

ELEMENTARY  
STEPS IN ENGLISH

BY

JOHN MORROW, M.S.  
SUPERINTENDENT OF SCHOOLS, ALLEGHENY, PA.

A. C. McLEAN, A.M.  
PRINCIPAL OF LUCKEY SCHOOLS, PITTSBURG, PA.

AND

THOS. C. BLAISDELL, Ph. D.  
PROFESSOR OF ENGLISH IN THE FIFTH AVENUE NORMAL HIGH SCHOOL,  
PITTSBURG, PA.

---

NEW YORK .: CINCINNATI .: CHICAGO  
AMERICAN BOOK COMPANY

# ELEMENTARY STEPS IN ENGLISH

BY

JOHN MORROW, M.S.  
SUPERINTENDENT OF SCHOOLS, ALLEGHENY, PA.

A. C. McLEAN, A.M.  
PRINCIPAL OF LUCKEY SCHOOLS, PITTSBURG, PA.

AND

THOS. C. BLAISDELL, Ph. D.  
PROFESSOR OF ENGLISH IN THE FIFTH AVENUE NORMAL HIGH SCHOOL,  
PITTSBURG, PA.

*see for  
social  
class,  
Native  
Amer*

---

NEW YORK .: CINCINNATI .: CHICAGO  
AMERICAN BOOK COMPANY

PE 1111  
.M 68

Jan 8 '16  
Camp. Pref. 16, 1911.

LIBRARY of CONGRESS  
Two Copies Received  
JAN 8 1906  
Copyright Entry  
Nov. 23. 1905  
CLASS a Xc. No.  
131837  
COPY B.



COPYRIGHT 1903, 1905, BY  
AMERICAN BOOK COMPANY.

Entered at Stationers' Hall, London.

EL. STEPS IN ENGLISH.

## PLAN AND PURPOSE.

THIS volume consists of work for the 3rd, 4th, and 5th years of the child's school life,—one exercise for each school day. These exercises may, of course, be taken in larger or smaller groups, at the discretion of the teacher. Each year has:

- Ten weeks' Observation Lessons.
- Ten weeks' Study of Pictures.
- Ten weeks' Study of Stories and Poems.
- Five weeks' Study of Notes and Letters.

Each week's work contains four daily exercises in composition and one in elementary grammar.

The authors are indebted to the late Dr. E. E. White for the suggestion of this grouping, his idea being to keep the child on one line of work until a good degree of proficiency is attained. They are indebted also to Prof. L. A. Sherman for some of the principles involved.

Composition deals with the creative and the constructive faculties; grammar with the analytic.

The most effective school work in composition is done by inciting pupils to speak and to write with the utmost freedom, without hampering them in the beginning with rules. When a satisfactory degree of ease and proficiency is attained, grammatical exercises may be introduced with profit. The composition exercises given are not intended to teach reading, natural history, or spelling, but if possible to induce the pupil to say or to write something.

The Observation Lessons are intended to suggest, for oral and written work, subjects with which the child is already somewhat familiar. It is not expected that each child will answer every question.

All children may not be familiar with each subject. The teacher may, of course, substitute other suitable subjects.

The Pictures used are such as will suggest stories of interest to children, about which they will talk or write.

The Stories and Poems have the additional object of leading the pupils to appreciate some of the best things in children's literature.

The grammar lessons are arranged as follows:

1st Year. The Mechanics of Writing, — capitals, punctuation, etc.

2nd Year. The Sentence, — its subject and predicate; modifiers; kinds of sentences.

3rd Year. The Parts of Speech, and, in simple inductive form, the office of each.

The grammar is elementary throughout, but is complete enough to furnish the child leaving school early with a fair practical knowledge of English.

In order that the children may attain some proficiency in the easier oral forms before undertaking the more difficult written expression, a constant effort has been made to keep the oral work well in advance of the written exercises.

The selections from the writings of John Burroughs, James T. Fields, and Henry W. Longfellow are used by permission of and by special arrangement with Houghton, Mifflin & Co., the authorized publishers of their works. Thanks are due also to all other authors and publishers from whose works selections have been made.

## SUGGESTIONS TO TEACHERS.

THE authors believe that facility in the expression of thought can be acquired only by persistent practice under wise guidance.

They have endeavored to supply suitable material for practice and to give frequent suggestions for guidance; but no textbook can give the special instruction needed in individual cases.

The Observation Lessons are intended to be suggestive. The best results can be attained from their use only *when the object under consideration is before the class*. If possible, bring the real object into the schoolroom; if not, use pictures.

Do not hesitate to change the order of lessons, or to substitute other objects of thought if circumstances render it advisable. Location in the North or the South, in the city or the country, may suggest objects of greater interest to the class. These should, of course, be used freely.

The work of the teacher is to *awaken* thought, to *encourage* it, and to *lead* to its correct expression.

It must be constantly borne in mind by the teacher that the questions in the various exercises are intended to bring out material for oral and written expression rather than to call forth information.

Accept *kindly* and commend *heartily* every honest and independent effort, however crude.

It is of the utmost importance that correct forms of expression should be made familiar both to the *eye* and to the *ear*.

As an aid to this it is suggested that the following or similar tables be kept on the blackboard, or in some other prominent place in view of the pupils.

A few minutes should be given daily to these exercises, both in concert and individually :

## No. 1.

Is it I? Yes, it is I.  
 Is it he? Yes, it is he.  
 Is it she? No, it is not she.  
 Is it we? Yes, it is we.  
 Is it they? No, it is not they.

When the pupils have become familiar with the above, use *was it I*, etc.

## No. 2.

If I were you }  
 If I were he } I should go.  
 If I were she }

## No. 3.

If you were I }  
 If you were he } what should you do?  
 If you were she }  
 If you were we }  
 If you were they }

## No. 4.

If I were you }  
 If I were he } I should not go.  
 If I were she }

## No. 5.

If you were we }  
 If you were he } you would act differently.  
 If you were she }  
 If you were they }

Are you taller than I? Yes, I am taller than you are.  
 Are you taller than he? No, he is taller than I am.  
 Are you taller than she? Yes, I am taller than she is.  
 Are you taller than we? No, I am not so tall as you.  
 Are you taller than they? No, I am not so tall as they.

Use in a similar manner *older, younger, colder, more hopeful*, etc.

## No. 6.

|             |          |                   |          |
|-------------|----------|-------------------|----------|
| I see       | } James. | I had seen        | } James. |
| I have seen |          | I shall see       |          |
| I saw       |          | I shall have seen |          |

Use *do, eat, speak, know, write, ring, begin*, etc., in the same manner. When the verb is transitive use *him, John, it*, or some other suitable object; as, *I did the work. I have done the work.*

## No. 7.

Emphasize *write* (showing simple futurity or expectation):

I shall write.  
 You will write.  
 He will write.  
 We shall write.  
 You will write.  
 They will write.

## No. 8.

Emphasize *shall* and *will* (showing determination):

I will write.  
 You shall write.  
 He shall write.  
 We will write.  
 You shall write.  
 They shall write.

## No. 9.

Isn't he foolish? He isn't foolish.  
 Isn't she pretty? She isn't pretty.  
 Isn't it a cold day? It isn't a cold day.

This exercise is to guard against the use of *ain't*. Use other similar questions and answers.

## No. 10.

He and I are going.  
 You and he are to go.

This exercise is to guard against the use of the objective form of the pronoun as the subject of the verb.

## No. 11.

The book is for you and me.  
 Father sent for John and me.  
 The choice is between you and me.  
 The secret is between James and me.

This exercise is to guard against (1) the use of the nominative form *I* after a preposition, and (2) the wrong order of the pronouns (me and you, etc.).

## No. 12.

Doesn't he look well? He doesn't look well.

Use many similar expressions to guard against the plural form *don't* with a singular subject.

For a suggested method of marking compositions for correction, see page 224.

## CONTENTS.

## PART I. THE MECHANICS OF WRITING.

|   | PAGE   |
|---|--|
| LESSONS 1-10. OBSERVATION . . . . .   | 11   |
| COMPOSITION.  | GRAMMAR.   |
| Self. The Family. The Home. The Little Bread-Maker. The Dog. The Horse. The Apple. Trees. Flowers. Review.  | The Sentence. Declarative. Imperative. Interrogative. <i>Yes</i> and <i>No</i> . Review. Person Addressed. Capitals. Contractions. Possession.                           |
| LESSONS 11-20. PICTURES . . . . .   | 30   |
| Vacation Fun. Unwelcome Visitors. In Trouble. Playing School. Good Morning. The Barber. Freedom. Playing by the Sea. A Good Time. Review.                 | Dictation. Proper Names. Initials. Abbreviations. Titles. Names of Companies. Titles of Books, Poems, Chapters. Names of the Deity. The Word <i>I</i> . Personification. |
| LESSONS 21-30. STORIES AND POEMS . . . . .  | 54   |
| The Fox in the Well. A Prayer. Valentine. Jack Frost. The Lion and the Mouse. A Farewell. A Little Hero. The Sword of Bunker Hill. Mary Shepherd. Review. | The Comma: Series. Syllables. The Hyphen. Quotations. Divided Quotations. Quotation Marks. A Test. <i>A, An. To, Too, Two</i> .  |
| LESSONS 31-35. NOTES . . . . .  | 73   |
| Form of a Note or Informal Letter. Exercises on Notes.  | <i>In. Into. There, Their. Right, Write. Lay, Lie. Love, Like.</i> Review.   |

## PART II. THE SENTENCE.

|  |  |
|--|--|
| LESSONS 36-45. OBSERVATION . . . . .   | 79   |
| The Rabbit. The Squirrel. The Hen. The Duck. The Sheep. Swimming and Wading. The Garden. The Potato. The Flag. Review. | The Subject. The Predicate. <i>Is</i> and <i>Are</i> . Subjects: Simple and Modified. Analysis. Forms of the Subject. Phrases. |

|   | PAGE   |
|---|--|
| LESSONS 46-55. PICTURES . . . . .   | 97   |
| COMPOSITION.  | GRAMMAR.   |
| His First Ride. The Soldier Boys. Friends or Foes. Summer Fun. A Birthday Gift. Off for America. The Toy Boat. The End of the Day. Lessons in Boat Building. Review.                | Capital Letters. Forms of the Subject, Continued. The Comma. Clauses. The Apostrophe. Supplying Subjects. Imperative and Interrogative Sentences. Review.  |
| LESSONS 56-65. STORIES AND POEMS . . . . .  | 121  |
| Grace Darling. The Arrow and the Song. Bruce and the Spider. Night. Arnold Winkelreid. The Captain's Daughter. The Brave Three Hundred. Gaelic Lullaby. The Eider Duck. Review.     | The Introductory Word <i>There</i> . Predicate, Modified by a Word. The Apostrophe. The Predicate Modified by a Phrase. By Connected Phrases. By a Clause. Quotation Marks. Attribute Complements. |
| LESSONS 66-70. LETTERS . . . . .  | 141  |
| The Complete Letter Form. The Envelope. Exercises.  | Object Complements: Word, Words, a Phrase, a Clause, Clauses.  |
| PART III. PARTS OF SPEECH.  |  |
| LESSONS 71-80. OBSERVATION . . . . .  | 150  |
| Grain. The Orange. The Lemon. Coal. Pepper and Salt. The Peanut. The Watch. Water. Vehicles. Review.  | Parts of Speech. The Noun. Common and Proper. Gender. Number. The Cases. <i>Shall</i> and <i>Will</i> .  |
| LESSONS 81-90. PICTURES . . . . .   | 168  |
| A Mute Appeal. Not Invited. Fishing. Camping Out. For Liberty. The Castaways. Helen Patterson and the Indians. A Temptation. The Doctor. Review.                                    | Pronouns. Personal Pronouns. Forms. The Verb. Person, Number, and Tense Forms. Principal Parts of Verbs. The Verb <i>Be</i> . Verbs: Tense.  |
| LESSONS 91-100. STORIES AND POEMS . . . . .   | 194  |
| Alexander and Bucephalus. A Life Lesson. Valley Forge. Nathan Hale. Supposed Speech of an Indian Chief. The Flag Goes By. Lexington. André to Washington. The Four Sunbeams Review. | <i>Learn, Teach, Leave, Let, Guess, Think.</i> Principal Parts of Verbs. Words that Describe. The Adjective. Adjective Phrases and Clauses. The Adverb. Adverbial Phrases and Clauses.             |
| LESSONS 101-105. LETTERS . . . . .  | 215  |
| Business Letters. Exercises.  | The Preposition. The Conjunction. The Interjection. Review.  |
| COMMON IRREGULAR VERBS . . . . .  | 222  |
| PRINCIPLES OF COMPOSITION . . . . .   | 223  |
| INDEX . . . . .   | 227  |

## PART I. THE MECHANICS OF WRITING

### OBSERVATION.

#### 1. SELF.

#### I. Here is what James Watson says about himself:

My full name is James Robert Watson. I am ten years old. My height is four feet. I weigh sixty pounds. My hair is black and so are my eyes. I like to play ball better than any other game. It is great fun, and I often make a home run. I have several schoolmates who play with me on Saturday afternoons. I like to read books that tell about hunting, fishing, and Indian wars. I attend the Euclid Avenue public school, and I hope to enter the High School later on.

I like music, and once a week I take a lesson on the violin, which is the instrument I like best.

I have two white rabbits for pets, and I have also a nice dog, Carlo. He is very lively and we often run races, but he always beats me.

My father, Dr. William Watson, believes that boys ought to make themselves useful; so I have plenty of work. I take care of his horse, run errands, and do whatever else I am told. I am going to be a doctor when I am a man.

If you examine what James says about himself, you will see that he has spoken of the following points: His name, age, height, favorite game, reason for liking it, with whom he plays it, favorite books, school, favorite instrument, pets, work, aim in life.

**II.** Give an account of yourself, using the same plan.

**III.** Write a similar account of a friend, adding any interesting facts not mentioned in the outline.

**NOTE TO TEACHER.** — From the beginning children should be taught to hand in all written work arranged neatly and uniformly. As a rule the following points should be observed:

The pupil's name should be written in the same place, preferably at the top of the page to the right.

Most written work should have a title. This should be written in the middle of the page an inch or two from the top, and should be underscored with three lines.

A margin of half an inch or more should be left on each side.

The first line of each paragraph should begin about half an inch from the margin.

The importance of a neat, clean manuscript should be emphasized.

Manuscripts should be preserved for the purpose of occasional reference and comparison, in order to note improvement. For a time-saving method of marking written work, see page 224.

**IV.** Tell of any pets you have. If you have none, tell of one you would like to have. Tell why you wish it, and of some interesting things you have seen such pets do.

### THE SENTENCE.

**V.** Examine the following:

1. *My height is four feet.*
2. *I enjoy playing ball more than any other game.*
3. *I am going to be a doctor when I am a man.*

What was James obliged to do before he could tell these things? (To think.)

From what do we know his thought? (From the words he used.)

The words that state a thought are called a *Sentence*.

With what kind of letter does each of these sentences begin?

Complete the following rule:

Every sentence should begin with a \_\_\_\_\_ letter.

Use each of the following words in a sentence:

James, man, dog, cat, Carlo, game, work, home, school, fishing.

### 2. THE FAMILY.

**I.** What is meant by the word *family*? Tell several things a father can do for his family when he is not at home. What can he do at home to make his family happy? What can a mother do for the family?

What should a boy do to make the other members of the family happy? Tell how a girl can make home pleasant. Tell how the children should act towards the parents. Tell how they should act towards one another. What can Grandpa and Grandma do to make the others happy?

**II.** Give an account of a pleasant evening spent at home with the family. Tell who were present, what was done, why you thought it pleasant, and how you feel as you recall the evening.

**III.** Write an account of what you did on a certain day last week. Tell where you went, who went with you, what you saw and heard, and what was done.

**IV.** Give an account of the work of a mother for an entire day.

#### DECLARATIVE SENTENCES.

**V.** In writing the exercises in this section you have used sentences that have told about something.

A sentence that tells about something is called a *Declarative Sentence*. It should end with a period.

Write five declarative sentences, each stating something about the family.

### 3. THE HOME.

**I.** Name several things usually eaten for breakfast. Tell how two of them are secured and prepared. Mention some articles of clothing, and give an account of how one of them is made. What other things are used at home? What fuel do you use? Tell all you can about it. How do you get water? Where do you live? In what kind of house do you live? Describe its material, size, shape, yard, neighborhood. What did the stone-mason or brick-layer do toward building the house? The carpenter? The plumber? Any other workman?

**II.** Write a short account of some article of food, as corn, telling how and where it grows, how it is cultivated, how it is harvested, in what form it comes to your house, what is then done with it, and how it is served. Or tell about paring apples, or buying potatoes or some other article of food.

**III.** Tell how a house is built; about digging the cellar, about the foundation, the walls, the roof, and the plastering.

**IV.** Notice the capital letters, the spelling, and the punctuation in the following stanza, and then write it from dictation:

'Mid pleasures and palaces  
 Though we may roam,  
 Be it ever so humble,  
 There's no place like home.

A charm from the skies  
 Seems to hallow us there,  
 Which, sought through the world,  
 Is ne'er met with elsewhere.  
 Home, home! Sweet, sweet home!  
 Be it ever so humble,  
 There's no place like home.

#### IMPERATIVE SENTENCES.

#### V. Note the following:

1. *Love your home, boys and girls.*
2. *John, tell how a house is built.*
3. *Give us this day our daily bread.*

Which of the above sentences may be either commands or requests? Which is only a request?

A sentence that is a command or a request is called an *Imperative Sentence*. It should end with a period.

Tell John, in writing, to shut the door; to bring you a book; to study his lesson.

Write five imperative sentences, making requests to have something done to render home pleasant.

#### 4. THE LITTLE BREAD-MAKER.

I. On what day does your mother bake bread? Do you watch her? How do you help her? Does she ever call you and send you for yeast? Where do you go for it? How much money does she give you? Tell just what she does with the yeast. While you are sleeping at night what is the yeast, covered up in its bed of flour, doing? Tell everything your mother does with the yeast and flour until she sets the dough in pans to rise. Where does she set it? What makes it rise? What is next done with it? How long does it bake? Tell the shape and color of the loaves.

II. Answer the foregoing questions in writing.

III. Give orally an account of the making of a loaf of bread. If you can, tell how the wheat is grown and what is done with it to make flour. Or tell something that happened one day when you went to the store.

IV. Write about different kinds of bread or cake, telling how they differ in form, color, taste, of what they are made, what they cost, etc.

#### INTERROGATIVE SENTENCES.

#### V. Examine these sentences:

*Mary, on what day does your mother bake?*  
*Do you watch her bake, John?*  
*Will you go for yeast now, Henry?*

These sentences are direct questions.

With what mark does each sentence end? (Interrogation point.)

A sentence that is a direct question is called an *Interrogative Sentence*. It should end with an interrogation point (?).

Write questions beginning with each of the following words:

Are, is, did, will, when, where, why, how, can, may, must, should.

Point out the interrogative sentences in the first exercise of "The Little Bread-maker."

### 5. THE DOG.

I. What kind of dog do you like? What kind of coat has he? What kind of ears? How can you tell when he is angry? When he is pleased? Give incidents showing his playfulness; his gentleness; his affection; his courage; his watchfulness.



II. Tell why your dog likes you and why you like him. Tell of his habits and of his food. Tell anything else of interest about him.

III. Tell about your dog, or a dog you have seen, stating his height, his length, his color, his weight, his age, his value, how you play with him, etc., etc.

IV. Write a story about a dog. Tell how he carried a package, went for help, or brought the cows. Make up a story, or tell one that you have heard or read. Or write answers to the questions in I.

#### YES AND NO.

V. Notice the answers to the following question:

|                         |   |                             |
|-------------------------|---|-----------------------------|
| John, do you like dogs? | } | Yes.                        |
|                         |   | No.                         |
|                         |   | Yes, if they are not cross. |
|                         |   | No, I do not like dogs.     |

*Yes* and *No* when used alone as answers to questions should begin with capitals. Each should usually be followed by a period.

When used with other words they are usually followed by a comma.

Write *yes* or *no* in answer to each of the following questions:

John, have you studied your lessons?

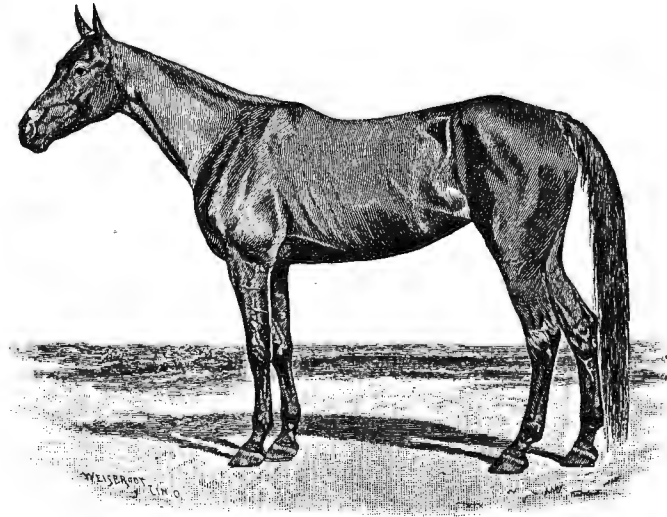
Mary, do you know what time it is?

Use *yes* or *no* with other words in answer to the same questions.

Write five original questions. Answer them with *yes* or *no* used with other words.

## 6. THE HORSE.

I. What kind of ears has a horse? What kind of nostrils? Coat? What difference is there between



the horse's feet and the dog's? What kind of shoes does the horse wear? Why? Of what use is his tail? Tell anything else you can about him.

II. Tell about the uses of the horse. How does he help the farmer? How does he help us travel? In what ways does a horse give us pleasure? Give an account of a ride you had either on horseback or in a carriage.

III. Describe a horse you have seen, telling of his size, color, number and kind of feet, mane, tail, etc.

IV. Write a brief story about a horse, or of a ride on horseback, in a carriage, or in a wagon.

## REVIEW.

V. What is a sentence? What is a declarative sentence? Give an example of each. What is an imperative sentence? Give an example. An interrogative sentence? Give an example. How should every sentence begin? How should declarative and imperative sentences end? Make a sentence of each kind about *home, father, mother, boy*.

How should *yes* and *no* be written when used as answers to questions?

## 7. THE APPLE.

I. Here is a rosy-cheeked apple. Where did it come from? Where did the storekeeper get it? Where did the farmer get it? Touch the apple. How does the skin feel? Is it rain proof? Does it feel like the skin of the peach? What is the difference? How does it taste? What did you see on the apple tree last spring? What is the color of apple blossoms? Why should you not pull them? Try to

draw an apple blossom or a cluster. What became of the pretty pink petals? What is on the end of the stem after the petals come off? Tell about the different colors of apples. What colors them?

**II.** What is the color of the little apples at first? Cut your apple, dividing it into halves. What do you see? How many? What color? How are they kept in place? What will they do if you plant them? What is the color of the seeds in an unripe apple? What colors are found among apples? What do we call the juice after it has been pressed from the apples? What use is made of it?

**III.** Tell of the different uses of the apple, or write answers to the questions in **I.**, or **II.**

**IV.** Describe a visit to an apple orchard, to an apple tree, or to a tree of some other kind. Tell of the time of year, the kind of day, your companions, what you saw on the trees, what sounds you heard, of the fragrance and color of the blossoms or apples, and of what you did.

#### PERSON ADDRESSED.

**V.** Study the following sentences:

1. *John, where are you going?*
2. *What are you doing, John?*
3. *Come here, John.*

To whom are these sentences addressed? What mark separates the name *John* from the rest of the sentence?

The name of a person addressed is usually separated from the rest of the sentence by a comma.

Write five sentences about apples, or an orchard, using the name of the person addressed.

#### 8. TREES.

**I.** Think of a tree in your yard at home, in the schoolyard, or in the park. What kind of tree is it? Perhaps you would like to try to draw it. What is its shape? Is the trunk straight or crooked? How high are the lowest limbs? Do the limbs grow toward the sky, or spread out their branches to make a nice shade? Does it seem like a proud or a humble tree? Is it useful or not? What fruit, nuts, pods, or flowers grow on it?

**II.** What is the shape of the pine tree? Describe its leaves, which are called needles. Tell where it is found. In winter how does it differ from most other trees? How is it used at Christmas? Bring a branch of pine to school with you. Study it carefully and try to describe it.

**III.** Where is the apple tree found? Describe the

appearance and fragrance of the blossoms. How does the apple tree compare in shape and size with the pine tree? On what part of the tree do the apples grow? What color are the apples when young? When ripe?

**IV.** Write from dictation:

Have you plucked the apple blossoms in the spring?  
 Pink buds pouting at the light,  
 Crumpled petals, baby-white,  
 Just to touch them a delight,  
 In the spring.

Commit this to memory. Write answers to the questions in **I.**, **II.**, or **III.**

**CAPITALS. CONTRACTIONS.**

**V.** Study the following selection and tell what is meant by each line:

*There's a dance of leaves in that aspen bower,  
 There's a twitter of winds in that beechen tree,  
 There's a smile on the fruit and a smile on the flower,  
 And a laugh from the brook that runs to the sea. — Bryant.*

With what kind of letter does each line begin?

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

What is meant by *There's*? This mark (') is called

an **Apostrophe**. It is used to show a contraction by the omission of a letter or letters. Turn to the stanza on page 16, and tell what letters have been omitted from the words *'Mid* and *ne'er*.

Such expressions are called **Contractions**. Thus the word *amid* is contracted into *'mid*; the words *can not* are contracted into *can't*.

Find ten contractions in your school reader.

**9. FLOWERS.**

**I.** Write from dictation:

Down in a green and shady bed  
 A modest violet grew;  
 Its stalk was bent, it hung its head,  
 As if to hide from view.

When does the violet bloom? Where does it usually grow? Why is it called modest? Why does it seem to hang its head?

**II.** How do you make curls or chains from the stems of dandelions? What do children sometimes do with the white puff balls of the dandelion? What do these little feathers carry? Describe the flower of the dandelion. Where does it grow?

Answer these questions in writing.

**III.** When and where does the daisy bloom? Tell

how the plant differs from the dandelion or the violet. How do the flowers differ in color? In shape? In size? In odor?

Commit the following to memory:

On waste and woodland, rock and plain,  
Its humble buds unheeded rise;  
The rose has but a summer's reign,  
The daisy never dies.

IV. When do roses usually bloom? State what you can about the color and kinds of roses. What grow on the stems of roses? Why is the rose called the queen of flowers? Write about some flowers you have had; where you got them; what you did with them, etc.

CONTRACTIONS (*Continued*).

V. Write the full form of each of the following contractions:

Aren't, don't, doesn't, didn't, e'er, ne'er, hasn't, hadn't, I've, it's, mayn't, what's, there's, we've, wouldn't, shouldn't, isn't.

Write a declarative sentence showing the use of the apostrophe.

Make oral and written sentences using the above contractions.

CAUTION. Never use *ain't*.

10. REVIEW.

I. Write the following from dictation. Then give the reason for every period you have used:

My full name is John Henry Wilson. I am ten years old. My schoolmates play with me on Saturday afternoons. I attend the Nelson Avenue public school, leaving my home on Charles Street at 8 o'clock and returning at noon. I have a dog named Carlo. My father, Dr. William Wilson, is a physician. He believes in giving boys plenty of work.

Write a declarative sentence making a statement about yourself, two making statements about your family, and two making statements about your home.

II. Write the following from dictation, and give the reason for the capitals used:

One step and then another,  
And the longest walk is ended;  
One stitch and then another,  
And the largest rent is mended;  
One brick upon another,  
And the highest wall is made;  
One flake upon another,  
And the deepest snow is laid.

Write the following from dictation, giving the reason for each comma, interrogation point, and period:

John, do you have oatmeal for breakfast? No, I have bread and milk. Bring me your doll, Jennie. Where did you get it? Does your mamma ever send you for yeast, John? Was the

carpenter's name Henry Johnson? No, it was William Friend. Mary, does your mother make bread? Yes, she makes good bread.

In this exercise point out the declarative, the interrogative, and the imperative sentences.

III. Write the following from dictation. When you have done so, rewrite, using the complete forms instead of the contractions:

I wouldn't go. I'd stay at home. What's in the basket? Why can't you let well enough alone, James? I wish I'd not been in a hurry. Mary, has your mother come back? No, ma'am, she isn't coming back this evening.

Howe'er it be, it seems to me,  
'Tis only noble to be good,  
Kind hearts are more than coronets,  
And simple faith than Norman blood.

Use the following contractions in sentences, and then write the uncontracted forms:

Can't, there'll, wasn't, couldn't, wouldn't, you're, I'm, we'll, he's, haven't.

IV. Read the following dog story written by John Burroughs. Compare with it the story you wrote about a dog (Lesson 5):

I knew a farmer in New York who had a very large bob-tailed churn-dog by the name of Cuff.

The farmer kept a large dairy, and it was the business of

Cuff to spend nearly the half of each summer day treading the endless round of the churning machine. During the remainder of the day he had plenty of time to sleep and rest, and sit and survey the landscape.

One day, sitting thus, he discovered a woodchuck about forty rods from his hole, which was beneath a large rock.

The old dog, forgetting his stiffness, and remembering the fun he had had with woodchucks in his earlier days, started off at his highest speed, vainly hoping to catch this one.

But the woodchuck, seeing the dog come laboring up the hill, sprang to the mouth of his den, and, when his pursuer was only a few rods off, whistled tauntingly and went in.

This occurred several times, the old dog marching up the hill, and then marching down again, having had his labor for his pains.

#### POSSESSION OR OWNERSHIP.

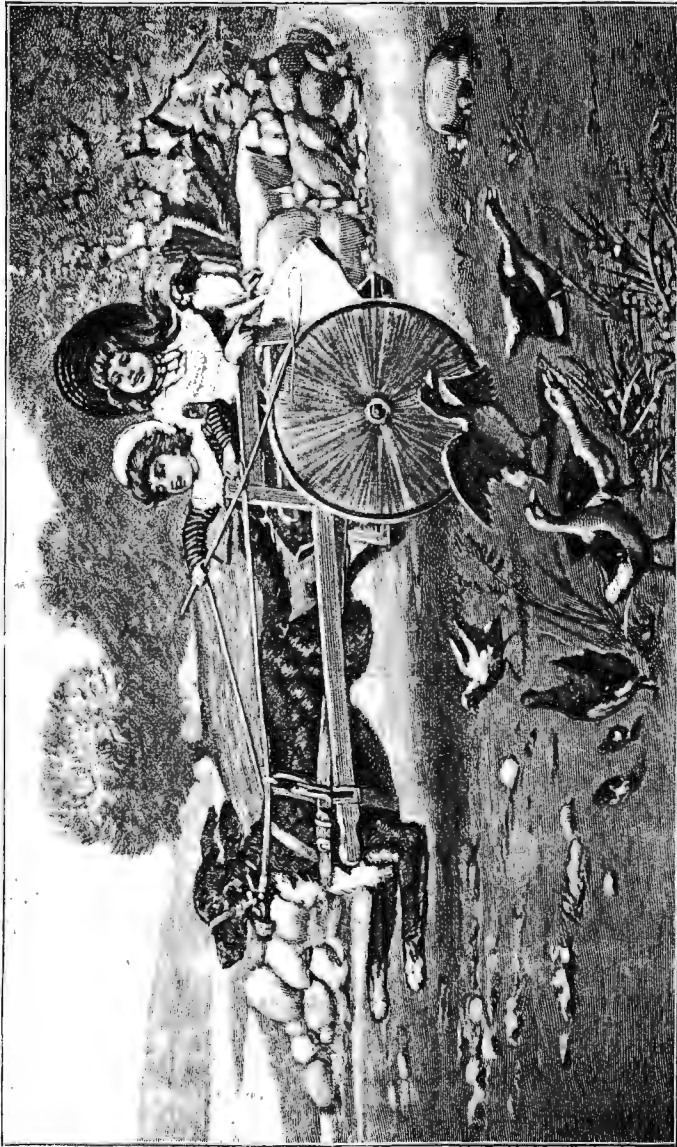
V. Examine the following sentences:

*The wind carried away Mary's bonnet.*  
*Girls' bonnets are beautiful.*

What is shown by the expression *Mary's bonnet*? (That Mary owns the bonnet.) What is added to the word *Mary* to show this? ('s) What is added to the word *girls* to show that they own the bonnets? (')

Possession is shown usually by the apostrophe and s ('s); sometimes by the apostrophe (') only. (See p. 162.)

