

In the second sentence, what two words help to show the *nd* of squirrels spoken of? How many words are there in the subject of the second sentence? Which of these words *mes* the things spoken of? Which is the chief word of this subject?

What is the predicate of the second sentence? What one word tells what squirrels do? What four words help to show *here* they leap? What is the chief word of this predicate?

III.

Sponges live.

The largest sponges live in the warm parts of the ocean.

Birds sing.

Some birds of the South sing sweetly.

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

What is the subject of the second sentence? Which is the chief word of this subject? What eight words make the predicate of the second sentence? Which is the chief word of this predicate?

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

What is the subject of the fourth sentence? Which is the chief word of this subject? What is the predicate? Which is the chief word of this predicate?

LESSON XIII.

REVIEW.

THE WISE GOATS.

Two goats walked from opposite directions. These goats met on a narrow ledge. A deep stream flowed on one side of the ledge. A steep mountain rose on the other side. One wise goat lay down. The other goat bounded over him. Both goats passed along in safety.

What is the subject of the first sentence? Which is the chief word of this subject? What is the predicate of the first sentence? Which is the chief word of this predicate? Notice that there is one line under the chief word of each subject, and that there are two lines under the chief word of each predicate.

Read the two chief words of each sentence.

Copy the story without the horizontal lines. Draw one line under each complete subject, and two lines under each complete predicate.

LESSON XIV.

WHAT IS DONE TO THINGS.—CHIEF WORDS.

I.

1. Eggs are hatched.
2. Mr. Fly is caught.
3. Lilies are planted.

What is the subject of the first sentence? What is done to eggs? How many words do we use to tell what is done to

eggs? Would either of these words alone tell what is done to eggs? What is the predicate of the first sentence?

What two words tell what is done to Mr. Fly?

What two words tell what is done to lilies?

II.

1. Eggs are hatched.
2. Gnats' eggs are hatched on the water.
3. Mr. Fly is caught.
4. Silly Mr. Fly is caught in a spider's web.
5. Lilies are planted.
6. Many beautiful lilies are planted by the gardener.

What is the subject of the second sentence? What is the name of the things spoken of? Which is the chief word of the subject? Which is the helper? What does this helper show? What is the predicate of this sentence? What two words tell what is done to gnats' eggs? The words *are hatched* are the chief words of the predicate. How do the words *on the water* help?

What is spoken of in the fourth sentence? What are the chief words in the subject of this sentence? How does the word *silly* help? What is done to silly Mr. Fly? What are the chief words of the predicate? What words help by showing where he was caught?

What is the subject of the sixth sentence? Which is the chief word in the subject of this sentence? Which of the words in the subject are helpers? What is done to many beautiful lilies? What is the predicate of this sentence? Which are the chief words of the predicate? Which are the helpers? How do these words help?

LESSON XV.

STUDY OF A POEM.

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm tree
Was ridged inch deep with pearl.

From sheds new-roofed with Carara
Came Chanticleer's muffled crow,
And stiff rails were softened to swan's-down,
And still fluttered down the snow.

Oral Exercise.

What word in the first line means the same as *twilight*? How do we know that it snowed hard all night? What words are used to tell us that the snow fell quietly?

What trees are mentioned in the second stanza? Are these trees bare in winter? Ermine is a white fur that kings and nobles sometimes wear. What did the trees wear that made one think of ermine? What did the snow on the twigs of the elm tree look like?

Carara is a kind of marble. What made the sheds look as if they had white marble roofs? What name might you use instead of Chanticleer? What did the snow on the rails look like?

Written Exercise.

Write answers to these questions, and call your composition

THE FIRST SNOWFALL.

When did it begin to snow? How did the snow fall all night long? How were fields and highways in the morning?

What did the snow on the evergreens look like? What did the twigs of the elm tree seem to be edged with?

What kind of roofs did the sheds appear to have? How did the snow change the appearance of the stiff rails?

Read the poem again. Now read your composition. Which is the more beautiful description of a snowfall?

—♦—

 LESSON XVI.

WORDS THAT ASSERT.

1. Bees work all day.
2. Cells are filled with honey.

What is said of bees? What is the predicate of the first sentence? Which word in this predicate tells what bees do?

A word that tells, or asserts, is called a verb.

What is said of cells? What is the predicate of the second sentence? What two words tell what is done to cells? These two words, *are filled*, are called a verb.

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

The chief part of a predicate is always a verb.

Written Exercises.

I.

Copy these sentences, filling the blanks with verbs: —

1. The cow — over the moon.
2. The mouse — up the clock.
3. Red Riding Hood — a wolf in the wood.
4. The boy — — by a nettle.
5. Miss Muffet — — by a spider.
6. Mother Hubbard — to the cupboard.
7. The poor lamb — — by the wolf.
8. Johnny Green — the cat out of the well.
9. The hare — — by the tortoise in a race.
10. A wolf — himself in the fleece of a sheep.
11. The slipper — — by Cinderella.
12. The fly — — by a spider.

II.

Write sentences, using these words as verbs. Draw a line under each verb in your sentences.

do	go
does	goes
have done	have gone
am doing	is going
did	went
were doing	are going
has done	has gone
are doing	were going
was doing	was going
is doing	am going

LESSON XVII.

DRILL ON VERBS.

THE FLY AND THE MOTH.

A fly alighted upon a pot of honey. The honey along the edge of the pot was eaten quickly. The fly crept into the jar. His legs stuck fast. He was caught.

A moth flew by. She laughed at the fly. The moth flew into a candle flame. She was burned.

Copy this story. Notice that there is a line drawn under each subject.

Find the verb in each predicate. Be sure to look for the words that tell what the things do, or what is done to the things. Remember that when the verb tells what is done to things, it consists of more than one word. Draw two lines under each verb.

Written Exercise.

Write sentences, using the following words as verbs. Use helping words with the verbs. Draw a line under each verb in your sentences.

learn	are teaching
teach	was learned
learns	were learned
teaches	have taught
am learning	has taught
are learning	is teaching

Example.— Good boys learn their lessons.

LESSON XVIII.

A STORY IN PICTURES.

Oral Exercise.

What do you think the boy is saying to the girl? What do you think the girl answers?

How did they dress before going on the ice? What did they take with them?

Tell what you see in the second picture. How does the boy move?



Tell about the accident shown in the third picture. How do you think it happened?



How did the boy find out that the girl had fallen? What did he do then?

Give names to the boy and girl, and tell the story in your own words.

Written Exercise.

From the following outline write the story told by the four pictures: —

What the boy said in asking the girl to go on the ice.
 What the girl said in reply.
 The getting ready. The start. The fun they had.
 The accident and its cause.
 The boy's discovery. His return and rescue of the girl.

Write your story in five paragraphs.

Read your story.

—♦—

LESSON XIX.

ORDER OF WORDS IN A SENTENCE.

1. The stars shine at night.
2. At night the stars shine.
3. A toad lives over in the meadow.
4. Over in the meadow lives a toad.

Compare the first two sentences. What do they both tell about? What do they tell about stars? How do the words *at night* help the verb *shine*? What is the only difference between the first two sentences? Notice that one line is drawn under the subject, and two lines under the predicate, of each of these sentences.

What is the predicate of the third sentence? Of the fourth?

Oral Exercise.

Change each of these sentences so that its complete subject shall come before its complete predicate: —

1. Over in the meadow lived a mother bluebird.
2. In the poplar tree the katydid sings.
3. Over the hill the farm boy goes.
4. Into the street the Piper stepped.
5. Away went John Gilpin.
6. Down the chimney came Santa Claus.
7. High on the hilltop the old King sits.
8. By her little cot at close of day knelt sweet Bell.
9. Among the thistles on the hill sat Little Sorrow.
10. Of speckled eggs the birdie sings.
11. There stood the little fairy.
12. Every night I go into the land of Nod.
13. Down in a green and shady bed
A modest violet grew.

Example. — A mother bluebird lived over in the meadow.

Written Exercise.

BY THE SEA.

A dear little girl walked by the water's edge. A big crab pinched her bare foot. The little girl screamed. Her mother came. The mother broke off the crab's claw. Then the crab walked away. Soon a new claw grew in place of the broken one.

Copy this story. Draw two lines under each predicate. Write the initial v. under each verb.

LESSON XX.

COMPOSITION.

A LETTER.

Suppose you are spending the summer at the seashore. Write a letter to some one at your home, telling about something that has happened. If you know of no other seaside resort, you may pretend you are writing from Asbury Park, New Jersey. If you can think of nothing else that might happen at the seashore, you may tell the story of the girl and the crab.



LESSON XXI.

OF WHAT QUALITY THINGS ARE.—CHIEF WORDS.

1. Sugar is sweet.
2. Snow is white.
3. Flowers are beautiful.

What is said of sugar? What is the predicate of the first sentence?

If you say, *Sugar sweet*, do you *tell* anything about sugar? What other word is needed? The word *is* is the verb in the first predicate.

What is said of snow? What is the verb in the second predicate?

What is said of flowers? What is the verb in the third predicate?

Written Exercise.

trees	shallow
rain	deep
mountains	green
valleys	wet
ice	high
rocks	low
lakes	cold
ponds	hard

Write eight sentences of three words each. Choose one word from the first list, and one from the second list. Connect these words by is or are.

Example. — Trees are green.
v.

Draw one line under the subject, two under the predicate, and write *v.* under each *is* and *are*. What does this *v.* stand for?

Which of the words in these two lists have you used to denote quality?

Oral Exercise.

leaf	road
water	fence
house	top

Make three sentences about each thing named above. In each sentence assert some quality of the thing, using the verbs

is was will be

Example. — The leaf *is* red.

The leaf *was* green.

The leaf *will be* brown.

LESSON XXII.

COMPARISON.

THE THREE BEARS.

There was once a family of three bears. Compared to some animals, even the baby bear was *large*; but the mother was *larger*, and the father was the *largest* bear in the country.

The father had a *small* bowl for his porridge. The mother's bowl was *smaller*, but the baby's was the *smallest* of the three.

There were three chairs in the bears' parlor, — a *hard* one for the baby, a *harder* one for the mother, and, for the father, the *hardest* one Silverhair had ever sat in.

Upstairs there were three beds. The father's was *soft*, the mother's was *softer* than the father's, but the baby's was the *softest* bed Silverhair had ever lain upon.

Notice how these words are used: —

large	larger	largest
small	smaller	smallest
hard	harder	hardest
soft	softer	softest

Which of these words do you use when comparing two things? When comparing more than two?

Written Exercise.

Fill the blanks in the sentences at the top of the next page with words that denote kind or quality.

1. Of the two strings, which is the — ?
2. Give me the — of the two pieces.
3. These apples are — than any others in the orchard.
4. These apples are the — of all in the orchard.
5. The squirrel's teeth are — than mine.

Oral Exercises.

I.

Use these words in comparing two things: —

lovelier	more diligent
handsomer	more useful
brighter	more interesting
cleaner	more careful
clearer	more valuable
thinner	more amiable
pleasanter	more cheerful

Example. — Her face is lovelier than her sister's.

II.

Use these words in comparing more than two things: —

finest	most beautiful
noblest	most industrious
ugliest	most powerful
coldest	most important
highest	most tiresome
thickest	most magnificent

Example. — This is the finest street in the city.

LESSON XXIII.

WHAT THINGS ARE.—CHIEF WORDS.

1. The moon is a shepherdess.
2. The large stars are sheep.
3. The little stars are lambs.

What is said of the moon? Would the words, *The moon a shepherdess*, tell anything? What other word is needed? What is the verb in the first predicate?

What is said of the large stars? What is the verb in the second predicate?

What is said of the little stars? What is the verb in the third predicate?

What name is the chief word in the subject of the first sentence? Of the second sentence? The third?

Oral Exercise.

Find the complete predicate and the verb in each of these sentences:—

1. A whale is not a fish.
2. A calla is not a lily.
3. Goliath was a giant.
4. Solomon was a wise man.
5. A tomato is a berry.
6. The moon is a world.
7. Stars are suns.
8. A cow is a ruminant.
9. A rat is a rodent.
10. You are an industrious pupil.

LESSON XXIV.

COMPOSITION.

Read the three sentences at the head of the preceding lesson. The following composition was made from the hints given in those three sentences:—

THE MOON AND THE STARS.

At night the moon and the stars shine in the sky. Some of the stars are large, and some are small.

The moon moves along with the stars around her. We might pretend that she is a shepherdess leading her sheep. The large stars are sheep. The little stars are lambs.

Copy this composition. Write from dictation and from memory.

LESSON XXV.

REVIEW.

I.

1. The sky is a pasture.
2. This pasture is blue.
3. The clouds are sheep.
4. The wind is a shepherd.
5. The wind blows.
6. The clouds are driven across the sky.

Which of these sentences tells what some thing does?
Which tells what is done to some thing?

Which tells one of the qualities of some thing?

Which tell what some things are?

Copy the sentences. Draw one line under each subject, two lines under each predicate, and write *v.* under each verb.

II.

Write four sentences about each of these things. Let the sentences tell—

1. What the thing does.
2. What is done to the thing.
3. A quality of the thing.
4. What the thing is.

orange	fish	potato
sponge	ivy	violet

Example. — An orange grows.
 An orange is eaten.
 An orange is yellow.
 An orange is a fruit.

When you have written your sentences, draw one line under each subject, two lines under each predicate, and write *v.* under each verb.

III.

Write sentences, using these words as verbs (the word lie here means to recline):—

lie	lay
lies	am lying
is lying	have lain
were lying	has lain

Example. — The children *lie* in their beds at night.
 Yesterday I *lay* under those trees.

LESSON XXVI.

COMPOSITION.

From the hints given in the six sentences at the head of the preceding lesson, write a composition called **THE WIND AND THE CLOUDS.**

LESSON XXVII.

WORDS USED INSTEAD OF NAMES.

1. Columbus went to the Spanish court.
2. He asked for ships.
3. Queen Isabella was interested in him.
4. She helped him.

In the second sentence, for what noun is the word *he* used? In the fourth sentence, for what noun is the word *she* used? For what noun is *him* used in these sentences?

Make sentences, using the following words instead of nouns:—

I	it	him
you	we	her
he	they	them
she	me	us
our	my	its
his	their	hers

A word used instead of a noun is called a *pronoun*.

Written Exercise.

In the second sentence of each pair, instead of repeating the noun, use the pronoun *he, she, it, or they*.

1. The cock woke early.
The cock said to the hen, "Let us find some breakfast."
2. The hen was glad to go.
The hen stood waiting while the cock scratched.
3. The first thing the cock found was a precious stone.
The stone was a ruby.
4. The hen said, "I cannot eat rubies.
Rubies are not so precious as kernels of corn."



LESSON XXVIII.

PRONOUNS AFTER IS AND WAS.

Read these sentences, and notice the pronouns that are used after *is* and *was* : —

1. Who is knocking?
2. It is I.
3. It is he.
4. It is she.
5. It is we.
6. It is they.
7. Who did the wrong?

8. It was I.
9. It was he.
10. It was she.
11. It was we.
12. It was they.

Change the statements to questions.

Written Exercises.

I.

Fill these blanks with I, she, he, we, or they : —

1. "Who killed Cock Robin?" "——," said the sparrow.
2. Was it Robert that broke the glass? No, it was not ——.
3. Was it Jessie? No, it was not ——.
4. Was it Fannie and Martha? No, it was not ——.
5. Was it John and you? Yes, it was ——.

II.

Write the following, filling the blanks with one of these words : mine, yours, his, hers, ours, theirs : —

1. John said the book was ——.
2. Mary said the doll was ——.
3. I say the pen is ——.
4. You claim what is ——.
5. We want what is ——.
6. What they took away was ——.
7. I have no pencil. May I use ——?
8. James has two. Use one of ——.

LESSON XXIX.

REVIEW.

I.

1. Cinderella sat by the fire.
2. Her sisters went to the ball.
3. Cinderella heard a knock at the door.
4. Her godmother walked into the room.
5. This godmother was a fairy.

Copy these sentences. Draw one line under each subject. Draw two lines under each predicate. Write v. under each verb.

II.

Write sentences, using these words as verbs:—

am sitting	am writing
sits	writes
sit	have written
sat	wrote

III.

1. The fairy said, Why are you crying?
2. I want to go to the ball, answered Cinderella.
3. If you will be a good girl, said the fairy, you shall go.

Copy these sentences, using quotation marks where they are needed.

Oral Exercise.

1. Cinderella went to the ball.
2. Her sisters saw her.

3. Cinderella was not recognized.
4. She danced with the prince.
5. At twelve o'clock she went home.
6. The next night she went to the ball.
7. The prince danced with her again.
8. The clock struck twelve.
9. Away ran Cinderella.
10. Her glass slipper was lost.
11. In the morning, the prince looked for its owner.
12. The slipper was too small for either of Cinderella's sisters.
13. Cinderella tried it on.
14. It was just right for her.
15. The prince married Cinderella.
16. Then the sisters begged Cinderella's pardon.
17. The lovely princess forgave her sisters.
18. She took them to the palace with her.
19. There they lived happily together.
20. After a while, the prince's father died.
21. This old man had been king of the country.
22. Now the prince was made king.
23. So the good cinder maid became a queen.

Tell the subject of each sentence.

Tell the chief word in each subject.

Tell whether this chief word is a name, or a word used instead of a name.

When the chief word of a subject is a noun, it is called the *subject noun*.

When the chief word of a subject is a pronoun, it is called the *subject pronoun*.

LESSON XXX.

STUDY OF A POEM.



THE EAGLE.

He clasps the crag with hookèd hands ;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls ;
He watches from his mountain walls ;
And like a thunderbolt he falls.

Oral Exercise.

Notice the mark over *e* in *hookèd*. It means that you are to make two syllables of *hooked*. Read the first line, making one syllable of *hooked*, and notice how you spoil the sound of the line.

Read the first stanza. What are the eagle's hands? Why are they described as hooked? What words in the second

line tell us that the eagle was standing on the top of a very high mountain? Do you think other birds were with him? What made a great blue ring around the top of the mountain?

Read the second stanza.

What did the waves so far below him look like? Instead of moving swiftly, how did they seem to move? Did they really crawl? What do you think the eagle was watching? How did he descend on his prey?

Read the poem again.

Can you make a picture in your mind of the eagle standing alone on the top of a high mountain, with the blue sky above him, and the sea far, far below him? Can you see him watching until he catches sight of his prey, and then suddenly swooping down with the swiftness of a thunderbolt?

Draw the eagle standing on the mountain top, with the ocean below. Under your drawing write the poem from memory.

LESSON XXXI.

COMPOSITION.

Vessel makes voyage to the South Sea — is driven upon a rock — is dashed to pieces.

Six men seize a small boat. Wind upsets boat.

One man swims to shore. His name is Gulliver.

Read this outline. Write in your own words the story of the shipwreck that Gulliver experienced. Tell the story as though it happened long ago. Call it THE SHIPWRECK. Make three paragraphs.

LESSON XXXII.

THE POSSESSIVE FORM.

1. The boy's hat was lost.
2. Mr. Jones's horse gallops.

What was lost? How many nouns in the subject of the first sentence? What is the name of the thing that was lost? Then what is the chief word in the subject? Whose hat is spoken of? Is the noun *hat* singular, or plural? What have been added to the noun *boy*?

The apostrophe and *s* show that the boy owns, or possesses, something.

What is the subject of the second sentence? What is the chief word of this subject? Who owns, or possesses, the horse? What are added to the noun *Mr. Jones* to show possession? When a word shows possession, it is said to have the **possessive** form.

Does *Mr. Jones* mean one, or more than one?

Add the apostrophe and *s* to a singular noun to make the possessive form.

Written Exercises.

I.

Write sentences, using these expressions:—

the sun's rays	the lark's song
the moon's beams	Harry's work
the ocean's roar	Alice's apron
the bird's flight	a woman's hand

Example.—The sun's rays are hot.

II.

Write sentences, using these words as nouns having the possessive form:—

lady	mouse
horse	cherry
fox	Mr. Dickens
tree	basket

Example.—The horse's mane was black.

LESSON XXXIII.

THE POSSESSIVE FORM.

1. Foxes' tails are bushy.
2. Boys' voices are not soft.

What is the chief word in the subject of the first sentence? What other noun is in this subject? Does the word *foxes* mean one, or more than one? With what letter does it end? Whose tails are spoken of? What is added to the noun *foxes* to give it the possessive form?

What is the chief word in the subject of the second sentence? What helps *voices* by showing *whose* voices are spoken of? Does *boys* mean one, or more than one? With what letter does it end? What is added to *boys* to give it the possessive form?

When a plural noun ends in *s*, add the apostrophe to make the possessive form.

Written Exercises.

I.

Write sentences, using these expressions :—

boys' voices
girls' hair
birds' nests
lions' dens
butterflies' wings

II.

Write sentences, using these nouns in the possessive form :—

tiger	rabbit
tree	pony
table	calf
chair	lady
lamb	turkey

III.

Write sentences in which the nouns of the preceding exercise shall be plural and have the possessive form.

Example.—Tigers' skins were obtained by the hunter.

LESSON XXXIV.

THE POSSESSIVE FORM.

1. Men's arms should be strong.
2. Women's voices should be soft.
3. The children's stockings were hung in the chimney.

What noun in the first sentence has the possessive form? In the second? In the third?

Does each of these nouns mean one, or more than one? What are added to *men*, to *women*, and to *children*, to make the possessive form?

When a plural noun does not end in *s*, add the apostrophe and *s* to make the possessive form.

Written Exercise.

Write sentences, using these words in the possessive form :—

geese	gentlemen
mice	women
deer	children
sheep	salmon
oxen	trout

LESSON XXXV.

COMPOSITION.

GULLIVER AND THE LITTLE PEOPLE.

Gulliver — land — evening. Tired — lies down — grass — asleep. Awakes — daybreak.

Finds arms — legs — fastened — ground — cords. Long hair fastened also. Human creatures six inches high running over his body.

Creatures armed — spears, bows, and arrows. Gulliver tries — move. They shoot arrows. Arrows prick like needles.

From this outline write a composition.

LESSON XXXVI.

OBJECT WORDS.

1. Birds hop.
2. Birds build nests.
3. Birds fly.
4. Birds eat worms.

Each of these sentences tells something that birds do. Two of the sentences tell what birds do to other things.

Birds build what? Birds eat what? How many words in the predicate of the second sentence? Which is the verb? What other word is in the predicate? This word tells *what* is built. What word in the fourth sentence tells *what* is eaten?

Oral Exercise.

Which of the following sentences tell what some things do to other things? —

1. Cows eat grass.
2. Boys fly kites.
3. Eagles fly swiftly.
4. Spiders spin webs.
5. Bees make honey.
6. Ducks swim in the water.
7. Frogs jump from the rocks.
8. Jane holds the baby.
9. Mother sews with white thread.
10. Grandmother sits in the chair.
11. Donald catches the ball.
12. Pussy lies on the floor.
13. The dog draws the sled.

LESSON XXXVII.

OBJECT WORDS.

Oral Exercise.

1. The north wind shakes the young tree.
2. The frost nips it.

Read the first sentence. What acts? What does the wind shake? Then what receives the action expressed by *shakes*? What is the predicate of this sentence?

Read the second sentence. What acts? What receives the action expressed by *nips*?

Sometimes part of a predicate shows what receives the action expressed by the verb. This part of the predicate is called the *object* of the verb.

LESSON XXXVIII.

CONNECTED WORDS.

1. Ferdinand and Isabella reigned in Spain.
2. The flag was lost or destroyed.
3. Washington was a soldier and a statesman
4. Lincoln was good and wise.

Who reigned? What are the two chief words of the subject of the first sentence? What word connects them?

What are the two verbs in the predicate of the second sentence? How are they connected?

What was Washington? What two nouns denote the same person as the noun *Washington* does? How are these nouns connected?

What qualities are asserted of Lincoln? How are *good* and *wise* connected?

Oral Exercise.

Give sentences containing —

1. Two subject nouns connected by *and*.
2. Two verbs connected by *and*.
3. Two objects connected by *and*.

Written Exercises.

I.

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

1. A donkey was walking toward the city.
A dog was walking toward the city.
2. They met a cat.
They met a cock.
3. The four animals walked together.
The four animals talked together.
4. They were old.
They were ill-used.
5. They were travelers.
They were musicians.
6. Their music was loud.
Their music was harsh.

II.

Make two sentences of each of the following: —

1. The teacher told Mary and me to go.
2. Let John and me go.
3. May Fannie and I come?
4. Did he and she recite?
5. Give the pencils to him and her.
6. My mother saw them and us.
7. Kate and I saw them.
8. They met Kate and me.
9. The teacher told Ralph and me to recite.
10. Were Ralph and I right?

LESSON XXXIX.

COMPOSITION.

GULLIVER IN LILLIPUT.

Gulliver fed by the tiny creatures. Shoulders and legs of largest animals smaller than our larks' wings. Loaves of bread size of musket balls.

Gulliver sleeps. Placed upon a wagon drawn by fifteen hundred horses. Each horse four and one half inches high. Carried to the chief town of Lilliput.

Gulliver is kept a prisoner — chained. Meets emperor. Emperor a nail's breadth taller than any of his subjects — wears a sword three inches long.

Write a composition from this outline.

LESSON XL.

ANOTHER USE OF THE COMMA.

1. Plants bud, bloom, and decay.
2. Roses, lilies, geraniums, and violets grow here.
3. We gathered daisies, clover, dandelions, and marigolds.
4. Buttercups are small, yellow, and scentless.
5. My favorite fruits are apples, pears, and peaches.

What three things are plants said to do? How many verbs in the first sentence? What is the connecting word between *bloom* and *decay*? What connecting word is understood between *bud* and *bloom*? What mark after *bud*? After *bloom*?

How many subject nouns in the second sentence? How are they separated from one another?

What are the object nouns in the third sentence?

What qualities are asserted of buttercups?

What are the fruits mentioned?

Written Exercises.

I.

Write sentences telling —

1. Three things that are eaten.
2. Three things that horses do.
3. Four qualities of a sponge.
4. What your three favorite games are.
5. Three things that you saw yesterday.

II.

Combine each of the following groups of statements into single sentence: —

1. The mason uses brick.
The mason uses stones.
The mason uses mortar.
2. The shoemaker makes boots.
The shoemaker makes shoes.
The shoemaker makes slippers.
3. Mary studies arithmetic.
Mary studies reading.
Mary studies writing.
4. Alice is fond of music.
Alice is fond of pictures.
Alice is fond of poetry.
5. Cows eat grass.
Cows eat corn.
Cows eat turnips.
6. The cat eats meat.
The cat eats bread.
The cat eats fish.
7. Father reads books.
Father reads magazines.
Father reads the newspapers.
8. Steam drives mills.
Steam drives boats.
Steam drives trains.

9. A plant has a root.
A plant has a stem.
A plant has leaves.
10. A bird has two feet.
A bird has two wings.
A bird has a bill.
11. Trains carry passengers.
Trains carry freight.
Trains carry the mails.
12. A carpenter uses a hammer.
A carpenter uses a chisel.
A carpenter uses a plane.

LESSON XLI.

COMPOSITION.

RAIN AND SNOW.

Rain and snow come from the clouds. Snow falls quietly, but rain sometimes makes a great noise. Rain has no color. Snow is white. Rain is a liquid. Snow is a solid. Rain falls in drops. Snow falls in flakes. It may rain at any time, but it snows only in winter.

I like the rain because it seems to do good to the air, the streets, and the plants. It also makes pools and streams for my boats. I like the snow because it is so beautiful. I can use it for making balls, forts, houses, and statues. It makes a fine road for my sled.

Read this composition.

Notice that in this composition rain and snow are compared. You are told —

1. How they resemble each other.
2. How they differ.
3. Why I like each of them.

Write a similar composition on any one of the following subjects: —

Day and Night.
Summer and Winter.
A Mountain and a Valley.
The Oak and the Pine.
The Rose and the Violet.
The Lake and the Ocean.
The Brook and the River.

LESSON XLII.

WHO, WHICH, AND THAT.

Oral Exercises.

I.

General Marion invited a rich British officer to a feast. General Marion was called the "Swamp Fox." The feast consisted of a heap of sweet potatoes.

General Marion, who was called the "Swamp Fox" invited a rich British officer to a feast, which consisted of a heap of sweet potatoes.

What is done to the first three sentences to make the fourth sentence? Instead of whose name is the word *who* used? Instead of what word is *which* used?

Of the two words *who* and *which*, which is used instead of the name of a person? Which is used instead of the name of something else?

II.

The potatoes that were offered to the British officer were considered great dainties by all the American soldiers that were encamped with General Marion.

What were offered to the British officer? Who were encamped with General Marion? Notice that the first *that* stands for potatoes, and the second *that* stands for soldiers.

Of the three words *who*, *which*, and *that*, which one is used for the name of a person only? Which one is never used for the name of a person? Which one is used for the name of anything?

Written Exercise.

Copy the following sentences, filling the blanks with the words who, which, or that, as may be required:—

1. He met a man — pointed out the right way.
2. I have written in my own words the story — you told me.
3. The calyx is that part of the flower — holds the corolla.
4. Those — read poetry find beautiful thoughts.
5. The petals of a flower are the colored leaves — make up the corolla.
6. A quadruped is an animal — has four legs.
7. An animal — has two legs is called a biped.

8. Animals — eat flesh are called flesh-eating, or carnivorous, animals.
9. The teacher loves those children — do their best.
10. James found a snail's shell — had five whorls.
11. Jane holds in her hand a flower — has five stamens.
12. The flower — I like best is the rose.

LESSON XLIII.

ORAL REVIEW.

1. Children play hide-and-seek in Gulliver's hair.
2. Rope-dancers perform on fine white threads.
3. The emperor rewards the dancers by making them officers at his court.
4. Nobles jump over a stick.
5. The emperor holds the stick.
6. Pieces of colored thread are given to the best jumpers.
7. Gulliver fixes nine upright sticks in the ground.
8. These sticks are two feet high.
9. Gulliver fastens his handkerchief across the top of the sticks.
10. Twenty-four horses and their riders practice upon Gulliver's high plain.

Find the nouns in these sentences. Which of the noun mean only one? Which mean more than one? Which have the possessive form?

All the sentences but two tell what things do. Which are the two that do not tell what things do?

Find the subject of each sentence. Find the predicate of each sentence. Read together the chief words of each sentence.

Which of the verbs are completed by objects? Find the objects by asking questions like this:—

Children play what?

LESSON XLIV.

COMPOSITION.

Write a composition in four paragraphs, describing the four games mentioned in the preceding lesson.

Call your composition **SPORTS IN LILLIPUT.**

LESSON XLV.

ORAL REVIEW.

1. The emperor of Lilliput wages war with a neighboring country.
2. The enemy's ships are anchored near Lilliput.
3. Gulliver wades out into the water.
4. In half an hour he reaches the ships.
5. He fastens hooks to fifty of the ships.
3. He ties strings to the hooks.

7. Then he draws the ships after him to the land of Lilliput.
8. The emperor wants more of the enemy's ships.
9. Gulliver will not capture them.
10. So he is compelled to run away from Lilliput.

Find the nouns in these sentences. Which of the nouns mean only one thing? Which have the possessive form?

Find the pronouns. Which of the pronouns have the singular form? Which have the plural?

Find the chief word of each subject. Find the chief word or words of each predicate. Read together the chief words of each sentence.

Which of the verbs are completed by objects?

LESSON XLVI.

COMPOSITION.

Read the sentences at the head of the preceding lesson. Notice that they tell the story of Gulliver and the little ships, but they do not run along smoothly.

Close your book and write the story in your own words.

LESSON XLVII.

LETTERS.

Copy the letter on the next page, being careful to observe the periods, commas, and colon.

70 Cass Ave., Detroit,

June 8, 1893.

Dear Alice:

My birthday comes next Thursday. Mother says I may have a party. Of course I want you to come.

We shall have lunch at one. After that we shall have croquet and a magic lantern show.

Please come just as early as you can.

Your friend,

Frances Page.

Miss Alice Hamilton.

LESSON XLVIII.

LETTERS.

Write letters from these outlines: —

I.

ALICE TO FRANCES.

Alice's mother has consented to let Alice go to the party. Alice is very glad Frances has invited her—hopes it will be a fine day—expects to reach her friend's house before noon—will bring her best doll with her.

II.

KATE ORR TO FRANCES PAGE.

Kate is very sorry that she cannot go to Frances's party. She has a bad cold—must have caught it while coasting last week—has to stay in the house for a few days—hopes the day will be fine for the party, and that the other girls will enjoy themselves.

III.

ROBERT TO PHILIP.

Robert has a new gun. He expects to go to the woods with it next Saturday. He would like Philip to go with him. They will carry their lunch and stay all day.

IV.

PHILIP TO ROBERT.

Philip will be very glad to go with Robert. He has been practising for many days at hitting a mark. He thinks he is a pretty good shot now. His older brother Ned will go too. They will call for Robert at nine o'clock.

SUMMARY OF RULES AND DEFINITIONS.

The part of a sentence that shows what is spoken of is called the subject.

The part of a sentence that tells what is said of the subject is called the predicate.

A word used as a name is called a noun.

A word that tells, or asserts, is called a verb.

A word used instead of a noun is called a pronoun.

When part of a predicate shows what receives the action expressed by the verb, this part is called the object of the verb.

The chief part of a predicate is always a verb.

When the chief word of a subject is a noun, it is called the subject noun.

When the chief word of a subject is a pronoun, it is called the subject pronoun.

A word that means but one thing is said to have the singular form.

A word that means more than one thing is said to have the plural form.

Add *s* to most singular nouns to make the plural form.

When a singular noun ends in a sound that will not unite with that of *s*, add *es* to make the plural form.

When a singular noun ends in *f* or *fe*, change *f* or *fe* into *v*, and add *es*, to make the plural form.

The plural of nouns ending in *y* not preceded by *a*, *e*, or *o*, is formed by changing *y* into *i*, and adding *es*.

Add the apostrophe and *s* to a singular noun to make the possessive form.

When a plural noun ends in *s*, add the apostrophe to make the possessive form.

When a plural noun does not end in *s*, add the apostrophe and *s* to make the possessive form.

PART III.

LESSON I.

THE THREE KINDS OF SENTENCES.

I.

“Is this John Smith’s shop? Is his forge lighted? Will he shoe my horse now? Who are you?”

“John Smith is in. He will shoe your horse at once. I am his helper. He is teaching me to shoe horses.”

“Lead the horse to me. Make the shoe. Now hold up the horse’s foot. Pare his hoof. Fit the shoe. Be careful. Do not drive the nails into the flesh.”

“You have done well. That is a good shoe. The gentleman’s horse will not lose it easily.”

“Are you satisfied, sir? Don’t you think my boy will make a good horseshoer?”

What questions does the gentleman *ask* the boy?

What does the boy *tell* the gentleman?

What does John Smith *command* his boy to do?

Read the fourth paragraph. Does John Smith *ask*, *command*, or *tell* this?

Read the last paragraph. Does John Smith *ask*, *command*, or *tell* this?

Ask questions about the weather. Tell something about the weather. Command or request some one to do something.

II.

Did you ever see a little scale on the petal of a buttercup? Take off a petal and look at its base. The claw is nearly covered with scales.

Which of these sentences is a statement? A question? A command? Which of the sentences end with periods?

There are three kinds of sentences. They are called *statements*, *questions*, and *commands*.

Place a period after every statement and after every command.

Another name for a statement is *declarative sentence*.

Another name for a question is *interrogative sentence*.

Another name for a command or a request is *imperative sentence*.

III.

THE VIOLET.

Dear little violet,
 Don't be afraid,
 Lift your blue eyes
 From the rock's mossy shade.
 All the birds call for you,
 Out of the sky;
 May is here waiting,
 And here, too, am I.

Why do you shiver so,
 Violet sweet?
 Soft is the meadow grass
 Under my feet.
 Wrapped in your hood of green,
 Violet, why
 Peep from your earth door
 So silent and shy?

Tell of each sentence in this poem whether it states, asks or commands.

Find declarative, interrogative, and imperative sentences your reader.

LESSON II.

QUESTIONS AND COMMANDS.

1. *Did* you ever see a tulip leaf?
2. Of what shape *is* a willow leaf?
3. *Name* four cordate leaves.
4. *Tell* the name of a tree.

Change these two interrogative sentences to the declarative form. What is the subject word of the first? What two words make the verb? What is the subject word of the second? What is the verb?

In the third sentence, what are you commanded to do? Notice that the whole sentence is the predicate. What is the verb? What word may I use instead of your name?

when I am speaking to you? In this sentence, neither your name nor the word *you* is used; but, as you are the person commanded to name four cordate leaves, the word *you* is the subject of the sentence. What is the predicate of the last sentence? The subject?

We will call the chief word of a predicate the **predicate verb**.

The pronoun *you* is always the subject word of a command.

To find the predicate verb of a question, always change the question to a statement.

Oral Exercise.

Tell of each of these sentences whether it is declarative, interrogative, or imperative. Find the subject word of each sentence, and read it with the predicate verb:—

1. What is this child's name?
2. Does she live near us?
3. This is our little snow sister.
4. Is she not a nice one?
5. Peony and I made her.
6. I have caught you at last.
7. Come into the house.
8. Warm your hands at the fire.
9. Make yourself at home.
10. The snow image has melted away.

Notice that the predicate verb of each sentence is underlined.

LESSON III.

EXCLAMATIONS.

A teacher holds a squirrel in her hands, and says quietly to her class, "Look at this beautiful squirrel."

A boy who has been in the woods, bursts into his mother's room, exclaiming, "Look at this beautiful squirrel!"

Notice that the boy used the same words as the teacher used. Which of the two persons expressed sudden feeling? What mark is used after the boy's exclamation? Can you tell why the exclamation point is not used after the teacher's words?

Hurrah!

Alas!

Pshaw!

Ah!

Oh!

Sometimes sudden feeling is expressed by one word. Which of the above words would you use if you were hurt? If you were sad? If you were impatient? If you were glad?

Place an exclamation point after a word, or words used to express sudden feeling.

Oral Exercises.

I.

Which are the exclamations in the sentences at the top of the next page?

1. Dear mother, how pretty the moon looks to-night!
2. The Piper cried, "No trifling! I can't wait!"
3. Daffodils! daffodils! say, do you hear?—
Summer is coming! and spring-time is here!
4. Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
5. Hush! Look! In my tree,
I'm as happy as happy can be!
6. Sail forth into the sea, O ship!
7. "O father! I hear the sound of guns,
Oh! say, what may it be?"
"Some ship in distress that cannot live
In such an angry sea!"

Notice that the word *O* is always written with a capital letter.

II.

Perseus, the Gorgons are lying on the shore of that island beneath you. Be cautious. One of the Gorgons is stirring in her sleep. That is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield. Now make a dash at the monster!

Why is there a comma after the word *Perseus*? Why are the three exclamation points used? Why is there an exclamation point after the fifth sentence, and not after the fourth?

Tell of each sentence whether it is declarative, interrogative, or imperative. Give the subject word and the predicate verb of each sentence.

LESSON IV.

COMPOSITION.



SIEGFRIED'S CHILDHOOD.

Siegfried, an orphan—brought up by a dwarf. They live in a hut in the forest.

The dwarf is very skillful. He is a smith. He has a forge in his hut.

Siegfried does not stay in the hut during the day. He spends his time in the woods—learns the habits of the animals—learns how to make the birds answer him when he calls to them—tames many fierce animals—teaches the timid ones to trust him.

Siegfried becomes a young man—wants the dwarf to make him a sword. Siegfried is so strong that he breaks every sword the dwarf makes.

From the foregoing outline write a composition. Mere hints are given in the outline. Your imagination must help you in writing the composition. Picture to yourself the hut in the forest. Tell how you think it was furnished. Describe the appearance of the dwarf. Think of Siegfried day after day and year after year playing by himself in the forest, learning strange and beautiful things about plants and animals, and becoming at last so strong that the dwarf cannot make a sword that is tough enough for him.

Make four paragraphs, describing —

1. The hut in the forest.
2. The dwarf.
3. What Siegfried learned in the forest.
4. How Siegfried proved his strength.

Copy the picture of Siegfried and the dwarf at the head of this lesson.

LESSON V.

COMMON AND PROPER NOUNS.

1. Ethan Allen was a commander.
2. Commodore Perry was a commander.
3. Superior, Michigan, Huron, Ontario, and Erie are the names of five lakes

What name is applied to Ethan Allen and to Commodore Perry?

What name applies to every large body of water that is surrounded by land?

A name that applies to each one of a class of things is called a *common noun*.

What special commanders are mentioned? What special lakes are mentioned?

A name that belongs to a particular thing is called a *proper noun*.

With what kind of letter does each common noun in these sentences begin?

With what kind of letter does each proper noun in these sentences begin?

Begin every proper noun with a capital letter.

Oral Exercise.

Both names in each of the following pairs can be applied to the same thing. Tell which of the names are common nouns, and which are proper nouns.

1. October — month.
2. day — Tuesday.
3. city — Boston.
4. Auburn — village.
5. poet — Longfellow.
6. Victoria — queen.
7. statesman — Lincoln.
8. river — Mississippi.
9. Elm — street.
10. San Francisco — bay.
11. lake — Dundee.
12. Vesuvius — volcano.
13. steamer — Germanic.
14. Carlo — dog.

Written Exercise.

With each common noun write a proper noun denoting the same thing.

With each proper noun write a common noun denoting the same thing.

- | | |
|-----------------|---------------------|
| 1. avenue — | 9. cape — |
| 2. Champlain — | 10. China — |
| 3. church — | 11. ship — |
| 4. president — | 12. Columbus — |
| 5. Washington — | 13. boy — |
| 6. Australia — | 14. girl — |
| 7. mountain — | 15. Grant — |
| 8. Goliath — | 16. United States — |

 LESSON VI.

 CAPITAL LETTERS.—WORDS DERIVED FROM
 PROPER NOUNS.

1. Isabella was a Spanish queen.
2. Columbus was an Italian explorer.
3. Longfellow was an American poet.

From the name of what country is the word *Spanish* derived? What kind of noun is the word *Spain*? From what proper noun is the word *Italian* derived? The word *American*? With what kind of letter does the word *Spanish* begin? *Italian*? *American*?

Begin with a capital letter every word derived from a proper noun.

Written Exercises.

I.

Copy the following sentences, and underline the words derived from proper nouns:—

1. "Robinson Crusoe" is an English story.
2. Rob Roy was a Scotch hero.
3. There are American and Irish children in our class.
4. Here are many Japanese fans.
5. Can you read a Chinese word?

II.

Write these words in sentences:—

French	African	Swiss	Turkish	Danish
Russian	Mexican	Indian	Greek	German

 LESSON VII.

TITLES OF BOOKS.

1. A Day in the Woods.
2. Alice in Wonderland.
3. The Pied Piper of Hamelin.

The first of these expressions would be a good title for a composition. Have you read the book called "Alice in Wonderland"? Have you read the poem called "The Pied Piper of Hamelin"? How is each important word in these titles written? Which of the words do not begin with capital letters?

Begin with a capital letter every important word in the title of a book or of any other composition.

Dictation Exercise.

1. "The Children's Hour" and "Paul Revere's Ride" are two of Longfellow's poems.
2. Do you ever read "Harper's Young People"?
3. "Black Beauty" is an interesting book about a horse.
4. "The Wonder Book" is full of fairy tales.
5. Girls like to read "Little Women."
6. Every boy likes "Robinson Crusoe."
7. The subject of the composition on the next page is "Siegfried and the Dwarf."
8. The title of this picture is "A Storm."
9. Mr. Smith reads "The Sun."
10. We read from "Swinton's Fourth Reader."

Notice that the titles used in this exercise are inclosed in quotation marks.

Written Exercise.

Fill the blanks in the following:—

1. The subject of my last composition was _____.
2. The story I like best is called _____.
3. I can recite a poem called _____.
4. My father reads a newspaper called _____.
5. The title of one of my schoolbooks is _____.
6. _____ is the title of a fairy story.
7. I think _____ is a good title for this picture.
8. The name of this magazine is _____.
9. A poem in our reader is called _____.
10. _____ is the subject of our reading lesson to-day.
11. I bought a book called _____.
12. Every morning I read a chapter in _____.

LESSON VIII.

COMPOSITION.

SIEGFRIED AND THE DWARF.

Siegfried asks the dwarf to make him a strong sword. The dwarf shows him two pieces of a sword that Siegfried's father used to carry.

Siegfried is delighted to think he may have his father's sword. He wants the dwarf to weld the pieces together, but the dwarf cannot do this. He tells Siegfried that the sword can be mended only by a person who has never been afraid of anything.

Siegfried tells the dwarf that he has never known fear of any kind, but the dwarf does not like to hear this. He does not want Siegfried to have the sword.

The dwarf tries to frighten Siegfried. He tells him of a fearful dragon that lives in a cave in the forest.

This does not frighten Siegfried at all. He laughs, and says that he himself will mend the sword and will slay the dragon with it.

From the foregoing outline write a composition. Give the conversation between Siegfried and the dwarf in the exact words that you think were used. Use quotation marks.

Example.

One day Siegfried said to the dwarf, "Will you not make me a strong sword? Every sword you have given me is fit for a child. I am a man now."

The dwarf held up two pieces of a sword and said, "_____ _____," etc.

LESSON IX.

WORDS THAT CONNECT.

I.

1. China is a very old country, but we do not know much about it.
2. The Chinese are fond of tea, so they drink it often during the day.
3. The Yang-tse-Kiang and the Hoang-Ho are the two great rivers of China.

How many statements are there in the first sentence? What word joins them?

How many statements are made in the second sentence? What word connects them?

What are the two subjects of the third sentence? What word connects them?

A word used to connect sentences, or similar parts of the same sentence, is called a *conjunction*.

II.

1. John and Mary have the net.
2. John or Mary has the net.
3. Either a robin or a sparrow eats my cherries.
4. Neither a robin nor a sparrow eats my cherries.

In the first sentence, what conjunction is used to connect the words *John* and *Mary*? How many persons have the net? What is the verb in the first sentence? Why is *have* used instead of *has*?

In the second sentence, what conjunction is used? How many persons have the net? Why is *has* used instead of *have*?

In the third sentence, notice that the conjunctions *either* and *or* are used together. What conjunctions are used together in the fourth sentence?

Written Exercise.

Fill these blanks with suitable verbs:—

1. Two and two — four.
2. Here — a butterfly or a moth.
3. Here — a butterfly and a moth.
4. Frank or James — the nest.
5. Either the sun or the moon — into my room now.
6. Neither the sun nor the moon — into my room now.
7. Neither snow nor rain — now.
8. — your father or your mother at home?
9. — your father and your mother at home?
10. — he or she the book?

LESSON X.

COMPOUND SUBJECTS, PREDICATES, AND OBJECTS

1. The night hawk is an insect hunter.
2. The whip-poor-will is an insect hunter.
3. The night hawk and the whip-poor-will are insect hunters.
4. Sandpipers come in large families.

5. Sandpipers go in large families.
6. Ravens eat grubs.
7. Ravens eat corn.

What is the subject of the first sentence? Of the second? What are the two subjects of the third sentence?

When a verb has two or more subjects, it is said to have a **compound** subject.

What is the predicate of the fourth sentence? Of the fifth? Make one sentence of these two. What is the compound predicate of your sentence?

What is the object of the sixth sentence? Of the seventh? Unite these two sentences, making the object compound.

What word connects the two subjects of the third sentence?

Written Exercise.

Combine each of the following sets of statements into a single sentence having a compound subject. Be sure to make the other changes that are necessary:—

1. Laura has a pen.
Julia has a pen.
I have a pen.
2. Edith is tall.
I am tall.
3. I was busy yesterday.
John was busy yesterday.
James was busy yesterday.
4. The cow is a useful animal.
The horse is a useful animal.
The sheep is a useful animal.

5. Henry plays baseball.
George plays baseball.
6. My sister writes letters.
I write letters.
7. Lead is a metal.
Gold is a metal.
Copper is a metal.
8. Grass is green.
Leaves are green.
Moss is green.

LESSON XI.

COMPOSITION.

THE MAKING OF SIEGFRIED'S SWORD.

Siegfried files the pieces of his father's sword into dust—throws the dust into the melting-pot—places the pot on the fire—sings as he fans the flames with the bellows—pours the melted steel into a mould—plunges it in water to cool.

Then he thrusts the steel into the fire—draws out the glowing metal—hammers it on the anvil—plunges the steel into water—fastens the welded sword-blade to the hilt.

Singing again, he swings the sword through the air—brings it down with force—splits the anvil. Sword in hand, Siegfried rushes away to find the dragon.

From the following outline write a composition. Write four paragraphs, describing —

1. The melting.
2. The forging.
3. The tempering.
4. The testing.



LESSON XII.

WORDS THAT DESCRIBE OR POINT OUT.

1. Peaches are sold here.
2. Large, ripe peaches are sold here.
3. Small, unripe peaches are sold here.

What is the subject word of each sentence? The predicate verb?

In the first sentence, can you tell what *kind* of peaches is meant?

In the second sentence, what two words help to show the kind of peaches spoken of?

In the third sentence, what two words help to show the kind of peaches spoken of?

Prefix words to the nouns in these sentences to show the kind of things spoken of: —

1. Winds blow.
2. Waves rise.
3. Ships are tossed.

Oral Exercise.

1. These roses are beautiful.
2. Those roses are faded.
3. A rosebush was planted by the gardener.
4. The rosebush grew day by day.

In the first sentence, what word helps to show which roses are spoken of? The word *these* points out.

In the second sentence, which word points out? Who are *these roses*? Where are *those roses*?

In the third sentence, *a* means about the same as *one*.

In the fourth sentence, *the* shows that a particular rosebush is spoken of.

A word used to describe or point out the thing named by a noun is called an *adjective*.

Does the word *peaches* apply to more, or to fewer, things than the words *large peaches* or *ripe peaches* or *small peaches*? When we use an adjective to describe or point out the thing named by a noun, the adjective *limits the meaning* of the noun.

Written Exercise.

Change the following sentences so that you may use **the** and **those** in place of **this** and **that**: —

1. That caterpillar will become a butterfly.
2. This caterpillar will become a moth.
3. Let me carry this bundle.
4. Shall I erase that word?
5. Please give me that book.
6. This book is not mine.

LESSON XIII.

A AND AN.

an apple	a bird
an eel	a cat
an iron lamp	a fish
an owl	a dog
an upper story	a goat

In the above lists, is *a*, or is *an*, used before the words beginning with *a*, *e*, *i*, *o*, and *u*?

The sounds of the letters *a*, *e*, *i*, *o*, and *u*, are called **vowel sounds**. All other sounds are called **consonant sounds**.

With what kind of sounds do the nouns in the second list begin? What is used before each of these nouns?

Use *an* before a word beginning with a vowel sound.

Written Exercise.

Prefix *a* or *an* to each of the following:—

hill	judge	oyster
ounce	elephant	ulster
apricot	kite	rainbow
quince	orange	ornament
pillar	urn	image

Oral Exercise.

an hour	a one-inch stick
a uniform	a ewer

What is the first letter that is sounded in *hour*? What word is used before *hour*?

Notice that the word *useful* begins with the consonant sound of *y*. What sound has *o* in *one*? With what sound does *ewer* begin? What word is used before *uniform*? *One*? *Ewer*?

Always notice the first sound of a word, not its first letter.

Fill each of these blanks with *a* or *an*:—

1. — useful article.
2. — honored name.
3. — ewe.
4. — wonderful lamp.
5. — one-eyed doe.



LESSON XIV.

SUITABLE ADJECTIVES.

1. The queen has *splendid* jewels.
2. There was a smile on her *lovely* face.
3. The *awful* peal of thunder hushed the boy's cries.
4. The *terrible* fire spread over the city.
5. Daniel was saved from a *horrible* death in the lions' den.
6. There was *elegant* furniture in the nobleman's house.
7. We have had a *pleasant* evening.

Notice what the adjectives written in italics are used to describe. What does each of these adjectives mean to you?

Oral Exercises.

I.

Name several things that may be described as —

splendid	elegant
lovely	pleasant
awful	ugly
terrible	homely
horrible	delicious

II.

Of what persons or animals have you read that may be described as —

wise	cruel
foolish	kind
brave	peaceable
cowardly	quarrelsome
proud	forgiving
humble	revengeful
truthful	fearless
dishonest	timid

III.

What adjectives might you use to describe —

a hat	a picture
a dress	a story
an orange	a cloud
a house	a cry
a voice	a storm
a laugh	an accident

LESSON XV.

COMPOSITION.



SIEGFRIED AND THE DRAGON.

Siegfried finds the cave where the dragon lies breathing out poison. A vast treasure is guarded by the monster. Every man that has tried to get this treasure has been killed by the dragon. Siegfried slays the dragon with his strong sword. A drop of the dragon's blood wets Siegfried's finger. The finger burns like fire. To cool it, Siegfried touches it with his tongue. Immediately he finds he can understand the language of the birds in the trees around him.

I.

Read this outline, and then write the story in your own words. Make four paragraphs. Use the hints that are given on the next page.

HINTS FOR PARAGRAPHS.

1. Describe the strength, the ferocity, and the ugliness of the dragon. Tell where he was lying and what he was doing.

2. Describe Siegfried's appearance, his courage, and his wonderful sword.

3. Tell about the struggle, — what you think the dragon did, and in what manner Siegfried slew the monster.

4. Tell how it came to pass that Siegfried could understand the language of the birds.

II.

Copy the picture at the head of this lesson.

LESSON XVI.

THE POSSESSIVE FORM.

1. Grace Darling's boat reached the wreck in time.
2. Her courage did not fail.

What is the subject word of the first sentence? What word shows whose boat is spoken of? What form has the noun *Grace Darling's*?

In the second sentence, what word is used instead of Grace Darling's name? What is a word called that stands for a noun? What word shows whose courage is spoken of?

Oral Exercise.

Which of the nouns and pronouns in the following sentences limit the meaning of nouns?

1. The butterfly's form is beautiful.
2. Its life is a short one.
3. The bees' pockets are upon their thighs.
4. Marygold's father could change everything into gold.
5. He changed his little daughter into a golden statue.
6. Her father was glad to get rid of the golden touch.

LESSON XVII.

REVIEW.

We have now found two kinds of words that limit the meaning of nouns. They are adjectives, and nouns and pronouns having the possessive form.

Find all the words in the following sentences that are used to limit the meaning of nouns: —

1. Little Three Eyes could not reach the golden apples.
2. Great rats, small rats, lean rats, brawny rats, brown rats, black rats, gray rats, tawny rats, followed the Pied Piper.
3. The child loved the great, wide, beautiful, wonderful world.
4. Old Kaspar's work was done.
5. The humming-bird is a rare little artist.
6. This bird fears the sly attacks of a great spider.
7. The sea-swallow has long, slender, and graceful wings.
8. The cap on its head is black.
9. The stockings on its legs are coral-red.
10. The trees in the forest waved their branches.

LESSON XVIII.

COMPOSITION.

From the following outline write a composition. Tell, as though you were using their exact words, what the birds said to Siegfried:—

SIEGFRIED AND THE BIRDS.

After he has slain the dragon, Siegfried lies under a tree in the forest, and the birds sing to him.

They tell him to go into the cave and get the dragon's treasure. They tell him what this treasure is,—a great heap of gold, a magic ring, and a magic helmet. By wearing this ring, he can make himself the most powerful person in the world. By wearing the helmet, he can, at any time, make himself invisible. Then the birds tell Siegfried where the Sleeping Beauty lies.

Make a drawing to illustrate this composition.

LESSON XIX.

PHRASES USED AS ADJECTIVES.

1. The rose's petals were scattered.
2. The petals of the rose were scattered.
3. The golden-haired doll was broken.
4. The doll with golden hair was broken.
5. Cheering words should be spoken.
6. Words of cheer should be spoken.

In the first sentence what does *rose's* do? In the second sentence what three words have the same meaning as *roses*?

These words, *of the rose*, are called a **phrase**.

What three words in the fourth sentence have the same meaning as the adjective *golden-haired*? What are the words *with golden hair* called?

What two words in the last sentence have the same meaning as *cheering*? What are these two words called?

Oral Exercise.

Change the italicized words into phrases:—

1. She had *golden curls*.
2. Our *country* cousins called.
3. The *bee's* legs were covered with pollen.
4. The *bees'* legs were covered with pollen.
5. *Picture* books entertain the children.
6. The *daily* tasks are ended.
7. A *knotty* tree stood in the pasture.

Example.—She had curls of gold.

Written Exercises.

I.

Fill the blanks with phrases:—

1. The wife — — — is a fine lady.
2. I hear the patter — — —.
3. Can you hear the sound — — —?
4. The baby — — — is fast asleep.
5. The snow — — — looked like ermine.
6. The leaves — — — have turned red.
7. Would you like a piece — — —?

8. The bird — — — sang to his mate.
9. The house — — — is my brother's.
10. I have a little brother — — —.

II.

Copy these sentences. Underline the phrases that are here used to limit the meaning of nouns.

1. The leaves of the maple were red and yellow.
2. The horse in this stable is mine.
3. The camel with one hump is a dromedary.
4. The flowers in my garden are cultivated flowers.
5. The flowers in the woods are wild.
6. The houses on this block are built of stone.

 LESSON XX.

REVIEW.

1. The beautiful gladiolus is seen in August and September.
2. Its long green leaves are shaped like swords.
3. Its cluster of flowers is called a spike.
4. The pretty toad-flax is a wild flower.
5. The showy red, orange, or yellow blossoms of the nasturtium are seen in summer and in autumn.
6. The smooth, roundish leaf of a nasturtium has a long stem.
7. A few plants will grow in sand or gravel.
8. Blue-curly, or self-heal, will grow on a sandy roadside or in the gravel along a railroad track.

9. The petals of a buttercup are called burnished petals.
10. In summer, garden roses and wild roses fill the air with perfume.

What is the subject of each of these sentences? Which of the sentences have compound subjects? Find the subject nouns. Which of the words that limit the meaning of the subject nouns are adjectives? Which are nouns or pronouns having the possessive form? Which are phrases?

 LESSON XXI.

COMPOSITION.



SIEGFRIED AND THE SLEEPING BEAUTY.

Princess Brunhilda — willful and disobedient — punished by being put to sleep — sleeps for a hundred years.

A wall of fire protects her castle. Many knights try in vain to reach her. Siegfried rushes unharmed through the flames — climbs a rocky mountain — finds the castle on the summit — awakens the princess. All of her attendants start up. The hundred years' sleep is at an end.

I.

Write a composition from the following outline: —

1. The princess — her beauty — her faults.
2. Her punishment.
3. The failures of the knights.
4. The awakening.

II.

Illustrate your composition by drawing the picture at the head of this lesson.

—♦—

LESSON XXII.

ADVERBS.

1. Washington is now crossing the Delaware River.
2. His boats move quietly.
3. Now he reaches Trenton.
4. Here he finds and defeats the enemy.

What is the predicate verb of the first sentence? What word helps this verb by telling *when*?

What is the predicate verb of the second sentence? What word helps this verb by telling *how*?

In the third sentence, how does *now* help the verb?

What word in the fourth sentence helps the verb by telling *where*?

The words *now*, *quietly*, and *here* are called **adverbs**.

A word that limits or modifies the meaning of verb is called an *adverb*.

Oral Exercises.

I.

In the following sentences, find the adverbs that show how the action is performed, and tell what verb each modifies: —

1. Did he write his exercise neatly and correctly?
2. This train moves slowly.
3. That train moves fast.
4. Do your work quietly.
5. The huntsman whistled merrily.
6. The miller's wife laughs heartily.
7. Quickly turns the mill-wheel.
8. The men worked hard.
9. They did their work well.
10. The snow fell silently.

With what two letters do most of these adverbs end?

II.

Mention the adverbs in the following sentences, and tell the use of each: —

1. Hail and snow came down.
2. Washington and his brave soldiers worked hard.

3. Slowly the boats went forward.
4. Then the half-frozen Americans landed quietly.
5. The frightened Hessians were completely routed.

LESSON XXIII.

PHRASES USED AS ADVERBS.

1. Jack Frost came at night.
2. He worked with great skill.
3. He painted pictures on the windowpane.

What two words in the first sentence help the verb by showing *when*?

In the second sentence, what three words show *how*?

What three words in the third sentence show *where*?

What do we call these groups of words?

Written Exercise.

Copy these sentences, and underline the phrases that are used as adverbs:—

1. William Penn met the Indians under an elm tree.
2. The tree grew by the river.
3. Penn came in his usual plain dress.
4. On the day appointed, the Indians arrived.
5. The Indians at all times respected William Penn.
6. He treated them with great courtesy.
7. Penn bought land from the Indians.
8. In 1683 he laid out the city of Philadelphia.

LESSON XXIV.

A STORY IN A PICTURE.



Oral Exercise.

What do you see first as you look at this picture? How is he riding? Does he look as though he were riding for pleasure? How is he sitting? Can you tell from his face what he is thinking? What do you learn from the horse's face? How would you describe the road?

What is at the right of the rider? Who have stopped at the top of the hill? What are they doing? Why do they seem so small? Are they friends, or enemies, the man below? What does his dress show him to be? What do you think the others are?

The American soldier has just dashed down the hill. Do you think the others will dare to follow him? If they do not follow, what will they try to do from above? Will the American escape?

Written Exercise.

Write the story suggested by this picture. Call the American soldier General Putnam.



LESSON XXV.

PREPOSITIONS.

book — the desk
home — the sea
castle — the giant

The words *book* and *desk*, as here used, seem to have nothing to do with each other. Fill the blank between them with *on*, and then you will see that they bear some relation to each other. Notice how the relation between the two words changes when you use *under* or *over* or *near* instead of *on*.

What word could be used to show the relation between *home* and *sea*? Between *castle* and *giant*?

A word used to show the relation between other words is called a *preposition*.

Find prepositions in your readers.

Oral Exercise.

Find the prepositions in these sentences. Notice how each is used. Read the sentences aloud, emphasizing the prepositions.

1. The boy fell into the water.
2. The boy is in the water.
3. He walked into the house.
4. He is now in the house.
5. My mother is at home.
6. My father has gone to church.
7. He divided the money between the two boys.
8. He divided the money among the three boys.
9. There was no quarreling between the two children.
10. There was no quarreling among the five brothers.

Written Exercises.

I.

Write sentences, using these words as prepositions:—

between	to	into
among	at	in

II.

Fill these blanks with suitable prepositions:—

1. The child died — a fever.
2. This book is different — that.
3. Do you like to stay — home?
4. The boy was angry — his playmate.
5. What was the matter — him?
6. He threw himself — the bed.

7. Does the teacher stay — school late?
8. I have need — rest.
9. He was — New York yesterday.
10. The cat fell — the well.



LESSON XXVI.

REVIEW.

One morning a lady was lacing her shoes. She broke one of her laces. She turned to her spaniel and playfully asked him for another boot-lace. Then she tied the broken lace and soon forgot all about it.

Next morning she was lacing her boots again. The spaniel ran up to her with a new silken boot-lace in his mouth. How did he get it?

Give the complete subject and the subject word of each sentence.

Give the predicate of each sentence. Which of the sentences have compound predicates? Which of the verbs are completed by objects?



LESSON XXVII.

COMPOSITION.

The story about the dog and the lady's boot-lace is said to be true, but no one knows how the dog got the boot-lace.

Think of some way in which he might have obtained
Tell your story orally.

Write the story you have invented. Choose your own title for it.



LESSON XXVIII.

SHALL AND WILL.

1. This was once an acorn.
2. It is now a tender sapling.
3. Some day it will be a tough old oak.

Notice that in these sentences *was* refers to past time; to the present; and *will be*, to the future.

1. Some day I shall be a man.
2. We shall be men.
3. You will be a man.
4. She will be a woman.

In which of these sentences is *shall* used to show future time? In which is *will* used?

1. Shall I see you to-morrow?
2. Where shall I buy the goods?
3. When shall we three meet again?
4. Shall I close the book?
5. Shall I erase this word?
6. Shall I find you here when I return?

Notice that *shall*, and not *will*, is used when you are asking questions about yourself.

Written Exercise.

Fill these blanks, using **shall** or **will** : —

1. — I close the door?
2. — you go with me?
3. I — be glad to see you at any time.
4. He — not let me go.
5. We — be pleased to have your company this evening.
6. I — have pleasure in serving you.

Oral Exercises.

I.

1. Who will carry this bundle? I will.
2. Will you let me take it now? No, I will not let any one help me.

Notice that *will* is used with *I* in two of these sentences. The speaker must be making a promise or expressing determination when he says, *I will* or *we will*.

II.

1. I will not go.
2. You shall go.

Notice that *will* is used with *I*, because the speaker means to express determination. *Shall* is used here with *you*, because the speaker means to show that he will force *you* to go.

Written Exercise.

1. Write five sentences, using **shall** with **I**.
2. Write five sentences, using **shall** with **we**.
3. Write five sentences, using **will** with **I**.
4. Write five sentences, using **will** with **we**.

LESSON XXIX.

A STORY IN A POEM.

THE PARROT.

A parrot from the Spanish main,
Full young and early caged, came o'er
With bright wings to the bleak domain
Of Mulla's shore.

To spicy groves, where he had won
His plumage of resplendent hue,
His native fruits, and skies, and sun,
He bade adieu.

For these he changed the smoke of turf,
A heathery land and misty sky,
And turned on rocks and raging surf
His golden eye.

But petted in our climate cold,
He lived and chattered many a day,
Until, with age, from green and gold
His wings grew gray.

At last, when blind, and seeming dumb,
He scolded, laugh'd, and spoke no more,
A Spanish stranger chanced to come
To Mulla's shore.

He hailed the bird in Spanish speech;
The bird in Spanish speech replied,
Flapped round the cage with joyous screech,
Dropt down, and died.

Oral Exercise.

The Spanish main is part of the coast of South America. Mull is an island belonging to Scotland.

From what place did the parrot come? For what word is *o'er* a contraction? To what place was the parrot brought? How young was he? When had he been caged?

In the second stanza there are mentioned four things to which the parrot bade adieu. What are they? What might you say instead of *bade adieu*? What other word does the sound of *resplendent* make you think of?

What three things are we told the parrot found in his new home? What did he often look at? Why do you think he liked to look toward the water?

When the parrot grew old, what happened to his wings? To his sight? To his voice?

What stranger visited the old parrot? In what language did he speak to the bird? In what language did the bird that had seemed dumb reply? How do you think the parrot felt? Why did he die so suddenly?

Written Exercises.

I.

Write a composition from this outline:—

1. How the parrot looked. The kind of country he was born in.
2. His new home.
3. His growing old.
4. The stranger's visit.

II.

Make a suitable drawing to illustrate your composition.

LESSON XXX.

THE VERB LIE.

1. The old tree *lies* on the ground.
2. It *lay* there last summer.
3. It *has lain* there a long time.
4. It *will lie* there until the farmer takes it away.

Which sentence refers to present time? To future time? Which two sentences refer to past time? What is the predicate verb of the second sentence? What word is used with *lain* to make the predicate verb of the third sentence?

Lain must always have with it a word like *has*, *have*, *had*, etc.

Oral Exercise.

Read these sentences aloud several times. Notice how lie, lay, and lain are used.

1. The hat lay on the floor yesterday.
2. It lies there now.
3. How long has this fruit lain on the ground?
4. Let it lie.
5. How long do you lie abed in the morning?
6. I lay under the trees for an hour yesterday.
7. Did you lie there all day?
8. How long has the cat lain before the fire?
9. Do not let the book lie on the floor.

Written Exercise.

Fill these blanks with lie, lay, lain, or lying. When your sentences are complete, read them several times.

1. He had — on the sofa all day.
2. Will you let me — on this grass?
3. Yesterday Pussy — in the sunshine.
4. Let us — on this soft turf.
5. The babies — in their cradles now.
6. The babies are — in their cradles now.
7. Last night the soldiers — before their camp fire.
8. Where is Queen Titania —?

LESSON XXXI.

DESCRIPTION OF A PICTURE.



Written Exercise.

Write a description of this picture. These questions may help you:—

What would be a good name for this picture?
 What is the most striking figure in it? What is he

holding up? Why is he doing this? Why does he ride at the head of the army?

Who is riding just a little behind him? What is he doing? Why? Where are the color-bearers?

Of the men on foot, which is the most prominent? Where is he? How is he armed? What is he doing?

What are the men behind him doing? How are they armed? How are they carrying their arms?

LESSON XXXII.

THE VERB LAY.

1. My mother now lays her hand on my head.
2. Yesterday the cook laid the pies on the shelf.
3. The boy has laid his books away for the summer.
4. We shall lay another log on the fire.

Observe the difference in meaning between *lie* and *lay*.

My mother lays what? The cook laid what? The boy has laid what? We shall lay what?

What is the object word in each of these sentences?

Written Exercise.

Fill these blanks with lay, laid, or laying:—

1. Mother — the baby in the cradle an hour ago.
2. Mother is — the baby in the cradle.
3. May I — my slate on the table?
4. The boys have — their coats on the grass.
5. The soldiers were commanded to — down their arms.

LESSON XXXIII.

LIE AND LAY.

1. I laid myself down to sleep last night.
2. I lay down to sleep last night.
3. Lay the loaf on the shelf.
4. Let the loaf lie on the shelf.
5. John laid his slate on the bench.
6. The slate lay on the bench for a whole week.
7. The surgeon was laying the wounded soldier on the grass.
8. The wounded soldier was lying on the grass.

Read these sentences aloud several times. Notice how the forms of *lie* and of *lay* are used.

Written Exercise.

Fill these blanks with some form of lie or lay : —

1. Let us — ourselves down to rest.
2. How long do you intend to — there?
3. Have you — anything by for a rainy day?
4. I saw the dog — before his kennel.
5. The hen — an egg yesterday.
6. Does the hen — more than one egg a day?
7. The soldiers — down their arms when they surrendered.
8. The soldiers — down to rest when the battle was over.

LESSON XXXIV.

COMPOSITION.

AN INN-KITCHEN IN SPAIN.

The inn-kitchen was a room about ten feet square, and literally all chimney; for the hearth was in the center of the floor, and the walls sloped upward in the form of a long, narrow pyramid, with an opening at the top for the escape of the smoke.

Quite round this little room ran a row of benches, upon which sat one or two grave personages.

Upon the hearth blazed a handful of fagots, whose bright flame danced merrily among a motley congregation of pots and kettles, and a long wreath of smoke wound lazily up through the huge tunnel of the roof above.

The walls were black with soot, and ornamented with sundry legs of bacon, and festoons of sausages; and as there were no windows in this dingy abode, the only light which cheered the darkness within came flickering from the fire upon the hearth, and the smoky sunbeams that peeped down the long-necked chimney.

H. W. LONGFELLOW.

Oral Exercise.

1. *Read this description.*
2. *Give in your own words a description of this Spanish inn-kitchen.*

Written Exercise.

Write a description of some room you have seen.

LESSON XXXV.

SIT AND SET.

1. The maids set the dishes on the table now.
2. The maids set the dishes on the table yesterday.
3. The maids have set the dishes on the table.
4. The children sit in their chairs now.
5. The children sat in their chairs an hour ago.
6. The children have sat in their chairs all day.

Which of these verbs have objects to complete them?

Is *set* changed to show past time?

How is *sit* changed to show past time?

Written Exercise.

Fill these blanks with sit, sat, sitting, set, or setting:—

1. — the doll in the chair.
2. A fair little girl — under a tree.
3. The maid is — the table.
4. The table was — early to-night.
5. There's a merry brown thrush — up in a tree.
6. Pussy, — beside the fire.
7. The gardener has — the trees in a row.
8. How long has the bird — on her eggs?
9. Do not — the pitcher so near the edge of the table.
10. "Little white lily
— by a stone,
Drooping and waiting
Till the sun shone."

LESSON XXXVI.

DID AND DONE.

1. My birthday lessons are done.
2. The day is done.
3. You Moon, have you done something wrong in Heaven?
4. The girl did her work well.
5. The cat did no harm.

Notice that *has, have, is, are, etc.*, are used with *done*, but not with *did*.

Make five sentences, using *done* with *has, have, is, was, and were*.

Make ten sentences, using *did* as a complete verb.

LESSON XXXVII.

SAW AND SEEN.

1. Have you seen our little Nell?
2. Ruth was seen in the fields.
3. The sailors saw the ship go down
4. Who saw the comet last night?

You should use *seen* with *has, have, is, are, etc.* Use *saw* without any helping verb.

Make ten sentences, using *seen*.

Make ten sentences, using *saw*.

LESSON XXXVIII.

STUDY OF A POEM.



HIAWATHA'S CHILDHOOD.

By the shores of Gitche Gumee,
 By the shining Big-Sea-Water,
 Stood the wigwam of Nokomis,
 Daughter of the Moon, Nokomis.
 Dark behind it rose the forest,
 Rose the black and gloomy pine trees,
 Rose the firs with cones upon them;
 Bright before it beat the water,
 Beat the clear and sunny water,
 Beat the shining Big-Sea-Water.

There the wrinkled, old Nokomis
 Nursed the little Hiawatha,

Rocked him in his linden cradle,
 Bedded soft in moss and rushes,
 Safely bound with reindeer sinews;
 Stilled his fretful wail by saying,
 "Hush! the Naked Bear will hear thee!"
 Lulled him into slumber, singing,
 "Ewa-yea! my little owlet!
 Who is this, that lights the wigwam?
 With his great eyes lights the wigwam?
 Ewa-yea! my little owlet!"

At the door on summer evenings
 Sat the little Hiawatha;
 Heard the whispering of the pine trees,
 Heard the lapping of the water,
 Sounds of music, words of wonder;
 "Minne-wawa!" said the pine trees,
 "Mudway-aushka!" said the water.
 Saw the firefly, Wah-wah-taysee,
 Flitting through the dusk of evening,
 With the twinkle of its candle
 Lighting up the brakes and bushes,
 And he sang the song of children,
 Sang the song Nokomis taught him:
 "Wah-wah-taysee, little firefly,
 Little, flitting, white-fire insect,
 Little, dancing, white-fire creature,
 Light me with your little candle,
 Ere upon my bed I lay me,
 Ere in sleep I close my eyelids!"

Then the little Hiawatha
 Learned of every bird its language,
 Learned their names and all their secrets,
 How they built their nests in summer,
 Where they hid themselves in winter,
 Talked with them whene'er he met them,
 Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
 Learned their names and all their secrets,
 How the beavers built their lodges,
 Where the squirrels hid their acorns,
 How the reindeer ran so swiftly,
 Why the rabbit was so timid,
 Talked with them whene'er he met them,
 Called them "Hiawatha's Brothers."

Oral Exercise.

Hiawatha was an Indian boy who became a great hero. These stanzas are a small part of a great poem that tells the whole life of Hiawatha. When you read the stanzas, pronounce the Indian names so as to make the lines run along smoothly.

What two names did the Indians give to the body of water near which the wigwam stood? Whose wigwam was it? Whose daughter was Nokomis? She was called the daughter of the Moon, because the Indians believed that when she was a young woman she fell from the moon to the earth. What was behind the wigwam? What trees were in this forest? What was before the wigwam? Can you form a picture in your mind of the wigwam, with the dark trees behind it, and the broad, shining water in front?

Have you ever seen a picture of an Indian nurse rocking a

baby in a tree cradle? From what kind of tree did Hiawatha cradle hang? What made the cradle soft? What made strong? What did the old woman say to stop Hiawatha crying? What song did she sing to put him to sleep?

What two sounds did Hiawatha like to hear on summer evenings? What did he think the pine trees said? The water? Who saw the firefly? What did he call it? What is the firefly's candle? Who taught Hiawatha the song about the firefly?

What did Hiawatha learn from the birds? Who do you suppose taught him their names? But how did he discover their secrets? What two secrets are mentioned? What did he call the birds? Do you think he really understood what they said to one another?

What did he learn about all the beasts? About the beaver? The squirrels? The reindeer? The rabbit? How do you think he managed to learn these things? What did he call the beasts? Why do you suppose he called them that?

Written Exercises.

I.

Write in your own words about Hiawatha's childhood. Give the substance of each stanza in one paragraph. Use this outline:—

1. Hiawatha's home.
2. Hiawatha and his nurse.
3. What he saw and heard on summer evenings.
4. What he learned from the birds.
5. What he learned from the beasts.

II.

From the picture at the head of this lesson, make drawings to illustrate the scenes of the story.

LESSON XXXIX.

VERBS.

1. The boy *broke* his kite string.
2. The vase *is broken*.
3. The maid *has broken* the plate.
4. The window *has been broken* a long time.

Read the predicate verbs of these sentences. Which verb consists of only one word?

You should use some little word like *has, had, is, etc.*, with *broken*. Never use these little words with *broke*.

Oral Exercise.

freeze	froze	frozen
choose	chose	chosen
steal	stole	stolen
speak	spoke	spoken
break	broke	broken

1. *Make ten sentences, using the words in the second column.*

2. *Make ten sentences, using the words in the third column with **has, have, had, shall have, or will have.***

Written Exercise.

blow	blew	blown
know	knew	known
throw	threw	thrown
grow	grew	grown
fly	flew	flown

1. *Write five sentences, using the words in the second column.*

2. *Write ten sentences, using the words in the third column with **is, was, or will be.***

Example.—The putty will be blown through the tube.

3. *Write five sentences, using the words in the first column with **will.***

LESSON XL.

REVIEW.

1. The cows were driven home.
2. Have you forgotten my name?
3. My picture was taken yesterday.
4. Has he gone home?
5. Thy mother has shaken the dreamland tree.
6. There has fallen a little dream on thee.

Find the subject word of each sentence. Read it with the predicate verb, which, you see, is underlined.

Which of these sentences tell what things have done?

Which of them ask what things have done?

Oral Exercise.

drive	drove	driven
forget	forgot	forgotten
take	took	taken
go	went	gone
shake	shook	shaken

1. *Using the words in the first and second columns, make five sentences telling what things do, did, or will do.*

2. *Make five sentences, using the words in the third column with have, has, had, shall have, or will have.*

LESSON XLI.

A RILL FROM THE TOWN PUMP (*abridged*).

(SCENE. — *The corner of two principal streets. The TOWN PUMP talking through its nose.*)

NOON, by the North clock! Noon, by the east! High noon, too, by these hot sunbeams which fall, scarcely aslope, upon my head, and almost make the water bubble and smoke in the trough under my nose! Truly, we public characters have a tough time of it! And, among all the town officers, chosen at March meeting, where is he that sustains, for a single year, the burden of such manifold duties as are imposed, in perpetuity, upon the Town Pump?

The title of "town treasurer" is rightfully mine, as guardian of the best treasure that the town has. I provide bountifully for the pauper, without expense to him that pays taxes. I am at the head of the fire department, and one of the physicians to the board of health. As a keeper of the peace, all water drinkers will confess me equal to the constable. I perform some of the duties of the town clerk by promulgating public notices, when they are posted on my front. To speak within bounds, I am the chief person of the municipality, and exhibit, more-

over, an admirable pattern to my brother officers by the cool, steady, upright, downright, and impartial discharge of my business, and the constancy with which I stand to my post. Summer or winter, nobody seeks me in vain: for all day long I am seen at the busiest corner, just above the market, stretching out my arms to rich and poor alike; and at night I hold a lantern over my head, both to show where I am, and keep people out of the gutters. At this sultry noontide, I am cupbearer to the parched populace, for whose benefit an iron goblet is chained to my waist.

Are you all satisfied? Then wipe your mouths, my good friends; and while my spout has a moment's leisure, I will delight the town with a few historical reminiscences. In far antiquity, beneath a darksome shadow of venerable boughs, a spring bubbled out of the leaf-strewn earth, in the very spot where you now behold me on the sunny pavement. The water was as bright and clear, and deemed as precious, as liquid diamonds. The Indian sagamores drank of it from time immemorial, till the fatal deluge of the fire water burst upon the red men, and swept their whole race away from the cold fountains. Endicott and his followers came next, and often knelt down to drink, dipping their long beards in the spring. The richest goblet, then, was of birch-bark. Governor Winthrop, after a journey afoot from Boston, drank here, out of the hollow of his hand. The elder Higginson here wet his palm, and laid it on the brow of the first town-born child. For many years it was the watering place, and, as it were, the wash bowl, of the vicinity, whither all decent folks resorted, to purify their visages and gaze at them afterwards — at least, the pretty maidens did — in the mirror which it made

Thus one generation after another cast their shadows into its glassy bosom, and vanished from the earth, as if mortal life were but a flitting image in a fountain. Finally the fountain vanished also. Cellars were dug on all sides, and cartloads of gravel flung upon its source, whence oozed a turbid stream, forming a mud puddle, at the corner of two streets. In the hot months, when its refreshment was most needed, the dust flew in clouds over the forgotten birthplace of the waters, now their grave. But in the course of time a Town Pump was sunk into the source of the ancient spring; and, when the first decayed, another took its place, and then another, and still another, till here stand I, gentlemen and ladies, to serve you with my iron goblet.

Drink, and be refreshed! The water is as pure and cold as that which slaked the thirst of the red sagamore beneath the aged boughs, though now the gem of the wilderness is treasured under these hot stones, where no shadow falls but from the brick buildings. And be it the moral of my story, that, as this wasted and long-lost fountain is now known and prized again, so shall the virtues of cold water, too little valued since your fathers' days, be recognized by all.

NATHANIEL HAWTHORNE.

Oral Exercise.

Read this selection aloud.

Who is supposed to be talking? Then why do the words *Town Pump* begin with capitals? What is the nose of a pump?

In what direction do sunbeams fall at noon? Of what does a real town treasurer have charge? What is the pump's treasure? Do you think it is the town's best treasure? What

does the pump give to the pauper? How does the pump help the fire department? What are the duties of a town board of health? How does the pump help the board? What are sometimes posted on this particular pump?

To whom do you think this pump is talking? What was once on the spot where the pump now stands? What words are used instead of *long ago*? To what is the water of the spring compared? What words are used instead of Indian chief? What was the Indian's fire water? Find out who Endicott, Winthrop, and Higginson were. What words could you use instead of *purify their visages*?

What other name is given to the spring? When the building of houses began in its neighborhood, what became of the spring?

What words are used instead of *quenched the thirst*? What is meant by the *gem of the wilderness*?

Observe that in this composition the pump tells —

1. The time of day.
2. What it does for the town.
3. Its life as a spring.
4. Its life as a puddle and as a pump.
5. The lesson to be learned from its history.

Composition.

You may imagine a shade tree on a street corner talking about itself in the way the pump talked. Let it tell the time of day, and what good it does to the people of the town. Then let it tell its history. Perhaps it was once a young tree growing in a forest that stood where the town now stands. Or perhaps, when it was a sapling, it was carried from the forest to the town. Probably you can think of a history more interesting than either of these.

LESSON XLII.

REVIEW.

1. Have you written the letter?
2. Where are the violets hidden?
3. Her time was given to the poor.
4. Could not this dress be worn by the little girl?
5. Was the page torn by the boy?
6. The pig was eaten.
7. Poor Tom was beaten.
8. The frost has bitten the apple.

Find the subject word and the predicate verb of each sentence. Read them together.

Written Exercise.

write	wrote	written
hide	hid	hidden
give	gave	given
wear	wore	worn
tear	tore	torn
eat	ate	eaten
beat	beat	beaten
bite	bit	bitten

1. Write eight sentences, using the words in the second column.
2. Write eight sentences asking what is or was or will be done to things, using the words in the last column.
3. Write eight sentences, using the words in the last column with has or have.

LESSON XLIII.

COMPOSITION.

WATCHING A LEAF BUD.

One spring I watched a leaf bud open. It was on a horse-chestnut tree.

First the scales moved a little, and I could see something that looked like brown wool. The scales spread farther apart, and showed more and more of this brown wool. Then I saw that it was a leaf peeping out. It was almost hidden by its woolly wrapper.

By and by the leaf began to open its parts. There were seven of them, all very much wrinkled. The whole leaf was of a pretty green color.

The warm sun made the little leaf grow larger and larger each day. The spring winds soon began to shake out its wrinkles.

At last it became a great spreading leaf. Its color grew darker. Its veins became more woody. All summer it remained on the tree among the other leaves.

Written Exercise.

1. Watch the leaf buds on some tree or bush, and then write an account of what they do ; or
2. Watch the little plant that is growing from some seed you have planted ; or
3. Watch a flower bud that is opening ; or
4. Watch some fruit that is swelling or ripening ; or
5. Watch some ferns unroll.

SUMMARY OF RULES AND DEFINITIONS.

A sentence that states or declares something is called a declarative sentence.

A sentence that asks a question is called an interrogative sentence.

A sentence that expresses a command or a request is called an imperative sentence.

A name that applies to each one of a class of things is called a common noun.

A name that belongs to a particular thing is called a proper noun.

A word used to describe or point out the thing named by a noun is called an adjective.

A word that limits or modifies the meaning of a verb is called an adverb.

A word used to connect sentences, or similar parts of the same sentence, is called a conjunction.

A word used to show the relation between other words is called a preposition.

Place a period after every statement and after every command.

Place an exclamation point after a word, or words, used to express sudden feeling.

Write the word *O* with a capital letter.

Begin every proper noun with a capital letter.

Begin with a capital letter every word derived from a proper noun.

Begin with a capital letter every important word in the title of a book or of any other composition.