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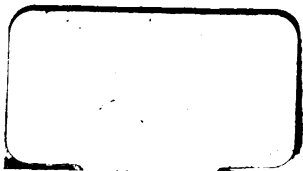


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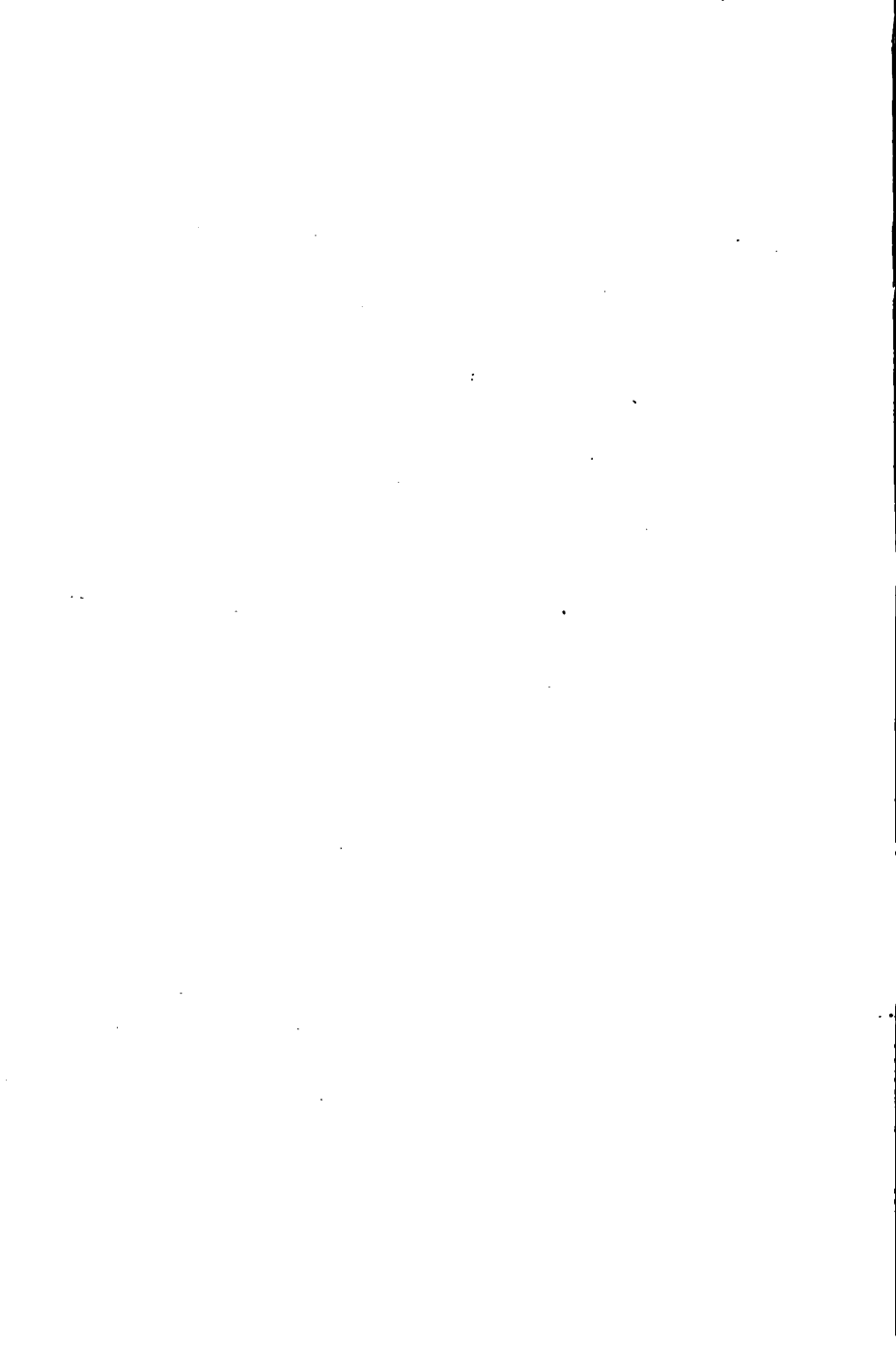


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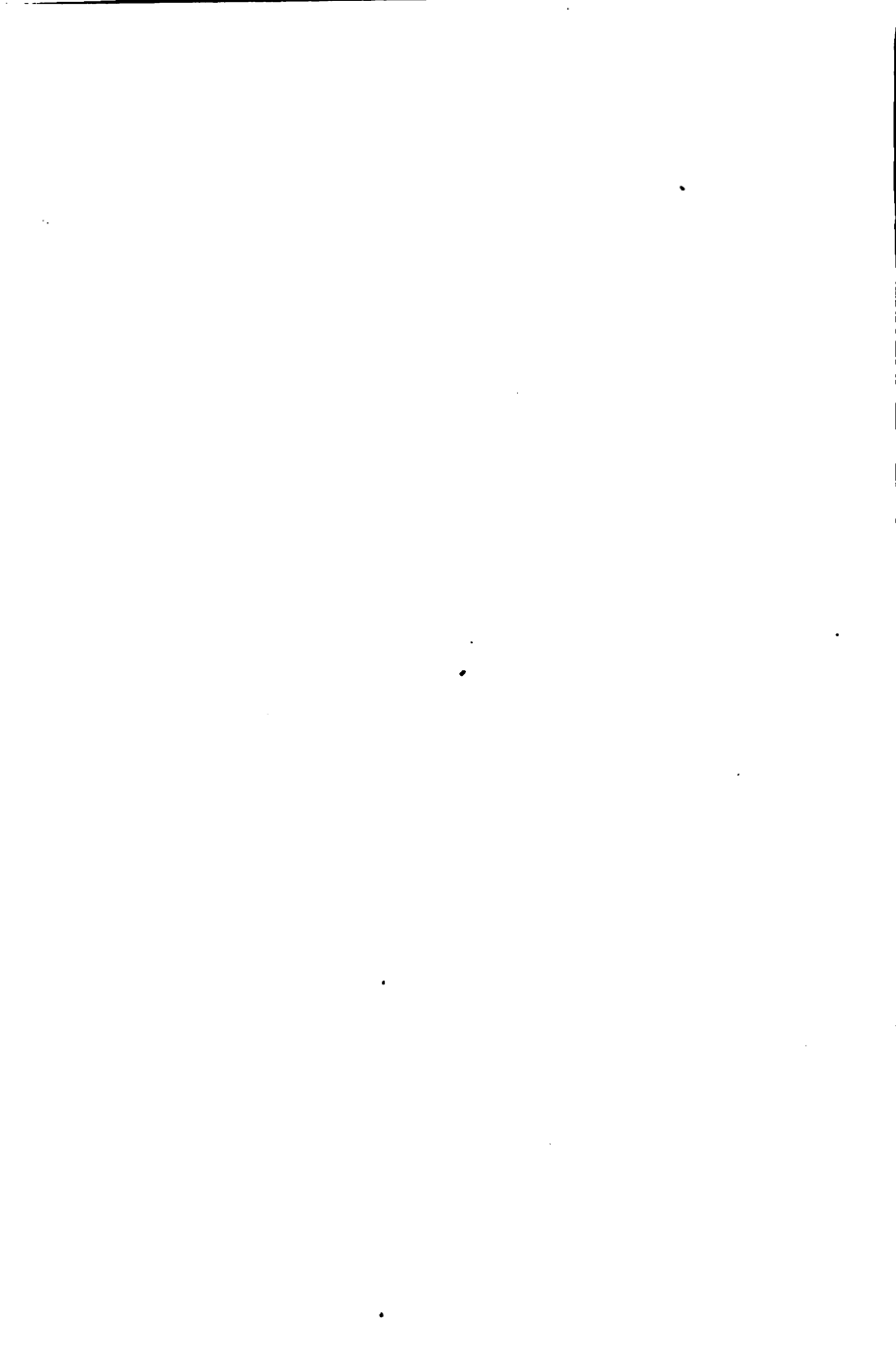
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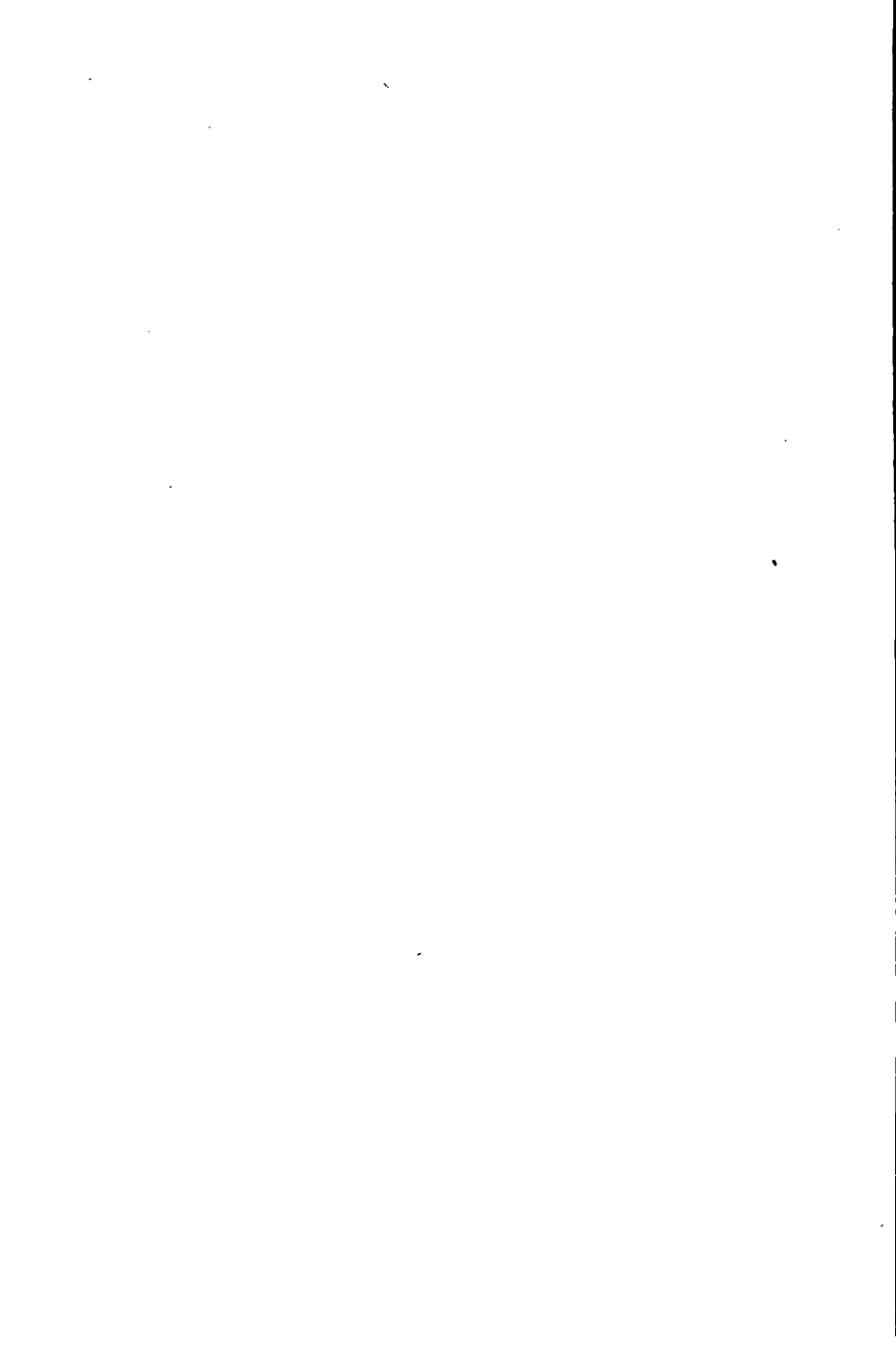
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INTRODUCTORY LESSONS
IN
ENGLISH GRAMMAR.



INTRODUCTORY LESSONS

IN

ENGLISH GRAMMAR

FOR USE IN LOWER GRAMMAR

CLASSES.

BY

WM. H. MAXWELL, M. A., Ph. D.

SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N. Y.



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I.

PRIMARY LESSONS IN LANGUAGE AND COMPOSITION.

For Use in Primary Classes.

II.

INTRODUCTORY LESSONS IN ENGLISH GRAMMAR.

For Use in Lower Grammar Classes.

III.

ADVANCED LESSONS IN ENGLISH GRAMMAR.

For Use in Higher Grammar Classes. (*In preparation.*)

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P R E F A C E .

WRITERS on the subject of grammar generally set out by deploring the unsatisfactory results of the study of English grammar "in the past." They tell us, and very truly, that it has not resulted in teaching children to speak and write their mother tongue "with propriety," to say nothing of ease and elegance. This view seemed, a few years ago, to be adopted quite extensively by the teaching profession. A demand arose for text-books that would enable the instructor to teach children to express themselves readily and accurately. To meet this demand, grammar, in hundreds of text-books, was diluted into the "language lesson"; and the "language lesson" became part of what has been called the "New Education."

Soon, however, came a reaction. It was found that the "language lesson," no more than grammar, taught children to speak and write "with propriety." Indeed, the results in the case of the former have been found even more meager than in the case of the latter; because the "language lesson" trains only, and in a very slipshod way, the power of expression; while grammar, when properly taught, trains children to think—that which is of the highest importance—as well as how to express their thoughts.

Those who have been dissatisfied with the results of teaching technical grammar seem to me, while I admit that their complaint is not without foundation, to have fallen into fundamental error as to the purpose of teaching grammar. Taking their cue from Lindley Murray, they seem to think the sole end and aim of this study is to teach children to "speak and write the English language with propriety." A more correct view I hold to be that the chief purpose of studying grammar is to

teach children how to comprehend thought when expressed in language; and, since there is little or no thinking without language, the development of the power to comprehend involves the development of the power to think and of the power to express thought. John Stuart Mill calls grammar "elementary logic." Mr. Fitch says: "Every grammatical rule is in another form a rule of logic"; and again: "Whatever gives precision and method to our use of words, gives precision to our thoughts." Now, while I can scarcely go the length of saying with Mr. Fitch that it is not as a set of rules for enabling English people to speak correctly that English grammar has the least value, yet I do believe that those who would make correct speaking the chief purpose of teaching grammar are foredoomed to disappointment; and, *per contra*, that those who are content to use grammar as a means of training the mind to appreciate the uses and relations of words in the expression of thought, and to understand something of the structure of language, will find their reward in minds rendered more acute, in strengthened memories, in enlarged vocabularies, and in greater correctness of speech. By this study children may be made to see that words do not merely represent things or ideas, but that they are pregnant with reality. In a word, the value of grammar as a study for children is first of all disciplinary, and only secondarily practical.

Is there, then, no place for the language lesson? Most certainly there is. It should both precede and follow grammar. It should precede, because, being on one side a highly abstract study, grammar should not be commenced too early in the child's school life; and the gap may profitably be filled with untechnical exercises, through which he may learn to avoid the grosser forms of linguistic error, and may acquire a stock of vocables and sentence forms, out of which will subsequently be developed the science of grammar.* It should follow the grammar lesson—each grammar lesson—by way of a practical application of the rule or principle taught. "Half the knowl-

* Exercises of this kind, graded for primary classes, will be found in "Maxwell's Primary Lessons in Language and Composition." A. S. Barnes & Co., New York and Chicago.

edge," says Marcel, "with twice the power of applying it, is better than twice the knowledge with half the power of application." The language lesson finds its proper place in the application of the principles and rules of grammatical science. To compel children to memorize rules and definitions, without at the same time applying them to some practical use, is not only irksome and disheartening to a degree, but is almost useless for any purpose whatever. On the other hand, to start children on a course of language lessons without the system and sequence laid down by the science of grammar, is to send them on a voyage over an unknown sea without chart or compass. When the chart and compass are present, however, in the form of rules and principles scientifically laid down, the sea is one that can be navigated with both pleasure and profit.

The design of the present volume is to present as much of the science of grammar, with its applications, as children between the ages of ten and twelve can understand and appreciate. As to the method of presentation, attention is invited to the following features, which, it is confidently believed, will recommend it as a working text-book:

1. The order of subjects is that now followed, with but slight variations, in all courses of study that require the use of two books—an introductory and an advanced. It is the order that a skillful teacher, beginning with the sentence, and classifying words according to their functions in the sentence, would naturally adopt. For more advanced students, there is much to be said in favor of taking up the subject according to a strictly logical division, as classification, inflection, syntax, analysis, and the like. But for the beginner, there can be no doubt that the simpler method of proceeding from the known to the unknown, from the simple to the complex, is not only easier, but more scientific.

2. Though this makes no pretensions to be a complete treatise upon grammar, yet it may justly be claimed for it that whatever topic is treated, is treated exhaustively. This method is based upon the sound pedagogical doctrine that whatever is worth teaching at all is worth teaching fully. If a child is unable to grasp the meaning of the terms *subject* and *predicate* of

a sentence, or the classification of nouns as *proper* and *common*, the study of grammar should be deferred until his powers are more mature. "It is the worst economy," says Dr. Bain, "to anticipate the mind's natural aptitude for any subject." While, however, this word of caution is deemed necessary, it may not be out of place to add that abundant experience has shown that children ten years of age may profitably take up the subject as it is here presented.

3. Each lesson has been so arranged as to require the least possible expenditure of energy to master the rule or principle to be taught. First comes a brief disquisition on the point in question, in which the rule or principle is evolved from illustrative examples. The teacher may have the pupils read this introduction, and may make it the subject of a series of questions; or she may use it as a model, according to which she will introduce the topic with exercises altogether oral. But even in this latter case it should be carefully read and questioned upon, as a *resume* of the oral exercises. Next comes the rule or definition, which should be committed to memory with the utmost accuracy. The objection to learning rules and definitions by heart applies only where they are learned without being understood. If they are formed after an adequate comparison of illustrative examples, and if their meaning is thoroughly understood, it then becomes of the utmost importance that this knowledge should be stored away in the memory in such a shape as to make its reproduction easy whenever occasion demands. There never was greater pedagogical nonsense than that which tells us that children should be required to frame their own definitions—a task the most profound philosophers find difficult of accomplishment. Says Butler:

"For all a rhetorician's rules
Teach nothing but to name his tools."

The third part of each lesson is a series of exercises, which serves two most important purposes: First, to fix in the mind, through repeated applications, the rule or principle already taught; second, to supply that constant practice in the manipulation of sentences so essential to the formation of a style

which, however homely the subject, will always be clear, terse, and forcible.

4. The definitions, while differing somewhat from those given in the majority of school grammars, embody the results of the investigations of the philosophic grammarians that have written during the last twenty-five years either in English or in German.

5. Particular attention is paid to classification. As classification, through the apprehension of similarities and differences, lies at the root of all scientific inquiry—indeed, of all intellectual operations; and as words and sentences, corresponding as they do to all the known things that exist, and to all the thoughts that have passed through the minds of men, present at once the widest, the most varied, and the most accessible field for classification, it is obvious that too much importance can not be attached to this exercise. Not only so, but in order to classify words or sentences, it is necessary to look closely as to what the words or sentences stand for; hence, every exercise in grammatical classification is not only useful *per se*, but it is doubly useful as compelling a scrutiny into the meaning and function of the word or sentence. It will be found that the exercises in this division of the subject are particularly full and interesting.

6. The classification as participles of all forms of the verb ending in *ing*, which defaces too many of the text-books now in our schools, has been abandoned. This absurdity has been retained, it is presumed, because it seemed simpler to give one name to all words having a certain termination. But what can be more misleading than to tell children that words are classified according to their function in the sentence, and then to disregard this basis of classification, and classify solely according to form, without regard to function? It is always simpler to introduce an additional technical term, such as *gerund*, than to be absolutely illogical.

7. The verb has been presented in such a way as to lead to a proper understanding of the nature and force of each of the modes and tenses, and to the correct use of the various parts of the irregular verbs, while the subject has been considerably

simplified by dispensing with the *potential mode*. This mode, falsely so called, though long retained in English grammars, has no existence whatever in the English language.

8. Exercises in analysis, synthesis, and parsing are commenced at the beginning of the book, and are continued until the end.

9. The system of diagrams introduced will be found exceedingly simple by those who believe in that kind of exercise in connection with analysis, while those who do not so believe, can dispense with it altogether, without omitting any essential feature of the work.

It only remains to thank most sincerely the friends who criticised this little book on its way through the press, and to bespeak for it the favorable consideration of teachers wherever it may find its way. No exertion has been spared in its preparation; and, should the lessons not work well in some places, there is at least the satisfaction of knowing that they have worked well where they have been tried in Brooklyn.

W. H. M.

BROOKLYN, N. Y., September 1, 1888.

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INTRODUCTORY LESSONS

IN

ENGLISH GRAMMAR.

LESSON I.

THE SENTENCE.

When we wish to make known our thoughts we use language.

We may make **motions** that express our thoughts. This is the **language of gesture**. People that are deaf and dumb use the language of gesture.

With our mouths we may make **sounds** that express our thoughts. The sounds are united to make *words*, and the words are put together to form **spoken language**.

Again, certain **marks** called *letters* may stand for the sounds used in spoken language, and these letters may be arranged to form words. These words, when properly joined, form **written language**.

In making known our thoughts, words, whether spoken or written, are put together in groups called **sentences**.

The sentences of spoken and written language are used for only three purposes.

1. To state or tell something.
2. To ask about something.
3. To express a command or entreaty.

DEFINITION.—A **sentence** is a group of words used as a statement, a question, or a command or entreaty.

The earth revolves.
Is it far to the city?
Do not tease the dog.

Words may be arranged in groups and used as parts of sentences, and yet these groups may not, by themselves, make known our thoughts. Such groups of words are called **phrases**.

DEFINITION.—A **phrase** is a collection of words rightly put together, but not used as a statement, a question, or a command or entreaty.

On the hill.
Over the ocean wave.
Covered with snow.

RULE.—*Begin every sentence with a capital letter.*

EXERCISE 1.—*Which of the following are sentences, and which phrases?*

- | | | |
|------------------------|----------------------------------|---|
| 1. Fire burns. | 9. The earth is round. | S |
| 2. Full of apples. | 10. May I go with you? | S |
| 3. On the floor. | 11. On a square piece of velvet. | / |
| 4. Take your books. | 12. Why did you fail? | |
| 5. Is he well? | 13. In the running water. | f |
| 6. Bitten by a dog. | 14. The rose is red. | |
| 7. Eating a red apple. | 15. Helping his mother. | |
| 8. In the rain. | 16. Sugar is sweet. | |

- | | | |
|----------------------------|--|------------------------|
| 17. Go home at once. | | 21. Writing a letter. |
| 18. At my home by the sea. | | 22. When did you come? |
| 19. During the storm. | | 23. Life is short. |
| 20. Dare to be true. | | 24. Wasting his time. |

EXERCISE 2.—*Arrange in proper order the following words and phrases :*

1. Always, of the wind, the trees, must bear, fiercest, the blasts, tallest.

2. A mouse, the cat, gray, poor (has eaten, fierce, little.

3. At the foot, near a spring, of the hill, stood, of the water, the farm-house, clearest.

4. A few, will ring, in minutes, for the dismissal, the bell, of school.

5. His watch, of burglars, kept, Mr. Smith, during the night, through fear, under his pillow, always.

6. Are dressed, of the year, in colors, in the fall, the most beautiful, the woods, everywhere.

7. For wild flowers, the girls, to the woods, are going, on Saturday, of our class, and, with the teacher.

8. Broken from the cliff, rolled, great, into the river, with a splash, a large rock.

9. Ran, frightened, this morning, by the cars, along the street, a horse, at great speed.

10. With their mother, near the light-house, John and I, gathering pretty shells, some children, yesterday, were watching, along the beach.

11. In shallow water, into the small streams, many kinds, of the year, to lay their eggs, go, in the spring, of fish, up the rivers.

12. Are fattened, on chestnuts, entirely, the hogs, and, acorns, of the country, many, in parts.

EXERCISE 3.—*Introduce the following phrases into sentences :*

- | | | |
|---------------------|--|---------------------|
| 1. Nearly finished. | | 3. In John's hands. |
| 2. Very frequently. | | 4. In the sea. |

- | | |
|-------------------------------|---------------------------------|
| 5. Over the mountain. | 13. Almost at home. |
| 6. As soon as possible. | 14. For his sake. |
| 7. Running along the road. | 15. On the top of the house. |
| 8. Around Cape Horn. | 16. From New York to London. |
| 9. On the roll of honor. | 17. At the bottom of the sea. |
| 10. Without his books. | 18. Near the Statue of Liberty. |
| 11. By studying too much. | 19. On the playground. |
| 12. In the poems of Whittier. | 20. At a difficult task. |

LESSON II.

KINDS OF SENTENCES.

As you have learned, we use spoken and written language for several purposes:

1. We may know something that we wish to tell. To tell it, we must use a kind of sentence called the *declarative sentence*. It is so called because it is used to *state* or *declare*.

DECLARATIVE SENTENCES.	{	I go to school. The rose is beautiful. He is not well. John did not go.
---------------------------	---	--

2. Another person may know something that we should ourselves like to know. In order to learn about it we ask questions, and in so doing use the *interrogative sentence*.

INTERROGATIVE SENTENCES.	{	Do you live here? Were you at school yesterday? Is he not well? Where are you going?
-----------------------------	---	---

3. We may wish to order, to command, or to entreat another to do something or not to do it. Our language in this case takes the form of the *imperative sentence*. The word *imperative* means *commanding*.

IMPERATIVE SENTENCES.	{	Study your lesson.
		Woodman, spare that tree.
		Do not kill the poor bird.
		Let us go for wild flowers.

DEFINITION.—A **declarative sentence** is a sentence that states or declares something.

DEFINITION.—An **interrogative sentence** is a sentence used to ask a question.

DEFINITION.—An **imperative sentence** is a sentence that expresses a command or an entreaty.

EXERCISE 4.—*What kind of sentence is each of the following, and why?*

1. Why does he come so often?
2. The snow, white and pure, covered the landscape.
3. I love them that love me.
4. Show me a place where I may rest.
5. Remember now thy Creator in the days of thy youth.
6. Why should the spirit of mortal be proud?
7. Hope springs eternal in the human breast.
8. He lives longest that thinks the most.
9. Come, read to me some poem.
10. Is your task too difficult?
11. The earth is round like a ball or an orange.
12. Christopher Columbus sailed from Palos in August, 1492.
13. Have you ever seen a white sparrow?
14. Hush, my babe, lie still and slumber.
15. Never put off till to-morrow what you can do to-day.

LESSON III.

KINDS OF SENTENCES.

The three kinds of sentences that you have just learned about are the only ones used. Sentences vary so much from the simple form, however, that it is sometimes not easy to decide to which class they belong. For example, we may utter a declaration, a question, or a command with so much earnestness, anger, sorrow, surprise, or other strong feeling, that the sentence becomes an **exclamation**. But the exclamation is still a statement, a question, or a command.