Write sentences each containing one or more of the following words, showing possession: *man, men, girl, father.*

*PICTURES.*

## 11. VACATION FUN.

**I.** Study the picture and name all the living things shown in it. Tell what each is doing. Who are these children? Give names to them. Is their home in the city or in the country? Where do you think they are going? What kind of time are they having? Why? What shows that they are going fast? What are they using for a horse?

What is in the girl's lap? Which way is she looking? Why is she not looking back? Why does the boy use both hands in driving? What is in his right hand? Why does he hold out his arms?

How does the dog like the fun? What shows this? Has he ever drawn this cart before? Was this cart made to be drawn by a dog, by a pony, or by a boy?

**II.** Answer in writing five questions in **I.**

**III.** Give the story of this picture, telling who these children are, where they live, why they are in the country, and where they got the dog and cart. Or write a story of a day spent by these children in the country, telling of other fun they had.

**IV.** Tell a true or an imaginary story of a day you have spent in the city or in the country. Tell of the things you saw and of what you did.



UNWELCOME VISITORS.

DICTATION.

V. Write from dictation:

John's book is old. I've been sleeping. We're going to the country. What's your name? You're not going home to-night, are you? Don't speak harshly. What's the name of your sister? Can't you hear what the man says? Aren't you tired?

12. UNWELCOME VISITORS.

I. Examine this picture and tell what you can about it. Where are the geese going? What time of year is it? How do you know? Where has the child been? Where is he going? Why are the two geese hissing?

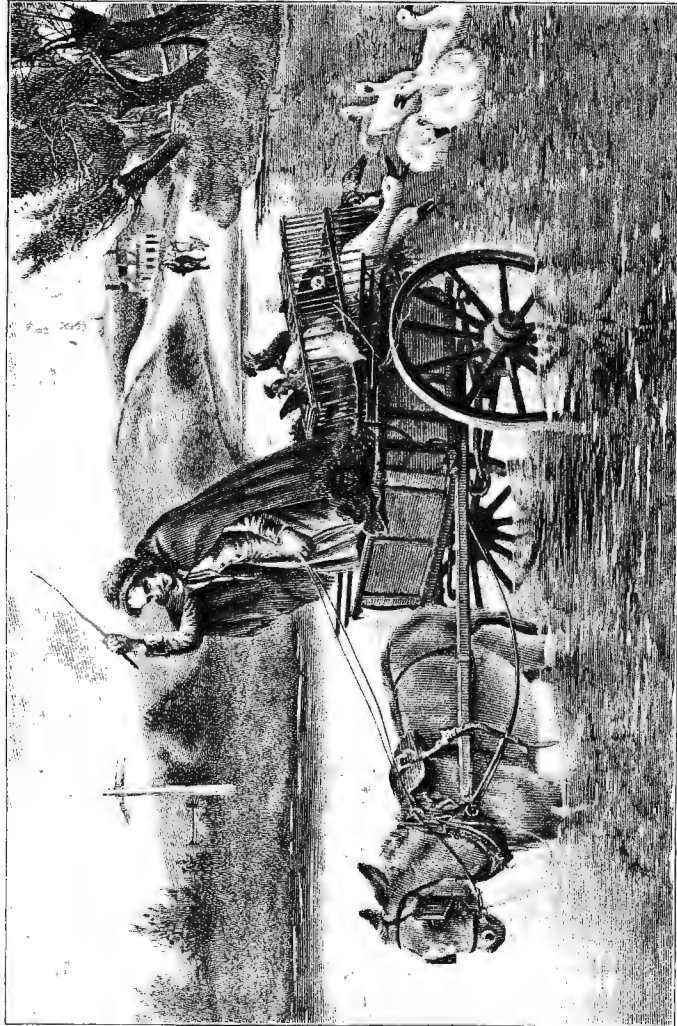
II. Give a connected account of this incident, telling how it began and how it ended.

III. Tell a story of a fright you once had.

IV. Tell or write a true or an imaginary story about two children on a farm, and their adventures with the chickens, geese, or ducks, or with a dog.

PROPER NAMES.

V. Millie Brown's uncle has given her a new book. Whose name should she write in it? (Her own.) Her own name is her proper name. Why was it given to her? (To point out or distinguish her from all other girls.)



IN TROUBLE.

Every proper name should begin with a capital letter.

Words formed from proper names should usually begin with capital letters; as, *American*.

Write five proper names of places. Five of girls.

Write five sentences about the girls and boys in the picture on page 36, giving each a name.

### 13. IN TROUBLE.

I. Examine the picture on the opposite page, and answer the following questions:

How many geese and chickens are in the coop? What is hitched to the cart? What has happened? What are the geese in the coop trying to do? What season of the year is it? How can you tell? Where has the man with the two horses been?

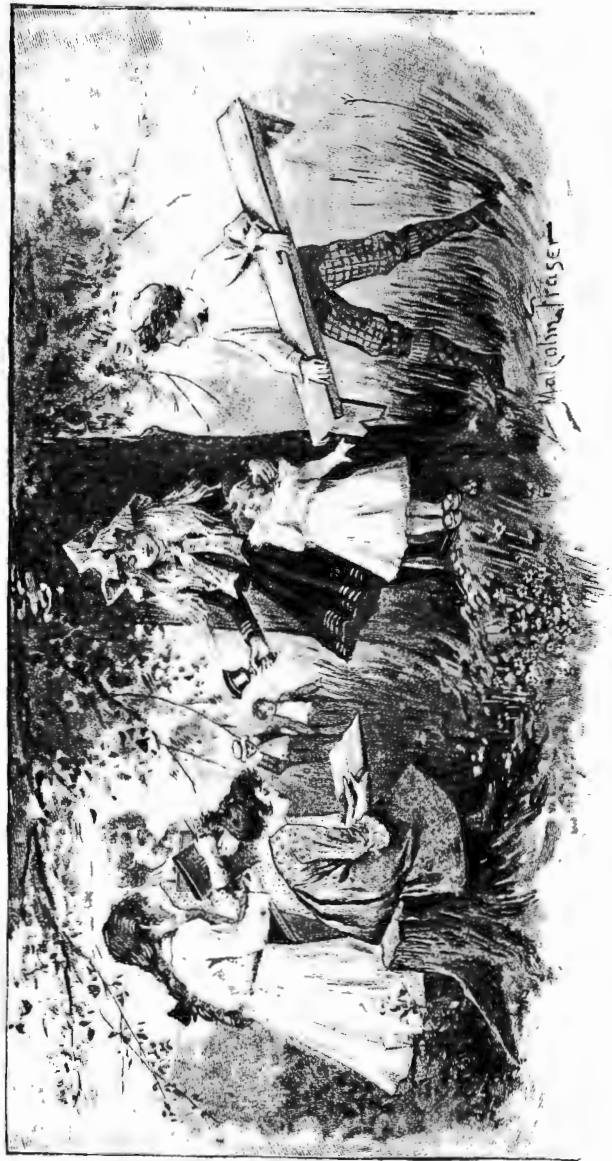
II. Write answers to six of the foregoing questions.

III. Tell of a trip you have taken in a wagon, or a carriage, or a sleigh, or of something true or made-up that happened on a trip of this kind.

IV. Tell a story similar to the one suggested by the picture.

### INITIALS.

V. Will Brown's full name is William Johnson Brown. His father's full name is James Wilson Brown.



PLAYING SCHOOL.

Will sometimes writes his name William J. Brown, or W. J. Brown. Sometimes he writes only the first letter in each word of his name; thus, *W. J. B.* When the first letter of a name is used instead of the name it is called an **Initial**.

Initials should be written in capitals, and each should be followed by a period.

Write the initials of the following names:

Theodore Roosevelt, Celia Thaxter, Andrew Carnegie, Helen Hunt Jackson, Joel Chandler Harris.

Write the full name and then the initials of each member of your class.

#### 14. PLAYING SCHOOL.

I. Tell a story suggested by the picture on the opposite page, answering these questions:

What are the children playing? Where are they? What lesson do you think they are going to recite? Which do you like better, to play school or to attend school? Why? What time of year do you think it is? What do you see on the ground? Which is the teacher? What is she doing?

II. Write answers to five questions in Ex. I.

III. Did you ever play school? When? Where? Who played with you? How did you like it?



PLAYING SCHOOL.

Will sometimes writes his name William J. Brown, or W. J. Brown. Sometimes he writes only the first letter in each word of his name; thus, *W. J. B.* When the first letter of a name is used instead of the name it is called an **Initial**.

Initials should be written in capitals, and each should be followed by a period.

Write the initials of the following names:

Theodore Roosevelt, Celia Thaxter, Andrew Carnegie, Helen Hunt Jackson, Joel Chandler Harris.

Write the full name and then the initials of each member of your class.

#### 14. PLAYING SCHOOL.

**I.** Tell a story suggested by the picture on the opposite page, answering these questions:

What are the children playing? Where are they? What lesson do you think they are going to recite? Which do you like better, to play school or to attend school? Why? What time of year do you think it is? What do you see on the ground? Which is the teacher? What is she doing?

**II.** Write answers to five questions in Ex. I.

**III.** Did you ever play school? When? Where? Who played with you? How did you like it?



GOOD MORNING.

IV. Tell or write a story of some children who played school, telling the lessons; or tell how a boy once helped to make some one else more comfortable.

ABBREVIATIONS.

V. For convenience, we often write a part of a word instead of the whole of it. Thus, Monday, Mon. Such parts of words are called **Abbreviations**.

Every abbreviation should be followed by a period.

The following are some of the most common abbreviations:

MONTHS OF THE YEAR. January, Jan.; February, Feb.; March, Mar.; April, Apr.; (May, June, and July are not usually abbreviated); August, Aug.; September, Sept.; October, Oct.; November, Nov.; December, Dec.

MISCELLANEOUS. Answer, Ans.; barrel, bbl.; bushel, bu.; inch, in.; peck, pk.; pint, pt.; quart, qt.; Doctor, Dr.; Captain, Capt.; General, Gen.; Honorable, Hon.; Mister, Mr.; Mistress or Missis, Mrs.; Reverend, Rev.; Company, Co.; County, Co.

15. GOOD MORNING.

I. Give a name to the child in the opposite picture. Why did you choose a girl's name? Do you think that this child is ill? Give a reason for your answer.

Is she asleep? What is the season of year? What shows this?

What playmate has this girl? How did he know that he would find her here? How is he showing his interest in her? What do your answers to the last two questions suggest about her usual treatment of him? What does he wish her to do? What will he probably do next to arouse her? What will she do? Have you ever been wakened by a pet? Tell when and how? What did you do after you were wakened?

II. Tell the story of this little girl and her dog. Speak of their playing together the day before and at other times, of his going with her when she went to visit a playmate, of the care she takes to see that he is properly fed, and otherwise provided for, and of her decorating him sometimes with ribbons. Or tell a story about a dog you have known.

III. Tell how to take care of a dog, a cat, a canary, a parrot, a squirrel, a rabbit, or other pet. Or give an account of a day in the life of some animal. Tell the same story as the animal might tell it. Or tell what animal you would choose for a pet, and why?

IV. Write a true or an imaginary story, telling of something pleasing done by a dog, a cat, a horse, a canary, or some other pet or animal, to show interest in his owner. Or describe a picture in which there is

some pet animal. Tell the story that the picture suggests. Or give some poem that you know about a pet.

#### TITLES.

V. In addressing a person or in speaking of him we often use a title, showing respect because of the position he holds or has held; thus, **General Miles**; **Doctor Smith**; **President Roosevelt**.

The principal words in a title of office or of respect should begin with capitals.

Titles are sometimes used before the name; sometimes they follow it. They are often abbreviated; thus, **The Reverend John Wilson**, or **Rev. John Wilson**. When a title follows a name it should be separated from it by a comma; thus, *William Jones, Attorney*.

Study the following titles and their abbreviations:

|                 |       |                     |        |
|-----------------|-------|---------------------|--------|
| Doctor,         | Dr.   | Secretary,          | Sec.   |
| Professor,      | Prof. | Treasurer,          | Treas. |
| Reverend,       | Rev.  | Esquire,            | Esq.   |
| General,        | Gen.  | Doctor of Divinity, | D.D.   |
| Captain,        | Capt. | Major,              | Maj.   |
| Superintendent, | Supt. | President,          | Pres.  |

Mister (Mr.) and Mistress or Missis (Mrs.) are always abbreviated.

Out of respect the words grandpa, grandma, uncle, aunt, etc., are often begun with capitals when used with a proper name; as, *I am going to visit my Grandfather Morse. I visited Uncle Joseph.*



THE BARBER.

## 16. THE BARBER.

I. Tell a story suggested by the picture on the preceding page and by the following questions:

Is this a real barber? Why does he hold his hand on the boy's head? How does this boy like to have his hair cut? How do you know? Why does he shut one eye while the barber is cutting his hair? What do you suppose he is thinking? What will he do as soon as his hair is cut? What will the other boys say and do to him?

II. Write answers to the above questions.

III. Tell or write a story about having your hair cut. Tell why you had it done, where you went, how you felt on the way, and why you liked or disliked it.

IV. Tell about something you saw or did at a barber shop; or about having your hair dressed.

## NAMES OF COMPANIES.

V. The name of a firm or company often consists of several words; as, *The American Bridge Company*, *The New York Choral Union*, *The Jones and Smith Steel Company*.

The first word and each important word in the name of a firm or company should begin with a capital.



FREEDOM.

Write sentences containing the names of five companies of which you know.

Make up the names of five companies, each name containing four words.

### 17. FREEDOM.

**I.** Describe the picture on the preceding page. Where is the woman? What time of year is it? How do you know? What pet did she have? How did she feel toward it? Where did she keep it? How did the pet like this? How did it act? What did the lady decide to do? Where did she take it to set it free? Why did she not set it free near the house?

**II.** Tell orally or in writing, how this lady obtained the bird, how it was cared for, how it showed that it liked its mistress, and what it did to get free.

**III.** Tell, or write, a story about a boy that was taken prisoner in playing a game, or of a boy or a girl taken captive by the Indians and set free by a kind-hearted person, or of a walk in the fields in summer, or how to care for a pet bird.

**IV.** Write a story of a child who was kept in the house a long time, and what he did when he was well.



FREEDOM.

Write sentences containing the names of five companies of which you know.

Make up the names of five companies, each name containing four words.

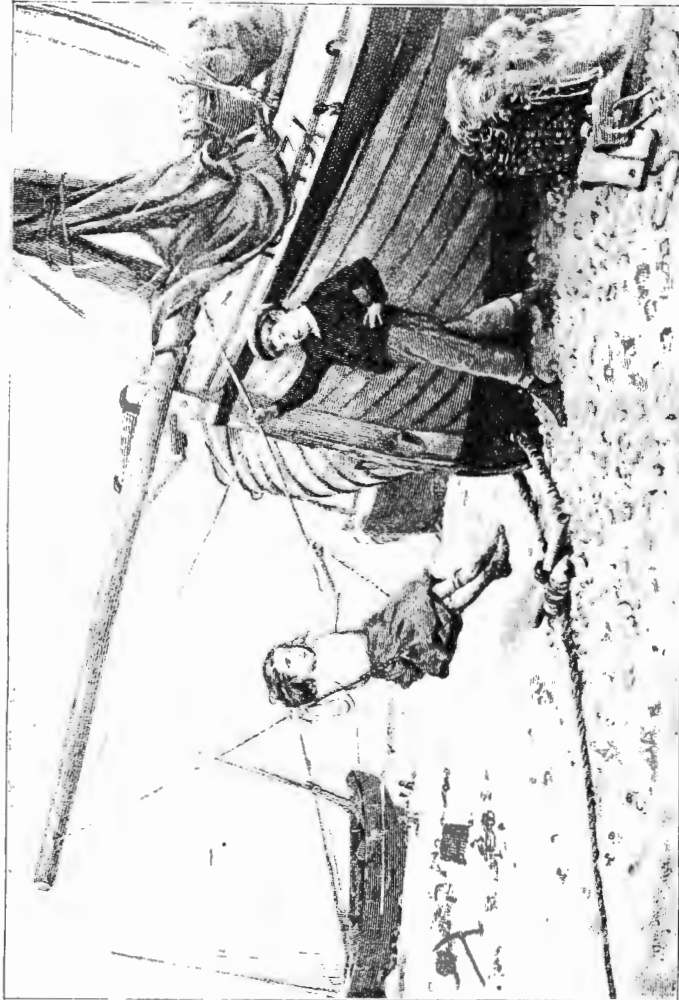
### 17. FREEDOM.

**I.** Describe the picture on the preceding page. Where is the woman? What time of year is it? How do you know? What pet did she have? How did she feel toward it? Where did she keep it? How did the pet like this? How did it act? What did the lady decide to do? Where did she take it to set it free? Why did she not set it free near the house?

**II.** Tell orally or in writing, how this lady obtained the bird, how it was cared for, how it showed that it liked its mistress, and what it did to get free.

**III.** Tell, or write, a story about a boy that was taken prisoner in playing a game, or of a boy or a girl taken captive by the Indians and set free by a kind-hearted person, or of a walk in the fields in summer, or how to care for a pet bird.

**IV.** Write a story of a child who was kept in the house a long time, and what he did when he was well.



PLAYING BY THE SEA.

TITLES OF BOOKS AND POEMS. HEADINGS OF CHAPTERS.

V. Note the following names of books and poems: "*Robinson Crusoe*"; "*Elementary Steps in English.*"

What principal words in these begin with capitals?

Notice the marks (" ") inclosing the names of books and poems. They are called **Quotation Marks**.

The first word and the principal words in the titles of books and poems should begin with capitals.

The same rule applies to the principal words in the headings of chapters.

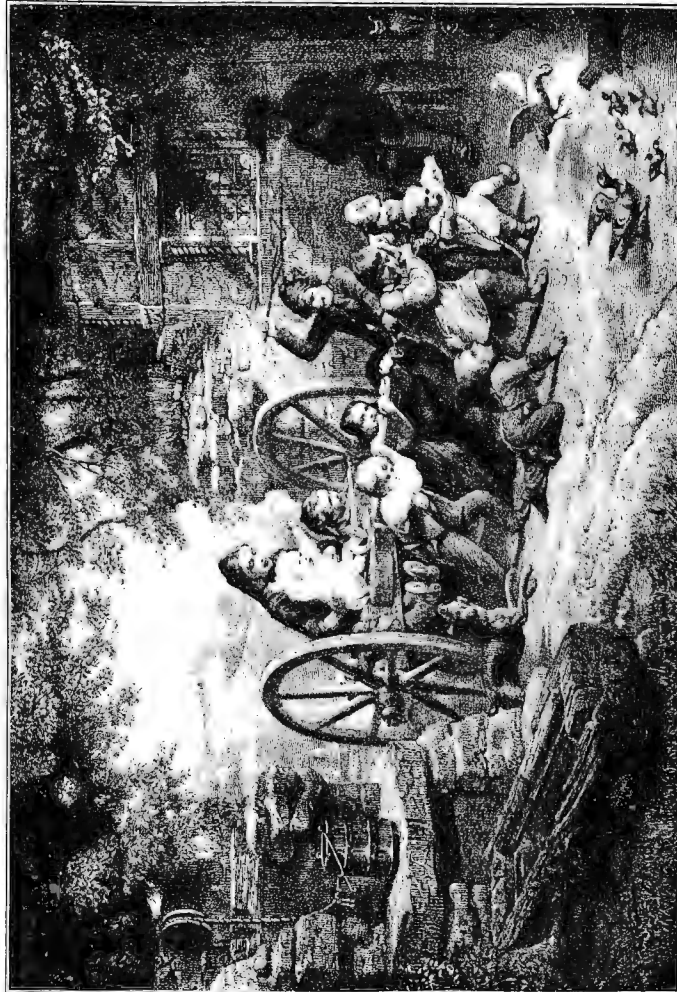
The names of books and poems, when used in writing, should usually be inclosed in quotation marks.

Write from dictation:

R. L. Stevenson wrote "A Child's Garden of Verses." Scott's "Lady of the Lake" tells the story of fair Ellen. Bunyan's "Pilgrim's Progress" is an allegory. "Under the Lilacs" is a story that children like.

18. PLAYING BY THE SEA.

I. What are the two children near the large boat doing? Why are the boats on the land? What is the use of the large rope on the ground? Why are the sails not spread? What is the boy doing? Do you think the girl is his sister? Give names to these children.



A GOOD TIME.

## II. Finish the following story:

John Jones, Henry Watson, Mary Williams, Clara Jones, and Sarah Gordon started out one morning to have some fun. They lived near the sea and three fishing boats were on shore not far away. The largest boat had one of its masts down, and from it a rope hung so as to make a nice swing.

III. Tell or write a story of a good time you had playing near the water, or swinging, or playing in the sand; or write answers to the questions in I.

IV. Write or tell a story about the boys and girls in the picture on p. 46; or tell some things that children do with sand, pebbles, and shells.

### NAMES OF THE DEITY.

## V. Note the following:

*The heavens declare the glory of God.*

*The Lord is my shepherd.*

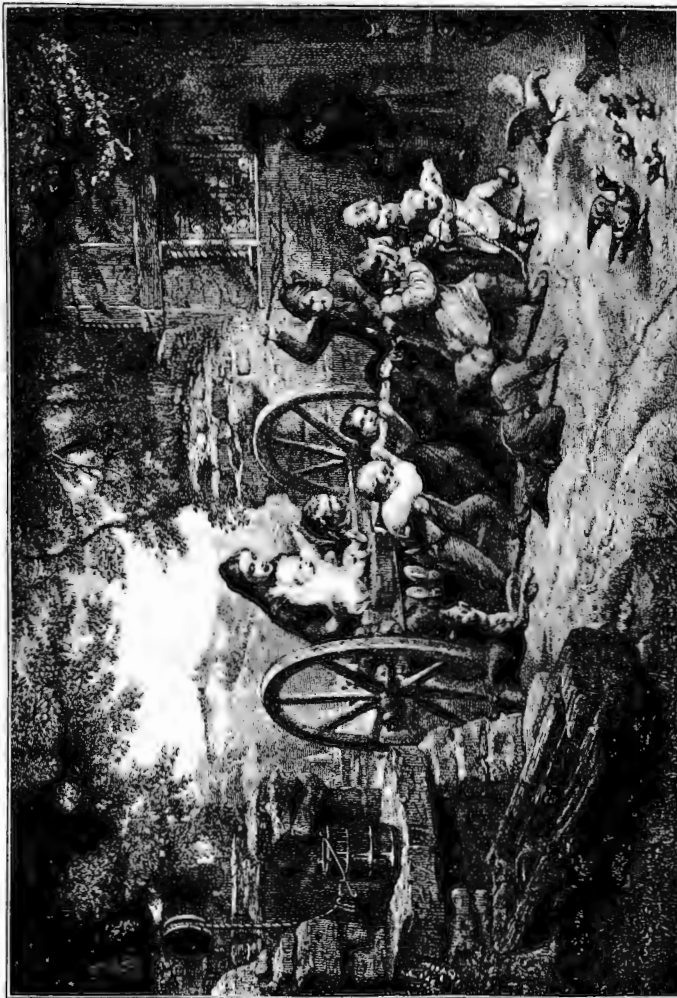
All names of the Deity should begin with capitals.

Write from dictation:

Jehovah, the Lord God Omnipotent, reigneth. Immanuel. Just and true are thy ways, thou King of Saints.

### 19. A GOOD TIME.

I. What are the children in the picture facing this page doing? Where do you think they found this part of a wagon? How fast are they going? What



A GOOD TIME.

## II. Finish the following story:

John Jones, Henry Watson, Mary Williams, Clara Jones, and Sarah Gordon started out one morning to have some fun. They lived near the sea and three fishing boats were on shore not far away. The largest boat had one of its masts down, and from it a rope hung so as to make a nice swing.

III. Tell or write a story of a good time you had playing near the water, or swinging, or playing in the sand; or write answers to the questions in I.

IV. Write or tell a story about the boys and girls in the picture on p. 46; or tell some things that children do with sand, pebbles, and shells.

### NAMES OF THE DEITY.

#### V. Note the following:

*The heavens declare the glory of God.*

*The Lord is my shepherd.*

All names of the Deity should begin with capitals.

Write from dictation:

Jehovah, the Lord God Omnipotent, reigneth. Immanuel. Just and true are thy ways, thou King of Saints.

### 19. A GOOD TIME.

I. What are the children in the picture facing this page doing? Where do you think they found this part of a wagon? How fast are they going? What

shows this? Which children are working the hardest? Which need help? Which is the driver? Which one seems selfish? What should he be doing? What is the dog doing? Why?

**II.** Tell the story of this picture. Which is the largest child? The smallest? How do they feel? Tell something that the largest is probably saying, and how soon the fun will be over.

**III.** Tell or write a true or a made-up story of how a fort was captured, a snow man was made, a surprise party was given, or some work was done by several persons working together and each trying to help the others.

**IV.** Tell and write the story of a half-hour's fun in which you once took part.

#### THE WORD *I*.

**V.** Study the following sentences:

*"Mamma, I love you," said little Nell,  
"I love you more than tongue can tell."*

In these sentences *I* is used as a word.

When used as a word, in writing, *I* should always be a capital.

#### 20. REVIEW.

**I.** How should proper names begin? Names of the Deity? Titles? How are initials written? The word *I*?

Write the following from dictation:

William Jackson, Percy Martin, and Harry Mason are playing in Redstone Creek. Doctor James and Captain Stephens saw them there. In Washington, in the District of Columbia, the schoolboys are trained as soldiers.

Write the full name and then the initials of yourself, of each member of your family, of your teacher, of the governor of your state, of the president of the United States.

**II.** Write from dictation the following:

The United States Steel Company employs thousands of men. The American Book Company has its main office in New York. The Baltimore and Ohio Railroad passes through Washington.

Use in sentences the names of five companies doing business in your vicinity. Write the complete names of five books in your school room, or in your home.

**III.** What should follow every abbreviation? How should abbreviations of titles of honor and respect be written?

Write the words indicated by the following abbreviations:

Jan., Apr., Sept., Nov., Dec., qt., pk., Rev., Hon., Mr., Mrs.

Study the following abbreviations, and then write them when the complete forms are dictated:

|                             |                                |
|-----------------------------|--------------------------------|
| Ave. Avenue.                | Jr. Junior.                    |
| A.M. Before noon.           | Lieut. Lieutenant.             |
| B.C. Before Christ.         | LL.D. Doctor of Laws.          |
| Capt. Captain.              | Maj. Major.                    |
| Col. Colonel.               | Messrs. Messieurs (gentlemen). |
| Co. Company.                | P.M. After noon.               |
| C.O.D. Collect on delivery. | Sec. Secretary.                |
| Dr. Doctor.                 | Sr. Senior.                    |
| do. ditto.                  | St. Street.                    |
| etc. or &c. and so forth.   | Supt. Superintendent.          |
| F.O.B. Free on board.       | Treas. Treasurer.              |

IV. Read the following story, written by a pupil nine years old, and suggested by the picture "Unwelcome Visitors" (p. 32). Then write a similar story about "Vacation Fun" (p. 30), or about some other picture.

#### A STORY ABOUT A PICTURE.

##### Unwelcome Visitors.

The Browns live in the country. They have a nice house, and a large barn. They have a lot of geese, and, best of all, they have a curly-headed little boy whose name is Robbie.

One time little Robbie had been sick, and was not allowed out. He was so cross because he had to stay in that there was no living with him. So his mother gave him a cooky, and told him he could go out. He was so glad, and was planning what he would do as he started toddling down the path.

But he hardly reached the gate when he saw the old "gooses," as he called them, coming. He said to his mother, who was

watching him from the window, "Mamma, they are coming for my cooky."

They were a good ways off from him then, and he was not afraid, and he added, "They won't get it, mamma." By that time two of the geese were almost on top of him, stretching their necks and hissing. My, how Robbie was frightened!

He began to cry, and then he threw his cake at the geese and ran into the house. His mother saw it all from the window, and gave him another cooky when he came in.

#### PERSONIFICATION.

V. Study the following sentences:

*"Lady Moon, Lady Moon, where are you roving?"*  
*"Over the sea."*

*A Hare met a Tortoise one day and offered to run a race with him.*

In the first the moon is addressed as if it were a person. In the last sentence the hare and the tortoise are represented as doing what persons do, — talking.

When animals and things without life are spoken of as persons they are said to be **Personified**.

The names of personified objects in fables and in poetry often begin with capitals.

Account for the capitals and punctuation marks in the following sentences:

The Wind and the Sun were quarreling one day. What are you doing, Henry? Shall you go to town to-day, Mr. Brown?

No, I shall go to-morrow. Don't be unkind to any one. My mother's bread is better than the baker's. The National Fire Insurance Company has its office on Fairmount Street. Jack Frost makes beautiful pictures on the window pane.

NOTE TO THE TEACHER.—Frequently pupils should be asked to state the principle governing each capital letter and mark of punctuation in a given selection. Occasionally selections may be placed on the blackboard with the capitals and punctuation marks omitted. Have the class supply them properly. Then read selections to the class and have them written, calling special attention to proper punctuation and capitals.

### STORIES AND POEMS.

#### 21. THE FOX IN THE WELL.

A Fox, having fallen into a well, tried by sticking his claws into the sides to keep his head above water. Soon after a Wolf came and peeped over the brink. To him the Fox appealed very earnestly for assistance, begging that he would help him to a rope, or something of that kind, which might aid him to escape. The Wolf, moved with compassion at his misfortune, could not forbear expressing his concern. "Ah! poor Reynard," said he, "I am sorry for you with all my heart. How could you possibly come into this sad condition?"

"Nay, friend," replied the Fox, "if you wish me well do not stand pitying me, but lend me some help as fast as you can. For pity is but cold comfort when one is up to the chin in water and within a hair's breadth of drowning."

I. What happened to the fox? How did he keep from drowning? What did the wolf say? Did he offer to do anything? What good would talking do? What did the fox reply?

II. Tell this story in your own words.

III. Tell or write a story or a fable in which some animal talks or acts like a human being, or tell of a child who fell into the water.

IV. Give an account of something done by a fox or a wolf, or tell of something done to help a person out of trouble.

### THE COMMA: SERIES.

V. Examine the following sentence:

*Mr. Miller sells boots, shoes, slippers, and gaiters.*

The words in **full-face** type form a list or series.

When words or expressions are used in a series, a comma should be placed after each except the last.

As a rule commas are not used when the words composing the series are connected; thus, *John reads and recites.*

Write five sentences each containing a series composed of names of people.

Write five sentences each containing a series composed of words expressing action.

Write a sentence telling, in a series, four things done by the fox spoken of on page 54.

Turn to the unfinished story on page 49, find a series, and notice its punctuation.

## 22. A PRAYER.

Father, we thank thee for the night  
 And for the pleasant morning light,  
 For rest and food, and loving care,  
 And all that makes the world so fair.  
 Help us to do the thing we should,  
 To be to others kind and good,  
 In all we do, in all we say,  
 To grow more loving every day.

I. What is a prayer? To whom is it addressed? By whom is this one said? Why should we be thankful for the night? For the morning light? Why is it called pleasant? Why should we be thankful for rest and food? From whom do children receive loving care? Name some of the things that make the world fair.

