

EXERCISES
IN
ENGLISH.

BY
EDWARD GIDEON,
PRINCIPAL OF THE GEORGE G. MEADE GRAMMAR SCHOOL,
PHILADELPHIA.

REVISED EDITION.



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MODERN educators have generally reached the following conclusions respecting the study of grammar:

1. That the study of the text-book on the subject, as a means whereby the student can acquire a correct use of the mother-tongue, is a vexation of spirit in its preparation, a weariness of the flesh in its continuance and a lamentable failure in its results.

2. That the presentation of examples as a means whereby correct speech can be acquired is at least as wasteful as the method of the text-book.

3. That as a child learns its forms and methods of speech, whether correct or incorrect, from its home associates and playmates, so the pupil in school should continue to receive the additions to its vocabulary and its forms of speech by a constant systematic use of correct forms; not servilely copied, but originating in the effort to express knowledge already acquired.

To aid in the demonstration of this last proposition, the "Lessons in Language" and the "Exercises in English" were prepared.

If a correct style of speaking and writing English can best be acquired by constant practice in the use of proper grammatical forms; if these forms can best be deduced from examples in which the pupil shall be required to

do, to detect, to originate; if this practice shall be sufficiently extensive to cover the most essential points in the grammar of the language,—then the purpose of the author and compiler will be accomplished.

No innovation has been made upon the subject-matter of grammar, no oddities have been attempted, no examples of false syntax have been formally presented. While much has been given in the way of definitions and rules deduced from practical work, much more has been left to the taste and discretion of the teacher. The book may displace a text-book, but it can never supplant the teacher.

To attempt to perform all the exercises of any Part of the book during the usual school term would perhaps be impossible. Other exercises upon grammatical points not named in the book may be needed. The judgment of the teacher must in all cases be the guide for present action.

Some of the exercises have been taken from educational journals. Suggestions and exercises of especial value have been taken from the *Canadian School Journal*, the *New England Journal of Education*, the *School Journal*, *Intelligence* and other valuable school periodicals.

That the book by judicious use may become a help-meet for the teacher, and that the weary hours pursued in the preparation of language-work may be avoided, is the sincere hope of the author.

E. G.



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“Learn to do by doing.”

EXERCISES IN ENGLISH.

PART I.



1. Describe the scenery in this picture.
 What are the boys doing?
 What has happened?
 Write a story about sledding or coasting.
 Tell how a sled is made.
 Write a story about skating.
 Tell your own experience in sledding, sliding, skating,
 snow-balling, building snow forts.
 Tell any story that you have read about snow-shoes,
 hunting wild animals in winter, cutting ice.

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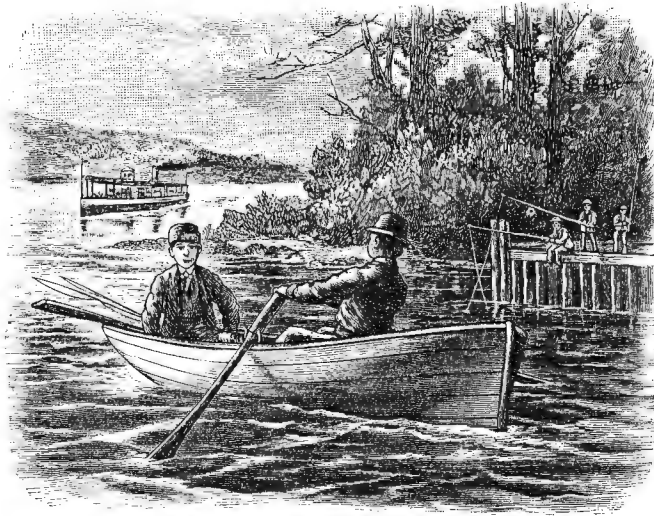
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PART I.



1. Describe the scenery in this picture.
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2. Describe the scenery in this picture.
- What season of the year do you think it is?
- Why do you think so?
- What are the boys doing?
- Write a story about fishing, boating.
- What kind of fish are caught in fresh water?
- What kind of fish are caught in salt water?
- Describe a method of catching fish.
- Name some noted fisheries.
- Write a story about a steamboat excursion.
- What other form of sport can you add to the picture?
- Tell how the row-boat is made to move through the water.
- Tell how the steamboat is made to move through the water.
- Tell any story that you have read about the dangers of boating, steamboat excursions, accidents on the water, ocean fishing.



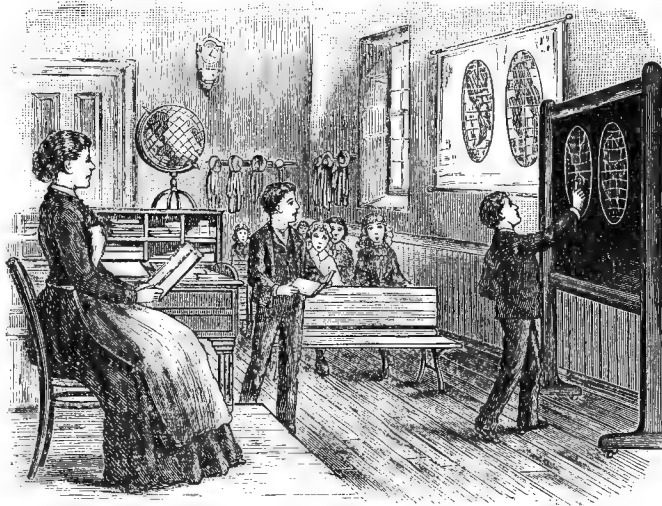
3. Describe this picture.
- Tell what the different persons are doing.
- Name some of the articles which are for sale.
- Tell where each of these articles came from.
- Tell how each article was raised or made.
- What do you think each article cost?
- What articles do you think the boy has been buying?
- Make out a receipted bill for the articles.
- Name some other articles that are usually sold by grocers.
- From what causes are grocers liable to lose money?
- What care must grocers take to avoid losses?
- How does a grocer make a living?
- What care should you take in buying anything?
- Tell some of the mistakes you have made in buying groceries.
- Tell some of the mistakes that grocers have made.



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4. Describe this picture.

What is the boy at the black-board doing?

What map is he drawing?

What is the teacher doing?

What are the other pupils doing?

Can you tell how you would draw a map of the hemispheres?

Tell where you would place the equator, the tropics, the meridians.

Tell how you would represent the zones.

What country do you think he is drawing? What is its size? Where is it? How would you go there from where you live? Tell how you would go to California, to Brazil.

Give your experience in drawing a map for the first time.

By what other way than by drawing can a country be represented?



5. Describe this picture.

What are the different persons doing?

What river do you think it is?

What city do you think it is?

If it is New Orleans, with what would the vessel be loaded?

If Charleston? If Philadelphia?

If the vessel came from Rio Janeiro, of what would the cargo probably consist?

If it came from any one of the following places, of what would the cargo consist?

Norfolk, Baltimore, Boston, San Francisco, Bahia.

What articles would the vessel be likely to take back to these places if the vessel came to Philadelphia? to New York? to Savannah?

Where would a cargo of rice be obtained?

Give an account of some sea-voyage about which you have read.



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6. A Thoughtful Girl.

The first settlers in this country were often obliged to live in strong forts, on account of the savages who prowled about the fields and woods ready to kill or capture all who came in their way. One day two little girls slipped outside the gate and ran down in a hollow near the fort to pick berries. They had not been there long before a sudden flash of light made the older girl look up, and she saw an Indian moving stealthily among the bushes; in his hand was a long glittering knife from which the flash of light had come. She looked toward the fort, and there was another Indian creeping along in the grass between her and home. She knew it was not best to let them know she had seen them, so she called to her sister, "Bessie, I think it's going to rain; we had better be going home." They had started slowly, but as soon as they reached the long grass they dropped on their hands and knees and crawled swiftly through it till they were in the road; then they ran quickly to the fort, and the gate closed safely behind them.

Read this story.

Tell it in your own words.

What is the meaning of the words, *thoughtful, obliged, prowled, capture, stealthily, glittering, crawled, swiftly*?

Use these words in sentences of your own making.

Name the subjects, the predicates, the modifiers of the subjects, and the modifiers of the predicates in the story.

Name the marks of punctuation.

7. A Monkey's Trick.

A cook once owned a monkey, a pert fellow who knew ever so many tricks. One day the cook gave him two

partridges to pluck, and, seating himself by the open window, he went to work. He had picked the feathers from one of the partridges, and placed it on the outer ledge of the window with a satisfied grunt, when a hawk suddenly pounced down from one of the trees near by and bore off the plucked bird. Master Monkey was angry, and shook his fist at the hawk, which perched on a limb not far off and began to eat the bird with great relish. The monkey plucked the other partridge, laid it in the same place, and hid behind the window-screen. The hawk flew down after it, when the monkey quickly caught the thief. In a moment he wrung the hawk's head off, and soon had it plucked. Taking the two birds to the cook, the monkey handed them to him, as if to say, "Here are your two partridges." The cook thought the birds looked queer, but served them on the table. The owner of the house shook his head when he saw the dish, and, telling the cook of the trick, laughed heartily.

Read this story.

Tell it in your own words.

What is the meaning of the words, *owned, pert, satisfied, suddenly, pounced, perched, relish, screen, queer, heartily*?

Use these words in sentences of your own making.

Name the subjects, the predicates, the modifiers of the subjects, and the modifiers of the predicates in the story.

Name the marks of punctuation.

8. A Lazy Boy Cured.

Tom was a very lazy boy. One day when his mother sent him out to get wood he resolved to run away, so that he would not have to work any more. He went a little way, then sat down under a large tree to rest. In a few

minutes he felt himself carried along in a boat, in the other end of which he soon found there was a fairy. He asked where they were going. She said, "To Fairyland." On they sailed until they reached the land where the fairies dwell. Tom was taken at once to the queen, who, as soon as she saw him, touched a silver bell, and up sprang an ugly little dwarf from the floor at her feet.

"Take this boy down to your kingdom," she said, "and set him to work."

"To work"! Poor Tom's heart sank at that, but he was taken below and told what he must do. He must chop a great pile of wood with a very dull axe; and if he did not get it all done that day, he would have to do twice as much the next. Poor Tom! he chopped and chopped till his legs and back ached, but he could not get it done. While he was wondering what he should do he heard his mother calling him.

"Why, Tom, where have you been so long?" she said. Then Tom told her that he had sat down to rest a few minutes and fell asleep. "But you will not have to wait for your wood again, mother," he said; and ever afterward he kept his mother's wood-box full, and learned to do his share of work.

Read this story.

Tell it in your own words.

What is the meaning of the words, *lazy, resolved, dwarf, wondering, share, fairy*?

Use these words in sentences of your own making.

Name the subjects, the predicates, the modifiers of the subjects, and the modifiers of the predicates in the story.

Name the marks of punctuation.

9. The Father and His Sons.

A farmer had a family of sons who were constantly quarrelling among themselves. Failing to stop their disputes by his appeals, he one day told them to bring him a bundle of sticks. When they had done so, he placed the bundle in the hands of each of the sons in succession and ordered him to break it in pieces. Each boy tried with all his strength, but was unable to break the bundle. He then unbound the fagot, and, giving each boy a stick, requested him to break it, which he easily did. He then said to them: "My sons, if you are of one mind, and unite to assist one another, you will be as this fagot—uninjured by the attempts of your enemies; but if you are divided among yourselves, you will be broken as easily as these sticks."

In union there is strength.

Read this story.

Tell it in your own words.

What is the meaning of the words, *constantly, quarrelling, failing, disputes, appeals, succession, fagot, ordered, enemies, unite, divided, assist, uninjured*?

Use these words in sentences of your own making.

Name the subjects, the predicates, the modifiers of the subjects, and the modifiers of the predicates in the story.

Use other modifiers if you can with each subject and with each predicate.

Rewrite the story, using other words or expressions than those of which you have given the meaning, and also using additional modifiers to subjects and predicates.

Name the marks of punctuation.

10. Captain John Smith.

In 1607 settlement by the English began in real earnest. Several good men, having had permission from the English government to come to America and settle a colony, set sail from London. They reached the mouth of a river in Virginia which they named the James, in honor of the English king. The town they founded they called Jamestown.

One of the principal men of this company was John Smith. He was a very wise, good man and seemed always to do the right thing at just the right time.

One adventure of his in Virginia will show you what a brave man he was, and how a little Indian girl saved his life. John Smith had started up the river on an exploring expedition. Some Indians had been watching; and when Smith left his boat, they seized it, scalped the men he had left with it, and then ran to overtake Smith himself.

When he saw them coming, he turned and fought them so furiously that, although there were many of them, they had much trouble to secure him. They led him to their camp. Here he showed them his compass and told them how the needle always turned to the north. This amused the Indians so much that they allowed him to live several days in peace. They decided at last that he was so wise that he was dangerous to have about, and that the sooner he was killed the safer it would be for them. So, having held a long council, and having performed some wonderful war-dances over him, he was led forth to be killed.

Capt. Smith could see no way of escape, and, as he used to tell afterward, he was more frightened than he had been when he was thrown overboard, or when he fought the Turks.

He was brought out, bound hand and foot, his head laid upon a flat stone, and the Indian chief had already raised his war-club to dash out his brains, when Pocahontas, a bright little Indian girl, threw her arms around John Smith's neck and begged the chief to spare his life. Strange to say, the cruel old chief seemed moved by the child's pleading, and the prisoner was released and allowed to return to Jamestown.

Read this story.

Tell it in your own words.

What is the meaning of the words, *settlement, permission, government, principal, adventure, exploring, expedition, furiously, secure, compass, amused, allowed, decided, dangerous, performed, wonderful, council, escape, pleading, released?*

Use these words in sentences of your own making.

Name the subjects, the predicates, the modifiers of the subjects, and the modifiers of the predicates in the story.

If you can, add other modifiers to the subjects and predicates of the story.

Rewrite the story, using other words or expressions in the place of those of which you have given the meaning, and also using additional modifiers to the subjects and predicates.

11. Use the following words in sentences :

Horse, deer, fish, fishery, fireplace, fireman, tax, style, story, substitute, postal-card, zephyr, witness, window, vote, volcano, vault, varnish, witch, volunteer, windlass, yolk, umpire, tunnel, plum, apple, cherry, poison, policeman, poodle, infant, idol, postman, prairie, potato, ice-house, hymn, hydrant, hero, guinea, gully, grocer, grand-child, granary, president, forgery, home.

12. Describe in short sentences—

A pen-holder.	A lead-pencil.
A knife.	A fork.
A chair.	A stool.
A kite.	A top.
A cart.	A carriage.
A hen.	A duck.

13. Imagine that you see a cat, a mouse, and a bird in a cage.

In short sentences describe each, and tell what you think it is doing; what will happen.

Tell a story about them.

Imagine that you see the following persons or things, describe each, and tell a story about them:

- A dog, a boy and a sled.
- A girl, a hoop and a tree.
- A man, a horse and a flag.
- A sheep, a goat and a dog.
- A woman, a book and a flower.
- An apple tree, a fence and a boy.

14. Write sentences about each of the following:

- The position of North America. Its surface.
- Its boundaries. Its vegetation.
- Its climate. Its minerals.
- Its animals. Its political divisions.
- The productions of South America.
- Its imports. Its exports.
- Its mountains. Its rivers.

Combine two or more of the sentences you have written into one sentence.

15. Write sentences about each of the following:

The boundaries of the United States.

Its extent.	Its surface.
Its land divisions.	Its water divisions.
Its climate.	Its minerals.
Its imports.	Its exports.

16. Write sentences about each of the following:

The discovery of America.	De Soto.
Christopher Columbus.	Champlain.
Henry Hudson.	William Penn.
Benjamin Franklin.	Abraham Lincoln.
The Pilgrims.	John Smith.
The Dutch Settlements.	Fulton.
The Spanish Settlements.	Morse.
The French Explorers.	Bunker Hill.

17. Write sentences about each of the following:

George Washington.	John Cabot.
General Grant.	Philadelphia.
The New England Colonies.	Pennsylvania.
The Declaration of Independence.	Magellan.

Combine two or more of the sentences you have written into one sentence.

18. Write sentences about each of the following:

Plants.	The different parts of a plant.
The useful plants.	Dangerous plants.
The plants of the Torrid Zone.	
Iron.	Gold. Copper.

19. Write a connected statement in the form of a paragraph consisting of three or more sentences about the following:

Coal-mining.	Wheat-raising.	Cotton-growing.
Sugar-planting.	Rice-culture.	Railroads.
The Mississippi River.		The Revolution.
The Indians.	Steamboats.	The Civil War.

20. Change the following expressions to the possessive form by the use of the apostrophe and s :

The claw of the cat. The wing of the eagle. The cap of the boy. The hoop of the girl. The milk of the cow. The horn of the goat. The wool of sheep. The love of the mother. The play of boys. The cry of children. The life of a miner. The hardship of the laborer. The work of a day.

21. Change the following possessive forms to phrase forms, thus: The children's books. The books of the children.

The man's story. The soldier's gun. The woman's son. My father's farm. The boy's top. The girl's fan. The eagle's wing. Cats' claws. Horses' heads.

Write these expressions in sentences.

Write the equivalent expressions in sentences.

In the sentences you have written in this section name the subjects, name the predicates, name the adjective modifiers of the subject.

22. In the sentence—

A wooden bridge was destroyed, name the subject, the predicate, the adjective modifier of the subject.

In the sentence—

A bridge of wood was destroyed, name the subject, the

predicate, and tell what words take the place of the adjective modifier used in the first sentence.

Two or more words taken together, having the use of an adjective, are used as a modifier of the subject.

Change the adjectives in the following sentences to other words having the same meaning :

The iron band was broken.

April showers bring May flowers.

The mountain-top was covered with snow.

December winds are cold.

The red-cheeked apples will soon be ripe.

Fiery eyes were seen.

Home joys are sweetest.

A pale-faced boy looked into the window.

The forest-trees were broken.

The sweet tones of the evening-bells were heard.

Did you go across the wheat-field ?

A city boy came to the farm.

Spring violets are here.

We have a pear orchard near the house.

23. Change such part of each of the following expressions to single words as can be so changed, and use each word so changed in a sentence. In each sentence, name the subject, the predicate, and the modifiers of each :

The bed of flowers. A scene of beauty. The shadows of night. A cottage with white walls. A church with a steep roof. The grass of the meadow. A man of truth. A girl with blue eyes. A storm of sleet. The lid of the stove. The glass of the window. The flowers of the garden. The birds of the forest. The light of the morning. The clouds of evening. A house with two stories. A boy with a dirty face. Oranges from Florida. Wheat

from Minnesota. Tea from Japan. Sugar from Louisiana. Rice from South Carolina. Cotton from Georgia. The dew of the morning. The hay from the meadow. A girl from the country. A man of wealth. Frosts of spring. Days of sorrow. The water of the sea.

Change the sentences to the interrogative form.

What mark is placed at the end of each sentence?

With what kind of a letter does each sentence begin?

24. In the sentence—

The man walks rapidly, name the subject, the predicate, the modifier of the predicate.

In the sentence—

The man walks in a rapid manner, what is the subject? The predicate? What group of words takes the place of the modifier of the predicate?

Two or more words taken together may be used as a modifier of the predicate.

Change the modifiers in the following sentences to groups of words having the same meaning:

The man walks slowly.

The procession moved quickly.

Come here. Read now. Go there. The bird sings sweetly. The messenger comes weekly. He endured the pain patiently. He defended his brother courageously. Assist a friend readily. Do not speak foolishly. Where are you going? The prisoners were shamefully treated.

25. Change as much of the following expressions as you can to single words, and use each word so changed in a sentence:

In a sober manner. To this place. To that place. In

what place? At this time. At that time. In an easy manner. In a smooth manner. In a neat manner. With anger. With grace.

26. Modifiers of the predicate answer to the questions, why, when, where, how. He is going to London. Where is he going? To London. He is going to-day. When is he going? To-day. He is going by steamer. How is he going? By steamer. He is going for his health. Why is he going? For his health. The expressions To London, To-day, By steamer, For his health, are modifiers of the predicate.

Name the modifiers in the following sentences:

The boy found a nest in the hay-mow. The thrush sings in the tree. The oaken bucket hung in the well. The rascals ran around the corner. The ox is lying in the shade under the tree. March has come with winds and clouds. The cows feed in the meadow. Henry laughed at his mistake. Susan walks with a languid step. The chair was removed by the servant. The man acted in a noble manner. The moon will rise in a short time. His father was buried in this place. The soldier leaned against the wall.

The beggar lived in a wretched manner in an old hut. Washington died at Mount Vernon in the year 1799.

The Normans conquered England in the eleventh century.

The Declaration of Independence was made on the 4th of July, 1776, in Philadelphia, at the State-House, by the Continental Congress.