In writing such sentences, the feeling, if very strong, is shown by placing an exclamation point at the end. The pupil should remember, however, that it is better, as far as possible, to avoid using the exclamation point; and that an exclamatory question should be followed by a question mark.

RULE I.—At the end of every declarative and every imperative sentence, expressing very strong feeling, place an exclamation point.

RULE II.—At the end of every declarative and every imperative sentence, not expressing very strong feeling, place a period.

RULE III.—At the end of every interrogative sentence place an interrogation point.

EXERCISE 5.—There are five declarative, five in-

terrogative, and five imperative sentences given below. Punctuate and classify them.

1. Does your son attend school regularly?
2. Always study your lessons carefully.
3. There is no finer sport than skating.
4. May John be excused from the room?
5. Do not be discouraged by failure.
6. Are you always obedient to your teacher?
7. Fairy stories are very pleasant reading.
8. Come along to the woods for nuts!
9. Did he fall into the river?
10. Do not go with John.
11. Spring is the most pleasant season.
12. Will you not go with us to-morrow?
13. The teacher sent a letter to your father.
14. There are many lions found in Africa.
15. Do not be afraid of the wind and storm.

EXERCISE 6.—*Punctuate the following exclamations, and give your reason in each case. Tell which are declarative and which imperative.*

1. O, send my brother back to me
2. What have you done, my poor, misguided boy
3. Dare to do right Dare to be true
4. Am I a dog that you treat me thus
5. Would that I were a boy again
6. How shameful your conduct has been
7. What a disgraceful, cowardly act it was
8. Jump for your life, my boy
9. Why, Jane, he'll set his clothes on fire
10. Where in the world have you been so long
11. Touch him at your peril, sir
12. You have deceived me most shamefully
13. What a beautiful night it is
14. How glad I am that Christmas is coming
15. Yonder is my dear, dear old home
16. How could you behave so rudely

LESSON IV.

THE NOUN.

In the study of grammar, all the many thousand words employed in speaking and writing are arranged in a very few classes, called **parts of speech**. This arrangement is made by observing the different uses of words in sentences and classifying them according to these uses.

One of these classes is made up of words used as the *names* of things that we talk and write about. The words of this class are called *nouns*, because the word *noun* means a *name*.

James gave me a sweet orange.

In this sentence, *James* and *orange* are nouns because they are names.

DEFINITION.—A **noun** is a word used as the name of something.

EXERCISE 7.—*Write the names of :*

1. Ten things that you see in the room.
2. Ten things that are good to eat.
3. Ten birds or fishes.
4. Ten four-footed animals.
5. Ten kinds of trees.
6. Ten articles of clothing.
7. Ten kinds of tools used by men.
8. Ten kinds of materials used in building houses.
9. Ten parts of the human body.
10. Ten things that can be seen along the street.

EXERCISE 8.—Write sentences in which the following words are used as nouns:

house	milk	window	toys	blot	clock
bird	rain	button	step	watch	river
stand	snow	paws	walk	slate	chain
steam	wrist	train	fish	coast	lock
mice	hand	elbow	lesson	sail	skate

EXERCISE 9.—Fill the blanks with nouns:

1. We found the nest with some ~~2~~ in it, but the ^A had flown away.

2. Because of the storm, I took an ~~1~~ with me and wore a thick ~~2~~.

3. The ~~1~~ went to the ~~2~~ and gathered more than a ~~3~~ of nuts.

4. He spent all his ~~1~~ for ~~2~~ and ~~3~~.

5. When the ~~1~~ are late at ~~2~~ the ~~3~~ always requires their parents to send an ~~4~~.

6. Hoping to find a ~~1~~, the ~~2~~ left their companions at the ~~3~~ and were lost in the ~~4~~.

7. The farmer warned the ~~1~~ not to take any of his ~~2~~ or ~~3~~.

8. The ~~1~~ fell into the ~~2~~ and shouted for his ~~3~~ and ~~4~~ in a very loud ~~5~~.

9. A fierce ~~1~~ owned by ~~2~~ bit a small ~~3~~ on the ~~4~~ and ~~5~~ and tore his ~~6~~ and ~~7~~.

10. A hungry ~~1~~ once saw some ~~2~~ on a high ~~3~~. After several ~~4~~ to get the ~~5~~, the disappointed animal consoled himself by saying, "Well, it's no matter, I'm sure; for ~~6~~ are a sour ~~7~~ of ~~8~~."

11. The ~~1~~ had a ~~2~~ in which he stored his ~~3~~, ~~4~~ and ~~5~~.

12. The ~~1~~ waved their ~~2~~, and beat their ~~3~~, and marched out of the ~~4~~.

13. ~~1~~ and ~~2~~ tossed a rubber ~~3~~ until it rolled into the ~~4~~ and was lost.

LESSON V.

MODIFIERS OF NOUNS.

A word may be joined to a noun to describe or point out the thing denoted by the noun.

<i>sweet</i>	}	<i>cherries.</i>	<i>a</i>	}	<i>house</i>	<i>John's</i>	}	<i>books.</i>
<i>sour</i>			<i>the</i>			<i>five</i>		
<i>red</i>			<i>this</i>			<i>my</i>		
<i>ripe</i>			<i>that</i>			<i>our</i>		

Words used like *sweet*, *sour*, *the*, *this*, etc., are called *modifiers*. They are said to *modify* the nouns to which they are joined.

A modifier adds something to the meaning of the noun. For example, when we say *blue eyes*, we know more about the eyes intended than when we say *eyes* alone.

A noun may have two or more modifiers.

Clear sunshiny weather. *Fresh ripe* berries. *That poor, little, ragged* boy.

RULE.—When three or more modifiers denoting quality are used with the same noun, separate the modifiers by commas.

He is a manly, good-natured, little boy.

The modifiers *a* or *an*, and *the* are called articles; *a* or *an* the *indefinite* article, and *the* the *definite* article.

EXERCISE 10.—Supply two or more suitable word modifiers for each of the following nouns, according to the models:

A beautiful spring day. Large, ripe, luscious peaches.

hat	house	morning	faces	mountain
man	ladies	battle	dream	elephant
tree	lions	steeple	fairy	palaces
lake	scholar	ocean	beggar	summer
fish	paper	picture	eagle	winter

EXERCISE 11.—*Supply word modifiers of nouns in the following blanks :*

1. I saw — — — girl crying in — street.
2. — boys played with — — — balls.
3. — flowers grow in — garden.
4. — child bought — — — drum.
5. Lucy has — ribbons, — books, and — toys.
6. — — — squirrel stores away nuts to eat in winter.
7. — — Santa Claus visits — — children.
8. — Bessie filled — — — pail with sand.
9. — — — soldiers wore — uniforms.
10. — — ship was caught in — — storm.
11. — baby has — eyes, — cheeks, and — hair.
12. — butterfly alighted on — — — flower.
13. — — kitten lay asleep in — — — sunshine.
14. — — waves dashed against — — boat.
15. — — merchant bought — — presents for —
— daughter.

EXERCISE 12.—*Point out the words that modify nouns, and tell what noun each modifies.*

1. In place of the ugly caterpillar was a beautiful butterfly, fluttering its delicate wings.

2. Once upon a time there lived, in a fine palace at the bottom of the bright blue sea, a gentle little fairy named Peace.

3. A pretty shawl, warm and soft and gay, was wrapped around the precious, wee baby.

4. A fairy workman hides in every little dimpled finger.

5. I know a melancholy, lonesome, little boy, who lives beside the restless sea.

6. Young people should take much vigorous exercise in the open air.

7. The light warm breeze kissed the pale cheek of the sick boy.

8. A wily old fox caught the sleepy goose, and carried it off to the dark woods.

9. A cheery merry linnet trilled a sweet song to his dear little mate.

10. Poor simple Patty boiled yellow butter-cups to get gold out of them for her beloved mother.

11. In early spring the shy crocus lifts up her golden head, and looks about with radiant eyes.

12. The snowflakes covered the naked hedges, festooned the ragged stone walls, and built great drifts on the king's highway.

13. Some animals sleep through the long cheerless winter, and wake up with the first warm days of spring.

14. A grand stately lady with a sweet face, bent over the dying boy and kissed him.



LESSON VI.

THE VERB.

In order to express a thought in the form of a sentence, we need at least two kinds of words.

1. One or more words used as the name of something to talk about.

2. One or more words that may be joined to the name so that something may be said.

For example, to make a statement about the thing named *snow*, we need another word like *falls* or *melts*. *Snow falls.* *Snow melts.*

By joining the word *falls* or the word *melts* to the word *snow* we express a thought in the form of a sentence. We can not form a sentence that does not contain a word used as *falls* and *melts* are used; so that such words form a very important class. The name *verb* is given to such words. It is a shortened form of the word *verbum*, which signifies a *word*. The name indicates that the verb is the all-important word in a sentence.

When what is said is a question, the verb generally consists of two or more words.

Does } *snow fall?* *Has* } *snow* { *fallen?*
Did } *Had* } { *been falling?*

DEFINITION.—A **verb** is a word used to say something about some person or thing.

EXERCISE 13.—Use each of the following words as a verb by joining a noun to it so as to form a statement, a question, or a command.

sail	howls	fall	cried	roar
fight	play	sew	scratch	ring
swim	study	sing	bite	kicks
sink	fly	work	blow	shouted
shine	squeal	twinkle	run	danced
dawns	grow	burns	squeak	chirp

EXERCISE 14.—Copy the following sentences, underscore the nouns, and **doubly underscore** the verbs.

1. The girl wrote an invitation.
2. Time hangs heavy on his hands.
3. Kind hearts are more than coronets.—*Tennyson*.
4. Time and tide wait for no man.

5. And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not, for it was founded upon a rock.—*New Testament.*

6. But in his duty prompt at every call,
He watch'd and wept, he prayed and felt for all.

Oliver Goldsmith.

7. As some tall cliff, that lifts its awful form,
Swells, from the vale, and midway leaves the storm;
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.—*Oliver Goldsmith.*

8. He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.—*Samuel Taylor Coleridge.*

LESSON VII.

MODIFIERS OF VERBS.

A modifier may be joined to a verb to denote *how*, *when*, or *where* the action is performed.

John skates	{	<i>gracefully.</i>	The ship sailed	{	<i>away.</i>
		<i>rapidly.</i>			<i>slowly.</i>
		<i>here.</i>			<i>yesterday.</i>

A modifier adds something to the meaning of the verb to which it belongs. For, when we say *John skates slowly*, the modifier *slowly* enlarges the idea expressed by the verb *skates*.

RULE.—*When three or more modifiers without intervening words are used with the same verb, they are separated by commas.*

The work was done cheerfully, promptly, and well.

Most modifiers that denote the manner in which an action is performed end in *ly*.

EXERCISE 15.—*Point out the modifiers that denote how the action is performed, and tell what verb each modifies.*

1. Pronounce your words distinctly and correctly.
2. A boy should obey his parents promptly and cheerfully.
3. The dog attacked him savagely and nearly killed him.
4. The snow fell steadily and silently.
5. Did he copy the letter neatly and correctly?
6. Do your work bravely and hopefully.
7. He walked slowly to the gate and went leisurely down the street.
8. I can skate fast and well.
9. Will he act wisely and speedily?
10. If you study diligently you will improve rapidly.
11. The kitten purred drowsily while May gently and lovingly stroked its fur.
12. The sailors worked hard and fast, and the storm raged furiously.
13. The little bird sang gayly and sweetly.
14. The soldier immediately seized his gun and boldly attacked the intruder.
15. The mother anxiously watched the child who was slowly and surely dying.

EXERCISE 16.—*Fill the blanks with words chosen from the following list, tell which denotes when and which where, and what verb each modifies.*

now	ever	yesterday	where	below
then	daily	early	hither	abed
once	weekly	often	whither	ashore
soon	sometimes	seldom	forward	aboard
late	occasionally	again	far	hence
always	frequently	before	near	thence
never	continually	there	above	yonder

1. If we start —, we shall — be —.
2. The sailors — left the ship and came —.
3. The paper is published — and the magazine —.
4. I have — called to see you, but have — found you at home.
5. The soldiers marched—, and — reached the fort.
6. The boy — asks his mother — she is going.
7. — lie — after sunrise, unless you are ill.
8. The children searched — and — for wild flowers.
9. The sick man moaned —, and — ate his food.
10. I worked —, and shall work — to-morrow.



LESSON VIII.

SUBJECT AND PREDICATE.

In the declarative sentence there must be :

1. Some person or thing spoken about.
2. Something said about that person or thing.

The bird sings. A child sleeps. The cow eats grass.

In the interrogative sentence there must be :

1. Some person or thing asked about.
2. Something asked about that person or thing.

Does the bird sing? Did the child sleep? Can a cow eat grass?

In the imperative sentence there must be, either expressed or understood :

1. Some person or thing commanded or entreated.
2. Words expressing the command or entreaty.

(You) Run off to school. (You) Obey your parents.

In each of the examples given above, the part in italics is the *subject* of the sentence; the other part is the *predicate* of the sentence. In the declarative sentence, the thing denoted by the subject is spoken about; it is inquired about in the interrogative sentence; and commanded or entreated in the imperative sentence.

The kind of sentence most commonly used' is the declarative; and, therefore, the definitions given hereafter will relate to the declarative sentence, unless otherwise stated.

DEFINITION.—The **subject** of a sentence denotes that about which something is said.

DEFINITION.—The **predicate** of a sentence is that which is said of the thing denoted by the subject.

Without their modifiers, the noun that denotes that of which something is said is called the *subject noun*, and the verb in the predicate is called the *predicate verb*.

EXERCISE 17.—*Supply suitable subjects to the following predicates by filling the blanks:*

- | | | |
|-------------------|----------------|-----------------|
| 1. — mew. | 4. — — sailed. | 7. — — weeps. |
| 2. — — barks. | 5. — — fell. | 8. — — walk. |
| 3. — — scratches. | 6. — — cried. | 9. — — gallops. |
10. — — will come.
 11. — — will go to school.
 12. — — sawed the wood.
 13. — — — does not study.
 14. — — — will not improve.
 15. — — — received the prize.

16. — — — killed the bird.
 17. — — — broke the window.
 18. ~~The little girl~~ was very sick.
 19. ~~The boy~~ lived in the city.
 20. ~~The city~~ is the capital of France.

EXERCISE 18.—Fill the following blanks with suitable predicates:

1. The boy ~~is~~
2. The blind man ~~is~~
3. The sea — — —
4. Pretty flowers ~~are~~
5. Some animals ~~are~~
6. Columbus ~~is~~
7. Washington ~~is~~
8. Ripe peaches ~~are~~
9. The fox ~~is~~ *fell sick* *he* *is* *in* *self* *when* *he* *call* *the* *grape*
10. The sun ~~is~~ *has* *just* *set*
11. The watchful dog — — —
12. The studious pupil — — —
13. A bright fire — — —
14. A piece of cheese — — —
15. The large lake — — —
16. Many children — — —
17. The baker's wagon — — —
18. A little fish — — —
19. The key — — —
20. A sailor's life — — —

LESSON IX.

THE OBJECT.

Many verbs, when joined to a subject, make complete sense without the help of any other words. For example, the sense is complete when such verbs

as *runs*, *speaks*, or *barks* are properly joined with subjects.

• *The horse runs. The teacher speaks. The dog barks.*

In these sentences the action expressed by the verb has nothing to do with any thing else than the thing denoted by the subject.

There are other verbs, however, that express action of a kind requiring something to receive it. When we use such words as *bit*, *struck*, or *hurt*, we feel at once that the sentence telling of something that *struck* or *bit* must tell also what *was struck* or *bitten*. Thus, the sense is not complete when we say,

The dog bit ——. John struck ——. Mary hurt ——. —

The sense is made complete by filling the blanks with the name of something that receives the action.

The dog bit Charles. John struck the ball. Mary hurt the bird.

A word used as *Charles*, *ball*, and *bird* are used, is called the *object* of the verb, and the verbs are called *transitive verbs*. *Transitive verbs* are so called because transitive means *passing over*; that is, the action passes over from the actor to the person or thing that receives the action.

Verbs used as *runs*, *speaks*, and *barks* are used above, are called *intransitive verbs*.

Without its modifiers, the noun in the object is called the *object noun*,

DEFINITION.—A **transitive verb** is a verb expressing action that is received by some person or thing.

Henry studies his lessons. The clerk copied the letter. He earned a dollar.

DEFINITION.—An **intransitive verb** is a verb expressing being, or action not received by any person or thing.

The man is wise. The babe sleeps. The letter came.

EXERCISE 19.—*Put an object after each verb, and tell which word is the name of the actor :*

- | | |
|-----------------------|----------------------------|
| 1. Mary loved —. | 11. The boy throws —. |
| 2. John saw —. | 12. The cat caught — —. |
| 3. Harry pushed —. | 13. Mice like —. |
| 4. Horses eat —. | 14. The lion devoured — —. |
| 5. Kate broke — —. | 15. The horse kicked —. |
| 6. The boy lost — —. | 16. The child spilled — —. |
| 7. Squirrels climb —. | 17. Frank soiled — —. |
| 8. Water quenches —. | 18. Horses draw —. |
| 9. Grocers sell —. | 19. Bessie swept — —. |
| 10. Boys like —. | 20. A cobbler mends —. |

EXERCISE 20.—*Supply subjects, and use each of the following as the object of a transitive verb selected from the list of verbs given below :*

<i>have violated,</i>	<i>watched,</i>	<i>had stolen,</i>	<i>should lengthen,</i>
<i>has sold,</i>	<i>burned,</i>	<i>will occupy,</i>	<i>deserved,</i>
<i>were raking,</i>	<i>purchased,</i>	<i>have opened,</i>	<i>can enjoy,</i>
<i>explained,</i>	<i>leads,</i>	<i>have destroyed,</i>	<i>will gain,</i>
<i>heard,</i>	<i>should obey,</i>	<i>will light,</i>	<i>arrested.</i>

- | | |
|-------------------------|-----------------------------|
| 1. the sick boy's room. | 4. the teacher's praise. |
| 2. the farmer's hay. | 5. each person's attention. |
| 3. the kite's tail. | 6. the morning's breeze. |

- | | |
|----------------------------|-----------------------------|
| 7. the lady's friend. | 14. the blue-bird's nest. |
| 8. the tree's branches. | 15. our minister's sermon. |
| 9. a sailor's life. | 16. the visitor's overcoat. |
| 10. my father's house. | 17. the merchant's success. |
| 11. the foreigner's trunk. | 18. the driver's seat. |
| 12. an eagle's flight. | 19. the king's command. |
| 13. his uncle's farm. | 20. the general's orders. |

EXERCISE 21. — Use the following words in sentences, and tell which are used transitively and which intransitively:

— eats	drew	writes	crossed	plants
— smiles	sit	reads	brought	spent
sets	hates	left	laughed	cough
— killed	scream	fell	crows	taught
.. studied	heard	built	chirp	found
threw	lift	arrived	hammers	washed

LESSON X.

ANALYSIS AND SYNTHESIS.

As you have already learned, every sentence must contain two parts,—a *subject* and a *predicate*. To separate a sentence into its parts by pointing out its subject and predicate is called *analysis*. The word *analysis* means *a separation into parts*. As we learn about other classes of words, it will be necessary, in order to analyze a sentence, to do much more than merely to point out its subject and predicate.

To put together parts of sentences such as subjects and predicates so as to form correct sentences, is called *synthesis*. The word *synthesis* means *a putting together*.

DEFINITION.—**Analysis** in grammar is the process of separating a sentence into parts according to their use.

DEFINITION.—**Synthesis** in grammar is the process of constructing sentences whose parts are given and their use stated.

EXERCISE 22.—*Form sentences by joining each subject given below to a suitable predicate selected from the list of predicates.*

<i>Subjects.</i>	<i>Predicates.</i>
1. The door	8 was long and difficult.
2. A letter	9 is nearly finished.
3. John's mother	7 was not followed.
4. February	10 was brought from the spring.
5. The burglar	4 was made of walnut.
6. The baker's bread	12 was filled with hay.
7. My day's work	2 came from my uncle.
8. The lesson	13 is larger than Philadelphia.
9. The doctor's advice	14 ascended the mountain.
10. The water in the pitcher	5 slipped a dollar into my hand.
11. The cottage by the sea	6 is cold and stormy.
12. The farmer's barn	3 tried the door.
13. New York	4 was stale and sour.
14. The traveler	11 was blown down.
15. The gentleman	3 wrote to the teacher.

EXERCISE 23.—*Form interrogative sentences by joining each subject given below to a suitable predicate. Be careful to punctuate and capitalize properly.*

<i>Subjects.</i>	<i>Predicates.</i>
1. Thomas	was occupied by Jack
2. The boys	did fall yesterday
3. The poor girl	did punish the idle pupils

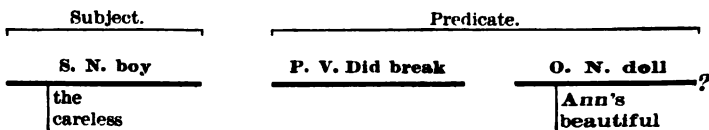
<i>Subjects.</i>	<i>Predicates.</i>
4. ✓ My sister's teacher	has fallen during the week
5. ✓ The grocer's wagon	did receive a reward
6. ✓ The red school-house	does grow in your garden
7. ✓ This beautiful tree	is upset in the street
8. ✓ That piece of bread	will be punished by her mother
9. The price of flour	can not solve the problem
10. The lily-of-the-valley	is still standing
11. New York City	did return from the city promptly
12. The Statue of Liberty	is the metropolis of America
13. The idle scholar	will not satisfy his hunger
14. The House that Jack Built	is not lighted by electricity

EXERCISE 24.—*Analyze the following sentences by pointing out the subject and the predicate of each :*

1. The little girl | smiled.
2. The earth | is round.
3. Time flies | very swiftly.
4. George Washington | was the father of his country.
5. The royal family | rode to church in a beautiful carriage.
6. A beautiful vase | fell with a crash to the floor.
7. The flag of the United States | waved proudly aloft.
8. Very early in the morning | begin the songs of the birds.
9. After breakfast the traveler | started on his journey.
10. Behind the clouds the sun | is still shining.
11. At the close of the day the weary toilers | rested from their labors.
12. In slumbers of midnight | the sailor boy lay.
13. Backward and forward before the gate | walked a watchful sentinel.
14. Three score and ten years | pass away very quickly.
15. Old Mother Hubbard | went to the cupboard.
16. Trust no future | howe'er pleasant.
17. Does the moon | give warmth to the earth?
18. Is the lily | more beautiful than the rose?
19. Does the tiger | belong to the cat-family?
20. Under a spreading chestnut-tree |
The village smithy stands.

EXERCISE 25.—*Study the following models, and then analyze the following sentences by diagrams, and explain the analysis :*

Did the careless boy break Ann's beautiful doll ?



EXPLANATION.—The sentence is *interrogative*,—it asks a question.

The *subject* is *the careless boy*,—it denotes that about which something is asked.

The *predicate* is *did break Ann's beautiful doll*,—it expresses what is asked.

The *subject noun* is *boy*.

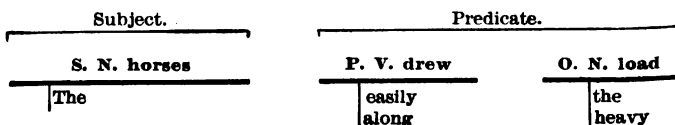
The *predicate verb* is *did break*.

The *object noun* is *doll*.

The *modifiers* of the subject noun are *the* and *careless*.

The *modifiers* of the object noun are *Ann's* and *beautiful*.

The horses easily drew the heavy load along.



EXPLANATION.—The sentence is *declarative*,—it expresses a statement.

The *subject* is *the horses*,—it denotes that about which something is said.

The *predicate* is *drew the heavy load along easily*,—it expresses what is said.

The *subject noun* is *horses*.

The *predicate verb* is *drew*

The *object noun* is *load*.

The *modifier* of the subject noun is *the*.

The *modifiers* of the predicate verb are *along* and *easily*.

The *modifiers* of the object noun are *the* and *heavy*.

1. That small boy won the prize.
2. Mary often visited her sick playmate.
3. The old ferryman rowed the little boat rapidly.
4. The red fire paints the empty room.
5. {Crusoe's companions were all quickly drowned.
6. Did you see that beautiful bird?
7. Do your whole duty bravely.
8. The children attended school regularly.
9. The poor fellow will soon forget all his troubles.
10. All the birds took their flight southward.
11. The brave sailor managed his boat skillfully.
12. The faithful girl studied her lesson thoroughly.
13. John's father purchased a fine gold watch.
14. That dreary old stone house has no tenants.
15. Always obey your parents cheerfully.
16. Did you ever hear a skylark's song?
17. Examine your teacher's solution carefully.

LESSON XI.

THE NOUN.

CLASSES OF NOUNS.

We have learned what nouns are, but we have yet to learn into what classes they may be divided.

If every object in the world had a different name, we should need millions of words. But although the number of objects is very great, all that have any interest or importance have been named. This has been done by calling things that resemble each other by the same name. This plan has given us such

words as *stone, fruit, leaf, man*. These are *class-names*. Many of these classes have been separated into smaller classes. Thus, the class of things called *plants* has been divided into *trees, shrubs, and herbs*. Each of these classes has been further divided; *trees* into *pine, oak, maple, etc.*; *shrubs* into *rose, currant, gooseberry, etc.*; *herbs* into *clover, pink, geranium, etc.* When several objects have the same name they are said to have a *common* or *general* name. Hence, such nouns as those given above are called *common nouns*.

Many common nouns are composed of two or more words; as, *skate-strap, lily-of-the-valley*.

DEFINITION.—A **common noun** is a noun that is used as the name of a class of things.

cat, forest, hill, fish-hook.

Again, there are some things of so much importance that they must have names that are not class-names. Thus, suppose your brother is far away in another city. You wish to write to him. If you put on the letter only class-names, such as *brother, city*, he will never get your letter. But if the city is *Boston*, and his name is *Henry G. Brown*, there need be no trouble about it. Such names are *particular* or *personal* names, and they are called *proper nouns*.

Proper nouns, like common nouns, are often composed of more than one word; as, *John Smith, New York City*.

You will notice that most things that have indi-

vidual names have also general names. For example, Henry G. Brown may be spoken of by the general names *man*, *person*, *individual*, and perhaps by *merchant*, *voter*, *citizen*, etc.

DEFINITION.—A **proper noun** is a name that belongs only to some particular person, place, or thing.

Henry, Boston, Monday, April.