II. Name some things that we should do. Why should we be kind and good to others? Tell of a kind act done by a boy or a girl. Why should we grow more loving every day? How may a boy or a girl do this?

III. Write this prayer from dictation and commit it to memory.

IV. Tell and then write a story about a child who does kind and good things.

## SYLLABLES.

## V. Note the following list of words:

## TWO SYLLABLES.

*man ly*  
*hard ly*

## THREE SYLLABLES.

*man i fest*  
*hard i hood*

In this list, the words are separated into syllables. Write the following words, separating them into syllables:

Father, tender, morning, blessings, coming, evening, family, children, concern, concerning, faithful, faithfully, situation, consider, consideration, foolhardy.

Sometimes we do not have room on a line for all of a word and we are obliged to divide it. In such cases the division should always be made between syllables, and the part on the first line should be followed by a hyphen (-), as in the words *syllables* and *consider at* the ends of lines in this lesson.

## 23. VALENTINE.

Long ago there lived a priest named Valentine. This good man was noted in all the country round for his kindness. He nursed the sick, comforted the sorrowing, and was always ready to give help to any one who was in need. Valentine dearly loved the children, and those who went to him for food or clothes were never turned away.

After this kind priest became too old to go about among his people he was very sad, because he thought he could no longer be of any help to them. Then he remembered that he could write loving messages to the sick and sorrowing. Soon his friends began to watch for the kind words that were sure to come whenever sorrow or joy entered their homes. Even the little children would say, when they were sick, "I think Father Valentine will send me a little letter to-day."

But after a time no more letters were received, and soon the news went abroad that good old Valentine was dead. Then every one said that such a kind man was good enough to be called a saint. And from that day to this he has been known as Saint Valentine.

It was not long before people began to celebrate his birthday by sending loving messages to their friends. The notes and letters containing these messages were called *valentines*.

This all happened years ago, but good St. Valentine is still remembered on the 14th of each February.

**I.** What was the priest's name? For what was he noted? Of whom was he especially fond? How did the people feel when he became old? What did he then do? What did children say when they were sick? Why did the letters stop? In what way did the people show that they remembered the good priest?

**II.** Tell in your own words the story of Valentine; and tell what some one did to make another happy.

### III. Dictation:

The valentine I'm sending says,  
 "The one that I love best;"  
 There's only one to give that to;  
 Perhaps you may have guessed.  
 I'll send it with my dearest love  
 To you, dear mother mine,  
 To tell you that I'll always be  
 Your faithful valentine.

Tell some things the boy sending this must do to prove himself his mother's "faithful valentine."

**IV.** Write an account of an incident connected with the sending or receiving of a valentine, or write an account of two or three things the boy of **III** did for his mother.

### THE HYPHEN.

**V.** Find in your school reader five examples of the hyphen used to divide words.

Show in how many ways each of the following words may be divided at the end of a line:

Operation, multiplication, situation, compassion, something, earnestly, complying, unyielding, forgiveness, husband, celebration.

### 24. JACK FROST.

Oh, there is a little artist,  
 Who paints in the cold night hours  
 Pictures for little children  
 Of wondrous trees and flowers.

Pictures of snow-white mountains  
 Touching the snow-white sky,  
 Pictures of distant oceans  
 Where pretty ships go by.

Pictures of rushing rivers  
 By fairy bridges spanned;  
 Bits of beautiful landscapes  
 Copied from fairyland.

The moon is the lamp he paints by,  
 His canvas the window pane,  
 His brush is a frozen snowflake,  
 Jack Frost is the artist's name.

I. Who is the little artist? What does he do? Why does he paint in the cold hours? Why at night? Does he ever paint by day? Tell what he paints. What is his lamp? His canvas? His brush? For whom does he paint?

II. Write this poem from dictation, giving especial attention to the capitals and punctuation marks.

III. Tell an imaginary story of Jack Frost.

IV. Tell and then write a story about this little artist, or about something you did in winter.

V. Examine the following sentences:

*John said, "Harry, where are you going?"  
 "I am going to the city," said Harry.*

What are the exact words that John said? Give Harry's answer.

The exact words of a person, when repeated by another, are called a **Direct Quotation**.

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

The first word of every direct quotation should begin with a capital.

A comma is usually placed before a direct quotation.

Write from dictation:

A fair little girl sat under a tree,  
 Sewing as long as her eyes could see;  
 Then smoothed her work and folded it right,  
 And said, "Dear work, good night, good night."  
 — Lord Houghton.

"What are you thinking about?" said John. "Are you going to the country?" asked Mary. The crows said, "Caw, caw," on their way to bed.

The little girl said to the beautiful sun,  
 "Good morning, good morning, our work is begun."

## 25. THE LION AND THE MOUSE.

A lion lay down to sleep under a shady tree. Some mice, while chasing one another in fun, ran over his face and awoke him. Laying his paw on one of them, he was about to crush him; but the little fellow begged to be allowed to go free, saying he was only having some fun. The lion gave him his liberty,

and went into the woods. Here he was caught in a net set by some hunters. He could not free himself, and he began to roar. The mouse whose life he had spared came, and with his sharp teeth soon set him free.

I. Give in your own words the conversation between the lion and the mouse when the mouse was caught, and then give the conversation when the lion was caught.

II. Give an account of playful things you have seen mice, or kittens, or dogs do.

III. Tell about a game during which you accidentally broke a window or injured something, and how you made good the damage done. Or tell about a trip to the country, or a rest in the shade.

IV. Write an account of a kind act done by one person to another which was repaid by another deed of kindness. This story may be real or imaginary.

#### DIVIDED QUOTATIONS.

V. Note the following sentence:

*"Alexander," said Philip, "this place is too small for you."*

What words are quoted? What words are not quoted? The words that are not quoted divide the

quotation. What punctuation mark precedes and follows them?

The words that divide a quotation are separated from the rest of the sentence by commas.

Write a ten-line conversation between two boys or two girls in regard to the best way to have fun on a rainy day, using several divided quotations.

#### 26. A FAREWELL.

Farewell, dear child, I have no song to give thee;  
No lark could pipe to skies so dull and gray;  
But ere we part one lesson I would leave thee,  
For every day:

Be good, sweet maid, and let who will be clever;  
Do noble things, not dream them, all day long;  
And so make life, death, and that vast forever,  
One grand, sweet song. — *Charles Kingsley.*

I. What word is generally used instead of *farewell*? What does *farewell* mean? What does *good-by* mean? Read this poem carefully several times. Who do you think is speaking? Why? When a mother says good-by what does she usually add? Why do the skies seem so dull and gray to this parent? Why does she wish to leave one lesson for her child? Why a lesson for every day? Why not a different lesson for each day? What is this one important lesson?

II. Give a list of good things a girl may do. What is meant by *clever*? Give a list of clever things she may do. What is meant by *dreaming noble things*? What are some noble things a girl may do? Commit the poem to memory.

III. Tell a story, based upon this poem, of a mother who was obliged to leave her little girl, and who gave her some parting advice.

IV. Write a story of a girl who did good, noble things each day, instead of dreaming them.

QUOTATION MARKS (*Continued*).

V. In writing, it is often necessary to mention the titles of books, newspapers, stories, and lectures. In such cases they are considered as quotations, and are inclosed in quotation marks. Thus: "*The Psalm of Life*" was written by Longfellow. Bunyan's "*Pilgrim's Progress*" has been widely read.

Write the following from dictation:

"The Evening Herald" is read by thousands of intelligent people. We spent the afternoon reading Whittier's "Snow Bound." Rudyard Kipling's "Jungle Book" was given to me as a present. "Paradise Lost" is an English classic. "Mother Goose" is the children's treasure. Hawthorne wrote "Grandfather's Chair." Mary likes "The Elsie Books."

27. A LITTLE HERO.

A boy in Germany, playing one day with his sister, four years old, heard the cry of some men who were chasing a mad dog. The boy, suddenly looking around, saw the dog running toward him; but instead of trying to get away, he took off his coat, and, wrapping it around his arm, boldly faced the dog. He held out the arm covered with the coat. The dog came up and bit at it until the men came and killed the animal.

When asked why he did not run away when he saw the dog coming, the little hero said, "Yes, I could have run from the dog; but if I had he would have bitten my sister. I gave him my coat that he might tear it, and thus she would be saved."

I. Tell the story of the little hero in your own words.

II. Write a letter to a friend giving the facts of the story.

III. Give an account of an escape from a dog, a runaway horse, or some other animal, or tell of some one in danger who was saved by another.

IV. Give an account of a brave act which you once saw, or tell how a person might rescue another from a burning building, or from death by drowning.

QUOTATIONS (*Continued*).

V. Copy the following sentences:

William said Mary come here.

John answered Henry I know where your book is.

Punctuate these sentences so as to show that William is the speaker in the first and John in the second.

Rewrite these sentences in the same order, and punctuate them so as to show that Mary is the speaker in the first and Henry in the second. What change occurs in the punctuation?

Bring to class five original sentences containing unbroken quotations.

Write five original sentences each containing a divided quotation.

What divided quotations are found in "The Fox in the Well"?

### 28. THE SWORD OF BUNKER HILL.

He lay upon his dying bed,  
 His eye was growing dim,  
 When with a feeble voice he called  
 His weeping son to him:  
 "Weep not, my boy," the veteran said,  
 "I bow to Heaven's high will;  
 But quickly from yon antlers bring  
 The sword of Bunker Hill."

The sword was brought; the soldier's eye  
 Lit with a sudden flame;  
 And, as he grasped the ancient blade,  
 He murmured Warren's name;  
 Then said, "My boy, I leave you gold,  
 But what is richer still,  
 I leave you, mark me, mark me, now,  
 The sword of Bunker Hill.

"Oh! keep this sword," his accents broke, —  
 A smile — and he was dead;  
 But his wrinkled hand still grasped the blade,  
 Upon that dying bed.  
 The son remains, the sword remains,  
 Its glory growing still;  
 And twenty millions bless the sire  
 And sword of Bunker Hill.

— *William R. Wallace.*

I. Who was on his dying bed? What is a veteran? What request did he make? Where was the sword? Why was it called "the sword of Bunker Hill"? How had it been obtained? Why did the soldier's eye light with a sudden flame? Who was Warren? Why did the soldier murmur his name? What two things did the veteran leave to his son? Which did he think the richer? Why? How is the glory "growing still"?

II. Tell this story in your own language.

III. Give an account of the Battle of Bunker Hill after your teacher has told you of it.

IV. Write a true or an imaginary account of the capture of a sword, a rifle, a flag, or a snow fort.

#### A TEST.

V. Fill each of the following blanks, using one word for each blank, and making sentences as indicated:

1. \_\_\_\_\_ (A declarative sentence.)
2. \_\_\_\_\_? (An interrogative sentence.)
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ can \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. "\_\_\_\_\_?" \_\_\_\_\_
5. "\_\_\_\_\_," \_\_\_\_\_, "\_\_\_\_\_"
6. \_\_\_\_\_ (An imperative sentence.)

### 29. MARY SHEPHERD.

Two hundred years ago Mary Shepherd, a girl of fifteen, was watching for the savages on the hills of Concord, while her brothers were thrashing in the barn. Suddenly the Indians appeared, slew the brothers, and carried her away. In the night, while the savages slept, she untied a stolen horse, slipped a saddle from under the head of one of her captors, mounted, fled, swam the Nashua River, and rode through the forest, home.

— *George William Curtis.*

I. How long ago was this? What was the girl's name? What was she doing? What happened? Tell just how she escaped. Describe what she had to do before she reached home.

II. Tell the story of Mary Shepherd in your own language.

III. Write the same story as though the girl herself were telling it. Be careful in the use of quotation marks and capitals.

IV. Write or tell a story about a child that was lost near home.

### A AND AN.

V. The letters *a*, *e*, *i*, *o*, and *u*, and sometimes *w* and *y*, are called vowels. The other letters are called consonants.

The little words *a* and *an* are shortened forms of an old word meaning *one*.

*An* should be used before all words beginning with a vowel sound. This includes words beginning with *h* not sounded, such as *honest* and *honor*, but excludes words beginning with *u* pronounced *you*, as *union*, *useful*, etc.

*A* is used before words beginning with a consonant sound. Tell why *a* or *an* is used:

|                |              |
|----------------|--------------|
| An apple.      | A boy.       |
| An elephant.   | A lion.      |
| An inkstand.   | A pen.       |
| An orange.     | A lemon.     |
| An umpire.     | A uniform.   |
| An honest man. | A happy man. |

Make sentences each containing one or more of the following words, using *a* or *an* before each of them:

Horse, cow, dog, eagle, herring, violet, piece, shot, gun, cherry, onion, organ, parrot, bicycle, ear, evening, bookcase, Indian, honor, useful, European.

### 30. REVIEW.

I. State the rule for the punctuation of a series. When should *a* be used? When *an*?

Write the following from dictation:

Jack Frost paints pictures of trees, flowers, mountains, and oceans. Make life, death, and the vast forever, one grand, sweet song. It is often necessary to mention the title of a book, a newspaper, a story, or a lecture. Valentine nursed the sick, comforted the sorrowing, helped the needy, and cared for the little ones. Mary Shepherd untied a horse, took a saddle, quietly mounted, rode swiftly away, swam a river, and reached home.

Write five sentences, each containing a series. Let one be about the little hero, one about Valentine, one about Jack Frost, one about the lion, or the mouse, and one about the fox in the well.

Write three original sentences illustrating the rule governing the use of *a* and *an*.

II. Write the following from dictation, showing by a space the division into syllables:

A farm er had sev er al quar rel some sons. The fa ther un tied the bun dle. Val en tine com fort ed the sor row ing. We cel e brate his birth day by send ing lov ing mes sa ges to our friends.

Copy the following, indicating by a space the division into syllables, as shown above:

Examine the following sentences. Quotation marks are used to inclose the exact words of another. *A* is used before words beginning with consonant sounds, *an* before words beginning with vowel sounds. The hyphen is used at the end of a line, between syllables, when part of the word must be written on the following line.

Write five sentences illustrating the rule for the use of the hyphen.

III. Write the following from dictation:

The father said, "In union there is strength." The poet said, "Jack Frost is a little artist." Charles Kingsley says, "Do noble things, don't dream them, all day long." Nelson signaled, "England expects every man to do his duty."

Little Jack Frost walked through the trees.

"Ah," sighed the flowers, "we freeze, we freeze."

"Ah," sighed the grasses, "we die, we die."

Said little Jack Frost, "Good-by, good-by."

The girl was reading "Little Women." She had read "Uncle Tom's Cabin," "Black Beauty," "Alice in Wonderland," and "Robinson Crusoe." At our house we read "The New York Herald," "The Youth's Companion," and "St. Nicholas."

No thought of harm disturbed each breast,

In peace they laid them down to rest,

Close sheltered in "The Maine."

The sentry called out, "All is well."

The ship so gently rose and fell

The anchor felt no strain.

— Martha E. Oliver.

Write three sentences, illustrating three different uses of quotation marks.

#### IV. Complete the following story:

Elizabeth Simpson had long been wishing that she could do something unselfish and helpful, but she was always unwilling to do what her mamma suggested.

But one day she came in from school with her face covered with smiles.

"Oh, Mamma," she cried, "in our work to-day we had a poem about doing noble things, not dreaming them all day long, and I determined really to do something and not merely to think about doing. So I began on my way home. I met a little ragged girl on Wiston Street who was crying, oh, so hard.

#### TO, TOO, AND TWO.

V. Care should be taken in using the words *to*, *too*, and *two*.

Always use *two* when meaning the number indicated by the figure 2.

Use *too* when *also* or *more than enough* is meant, or may be used instead.

Use *to* in all other cases.

The following sentences show the proper uses of the words:

*It is too hot for comfort. John came to his desk to write two letters and Mary came too.*

Use *to*, *too*, or *two* in place of the following blanks:

James went \_\_\_\_\_ town, and John went \_\_\_\_\_. William has \_\_\_\_\_ pets; he likes \_\_\_\_\_ play with them. Mary likes apples and pears \_\_\_\_\_. The light is \_\_\_\_\_ bright for the boy's eyes. The man was \_\_\_\_\_ feeble \_\_\_\_\_ walk. The ball was thrown \_\_\_\_\_ swiftly \_\_\_\_\_ be caught. \_\_\_\_\_ men were walking \_\_\_\_\_ the office. \_\_\_\_\_ much attention can not be paid \_\_\_\_\_ neatness. His illness was \_\_\_\_\_ severe \_\_\_\_\_ last long. \_\_\_\_\_ wrongs never make a right. He turned \_\_\_\_\_ see \_\_\_\_\_ children, and they turned \_\_\_\_\_ see him \_\_\_\_\_.

Write three original sentences, using *to* and *too* in each.

Write three original sentences, using *too* and *two* in each.

Write three original sentences, using *to* and *two* in each.

#### NOTES.

#### 31. NOTES.

I. Copy the following note, observing carefully the form, the capitals, and the punctuation:

Dear Grandpa:

School will close next month, and then I shall go to see you. I hope the cherries will not all be gone before that time.

Your grandson,

GEORGE MOORE.

II. Why is it important to have a note show to

whom and by whom it was written? Where are capitals used in the above note? Periods? Commas?

**III.** Write a note similar to that in **I.** Suppose that you have sprained your ankle, and will not be able to attend school for a week. Write to your teacher, telling her what has happened, and asking her to let you know what lessons are assigned for the following day. Be careful about capitals and punctuation.

**IV.** Write the teacher a note, thanking her for sending the information. Tell her that your ankle is better and that you hope to be in school the following Monday. Ask her to continue sending the lessons.

#### *IN AND INTO.*

**V.** **In** and **into** are often used incorrectly. **In** denotes position, and **into** denotes entrance, or change from one form to another.

Use *in* or *into* in place of the blanks in the following sentences:

Mary went \_\_\_\_\_ the street. The knife is \_\_\_\_\_ the drawer; you will find it if you go \_\_\_\_\_ the house. The boy played \_\_\_\_\_ the kitchen until his mother called him \_\_\_\_\_ the parlor. The door was open and Willie walked \_\_\_\_\_ the room. Come out \_\_\_\_\_ the street and see the boy \_\_\_\_\_ the carriage.

#### **32. NOTES.**

**I.** Write to a schoolmate, asking him to let you know what lessons are to be studied for the next school day.

**II.** Write to a friend, asking him to come to see you, and to bring a storybook for you to read while you are kept in the house.

**III.** Write to your cousin, telling him about your school, its location, its size, and the name of your teacher. Give a list of your studies, and tell which you like best, stating why.

**IV.** Write to a friend, telling of an afternoon you have recently spent very pleasantly.

#### *THEIR AND THERE. RIGHT AND WRITE.*

**V.** **Their** denotes possession; **there** either refers to place or begins a sentence, without denoting possession.

Use *their* or *there* in place of the blanks in the following:

The girls lost \_\_\_\_\_ way. \_\_\_\_\_ were two roads leading from the place. The house is \_\_\_\_\_. Samuel and John said that \_\_\_\_\_ father lived \_\_\_\_\_. \_\_\_\_\_ were three men who said that \_\_\_\_\_ work was \_\_\_\_\_.

Insert *right* or *write* in each of the following blanks:

William can \_\_\_\_\_. It is better to \_\_\_\_\_ the words \_\_\_\_\_.

### 33. NOTES.

I. Write a note to George and Mary, asking them to spend an evening at your home. Tell them who will be there and what games will be played.

II. Write an answer accepting the invitation.

III. Write an answer declining the invitation, and saying why you are unable to accept it.

IV. Exchange papers and mark the errors. Then rewrite your own note carefully.

### LAY AND LIE.

V. To *lay* means to *put* or to *place*; to *lie* means to *rest*, to *remain*.

Write the following sentences correctly:

Lie (or lay) down and rest. The coat lays (or lies) on the grass. He comes into the room where the sick man lies (or lays). \_\_\_\_\_ the pencil on the desk and let it \_\_\_\_\_ there until you need it. The pencil is laying (or lying) there. Laying (or lying) on the grass, I enjoy the cool breeze and the blue sky. The carpenter \_\_\_\_\_ his tools on the ground. The cows were \_\_\_\_\_ in the pasture.

### 34. NOTES.

I. Imagine that you are to spend a Saturday afternoon with your uncle. Tell the class where you are going, how and what you expect to do.

II. Write to your uncle, telling him that you hope to spend next Saturday afternoon at his home, if convenient to him. State when you will arrive, and when you expect to return.

III. Write a note to your cousin, giving an account of a visit you once made. Tell where you went, what you saw, and what you did.

IV. Write a note quoting a stanza of poetry for which a friend has asked. Give the name of the author and of the publisher.

### LOVE AND LIKE.

V. We *like* persons and things that please us; we *love* persons for whom we have affection.

Complete the following sentences, using *love* or *like* correctly:

William \_\_\_\_\_ his brother and \_\_\_\_\_ ice cream.  
Charles \_\_\_\_\_ sweet cake. Mr. Wilson \_\_\_\_\_ his daughter.  
John \_\_\_\_\_ his pet rabbit. Which do you \_\_\_\_\_ better, coffee or chocolate? Do you \_\_\_\_\_ to watch a game of base ball? She \_\_\_\_\_ music.

## 35. NOTES.

**I.** Write to a friend, asking him to attend a picnic. Tell who are going, where the picnic is to be held, how the place may be reached, and at what cost. Tell also what is to be done, and when your friend can return.

**II.** Write to your mother, telling her about a picnic you attended or a visit that you made. Give any particulars you think will be of interest.

**III.** Write to a friend, telling how your favorite game is played, when and with whom you play it, and why you like it.

**IV.** Write to your sister, telling her something your favorite animal has done.

## REVIEW.

**V.** Write sentences containing the following words, using each word at least twice:

To, two, too, in, into, their, there (two uses), love, like, right, and write.

## PART II.

## THE SENTENCE.

## OBSERVATION.

## 36. THE RABBIT.

**I.** How large is a rabbit? Describe its ears; its coat; its legs; its tail. Where does it stay in the day-time? On what does it feed?

How do rabbits sometimes injure plants, vegetables, and trees? Why are they sometimes used as pets?

First, make sentences telling one thing; as, *The rabbit is as large*

*as a cat.* Then make sentences covering two or more points; as, *The rabbit has long legs and sharp teeth.*



**II.** Write a description of a rabbit based on the above questions.

## III.

## Ned's Bunny.

Would you hear about my bunny,  
 And his little ways so funny?  
 First of all, then, you must know  
 He has a coat as white as snow,  
 Staring eyes of pink so pale,  
 And a tiny, dumpy tail.  
 He runs about the nursery floor,  
 The chairs and tables clammers o'er,  
 And nestles down upon my lap,  
 Beside the cat, to take a nap.

Describe Ned's bunny. How does the bunny spend his time? Where does Ned keep his bunny sometimes? What does he do there? What other pet is in the same place? Tell the story of Ned's bunny in your own words.

IV. Write a story about a pet bunny, or any other pet, or write answers to questions in I. and III.

## THE SUBJECT.

V. Note the following sentence:

*Mary sings.*

Who is spoken of in this sentence? What word tells this? What, then, does this word do? (Names the person about whom something is said.)

The word in a sentence that names the person or thing about which something is said, is called the *Subject* of the sentence.

Name the subjects in the following sentences:

*Boys run. Birds sing. Waters flow. Time flies.* The man ran. Flowers bloom. Henry studies. Mary sings.

Sometimes a group of words forms the subject; as, **John and James ran.** The girls of our class *can sing.*

Name the subjects in the following sentences:

*The little boy was playing. The boy on the front seat reads.* Dozens of birds were seen. The load of coal was delivered.

Write five sentences having proper names as subjects.

Write five sentences, each having a group of words as its subject.

## 37. THE SQUIRREL.

I. Compare the rabbit and the squirrel in the following particulars: coat, ears, head, body, tail, home, and food. Tell some things a rabbit can do that a squirrel can not do. Which does the more harm?

II. Write a description of a squirrel, using the particulars referred to in I.



III. Which makes the better pet, a rabbit or a squirrel? Why? What use is frequently made of the skin of the rabbit? Of the skin of the squirrel?

IV. Tell and then write a story about a squirrel or some other animal.

#### THE PREDICATE.

V. Examine the following sentence:

Mary  $\wedge$  sang.

What word here tells what Mary did? (*Sang.*) The word *Mary* is the subject, and names the person about whom something is said. The word *sang* tells what is said about the person named by the subject.

The word or words in a sentence that tell what is said of the person or thing named by the subject, are called the *Predicate* of the sentence.

Name the predicates in the following sentences:

Dogs *bark*. Boys *run*. The girl *sews*. John *talks*. Rabbits jump. Francis will read. William can write. The pitcher is on the table. President Lincoln was assassinated.

Supply subjects or predicates for these blanks:

Squirrels \_\_\_\_\_. Little children \_\_\_\_\_. Christopher Columbus \_\_\_\_\_. \_\_\_\_\_ run. \_\_\_\_\_ swim. \_\_\_\_\_ sleeps. \_\_\_\_\_ sleep. \_\_\_\_\_ eat. \_\_\_\_\_ read.

Place these sentences in diagrams like Mary  $\wedge$  sang.

### 38. THE HEN.

I. In what part of the head are a hen's eyes? Describe her ears. How do they differ from a rabbit's? From a squirrel's? Describe her bill. Why is it so hard at the point? How is her body covered? With what are her legs covered? How many toes has she on each foot? Which way do they point? Why can not a hen fly far? Where does she sleep? What kind of food does she like? What enemies has she? How does she defend herself from them?



II. Tell how the hen is of value to man. How does she sometimes give trouble? What will a hen do when her chickens are disturbed? How does she call her chickens? What does she do when she sees a hawk? What do the chicks do then?

III. Write a story telling how a hen defended her chicks against a rat or a cat, or how a boy secured a suit of clothes by selling eggs, or how a girl saved the life of a chicken, which later became a useful pet.

IV. Tell and then write a story about the fun some children had with Easter eggs.

PREDICATES: *IS* AND *ARE*.

V. Examine the following sentences:

Mary *is* singing.      Mary and Julia *are* singing.

How many persons are named by the subject of the first sentence? What is the first word in the predicate? How many persons are named by the subject of the second sentence? What is the first word in the predicate?

*Is* should be used in the predicate of a sentence when the subject names but one person or thing. *Are* should be used when the subject names more than one person or thing.

Fill the following blanks:

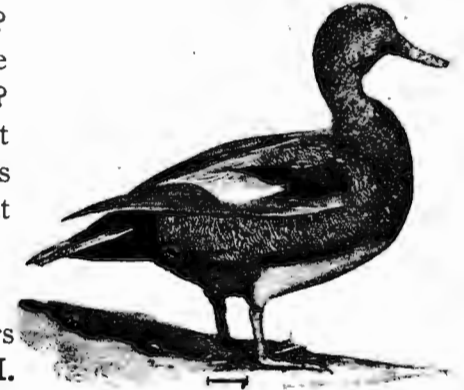
Henry \_\_\_\_\_ sick. The girl \_\_\_\_\_ at school. \_\_\_\_\_ was at church. \_\_\_\_\_ John \_\_\_\_\_ in New York? William, Henry, Samuel, and George \_\_\_\_\_ going to school. The hen's eyes \_\_\_\_\_ small. The \_\_\_\_\_ is reading a book. \_\_\_\_\_ and \_\_\_\_\_ waiting for the train. \_\_\_\_\_ flying kites.

Write five sentences containing *is*, each having the name of a city as subject.

Write five sentences each containing two or more names of books or boys as subjects.

39. THE DUCK.

I. What difference is there between the head of a hen and that of a duck? Compare their bills. What difference is there between the neck of a duck and that of a hen? Where does the duck like to be? Why does it not sink? On what does it feed? Of what use are ducks?



II. Write answers to the questions in I.

III. Give an account of something you have seen a duck or some other fowl do. Tell where it was, when it was, what you were doing before you saw it, and what you did afterward; or tell the story of "The Ugly Duckling."

IV. Complete the story begun in the following lines:

Whistling to his dog, Tom bounded into the barnyard. He had gone but a short distance when he noticed a duck that seemed unable to walk. As he came near it the duck tried to waddle away, but he picked it up and found that one of its legs was broken.

## SUBJECTS: SIMPLE AND MODIFIED.

## V. Note the following sentences:

*Mary sang in the choir.*

*Little Mary sang in the nursery.*

What is the subject in the first sentence? The word *Mary* might be given or applied to any girl or woman; but we change its possible application when we add the word *little*.

A word added to another to change its application is called a *Modifier*.

Modifiers often consist of a group of words.

A subject that has no modifiers is called a **Simple Subject**.

In the second example *little Mary* is the **Modified Subject**.

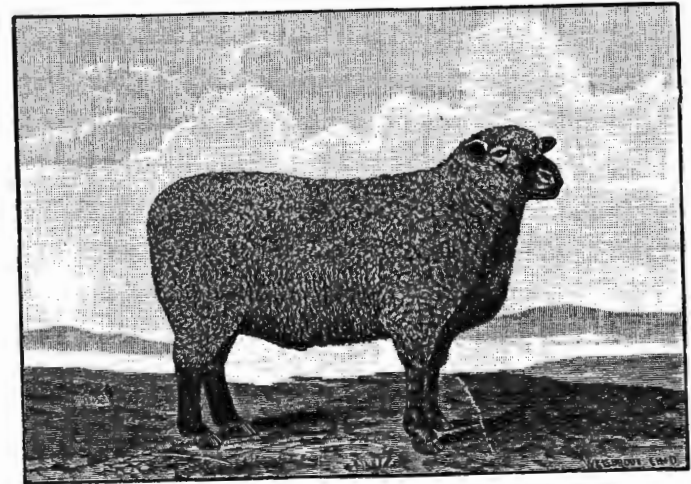
Add modifiers to the subjects in the following sentences; as, Fishes swim. *All* fishes swim.

Boys play. Girls sing. Ducks swim. Apples are good. Books please. Flowers are fragrant. Children swing. Dogs bark at street cars. Trees bend. Winds blow.

## 40. THE SHEEP.

I. What kind of coat has the sheep? Of what use is this coat to the sheep and to us? How do farmers

get the wool from the sheep's back? On what does the sheep feed? What kind of pet does it make? How does it compare in sense with the dog? With



the horse? Why do you think so? What enemies has the sheep? What means of defense?

II. Tell a story about a sheep, answering some of the above questions.

III. Write the story of "Mary and her Lamb."

IV. Give a history of wool from the time it grows on the sheep's back until it is made into some article of clothing. Tell all the changes it goes through, as far as you can.

## DECLARATIVE SENTENCES: ANALYSIS.

|                         |                        |
|-------------------------|------------------------|
| SUBJECT.                | PREDICATE.             |
| <u>Careful students</u> | \ <u>succeed well.</u> |

V. This is a declarative sentence. (Why?) The modified subject is *Careful students*; the predicate is *succeed well*. The simple subject is *students*.

Place each of the following sentences in a diagram as above:

*The harvest moon* was shining brightly. The frightened girls were crying. *The old red house* was burned. Brave General Custer died fighting nobly. The swift current was noiseless. Bright days fly swiftly. Rainy days are dreary.

## 41. SWIMMING AND WADING.

I. Where did you first wade or try to swim? Describe the place. The kind of day. Tell the troubles you had, if any. Have you ever used a swimming-board? How is it used? Can you float? How do you do it? Why do you think swimming or wading pleasant exercise? Is it healthful? Why?

II. Write answers to the above questions.

III. Tell a story about swimming or wading.

IV. Tell or write of an incident in which a dog or

other animal swam; or in which some boys threw sticks into the water and sent a dog after them.

## THE DECLARATIVE SENTENCE: SUBJECTS AND PREDICATES.

V. Examine the following sentences:

*John runs.*

*John jumps.*

*Henry runs.*

*Henry jumps.*

We can combine these and make one sentence out of four; thus, *John and Henry run and jump.*

The subject of this sentence is *John and Henry*. It is made up of the connected words *John* and *Henry*. The predicate of the new sentence is *run and jump*. It is made up of the connected words *run* and *jump*.