Analyze each sentence by naming its subject, predicate, modifiers of the subject, and modifiers of the predicate.

27. Give the meanings of the following words, and use each of them in a sentence:

Fir, fur; gilt, guilt; herd, heard; hew, hue; hoard, horde; hoop, whoop; isle, aisle; knew, new; indict, indite; made, maid; maze, maize; mete, meat, meet.

Nay, neigh; need, knead; oar, ore; pause, paws; pore, pour; raise, raze, rays; reed, read; right, rite, write, wright; road, rowed; scene, seen; stare, stair.

Thrown, throne; vain, vane, vein; week, weak; wood, would; air, ere, heir; altar, alter; ascent, assent; ate, eight; aught, ought; bare, bear; beau, bow.

Berry, bury; bough, bow; cede, seed; cellar, seller; cent, sent, scent; cere, sere, sear, seer; choose, chews; cite, site, sight; clause, claws; council, counsel.

Dear, deer; fain, feign; flea, flee; flour, flower; flue, flew; forth, fourth; stake, steak; been, bin; creak, creek; mite, might.

28. Write sentences containing the following words:

Spaniards, tranquillity, fortress, batteries, cordial, jealous, enfeeble, principles, chief, believe, conceit, columns, country, Cortez, deceive, Montezuma, fascinate, conscious.

Parallel, Winnipeg, guard, color, coming, crocodile, governor, wounded, De Soto, socket, cylinder, awful, raisins, syllable, fourteenth, ligament, Portuguese, privilege, variety, walrus.

Behavior, prairie, Louisiana, couple, piercing, soldier, alligator, necessary, oblige, machine, precious, honesty, receiving, cocoanut, banana, cherries, independence, energetic, tissues, massacre.

Sleighting, chimneys, scenery, alimentary, persuade, Sierra Madre, separate, settlement, seizing, movable, Caribbean, government, business, Iowa, Michigan, squirrel, quarrel, roughly, naughty, bedstead.

29.

1709 Race St.,

Philadelphia, Pa.

June 19, 1904.

Mr. John A. Wilson,

No. 2114 Vine St., Philadelphia.

Dear Sir: Please send me, as soon as convenient, the following articles:

10 lbs. Rice.

25 lbs. Sugar.

5 lbs. Butter.

50 lbs. Flour.

Please send receipted bill with the articles.

Yours respectfully,

John Atkinson.

STAMP.

Mr. John A. Wilson,

No. 2114 Vine St.,

Philadelphia,

Pa.

In this letter notice the position of the date, the address, the salutation, the beginning of the body of the letter, the margin, the complimentary closing, the signature, the position of the name, residence, city, and stamp on the envelope.

John Sanderson visited his cousin at Lancaster, Pa. After he returned to his home, in Philadelphia, he wrote a letter to him, thanking him for the kindness shown to him, and for the pleasant time he had in consequence.

Write the letter which you think he may have written, and direct the envelope.

Geo. H. Toner of 220 Bruce street, Chicago, writes to his grocer, Michael Anderson, of 416 Main St., requesting him to send immediately 20 lbs. of Granulated Sugar; 5 lbs. of Java Coffee; 1 lb. of Japan Tea, and 50 lbs. of Flour.

Write the letter, and in it request Mr. Anderson to send the bill and collect on delivery.

Write the bill which Mr. Anderson sends in reply.

Stephen Johnson of Cincinnati, O., bought of Henry Grant of Wheeling, W. Va., on the 1st of October, 1904, a horse and carriage, for which he was to pay Four Hundred Dollars. On the 1st of January, 1905, he sent a letter containing the money. Write such a letter. Write the reply which Mr. Grant should make.

Write the receipt which Frederick Wolfe would give Andrew Mayberry for one month's rent of house No. 1216 Race St., due February 12th, in advance, at \$450 per annum.

Write an invitation to a friend, asking him to visit you, or go with you to a concert, or do some favor for you.

Write the reply.

30. Arrange each of the following groups of words in a sentence:

House, James, went, the, to, school, were, in, you, morning, this, when?

Easter, in, this, April, Sunday, comes, year, this, Wednesday, Tuesday, after, comes, Thursday, before, and.

Boy, lessons, the, study, came, before, he, his, school, to, did?

Name the subject, predicate, and single-word modifiers in each sentence.

31. Write sentences followed by the **interrogation-point** and beginning with—

Are, is, was, were, have, has, am, will, may, ought, can, shall.

32. Use a predicate with each of the following words or expressions:

A good conscience.	A concert of sweet voices.
Pleasures.	Citizens.
A delicious drink.	Surgeons.
A great musician.	A fertile region.
Suspicious persons.	Religious ceremonies.
Atrocious crimes.	Crickets.
A long procession.	Colleges.
A patch on a garment.	A visit to friends.
Scissors.	A great sacrifice.
Temperance.	Anthems.
A false prophet.	True statements.

33. Fill the following blanks with modifiers:

The _____ road was _____.

The _____ wind blew _____ from the north.

I saw the _____ and _____ minstrel.

His _____ cheek and tresses _____.

Seemed to have known a _____ day.

The _____ harp was carried by a _____

boy.

Milton wrote the _____ poem in our language.

An _____ dinner was _____ prepared.

Gold is the _____ metal.

The _____ Turk was dreaming.

34. Fill the blanks with subjects:
 _____ heard it from our neighbor.
 The _____ is covered with snow.
 _____ sings as well as _____.
 This _____ is solved in the same way.
 Many _____ have happened at this place.
 In what part of the city does _____ live?
 A _____ lay dying on the spot.
 The _____ was composed of three members.
 _____ and _____ came to see us.
 The _____ was granted a furlough.
 The _____ pleaded guilty.

35. Fill the following blanks with modifiers of two or more words each:

I tried _____ to keep up _____.
 John often walks _____.
 The enemy came marching _____.
 My friend _____ come to see us.
 Strive to be reconciled _____.
 How dear _____ are the scenes _____.
 She studies _____.
 We saw the general seated _____.
 Great numbers _____ were killed _____.
 He gave willingly _____.
 His friends laughed _____.
 The teacher _____ did not speak _____.
 London is the largest city _____.
 He waited _____.

36. Fill the following blanks with am, was, were, are, or is:

A boy _____ wanted.

- Boys _____ wanted.
 He _____ seen this morning.
 They _____ seen yesterday.
 I _____ feeling better to-day.
 He _____ very suspicious.
 They _____ very sorry.
 All the sky _____ filled with clouds.
 The skies _____ black.
 _____ you present at the last meeting?
 _____ he? _____ John? _____ his sisters
 there?
 _____ I to go or _____ he?

37. Fill the blanks with I, me, he, or him:

Who is there? It is _____.
 Who will do the work? _____.
 Let John and _____ do it.
 It was _____ that told you.
 It was _____ that wrote to _____.

38. Place the proper marks of punctuation in the following sentences:

We read write sing and play at school
 The deck of the steamship was crowded with men
 women and children
 How wonderful Hurrah! Hurrah!
 He carried a basket a bundle a cane and an umbrella
 It was a dull cloudy day
 Are you sure
 The day was dull and cloudy
 Will it rain

The beggar was hot hungry dirty and lazy
 The hills were covered with forests of pine oak maple
 and beech
 Will you come
 John Henry his sister and her teacher came to see the
 curiosity
 Alas I have lost my money

39. "Young man," he said, "by what art, craft or
 trade

Did your good father gain a livelihood?"

"He was a saddler, sir," Modestus said,

"And in his time was reckoned good."

What marks are used in this extract?

Where are the quotation-marks placed?

What do they show?

40. Copy the following extracts and place the quotation-marks:

Exceeding peace had made Ben Adhem bold,
 And to the presence in the room he said,
 What writest thou? The vision raised its head,
 And, with a look made all of sweet accord,
 Replied: The names of those who love the Lord.
 And is mine one? said Abou. Nay, not so,
 Replied the angel. Abou spoke more low,
 But cheerily still, and said, I pray thee, then,
 Write me as one that loves his fellow-men.

Floy, did I ever see mamma? No, darling. Why?
 Did I ever see any kind face, like mamma's, looking at
 me when I was a baby, Floy? he asked. Oh yes, dear.

Whose, Floy? Your old nurse's, often. And where is
 my old nurse? said Paul. Is she dead, too? Floy, are
 we all dead, except you?

41. Use the following modifiers in sentences: peace-
 ful, comely, almighty, cheap, noisy, speechless, merry,
 rapid, graceless, gaudy, earnest, candid, spicy, awful,
 snowy, squally, worthy, leaky, sullen.

Where possible add *ly* to each of these words, and use
 it again in a sentence.

42. Use the following subjects in sentences: friends,
 gypsy, knowledge, license, harness, umbrella, quadru-
 ped, palsy, seed, threat, niece, tyrant, source, Wednesday,
 February, oyster, type, hydrant, precept, daisy.

43. Use the following predicates in sentences:
 squeezed, laughed, hoe, oblige, bruise, separate, scourge,
 adjourn, seize, cede, earn, pierce, loiter, whisper, promise,
 rescue, acquire, inquire, deride, supply.

Use one of the following modifiers in each of the sen-
 tences you have made: always, almost, also, very, truly,
 where, there, carefully, slyly, only, keenly, greedily,
 merely, lively, how, why, perfectly, merrily, cowardly,
 fiercely.

44. Use the following expressions in sentences. Name the modifying word in each sentence:

The blue sky. The sweet song of the birds. A fierce lion. A beautiful morning. A merciful man. A tearful girl. A brave boy. A short answer. A tall boy. He was thankful. She was good. The first shall be last. A cold spring. A warm summer. The green field. The bare ground.

45. Conversation subjects:

Railroads. Colonies of United States. Domestic and foreign trade.

Canals. Exports and imports.

Immigration. Climate of United States.

Sunrise and sunset. The changes of the moon.

The stars. Frost and ice. Rain and snow.

46. Oral descriptions:

Fairmount Park. Independence Hall. Carpenters' Hall. Zoological Garden. The school house. The water supply of the city. The American flag.

47. Conversations on morals and manners:

Kindness to animals. Obedience. Respect to age. Truthfulness and care of public property. Honesty. Politeness. Manliness. Womanliness. Love of country. Tale-bearing. Purity in action and speech. Slang. Courage. Forgiveness. Self-control. Choice of companions. The difference between crimes and faults.



Puritans Going to Church.

48. Use the following words in sentences:

love	like	did	done
may	can	sit	set
threw	thrown	good	well
drew	drawn	between	among
shook	shaken	mad	angry
this	that	these	those
nice	good	spoke	spoken
pleasant	pretty	saw	seen
took	taken	come	came
went	gone	anything	nothing

49. Write compositions of not less than fifteen lines on each of the following subjects:

Plant life. Food. Clothing. Pure air. Cleanliness. Care of the teeth. Domestic animals. Effect of tobacco. Use of the skeleton.

50. Write a story based upon the picture of the Puritans going to church.

51. Arrange in their proper order the words in the following sentences:

At midnight in his guarded tent
The Turk was dreaming.

On the deck the rover takes his stand.

In a vale in the land of Moab
There lies a lonely grave.



Puritans Going to Church.

48. Use the following words in sentences :

love	like	did	done
may	can	sit	set
threw	thrown	good	well
drew	drawn	between	among
shook	shaken	mad	angry
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51. Arrange in their proper order the words in the following sentences :

At midnight in his guarded tent
The Turk was dreaming.

On the deck the rover takes his stand.

In a vale in the land of Moab
There lies a lonely grave.

A traveler, by his faithful hound,
Half buried in the snow was found.

Oh! ever thus from childhood's hour
I've seen my fondest hopes decay.

In the midst of the fair valley stood
A native theatre.

And from the arrowy peak she sprang.
Round about them orchards sweep.

Over the river they beckon to me:
The gleam of their snowy robes I see.

In this world, wide and lonesome,
One dear friend have I.

Many, in the still of midnight,
In the streets have lain and died.

Above the smoky boards and beams,
Down through the crevice, poured golden gleams.

Over the dark sea I flew
With the marauders;
Wild was the life we led.

Hollow-eyed and pale,
At the window of a jail,
Through her soft disheveled hair
A maniac did stare.

52. Syllabus.

Names are called **nouns**.

Nouns are either proper or common.

Proper nouns are names given to particular objects.

Common nouns are names given to classes of objects.

Proper nouns begin with capital letters.

Nouns have the attribute of **number**.

The **singular** number denotes but one.

The **plural** number denotes more than one.

The plural number is generally formed by adding **s** to the singular form.

Nouns that end in **sh**, **ch**, soft **z**, **x**, and some nouns ending in **o**, form the plural by adding **es**.

Nouns ending in **f** or **fe** change the **f** to **v** and add **es** in forming the plural.

Nouns ending in **y** after a consonant change **y** to **i** and add **es** in forming the plural.

Other nouns in **y** add **s** only.

Some nouns have plurals formed irregularly; some are alike in both numbers; some are used only in the singular, and some are used only in the plural.

Singular nouns and plural nouns not ending in **s** make the possessive form by adding the **'** and **s**.

Plural nouns ending in **s** make the possessive form by adding the **'** only.

A **verb** is a word used to assert or affirm.

The words **a** and **the** are called articles or limiting adjectives. **A** is written **an** before a vowel or silent **h**.

An **adjective** is a word used to describe or qualify a noun.

An **adverb** is a word used to qualify a verb or adjective or other adverbs.

A sentence is a collection of words that make a finished or complete thought.

The noun spoken of is called the **subject**.

The verb is called the **predicate**.

Every sentence must contain a subject and a predicate.

All sentences begin with a **capital letter**.

A **period** must be placed at the end of declarative sentences.

An **interrogation-mark** must be placed after sentences that ask questions.

The words which describe or limit a subject or a predicate are called **modifiers**.

The subject by itself is called the **simple subject**. The subject is usually a noun or a pronoun.

The predicate by itself is called the **simple predicate**. The predicate is usually a verb.

The subject with its modifiers is called the **complete subject**.

The predicate with its modifiers is called the **complete predicate**.

In the arrangement of words in a sentence the subject is placed before the predicate in a declarative sentence.

Single-word modifiers of the subject are placed before the subject.

Phrase modifiers of the subject are placed after the subject.

Modifiers of the predicate, whether single words or phrases, are generally placed after the predicate.

To **analyze** a sentence is to name its subject, its predicate, and the modifiers of each.



PART II.

53. Imagine a scene comprising the following features: A hill; a road; a stream; a bridge; boys fishing.

Describe the scene as you see it in imagination, adding other features.

Write a story about the place, the persons, and the objects seen.

54. Think of the ocean; the shore; children watching the breakers; a ship in the distance; a steamer.

Describe the scene, adding other features.

Write a story about the place, the persons, and the objects seen.

55. Think of the following scenes; describe each of them fully, and write stories about the persons, the places, or the events indicated:

A school-room; sunset; a road covered with snow; a pupil studying; the teacher waiting.

A cabin; a mountain-road; a hunter; two dogs; a deer.

The sea-shore; a storm; an overturned boat; a boy clinging to an oar; men with ropes on the shore.

A school-house; boys; girls; marbles; tops; hoops.
 Early morning; men, women, boys, and girls walking;
 railroad-station; train of cars.
 A girl; pen and ink; paper; an open book; woman
 knitting; book-case.

56. A Dog's Intelligence.

We are acquainted with a dog, Lion by name, who gives daily proof that he knows what is said to him. A lady called the other day; during her call Lion came in, laid down on the parlor carpet, and shut his eyes. The conversation went on, and the visitor said, "What a handsome dog you have!" Lion opened one eye. "Yes," said his mistress; "he is a very good dog, and takes good care of the children." Lion opened the other eye and waved his tail to and fro along the carpet. "When the baby goes out, he always goes with her, and I feel sure then that no harm can come to her," his mistress went on. Lion's tail thumped up and down violently on the carpet. "And he is so gentle to them all, and such a playmate and companion, that we would not take a thousand dollars for him." Lion's tail now went up and down, to and fro, and round and round, with great glee. "But," said his mistress, "Lion has one fault." Total quiet of Lion's tail, together with appearance of great concern on his face. "He will come in here with dirty feet and lie down on the carpet, when I have told him time and again that he must not do it." Lion arose with an air of shame, and slunk out of the room with his tail down.

Read this story.

Tell it in your own words.

Give the meaning of the words, *acquainted, proof, con-*

versation, visitor, handsome, gentle, companion, glee, fault, appearance, concern, slunk.

Use these words in sentences. Combine two or more of the sentences into one sentence.

Name all the subjects (nouns or pronouns), predicates (verbs), modifiers of the subjects (adjectives), modifiers of the predicates (adverbs), the prepositions, and the conjunctions in the story.

57.

Ben Adam had a golden coin one day
 Which he put out at interest with a Jew;
 Year after year awaiting him it lay,
 Until the doubled coin two pieces grew;
 And these two, four—so on, till people said,
 "How rich Ben Adam is!" and bowed the servile head.

Ben Selim had a golden coin that day
 Which to a stranger asking alms he gave,
 Who went rejoicing on his unknown way.
 Ben Selim died too poor to own a grave;
 But when his soul reached heaven, angels with pride
 Showed him the wealth to which his coin had multiplied.

Read this story.

Tell it in your own words.

Give the meanings of the words, *interest, bowed, doubled, alms, awaiting, servile, rejoicing, multiplied, pride.*

Use these words in sentences. Combine two or more of these sentences into one sentence.

Name all the subjects, predicates, modifiers of the subjects, modifiers of the predicates, the prepositions, and the conjunctions.

58. The Mouse and the Boasting Rat.

A mouse lived in a granary, which became after a while the frequent resort of a cat. The mouse lived in great fear, and did not know what to do. In her strait she thought of a rat who lived not far away, and who had said in her hearing a hundred times that he was not afraid of any cat living. She resolved to visit the bold rat, and to ask him to drive the cat away. She found the rat in his hole, and, relating her story, besought his help. "Pooh!" said the rat; "you should be bold as I am. Go straight about your affairs, and do not mind the cat. I will soon follow you and drive her away." He thought now he must do something to make good his boast; so he collected all the rats in the neighborhood, resolved to frighten the cat by numbers. But when they all came to the granary, they found that the cat had already caught the foolish mouse, and a single growl from her sent them all scampering to their holes.

Read this story.

Write it in your own words.

What is the meaning of the words, *granary, frequent, resort, strait, resolved, relating, besought, collected, scampering, frighten, growl*?

Use these words in sentences. Combine two or more of these sentences into one sentence.

Name all the subjects, predicates, modifiers of the subjects, modifiers of the predicates, prepositions, conjunctions.

59. Don.

This is Don, the dog of dogs, sir,
Just as lions outrank frogs, sir,

Just as eagles are superior
To buzzards and that tribe inferior.

* * * * *

Years ago, when I was master
Of a tight brig called the Castor,
Don and I were bound for Cadiz
With the loveliest of ladies
And her boy—a stalwart, hearty,
Crowing one-year infant party
Full of childhood's myriad graces,
Bubbling sunshine in our faces
As we bowled along so steady,
Half-way home, or more, already.

* * * * *

Soon our stanch and gallant vessel
With the waves began to wrestle,
And to jump about a trifle,
Sometimes kicking like a rifle
When 'tis slightly overloaded,
But by no means nigh exploded.

'Twas the coming on of twilight,
As we stood abaft the skylight,
Scampering round to please the baby
(Old Bill Benson held him, maybe),
When the youngster stretched his fingers
Toward the spot where sunset lingers,
And with strong and sudden motion
Leaped into the weltering ocean!

"What did Don do?" Can't you guess, sir?
He sprang also, by express, sir,
Seized the infant's little dress, sir,
Held the baby's head up boldly
From the waves that rushed so coldly,

And in just about a minute
Our boat had them safe within it.

Sell him! Would you sell your brother?
Don and I *love* one another.

Read this story.

Tell it in your own words.

What is the meaning of the words, *outrank, superior, inferior, tribe, statement, myriad, graces, stanch, wrestle, exploded, weltering, lingers.*

Use these words in sentences. Combine two or more of these sentences into one sentence.

Name all the subjects, predicates, modifiers of the subjects, modifiers of the predicates, prepositions, conjunctions.

60. The Whistle.

When I was a child of seven years old, my friends on a holiday filled my pockets with coppers. I went directly to a shop where they sold toys for children, and, being charmed with the sound of a whistle that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one. I then came home and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers and sisters and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth, put me in mind of what good things I might have bought with the rest of the money, and laughed at me so much for my folly that I cried with vexation; and the reflection gave me more chagrin than the whistle gave me pleasure. Often afterward, when I was tempted to buy some unnecessary thing, I said to myself, "Don't give too much for the whistle," and I saved my money.

