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STANDARD
ENGLISH
LANGUAGE
AND
GRAMMAR



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THE
STANDARD ENGLISH
LANGUAGE AND GRAMMAR

BY

GEORGE W. FLOUNDERS, PH.D.

PRINCIPAL OF THE ROBERT MORRIS SCHOOL OF PHILADELPHIA



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PREFACE.

THIS is an elementary book of Language and Grammar. It is designed for use in the third, fourth, and fifth or sixth grades. It begins with the simple forms of written English and leads naturally to the principles of English Grammar. The lessons have grown up in schoolroom practice, and so are in no sense experimental. They have been tried and found good.

The first part treats of the mechanical part of writing; the second part unfolds the principles of grammar through the study of the sentence. The book also presents a method of teaching language and grammar, based upon pedagogical principles. Each lesson-whole proceeds from the "preparation of the child's mind for the reception of new knowledge" to the "turning to use" of the new increment of knowledge in composition.

The illustrations for this book are not photographic copies, but are original pictures, made by an experienced artist for the express purpose of furnishing the child with material for language; and each is adapted to its specific lesson. The thanks of the author are due to Miss Maria L. Kirk for the excellence of these illustrations.

This book is suggestive of the kind of material to be used, but it is not a compendium of literature. Such stories, poems, etc., as are readily found in our school readers are not reprinted here, for they would but add to the size and cost of the book.

The author is indebted to the publishers of Robert Louis Stevenson's *Child's Garden of Verses* for the use of many of the poems, and also to Dr. Martin G. Brumbaugh, Professor of Pedagogy in the University of Pennsylvania, and Dr. Edgar H. Singer, Assistant Superintendent of Schools in Philadelphia, for their thorough criticism of the manuscript and kindly suggestions concerning the work.

GEORGE W. FLOUNDERS.

PHILADELPHIA, January, 1906.

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LANGUAGE AND GRAMMAR.



LESSON I.—STATEMENTS.

SECTION I.

Give complete answers to the following questions, first orally, then in writing:



1. Who is the little girl in the picture?

2. To whom is she talking?
3. What has the little girl done?
4. Is the little girl afraid to tell what she has done?
5. Why is she not afraid?
6. What does the lady say?
7. What does the lady do?

These answers are statements.

A complete statement is called a sentence.

Copy the statements that the teacher has written.

SECTION II.

Tell your teacher something about apples; iron; wood; water; flowers; cats; dogs; horses; sheep; cows; rabbits.

The teacher will write the thoughts that you have told.

Notice that each statement or sentence begins with a large or capital letter.

Copy the statements that the teacher has written.

Write more statements like those the teacher wrote for you.

SECTION III.

Tell your teacher something about your doll; your wagon; your father; your mother; your teacher; your city; your state.

Your teacher will write your thoughts on the black-board.

Notice that each statement ends with a dot called a **period**.

Copy the statements that the teacher has made, being careful about capital letters and periods.

Write more thoughts of your own about ponies, pigeons, kittens, rabbits, birds.

SUMMARY.

Write ten thoughts in correct statements.

Try to use all the knowledge that you have learned.

Remember that a complete statement is called a **sentence**.

Every written statement must begin with a **capital** letter.

Every written statement must end with a **period**.

We must form the habit of beginning and ending our sentences properly, just as we must form the habit of spelling the words correctly.

The only way to speak and write good English is to form good habits.

Your language depends upon your habit of thinking, speaking, and writing.

LESSON II.—QUESTIONS.

SECTION I.

Ask your teacher some questions about this picture in order to find out all you can about it. Ask but one question at a time. Ask these questions as your teacher asked them for the last lesson.

Your teacher will write your questions as you ask them.

*Remember that a complete statement is a **sentence**.*

A complete question is also a sentence.

*Notice that every written question begins with a **capital letter**.*

*Notice that every written question ends with a **question mark** called an **interrogation point**.*

Remember about forming habits of thinking, speaking, and writing.

Copy the questions that your teacher has written for you, being careful about the capital letters and the question marks.

Write some questions of your own, writing the answer after each question. See if you can write all of them correctly, not forgetting anything that you have learned about statements and questions.

If you can write without making mistakes, you are forming good habits.



SECTION II.

Yes and No.

Do you go to school? Yes.

Do you study Latin? No.

Do you study Greek? No, I am too young.

Did you know your lesson well to-day? Yes, mother, I did.

Notice that **Yes** or **No** used alone begins with a capital letter and ends with a period.

If **Yes** or **No** is followed by other words it should be separated from the other words by a **comma**.

Write ten questions and answer them with yes or no.

Write ten questions and answer them with yes or no followed by other words.

SECTION III.

DOLLY ROSE.

My dolly's name is Rose. She is four years old. She was bought for me on my fourth birthday.

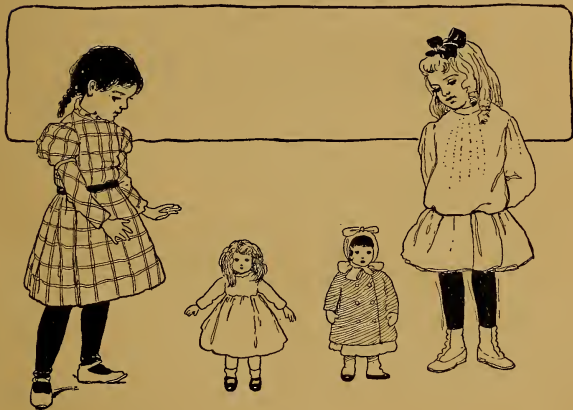
My doll has blue eyes and flaxen hair. Her eyes open and close, and she can say "mamma."

When the weather is fine I take Rose out for a ride in her go-cart. She smiles at all the dolls we meet. The fresh air does us both good.

At night Rose sleeps in her little crib beside my crib.

When we are ready for bed, we say our prayers.
Then I kiss Rose good-night. Mother kisses me
good-night and we go to sleep like two good girls.

*Girls, write a story like this about your newest doll.
Boys, write a story like this about your newest ball.*



1. *Tell the story of these little girls and their dolls.*
2. *Write the story of these little girls and their dolls, using correctly what you have learned.*

Note.—The teacher should supply numerous pictures, simple in character, and have similar lessons written about them. It is well to have several stories “talked” by children before the writing begins.

Similar lessons may be given with pets or toys for subjects.

Notice that **a** is used with the word hand, and **an** with the word honor. Hand begins with the consonant **h**, but in honor the **h** is not sounded, so that the word honor begins with the sound of the vowel **o**.

Write sentences using an correctly before words beginning with the vowel sounds.

Write sentences using a correctly before words beginning with the sounds of the consonants.

SECTION II.

I as a word.

Do you like pets?

Yes, I like dogs especially.

Rover and I have fine times. He is a faithful dog. Once he saved my life when I fell into the water.

Notice that the word **I** is always a capital letter.

In writing and speaking, the word **I** should be used as little as possible. In writing a letter avoid using **I** at the beginning of sentences.



SECTION III.

THE STORY OF ROVER.

Rover is my big Newfoundland dog. He is six months old to-day. Father brought him to me on my birthday. Rover is learning to obey me. He learns fast when I do not trifle with him or tease him. If I trifle with him he does not know what I mean. Rover loves to swim in the pond. Now I am going to let him swim.

Write a story somewhat like the one that you have just read.

Write a story about the two boys and their dogs.

Suggestion.—The teacher will select a few good pictures or toys and make them the subjects for similar stories. Have a few stories talked before the writing begins.



LESSON IV.—REVIEW.

Write answers to the following questions, making each answer a complete statement :

What is a complete statement called ?

What is a sentence ?

How must every written statement begin ?

How must every written statement end ?

What habits must we form ? Why ?

What other kind of sentence beside the statement have you studied?

How should a question begin?

How should a question end?

How does **yes** or **no** begin when used alone?

What mark should be placed after **yes** or **no** when it is used alone?

What mark is used with **yes** or **no** when it is followed by other words? Where is this mark placed?

Explain how **a** and **an** differ in use?

Why do we use **a** with the word hat and **an** with the word hour, although both these words begin with *h*?

How must the word **I** always be written?



LESSON V.—STUDY OF A POEM.

The Children's Hour.

The teacher will read this poem to the children and have them read it and commit it to memory.

The teacher will question the children to bring the chief points of the story before their minds.

What time of day is represented in this poem?

Is it a busy time? Why?



How is this time used by the poet?

What does the word "lower" mean here?

How many children were there?

How did these children differ?

Henry Wadsworth Longfellow, author of the *Children's Hour*, has been called "The Children's Poet," because so much of his poetry is interesting to children.

Suggestion.—The teacher will make the pupils as familiar as possible with Mr. Longfellow's childhood, his family life, his interest in children, his life as a man, etc. Show them that the great professor and author was also a great lover of children.



LESSON VI.—STUDY OF A POEM.

The Village Blacksmith.

The teacher will read the poem to the children and have them read it and commit it to memory.

The teacher will question the children in order to bring clearly before their minds the principal points in this descriptive poem. Train the children to see in imagination the scenes pictured in the poem.

Story of the Chair Made from the "Spreading Chestnut Tree."

The "spreading chestnut tree," under which the "village smithy" had stood, had been blown down in a storm; but the wood had been preserved.



The school children of Cambridge loved Mr. Longfellow, so they wished to celebrate his birthday. They brought their money and put it together till they had enough to pay for a chair. They had a chair made from the wood of the chestnut tree. This chair was placed in Mr. Longfellow's study on his birthday. After breakfast, when he came into his study, he saw the chair. He was delighted to think that the children remembered him. He wrote a poem to thank them for their beautiful gift.

The teacher will have the pupils use the story of Mr. Longfellow's chair as subject matter for a story.

Suggestion.—The teacher may select a few other pictures and poems to be used in a similar manner.



LESSON VII.—NAMES.

The name of the boy on the sofa is John Smith.

The big girl is John's sister, Mary Smith.

The little girl is Anna Jones.

Anna Jones is cousin to John and Mary Smith.

The dog is Rover.

John's father has an office in City Hall.

Anna Jones lives in Washington.

Examine these sentences and see that each name of a person, place, or important building begins with a capital letter.

Every name of a person, place, or important building must begin with a capital letter.

Such names are called **proper names**.



Write a number of names of persons, places, and important buildings, being careful about the use of capital letters.

Write the story suggested by this picture.



LESSON VIII.—FIRST AND LAST NAMES.

In the Bible we read the names of men and women, as John, James, Philip, Andrew, Peter, Esther, Mary, Martha, etc. Later it became necessary to distinguish between persons having the same name; as John, the

smith. Peter, John's son. John, Peter's son, etc. This, in time, gave rise to first and last names. The last name became the family name.

Later, three or even more names became customary; as, Henry Wadsworth Longfellow.

Let us examine the names of a family :—

Father—James Madison Smith.

Son—William Henry Smith.

Daughter—Mary Jane Smith.

The name that is used by all (Smith) is the **family name** or **last name** or **surname**.

The name that is given to each child after birth is called the **given name** or **first name**.

A woman when married takes the family name of her husband. Her family name before marriage is called her **maiden name**.

Answer the following questions in written sentences :

1. What is your father's name?
2. What is your surname?
3. What is your given name?
4. What is your family name?
5. What is your sister's given name?
6. What is your mother's full name?
7. What was her full name before marriage?
8. What is now her surname?
9. What was her maiden name?

LESSON IX.—INITIALS.

Sometimes persons write only one part of the given name when there are two or more parts, using only the first letter for the other part or parts.

A first letter so used is called an **initial**.

Sometimes persons use initials only for all parts of the given name.

An initial should always be followed by a period :

Henry Wadsworth Longfellow ; Henry W. Longfellow ; H. W. Longfellow.

It is not in good taste for women and girls to use initials. When initials are used in signing a name the writer is presumed to be a man or a boy. Ignorance of this rule has often led to trouble and annoyance.

It is better for a man or a boy to use at least one full given name.

Write the following names, first using the initial for the middle name, then using both initials :

Ralph Waldo Emerson.	George Gordon Meade.
Richard Henry Lee.	John Jacob Astor.
William Cullen Bryant.	Thomas Buchanan Read.
Andrew Gregg Curtin.	Joel Chandler Harris.
James Abram Garfield.	George Preston Peabody.
Oliver Wendell Holmes.	

LESSON X.—SYLLABLES. HYPHEN.