Modifiers also may be connected.

Place the following sentences in diagrams similar to this one:

John and Henry \ run and jump.

*Boys and girls* study. *Girls* study and recite. *Americans and Europeans* disagree. Hunting and fishing are sports. *Mary and Julia* sew and knit. Seed time and harvest bring good cheer.

Make five sentences having connected subjects. Make five having connected predicates. Make five, each having both subject and predicate connected.

## 42. THE GARDEN.

I. Where does the currant grow? On what does it grow? What is the usual height of the bush? What is the color of the fruit before it is ripe? After it is ripe? Tell some of the uses of currants.

II. Where does the turnip grow? What is its usual size? What is its shape? What is the color of the outside? Of its flesh? What part of the turnip do we eat? At what season of the year is the turnip most used? How is it usually prepared for the table?

III. Name the vegetables that furnish food from parts growing in the ground; from parts growing above the ground. Name some that contain much juice; little juice. Name those that are usually eaten raw; cooked. Name those that must be used promptly; those that may be kept until winter. Name some whose leaves may be eaten; some whose fruit may be eaten. Name those you like best.

IV. Write an account of something you planted or watched grow.

## THE SUBJECT (Continued).

Ripe grain ^ was cut.

V. In this sentence the word *ripe* is a modifier of the subject *grain*.

Show by a similar diagram the subject and predicate of each of the following sentences. Name the modifiers:

*The beautiful tree* is old. *The old man* is wounded. *The brave old soldier* was cheered. The new book is bright. The wide deep river is bridged. The wounded soldier swam to the shore. My old pen is broken. The young lady was unhurt.

Make ten original sentences, the subject of each containing one or more simple word modifiers.

## 43. THE POTATO.

I. Give a description of the potato: its size, shape, skin, and eyes. How is it planted? Where do potatoes grow? How are they prepared for food? How many kinds of potatoes are there? Compare the sweet potato with the Irish potato.



II. Write answers to the above questions.

III. Give an account of a day spent at work in a potato field, or at some other farm work, or of a day spent in the woods or on an excursion.

IV. Give in writing full directions for preparing potatoes for food in some manner.



## SUBJECT WITH CONNECTED WORD MODIFIERS.

*The wise and good president* was murdered.

V. In this sentence the subject *president* is modified by the two connected words *wise* and *good*.

Show by a diagram the complete subject and the predicate in each of the following sentences. Point out the subject, and tell by what it is modified:

*A small and timid little boy* was blamed. *The brave and honest driver* was rewarded. *Wide and deep rivers* are dangerous. The beautiful and fragrant flower was admired.

Make five original sentences each containing two or more of the following words, used as modifiers of the subject:

Dry, soft, pleasant, warm, many, few, handsome, thoughtless, perfect, tough, brave, cheerful, tender, bad, happy, sure, sad, low, high, sweet, sour, good-natured.

## 44. THE FLAG.

I. How many colors are there in our country's flag? What are they? Give the colors of the stripes. How many are there of each color? What is the name of the blue part of the flag? (The field.) What does the field contain? How many? Why? Why are there thirteen stripes? What may cause an increase in the number of stars? What does the flag represent?

II. Write a complete description of the American flag.

III. Tell the different ways in which the flag may be honored: for example, by soldiers, by sailors, by military officers, by patriotic citizens, by school children, in parades, etc. Why is no advertising allowed on the flag? How may each of us best honor the flag in everyday life?

IV. Write a true or an imaginary story about a brave deed connected with the American flag; or tell how the flag saved the life of an American in a foreign country.

## PHRASES.

V. Examine carefully the italicized words in the following sentences:

The time *of war* is over. The time *of peace* is here. The flag floated *over the fort*. The lady was looking *for her book*. William tried *to study*. *To be good* is *to do your duty*. *Reading books* is pleasant. *Tramping over the fields* is healthful.

Such expressions as *to study*, *to be good*, and *tramping over the fields*, are **Phrases**.

There are also other kinds of phrases.

Select the phrases in the following sentences:

The love *of country* leads to *heroic actions*. *To do good* should be our constant aim. The noise *of the crowd* drowned the cries of the child on the pavement. Climbing trees is good exercise.

Write sentences, using one of the following phrases in each:

To honor the flag, carrying coal, to study, to eat, on the street, at noon, from the city, on ice.

#### 45. REVIEW.

I. Insert *is* or *are* in place of each of the following blanks:

A hen calls her chickens when they \_\_\_\_\_ in danger. The duck \_\_\_\_\_ in the water. The dog and the wolf \_\_\_\_\_ enemies of the sheep. There \_\_\_\_\_ ripe currants on the bush. Wading \_\_\_\_\_ enjoyed by children. A rabbit and three squirrels \_\_\_\_\_ in the barn. The colors in our flag \_\_\_\_\_ red, white, and blue. There \_\_\_\_\_ a blue field in our flag.

Tell the subject and predicate of each of the above sentences, except the two beginning with *there*.

Write three original sentences illustrating the use of the hyphen (see page 57).

II. Write the following from dictation:

But you must have hope and you must have faith,  
You must love and be strong — and so —  
If you work, if you wait, you will find the place  
Where the four-leaf clovers grow.

— *Ella Higginson.*

Tell the subject and the predicate of each of these sentences.

Write five original sentences containing phrases.

III. Write the following from dictation, and tell why each capital, comma, and period is used:

The English house is carved, curtained, hung with pictures, and filled with good furniture. Each man walks, eats, drinks, shaves, and dresses in his own fashion. Offices, farms, and trades descend from father to son. They are full of coarse strength, rude exercise, and sound sleep.

— *Adapted from Emerson.*

Write five original sentences each containing a series.

IV. Read the following contrast, and compare it with the contrast you wrote in Lesson 37 (page 81):

#### The Horse and the Cow.

The horse and the cow are useful animals. They are both found in the country, but in the city horses are seen oftener than cows.

The horse is taller and more graceful than the cow, having slender legs, a longer neck, and a flowing mane. The cow is clumsy-looking, and has a thick neck with no mane. Her head is shorter and broader than that of the horse, and so are her ears. They stand out from the sides of her head, while those of the horse are nearer together and extend upward. The cow has horns, which grow from her head above her ears, but the horse has none. A cow chews her cud; that is, after swallowing her food she returns it to her mouth and chews it again; the horse can not do this. The hoof of the horse is solid, while that of the cow is in two parts. Both the horse and the cow have long tails. That of the horse is bushy, being made up of long, flowing hair, while that of the cow is bushy only at the end.



HIS FIRST RIDE.

THE SUBJECT (Continued).

V. Note this sentence:

Reading good books is helpful.

The subject of this sentence is the phrase *reading good books*.

Indicate the subject and the predicate in each of the following sentences by a diagram similar to the above:

*To be good* is to be happy. *To work* is necessary. *Reading good books* is pleasant. *Trying to do well* is praiseworthy. *To help others* is a duty. *To obey the law* is to do right. *Shooting fire crackers* is a holiday sport.

---

PICTURES.

46. HIS FIRST RIDE.

I. What is this woman doing? Why does she hold the child? What is she probably saying? Why is she so interested in the little one? What is the feeling of the child? How does he show it? What is the boy doing? Why? What kind of floor has this room? Is this a wealthy family? Explain your answer.

II. Give the story of this picture. Tell how you think the goat was obtained, and what the mother

## THE SUBJECT (Continued).

V. Note this sentence:

Reading good books is helpful.

The subject of this sentence is the phrase *reading good books*.

Indicate the subject and the predicate in each of the following sentences by a diagram similar to the above:

*To be good* is to be happy. *To work* is necessary. *Reading good books* is pleasant. *Trying to do well* is praiseworthy. *To help others* is a duty. *To obey the law* is to do right. *Shooting fire crackers* is a holiday sport.

## PICTURES.

## 46. HIS FIRST RIDE.

I. What is this woman doing? Why does she hold the child? What is she probably saying? Why is she so interested in the little one? What is the feeling of the child? How does he show it? What is the boy doing? Why? What kind of floor has this room? Is this a wealthy family? Explain your answer.

II. Give the story of this picture. Tell how you think the goat was obtained, and what the mother



HIS FIRST RIDE.

and the boy said and did in trying to give the child a ride.

**III.** Tell of a ride you once had on a horse, on a bicycle, in a wagon, in a sleigh, or in a boat.

**IV.** Write a true or an imaginary story of an attempt that you once made to make a box, a sled, or something else, or answer in writing the questions in **I.**

#### CAPITAL LETTERS.

**V.** What are the different uses of capital letters? (See pp. 13, 24, 35, 37, 41, 43, 47, 49, 50, 53.)

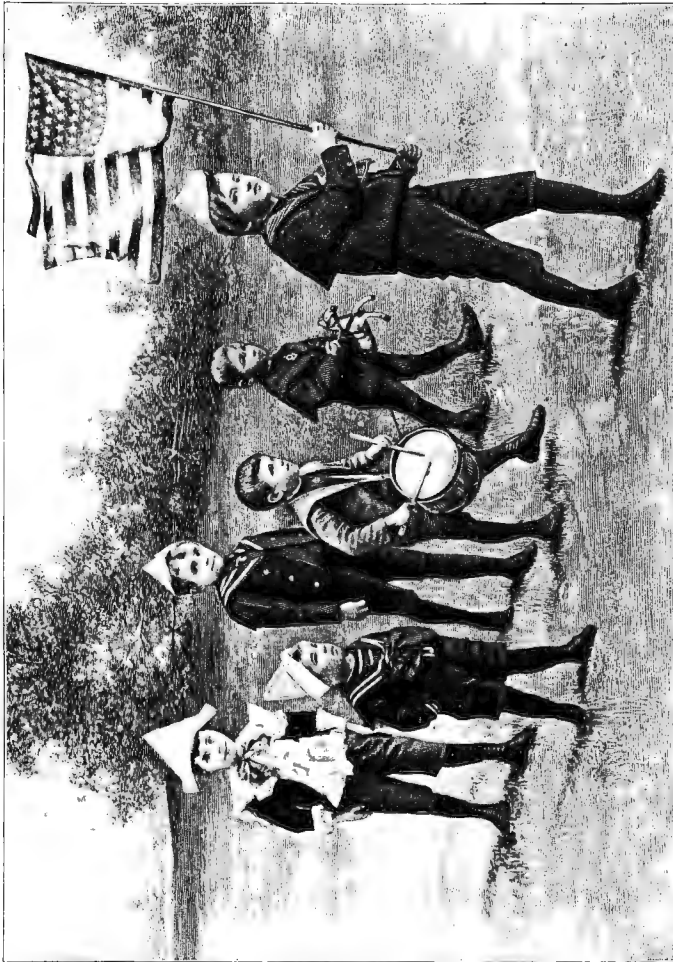
Write the names of three boys and of three girls in your room.

Use in sentences the names of five cities or towns in your State.

Use in sentences the names of two railroads, of three streets, and of three companies or business firms.

#### 47. THE SOLDIER BOYS.

**I.** Where do you think these children live? Where are they now? What are they doing? What time of year is it? Who is the captain? Why are they drilling? What will they do when they are through?



THE SOLDIER BOYS.



FRIENDS OR FOES.

II. Write ten sentences about the boy with the flag, or about a parade you once saw.

III. Describe the picture, telling who these boys are, where they live, where they are playing, what time of year it is, and what they will do next.

IV. Write or tell a story about something you have done or seen, suggested by the picture on p. 98.

THE SUBJECT (Continued).

*The flowers on the table were fragrant.*

V. Note that in this sentence the subject *flowers* is modified by the phrase *on the table*.

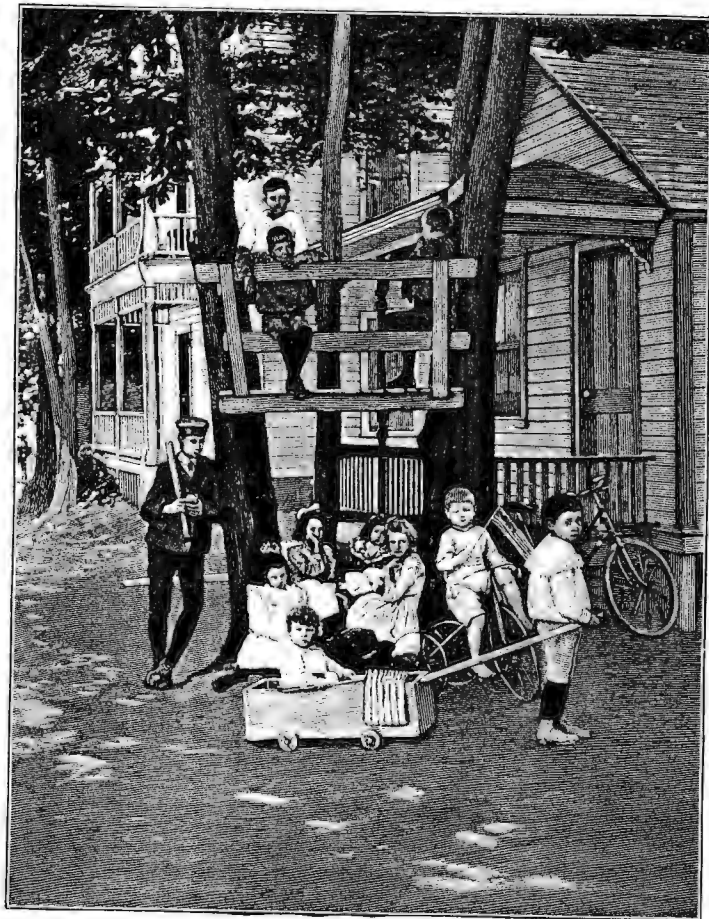
Show the complete subjects and predicates in the following sentences, using a diagram similar to the one given above. Point out the phrase modifiers of the subjects:

The man *on the wagon* is my brother. The song *of the bird* pleased the listening child. The lady *in the parlor* is waiting. The hands *of the clock* suddenly stopped. The path *through the fields* is overgrown with weeds.

48. FRIENDS OR FOES.

I. Tell the story of the opposite picture from the questions asked and from what you observe in the picture:

What does the name of the picture mean? Who are friends here? At what are they looking? Why?



SUMMER FUN.

are they looking at it so intently? What is the toad going to do? What else do you see in the picture on p. 100? What season of the year is it?

II. Write or tell a story suggested by the picture on p. 100 and the questions.

III. Tell an imaginary story about a child, a kitten, and a dog.

IV. Write a story telling of some playful thing that you have seen a dog do.

THE COMMA.

V. What uses of the comma have you learned? (See pp. 23, 55, 61, 63.)

Insert the necessary commas:

"Yes I shall go on Monday Tuesday or Wednesday." "No" he answered "the roses are not blooming." John Mary Clara and Hortense are under the tree. "Will you bring some water Donald?" Mamma said, "I wish William you would get the ball the bat the gloves and the mask." "Thomas please close the door the shutters and the windows." The boys hold the flag beat the drum ride the horse put their hands in their pockets and march along.

49. SUMMER FUN.

I. How many children are in this picture? Which is the oldest and which the youngest? How many groups are there? Which boy seems to belong to neither? Where has the large boy been, or where

will he probably go soon? Which of these children do you think owns the wagon? Of what is the body of the wagon made? What kind of wheels has it? Who do you think made it? Why do you think so? Is it a safe wagon for a small child? Why do you think so? How many flags are in the picture? What have the children been doing with them? Who do you think owns the bicycle? Why do you think so?

Why do children like to play under these trees? What is each one in the lower group doing? Where is the upper group? How many children are in it? How did they reach this platform? From this platform where else can a boy go? How many trees support the platform? Who do you think built this platform? How high do you think the platform is from the ground? How can you tell?

What do you think this house is used for? Why do you think so?

What shows that this is a holiday? What time of year is it? What shows this? What kind of day? How do you know?

**II.** Describe this picture, or answer in writing the questions asked in **I.** Or describe some picture in your reader. Tell what things are represented in the picture and what people, if any. Tell what time of year it is, and what makes you think so. Tell whether the scene is in the city or in the country.

**III.** Tell an imaginary story about this group of children or about two or three of them.

**IV.** Tell of some place in which you and your companions like to play, or tell of some experience you have had playing ball, riding a velocipede or bicycle, climbing a tree or to the roof of a building, playing with a cart, or playing with dolls.

#### THE CLAUSE.

**V.** Study the following sentences:

*The wise man is careful.*

*The man that is wise is careful.*

*The man came early.*

*The man came when the sun rose.*

What do we know from the word *wise*? (The kind of man that is careful.) What do we know from the expression *that is wise*? The word *wise* and the expression *that is wise* are both used as modifiers of the subject. What expression in the fourth sentence is used in the same way as the word *early* in the third sentence? (*When the sun rose.*)

Such modifiers as *that is wise* and *when the sun rose* are called **Clauses**.

**A Clause always contains a subject and a predicate.**

Point out the clauses in the following sentences:

The man *that bought the house* has gone. Robert Bruce, *who*



A BIRTHDAY GIFT.

*was a brave king, became discouraged. The spider that he saw gave him hope. The soldiers that fight bravely are honored. The children that study hard will be promoted. The tree bends when the wind blows. The lesson that the little creature taught the king was never forgotten. As he lay thinking, he saw a spider. I will come if I can. Each one was busy as we sat in darkness. The boy became excited when he saw the fish. The captain shouted as he staggered down the stairs.*

Insert clauses in the following sentences:

The boy \_\_\_\_\_ has gone to the store. The man \_\_\_\_\_ left early this morning. The president \_\_\_\_\_ died suddenly. The boys \_\_\_\_\_ live in a white house. George Washington \_\_\_\_\_ is honored by all true Americans. The man started \_\_\_\_\_ . I will come for you \_\_\_\_\_ .

Tell the subject and predicate of each clause given above.

50. A BIRTHDAY GIFT.

I. What is the boy in the picture doing? How did he obtain this horse?

Who is in the right of the picture at the front? To what country do you think he belongs? Why is he leaning forward with his hands raised? In which do you think he is the more interested, — the boy or the horse? What is the relation of the old gentleman to the boy? What is his feeling toward him as he watches him? How is this shown? How does the woman feel? How can you tell? Who do you think



A BIRTHDAY GIFT.

*was a brave king*, became discouraged. The spider *that he saw* gave him hope. The soldiers *that fight bravely* are honored. The children *that study hard* will be promoted. The tree bends *when the wind blows*. The lesson that the little creature taught the king was never forgotten. *As he lay thinking*, he saw a spider. I will come *if I can*. Each one was busy as we sat in darkness. The boy became excited *when he saw the fish*. The captain shouted as he staggered down the stairs.

Insert clauses in the following sentences:

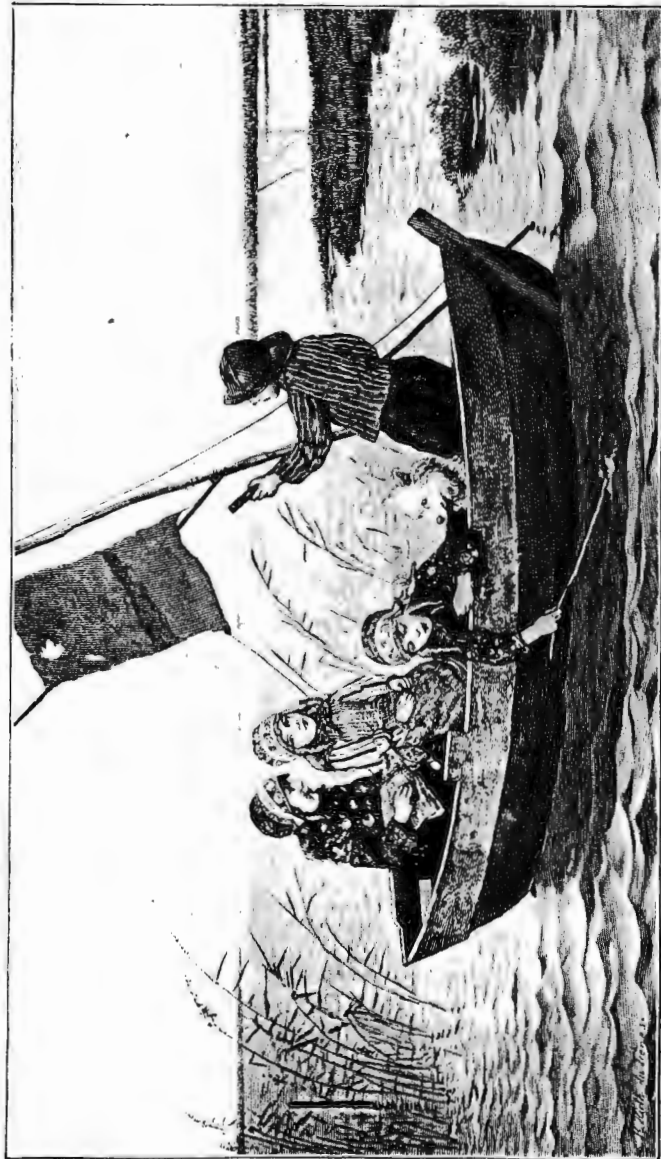
The boy \_\_\_\_\_ has gone to the store. The man \_\_\_\_\_ left early this morning. The president \_\_\_\_\_ died suddenly. The boys \_\_\_\_\_ live in a white house. George Washington \_\_\_\_\_ is honored by all true Americans. The man started \_\_\_\_\_ . I will come for you \_\_\_\_\_ .

Tell the subject and predicate of each clause given above.

#### 50. A BIRTHDAY GIFT.

I. What is the boy in the picture doing? How did he obtain this horse?

Who is in the right of the picture at the front? To what country do you think he belongs? Why is he leaning forward with his hands raised? In which do you think he is the more interested, — the boy or the horse? What is the relation of the old gentleman to the boy? What is his feeling toward him as he watches him? How is this shown? How does the woman feel? How can you tell? Who do you think



OFF FOR AMERICA.

she is? Why should she be more anxious than the old gentleman? What feeling has the dog?

II. Tell or write the story of the picture on p. 106, giving the name of each person and also of the horse.

III. Tell the story of a girl that received a gentle pony and a cart as a birthday gift. Give an account of a day in her life, showing how she gave pleasure to several other persons by means of her gift.

IV. Write a story of a ride you once had, or of a birthday gift of a goat, of a bicycle, of a hobby-horse.

SIMPLE CLAUSE MODIFIERS.

*The boy that raised the flag was cheered.*

V. Place the following sentences in diagrams similar to the above. Name the clause modifiers:

The book *that is on the table* is a dictionary. He *who is truthful* is trusted. The field *that had been plowed* was reaped. The fire *that the travelers lighted* burned fiercely. He *prayeth well who loveth well*. The man *that violates the law* is punished.

51. OFF FOR AMERICA.

I. What are these children playing? Give each of them a name. Who is the captain? What is he doing? Why is he leaning back? Who are the pas-

sengers? What is on the lap of one of them? What is the girl near the middle of the boat doing? Why? To whom does the dog belong? How is he enjoying the sail? In what country do these children probably live? Give a reason for your answer. Is this a river, a lake, or part of the ocean? What makes you think so?

What is the business of the men living near where these children are? Are they merchants, or farmers, or fishermen? Whose hat is the boy probably wearing?

What has made these children think of playing they are going to America? Why have some of their friends and relatives left their home land and gone to America?

How deep is the water here? What shows this? Where did they get the banner? What use are they making of it? What kind of weather are they having for their voyage? What would probably happen if a storm arose?

II. Tell a story suggested by these questions and the picture. Tell what the children were playing before they came to the boat, who proposed the trip, how they got into the boat, what each said, where they went, what they saw, how long they were gone, and when they returned. Or tell what you think the boy would do if the boat should upset, and what the others would do.

III. Tell a true or an imaginary story of some children playing boat, playing store, playing school, playing church, or playing railroad train. Or tell a story which you have heard about a boat, or about the sea.

IV. Write a story about playing in a boat, along a lake or stream, or with dolls or dogs. Or write part of a poem you know which mentions a boat.

#### THE SUBJECT A CLAUSE.

What was said | was not heard.

V. The subject of this sentence is the clause *what was said*.

Find the subject and the predicate in each of the following sentences, and place the sentences in diagrams as above:

*Whoever is unselfish* is loved. *What was done* was foolish. *What he said* was true. *Where he lives* was known to all. *What he intended* is clear. *What the difficulty was* is unknown. *Whatever he did* was well done. *Whatever is spoken in secret* shall be made known. *Whoever sins* shall suffer.

Point out the subject and predicate of each clause given above.

Write five original sentences, each having a clause used as the subject.



THE TOY BOAT.

52. THE TOY BOAT.

I. Tell what this picture and these questions suggest:

What is this boy doing? How large is the boat? Are these real or toy fish? Why do you think so? How does the boy move the boat? What birds are on the tree? What else do you see in the picture? What time of year do you think it is? Why?

II. Give in full the story of this picture, telling where the boy lives, how he got the boat, and what he did with it.

III. Tell a story of a boat you once sailed or saw, or about playing in the water.

IV. Write a different story suggested by the picture; or write a story you have heard or read about something that was done by a bird.

THE APOSTROPHE.

V. For what different purposes is the apostrophe (') used? (See pp. 24, 29.)

Insert the necessary apostrophes, and then write in the uncontracted form:

o er. e er. It s John. I m here. I ll go. You ll see. They re at home. I ve two plums. I can t go. He is n t here. We did n t see them. He does n t carry that kind. She has n t come. I d like to go. Yes, ma am.



THE END OF THE DAY.

Write sentences using contractions instead of the following full forms:

I shall; can not; do not; did not; does not; we shall; he would; are not; she has; what is; I had been; is not; will not; it is; never.

### 53. THE END OF THE DAY.

I. Why are this woman's feet and arms bare? What do you think she has been doing? Why is she standing in the water?

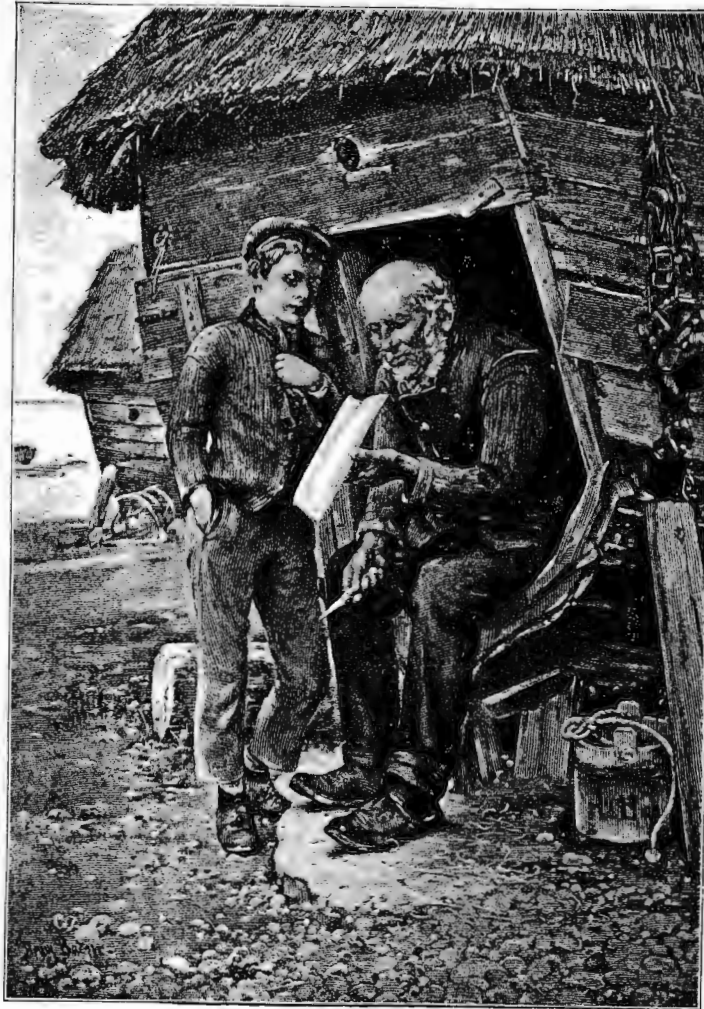
Why are the children on the horse? From what place have they probably come? Tell all that the older boy is doing.

Why is the little one reaching out his hands? What is the mother saying?

How does the picture suggest the end of the day? Why has the horse been brought here? What has he probably been doing during the day? What shows this? Why did the father not lead him here?

II. Tell the story suggested by this picture, giving names to the persons, and telling what was probably said by each when the children asked for a ride.

III. Write an account of a summer day in the life of this family. Tell what the mother does, how the older boy cares for his little brother, how he amuses him, and what else he does to help his mother.



LESSONS IN BOAT BUILDING.

IV. Give an account of a bare-back ride you once enjoyed, or tell of driving home the cows, feeding the chickens, riding in a boat or in a street car, or of anything else of interest in your life.

SUPPLYING SUBJECTS.

V. Supply simple word subjects for the following predicates:

\_\_\_\_\_ blow. A \_\_\_\_\_ bends. The \_\_\_\_\_ screams.  
 \_\_\_\_\_ fly. An old \_\_\_\_\_ sat by the wayside.

Supply connected word subjects:

\_\_\_\_\_ and \_\_\_\_\_ play in the fields. \_\_\_\_\_ and  
 \_\_\_\_\_ run and jump. \_\_\_\_\_ and \_\_\_\_\_ will be present.

Supply simple phrase subjects: (see page 97)

\_\_\_\_\_ is to be happy. \_\_\_\_\_ is to learn.

Supply clause subjects: (see page 111)

\_\_\_\_\_ will suffer. \_\_\_\_\_ is not known. \_\_\_\_\_ will  
 be known in time.

54. LESSONS IN BOAT BUILDING.

I. Tell the story suggested by the picture on the opposite page and by the following questions:

What is this man doing? How old do you think he is? What did he do when younger? Who is the boy?

Why is he watching so intently? What does he wish to learn? What has the man in his hands? What kind of boat is he making? Who will sail the boat when it is finished? Where? What kind of building is this? How is it used? What else do you see in the picture?

II. Give the story of this picture in full, telling who the boy is, why he wanted the boat, how he got it, and what he did with it.

III. Tell the story of your efforts to make a toy boat, or other toy. Tell how, when, and where you played with it, giving anything of interest about it.

IV. Write a story about this picture, or about some boat you have seen or of which you have read.

#### IMPERATIVE AND INTERROGATIVE SENTENCES.

V. Note the following sentences:

*You come here.*

*Come here.*

*John, you come here.*

$\frac{\text{You } \wedge \text{ come here.}}{\quad}$

$\frac{x \wedge \text{ Come here.}}{\quad}$

$\frac{\text{John} \wedge \text{ you } \wedge \text{ come here.}}{\quad}$

What kind of sentences are these? (Imperative.) What is the subject of the first? (*You*.) In the second sentence the subject is also *you*, but it is not expressed. It is said to be **understood**.

The subject of an imperative sentence is usually the pronoun *you*, expressed or understood.

In the third sentence the word *John* is used to call the attention of the person addressed.

Note the following sentences:

*Where is John?*

*Where are you going?*

$\frac{\text{John } \wedge \text{ is Where?}}{\quad}$

$\frac{\text{you } \wedge \text{ are going Where?}}{\quad}$

What kind of sentences are these? Examine the diagrams and determine the subject of each.

In interrogative sentences the subject often either follows the predicate, or is found within it, as in the examples given above.

Point out the subjects and predicates in the following sentences, and place them in diagrams:

You go home. Go. Come. Mary, bring me the book. William, study your lesson. Come to the desk, John. When will the *train* start? Why did *John* run? Catch me, Bessie.

Write five original imperative sentences.

Write five original interrogative sentences.

Diagram the sentences you have written.

#### 55. REVIEW.

I. Write the following from dictation, giving the reason for capitals and punctuation marks:

"Well, Bob, what do you want?"