Read the story.

Tell it in your own words.

What is the meaning of the words, *holiday, directly, charmed, voluntary, disturbing, cousin, bargain, vexation, reflection, chagrin, tempted, unnecessary.*

Name all the subjects, predicates, subject modifiers, predicate modifiers, prepositions, conjunctions.

61. Make two or more statements, in the form of a paragraph, about Europe, showing its position, its extent, and its boundaries.

Make two or more statements about the location of the prominent islands of Europe.

Make similar statements about its peninsulas, its capes, its mountains, its oceans, its seas, its straits, its rivers.

Write connected statements about its surface.

Write a connected statement about the mineral productions of Europe.

Write connected statements of the climate of Europe.

Write connected statements about the position, chief cities, and form of government of each of the following divisions of Europe:

Great Britain and Ireland.

France.

Germany.

Russia.

Italy.

Turkey.

The Netherlands.

Tell how you would travel from Great Britain to each of the countries named.

Tell how you would travel from Philadelphia or New York to any one of the chief cities in Europe, what productions would be sent there from this country, and what would be brought back in exchange.

62. Make two or more statements about Asia, showing its position, its extent, and its boundaries.

Make two or more statements about the location of the prominent islands of Asia.

Make similar statements about its peninsulas, its capes, its mountains, its plateaus, its oceans, its seas, its bays, its gulfs, its rivers.

Write a paragraph about its climate.

Write a connected statement about the productions of Asia, giving first its vegetable products, and second its minerals.

Write connected statements about the position, the manners and customs, and the form of government of the following divisions of Asia:

China.	India.
Japan.	Arabia.
Persia.	Siberia.

63. Make two or more statements about Africa, showing its position, its extent, and its boundaries.

Make statements showing the location of the deserts of Africa.

Make similar statements about its islands, its mountains, and its rivers.

Write a paragraph about its surface, its climate.

Write a connected statement about the animals of Africa, its productions.

Write a connected statement about the races of men found in Africa.

Write connected statements about the position, manners and customs, and prevailing religion of the following divisions of Africa:

Egypt.	The Barbary States.
The British Colonies.	Southern Africa.

64. State what was known of the geography of the world before the discovery of America.

Make statements about the voyages of the Northmen.

Write a short composition about the Indians of America, giving their characteristics, their habits, and their customs.

Give your opinion of the causes which prompted the nations of Europe to make explorations.

Write a short composition about Columbus, stating the objects of his voyages and naming his different voyages and discoveries.

Make statements about the following Spanish explorers and their discoveries: Ponce de Leon; Balboa.

Make similar statements about the following French explorers and their discoveries: Cartier; Marquette; La Salle; Verrazani.

Make similar statements about the English explorers and their discoveries: The Cabots; and Sir Francis Drake.

Make a similar statement about the Dutch explorer Hudson.

Make statements showing the extent of the claims to territory in America made by France, Spain, England, and Holland.

65. Write connected statements about each of the following colonies, showing when and where settled, by whom, prominent events, and forms of government:

Virginia.	Massachusetts.	Maine.
New Hampshire.	Connecticut.	Vermont.
Rhode Island.	New York.	New Jersey.
Pennsylvania.	Delaware.	Maryland.
North Carolina.	South Carolina.	Georgia.

Make statements about the following: The New England Union; the Navigation Acts; the Indian Wars in New England.

Make connected statements about the colonial wars—viz., King William's, Queen Anne's, King George's, and Pontiac's war.

Write a composition about the French and Indian War, giving causes, events, and results.

Make statements about the political condition of the colonies and the manners and customs of the New England, Middle, and Southern States.

66. Make statements about the bones of the human body, giving their composition, structure, and use.

Write a composition about the human skeleton, telling what it is, its use, the number of bones, and the names of the principal bones.

Make statements about the muscles of the body, telling their structure, use, size and shape, and how they act.

Write a composition on digestion, naming the digestive organs, and state how digestion is carried on.

Make statements about eating and drinking.

Make statements about the different kinds of foods.

67. Write a composition about animals, telling—

First.—How animals differ from plants and minerals.

Second.—How animals are classified.

Third.—In what ways animals are useful to man.

Fourth.—In what parts of the earth the most important classes of animals are found.

Let each of these parts constitute a paragraph.

68.—

1. Mary walks to school.

2. Mary walks from school.

3. My hand is on the table.

4. My hand is above the table.

7. My hand is under the table.

6. The money was placed on the shelf.

Name the nouns, the verbs, and the article in these sentences.

In the first and second sentences, what words show the relation of the noun *school* to the verb *walks*?

In the third, fourth, and fifth sentences, what words show the relation of the noun *table* to the verb *is*?

In the sixth sentence, what word shows the relation of the noun *shelf* to the verb *was placed*?

Words which are used to show the relation of a noun or a pronoun to other words are called **prepositions**.

The noun or the pronoun with the preposition which shows its relation to another word is called a **phrase**.

Phrases used as modifiers are either *adverbial* or *adjective*.

The noun or the pronoun which is joined to a preposition is called the object of the preposition.

In the following sentences, name the preposition and the phrase of which it forms a part.

America was discovered by Columbus in the year 1492.

The Declaration of Independence was proclaimed on the fourth day of July, 1776.

Men of learning should act with prudence.

I spoke to the boy about his action.

The palace of the king is beyond the walls of the city.

The boy in the field is the farmer's son.

The carpet is on the floor.

The boys are in school.

Alice is sitting by her mother.

The spire of the church is made of glass.

Have you been to church?

Fill the blanks in the following sentences with prepositions:

The horse jumped _____ the hedge.

Will you go _____ me?

Will you go _____ him?

He is sitting _____ us.

My parents are not _____ home.

The stranger came _____ Spain.

Do you desire to be _____ your friends?

The ladder is leaning _____ the wall.

Did your brother write _____ you?

He came _____ school _____ me.

Use the following prepositions in sentences of your own making: At, after, by, down, for, from, on, over, past, round, to, under, with, in, among, between, toward, of, except, beneath, beyond, before.

Name the phrases in the sentences you have made.

Are they adjective or adverbial?

What do they modify?

69. 1. John's father gave him a book.

2. Mary spoke to her brother, but he made no answer.

3. James challenged his brother to run a race.

4. John, who was at school yesterday, is not here.

For what word is *him* used in the first sentence?

For what words are *her* and *he* used in the second sentence?

For what word is *his* used in the third sentence?

For what word is *who* used in the fourth sentence?

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

Name the pronouns in the following sentences:

Mary praised her sister.

John said, "I cannot go with you."

Peter replied, "He gave me no reason."

Mary, you must remain with her.

William found his knife.

The doctor found the girl and her mother in distress, and did what he could to help them.

Virtue has its reward.

Their conduct is commendable.

She lives with her father.

Our Father who art in heaven.

Use the following pronouns in sentences:

I, me, our, us, we, my, mine, thou, thy, thine, you, your, yours, he, his, him, she, hers, her, its, it, they, them, theirs, who, whose, which, whom, many, all, some, such, other, each, this, that, these, those.

Fill the blanks in the following sentences with pronouns:

Mary and Jane did not know _____ lessons.

When _____ was blamed for neglecting _____ lessons, _____ said that _____ mother was so sick _____ could not study.

The girl admired the pictures, and thought _____ would like to have one of _____.

_____ lost _____ hat. but found _____ where _____ left _____.

Give the boy _____ book; _____ will need _____ to study _____ lessons.

The farmer lost _____ way, but the kind neighbors showed _____ the way home.

_____ lost _____ pen.

_____ will show _____.

70. They lost their way.

I lost my way.

You lost your way.

He lost his way.

We lost our way.

She lost her way.

A man lost his way.

The men lost their way.

Susan lost her way.

In the sentences given above, which pronouns stand for the speaker?

Which pronouns stand for the person spoken to?

Which nouns and which pronouns stand for the person spoken of or about?

Pronouns that represent the speaker are said to be of the **first person**.

Pronouns that represent the person spoken to are said to be of the **second person**.

Pronouns that represent the person or thing spoken about are said to be of the **third person**.

Pronouns that show by their form whether they are of the first, the second, or the third person are called **personal pronouns**.

Name pronouns of the first person, the second person, the third person.

71. Pronouns, like nouns, have two numbers, the singular number and the plural number.

Give the number of the personal pronouns in the following sentences:

If you recite your lessons, I will dismiss you.

My eyes are not blind to his faults.

He says that we shall need it.

72. Mary and John, with Jane and Charley, have gone to the lake in the wagon.

Name the nouns in this sentence.

What nouns indicate persons of the male sex?

What nouns indicate persons of the female sex?

What nouns indicate things without sex?

The old farmer invited Samuel and his mother, and Mary and her father, to come and visit him.

What pronouns in this sentence indicate the sex of the individual?

Which pronoun is masculine? which feminine?

A noun or a pronoun is said to be of the **masculine gender** when it denotes objects of the male sex; of the **feminine gender** when it denotes objects of the female sex; of the **neuter gender** when it denotes objects without sex.

Boy, girl, man, woman, garden, goose, hen, heroine, man-servant, woman-servant, brother, sister, Mr., Mrs., Miss, sir, madam, negro, negress, lad, lass, heir, heiress, he, his, she, her, it, its.

In what gender is each of these words?

Write each word in a sentence.

Change the word to the plural form and rewrite the sentence.

Change the gender of the noun from masculine to feminine, or from feminine to masculine, in the following sentences:

The man was lost in the forest.

The girl was at school.

The queen reigned for forty years.

The child was fond of his brother.

The waiter was too indolent.

A poor negress waited at the station for the arrival of her former master.

The tigress carried off the body of the sheep which it had killed.

An emperor waited for the queen.

The nephew called on my father and stated that my uncle would visit the governor.

73. The boy lost his money. He found it.

What words in these two sentences are the verbs? What words are the subjects?

A noun or a pronoun which is used as the subject of a verb is said to be in the **nominative case**.

In each of the following sentences name the noun or the pronoun which is in the nominative case:

John struck William. The man deserves punishment.

Men pursue pleasure. A boy can carry the basket.

Thou shalt love thy neighbor. He must obey. The soldier received a pension. I will find a book for you. She will not go. They will be pleased.

Use a verb with each of the following nouns:

Mountains, rivers, monkey, mice, water, wind, fire, thief, rabbit, clouds, moon, stars.

In what case is each of these words when so used?

Use a subject with each of the following verbs:

Laughs, runs, swim, play, travels, sails, fly, cry told, met, ran, sees.

In what case is each of these subjects when so used?

74. Columbus discovered America.

The queen of Spain assisted Columbus.

You cannot find the money.

In these sentences, name the verbs.

Name the subjects. In what case are the subjects?

What is the object of the action denoted by the verb?

The setting sun brings the bee home.

The boy threw the ball and broke the window.

John made his money by hard work.

Acorns are found beneath oak trees.

God made the world in six days.

In these sentences, name the verbs.

Name the nouns in the nominative case.

Name the objects of the action denoted by the verb.

Name the prepositions.

Before what nouns are they placed?

Name the phrases in these sentences.

The object of a preposition is the noun or the pronoun with which it forms a phrase.

The object of the action denoted by the verb or the object of a preposition is said to be in the **objective case**.

In the following sentences, name the nouns or the pronouns in the nominative case; in the objective case.

Name the phrases:

The history of England from the time of James II. was written by Macaulay.

He graduated from Harvard in the summer of 1880.

Grief shrinks from human eyes.

An eagle's nest was in the pine tree.

I watched for the coming of the day.

The American army was defeated by the British at the battle of the Brandywine.

75. Nouns or pronouns in the possessive form are in the possessive case.

76. In the following sentences, name the nouns and the pronouns in the nominative case; in the possessive case; in the objective case. Name the phrases. What they do modify? Are they adjective or adverbial?

Lucy's hat is old.

The boy lost his knife.

The pupils neglected their lessons.

Have you read Scott's poems?

Susan made a doll for her sister's playmate.

The farmer carried the hay into the barn.

Children attend the school at the cross-roads.

Mary tore her sister's dress.

John's brother is in distress, and I must assist him.

I met William's brother in market this morning.

We might speak strongly of John's ability.

We should expect a fine day, after yesterday's storm.

They travelled to South America by way of Mexico.

Virtue rewards its followers.

77. Write the possessive form, singular number, of each of the following words:

Mary, John, father, cousin, fish, negro, wife, lady, statesman, doctor, sailor, general, army, James, mother, preacher, hero, wolf, thief, goose, child, fly, fox, friend.

Use each of these words in a sentence.

Change the number of the possessive noun to the plural form, and rewrite the sentence.

In each sentence name the proper nouns, the common nouns, the adjectives, the adverbs, the articles, the subject, the predicate, the modifiers.

78. Fill the blanks in the following sentences with nouns in the nominative case:

_____ shot a rabbit.

_____ played quietly.

_____ discovered the Hudson River.

_____ founded Pennsylvania.

_____ settled in New York.

_____ sailed up the St. Lawrence River.

Fill the blanks in the following sentences with pronouns in the nominative case:

_____ have lost my money.

_____ are not a stranger.

_____ is my friend.

_____ is my exercise.

_____ has annoyed her mother.

_____ have found their friends.

Fill the blanks in the following sentences with nouns or pronouns in the objective case:

Then they buried _____.

They clothed _____ in her richest _____.

A fire was lighted at _____.

He rushed into the _____.

He wandered in the _____.

She loved _____ for the _____ he had passed.

In the _____ of _____ the sailor-boy lay.

Hear _____ for my _____.

Believe _____ for my _____.

They made _____ a grave in the _____.

Fill the blanks in the following sentences with nouns or pronouns in the possessive case:

She carried _____ purse in _____ hand.

I will not listen to _____ complaint.

The lady had a _____ wing on _____ hat.

_____ home was at Mt. Vernon.

_____ store is opposite the post-office.

Helen went to _____ school.
 The pen was _____, but now it is _____.
 I studied _____ lesson; did you study _____?

79. Name all the personal pronouns of the first person. Arrange them so that the singular pronouns shall be in one column and the plural pronouns in another column. Arrange them again so that the pronoun in the nominative case in each column shall be first, the pronoun in the possessive case shall be second, and the pronoun in the objective case shall be third.

Name the pronouns of the second person, and arrange them in the same order.

Name the masculine pronouns of the third person, and arrange them in the same order.

Name the feminine pronouns of the third person, and arrange them in the same order.

Name the neuter pronouns of the third person, and arrange them in the same order.

80. Men, women, and children were destroyed.

You must buy or sell.

Neither you nor John can come.

We must educate, or we must perish.

Either you or I must go.

If the advice is good, take it.

The flowers will fail if the frost comes.

Word came that the criminal was caught.

If we strive earnestly, we shall win.

Though he was rich, yet for our sakes he became poor.

What words are used as connectives in these sentences?

A conjunction is a word used to connect words and sentences.

Name the conjunctions in the following sentences:

Life is short and Art is long.

James and Samuel will come.

James or Samuel will come.

Jane sings and dances.

Neither you nor I can tell him.

He has knowledge, but no judgment.

They will be punished unless they repent.

Though his strength is great, yet I do not fear him.

He will come because he promised.

81. Fill the blanks in the following sentences with conjunctions:

I will go, _____ I will never return.

Rise, _____ it is day.

_____ the advice is reasonable, why not take it?

_____ you arrive, I shall leave.

I will see _____ he has arrived _____ not.

All fear to die _____ few are prepared for death.

It is _____ yours _____ mine.

I will soon know _____ he trusts me _____ not.

The lesson was _____ plain _____ it needed no explanation.

_____ the water was very deep, _____ it was perfectly clear.

You will be commended _____ you act prudently.

_____ you desire it, _____ I will come.

Write ten sentences, each containing a conjunction. Tell what part of speech each word is in the sentences you have written.

Analyze each sentence.

Write a sentence containing two nouns connected by a conjunction.

Write one containing two verbs connected.

Write one containing two pronouns connected.
 Write one containing two adjectives connected.
 Write one containing two adverbs connected.
 Write one containing two phrases connected.

82. Oh! come with me.

Ah! what a pity you did not stay!

Aha! I've caught you.

Alas! he is dead.

What! take my money?

Pshaw! what a tale!

Hurrah! the old flag still waves.

Name the parts of speech in these sentences.

What words are used to express emotion?

An interjection is a word used in making sudden exclamations.

Write ten sentences each containing an interjection.

83. I see a boy. He sees a rose. You see me.

Name the verb in each of these sentences.

Is the action denoted by the verb *see* done in time which is present or in time which is past?

I saw a boy. He saw a rose. You saw me.

Name the verb in each of these sentences.

Is the action denoted by the verb *saw* done in time present or time past?

I will see a boy. He will see a rose. You will see me.

Name the verb in each of these sentences.

Is the action denoted by the verb *will see* done in present time, past time, or time to come, or future time?

In what time, present, past, or future, is the action denoted by the verb in the following sentences?—

The man walks slowly. The laborer walked home.

The boy will walk quickly when he sees his father. I am here. She was there. We were coming. They will come when you call. She is coming home. My father will come to your residence. Your mother will praise your effort.

84. A dog barks.	Dogs bark.
A bird sings.	Birds sing.
The boy runs.	The boys run.
The lion roars.	Lions roar.
The horse neighs.	Horses neigh.
The rose blooms.	Roses bloom.
He was elected.	They were elected.
She sweeps the floor.	We sweep the floor.

Name the subject noun or pronoun and the verb in each of these sentences.

In what number is the noun in each sentence?

What change occurs in the form of the verb when the number of the noun is changed?

I go to school. He goes to school.

I come to you. She comes to you.

I see the moon. John sees the moon.

Thou shalt not kill. He shall not kill.

Name the verb in each of these sentences.

Name the noun or pronoun which is the subject of the verb.

In what person is the subject noun or subject pronoun?

What change occurs in the form of the verb when the person of the subject noun or subject pronoun is changed?

85. Verbs have number and person, and agree in these respects with their subjects.

In the following sentences, name the subjects. Give the number and person of each subject. Give the num-

ber and person of the verb. Change the noun or the pronoun subject to the plural form, and read the sentence. Change the person of the pronoun subjects, and read the sentence:

She has fallen from the tree.

A warm day is pleasant in March.

A small house was erected.

A duel was fought in this forest.

My apple tree is destroyed.

The dress is finished.

Has he seen him?

She writes the letters.

A book is John's greatest pleasure.

The house was destroyed.

Thou art the man.

He has fallen.

She loves her flowers.

It pleases the people.

He watches for the postman.

I do not know the person.

Where am I going?

Where is he going?

He carries the burden.

I find that you are mistaken.

I am grieved at your misconduct.

Write sentences with singular noun subjects; with plural noun subjects; with singular pronoun subjects; with plural pronoun subjects; with subject pronouns of the first person; with subject pronouns of the second person; with subject pronouns of the third person.

86. Use a verb in present time with I, thou, he, she, it, we, you, they.

Use a verb in past time with the same pronouns.
Use a verb in future time with the same pronouns.

87. Fill the blanks in the following sentences with suitable verbs:

Cain _____ Abel.

The soldier _____.

I _____ to punish you.

The teacher _____ how well.

_____ you _____ this man?

_____ you _____ this flower before?

Children _____ to play on the ice.

She _____ the bell.

The farmer _____ the cattle home.

Pilate _____, What _____ truth?

Time _____.

Frederick _____ three dollars.

The lady _____.

I _____ to-day.

_____ them guilty?

They _____ to-morrow.

God _____ them both, and _____ us all.

Fill the following blanks with suitable nouns or pronouns:

The _____ will be discovered.

_____ was honest in his dealings.

_____ am sorry to hear it.

Art _____ happy.

_____ could not persuade him.

_____ has my watch.

Have _____ your pencil.

_____ has it.

Are _____ going to Newport?

Where is _____ stationed?
 _____ am thankful to him.

88. The great man. The greater man. The greatest man.

Name the adjectives in each of these expressions.

How do they differ in form?

A studious pupil. A more studious pupil. A most studious pupil.

Name the adjectives in each of these expressions.

How do they differ?

A worthy object. A less worthy object. A least worthy object.

Name the adjectives in each of these expressions.

How do they differ?

Much rain. More rain. Most rain.

The good boy. The better boy. The best boy.

Name the adjectives in each of these expressions.

How do they differ?

James spoke more earnestly than John. Henry spoke most earnestly of all.

Mary reads well. Harriet reads better than Mary. Susan reads best of all.

Name the adverbs in each of these sentences.

How do they differ in form?

Adjectives and adverbs are compared to express quality or action in different degrees.

There are three degrees of comparison—the *positive*, the *comparative*, the *superlative*.

The **Positive Degree** is the adjective in its simple form.