RULE.—*Begin every proper noun with a capital letter.*

EXERCISE 26.—*For each of the following class-names mention two or more individual names of things belonging to the class.*

flower	city	ocean	country	citizen	discoverer
mountain	girl	man	person	cape	house
river	author	woman	general	sea	book
boy	teacher	sailor	carpenter	merchant	president
poem	railroad	street	clerk	father	governor
village	lake	ship	pupil	mother	capital

EXERCISE 27.—*Mention two or more words that denote smaller classes of the things denoted by the following nouns:*

fish	animal	tool	dish	stream	quadruped
cattle	road	feeling	insect	vehicle	flower
fruit	workman	time-piece	officer	building	mineral
bird	person	book	document	disease	science

EXERCISE 28.—*Tell which are common, and which are proper nouns, in the following sentences:*

1. On Christmas, Mary received from her mother a beautiful doll.

2. William caught three rabbits in a hollow tree by the meadow.

3. Sicily is an island in the Mediterranean Sea.

4. The people of Russia must endure great cold in winter.

5. Albert owned a large dog called Rover, and a cat called Tabby.

6. A gentleman from Baltimore left the train at Philadelphia.

7. Columbus sailed in three ships from Palos on the third day of August.

8. Napoleon was defeated at the battle of Waterloo, and was sent to the island of St. Helena.

9. The Mississippi rises in the State of Minnesota, and empties into the Gulf of Mexico.

10. Alexander Hamilton was killed in a duel by Aaron Burr.

11. Murat was a marshal of France, and was said to be the best leader of cavalry in Europe.

12. "David Copperfield" is one of the best works of fiction written by Charles Dickens.

13. There was a little girl, who had a little curl,
That hung down the middle of her forehead.

14. Then outspake brave Horatius, the captain of the gate:
"To every man upon this earth death cometh soon or late."

LESSON XII.

THE NOUN.

CLASSES OF NOUNS.

The names of things that we can look at or handle are easily recognized as nouns; but there are many names of things that we can not look at or handle. But if they are used as the names of things that can be thought of or talked about, such names are nouns.

Many nouns of this kind are the names of *qualities*; as *goodness, truth, beauty, power*.

Since we may think about *goodness, truth, etc.*, separated or *abstracted* from the things to which they belong, such words are called *abstract nouns*.

Most abstract nouns are derived from adjectives and verbs. Some are derived from nouns.

From the <i>adjectives</i>	{ <i>wise</i> <i>brief</i> <i>glad</i> }	are derived	{ <i>wisdom,</i> <i>brevity,</i> <i>gladness.</i>
From the <i>verbs</i>	{ <i>hear</i> <i>please</i> <i>believe</i> }	are derived	{ <i>hearing,</i> <i>pleasure,</i> <i>belief.</i>
From the <i>nouns</i>	{ <i>child</i> <i>friend</i> <i>martyr</i> }	are derived	{ <i>childhood,</i> <i>friendship,</i> <i>martyrdom.</i>

EXERCISE 29.—*Point out the nouns, and tell which are abstract nouns:*

1. Prompt obedience to the wishes of parents is the duty of all children.
2. It is an old maxim that honesty is the best policy.
3. The pain of parting from our friends is diminished by thoughts of the pleasure we shall feel at our return.
4. Our memories are strengthened by exercise and weakened by neglect.
5. The sound of sweet music is said to have a charm that will soothe grief and sadness.
6. Sorrow for a fault should always go before forgiveness.
7. He did his work out of respect for the wishes of his teacher.
8. We should not become despondent from failure or boastful from success, for life is too short for either to have long continuance.
9. The idler lost his situation because of inattention to his employer's business.

10. Good writing requires a careful attention to the proper slant of the letters.

11. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.

I see the lights of the village
Gleam through the rain and the mist,
And a feeling of sadness comes o'er me
That my soul can not resist:

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.—*Longfellow.*

EXERCISE 30.—*Tell what abstract nouns are derived from the following words:*

grateful	man	religious	humble	brave	frank
vain	girl	hunt	weak	warm	candid
impudent	young	bad	poor	relieve	grand
frequent	fine	long	pious	speak	broad
ride	boy	ignorant	splendid	drink	wide
fly	deep	cruel	just	hero	prosperous

LESSON XIII.

INFLECTION OF NOUNS.

NUMBER.

If you examine the sentences in the preceding exercises you will notice that many words change their forms when there is a change in their use. Most nouns do this. For example, when we use the

words *hat, fox, knife, mouse, piano*, we mean one of the things named; but if we mean more than one, we use the forms *hats, foxes, knives, mice, pianos*.

This change in the form of a word, which comes from its being differently used, is called *inflection*.

DEFINITION.—**Number** is that form or use of a word by which it denotes one or more than one.

DEFINITION.—The **singular** number of a noun is the form or use of it that denotes *one*.

DEFINITION.—The **plural number** of a noun is that form or use of it that denotes *more than one*.

RULE I.—*Most nouns add s to the singular to form the plural.*

books, rats, lions, ink-stands.

RULE II.—*When the singular ends in a hissing letter or letters, such as s, z, sh, ch (sounded as in the word church), and x, the plural is formed by adding es to the singular.*

hisses, adzes, sashes, latches.

RULE III.—*When the singular ends in y preceded by a vowel, the plural is formed by adding s to the singular.*

fays, keys, volleys, toys, guys.

RULE IV.—*When the singular ends in y preceded by a consonant, the y is dropped and ies is added to form the plural.*

spy—spies, sky—skies, belfry—belfries.

RULE V.—*Most nouns ending in f or fe form their plurals by adding s to the singular; some by dropping f or fe and adding ves.*

fishes, skiffs, cliffs, strifes, half—halves, shelf—shelves.

EXERCISE 31.—*Write the plural of each of the following nouns, and give the rule:*

sailor	apple	circus	river	window	loaf
horse	knife	rose	lake	lamp	dwarf
donkey	valley	tree	wolf	piece	beef
star	lash	camp	kiss	thief	sheaf
watch	church	witness	glove	strife	brush
pony	watch	turkey	dove	eye	boss
lady	mass	life	muff	fly	index
chief	tiger	calf	rush	sigh	suffix
wife	fox	half	grass	bench	prefix
monkey	story	cow	glass	leaf	coach

Many nouns form their plurals not in accordance with the rules just given. There is no better way to learn these forms than to study them one by one. A few of them are given below.

EXERCISE 32.—*Study the following words, so that you may be able to give the plural when you hear the singular, or the reverse.*

<i>Sing.</i>	<i>Plural.</i>	<i>Sing.</i>	<i>Plural.</i>
ox	oxen	foot	feet
mouse	mice	penny	pennies or pence
goose	geese	cow	cows or kine
man	men	brother	brothers or brethren
woman	women	die	dies or dice
child	children	cherub	cherubs or cherubim
tooth	teeth	seraph	seraphs or seraphim

LESSON .XIV.

INFLECTION OF NOUNS.

GENDER.

Persons and animals are divided into two classes. Males form one class or sex, and females form the other. The name of any male is said to be a *noun* of the *masculine gender*; the name of any female is said to be a noun of the *feminine gender*. The name of any thing whose sex is not taken into account, or the name of any thing without life, is said to be a noun of the *neuter gender*.

Some nouns are used either for males or for females; such as *child, parent, sheep*. Such nouns are said to be of the *common gender*, but we may generally know their gender from something that is said about them.

The gender of nouns may be shown :

1. By different words, as *boy, girl; man, woman*.
2. By different endings, as *governor, governess; actor, actress*.
3. By putting before a noun of the common gender a word whose gender we know, as *he-goat, she-goat; man-servant, maid-servant*.

DEFINITION.—**Gender** is that form or use of a word by which it denotes sex.

DEFINITION.—The **masculine gender** is that form or use of a word that denotes the male sex.

DEFINITION.—The **feminine gender** is that form or use of a word that denotes the female sex.

DEFINITION.—The **neuter gender** is that form or use of a word that denotes the absence of sex.

DEFINITION.—The **common gender** is that form or use of a word that denotes something whose sex may be either male or female.

EXERCISE 33.—*Make lists of the following words according to their gender :*

boy	nut	governess	emperor	nephew	lady	widow
girl	coat	king	duke	aunt	whale	maid
man	bull	prince	book	uncle	John	bird
woman	tigress	queen	duck	father	ship	fowl
slate	cat	princess	drake	sister	nun	flower
fish	city	teacher	niece	son	monk	hen
lioness	hat	author	cousin	daughter	lad	gander

LESSON XV.

INFLECTION OF NOUNS.

CASE.

A long time ago the form of a noun used as the subject of a verb was different from that of a noun used as the object of a verb, but this is no longer so.

The dog bit the cat. The boy struck the dog.

The word *dog* is used, in the first sentence, as *subject*, and in the second, as *object*; but the *form* of the word is unchanged. The *use* of the word, how-

ever, or its *relation to other words* in the sentences, is different. The word *dog*, in the first sentence, denotes that about which the statement is made; hence, it bears to the verb *bit* the *relation of subject*. In the second sentence, *dog* bears the *relation of object* to the transitive verb *struck*.

A word denoting that about which a statement is made is in the **nominative case**. The word *nominative* means *naming*.

A word that bears the relation of object to a transitive verb is in the **objective case**.

There is, however, another way in which nouns are used, and then a slight change is made in their forms. If you wish to speak of the hat that belongs to John, you do not say *John hat*, but *John's hat*. So likewise you say *My father's house*, *The soldiers' muskets*; meaning the house belonging to your father, and the muskets belonging to the soldiers. This relation of ownership is shown by adding an apostrophe (') and *s* to *father*, and an apostrophe to *soldiers*. A noun used in this manner is said to be in the *possessive case*.

DEFINITION.—The **case** of a noun is that form or use of the noun that denotes its relation to other words in a sentence.

DEFINITION.—The **nominative case** of a noun is the use of the noun in the relation of *subject* in a sentence.

DEFINITION.—The **possessive case** of a noun is that form of it that denotes the relation of *ownership*.

DEFINITION.—The **objective case** of a noun is the use of the noun in the relation of *object* to a transitive verb.

To give an account of a word in a sentence, by mentioning the class to which it belongs, giving its inflections, and telling its relations to other words in the sentence, is to *parse* it.

EXERCISE 34.—*In the following sentences mention the nouns, and, as far as you can, tell the case of each, giving reasons.*

1. John tore Henry's book and broke Jane's slate.
2. The poor boy's leg was crushed by the cars.
3. Most obstacles are overcome by industry and perseverance.
4. Hens' eggs are white, but most birds' eggs are colored.
5. The dog's ears were closely cropped by his master.
6. The teachers and pupils heard the girl's song.
7. The air is sweetened by the flowers' fragrance.
8. America's shores were first seen by Columbus.
9. All our hopes and fears are ended by death's summons.
10. The May-flowers open their soft tearful eyes.
11. A beautiful girl watched the shadows and heard the honey-bees' hum.
12. The robin's song reached the sick man's darkened room.
13. June's lovely days bring buds and flowers for all.
14. The brook's clear surface reflected the moon's silver rays.
15. The example was made clear by the teacher's explanation.
16. The forest's shade conceals many a beautiful flower.
17. Were John's clothes made by a tailor?
18. The bees' sharp stings penetrated the boy's flesh.
19. The boy's flesh was pierced by the bee's sting.
20. The atmosphere's poisons are absorbed by the trees' leaves.
21. The lawyer's speech was much admired by the audience.

EXERCISE 35.—Parse the nouns in the following sentences, in accordance with the model. Tell also which words are transitive verbs, and which intransitive verbs.

1. John tore Kate's books.

MODEL.—*John* is a *noun*, because it is the name of a person; *proper*, because it is the name of a particular person; *singular number*, because it denotes but one person; *masculine gender*, because it denotes a male; *nominative case*, because it is the subject of the verb *tore*. *Kate's* is a *noun* (give the reasons); *proper*; *singular number*; *feminine gender*; *possessive case*, because it denotes ownership.

Books is a *noun*; *common*, because it is a class name; *plural number*, because it denotes more than one; *neuter gender*, because it denotes something without sex; *objective case*, because it is the object of the transitive verb *tore*. *Tore* is a verb; *active*; *transitive*. (Give reasons.)

2. The hunter shot George's pet rabbit.
3. Did Mary break her sister's doll?
4. Are the moon's rays warm?
5. Always obey your teacher's requests.
6. The wisest men sometimes make mistakes.
7. The ripest apples have the richest colors.
8. Has James done a good day's work?
9. My friend's horse was killed by hard work.
10. Alfred's account of the accident alarmed his mother.
11. Has Henry finished his Latin exercise?
12. The eagle can carry a lamb in his talons.
13. The girl's brother always solves her most difficult examples.
14. The king was counting his money and the queen was eating bread and honey.
15. The pupils' work was carefully examined by their teacher.
16. Every school-boy should read Dickens' "David Copperfield."

LESSON XVI.

ANALYSIS AND SYNTHESIS.

The pupil has seen that nouns may be modified by other words. These modifiers may be,

1. Words that *denote some quality.*

Good children. Pretty pictures. Clear water.

2. Words that *point out.*

The horse. This book. Those men.

3. Words that *point out*, and at the same time *denote ownership.*

Her bird. His slate. Mary's hat. Birds' nests.

Nouns in the possessive case, like *Mary's* and *birds'* above, are just as much modifiers as quality words are.

EXERCISE 36.—*Analyze the following sentences by means of diagrams, as in the model, and explain the analysis :*

1. A spider's treacherous web hopelessly entangled the foolish fly.

Subject.	Predicate.	
S. N. web	P. V. entangled	O. N. fly
A spider's treacherous	hopelessly	the foolish

2. I frequently visit foreign cities.
3. Julia's happy bird gayly warbled a sweet song.
4. The watchman's rattle startled the drowsy people,

5. The careless maid lost the lady's jewels.
 6. A cruel boy robbed the wren's little nest.
 7. Brisk showers suddenly checked the children's sport.
 8. The gentle cows meekly crop the sweet young clover.
 9. The hen's cunning little chickens greedily ate the cook's crumbs.
 10. George's cousin lately bought a fine new gun.
 11. We eagerly watched the busy sailors.
 12. That bold fisherman told many startling tales.
 13. A baby's prattle generally amuses older people.
 14. The farmer's men are picking luscious purple grapes.
 15. The sun's hot beams soon withered the poor thirsty plant.
 16. The flowers' fragrance completely filled the invalid's room.

EXERCISE 37.—*Supply modifiers of the nouns and verbs given below so that each sentence will exactly fill the model diagram.*

MODEL DIAGRAM.

Subject.		Predicate.	
S. N.		P. V.	O. N.
	Modifiers.		Modifiers.
	<i>Subject Noun.</i>		<i>Object Noun.</i>
1.	cat	caught	mice
2.	boy	solved	examples
3.	leaves	adorn	tree
4.	farmer	has gathered	apples
5.	Alice	was chasing	butterfly
6.	fox	killed	chickens
7.	children	are picking	flowers
8.	manners	make	impression
9.	labor	accomplishes	results
10.	sailors	rowed	boat
11.	baker	makes	bread

	<i>Subject Noun.</i>	<i>Predicate Verb.</i>	<i>Object Noun.</i>
12.	maid	swept	room
13.	jeweler	repaired	bracelet
14.	ocean	floats	ships
15.	lightning	shattered	tree
16.	teacher	punishes	pupils

LESSON XVII.

THE PRONOUN.

When a child first learns to talk, in speaking about itself it uses its own name. Thus, when Louis is sleepy he will say, "*Louis is sleepy.*" Little Katy, when hungry, will say, "*Katy wants Katy's dinner.*" In speaking about strangers, the child uses such words as *man, woman, lady*. Thus, "*The man gave Louis a penny.*" "*The lady brought Katy a pretty flower.*"

But the child soon learns a better way of speaking. He finds out how to use certain little words called *pronouns*. By means of these words, he is able to talk about himself without mentioning his own name; and he can talk to other persons or things, or about them, even when he does not know their names.

Some pronouns denote the speaker, as *I, we, me, us*; some denote the person or thing spoken to, as *you, your*; and some denote the person or thing spoken about, as *he, she, it, them, his, her*.

DEFINITION.—A **pronoun** is a word that denotes persons or things without naming them.

The antecedent of a pronoun is the name of the person or thing denoted by the pronoun.

Antecedent means "going before," and the word is used because the name of the person or thing denoted by a pronoun generally occurs in the sentence before the pronoun.

The baby lost its rattle.

EXERCISE 38.—*Improve the following sentences by using pronouns instead of certain other words:*

1. Frank learned Frank's lesson before Frank went to school.
2. The kitten ate the kitten's breakfast.
3. Robert and George took Robert's and George's skates and went to the lake.
4. The girls ate the girls' lunch under a large tree.
5. Jennie and Bertie are happy because Jennie and Bertie are good.
6. The little dog ate the little dog's meat and drank the little dog's milk.
7. The children were frightened at the elephant because the elephant was so large.
8. My brother was cutting wood, and my brother cut my brother's foot.
9. Mary said that Mary had finished Mary's work, but Mary was mistaken.
10. John's father told John that John must learn John's lesson before John went to school.
11. Walter said, "Give Walter Walter's dinner."

EXERCISE 39.—*Mention the pronouns, and the antecedent of each.*

1. Frank's kite flew so high that he could scarcely see it.
2. "Children," said Aunt Sue, "you must be quiet at your play, or I shall send you to bed."

3. King Midas valued his royal crown because it was made of gold.

4. The sun was shining on the sea,
Shining with all his might;
He did his very best to make
The billows smooth and bright.

5. The wind blew with all his strength a cold blast; but the fiercer he blew, the tighter did the man clasp his cloak around him.

6. "What a selfish dog you are!" said the ox; "you can not eat the hay yourself, nor will you let me eat it."

7. The herald bade Cinderella sit down on a stool in the kitchen, and himself put the slipper on her pretty little foot, which it fitted exactly.

8. "Oho!" said the pot to the kettle;
"You are dirty and ugly and black!
Sure no one would think you were metal,
Except when you're given a crack."
"Not so! not so!" kettle said to the pot;
"Tis your own dirty image you see;
For I am so clean—without blemish or blot—
That your blackness is mirrored in me."

LESSON XVIII.

THE PERSONAL PRONOUN.

Most of the pronouns mentioned in the preceding lesson are used to *denote persons*, or something supposed to speak, or to understand speech, as persons do.

Those denoting *the speaker*, as *I, me, we, us*, etc., *always* denote persons, or something represented as speaking.

I was sick. Mary saw us.

Those denoting *the listener*, as *thou, thee, you*, etc., denote persons, or something spoken to as if it were a person.

Thou art the man. Did you go?

But those denoting *the person or thing spoken about*, as *he, him, she, it, they*, etc., sometimes refer to persons and sometimes not.

Birds are happiest when they are free.

When the sun rose, he darted his fierce beams on the flowers, and they withered.

Hence, since most of these words denote persons, they are *all* called *personal pronouns*.

DEFINITION.—A noun or a pronoun is of the **first person** when it denotes the *speaker*.

DEFINITION.—A noun or a pronoun is of the **second person** when it denotes the person or thing *spoken to*.

DEFINITION.—A noun or a pronoun is of the **third person** when it denotes the person or thing *spoken about*.

EXERCISE 40.—*Tell which pronouns denote persons and which do not; mention also the antecedent of each.*

1. The maid washed *her* dishes and put *them* in the closet.
2. Little Louis said *he* thought *his* top would get dizzy because *it* turned round so fast.
3. The friendly cow all red and white,
I love with all *my* heart;
She gives *me* cream with all *her* might;
I eat *it* with *my* tart.

4. To-day *my* doll is one year old,
And *she* shall have a purse of gold
If *she* will speak and tell *me* where
I'm sure to find a gift so rare.
5. Tell *me*, pretty roses, for *I* want to know,
Where it is *you* come from, how it is *you* grow.
6. The bride kissed the goblet; the knight took *it* up,
He quaffed off the wine, and *he* threw down the cup.
7. The wind is rushing through *my* hair:
There must be needles in the air,—
They prick me so! But *I* don't care.
8. *My* raft was now strong enough, and *my* next care was
what to load *it* with and how to preserve what *I* laid upon *it*,
from the surf of the sea.
9. *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 *his* heels up to *his* head,
And *I* see *him* jump before *me* when *I* jump into bed.
10. "This is not a cold spoon, mother," said *he*; "*it* is hot;
it has almost burned *my* fingers."
11. "Tell *my* mother that *her* other son shall comfort *her*
old age;
For *I* was still a truant bird that thought *his* home a
cage."

EXERCISE 41.—Write sentences containing:

1. *him, he, his*, referring to an animal.
2. *their, them, I*, referring to persons.
3. *it, she, her*, referring to a doll.
4. *they, them*, referring to plants.
5. *she, her, he, his, their*, referring to children.
6. *he, his, them*, referring to boys.
7. *we, us, our*, referring to persons.
8. *she, her*, referring to the moon.
9. *my, mine, I*, referring to a person.
10. *us, them, we, theirs*, referring to girls.

LESSON XIX.

THE PERSONAL PRONOUN.

Personal pronouns, like nouns, have separate forms to show whether they denote one person or thing, or more than one. In other words, pronouns have *number*.

Thus, in the following sentences, it is shown by the *form* of the pronouns that only one person is denoted by each pronoun :

I run. He saw her. She taught him. Thou seest me.

Again, the following pronouns by their *form* denote the plural number :

We helped you. They escaped us. By their fruits ye shall know them.

The pronouns *you, your, yours* are used in both numbers, but are always regarded as plurals.

The hat you said was your hat was not yours.

In this sentence, it is easy to see that the pronouns denote the singular. But in the following sentence they denote the plural number :

You should all go directly to your homes.

EXERCISE 42.—*Fill the blanks with suitable pronouns, and tell which number is denoted by each :*

1. Children are lovable when — are good.
2. When Mary was old enough, — mother sent — to school.
3. They have torn — clothes.

4. We carried — lunch in — baskets.
5. Each little bird within — nest,
• Thinks — parents love — best.
6. Come with me, and — will show — where a robin has — nest.
7. “— am glad — have come,” said Fred to Frank,
“and — hope — may play together as — did yesterday.”
8. Gustave came across the sea to this country with — wife, — daughters, and — little son.
9. “It’s well — ran into the garden,”
Said Eddie, — face all aglow ;
“For what do — think, Mamma, happened ?
— never will guess it, — know.”
10. The man took off — hat and coat and laid — on a chair.
11. “Oh, dear Papa,” the children cried, “— promised to take — with — on — next ride.”

EXERCISE 43.—*Tell the person of each personal pronoun in the following selections :*

1. *I* stood on the bridge as *you* sailed under it.
2. Let *us* tread lightly and take *our* places without saying a word.
3. O, what are *you* doing, *my* baby,
O, what are *you* doing, *I* pray?
4. When *my* ship comes in from over the sea,
Such wonderful things *it* will bring to *me*!
5. *They* climb up into *my* turret,
O’er the arms and back of *my* chair ;
If *I* try to escape, *they* surround *me* ;
They seem to be everywhere.—*Longfellow*.
6. Lives of great men all remind *us*
We can make *our* lives sublime.—*Longfellow*.
7. Whatsoe’er *you* find to do,
Do *it*, boys, with all *your* might.
8. Which is *your* lot, *my* girl and boy ?
Is *it* a life of ease and joy ?

9. Little Rosy Red-cheek said unto a clover :
 " Flower, why were *you* made?
I was made for mother,
She hasn't any other ;
 But *you* were made for no one, *I'm* afraid."
10. The storm! The storm! *I* hear *it* coming!
 Run, or *you* will be lost!

EXERCISE 44.—*Write sentences containing :*

1. Two or more pronouns in first person singular.
2. Two or more pronouns in third person plural.
3. Two or more pronouns in first person plural.
4. Two or more pronouns in third person singular.
5. Two pronouns in first person singular and two in third person plural.
6. Two or more pronouns in second person plural.
7. One or more pronouns in first person plural and two or more in second person plural.
8. Three or more pronouns in second person plural.
9. Two or more pronouns in second person plural and one or more in third person singular.
10. Three or more pronouns in first person singular.

LESSON XX.

THE INTERROGATIVE PRONOUN.

The words *who*, *which*, and *what* are used to ask questions.

Who killed the bird ?

Which will you have ?

What did he say ?

In the foregoing sentences *who*, *which*, and *what* denote the person or thing inquired about, just as personal pronouns denote persons or things. When

they are so used they are called *interrogative pronouns*.

The *antecedent* of an interrogative pronoun is found in the answer to the question in which the interrogative is used.

Who solved the example? *James.*

Which is the boy? *Arnold.*

What did he buy? *Sugar.*

Which and *what*, when used as interrogative pronouns, do not change their forms; but *who* has *whose* in the *possessive case*, and *whom* in the *objective case*.

Whose did he take? *Joseph's.*

Whom did you see? *Alice.*

In the examples given above, *who*, *which*, and *what* denote the person or thing inquired about. *Whose*, *which*, and *what*, however, are often used in questions to *modify* the word denoting the person or thing inquired about.

Whose book is this?

Which word did he miss?

What wrong has he done?

In these examples *whose*, *which*, and *what* are not interrogative pronouns. For the present the pupil may call them *modifiers*.

EXERCISE 45.—*In the following sentences, point out whose, which, and what when used as interrogative pronouns, and when used as modifiers:*

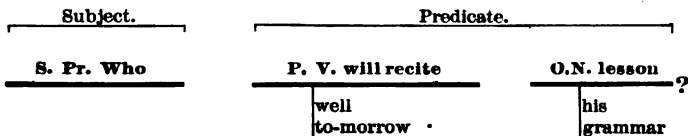
1. Whose bird was lost?
2. What did the boy find?
3. Which coat was taken, and whose was it?

4. Which won the prize ; the boy or the girl?
5. Which vase did the child break, and what was done about it?
6. Which shall we send ; the flowers or the fruit?
7. At which hotel did you stop, and what did you pay?
8. What did you buy, and at what price?
9. For what purpose do you come, and at whose invitation?
10. Which is the man whose dog was lost?
11. Which do you like better ; Maggie or Amy?
12. What can I do to oblige you?

EXERCISE 46.—*In accordance with the model, put the following sentences in diagrams, and explain the analysis :*

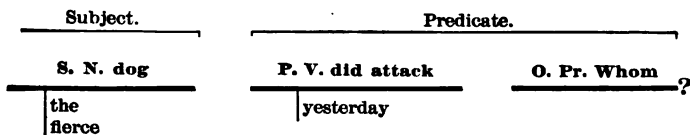
1. Who will recite his grammar lesson well to-morrow ?

MODEL.



2. Whom did the fierce dog attack yesterday?

MODEL.



3. Which performed the difficult task best?
4. Who cruelly robbed the bird's nest?
5. Who would believe that foolish tale?
6. What reward does the gentleman offer?
7. Which pupil solved the most intricate problems?
8. What will he probably do next?

9. Which lessons do you like most?
10. Who has read this charming book?
11. What navigator first circumnavigated the earth?
12. Who faithfully delivered her mother's message?

LESSON XXI.

THE CONJUNCTION.

There is a very important class of words called *conjunctions*. The principal use of these words is to connect sentences, and to bring them into some kind of relation to each other.

He lies on the sofa because he is tired.

The clock is slow unless I am mistaken.

He is not here now but I expect him.

Columbus believed that the earth is round.

By the use of conjunctions two or more unrelated sentences may be united and brought into relation. They may often be very much shortened by being thus united into one sentence.

John goes to school } = *John and Henry go to school.*
Henry goes to school }

Sentences may be united in various relations.