"My name is not Bob," said Marco. "I don't see what makes everybody call me Bob."

The man made no reply to this.

"Is Mr. Ball here?" said Marco. "I want to see Mr. Ball."  
 "And what do you want of Mr. Ball?" said the man. "They call me Ball sometimes."

"I want to get a horse," said Marco.

"A horse!" replied Mr. Ball. "You are not old enough to be trusted with a horse."

II. Write a conversation between a girl and a woman whom she does not know. The girl comes to get two quarts of milk each evening from the woman. Have each one speak at least three times. Use the words *said*, *replied*, and *answered*. Be sure to punctuate correctly.

III. Write the following from dictation:

Look up and not down.  
 Look forward and not back.  
 Look out and not in.  
 Lend a hand. — *Edward Everett Hale*.

Come, little bee, to the wild rose cup.  
 Bring her some pollen, and then you shall sup.  
 Come where the five pink petals hold  
 A world of sweets in a heart of gold.

— *Kate Louise Brown*.

He liveth long who liveth well,  
 All else is life but flung away;  
 He liveth longest who can tell  
 Of true things truly done each day.

Sow an act, and you reap a habit;  
 Sow a habit, and you reap a character;  
 Sow a character, and you reap a destiny.

"Where did you come from, baby dear?"

"Out of the everywhere into the here."

"Where did you get your eyes so blue?"

"Out of the sky as I came through."

"How did you come to us, you dear?"

"God thought of you, and so I am here."

— *George MacDonald*.

What imperative sentences are found in these quotations? What interrogative sentences? What declarative sentences?

IV. Write a description of the picture "A Birthday Gift" (page 106), or of some other picture.

V. What is a sentence? A declarative sentence? An imperative sentence? An interrogative sentence? Give an example of a phrase. Make a sentence containing a clause modifying the subject.

Place the following sentences in suitable diagrams:

The bird that sang has flown. The man that saved the city has gone. Marching rapidly, the army escaped. What was done was unwise. Whoever runs may read.

---

## STORIES AND POEMS.

### 56. GRACE DARLING.

It was a dark September morning. There was a storm at sea. A ship had been driven on a low rock off the shores of the Farne Islands. It had been broken in two by the waves, and half of it had been washed away. The other half lay yet

on the rock, and those of the crew who were still alive were clinging to it.

On one of the islands was a lighthouse; and there, all through that long night, Grace Darling had listened to the storm.

Grace was the daughter of the lighthouse keeper, and she had lived by the sea as long as she could remember.

"We must try to save them!" she cried. "Let us go out in the boat at once!"

"It is of no use, Grace," said her father. "We can not reach them."

"We can not stay here and see them die," said Grace. "We must at least try to save them."

In a few minutes they were ready. They set off in the heavy lighthouse boat. At last they were close to the rock, and now they were in greater danger than before. But after many trials Grace's father climbed upon the wreck, while Grace herself held the boat. Then, one by one, the worn-out crew were helped on board. Her father climbed back into his place. Strong hands grasped the oars, and by and by all were safe in the lighthouse.

— Adapted from Baldwin's "Fifty Famous Stories Retold."

I. Read the story. When did this incident occur? Describe the effects of the storm at sea. What had happened to the ship? To the crew? What is a lighthouse? What is it for? How is it kept? What kind of life do the lighthouse keepers lead? Tell what kind of things Grace probably learned to do. What kind of girl was she? What did she hear during the night? What did she see in the morning? What did she want to do? Why did her father object? Was

he less anxious than Grace to save the men? Why did he know the danger better? How did Grace persuade him? What was the result? What shows that Grace was brave? How do we know that she was tender-hearted? Skillful?

II. Tell the story of Grace Darling, using your own words.

III. Write an imaginary story, telling of the brave deed of a boy or a girl living near the sea.

IV. Give an account of a brave deed of which you have known, heard, or read.

#### THE INTRODUCTORY WORD *THERE*.

V. Note the following sentence:

*There was fun on the playground.*

What is spoken of in this sentence? (*Fun*.) Then the word *fun* is the subject. What is the simple predicate? (*Was*.) It will be noticed that the subject follows the simple predicate, instead of standing before it, as is usual. This is made possible by the use of the introductory word *there*.

When it is used in this way *there* is called an **Expletive**.

*There*

*fun* ^ *was on the playground.*

Place each of the following sentences in a diagram similar to the one on p. 123:

There was a spider in the shed. There was a man named John. There is a lion in the way. There was much ice on the pavement. There was a tumult in the city. There is no place like home. There have been many persons killed by worry. There are tears and love for the blue. There are love and tears for the gray.

### 57. THE ARROW AND THE SONG.

I shot an arrow into the air,  
It fell to earth, I know not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I know not where;  
For who has sight so keen and strong  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

— Henry W. Longfellow.

I. Describe a bow and an arrow. Who uses a bow? How is an arrow shot? Tell how this arrow went and what happened. What, in the second stanza, corresponds to the arrow? What to the bow? What became of the real arrow? Where was the song found?

II. In your own words tell the story of the poem.

III. Tell or write a story about a boy, or an Indian, with a bow and arrow, or about William Tell.

IV. Write this poem from dictation, and commit it to memory.

### THE DECLARATIVE SENTENCE: THE MODIFIED PREDICATE.

John was speaking rapidly.

V. What is the simple predicate of this sentence? (*Was speaking.*) By what is it modified? (By the word *rapidly.*)

Point out the complete subject and the complete predicate in each of the following sentences. Place each sentence in a diagram similar to the above:

The bird *sang sweetly*. The place *was lightened brightly*. The Mississippi *rose rapidly*. The old man *spoke slowly*. The little boy *cried bitterly*. The fort *was carried quickly*. The work *is progressing slowly*. William Jones *has been praised often*. General Jackson *marched rapidly*. The telegraph wires were repaired *speedily*. The passengers were *greatly frightened*.

### 58. BRUCE AND THE SPIDER.

There was once a king of Scotland whose name was Robert Bruce. The king of England was at war with him, and had led a great army into Scotland to drive him out of the land. Six times had Bruce led his brave little army against his foes,

and six times had his men been beaten. At last his army was scattered, and he was forced to hide himself in the woods.

One rainy day Bruce lay on the ground under a rude shed. He was ready to give up all hope. As he lay thinking, he saw a spider over his head, making ready to weave her web. He watched her as she toiled slowly and with great care. Six times she tried to throw her frail thread from one beam to another, and six times it fell short.

"Poor thing!" said Bruce. "You, too, know what it is to fail."

But the spider did not lose hope with the sixth failure. With still more care she made ready to try for the seventh time. Would she fail again? No! The thread was carried safely to the beam, and fastened there.

"I, too, will try a seventh time!" cried Bruce.

He arose and called his men together. He told them of his plans, and sent them out with messages of cheer to his disheartened people. Soon there was an army of brave Scotchmen around him. Another battle was fought, and the king of England was glad to go back into his own country.

The lesson which the little creature had taught the king was never forgotten.

— Adapted from Baldwin's "Fifty Famous Stories Retold."

I. What was the name of the king of Scotland? What kind of man was he? Why was his kingdom in danger? How many battles had been fought? Who had been successful? How did this affect Robert Bruce? How did it affect his army? Where did Bruce go? How did he feel? What did he see? How many times did the spider try? With what success? How did this affect Bruce? What did he do?

II. Point out the things in the story that show bravery; that show perseverance; that show kindness.

III. With book closed, reproduce the story of Robert Bruce. In two or three concluding sentences tell the kind of man you think he was.

IV. Write an account of something you tried very hard to do, telling of your success or failure.

#### THE APOSTROPHE.

V. For what different purposes is the apostrophe (') used? (See pp. 24, 29.)

Insert the apostrophes necessary to show possession:

For truth to me is all in all,  
My honor and my wealth,  
My hearts desire, my bodys strength,  
My souls eternal health.

Gods way may not be mans way. The suns heat is the earths life. Boys habits are mens characters. Childrens thoughtless actions are the cause of parents worries. When girls words are careless their thinking is careless. The skylarks song is the poets joy.

Use the following words to show possession by using the apostrophe or the apostrophe and s:

Men, boy, child, parent, dog, chickens, cow, children, deer, cousins, aunt, John, grocer, smith, traveler.

## 59. NIGHT.

The night has a thousand eyes,  
 And the day but one;  
 Yet the light of the bright world dies  
 With the dying sun.

The mind has a thousand eyes,  
 And the heart but one;  
 Yet the light of a whole life dies  
 When love is done.

— Francis William Bourdillon.

I. Read the poem carefully. What is meant by the eyes of the night and the eye of the day? Which gives the more light? What difference is there in the effect when each goes out? Have you ever seen the eyes of the night wink or twinkle? What is meant by the "dying" sun? What happens when the sun goes down? When the stars appear? What is twilight?

II. Write the poem from dictation.

III. Tell in your own words about the eyes of the day and of the night, or tell of a walk or a ride you have taken when the stars were shining.

IV. Write at least ten sentences telling of the games and other amusements suited to twilight hours, or telling how you spent some twilight hour.

THE MODIFIED PREDICATE (*Continued*).

## V. Note the following sentences:

*The President came by rail. He came to the capital.*

How did the President come? (By rail.) Where did he come? (To the capital.) *By rail* and *to the capital* are simple phrases modifying the predicate *came*.

Name the phrase modifiers of the predicate in the following sentences:

The little child looked on *with gladness*. The kind old minister smiled *at the little child*. *By working steadily* we finished the task. *In silence* the Indian followed his foe. The party traveled *by railroad*. The light of the world dies *with the dying sun*. The wind howled *through the silent village*. We waited for the train *until midnight*. We laid him down in silence. God tempers the wind *to the shorn lamb*. The sun rose *in splendor*.

## 60. ARNOLD WINKELRIED.

A great army was marching into Switzerland. The soldiers would make slaves of the people. The men of Switzerland knew this. They knew that they must fight for their homes and their lives. Every soldier was fully armed. What could the poor country people do against such foes as these?

"We must break their lines," cried their leader, "for we can not harm them while they keep together."

The bowmen shot their arrows, but they glanced from the soldiers' shields.

"If we can not break their ranks," said the Swiss, "we have no chance, and our country will be lost!"

Then a poor man named Arnold Winkelried stepped out.

"On the side of yonder mountain," said he, "I have a happy home. There my wife and children wait for my return. This day I will give my life for my country."

With these words he ran forward.

"Follow me," he cried to his friends. "I will break their lines, and then let every man fight as bravely as he can."

He had nothing in his hands, neither club, nor stone, nor other weapon. But he ran straight onward to the place where the spears were thickest.

"Make way for Liberty!" he cried, as he dashed into the lines.

A hundred spears were turned to catch him upon their points. The soldiers forgot to stay in their places. The lines were broken. Arnold's friends rushed bravely after him. They had no thought of fear, and they won at last.

— Adapted from Baldwin's "Fifty Famous Stories Retold."

**I.** What was the danger to Switzerland? What was about to happen to the people? For what were the men of Switzerland fighting? How did their army compare with that of the enemy? What did the bowmen do? With what result? What was tried next? With what success? Then what happened?

**II.** Tell in class, in your own words, the story of Arnold Winkelried. Also tell stories of other brave men who have died for their country.

**III.** Tell all you can about the kind of man Arnold

Winkelried was; how you think he would treat his animals; whether he was kind to his children; and how much he loved his country, as shown by things told in the story.

**IV.** Write the story of a brave deed, real or imaginary, done by a boy or a girl.

**THE MODIFIED PREDICATE** (*Continued*).

We  $\wedge$  moved in darkness and in silence.

**V.** Notice that in the above sentence the predicate is modified by the two connected phrases *in darkness* and *in silence*, instead of by one.

Name the phrase modifiers of the predicate in each of the following sentences:

The old soldier fought *in France and in Spain*. The long and difficult sentence was written *on paper and on parchment*. The text will be found *in Mark and in John*. The sun was shining *on field and on forest*. We parted from our companions *with sorrow but with hope*. Arnold Winkelried is honored *at home and in all lands*.

Make five original sentences containing phrase modifiers of the predicate. Show by a diagram the complete subject and predicate of each. If you wish, write of Arnold Winkelried.

## 61. THE CAPTAIN'S DAUGHTER.

We were crowded in the cabin,  
 Not a soul would dare to sleep —  
 It was midnight on the waters,  
 And a storm was on the deep.

As thus we sat in darkness,  
 Each one busy with his prayers,  
 "We are lost!" the captain shouted,  
 As he staggered down the stairs.

But his little daughter whispered,  
 As she took his icy hand,  
 "Isn't God upon the ocean,  
 Just the same as on the land?"

— James T. Fields.

I. Read the poem carefully. Tell all you can about the effects of a severe storm. Who were crowded in the cabin? Why? Why did they not dare sleep? Why did they fear the storm? Why were they busy with their prayers? Where had the captain been? What had he been doing? Why did he come down? Why did he shout? Why did he stagger? Why would it be worse for the captain to give up than for any other? Why was his hand icy? What did his daughter mean?

II. Write the poem from dictation and commit it to memory.

III. Tell the story in your own words. In conclusion, tell what it teaches.

IV. Tell and then write of a storm that you have seen.

## THE MODIFIED PREDICATE (Continued).

The man  $\wedge$  came when he heard the noise.

V. What is the modified predicate in this sentence? (*Came when he heard the noise.*) What is the simple predicate? (*Came.*) By what is it modified? (*By when he heard the noise.*) What do we call such expressions? (Clauses.)

Diagram the following sentences in a similar way, and point out the clauses and the predicate of each:

The army moved forward *when the morning sun shone*. There was not a man left *when the boat started*. The nation mourned *when its president was assassinated*. *Where thou goest* I will go. The man walked *that his wife might ride*. We shall suffer punishment *if we violate the law*.

## 62. THE BRAVE THREE HUNDRED.

All Greece was in danger. A mighty army led by the king of Persia had come from the East, and in a few days would be in Greece. The king had sent messengers into every city and state, bidding them give him earth and water in token that the land and the sea were his.

But they said: "No! we will be free!"

There was only one way by which the Persian army could enter Greece, and that was a narrow path between the mountains and the sea. This pass was guarded by Leonidas, the king of the Spartans, with three hundred Spartan soldiers.

Soon the Persian soldiers were seen coming. Leonidas and his Spartans held their ground. Some one brought them word that there were so many Persians that their arrows darkened the sun.

"So much the better," said the Spartans; "we shall fight in the shade."

But one by one the Spartans fell. At last their spears were broken; yet still they stood side by side, fighting to the end.

All day long the army of the Persians was kept at bay. But when the sun went down there was not one Spartan left alive. Yet Greece was saved.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the danger to Greece? What did the Persian army expect to do? How must they enter Greece? Who guarded this pass? How many Persians were there? How many Spartans? What word came to the Spartan soldiers? What did they reply? What was the outcome of the battle? Could so small a number hold back an army now? Give the reason for your answer.

II. Write this story in letter form, giving the main facts.

III. Tell a true or an imaginary story of a brave

deed done in a recent war; or the story of the Spartan boy and the fox he had stolen.

IV. Tell the story of a brave deed done by some one you know; or an imaginary story of a brave deed done by some one not a soldier; or of a boy or a girl who gave something to another to obtain his good will; or of Hobson's attempt to block the harbor of Santiago.

#### QUOTATION MARKS.

V. How are quotation marks used? (See pp. 47, 62, 64.)

Write the following quotations with proper punctuation and quotation marks, using the name of the author both before and after the quotation; thus, *John said, "I will go."* "*I will go,*" *said John.*

1. To thine own self be true. — *Shakespeare.*
2. Virtue may be assailed, but never hurt. — *John Milton.*
3. Neither a borrower nor a lender be. — *Shakespeare.*
4. Little strokes fell great oaks. — *Benjamin Franklin.*
5. In the woods a man casts off his years and is always a child. — *Emerson.*

Write five sentences containing the names of books or poems, using quotation marks properly.

Write five sentences of conversation between Martha and William, using quotation marks properly.

## 63. GAELIC LULLABY.

Hush! The waves are rolling in,  
 White with foam, white with foam;  
 Father toils amid the din;  
 But baby sleeps at home.

Hush! the wind roars hoarse and deep, —  
 On they come, on they come!  
 Brother seeks the wandering sheep,  
 But baby sleeps at home.

Hush! the rain sweeps o'er the knowes,<sup>1</sup>  
 Where they roam, where they roam;  
 Sister goes to seek the cows,  
 But baby sleeps at home.

I. What causes the waves and foam? What is the father doing? What makes the din? What is the baby doing? Why are the sheep wandering? What is the brother trying to do? Why? What is the sister doing? Where are father, brother, and sisters? Where is the baby?

II. Write the poem from dictation.

III. Tell the story of a time when you were safe at home, and a storm was raging outside.

IV. Write an account of what the father, brother, and sister were doing, and of what the baby was doing at home.

<sup>1</sup> Knolls, little hills.

## ATTRIBUTE COMPLEMENTS.

V. Examine the following sentences:

*Henry is cold.*

*Washington was a patriot.*

*Trumbull was an artist.*

Omit the word *cold* from the first sentence. This makes it incomplete. The word *cold* fills out or completes the statement. It is called an **Attribute Complement**.

Phrases and clauses also can be used as attribute complements.

Point out the attribute complements in the following sentences:

Washington was a *patriot*. The nights are *cool*. The apple is *sour*. He was called *Henry*. The baby was called *Mary*. He was made *governor*. The lady is *kind*. The day is *clear*. William was *truthful*. The horse is *old*.

## 64. THE EIDER DUCK.

In a far northern country, one day a man was walking along with a gun on his shoulder, and beside him was his little son. Suddenly the boy raised his hand and pointed at a large bird standing upon a rock not far away. The bird seemed to be hard at work; it spread its wings, bent its head, and leaped about.

"There, father, is a big bird! Shoot it! Shoot it! Quick!"  
 The father did not know what to do. He knew that he must

find some game for his family, for they had but little food; but he did not like to kill the bird. "Why don't you shoot, father? The bird will soon fly. What makes you wait? What is she doing?"

"She is a fine, large bird, my boy," said the father, "but I can not shoot her. She is an eider duck, a mother bird; and she is pulling the feathers from her breast to make a soft, warm nest for her little ones. It hurts her to do this, but she does not mind it, for she loves them better than she does herself."

- I. Tell or write this story in your own words.
- II. Write a letter to a friend telling the story of this eider duck.
- III. Tell a story of a boy or of a girl who tried to find something for a friend, or who did something in order to get some food or some clothes for a person in need.
- IV. Write a story of a boy who gave his coat or his mittens to his little brother on a cold day. Or tell of a girl who wrapped her shawl around a baby to keep it warm, though she was cold. Or tell of some other kind act done by an older person for a younger.

ATTRIBUTE COMPLEMENTS (Continued).

She is noble and true.

- V. In this sentence the two words *noble* and *true*, combined, form the attribute complement.

Show by a diagram the complete subject and the complete predicate in each of the following sentences. Point out the attribute complements:

*He is wise and good.* Lady Henderson *was beautiful and graceful.* His delight was to swim and to hunt. The reply of the man was, "We will leave and you may come." His favorite amusements were jumping and rowing. The names of the trio were Clay, Calhoun, and Webster.

65. REVIEW.

- I. Write two original sentences containing the expletive *there*. Write two original sentences having word modifiers of the predicate. Write two original sentences each containing two connected modifiers of the simple predicate. Write two sentences each containing phrase modifiers of the predicate. Write two original sentences each having clause modifiers of the predicate. Write two original sentences each having attribute complements.

- II. What two uses of the apostrophe have you learned?

Write the following from dictation:

The captain's daughter said, "Isn't God upon the water?" The cup was placed to Sir Philip's lips. But mamma's baby sleeps at home. Bruce's army had met defeat six times. Longfellow's poem, "The Arrow and the Song," voices an important truth. Grace Darling's courage saved men's lives. Robert Bruce's country was saved by a spider's web.

Show possession in the following by the use of a phrase instead of the apostrophe and *s*; as, *the boy's sister: the sister of the boy.*

England's king; Arnold Winkelried's friends; the baby's blue eyes; the sun's heat; Benedict Arnold's treason; the dog's growl; a soldier's honor; Sir Philip Sidney's unselfishness; the child's cry; God's love.

III. Write the following from dictation, and then write them using the uncontracted forms:

Where there's a will, there's a way. It's known that he'll be glad to come. Who'd know if we did it? What'll you do about it? The teacher'll let us go. I'd be glad to go if he'd only let me. We're going home now. They're coming this evening. Didn't you know they wouldn't be here? I won't say that I didn't know. I don't know; you don't know; we don't know; they don't know; *but*, he doesn't know.

IV. Write the following from dictation, using first the abbreviation and afterwards the full form:

Gen. U. S. Grant; Col. Newcome; Maj. Pendennis; Lieut. Hobson; Rev. James Parker; Dr. Watson; Prof. Huxley; Capt. Davis; J. W. Blair, D.D. Trains leave at 9 a.m. and 3 p.m. The comet was seen 29 B.C. The goods will be delivered F.O.B. the cars at New York. Mark the package C.O.D. Lieut. Jenkins was killed on the "Maine." Gov. White will not approve the action.

Write the abbreviations of the following:

Answer; bushel; barrel; doctor of divinity; Pennsylvania; California; Ohio; New York; Connecticut; Virginia; South Caro-

lina; Kentucky; mountain; river; county; free on board; rural free delivery; quart; pint.

V. Complete the following story:

Before Captain Taylor started for Cuba with his company, he had said to Jennie, his ten-year-old daughter, "My brave girl must take good care of mamma and the baby," and she had answered, "All right, papa, I'll do the best I can."

A month had passed and nothing unusual had occurred, when one stormy night she was awakened by her mother calling, "Jennie, oh, Jennie, come quick!"

---

LETTERS.

66. THE COMPLETE LETTER FORM.

HEADING.

50 Broadway, Buffalo, N.Y.,  
Nov. 20, 1905.

SALUTATION.

My Dear Father:

BODY OF LETTER.

I expect to leave here on Tuesday evening and to be at home in time for Thanksgiving dinner. I have had a good time at Uncle Joe's and shall tell you all about it when I reach home.

CLOSING PHRASE.

Your son,

SIGNATURE.

James.

I. Copy the above letter, omitting the names of the parts.

**II.** Write a similar letter from your own home to a different person, and dated at some other time.

**III.** Write headings, salutations, closing phrases, and signatures for the following letters:

A letter from Franklin H. Jones, living at 41 Vincent Avenue, St. Louis, Missouri, to his son William H. Jones, living at 1987 Farview Street, Chicago, Illinois, dated to-day.

A letter from William H. Jones to Franklin H. Jones, dated four days later.

A letter from William H. Jones to his brother Albert, who is attending Columbia University in New York City, dated October fifth of this year.

A letter from Joseph Addison Spenser to his school friend Richard Steele Dryden. Spenser lives on Rural Free Delivery Route No. 3, Mayville, Chautauqua County, New York, and Dryden lives in New Salem, Fayette County, Pennsylvania. Date it to-day.

A reply to the above, dated one week later.

**IV.** Write headings, salutations, closing phrases, and signatures for original letters to two of your friends, to your grandfather, to an aunt, and to a cousin.

#### OBJECT COMPLEMENTS.

**V.** Examine the following sentences:

The ball  $\wedge$  struck | Mary.

William  $\wedge$  saw | James.

He  $\wedge$  ate | apples.

In the first sentence the word *Mary* completes the statement by telling whom the ball struck. What does the word *James* do? The word *apples*?

Words used in this way are called **Object Complements.**

Object complements may be words, phrases, or clauses.

Find the object complements in the following sentences:

The boys play *ball*. The cat can see the *mouse*. The man called the *dog*. Boys can climb *trees*. The girl likes *writing*. The old man carries a *cane*. The driver uses a *whip*. Large horses draw *heavy loads*.

#### 67. LETTERS.

**I.** Write a heading and salutation suitable for a letter to your cousin, your mother, a friend, your teacher, your uncle, your aunt, a schoolmate, a business man.

**II.** Write closing phrases and signatures suitable for the above letters.

**III.** Write a letter to a friend, telling about your school. Use the complete form of letter, as shown on page 141.

**IV.** Write a letter describing your room at home.

## OBJECT COMPLEMENTS (Continued).

We study grammar and arithmetic.

V. The words *grammar* and *arithmetic*, connected, complete the statement:

Point out the connected object complements in the following sentences:

William saw *John and Mary*. We gathered *apples and nuts*.

Place the following sentences in diagrams similar to the one given above.

Henry visited *Chicago and Omaha*. William saw *James, John, and Jotham*. The farmer raises *corn and potatoes*. The children saw *rain and hail*. We like *bread, butter, and beef-steak*. The storekeeper sold *pins, needles, and thread*. The soldiers followed *Grant, Sherman, and Sheridan*. The lady called *Blanche, Mary, Ellen, and Susan*.

## 68. THE ENVELOPE.

I. In addressing an envelope to a town or a village use this form:

Mr. James S. Youngson,  
Canonsburg,  
Washington Co.,  
Pa.

In addressing an envelope to a city use this form:

American Book Company,  
100 Washington Square,  
New York,  
N.Y.

How do these forms differ? What abbreviations are used? What punctuation follows each? What capital letters are used? In addressing a letter to a person living on a rural free delivery route, use the form given for city letters, putting *R. F. D., No.* — (insert the proper number), in place of the street and number.

II. Cut slips of paper  $6\frac{1}{2}$  by  $3\frac{1}{2}$  inches (the ordinary size of a business envelope) and address them as envelopes for the letters called for in Lesson 66.

III. Address envelopes to the following persons, using the necessary abbreviations:

Jas. G. Gordon, who lives in Hartford, Connecticut, at 39 Page Street.

Mrs. A. S. Jackson, Kinkora, Burlington County, New Jersey.

Captain F. H. Hudson, Care of Messrs. Gage & Company, Portland, Maine.

Messrs. Scott, Burns & Co., 300 Beacon St., Boston, Mass.  
 Doctor S. H. Jonson, Rural Free Delivery Route Number 1,  
 Marion, Ohio.

J. W. Blair, Doctor of Divinity, who lives at 19 Jackman  
 Street, Brooklyn, New York.

Professor Samuel O. Kornblum, 1234 Walnut Street, Phila-  
 delphia, Pennsylvania.

J. F. Burkey, Esquire, 1700 Pennsylvania Avenue, Washing-  
 ton, District of Columbia.

Colonel James D. Patterson, Commandant of Cadets, State  
 University, Columbus, Ohio.

IV. Write a letter telling the story of a day. What  
 day was it? How did you pass the time? Did you  
 make any person happy? How? Address an envel-  
 ope to your father at your own home.

#### OBJECT COMPLEMENT A PHRASE.

The hunter  $\wedge$  liked  $\mid$  to tell stories.

V. In this sentence *to tell stories* is a phrase, and is  
 the object complement of *liked*.

Place the following sentences in diagrams as above:

The faithful dog tried *to catch the wolf*. The soldiers at-  
 tempted *to storm the fort*. The queen of Sheba wished *to see*  
*Solomon*. She wished *to test and to puzzle him*. Columbus  
 undertook *to reach India*. John wanted *to speak to Mary*.  
 Henry liked *to sing songs*.

#### 69. LETTERS.

I. Write to a friend, describing your home. First  
 tell of the appearance of the street or road and of  
 the outside of the house. Then tell of the inside of  
 the house.

II. Write a letter to your mother about a walk  
 through the woods. What birds, flowers, etc., did you  
 see? What sounds did you hear? How did the  
 forest look? How did you feel? Why? What ad-  
 ventures did you have?

III. Write a letter to a friend about something that  
 happened to you during the last month.

IV. Write a letter about a walk through a city or  
 a village street, or along a country road, mentioning  
 whatever especially interested you, and telling why.  
 Exchange papers, and mark errors.

#### OBJECT COMPLEMENT A CLAUSE.

The prodigal  $\wedge$  said  $\mid$  "I will arise."

V. *I will arise* is a clause, and is the object com-  
 plement of *said*.

Place the following sentences in diagrams:

The captain shouted, "*We are lost!*" You can not tell *where*  
*I am going*. I do not know *what he said*. We heard *what was*

done. We know *who did it*. The choir sang, "*There is a land of pure delight.*" He guessed *what the maiden said*. "*You are a brave man,*" said the officer. I promise *that you may ride to-morrow*. *What the day will bring forth* no one can tell. Time alone can tell *whether our actions were wise*.

Write two original sentences each having a simple clause used as an object complement. In one of these sentences let the clause containing the object complement come first. Place these sentences in diagrams.

#### 70. LETTERS.

**I.** Write a letter to your grandfather, telling him about your examinations and your promotion in school. Tell him how you like your new teacher, describe your new room, and explain about the studies you now have.

**II.** Write a letter about a ride in the country. Why did you enjoy it? What did you see that interested you? How would you like to live on a farm? Why? Or write a letter about a trip to the city. When did you start? How did you travel? What did you see? What interested you most?

**III.** Write a letter to your aunt about the new class to which you have been promoted. Tell her about the teacher and your studies, and anything else that might interest her.

**IV.** Write a letter telling about some interesting thing that you observed on your way to school recently.

#### OBJECT COMPLEMENT CLAUSES.

Philip Green / said | "I will walk and Paul may ride."

**V.** In the above sentence the object complement of *said* is the two connected clauses, *I will walk* and *Paul may ride*.

Diagram the following sentences as above:

The Great Teacher said, "*My sheep know my voice, and they follow me.*" "*I am master here and you know it,*" said the captain. "*We must try to save those sailors, and we must do it now,*" said Grace Darling. Ye know not *who I am, nor whither I go*. I heard *what she said and what he answered*.

## PART III.

### PARTS OF SPEECH.

#### OBSERVATION.

##### 71. GRAIN.

I. What grows when a grain of wheat is planted? What grows on this stalk? Tell how each grain is protected. How is wheat harvested? How are the grains obtained from the head of wheat? What do we get from the grains of wheat? How? What is done with the straw?



II. Give a history of a grain of wheat from the time it is planted until the flour is made into bread.

III. How does the corn stalk differ from the wheat stalk? What is done with the corn stalk after the corn is gathered? Tell the uses of corn.



IV. Tell and then write a true or an imaginary story about pop-corn or about popping corn.

#### PARTS OF SPEECH.

V. Examine the following sentences:

*Many hands make light work.*  
*The boy stands in the light.*  
*Never fish in troubled waters.*  
*The fish could not be caught.*

Find four words in these sentences that name objects. Find two that express action. Find two that do not name objects and that do not express action. From these examples we see that words are used differently. We can arrange them into classes according to their use in sentences. Thus, the word *light* in the first sentence expresses a different idea from the word *light* in the second. The same is true of the word *fish* in the third and fourth sentences.

The classes into which words are divided according to their use are called *Parts of Speech*.

##### 72. THE ORANGE.

I. You have an orange before you. Draw an outline of it. What is the color of the orange? How does the skin of the orange differ from that of the apple? Peel the orange. What other difference is

there between this skin and that of the apple? In what particulars are the apple and the orange alike? Separate the orange into its different sections. How many sections are there? Draw an outline of one section. How is each section covered? What is the flesh of the orange like? Where are the seeds? What kind of orange has no seeds?

**II.** In what part of the world do oranges grow? Tell anything you know about orange blossoms. On what occasions are they often used? What two states furnish most of the oranges used in this country? How are oranges usually shipped? Describe, if you can, a navel orange. The orange tree has on it, at one time, blossoms, green fruit, and ripe fruit. How does it in this respect differ from the apple tree?

**III.** Write a complete description of an orange, answering as many as possible of the above questions.

**IV.** Compare the orange and the apple as to shape, color, seeds, skin, flesh, and uses; or write of a person who was pleased or made happy by means of an orange.

#### THE NOUN.

**V.** Examine the following sentences:

*The little child was delighted with the orange.  
She said, "Thank you, Clara."*

Select the words in these examples that name something.