The **Comparative Degree** is formed by adding *r* or *er* or by prefixing *more* or *less* to the positive.

The **Superlative Degree** is formed by adding *st* or *est* or by prefixing *most* or *least* to the positive.

Some adjectives are compared irregularly.

Adjectives cannot be compared when the quality cannot exist in different degrees.

In the following sentences and expressions, name the degree of comparison of the adjective or the adverb:

A horse is stronger than a dog.

The elephant is the largest of all animals.

A wise man is useful to a community.

Charity is the greatest of virtues.

Lying is the worst of vices.

It is a warm day.

This winter is colder than usual.

Few men have had more agreeable companions.

An empty barrel. A golden vase. A dead bird. She was the most beautiful of all. A bad man. A worse boy. The least whisper was heard.

89. Write sentences containing adjectives in the comparative degree formed by adding *r* or *er*; by prefixing *more*; by prefixing *less*.

Write sentences containing adjectives in the superlative degree formed by adding *st* or *est*; by prefixing *most*; by prefixing *least*.

Write sentences containing adjectives that are compared irregularly.

Write sentences containing adjectives that cannot be compared.

Write sentences containing the following adjectives: Worst, last, good, most, wonderful, sweeter, faithful, serene, beautiful, grand, peaceable, loathsome.

Change the degree of comparison of each adjective, and rewrite the sentences.

Write sentences containing adverbs in each of the three degrees of comparison.

Give the comparative and superlative forms of each of the following adjectives: Sad, able excellent, intelligent, worthy, active, bad, good, terrible, noisy, fearful, peculiar, special, elastic, nutritious, parallel, oblique, mischievous.

90. Letter of Introduction.

Richmond, Va.,

June 1, 1905.

Mr. John Jones—

Dear Sir:

I have the pleasure of introducing to you Mr. Samuel Smith, whom I commend to your favorable attention.

Sincerely yours,

Thos. Parnell.

Cincinnati, O.,

April 25, 1905.

Mr. Stephen Mascot—

My Dear Sir:

It affords me much pleasure to introduce to you my dear friend Mr. Luther Matt. Any attention that you may be able to show him will be gratefully remembered by

Your friend,

Charles Savage.

A letter of introduction must be short, and not extravagant in praise of the party introduced. As it is generally delivered by the person introduced, it should not be sealed nor stamped.

Write a letter introducing your friend to your uncle in San Francisco.

Write a letter of sympathy to a friend who has met with an accident.

Write a note of apology to your teacher for some offence committed.

Write to some prominent man asking for his autograph.

Write to a merchant asking for prices of goods.

Write to a bookseller ordering books.

Write a note of congratulation to a friend.

Write a note applying for a situation.

Write a letter to your father, supposing him to be away from home.

Write a Christmas greeting to an absent brother.

91. Use the following words in sentences: Microscope, roughly, mucous, hygiene, cylinder, separation, alcohol, cavities, physician, physiology, thorough, chiefly, science, diaphragm, oxygen, poisonous, benumb, specimen, intoxication, symptom, affrighted.

Typhoid, recognized, pivot, locomotion, pictorial, lever, weight, fulcrum, philosopher, concentrated, license, menaced, concealed, compelled, conscience, necessity, balance, atmosphere, character.

Privilege, vengeance, neighborhood, solemn, asylum, shadowy, civilized, zealous, murmured, sheriff, challenge, cemetery, excellence, society, paralyze, conqueror, beauteous.

Umbrella, eccentric, pedler, triumphant, seized, sieve, government, democratic, tenant, tyrannical, preparation, rebelled, freight, schooner, chestnut, awkward, gingham, Christmas, caterpillar, asparagus, pneumonia, mysterious, suburb, vicinity.

Divide into syllables and place the accent mark.

92. Write a receipt for money paid in full for a bill for coal bought during the past month.

Write a receipt for money paid on account of such a bill.

Make out bills for each of the following numbered

list of articles, dating the bills at Philadelphia, present date:

1. Muslin, calico, linen.
2. Groceries (five items).
3. Hardware (five items).
4. Carpets, oil-cloth, matting.
5. Furniture (five items).
6. A carriage.
7. Rent of a house.
8. Books (five items).

93. Write compositions upon each of the following subjects. Name, first, three or four subdivisions of the subject, each subdivision to be the basis for a paragraph:

Games.	Cocoons.
The post-office.	The policeman.
Winter sports.	Tramps.
Candy.	Dogs and cats.
Pins and needles.	The city-hall.
Newspapers.	Slang.
Dime novels.	Exercise.

94. Write sentences illustrating the use of the different parts of speech, as follows:

- Nouns—proper and common, singular and plural.
 Pronouns—in different genders, numbers, and persons.
 Adjectives, adverbs—regular and irregular comparisons.
 Prepositions.
 Conjunctions—coördinate, subordinate.
 Verbs—number and person.

95. Write the following extracts in prose order :

In thy sweet garden grow wreaths for each toil.

A mighty king I am, an earthly god.

We no other pains endure
Than those that we ourselves procure.

And now wild beasts came forth the woods to roam.

Near the lake where drooped the willow,
Where the rock threw back the billow,
Dwelt a maid, beloved and cherished,
But with autumn's leaf she perished.

Still sits the school-house by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry-vines are running.

Black walnuts, on low-meadow ground,
Are dropping now their dark-green balls,
And on the ridge, with rattling sound,
The deep brown chestnut falls.
When comes a day of sunshine mild,
From childhood, nutting in the wild,
Outbursts a shout of glee,
And high the pointed shells are piled
Under the hickory tree.

On a weary slope of Apennine,
At sober dusk of day's decline,
Out of the solemn solitude
Of Vallombrosa's antique wood,
A withered woman, tanned and bent,
Bearing her bundled brushwood, went.
Her dull cheeks channelled were with tears
Shed in the storms of eighty years;

Her wild hair fell in gusty flow
White as the foamy brook below :
Still toiled she with her load alone,
With feeble feet, but steadfast will,
To gain her little home, that shone
Like a dreary lantern on the hill.

96. Use the following contractions in sentences :

Gov. Hon. Sr. Jr. D. D. C. O. D.
Mdse. Acc't. Rec'd. N. Y. Mass. Md.

97. Use the following words in sentences :
Shall, will ; should, would ; lie, lay ; plenty, enough ;
rode, ridden ; drink, drank.

98. Fill the following blanks with can or may :
_____ I ask you to go? _____ I speak to you?
_____ we get home in this storm? _____ I tell my
friend? _____ I go out? _____ I leave the room?
_____ you run as fast as I?

99. Fill the following blanks with will or shall :
I _____ be fourteen to-morrow. _____ I go or
_____ you go? We _____ be pleased to come.
_____ you lend me your book? I _____ be pleased
to see you, but you _____ not come. If you _____
be at home to-morrow, I _____ be glad to call.
_____ I go or _____ I stay? _____ you like to
go in my place?

100. Subjects for Conversations on Historical Subjects.

Christopher Columbus.	Wm. Penn.
Hendrick Hudson.	The American Indian.
Slavery.	Geo. Washington.
The American Colonist.	Bunker Hill.
The Quaker.	The Puritan.
The Pennsylvania German.	The Continental Soldier.
Philadelphia.	The Scotch-Irish.
The Northwest Territory,	

101. The American Flag.

When Freedom from her mountain height
 Unfurled her standard to the air,
 She tore the azure robe of night,
 And set the stars of glory there.
 She mingled with its gorgeous dyes
 The milky baldrick of the skies,
 And striped its pure, celestial white
 With streakings of the morning light;
 Then from his mansion in the sun
 She called her eagle-bearer down,
 And gave into his mighty hand
 The symbol of her chosen land.

Majestic monarch of the cloud!
 Who rear'st aloft thy regal form,
 To hear the tempest trummings loud,
 And see the lightning lances driven,
 When strive the warriors of the storm,
 And rolls the thunder-drum of heaven,
 Child of the sun! to thee 't is given
 To guard the banner of the free,
 To hover in the sulphur smoke,
 To ward away the battle-stroke,
 And bid its blendings shine afar,
 Like rainbows on the cloud of war,
 The harbingers of victory!



Flag of the brave? thy folds shall fly,
The sign of hope and triumph high,
When speaks the signal trumpet-tone,
And the long line comes gleaming on.
Ere yet the life-blood, warm and wet,
Has dimmed the glistening bayonet,
Each soldier eye shall brightly turn
To where thy sky-born glories burn;
And as his springing steps advance,
Catch war and vengeance from the glance.
And when the cannon-mouthings loud
Heave in wild wreaths the battle-shroud,
And gory sabres rise and fall
Like shoots of flame on midnight's pall,
Then shall thy meteor glances glow,
 And cowering foes shall sink beneath
Each gallant arm that strikes below
 The lovely messenger of death.

Flag of the seas! on ocean wave
Thy stars shall glitter o'er the brave;
When death, careering on the gale,
Sweeps darkly round the bellied sail,
And frightened waves rush wildly back
Before the broadside's reeling rack,
Each dying wanderer of the sea
Shall look at once to heaven and thee,
And smile to see thy splendors fly
In triumph o'er his closing eye.

Flag of the free heart's hope and home!
 By angel hands to valor given;
Thy stars have lit the welkin dome,
 And all thy hues were born in heaven.
Forever float that standard sheet!
 Where breathes the foe but falls before us,
With freedom's soil beneath our feet,
 And freedom's banner streaming o'er us.

J. RODMAN DRAKE.

Give the history of the American Flag. What is its significance?

102. Syllabus.

A **preposition** is a word used to show the relation of a noun or a pronoun to other words.

A **phrase** consists of two or more words properly put together, but not containing a predicate verb. Phrases are either adverbial or adjective.

The noun or the pronoun which is joined to a preposition is called the object of the preposition.

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

Pronouns that represent the speaker are said to be of the **first person**; those that represent the person spoken to are said to be of the **second person**; those that represent the person or thing spoken of are said to be of the **third person**.

Pronouns that show by their form whether they are of the first, the second, or the third person are called **personal pronouns**.

Gender is the distinction of sex.

The **masculine gender** denotes objects of the male sex; the **feminine gender** denotes objects of the female sex; the **neuter gender** denotes objects without sex.

Number is that attribute of nouns and of pronouns which indicates whether one or more is meant.

The **singular number** denotes one; the **plural number** denotes more than one.

Case distinguishes the relation of a noun or a pronoun to other words.

A noun or a pronoun which is the subject of a verb is in the **nominative case**; a noun or a pronoun which is used as the object of a verb or preposition is in the **objective case**; a noun or a pronoun which denotes ownership or possession is in the **possessive case**.

A **conjunction** is a word used to connect words, sentences, or parts of sentences.

An **interjection** is a word used in making sudden exclamations.

Tense is that attribute of the verb by which it expresses distinction of time.

The **present tense** denotes present time; the **past tense** denotes past time; the **future tense** denotes future time.

Verbs have number and person forms, and agree in these respects with their subjects.

Adjectives and adverbs vary in form by comparison.

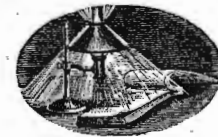
The **positive degree** expresses simply the quality.

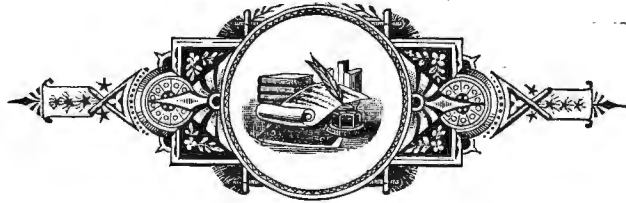
The **comparative degree** expresses the quality in a higher or a lower degree; it is formed by adding **r** or **er** or by prefixing **more** or **less** to the positive.

The **superlative degree** expresses the quality in the highest or the lowest degree; it is formed by adding **st** or **est** or by prefixing **most** or **least** to the positive.

Some adjectives are compared irregularly.

Adjectives cannot be compared when the quality cannot exist in different degrees.





PART III.

103. Think of a blacksmith-shop; horse standing; smith working; woman standing in the door; dog waiting.

Describe the scene fully, giving more minute particulars.

Write or tell a story about the picture.

104. In like manner, complete the description of each of the following scenes and incidents, and write or tell a story about it:

A sleigh on a country road; two horses; a man driving; a deep snow-bank ahead; a fright; a runaway; an accident.

A hut amid the mountains; a mountain-family; an avalanche; a rescue.

A lake near a mountain; sunset; a boat on the water; fishing.

A field of wheat; a group of men; working; reaping-machines; wagons loading; barns; a house.

A cotton-field; negroes picking; carrying; a cotton-

gin; a cotton-press; cotton baled; wagons; a river; steamboat.

An express-train; a road-crossing at grade; a carriage with women and children; an accident.

A coal-mine; miners at work; cars loading; danger.

A railroad-station; arrival of a train; passengers; friends waiting; baggage; hackmen.

A country farm; barn; barn-yard; animals; implements.

105. The Bravest Man at Waterloo.

The duke of Wellington was once asked who, in his opinion, was the bravest man at Waterloo.

"I can't tell you that," he said, "but I can tell you of one than whom I am sure there was no braver. He was only a private in the artillery; but had he survived the day, he would have been an officer."

The incident on which the duke founded his opinion was as follows: There was a farmhouse with an orchard surrounded by a thick hedge, forming a most important point in the British position, and which was ordered to be held against the enemy at any hazard and at any sacrifice. The hottest of the battle raged round this point, but our fellows behaved well and beat back the French, though they attacked the place again and again with great fury, and once even gained a footing inside.

At last the powder and ball were found to be running short, and at the same time the timber in the hedges took fire, and the orchard was soon surrounded with a ring of flame. A messenger had, however, been sent to the rear for more powder and ball, and in a very short time two loaded wagons came galloping down to the

farmhouse, the gallant defenders of which were keeping up a thin and scanty fire through the flames which surrounded their post.

The driver of the first wagon, with the reckless daring of an English boy, spurred his struggling and terrified horses through the burning heap; but the flames rose fiercely round and caught the powder, which exploded in an instant, sending wagon, horses, and rider in fragments into the air.

For one instant the driver of the second wagon paused, appalled by his comrade's fate; the next, observing that the flames, beaten back for the moment by the explosion, afforded him one desperate chance, he sent his horses at the smouldering breach, and amid the deafening cheers of the garrison landed his terrible cargo safe within, while behind him the flames closed up and raged more fiercely than ever.

Read this story.

Tell it in your own words.

What is the meaning of the words, *opinion, survived, incident, hedge, important, position, hazard, sacrifice, raged, surrounded, messenger, defenders, scanty, reckless, terrified, exploded, fragments, appalled, observing, desperate, smouldering, garrison, terrible, cargo*?

Use these words in sentences of your own making.

What part of speech is each word used in the story?

Name all the subjects, the predicates, the modifiers of each subject and each predicate.

Name the case of each noun and of each pronoun used in the story.

Name the mood and the tense of each verb.

Name the degree of comparison of each adjective and each adverb.

106. "I'll Try, Sir."

The battle of Lundy's Lane, which was fought July 25, 1814, was one of the most notable battles of the war of 1812.

From noon until sunset the Americans, under the command of General Scott, had desperately attacked the British forces, who were strongly fortified on an eminence at the place called Lundy's Lane. Every effort to drive the enemy from the position on the hill was stubbornly resisted. The fire had been kept up almost without cessation. Later in the evening, General Scott and General Ripley held a consultation, and agreed that the Americans could hope to defeat the enemy in only one way, and that was the bold one of storming the fortification.

After carefully considering to whom the enterprise should be intrusted, General Ripley asked Colonel Miller of the Twenty-fifth Infantry if he would attempt the assault. The reply of Colonel Miller was simply, "I'll try, sir." The trial was made. Two regiments were left at the foot of the hill, while Colonel Miller led the Twenty-fifth up the hillside through a storm of bullets and dense clouds of smoke.

The men, unable to withstand the deadly firing, wavered many times, and all the hill-slope seemed strewn with dead and wounded. At last the heights were gained, and, urged forward by the stern commands of their brave leader, the Americans rushed upon the English and drove them in a perfect rout out of the fortification. The attempt resulted in a grand victory, and Colonel Miller's utterance, "I'll try, sir," has become a part of our history.

Read this story.

Tell it in your own words.

What is the meaning of the words, *notable, command,*

desperately, attacked, fortified, eminence, effort, position, stubbornly, resisted, cessation, consultation, agreed, defeat, enemy, storming, fortification, carefully, enterprise, intrusted, attempt, assault, dense, withstand, strewn, urged, rout, resulted, victory, utterance?

Use these words in sentences of your own making.

What part of speech is each word used in the story?

Name all the subjects, the predicates, the modifiers of each subject and each predicate.

Name the case of each noun and each pronoun used in the story.

Name the mood and the tense of each verb used.

Name the degree of comparison of each adjective and each adverb used.

107. The Two Wishes.

A man in his carriage was riding along,
A gayly-dressed wife by his side;
In satin and laces she looked like a queen,
And he like a king in his pride.

A wood-sawyer stood on the street as they passed;
The carriage and couple he eyed,
And said, as he worked with his saw on a log,
"I wish I was rich and could ride."

The man in his carriage remarked to his wife,
"One thing I would have if I could:
I would give all my wealth for the strength and the
health
Of that man who is sawing the wood."

Read the story.

Tell it in your own words.

What is the meaning of the words, *gayly, queen, sawyer, couple, rich, remarked, wealth, eyed, strength, health?*

Use these words in sentences of your own making.

What part of speech is each word used in the story.

Name the case of each noun and each pronoun used in the story.

Name the mood and the tense of each verb used.

Name the degree of comparison of each adjective and each verb used.

108. The Child and the Lily.

A baby, alone, in a lowly door,
Which climbing woodbine made still lower,
Sat playing with lilies in the sun.
The loud church-bells had just begun;
The kitten pounced in the sparkling grass
At stealthy spiders that tried to pass;
The big watch-dog kept a threatening eye
On me as I lingered walking by.

The lilies grew high, and she reached up
On tiny tiptoes to each gold cup,
And laughed aloud, and talked, and clapped
Her small brown hands, as the tough stems snapped,
And flowers fell till the broad hearthstone
Was covered, and only the topmost one
Of the lilies left. In sobered glee
She said to herself, "That's older than me!"

Read the story.

Tell it in your own words.

What is the meaning of the words, *lowly, climbing, woodbine, pounced, sparkling, stealthily, threatening, lingered,*

tiny, tough, covered, topmost, sobered, glee, hearthstone, tip-toes?

Use these words in sentences of your own making.

What part of speech is each word used in the story?

Name the case of each noun and each pronoun used in the story.

Name the sentences in order from the beginning and tell the subject and the predicate of each sentence.

109. The Miller of the Dee.

There dwelt a miller, hale and bold,
Beside the river Dee;
He wrought and sang from morn till night;
No lark more blithe than he;
And this the burden of his song
For ever used to be:
"I envy no one—no, not I!—
And no one envies me!"

"Thou'rt wrong, my friend," said old King Hal—
"As wrong as wrong can be;
For could my heart be light as thine,
I'd gladly change with thee.
And tell me now, what makes thee sing
With voice so loud and free,
While I am sad, though I'm the king,
Beside the river Dee?"

The miller smiled and doffed his cap.
"I earn my bread," quoth he;
"I love my wife; I love my friend;
I love my children three;

I owe no one I cannot pay;
I thank the river Dee,
That turns the mill that grinds the corn
To feed my babes and me."

"Good friend," said Hal, and sighed the while,
"Farewell, and happy be;
But say no more, if thou'dst be true,
That no one envies thee.
Thy mealy cap is worth my crown;
Thy mill, my kingdom's fee.
Such men as thou art England's boast,
O miller of the Dee!"

Read the poem.

Tell the story in your own words.

What is the meaning of the words, *hale, wrought, blithe, envies, doffed, quoth, mealy, boast, burden, gladly, sighed, boast, earn?*

Use these words in sentences of your own making.

What part of speech is each word used in the story?

Name the case of each noun and of each pronoun used in the story.

Name the sentences in the story in order from the beginning and give the subject and predicate of each sentence.

110. What is a personal pronoun? (Page 50.)

Name the personal pronouns.

Use each of them in a sentence.

• To which of the personal pronouns can the word *self* or *selves* be added?

Write the words as formed.

A word formed by adding *self* or *selves* to a personal pronoun is called a **compound personal pronoun**.

I saw him myself.

He hurt himself by running so much.

They lost themselves in the desert.

Name the compound personal pronouns in these sentences.

Use in a sentence each of the other compound personal pronouns which you have made.

Which of them are in the singular number? Which of them are in the plural number?

111. When John was at school, he studied diligently. Name the pronoun in this sentence.

What word does it stand for?