{ *He understood the example.*

{ *He solved the example.*

He understood and solved the example.

He understood the example after he solved it.

He understood the example because he solved it.

He understood the example before he solved it.

Conjunctions are used also to connect *words*.

They are husband and wife.

My dress was made of silk and velvet.

Conjunctions are sometimes used in pairs, and are then called *correlative conjunctions*.

He was both a gentleman and a scholar.

If he is a man of his word, then he will come.

Though he slay me, yet will I trust in him.

You must either recite your lesson or lose your marks.

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

EXERCISE 47.—*Fill the blanks with suitable conjunctions.*

1. He should have done the work — he promised to do it.
2. Do not stay away from school — you are sick.
3. He is a good boy — he is a poor scholar.
4. He waited for me — I finished my breakfast.
5. I shall never again believe you — you deceive me.
6. — butter — eggs could be found in the market.
7. — he is guilty — he is much abused.
8. I have not learned — he was there — not.
9. He found my watch — returned it, — he is honest.
10. You should try again — you failed in your first attempt.
11. The poor man struggled for his life — his strength was exhausted.
12. The bee lays up honey — it may have food in winter.
13. You must be attentive — you will forget.
14. Ralph is — industrious — bright.
15. I have — eaten — slept for two days.
16. We danced — they played.
17. The journey was made slowly — surely.
18. Make hay — the sun shines.
19. I know a garden — white roses grow,

EXERCISE 48.—*Unite the following pairs of sentences by conjunctions selected from the list below :*

and	else	however	in order that	that	since
but	or	nevertheless	so that	where	neither
for	yet	notwithstanding	therefore	whence	nor
also	still	as soon as	then	when	after
besides	only	as long as	hence	as	either
because	unless	without	although	except	if

1. He abused his little brother. He is cruel.
2. He deceived me once. I will trust him again.
3. The doctor can not cure the poor woman. He may prolong her life.
4. Cræsus was very wealthy. He was not happy.
5. The train left the station. The passengers were all aboard.
6. You can not expect to succeed. You spend your time in idleness.
7. The snail won the race. He traveled very slowly.
8. The prize may be hard to gain. We shall make the effort to win it.
9. The earth is known to be a sphere. Men have sailed around it.
10. He was not a gentlemen. He had the appearance of being a gentleman.
11. I locked the stable carefully. The horse was stolen.
12. I wore a heavy overcoat. I might be comfortable during the long ride.
13. He failed at the first attempt. He tried again.
14. I have never visited my old home. My father died in it.
15. Be careful to do your work. Your teacher may praise it.
16. The storm destroyed every tree in the orchard. The trees in the forest all escaped.
17. The boy gave his seat to the lady. He was regarded as a gentleman.
18. I expect to fail in the attempt. I am going to try.
19. Duty is often unpleasant. We should not neglect it.
20. Socrates was thought to be very wise. He overcame the wisest in argument.

LESSON XXII.

COMPOUND SUBJECTS, PREDICATES, AND OBJECTS.

By means of conjunctions, two or more sentences may be united so that,

1. The *subjects* may be compound.

{ *Paul can read.*
 { *Samuel can read.*
Paul and Samuel can read.

2. The *predicate* may be compound.

{ *Kittie did not study her lesson.*
 { *Kittie did not recite her lesson.*
Kittie neither studied nor recited her lesson.

3. The *object* may be compound.

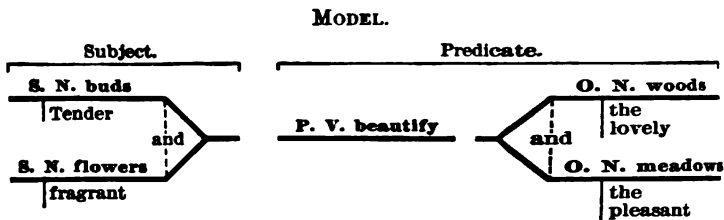
{ *Nellie gathered flowers every morning.*
 { *Nellie gathered berries every morning.*
Nellie gathered either flowers or berries every morning.

4. Any *two*, or all *three* of these parts may be compound.

Paul and Samuel can not only read but also write.
Frank studied and recited both his geography and history.
Ellen or Bessie lost the books and pictures.
A fox or an owl caught and killed our geese and chickens.

EXERCISE 49.—As in the model, put the following sentences into diagrams:

1. Tender buds and fragrant flowers beautify the lovely woods and the pleasant meadows.



2. The careless boy lost his coat and his cap.
3. The sun, the moon, and the stars light the earth.
4. My mother cooks and sweeps and sews.
5. The blacksmith heated and hammered the iron.
6. Harry threw and caught his rubber ball.
7. Shall you and I go?
8. Will the sick man live or die?
9. The clever boys built and sailed a pretty boat.
10. Cinderella embraced and forgave her cruel sisters.
11. The horse or the cow must be sold.
12. Mary's father bought a house and lot.
13. The merry boys gathered nuts and apples.
14. The wind and the rain delayed our journey.
15. The circus astonished and delighted the children.
16. The pet lamb suddenly sickened and soon died.
17. The noble hound loved and faithfully served his master.
18. He or she broke the beautiful vase and the valuable mirror.
19. Do Jennie and Amy study diligently?
20. Will he visit your cousin or your friend?

Sentences may be united by conjunctions so that modifiers are compound.

{ *Fred skates rapidly.*
 { *Fred skates gracefully.*
Fred skates rapidly and gracefully.

{ *His clothes were poor.*
 { *His clothes were clean.*
 { *His clothes were neat.*
His clothes were poor, but clean and neat.

EXERCISE 50.—Put the following sentences into diagrams :

1. A small but thoughtful child tenderly watched her sick and helpless brother.

MODEL.

Subject.	Predicate.	
S. N. child	P. V. watched	O. N. brother
A small but thoughtful	tenderly	her sick and helpless

2. The tired and hungry children gladly ate their supper.
3. The queen's attendants wear beautiful and costly dresses.
4. The sailors gayly and cheerfully plied their oars.
5. The band played a slow and solemn march.
6. Come quickly and quietly.
7. The sly fox quickly caught the foolish and unsuspecting goose.
8. Little Marygold slowly and disconsolately opened the door.
9. A famous king built a vast and grand temple.
10. Busily and noisily, the mill grinds the wheat.
11. The bold and merry urchin astonished his teacher.
12. The soldiers gladly and proudly marched away.
13. The mother's low and gentle voice soothed the fretful child.
14. Did the man speak poorly, or well?
15. The brook flowed not quietly, but noisily.
16. Was the work done cheerfully or unwillingly?



LESSON XXIII.

THE ADJECTIVE.

When we use a noun, as *apple*, we may mean any apple whatever. But we generally wish to talk about

a particular kind of apple, as *red apples*, *sweet apples*; or about a number or quantity of apples, as *two apples*, *many apples*; or about some particular apple, as *the apple*, *this apple*, *the fourth apple*. By using with a noun a modifier, as *red*, *sweet*, *many*, etc., we limit or confine the application of the noun so that it includes only the thing or things we mean, and not the whole class of things denoted by the noun. Words used in this manner are called *adjectives*. The adjective *the* is called the *definite article*, and the adjective *a* or *an* is called the *indefinite article*.

DEFINITION.—An **adjective** is a word used to aid in denoting more exactly what is named by a noun.

Nearly all adjectives are used to denote qualities. Thus, when we say *a true story*, the adjective *true* denotes that the quality *truthfulness* belongs to *story*. In like manner, the adjective *steep* in *a steep hill* denotes that *steepness* belongs to *hill*. The name of the quality itself is a noun. Adjectives used in this way are called *descriptive adjectives*.

EXERCISE 51.—*What qualities are denoted by the following adjectives?*

Long, ugly, sour, sharp, kind, late, afraid, old, idle, polite, modest, sweet, sad, black, brief, sorry, rapid, brave, poor, sincere, silent, ill, happy, glad, smooth, dark, speedy, swift, wise, timid, perfect, frequent, patient.

EXERCISE 52.—*Leave out the descriptive adjectives and read what remains:*

1. The little boy had a long, thick stick in his left hand.
2. A fierce dog bit the young child on its bare arm.
3. The truant boys were caught in a terrible storm.
4. Large fields of golden grain waved in the morning breeze.
5. Skillful workmen were engaged in making pretty toys.
6. Parties of gay, happy children were enjoying the pure, fresh air.
7. In the beautiful month of June fragrant flowers bloom everywhere.
8. Careful parents should advise their children to read good books.
9. A kind lady brought a lovely lily to the sick girl.
10. The foolish child cut her golden curls with the sharp scissors.
11. A loud cry from the suffering boy broke the long silence.
12. Our books should be printed from clear, large type on good paper.
13. The weary travelers found on the sandy shore some fine, fat oysters.
14. "What is the use of tails?" said the fox; "they are ugly, dragging, unnecessary appendages."
15. The dying man cried for cool water to moisten his parched throat.
16. The prosperous farmer stood on his green lawn and gazed on his broad meadows and level fields.

Many adjectives describe by denoting the material of which things are made. Thus, we say, *An iron hoop, A gold ring, A wooden bowl.*

EXERCISE 53.—*Fill the blanks with descriptive adjectives denoting material:*

1. The lady purchased a — handkerchief and a — hat.
2. — gloves are not so warm as — mittens.
3. A — house is cool in summer and warm in winter.
4. The baby played with a — ring and a — rattle.
5. His aunt bought him a — spoon and a — mug.

6. The Christmas-tree was lighted with — candles.
7. He bought a — shade for his — lamp.
8. The park was inclosed by a — wall, on the top of which was a — railing.
- 9 In writing a letter she used a — pen-holder and a — pen.
10. He opened the door with a — key and went softly up the — stairs.
11. — boots worn over — shoes will keep the feet dry.
12. He dropped the — dish on the — pavement.
13. A — pipe carried the water from a — washbowl.
14. Books with — bindings last longer than with — bindings.
15. The boy lost a beautiful knife with a — handle and — blades.
16. A — penny is nearly as large as a — dollar.

LESSON XXIV.

THE ADJECTIVE.

We have seen that by using an adjective with a noun we are able to separate what we wish to talk about from all the rest of the class. When we use the *descriptive adjective* we limit the meaning of the noun by denoting a quality found not in the whole class, but in a part of it.

But there are adjectives that limit the application of a noun by denoting *how many* or *how much* of the class. Thus, when we say *some snow*, *few birds*, *no books*, *seven brothers*, the words *some*, *few*, *no*, *seven* denote the *quantity* we wish to talk about.

Adjectives so used are called *adjectives of quantity*.

EXERCISE 54.—*Underscore the adjectives of quantity, and doubly underscore the descriptive adjectives.*

1. Some food was given to the hungry beggar.
2. Most rivers find their way to the sea.
3. Every cloud has a silver lining.
4. After much persuasion the two children were induced to go home.
5. There were few boys in the school, but many girls.
6. Not many men will work all day for one dollar.
7. John ate a whole pie for his dinner.
8. Much clothing and abundant food were sent to the distressed families.
9. Great wisdom is better than great riches.
10. A little money can often be made to do much good.
11. The mining of coal is an immense industry.
12. A poor workman is entitled to small pay.
13. Any boy in good health should be able to walk several miles every day.
14. The searchers followed many clues, but could find no trace of the lost child.
15. The farmer's extensive grounds cost many, many dollars.
16. The surface of the entire pond was dotted with fragrant lilies.

Adjectives sometimes follow the nouns they modify; as,

The boy, *worn* and *weary*, slept by the roadside.

EXERCISE 55.—*Fill the blanks with adjectives.*

1. The — — horse galloped along the — road.
2. — — flowers are found in the — meadow.
3. The dog, — and —, crept into his kennel.
4. On a — — day in May, the invalid was taken out in the — — air.
5. The mother, — and —, soothed her — babe to rest.
6. We camped out in a — — grove near a — — lake.
7. The — — girls held a picnic in the — — woods.

8. The — — boy will be successful in life, but the — — one will fail.
9. The — — snow fell silently all night.
10. The — soldier faintly begged for — water.
11. Once upon a midnight —,
While I pondered — and weary.



LESSON XXV.

THE ADJECTIVE.

Adjectives have been divided by grammarians into a great many classes, but all adjectives are used for the same purpose. They all help to separate the thing we wish to talk about from other things having the same name. Among these classes are :

1. *Descriptive adjectives*, or such as denote quality ; as, **fresh** air, **blue** sky.

2. Adjectives that *point out* in nearly the same way that we point things out with the finger ; as, **this** book, **yonder** cloud, **that** man.

3. *Numeral adjectives*, or such as denote exact number ; as, **two** apples, the **tenth** boy, the **third** desk.

4. *Indefinite numeral adjectives*, or such as denote number, but not exact number ; as, **many** men, **several** books, **some** pears, **few** persons.

5. Adjectives derived from proper nouns ; as **French**, **Spanish**, **American**. These are called *proper adjectives*, and they begin with capital letters.

6. Adjectives derived from verbs called *verbal adjectives* ; as, **running** water, **winning** smiles.

EXERCISE 56.—Copy the following selections, point out the adjectives, and tell what word each modifies.

In the heart of the busy city,
 In the scorching noon-tide heat,
 A sound of bubbling water
 Is heard in the din of the street.

It falls in a gray stone basin,
 And over the cool wet brink
 The heads of thirsty horses
 Each moment are stretched to drink.

A plump little girl and a thin little bird
 Were out in the meadow together.
 "How cold that poor little bird must be
 Without any nice warm clothes," said she,
 "Although it is sunshiny weather."

"A nice little girl is that," said he,
 "But oh, how cold she must be! For, see,
 She hasn't a single feather!"—
 So each shivered to think of the other poor thing,
 Although it was sunshiny weather.—From *St. Nicholas*.

LESSON XXVI.

COMPARISON OF ADJECTIVES.

Before we are prepared to join a descriptive adjective to a noun, as *large* to *house*, the thing we mean must be compared with all the rest of the class, so far as we know the class. We have a notion of the usual size of houses, and after comparing the house we are considering, with that notion,

we say it is a *large* house. Others may have much more of the quality *largeness*, but this one has enough of it to be classed among *large houses*.

An adjective that thus *implies* the comparison of one thing or group of things with all the rest of that class is said to be of the *positive degree*.

Again, we may wish to compare with each other *two* things, or *two* groups of things, that have different amounts of the same quality.

This apple is sweeter than that apple.
Rats are larger than mice.

In these sentences, the adjectives *sweeter* and *larger* are said to be of the *comparative degree*.

A comparison of *three or more* things, or groups of things, may show that one of the things or one of the groups excels all the rest in some quality.

He is the tallest policeman in the city.
Lilies are the most beautiful of flowers.

The adjectives *tallest* and *most beautiful* are said to be of the *superlative degree*.

There are, therefore, three *degrees of comparison*, the *positive*, the *comparative*, and the *superlative*. Nearly all the adjectives that can be compared are *descriptive*

DEFINITION.—The **positive degree** of an adjective is the form of it that *implies* the comparison of one thing or group of things with all the rest of the class.

A tall tree. A good man. A fast train.

DEFINITION.—The **comparative degree** of an adjective is the form of it that is used to denote that one thing or class of things has more of a certain quality than another thing or class of things.

John is stronger than James. Peaches are better than apples.

DEFINITION.—The **superlative degree** of an adjective is the form of it that is used to denote that one of three or more things or classes of things has the highest degree of a certain quality.

Jupiter is the largest of the planets. Diamonds are the hardest of precious stones.

RULE.—Adjectives of **one syllable** usually add **r** or **er** to the **positive** to form the **comparative**, and **st** or **est** to form the **superlative**.

Positive.	Comparative.	Superlative.
<i>brave</i>	<i>braver</i>	<i>bravest</i>
<i>bright</i>	<i>brighter</i>	<i>brightest</i>

RULE.—When adjectives consist of **two or more syllables**, different degrees of the quality they denote are usually indicated by prefixing **more** and **most**, or **less** and **least**, to the simple form of the adjective.

<i>silent</i>	<i>more silent</i>	<i>most silent</i>
<i>noisy</i>	<i>less noisy</i>	<i>least noisy</i>

EXERCISE 57.—Write sentences containing the following adjectives in the comparative degree:

black	coarse	grand	rough	clear
long	sweet	weak	smooth	near
fine	rich	deep	bright	dear
sad	poor	high	light	short

EXERCISE 58.—Compare, with the aid of *more* and *most*, and *less* and *least*, the following adjectives :

studious	particular	negligent	ladylike
careful	sensible	persevering	comfortable
beautiful	fanciful	diligent	unfortunate
cunning	forgetful	emphatic	obedient

LESSON XXVII.

COMPARISON OF ADJECTIVES.

Many adjectives of two syllables are compared,

1. By change of termination; as *pretty*, *prettier*, *prettiest*.

RULE.—Adjectives of two syllables ending in *y* are compared by dropping *y* and adding *ier* to form the *comparative* and *iest* to form the *superlative*.

silly, *sillier*, *silliest*.

happy, *happier*, *happiest*.

2. By change of termination; or by prefixing *more* and *most*, or *less* and *least*; as *stupid*, *stupider*, *stupidest*; or *stupid*, ^{more} } *stupid*, ^{most} } *stupid*.
 less } *least* }

There is, however, no general rule for comparing such adjectives. The ear is the best guide.

EXERCISE 59.—From their sound, determine the comparison of the following adjectives :

lovely	simple	narrow	sorry
nimble	holy	crazy	stolid
severe	pleasant	useful	polite

dirty	angry	gentle	infirm
able	afraid	frightful	idle
ugly	mellow	remote	subtle
serene	solid	unkind	ample
foolish	tender	easy	yellow
jolly	cruel	hollow	deadly

Certain adjectives are irregular in their comparison. The most important of these are given below, and should be committed to memory.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good	better	best
bad, ill, or evil	worse	worst
little	less	least
much, or many	more	most
late	later, or latter	latest, or last
far	farther, or further	farthest, or furthest
near	nearer	nearest, or next
old	older, or elder	oldest, or eldest

EXERCISE 60.—*Fill the blanks with suitable adjectives, give the comparison, and tell the degree of each :*

1. My doll is —, but Mary's is —.
2. Gold is the — — of metals, but iron is the — —.
3. The diamond is the — — as well as the — — of gems.
4. Bessie is — than Katy, but not so — nor so —.
5. I never saw a — face or a — smile.
6. The flowers of May are — — than those of any other month.
7. It is — from New York to Chicago than it is to Boston.
8. To be — is — than to be —.
9. He is now the — man in the city, but he was once — than I am.
10. Empty vessels always make the — noise.
11. By united effort the — task becomes — to accomplish

12. The country life is too — to satisfy — people.
 13. The — flowers usually hide away in the — forests.
 14. The — sunlight melted the — snow-drifts, and waked
 from their — sleep myriads of — buds.
 15. Napoleon gained — victories and met — defeats than
 — general of — times.
 16. The moonlight, — and —, flooded every thing with
 its — rays.



LESSON XXVIII.

THE PREPOSITION.

When the meaning of one word is affected in any way by another word, they are said *to be related* to each other. Thus, an adjective or an adverb is related to the word it modifies; the subject or object of a verb is related to the verb, etc.

Words that have no relation to each other may often be brought into relation by putting another word between them.

ran — *school*.

my home — *the sea*.

sat — *the house*.

weary — *labor*.

By filling the blanks above with such words as *to*, *in*, *from*, *at*, *by*, *toward*, etc., the unrelated words are connected and brought into relation.

$ran \left\{ \begin{array}{l} to \\ from \\ into \\ at \\ toward \end{array} \right\} school.$	$sat \left\{ \begin{array}{l} by \\ in \\ upon \\ under \\ against \end{array} \right\} the house.$
--	---

my home $\left\{ \begin{array}{l} \text{beyond} \\ \text{near} \\ \text{on} \end{array} \right\}$ the sea. weary $\left\{ \begin{array}{l} \text{of} \\ \text{from} \\ \text{with} \end{array} \right\}$ labor.

Words used like *to*, *from*, etc., are called *prepositions*. The noun or pronoun that follows the preposition, as *school*, *sea*, etc., is called the **object** of the preposition. Like the object of a transitive verb, it is in the *objective case*.

with me, for him, against them.

DEFINITION.—A **preposition** is a word used to connect a noun or a pronoun with some other word, and to denote a relation between them.

EXERCISE 61.—*Fill the blanks with suitable prepositions:*

1. Fishes live — the water.
2. The house stood — a hill.
3. A boy — a drum stood near me.
4. Wolves prowl about — night.
5. The baby died — fever.
6. The best boy — the class received the prize.
7. The camel is called the ship — the desert.
8. The conductor — the train rang the bell.
9. We walked — the beach — the evening.
10. The only son — the widow went — the war.
11. Tears — joy ran — her pale cheeks.
12. Jessie ran — the steps and — the house.
13. The child received a box — candy — her aunt.
14. A traveler — far lands came — our house — the city.
15. Little Johnny was dressed — his suit — navy blue.
16. We passed — a garden — rare plants.
17. Come — me — the tree — the old orchard.
18. Many children — this country have heard — the great clock — Strassburg Cathedral.

EXERCISE 62.—*From the following list of prepositions select such as will properly fill the blanks :*

without	of	past	below	behind	down
from	opposite	above	concerning	along	through
into	aboard	among	during	beside	at
under	across	around	except	against	for
toward	near	beneath	over	beyond	to
about	before	on	until	between	up

1. A boy — a hat ran — the street — a wagon.
2. A swarm — bees — the house gathered honey — the flowers — the spring and summer.
3. We went — the train — Philadelphia, and arrived — that city two hours — time.
4. The snow — the street — our house lay — drifts — the middle — April.
5. The note — the teacher contained a complaint — the lessons — all my children — my oldest son.
6. We went — the ship and sailed — the bay and — the ocean.
7. A pleasant path lies — the grove — the meadows.
8. A missionary who had lived — Indians talked — us — their habits.
9. They walked — the river bank and talked — many things.
10. As the travelers drew — the city, many beggars swarmed — them, asking — alms.
11. — the dinner, an impolite boy left the table — permission.
12. The picnic was held — a grove — pines, — the lake.
13. We rowed our boat — the stream, — the tide.
14. Jumping — the train, he was quickly carried — the city.
15. The ancient prophets looked — the present — the future.
16. Strong evidence was given — court — the prisoner.
17. Æsop wrote a fable — a fox and some grapes.
18. We waited — sunset — starting — on our journey.

19. The boat drifted — the falls, and struck — the rocks — the rapids.
 20. A fine painting hung — the wall — the piano.
 21. The horse ran — the ring — a monkey — his back.

EXERCISE 63.—*Fill the following blanks with prepositions that will bring the words into relation :*

- | | |
|-----------------------------------|--------------------------------------|
| 1. letter — home. | 21. slept — his dinner. |
| 2. house — the lake. | 22. was carried — the train. |
| 3. tree — the park. | 23. children — blue eyes. |
| 4. a race — the meadow. | 24. leaned — the house. |
| 5. ran — his playmate. | 25. flew — the mountain. |
| 6. walked — her mother. | 26. looked — the south. |
| 7. crushed — the cars. | 27. sunk — the horizon. |
| 8. stooped — my burden. | 28. swam — the river. |
| 9. waited — my arrival. | 29. forest — the barn. |
| 10. a man — friends. | 30. played — dinner. |
| 11. an animal — fur. | 31. dreamed — his home. |
| 12. a sermon — brotherly
love. | 32. people — the sea. |
| 13. advice — your conduct. | 33. a tunnel — the mountain. |
| 14. awoke — sunrise. | 34. climbed — the fence. |
| 15. hurried — the forest. | 35. sailed — the bridge. |
| 16. scattered — the room. | 36. strolled — the lane. |
| 17. a basket — his arm. | 37. chased — the room. |
| 18. a rose — the house. | 38. journey — the world. |
| 19. a trip — the ocean. | 39. suffered — the winter. |
| 20. went — the street. | 40. a prisoner — two police-
men. |

LESSON XXIX.

ADJECTIVE PHRASE MODIFIERS.

The preposition with its object and the words that modify the object, make up what is called the **prepositional phrase**.

When this phrase is used, like the adjective, to modify a *noun* or a *pronoun*, it is called an **adjective phrase**.

NOUN MODIFIED BY PHRASE.	}	<i>The box</i>	{	<i>on the table with the cover from the store across the room beyond the chair</i>	}	<i>is mine.</i>
PRONOUN MODIFIED BY PHRASE.	}	<i>He</i>	{	<i>in the carriage under the umbrella opposite the speaker near the door by the fountain</i>	}	<i>is the general.</i>

The adjective phrase may often be shortened into an adjective, or into a noun or pronoun in the possessive case.

<i>Acts of kindness</i> <i>Clouds of gold</i> <i>The house of my father</i> <i>Word of cheer</i> <i>Emigrants from Italy</i>	}	=	<i>Kind acts.</i> <i>Golden clouds.</i> <i>My father's house.</i> <i>Cheering words.</i> <i>Italian emigrants.</i>
--	---	---	--

EXERCISE 64.—*Fill the blanks with adjective phrase modifiers, and tell what words they modify:*

1. An acre — — — should produce twenty bushels — — —.
2. The kettle — — — began to sing cheerily.
3. A baby — — — was eating a piece — — —.
4. I love to hear the patter — — —.
5. The showers — — — bring May flowers.
6. The bells — — — began to ring.
7. A nest — — — was found in the meadow.
8. The leader — — — was killed in battle.
9. A child — — — ran down the street.
10. Do not steal the eggs — — —.

11. The bird — — — sang to his mate — — —.
12. The captain — — — punished a disobedient sailor.
13. The love — — — is a grievous fault.
14. The water — — — turned the wheel — — —.

EXERCISE 65.—As in the example given below, change the italicized words into phrases :

1. Golden curls and blue eyes served to render her a beautiful creature.
Curls of gold and eyes of blue served to render her a creature of beauty.
2. The daily tasks are all ended.
3. Our country cousins paid us a hasty visit.
4. Good-tempered boys make pleasant playmates.
5. Singing and dancing were the evening's amusement.
6. The lark sang its joyous and blissful songs.
7. The bee's legs were covered with pollen grains.
8. Yellow-fever patients are not allowed to enter New York harbor.
9. The public-school teachers enjoyed their vacation trip.
10. During my morning walk I bought some flower pots.
11. The boys' teacher received a gold-headed cane.
12. The city people spent their summer in a sea-side cottage.
13. The Newfoundland fogs hide many a northern iceberg.
14. Artists' materials are sold at a Broadway store.
15. A knotty tree stood in the sheep pasture.
16. Picture books entertain the children during many idle moments.

LESSON XXX.

THE ADVERB.

We learned in Lesson VII. that a verb may be modified so as to denote a particular *time*, or *place*, or *manner*, in which the action expressed by the verb is performed.

May went yesterday. Come here, my boy. Can you speak distinctly?

Words used with verbs in this manner are called *adverbs*.

Since the word *adverb* means *to the verb*, it might be supposed that adverbs are used to modify verbs only. Adjectives, however, are often modified, and the adverb is used for this purpose.