A word that names something is called a *Noun*.

Make a list of five nouns that are names of things you eat. Five that name things we wear. Five that name things in your school-room. Write five sentences each containing the name of something seen on the way to school.

#### 73. THE LEMON.

**I.** Draw an outline of a lemon. How does it differ in shape from an orange? What is the color of the lemon? How does the skin of the lemon differ from that of the apple and of the orange? In what particulars are the lemon and the apple alike? The lemon and the orange? How does the lemon taste? How does the skin taste? Where are the seeds?

**II.** In what part of the world do lemons grow? Tell anything you know about the way lemons grow. What are the various uses made of lemons?

**III.** Write a complete description of a lemon, answering as many as possible of the above questions. Compare the lemon and the orange as to color, shape, flesh, taste, and uses.

**IV.** Write in letter form an account of a real or an imaginary visit to the parks or the country.

## COMMON AND PROPER NOUNS.

V. What name can be given to every infant? (*Baby*.)  
 What can we call every boy and girl attending school?  
 (*Pupil*.) What name is given to the place in which  
 most persons live? (*House*.)

*Babies, pupils, and houses* are classes of objects.

A name that can be applied to each one of a class of  
 objects is called a *Common Noun*.

What is the first month in the year? What are the  
 names of the other months? Why do we give a sep-  
 arate name to each month? (To tell or distinguish it  
 from the others.)

A word used as the name of an object to distinguish it  
 from all others of the same class is called a *Proper Noun*.

A proper noun is a particular name. How should  
 it begin? (See page 35.) How should a word derived  
 from a proper name begin?

Write five names of persons. Five of cities. Five  
 of rivers.

Write a sentence containing the names of a person,  
 a city, a state, and a river.

## 74. COAL.

I. Place a small lump of coal on the desk. What  
 color is it? Describe its appearance, telling about

its shape, surface, and luster. How is it obtained?  
 Where? What is it used for? Describe fully how it  
 is used. What three things are produced when it  
 burns? Which are useful? In what way?

II. Write about coal, answering the above questions.

III. Give a list of the things necessary to build a  
 fire and describe how each should be used.

IV. Write a story, true or imaginary, of a person  
 who was made happy by a present of a load of coal.

## NOUNS: GENDER.

V. Note the following sentence:

*Boys, girls, men, and women like oranges.*

Name the nouns in this sentence. To what class of  
 people do boys and men belong? (Males.)

Nouns used as the names of males are of the *Masculine  
 Gender*.

To what class of people do girls and women belong?  
 (Females.)

Nouns used as the names of females are of the *Feminine  
 Gender*.

Nouns used as the names of objects which are neither  
 male nor female are of the *Neuter Gender*.

To which class of persons may we give the name *parent*? (To either a male or a female.)

Nouns which denote either males or females are of the *Common Gender*.

Make a list of ten nouns of the masculine gender. Ten of the feminine. Ten of the neuter gender.

Select all the proper nouns in "Bruce and the Spider," pages 125, 126.

#### 75. PEPPER AND SALT.

**I.** Give several uses of pepper and salt. Describe a grain of pepper, which your teacher will show you. In what countries does black pepper grow? What is their climate? Name the different kinds of pepper. Which kind grows in this country? What is the difference between black pepper and white? Compare black and Cayenne pepper. Why should pepper be used sparingly?

**II.** Compare the different ways in which pepper and salt are used. Describe two ways in which salt is obtained. Where in this country is salt most abundant? What two things does salt look most like? Compare salt with sugar, in appearance and taste. With snow.

**III.** Take a glass of water, filled to the brim, and see how much salt you can add, gradually, without

causing the water to overflow. Then take a little of this water, place it in a pan, add a handful of salt, and boil until the water has evaporated. Write a complete account of what you have done and seen, and of the result.

**IV.** Write of a real or an imaginary occurrence in which salt was mistaken for sugar.

#### GENDER (Continued).

**V.** Make lists of the nouns denoting males and females in the following sentences, thus:

| MASCULINE. | FEMININE. |
|------------|-----------|
| Man        | Woman     |
| Hero       | Heroine   |
| Rooster    | Hen       |

The men are gathering apples and the women are watching them. The boys employed in the store earn more money than the girls. The rooster crows and the hen clucks. My uncle likes black pepper; my aunt prefers white. The actor was a firm friend. The actress was mistaken in her judgment. The hero saved the life of the heroine. The man-servant left and the woman-servant remained.

Compare the first four pairs of words in your list. Are they alike or different? From what you have discovered complete the following sentence:

We indicate some male and the corresponding female objects by using \_\_\_\_\_ words.

What difference do you notice between the words *actor* and *actress*? (They have different endings.)

Complete the following sentence:

We indicate some male and the corresponding female objects by using words having \_\_\_\_\_.

Compare the words *man-servant* and *woman-servant*.

Make a statement showing how male and the corresponding female objects are distinguished in this case.

Complete the following sentence:

We indicate males and females by using \_\_\_\_\_ words, by words having \_\_\_\_\_, and by prefixing \_\_\_\_\_.

#### 76. THE PEANUT.

**I.** Describe a peanut. Draw a sketch of it before it is opened and afterwards. Where does it grow? What vegetable does it resemble in its manner of growth? How is it prepared for use? In what ways is it used? What color is the shell? The skin of the kernel? The kernel itself? Describe the kernel. How is it divided?

**II.** Write a description of a peanut, answering the above questions.

**III.** Tell what animals are fond of peanuts, and how they eat them. Compare a peanut with a hickory nut as to size, shape, hull, kernel, and uses.

**IV.** Write a story about a peanut. Or write a story about a nutting party. Tell who composed it, where they went, how they secured the nuts. Tell of any interesting incident that occurred.

#### NOUNS: NUMBER.

**V.** A teacher said, "John may take charge of the boys to-day, and Mary may attend to the girls."

How many boys did she appoint? (One.) How many girls? (One.) How many boys and girls were to have John and Mary as leaders? (More than one.)

Nouns that denote but one are in the *Singular Number*.

Nouns that denote more than one are in the *Plural Number*.

What is the plural of the noun *boy*? (*Boys*.) What is added to the singular to make it plural? (The letter *s*.)

Complete the following statement:

Some nouns form their plurals by \_\_\_\_\_ to the singular.

What is the plural of *glass*? Of *church*? Of *box*?

What is added to the singular of each of these to form the plural?

Complete the following statement:

Some nouns form their plurals by \_\_\_\_\_ to the singular.

We combine these statements into the following:

Most nouns form their plurals by adding *s* or *es* to the singular.

We add *es* when the last sound of the word will not unite with the sound of *s*.

Form the plural of each of the following words according to the rule:

Apple, peach, plum, pear, orange, horse, house, car, team, cow, bench, rule, coach.

### 77. THE WATCH.

I. Place a watch on the desk. Describe it, giving its size, shape, color, weight, and the materials of which it is made. What is it used for? How is the time indicated? How many hands are there? What is each used to indicate? What is the shape of the dial? How many figures are there on the face of the dial? Write the figures just as they appear on the dial.

II. Write a description of a watch, answering the above questions.

III. Mention several things that are used in the manufacture of watches, and tell how each is used.

IV. Tell and then write a story about a boy or a girl that received a watch as a reward.

### NOMINATIVE CASE.

V. What is the subject of a sentence? (See page 80.)

When a noun follows the verb and refers to the same person or thing as the subject, what is it called? (Attribute complement. See page 137.)

A noun used as the subject of a sentence or of a clause is in the *Nominative Case*.

A noun used as an attribute complement is in the same case as the subject of the verb it follows.

Name the nouns in the nominative case in the following sentences and tell why each is in that case.

Boys run. The man is a worker. The lady is Mrs. Brown. James was a student. John reads and Mary writes. The man was called William. Lafayette was a Frenchman. Wilson can not become a doctor.

Write five original sentences, using nouns in the nominative case as subjects.

### 78. WATER.

I. Where does rain come from? In what other forms does water fall to the earth? In what different ways is water used in your home? What additional uses has it for the farmer? Of what use is it to ani-

mals? To the grass and flowers? Of what use to the manufacturer? To the ship-owner?

II. Tell and then write of an experience of your own in playing with water.

III. Tell of playing in the snow.

IV. Write or tell of an experience on the ice.

#### POSSESSIVE CASE.

V. Note the following sentence:

*One boy's hat was lost but the other boys' caps were safe.*

What are the two uses of the apostrophe (')? (See pages 24, 25, 29.) Which one is shown here?

*Nouns that denote possession or ownership are in the Possessive Case.*

We show possession or ownership in singular nouns by placing the apostrophe and *s* ('s) at the end of the noun.

In plural nouns we show possession in the same way unless the noun ends in *s*. Then we use only the apostrophe; as, *a boy's hat; men's hats; boys' hats.*

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

Man, girl, woman, dog, cow, duck, goose, bird, mosquito, snake, toad, Charles, singer, man-servant, child, father, mother.

A noun in the possessive case is always a modifier, and belongs to another noun.

Point out the possessive nouns in the following sentences; tell whether they are singular or plural, and what each modifies:

The boy's work is excellent. The boys' sled is broken. James's book is on the desk. The doll's hair is curly. Have you read "Santa Claus's Partner"? The women's bonnets are pretty. Men's clothes are expensive. Dickens's novels are entertaining. David's arm is broken. Mary's rose withered. Grant's tomb is in New York.

#### 79. VEHICLES.

I. Name the different things on which people and freight are taken from one place to another. Of these which are moved by men? By horses or oxen? By steam? By electricity? What advantages and disadvantages has each of these vehicles? What dangers may be met in the use of them? For which of these are we indebted to James Watt? To Robert Fulton?

II. Give an account of a real or an imaginary accident to a wagon, carriage, bicycle, or other vehicle.

III. Tell or write of a pleasant experience, real or imaginary, that you have had in a carriage, a street car, or a boat.

IV. Write the story that might be told by an abandoned boat or a worn-out bicycle.

OBJECTIVE CASE.

*John caught James.*

V. How is the noun *James* used in this sentence? (See page 142.)

A noun used as an object complement is in the *Objective Case*.

It is usually spoken of as the **Object**. A phrase or a clause may be used in the same way.

Point out all the nouns in the objective case in the following sentences:

The boy threw a snowball. He hit a fence. The child likes candy. Horses draw heavy loads. The boy caught a ball. An elephant will eat apples. Longfellow wrote "Evangeline." My father sold a house. Whittier wrote "The Barefoot Boy." Boys play marbles.

Find five nouns which are used in the objective case in what you have written in **III** or **IV**.

80. REVIEW.

I. Tell the number, gender, and case of the nouns in the following sentences:

The bird's cage is open. Alexander rode Bucephalus. Washington captured Yorktown. The child's song has ceased. Which man saw the eagle's nest? The lady bought the boy's flowers. The pupils listened to the teacher's story. John's father caught the burglar. Longfellow loved children.

Write two declarative sentences each containing two connected nouns used as a subject (see page 89), and therefore in the nominative case.

Write two sentences each containing nouns in the nominative case used as attribute complements.

Write two sentences each containing a noun in the objective case.

Write a sentence containing connected word modifiers of the subject. (See page 92.)

Write a sentence containing a clause used as an object complement. (See page 149.)

II. Insert the necessary capitals, punctuation marks, and quotation marks:

Do you think I said John will not go  
No I believe he will go he replied  
That is good I answered Let us hurry along  
John will you close the door

Where are you going my pretty maid  
Im going a milking sir she said.

Now dont you go till I come he said  
And dont you make any noise

I sprang to the stirrup and Joris and he  
 I galloped Dirck galloped we galloped all three  
 Good speed cried the watch as the gate bolts undrew  
 Speed echoed the wall to us galloping through

How they ll greet us and all in a moment his roan  
 Rolled neck and croup over lay dead as a stone.

I beg your pardon sir I exclaimed I did not hear the ring  
 of the bell I was reading in the library will you not come in  
 Mamma has gone to the city she will soon come back.

I think sir you will find this an easier chair do you care to  
 read the morning paper may I not hand it to you.

III. Use in sentences the plurals of the following  
 nouns:

Man, child, ox, mouse, watch, peanut, shell, orange, fence.

Write the possessive forms of the first four of these  
 nouns, in the singular and in the plural.

Use the possessive forms of the following nouns:

Father, lawyer, sister, doctor, men, children, horse, Mr.  
 Brown, Mr. Jones (proper nouns ending in *s* follow the rule and  
 form the possessive by adding apostrophe and *s*; as, *Mr. Jones's*  
*home*), Frank Williams, Godfrey Cass.

IV. The correct use of *shall* and *will* has been  
 indicated in Exercises 7 and 8 in Suggestions to  
 Teachers on page 7.

When you merely hope or expect, use *shall* after *I*  
 and *we*; as, *I shall go to-morrow. We shall have rain.*

When you promise or determine, use *will* after *I*  
 and *we*; as, *I will learn this lesson. We will finish*  
*to-night.*

Write a sentence to show your determination to do  
 your work well; to be prompt at school; to avoid  
 mistakes; to get up early to-morrow; to keep a promise  
 made to a friend; to help your mother in some way.

Write a sentence to show that you expect to visit a  
 friend; to go to the city; to learn a trade; to go fishing  
 to-morrow; to return to school next year.

V. When you merely hope or expect, use *will* after  
 all subjects except *I* and *we*; as, *He will be here by*  
*supper time. You will find him at his office.*

When you promise or determine, use *shall* after all  
 subjects except *I* and *we*; as, *You shall not kill that*  
*bird. They shall pay for the damage.*

In a sentence show your determination that John is  
 to go to school; that Mary is to help you (say it to  
 her); that the boys are to stay at home; that Martha  
 is to visit you; that your dog is to find a stick; that  
 the house is to be painted before summer.

In a sentence show your expectation that your  
 sister is to go to college; that your mother is to buy  
 you a new dress; that you are to go camping next  
 summer; that the lawn is to be ready to mow on Satur-  
 day; that the paper is to be here soon; that the ice is  
 to be thick enough by Saturday; that you are going  
 skating.

## PICTURES.

## 81. A MUTE APPEAL.

I. Relate the story of the opposite picture.

What is this dog doing with the basket? What is the little girl going to put into the basket? What season is it? What kind of girl do you think this is? Which of these dogs has the better home?

II. Tell the story suggested by this picture and by the questions, and then write it.

III. Write a story about a dog you have seen.

IV. Tell a story about a beggar you have seen.

## PRONOUNS.

V. Here are two sentences stating the same fact:

*William Smith said that William Smith had hurt William Smith's hand.*

*William Smith said that he had hurt his hand.*

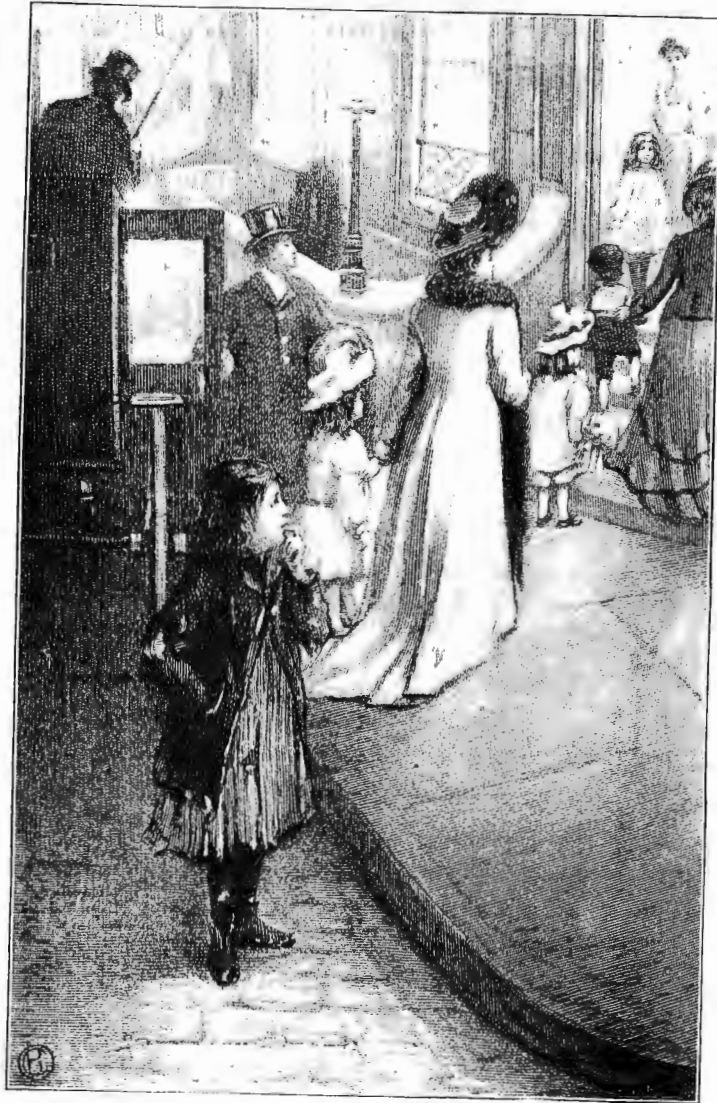
The second of these is more pleasing than the first. How do we avoid repeating the noun *William Smith* in the second sentence? (By using the words *he* and *his* instead of *William Smith*.)

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

The word for which a pronoun is used is called its *Antecedent*.



A MUTE APPEAL.



NOT INVITED.

170

Point out the pronouns and their antecedents in the following:

The forest is famous for *its* flowers. A man is known by *his* company. The girl pitied the bird and released *it*. The man *that* came has gone. Mothers love their children.

### 82. NOT INVITED.

**I.** Tell a story suggested by the opposite picture.

Where are the children going? What will they do to enjoy themselves? What is the matter with the little girl in the foreground? How do you think she feels? Do you think the little girl giving the party is rich or poor?

**II.** Write in full, answers to the above questions.

**III.** Tell about a children's party you once attended. Tell who were there, how they enjoyed themselves, and what games they played.

**IV.** Write or tell a story about a little girl who was invited to a party but could not go.

### PERSONAL PRONOUNS.

**V.** Note the following sentences:

Henry Raymond said,  $\left\{ \begin{array}{l} \text{"I am cold."} \\ \text{"You are cold."} \\ \text{"He is cold."} \end{array} \right.$

Who said these things? (Henry Raymond.) Then



NOT INVITED.

Point out the pronouns and their antecedents in the following:

The forest is famous for *its* flowers. A man is known by *his* company. The girl pitied the bird and released *it*. The man *that* came has gone. Mothers love their children.

82. NOT INVITED.

I. Tell a story suggested by the opposite picture.

Where are the children going? What will they do to enjoy themselves? What is the matter with the little girl in the foreground? How do you think she feels? Do you think the little girl giving the party is rich or poor?

II. Write in full, answers to the above questions.

III. Tell about a children's party you once attended. Tell who were there, how they enjoyed themselves, and what games they played.

IV. Write or tell a story about a little girl who was invited to a party but could not go.

PERSONAL PRONOUNS.

V. Note the following sentences:

Henry Raymond said, { "I am cold."  
"You are cold."  
"He is cold."

Who said these things? (Henry Raymond.) Then



FISHING.

he is the speaker. Of whom does he speak in the first sentence? (Of himself.) Of whom does he speak in the second sentence? (Of the person addressed.) Of whom does he speak in the third? (Of a third person who is neither the speaker nor the one addressed.)

From what words do we know these facts? (From *I*, *you*, and *he*.)

A word which always shows that a speaker speaks of himself or of the person addressed or of a third person or thing, is called a *Personal Pronoun*.

A pronoun which shows that the speaker speaks of himself is in the **First Person**; as, *I*, *me*, *we*.

A pronoun which shows that the speaker speaks of the person addressed is in the **Second Person**; as, *you*, *your*, *yours*.

A pronoun which shows that the speaker speaks of a different person or thing is in the **Third Person**; as, *he*, *his*, *she*, *her*, *it*.

Find in your reader four personal pronouns of the first person; four of the second; and four of the third.

### 83. FISHING.

I. What are the boys in the boat doing? Why is the small boy standing? Why is he looking so intently? Why is the fishing rod bent at the top? Why is the water about the line so disturbed? What do you

think the boys have caught? Where do you think these boys live? Why do you think so? What time of year do you think it is? How can you tell? What else do you see in the picture?

II. Write the full story suggested above.

III. Tell a story about some boys who went fishing. Tell how they secured bait, where they went, what fun they had, how many fish they caught, where they ate lunch, and how they returned.

IV. Write or tell the life story of a fish, as the fish might tell it to a boy on the bank of a stream. Tell of its early life and of its adventures. If you prefer, tell of a kitten, a dog, or some other animal.

V. PERSONAL PRONOUNS: FORMS.

| SINGULAR.     | SINGULAR.                                  | SINGULAR.         | SINGULAR.         | SINGULAR.         |
|---------------|--|-------------------|-------------------|-------------------|
| I             | thou <sup>1</sup>                          | he                | she               | it                |
| my<br>(mine)  | thy <sup>1</sup><br>(thine <sup>1</sup> )  | his               | her<br>(hers)     | its               |
| me            | thee <sup>1</sup>                          | him               | her               | it                |
| PLURAL.       | PLURAL.                                    | PLURAL.           | PLURAL.           | PLURAL.           |
| we            | you <sup>2</sup> ye <sup>1</sup>           | they              | they              | they              |
| our<br>(ours) | your <sup>2</sup><br>(yours <sup>2</sup> ) | their<br>(theirs) | their<br>(theirs) | their<br>(theirs) |
| us            | you <sup>2</sup>                           | them              | them              | them              |

<sup>1</sup> These are old forms, and are comparatively little used.

<sup>2</sup> These forms are regularly used for both singular and plural.

Make a list of all the pronouns in the table that are in the first person; the second person; the third.

Make a list of those which should be used in speaking of males; of females; of objects that are neither male nor female.

Make a list of those which should be used as subjects, using as predicate *write* or *writes*. Make a list of those which show ownership. Make a list of those which should be used as object complements, using as predicate *love* or *loves*.

Write a sentence containing a pronoun of the third person, feminine gender.

Point out the personal pronouns in the following, and give the person and gender of each:

Under the greenwood tree,  
Who loves to lie with me,  
And turn his merry note  
Unto the sweet bird's throat,  
Come hither, come hither, come hither!  
Here shall he see  
No enemy  
But winter and rough weather.

I went to my home and saw the table which she gave them.

Ah, you are so great, and I am so small,  
I tremble to think of you, World, at all;  
And yet, when I said my prayers to-day,  
A whisper inside me seemed to say,  
"You are more than the earth, though you are such a dot:  
You can love and think, and the earth cannot."



CAMPING OUT.

### 84. CAMPING OUT.

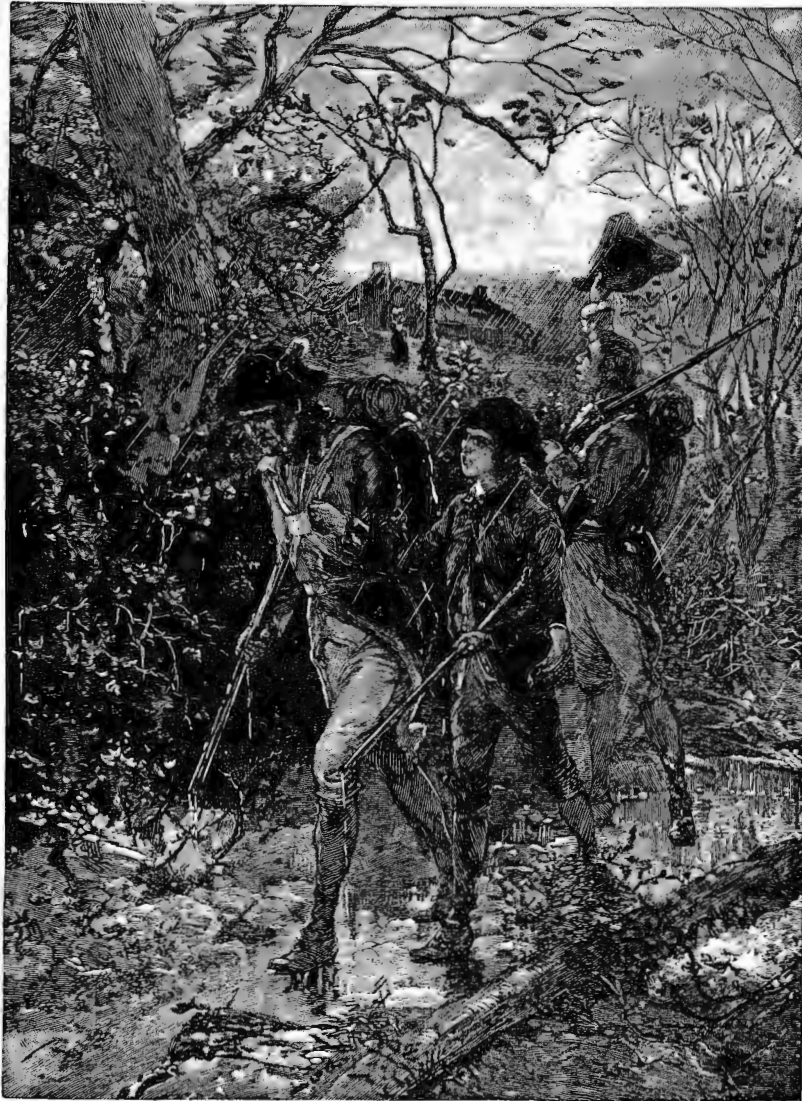
**I.** Answer the following questions suggested by the picture on the preceding page:

Of what age are these persons? How can you tell? What kind of camp is this? What time of year do you think it is? Why do you think so? In what country do these boys live? How can you tell? Why do they need an ax? What use do you think they will make of the basket? What is the one in the tent using for a pillow? Why do boys like to go camping? How is the flag fastened? How do people spend their time in camp? How do they prepare their food? What kind of beds do they have?

**II.** Write answers to the above questions. Or write a letter describing this picture, or telling about a pleasant time spent in the woods or in camp by the sea-shore.

**III.** Give an account of a real or an imaginary camping party. Tell who composed it, where they went, how long they stayed, how they spent the time, and how they enjoyed themselves. Or tell of some special incident connected with fishing, hunting, or boating.

**IV.** Write or tell a story, true or imaginary, about camp life. Give a name to the camp, and to the members of the party. Tell why they went camping, what they did, and what they enjoyed most.



FOR LIBERTY.

THE VERB.

V. Note the following sentence:

*Birds sing.*

What is the predicate of this sentence? (*Sing.*)  
(See page 82.) It tells or asserts something of the subject.

A word that asserts is called a *Verb*.

Select from the following list the words that can be used to assert:

Woman, see, call, elephant, the, cold, write, catch, cook, tell, strike, read, hear, dinner, dew, do, speak, run, fight, roll, goods.

Make a list of ten verbs found in the second lesson in your reader.

85. FOR LIBERTY.

I. Tell the story suggested by this picture and the following questions:

How many people do you see in the picture? Who are they? Who is before the house? What is she doing? What is the father doing? The younger son? The elder? What has just taken place at the home? Where are the men going? Why? Describe the weather. How will this affect the soldiers? Where and how will they probably have to sleep? What other hardships will they probably suffer?

II. Tell in a letter a story suggested by the picture and the questions. Or tell about some soldiers you have seen. What were they doing? What flags and banners did they have? Describe the flag or banner that you liked best.

III. Give orally or in writing an imaginary account of one day in the life of this boy. Or give some story you have heard about a soldier or about a battle on land or sea.

IV. Tell some of the probable adventures and hardships of these soldiers. Or give a poem you know about soldiers or about a flag.

THE VERB: PERSON, NUMBER, AND TENSE FORMS.

V. Turn to page 174 and find subjects suitable for the following predicates:

| PERSON.                   | SINGULAR.          | PERSON.  | PLURAL.        |
|---------------------------|--------------------|----------|----------------|
| (a)                       |                    |          |                |
| 1. _____                  | } write (now).     | 1. _____ | } write (now). |
| 2. _____                  |                    | 2. _____ |                |
| 3. _____, _____, or _____ |                    | 3. _____ |                |
|                           | writes (now).      |          |                |
| 1. _____                  | } have written     | 1. _____ | } have written |
| 2. _____                  |                    | 2. _____ |                |
| 3. _____, _____, or _____ |                    | 3. _____ |                |
|                           | (now).             |          | (now).         |
|                           | has written (now). |          |                |

| PERSON.                   | SINGULAR.                        | PERSON.  | PLURAL.              |
|---------------------------|----------------------------------|----------|----------------------|
| (b)                       |                                  |          |                      |
| 1. _____                  | } wrote (last year).             | 1. _____ | } wrote (last year). |
| 2. _____                  |                                  | 2. _____ |                      |
| 3. _____                  |                                  | 3. _____ |                      |
| 1. _____                  | } had written (last              | 1. _____ | } had written (last  |
| 2. _____                  |                                  | 2. _____ |                      |
| 3. _____                  |                                  | 3. _____ |                      |
|                           | year).                           |          | year).               |
| (c)                       |                                  |          |                      |
| 1. _____                  | shall or will <sup>1</sup>       | 1. _____ | shall or will write  |
|                           | write (next year).               |          | (next year).         |
| 2. _____                  | will or shall <sup>1</sup>       | 2. _____ | will or shall write  |
|                           | write (next year).               |          | (next year).         |
| 3. _____, _____, or _____ |                                  | 3. _____ | will or shall write  |
|                           | will or shall write next (year). |          | (next year).         |
| 1. _____                  | shall have written               | 1. _____ | shall have written   |
|                           | (by next year).                  |          | (by next year).      |
| 2. _____                  | will have written                | 2. _____ | will have written    |
|                           | (by next year).                  |          | (by next year).      |
| 3. _____, _____, or _____ |                                  | 3. _____ | will have written    |
|                           | will have written (by next       |          | (by next year).      |
|                           | year).                           |          |                      |

Which of the groups, (a), (b), or (c), on pages 180, 181, expresses present time? Which expresses past time? Which expresses future time?

NOTE TO THE TEACHER. — It is deemed unwise to discuss mode and tense in this book. After the pupils discover the parts of the table that express the three great divisions of time, give the names Present Tense, Present Perfect Tense, Past Tense, Past Perfect Tense, Future Tense, and Future Perfect Tense, to the above, and require them to be used.

Dwell upon this table until it is mastered. Use other verbs, such as *throw*, *run*, and *see*.

<sup>1</sup> See pages 7 and 166.



THE CASTAWAYS.

### 86. THE CASTAWAYS.

I. Tell a story suggested by the picture on the opposite page and by the following questions:

Where are the three men? How long do you think they have been on the raft? Of what is it made? What do you suppose caused them to be adrift? Do you think they have had anything to eat or to drink lately? Why do you think so?

II. Write answers in full to the above questions. Or write a letter telling of the rescue of the men.

III. Write or tell a connected story about this picture, concluding with the rescue of the men.

IV. Tell a story, true or imaginary, of a wreck and of some one floating on a raft or on an iceberg.

### PRINCIPAL PARTS OF VERBS.

V. Note the following:

PRESENT TENSE.

*I write now.*

PAST TENSE.

*I wrote last week*

PRESENT PERFECT TENSE.

*I have written.*

The words in the full-face type above are called the **Principal Parts** of the verb *write*. Notice their names.

Present

*Write.*

Past

*Wrote.*

Past Participle

*Written.*

Look at your table, and find in what tenses the word *write* occurs. Find where the past participle occurs. The other words in the predicate are called **Auxiliaries** (helpers). By using the following as a key you will soon be able to tell the principal parts of most verbs:

I \_\_\_\_\_ now.  
 I \_\_\_\_\_ last week.  
 I have \_\_\_\_\_.

Find the principal parts of *beat*, *become*, *begin*, *bid* (meaning *to command*), *bite*, *blow*, *break*, *bring*, *come*.