John, who was absent last week, has returned home.

The tree which you planted is dead.

The child that was lost has been found.

Do any words in these sentences stand for other words as personal pronouns do?

Are they personal pronouns? Why not?

Are there any words in these sentences which connect like conjunctions?

Name them.

A word which connects in the manner of a conjunction, and which also relates to an antecedent word, is called a **relative pronoun**.

In the sentences given, name the relative pronouns.

Which one is used for a person?

Which one is used for a thing?

Which one is used in the place of *who* or *which*?

Name the relative pronouns in the following sentences:

The man who came yesterday is here to-day.

The bird which sang so sweetly has flown away.

Susan, who was very sick, has recovered.

All that I have I give unto you.

The bird which you killed had made a nest.

Make five sentences containing the relative *who*.

Make five sentences containing the relative *which*.

Make five sentences containing the relative *that*.

112. Insert the proper relative pronoun in each of the following sentences:

The man _____ was here has returned to his home.

The men _____ were here have returned to their homes.

The tree _____ you planted still lives.

The trees _____ you planted still live.

The child _____ I met was lost.

The children _____ I met were lost.

Give the number of the antecedent noun in each sentence.

What change, if any, occurs in the form of the relative pronoun?

The singular and plural forms of the relative pronouns are the same.

1. The friend who visited you last summer is here.

2. The friend whose father is sick in the city returned yesterday.

3. The friend whom I love so dearly sailed for Europe last week.

4. The friend in whom I trusted has deceived me.

In the first sentence, what relative pronoun is the subject of the verb *visited*?

In what case is it?

In the second sentence, what relative pronoun indicates possession or ownership?

In what case is it?

In the third sentence, what relative pronoun is the object of the verb *love*?

In what case is it?

In the fourth sentence, what relative pronoun is the object of the preposition *in*?

In what case is it?

In the four sentences just given, what antecedent word does the relative stand for?

What does the relative connect in each sentence?

Write the relative pronouns contained in these sentences in the order in which they occur.

Write the case of each of them before it.

Write the plural form, if it has one, before it.

1. The flower which pleases me best is the rose.
2. The flower whose perfume is the richest is the lily.
3. The flower which I love best is the modest violet.

In these three sentences, name the relative, give its antecedent, tell what it connects; give its case and number, and write them in order, with the name of the case before it,

Give a declarative sentence containing the word *what*.

Show that it is a relative pronoun.

What and *that* have no variation of form to distinguish difference in case or number.

113. To which of the relative pronouns can the words *ever* or *soever* or *so* be added?

Write the words so formed.

The words so formed are called **compound relative pronouns**.

114. Write interrogative sentences, the first commencing with *who*; the second, with *whose*; the third, with *whom*; the fourth, with *which*; the fifth, with *what*.

These pronouns, when so used—that is, to ask questions—are called **interrogative relative pronouns**, or simply **interrogative pronouns**.

As is often called a relative pronoun when it follows *many*, *such* or *some*.

In the following sentences, name the relative pronouns and tell what they connect and what word they stand for. If any interrogative pronouns are given, name them:

There was a large stone house that stood by the river.

Who called me?

There goes the woman who called for you.

Whose book is this?

Hail to the chief, who in triumph advances!

Here is a man whom you know.

Whom do you see?

The insect which you see is a spider.

What does he say?

Take what you need.

Do the duty that lies nearest to you.

I love such as love me.

Write sentences containing the relative pronouns.

Write sentences containing the interrogative pronouns.

Fill the following blanks with relative or interrogative pronouns:

_____ son is he?

General Grant, _____ commanded the army, and _____ was elected President, is dead.

Oh, a dainty plant is the ivy green!

_____ creepeth o'er ruins old.

Here is a man _____ you know, and _____ wishes to see you.

_____ did you know?

_____ one was it?

The book _____ you loaned me is on the table.

_____ did you say?

Of _____ are you speaking?

She was the only person _____ understood the matter.

115. 1. Both persons were injured.

2. Both were killed.

3. Few people know what to advise.

4. Few know what to do.

5. Many soldiers were killed.

6. Many were killed.

What word in the first sentence performs the office of an adjective?

How is the same word used in the second sentence?

What word in the third sentence is used like an adjective?

How is the same word used in the fourth sentence?

What word in the fifth sentence is used like an adjective?

How is the same word used in the sixth sentence?

A word that may be used as an adjective or as a pronoun is called an **adjective pronoun** or a **pronominal adjective**.

Adjective pronouns are divided into three classes—the **distributive**, the **demonstrative** and the **indefinite**.

Use the following adjective pronouns in sentences:

1. This, that, these, those.

2. Each, every, either, neither.

3. Any, all, such, both, some, other, one, none.

The adjective pronouns in the first list are called **demonstrative**; in the second list, **distributive**; in the third list, **indefinite**.

The distributive pronouns relate to persons or things taken separately.

The demonstrative pronouns point out in a definite manner the persons or things to which they relate.

The indefinite pronouns point out in an indefinite manner the persons or things to which they relate.

Fill the blanks in each of the following sentences with demonstrative pronouns, and analyze the sentence:

_____ man is a hero.

_____ men are brave.

_____ person is a remarkable singer.

_____ persons were members of the society.

_____ carpet was bought before _____ one.

_____ apples are prettier than _____.

Fill the blanks in each of the following sentences with distributive pronouns, and analyze the sentence:

_____ man performs the duty allotted.

_____ girl received a book.

Have you received permission from _____ party?

_____ of the dogs was seen.

_____ man must give an account for himself.

Fill the blanks in each of the following sentences with indefinite pronouns, and analyze the sentence.

_____ may come to-day; _____ may come to-morrow.

_____ bird was seen flying.

_____ a scene was never before witnessed.

_____ of the party were suspected.

_____ persons are forbidden to trespass.

_____ rational beings desire happiness.

_____ parties were mistaken.

Let _____ person come and see _____ sights as were never seen before.

116. Ambitious pupils give much time to study.

Do careless pupils study their lessons?

Boys, study your lessons.

Which of these sentences makes a statement?

Which asks a question?

Which contains a command?

A sentence which makes a statement is called a **declarative sentence**.

A sentence which is used as a question is called an **interrogative sentence**.

A sentence which is used as a command is called an **imperative sentence**.

To which of these three classes of sentences does each of the following sentences belong?—

Harrisburg is the capital of Pennsylvania.

In what direction does the Susquehanna River flow?

Where does it rise?

Bird fly.

Have you spoken the truth?

John, come home!

Mary, go to school!

Have you been to school?

Music hath charms.

When did General Washington die?

Truth is stranger than fiction.

When will you be stronger?

Our chains are already forged.

Strike for your altars and your fires!

Write ten declarative sentences.

Write ten interrogative sentences.

Write ten imperative sentences.

117. Truthful pupils are esteemed.

Pupils who are truthful are esteemed.

Earnest, industrious men will succeed.

Men who are earnest and industrious will succeed.

How does the first of these sentences differ from the second?

How does the third sentence differ from the fourth?

How many subjects and predicates in the first sentence? in the second? in the third? in the fourth?

What is the modifier of the subject in the first sentence? in the second? in the third? in the fourth?

How does the modifier in the second sentence differ from the modifier in the first?

How does the modifier in the fourth sentence differ from the modifier in the third sentence?

Which modifiers contain a subject and a verb?

An expression in a sentence which contains a subject and a predicate, and which is used as a modifier, is called a **clause**.

Clauses are used as adjectives, as adverbs or as nouns.

A sentence which contains but one subject and one predicate is called a **simple sentence**.

A sentence which contains a clause is called a **complex sentence**.

Tell whether the following sentences are simple or complex. In the sentences which are complex, name the subject and the predicate of the sentence and of the clause. Tell whether the clause is used as an adjective modifier, an adverbial modifier or a noun modifier. Tell whether the clause modifies the subject or the predicate.

General Grant, who commanded the army, was a lover of peace.

Persons who are quarrelsome should be avoided.

The general, after the battle was over, returned to his home.

No one doubts that he told the truth.

They who violate the laws must be punished.
 He firmly believed all that you told him.
 The man who changes his friends will soon need them.
 Our man who attended to the horses has gone to another city.
 It was my father who told me about the adventure.
 We all know the person to whom you refer.
 We want the money which you promised us.
 The flowers that bloom in the spring are very lovely.
 Write five sentences containing clauses which are used as adjective modifiers.
 Write five sentences containing clauses which are used as adverbial modifiers.
 Write five sentences containing clauses which are used as noun modifiers.

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118. 1. The officers were elected.
 2. The meeting then adjourned.
 3. It was December.
 4. The cold was intense.
 What kind of sentences are these?
 Can the first two be united into one sentence?
 Can the third and fourth be united into one sentence?
 Write the sentences when they have been connected.
 What word was used to connect them?
 What part of speech is it?
 A sentence which consists of two or more sentences connected by a conjunction is called a **compound sentence**.
 The separate sentences that make a compound sentence are called the **members**.
 The members of a compound sentence may be simple or complex sentences.

- What kind of a sentence is each of the following?
 The stage-coach arrived, and we started on our journey.
 The crime is a horrible one, and the punishment should be severe.
 The army was defeated, and the soldiers fled in great confusion.
 Exercise promotes health and strengthens the body.
 Art is long and time is fleeting.
 God made the country, and man made the town.
 I go, but I return.
 I saw at the factory how a knife is made.
 The book remained where it was left.
 They will come when they are ready, but I will not be here to see them.
 That he was intemperate was well known to all.
 He was told by the farmer who employed him that his services could not be spared, and that he would be required to report for duty on the day following.
 Bring forth the prisoner, and let him hear the decision of the judges.
 Is it for thee the lark ascends and sings?
 Lead us not into temptation, but deliver us from evil.
 Time slept on flowers and lent his glass to Hope.
 I know thou art gone where the weary are blest,
 And the mourner looks up and is glad.
-
119. 1. Wise men are needed.
 2. Men of wisdom are needed.
 3. Men who are wise are needed.
 Name the single-word modifier in the first sentence.
 Name the phrase modifier in the second sentence.
 Name the clause modifier in the third sentence.
 What do they each modify?

Are these modifiers adjective or adverbial?

Is there any difference in the meaning of these sentences?

Words may be expanded to phrases, and phrases to clauses.

1. Men who are rich should remember the poor.
2. Men of riches should remember the poor.
3. Rich men should remember the poor.

Name the clause modifier in the first sentence; the phrase modifier in the second sentence; the single-word modifier in the third sentence.

What do they each modify?

Is there any difference in the meaning of these sentences?

Clauses may be contracted to phrases, and phrases to single-word modifiers.

Expand the single-word modifier in each of the following sentences to a phrase, and then to a clause:

A boy had a coin of silver.

The girl wore a straw hat.

They live in a stone house.

He turned suddenly.

He walked rapidly.

The willow is a graceful tree.

She is a lovely girl.

Do you follow French fashions?

The German orchestra will play at the opera.

Do you hear the children's voices?

Expand the phrases in the following sentences into clauses:

The pupils go out at recess.

She smiled in a pleasant manner.

I will see you in the morning.

He takes no delight in the punishment of children.

John will be punished for insolence.

William acted in a noble manner.

Sweet is the music of birds.

There lives a man of learning.

The trees on the mountain are small.

Swallows return in spring.

The tree in the fence-corner is an oak.

Write five sentences with single-word modifiers of the subject or of the predicate.

Expand the modifier, if you can, to a phrase, and write the sentence.

Expand the modifier to a clause and write the sentence.

Write five sentences containing clauses.

Contract the clause to a phrase and write the sentence.

Contract the phrase to a single word and write the sentence.

120. Write a simple sentence showing the location of Australia.

Write a compound sentence giving in the first member its boundaries and in the second its extent.

Write a compound sentence containing several members, each member referring to one of the following facts concerning Australia—viz., neighboring islands, oceans, principal river, interior territory.

Write a compound sentence, each member of which shall be complex, about the vegetable and animal productions of Australia.

Give an account of a journey to Australia, telling of the voyage, the people and their occupations, and the nature and extent of their commerce.

Write a complex sentence about the government of Australia.

Write a compound sentence about its chief cities.

Write five or more interrogative sentences about Australia.

121. Write a simple sentence giving the principal divisions of Oceanica.

Write a compound sentence, with complex members, about the Sandwich Islands, showing their location, productions, inhabitants and commerce.

122. Write a composition upon your own State, giving a complex or a compound sentence for each of the following points:

Boundaries; natural features; chief cities and towns; mineral, animal and vegetable productions; government; historical events and prominent men.

123. Write a complex sentence stating what is meant by the American Revolution.

Give one or more simple or complex sentences about each of the following causes of the war of the Revolution:

The Navigation Acts.

Taxation.

The Stamp Act.

Occupation of Boston by British troops.

Boston Massacre.

Non-importation Act.

Importation of tea.

Give a statement, consisting of one or more simple and complex sentences, about the First Continental Congress, showing its origin, composition and actions.

Make a similar statement about the beginning of the

war, giving the events that occurred in New England and Canada in 1775 and 1776.

Write a composition about the Declaration of Independence, giving its history, its objects and some of the reasons mentioned in it for making it.

Write statements about the campaigns of 1776, 1777, 1778, in the Middle States, giving the movements of the armies, principal battles and results.

Write statements about the campaigns of 1778, 1779, 1780, 1781, in the Southern States, giving the movements of the armies, principal battles and results.

Write sentences, complex or compound, about the conclusion of the war, telling when the final treaty of peace was made and what were the results of the war.

Write sentences about the following:

The Articles of Confederation.

State of the country at the close of the war.

Organization of the North-west Territory.

Extent of the country.

Adoption of the Constitution.

Write short sketches of the prominent men of the Revolutionary times.

124. Give complex and compound sentences about the following events in Washington's administration:

Inauguration.

Prominent statesmen.

Financial policy.

Seat of government.

Invention of the cotton-gin.

Whisky Insurrection.

Admission of States.

Political parties.

National Bank.

Difficulties with France.
Treaties with England, France, Spain and Algiers.

125. Give similar sentences about the following events in the administration of John Adams:

Alien and Sedition laws.
Death of Washington.
Removal of capital.
Trouble with France.

126. Give similar sentences about the following events in the administration of Thomas Jefferson:

War with Tripoli.
Purchase of Louisiana.
War between England and France.
Conspiracy of Aaron Burr.
Invention of steamboat.
Exploration of Oregon.
Embargo Act.
Non-intercourse Act.
Admission of States.

127. Give similar sentences about the following events in the administration of James Madison:

The causes of the war with Great Britain.
The invasion of Canada.
The surrender of Detroit.
The battle of Queenstown Heights.
Naval engagements of 1812.
Battle of the Thames.
Perry's victory on Lake Erie.
Creek Indian war.

Naval engagements of 1813.
Battle of Lundy's Lane.
Burning of Washington.
Battle of Lake Champlain.
Hartford Convention.
Treaty of Peace.
Battle of New Orleans.
Naval engagements of 1814 and 1815.
War with Algiers.
Admission of States.

128. Give similar sentences about the following events in the administration of James Monroe:

Acquisition of Florida.
Monroe Doctrine.
Seminole war.
Missouri Compromise.
Internal improvements.
Admission of new States.

129. Give similar sentences about the following events in the administration of John Quincy Adams:

First railroad.
Erie Canal.
Political parties.

130. Write similar sentences about the following events in the administration of Andrew Jackson:

Rotation in office.
United States Bank.
Nullification Act.
Tariff Compromise.

The Whig party.
 The Abolitionists.
 Indian wars.
 Distribution of surplus.
 Specie circular.
 Admission of new States.
 Useful inventions.
 Railroads.

131. Write similar sentences about the following events in the administration of Martin Van Buren:

Sub-Treasury system.
 Mormonism.
 The Abolition party.

132. Write similar sentences about the following events in the administration of William Henry Harrison and John Tyler:

Acquisition of Oregon.
 Annexation of Texas.
 United States Bank.
 Dorr Rebellion.
 Anti-rent difficulties.
 The telegraph.
 Admission of new States.

133. Write similar sentences about the following events in the administration of James K. Polk:

North-west boundary.
 The Mexican war.
 The campaign of General Taylor.
 The campaign of General Scott.
 The conquest of New Mexico.

The conquest of California.
 The treaty of peace.
 The territory acquired.
 The Wilmot Proviso.
 Gold in California.
 Admission of new States.
 Important inventions.

134. Write similar sentences about the following events in the administrations of Zachary Taylor and Millard Fillmore:

The compromise of 1850.
 The Fugitive Slave law.
 Growth of the country.
 New States admitted.

135. Write similar sentences about the following events in the administration of Franklin Pierce:

Kansas-Nebraska Act.
 The Gadsden Purchase.
 Formation of the Republican party.

136. Write similar sentences about the following events in the administration of James Buchanan:

Difficulties with the Mormons.
 Admission of States.
 Atlantic cable.
 Dred-Scott decision.
 John Brown's raid.
 Fugitive Slave law.
 Secession of South Carolina.
 Fort Sumter.
 The formation of the Southern Confederacy.

137. Make a complex sentence about the administration of Abraham Lincoln.

Write sentences, simple, complex or compound, about the following:

The cause of the civil war.

The operations of the army in the East during the years 1861, 1862, 1863, 1864, 1865.

The operations of the army and navy in the West during the same years.

The operations of the navy along the coast during the same years.

The Emancipation Proclamation.

The general results of the civil war.

The cost of the war in men and money.

Write one or more compound sentences about each of the following administrations:

Andrew Johnson. William McKinley.

Rutherford B. Hayes. Theodore Roosevelt.

James A. Garfield.

Chester A. Arthur.

Grover Cleveland.

Benjamin Harrison.

Write short sketches of the prominent military leaders and statesmen who lived during the civil war.

138. Write a statement showing the growth of the country in territory from the close of the Revolutionary war to the present time.

Write statements showing the progress of discovery, invention and literature since the beginning of Washington's administration.

Write statements showing the order of admission of New States to the Union and the growth of population.

139. Write complex or compound sentences about the following:

The circulation of the blood.

The structure of the heart.

The structure of the lungs.

Respiration.

The composition of air.

The necessity for pure air.

The skin.

The necessity of bathing.

The utility of clothing.

The general properties of matter.

Gravitation.

The pressure of the atmosphere.

The mechanical powers.

140. Make arithmetical examples asking for the following:

The *interest* on a sum of money for a given time and rate.

The *amount* of a sum of money placed on interest for a given time and rate.

The *compound interest* of a sum of money for a given time and rate.

The *commercial discount* on a sum of money.

The *principal*, having the rate, time and amount given.

The *bank discount* on a sum of money for a given time and rate.

The *face of a note* when the proceeds, rate and time are given.

The division of *profits or losses* among partners who have unequal sums invested.

The division of profits or losses among partners who have amounts invested for unequal times.

Tell in your own words how you would perform such examples.

141. Write a receipt for rent; for money received on account; for the settlement of an account in full.

Write a promissory note.

John Johnson has sold dry goods to George Anderson.

Make out the bill and receipt it.

Write the check which George Anderson gives in payment.

If you should buy hardware from Thomas Jennings, write the bill which you would receive from him.

If you should give him a promissory note in payment of this bill, show how you would word it.

Use the following words in sentences which refer to some commercial transaction:

Debtor, creditor; debit, credit; account, account-current; balance, receipt, interest; promissory note, drawer, indorser.

142. Write a composition upon *coal*, using the following heads or subdivisions:

- a. Its structure and origin.
- b. Where found.
- c. How procured.
- d. Its uses.

Write a composition upon each of the following subjects, first making a list of the subdivisions or heads:

Water; plants; animals; rivers; railroads; steam-boats; schools; the Chinese; the negro; volcanoes;

farm-products; trees; flowers; rain; snow; ice; sports; money; great cities.

Write a description of the following places or scenes:

The sea-shore; a farm; a race; a skating-scene; a snowfall; an orchard; a garden.

143. Write a letter subscribing to some magazine, and telling how much money you enclose and in what form.

Write a note to a friend requesting an interview, stating clearly the time and place.

Write a note inviting a friend to dinner.

Write a note accepting an invitation to dinner.

Write a note to some one asking for a recommendation.

Write a note declining to accept an invitation to accompany a friend to a concert.

Write a letter to a friend telling him about some places that you have visited, or about some books that you have read, or about some acquaintances that you have made, using one or more of the following contractions in the body or in the address of the letter:

Prof., Lieut., P. S., P. O., A. D.,
B. C., Md., S. C., Ill., D. C.

Make a diagram of the envelope and write the address thereon.

144. John strikes.

Name the verb.

Who is the actor?

What word is the subject of the verb?

To whom is the act done?

Add a word which will complete the statement.

In what case is this word?

Verbs which require an object are called **transitive verbs**.

The man walks.

Name the verb; the subject.

Is there an object to this verb?

Is the statement complete?

Can you add any word which you think is necessary to complete the statement?

Verbs which do not require an object are called **intransitive verbs**.

In the following sentences, tell which verbs are transitive and which are intransitive. Name the noun or the pronoun which is the object of the verb:

They hate vice.

Susan reads her book.

He goes to school.

They found money.

I love him.

John swims.

You smile at me.

Birds fly in the air.

Can you make a sled?

I regret your misfortune.

We dance for joy.

We desire improvement.

You assisted them.

The boys annoy me.

We held the flag.

Lucy struck the table.

Children, obey your parents.

He was the man.

John is a happy boy.

145. 1. John found a dollar.

2. A dollar was found by John.

Name the verb in each of these sentences.

What is the subject in the first sentence?

What is the subject in the second sentence?

What is the object of the verb in the first sentence?

What is the object of the preposition in the second sentence?

What change takes place in the case of the subject and object of the first sentence when used in the second sentence?

Which verb in the two sentences is transitive, and which is intransitive?

Voice is that form of the transitive verb which shows whether the subject of the verb acts or is acted upon.

There are two voices, the **active voice** and the **passive voice**.

The *active voice* is that form of the transitive verb which shows that its subject represents the actor.

The *passive voice* is that form of the transitive verb which shows that its subject represents the person or thing which is acted upon.

Use the following verbs in the active voice: strike, love, offer, respect, possess, see, do, capture, send, limit.

Use them in the passive voice.

Are these verbs transitive or intransitive?

Use the verbs walk, sleep, come, rise, weep, go, smile, swim, rejoice, in the active voice.

Can they be used in the passive voice?

Are these verbs transitive or intransitive?

Transitive verbs only have voice.

In what voice is the verb in each of the following sentences?—

He listened to what we said, but he did not refer to it.

The stranger stole the farmer's horse.
 The genius of Scott is admitted by all literary men.
 Interest for ten years has accumulated.
 We shall support the measure.
 The prisoner pleaded guilty.
 I take my dinner at noon.
 He fell on the pavement.
 He denied that he circulated the report.
 In six days God made the world.
 Thomas's fortune was made by industry.
 My father admonished Jane.
 I own this pen.
 His good name was retained.
 William calls Henry.
 John befriended the deserted man.
 The act was done by William.
 The farmer ploughs the ground.
 He may spend his time in reading.
 Change the verbs in the passive voice to the active voice, and rewrite the sentence.
 Change the verbs in the active voice to the passive voice, and rewrite the sentence.
 The passive voice is made by prefixing to its perfect participle the various forms of the verb to be.

146. In the following sentences, examine the manner in which the act of coming is expressed by the verb:
- He comes to you to-morrow.
 If he come to you to-morrow, will he stay?
 I may come to-morrow.
 Come to-morrow.
- In which sentence is the act of coming expressed as a certainty or a fact?
 In which sentence is the act expressed as a command?

- In which sentence is the act expressed as a supposition?
- In which sentence is the act expressed as a possibility?
- Examine the form of the verb in each sentence.
- Mood is a variation in the form of a verb to denote the manner in which the assertion is made of the subject.
- Finite verbs have *four* moods—the **indicative mood**, the **subjunctive mood**, the **potential mood** and the **imperative mood**.
- The *indicative mood* states a fact or asks a question.
 Write ten sentences containing verbs in the indicative mood.
- The *potential mood* expresses possibility, liberty, power, will or obligation either directly or as a question.
 Write ten sentences containing verbs in the potential mood.
- The *subjunctive mood* expresses a supposition.
 Write ten sentences containing verbs in the subjunctive mood.
- The *imperative mood* expresses a command.
 Write ten sentences containing verbs in the imperative mood.
- In what mood is each verb in the following sentences?—
- The house was sold.
 The law has been broken.
 You should obey all just commands.
 He would not stay.
 If he study, he will improve.
 Though he slay me, yet will I trust him.
 May I go home?
 You can hear me distinctly.
 Boys must not be rude.

If I should go, you would follow me.
 Sing the songs I love best.
 Play with me.
 I might not be able to come.
 Come with me.
 You can try.

If at first you don't succeed,
 Try, try again.

Honor thy father and mother.
 The general ordered the city to be burned.

Ring out, wild bells!

I would go, if I were in your place.
 In what voice is each transitive verb in these sentences?

147. In the following sentences, name the verb and tell what you think of the time of the action expressed by the verb:

1. He writes a letter.
2. He wrote a letter.
3. He will write a letter.
4. He has written a letter this week.
5. He had written the letter before you came.
6. He will have written the letter before you come to-morrow.

What is the time, or tense, of the verb in the first sentence? in the second sentence? in the third sentence?

In the fourth sentence, what is the time of the action expressed by the verb? in the fifth sentence? in the sixth?

How is the time limited in each of these sentences?
 The **present perfect tense** represents an act as com-

pleted in a period of time of which the present moment is a part.

Write ten sentences containing verbs in the present perfect tense.

The **past perfect tense** represents an act as completed in past time.

Write ten sentences containing verbs in the past perfect tense.

The **future perfect tense** represents an act as completed in future time.

Write ten sentences containing verbs in the future perfect tense.

Write ten sentences containing verbs in the present tense.

Change the verb to the past tense, and read the sentence.

Change the verb to the future tense, and read the sentence.

Change the verb to the present perfect tense, and read the sentence.

Change the verb to the past perfect tense, and read the sentence.

Change the verb to the future perfect tense, and read the sentence.

In the following sentences, give the tense of each verb, its mood, its voice, its subject, its number and its person:

A farmer ploughs the ground and sows the seed, and gathers at harvest-time the fruits of his toil.

When the time comes, you will hear from me.

The time has arrived, and now let every man be at his post.

When the messenger arrived, I had retired for the night.

They will have been gone two years before I see them.

If I were you, I would not go.

You should listen.

Children, obey your parents.

You may retire.

Give the voice, mood, tense, number and person of each verb in the stories on pages 75, 76 and 77.

Give the gender, number, person and case of each pronoun.

148. The tenses of the potential mood are known by the forms of the auxiliary verb.

The **indicative** mood has *six* tenses, the **potential** mood has *four* tenses, the **subjunctive** mood has *two* tenses, and the **imperative** mood has *one* tense.

Write a sentence containing a verb in the present tense of the indicative mood.

Write sentences containing verbs in each of the remaining tenses of the indicative mood.

Write sentences containing verbs in each of the tenses of the potential mood.

Write sentences containing verbs in each of the tenses of the subjunctive mood.

Write a sentence containing a verb in the imperative mood.

In the sentences you have written that contain transitive verbs change the verb to the passive voice, and re-write the sentence.

Use the personal pronouns—singular and plural—of the first, second and third person, as subjects of the verb *love* in the present tense of the indicative mood, active voice.

Write the same pronouns with the past tense of the same verb in the same mood and voice; in the future tense; in the present perfect; in the past perfect; in the future perfect.

Use the passive voice of the same verb in all the tenses of the indicative mood.

Use each of the four tenses of the potential mood with the same pronouns, first in the active voice, then in the passive voice.

Use each of the two tenses of the subjunctive mood in the same manner.

Can you use the imperative mood with the same pronouns? With which one can it be used?

149. A sleeping dog should not be disturbed.

A dog, sleeping in the sun, was seen.

Dogs spend much time in sleeping.

Name the subjects and the predicates in each of these sentences.

What word in each of the three sentences denotes action, like a verb?

Which one is used to describe a noun, like an adjective?

Which one is used in an adjective phrase?

Which one is used as a noun?

A word which is derived from a verb, and which partakes of the nature of an adjective, is called a **participle**.

Make sentences containing the words, running, loving, laboring, speaking, dreaming, creeping, fighting, used before nouns, in the manner of an adjective.

Make sentences containing the same words, but used as a noun that is the subject of a verb, or as the object of a verb or a preposition.

Make sentences containing the same words used to express a fact not predicated of any subject.

In these sentences, what form is common to all the participles?

From what verbs are each of the following participles derived?—

Walking, resting, fighting, sleeping, loving, eating, jumping, denying, studying.

Phrases which are introduced by a participle are called **participial phrases**.

The frightened sailors hid themselves.

The sailors, frightened at the scene, hid themselves.

The swollen river rushed madly by.

The river, swollen by the rains, could not be forded.

The torn book could not be used.

The book, torn by many fingers, could not be used.

Name the subject and the predicate in each of these sentences.

Which words are participles?

What is the form of the participles in these sentences?

Name the participial phrases.

What do they modify?

Are they adjective or adverbial?

Having written the letter, he came to me.

Having heard the news, he became careless.

Having seen the President, he returned to his home.

Name the subject and the predicate in each of these sentences.

Which words are participles?

What is the form of the participles in these sentences?

How many forms of participles are there?

The present participle ends in *ing*, and expresses a present act.

The past or perfect participle commonly ends with *ed* or *t*, and expresses a finished or completed act.

The compound perfect participle is formed by prefixing the present participle *having* before the perfect participle, and expresses a completed act before something else mentioned.

In the following sentences, name the participles and tell to which class of participles each belongs.

I saw a man laboring in the field.

The brook, rippling and murmuring, is full of music.

I saw the woman planting a flower.

I saw the flowers planted by the woman.

The oxen, frightened by the storm, rushed wildly on.

We heard of farms overflowed and cattle drowned.

We saw our lands devastated.

The sun having risen, we started on our journey.

He departed, vexed at his disappointment.

The robber fled, leaving his horse behind him.

Having heard the news, they were satisfied.

The girl, loved by her friends, loved them in return.

The boy admired by all was drowned.

Having written the letter, he, worn out by his journey, retired to his room.

Saul, entering into every house, made havoc of the Church.

The dog, hearing the master's voice, ran to him.

A city set upon a hill cannot be hid.

The participles of transitive verbs are used in the passive form.

	Present.	Perfect.	Compound perfect.
<i>Active,</i>	Loving,	loved,	having loved.
<i>Passive,</i>	Being loved,	loved,	having been loved.

Use each of these forms in a sentence.

Which of these forms are alike in both voices?

Name the active and the passive participles derived from the verb, strike, plant, write, save, injure, admire, carry, lose, accuse, receive, make.

How many different forms of participles for transitive verbs?

How many different forms of participles for intransitive verbs?

150. A participle used before a noun and describing like an adjective is called a **participial adjective**.

A participle used as a noun is called a **participial noun**.

In the following sentences, name the participial adjectives, the participial nouns and the participles:

The rippling of the brook pleased me.

A rippling brook was before me.

The brook, rippling over its stony bed, sang its old working-song.

A beloved sister and an honored father are all that are left to me.

A sister beloved by all was all that was left.

Satan exalted sat, by merit raised to that eminence.

Defeated at every turn, hemmed in on all sides, the beleaguered army surrendered.

In running he became proficient.

Writing letters is easier than writing compositions.

Write ten sentences to illustrate each of the forms of the participles, active and passive.

Write ten sentences containing participles used as adjectives.

Write ten sentences containing participles used as nouns in the objective case.

Use a participial noun in the nominative case.

How is the passive voice made? (p. 106.)

In the following sentences,

The earth is warmed,

The pitcher was broken,

She has been taught,

He will have been warned,

I was pleased to hear from him,

He was appointed by the President,

What is the subject? the verb? the voice of the verb? Name the perfect participle.

Name the participial phrases in the following sentences:

Waving the flag, the captain led his men in the charge.

A man, bent with age, was seen at the door.

Having taken a last look at their homes, they sailed westward.

Write ten sentences containing participial phrases.

151. Name the subject and the verb in each of the following sentences:

He was quarrelling.

She has been teaching.

I am studying.

We are going home.

They will be coming.

Birds are flying.

How does the verb in these sentences differ from the verbs in the previous sentences? What form of participle is used?

The progressive form of a verb is made by prefixing to its *present* participle the various parts of the verb *to be*.

In the following sentences, tell which verbs are used in the passive voice and which verbs are used in the progressive form:

The trees were shaken by the wind.

The trees were shaking in the wind.

I was afraid that he was quarrelling.

We have been told the news.

I have been telling them all.

He has been attending to his business.

The business has been attended to.

We are leaving in haste.

John has been helping his brother James.

James has been helped by his brother John.

She was entertained by music.

I have not been entertaining strangers.
 We are coming.
 Spring is coming.
 Have you been told who is coming?
 John is writing a letter.
 A letter was written by John.
 The boy is keeping his secret.
 The secret was kept by the boy.
 The child which was lost has been found.
 I have been dreaming of wars.
 The house was burned.
 You have been throwing stones.
 The money was given to me.
 Have you been running?

Write ten sentences each containing a verb in the passive voice.

Write ten sentences each containing a verb in the progressive form.

152. I do know. He does know. I did know.
 I have known. I had known. He has known.
 I shall know. I will know. I may know.
 I can know. I must know. I might know.
 I could know. I would know. I should know.

In each of these expressions, name the subject; name the verb. How do the verbs differ from each other?

What word is prefixed in each expression?

Which verbs are in the indicative mood?

Which verbs are in the potential mood?

What words are used in forming the verbs of the potential mood?

Which verbs in the indicative mood are in the present tense? in the past tense? in the present perfect tense? in the past perfect tense? in the future tense? in the future perfect tense?

What words are used in forming the different tenses of the indicative mood?

Words which help to form the different moods and tenses of verbs are called **auxiliary verbs**.

The auxiliaries *do* and *did* make the emphatic form of the verb.

153. John loves to play.

Mary began to sing.

In these sentences name the subject; the verb.

What is a verb?

Are the words *play* and *sing* verbs by this definition?

Name the subject of each of these verbs.

Verbs which are not limited by either person or number are said to be in the **infinitive mood**.

To is the sign of the infinitive mood.

The infinitive mood has two tenses—the present and the present perfect.

Write ten verbs in the infinitive mood, present tense.

Write ten verbs in the infinitive mood, perfect tense.

Use each of these verbs in a sentence.

In each of the following sentences, name the verb. In what mood is it?—

I saw him strike his friend.

His father told him to go.

Mary heard the boy scream.

The builder will make his men finish the work in time.

Let me go.

Which verbs are in the infinitive mood?

Which have the sign of this mood omitted?

To, the sign of the infinitive mood, is omitted after the active voice of the verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *let*, and some others.

Use each of these verbs in a sentence after the active voice of a verb.

Use each of these verbs in a sentence after the passive voice of the same verb.

A phrase introduced by an infinitive is called an **infinitive phrase**.

In the following sentences, name the infinitive phrase:

He is known to have assisted the poor.

His father was anxious to hear the news.

A messenger was sent to announce his coming.

Write ten sentences containing infinitive phrases.

154. Webster the statesman is dead.

John the Baptist was beheaded.

Do you know Johnson the bookseller?

We the people do ordain this Constitution.

In each of these sentences, name the subject; name the verb. If the verbs are transitive, name the object.

What word in each sentence represents the same thing as another word in the same sentence?

You yourself are to blame.

I, I am the man who told you.

Cisterns, broken cisterns, that can hold no water.

In each of these sentences, name the subject; name the verb.

What word in each sentence represents the same thing as another word in the same sentence?

A noun or pronoun added to another, either to explain or to emphasize, is said to be in **apposition**.

Write ten expressions which contain words in apposition.

Use these expressions in sentences.

Give the case of all the nouns and pronouns used.

155. Give the past tense and the perfect participle of the verbs, *love, learn, pull, admire, blame, separate, join, fear, attend*.

What letters are added?

Give the past tense and the perfect participle of the verbs, *go, do, teach, write, lay, lie, break, think*.

A verb which does not form its past tense and its perfect participle by the addition of *d* or *ed* to the present form is called an **irregular verb**.

All other verbs are called **regular**.

Make a list of irregular verbs, and use the past tense and perfect participle of each one in a sentence.

Write five sentences containing regular verbs, and tell how the past tense and the perfect participle of each one is formed.

156. Write twenty simple sentences, each of them containing two of the following words: villain, furlough, bilious, lettuce, shepherd, rheumatism, separate, business, deceitful, ceremony, garrison, militia, Wednesday, February, suicide, chagrin, pigeon, cemetery, scheme, contemptible, auxiliary, requisite, preferable, comparative, predicate, antecedent, interrogative, anthracite, juicy, rhinoceros, hemorrhage, picturesque, poignant, chyme, chyle, receivable, finances, petroleum, Great Britain, numskull.

Write twenty complex sentences, each of them containing three of the following words: susceptible, fascination, succor, alpaca, parasite, heinous, college, membrane, essential, nauseate, sanguine, hygiene, massacre, campaign, larynx, oxygen, coalesce, characteristics, specie, neutrality, prairie, precious, banana, codicil, eligible, auxiliary, intercede, supersede, alacrity, armistice, analyze, tranquillize, mercenary, promissory, scarcity, muscle, siege, celery, cession, session, indict, alien, Christian, succumb,

mucus, schedule, querulous, prophetic, linguist, medalion, gingham, pecuniary, descendant, adjacent, vegetation, receivable, bouquet, fugitive, repetition, abstinence.

157. Use each word in the following list in a number of separate sentences, using it in each sentence as a different part of speech: patient, race, mail, pen, well, swallow, letter, last, mine, watch, page, pine, hide, arm, sole, fare, post, lean, down, mean, season, light, bank.

158. Change the following nouns to adjectives by adding a syllable: wood, grass, mercy, gold, silver, fear, flax, cloud, tear, wax, water, fire, truth, stealth, worth.

159. Make lists of words beginning with the prefixes contra, extra, mis, per, pro, pre, sub, ad, con, mis, un.

160. Give the meanings of the following words, and use each word in a sentence: inscribe, describe, proscribe, prescribe; admit, commit, remit, submit; repel, expel, compel, propel; acclaim, declaim, reclaim, proclaim; inform, reform, perform, deform; fortify, glorify, horrify, terrify; invoke, provoke, convoke, revoke; persist, consist, resist, insist; compose, depose, suppose, repose; invert, convert, divert, revert; contract, retract, distract, protract.

161. In the following sentences, name the different parts of speech; give all the attributes of the nouns,

pronouns and verbs; give the degree of comparison of the adjectives and adverbs; and name the subject, the predicate and all the modifiers of each:

He that filches from me my good name
Robs me of that which ne'er enriches him
And makes me poor indeed.

He professed great love for him.

Art is long and time is fleeting.

A soldier of the legion lay dying in Algiers.

Princes and lords may flourish for a while.

Night had anchored the moon
Not a moment too soon
Under the lee of the sky;
For the north wind blew,
And the rain fell too,
And the river of Dee ran high.

162. The subject of the verb is in the nominative case.

Which of the words in the following sentences are in the nominative case?

He struck me with a whip.

We are glad to see you.

We can make our lives sublime.

She heard the news.

The lightning flashed and the thunder rolled.

Write ten sentences to illustrate the rule.

163. The object of a transitive verb is in the objective case.

Which of the words in the following sentences are in the objective case?

I heard a loud noise.

The boy broke the window.

Wolfe captured Quebec.

Crusoe took the man to his home.

Write ten sentences to illustrate the rule.

164. The object of a preposition is in the objective case.

Which of the words in the following sentences are in the objective case?

The teacher spoke to me, and I replied to her.

Did you speak to them?

The kitten sleeps upon the hearth.

The horse is in the stable.

Write ten sentences to illustrate the rule.

The prepositions are frequently omitted after verbs of giving or procuring, after adjectives of likeness or nearness, and before nouns denoting time, place, price or measure.

Name the omitted prepositions in each of the following sentences:

Give me some money.

Get me an apple.

He is like his father.

He lives near me.

The house was surrounded by a wall three feet thick.

The boy ran a mile.

He will come next week.

Write sentences containing words governed by prepositions omitted.

165. Name the words in the possessive case in the following sentences:

Children's shoes and men's boots are for sale.

Whittier's poems are appreciated.

Is this your book?

He lost his umbrella.

He did not heed his mother's advice.

He found the sparrow's nest.

Did you see the spider's web?

Write ten sentences containing words in the possessive case.

166. A pronoun agrees with the noun for which it stands in gender, number and person.

What is the gender, the number and the person of the pronoun in the following sentences?

Mary has learned her lesson.

John has lost his top.

The boys have forgotten their books.

Every tree is known by its fruit.

A wise father will reprove his son when he deserves it.

The men worked faithfully, but they knew that their efforts were useless.

Write ten sentences to illustrate the rule.

167. A verb agrees with its subject in number and person.

What is the number and the person of the verb in the following sentences?

I am innocent.

You are in fault.

We are Americans.

He is a Christian.

They are in danger.

We live in peace.

Write ten sentences to illustrate the rule.

Name the verbs in each sentence; name the subject of each. Change the person of each pronoun and write the sentence. Change the number of each pronoun and write the sentence. Use a noun in each sentence in the place of the pronoun and write the sentence. Change the tense of each verb. Add a phrase modifier to each verb.

In each of the following sentences, fill the blanks with verbs, and tell whether the assertion of the verb is made of one thing or of more than one thing:

The boy _____ playing.

Boys _____ playing.

Anna _____ written a letter.

Mary and Anna _____ written letters.

Neither Mary nor Anna _____ written a letter.

An Indian and two soldiers _____ seen.

Not an Indian nor a soldier _____ seen.

A bird _____ rapidly.

Birds _____ rapidly.

Three months' interest _____ paid.

The house, with its contents, _____ burned.

Neither one _____ innocent.

Each man _____ entitled to honor.

When _____ you born?

When each of the letters _____ been learned.

The council _____ divided.

The committee _____ to-morrow.

The army _____ defeated.

Fill the blanks in the following sentences with suitable subjects:

_____ and _____ have been sent away.

_____ and _____ are useful animals.

Neither a _____ nor a _____ was seen.

_____ and _____ are metals.

The _____ was disbanded.

The _____ are disbanded.

The _____ was destroyed by the storm.

Make five sentences each containing two singular subjects connected by *and*.

Make five sentences each containing two plural subjects connected by *and*.

Make five sentences each containing two singular subjects connected by *or* or *nor*.

Make five sentences each containing two plural subjects connected by *or* or *nor*.

Write five sentences each containing a singular and a plural subject connected by *or* or *nor*.

Write five sentences containing a collective noun expressing a singular idea as the subject.

Write five sentences containing a collective noun expressing a plural idea as the subject.

Write five sentences containing singular nouns connected by *and*, but referring to one thing as the subject.

Write five sentences each containing several singular subjects connected by *and* and modified by *each*, *every*, *no*, *not*, *either* or *neither*.

168. Conjunctions connect the words and sentences between which they stand. Conjunctions connect the same cases of nouns and pronouns and the same moods and tenses of verbs.

Examples:—

He screamed and acted like a madman.

Not a leaf nor a flower was seen.

The girl is singing, and her brother is playing.

I met the farmer and his brother.

Will you go with him and me?
 You and I are not mistaken.
 Name the mood and tense of each verb. Give the case of the pronouns connected.
 Write ten sentences to illustrate the first rule.
 Write ten sentences to illustrate the second rule.

169. Write ten sentences to illustrate each of the following rules:

Adjectives modify nouns and pronouns.
 Adverbs modify verbs, adjectives and other adverbs.
 Participles modify nouns and pronouns.
 Participles from transitive verbs govern the objective case.

170. The infinitive mood is governed by the verb, adjective or noun on which it depends.

Examples:—

It is difficult to understand the mysteries of life.

Charles loves to do good.

They are willing to stop.

It is not necessary to urge him.

They have a desire to go.

It is a disgrace to be cowardly.

Write ten sentences to illustrate each point named in the rule.

Name the verbs in the infinitive mood.

171. A noun or pronoun in apposition with another noun or pronoun agrees with it in case.

Which nouns in the following sentences are used in apposition with other nouns?

William the Conqueror defeated the Saxons.
 You have deceived him your protector.
 The Franks, a German tribe, invaded France.
 Have you ever heard of Daniel Boone, the pioneer of Kentucky?
 Washington, the first President of the United States, died in 1799.
 Write ten sentences to illustrate the rule.

172. Mary, have you written your lessons?

John, will you help me?

Mary, write your lessons.

John, help me.

In these sentences, name the verb; its subject; its object; the modifiers of the object.

What words in each sentence do not have any grammatical connection with the rest of the sentence?

In what person is each of these words?

A noun or a pronoun addressed, or so used that its case is not dependent upon any other word in the sentence, is said to be in the **nominative case independent**.

Name the words in the following sentences that are in the nominative case independent:

Poor beast, I pity thee!

Gentlemen, listen to my appeal.

Fellow-citizens, I appeal to you.

Girls, come into the house.

John, you must improve your time.

Mary, do try to succeed to-day!

Alas, poor Yorick! I knew him well.

He that hath, to him shall be given.

Notice the punctuation.

Give five examples of words used in the nominative case independent.

173. Bonaparte being conquered, the king returned to Paris.

Spring returning, we left the island.

Mary having departed, we returned.

She, distrusting you, told me the secret.

In these sentences, name the participles; the verbs; the subjects of the verbs; the modifiers of the subject and of the predicate.

What words in each sentence do not have any grammatical connection with the rest of the sentence?

Before what part of speech is each of these words placed?

A noun or a pronoun put before a participle, and having no dependence upon the rest of the sentence, is said to be in the **nominative case absolute**.

Name the words in the following sentences that are in the nominative case absolute:

The rule being observed, order was restored.

Austria being conquered, the Prussian army returned.

The sun having risen, we commenced our journey.

Shame being lost, all virtue was lost.

The war being over, the people returned to their homes.

Notice the punctuation.

Give five sentences each containing a word used in the nominative case absolute.

174. Arrange each of the following extracts in prose order:

On a mountain, stretched beneath a hoary willow,
Lay a shepherd swain, and viewed the rolling billow.

Beside the bed where parting life was laid
The reverend champion stood.

On some fond breast the parting soul relies,
Some pious drops the closing eye requires;
E'en from the tomb the voice of nature cries,
E'en in our ashes live their wonted fires.

Far from the madding crowd's ignoble strife
Their sober wishes never learned to stray;
Along the cool sequestered vale of life
They kept the noiseless tenor of their way.

By the old high-road I find
(The weeds their story tell),
With fallen curb and filled with stones,
A long-forgotten well.

To heaven the sage upraised his wand:
Back rolled the deluge from the land;
Back to its caverns sank the gale;
Fled from the noon the vapors pale;
Broad burned again the joyous sun:
The hour of wrath and death was done.

Idle, after dinner, in his chair,
Sat a farmer, ruddy, fat and fair.

175. Syllabus.

A word formed by adding *self* or *selves* to a personal pronoun is called a **compound personal pronoun**.

A word which connects in the manner of a conjunction, and which also relates to an antecedent word, is called a **relative pronoun**.

The **singular** and **plural** forms of the relative are the same.

What and **that** have no variation of form.

A relative pronoun joined with *ever* or *soever* is called a **compound relative pronoun**.

The relative pronouns *who*, *which* and *what*, when used in asking questions, are called **interrogative relative pronouns**.

A word that may be used as an adjective or as a pronoun is called an **adjective pronoun** or a **pronominal adjective**.

Sentences are **declarative**, **interrogative** or **imperative** with respect to their use.

In a sentence, an expression which contains a subject and a predicate is called a **clause**.

Sentences, with respect to their form, are **simple**, **complex** or **compound**.

Verbs are **transitive** or **intransitive**, **regular** or **irregular**, or **auxiliary**.

Voice is that form of the transitive verb which shows whether the subject of the verb acts or is acted upon.

There are two voices—the **active voice** and the **passive voice**.

Transitive verbs only have voice.

Mood is a variation in the form of a verb to denote the manner in which the assertion is made of the subject.

Finite verbs have four moods—the **indicative mood**, the **subjunctive mood**, the **potential mood** and the **imperative mood**.

The indicative and subjunctive moods have six tenses—the **present tense**, the **past tense**, the **future tense**, the **present perfect tense**, the **past perfect tense** and the **future perfect tense**.

A **participle** is a word derived from a verb, and which partakes of the nature of either a verb, an adjective or a noun.

There are three classes of participles—the **present par-**

ticiple, the **past** or **perfect participle** and the **compound perfect participle**.

Verbs have a **progressive form** and an **emphatic form**.

Verbs which are not limited by either person or number are said to be in the **infinitive mood**.

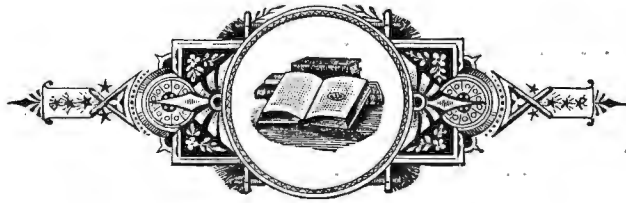
A noun or a pronoun added to another noun or pronoun, either to explain or to emphasize, is said to be in **apposition**.

Modifiers are either single words, phrases or clauses.

Phrases are either adjective or adverbial.

Clauses are either adjective, adverbial or substantive.





PART IV.

176. Read the following stories, and reproduce them in your own language:

	Author.
The Boston Tea-Party.....	George Bancroft.
Little Jerry the Miller.....	John G. Saxe.
The First Voyage of Colum- bus	C. C. Coffin.
Captain John Smith	John Esten Cooke.
The Captives.....	C. C. Coffin.
Washington in the Wilder- ness.....	John Esten Cooke.
Rip Van Winkle.....	Washington Irving.
The Betrothal of Evangeline..	H. W. Longfellow.
Abraham Davenport.....	John G. Whittier.
The Deacon's Masterpiece....	Oliver W. Holmes.
Giant Despair.....	John Bunyan.
The Wreck.....	<i>David Copperfield</i> (Dick- ens).
Overboard	William Black.
Little Lord Fauntleroy, Chap- ters IX., XV.....	Frances H. Burnett.

177. Read the following poems, and express the thought or narrative in prose form:

	Author.
Marco Bozzaris.....	Halleck.
Waterloo.....	Byron.
Landing of the Pilgrim Fathers..	Mrs. Hemans.
Lochinvar.....	<i>Marmion</i> (Sir Walter Scott).
The Fox at the Point of Death...	Gay.
Midsummer	Trowbridge.
The Builders	Longfellow.
The Old Continentals.....	G. H. McMaster.
The Combat, Canto V.....	<i>Lady of the Lake</i> (Sir Walter Scott).
The Vagabonds	J. T. Trowbridge.
Nauhaught, the Deacon.....	Whittier.
The Pipes at Lucknow.....	Whittier.
Paul Revere's Ride.....	Longfellow.

178. Read the following selections, and give the thought or description in your own words:

	Author.
In School-Days.....	Whittier.
A Man Overboard.....	Victor Hugo.
Execution of Marie Antoinette....	Carlyle.
The Revolutionary Alarm.....	Bancroft.
The Corn Song.....	Whittier.
The Village Preacher.....	Goldsmith.
Elegy in a Country Churchyard....	Gray.
Studies	Francis Bacon.
A Back-Log Study	C. D. Warner.
The Alhambra by Moonlight.....	Irving.
Bingen on the Rhine.....	Mrs. Norton.

	Author.
The Glove and the Lions.....	Leigh Hunt.
Solomon and the Bees.....	J. G. Saxe.
Winter Beauty.....	Gail Hamilton.

179. Write such a description of each of the following objects as would enable a person who had never seen the object to comprehend it:

- A table, a chair, a trunk.
 - A stool, a bench, a plough.
 - A lounge, a book, a piano.
 - A flute, a gun, a pen.
 - A cart, a wheelbarrow.
 - A boat, a slate, a lead-pencil.
 - A window, a goblet, a bottle.
 - An umbrella, a hat, a skate.
-

180. Show by a written description the points of resemblance and difference between each of the following pairs of objects:

- A cup and a saucer.
- A goblet and a tumbler.
- A bucket and a tub.
- A tea-kettle and a coffee-pot.
- A dog and a cat.
- A mouse and a rat.
- A horse and a cow.
- A sheep and a goat.
- An apple and a pear.
- A strawberry and a raspberry.
- A cherry and a grape.
- A crow and a pigeon.
- A rose and a lily.

- A tree and a shrub.
 - A duck and a goose.
 - A tulip and a fuchsia.
 - A tomato and a canteloupe.
 - A base-ball and a marble.
-

181. In writing about a subject, we should consider it from several points of view, and write about each point in succession. For instance, in writing a composition about "Snow," we should think first of its formation; then of snow falling; then of fallen snow; then of its uses, its dangers; then of its attendant pleasures, etc. Each of these divisions may be subdivided. In every composition, a methodical arrangement of this kind is essentially necessary.

Show how you would treat each of the following subjects by making the necessary divisions and subdivisions:

- Coal; Paper; Railroads; Canals; The Government of a State; The Productions of a State; Cotton; Books; Wool; Fruits; Metals; Insects; Domestic Animals; Wild Animals; Agriculture; Furs; History of a Pair of Boots.
-

182. Write compositions upon each of the following subjects. Write out first the divisions and subdivisions of the subject, and then expand into paragraphs:

- Dwelling-Houses; Exercise; Money; Fresh Air; Kindness to Animals; Fire; Trades; Cleanliness; Trees; Manners; Parks; The Chinese; The Post-Office; An Agricultural Fair; The Custom-House; The Township Government; A Day's Fishing; A School-Picnic; The Mint; Leather; Molasses; Pins; An Election; Tramps; Games;

Almanacs; Grass; The Moon; Saturday; Arbor Day; Decoration Day; Thanksgiving Day; Slang; Standard Time; "I can't;" "I forgot;" "If;" "I don't care."

183. Write the following business communications:

A ten-word telegraphic message containing two or more statements:

A statement of a customer's account, with a request to call and pay the amount.

A circular advertising your business.

An order for goods.

A circular announcing the removal of your store to another locality.

An advertisement announcing the arrival of a new stock of goods.

A promissory note.

A check payable to the order of some named person.

An advertisement for a position as a clerk.

A business-card for a merchant just commencing business.

A letter acknowledging the receipt of money.

An order in favor of your collector or clerk on a customer for the amount due you on account.

A bill of sale transferring store-fixtures.

An advertisement for a house you have to rent.

184. Combine each of the following statements into a simple sentence:

1. The adventurers returned to France the next year. They carried off one of the kings with them. This gave great grief to his subjects.

2. Albany is the capital of New York. It stands on the bank of the Hudson River. It is about one hundred miles from its mouth.

3. Mr. Bumble rushed into the room. He was greatly excited. He addressed the chairman. He said, "Mr. President, I beg your pardon, sir! Oliver Twist has asked for more."

4. The room was only twenty feet square. The windows were small and obstructed. It was the middle of summer. The number of prisoners was one hundred and forty-six.

5. The doctor was reading some manuscript. The doctor had a pleasant smile on his face. The doctor was seated in an easy-chair.

6. He was at London. He was in the company's office. He was secretary. He spent two years thus. He was sent up the river. He was to take charge of a station. The station was on the Ganges.

7. Columbus set sail the next morning. The day was Friday. It was the 3d of August. It was the year 1492. A vast crowd of people had assembled.

8. A company of merchants took possession of the place. This was two years before. They formed a settlement there. They intended to trade with the natives.

9. He obtained the services of two guides. These guides were experienced men. He began his march to the fort. He took with him all his available force.

10. It was a magnificent palace. A cottage stood near the entrance. The cottage was old and in ruins. A weaver lived in it. He was poor. He was contented.

185. Combine each of the following statements into a compound sentence:

1. The sailors were unable to remain on the deck.

They climbed into the rigging. They saw no way of escape. They gave themselves up for lost.

2. He passed through many trials. He assumed many disguises. He wandered about in great peril for forty days. He escaped in a sloop from Mobile. Mobile is in Alabama. He arrived in a few days at Savannah. Savannah is in Georgia.

3. Two Englishmen traded there for a number of years. Their names were Elliot and Thorne. They were under the protection of the king. They obtained many valuable furs. They got them from the Indians.

4. One day a violent storm arose. It came up suddenly. It drove the men from their work. Their ladder was fastened to the cliff. They had to leave it there.

5. They saw their leader fall. They thought him killed. They gave up the contest at once. This was in accordance with the practice of their ancestors.

186. Combine each of the following statements into a complex sentence:

1. A bold expedient occurred to him. A good many people would have hesitated to attempt it. He carried it through successfully.

2. The long quarrel soon commenced. It distracted India. It was afterward renewed in England. The most eminent statesmen and orators took part in it. They were on one side or the other.

3. His reputation is blemished by great crimes. It is impossible to deny this. Still, he had rendered great public service. In justice to him this should be borne in mind.

4. He ordered him to be seized and disarmed. He then conducted him to Gessler. Gessler questioned him.

He answered him very haughtily. Gessler was, in consequence, surprised and angry.

5. A poor woman heard of his great humanity. She wrote him a letter. In it she urged him to send her something for her son. Her son was ill. He was unable to work.

187. Combine each of the following statements into a compound sentence whose members shall be complex:

1. There was a beautiful youth. His name was Narcissus. One day he was hunting in the forest. He lost sight of his companions. He was looking for them. He chanced to see the fountain. It was flashing in the sunlight.

2. We were all strangers to one another. There was no one to introduce us. Consequently, an awkward silence followed. We looked out of the windows. We hoped every moment for his arrival.

188. Break up each of the following paragraphs into a series of short simple sentences:

1. Before the epitaph Mr. Gray originally inserted a beautiful stanza which was printed in some of the first editions, but which he afterward omitted because he thought that it was too long a parenthesis in this place.

2. My mile walk under the great chestnut trees that morning was unusually silent, for I was preparing my argument, and especially I was dwelling upon what I should say and how I should look if they would really turn on me.

3. 'Tis weary watching wave by wave,
And yet the tide heaves onward;

We climb, like corals, grave by grave,
 But pave a path that's sunward;
 We're beaten back in many a fray,
 But never strength we borrow,
 And where the vanguard camps to-day
 The rear shall rest to-morrow.

189. Contract the following sentences to simple ones:

Have you heard how the dispute ended?

I know no other way in which it can be done.

You asked me a question, but I did not hear you.

It is probable that he has departed.

He is sick, and, consequently, unable to attend to it.

We had to adjourn because there was not a quorum present.

I have heard the news which he brought to the village.

After we had disputed a long while, I agreed to do the work.

When he perceived this, he ordered the dragoons to advance.

Those who lived near the stream became alarmed, and fled to the hills for safety.

The fear that they might escape while he was absent made him uneasy.

190. In the following exercises change the compound sentences to complex, and the complex to compound sentences:

He had been absent from home, and therefore knew nothing about it.

You must do it, or I'll punish you.

I wrote to him, but he has not replied.

He was sick, but he tried to finish it.

He would not go to the city when I wished him to go.
 The committee, who are responsible for the failure, deserve to be censured.

I will come when you send for me.

It was a difficult task, but he determined to do it.

He offered to divide the money which he received for the service equally among them.

191. In the following extracts, arrange the words in as many ways as possible without changing the sense:

The daisy, by the shadow that it casts,
 Protects the lingering dewdrop from the sun.

Not always shall the slave uplift
 His heavy hands to heaven in vain.

The good man sat beside his door
 One sultry afternoon.

From peak to peak, the rattling crags
 Among, leaps the live thunder.

All day for us the smith shall stand
 Beside the flashing forge.

Whosoever speaketh of another's failings with pleasure
 shall hear of his own with shame.

The tissues of the life to be
 We weave with colors all our own.

We are builders, and each one
 Should cut and carve as best he may.
 Every life is but a stone:
 Every man should hew his own.

It is the greatest courage to be able to bear the imputation of the want of courage.

Habit is a cable. We weave a thread of it each day, and it becomes so strong we cannot break it.

192. Arrange in the natural prose order:

They sat them down upon the yellow sand,
Between the sun and moon, upon the shore,
And sweet it was to dream of fatherland,
And child, and wife, and slave; but evermore
Most wearied seemed the sea, weary the bar,
Weary the wandering fields of barren foam.

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.

There are defeats that mar the plans we cherish
That may be triumphs in the years to come,
And battle-scars that we shall wear as trophies
Of victories won when we have wandered home.

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 for ever
One grand, sweet song.

193. Substitute words or phrases of equivalent meaning for those italicised:

He studied *with energy*, and made a *more than human* effort to enter college.

The tree has stood *in that place* for more than a hundred years.

He spoke *with contempt* of the policy of the President.

In what place and at what time shall I meet you?

The *various* tribes were *successively* subjugated by the imperial armies.

As we *went out* of the room they *came into* it.

The queen was *reluctantly compelled* to order his execution.

If that *does not suffice* to induce him to surrender it, I shall have recourse to *sterner* measures.

Eventually he succeeded in liberating him from bondage.

Amidst all these *vicissitudes* he remained constant to his original purpose.

They found it *after a long search*.

He behaved *like a gentleman*.

He has applied *for admission*.

I have not the pleasure of *his acquaintance*.

It is not my intention to do so.

It caused him great annoyance.

He received *due notice* of his appointment.

194. Substitute other words in the following extract for those printed in italics:

About two hours before *midnight*, Columbus, standing on the *forecastle*, *observed* a light *at a distance*, and *pointed it out* to two of his *people*. All three *saw* it in motion, as if it were *carried from place to place*. A little after midnight the *joyful sound* of "Land! Land!" was heard from the Pinta. But, having been so *often deceived by fallacious appearances*, they were *now become slow of belief*, and *waited* in all the *anguish of impatience for the return of day*.

195. Change the following from the direct to the indirect form of narration :

"Child, will you tell me how to help it?" said the mother, taking hold of her daughter's hand. "I do not give myself these dreams, and yet they come. How can I help these things, I ask?"

"I have no doubt you think so, John," said Mr. Jones; "but if you had been away from your own country as long as I have, you would love everything that reminded you of home and country."

"Well," said the peasant, with a scornful laugh, "the wood was mine. I had a right to ask just what I pleased for it, and no one has a right to call my conduct in question."

"What are you doing here?" said the officer, sternly, to the soldier. "Why are you not in your place with the rest? Did you not hear the orders given this morning?"

196. Change the following from the indirect to the direct form of narrative :

He implored them by all they held most dear, by all the ties that bound them to their country, not to reject the bill they were then considering.

They told him they had complied with his directions, and they wanted him to fulfil the promise which he had made to them previously. The tailor told them to wait till he went out and bought a piece of cloth; when he returned, they would hear what he expected them to do.

He told them he had an appointment that evening, and would, therefore, be unable to attend.

The teacher asked her if she had shown her work to

any of the girls that were sitting near her, and she replied that she had not shown it to any one, at any time.

197. Figures of Speech.

In the following extracts, what comparisons are made? How is the comparison introduced? Are the objects compared similar?

Simile is a formal comparison or likening of things that are in most respects dissimilar.

Rewrite the extract, expressing in plain language the idea contained in the simile.

A word fitly spoken is like apples of gold in pictures of silver.

Sweet are the uses of adversity,
Which, like the toad ugly and venomous,
Wears yet a precious jewel in his head.

I have ventured
Like little wanton boys that swim on bladders
This many summers in a sea of glory.

The Assyrian came down like a wolf on the fold.

White as the snow were his locks, and his cheeks as brown as the oak-leaves.

His memory is like wax to receive impressions, and like marble to retain them.

The gloom hung like a cloud over the people.

He shall be like a tree planted by the rivers of water.

And when she had passed, it was like the ceasing of exquisite music.

Like an awakened conscience, the sea was tossing and moaning.

Man, like the generous vine, supported, lives.

Thou shalt be as the chaff which the wind driveth away.

He is as swift as the wind and as firm as a rock.
And the sheen of their spears was like stars on the sea.

But pleasures are like poppies spread;
You seize the flower: the bloom is shed;
Or like the snowflake on the river,
A moment white, then gone for ever.

Give other examples of simile.

198. In the following extracts, what resemblances are made? Is there any term of comparison used? Are the objects similar in one point or in all? How would you turn the expression into a *simile*?

A metaphor is a figure founded upon the resemblance which one object bears to another in some of its attributes or actions.

It differs from the simile in the fact that the term of comparison is omitted.

Rewrite the extract, expressing in plain language the idea contained in the *metaphor*.

He is the pillar of the state.

Man! thou pendulum betwixt a smile and tear!

An angler in the tides of fame.

All flesh is grass.

All the world's a stage.

In peace thou art the gale of spring; in war, the mountain-storm.

The Lord is my Shepherd.

One burnished sheet of living gold,
Loch Katrine lay beneath him rolled.

Thy word is a lamp to my feet.
My life is a wreck.

Love is the ladder on which we climb
To a likeness with God.

Love is a sudden blaze which soon decays.
Knowledge is the wing wherewith we fly to heaven.

Hale and hearty he was,
An oak that is covered with snowflakes.

The familiar lines
Are footpaths for the thoughts of Italy.

Judah is a lion's whelp.
Give other examples of metaphor.

199. In the following extracts, point out the peculiarity of expression. Is the expression true? What substitution has taken place? What change of name?

Metonymy is a figure in which the name of one object is put for the name of some other object with which it is so closely connected that the mention of one suggests the other.

The kettle boils.

The drunkard loves his bottle.

He writes a beautiful hand.

Man shall live by the sweat of his brow.

The dish is well cooked.

I am reading Milton.

The pen is mightier than the sword.

Gray hairs should be respected.

They have Moses and the prophets.

He keeps a good table.

They smote the city.
 The hedges are white with May.
 He succeeded to the throne.
 To-day, bayonets think.
 God is our salvation.
 The sceptre shall not depart from Judah.
 Hear, O Israel!
 He drank a bottle of wine.
 You will address the Chair.

Change each of the expressions given to plain language, and tell which of them are based upon the relations of cause and effect; subject and attribute; container and thing contained; sign and thing signified; place and inhabitant; Creator and thing created.

Give other examples of metonymy.

200. In the following extracts, point out the peculiarity of expression. Is there any *change of name*, as in metonymy? Are there two related objects?

Synecdoche is a figure by which we give to an object a name which expresses something more or something less than we intend.

Synecdoche names the part for the whole or the whole for the part.

This roof protects me.
 Give us this day our daily bread.
 A sail passed in the distance.
 They have taken away my Lord.
 All the world should be taxed.
 Twenty head of cattle were bought.
 He earns his bread.
 Man returns to the dust.
 She has seen sixteen summers.
 An old man of ninety winters.

How many hands are employed?
 The world will not understand your motive.
 Change each of the above expressions to plain language.
 Give other examples of synecdoche.

201. In the following extracts, tell what inanimate things are considered as having the attributes of persons. In which of them is this result produced by the use of pronouns? In which by adjectives? In which by verbs? In which by direct address?

Personification is the attributing to inanimate things and to the lower animals the qualities of persons.

The fox said to the crow, "Beautiful creature, what a sweet voice you have!"

The mountains sing together; the hills rejoice and clap their hands.

The sun rose in his splendor.

A raging storm prevailed.

The thirsty ground was glad.

Put on thy strength, O Zion; put on thy beautiful garments, O Jerusalem.

She was a victim of a deceitful disease.

Hope for a season bade the world farewell,
 And Freedom shrieked when Kosciusko fell.

I heard the trailing garments of the Night
 Sweep through her marble halls.

White Winter, that rough nurse,
 Rocks the dead-cold Year to-day.

Weariness

Can snore upon the flint when rusty Sloth
Finds the down pillow hard.

The moon sheds forth her silver light.

Truth, crushed to earth, shall rise again.

The depth saith, It is not in me; and
The sea saith, It is not with me.

For weeks the clouds had raked the hills
And vexed the vales with raining,
And all the woods were sad with mist,
And all the brooks complaining.

Change each of the above expressions to plain language.

Give other examples of personification.

202. In the following extracts, state to whom the address is made. Are the parties addressed absent or present? animate or inanimate? dead or alive?

Apostrophe is a turning away from the regular course of thought, and, instead of speaking of an object, speaking to it.

O Absalom, my son, my son, Absalom! Would God I had died for thee, O Absalom, my son, my son!

Death is swallowed up in victory. O Death, where is thy sting? O Grave, where is thy victory?

What ailest thee, O thou sea, that thou fleddest? thou Jordan, that thou wast driven back?

And I have loved thee, Ocean!

Give other examples of apostrophe.

203. What is the peculiarity in the following extracts? Are the peculiar expressions strictly true? Express in plain language what each means.

Hyperbole is a figure which represents things as either greater or less, better or worse, than they really are.

Hyperbole is exaggeration, and the words used are not to be taken literally.

The waves ran mountain-high.

He was rougher than a bear.

She is fairer than a lily.

Wash me, and I shall be whiter than snow.

The girl is awfully tired, but she adores ice-cream.

Give other examples of hyperbole.

204. What is the peculiarity in each of the following expressions? Does each mean what it expresses, or is the opposite implied?

Irony consists in ridiculing an object under pretence of praising it.

No doubt but ye are the people, and wisdom shall die with you.

He is surely a Solomon.

A Daniel! A Daniel come to judgment!

Cry aloud: for he is a god; either he is talking, or he is pursuing, or he is on a journey, or peradventure he sleepeth, and must be waked.

The upright and honest governor of Sicily will reward you.

Here, under leave of Brutus and the rest

(For Brutus is an honorable man,

So are they all, all honorable men),

Come I to speak in Cæsar's funeral.

Give other examples of irony.

205. What peculiarity do you find in each of the following expressions? Are the things compared or contrasted? Are the things similar or unlike?

Antithesis is a figure by which things are placed in opposition in order that each will appear more striking by contrast.

Fools rush in where angels fear to tread.

When our vices leave us, we flatter ourselves that we leave them.

I will speak of things heavenly or things earthly, things past or things to come, things foreign or things at home.

Flattery brings friends, truth brings foes.

Forewarned, forearmed.

Enemies in war; in peace, friends.

Contrasted faults through all his manners reign.

Though poor, luxurious; though submissive, vain.

The prodigal robs his heir; the miser robs himself.

Give other examples of antithesis.

206. What peculiarity do you find in the arrangement of the following extracts?—

A word from his lips might turn their hearts, might influence their passions, might change their opinions, might affect their destiny.

A day, an hour, an instant, may prove fatal.

And, besides this, giving all diligence, add to your faith, virtue; and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness; and to godliness, brotherly kindness; and to brotherly kindness, charity.

Climax is a figure in which the sense is made to

advance by successive steps, each step growing in importance above its predecessor.

Name the successive steps in the extract given.

Give other examples of climax.

207. In the following extracts, what words are omitted? Supply the omitted words and read the extracts.

Ellipsis is the omission of words necessary to complete the construction, but not necessary in conveying the meaning.

Bad actions lead to worse.

The world is dead to me, and I to the world.

The fruit of the Spirit is love, joy, peace, goodness, faith.

It shall be done this week.

He lived like a prince.

Revenge is a stronger feeling than gratitude.

The book is mine.

He gave me a book.

We were absent one day.

There are some who laugh and sing and play.

Her lips were as full as a cherry.

My hopes and fears

Start up alarmed, and o'er life's narrow verge

Look down—on what? A fathomless abyss.

Give other examples of ellipsis.

208. In the following extracts, name—

a. The parts of speech.

b. The clauses and the use of each.

c. The phrases and the use of each.

- d. The connectives.
- e. The full predicates.
- f. The full subjects.
- g. The derivative words.
- h. The kind of sentence as to use.
- i. The kind of sentence as to form.
- j. The office or use of the several words.
- k. The verbs and their subjects.
- l. The antecedents of the pronouns.

The accusing spirit which flew up to Heaven's chancery with the oath, blushed as he gave it in; and the recording angel, as he wrote it down, dropped a tear upon the word and blotted it out for ever.

The schoolmaster is abroad; and I trust to him, armed with his primer, against the soldier in military array.

Heaven is not gained by a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we climb to its summit round by round.

With one hand he put
A penny in the urn of poverty,
And with the other took a shilling out.

The man who for party forsakes righteousness goes down, and the armed battalions of God march over him.

The angels come to visit us, and we know them only when they are gone.

Vigorous, rapid, copious, not without fine touches, but destitute of any high, serene melody, the catbird's performance, like that of Thoreau's squirrel, always implies a spectator.

The heights by great men reached and kept
Were not attained by sudden flight,

But they, while their companions slept,
Were toiling upward in the night.

Stronger by weakness, wiser men become
As they draw near to their eternal home;
Leaving the old, both worlds at once they view
That stand upon the threshold of the new.

Oh, many a shaft at random sent
Finds mark the archer little meant,
And many a word at random spoken
May soothe or wound a heart that's broken.

On the graveposts of our fathers,
Are no signs, no figures, painted;
Who are in those graves we know not—
Only know they are our fathers.

209. Write a sentence containing a subject phrase, an object phrase, an adjective phrase, an adverbial phrase, an independent phrase; a subject clause, an object clause, an adjective clause, an adverbial clause; an infinitive phrase, a participial phrase, a prepositional phrase.

210. Write sentences containing the word *what*, each sentence illustrating the word as a different part of speech.

Write similar sentences containing the word *that*, *as*, *since*, *still*, *before*, *both*, *but*, *for*, *much*.

211. Write a sentence containing a co-ordinate conjunction, and tell what kind of a sentence it is.

Write a sentence containing a subordinate conjunction ; one containing a relative pronoun ; one containing a conjunctive adverb. What kind of a sentence is each one ?

Write a sentence containing a collective noun used as the subject of a compound predicate.

212. Rewrite the following sentences so that the verb in each shall be used in each of the voices, moods and tenses :

I have seen my father.

He hates his master.

Labor conquers all things.

Admittance was refused them by the gatekeeper.

Misfortunes subdue little minds.

Use the same verb in other sentences as an infinitive.

Use the same verb in other sentences in its participial forms.

213. Write sentences, one containing a predicate noun ; one containing a predicate pronoun ; one containing a predicate adjective.

Parse the noun, the pronoun and the adjective in the sentences you have given.

214.—

Brisk wielder of the birch and rule,
The master of the district school
Held at the fire his favored place ;
Its warm glow lit a laughing face,
Fresh-hued and fair, where scarce appeared
The uncertain prophecy of beard.
He teased the mitten-blinded cat,
Played crosspins on my uncle's hat,

Sang songs and told us what befell
In classic Dartmouth's college halls.

a. Name the clauses, and tell what kind and what they modify.

b. Name the phrases ; tell what kind and what they modify.

c. Make lists of (1) the inflected words ; (2) the English derivatives ; (3) the compound words ; (4) the nouns used as adjectives.

d. Classify the verbs as (1) transitive or intransitive ; (2) regular or irregular.

e. Give the syntactical relation of *wielder, fair, prophecy, what*.

f. Write sentences in which the following shall have a different grammatical value from that in the passage : *rule, laughing, master, place, glow, face*.

215.—

She is not dead—the child of our affection—
But gone unto that school
Where she no longer needs our poor protection
And Christ himself doth rule.

In that great cloister's stillness and seclusion,
By guardian angels led,
Safe from temptation, safe from sin's pollution,
She lives whom we call dead.

Day after day we think what she is doing
In those bright realms of air,
Year after year her tender steps pursuing.
Behold her grown more fair.

Thus do we walk with her and keep unbroken
The bond which nature gives,

Thinking that our remembrance, though unspoken,
May reach her where she lives.

- a. Classify and give the relation of the clause in line four.
- b. Divide the last stanza into clauses and tell the nature and relation of each.
- c. Analyze fully the last two lines of the third stanza.
- d. Give the use of *child*, *safe*, *steps*.
- e. Parse *gone*, *himself*, *led*, *pursuing*, *grown*, *unbroken*.
- f. Select all the inflected words in stanzas two and three, and explain the object of any of those different inflections.
- g. Select the English derivatives in the four stanzas.
- h. Form a compound of each of the following: *child*, *school*, *air*.
- i. Form three derivatives from each of the following: *nature*, *bright*, *safe*, *sin*.
- j. Classify the verbs in stanza four as transitive or intransitive.
- k. Classify the preposition phrases in stanzas one and two according to their grammatical value.
- l. *Gives*. Write the third person, singular number, of this verb in the other tenses of the same mood.

216. The humble boon was soon obtained;
The *aged* minstrel *audience* gained;
But when he reached the room of state
Where she with all her ladies sate,
Percivance he wished his boon denied;
For when to tune the harp he tried,
His trembling hand had lost the ease
Which marks security to please,

And scenes long past of joy and pain
Came 'wildering o'er his aged brain:
He tried to tune his harp in vain.

- a. Name the phrases in the passage, and tell what each modifies.
- b. Name the clauses, and tell what each modifies.
- c. Parse the words italicised.
- d. Tell what is meant by the terms *number*, *gender*, *case*, *passive voice*, and illustrate your answer by examples from the extract.
- e. Select from the extract four words each of which may be used as more than one part of speech. Name the part of speech, and use the word in a sentence in illustration.

217. Form adjectives from the words *method*, *effect*, *fraud*, *merit*, *fire*, *pay*, *forget*, *exhaust*, *command*, *horrify*, *composed*.

Form nouns from *fail*, *propose*, *private*, *pretend*, *brief*, *resolve*, *believe*, *strike*, *choose*, *live*, *breathe*, *lose*, *bake*, *build*, *beg*, *give*, *divide*, *know*.

Form verbs from *just*, *prison*, *fertile*, *dew*, *spell*, *habit*, *muff*, *length*, *sermon*, *knee*.

Form adverbs from *true*, *suitable*, *voluntary*, *gay*, *heroic*, *patient*.

Write a list of words that are either nouns or verbs according to the place of the accent.

218. Divide the following words into syllables, and place the mark on the accented syllable:

Immediate, grammarian, petroleum, beautiful, occupation, nominative, composition, separation, government,

machinery, holidays, emerge, balance, absence, precede, industrious, abandon, profit, agree, salary.

219. Form new words by adding another word to each of the following:

Out, after, in, over, with, form.

Write a list of words ending with the suffix *hood, ment, able, ible, ly, fy, en, ion*, and tell what each word means.

Write a list of words beginning with the prefix *in, un, pre, pro, re, con, trans, ex*, and tell what each word means.

220. Illustrate the difference in meaning between the words in each of the following pairs:

Character, reputation.

Discover, invent.

Legible, readable.

Genuine, authentic.

Keep, preserve.

Apparent, evident.

Disturb, interrupt.

Story, anecdote.

Relieve, alleviate.

Bestow, confer.

Dream, reverie.

Artist, artisan.

Compel, persuade.

221. Change the italicised words in each of the following sentences to other words of opposite meaning:

Respect the old man.

Never *blame* without *knowledge*.

You are *mistaken* in your judgment.

Drive out the insolent.

Tell me how to help him.

Correct your errors.

The weather is *hard to endure*.

Select the proper road.

222. Fill the blanks in the following sentences with *shall* or *will*, and give the reason for the use of the word:

_____ you be pleased if I come?

When _____ we get out.

_____ you be there when the train comes? I _____ be there.

_____ I be in time?

I _____ have my own.

I _____ leave for Colorado to-morrow.

You _____ be punished.

Mary _____ arrive about noon.

_____ I put the kettle on?

_____ I write to your father?

_____ she come with me?

_____ you have coffee?

_____ you write a letter for me?

If your brother goes, _____ you?

_____ I go to the office?

We _____ call on you to-morrow.

223. Fill the blanks in the following sentences with one of these words: *he, him, she, her, I, me*:

She says that you and _____ may go.

Let not _____ boast that puts his armor on, but

_____ that takes it off.

It makes no difference to either you or _____
 _____ that cometh to me, I will in no wise cast out.
 Who is there? It is _____
 You and _____ and _____ will manage the affair.
 If I were _____, I would resent it.
 Will you let Mary and _____ go home?
 When you saw _____ and _____, we were walk-
 ing.
 It is neither _____ nor _____ that is wanted.

224. Fill the following blanks with *we, us, they, them*:
 That is good doctrine for _____ Americans.
 It is not _____, but _____, whom we seek to
 please.

Did you say that _____, or _____, were chosen?
 Let none touch it but _____ who are clean.
 It was _____ whom you saw.
 Could it have been _____ who did the mischief?

225. Fill the following blanks with *who* or *whom*:
 He knew not _____ they were.
 He married a French lady _____ they say was very
 pretty.

_____ do men say that I am?
 _____ is it that you wish to see?
 _____ do you wish to see?
 She is a lady _____ I know will interest you.

226. Fill the blanks in the following sentences with
 the proper parts of *sit* or *set*:
 He _____ out for Washington yesterday.
 The hen is _____ on thirteen eggs.

_____ down and rest a while.
 We _____ on the front seat of the carriage.
 The sun _____ farther North in June than in December.
 The basket _____ on the table where you _____
 it yesterday.
 It _____ there all night.
 Her dress _____ well until she _____ down.
 He was _____ up in bed when the doctor called.

227. Fill the blanks in the following sentences with
 the proper parts of *lie* or *lay*:

I remember when the first rail was _____.
 He has _____ there for an hour.
 I told him to _____ his books on the table and
 _____ down and rest.
 Let the book _____ there.
 I must _____ down.
 There let him _____.
 I must _____ myself down.

The lady said she _____ down for an hour or two
 every afternoon.

He _____ on the grass.
 He has _____ by a sum of money for a rainy day.
 He _____ on the floor.
 The hen _____ eggs.
 I _____ my books on the desk.
 The cat _____ in front of the fire.

228. Fill the blanks in the following sentences with
 the proper parts of *rise* or *raise*:

The landlord _____ his rent.
 The river _____ three feet last night.

The river is still _____ rapidly.

I have _____ very early this week.

Fine corn is _____ in Kansas.

The sun _____ from behind the mountain.

He _____ up in the House and addressed the
Speaker.

_____ from your seat.

_____ your arm.

They have _____ from their seats.

THE



END.