He is an extremely bad boy. That is a very beautiful flower. John is quite sick.

In like manner, adverbs themselves may be modified by other adverbs.

It was done very gracefully. Do not move so slowly. Not there, but exactly here the treasure was found.

A great many adverbs are formed from adjectives by the addition of *ly*.

RULE.—*Adjectives of two syllables, ending in y but not in ly, are changed into adverbs by dropping y and adding ily.*

prettily, naughtily, cozily.

DEFINITION.—An **adverb** is a word used to modify a verb, an adjective, or another adverb.

EXERCISE 66.—*Mention the adverbs, and tell which words they modify.*

1. He fell heavily from a load of hay yesterday.
2. Slowly and painfully we climbed the mountain.
3. Sooner or later we must pass away.
4. Why did you leave the city so suddenly?

5. "Your work has been done neatly and carefully," said the teacher very pleasantly.
6. "I placed the book here, not there," said John.
7. We started very early, and walked rapidly.
8. I never before saw a more beautiful sight.
9. "The hare ran much faster than I did," said the tortoise, "but I gained the race quite easily."
10. How many persons went there, and where did they go afterward?
11. Do not speak quite so fast and you will be able to speak much more distinctly.
12. We sometimes visit the city, but soon tire of its noises.
13. I made the effort just once, but was not entirely successful.
14. You will never see him again, I am quite sure.
15. I went there twice lately, but shall probably not go again.
16. The ancients were entirely wrong in their belief that the earth is flat.

EXERCISE 67.—*Tell what adverb is derived from each of the following adjectives :*

slow	keen	mild	quick	loose	rough
sleepy	sharp	mEEK	bad	light	bright
stupid	smooth	simple	glad	mean	dreary
sad	ready	polite	happy	firm	dreadful
kind	pretty	harsh	angry	frank	steady
close	able	spiteful	rude	real	straight

EXERCISE 68.—*Make sentences in which the following words shall be used as adverbs :*

now	always	somehow	once	soon	greatly
here	probably	thus	seldom	back	less
so	almost	out	often	truly	least
rather	least	hence	rarely	well	perhaps
not	otherwise	yonder	early	enough	afterward
certainly	everywhere	nowhere	ever	where	when

LESSON XXXI.

COMPARISON OF ADVERBS.

Most adverbs that admit of comparison have the adverbs *more* and *most*, *less* and *least* joined to them to denote degrees of comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
<i>rapidly</i>	<i>more</i> } <i>less</i> } <i>rapidly</i>	<i>most</i> } <i>least</i> } <i>rapidly.</i>
<i>keenly</i>	<i>more</i> } <i>less</i> } <i>keenly</i>	<i>most</i> } <i>least</i> } <i>keenly.</i>
<i>joyfully</i>	<i>more</i> } <i>less</i> } <i>joyfully</i>	<i>most</i> } <i>least</i> } <i>joyfully.</i>

Some words that are used as adjectives are also used as adverbs, the comparison being the same

<i>Adjectives.</i>	<i>Adverbs.</i>
<i>He owns a fast horse.</i>	<i>His horse travels fast.</i>
<i>I shall go on a faster train.</i>	<i>Light moves faster than sound.</i>
<i>The longest road ends at last.</i>	<i>He spoke longest.</i>

A few adverbs are compared irregularly.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
much	more	most
little	less	least
far	farther	farthest
forth	further	furthest
well	better	best
badly } ill }	worse	worst

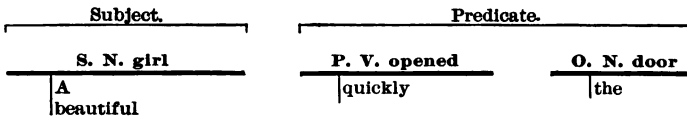
Many adverbs do not admit of comparison; most of those that do are adverbs of manner.

EXERCISE 69.—*Point out the adjectives and the adverbs, and tell what word each modifies :*

1. There was once a serious little boy,
Who never smiled and who rarely spoke ;
Arithmetic was his only joy,
And he could not be made to take a joke.
2. Stitch and stitch, my little maid,
Dainty apron, comely gown ;
Neatly let each hem be laid,
Firmly fold the edges down.
Finely fashion every fold,
Deftly stitch the pocket in ;
Weave the loop the hook to hold,
Leave no place for envious pin.
3. Dame Redbreast, in her modest gown,
Sits brooding there in sober brown.
Beneath her patient, throbbing breast
Four lovely eggs are warmly pressed.
Was ever bird so highly blest
As now am I ?

EXERCISE 70.—*Analyze the following sentences by means of diagrams, and parse the adjectives and adverbs :*

1. A beautiful girl quickly opened the door.



Beautiful is an *adjective* ; it modifies the noun *girl* ; it is compared, *positive beautiful*, *comparative more beautiful*, *superlative most beautiful* ; it is in the *positive degree*.

Quickly is an *adverb* ; it modifies the verb *opened* ; it is compared, *positive quickly*, *comparative more quickly*, *superlative most quickly* ; it is in the *positive degree*.

2. The poor old beggar gladly accepted the dinner.
3. The weary father gently kissed his sick child.
4. Raphael painted some very wonderful pictures.
5. The summer breeze slowly swayed the baby's hammock.
6. A terrific storm completely wrecked the frail vessel.
7. The lawyer lightly hummed an old love-tune.
8. A studious pupil carefully prepares every lesson.
9. Brave Paul Revere boldly roused the slumbering patriots.
10. A welcome rain refreshed the thirsty flowers.
11. The little Hiawatha learned the birds' secrets.
12. A tiny mouse greatly frightened three timid little girls.
13. We boldly steered our boat through the fierce waters.
14. Dear, gentle, patient Nell loyally and hopefully attended her poor, foolish, old grandfather.

LESSON XXXII.

ADVERBIAL PHRASE MODIFIERS.

A prepositional phrase used like an adverb to modify a *verb* or an *adjective* is called an **adverbial phrase**.

VERB MODIFIED BY PHRASE.	}	<i>He ran</i>	{	<i>along the street.</i> <i>against the wall.</i> <i>after the boys.</i> <i>behind the house.</i> <i>among the thorns.</i>
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ADJECTIVE MODI- FIED BY PHRASE.	}	<i>The soldier was brave</i>	{	<i>by nature.</i> <i>from experience.</i> <i>in battle.</i> <i>at Gettysburg.</i> <i>throughout the war.</i>
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A prepositional phrase is itself often modified by an adverb.

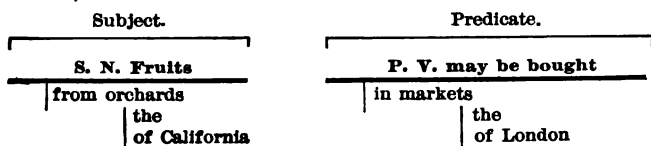
PHRASE MODIFIED BY ADVERB.	}	<i>We were almost</i>	{	<i>at the summit. over the mountain. through the pass. opposite the city. under the tree.</i>
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EXERCISE 71.—*In the following sentences, tell which are adjective, and which adverbial, phrases. Tell also what each modifies.*

1. A very fine hotel near the sea safely sheltered the visitors from the city.
2. Without hesitation, I gladly accepted my uncle's invitation to the party.
3. During the morning, we heard a snatch of a merry little song.
4. The ship of the admiral sailed away to the other side of the world.
5. The jewels of the princess were much admired at the ball.
6. Katy's bright eyes soon discovered, on a projecting limb, the nest of the robin.
7. Poor frightened Cinderella ran quickly away to her cheerless home.
8. The prince loved dearly the wearer of the little glass slipper.
9. Our cabin in the forest has a chimney of stone.
10. During the storm, the force of the torrent uprooted the trees along the river's bank.
11. The shadow on the dial marks quite correctly the hour of the day.
12. The sun sends through my window his morning rays of light and heat.
13. On the bright May mornings, groups of merry children were seen in the park.
14. The judge rode slowly down the lane.
15. She filled for him her small tin cup.
16. The students of the college often rowed on the lake.

EXERCISE 72.—*Analyze the following sentences by means of diagrams, and explain the analysis :*

1. Fruits from the orchards of California may be bought in the markets of London.



2. In the spring, the snow of the mountain swells the streams of the valley.

3. At the door, on summer evenings, sat the little Hiawatha.

4. Ants know the state of the weather very accurately.

5. Lonesome little Paul waited patiently for his sister.

6. The floor of the cave was covered with heaps of gold.

7. The fatal shot was fired before the dawn of day.

8. Bees in the clover are crooning drowsily.

9. The prince was superbly dressed in a robe of blue velvet.

10. The blue-jay in the maple tree sang gleefully to his mate.

11. In the spring a fuller crimson comes upon the robin's breast.

12. All day long through Frederick street,
Sounded the tread of marching feet.

13. In their ragged regimentals, stood the old continentals.

14. Then Anthony Blair, with a mortified air,
With his head down on his breast,
Took his penitent seat by the maiden sweet.

15. Gentle Tina held the bird lightly in one hand.

16. The bricklayers had left, by accident, a very small hole near the top of the granary.

17. The children found a most wonderful tree, with leaves of silver.

18. For three years, Jack scarcely thought of the bean-stalk.

19. The fairy dwarf spun all the straw into shining gold.

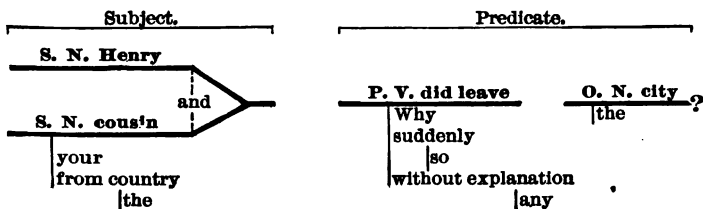
20. Countless troops of wolves roam about in the dark forests of Russia.

LESSON XXXIII.

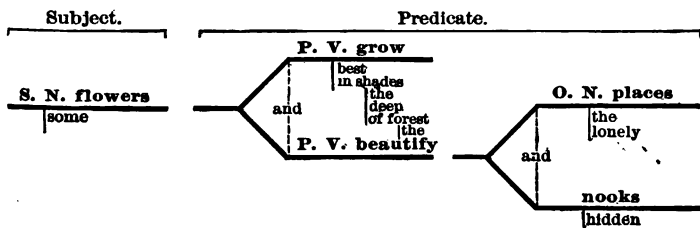
EXERCISES IN REVIEW.

EXERCISE 73.—*Analyze the following sentences, and explain the analysis:*

1. Why did Henry and your cousin from the country leave the city so suddenly without any explanation?



2. Some flowers grow best in the deep shades of the forest and beautify the lonely places and hidden nooks.



3. A great yellow cat sat on the sill of our kitchen window.
4. The terrified passengers dressed hastily and came on deck.
5. A tiny yellow warbler built a nest in a little bush in our front yard.
6. The lovely mermaids once sat on the rocks by the ocean and braided their curious sea-green hair.
7. Tina fed with crumbs and warmed the starving sparrow.
8. Many great ships, during the last year, sailed away over the ocean to foreign lands.

9. Visitors from many different countries attend the receptions at the White House.

10. Maud Muller stooped, and filled from the spring her small tin cup.

11. The dog, in a loving way, put his great paw into Annie's little hand.

12. My dear cousin and I played at the edge of the lake.

13. Hiawatha heard the whispering of the pine-trees and the lapping of the water.

14. Hawthorne wrote many short but beautiful sketches for children.

15. The sun suddenly shone through the pane, and lighted the baby's sweet face.

16. The weather-cock on the steeple told, in all kinds of weather, the direction of the wind.

17. The young travelers visited nearly all the ports of the world.

18. Santa Claus comes silently in the night, and fills the stockings of the good boys and girls.

19. We saw light, graceful sloops, and slow, clumsy barges in the busy harbor.

20. Did you practice your lesson on the violin faithfully to-day?

21. Can you make a rose or a lily, or catch a beam of the golden sun?

22. The brave old plant in its lonely days
Shall fatten upon the past.—*Charles Dickens.*

23. He goes on Sunday to the church,
And sits among his boys.—*Longfellow.*

24. A dainty white village looks down upon the bright blue waters of the Mediterranean.

25. Many funny little fellows live in the sea and carry their houses upon their backs.

26. A big parrot was solemnly blinking his eyes in a window of the next house.

27. Many bank-bills have red silk threads along the edges and across the ends.

LESSON XXXIV.

THE INTERJECTION.

Thus far we have studied *seven* classes of words, called *parts of speech*—the *noun*, *adjective*, *pronoun*, *verb*, *adverb*, *preposition*, and *conjunction*. To tell the class to which any word in a sentence belongs, we must find out its *office* or *function* in the sentence. It is only when a word is related to other words in a sentence that it can assist in expressing *thought*. The function of the same word in different sentences may be different; hence, it may belong to different parts of speech. Thus, the word *near* may be,

AN ADJECTIVE.—*It was a near approach to death.*

AN ADVERB.—*Do not go near; stay away.*

A VERB.—*When we near the ocean, it grows cooler.*

A PREPOSITION.—*He lives near the mill.*

A NOUN.—*We talked about the near and the distant.*

There is a class of words, however, that we sometimes use without any kind of relation to other words in the sentence. They are used to show that we are very angry, or sorry, or glad, etc. In other words, they denote *emotion* or *strong feeling*. They serve to color with *feeling* the *thought* of the sentence.

Oh! how you hurt me!

Alas! the poor man is dead.

Pshaw! I am not afraid of the darkness.

Words used as *oh*, *alas*, and *pshaw* are in the pre-

ceding sentences are called *interjections*, and are followed by the *exclamation* (!) *point*.

DEFINITION.—An *interjection* is a word expressing strong feeling, and not related to other words in the sentence.

Such interjections as *oh, ah, ha, hem, etc.*, have no *meaning*. But we often use as interjections words that have meaning.

Hist! did you hear that noise?

Hush! you'll wake the baby.

Well! what will you do about it?

Beware! you may not escape the next time.

Words so used often stand for whole sentences, and although they convey a meaning as well as express feeling, it is better to treat them as interjections.

EXERCISE 74.—*Fill the blanks with appropriate interjections selected from the following list:*

Oh!	Help!	Hem!	Good-bye!
Ah!	Hark!	What!	Pshaw!
Lo!	Look!	Behold!	Pooh-pooh!
Fie!	Bang!	Huzza!	Indeed!
How!	Hallo!	Hey!	Ha, ha!
Why!	Hurrah!	Run!	Come!
See!	Well!	There!	Eh!
Stop!	Pop!	Dear me!	Bosh!
Alas!	Mum!	O, dear!	Shame!

1. —! what a noise you make!
2. —! —! the procession is coming.
3. —! how did you get here?
4. —! you can not frighten me.

5. —! come again.
6. —! aren't you ashamed of yourself?
7. —! did you hear that?
8. —! —! went the pistol.
9. —! I am so tired.
10. —! to-morrow is holiday.
11. —! what has happened now?
12. —! —! the watch-dogs bark.
13. —! —! the house is a-fire!
14. —! you are hurting me!
15. —! what a funny boy you are.
16. —! —! are these all the berries you picked?
17. Where is my mamma? —! I'm lost!
18. —! it's time to get up.
19. Where, —! where is that mischievous boy?
20. —! I knew you could not do it.

LESSON XXXV.

THE PREDICATE ADJECTIVE.

Heretofore, we have spoken about the adjective only when it is joined directly to the noun. But it is often separated from the noun it modifies by one of the forms of the verb *be*. These forms are *am*, *is*, *are*, *was*, *were*, *has been*, *have been*, *had been*, *will be*, *may be*, *might be*, *may have been*, etc.

When so separated from the noun, the adjective is called the *predicate adjective*, and it expresses some quality that belongs to the person or thing denoted by the subject.

The boys *were sorry*.

Mary *is tired* and *sick*.

The cherries *will be ripe*.

Henry *had been angry*.

The baby *was pretty*.

He *might have been hungry*.

In these sentences the verbs are printed in *italics* and the predicate adjectives in *heavy type*.

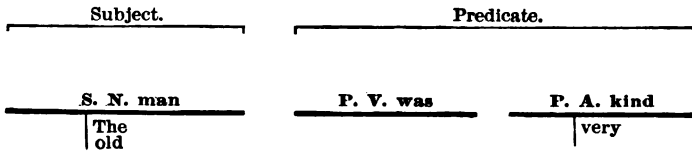
DEFINITION.—A **predicate adjective** is an adjective used to complete the meaning of a verb.

EXERCISE 75.—*In the following sentences, mention the predicate adjectives and the form of the verb **be** that separates the adjectives from the nouns they modify :*

1. The knife was sharp and keen.
2. The winter winds are cold and fierce.
3. John had been faint and ill.
4. To-morrow we shall be gay and happy.
5. The people of New England are frugal and industrious.
6. Our baby is roguish, winsome, and pretty.
7. The prince was young and charming.
8. The poor beggar's footstep is lagging and weary.
9. The day is long and dark and dreary.
10. Fred's boat is large and strong, but Walter's is frail.
11. If Tom had not been careless and neglectful, he might be happy and successful.
12. Bessie's eyes are bright and blue, and her smile is kind and sweet.
13. At Niagara Falls the view is magnificent.
14. The little maiden was nervous and frightened, but her brother was brave and hopeful.
15. The way was long, the wind was cold,
The minstrel was infirm and old.—*Walter Scott.*

EXERCISE 76.—*Analyze by diagram the following sentences, explain the analysis, and parse all the adjectives :*

1. The old man was very kind.
2. She has been sad and thoughtful for a long time.



EXPLANATION.—*The old man was very kind.*

It is *a declarative sentence.* (Give reasons.)

The *subject* is *The old man.*

The *subject noun* is *man.*

The *predicate* is *was very kind.*

The *predicate verb* is *was.*

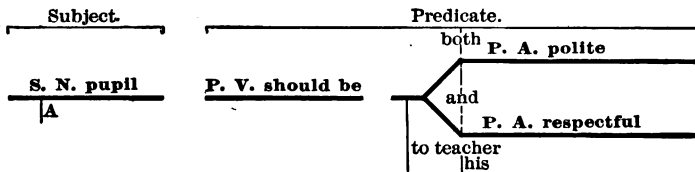
The *predicate adjective* is *kind*; it is modified by the adverb *very.*

PARSING.—*Old* is a descriptive adjective; compared, positive, *old*, comparative, *older*, superlative, *oldest*; it is in the positive degree and modifies the noun *man.*

Kind is a descriptive adjective; compared, positive, *kind*, comparative, *kinder*, superlative, *kindest*; it is in the positive degree; it is *a predicate adjective*, being used to complete the predicate; it relates to *man.*

(Let the pupil give the explanation of sentences 2 and 3, and parse the adjectives.)

3. A pupil should be both polite and respectful to his teacher.



4. The queen's jewels are rare and costly.

5. School-boys are happiest in cool clear weather.

6. My pet canary was cheerful in the morning and sober in the evening.
7. The poor little fellow is tired and sleepy.
8. Bats are fierce and vicious.
9. The notes of the canary are soft and silvery.
10. Dear, darling, little Nell was dead.
11. Our sleep should be peaceful and dreamless.
12. The earth is nearly round.
13. The head and throat of the chickadee are glossy black.
14. A house without children is quiet but dreary.
15. The humming-bird's eggs are pearly white and very small.
16. The audience at the opera-house was respectful and attentive.
17. Have you been kind and polite to your playmates to-day?
18. Geese are not silly, but steady and sensible.
19. The surprise and delight of the little one will be very great.
20. Was not the poor orphan child often sad and lonely at school?
21. Always be careful of the feelings of others.
22. The great clumsy elephant is very wise and very teachable.

LESSON XXXVI.

THE PREDICATE NOUN.

Verbs may be divided into two classes.

1. Verbs that can be used as predicates without the help of other words. These may be called *verbs of complete predication*.

The horse runs. Flowers bloom. The canary sings.

2. Verbs that when used as predicates do not express complete sense without the help of one or more

other words. Such may be called *verbs of incomplete predication*.

The boy killed the bird. The earth is round. Grant was a soldier.

In Lesson XXXV., the pupil learned about that use of the verb of incomplete predication where some form of the verb **be** is completed by an *adjective modifying the subject*.

In very much the same way, some form of **be** may be completed by a *noun denoting the same person or thing as the subject*.

Homer was a poet. The lily is a flower. He may have been a gentleman. Arthur will be the victor.

A noun used in this manner after the verb **be** is called the *predicate noun*, and *it is always in the same case as the subject*.

DEFINITION.—A **predicate noun** is a noun used with a verb of incomplete predication, in the same case, and denoting the same thing, as the subject.

EXERCISE 77.—*Complete the predicates by supplying suitable predicate nouns. Mention the verb in each sentence:*

1. The hero of the story should be a brave good —.
2. Frank will some time be a famous —.
3. The giraffe is a harmless gentle —.
4. England is a snug little —.
5. The elephant is a huge clumsy —.
6. My doll's name must be —.
7. Some holes in a board were the — to the bees' home.
8. Poor Robert has long been a very sick —.

9. Should the best pupil be — of the class?
 10. Easter in Germany is a great —.
 11. "You must be a very good — to-day," said Lucy's mother.
 12. Is the earth really a large —?
 13. Maggie might have been the — if she had not been a —.
 14. Philip may some time be the — if he is always a studious —.
 15. The visit to the park was a delightful —.
 16. A little brown dwarf had been poor Tim's best — in his loneliness.
 17. We hope that Willie's frequent exercise on the lake may not lead him later in life to be a —.

EXERCISE 78.—*Analyze by diagram the following sentences, explain the analysis, and parse all the nouns:*

1. My mother is my kindest and dearest friend in all my troubles.

Subject.	Predicate.	
S. N. mother	P. V. is	P. N. friend
My		my kindest and dearest in troubles all my

It is a *declarative sentence*. (Give reasons.)

The *subject* is *my mother*.

The *subject noun* is *mother*; it is modified by *my*.

The *predicate* is *is my kindest, etc.*

The *predicate verb* is *is*.

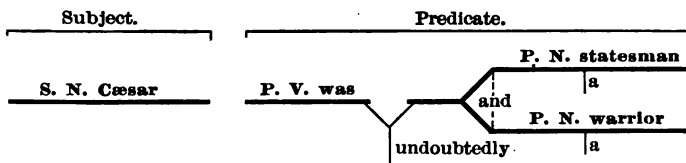
The *predicate noun* is *friend*; it is modified by the adjectives *kindest* and *dearest*, and by the adjective phrase *in all my troubles*; *troubles* is modified by *all* and *my*.

PARSING.—*Mother* is a *noun* (give reasons); *common*; *feminine gender*; *third person*; *singular num-*

ber; nominative case, because it is the subject of the verb *is*.

Friend is a noun; common; feminine gender; third person; singular number; nominative case, because it is used in the predicate with *is*.

2. Cæsar was undoubtedly a statesman and a warrior.



3. The present from my uncle was a genuine surprise to me.
4. A battle in these times is a fearful scene.
5. Little folks are sincere believers in Santa Claus.
6. Apples and peaches are a delicious fruit.
7. The beautiful silver moon is a dead world.
8. Kings and queens are generally unhappy people.
9. My pet donkey can be a very stubborn animal.
10. Little Susie, so pretty and sweet, will soon be a woman.
11. This beautiful country was once an unbroken wilderness.
12. Was not our vacation a happy, joyful time?
13. A good general must be a brave and earnest man.
14. Our darling wee baby is a most beautiful creature.
15. A sly fox from the neighboring forest must have been the destroyer of our chickens.

—•—

LESSON XXXVII.

PREDICATE NOUN AND ADJECTIVE.

There are some other verbs, besides the verb *be* in its various forms, that are used to connect a sub-

ject with a predicate noun or adjective. All such are called verbs of *incomplete predication*.

She looks pale. The boy became a man.

Verbs of this kind connect the subject with,

1. A **noun** that is only *another name* for the thing denoted by the subject. Hence, the *subject* and the *predicate noun* are always in the *same case*.

The dog is a faithful animal. The man seemed a gentleman. George was made captain.

2. An **adjective** denoting a *state* or *quality* of the thing denoted by the subject.

The witness remained silent. The man grew sick. The door stood open. The rose smells sweet. My blood ran cold.

In meaning, verbs of incomplete predication differ but little from the verb *be*.

A **prepositional phrase** may take the place of a predicate adjective. It is then called the *predicate adjective phrase*.

*The wounded man was under the doctor's care.
He seemed on the edge of the precipice.*

EXERCISE 79.—*Mention the verbs of incomplete predication in the following sentences, and tell which words are predicate nouns, and which are predicate adjectives:*

1. The pupils were very tired and listless boys.
2. The poor child soon got very sick indeed.
3. The berries tasted sour, and seemed worthless fruit.
4. William became sad because his teacher looked ill.

5. The birds grew tamer as they got familiar with us.
6. Under the hot sun of summer, apples grow large and mellow.
7. A child should keep quiet when older persons are present.
8. The weather stays warm and sultry.
9. Her remark sounded harsh and impolite.
10. Rip Van Winkle remained a poor man.
11. Napoleon was considered the greatest general of his age.
12. The boy was named Washington, in honor of the Father of his Country.
13. The man was called a coward because he stood a patient listener to the taunts of his enemy.
14. You should sit straight and walk erect.
15. You should look pleasant when a visitor calls.
16. What seemed a head wore the likeness of a crown.

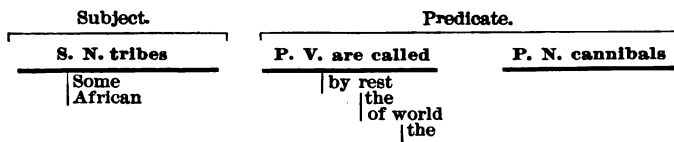
EXERCISE 80.—*Fill the blank in each of the following sentences with one of the pair of words given, and tell what part of speech you use, and why :*

1. *glad, gladly.* He looked — when the teacher praised him.
2. *high, highly.* The river rose — and did great damage.
3. *sad, sadly.* Annie felt very — when her canary died.
4. *bad, badly.* Bessie felt — because she missed her lesson.
5. *splendid, splendidly.* The jeweler's window looked —.
6. *safe, safely.* The ship reached port —.
7. *safe, safely.* We passed — through the rapids.
8. *sweet, sweetly.* Those evening bells sound — and low.
9. *soft, softly.* I like eggs boiled —.
10. *idle, idly.* The tired hands wandered — over the keys.
11. *comfortable, comfortably.* His coat fitted him — and felt —.
12. *strong, strongly.* The rope was made — enough to support a heavy weight.
13. *helpless, helplessly.* The man was found — in a snow-drift.
14. *smooth, smoothly.* The river flowed — to the sea.

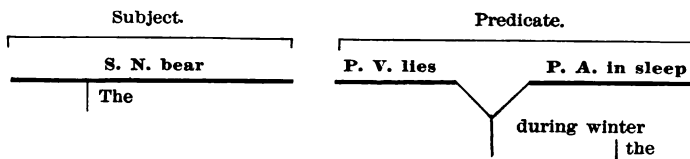
15. *quick, quickly.* Run — for the doctor. Be —.
 16. *sound, soundly.* These apples seem to be —.
 17. *wretched, wretchedly.* The forlorn old man looked —.
 18. *pitiful, pitifully.* The lost child cried most —.
 19. *cold, coldly.* The winter moon looks — down upon us.
 20. *harsh, harshly.* The prisoners were treated most —.
 21. *harsh, harshly.* The teacher looked — at the boy.

EXERCISE 81.—*Analyze the following sentences, explain the analysis, and parse the nouns and adjectives:*

1. Some African tribes are called cannibals by the rest of the world.



2. The bear lies in sleep during the winter.



(The phrase, *during the winter*, is adverbial, modifying *lies in deep sleep*.)

3. The beautiful moon rose clear and full.
4. Phebe is a graceful and dainty housewife.
5. The cat sits quiet and alone by the fire-place.
6. The boat was left, a broken and leaky wreck.
7. Our baby daily grows larger and lovelier.
8. The breezes of summer are soft and balmy.

9. A good name is the jewel of our souls.
10. The lark seems brightest and happiest in the early morning.
11. The eye is called the window of the soul.
12. Small service is often true service.
13. Wit is not always wisdom.
14. Her voice was soft and gentle music.
15. Dusty and dim are the eyes of the miller.
16. The notes of the nightingale were clear and distinct.
17. The walk up the hill became dull and tiresome.
18. The catbird is the clown of the woods.
19. Greece is a land of mountains and of floods.
20. The army and the navy are our defense in time of war.

LESSON XXXVIII.

APPOSITION.

An adjective used to modify a noun has the effect of showing more exactly what the noun denotes.

The heroic Washington. Her soldier lover.

Much the same thing happens when a noun or pronoun is explained by another noun or pronoun.

Washington, the hero. Her lover, the soldier. He, the speaker, is very eloquent.

A noun used as *hero* and *soldier* are used above is said to be *in apposition*. This word means *placed beside*, and it is chosen because the *appositive* generally stands immediately after the word it explains.

An appositive is always in the same case as the word it explains. When, however, a noun in the

possessive case is used with an appositive, only the appositive has the sign of the possessive case (' or 's).

Grant, the general's, grave is by the Hudson.

DEFINITION.—An **appositive** is a noun or pronoun used to explain another noun or pronoun.

EXERCISE 82.—*Mention the appositives, give their cases, and tell with what word each is in apposition :*

1. Herod, the Roman governor, beheaded John the Baptist.
2. Arnold, the traitor, died wretched and forsaken, in London, the metropolis of the world.
3. The children were delighted with the story of Jack the Giant-killer.
4. The head of the family, Mr. Brown, was a grave, sedate man.
5. We were guided by our old acquaintance, the trapper.
6. My dog, my dear dumb friend, lies at my feet.
7. Do you know the story of Brian, the brave king of Ireland?
8. My son Louis and my daughter Lilian are both at school.
9. Lafayette, the friend of our fathers, is gratefully remembered by us.
10. Behold her, yon solitary Highland lass.
11. Shakespeare the poet and Bacon the philosopher lived during the reign of Elizabeth, Queen of England.
12. Jessie, the bewitching little fairy, dances her way into all our hearts.
13. Old Shep, an intelligent collie dog, takes care of the sheep in the park.
14. The mother tearfully parted from her boy, the brave soldier.
15. Daniel Boone, the pioneer of Kentucky, endured many hardships.
16. The moon, that lovely lantern of the night, outshone the fire-fly's light.

LESSON XXXIX.

THE PERSONAL PRONOUN.

We have learned that when a noun is the subject of a verb, it is in the *nominative case*; and that when it is the object of a verb, or of a preposition, it is in the *objective case*.

In like manner, a pronoun that is the subject of a verb is in the *nominative case*; and one that is the object of a verb, or of a preposition, is in the *objective case*.

Again, that form of the noun used to denote *ownership* is in the *possessive case*; and likewise a pronoun that denotes ownership is in the *possessive case*.

This likeness in the use of nouns and pronouns is shown below :

<i>Nom. Forms.</i>		<i>Poss. Forms.</i>		<i>Nom. Forms.</i>		<i>Obj. Forms.</i>
John	} saw	Mary's	} bird.	John	} saw	Mary
I		my		I		you
We		our		We		him
You		your		You		me
He		his		He		us
She		her		She		her
It		its		It		it
They		their		They		them

The word *Mary's*, and all the possessive pronouns in the column of possessive forms above are *modifiers* of *bird*.

Pronouns used to modify nouns are called **adjective pronouns**.

My book and his slate were lost.
Which man is their uncle ?

The pronoun *it* is sometimes used as the subject of such verbs as *rains, snows, etc.* In this case it is said to be *impersonal*; that is, *not personal*.

It hails. It storms. It grows dark.

In such sentences, *it* does duty as a subject without denoting an *actor*.

Some of the personal pronouns in the third person have forms that indicate gender. They are *he, his, him, she, her, it, its*. All the others fail to indicate gender, but it is generally shown in some other way.

If the personal pronouns be arranged so as to show in an orderly way the forms that denote gender, person, number, and case, we have :

THE DECLENSION OF PERSONAL PRONOUNS.

	FIRST PERSON.		SECOND PERSON.	
	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Sing. or Plur.</i>
NOMINATIVE :	I	we	thou	you, ye
POSSESSIVE :	my, mine	our, ours	thy, thine	your, yours
OBJECTIVE :	me	us	thee	you, ye
	THIRD PERSON.			
	<i>Masc. Sing.</i>	<i>Fem. Sing.</i>	<i>Neut. Sing.</i>	<i>Plural.</i>
NOMINATIVE :	he	she	it	they
POSSESSIVE :	his	her, hers	its	their, theirs
OBJECTIVE :	him	her	it	them

DEFINITION.—The **declension** of a noun or a pronoun is an orderly arrangement showing its changes to denote gender, person, number, and case.

EXERCISE 83.—*Fill the blanks with pronouns, and tell the person, number, and case of each. Tell also which are adjective pronouns.*

1. Bessie recited — lessons well, because — had studied — well.
2. — wish — would come with — into the garden.
3. The boy played with — top and the girl with — doll.
4. Next week — shall go with — cousins to Boston.
5. "Give — the book," — cried.
6. Listen, — children, and — will tell — a few things about — life.
7. The shepherd and — companion did all that was in — power to recover — lost sheep.
8. Then the little Hiawatha
 Learned of every bird — language,
 Learned — names and all — secrets,
 How — built — nests in summer,
 Where — hid themselves in winter.—*Longfellow.*
9. The man took the little girl in — arms and kissed —, and said, "— owe — life to —, — brave little maid."
10. Tom went at — lesson with a will, and soon struggled out of — difficulties, for Polly helped — here and there.

To the pronouns, *my, our, thy, your, him, her, it*, and *them* is added the word *self* or *selves* to form a class of words called

COMPOUND PERSONAL PRONOUNS.

	<i>First Person.</i>	<i>Second Person.</i>	<i>Third Person.</i>
SINGULAR:	myself	{ thyself yourself	{ himself herself itself
PLURAL:	ourselves	yourselves	themselves

The compound personal pronoun is used,

1. Somewhat in the way of an appositive; not, however, to explain, but for the sake of *emphasis*.

I, myself, did the work. You, yourselves, are to blame.

2. As the object of a transitive verb. In this case, it denotes the same person or thing as the subject, and the verb is said to be *reflexive*.

I hurt myself. They dressed themselves.

3. As the object of a preposition.

They thought only of themselves. He worked by himself in a corner.

EXERCISE 84.—*In the following, mention the personal, adjective, interrogative, and compound personal, pronouns. Tell also which verbs are reflexive:*

1. What is the use of talking, if you have nothing to say?
2. Pray tell me, little Katydid, what did poor Katy do?
3. Oh! what did you have at the party, dear Nellie?
Cakes, oranges, candies, and every thing nice?
Did you bring any home? What is that in your pocket?
Oh! say, did they send us some good orange ice?
4. Let us hasten to that spring, and refresh ourselves with its cool water.
5. Bees gather honey for themselves, and men rob them of it.
6. The king built himself a great palace.

THE MIGNONETTE.

7. Who gave you your name, Little Darling?
I wish that I knew.
Such a tiny, sweet, lovable blossom,
I half think that you grew
In the Garden of old, and believe
You were christened by Eve.

Was she first of all women to find you?
 Did she gather and smell,
 And carry a cluster to Adam?
 If we only could tell
 What they said and did, he and she,
 How nice it would be!

Or was it some quaint little maiden
 Of France, in old days,
 Who spied you and loved you and called you
 (Oh, sweetest of praise!)
 Caressingly, as to a pet,
 By the name Mignonette?

All summer you grow in my garden,
 All summer I keep
 A bunch of your flowers beside me
 Awake or asleep.
 And your breath like a voice seems to say
 Loving words all the day.

LESSON XL.

ANALYSIS, SYNTHESIS, AND PARSING.

EXERCISE 85.—*Analyze the following sentences, and parse the nouns, pronouns, and adjectives:*

1. Every pine, fir, and hemlock wore a white mantle of snow.
2. A big buzzing bumble-bee flew to the top of the tulip tree.
3. A great iceberg moved uneasily, and then plunged its high crowned head beneath the waves.
4. A lively young turtle suns himself on a mossy log in that pond.
5. Can you not soothe the frightened child with tender loving words?
6. The broken clouds sailed off in crowds, across a sea of glory.

7. A million little diamonds twinkled on the trees on that spring morning.

8. The sun rose above the hills, and sent its rays down on the old farm-house.

9. The elephant, a quiet, well-trained beast, was confined in a large cage.

Subject.	Predicate.				
S. N. elephant (beast)	P. V. was confined				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px;">The</td> <td style="padding: 2px;">a quiet well-trained</td> </tr> </table>	The	a quiet well-trained	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px;">in cage</td> <td style="padding: 2px;">a large</td> </tr> </table>	in cage	a large
The	a quiet well-trained				
in cage	a large				

10. A good voice has a charm in speech and in song.

11. The fern seeks the shade and shuns the sunshine.

12. Cotopaxi is the highest and most terrible volcano in the world.

13. Sir Ralph the Rover tore his hair
And beat his breast in his despair.

14. Fierce winds often sweep over the desert and fill the air with thick clouds of sand.

15. Marie, a sweet-faced French girl, is our children's nurse.

16. The strong and stalwart oak-tree catches the dew in its many dainty cups.

17. Cluck-a-luck sat on a high fence, and crowed, and tumbled backward, and broke her neck.

18. The queen of the bees sits on her dainty throne, and scolds her worthless subjects, the lazy drones.

19. Strains from a distant guitar floated languidly and dreamily to my ear.

20. The patient squaw lifted her droll papoose to her back and started on her weary march.

21. The microscope reveals to us many wonderful and beautiful creatures.

22. A wreath of evergreen, a Christmas token, hangs in my window.

23. The dew fell into the heart of a rose and lay in a blissful dream.

24. On a sunny hillside grew a little colony of May-flowers.

LESSON XLI.

TRANSITIVE AND INTRANSITIVE VERBS.

Whenever the action expressed by a verb is represented as beginning with an actor and passing over to something that receives the action, the verb is *transitive*.

Whether a verb is transitive or intransitive depends altogether upon the way it is used. Many verbs may be used either transitively or intransitively. Some examples follow.

Transitive.

The boy *flies* a kite.

He *runs* the coach.

The conductor *started* the train.

The rain *stopped* the play.

Intransitive.

The bird *flies* swiftly.

The horse *runs* along the road.

The train *started* from the station.

The rain *stopped* at noon.

Sometimes, in order to save words, we leave out the object, and express action without referring to any particular object. Thus, we may say, *The boy reads*, meaning that he reads books or other printed or written matter. In like manner, *Men build*, and *time destroys*, is a shorter way of saying *Men build houses*, and *time destroys houses*. When the name of that which receives the action is omitted, the verb is said to be *intransitive*.

Either the object or the subject of a transitive verb may denote the receiver of the action.

The sunset brightened the hills.

The hills were brightened by the sunset.

In both of these sentences the word *hills* denotes the receiver of the action. Again,

Our gardener plants the seeds early.

The seeds are planted early by our gardener.

The receiver of the action is denoted by the *object* in the first sentence, and by the *subject* in the second.

The object of a transitive verb may denote the same person or thing as the subject. When this is the case, the verb is said to be *reflexive*.

We guided ourselves by the sound of the school-bell.

The moon hid itself behind the clouds.

EXERCISE 86.—*Explain the following sentences in accordance with the models :*

1. The boy struck his brother.

ANALYSIS.—The **subject** is *The boy*; the **predicate** is *struck his brother*.

The **subject noun** is *boy*; the **predicate verb** is *struck*; the **object noun** is *brother*.

The **actor** is denoted by the subject noun *boy*; the **receiver of the action** is denoted by the object noun *brother*.

The verb is *transitive*, because the action passes over to a receiver of the action.

2. The ice in the river will be thawed by the warm sun.

ANALYSIS.—The **subject** is *The ice in the river*; the **predicate** is *will be thawed by the warm sun*.

The **subject noun** is *ice*; the **predicate verb** is *will be thawed*.

The **actor** is denoted by *sun*, which is the object of the preposition *by*; the **receiver of the action** is denoted by the subject noun *ice*.

The verb is *transitive*, because the action passes over to a receiver of the action.

3. The apples were gathered in October.

ANALYSIS.—The **subject** is *The apples*; the **predicate** is *were gathered in October*.

The **subject noun** is *apples*; the **predicate verb** is *were gathered*.

The **actor** is not mentioned; the **receiver of the action** is denoted by the subject noun *apples*.

The verb is *transitive*, because the action passes over to a receiver of the action.

4. I did not eat yesterday.

ANALYSIS.—The **subject** is *I*; the **predicate** is *did not eat yesterday*.

The **subject pronoun** is *I*; the **predicate verb** is *did eat*.

The **actor** is denoted by *I*; the **receiver of the action** is not mentioned.

The verb is *intransitive*, because the receiver of the action is not mentioned.

5. Wellington defeated Napoleon at Waterloo.
6. The lambs gambol in the meadow.
7. William Penn purchased Pennsylvania from the Indians.
8. The great waves dashed themselves against the cliff.
9. The door of the safe was opened by the burglars.
10. The boys gathered a great many chestnuts.
11. The drowsy cattle lie under the oaks by the brook.
12. The dead leaves were blown hither and thither.
13. A large snake was killed near the school-house.
14. Fire destroys much property every year.
15. I can hear the thrushes in the lilacs.
16. Mary plucked a beautiful flower for her teacher.
17. The judge promptly sentenced the prisoner.
18. The winter sun lies abed late.
19. The babies played in the sand at the beach.
20. His future was ruined by strong drink.
21. The fireman rescued a woman from the burning building.
22. Did you practice your lesson on the violin to-day?
23. The man in the moon makes ugly faces at the stars.

24. The woods against a stormy sky their giant branches tossed.
25. John was punished for disobedience.
26. Victor Emmanuel formerly governed the kingdom of Italy.
27. When did Columbus discover America?
28. Why did you neglect the opportunity?

LESSON XLII.

THE ACTIVE AND THE PASSIVE VOICE.

There are two very different ways of using a transitive verb.

1. The *object* of the verb may denote the receiver of the action.

John saved the wood. William struck Henry.

In this case, the person denoted by the subject, *acts*, and the verb is said to be in the **active voice**.

2. The *subject* of the verb may denote the receiver of the action.

The wood was saved by John. Henry was struck by William.

In each of these sentences, the subject of the verb denotes the receiver of the action, and the verb is said to be in the **passive voice**. The word *passive* is used because the person or thing that receives the action often *suffers* by doing so, and *passive* means *suffering*.

The name of the actor preceded by the preposition *by* generally follows a verb in the passive voice.

But we may often wish to express an action as received by some person or thing, and yet not mention the name of the person or thing that performed the action. This is done by omitting the phrase consisting of *by* and the actor's name.

The wood was sawed. Henry was struck.

Any sentence containing a verb in the *active* voice may be changed so that the verb shall be *passive*.

ACTIVE VOICE. { *The winter's cold destroyed many birds.*
The sun's rays light and warm the earth.
The farmer will plow and harrow the field.

PASSIVE VOICE. { *Many birds were destroyed by the winter's cold.*
The earth is lighted and warmed by the sun.
The field will be plowed and harrowed by the farmer.

The intransitive verb can not be varied in this manner, and it has, therefore, no voice.

DEFINITION.—**Voice** is a variation in the form of a transitive verb to show whether the subject denotes the actor or the receiver of the action.

DEFINITION.—A transitive verb is in the **active voice** when its *object* denotes the receiver of the action.

The mice ate the cheese. The teacher loves her pupils.

DEFINITION.—A transitive verb is in the **passive**

voice when its *subject* denotes the receiver of the action.

The house was destroyed by fire. The cheese was eaten.

EXERCISE 87.—*Tell which verbs are used transitively, and which intransitively. Mention the object when the verb is transitive.*

1. "Wherever you lead, general, we soldiers will follow."
2. John leads his little brother, and they follow the policeman across the street.
3. The foreman directed the men to push with all their power.
4. Henry pushed his sister off the side-walk, and one of his classmates told of the impolite act.
5. The light-hearted girl skipped along the street.
6. The idle boy skipped stones along the surface of the water.
7. Some persons swing their arms too much in walking.
8. The girls swing in the grove from morning till night.
9. "I shall not freeze to death during the long walk, but I may freeze my ears."
10. To see John delight in his lessons, delights the heart of his mother.
11. In the afternoon we read and spell, and draw pictures on our slates.
12. He read a poem very well, and spelled a difficult word.

EXERCISE 88.—*Tell which verbs are in the active voice, and which are in the passive voice.*

1. Bread is sold by bakers.
2. A tree was struck by lightning.
3. The merchant had been robbed.
4. The teacher will solve the example.
5. The boys will be detained.
6. His duty had been neglected.
7. The damage can be repaired.
8. John had torn his book.

9. The lightning struck the steeple.
10. The horses were fed this morning.
11. My task has just been finished.
12. The children were throwing stones.
13. A noise was heard in the street.
14. The garden has been dug.
15. Meat is sold by butchers.
16. The cakes were eaten by the boys.
17. The letter will be finished in an hour.
18. The purse will be found somewhere in the house.
19. The house might have been entered by burglars.
20. The children were frightened by the dog.
21. The teacher will be pleased by the exercise.
22. During my walk I found a beautiful wild-flower.
23. The life of Socrates was destroyed by poison.
24. At his return he was welcomed by the Emperor.

EXERCISE 89.—*Change the following sentences so that verbs in the active voice shall be in the passive voice, and the reverse.*

1. Food sustains life.
2. The letter was written by John.
3. Americans visit Paris.
4. Evangeline was written by Longfellow.
5. Ethan Allen captured Ticonderoga.
6. The doctor saved the child's life.
7. Electricity was drawn from the clouds by Benjamin Franklin.
8. Demosthenes delivered many very eloquent orations.
9. Cicero defeated the conspiracy of Cataline and his friends.
10. The Czar of Russia was assassinated by Nihilists.
11. America was discovered by Christopher Columbus.
12. Great Britain was invaded by the Romans under Julius Cæsar.
13. Fast steamers cross the Atlantic Ocean in less than seven days.
14. Milton composed one of the most beautiful of all poems.

15. The boy has been told of his duty many times by the teacher.

16. The burglar was caught in the house by a policeman.

17. Shylock demanded a pound of flesh from Antonio's body.

18. Food was brought to Elijah by ravens every morning and evening.

19. Many an evening by the waters did we watch the stately ships.—*Tennyson*.

20. The jingling of the guinea helps the hurt that Honor feels.—*Tennyson*.

LESSON XLIII.

INDICATIVE AND IMPERATIVE MODES.

No sentences are used so much as the *declarative* and the *interrogative*. The declarative sentence simply *states* or *asserts* something as a fact; the interrogative sentence expresses an *inquiry*.

ASSERTION.—*Snow is white. The sun shone. The man may not come. The lily will soon bloom. The bird must have flown away.*

INQUIRY.—*Is she pretty? Has the letter been written? Does the cat resemble a tiger? May they not have gone?*

In sentences like the foregoing, the verb that asserts, or that expresses the question, is in the *indicative mode*.

The word *mode* means *manner*, and the word *indicative* means *declaring, making known, or indicating*.

Less frequently the verb is used for the purpose of expressing a *command*. A verb so used is said to be in the *imperative mode*.

Since it is only the person or thing addressed

that can be directly commanded, the subject of a verb in the imperative mode is always a pronoun of the second person,—*thou*, *you*, or *ye*,—and it is generally omitted. The subject is then said to be *understood*.

(You) *Come here*. (You) *Open your eyes, and (you) look around you*. (You) *Look out for the lamp! Turn not thou away. See you to your own affairs*.

The imperative mode is sometimes weakened in meaning so as to express an *entreaty*, or a mere *request*.

Excuse the poor child. Visit us again.

DEFINITION.—**Mode** is a form or use of a verb by which it denotes action or state in a particular manner.

DEFINITION.—The **indicative mode** is that form or use of a verb by which it expresses a *statement*, a question, or a supposition that is assumed by the speaker as *true*.

*He has not gone. Can you solve the example.
If he is wealthy, he is not a gentleman.*

DEFINITION.—The **imperative mode** is that form or use of a verb by which it expresses a *command*.

Go thou and do likewise. Take off your hat.

EXERCISE 90.—*In the following selections, point out the verbs, and tell the mode of each :*

1. My little one came, and brought me a flower,
Never a sweeter one grew ;
But it faded and faded in one short hour,
And lost all its pretty blue.

2. The boys camped for two days so that the tired animals might be rested.
3. Oh! do not look so sad, my dear,
And cease that dismal frown.
4. What is the lullaby she sings
As back and forth she swings and swings?
5. When night came, and the yellow moon flooded the plain with light, the sight was very strange.
6. There! sweep these foolish leaves away!
I will not crush my brains to-day.
Look! are the southern curtains drawn?
Fetch me a fan, and so begone!—O. W. *Holmes*.
7. She swept the hearth up clean,
And then the table spread;
And next she fed the dog and bird,
And then she made the bed.
8. I pray thee, where do you go to-day?
The strong wind is blowing, the heavens are gray.
Do you go to the Northland, far, far away?
9. The fairies whisper, "Come and play,
The sun is shining bright."
And when I fling my book away
They flutter with delight.

LESSON XLIV.

SUBJUNCTIVE MODE.

Another form of the verb is employed in a statement or supposition about an event or state of things that is only *thought of*, and is not regarded by the speaker as *true*.

Were he a giant, I should not fear him.

*Had I the wings of a dove, how soon I should see you again,
Unless the sky full, we shall catch no larks.*

In the preceding sentences, the verbs in *black-faced type* are said to be in the *subjunctive mode*.

The word *subjunctive* means *joined in an inferior or subordinate relation to something*. This mode is never used alone, but in a sentence of two or more branches called *clauses*. The clause containing the verb in the subjunctive mode is *dependent upon* another clause of greater importance called the *principal*, or *independent* clause.

*Subordinate Clause.**Principal Clause.*

Except ye be converted, **ye shall not enter the Kingdom of Heaven.**

Unless the day be fine, **I shall remain at home.**

If wishes were horses, **beggars might ride.**

Provided he apologize, **I shall forgive him.**

When the supposition is thought of by the speaker as a fact, or is treated as such, the verb is in the *indicative mode*.

If the earth is round (and it is), *men may sail around it.*

If he comes (as I believe he will), *he shall have a pleasant time.*

The clause containing a verb in the subjunctive mode,

1. Puts its verb before the subject:

Were I he, *I should go.*

Be he wise or ignorant, *he has made a mistake.*

Were he alive, *he would now be a man.*

2. Puts its subject after the first part of a verb consisting of two or more words:

Should it rain, I shall not come.

Had he been killed, it would have been better.

Could he have remained, he should now be alive.

3. Is introduced by a conjunction expressing *doubt, uncertainty, or a mere supposition*, such as *if, though, unless, except, lest, that*, etc.

Though he fail, he should try again.

Unless he speak the truth, he will not escape.

I hope that he may come.

DEFINITION.—The **subjunctive mode** is that form or use of a verb by which it expresses a mere *supposition* of an action or state of things that is not regarded by the speaker as true; or of something altogether *uncertain, unlikely, or impossible*.

Were the moon larger, it would give more light.

EXERCISE 91.—*Tell which verbs are in the indicative mode, and which in the subjunctive; mention also principal clauses and the subordinate classes:*

1. If he is a scholar, he is not a gentleman.
2. Provided he work, I shall pay him.
3. Although he had only one eye, he saw more than I did.
4. Although I had a hundred eyes, many things would escape my notice.
5. Had you come earlier, you could have seen him.
6. Although he came earlier, he was still too late.
7. Though man dies, he may live hereafter.
8. Unless he die, he will certainly return to his home.
9. Whether a man is good or bad, depends much on his early training.
10. Whether he be poor or rich, he shall be punished for his crime.
11. Be he guilty or innocent, he deserves our pity.

12. Were he my own brother, I should not excuse his fault.
13. Although he is my brother, he should be protected.
14. Though honesty is the best policy, dishonesty often, for a long time, escapes detection and punishment.
15. If he is an excellent swimmer, he can not swim so far as to the wreck.
16. If he be a good swimmer, he may reach the shore.
17. Unless the farmer sow, he must not expect to reap.
18. If a man works hard during the day, he rests all the better at night.
19. We should start at once, lest we be late for the train.
20. The man will not be admitted to the hospital, unless he is sick.
21. Should he lose himself in the woods, he would climb a tree to look around him.
22. I wish that we were wealthy, provided wealth brought no additional care.
23. He could not have been kinder, if he had been my brother.
24. Take care that your youth be well spent lest you be shamed in old age.

LESSON XLV.

INFINITIVE MODE.

There is a form of the verb that is usually preceded by the preposition *to*, and is said to be in the *infinitive mode*. It is used,

1. Merely to name the action in the manner of a noun.

To live is all he asks. To be believed comes from always speaking the truth.

2. To denote the *purpose* or the *cause* of the action expressed by some other verb.

I went to see him. The sower went forth to sow. We were glad to see him.

The word *infinitive* means *unlimited*. The term is used because this form of the verb undergoes no change,—*is not limited*,—when the person or number of its subject is changed. A verb in the indicative mode is changed or limited in accordance with variations in the person and number of its subject.

INDICATIVE MODE.	$\left\{ \begin{array}{l} I \text{ go.} \\ Thou \text{ goest.} \\ He \text{ goes.} \\ We \text{ go.} \end{array} \right.$	INFINITIVE MODE.	$\left\{ \begin{array}{l} They \text{ told } me \text{ to go.} \\ They \text{ told } thee \text{ to go.} \\ They \text{ told } him \text{ to go.} \\ They \text{ told } us \text{ to go.} \end{array} \right.$

The subject of a verb in the infinitive mode is generally omitted, but when expressed it must be in the objective case.

The preposition *to* is called *the sign of the infinitive*, but it is often omitted, especially after the verbs *bid, dare, feel, hear, see, let, make, need*, etc.

Bid him come. We dared not go. I saw him die. You need not hurry. We felt the earth tremble.

EXERCISE 92.—*Tell the modes of the verbs in the following:*

1. I would not be a leaf, oh no,
To wait for April winds to blow
Before I should have power to grow.
2. The professor was said to have traveled all over this country and Europe.
3. As soon as young birds are strong enough to fly, the old birds try to induce them to use their wings, but they are
ther slow to learn.

4. We have hearts to feel and hands to do,
And eyes to pierce the darkness through.
5. Hear the rain beat against the window.
6. When we need not go out-doors, we are content to let
the north wind blow.
7. The children saw the lightning flash and felt the house
shake, and were so frightened that they dared not stir.
8. A student of great enterprise
Went out early to see the sun rise.
9. The rain wakes the roses and makes them smile.
10. The master bade the boys hurry; not a moment was to
be lost.
11. The tourists were to have sailed in the morning, but
were compelled to wait until evening.
12. He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.



LESSON XLVI.

VERBALS.

There are two classes of words that have the nature of the verb, and, in addition, that of the noun or adjective. They are called *verbals*. They are,

1. The *gerund*, or *verbal noun*. Like any other noun, the gerund may be the *subject* of a verb, or the *object* of a verb or of a preposition.

He was arrested for stealing. I was charged with having written the letter. Playing ball is fine sport. He taught singing. I regretted being late. He apologized for having spoken angrily. He complained of having been treated badly.

2. The **participle**, or **verbal adjective**. It resembles the *verb* in expressing action or state, and the *adjective* in modifying nouns and pronouns.

We saw a boy flying a kite. The enemy, having been defeated, withdrew. Seeing the multitudes, he went up into a mountain. The men, having finished their work, went home.

Both the gerund and the participle may be;

1. **Simple** or **compound**.

SIMPLE.	{	<i>Gerund.—He was punished for not trying.</i>
	{	<i>Participle.—Strolling along the beach, we found shells.</i>
COMPOUND.	{	<i>Gerund.—He was detained for having missed his lesson.</i>
	{	<i>Participle.—Having been reprimanded, he was discharged.</i>

2. **Transitive** or **intransitive**.

TRANSITIVE.	{	<i>Gerund.—Picking berries is pleasant work.</i>
	{	<i>Participle.—Having washed his hands, he began to write.</i>
INTRANSITIVE.	{	<i>Gerund.—We admired their singing.</i>
	{	<i>Participle.—We heard the birds singing.</i>

3. **Active** or **passive**.

ACTIVE.	{	<i>Gerund.—Smoking is injurious to health.</i>
	{	<i>Participle.—Believing that he would return, we waited.</i>
PASSIVE.	{	<i>Gerund.—Being deceived makes us distrustful.</i>
	{	<i>Participle.—The bear, badly wounded, fled to the woods.</i>

DEFINITION.—A gerund is a verbal used as a noun.

We escaped by swimming the river. He is fond of study—He was punished for having been tardy. Skating is a 's exercise.

The gerund is sometimes preceded by the articles *a*, *an*, or *the*.

The ringing of a bell prevented our hearing the ticking of the clock. We heard a clapping of hands.

DEFINITION.—A **participle** is a verbal adjective.

Hearing a noise, I went to the window. Having worked all day, we were tired. The prisoner, having been censured, was set at liberty.

A participle immediately preceding the noun it modifies should be parsed as a *verbal adjective*. (See p. 60.)

Running water is not so easily frozen as standing water.

EXERCISE 93.—*Tell which of the verbals in the following are gerunds, and which are participles. Mention also the verbal adjectives:*

1. We, being very weary, rested ourselves by lying in the shade.
2. Quickly advancing, he gave the signal by clapping his hands.
3. Hoarding money is the only business of his life.
4. Having climbed a tree, the monkey amused himself by throwing cocoa-nuts at his pursuers.
5. Having overcome the difficulties of his lessons, he is fond of being praised.
6. The rising of the sun aroused all the sleeping caravan.
 7. Sword, on my left side gleaming,
What means thy bright eye's beaming?
 8. The stars are tiny daisies high,
Opening and shutting in the sky;
While daisies are the stars below,
Twinkling and sparkling as they grow.

9. Grandma says our modern dancing
 Would have shocked without entrancing
 Gentle people long ago.
10. He thinks, my dear little brother, so knowing,
 That feather-bed fairies do all the snowing;
 He thinks the feathers come sailing down,
 Making the snow that whitens the town.



LESSON XLVII.

TENSE.

The verb, as we have learned, has something in its form or its use to denote the *mode* of the action. But this is not all. The *time*, also, of the action or state expressed by a verb may be indicated. Thus, the forms *see, go, am, run, love*, express action or state in the *present*; while *past* action or state is denoted by *saw, went, was, ran, loved*.

This peculiarity about the verb, by which it shows the time of the action or state, is called *tense*,—a word meaning *time*.

Time is divided into *present, past, and future*; hence, there are *three principal tenses*—the *present tense*, the *past tense*, and the *future tense*.

PRESENT TENSE.

I am.
I walk.

PAST TENSE.

I was.
I walked.

FUTURE TENSE.

I shall be.
I shall walk.

Tense is denoted in two ways:

1. By the form of the verb itself. This happens

only in the simplest form of the present and past tenses.

PRESENT TENSE.—*I sit, swim, love, laugh, carry, cry.*

PAST TENSE.—*I sat, swam, loved, laughed, carried, cried.*

2. By the aid of certain forms of other verbs called *auxiliary verbs*. The phrases thus made are called *verb-phrases*. The following are some examples of verb-phrases:

PRESENT TENSE.—*I am walking, may love, must be going.*

PAST TENSE.—*I was riding, had been riding, might have seen.*

FUTURE TENSE.—*I shall see, shall be walking, shall have loved.*

By means of some peculiarity, either in the form of the verb itself, or in the verb-phrase, action, either in the present, past, or future, may be denoted,

1. As *indefinite*. These forms denote the action as belonging somewhere in the indefinite present, past, or future.

PRESENT TENSE.

I write,
or *I do write.*

PAST TENSE.

I wrote,
or *did write.*

FUTURE TENSE.

I shall write.

2. As *progressive* or *incomplete*. These forms denote not only that the action is in the present, past, or future, but that it is action *going on*, or *in progress*. For simplicity, the tense names are the same as for *indefinite* action.

PRESENT TENSE.	PAST TENSE.	FUTURE TENSE.
<i>I am writing.</i>	<i>I was writing.</i>	<i>I shall be writing.</i>

3. As *perfect* or *complete*. These forms denote action that is *perfect* or *finished* at some definite point of time in the present, the past, or the future. The *tenses of completed action* are,

PRES.-PERFECT TENSE.	PAST-PERFECT TENSE.	FUTURE-PERFECT TENSE.
<i>I have written.</i>	<i>I had written.</i>	<i>I shall have written.</i>

The tenses of completed action have a form to denote that the action before completion is *continuous*, and not *momentary*. The tense names, however, remain the same.

PRES.-PERFECT TENSE.	PAST-PERFECT TENSE.
<i>I have been writing.</i>	<i>I had been writing.</i>

FUTURE-PERFECT TENSE.
<i>I shall have been writing.</i>

We have, therefore, six tenses in all; the *present* and the *present-perfect*; the *past* and the *past-perfect*; the *future* and the *future-perfect*. The indicative is the only mode that contains them all.

All the foregoing tense forms may be made *interrogative*, generally by putting the subject after the first auxiliary, or after the verb.

Does he sing? Did you go? Was she there?

They are made negative by introducing the adverb *not* after the first auxiliary.

I shall not go. He may not have seen you.

LESSON XLVIII.

EXERCISES ON THE TENSES.

EXERCISE 94.—*Tell the tense of each verb in the following exercise :*

1. I write. He is walking. Are you going? I am sorry.
2. Was he sick? I went away. The bird flew. The wind whistled.
3. Will you go? We shall be late. He will run. You shall not go. Mary will be sewing.
4. We have been working. Has the messenger returned? Have the pupils recited? Has school been dismissed?
5. Had he finished his work? The boy had fallen from a tree. Had they been excused? They had not been detained.
6. His task will have been performed before you return.
7. Did he come? The time has passed. The bird chirps.
8. The horse ran away. Do you see the crowd? Are they here?
9. Had he arrived when you left? The boy has been skating.
10. They will have heard the news before you leave.
11. I was eating my dinner when he called.
12. He had finished his work and had gone home.
13. Have you read that book more than once?
14. We shall have traveled twenty miles before night.
15. If you will call, I shall be pleased.
16. Where shall we spend our vacation? I do not know.
17. One night last summer we sat and watched the meteors.
18. We had been working hard and were very hungry.
19. "I'll take a kiss," said little Hal;
His loving mother said, "You shall."
20. The poor boy had been hurt when he was very young.
21. Every student of history has learned that the battle of Bunker Hill was lost to the Americans because they had not enough powder.

LESSON XLIX.

AUXILIARY VERBS.

Certain forms of several different verbs may be joined to form what is called the *verb-phrase*. The verb-phrase is extremely useful. From its form we are able to determine,

1. The *voice* of a transitive verb.

ACTIVE VOICE.—*were seeing, have loved, shall finish.*

PASSIVE VOICE.—*were seen, have been loved, shall be finished.*

2. The *tense* of any verb.

PRESENT.—*am going, may walk, can be done.*

PAST.—*was going, might walk, could be done.*

FUTURE.—*shall be going, shall walk, will be seen.*

3. The *condition of the action*; that is, whether it is to be thought of as *perfect*, or as *progressive*.

PERFECT.—*has gone, was loved, had been found.*

PROGRESSIVE.—*has been going, was loving, had been finding.*

The last word in a verb-phrase is derived from what is called the *principal verb*; all the others are *helping* or *auxiliary* words. The verbs from which they are derived are called *auxiliary verbs*.

The auxiliary verbs are *do, be, have, shall, will, may, can, must*. The first three are used also as principal verbs, as may be seen from the following examples:

Troy was, but is no longer. He has been sick. Henry did the work, and already has his pay.

We have seen that the infinitive without *to* is used after such verbs as *see*, *hear*, *feel*, etc.

I saw him go. We heard him sing. I felt the house shake.

Long ago, however, these infinitives were known by their endings.

Moreover, the verbs that we now call *auxiliaries* were regarded as principal verbs, and verb-phrases were unknown. So that in such sentences as *I do go*, and *He will come*, the first verb was not an auxiliary, but a transitive verb, having for its object an infinitive used as a verbal noun.

In a similar way, the words in even the longest verb-phrase might be parsed separately, but it is more convenient to treat the verb-phrase as a single word.

A large variety of verb-phrases may be formed with these eight auxiliaries. The following table contains the verb-phrases, as well as the simple forms, in both voices, and in all the modes and tenses of the transitive verb *love*:

INDICATIVE MODE.

PRESENT TENSE.	ACTIVE VOICE.	<i>love.</i>	<i>am</i>	} <i>loving.</i>	<i>may</i>	} <i>love, or</i>
		<i>do love.</i>	<i>is</i>			
		<i>does love.</i>	<i>are</i>			
	PASSIVE VOICE.		<i>am</i>	} <i>loved, or</i>	<i>may</i>	} <i>be loved.</i>
			<i>is</i>			
			<i>are</i>			

PAST TENSE.	ACTIVE VOICE.	loved.	was	} loving.	might	} love, or be loving.
		did love.	were		could	
	PASSIVE VOICE.		was	} loved, or being loved.	might	} be loved.
			were		could	
					should	

FUTURE TENSE.	ACTIVE VOICE.	shall	} love.	shall	} be loving.
		will		will	
	PASSIVE VOICE.	shall	} be loved.		
		will		will	

PRESENT-PER- FECT TENSE.	ACTIVE VOICE.	have	} loved, or been loving.	may have	} loved, or been loving.
		has		can have	
	PASSIVE VOICE.	have	} been loved.	must have	} been loved.
		has		may have	
				can have	
				must have	

PAST-PERFECT TENSE.	ACTIVE VOICE.	had loved, or	} had been loving.	might	} have loved, or have been loving.
		had been loving.		could	
	PASSIVE VOICE.	had been loved.		should	} have been loved.
				might	
				could	
				would	
				should	

FUTURE-PER- FECT TENSE.	ACTIVE VOICE.	shall	} have loved.	shall	} have been loving.
		will		will	
	PASSIVE VOICE.	shall	} have been loved.		
		will		will	

SUBJUNCTIVE MODE.

PRESENT TENSE.	ACTIVE VOICE.	} <i>If, unless, etc.</i>	} <i>I, we, thou, you, he, she, it, they</i>	} <i>love, do love, be lov- ing ; or may, can, or must love, or be loving.</i>
	PASSIVE VOICE.			
PAST TENSE.	ACTIVE VOICE.	} <i>If, unless, etc.</i>	} <i>I, we, thou, you, he, she, it, they</i>	} <i>loved, did love, were loving ; or might. could, would, or should love, or be loving.</i>
	PASSIVE VOICE.			
PAST-PERFECT TENSE.	ACTIVE VOICE.	} <i>If, unless, etc.</i>	} <i>I, we, thou, you, he, she, it, they</i>	} <i>had loved, or had been loving.</i>
	PASSIVE VOICE.			

IMPERATIVE MODE.

PRESENT TENSE.	ACTIVE VOICE.	} <i>love, love thou or ye ; do love, or do thou or ye love ; be loving, or be thou or ye loving.</i>
	PASSIVE VOICE.	

INFINITIVE MODE.

PRESENT TENSE.	{	ACTIVE VOICE.	} <i>To love.</i>		} <i>To be loving.</i>
	{	PASSIVE VOICE.	} <i>To be loved.</i>		
PRESENT-PER- FECT TENSE.	{	ACTIVE VOICE.	} <i>To have loved.</i>		} <i>To have been loving.</i>
	{	PASSIVE VOICE.	} <i>To have been loved.</i>		

PARTICIPLES AND GERUNDS.

PRESENT.	{	ACTIVE VOICE.	} <i>loving.</i>		PERFECT.	{	ACTIVE VOICE.	} <i>having loved, or having been loving.</i>
	{	PASSIVE VOICE.	} <i>being loved.</i>			{	PASSIVE VOICE.	} <i>loved, or having been loved.</i>

By arranging in an orderly way the verb forms that, in the various modes and tenses, correspond to the pronouns *I, we, thou, you, he, they*, when they are used as subjects, we have what is called **conjugation**. The verb *see*, partially conjugated, will illustrate.

INDICATIVE MODE.

Active Voice, Present Tense.

COMMON FORM.		EMPHATIC FORM.	
<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
1st pers. <i>I see,</i>	<i>we see,</i>	1st. pers. <i>I do see,</i>	<i>we do see,</i>
2d " <i>thou seest,</i>	<i>you see,</i>	2d " <i>thou dost see,</i>	<i>you do see,</i>
3d " <i>he sees,</i>	<i>they see.</i>	3d " <i>he does see,</i>	<i>they do see</i>

PROGRESSIVE FORM.

	<i>Sing.</i>	<i>Plur.</i>
1st person.	<i>I am seeing,</i>	<i>we are seeing,</i>
2d "	<i>thou art seeing,</i>	<i>you are seeing,</i>
3d "	<i>he is seeing,</i>	<i>they are seeing.</i>

INTERROGATIVE FORM.

	<i>Sing.</i>	<i>Plur.</i>
1st person.	<i>do I see ?</i>	<i>do we see ?</i>
2d "	<i>dost thou see ?</i>	<i>do you see ?</i>
3d "	<i>does he see ?</i>	<i>do they see ?</i>

The progressive form is made interrogative by placing the subject after the auxiliary; thus, *am I seeing?* etc.

EXERCISE 95.—*Conjugate the verb love as follows:*

1. Active voice, indicative mode, present tense, common form; emphatic form; progressive form; interrogative form; interrogative-progressive form.

2. Same voice, mode, tense, and forms with the auxiliary *may; can; must.*

3. Passive voice, indicative mode, present tense. Also with *may; can; must.*

4. Active, indicative, past, common form; emphatic form; progressive form; interrogative form; interrogative-progressive form.

5. Same voice, mode, tense, and forms with the auxiliaries *might, could, would, should.*

6. Passive, indicative, past. Also with *might, could, would, should.*

7. Continue this exercise in both voices through all the remaining modes and tenses.

EXERCISE 96.—*Give the following conjugations:*

1. Of the verb *see* in active, indicative, present, common form; progressive form; emphatic form.

2. Same verb in active, indicative, past, same forms as in (1).

3. Of the verb *go* as in (1). As in (2).
4. Of the verb *walk* in those tenses of the indicative containing the auxiliaries *have* and *may*.
5. Of the verb *prove* in those tenses of the indicative and subjunctive that contain the auxiliary *should*.



LESSON L.

REGULAR AND IRREGULAR VERBS.

The verbs in our language have been divided into two great classes, *regular verbs*, and *irregular verbs*. These classes are known by the kind of change that must be made in the simplest form of a verb in order to get the simple form of the *past tense* and of the *perfect participle*. The simplest form is the present infinitive or the first person of the indicative present, and when to this simplest form the addition of *d* or *ed* will give both the *past tense* and the *perfect participle*, the verb is said to be *regular*. When these two parts are formed otherwise the verb is *irregular*.

	PRES. INDICATIVE.	PAST INDICATIVE.	PERF. PARTICIPLE.
REGULAR VERBS.	{ <i>walk</i> <i>love</i>	{ <i>walked</i> <i>loved</i>	{ <i>walked</i> <i>loved</i>
IRREGULAR VERBS.	{ <i>sing</i> <i>go</i> <i>see</i>	{ <i>sang</i> <i>went</i> <i>saw</i>	{ <i>sung</i> <i>gone</i> <i>seen</i>

These three forms, together with the *present participle*, are called the *principal parts* of the verb. They are very important, since, by knowing them

for any verb, we are greatly aided in using correctly, not only every verb-phrase, but also every simple tense-form, for that verb.

To use the principal parts of a verb in forming the various verb-phrases, the pupil should be familiar with the following rules:

RULE I.—*The present infinitive, when preceded by the auxiliary do, gives the present indicative and the past indicative, emphatic form.*

I do see. Thou dost see. He did see.

RULE II.—*The present infinitive, when preceded by the auxiliaries may, can, or must, gives the present indicative; preceded by might, could, would, or should, it gives the past indicative.*

I may sing. He should sing.

RULE III.—*The present infinitive, when preceded by shall or will, gives the future indicative.*

I shall see. You will see. We shall see.

RULE IV.—*Verb-phrases denoting progressive action or state contain the present participle of the principal verb.*

I am going. He has been going. We should be going.

RULE V.—*Verb-phrases denoting completed action contain the perfect participle of the principal verb, preceded by have or had.*

I have gone. We might have seen. He will have sung.

RULE VI.—*Every verb-phrase of the passive voice contains the perfect participle of the principal verb, preceded by some part of the auxiliary be.*

I am seen. He has been hurt. We might have been killed.

For use, as explained in the next lesson, we give below a list of the most important

IRREGULAR VERBS.

Verbs marked R. have also regular forms.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Am, or be,	was,	been.	Drive,	drove,	driven.
Arise,	arose,	arisen.	Dwell,	dwelt, R.,	dwelt, R.
Bear (carry),	bore,	borne.	Eat,	{ate, eat,	{eaten.
Become,	became,	become.	Fall,	fell,	fallen.
Begin,	began,	begun.	Feel,	felt,	felt.
Behold,	beheld,	beheld.	Fight,	fought,	fought.
Besech,	besought,	besought.	Find,	found,	found.
Bid,	{bade, bid,	bidden, bid.	Flee,	fled,	fled.
Bind,	bound,	bound.	Fling,	flung,	flung.
Bite,	bit,	bitten.	Fly,	flew,	flown.
Bleed,	bled,	bled.	Forget,	forgot,	{forgotten, forgot.
Blow,	blew,	blown.	Forsake,	forsook,	forsaken.
Break,	broke,	broken.	Freeze,	froze,	frozen.
Bring,	brought,	brought.	Get,	got,	{got, gotten.
Burn,	R., burnt,	R., burnt.	Give,	gave,	given.
Buy,	bought,	bought.	Go,	went,	gone.
Catch,	caught,	caught.	Grind,	ground,	ground.
Choose,	chose,	chosen.	Grow,	grew,	grown.
Come,	came,	come.	Have,	had,	had.
Dig,	dug, R.,	dug, R.	Hear,	heard,	heard.
Do,	did,	done.	Hide,	hid,	{hidden, hid.
Draw,	drew,	drawn.			
Drink,	drank,	drunk.			

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Hold,	held,	held.	Slay,	slew,	slain.
Hurt,	hurt,	hurt.	Sleep,	slept,	slept.
Keep,	kept,	kept.	Slide,	slid,	{slid, }slidden.
Know,	knew,	known.	Speak,	spoke,	spoken.
Lay,	laid,	laid.	Spin,	spun,	spun.
Lead,	led,	led.	Spring,	{sprang, }sprung,	{sprung.
Leave,	left,	left.	Stay,	staid,	staid.
Lie	lay,	lain.	(remain),		
(recline),			Steal,	stole,	stolen.
Lose,	lost,	lost.	Stick,	stuck,	stuck.
Make,	made,	made.	Sting,	stung,	stung.
Mean,	meant,	meant.	Strike,	struck,	{struck, }stricken.
Meet,	met,	met.	String,	strung,	strung.
Pay,	paid,	paid.	Strive,	strove,	striven.
Read,	read,	read.	Swear,	swore,	sworn.
Ride,	rode,	{ridden, }rode.	Sweep,	swept,	swept.
Ring,	{rang, }rung,	{rung.	Swim,	{swam, }swum,	{swum.
Rise,	rose,	risen.	Swing,	swung,	swung.
Run,	ran,	run.	Take,	took,	taken.
Say,	said,	said.	Teach,	taught,	taught.
See,	saw,	seen.	Tear,	tore,	torn.
Seek,	sought,	sought.	Tell,	told,	told.
Sell,	sold,	sold.	Think,	thought,	thought.
Send,	sent,	sent.	Throw,	threw,	thrown.
Set,	set,	set.	Tread,	trod,	{trodden, }trod.
Shake,	shook,	shaken.	Wear,	wore,	worn.
Shine,	shone, R.,	shone, R.	Weave,	wove,	woven.
Shoot,	shot,	shot.	Weep,	wept,	wept.
Show,	showed,	shown, R.	Win,	won,	won.
Shrink,	{shrank, }shrank,	shrunken, shrank.	Wind,	wound,	wound.
Sing,	{sang, }sung,	{sung.	Wring,	wrung,	wrung.
Sink,	{sank, }sunk,	{sunk.	Write,	wrote,	written.
Sit,	sat,	sat.			

LESSON LI.

ORAL DRILL ON IRREGULAR VERBS.

Mistakes in the use of certain irregular verbs are of such frequent occurrence that a special oral drill is given below. Exercise of this kind should be practiced very frequently, with the object of making the correct verb-phrases so familiar to the pupil that they will take their place in his daily speech. Even in primary grades this drill should be introduced. The explanation of the drill will suggest such untechnical language as could properly be used in a primary class, and teachers of grammar grades can introduce technical terms wherever they are convenient and appropriate.

(FOR THE BLACKBOARD.)

PARTS.	{	<i>Lie</i>	<i>lay</i>	<i>lying</i>	<i>lain.</i>
		<i>Go</i>	<i>went</i>	<i>going</i>	<i>gone.</i>

SUBJECTS.

I
We
You
He
They
She
Mary
The boys

lie { *on the sofa when I am tired.*
under a tree and read my book.
go { *to school in the old red school-house.*

(Other suitable endings may be given for the sake of variety.)

EXPLANATION.

1. The meaning of the following terms should be taught:

Present, past, future, progressive, interrogative, declarative.

2. Four sets of verb-phrases are to be taught; viz.:

1. Common declarative; 2. Common interrogative; 3. Progressive declarative; 4. Progressive interrogative. These should be known by the pupil both by number and by name.

3. The drill should be in four tenses; viz.:

Present, past, future, and present-perfect. The first three may be known by their names, and the last may be called "the form with have."

4. After putting the necessary matter on the board, the teacher says only "*Present, one.*" A pupil gives the *common, declarative, indicative, present.* Thus, for the verb *lie*:

"*I lie on the sofa when I am tired.*"

"*We lie on the sofa when we are tired.*"

He continues, until all the subjects have been used.

5. The teacher may first finish the four forms of the present, or may pass to another tense; thus, "*Past, two.*" The pupil recites:

Did I lie, etc.? Did we lie, etc.? Did he lie, etc.?

Again, "*The form with have, three.*"

I have been lying, etc. We have been lying, etc. Mary has been lying, etc.

In response to "*Future, four,*" the pupil should recite:

Shall I be lying on the sofa, etc.? Shall we be lying on the sofa, etc.? Will you be lying, etc.? (The auxiliaries *shall* and *will* are used as follows:

1. *Shall* is used in the *first person*, and *will* in the *second* and *third persons to announce future action, or to inquire about future action.*

2. *Will* is used in the *first person*, and *shall* in the *second* and *third persons to make a promise, or to express the determination of the speaker.*)

6. The teacher should make the drill sentences of considerable length, to avoid sing-song, and should change them frequently, for the sake of variety. Other points of importance can be made a matter of drill in connection with the drill on the verb.

If this drill be persistently practiced, the teacher will soon be convinced of its value by noting the disappearance from the speech of her pupils of such expressions as *I have saw, came, went*, etc.

7. A synopsis of the four forms, in the tenses proposed, is as follows:

PRESENT, ONE.—*I go to school, etc. We go to school, etc.*

PRESENT, TWO.—*Do I go, etc.? Does she go, etc.?*

“ THREE.—*I am going, etc. He is going, etc.*

“ FOUR.—*Am I going, etc.? Are you going, etc.?*

PAST, ONE.—*I went to school, etc.*

“ TWO.—*Did I go to school, etc.?*

“ THREE.—*I was going to school, etc.*

“ FOUR.—*Was I going, etc.?*

FUTURE, ONE.—*I shall go, etc.*

“ TWO.—*Will you go, etc.?*

“ THREE.—*I shall be going, etc. Mary will be going, etc.*

FUTURE, FOUR.—*Shall I be going, etc.? Will he be going, etc.?*

THE FORM WITH HAVE, ONE.—*I have gone, etc.*

“ “ “ TWO.—*Have I gone, etc.?*

“ “ “ THREE.—*I have been going, etc.*

“ “ “ FOUR.—*Have I been going, etc.?*

LESSON LII.

AGREEMENT OF THE VERB WITH ITS SUBJECT.

The verb undergoes certain changes of form corresponding to changes in the person and number of its subject. Thus, in the *active, indicative, present*, of the verb *see*, and in the same mode and tense of the verb *be*, we have:

	SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1st PERSON.	<i>I see,</i>	<i>We see,</i>	<i>I am,</i>	<i>We are,</i>
2d "	<i>Thou seest,</i>	<i>You see,</i>	<i>Thou art,</i>	<i>You are,</i>
3d "	<i>He sees,</i>	<i>They see.</i>	<i>He is,</i>	<i>They are.</i>

Those modes in which changes of this kind occur are called *finite* modes. The finite modes are the *indicative, subjunctive, and imperative*. These changes produce what is called *agreement between a finite verb and its subject*.

The *infinitive* mode is so named because there is no agreement between a verb in this mode and its subject. (See page 114.) The *verbals* also are not finite.

These variations in the form of the verb are so simple that a mere outline of tense-forms in the several modes is a satisfactory substitute for the conjugation of any verb. Such an outline is called a *SYNOPSIS*,—that is, a *connected view*.

A synopsis usually consists of the first person singular of every tense in the indicative and subjunctive modes, and the imperative, infinitive, and

verbals complete. The pupil should be very familiar with the following

SYNOPSIS OF THE VERB *BE*.

INDICATIVE MODE.

PRESENT. *I am*, or *may** *be*.

PAST. *I was*, or *might** *be*.

FUTURE. *I shall*, or *will be*.

PRESENT PERFECT. *I have been*, or *may have been*.

PAST PERFECT. *I had been*, or *might have been*.

FUTURE PERFECT. *I shall have been*, or *will have been*.

SUBJUNCTIVE MODE.

PRESENT. (*If*) *I be*.

PAST. (*If*) *I were*, or *should be*.

PAST PERFECT. (*If*) *I had been*, or *should have been*.

IMPERATIVE MODE.

PRESENT. { *Be thou or you*; or
 { *Do thou or you be*.

INFINITIVE MODE.

PRESENT. *To be*.

PRES. PERF. *To have been*.

VERBALS.

PARTICIPLES.

PRESENT. *Being*.

PAST. *Been*.

PRES. PERF. *Having been*.

GERUNDS.

PRESENT. *Being*.

PRES. PERF. *Having been*.

EXERCISE 97.—*Give principal parts, and synopses of the following verbs:*

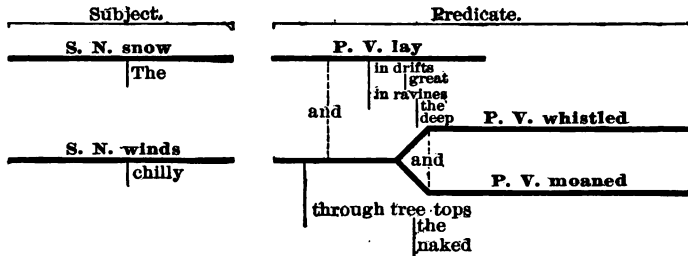
1. Of *write* in active, indicative, second, singular.
2. Of *laugh* in subjunctive, first, singular.
3. Of *run* in third, singular, complete.
4. Of *see* in passive voice, first, singular, complete.
5. Of *come* in first, plural, complete.
6. Of *be* in second, singular, complete.

* In the tenses where *may* is given, *can* and *must* belong also; and where *might* is given, *could*, *would*, and *should* belong.

7. Of *drink* in passive voice, indicative and subjunctive, with *water* as subject.
8. Of *think* in passive voice, complete, with *it* as subject.
9. Of *do* in first, singular, active, complete.
10. Of *sit* in third, plural, complete.

EXERCISE 98.—*Analyze the following sentences, and in accordance with the model, parse all the verbs:*

1. The snow lay in great drifts in the deep ravines, and chilly winds whistled and moaned through the naked tree-tops.



ANALYSIS.—The sentence is *compound*, because it contains two co-ordinate clauses (clauses of equal rank).

The clauses are: { 1. *The snow lay in great drifts in the deep ravines.*
 2. *Chilly winds whistled and moaned through the naked tree-tops.*

The clauses are connected by the conjunction *and*.

The subject of the first clause is *the snow*; the prediccate is *lay in great drifts in the deep ravines*.

The subject noun of the first clause is *snow*; the prediccate verb is *lay*. (And so on, as before.)

PARSING.—*Lay* is a *verb*; principal parts, *lie, lay, lying, lain*; irregular, intransitive, indicative mode, past tense, and, to agree with its subject noun *snow*, it is in the third person, singular. *Whistled* is a *verb*; principal parts, *whistle, whistled*,

whistling, whistled; regular, intransitive, indicative mode, past tense; and, to agree with its subject, *winds*, is in the third person, plural.

(*Moaned* is parsed in the same way as *whistled*.)

2. The eyes of the young man looked far into the future, and his fancy painted every thing with brilliant hues.

3. We were much disappointed on account of our failure, and we requested our guide to lead us back to camp.

4. During the hot days of summer cool breezes from the sea blow over the heated land, but warm land-breezes blow seaward at night.

5. Elephants are big and clumsy, but they can run very fast.

6. Our barn is low and dim, and swallows sweep in and out through the doors.

7. One wren sang among the dark-green leaves, but the other was feeding two little open mouths.

8. The queen of the fairies rides in a pea-pod carriage, and a band of fire-flies light her way.

9. The old town of Salem was once a famous sea-port, and ships sailed from its harbor to the ends of the world.

10. Charcoal and the diamond are very unlike, yet they are composed of exactly the same substance.

11. The army of the enemy swept over the face of that fair land, and in its path followed famine and desolation.

12. He could not be driven from his purpose by danger, neither could he be discouraged by repeated failures.

13. No two watches go just alike, yet each man believes his own.

14. The way was long, the wind was cold,
The minstrel was infirm and old.

15. The violets wept in the shade, but the sun came and kissed their tears away.

16. The shadows grew long, and the blue skies were gray,
And the bees and the butterflies all flew away,
And the dew on the grasses was falling.

17. Beautiful thoughts make a beautiful soul, and a beautiful soul makes a beautiful face.

LESSON LIII.

COMPOUND AND COMPLEX SENTENCES.

When a sentence consists of two or more clauses of equal rank, its clauses are said to be *co-ordinate*, and the sentence is **compound**. But when a sentence contains a clause inferior in rank to the leading or principal clause or clauses, or is itself a part of a principal clause, the inferior clause is called *subordinate*, and the sentence is **complex**. This inferiority of rank in a clause may arise from its being,

1. The **subject** or **object** in a principal clause.

What he said interested nobody.

That the earth is round was for a long time disputed.

He explained why he came.

We learned that the moon causes the tides.

2. A **modifier of the predicate** of a principal clause.

He left the city before we arrived.

When the birds were grown, they flew away.

The soldier was killed where the fight was fiercest.

3. A **modifier of some other word or phrase** in a principal clause.

The House that Jack Built was never plastered.

She fell in love with the man that lives in the moon.

The guide whom we trusted led us astray.

The words that are used to introduce a subordinate clause, and to connect it with the principal clause, are of three kinds.

1. **Conjunctive or relative pronouns.** These are *who* (whose, whom), *which*, *what*, and *that*, with their compounds *whoever*, *whichever*, and *whatever*.

These words all serve a double purpose. They not only connect as conjunctions do, but they are used as pronouns are. They are called *relative pronouns*, because they relate to an antecedent that usually stands before them in the sentence.

You should have told me who did the damage to my book.
He neglected the work that I asked him to do.

Some of these words sometimes connect like conjunctions and modify like adjectives.

You may take whatever book you want.
Yonder is the man whose wife died yesterday.

2. **Conjunctive adverbs.** These consist of such words as the following, when used as connectives: *where*, *when*, *while*, *whence*, *whither*, *before*, *after*, *since*, *as*, *as soon as*, *as far as*, *as good as*, *until*, *why*, *how*, etc.

I will come as soon as I have finished my work.
We met them as they were strolling along the beach.

Conjunctive adverbs and pronouns are often omitted, and are then said to be understood.

The cottage (that) we owned was destroyed at the time (when) the river rose so high.

3. **Subordinate conjunctions.** These are so called because they are used to introduce subordinate clauses. Some of them are: *if*, *though*, *although*,

unless, whereas, because, since, provided, notwithstanding, except, that, so that, lest, in order that, than, as, etc.

Conjunctions used to connect independent clauses are called *co-ordinate conjunctions*. Among the most common of these are: *and, either, or, neither, nor, but, for, also, likewise, moreover, besides, etc.*

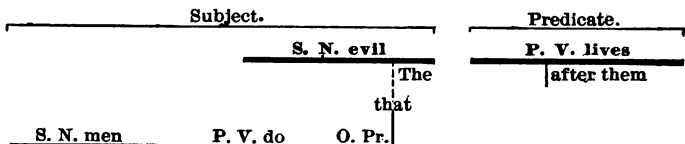
EXERCISE 99.—*Tell which of the following sentences are compound and which complex; also which clauses are independent and which subordinate; mention the kind of connectives used:*

1. I went when he told me. He promised that he would come.
2. He was punished, and she was shut up in a dark room.
3. The moon is bright because the sun lights its face.
4. The teacher asked why I inverted the divisor.
5. Lincoln was the President that set free the slaves of this country.
6. The foreigner explained in broken English whence he came and whither he was going.
7. More than two thousand six hundred years have passed away since Rome was founded.
8. As we wandered along the beach, we saw a beautiful steamer enter the harbor.
9. My father advises that we shall make hay while the sun shines.
10. I love the man that sings at his work.
11. One is scarcely sensible of fatigue while he marches to music.
12. Laziness travels so slowly that Poverty soon overtakes him.
13. The ornaments of a home are the friends that frequent it.
14. Beware of him that flatters you.
15. Never speak any thing for truth that you believe to be false.
16. Careless people often speak before they think.

17. A child that commits faults must expect reproof.
18. Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds.
19. Wherever the bamboo is found in abundance the natives apply it to a variety of uses.
20. There can be no virtue where there is no truth.
21. Tell me not in mournful numbers
Life is but an empty dream.
22. I am monarch of all I survey.
23. The pipers played while the village youths and maidens danced on the green.
24. The spider knows whether rain or pleasant weather is coming.
25. Nerves are white cords that run through all parts of our bodies.
26. People that live in glass houses must not throw stones.
27. The maiden sat in a little boat that slowly drifted down the stream.
28. And he wandered away and away
With Nature, the dear old nurse,
Who sang to him night and day
The rhymes of the universe.

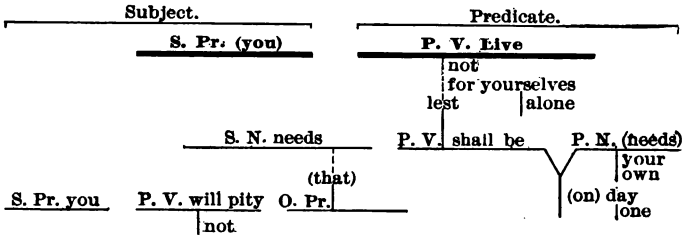
EXERCISE 100.—*Analyze the following sentences, and parse all the verbs:*

1. The evil that men do lives after them.



NOTE.—The double nature of *that* is indicated by the kind of line on which it is placed—half *solid* and half *broken*.

2. Live not for yourselves alone,
 Lest the needs you will not pity
 Shall one day be your own.



3. We rowed on a pretty lake where water-lilies grow.
4. When the travelers resumed their journey the rain fell in torrents.
5. The weary invalid begged that we would stay with him.
6. None return from those quiet shores,
 Who cross with the boatman pale and cold.
7. Each heart has its haunted chamber,
 Where the silent moonlight falls!
8. This world is but the rugged road that leads us to a fairer realm.
9. Every one who has looked at the map of Norway must have noticed the singular character of its coast.
10. The pale moonlight fell upon the fisher's boat where it lay far out on the lonely sea.
11. The big trees that grow in the Yosemite Valley are the largest in the world.
12. The miller that lived by the Dee, worked and sang from morning till night.
13. Books give to all who faithfully use them the society of the best and greatest of our race.
14. The Sabbath is the golden clasp that binds together the volume of the week.
15. The flower that is called the dog-tooth violet is really a lily.

16. Aim at perfection in every thing, though in most things it is unattainable.

17. "Wherever you go," said the maiden, "I shall follow."

18. To him who forgives much, much shall be forgiven.

19. When our infancy is almost forgotten, then we should steal away from men and women, and spend an hour or two with children.

20. Many famous men and women followed Hawthorne when he was carried to his grave.

21. The strong man plodded through the deep snow until his strength forsook him.

22. A deer that had been wounded by the hunters darted across my path.

23. When showers fall, plants lift up their heads joyfully.

24. The poet Southey tells how the water comes down at Lodore.

25. The stories that we read should instruct us while they amuse us.

26. Do you know where the finest lilies grow?

27. A baby must bear its own sorrow,
Since none understands it aright.

28. Deep and still, that gliding stream
Beautiful to thee must seem,
As the river of a dream.

29. The world will little note nor long remember what we say here, but it can never forget what they did here.

RULES FOR CAPITALS.

1. Begin with a capital the first word of every sentence.
2. Begin with a capital the first word of every line of poetry.
3. Begin with a capital every proper noun and every proper adjective.
4. Begin with a capital every name or title of the Deity.
5. Write the pronoun *I* and the interjection *O* with capitals.
6. Begin with capitals the names of the days of the week and the months of the year.
7. Begin with capitals the important words in the title of a book, or in the subject of any other composition.
8. Begin with a capital every title of honor or respect.
9. Begin with capitals the names of points of the compass when they denote sections of a country.

Gold is found in the great North-west.

10. Begin with a capital every word that denotes an important epoch or event of history.

The Civil War lasted four years.

11. Begin with a capital every personified common noun.

Then Peace shall smile upon us, and Plenty abide among us.

12. Begin with a capital the name of every religious denomination.
13. Begin with a capital every *direct* quotation. The first word of an *indirect* quotation should begin with a small letter, unless it requires a capital by the operation of some other rule.

Direct.—He quoted the maxim, "Honesty is the best policy."

Indirect.—He reminded us that honesty is the best policy.

EXERCISE 101.—*Give a reason for the use of every capital.*

1. O Liberty! O sound once delightful to every Roman ear.

2. The austere Puritans, who bore sway at Edinburgh, had looked on Charles with suspicion.

3. I stood on a tower in the wet,
 And New Year and Old Year met,
 And winds were roaring and blowing;
 And I said, "O Years that meet in tears,
 Have ye aught that is worth the knowing?"

4. The New World was discovered by Columbus, on a Friday in October, 1492.

5. We were presented to the Prince of Wales by the Earl of Derby.

6. And Nature, the old nurse, took
 The child upon her knee,
 Saying, "Here is a story-book
 Thy Father has written for thee."

7. The Paris scenes in Dickens' "Tale of Two Cities" are more vivid and impressive than the London scenes.

8. The Revolutionary Tribunal conducted the trial of prisoners during the French Reign of Terror.

9. Poor, sweet Piccola! Did you hear
 What happened to Piccola, children dear?
 'Tis seldom Fortune such favor grants
 As fell to this little maid of France.

10. At the Centennial Exposition, held in Philadelphia in 1876, "Old Abe," the war eagle of the Eighth Wisconsin Volunteers, occupied a prominent place on the west side of the Agricultural Building.

RULES FOR PUNCTUATION.

I. THE COMMA.

1. A series of words in the same grammatical relation should generally be separated from each other by commas.

Gold, silver, copper, iron, and lead are found in that country.

2. A phrase or clause out of its natural position should generally be separated from the rest of the sentence by a comma.

When we were there, the day was rainy.

3. A series of phrases or clauses in the same grammatical relation should be separated by commas.

In the early morning, under the burning sun of noon, and in the dim twilight, the old man plied his task.

4. A series of words having, in pairs, the same grammatical relation, should have the pairs separated by commas.

Sink or swim, live or die, survive or perish, I am for the Declaration.

5. A noun or a phrase in apposition should generally be set off by commas.

The daffodil, that loveliest of spring flowers, grows best in moist ground.

Tennyson, poet-laureate, has lately been made a lord.

II. THE SEMICOLON.

1. The clauses of a compound sentence, when subdivided by the comma, are usually separated by the semicolon.

Of all virtues, goodness is the greatest; and without it man is a busy, mischievous, wretched thing,

- 2. A sentence consisting of a series of clauses should generally have the clauses separated by the semicolon.**

He attended his beloved master during the trial; he undertook to plead his cause; he even began a speech, which the judges would not allow him to finish; and pressed his master to accept a sum of money sufficient to purchase his liberty.

- 3. When a sentence consists of two clauses, the latter being in explanation of the former or in contrast with it, the clauses are separated by a semicolon.**

The thrush is almost a domestic bird; for it often builds its nest within reach and view.

No work is a disgrace; the true disgrace is idleness.

- 4. Words placed in opposition to each other should be separated by commas.**

Our guide was old, but sturdy; slow, but very sure.

- 5. The place of an omitted verb is generally supplied by a comma.**

The cradle is the beginning of life; the grave, the end.

- 6. Names of persons or things addressed should be set off by commas.**

Come, Mary, let us go to the meadow for flowers.

What are you doing, John?

- 7. Commas are used before and after any word, phrase, or clause inserted parenthetically in a sentence.**

It is industry, without a doubt, that leads to success.

Let us, then, be up and doing.

The argument, and nothing could have been more forcible, failed to convince him.

- 8. The co-ordinate clauses in a compound sentence are generally set off by commas.**

Be good, and you will be happy.

9. A direct quotation is generally separated from the rest of the sentence by a comma.

Longfellow says, "Learn to labor and to wait."

III. THE COLON.

1. A colon should be used after a clause that makes complete sense, when there is something else to follow in close connection.

The next is the iron age: it is that to which we belong.

Every thing was now ready: nothing was needed but the word of command.

2. When a sentence consists of two or more principal branches that are subdivided by semicolons, they should be separated by the colon.

The quality of mercy is not strained; it droppeth as the gentle dew from heaven upon the place beneath: it is twice blessed; it blesseth him that gives and him that takes.

3. A colon is used after the words of address at the beginning of a speech, in introducing a series of particulars, and sometimes before a quotation.

Mr. Chairman: I did not expect, etc. Ladies and gentlemen: The following metals are found in California: gold, silver, etc.

Pope, in his Essay on Man, says: "The proper study of mankind is man."

IV. THE PERIOD.

1. A period should be placed after every declarative and every imperative sentence.

2. A period should be placed after every abbreviation.

Mr. Hon. Penn. LL.D. A.M.

3. A period should be placed after the signature to a letter or other writing; and after the title, standing alone, of a book or other composition.

V. THE INTERROGATION POINT.

An interrogative word, phrase, or sentence should be followed by an interrogation point.

Where did you see him? In the house? When?

VI. THE EXCLAMATION POINT.

An exclamation point should be placed after every exclamatory word, phrase, or sentence expressing very strong feeling.

Stand! The ground's your own, my braves!

Look! The house is burning! The whole roof!

VII. OTHER MARKS.

The *Dash* is used

1. When a sentence breaks off abruptly.

I don't believe that the train—but I'm mistaken; it's coming now.

2. When there is a sudden change in the subject.

He did not understand—he was very dull—the teacher's explanation.

3. Sometimes before a series of words in the same grammatical relation.

We were abundantly provided with all kinds of good things—pies, cake, fruits, etc.

The *Parenthesis* is used

To inclose within a sentence something nearly or quite different in meaning from that of the sentence itself.

Washington (he was our first President) died in the year 1799.

The *Apostrophe* is used

1. To denote the omission of a letter or of letters.

I'll come before you've gone.

2. To denote the possessive case.

The sailor's last resting-place was beneath the ocean's waves.

The *Hyphen* is used

1. To join the parts of compound words and expressions.

The sea-captain was a jolly, don't-think-of-the-morrow kind of man.

2. To indicate that one or more syllables of a word will be found at the beginning of the next line below.

3. To divide a word into its syllables.

Temp-ta-tion, Pro-cras-ti na-tion.

Quotation Marks are used

To show that a passage was written or spoken by some other person, exactly as given.

Bryant says, "All that tread the earth are but a handful to the tribes that slumber in its bosom."

"Come in," he said, "and tell us all about your journey."

The *Index* is used

To call attention to a passage of special importance, or to indicate direction.

☞ Whatever is worth doing at all is worth doing well.

The *Paragraph* [¶] is used

To denote the beginning of a new subject.

The *Caret* [^] is used

To show the omission of letters or words in writing.

Bea^utiful. He was^{not} ^ at home.

The *Asterisk* [*], the *Dagger* [†], the *Double Dagger* [‡], the *Section* [§], and the *Parallels* [||], are used

To refer to notes in the margin, or at the bottom of the page.

PRIMARY * LESSONS

IN

LANGUAGE AND COMPOSITION.

By W. H. MAXWELL, Superintendent of Public Instruction,
Brooklyn, N. Y.

EDUCATIONAL BEGINNINGS.

(From the *Brooklyn Eagle*.)

"Primary Lessons in Language and Composition" (A. S. Barnes & Co.), is the first of a series on language and composition by W. H. Maxwell, Superintendent of Public Instruction in Brooklyn. Mr. Maxwell wisely begins his work in the first of the series without the needless complications, to the childish mind, of grammatical technicalities. Indeed, the question is a growing one whether grammatical traditions are not destined to give way considerably for minds of all ages, before the simplifying spirit of the day, which does not offend the scientific so much as it does the pedantic mind. Grammar is not above reform, any more than is spelling. All the grammars in the world can not make a pure style of speech, like that France recognizes at Tours, as well as Paris; nor a pure style of writing, such as DeFoe, for instance, in English gave his countrymen the model of in "Robinson Crusoe." Mr. Maxwell is right—however scientific one may afterward become in the knowledge of the forms of language, both words and sentences, the first thing to know, or at any rate to do, is to use those elements properly. It may be a question if such proper use of the vernacular can come of book instruction so perfectly as from good practice and teaching in the family, but for book and school instruction Mr. Maxwell has certainly the right idea, and the more rapidly it is propagated the sooner will the children who are forced to leave school early, cease to be the models of ungrammatical or un-English speech they often are. But Mr. Maxwell does not stop in this book at the form in which the child's thoughts should appear. He aims to excite its mental activity to the point of furnishing the matter to be shaped into proper expression. To this end he supplies the suggestion, in object lesson style, which lies in a picture or a story, to move the child to observation and reflection, and finally natural remark, thereupon. A word or a sentence, he says, is a very poor object for youthful study in comparison with the things which press on the young senses and mind alike, clamoring, as it were, to be named and described by them as Adam named the works of creation when brought before him. And in addition to this power of expression about what meets the eyes or the ears, for which the child finds his first language in the nursery, the author aims to develop the power of thinking along with it. In this process logic itself has its origin, without which there never can be precise or even clear expression. Confused thinking, Mr. Maxwell truly says, is the cause of all the defective language among us, from the rambling, disjointed speech of the street or the parlor, to the loose, tautological and yet feebly expressive sentences which find their way even to the newspaper, though that ought to be to the public mind as much an educator as the theater is to the vocal speech of the public. Mr. Maxwell further develops his subject

by impressing the idea, gathered from long experiment, that even description is not the first natural exercise for young minds in expressing themselves. He sees in its employment a stilted or artificial effect, too much borrowed from the teacher, too much a matter of rote. Purely descriptive writing he finds does not excite the interest nor elicit the variety of expression requisite. He instances the effect respectively of lively narrative, and of description of character or scenery upon the mind, either young or old. The child, of course, needs more of the interest which attaches to events or living facts, the vigorous words or acts of men or even animals, than of that which belongs to soundless or motionless things. About these, stories are difficult to tell, and stories have been the form in which the human mind has developed from the earliest ages. Narrative was no doubt the first shape that language took beyond serving the merest animal needs, and in narrative is embodied pretty much all history. Let the children, then, write stories as well as tell them. The one is as natural to them as breathing; the other will begin their education naturally. Description will, in story-writing, occupy its fit place, and thought will follow in due time, with all the developments of mental culture. Mr. Maxwell in the present book divides the lessons into two parts, an oral and a written. Correctness, he well says, is as important in oral as in written language, and should receive as much attention in our schools. To this end of correctness he outlines a system of special drills, to further the attainment of clearness and force of expression, which all feel the need of who have any ambition about the use of their native tongue. And at the same time the writer gives a wise caution about the too slavish use of the oral exercises, which he would have varied as occasion may require, so that they should not become exhaustive instead of suggestive. The book is a great help in teaching.

THE OUTCOME OF OBSERVATION AND EXPERIENCE.

(The Wisconsin Journal of Education.)

"Primary Lessons in Language and Composition" is built upon the theory that description is not the most natural exercise in expression for young people. Narration is always more pleasing, and through narration, or the writing of stories, they may most easily be led on to descriptions. This first book avoids grammar-teaching, makes systematic use of pictures as the basis for compositions, and provides for oral as well as written drill in expression. Its author is Superintendent of the Brooklyn Schools, and the book is the outcome of his extended observation and experience. It is beautifully illustrated and printed, and contains some very choice selections of prose and verse for second and third reader pupils.

IT IS MODERN IN THE BEST SENSE.

(The New England Journal of Education.)

This book is intended for use in the latter part of the second year in the primary school. It is for the pupils rather than the teacher, but is to be used under the direction of the teacher. It requires no home work—indeed, no study—and should be in the hands of the pupils only at recitation. The hints to the teachers are concise and helpful. * * * * * The book has every conceivable aid to the carrying out of all the suggestions which are made. It is modern in the best sense, has a great deal of letter-writing and much number language-work. Much of the work is the filling of blanks, especially of letter-writing. The publishers have done all in their power to make the book attractive.

ADMIRABLY PLANNED AND CAREFULLY EXECUTED.

(The Educational Courant, Louisville, Ky.)

Wonderful changes in language-work have been made in recent years, and not a few books—good, bad, and indifferent—have been written and published in consequence. This book is evidently the product of much thought and care. The author is Superintendent of Public Instruction in Brooklyn, N. Y., and this is enough to show that his work has substantial worth, and is not filled with vagaries. Much, indeed most, of the little book is intended for oral work, but it may be used for written work as well. Punctuation, spelling, grammar, letter-forms—all are brought in and treated thoroughly. Illustrations, apposite stories and narrative poems combine to interest the pupil, while they serve as a basis for instruction. Indeed, it does not seem possible, with such a guide, to fall in making instruction in this branch so enticing and so thorough as to overcome many of the defects of earlier association. We are delighted with this work, and a careful examination convinces us that it is an excellent book, admirably planned, and carefully executed, and sure to be a general favorite with both teachers and pupils.

(The Christian Mirror, Portland, Me.)

This book is prepared for the purpose of training young children in the proper use of the words that belong to a child's vocabulary, and to give them facility in the use of such sentence forms as they can readily imitate and employ.

(The Sunday Times, Memphis, Tenn.)

It impresses us as being an admirable work.

**** A copy of MAXWELL'S PRIMARY LESSONS IN LANGUAGE AND COMPOSITION will be sent, post-paid, to any address in the United States on receipt of the introductory price by the Publishers. Introductory Price, 30 cents.**

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