If in doubt consult the dictionary, or see page 222.

Determine the proper word in the following:

I have beat (or beaten) him. I become (or became) tired last night. We began (or begun) to study our lessons. They had begun (or began) to write.

### 87. HELEN PATTERSON AND THE INDIANS.

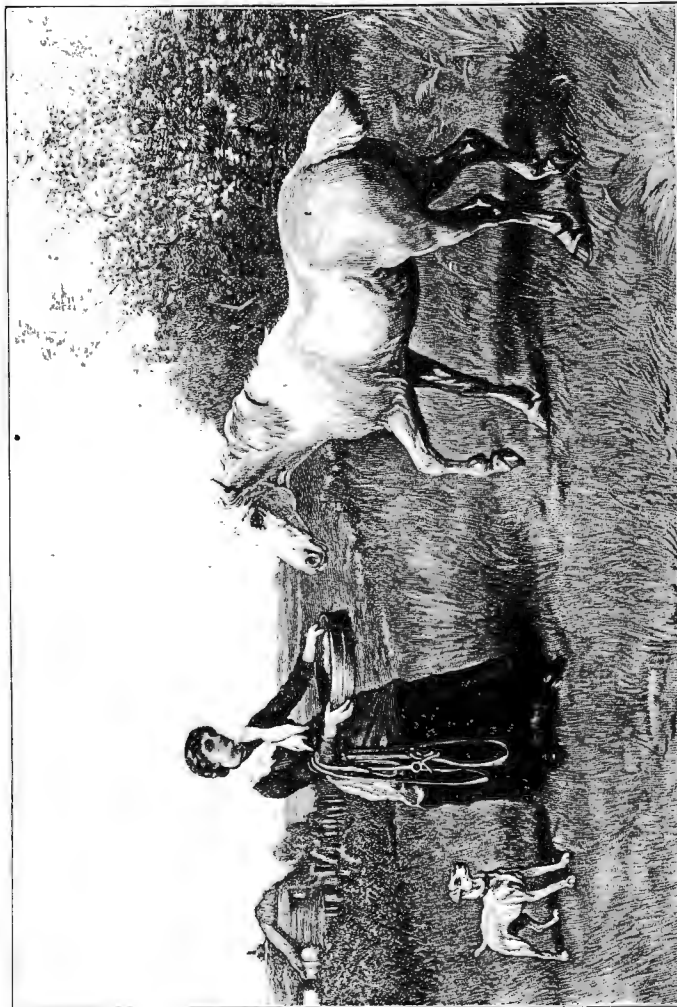
**I.** Describe this picture. Speak of the house and its furniture (a settler's cabin on the frontier or a workingman's home in the East). The girl, her name, what she has been doing, her present position, and her feeling now.

**II.** Imagine that you are a listener in an Indian council, as a chief tells of some wrong recently done by a white man to a member of his tribe.

**III.** Relate the story of this picture, telling how Helen came to be left alone, how she spent her time,



HELEN PATTERSON AND THE INDIANS.



A TEMPTATION.

her feelings when the Indians came, how they treated her, how they tied her, and how she escaped.

IV. Write a letter telling where Helen's father and brothers had gone, how they learned of her capture, how they found the direction in which she had gone, and who composed the rescue party.

Tell what signs Helen had left on the trail, and how, after a day's search, she was found.

PRINCIPAL PARTS OF VERBS (*Continued*).

V. Find the principal parts of the following:

Drink, drive, fell, fly, forgot, go, hide, know, lie (*to recline*), ride, rise, sit, speak, throw.

Using each of the above words, fill the following blanks:

I \_\_\_\_\_ yesterday.  
We have \_\_\_\_\_.

88. A TEMPTATION.

I. Why has this woman come out into the field? What shows this? How does she expect to catch the horse? What is in the sieve? Why is it necessary to offer him something to eat? Why does the horse turn his ears backward? What does he suspect? What

shown by his raised feet? What will he probably do if the woman attempts to take hold of him? Is he playful, suspicious, or inclined to do harm? Give reason for your opinion. What is shown by the appearance of the dog? Give two or more reasons why the woman wishes to catch the horse. For what is this horse generally used?

**II.** Write a letter, telling who the woman is, the purpose for which she needs the horse, the reason her father or brother did not come for him and how she expects to catch him.

Tell in what ways the horse has been deceived at other times by persons who offered him something he did not like.

State whether or not she secured him, and used him for the purpose desired.

**III.** Write or tell of something that you were led to do by promises, of an attempt made by you to catch a horse or other animal, of a temptation successfully resisted, of a day spent in the country with a dog as a companion, or of a stroll in the city.

**IV.** Compare the woman in this picture with the one in the picture called "The End of the Day" (page 114), as to her hair, face, age, dress, shoes, and nationality. Compare the two horses as to color, size, condition, and daily employment.

### THE VERB *BE*.

**V.** Turn to the table of forms of personal pronouns, page 174, and find subjects for the following predicates. Make a copy with the subjects inserted and commit the whole to memory:

#### Present Tense.

| PERSON. | SINGULAR.  | PERSON. | PLURAL.      |
|---------|------------|---------|--------------|
| 1.      | _____ am.  | 1.      | _____ } are. |
| 2.      | _____ are. | 2.      | _____ }      |
| 3.      | _____ is.  | 3.      | _____ }      |

#### Present Perfect Tense.

|    |                    |    |                    |
|----|--------------------|----|--------------------|
| 1. | _____ } have been. | 1. | _____ } have been. |
| 2. | _____ }            | 2. | _____ }            |
| 3. | _____ has been.    | 3. | _____ }            |

#### Past Tense.

|    |             |    |               |
|----|-------------|----|---------------|
| 1. | _____ was.  | 1. | _____ } were. |
| 2. | _____ were. | 2. | _____ }       |
| 3. | _____ was.  | 3. | _____ }       |

#### Past Perfect Tense.

|    |                   |    |                   |
|----|-------------------|----|-------------------|
| 1. | _____ } had been. | 1. | _____ } had been. |
| 2. | _____ }           | 2. | _____ }           |
| 3. | _____ }           | 3. | _____ }           |

#### Future Tense.

|    |                  |    |                  |
|----|------------------|----|------------------|
| 1. | _____ shall be.  | 1. | _____ shall be.  |
| 2. | _____ } will be. | 2. | _____ } will be. |
| 3. | _____ }          | 3. | _____ }          |

## Future Perfect Tense.

| PERSON. | SINGULAR.               | PERSON. | PLURAL.                 |
|---------|-------------------------|---------|-------------------------|
| 1.      | _____ shall have been.  | 1.      | _____ shall have been.  |
| 2.      | _____ } will have been. | 2.      | _____ } will have been. |
| 3.      | _____ }                 | 3.      | _____ }                 |

NOTE. — Pupils should be made thoroughly familiar with these forms.

## 89. THE DOCTOR.

**I.** Tell a story suggested by the picture on the opposite page and by the following questions:

Who is the man sitting by the table? Why is he here? How can you tell? About what do you think he is studying? How long do you think this child has been ill? Why is the doctor looking so intently? What hope is there for the child's recovery? Who is standing behind the little girl? How does he look? Where is his hand? Why? Who is the woman with her head down on the table? What is she doing? Why? How many children do you think these people have?

**II.** Answer in writing the questions in **I.** Or in a letter tell of a child's illness.

**III.** Give an account of a sickness you once had when a doctor was needed.

**IV.** Write or tell the story that this picture suggests, concluding it with the child's recovery.



THE DOCTOR.

## Future Perfect Tense.

| PERSON. | SINGULAR.               | PERSON. | PLURAL.                 |
|---------|-------------------------|---------|-------------------------|
| 1.      | _____ shall have been.  | 1.      | _____ shall have been.  |
| 2.      | _____ } will have been. | 2.      | _____ } will have been. |
| 3.      | _____ } will have been. | 3.      | _____ } will have been. |

NOTE. — Pupils should be made thoroughly familiar with these forms.

## 89. THE DOCTOR.

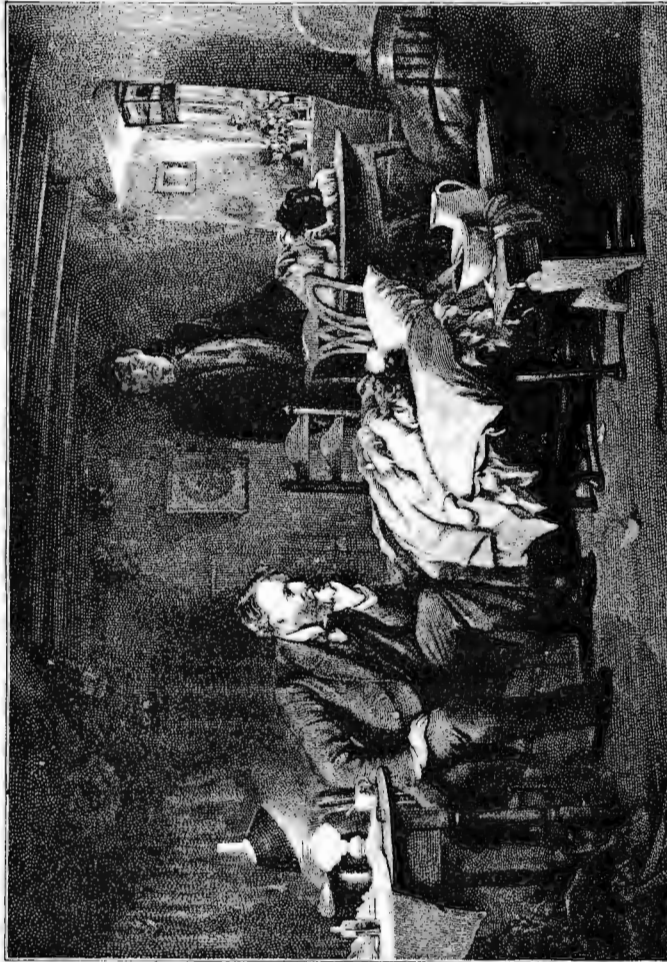
**I.** Tell a story suggested by the picture on the opposite page and by the following questions:

Who is the man sitting by the table? Why is he here? How can you tell? About what do you think he is studying? How long do you think this child has been ill? Why is the doctor looking so intently? What hope is there for the child's recovery? Who is standing behind the little girl? How does he look? Where is his hand? Why? Who is the woman with her head down on the table? What is she doing? Why? How many children do you think these people have?

**II.** Answer in writing the questions in **I.** Or in a letter tell of a child's illness.

**III.** Give an account of a sickness you once had when a doctor was needed.

**IV.** Write or tell the story that this picture suggests, concluding it with the child's recovery.



THE DOCTOR.

## Future Perfect Tense.

| PERSON. | SINGULAR.               | PERSON. | PLURAL.                 |
|---------|-------------------------|---------|-------------------------|
| I.      | _____ shall have been.  | I.      | _____ shall have been.  |
| 2.      | _____ } will have been. | 2.      | _____ } will have been. |
| 3.      | _____ }                 | 3.      | _____ }                 |

NOTE. — Pupils should be made thoroughly familiar with these forms.



THE DOCTOR.

## 89. THE DOCTOR.

**I.** Tell a story suggested by the picture on the opposite page and by the following questions:

Who is the man sitting by the table? Why is he here? How can you tell? About what do you think he is studying? How long do you think this child has been ill? Why is the doctor looking so intently? What hope is there for the child's recovery? Who is standing behind the little girl? How does he look? Where is his hand? Why? Who is the woman with her head down on the table? What is she doing? Why? How many children do you think these people have?

**II.** Answer in writing the questions in **I.** Or in a letter tell of a child's illness.

**III.** Give an account of a sickness you once had when a doctor was needed.

**IV.** Write or tell the story that this picture suggests, concluding it with the child's recovery.



THE DOCTOR.

Future Perfect Tense.

| PERSON. | SINGULAR.               | PERSON. | PLURAL.                 |
|---------|-------------------------|---------|-------------------------|
| I.      | _____ shall have been.  | I.      | _____ shall have been.  |
| 2.      | _____ } will have been. | 2.      | _____ } will have been. |
| 3.      | _____ }                 | 3.      | _____ }                 |

NOTE. — Pupils should be made thoroughly familiar with these forms.

89. THE DOCTOR.

I. Tell a story suggested by the picture on the opposite page and by the following questions:

Who is the man sitting by the table? Why is he here? How can you tell? About what do you think he is studying? How long do you think this child has been ill? Why is the doctor looking so intently? What hope is there for the child's recovery? Who is standing behind the little girl? How does he look? Where is his hand? Why? Who is the woman with her head down on the table? What is she doing? Why? How many children do you think these people have?

II. Answer in writing the questions in I. Or in a letter tell of a child's illness.

III. Give an account of a sickness you once had when a doctor was needed.

IV. Write or tell the story that this picture suggests, concluding it with the child's recovery.

## VERBS: TENSE.

V. Name the verbs in the following sentences, and tell in what tense each is found. (See pages 180, 189.)

James has been sick. The rabbit escaped from the dog. The people had gone down to dinner when the messenger came. I shall have been five years in the city to-morrow. The doctor came promptly. The smoke hung over the building. The soldiers caught the horse. I have finished my dinner. "Will you walk into my parlor?" said the spider. What was done at the meeting? I will not leave you. The rope will bear our weight. Consider your ways. Go to your desk.

## 90. REVIEW.

I. The past tense of the verb should not be used instead of the past participle in forming certain tenses.

Give the principal parts of each of the following verbs:

Go, tear, do, shook, beat, bid, took, swam.

Select the proper word in each of the following sentences:

He has went (or gone) home. His book is torn (or tore). He done (or did) well. The house was shook (or shaken) by the wind. His teacher bade (or bid) him learn the poem. He had swum (or swam) the river before the explosion.

II. Rewrite the following sentences, using instead of the italicized words other words with a similar meaning:

The boy's *steed* is a birthday *gift*. It is running *swiftly*. The *lady* seems to be *alarmed*. A *vessel* is on the *sea*. The little *maiden* is swinging. The *two children* are playing on the *beach*. The *volunteers* start for *war*. They are carrying their *rifles*.

## III. Rewrite as in II above:

The *lad* watches the old *sailor*, who *holds* a knife in his hand. The castaways *are afloat* on the *deep*. The bird is *liberated* from its *prison*. The *famous physician* gazes at the child *that is ill*. The *child's couch* is made of pillows. The mother is *weeping* with *grief*. The *lady* stands among the *blossoms*.

## IV. Use the correct form in the following sentences:

Frank and me (or I) will go. He asked you and me (or I) to go. He is older than you and I (or me). He asked whether it was me (or I). Will you take him and me (or he and I) with you? Grandfather sent this book to you and I (or me). May him and me (or he and I) go for the horse? Will you send him and me (or I) to find the boat? He said that he thought it was me and them (or I and they; or they and I).

## V. Complete the following story:

"What are you doing, John?" mamma called to me as Towser and I were romping in the kitchen. I let go of the dog and turned to answer her, for I knew she was busy getting dinner.

"I wish you would tell Mary I need her," said mamma.

I ran to the parlor, where my sister was sweeping. I told her what mamma had said, and then I stood in the front door for a few minutes and watched papa mowing in the field.

But soon I started back to play with Towser. As I came into the kitchen I heard some one coming up the back steps. Then an ugly-looking tramp stepped through the open door.

## STORIES AND POEMS.

## 91. ALEXANDER AND BUCEPHALUS.

One day King Philip bought a fine horse called Bucephalus. He was a noble animal, but wild and savage; and no man could mount him.

"It is a pity to ruin so fine a horse as that," said Alexander, the king's young son. "Those men do not know how to treat him."

"Perhaps you can do better than they," said his father scornfully.

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else."

"And if you fail to do so, what then?" asked Philip.

"I will pay you the price of the horse," said the lad.

While everybody was laughing, Alexander ran up to Bucephalus and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow.

He then spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring and leaped upon the horse's back, letting him run as fast as he would. By and by, when Bucephalus had become tired, Alexander reined him in and rode back to the place where his father was standing.

He leaped to the ground, and his father ran and kissed him.

"My son," said the king, "Macedon is too small a place for you. You must seek a larger kingdom."

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

**I.** Tell all you can about Bucephalus. What was Alexander's opinion of the men in charge of the horse? What was the king's feeling toward Alexander when

the latter expressed his opinion? What was the feeling of the bystanders? How was this shown? How did Alexander know what to do? State, in order, the things that Alexander did to control the horse. How did Alexander show that he was not afraid?

**II.** Tell this story in your own words.

**III.** Write or tell of a runaway, of a balky horse, or of a horse unable to draw a heavy wagon.

**IV.** Write a story of a ride on a horse, in a carriage, on a train, on a street-car, or in a boat.

**V.** Notice the italicized words in the following sentences:

Pupils *learn* in school.

Mothers *teach* their children.

I *leave* home at eight o'clock.

*Let* me go with you.

*Guess* what is in my hand.

We *think* before we can write stories.

Select the proper word in each of the following:

Leave (or let) me alone. You can not learn (or teach) the boy grammar. I guess (or think) that he is not old enough for it. You may try to teach (or learn) him.

Use each of these words correctly in two sentences.

## 92. A LIFE LESSON.

There! little girl; don't cry!  
 They have broken your doll, I know;  
 And your tea-set blue,  
 And your play-house, too,  
 Are things of the long ago;  
 But childish troubles will soon pass by. —  
 There! little girl; don't cry!

There! little girl; don't cry!  
 They have broken your slate, I know;  
 And the glad, wild ways  
 Of your schoolgirl days  
 Are things of the long ago;  
 But life and love will soon come by. —  
 There! little girl; don't cry!

There! little girl; don't cry!  
 They have broken your heart, I know;  
 And the rainbow gleams  
 Of your youthful dreams  
 Are things of the long ago;  
 But heaven holds all for which you sigh. —  
 There! little girl; don't cry!

— *James Whitcomb Riley.*

I. Who is talking to the little girl? What is she doing? Why? How old is she? Why do you think so? Name the broken things spoken of in the first stanza. What is "the long ago" to a child of this age? How much older is she in the second stanza? The slate indicates what part of her life? The fact

that the slate can no longer be used suggests what about this part of her life? What is meant by the "life and love" that "will soon come by"? Why, then, is this young maiden crying? How much older is the "little girl" in the third stanza? Why does she cry? Who, perhaps, are "they"? What is suggested by saying that her heart is broken? What were the "rainbow gleams of her youthful dreams"? What is meant by "Are things of the long ago"? What comfort is given in the last two lines?

II. Repeat this poem after you have committed it to memory.

III. Write or tell the story of some childhood troubles of your own, telling how you were comforted; or tell how you comforted another.

IV. Write or tell a story about a child whose toys were broken. Tell what toys they were, where she got them, why she prized them, how they were broken, and how she was comforted.

V. Give the principal parts of each of the following verbs (see table, pages 222, 223):

Become, fall, throw, draw, forget, begin, break, drive.

Select the proper word in each of the following:

The horse drew (or drewed) the wagon. The tree has fallen (or has fell). The man became (or become) excited. I have began (or begun) my work. The stick was broke (or broken).

## 93. VALLEY FORGE.

The wind is cold and piercing on the old gulf road, and the snowflakes have begun to fall. Who is this that toils up yonder hill, his footsteps stained with blood? His bare feet peep through his worn-out shoes, his limbs are naked, his shirt is in strings, his hair disheveled, his face wan and thin, his look hungry. On his shoulder he carries a rusty gun, and the hand that grasps the stock is blue with cold. His comrade is no better off, nor he who follows.

A fourth comes into view, and still another. A dozen are in sight. Twenty have reached the ridge, and there are more to come. Yonder are horsemen in tattered uniforms, and behind them cannon lumbering slowly over the frozen road, half dragged, half pushed by men.

Trials that rarely have failed to break the fortitude of men await them. The Congress whom they serve shall prove helpless to protect them, and their country herself seems unmindful of their sufferings. Disease shall infest their huts by day, and famine stand guard with them through the night. Frost shall lock their camp with icy fetters and the snows cover it as with a garment; the storms of winter shall be pitiless, — but all in vain. Danger shall not frighten nor temptation have power to seduce them. Doubt shall not shake their love of country, nor suffering overcome their fortitude. The powers of evil shall not prevail against them; for they are the Continental Army, and these are the hills of Valley Forge. — *H. A. Brown.*

**I.** Read the selection carefully. Tell what you know of Valley Forge. Why were the soldiers there? What protection did they have? What did they lack? Why? Why were the footsteps stained with blood?

Why were the clothes ragged and torn and the shoes worn out? Why was the soldier's face thin and his look hungry? How long had these men suffered in this way? How long would they continue to suffer, if necessary? Why were they willing to do this? How many were there? What dangers do soldiers usually meet? To what special dangers were these soldiers exposed? Which would be easier, to go into battle or to spend a winter in this manner? What general was their leader? What kind of men were they?

**II.** Give an account of the winter at Valley Forge.

**III.** Write or tell of the life that one of these soldiers led in camp. Tell where and how he slept and how he suffered, how he felt when he got up, of his breakfast, of his morning with his comrades, of his afternoon standing guard in a storm, of his scanty clothing, of his thoughts of home and warmth, of his temptation, and of his resolve to remain.

**IV.** Write an account of an imaginary day in your own life after you are fifteen years older than you are now; or describe how you once suffered from the cold.

**V.** Give the principal parts of each of the following verbs (see pages 222, 223):

Throw, shine, build, grow, wear, see.

Select the proper word in each of the following:

The boy threw (or threw) a stone. The sun shined (or shone). The man built (or builded) a wall. The tree grew (or growed). The boy has worn (or wore) his shoes two weeks.

#### 94. NATHAN HALE.

To drumbeat and heartbeat,  
A soldier marches by;  
There is color in his cheek,  
There is courage in his eye, —  
Yet to drumbeat and heartbeat  
In a moment he must die.

By starlight and moonlight,  
He seeks the Briton's camp;  
He hears the rustling flag,  
And the armed sentry's tramp;  
And the starlight and moonlight  
His silent wanderings lamp.

A sharp clang, a steel clang,  
And terror in the sound!  
For the sentry, falcon-eyed,  
In the camp a spy has found;  
With a sharp clang, a steel clang,  
The patriot is bound.

'Neath the blue morn, the sunny morn,  
He dies upon the tree;  
And he mourns that he can lose  
But one life for Liberty;  
And in the blue morn, the sunny morn,  
His spirit wings are free. — *Francis M. Finch.*

**I.** Read the poem several times. Then give in your own words an account of this incident. Why is the drum beating? Why the heart? Why is there color in his cheek? How is the courage in his eye shown? What did he expect to do when he started? Why did he make this attempt? What is the meaning of the first two lines in the third stanza? Of the last two lines? What is the punishment of a spy? What case on the British side was similar to this?

**II.** Tell all you can about Nathan Hale and Major André, after your teacher has told you of them.

**III.** Write a brief account of this incident.

**IV.** Tell or write an imaginary story, describing how a brave boy or girl served the country by carrying information regarding the enemy.

|                   |   |  |
|-------------------|---|--|
| <b>V.</b>         | $\left\{ \begin{array}{l} \text{I did it.} \\ \text{I have done it.} \\ \text{I saw it.} \\ \text{I have seen it.} \end{array} \right.$ | <b>Never say</b> $\left\{ \begin{array}{l} \text{I done it.} \\ \text{I have did it.} \\ \text{I seen it.} \\ \text{I have saw it.} \end{array} \right.$ |
| <b>Always say</b> |   |  |
|                   |   |  |
|                   |   |  |

Insert *did*, *done*, *saw*, or *seen* in the following blanks:

I know that he \_\_\_\_\_ it. John said that he had \_\_\_\_\_ it. Mary thinks that I \_\_\_\_\_ it. Sarah said, "I \_\_\_\_\_ it." Have you \_\_\_\_\_ it? Do you know who \_\_\_\_\_ it? Has he \_\_\_\_\_ the picture? Frank \_\_\_\_\_ the work.

Write sentences using correctly *did*, *done*, *saw*, *seen*.

## 95. SUPPOSED SPEECH OF AN INDIAN CHIEF.

"White man, there is eternal war between me and thee! I quit not the land of my fathers but with my life. In these woods, where I bent my youthful bow, I will still hunt the deer; over yonder waters I will still lay up my winter's store of food; on these fertile meadows I will still plant my corn.

"Stranger, the land is mine. I gave not my consent, when, as thou sayest, these broad regions were purchased, for a few baubles, of my fathers. They could sell what was theirs; they could sell no more.

"The stranger came, a timid suppliant, and asked to lie down on the red man's bear-skin, and warm himself at the red man's fire, and have a little piece of land, to raise corn for his women and children:— and now he is become strong, and mighty, and bold, and spreads out his parchment over the whole, and says, 'It is mine.'

"Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels.

"Here have I lived and here will I die; and if here thou abidest, there is eternal war between me and thee!"

— *Adapted from Edward Everett.*

I. After reading this selection carefully, tell all you can about the meeting between the Indian chief and the white man.

II. Imagine an Indian talking to a white man. Have him give several reasons for wishing to hold the land.

III. In reply let the white man give several reasons for claiming it. State how he received it, what he paid, and what he is willing to do for the Indian.

IV. Write an imaginary story of a child taken captive by the Indians. Tell his name, where he lived, describe his capture, tell where he was taken, how he was treated, what he learned from the Indians, how he escaped, and how he made his way home, whether his parents knew him, how they recognized him. Write the story in letter form.

V. Give the principal parts of the following verbs (see pages 222, 223):

Ring, bring, hide, ride, come, sing, speak, know, write.

Select the proper word in the following:

He rang (or rung) the bell. The book was wrote (or written). We come (or came) yesterday. The bird sung (or sang) sweetly. The boy brought (or brung) his book to school. Kind words were spoke (or spoken). I knew (or knowed) you were here.

## 96. THE FLAG GOES BY.

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky:

Hats off!

The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;  
But more than the flag is passing by.

Sea fights and land fights, grim and great,  
Fought to make and to save the state;  
Weary marches and sinking ships;  
Cheers of victory on dying lips.

\* \* \*

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!

The flag is passing by!—*Henry Holcomb Bennett.*

**I.** To whom do gentlemen usually lift their hats? Why? Why does the author say "Hats off"? What does the flag represent? How is the sound made by the bugles described? By the drums? In what two ways is the flag described? What are the steel-tipped lines? What are the steel tips? What five things besides the flag are passing by? Name a prominent sea fight. A land fight. Where and when were there cheers of victory on dying lips? Who were dying? Why are loyal hearts beating high?

**II.** Give an account of this or of some other parade and of what happened when the flag went by; or tell what you did on a Fourth of July or a Memorial Day.

**III.** Give an account of some battle that was fought to save the country; or tell a story you have heard told by a soldier.

**IV.** Write a true or an imaginary story telling how the flag was honored by some boys or girls.

#### WORDS THAT DESCRIBE.

**V.** In each of the following blanks insert a word that describes the thing named by the subject of the sentence:

|   |                            |
|---|----------------------------|
| Iron is _____ (insert <i>heavy</i> ).       | Paper is _____.            |
| The table is _____ (insert <i>square</i> ). | Stones are _____.          |
| Wood is _____ (insert <i>useful</i> ).      | Sugar is _____.            |
| Grass is _____ (insert <i>green</i> ).      | Flowers are _____.         |
| Apples are _____.                           | Houses are _____.          |
| Sugar is _____.                             | The old horse is _____.    |
| Ice is _____.                               | The new pupil is _____.    |
| Snow is _____.                              | The game of ball is _____. |
| Oranges are _____.                          | The flag is _____.         |

#### 97. LEXINGTON.

The cry of blood from the field of Lexington went through the land. None felt the appeal more than the old soldiers of the French war. It roused John Stark, of New Hampshire,—a trapper and hunter in his youth, a veteran in Indian warfare, a campaigner under Abercrombie and Amherst, now the military

oracle of a rustic neighborhood. Within ten minutes after receiving the alarm, he was spurring towards the seacoast, and on the way stirring up the volunteers of the Massachusetts borders to assemble forthwith at Bedford, in the vicinity of Boston.

Equally alert was his old comrade in frontier exploits, Colonel Israel Putnam. A man on horseback, with a drum, passed through his neighborhood, in Connecticut, proclaiming British violence at Lexington. Putnam was in the field, plowing, assisted by his son. In an instant the team was unyoked and the plow left in the furrow, the lad sent home to give word of his father's departure, and Putnam, on horseback, in his working garb, urging with all speed, to the camp. Such was the spirit aroused throughout the country. — *Washington Irving.*

I. Tell what you can about the battle of Lexington. Tell what you can about John Stark. How had he passed his youth? What was he doing when the war broke out? Describe what he did when he heard the news from Lexington. Tell similarly all you can about Israel Putnam. Give, if you can, the story about Putnam and the wolf. Also the story of Putnam's ride.

II. Give an account of the battle of Lexington; or tell an imaginary story of Putnam's son. Tell how he reached home, what he told his mother, what she said and did, and what he felt and wished to do.

III. Tell the kind of man John Stark was, giving the incidents that make you think so; or tell an imaginary story of one of his hunting experiences.

IV. Describe Israel Putnam in the same way; or write the story of Putnam spoken of in the questions in I; or tell the story of any adventure you have had.

#### THE ADJECTIVE.

V. Examine the following sentences:

*Little Henry studies.*  
*Henry is studious.*

How is the word *little* used? (As a modifier of the noun *Henry*; see page 86.)

A word that modifies a noun or a pronoun is an *Adjective*.

An adjective may be used in the predicate; thus, the word *studious* in the second example relates to the subject *Henry*.

Point out the adjectives in the following sentences:

The *brown* bird sings. *Large, deep* rivers float *long, heavy* rafts. Black smoke rose from the old building. Mary is *studious*. John is old. Samuel is older. Thomas is the oldest. This apple is soft; that plum is softer; the peach is softest.

Make five sentences each containing adjectives modifying the subject. Make five each containing adjectives used as attribute complements. (See page 137.)

## 98. ANDRÉ TO WASHINGTON.

It is not the fear of death  
 That damps my brow;  
 It is not for another breath  
 I ask thee now;  
 I can die with a lip unstirred  
 And a quiet heart —  
 Let but this prayer be heard  
 Ere I depart.

I can give up my mother's look —  
 My sister's kiss;  
 I can think of love — yet brook  
 A death like this!  
 I can give up the young fame  
 I burn to win;  
 All — but the spotless name  
 I glory in.

By all the brave should cherish,  
 By my dying breath,  
 I ask that I may perish  
 By a soldier's death.

— Nathaniel Parker Willis.

I. Tell anything you know about Major André. Why does not the fear of death damp his brow? Why does he not ask for longer life? Why is he able to die with lip unstirred and quiet heart? Why, then, does he make this request? Was it granted? Why? How did André die? Does this show greater or less

bravery than if his request had been granted? Do you think more or less of him for making the request?

II. What are the four things that he values so highly? Why does he name them in the order given? What kind of man is he who values these things so highly, and in this order? He is willing, if he must, to give up these, but what is the one thing that he values even more, and is not willing to give up? Did he know the penalty when he undertook the mission? What similar case was there on the American side?

III. Imagine yourself in André's position, and write a letter to General Washington, requesting a similar favor, and giving your reasons for asking it.

IV. Write or tell of an incident in your life when you made a request which was denied.

## THE ADJECTIVE (Continued).

V. Note the following sentences:

*The wise man is prudent.*

*The man of wisdom is prudent.*

*The man who is wise is prudent.*

How is the word *wise* used? (As a modifier; see page 86.) How is the phrase *of wisdom* used? The clause *who is wise*?

A word, a phrase, or a clause used to modify a noun is an *Adjective Modifier*.

Point out the adjectives and the adjective phrases and clauses in the following sentences:

The house *on the hill* is *silent*. The man *that was present* has gone. The man *of action* will accomplish much. The request of André was noble. The minister that married the couple visited the father of the bride. We saw the train that brought him. The request that André made was not granted.