Hy phen, pa per, ta ble, syl la ble, his to ry, pen, pen cil, book, tub, buck et, lit er a ry.

Notice that some words can be broken into two parts. Some words have three parts, some four parts, and some have only one part.

These parts, into which a word may be broken, are called **syllables**.

When a word is too long to be written on one line, we write part of it on one line, and the remainder of it upon the next line; but we must never divide a syllable. We must always break the word between two syllables, using a small line called a **hyphen** at the end of the line, after the part of the word written upon that line.

Find words in this book that are divided at the end of the line.

Divide the following words into syllables, but do not use hyphens:

spelling	grammar
reader	primer
dictionary	story
geography	wagon
pupil	teacher

Some words are made up of two or more words and must always be written with hyphens. Such

words are called **compound words**. Notice the following:

Lamp-post.

Forget-me-nots.

Write a list of compound words chosen from your reader.



LESSON XI.

A PICTURE LESSON.

Who is this little girl?
 What is she doing?
 What time of year is it?
 How do you know?



Arrange the answers to the foregoing questions, with other statements, in such a way as to make them a story.

Write another story about what the little girl might do after while.

Write a story about raising chickens; a story about birds; a story about Carlo.

LESSON XII.

WORDS DERIVED FROM PROPER NAMES.

SECTION I.

In making steel, Russian iron is found to be the best.

Robert Morris was a Philadelphian.

It is true that much American cotton is manufactured by English manufacturers.

Notice that the words "Russian" (derived from Russia), "Philadelphian" (from Philadelphia), "American" (from America), and "English" (from England), begin with capitals.

Write a number of sentences using words derived from proper names.

SECTION II.

The teacher will read to the class or have the pupils read a story about the life and customs of the Chinese, and have them reproduce in their own language the story heard or read.

The teacher will have the children tell stories, and then write stories of occurrences within their own experience concerning Chinese. Have these stories improved and re-written.

Use stories of the Esquimo and the Laplander.

LESSON XIII.—NAMES OF DEITY.

“ Beautiful feet are those that go
 On kindly missions to and fro,
 Down lowliest ways, if God wills it so.”

We see that God moves in mysterious ways to perform His wonders. God will perform what He promises.

Notice that the word **God** and the words **His** and **He**, used instead of **God**, all begin with capitals.

*Write a story telling how God helped a poor person.
 Be careful about capitals.*



LESSON XIV.—USE OF WORDS.

I, me, he, him, she, her.

John and I go.

He and I go.

She and I go.

The dog chased him and me.

The dog chased her and me.

The dog chased him and her.

Write and practice saying aloud other sentences, using correctly the words I, me, he, him, she, her.

LESSON XV.—REVIEW.

What are statements and questions called?

How do both statements and questions begin?

How do they end?

Tell what you know of the poet Longfellow.

You have studied two of Mr. Longfellow's poems.

Which of these poems describes something?

Which relates a story.

Tell about "The Children's Hour" in your own words.

Tell about "The Village Blacksmith" in your own words.

Quote the part of one of these poems that is most like the proverb—

"An honest man is the noblest work of God."

What became of the "spreading chestnut tree"?

What is the rule for capital letters as applied to names?

What is your family name?

What is your surname?

What is your given name?

What mark should be placed after an initial?

How should words derived from proper names begin?

How should the name of God be written?

LESSON XVI.—IS AND ARE.

Many boys and girls make awkward sentences because they are careless about the use of such words as **is** and **are**.

John *is* playing ball.

John and James *are* playing ball.

A hole *is* in my pocket.

Three holes *are* in my pockets.

My book *is* new.

All my books *are* new.

Notice that when we talk about one person or thing we say **is**.

When we talk about more than one person or thing we say **are**.

One **is**, more than one **are**.

Practice saying things correctly till they sound right to you.

Most persons use incorrect forms of speech because their ears and tongues have become used to the incorrect forms. The correct form then sounds strange at first. Cultivated persons train themselves to correct habits of speech. We cannot use incorrect forms on the play ground and correct forms for company. Our habits are part of us. We are what our habits make us.

*Write a number of sentences using correctly the words **is** and **are**; **was** and **were**; **has** and **have**.*

LESSON XVII.—PICTURE LESSON.



1. Write a story describing the play of these children. Give the story a name or title.

2. Write a story imagining that the father of these children was hurt and that his children made the hay.

The teacher will select two or three other pictures and have the children write a story about each of them.

LESSON XVIII.—DRILL EXERCISE.

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

Vary by substituting the word was for is.

Write a number of sentences using the proper word after is and was.



LESSON XIX.

APOSTROPHE TO SHOW OWNERSHIP.

John's ball rolled into the water.

Mary's doll is broken.

The boy's hat is new.

The boys' hats are new.

The girls' hats are pretty.

What is shown by the expressions—*John's ball; Mary's doll; boy's hat; boys' hats; girls' hats?*

Notice that,

John owns the ball. The boy owns the hat.

Mary owns the doll. The boys own their hats.

The girls own their hats.

Notice that 's is added to the word John to show or denote ownership.

Notice that 's is added to the word Mary to show or denote ownership.

Notice that only ' is added to the words boys and girls to denote ownership.

This mark ' is called an apostrophe.

Ownership or possession is usually shown by adding the 's to a word that means only one person or thing.

When s is already used to denote more than one (hats, boys), it is not used again in the same word to denote ownership, but the ' is then used alone.

Examine the following :

Boy—boy's books.	The horses' manes.
Boys—boys' books.	The man's boots.
Girl—The girl's hat.	The men's boots.
Girls—The girls' hats.	Brooks's Arithmetic.
The horse's mane.	Jones's Lessons in Latin.

Use the following words correctly in sentences, adding the proper sign of ownership :

Dog, doll, boy, dolls, boys, men, tree, captain, mistress, maid, master, kitten, horses, cattle, ship, ships, mountain, mountains, Thaddeus Stevens, Benjamin Franklin, Stephen Girard, women.

LESSON XX.—STORY PRACTICE.



Write the story of this little boy, telling his name, what important day it is, who gave him his toy, and any other facts you can tell. Make a short statement about each fact. Always use short clear sentences.

The teacher should place other pictures before the class and have similar stories written about them.

LESSON XXI.

APOSTROPHE TO SHOW CONTRACTION.

Where there's a will there's a way.

Isn't this rose beautiful?

Doesn't Frank read well?

Notice that **there's** means **there is**. **Isn't** means **is not**.

Notice that the apostrophe indicates a missing letter or letters.

A word with omitted letters like isn't is called a contraction.

Expand the following contractions, using complete sentences :

Isn't, doesn't, wouldn't, shouldn't, we've, you've, he's, you're, e'er, ne'er, hadn't, I've, o'er, 'neath.



LESSON XXII.

SECTION I.

STANZA OF POETRY.

“How doth the little busy bee
 Improve each shining hour!
 And gather honey all the day
 From every opening flower.”

Notice that each line of poetry begins with a capital letter.

Notice also that the lines that rhyme together—that is, end in words that sound alike—begin at the same distance from the margin.

Copy a poem in which the alternate lines rhyme.

Copy a poem in which the first and second and third and fourth lines rhyme.

SECTION II.

MY GARDEN.

My little garden is the spot
 Where I delight to be;
 There is no place where'er I go
 That is so dear to me.

My little garden ever yields
 The sweetest fruits and flowers.
 'Tis here I labor through the day
 And spend my evening hours.

I plant and prune and water it
 With diligence and care,
 That every plant and shrub and tree
 Abundant fruit may bear.

What word could you use in place of **delight**?
 Expand the word **where'er**.

What is such a word as **where'er** called?

What word could you use in place of **yields**?

What does the owner of the garden do in the day-time?

What does he do in the evening?

What do you know about the size of the garden?

Name the things that grow in the garden.

Find another contraction in this poem.

Write in your own words the story told in this poem.

Commit this poem to memory, noticing the arrangement, all marks, etc.

Write this poem from memory without looking at the book.

Compare your copy with that in the book, and write your own again if it needs improvement.



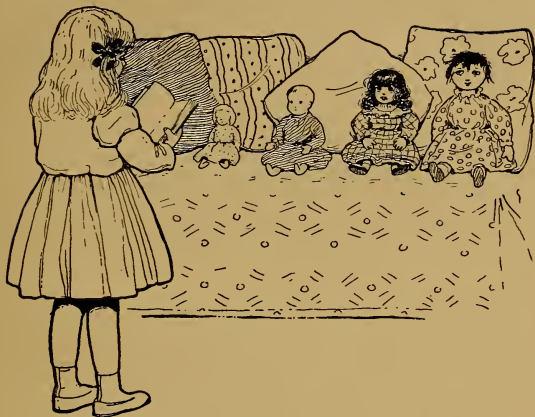
LESSON XXIII.—THE LITTLE TEACHER.

Tell the story of this little girl and her dolls.

Write the story you have told.

Read it over and draw a line under expressions that may be improved.

Re-write the story, doing your best.



LESSON XXIV.—STUDY OF A POEM.

April.

A million little diamonds
Twinkled in the trees;
And all the little maidens said,
“A jewel if you please!”
But while they held their hands
To catch the diamonds gay,
A million little sunbeams came
And stole them all away.

What is meant by saying that the diamonds twinkled in the trees?

What were the diamonds?

What did each little girl ask for?

Why did the little girls get no diamonds?

What word could be used instead of *jewel*?

What word could be used instead of *gay*?

Read this poem over carefully, noticing all marks, the arrangement, etc. Commit this poem to memory.

Tell in your own words the story related in this poem.

Close your book and write the poem from memory.

Compare your copy with that in the book, re-writing if necessary.



LESSON XXV.—STUDY OF A POEM.

Mary's Kitten.

I have a little kitten

So pretty, sleek and white.

She's full of play and mischief

From morning until night.

The only time she's quiet

Is when she takes a nap,

Sometimes upon the hearth-rug,

And sometimes in my lap.

Answer the following questions in good sentences :

What kind of kitten has Mary ?

What does it do all day ?

When is it quiet ?

Where does it sleep ?

Find a contraction.

Find a compound word in which a hyphen is used.

What is the meaning of "sleek"?

Tell in your own language the story told in this poem.

Commit to memory the poem.

Write the poem without looking at the book.

Compare your copy with the printed copy.

If your copy needs correcting, correct it and re-write it.



LESSON XXVI.—ABBREVIATIONS.

Mr.; Mrs.; Dr.; Gen.; Capt.; Jan.; Feb.; Mar.; bu.; bbl.; Co.; Sec.

Some little girls were playing with paper dolls. In a few days they shortened the name to "*papers*," later to "*papes*." The more they shortened their words the more play could be crowded into an hour. This tendency to shorten (abbreviate) pervades all the activities of man. The expressions **Mr.**, **Mrs.**, etc.,

are called **abbreviations**. Abbreviations are used for all the months of the year, the States of the United States, many cities, various titles, etc.

Notice that the abbreviations of proper names and titles attached to proper names begin with capitals, but that the abbreviations for common words do not usually begin with capitals.

Notice that every abbreviation ends with a period.

Expand the following abbreviations into the whole words:

Capt.; Gen.; Hon.; Rev.; bbl.; ans.; bu.; pt.; qt.;
Md.; Pa.; Del.

Write the abbreviations for the following:

Mister; Mistress; Doctor; Secretary; Massachusetts;
Connecticut; Virginia; et cetera; Ante meridian (Before
Noon); Post meridian (After Noon).



LESSON XXVII.—TITLES.

Mr. Smith is a merchant. His son is a physician, and his brother is an officer in the army and is known as Captain Smith. The names of these men are written as follows:

Mr. John Smith.	Dr. Thomas Smith.
Capt. William Smith.	

The words that come before these names are called **titles**. Titles are generally either of respect or of office.

Titles are nearly always abbreviated.

The words *cousin*, *uncle*, *grandfather*, etc., when used with proper names are usually written with capitals; as,

Uncle Joseph Brown came to spend Christmas with us. He brought *Cousin* Frank with him, and also a present from *Grandfather* Brown.

Write the names of your acquaintances who have titles, using the proper abbreviations for the titles.



LESSON XXVIII.—STUDY OF A STORY.

The Boston Boys and General Gage.

When the people of Boston resisted British oppression, General Gage was sent with two regiments of soldiers to compel obedience to the British crown. During their stay there were continual quarrels with the citizens. The hatred of the people toward the Red-coats became more and more bitter.

Even the children took part in the quarrels, as the following story will show:

During the winter the boys built snow slides on Boston Common and coasted down them to the frog pond. The soldiers destroyed these slides, merely to provoke the boys. The boys complained and repaired their slides, but again and again they were destroyed.

Several of the boys waited upon one of the officers and told him of the conduct of his soldiers. He would have nothing to do with them, and the soldiers were more insolent than ever.

At last the boys held a meeting and sent a committee to wait upon General Gage. He asked why so many boys had called upon him.

"We came, sir," said the largest boy, "to demand satisfaction."

"What!" said the general, "have your fathers been teaching you rebellion, and sent you to show it here?"

"Nobody sent us," answered the boy, with flashing eyes. "We have never injured nor insulted your troops; but they have trodden down our snow slides and broken the ice upon the pond. We complained, and they called us young rebels and told us to help ourselves if we could. We told one of your officers, and he laughed at us. Yesterday our slides were destroyed for the third time; and, sir, we will bear it no longer."

General Gage was a gentleman and a soldier. He admired the spirit of the boys. Turning to an officer at his side, he said: "The very children here draw in a love of liberty with the air they breathe. Go, my brave boys, and be assured that if my soldiers trouble you again, they shall be punished."

The teacher will read the foregoing story to the class, and have several pupils tell the story.

Have the pupils all write the story.

Compare with the book and re-write with book closed.



LESSON XXIX.—QUOTATION MARKS.

James called to his friend, "Come to the pond, Thomas, and bring your skates. The ice is safe and the skating is fine."

"I will be with you in a minute," said Thomas.

Notice that when we repeat the exact words of some

one else we place certain marks at each end of the repeated or *quoted* part. These marks are called **quotation marks**.

Notice also that the quoted part is separated from the part that is not quoted by a little mark called a **comma**.

Write a number of sentences telling exactly what some of your classmates say, and telling who makes each statement.

Write a little dialogue between two persons, giving the exact words of each, and telling which person makes each expression.

Use a new paragraph each time you change speakers.



LESSON XXX.—THE DIVIDED QUOTATION.

SECTION I.

“This story,” said Mary, “is the best I have ever written.”

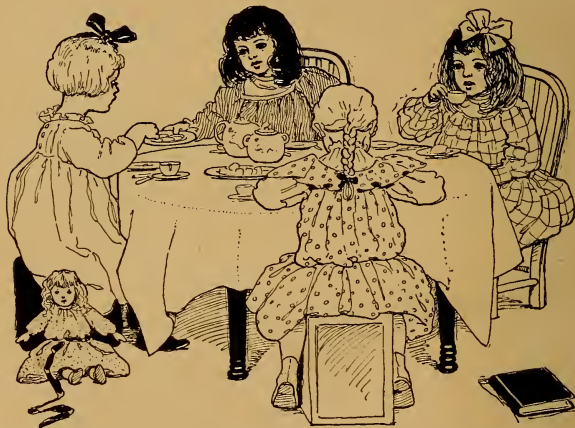
Notice that when the quoted part is divided by the part not quoted each part of the quoted part is enclosed in quotation marks.

Notice also that when the quoted part is divided it takes two commas to separate the quoted from the unquoted part.

Write a short conversation between two persons, using divided quotations.

NOTE.—When successive paragraphs are quoted, the marks are placed at the beginning of each paragraph, but the closing marks are placed only at the end of the last paragraph.

SECTION II.



Tell the story of these girls and their tea-party, quoting their exact words.

The teacher will select other pictures and have the pupils write similar stories, making use of quotations.

LESSON XXXI.—TITLES OF BOOKS, HEADINGS,
NAMES OF COMPANIES.

SECTION I.

“The Lady of the Lake”; “The Birds’ Christmas Carol”; “The Village Blacksmith”; “The Reading Railroad Company”; “The Athletic Baseball Club.”

Notice that the principal words in the foregoing headings, titles of books, titles of poems or stories, and names of business firms and companies begin with capitals.

Notice also that we quote them and, in writing, usually enclose them in quotation marks.

Write the titles of six books, six poems, six stories from the Youths’ Companion, six headings of chapters, and six business companies.

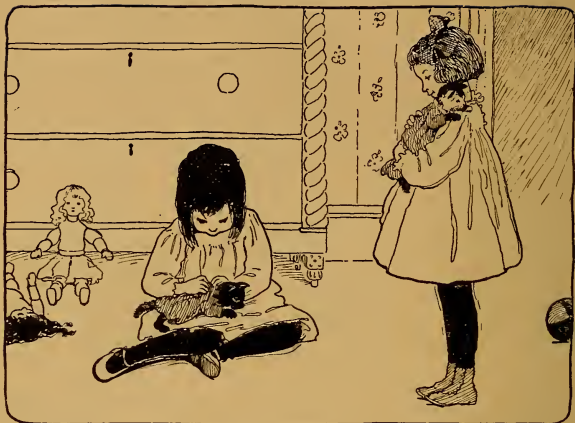
SECTION II.

Write a story telling about a book you have read and the pleasure it afforded you.

SECTION III.

Write an account of some of the best books and pictures you know.

SECTION IV.



When two persons carry on a conversation the talk back and forth is called **dialogue**.

Imagine and tell your teacher the dialogue of these two girls about their kittens.

Notice how dialogue is written in your reading book.

Notice all the marks and the arrangement.

Write the dialogue of these girls.

Write the dialogue between two girls who went to a picnic ; of two boys who went skating.

SECTION V.

THE BOY WHO DOES NOT CARE.

“James, my son, you are wasting your time in playing with that kitten, when you ought to be studying your lesson,” said Mrs. Mason to her son.

“I don’t care,” replied the boy, as he continued to amuse himself with Spot, his little kitten.

“But you ought to care, my dear,” said his mother, with a sigh. “You will grow up to be an ignorant man if you do not make good use of your time.”

“I don’t care,” said James, as he raced out into the yard after his amusing playmate.

Mrs. Mason thought she would teach her little boy a lesson, so she made no preparation for dinner. When noon-time came her idle boy rushed into the house as usual, shouting:

“Mother, I want my dinner!”

“I don’t care,” said Mrs. Mason, very calmly, as she worked away with her needle.

“I am very hungry, mother,” said the boy.

“I don’t care,” repeated Mrs. Mason.

James was puzzled, for his mother had never treated him in this way before. He was silent for a while, then he spoke again:

“Mother, I want something to eat.”

“I don’t care,” was the quiet answer.

“But, mother, I shall starve if I don’t get something to eat pretty soon,” said James.

“I don’t care,” was the answer.

This was too much for James to endure. He burst into tears. His mother, seeing him fairly subdued, laid down her sewing, and, calling him to her side, stroked his hair very gently. “My dear little boy,” she said, “it hurts me very much to hear you always saying, ‘I don’t care.’ I want you to become a good, thoughtful boy, caring for my wishes and for your own duties, at all times.”

James kissed his mother, and after eating his dinner he went off to school a wiser and better boy.

Read this story.

Notice that much of it is in the form of dialogue.

Notice the use of quotation marks.

Write a similar story of your own about “The Boy Who Hadn’t Time”; about “The Girl Who Was Too Busy.”

Read each story over and mark the places which might be improved.

Re-write the stories, making these improvements.

LESSON XXXII.—REVIEW.

How do **is** and **are** differ in use?

When do you use 's to denote possession?

When do you use the apostrophe without the s to denote possession?

Write the proper possessive form for boy; boys; man; men; mistress; horses; Edward Brooks.

When the apostrophe is used in contractions, what does it show?

What is the rule for capitals in poetry?

In poetry how do we arrange the lines that rhyme?

What is the rule for capitals in abbreviations?

What mark of punctuation is used with abbreviations?

What do you mean by titles?

How are titles generally written?

What are quotation marks used for?

How is the comma used in a quotation?

How do we write a divided quotation?

What is the rule for capitals in writing headings of chapters, titles of books, etc.?

Write your answers to the foregoing questions.

Give an example after each answer.

LESSON XXXIII.—A LETTER.

SECTION I.

(Heading.)

CHESTER, Pa., Nov. 18, 1904.

*(Salutation.)**Dear Cousin Mary :**(Body of Letter.)*

Mother received a letter to-day from Aunt Elizabeth Eastlake, saying that she and Cousin John will be with us on Thanksgiving Day. You have not seen Cousin John since he entered college, so we would like you to come too. Write telling me that you will come, and I shall meet you at the station.

(Complimentary Close.)

Your loving cousin,

(Conclusion.)

ALICE BOND.

(Signature.)

Notice that this letter has four parts :—

First, the place and date; this is called the **Heading**.

Second, the person to whom the letter is written is addressed; this is called the **Salutation**.

Third, the main part or **Body** of the letter.

Fourth, the writer states who she is and signs her name. The statement which tells who she is is called the **Complimentary Close**. Her name is called the **Signature**. The Complimentary Close and the Signature taken together are called the **Conclusion** of the letter.

SECTION II.

THE HEADING.

Examine the following headings :

Chester, Pa., Jan. 1, 1906.

Norristown, Montgomery Co., Pa.,
March 27, 1906.

State Normal School,
Millersville, Lanc. Co., Pa.,
January 27, 1906.

2828 Girard Ave.,
Philadelphia, Jan. 1, 1906.

Notice that the heading indicates the place where the letter was written and the time when it was written.

When you answer a letter you can look at its heading and see to what place you must direct your answer.

The heading should always enable you to do this, even to the street number, if in a large city.

Notice that if the heading is short it may be written upon one line. If it is long it must be written upon more than one line, but that there are good and bad ways of breaking it up; as,

Millersville, Lanc. Co., Pa.,

or,

Millersville,
Lancaster County, Pa.

Write a dozen headings, arranging them with your best taste.

SECTION III.

THE SALUTATION.

The following forms of salutation are used in writing to near friends or relations :

My dear Father :

I shall be home from school . . .

My dear John :

Tell me about your trip . . .

Dear Cousin :

Father is going to see our . . .

Dear Miss Jones :

Please bring your music . . .

The following forms are used in writing to strangers or slight acquaintances :

Mr. Robert Smith :

Dear Sir :

Mrs. Addison Jones :

Dear Madam :

Our fair was a success and we wish to donate the proceeds . . .

Miss Anna Eastlake,
Secretary Women's Guild :

Dear Miss Eastlake :—Our young women are very much . . .

Notice these salutations, especially the punctuation.

Write headings and salutations for a dozen letters, making a short beginning of the body of the letter in each case.

SECTION IV.

THE CONCLUSION.

The guests having departed, we retired for the night and were soon lost in pleasant dreams.

Your loving sister,

JENNIE McFADDEN.

Hoping for a favorable answer, I am,

Yours very truly,

FRANK B. FLOWER.

Notice that in the conclusion attention must be paid to the arrangement of the lines, so that a slanting line would touch the beginning of each line of writing.

Be careful to calculate so that there will be room for each line, especially for the signature.

The signature should end at the right-hand margin.

Notice the punctuation.

To whom should the following conclusions be addressed?

Your loving daughter,

Yours respectfully,

Yours truly,

Sincerely your friend,

Write the last sentence of each of half a dozen letters and close each with a proper conclusion.

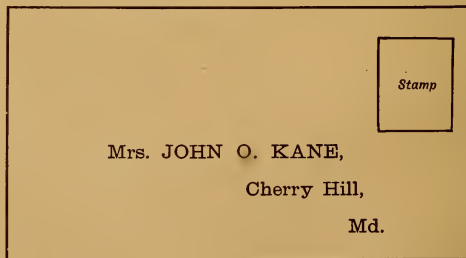
SECTION V.

THE ENVELOPE.

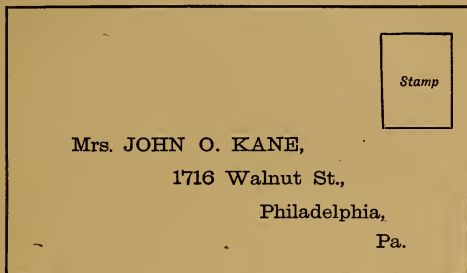
When your letter is finished it must be properly folded and placed in an envelope so that it may be mailed.

The envelope must have written upon it the name of the person to whom it is sent and also the place where he or she lives.

Notice the following envelopes :



If Mrs. Kane lived in a large city her address might be as follows:



Notice that the beginnings of the lines would touch a slanting line if it were drawn.

Notice also the punctuation.

Notice also the place and the position of the postage stamp.

Write letters to the following persons :

Your mother, who is visiting her sister in this city ;

Your aunt in a country village ;

Your brother, who is in college ;

A business man, speaking of some matter of business.

Insert each letter in a properly addressed envelope.

LESSON XXXIV.

USE OF WORDS.

IN, INTO; ON, UPON.

James ran **into** the house.

He remained **in** the house.

His ball was **in** a drawer, but he took it out and put it **into** his pocket.

John is **in** the water, jumping. He is jumping **in** the water.

William is **on** the bank of the pond and is about to jump **into** the water.

Edward was **on** the platform and jumped **on** it.

Samuel was not **on** the platform, but he jumped **upon** it.

Some persons are not careful to use words with their exact meaning.

We should always use the word that expresses just the meaning that we intend to express.

Use in sentences the following words (with their exact meanings):

In, into; on, upon.

Use the following words also with exact meaning:

have, got; at, to; real, very.

LESSON XXXV.—COMMAS IN SERIES.

SECTION I.

John, James and William are playing ball.

My studies at school are reading, arithmetic, geography, history and language.

Notice that we do not say John and James and William, etc., but that we avoid the use of one or all but one **and** by using **and** only once, and using the comma where **and** is omitted.

Write a number of sentences, using the comma as it is used in the foregoing sentences.

SECTION II.

Make a rule for the use of commas when words follow each other in a series, as they do in the sentences you have noticed.

Write a number of sentences applying your rule.

SECTION III.

Read a story from your Reader.

Tell the story in your own language.

Write the story in your own language.

PART II.

LESSON I.—SENTENCES GROUPED ACCORDING TO THEIR USE.

We have learned that statements and questions are sentences. Let us examine some sentences and see whether we can find any other kind besides statements and questions.

The sky is overcast.

Will it rain to-day?

I think that it will rain.

Take your umbrella with you to school.

If you examine these sentences you will find two statements, one question, and a command. You will find that all your sentences belong to one of these three kinds.

Statements are called **Declarative** sentences.

Questions are called **Interrogative** sentences.

Commands or requests are called **Imperative** sentences.

An exclamation is a kind of **Declarative** sentence.

A request is a kind of **Imperative** sentence.

Tell what kind of sentence each of the following is :

A wise son maketh a glad father.

Now mind your p's and q's.

Please give me a new pen.

Light the lamp for me.

May I read my new book now?

Go to the ant, thou sluggard.

“Tell me not in idle numbers

Life is but an empty dream.”



LESSON II.

STRUCTURE OF THE SENTENCE.

We have learned that statements, questions and commands are sentences. We shall now learn something about the building of the sentence.

When we wish to find out how a thing is made we take it apart and examine its parts. We shall do this with the sentence.

William | swims.

Dogs | bark.

Anna | sews.

Mary | plays.

Notice that these sentences tell something.

Notice that each sentence has two parts, as shown by the lines dividing them.

Notice that the latter part tells what is said or done.

Notice that the first part is the name of the person or thing which says or does what is said or done.

The part of a sentence that is the name of the person or thing about which something is said is called the **subject**.

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

To find the predicate of a sentence find what is said or done.

To find the subject, make a question by placing **who** or **what** before the predicate. The answer to this question will be the subject.

Draw a short vertical line between the subject and the predicate of each of the following sentences and indicate which is the subject and which the predicate.

Birds sing.	Water flows.	Trees grow.
Girls sew.	Gems sparkle.	Stars twinkle.

Sometimes the predicate consists of more than one word; as in the following sentences:

Water will flow.	William may go.
John can run.	Jane is loved.
Money will be received.	William may have gone.
Boys should play.	Girls are taught.
Mary should have tried.	Men must learn.



Write the story suggested by this picture.

Break the story into paragraphs by grouping the sentences that belong to the same part of the story.

For instance, make one paragraph about dolly's getting her feet wet.

Make another paragraph about how dolly felt the next morning.

Make a third paragraph about sending for the doctor when dolly became worse.

LESSON III.

COMPOUND SUBJECT AND PREDICATE.

Singular and Plural.

John and James | play ball.

John, James and William | are playing.

Mary and Jane | will come.

Notice that in these sentences there are two or more subjects.

When a sentence has two or more subjects used together it is said to have a **Compound subject**.

Notice that when the subject is compound the predicate takes the form used for two or more. Thus, if the subject is single, we say **is coming**. If the predicate takes the form for two or more, we say **are coming**. When one is meant in the subject, we say that the form is **singular**. When two or more are meant in the subject, we say the form is **plural**. **Is** is **singular**. **Are** is **plural**.

John | runs and jumps.

Mary | reads and sings.

Alice | reads, sings and plays.

Notice that these sentences have two or more predicates.

In such a case the sentence is said to have a **compound predicate**.

John and Mary | read and sing.

Notice that in this sentence both the subject and the predicate are compound.

Write five sentences having compound subjects, five having compound predicates, and five having both subjects and predicates compound.



LESSON IV.—PARTS OF SPEECH.

Nouns.

The words in a language are assorted, and those that are used in the same way are placed in a group or class and called by a name.

These classes of words are called **parts of speech**. All names belong to the class called **nouns**. The following words are nouns :

John, Captain Erricson, iron, sea, land, happiness, joy.

Notice that John and Captain Erricson are particular names.

Such particular names are called **proper nouns**.

Remember that every proper noun begins with a capital letter.

Notice that “iron,” “sea,” “tree,” “man,” are the names of common things. Such names are called **common nouns**.

Make a list of proper nouns and another list of common nouns.

Use the nouns in your list as subjects of sentences, thus forming simple and compound subjects and predicates.

Boy, boys.

Girl, girls.

Notice that “boy” is in the singular form and “boys” is in the plural form.

A noun that means “one” is said to be in the **singular number**.

A noun that denotes “more than one” is said to be in the **plural number**.



LESSON V.—STUDY OF A FABLE.

Pandora.

Pandora was a little girl.

She lived long ago when the world was new.

Pandora played with a little boy named *Epime'-theus*.

This boy and girl did not eat cooked food; they ate fruits of the trees and the vines.

In the house was a beautiful box. The box was made of wood and had pretty pictures carved upon it.

One day Pandora said, "What is in the pretty box?"

"I must not tell," said the boy.

Pandora was inquisitive and longed to know what was in the box. She often coaxed the boy to tell, but he would not.

The longer Pandora thought about it, the more she wanted to see what was in the box.

"Who brought the box here?" asked Pandora one day.

"It was a man, but I do not know who he was," said the boy.

"How did he look," asked the girl.

"He had wings on his cap and wings on his feet," said the boy.

"That was Mercury," said the girl. "He left me here. I think the box is intended for me. Let me open it."

"No, no," said the boy, "we must never do that."

This made Pandora cross and she would not play with the boy.

Epimetheus was sad and went off alone.

Pandora resolved to open the box. She untied the silver cord.

Epimetheus made a wreath of roses and went back to coax Pandora to play with him.

She was kneeling by the box. Suddenly the box came open. What do you think was in it?

Out came some bees. The boy and the girl were stung. The bees stung the flowers and the fruit. They gave the people great trouble.

Pandora was sorry she had opened the box.

After a while a tap sounded in the box. "Let me out," said some one.

"Oh, no," said the children. "We have had too much trouble already."

"If you will let me out I will help you," said the voice from the box.

The children opened the box again and out came a beautiful creature with bright colored wings. It looked like a butterfly.

"Who are you?" asked Pandora. "They call me Hope," said the creature.

Hope kissed their stings and made them well, and helped all the people to bear their trouble. She is helping people to bear their troubles yet.

The teacher will read this story to the children, explaining to them that it is a myth story or **fable**.

Have several children tell the story.

Have all the children write the story.

Stimulate them to their best efforts.

Have them examine their written story and mark the places where they might make improvements.

Have them re-write, improving as much as possible.



LESSON VI.—PARTS OF SPEECH.

Pronouns.

John | can run.

He | will catch the cat.

The cat | has hurt her foot.

She | cannot run fast.

Notice that in these sentences instead of saying “John can run,” “John will catch the cat,” we use another word, “he,” in the second sentence instead of John.

Notice also that we do not say “The cat has hurt the cat’s foot,” “The cat cannot run fast,” but we use the words “her” and “she” instead of the word “cat.”

Words that are used instead of nouns in this way are called **pronouns**.

I, we, you, him, he, she, her, it, are pronouns.

Write ten sentences using a pronoun in each sentence. Use some of these pronouns as subjects of sentences.

LESSON VII.—STUDY OF A POEM.

The Boy in Blue.

“Rub-a-dub-dub,” said the boy in blue,
 “I have a big gun, and I will shoot you.”
 “O don’t shoot me,” said the little brown dog;
 “Go down to the pond and shoot a big frog.”

Copy this poem and mark the nouns and the pronouns, writing the names under each.



LESSON VIII.—STUDY OF A PICTURE.

This boy has hurt his foot.
 He cannot walk.
 His friends will carry him.
 He must reach home.
 His friends are strong and kind.
 They will carry him easily.

Copy these sentences.

Separate the subject from the predicate in each case by a short vertical line.

Write “noun” under those subjects that are nouns.

Write “pronoun” under those subjects that are pronouns.



LESSON IX.

STUDY AND REPRODUCTION OF A POEM.

My Shadow.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way ;
He stays so close beside me—he's a coward you can see—
I'd think shame to stick to Nursie as that shadow sticks to me.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup ;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

The teacher will read this poem for the children and lead them to enjoy it. The children will have their books closed. The teacher will then go over the poem, calling the attention of the children to the chief points and to the word-pictures. She will then read it again while the children, with eyes closed, see the pictures in imagination. While she reads, she will have the children watch for the shadow to go "in and out" and to "be very like me from my heels up to my head and to jump before me into bed," and suddenly to grow larger and smaller, and to be seen sticking "close beside me like a coward." She will have the children notice how the artist has pictured part of the story. She will then have eight or ten children, one after another, tell the story in their own words, urging each child to tell the best and most complete story he can. She will not have it told in poetry. The children's stories, so far as heard, are so good that all should have a chance to speak ; but, as all cannot tell the story, for want of time, all must be

allowed to write it. The teacher will move about the aisles, praising here and there to spur the children to their best efforts. Let the first point be for the children to pour out their beautiful story upon paper while they are full of it. Attention to the mechanics of writing can wait for second writing. Children should be encouraged, however, to form correct mechanical habits so that they may soon be able to write correctly at the first trial.

The children must be led—

- 1, to enjoy the poem ;
- 2, to get the gist of the poem ;
- 3, to enjoy telling the story in their own way ;
- 4, to enjoy writing the beautiful story.

NOTE.—The success of the teacher depends upon her ability to accomplish these four things. Stirring the enthusiasm of the children is the main point. Getting children to take delight in improving their work is next in importance. Criticise by showing the fine points in the best stories. Aid the unsuccessful by pointing out to each in a quiet, friendly, unostentatious manner how he might do better. Do not do his work for him. Let him have the satisfaction of doing the work himself and enjoying it. Allow the pupil the joy of accomplishment. Let the children feel that their work is appreciated.



LESSON X.—BUSINESS LETTERS.

Write to Arnold, Constable & Co., Broadway and Nineteenth Sts., New York, ordering the following :

10 yds. ribbon, as per sample enclosed, at 5c. per yd.

2 prs. gloves, described by writer, at \$1.00 per pr.
and \$0.80 per pr.

6 yds. lace, as per sample, at 80c. per yd.

10 yds. dress silk, as per sample, at \$2.00 per yd.

State how money is sent and enclose check or money order.



LESSON XI.—STUDY OF A PICTURE.



Write the story suggested by this picture.

Form the habit of always keeping related sentences in the same paragraph.



LESSON XII.—PARTS OF SPEECH.

Verbs.

The little pony | gallops.

The pony | is pretty.

Mary's dog | runs.

The dog | was young.

Now the dog | is old.

Dogs | are fine pets.

Notice that the predicate verbs in these sentences are words that express action, as “gallops,” “runs,” or else they are forms of *is* (as, *are*, *was*, *is*). The different forms of *is* or *be* express *existence* or *being*.

A word that asserts action or being is called a **verb**.

The first word in every predicate is a verb.

This verb is called the **predicate verb** or the **simple predicate**.

The child | lives.

The baby | sleeps.

Notice that these predicates are not forms of *be*, and they do not express action. In what condition or state is the baby? It is in the state of rest or sleep. What is the state of the child? It is in the state of life. Such verbs are said to assert state of being.

A word that is used to assert action, being, or state of being, is called a **verb**.

Write five sentences whose predicate verbs assert action, five sentences whose verbs assert being, and five whose verbs assert state of being.



LESSON XIII.—REVIEW.

A Noun is a word that is used as a name.

A Proper Noun is the name of a particular person, place, or thing.

A Common Noun is the name of a common thing.

A Pronoun is a word that is used in place of a noun.

A Verb is a word that is used to assert action, being, or state of being.

Subjects are always nouns or pronouns.

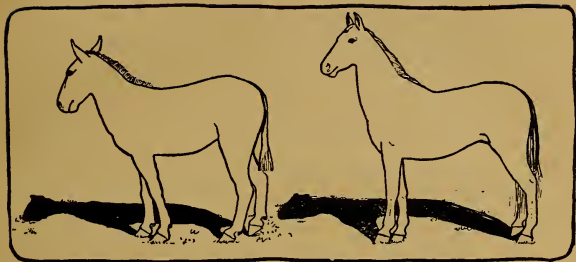
Predicates are always verbs.



LESSON XIV.—COMPARISON.

Compare the horse and the mule with regard to size, ears, hoofs, hardiness, endurance, cost of keep, kind of work each is adapted to, relative cost, length of service.

Write an argument in favor of mules as compared with horses for drawing canal-boats.



Write an argument in favor of the purchase of horses for use on a farm.



LESSON XV.

STUDY AND REPRODUCTION OF A POEM.

Bed in Summer.

In winter I get up at night
And dress by yellow candle-light;
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

The teacher will read this poem to the children; they will have their books closed, so that they can enjoy it and see (in imagination) the pretty scenes.

The teacher will read it again, having the children picture to themselves the early rising in winter; rising in summer; the difference; the birds, etc.

Have the children (ten or a dozen in quick succession) tell the story in their own words.

For want of time to tell the story, have all write the story in their own way (not in poetry).

Follow the plan of the reproduction lesson upon "My Shadow," page 71.



LESSON XVI.

MODIFIED SUBJECT.—PARTS OF SPEECH.

Adjective.

1. Trees shade the lawn.
2. Large trees shade the lawn.
3. Fine large trees shade the lawn.
4. Two fine large trees shade the lawn.

Notice that the first sentence is enlarged by using words that describe trees, thus forming the second, third, and fourth sentences. These words change or modify the meaning of the word trees. In the first sentence we may mean any number or kind of trees. In the second sentence we describe the trees as to size. In the third sentence we describe the trees as to size and shape, etc. In the fourth sentence we limit the number of trees to two.

The words “two,” “fine,” and “large” are called **modifiers** of the word trees.

Words used to modify nouns or pronouns are called **adjectives**.

There are three little words, *a*, *an*, and *the*, that are also used to modify nouns. We have learned about these words before.

A, *an*, and *the* are put in a class by themselves and are called **articles**, though they are really adjectives.

Select the modifying words in the following sentences and tell to which class (part of speech) each belongs :

The tallest tree has fallen.

The only pet is dead.

An earnest plea was made.

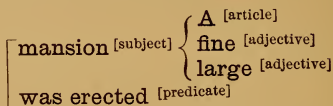
A fierce battle was fought.

LESSON XVII.

ARRANGING SENTENCES IN DIAGRAM.

Arrange the following sentences like the model in the diagram.

A fine, large mansion was erected.



Arrange the following in the same way :

1. Many heavy weights were suspended.
2. Several large girls arrived.
3. The fleetest horse won.
4. The happy little birds twitter.
5. That old gray rock has fallen.
6. The highest peak has been reached.
7. Nine long miles have been travelled.
8. A large volume fell.
9. The quaint old town slumbered.
10. Many rich flowered silks were presented.

NOTE TO TEACHER.—A diagram or outline of a sentence is a device by which we make plain to the eye the relation of the parts of a sentence. Any such device, if used in moderation, is helpful. If, however, the diagram is made so complex that it is more difficult to understand than is the thought which we wish to elucidate, then

the diagram is to be condemned. There have been many "*systems*" of diagraming, but only the simplest devices help the child.

One plan for a diagram is to place the modifying word with its initial letter under the third or fourth letter of the modified word; thus,

house
 a
 large
 handsome.

Another plan is to use the brace; thus,

house { a
 large
 handsome.

The number of such devices is limited only by the ingenuity of the teacher. It is well to vary the devices and to teach children to invent means of charting their thoughts.



LESSON XVIII.—STUDY OF A PICTURE.

We use language to convey thought. Pictures also convey thought. Indeed, pictures were used to convey thought before there was any written or printed language.

In the picture on the next page you can see what the boy is doing and can almost hear him speak to the old woman. You can also imagine what the old woman is saying to the boy. We can tell something of the character of the boy by his kindness to an old woman.

Write the story suggested by this picture.



LESSON XIX.

MODIFIED PREDICATE.—PARTS OF SPEECH.

Adverbs.

The dogs ran swiftly.

Edward reads rapidly.

Samuel came to-day.

Mary is sewing now.

The bird flew away.

My cousin came here.

Notice that the predicate verb is modified by the words “swiftly,” “now,” “away,” “here,” etc.

Notice that these words show “how” or “when” or “where” the action asserted by the verb was performed.

Words used to modify verbs, by showing *how* or *when* or *where* the action asserted by the verb is performed, are called **adverbs**.

Arrange the foregoing sentences like the following :

George	[subject]	
came	[predicate]	}
		here [adverb]
		to-day [adverb]



LESSON XX.

MODIFIERS OF OTHER MODIFIERS.

A very beautiful station stood there.

The boy ran too fast.

Notice that the word “very” modifies beautiful by telling how beautiful, and that “too” modifies fast by telling how fast the boy ran.

The words “very” and “too” are adverbs. “Very” modifies the adjective “beautiful”; and “too” modifies the adverb “fast.”

Words that are used to modify adjectives and adverbs are called **adverbs**.

Arrange the following sentences like the model :

A fine large dog ran swiftly by.

Those beautiful clouds are flying fast.

An exceptionally fine piano was brought here to-day.

An exceedingly bright light shone very far and wide.

light	[subject]	{	An	[article]	{	exceedingly	[adverb]	
	shone		[predicate]	{				bright
far		[adverb]			}			
and		wide				[adverb]	(very)	[adverb]

Remember that an article is the word *a*, *an*, or *the* used to modify a noun.

Remember that an adjective is a word that modifies the meaning of a noun or a pronoun.

Remember that an adverb is a word that modifies the meaning of a verb, an adjective, or another adverb.



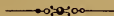
LESSON XXI.—EXPANDING SENTENCES.

Expand the following sentences by adding adjectives and adverbs :

Use the following adjectives and adverbs :

Beautiful, here, the, happy, about, stately, long, golden, tall, silvery, noisy, swiftly, along.

1. Flowers bloom. 2. Birds are flitting. 3. Trees wave their branches. 4. The grain waves in the breeze. 5. The automobile rushes past.



LESSON XXII.—STUDY OF A PICTURE.



What has happened as shown in this picture? What praiseworthy trait is shown by the dog? Can

you tell something of the relation that has existed between this boy and the dog in the past? Is the boy kind to the dog? Why do you think the boy is kind?

Write the story suggested by this picture.



LESSON XXIII.—USE OF WORDS.

Teach and Learn.—Think and Guess.

The word *learn* is often used incorrectly in the place of *teach*. One person can teach another, but one person cannot learn another. When a person gets knowledge he *learns*.

The teacher *teaches* Arthur to write. Arthur *learns* to write when he is taught.

Use teach and learn correctly in the following sentences :

I shall _____ you to play the flute.

You shall _____ to play on the flute.

George will _____ his dog some tricks.

Frank will _____ to drive his pony.

Write five more sentences using the word learn correctly, and five more using the word teach correctly.

Guess is sometimes used incorrectly for the word *think*.

Guess means to express an opinion when you do not have knowledge. *Think* means to form an opinion from knowledge which you have. I *guess* a riddle. I *think* that the book I have read is interesting. There is an element of chance in guessing. Thinking is based upon knowledge.

Use think or guess correctly in the following sentences :

I _____ that hat is beautiful.

I _____ that you write well.

Can you _____ how many marbles I have? You tried to _____ how many I have, but your _____ was wrong.

We _____ that our mother has gone out.

We cannot _____ the riddle.

Write five sentences using guess correctly.

Write five more using think correctly.



LESSON XXIV.—STUDY OF A PICTURE.

COMPARISON.

Hen and Duck.

Compare the hen and the duck with respect to the following points :

1. General shape. 2. Size. 3. Shape of bill or beak. 4. Feet. 5. Tail. 6. Habits. 7. Roosting. 8. Walking in groups. 9. Any other points you notice.

Write the story of a flock of ducks.

Write the story of a brood of ducks which had a hen for their mother.



LESSON XXV.

STUDY AND REPRODUCTION OF A POEM.

The Pirates.

Three of us afloat in the meadow by the swing,
 Three of us aboard in the basket on the lea:
 Winds are in the air, they are blowing in the spring,
 And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat,
 Wary of the weather and steering by a star?
 Shall it be to Africa, a-steering of the boat,
 To Providence, or Babylon, or off to Malabar?

Hi! but here's a squadron a-rowing on the sea—
 Cattle on the meadow a-charging with a roar!
 Quick! and we'll escape them, they're as mad as they can be,
 The wicket is the harbor and the garden is the shore.

The teacher will read the poem for the enjoyment of the children, having them notice the "mind pictures" as she reads. The children will have their books closed.

The teacher will have the children tell what the author means by “afloat in the meadow,” “aboard in the basket,” “waves on the meadow,” “wary of the weather,” “steering by a star,” etc.

Following the plan of the lesson on “My Shadow,” the teacher will have the children tell the story of “The Pirates” in their own way. Arouse enthusiasm.

The children will then write the story in their own language.



LESSON XXVI.—A LETTER.

Write a letter from Grafton, Mass., inviting your cousin, John Brighton, a prominent lawyer of a western town, to spend Old Home Week with you. Tell him as much as possible about the good times and the celebrations you will have and the part he is expected to take.

Prepare and address the envelope.



LESSON XXVII.—COMPARISON OF ADJECTIVES.

SECTION I.

John is a good boy.

William is a better boy.

Amos is the best boy in the class.

The light of the lamp is bright, the light of the

incandescent light is brighter, but the arc light is the brightest light in common use.

Notice that when we compare things we make use of adjectives that state the qualities of things in different degrees. The incandescent light shows a greater degree of brightness than the lamp. The arc light gives light in the greatest degree.

This property of adjectives that expresses qualities in greater or less degree is called **comparison**.

The variation that shows the different degrees of the qualities is called **degrees of comparison**.

SECTION II.

DEGREES OF COMPARISON.

Bright, Brighter, Brightest.

What quality does the light of the lamp have?

Brightness.

What is said of the light of the incandescent light?

Of the arc light?

The form that merely expresses the quality is called the **positive** degree.

The form that expresses quality in a greater or a less degree is called the **comparative** degree.

The form that expresses quality in the highest or the lowest degree is called the **superlative** degree.

SECTION III.

HOW TO FORM THE DIFFERENT DEGREES OF COMPARISON.

Positive.	Comparative.	Superlative.
Bright,	brighter,	brightest.
Easy,	easier,	easiest.
Sweet,	sweeter,	sweetest.
Rough,	rougher,	roughest.

Notice what is added to the positive degree to make the comparative.

Notice what is added to the positive form to make the superlative.

Sweet, sweeter, sweetest.

Good, better, best.

Wholesome, more wholesome, most wholesome.

Notice that the degrees may be formed by adding a syllable to the positive, or by the use of different words, or by the use of *more* or *most*, and that *less* and *least* may be used in the same way as *more* and *most*.

SECTION IV.

PRACTICE LESSON.

Copy the following sentences, draw a line under the adjectives and tell the degree of each.

Jura is a high mountain.

Little Alice is a winsome child.

Gold is the most valuable metal.

Lead is heavier than iron.

Write the degrees of the following adjectives in three columns, giving the head of each column its proper name.

Hard,	common,	green,	heavy,
light,	rude,	insolent,	affable,
staunch,	happy,	lovable,	tame,
wild,	strong,	beautiful,	pretty.



LESSON XXVIII.—USE OF COMPARISON.

Joseph and James both write, but Joseph is the better penman of the two.

Joseph, James and William all write, but William is the best penman.

Notice that when two boys are spoken of we use the comparative degree, but when more than two are spoken of we use the superlative degree. We say the *better* of two, but the *best* of three or more.

Many persons incorrectly use the superlative when comparing two objects.

Fill in the blanks in the following sentences :

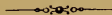
Charles and Edith both play tennis well, but Edith is the _____ player.

All the children play tennis, but Edith is the _____ player in the school.

I like swimming and rowing, but I like swimming the _____ of the two.

Write five sentences, using the comparative degree correctly.

Write five sentences, using the superlative degree correctly.



LESSON XXIX.—COMPARISON.

Dog and Cat.



Compare the dog and the cat with respect to the following :

1. Size.
2. Shape.
3. Kind of feet.
4. Claws.
5. Hair or fur.
6. Food.
7. Use.
8. Teachableness.

Write a comparison, using the statements that you have made.

Which would you rather have, a dog or a cat?

Write an argument, giving your reason.



LESSON XXX.—STUDY OF A MYTH STORY.

Daphne.

The river god was named Peneus. He had charge of the brooks and the creeks and the rivers, and even the raindrops. He led the raindrops from the spring on the mountain-side to the sea.

Peneus had a pretty little daughter named Daphne. She had golden hair and starlike eyes, and Peneus loved her above all things. Daphne did not live in the water like her father: she danced under the trees and played with the birds and the bees; sometimes she rode on a big cloud.

The fun-loving Cupid came to the river one day to drink. Cupid had a smiling face and laughing eyes, and carried a bow and a quiver of arrows. Some of his arrows were made of gold, and with these he could shoot love into people's hearts. But some of his

arrows were made of lead, and with these he shot people and filled their hearts with fear.

Apollo saw Cupid drinking at the river. He came to Cupid and asked him what his bow and arrows were for. He taunted Cupid about being small and about the smallness of his arrows. "You cannot shoot," said he. "One must be large and strong like me to shoot." Cupid fixed an arrow upon his bowstring. He shot it into the cloud. It struck Daphne and filled her heart with fear, for the arrow was made of lead. She came out of the cloud, and ran because she was afraid.

Then Cupid shot a golden arrow at Apollo and filled his heart with love for Daphne.

Apollo ran after Daphne and called to her. "Stop, Daphne," he said; "I will not hurt you. Do not bruise your feet upon the stones, but wait for me. I love you."

At last Daphne could run no more, so she called to her father. The river-god heard her and quickly changed her into a beautiful green tree with pink blossoms.

Apollo was sad because he had lost her, but he said, "Men who do brave deeds shall be crowned with the wreaths that are made from your green leaves."

The teacher will read this story with the children, explaining to them that it is a myth story.

The teacher will have some of the children tell the story; then have all the children write the story in their own words, stimulating the children to their best efforts.



LESSON XXXI.—A LETTER.

Write a letter to Christopher Sower Co., Philadelphia, ordering the Hall & Brumbaugh Primer.

Be sure to give your own address and name, and to enclose a slip of paper representing the price of the book, thirty-five cents.

Prepare and address the envelope.



LESSON XXXII.—COMPARISON OF ADVERBS.

John writes *rapidly*.

Charles writes *more rapidly* than John, but in this class William writes *most rapidly*.

Notice that adverbs also have degrees of comparison, just as adjectives have. We must guard against the improper use of the superlative degree in the use of adverbs just as we must with adjectives.

John writes *rapidly*, but Charles is a more rapid writer.

Notice that instead of using an adverb modifying the predicate, we can often use an adjective expressing the same quality in a noun.

Change the following sentences so as to use adjectives instead of adverbs :

Mary sews rapidly.

Mary is a _____ sewer.

The greyhound runs swiftly.

The greyhound is a _____ runner.

John skates gracefully.

William speaks accurately.

Samuel studies diligently.



LESSON XXXIII.—COMPARISON.

Sheep and Goat.



Compare the sheep and the goat with respect to the following :



1. Size. 2. Covering. 3. Horns. 4. Feeding-ground. 5. Habits. 6. Use to man.

Write a story comparing the sheep and the goat, making use of the foregoing facts.



LESSON XXXIV.

STUDY AND REPRODUCTION OF A POEM.

The Land of Counterpane.

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him dale and plain,
The pleasant Land of Counterpane.

The teacher will read the poem to arouse the imagination of the pupils. Have the pupils keep their books closed.

Question the children to bring out the main points and pictures.

Why "two pillows"? What were the "hills"? What was the "sea"? What did the child do with his "trees and houses"? What did the child call himself?

Read again for the children to picture to themselves and "see things."

Have the children reproduce, following the general plan of the lesson on "My Shadow."



LESSON XXXV.—A LETTER.

Write a letter to your aunt, telling her that you have moved to a new place to live. Give her a description of the new place, and describe your feelings at leaving your old home.

Prepare the envelope and address it.



LESSON XXXVI.—OBJECT COMPLEMENT.

Horses draw carts.

The moon sheds light.

Alfred loves me.

*Notice that in these sentences there is not only the subject about which something is said, as horse, moon, Alfred, but also there is an *object* that is drawn or*

shed or loved. "Carts" is the object of "drawn." "Light" is the object of "shed." The word "me" indicates the object loved. The predicate "draw" does not express all of the thought, so the expression must be completed by the word carts. "Draw carts" means more than "draw."

The word that completes the meaning of the predicate is called a **complement**.

The complement is the word that represents the object to which the action asserted by the verb is done, and is called an **object complement**.

Mark the object complements in the following sentences :

James hurt his foot.

The teacher bought a new book.

Mary has soiled her hands.

That strong horse draws the wagon easily.

Those dark clouds obscure the sun.



LESSON XXXVII.—ATTRIBUTE COMPLEMENT.

The apple is red.

This dog is a hound.

Lead is heavy.

Stuart was a painter.

Notice that in these sentences the meaning of the predicate verb is not complete without the words "red," "heavy," "hound," "painter."

Notice that these words are either nouns or adjectives, and that the adjectives show some quality or attribute of the subject, and that the nouns show what the subject is.

Words that complete the meaning of the predicate in this way are called **attribute complements** of the predicate.

Adjectives that are attribute complements may be called **subjective predicate adjectives**: they complete the meaning of the predicate, but describe the subject.

Nouns that are attribute complements may be called **subjective predicate nouns**: they complete the predicates, but mean the same things as the subjects.

In the following sentences draw a line under the complement and tell whether it is object or attribute, and if attribute, whether predicate noun or predicate adjective.

John is a fine player.

He is captain.

He is fleet.

He is strong.

He can strike the ball.

The ball is hard.

A soft ball is good.

A hard ball is better.

These gloves are fine.

The bats are poor.

They are too heavy.

The mask is broken.

John	{	a
is + player		fine

He	{	is + strong.

The bracket connects the subject and predicate.

The brace points to the word modified by the words included in the brace.

The plus sign indicates that the word following it is used as a *complement*.

Diagram the sentences in this lesson like the model.



LESSON XXXVIII.—STUDY OF A PICTURE.



Does the picture on page 103 suggest a joyous time, or does it suggest a sorrowful time?

Imagine the story that the artist has told in this picture.

Write the story suggested by this picture.

Lay this story away for a day, and then read it and rewrite it, improving it as much as possible.



LESSON XXXIX.—PHRASE MODIFIERS.

The branches of the tree hang down.

The price of meat has risen.

The spring by the hill is clear.

Notice that the groups of words “of the tree,” “of meat,” “by the hill,” are used as modifiers; “of the tree” modifies “branches;” “of meat” modifies “price.”

When words are used together in a group to do work in a sentence, the group is called a **phrase**.

Notice that the phrase alone would not make sense.

Notice that these phrases modify nouns as adjectives do. Phrases used to modify nouns are used as adjectives. They may be called **adjective modifiers**.

John ran to school.

Rover swims in the pond.

Mary sits by the table.

The enemy came at night.

The cattle feed during the day.

Notice that the phrases in these sentences tell when or where the action asserted by the verb is performed. They modify the simple predicate. They do the work of adverbs. They are used as adverbs.

Phrases used as adverbs may be called **adverbial modifiers**.

Find all the adjective and adverbial modifiers in the following sentences, and tell which are adjectives, which are phrases used as adjectives, which are adverbs, and which are phrases used as adverbs :

The long branches of the tree swing in the breeze.

The surface of the country is covered with a dense growth of wood.

The new leader of the party brought authority from home.

The largest boys in the school set a standard of fine manly conduct.

Arrange the foregoing sentences like the following, so as to show the relation of the parts :

The new captain of the military company, with the rarest tact, brought good order out of general confusion.

[captain	[subject]	{	The	[article]	
				new	[adjective]	
			{	of company	{ the	[article]
					} military	[adjective]
				[phrase. adjective modifier]		
[brought	[predicate]	{	with tact	{ the	[article]
					} rarest	[adjective]
					[phrase. adverb modifier]	
				+ order	{ good	[adjective]
			{	out of confusion	} general	[adj.]
				[phrase. adv. mod.]		

This is a declarative sentence.

The subject is "captain," modified by the article "the," the adjective "new" and the phrase "of company." "Company" is modified by the article "the" and the adjective "military." The predicate is "brought," modified by the phrase "with tact," the object complement "order," and the phrase "out of confusion." "Tact" is modified by the article "the" and the adjective "rarest." "Confusion" is modified by the adjective "general."



LESSON XL.—PHRASES.

Infinitives and Participles.

Reading good books improves the mind.

To be good is to be happy.

To play is natural for a child.

Notice that the phrases “reading good books,” “to be good,” “to play,” are used as subjects of sentences and do the work of nouns. They are used as nouns.

Notice that the words that introduce these phrases are either words ending in “ing” or verbs beginning with “to” and meaning “to do” or “to be.”

Words used in this way and ending in “ing” are called **participles**.

Verbs beginning with “to” and meaning “to do” or “to be” are called **infinitives**—

I told him to go.

I made him go.

I bade him go.

I compelled him to go.

Notice that with some words, such as “bade” and “made,” the word “to” is omitted in the infinitive, but with such words as “told” and “compelled” the sign “to” is retained.



LESSON XLI.

INFINITIVE AND PARTICIPIAL PHRASES.

We name a phrase from the word that introduces it or connects it with the word that the phrase modifies.

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

A phrase introduced by a participle is called a **participial phrase**.

Draw a line under the phrases in the following sentences and indicate what kind of phrase each is and how it is used :

To be kind is a duty and pleasure.

Catching fish is fine sport.

The reading of books increases knowledge.

To be respected is desired by all.

To live is to learn.

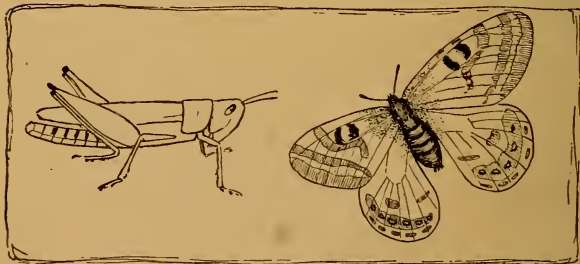
Notice that these infinitive phrases and participial phrases are used as nouns.



LESSON XLII.—STUDY OF A PICTURE.

COMPARISON.

Butterfly and Grasshopper.



Compare the butterfly and the grasshopper with respect to the following :

- | | | |
|--|-------------------|-------------|
| 1. Size. | 3. Size of wings. | 5. Color. |
| 2. Shape. | 4. Size of legs. | 6. Feeding. |
| 7. Beauty. 8. Any other points you may think of. | | |

Write a story making the comparison and using the foregoing facts.

Compare the grasshopper and the bee.



LESSON XLIII.—STUDY OF A POEM.

A Good Boy.

I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.

And now at last the sun is going down behind the wood,
And I am very happy, for I know that I've been good.

My bed is waiting cool and fresh, with linen smooth and fair,
And I must off to sleeps-in-by, and not forget my prayer.

I know that, till to-morrow I shall see the sun arise,
No ugly dream shall fright my mind; no ugly sight, my eyes.

But slumber hold me tightly till I waken in the dawn,
And hear the thrushes singing in the lilacs round the lawn.

The teacher will read the poem with the children, making a study of the poem.

Make this also a moral lesson by bringing out the points showing that goodness brings its own reward in happiness.

Have oral and written stories about "A Good Boy."

LESSON XLIV.—A LETTER.

Write a letter to a former teacher, giving an account of a journey you have taken.

Give a full account of your preparation for the journey.

The trip itself.

Your impressions of the places you visited and the return.

Address your envelope.



LESSON XLV.

PARTS OF SPEECH—PREPOSITIONS.

Prepositional Phrases.

The mat upon the table is new.

The mat under the table is new.

The mat by the table is new.

The lamp over the table is new.

Notice that in these sentences the words “upon,” “under,” “by,” “over,” show the relation of the mat or the lamp to the table.

These words that show relation introduce phrases that modify the words “mat” and “lamp.”

Words that introduce phrases in this way are called **prepositions**.

The phrases introduced by prepositions are called **prepositional phrases**.

Examine the following sentences and classify the phrases. Tell what kind of phrase each is, what kind of modifier it is. Tell also what word it modifies.

The blossoms on the tree will give place to fruit in the autumn.

To be respected by his classmates is desired by every manly boy.

Every boy wishes to be trusted.

Playing ball develops the body.

The laying of the Atlantic cable was a noble achievement.

To relieve suffering is the mission of the physician.

Men of courage are needed.

The children are playing in the pasture.

Livingstone travelled in the wilds of Africa.

The study of English improves the mind.



LESSON XLVI.—POSSESSIVE MODIFIERS.

Arthur's dog cannot run.

His foot is sore.

James has broken his sled.

Mary has soiled John's book.

Notice that the words "dog," "foot," "sled," and

“book” are modified by nouns or pronouns that denote ownership or possession.

Nouns or pronouns that denote possession are called **possessive nouns** or **possessive pronouns**.

The mountain's peak is in the clouds.

The peak of the mountain is in the clouds.

Notice that the possessive noun may be changed into a prepositional phrase. This makes variety of expression possible.

Change the possessive modifiers in the following sentences to prepositional phrases :

The mountain's top is covered with snow.

The tree's branches bend low with fruit.

Adam and Eve ate of the tree's fruit.

This book's leaves are mutilated.

Rearrange the following sentences so as to make them more elegant :

Jacob's ladder's foot was on the earth ; the top of it was among the clouds.

The siren's sweet song lures to destruction.

The gates of gold swing open wide.

I saw in my dream a brazen image.

Weights of lead drew the diver to the bottom of the water.

The little Dutch girls wore shoes of wood.

LESSON XLVII.—A MYTH STORY.

Æolus, the God of the Winds.

Ulysses was a brave soldier. He had been to war, but now the war was over and he was going home to see his dear wife and little son.

“Oh, how I wish I could fly to them!” said Ulysses. But he could not fly. He must sail in his boat. For days he sailed, but had poor winds and much trouble. At last he saw land and, with his crew, landed for the needed rest. Æolus, the God of the Winds, lived on the island where they landed. He kept his winds in a cave. He gave Ulysses and his men food and loaded his vessel with stores.

“I have one thing more for you,” said Æolus, “and I will put it in a bag. Do not let your men know what is in the bag.” Æolus went to his cave and filled the leather bag with wind. He put in great winds and gentle little breezes. He tied the bag with a silver cord. He told Ulysses what was in that bag, and how to use the winds.

Ulysses set sail and began to have a fine voyage. He watched the bag night and day and would let no one else touch it. At last he became so tired that he fell asleep. The men untied the silver cord and opened the bag, hoping that it was filled with gold.

Out came the winds and blew and aroused great

storms. Then they flew away home and carried Ulysses's ship back too. Do you not think that the men were sorry for their meddling?

The teacher will read this story with the children, and have it reproduced by them, first orally, and then in writing.

LESSON XLVIII.—STUDY OF A PICTURE.



Write a good story describing the scene on page 114.

Write a story giving an account of a boy who broke through the ice and was saved by his companions.



LESSON XLIX.—STUDY OF A POEM.

The Wind.

I saw you toss the kites on high
 And blow the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!

I saw the different things you did,
 But always you yourself you hid.
 I felt you push, I heard you call,
 I could not see yourself at all—
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!

O you that are so strong and cold,
 O blower, are you young or old?
 Are you a beast of field and tree,
 Or just a stronger child than me?
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!



The teacher will read the poem with the children, and lead them to see its beauties.

What did the child see the wind do?

How did the wind sound like ladies' skirts?

What kind of song did the wind sing?

Did the child see the wind?

How did he know the wind was there?

What were some qualities of the wind?

What questions did the child ask the wind?

Write the story of the wind in your own words.

Read the story from your books.

Is your story a pretty good one?

Does it tell all that the book story tells?



LESSON L.—A LETTER.

You have been on a visit to your cousin and have returned home.

Write a letter to your cousin telling how you enjoyed your visit. Tell about how you found the folks at home.

Prepare the envelope for your letter. Address it.

LESSON LI.—STUDY OF A PICTURE.

The artist who painted this picture was Thomas Hovenden. Mr. Hovenden lived at Plymouth-Meeting, near Norristown, Pennsylvania. He loved to paint pictures that showed home scenes. He was engaged in painting a "home picture" at the time of his death. His last picture was thus left incomplete.

Mr. Hovenden lost his life while saving the life of a little girl who was crossing the railroad near his home. He was struck by the train, but the child was saved.

Notice the home love and affection expressed in "Breaking the Home Ties."

Write the story suggested by the picture.



LESSON LII.—CASE.

I struck Rover.

He hurt me.

Rover bit me.

I hurt him.

I play with him.

He sits by me.

Notice that when the pronoun that means myself is used as subject of a sentence we use the form "I." When it is the object complement we use the form "me."

Notice also that "he" and "him" also mean the



Breaking the Home Ties. THOMAS HOVENDEN.
Copyright, 1901, by C. KLACKNER, New York.

same person or animal, but "he" is used as subject and "him" is used as object complement.

Such changes of form and use are called **cases**.

The subject is said to be in the **nominative case**.

The object complement is said to be in the **objective case**.

It is the relation of nouns and pronouns to *verbs*, *prepositions*, and *other nouns* that gives them case.

Pronouns change their form to correspond to the case.

The word that denotes the owner is said to be in the **possessive case**.

Tell the case of the nouns and pronouns in the following sentences :

The child loves its mother. Our friends love us.

June will bring her roses. John struck James.

We love our friends. James struck John.

Notice that pronouns change their form according to their case, but that nouns do not change form.

Notice both nouns and pronouns change their use. They are used as subject, doer or speaker, or that of which something is said; or they are used as object complement; or they are used to denote ownership.

LESSON LIII.—OBJECT OF THE PREPOSITION.

The book purchased by me was delivered.

The work done for me is appreciated.

Notice that when a pronoun is used with a preposition to form a prepositional phrase, the pronoun is in the objective form. We call such a pronoun the object of the preposition, and it must always be in the **objective case**.

Nouns used as objects of prepositions to complete prepositional phrases are also in the **objective case**.

Tell the case of the nouns and pronouns in the following sentences :

The love of money is the root of much evil.

Mary's love of admiration leads to silly behavior.

Desire for approbation spurs us to greater effort.

A course of lectures will be delivered here.

We shall sell the goods at any price.

We speak of angels and hear the rustle of their wings.



LESSON LIV.

APPOSITIONAL NOUNS AND PRONOUNS.

John, the blacksmith, is a powerful man.

We girls are going home.

The boys have beaten us girls.

Take the horse to John, the blacksmith.

They discharged Amos, the watchman.

We, the people of the United States, wish to live happily.

Notice that a noun or a pronoun is sometimes used after another noun or pronoun to explain who or what is meant by the first noun or pronoun. "Blacksmith" indicates who John is. "Girls" indicates who "we" are.

Nouns or pronouns used thus to explain are said to be in **apposition** with the noun or pronoun that they explain, and must be in the same case as the noun or pronoun that they explain.

Tell the case of each of the nouns and pronouns used in the sentences at the beginning of this lesson, and tell in what case each is, and why.



LESSON LV.—USE OF WORDS.

Fill in the following sentences correctly, being careful about the case of the word you use. Use the proper word from the following list :

me, I, we, us.

John and —— will go.

This money is for you and ——.
 Shall you and —— have a ride?
 —— boys are going to see the show.
 The boys treat —— girls shamefully.
 It was —— who took the ball.
 It was —— girls who did the mischief.
 Will you keep score for —— boys?
 Please allow Mary and —— to read your book.
 Mother told Sarah and —— to write our letters.
 Mother, may Sarah and —— write our letters?
 Mother, please let Sarah and —— help you.



LESSON LVI.—STUDY OF AN AUTHOR.

Read over all the poems of Robert Louis Stevenson that you have studied. [See pages 71, 77, 88, 99, 109, 115.]

What do you like most about Stevenson's poems?

Recite the poem of Stevenson's that you like best.

When Robert Louis Stevenson published these poems he was about thirty-five years old, though "still a boy," as some one has said. He writes as a child feels, and that is the way by which he reaches a child's heart. We love the beauty of his imagery and the simplicity of his language.

Stevenson was of the famous family of engineers, but his taste did not run in that line. He was frail and slender, and spent many years of his life fleeing from the dread disease, consumption. He died in 1894, at the age of forty-four. The last lines of the following poem are cut upon his tomb on the mountain-top in Samoa, where he died :

“Under the wide and starry sky,
Dig the grave and let me lie;
Glad did I live, and gladly die,
And I laid me down with a will.

“This be the verse you grave for me:
Here he lies where he longed to be;
Home is the sailor, home from sea,
And the hunter home from the hill.”



LESSON LVII.—STUDY OF A PICTURE.

Does the picture on page 125 give us any information?

Who is the young lady who has just arrived?

Where does she live?

Are her cousins glad to see her here in the country? Why?

Do they like to have her stay with them? Why?



What kind of persons like to entertain their friends?

What qualities must persons have in order that others may like to entertain them?

Write the story suggested by this picture.

LESSON LVIII.

CASE OF ATTRIBUTE COMPLEMENT.

Who took my pen? It was he.
It was I. John is a blacksmith.

In these sentences the words "I," "he," "blacksmith," are called **attribute complements**.

Notice that the attribute complement when a noun or a pronoun takes the same case as the subject, which is in the nominative case.

In the matter of case it is particularly important that our ear be trained correctly. Otherwise the incorrect form will sound correct to us and our habits of speech will be bad.

Tell the case of each noun or pronoun in the following sentences, and give your reason :

Who took the book? It was I. It was John. It was he. It was we.

The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.
The plowman homeward plods his weary way,
And leaves the world to darkness and to me.

LESSON LIX.—IMPERATIVE SENTENCES.

Bring in the wood. Heap high the fire.

Notice that in commanding or imperative sentences, the subject is not mentioned, since the person commanded is addressed directly. To say “You bring in the wood” is not necessary. “You” is understood to belong to the sentence as subject.

Write a dozen imperative sentences.



LESSON LX.

INVERTED ORDER OF WORDS.—INTERROGATIVE SENTENCES.

Did you read the book?

You did read the book?

Whom did you see?

You did see whom?

Notice that in these sentences in order to ask a question we place part of the verb before the subject. You could tell that they are questions by the order in which the words are placed. If they were in natural order you could not tell that they were questions, without the interrogation point.

In order to tell the relation of words in a sentence

we must place them or imagine them placed in natural order.

Fast falls the eventide.

Notice that in this sentence the natural order is changed. This is frequently the case in poetry. This sentence in its natural order would be, "The eventide falls fast."

Change the following sentences to their natural order and mark the subjects and predicates.

Abide with me, fast falls the eventide,
The darkness deepens,—Lord, with me abide.

Swift to its close ebbs out life's little day,
Earth's joys depart, its comforts pass away.
Change and decay in all around I see,
O thou who changest not, abide with me.



LESSON LXI.—STUDY OF A PICTURE.

Of what is this a picture? What do you see in the picture on page 129? What time of year is it? How do you know?

Write the story of this picture. Recast the story, improving the language.



Write an account of such an occasion in which you took part. Recast this story, improving the forms of expression in any way you can improve them.

LESSON LXII.—ORDER OF WORDS.

EXPLETIVES.

There was joy in the camp.

There is a land of pure delight.

Notice that if we omit the word “there,” these sentences would be,

“Joy was in the camp.”

“A land of pure delight is.”

“There” is merely used to give variety to expression, by changing the order of subject and predicate. Such a word does not modify any other word. It is called an *expletive*.

Rearrange the following sentences by the use of the expletive “there.”

Money to spend was in the chest.

Food enough for the journey was in the basket.

Sorrow endured through the night, but joy came in the morning.



LESSON LXIII.—PARTS OF SPEECH.

Exclamations.

My, what a fine story!

How the rain pours!

How black the clouds are!
 What strange faces I see!

Notice that when we call out or exclaim we express our surprise or anger by a word or sentence. We call such a word or sentence an exclamation. When the exclamation is a single word we call it an Interjection: as, "Ha!" "Oh!" "Alas!"

Notice that an exclamation is followed by a point called an **Exclamation Point**.

Write half a dozen exclamatory sentences.

Write five sentences containing interjections.



LESSON LXIV.

ARRANGEMENT OF MODIFIERS.

A large round apple is on the table.

Notice that it would not do to arrange the modifiers thus: "A round large apple."

In arranging modifiers we must observe the following rule:

Place modifiers in the order of the strength of their modification, the one which modifies most strongly next the word modified; the one that modifies the idea expressed by the word as first modified, next, and so on.

“Round” modifies “apple” more strongly than “large” does. Roundness is a more common quality in apples than largeness. “Large” modifies the idea expressed by the word “apple” modified by “round.”

Fill in the sentences below with two or more modifiers from the following list, arranging them properly :

Red, large, green, small, black, slender, tall, short, stout, beautiful, hungry, poor, little, gray, old.

———— — apples grow upon this tree.

—— — berries grow upon this bush.

We have a —— —— watch dog.

A —— —— pole stands in the yard.

A —— —— man sells us milk.

A —— —— lawn slopes from the house.

Many a —— —— dog was fed at her door.

The —— —— horse was sold.

A —— —— automobile passed us.



LESSON LXV.—PERSON.

I am writing to you. You are listening to me.

John cannot come ; he is ill.

Notice that “I” represents the speaker or writer.

“You” represents the person spoken to.

“John” and “he” represent the person spoken of.

The noun or pronoun representing the speaker or writer is in the **first person**.

The noun or pronoun representing the person spoken to is in the **second person**.

The noun or pronoun representing the person or thing spoken of is in the **third person**.

The person of nouns and pronouns is a variation in their use to denote whether the speaker, the person spoken to, or the person or thing spoken of is meant. There is also a corresponding variation in the forms of pronouns.

Tell the person of the nouns and pronouns in the following sentences :

I shall travel. John, bring me the book.

Thou art the man. Give the book to Mary.

You may be expected. She may need it.

We can write. They are all happy.

The boys are home from school.

I, Henry, am a sailor.

Each boy knew his lesson.

I, John Smith, being of sound mind, give my goods to my next of kin.

Write three sentences having the subject in the first person and two having the object complement in the first person.

Write five sentences having nouns or pronouns in the second person.

Write five sentences having nouns or pronouns in the third person.



LESSON LXVI.—USE OF WORDS.

Shall and Will.

You will arrive in the evening.

You shall finish your task.

Notice that “will” merely tells what will occur. It merely expresses futurity or future time; but “shall” expresses determination.

I shall be in town to-morrow.

I will have my rights.

We shall be glad to see you.

We will be obeyed.

You will arrive in the evening.

You shall finish your task.

Thou shalt not steal.

He will be paid for his work.

He shall return the goods.

Mary will come to-morrow.

Mary shall come to-morrow.

Notice that when we use “I” or “we” for the sub-

ject we use "shall" to express futurity and "will" to express determination.

Notice that when we use "you," "thou," "he," etc., pronouns in the second person, or nouns or pronouns in the third person, as subjects, we use "will" to express futurity and "shall" to express determination, promise or command.

Examine the Ten Commandments.

To express determination, promise or command we use "will" with the first person and "shall" with the second or third person.

Use "shall" and "will" correctly in the following sentences :

I — be glad to assist you.

I — read two pages each day.

I — pay you to-morrow.

I — will save you at all cost.

We — all be glad to go.

We — all keep together for safety.

Explain the difference in the following :

I shall go, for no one will detain me.

I will go, for no one shall detain me.

We shall be drowned, for no one will save us.

We will be drowned, for no one shall save us.

William had gone before you came.

John might have gone.

If I were Will I would study.

Notice that the words "may," "had," "might," etc., help to tell the time of going, but they are not adverbs.

Notice that such words help to give permission or to make a request. They show what manner of assertion is made by the verb.

The verb may merely assert, it may express power or permission, or it may make a statement conditioned upon some other assertion.

The property of a verb that indicates time is called **tense**.

If the form of the verb indicates present time, it is in the **present tense**.

If it indicates past time, it is in the **past tense**.

If it indicates future time, it is in the **future tense**.

If it indicates past time connected with the present, it is in the **present perfect tense**.

If it indicates past time before some other past time, it is in the **past perfect tense**.

If it indicates future time before some other future time, it is in the **future perfect tense**.

Examine the following :

Mary went to school.

Mary will go to school.

Mary goes to school.

I shall go to school.

I shall have returned before night.

I came home, but Jane had departed before I came.

Elizabeth has learned her lesson to-day.

Thomas will have learned his lesson before to-morrow.

Tell what time is meant in each of these sentences.

Notice that present time and past time are usually expressed by a single word.

Notice that “have” and “has” are the signs of the present perfect, that “had” is the sign of the past perfect, and that “shall have” and “will have” are the signs of the future perfect.

Be careful always to express time properly by using the right form or tense of the verb.



LESSON LXIX.—USE OF WORDS.

May and Can.

Elizabeth, you may write if you wish.

Elizabeth, you can write if you try.

Notice that “may” expresses permission, but that “can” expresses power.

Use “may” and “can” correctly in the following sentences :

I —— commit two stanzas to memory in five minutes.

I —— have a new dress for my birthday.

You —— earn money for Christmas if you work for it.

You —— earn money if you do not neglect your lessons.

Write five sentences using "may" correctly and five using "can" correctly.



LESSON LXX.—CLAUSES.

The boy who is industrious will succeed.

I cannot see what flowers are at my feet.

I love them that love me.

The tree lies where it fell.

What I told him was true.

I see what you have.

Notice that in the sentences above groups of words modify as adjectives or adverbs, or else they are used as nouns, serving as subjects or as object complements.

Notice also that each group, so used, contains a subject and a predicate. Each group is like a little sentence used to modify a word in another sentence, or else it is used as a noun.

Such a group of words is called a **clause**.

A clause is a group of words having subject and predicate, and used as an adjective, an adverb, or a noun.

Draw a line under the clauses in the following sentences, and tell how each clause is used :

I believe that the earth is round.

What I did is my affair.

He who is prudent is wise.

William had gone before you came.

I will call you when I need you.

Write five sentences having clauses used as adjective modifiers, five having clauses used as adverbial modifiers, and five having clauses used as nouns.



LESSON LXXI.—MORE ABOUT CLAUSES.

Kinds of Clauses.

The boy who strives will win.

The man whom I met was lame.

The tree lay where it fell.

I know what you mean.

I will remain if you need me.

There are four words—"who," "which," "what," and "that"—called **relative pronouns**, that are used to introduce clauses and connect them with the words

modified by the clauses. The modified word stands before the pronoun and is called the antecedent of the pronoun.

These pronouns are called **relative pronouns** because they relate to antecedents and connect their clauses with their antecedents.

The clauses introduced by relative pronouns are called **relative clauses**.

Notice that the clause "if you need me" expresses a condition. Such clauses are called **conditional clauses**.

Notice that the clause "where it fell" is introduced by an adverb. We call such a clause an **adverbial clause**.

It is also used as an adverbial modifier.



LESSON LXXII.—REVIEW.

A phrase is a group of words that, as a group, does work in a sentence, but the group does not make sense by itself.

A phrase is used in the sentence as a part of speech. Phrases are named from the words that introduce them. As modifiers, phrases are named from their use in the sentence.

In the sentence "A blade of grass grew," the phrase

“of grass” is a prepositional phrase, but is an **adjective modifier**.

A clause is a group of words containing a subject and predicate, and used as an adjective, an adverb, or a noun.

Clauses are usually named from the words that introduce them and join them to the word modified.

As modifiers, clauses are named from their use in the sentence.

In the sentence “The boy who came will remain,” the clause “who came” is a relative clause, but an adjective modifier, modifying the noun “boy.”

NOTE.—Some grammarians name phrases and clauses only from their use, calling them noun phrases, noun clauses, adjective phrases, adjective clauses, etc. It seems better to name them from the leading or introductory word and then to state that they are used as nouns or as adjective or adverbial modifiers.



LESSON LXXIII.

KINDS OF SENTENCES ACCORDING TO FORM.

A subject and predicate taken together make what we call a proposition.

There are three kinds of sentences, named according to form—simple, complex, and compound.

A sentence that contains a single proposition is called a **simple sentence**.

A sentence that contains one principal proposition and one or more clauses is called a **complex sentence**.

Two or more sentences joined together form what is called a **compound sentence**.

Tell which of the following sentences are simple, which are complex, and which are compound :

I shall write to my father.

He is a man who will understand my position.

If he gives me advice I shall follow it.

He is my truest and best friend and I can safely trust his judgment.

The road was long, the day was warm, and my feet refused to carry me further.

Do to others as you would have others do to you.

The wicked flee when no man pursueth, but the righteous are bold as a lion.



LESSON LXXIV.—MODE OF VERBS.

The property of a verb that indicates the manner in which the act or state is expressed by the verb is called **mood** or **mode**.

There are five modes—the **indicative**, the **potential**, the **imperative**, the **subjective**, and the **infinitive**.

The **indicative mode** expresses a positive assertion or asks a question.

The **potential mode** expresses power, possibility, or necessity.

The signs of the potential mode are "may," "can," "must," "might," "could," "would," and "should."

The **imperative mode** expresses command, permission, or entreaty.

The **subjective mode** expresses a condition of uncertainty or desirability.

The **infinitive mode** expresses action, being, or statement not limited to a subject.

Verbs in the infinitive mode are called non-finitive verbs or **infinitives**.

We should always use the correct mode of the verb to express our thought. We should not use, for instance, "If I was well" (indicative) for "If I were well" (subjunctive).



LESSON LXXV.—CONJUNCTIONS.

The students were merry with song and dance.

Mary and Louise have come to visit us.

Do not cry, but make another effort.

You have succeeded, although you might have done better.

Notice that “and,” “but,” and “although” do not modify, but they connect words, phrases or clauses, or the members of compound sentences.

Either George or James will go.

Both George and James will go.

Notice that it takes two words to make the words “George” and “James” go well together. Conjunctions of this form are called **correlatives**.

In writing be careful that the correct conjunctions are used together as pairs.

Use the following correlatives correctly :

Neither—————nor.

Either—————or.

Though—————yet.

Use the proper correlatives with the following sentences :

—— gold —— fame will make one happy.

—— get more money —— have fewer wants.

—— he slay me —— will I trust him.

—— a house —— a tree was seen.

You may buy —— books —— toys.

He was sick and could —— eat —— drink.

—— I fail —— I will try again.

LESSON LXXVI.—STUDY OF A LEGEND.

LEGEND OF THE DANDELION.

Once upon a time the stars came into the sky as children of the moon. The mother moon, like many mothers, liked her children to be beautiful and shine as soon as the sun had set.

One night, when their mother called them to light the sky, they would not shine but were ugly and cross.

Now, when these ugly little stars would not obey their mother, she put some other good little stars in their places. The disagreeable little stars felt themselves falling from the sky. Soon they found themselves on the earth. Then they felt sad and lonely and cried themselves to sleep.

In the morning, when the sun arose, he shone upon the little stars lying among the grass, and wakened them. Then they began to cry again for their mother.

When the sun heard them crying, he pitied them. He saw that they were sorry for their naughtiness. He smiled upon them and told them that they were to hold up their golden heads and shine upon the earth and make it beautiful. Thus came the little dandelion to our earth to beautify the meadows and fields. (*Adapted and condensed.*)

Tell the story of the dandelion in your own words.

Expand it and rewrite it in the most beautiful language at your command.

Find a pretty poem about the dandelion. Close your story with this poem.

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