Make two original sentences each containing an adjective phrase; two each containing an adjective clause.

### 99. THE FOUR SUNBEAMS.

Four little sunbeams came earthward one day,  
Shining and dancing along on their way.

One sunbeam ran in at a low cottage door,  
And played "hide and seek" with a child on the floor.

One crept to a couch where an invalid lay,  
And brought him a dream of the sweet summer day.

One stole to the heart of a flower that was sad,  
And loved and caressed her until she was glad.

And one, where a little blind girl sat alone,  
Not sharing the mirth of her playfellows, shone.—*M. K. B.*

I. Where did the first sunbeam go? Whom did it meet? What happened? Where did the second one

go? What did it do? Describe the kind of day the sunbeam made the invalid think of. Where did the third sunbeam go? Why was the flower sad? How did the sunbeam make her glad? Where did the fourth go? What did it do? Which of the sunbeams did best?

II. Give orally or in a letter an account of the adventures of the four sunbeams.

III. Write an account of a real or an imaginary act of kindness received by a child shut up in a sick-room.

IV. Tell how and when a child carried sunshine into the life of another person.

### THE ADVERB.

V. Examine the following sentences:

*The girl sang sweetly.*

*The very little girl sang quite sweetly.*

What part of speech is *sang*? By what is it modified in the first sentence? (By the word *sweetly*.)

A word used to modify a verb is an *Adverb*.

What part of speech is *little* in the second example? (An adjective.) By what is it modified? (By the word *very*.)

A word used to modify an adjective is an *Adverb*.

What part of speech is the word *sweetly*? (An adverb.) By what is it modified in the second sentence? (By the word *quite*.)

A word used to modify an adverb is an *Adverb*.

An *Adverb* is a word used to modify a verb, an adjective, or an adverb.

Point out the adverbs in the following sentences, and tell what each modifies:

The river flowed *rapidly*. The sunbeam *quietly* comforted the little blind girl. We went out very carefully. Slowly and silently we laid him down. The very difficult lesson was learned quickly. The exceedingly interesting game was played well.

Make five sentences each containing two adverbs.

### 100. REVIEW.

I. Use the correct word in each of the following:

The boy could not be learned (or taught) grammar. The man has become (or became) very ill. The searchlight shone (or shined) in the darkness. I heard that he done (or did) well.

Write the following from dictation:

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse."

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky.

II. Note the following sentences:

BOY. "May I carry your satchel?"

MAN. "You may. But it weighs fifty pounds. Can you?"

BOY. "I can. Yesterday I carried one weighing sixty."

*May* either asks for permission or grants it.

*Can* either asks in regard to ability or declares it.

Insert *may* or *can* in the following:

The boy said, "\_\_\_\_\_ I go fishing?" "Mother, I \_\_\_\_\_ climb the ladder," said the child; "\_\_\_\_\_ I?" \_\_\_\_\_ you understand this lesson? \_\_\_\_\_ I have the book? You \_\_\_\_\_ when Frank is through with it. You \_\_\_\_\_ go Saturday if you \_\_\_\_\_; you are too weak now.

Turn to the poem on page 208, and give the exact meaning of each use of *can* and *may*.

Write three original sentences using *may* correctly, and three using *can* correctly.

III. Insert the necessary punctuation and quotation marks, and account for the capitals in the following:

Good-by daisy pink and rose

And snow-white lily too

Nay said the outlaw chief we did but half the work at most  
Take of the spoil what may reward your own labors

I am rich enough to reward them answered Cedric

And some said Wamba have been wise enough to reward  
themselves They do not march off empty-handed

IV. Complete the following story:

The express wagon stopped before the house of Mr. Richards. "Does King Richards live here?" asked the driver.

An express package for King! And he was only ten.

How King's eyes did open when he saw that splendid new bicycle, a birthday present from his Uncle Dick! It was just what he had been teasing for.

Now he and his best friend Joe could take a ride into the country to Uncle Dick's farm!

#### THE ADVERB (Continued).

#### V. Examine the following sentences:

*The boy stood in the street.*

*The boy stood where he could see the workmen.*

What part of speech is the word *stood*? What modifies it in the first sentence? In the second?

Phrases and clauses may be used as adverbs.

Point out the adverbial phrase and clause modifiers in the following sentences:

They knelt *before they fought*. He went *to the post office*. The house stood on a hill. The steamboat started when the signal was given. The child was frightened by the sound. We went to the place where André was captured.

Write two sentences each containing an adverbial phrase modifier, and two each containing an adverbial clause modifier.

#### LETTERS.

#### 101. BUSINESS LETTERS.

I. Compare the form of the following business letter with that of the friendly letter on page 141:

Brookville, Jefferson Co., Pa.,  
July 8, 1903.

Messrs. Beggs and Boyd,  
600 Federal St.,  
Cleveland, O.

Gentlemen:— I inclose post office money order for nineteen and  $\frac{50}{100}$  dollars (\$19.50), in payment of your bill of the 1st inst.

Respectfully yours,  
James S. Wise.

You discover that there is in this letter a part that is not in the form used for friendly letters. This is called the **Address**. It is customary to place at the beginning of a business letter, just above the salutation, the name and address of the person (or firm) to whom one is writing. The same thing should be done in friendly letters of importance.

To what firm is Mr. Wise writing? At what address? What, then, is the "address" in the above letter? What is the heading? What is the salutation? The closing phrase? The signature? The body of the letter? Of how many parts does a business letter consist? Of these parts, which one is often omitted in a friendly letter?

The address at the beginning of a letter should correspond exactly with the address on the envelope.

A woman writing a business letter should write her signature like this:

(Miss) Alice Wise (if she is unmarried).

Alice Wise

(Mrs. James S. Wise) } (both, as given, if married).

(Mrs.) Alice Wise (if she is a widow).

Address an envelope for the above letter. Write a letter from Beggs and Boyd to Mr. Wise, acknowledging the receipt of his inclosure, thanking him for it, and soliciting further orders. Use the complete business form. Use proper abbreviations, capitals, and punctuation. Address an envelope for the letter.

II. Write a letter to a paper published in your city or county, inclosing one dollar to pay for sending it to you for one year. Mention the date at which the subscription is to begin.

III. Write an order to your grocer for several different articles, — butter, coffee, ham, oatmeal, biscuit, and cheese, — stating how much of each you wish.

IV. Write a letter to H. A. King, 20 Ann St., Pittsburg, Pa., ordering 250 bushels of coal to be delivered to J. A. Frank, 1906 Ferry Ave., Allegheny.

### THE PREPOSITION.

V. Note the following sentences:

*The troops marched towards the station.*

*The boy stood in the street.*

*The book is on the desk.*

Cover the word *towards*. What connection is there now between *marched* and *station*? (None.) Then what does the word *towards* do? (Connects.)

What does the word *towards* show? (The direction of the march.)

What does the word *in* show? (The position of the boy in regard to the street.)

We call these ideas of direction and position *relations*. There are many other relations.

We have seen that such words as *towards* connect and show relation.

A word used to connect and show relation is a *Preposition*.

The noun or pronoun which is connected by a preposition to a preceding word is called the **Object** of the preposition.

The object of a preposition is in the objective case. The forms of the personal pronoun that are used as objects of prepositions are *me, us, you, him, her, it, them*; as, *He went with us; He came for him and me.*

CAUTION. Never use the pronoun *I* as the object of a preposition.

Point out the prepositions in the following sentences:

The children shouted *for* joy *at* the sight *of* their grandpa. William went by rail from Boston to New York.

Use the following words in sentences as prepositions, following them with personal pronouns:

About, above, at, before, behind, between, by, from, into.

Using the personal pronoun referring to yourself, fill the following blanks:

He spoke to John and \_\_\_\_\_. He bought a book for Mary and \_\_\_\_\_. Papa wrote to Henry and \_\_\_\_\_. The secret is between you and \_\_\_\_\_.

### 102. LETTERS.

I. Write an application to the West Company, Pittsburg, Pa., for a position, telling what you can do. Refer to some one you know.

II. Write a letter to the Second National Bank, Altoona, Pa., where you have worked, asking for such recommendation as they feel justified in giving you.

III. Write to W. G. Johnston, 210 Main St., Jamestown, N.Y., asking for a catalogue of cameras.

IV. Write a letter to your friend John Perry, inviting him to take dinner with you next Tuesday, stating hour and place; also inviting him to go with you after dinner to Concordia Hall to hear Dr. Twist lecture.

### THE CONJUNCTION.

V. Note the following sentences:

*John and James walk and talk.*

*The girl likes to read and to write.*

How is the word *and* used? (To connect.)

A word used simply to connect is a *Conjunction*.

A conjunction may connect words, phrases, or clauses. Conjunctions may also join two or more sentences into one.

Point out the conjunctions in the following sentences, and tell what each connects:

William *and* Mary ruled in England. The ladies came at eight and went at nine. Boys like to run and to play. Henry or John should go. I will go *but* you must stay. He will play if you ask him. He came *that* we might go.

### 103. LETTERS.

I. Write John Perry's answer accepting an invitation to dinner.

II. Write John Perry's reply declining the invitation, giving his reasons for so doing.

III. Using his exact address, write a letter to a friend, asking him to lend you a book.

IV. Write a letter to your uncle, asking what kind of time he had New Year's, and telling him what an enjoyable holiday season you had visiting friends.

## THE INTERJECTION.

V. There are certain words that we use to show joy, surprise, disgust, or other emotion. Thus, **Hurrah!** *We have won!*

Such words as *Hurrah* are **Interjections**.

In sentences use the following words as interjections:

Hurrah, alas, shame, oh, whoop, bah, ah, ho, pshaw, ouch.

## 104. LETTERS.

I. In a letter, describe a game you saw played.

II. Write a letter describing the appearance of a man you have seen. Give his height, weight, color of hair, eyes, and clothes, and style of features.

III. Write a letter to a person who helped you do some work, thanking him for his kindness.

IV. Answer an advertisement for a boy to do general office work. Give your name, address, preparation, and experience.

## REVIEW.

V. Tell the part of speech of each word in the following:

"Halt! Give the countersign!" said the soldier.

I had not a friend nor a toy,  
But I had Aladdin's lamp."

"The curfew tolls the knell of parting day."

## 105. LETTERS.

I. Write to Brown & Company, 100 State Street, Columbus, Ohio, asking for a position as saleswoman in their book department, giving your experience.

II. Write Mr. Frank Ladd, a carriage manufacturer at 230 Oneida St., Syracuse, N.Y., asking on what conditions he will take an apprentice.

III. Write Mr. Ladd's reply, stating that at present he is unable to take an apprentice.

IV. Write a letter to Jones & Dawson, 900 Liberty Avenue, Philadelphia, Pennsylvania, canceling an order for dry goods on account of the delay in filling it.

V. Use the principal parts of the following verbs in original sentences:

Wring, beat, burst, blow, catch.

## REVIEW.

Review all subjects upon which the pupils are still deficient.

## COMMON IRREGULAR VERBS.

The following irregular verbs are referred to in various lessons in this book. Only the forms in common use are given:

| PRESENT. | PAST.   | PAST PARTICIPLE. |
|----------|---------|------------------|
| Am (Be)  | Was     | Been             |
| Beat     | Beat    | Beaten           |
| Become   | Became  | Become           |
| Begin    | Began   | Begun            |
| Bet      | Bet     | Bet              |
| Bid      | Bade    | Bidden           |
| Bite     | Bit     | Bitten           |
| Blow     | Blew    | Blown            |
| Break    | Broke   | Broken           |
| Bring    | Brought | Brought          |
| Build    | Built   | Built            |
| Burst    | Burst   | Burst            |
| Catch    | Caught  | Caught           |
| Come     | Came    | Come             |
| Do       | Did     | Done             |
| Draw     | Drew    | Drawn            |
| Drink    | Drank   | Drunk            |
| Drive    | Drove   | Driven           |
| Eat      | Ate     | Eaten            |
| Fall     | Fell    | Fallen           |
| Fly      | Flew    | Flown            |
| Forget   | Forgot  | Forgotten        |
| Go       | Went    | Gone             |
| Grow     | Grew    | Grown            |
| Hide     | Hid     | Hidden           |
| Know     | Knew    | Known            |

| PRESENT. | PAST.   | PAST PARTICIPLE. |
|----------|---------|------------------|
| Lay      | Laid    | Laid             |
| Leave    | Left    | Left             |
| Let      | Let     | Let              |
| Lie      | Lay     | Lain             |
| Mean     | Meant   | Meant            |
| Ride     | Rode    | Ridden           |
| Ring     | Rang    | Rung             |
| Rise     | Rose    | Risen            |
| Run      | Ran     | Run              |
| See      | Saw     | Seen             |
| Shake    | Shook   | Shaken           |
| Shine    | Shone   | Shone            |
| Sing     | Sang    | Sung             |
| Sit      | Sat     | Sat              |
| Speak    | Spoke   | Spoken           |
| Swim     | Swam    | Swum             |
| Take     | Took    | Taken            |
| Teach    | Taught  | Taught           |
| Tear     | Tore    | Torn             |
| Think    | Thought | Thought          |
| Throw    | Threw   | Thrown           |
| Wear     | Wore    | Worn             |
| Wring    | Wrung   | Wrung            |
| Write    | Wrote   | Written          |

## PRINCIPLES OF COMPOSITION.

TO THE TEACHER. — The following summary, which includes only principles that should be emphasized, is intended to be used for the marking of written exercises. On the margin opposite an error, the teacher places the number of the principle violated. After reading the principle, the pupil must discover the error he has made, and must correct it, preferably with a pencil or ink of a color different from that with which the exercise is written.

Much of this work should be done with exercises copied on the black-

board, each pupil in the class being required to correct every error indicated. As often as time permits, all exercises written for a given lesson should be marked by the teacher, returned to the pupils for correction, and examined a second time to see that the corrections are properly made. The teacher should regularly mark and return at least four or five papers from each set written, in order to make the pupils more careful.

The following paragraph shows concretely the method suggested:

#### A kind act.

As I was coming through the allegheny parks  
 one day i noticed a large, "Newfoundland" dog  
 standing near a pump, lookin longingly at it.  
 a little girl with some Books under hir arm  
 stopped beside the dog and pumped him a cool  
 drink of water When the dog had had enough  
 he licked her hand and, looking up into face, he  
 seemed to try his best to thank her after patting  
 his head for a moment she went on her way.

r

2b

5d

5g-8-3a

4

5a-3b-4

20a

6a

25

6a-5a

As an introductory exercise, children may be asked to correct the errors indicated in the above paragraph. Most of these principles may be used from the beginning, even before they have been formally studied.

#### RULES OF COMPOSITION

1. Write your name at the top of the first page of each written exercise, preferably to the right.
2. (a) About two inches from the top of the first page write a title. (b) Begin its important words with capitals. (c) Underscore it with three lines. (d) Leave an even margin of half an inch or more at each side of written work. (e) Begin the first line of each paragraph about half an inch from the margin.
3. Avoid unnecessary (a) punctuation marks, including quotation marks and the apostrophe, (b) capital letters, and (c) italics.

4. Spell correctly.
5. Begin with a capital letter (a) every sentence; (b) every direct quotation; (c) every name of the Deity, but not pronouns referring to these names; (d) every proper name and proper adjective; (e) the principal words in titles of office or respect, in titles of books and poems, in headings of chapters, in names of companies, etc.; (f) the first word of each line of poetry; (g) *I* when used as a word.
6. Use a period (.) (a) at the end of a declarative or imperative sentence; (b) after an abbreviation; (c) after *yes* and *no* when used alone; (d) after initials.
7. Use an interrogation point (?) after direct questions.
8. Never use a comma unless its presence will add to clearness.
9. Use a comma (,) (a) to set off the name of a person addressed; (b) before a direct quotation and to set off words that divide a quotation; (c) after *oh*, and usually after *yes* and *no* when not used alone; (d) after each word or expression in a series except the last; (e) to separate two complete statements united by *and*, *but*, or a similar word.
10. Inclose in quotation marks (" ") (a) the exact words of another included within your own writing; (b) the names of books, of poems, of newspapers, etc.
11. (a) Use the apostrophe with *s* ('s) when writing the possessive form of the noun, except when the noun is plural and ends in *s*. (b) When the noun is plural and ends in *s* use the apostrophe only (') in writing the possessive form. (c) Use the apostrophe to show the omission of a letter or of letters belonging to a word. (d) Do not use the apostrophe with *ours*, *yours*, *hers*, *its*, and *theirs*.
12. Use a hyphen (-) at the end of a line, *after a syllable*, when part of the word must be written on the next line.

13. Use short sentences. Make two or three sentences out of a single long one.
14. Use simple words.
15. Use words in their proper meaning. See p. 72 for *to*, *too*, and *two*; p. 74 for *in* and *into*; p. 75 for *their* and *there*, *right* and *write*; p. 76 for *lie* and *lay*; p. 77 for *love* and *like*; p. 166 for *shall* and *will*; p. 195 for *learn* and *teach*, *leave* and *let*, *guess* and *think*; p. 213 for *can* and *may*.
16. Avoid slang.
17. Avoid abbreviations, contractions, and corrupt forms of words. Never use *ain't*.
18. Use *is* and *are* properly. (P. 84.)
19. (a) Do not use the past participle instead of the past tense. (b) Use verbs in the proper tense.
20. (a) Place adjectives where they must modify the word desired. (b) Use *a* before a consonant sound and *an* before a vowel sound. (P. 69.)
21. Place adverbs near the words they modify.
22. Do not use adjectives for adverbs or adverbs for adjectives.
23. (a) Use the nominative form of the pronoun as the subject of a sentence. (b) Use the objective form of the pronoun as an object complement or the object of a preposition.
24. Punctuate and capitalize as shown in the perfect letter form, pp. 141, 215. Do not omit any parts of the letter form.
25. Do not omit necessary words.
26. Omit unnecessary words.
27. (a) A paragraph should deal with one definite part of a subject. (b) A sentence should include only closely related thoughts.
28. Make your sentences express exactly your meaning.

## INDEX.

Figures refer to pages. The letter *f* following a figure means *and the following page*; *ff* means *and the following pages*.

- a* and *an*, 69.
- abbreviations, defined, 39.
- punctuation of, 39.
- list of, 52.
- address, business letter, 215.
- adjective, definition, 207.
- adjective modifier, 210.
- adverb, 211, 214.
- "*ain't*," 26.
- Alexander and Bucephalus, 194.
- antecedent of a pronoun, 169.
- André to Washington, 208.
- apostrophe, sign of contraction, 24 f.
- sign of possession, 29.
- Appeal, A Mute, 169.
- Apple, The, 21.
- are* and *is*, 84.
- Arnold Winkelried, 129.
- Arrow and Song, 124.
- attribute complement, 137, 139.
- connected words, 138 f.
- auxiliaries, 185.
- Barber, The, 43.
- be*, the verb, 189, 191.
- Bennett, Henry Holcomb, selection from, 203.
- Birthday Gift, A, 107.
- Boat Building, Lessons in, 117.
- Bourdillon, Francis William, selection from, 128.
- Brave Three Hundred, The, 133.
- Bread-Maker, The Little, 17.
- Brown, Henry A., selection from, 198.
- Brown, Kate Louise, selection from, 120.
- Bruce and the Spider, 125.
- business letters, 215.
- address, 215.
- signature of a woman, 216.
- Camping Out, 177.
- can* and *may*, 213.
- capitals, use of, beginning a sentence, 13.
- beginning line of poetry, 24.
- proper names, 33, 35.
- initials, 35, 37.
- in titles, 41.
- in names of companies, 43.
- in titles of books and poems, headings, etc., 47.
- names of the Deity, 49.
- I*, used as a word, 50.
- names of personified objects, 53.
- indirect quotations, 61.
- Captain's Daughter, The, 132.
- case of nouns, 161 ff., 164.
- Castaways, The, 183.
- chapters, headings of, 47.
- clause, contains subject and predicate, 105.

- clause, used as adjective, 109.  
 used as subject, 111.  
 used as object complement, 147.  
 used as adverb, 214.
- Coal, 154.
- comma, after name of person addressed, 23.  
 in series, 55.  
 before direct quotation, 61.  
 in divided quotation, 63.
- common gender, 155.
- common irregular verbs, list of, 222, 223.
- common noun, 154.
- companies, names of, 43.
- complement, attribute, 137, 139.  
 object, 143 f., 146, 147, 149.
- complete letter form, 141.
- composition, principles of, 223 ff.
- conjunction, 219.
- consonants, 69.
- contractions, 24 ff.
- Curtis, George William, selection from, 68.
- Darling, Grace, 121.
- Daughter, The Captain's, 132.
- Day, End of the, 115.
- declarative sentence, defined, 14.  
 analysis, 88.  
 modified predicate, 125.
- Deity, names of, capitals, 49.
- descriptive words, 205.
- dictation, Valentine, 59.  
 commas and quotations, 61.  
 quotations, 64, 71.  
 series, syllables, 70.  
 poetry, 120.  
 Arrow and the Song, 124.  
 Gaelic Lullaby, 136.  
 abbreviations, 140.
- Doctor, The, 191.
- Dog, The, 18.
- Duck, The, 85.
- Eider Duck, The, 137.
- Emerson, selections from, 95, 135.
- End of the Day, The, 115.
- envelope, the, 144 f.
- Everett, Edward, selection from, 202.  
 expletive *there*, 123.
- Family, The, 13.
- Farewell, A, 63.
- feminine gender, 155.
- Fields, James T., selection from, 132.
- Finch, Francis M., selection from, 200.
- First Ride, His, 97.
- Fishing, 173.
- Flag, The, 92.
- Flag Goes By, The, 203.
- Flowers, 25.
- For Liberty, 179.
- Four Sunbeams, The, 210.
- Fox in the Well, 54.
- Franklin, Benjamin, selection from, 135.
- Freedom, 45.
- Friends or Foes, 101.
- Gaelic Lullaby, 136.
- Garden, The, 90.
- gender of nouns, exercise on, 155 ff.  
 how indicated, 157.
- Good Morning, 39.
- Good Time, A, 49.
- Grace Darling, 121.
- grain, 150.
- guess* and *think*, 195.

- Hale, Edward Everett, selection from, 120.
- Hale, Nathan, 200.
- headings of chapters, capitals, 47.
- Hen, The, 83.
- Higginson, Ella, selection from, 94.
- His First Ride, 97.
- Home, The, 15.
- Home, Sweet Home, 16.
- Horse, The, 20.
- Horse and Cow, compared, 95.
- Houghton, Lord, selection from, 61.
- hyphen, 57.  
 exercises on, 59.
- I*, used as a word, 50.
- imperative sentence, defined, 16.  
 subject of, 119.
- in* and *into*, 74.
- In Trouble, 35.
- Indian Chief, Supposed Speech of, 202.
- initials, 35, 37.
- interjection, the, 220.
- interrogation point, 18.
- interrogative sentence, defined, 18.  
 subject, 119.
- introductory word *there*, 123.
- irregular verbs, list, 222, 223.
- Irving, Washington, selection from, 205.  
*is* and *are*, 84.
- Jack Frost, 59.
- Kingsley, Charles, selection from, 63.
- lay* and *lie*, 76.  
*learn* and *teach*, 195.  
*leave* and *let*, 195.  
 Lemon, The, 153.
- Lessons in Boat Building, 117.
- letter form, complete, 141.
- letters, 141 ff., 215 ff., 218 ff.
- Lexington, 205.
- Life Lesson, A, 196.
- Lion and Mouse, The, 61.
- Little Bread-Maker, The, 17.
- Little Hero, A, 65.
- Longfellow, Henry W., selections from, 124.  
*love* and *like*, 77.
- Lullaby, Gaelic, 136.
- MacDonald, George, selection from, 121.
- Mary Shepherd, 68.
- masculine gender, 155.  
*may* and *can*, 213.
- Milton, John, selection from, 135.
- Mr. and Mrs., 41.
- modifier, defined, 86.  
 noun in possessive case, 162.  
 adjective, 210.  
 adverb, 211, 214.
- months of the year, abbreviations, 39.
- Mute Appeal, A, 169.
- names of companies, 43.
- names of the Deity, capitals, 49.
- Nathan Hale, 200.
- Ned's Bunny, 80.
- neuter gender, 155.
- Night, 128.
- no* and *yes*, 19.
- nominative case, nouns, 161.
- Not Invited, 171.
- notes, 73 ff.
- noun, defined, 153.  
 proper and common, 154.  
 gender, 155.  
 number, 159.

- noun, nominative case, 161.  
 possessive case, 162.  
 objective case, 164.  
 number, 159.
- object, 164.  
 object complement, a word, 143 f.  
 connected words, 144.  
 phrase, 146.  
 clause, 147.  
 connected clauses, 149.
- object of preposition, 217.  
 objective case, 164.  
 observation lessons, 11 ff., 79 ff.,  
 150 ff.  
 Off for America, 109.  
 Oliver, Martha E., selection from,  
 71.  
 Orange, The, 151.
- parts of speech, 151 ff.  
 Patterson, Helen, and the Indians,  
 185.  
 Peanut, The, 158.  
 Pepper and Salt, 156.  
 period, at end of declarative sen-  
 tence, 14.  
 end of imperative sentence, 16.  
 after initials, 37.  
 after abbreviations, 39.  
 person addressed, 22.  
 personal pronouns, defined, 173.  
 forms, 174.  
 forms used as objects of preposi-  
 tions, 217.  
 personification, 53.  
 phrases, 93.  
 modifier of subject, 101.  
 used as adverb, 214.  
 pictures, 30 ff., 96 ff., 168 ff.  
 Playing by the Sea, 47.
- Playing School, 37.  
 plural number, 159 f.  
 possessive case, 162.  
 Potato, The, 91.  
 Prayer, A, 56.  
 predicate, defined, 82.  
 word modifiers, 125.  
 phrase modifiers, 129.  
 connected phrase modifiers, 131.  
 clause modifiers, 133.  
 preposition, the, 217.  
 principal parts of verbs, 183, 187,  
 222, 223.  
 principles of composition, 223 ff.  
 pronouns, defined, 169.  
 proper names, capitals, 35.  
 proper nouns, 154.
- quotation marks, 47, 64.  
 quotations, defined, 61.  
 divided, 62 f.  
 exercise on, 65 f.
- Rabbit, The, 79.  
 review, kinds of sentences, yes and  
 no, 21.  
 capital, period, comma, interroga-  
 tion point; declarative, inter-  
 rogative, and imperative sen-  
 tences; contractions, 27 f.  
 initials, abbreviations, 51.  
 series, 70.  
 syllables, hyphen, 71.  
 quotation marks, 71 f.  
 subject and predicate, 94.  
 capital, comma and period, 95.  
 capitals, commas, periods, quota-  
 tion marks, 119 f.  
 expletive, apostrophe, contrac-  
 tions, abbreviations, 139 f.

- review, number, gender and case of  
 nouns; capitals, punctuation  
 marks, quotation marks, plurals,  
 possessives, 164 ff.  
 principal parts of verbs, words of  
 similar meaning, correct forms  
 of words, 192 ff.  
 correct words, capitals and punc-  
 tuation, may and can, 212 ff.
- Ride, His First, 97.  
*right and write*, 75.  
 Riley, James Whitcomb, selection  
 from, 196.
- Salt and Pepper, 156.  
 salutation, 141.  
 School, Playing, 37.  
 Sea, Playing by the, 47.  
 second person, 173.  
 Self, 11.  
 sentence, defined, 13.  
 declarative, 14.  
 imperative, 16.  
 interrogative, 17 f.  
 analysis of declarative sentence, 88.
- Shakespeare, William, selections  
 from, 135, 175.  
*shall and will*, 7, 166 f.  
 Sheep, The, 86.  
 Shepherd, Mary, 68.  
 signature, 141.  
 a woman's, 216.  
 singular number, 159.  
 Soldier Boys, 99.  
 speech, parts of, defined, 151.  
 Squirrel, The, 81.  
 stories and poems, 54 ff., 121 ff.,  
 194 ff.  
 story to be completed, 72, 141, 193,  
 214.  
 subject, defined, 81.
- subject, simple and modified, 86,  
 90 f.  
 and predicate, 89.  
 continued, 90 f., 101.  
 with connected word modifiers,  
 92.  
 a phrase, 97.  
 with phrase modifiers, 101.  
 a clause, 111.  
 supplying, 117.  
 understood, 119.
- Summer Fun, 103.  
 Sunbeams, The Four, 210.  
 supplying subjects, 117.  
 Supposed Speech of Indian Chief,  
 202.  
 Swimming and Wading, 88.  
 Sword of Bunker Hill, The, 66.  
 syllables, 57.
- teach and learn*, 195.  
 Temptation, A, 187.  
 tenses of verbs, 180, 181.  
 test, a, 67 f.  
*their and there*, 75.  
*there*, an expletive, 123.  
*think and guess*, 195.  
 third person, 173.  
 Three Hundred, The Brave, 133.  
 Time, A Good, 49.  
 titles of books and poems, 47.  
 titles of office or respect, 41.  
*to, too, and two*, 72.  
 Toy Boat, The, 113.  
 trees, 23.
- Unwelcome Visitors, 33.  
 use of *shall and will*, 7, 166.
- Vacation Fun, 31.  
 Valentine, 57.  
 Valley Forge, 198.

- Vehicles, 163.  
 verb, defined, 179.  
   person, number, and tense forms,  
   180 f.  
   principal parts, 183, 187, 221.  
   *be*, 187, 191.  
   list of irregular, 222, 223.  
 vowels, 69.
- Wallace, William R., selection from,  
 67.
- Watch, The, 160.  
 Water, 161.  
*will* and *shall*, 7, 166 f.  
 Willis, Nathaniel Parker, selection  
   from, 208.  
 words derived from proper names,  
   35.  
 words that describe, 205.  
*write* and *right*, 75.  
*yes* and *no*, 19.

# Historical Readings

## FOR ELEMENTARY GRADES

|  |        |
|--|--------|
| Arnold's Stories of Ancient Peoples . . . . .                            | \$0.50 |
| Baldwin's Discovery of the Old Northwest . . . . .                       | .60    |
| Conquest of the Old Northwest . . . . .                                  | .60    |
| Abraham Lincoln . . . . .  | .60    |
| Four Great Americans . . . . .   | .50    |
| Beebe's Four American Naval Heroes . . . . .                             | .50    |
| Burton's Four American Patriots . . . . .                                | .50    |
| Story of Lafayette . . . . .   | .35    |
| Clarke's Story of Caesar . . . . .                                       | .45    |
| Cody's Four American Poets . . . . .                                     | .50    |
| Four American Writers . . . . .  | .50    |
| Eggleston's Stories of Great Americans for Little<br>Americans . . . . . | .40    |
| Stories of American Life and Adventure . . . . .                         | .50    |
| Guerber's Story of the Thirteen Colonies . . . . .                       | .65    |
| Story of the Great Republic . . . . .                                    | .65    |
| Story of the English . . . . .   | .65    |
| Story of the Greeks . . . . .  | .60    |
| Story of the Romans . . . . .  | .60    |
| Story of the Chosen People . . . . .                                     | .60    |
| Kingsley's Four American Explorers . . . . .                             | .50    |
| Story of Lewis and Clark . . . . .                                       | .25    |
| Perry's Four American Inventors . . . . .                                | .50    |
| Perry and Beebe's Four American Pioneers . . . . .                       | .50    |
| Persons's Our Country in Poem and Prose . . . . .                        | .50    |
| Pitman's Stories of Old France . . . . .                                 | .60    |
| Shaw's Discoverers and Explorers . . . . .                               | .35    |
| Van Bergen's Story of China . . . . .                                    | .60    |
| Story of Japan . . . . .   | .65    |
| Wallach's Historical and Biographical Narratives . . . . .               | .35    |
| Winship's Great American Educators . . . . .                             | .50    |
| Winterburn's The Spanish in the Southwest . . . . .                      | .55    |

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO