

*Lessons*  
*in English.*

*Elementary Course.*

LIBRARY OF CONGRESS.

Chap. .... Copyright No. ....

Shelf .....

PE 1111

B578

1889

UNITED STATES OF AMERICA.





# LESSONS IN ENGLISH.

---

ELEMENTARY COURSE.

---

BY THE  
BROTHERS OF THE CHRISTIAN SCHOOLS.

39  
10975<sup>a</sup>  
PUPIL'S EDITION.

---



WILLIAM H. SADLIER,

11 BARCLAY STREET,  
NEW YORK

195 & 197 STATE STREET,  
CHICAGO.

5

PE 1111  
.B 578  
1889

Copyright, 1889,  
BY  
WILLIAM H. SADLIER.

DRUMMOND & NEU,  
*Electrotypers,*  
1 to 7 Hague Street,  
New York.

## PREFACE.

---

THE authors lay before the public this first volume of a series of Lessons in the English Language, with the hope that it may render the teaching of English more practical and interesting than it has hitherto been.

Its purport is to teach the elements of English Grammar, Composition, and Literature from a practical standpoint.

The literary selections, as well as the exercises generally, are interspersed with religious passages, that the Teacher may have an opportunity, even in the teaching of Language, to give an occasional moral lesson.

The selections and exercises also contain a large share of general information or useful knowledge.

In preparing the grammatical text, the standard grammarians have been freely consulted.

It is hardly necessary to add, that this volume is intended for elementary and intermediate classes only.

There is a special edition published for the use of Teachers.





# TABLE OF CONTENTS.

---

PREFACE, . . . . .	PAGE vii
ABBREVIATIONS, . . . . .	viii

## Grammatical Text.

Preliminaries, LESSONS I.-VI., . . . . .	1-8
Language, Words, Grammar, Letters, . . . . .	1
Classes of Letters, . . . . .	2
Diphthongs and Triphthongs, . . . . .	3
Syllables, . . . . .	4
Parts of Speech, . . . . .	8-10
Sentences, . . . . .	10
CHAPTER I.—Nouns, LESSONS VII.-XXIX., . . . . .	11-42
Nouns, . . . . .	11
Classes of Nouns, Common Noun, . . . . .	12
Proper Noun, . . . . .	13
Modifications of Nouns—Persons, . . . . .	17
“ “ Numbers, . . . . .	18-28
“ “ Genders, . . . . .	32-35
“ “ Cases, . . . . .	39-42
CHAPTER II.—Articles, LESSONS XXXI., XXXII., . . . . .	46,47
CHAPTER III.—Adjectives, LESSONS XXXIII.-XXXVI., . . . . .	48-56
Classification of Adjectives, . . . . .	49-54
Comparison “ “ . . . . .	55,56
CHAPTER IV.—Pronouns, LESSONS XLI.-XLIV., . . . . .	61-64
Personal Pronouns, . . . . .	61,62
Relative Pronouns, . . . . .	62
Interrogative Pronouns, . . . . .	64
CHAPTER V.—Verbs, Theory, . . . . .	68-82
“ “ “ Exercises, LESSONS XLVI.-LXXIII., . . . . .	83-124
Sentences, . . . . .	84-86
Subject, . . . . .	91-98

CHAPTER V.—Continued.	PAGE
Object, . . . . .	99
Attribute, . . . . .	100
Irregular Verbs, . . . . .	106-123
Defective " . . . . .	124
CHAPTER VI.—Participles, LESSON LXXIV., . . . . .	125
CHAPTER VII.—Adverbs, LESSON LXXVI., . . . . .	129
CHAPTER VIII.—Prepositions, LESSON LXXVII., . . . . .	130
CHAPTER IX.—Conjunctions and Interjections, LESSON LXXVIII., . . . . .	131
CHAPTER X.—Punctuation, LESSON LXXIX., . . . . .	132
CHAPTER XI.—Analysis, . . . . .	137
CHAPTER XII.—Parsing, . . . . .	140

### Synoptical Tables.

I.—The Sentence, Analysis, . . . . .	139
II.—Parsing, . . . . .	143
III.—Synopsis for a General Review, . . . . .	145, 146
Sentences for Exercises in Analysis and Parsing, . . . . .	144, 145
Review Exercises, . . . . .	147-155
Syntax, . . . . .	147
Words used as Different Parts of Speech, . . . . .	148
Grammatical Subject, . . . . .	148
Logical Subject, . . . . .	149
Logical Predicate, . . . . .	149
Adjuncts, . . . . .	149
Clauses, . . . . .	149
Phrases, . . . . .	150
Modifications, . . . . .	151
Analysis, . . . . .	152
Punctuation, . . . . .	154
Abbreviations and other Marks used in Writing, . . . . .	155

---

Exercises on the Grammatical Text, filling in blanks, etc., under every lesson on the Grammatical Text.

---

Supplementary Exercises, . . . . .	190-193
Miscellaneous Exercises, . . . . .	194-196

### Literary Selections for Explanation.

The Holy Catholic Church, . . . . .	5
The Violet.— <i>Jane Taylor</i> , . . . . .	14
The Grain of Wheat.— <i>J. T.</i> , . . . . .	21
Might and Right, . . . . .	29

## Table of Contents.

v

	PAGE
The Will of God.— <i>F. W. Faber</i> , . . . . .	36
The Dog and the Cat.— <i>Wright</i> , . . . . .	43
The Pious Boy.— <i>P.</i> , . . . . .	50
The City Rat and the Country Rat.— <i>La Fontaine</i> , . . . . .	57
The Sparrow's Petition, . . . . .	65
To a Distant Friend.— <i>B. A.</i> , . . . . .	87
The Dove.— <i>Thomas Moore</i> , . . . . .	95
The Year of the Church.— <i>Mrs. James Sadlier</i> , . . . . .	102
The Lily and the Rose.— <i>William Cowper</i> , . . . . .	110
A Child's Wish Before an Altar.— <i>A. J. Ryan</i> , . . . . .	118
Boat-Song.— <i>T. Moore</i> , . . . . .	126
Death of Champlain.— <i>Anna T. Sadlier</i> , . . . . .	133

Phraseology and Composition come after the explanation of the Literary Selection in every Fifth Lesson.

Homophonous Words, the Fourth Exercise of every Fifth Lesson.

## Supplementary Literary Selections.

### I.—RELIGIOUS SUBJECTS.

I.—God's Goodness.— <i>Shakespeare</i> , . . . . .	156
II.—God's Greatness.— <i>F. W. Faber</i> , . . . . .	156
III.—Gratitude to God.— <i>William Cowper</i> , . . . . .	156
IV.—The Eternity of God.— <i>F. W. Faber</i> , . . . . .	157
V.—God is Everywhere, . . . . .	157
VI.—The Power of God, . . . . .	157
VII.—To God the Creator.— <i>Ben Jonson</i> , . . . . .	158
VIII.—The Adoption of the Shamrock as the Emblem of the Most Holy Trinity, . . . . .	185
IX.—Hymn for St. John's Eve.— <i>Dryden</i> , . . . . .	159
X.—God is our King.— <i>F. W. Faber</i> , . . . . .	159
XI.—The Burning Babe.— <i>R. Southwell, S. J.</i> , . . . . .	159
XVIII.—To Our Blessed Lady.— <i>H. Constable</i> , . . . . .	162
XX.—Our Daily Bread.— <i>A. A. Procter</i> , . . . . .	164
XXII.—St. Joseph.— <i>F. W. Faber</i> , . . . . .	166
XXVII.—All Religions Cannot be Acceptable to God.— <i>Balmes</i> , . . . . .	169
XXVIII.—Charity, . . . . .	169
XXXIII.—The Arctic Indian's Faith.— <i>T. D. McGee</i> , . . . . .	171
XXXVII.—Nearer Home.— <i>Phæbe Cary</i> , . . . . .	175
XLVI.—Hymn to St. Patrick.— <i>T. D. McGee</i> , . . . . .	181
L.—Heaven.— <i>Thomas Moore</i> , . . . . .	189

## Table of Contents.

## II.—FABLES.

	PAGE
XV.—The Travelers and the Bear.— <i>Æsop</i> , . . . . .	161
XXI.—The Wolf and the Lamb.— <i>La Fontaine</i> , . . . . .	165
XXV.—The Fox and the Crow, . . . . .	168
XXXII.—The Acorn and the Gourd, . . . . .	170
XXXIV.—The Ant and the Glow-Worm, . . . . .	172
XLVII.—The Turkey and the Ant.— <i>Gay</i> , . . . . .	182

## III.—MISCELLANEOUS.

XII.—Silence.— <i>Proverbs</i> , . . . . .	160
XIII.—Success.— <i>Longfellow</i> , . . . . .	160
XIV.—A Good Advice.— <i>Shakespeare</i> , . . . . .	161
XVI.—Lost.— <i>Horace Mann</i> , . . . . .	161
XVII.—Always Despised.— <i>Hawkesworth</i> , . . . . .	161
XIX.—The Seasons of Life.— <i>T. J. Ouseley</i> , . . . . .	151
XXIII.—The Words of Socrates.— <i>La Fontaine</i> , . . . . .	167
XXIV.—Kind Words.— <i>F. W. Faber</i> , . . . . .	167
XXIX.—To-day.— <i>J. B. O'Reilly</i> , . . . . .	169
XXX.—A Good Advice, . . . . .	170
XXXI.—A Fine Day in Summer.— <i>Lady Georgiana Fullerton</i> , . . . . .	170
XXXV.—A Castle in the Air.— <i>Adelaide A. Procter</i> , . . . . .	173
XXXVI.—The Daisy, . . . . .	147
XXXVIII.—The Desert.— <i>J. F. Waters</i> , . . . . .	175
XXXIX.—Characteristics of Spring.— <i>W. B. O. Peabody</i> , . . . . .	177
XL.—Rejoice in May, . . . . .	177
XLI.—Summer, . . . . .	178
XLII.—Autumn, . . . . .	179
XLIII.—Autumnal Scenery.— <i>Pope</i> , . . . . .	176
XLIV.—Woods in Winter.— <i>Longfellow</i> , . . . . .	180
XLV.—Prosperity and Adversity.— <i>Lord Bacon</i> , . . . . .	181
XLVIII.—Our Native Land.— <i>Helen M. Johnson</i> , . . . . .	182
XLIX.—St. Martin's Summer.— <i>John Greenleaf Whittier</i> , . . . . .	183
L.—To the Rainbow.— <i>Campbell</i> , . . . . .	184
LI.—Song of the Captive Lark.— <i>John Logan</i> , . . . . .	186
LII.—To the Cuckoo.— <i>John Logan</i> , . . . . .	186
LIII.—The Veiled Head in the Window.— <i>Eleanor C. Donnelly</i> , . . . . .	187
LIV.—Heaven.— <i>T. Moore</i> , . . . . .	189
Outlines of Compositions, . . . . .	197
Form of a Letter, . . . . .	198
Subjects for Letters, . . . . .	205
Miscellaneous Subjects for Compositions, . . . . .	206

## ABBREVIATIONS USED IN THIS BOOK.

adj.	adjective.
adv.	adverb.
c. <i>or</i> c. a.	common adjective.
cd.	compound.
com. n.	common noun.
comp.	comparison.
comp. deg.	comparative degree.
def. art.	definite article.
Ex.	Example.
f.	feminine.
F. <i>or</i> Fut.	Future.
g.	gender.
Imp.	Imperative.
Imperf.	Imperfect.
Imp. Part.	Imperfect Participle.
Ind.	Indicative.
indef. art.	indefinite article.
l.	line.
m.	masculine.
n.	neuter, noun, numeral.
n. c. <i>or</i> nom. c.	nominative case.
obj.	object, objective case
p.	proper.
p. <i>or</i> pers.	person.
part.	participial.
pers. pro.	personal pronoun.
per. <i>or</i> perf.	perfect.
p. n. <i>or</i> plu.	plural number.
Plu. <i>or</i> Pluperf.	Pluperfect.
pos. deg.	positive degree.
p. c. <i>or</i> poss.	possessive case.
Pot.	Potential.
Pres.	Present.
pro.	pronominal.
pro. n. <i>or</i> prop. n.	proper noun.
rel. pro.	relative pronoun.
s. n. <i>or</i> sing.	singular number.
Subj.	subject, Subjunctive.

*The numbers within marks of parenthesis throughout the book refer to the grammatical text.*



# LESSONS IN ENGLISH.

## ELEMENTARY COURSE.

### LESSON I.—Preliminaries.—Words, Letters.

1. **Language** is the medium through which we express our thoughts.
2. **Written and Spoken Language** is made up of *words*.
3. A **Word** is the sign of an idea.
4. **Grammar** teaches the art of using words correctly in speaking, reading, and writing.
5. **Written words** are made up of *letters*.
6. A **Letter** is an alphabetic mark commonly representing an elementary sound of the human voice. The letters of a language, taken collectively, are called its **alphabet**.
7. There are twenty-six letters in the English alphabet, viz.: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*
8. Letters have two forms, **CAPITALS** and small letters.

---

#### I. Letters.—Learn to spell the words of this section.

1. God.	2. Faith.	3. Father.	4. Book.
Jesus.	Hope.	Mother.	Copy.
Mary.	Charity.	Son.	Pen. ¶
Joseph.	Obedience.	Cousin.	Pencil.
Religion.	Virtue.	Parent.	School.

II. **Sentences to be completed.**—Where the dash occurs insert the suitable word from the list given.

- |                        |                               |
|------------------------|-------------------------------|
| 1. Animal, tree.       | 3. Country, river.            |
| 2. Book, garment, toy. | 4. Fire-arm, fish, vegetable. |
1. The rose is a *flower*.  
The oak is a \_\_\_\_\_.  
The horse is an \_\_\_\_\_.
  2. A coat is a \_\_\_\_\_.  
A primer is a \_\_\_\_\_.  
A top is a \_\_\_\_\_.
  3. Boston is a *city*.  
The Mississippi is a \_\_\_\_\_.  
The United States is a \_\_\_\_\_.
  4. Cabbage is a \_\_\_\_\_.  
The cod is a \_\_\_\_\_.  
A gun is a \_\_\_\_\_.

#### III. Underline the words that commence with capitals.—

Washington, Chicago, Cincinnati, Philadelphia, Brooklyn, New York, St. Louis, are cities of North America.—John, James, Joseph, Patrick, Thomas, Edward, Michael, Paul, are Christian names of men.—Ireland, England, Scotland, France, Spain, are names of countries of Europe.—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, are the names of the days of the week.—January, February, March, April, May, June, July, August, September, October, November, December, are the names of the months of the year.

**Oral Conjugation.**—*Indicative Present.*—I am, thou art, he is ; we are, you are,

9. Letters are divided into two general classes, *vowels* and *consonants*.

10. A **Vowel** is a letter the name of which makes a perfect sound when uttered alone ; as *a, e*. The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

11. A **Consonant** is a letter which cannot be perfectly sounded without the aid of a vowel ; as *b, m, s*. The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w* and *y*.

12. *W* or *Y* is a consonant when it is before a vowel sounded in the same syllable ; as, *weight, you*.

13. *W* or *Y* is a vowel when it is not before a vowel sounded in the same syllable ; as, *law, lay*.

14. A **Silent Letter** is a letter that is not sounded ; as, *p* and *l* in *psalm*.

15. An **Initial Letter** is the first letter of a word ; as, *b* in *boy*.

16. A **Final Letter** is a letter that ends a word ; as *n* in *pen*.

**Oral Exercise.**—What is *w* or *y* in the following words : Winner, any, you, now, owe, water.—Name some of the *silent letters* in this lesson.—Some of the *initial letters*.—Some of the *final letters*.—Write on your slates the initials of your name.

NOTE.—*Initials of proper names should be capitals, and there should be a period after each.*

**I. Vowels.**—Tell the number of vowels in each word of this section.

1. Class,	1.	2. Attention,	4.	3. Grammar,	2.	4. Ball,	1.
College,		Obedience,		Geography,		Marbles,	
Teacher,		Politeness,		Dictionary,		Tennis,	
Pupil,		Cleanliness,		Catechism,		Top,	
Companion,		Order,		Arithmetic,		Bat,	

**II. Sentences to be completed.**—Tell by whom the objects named are made.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Shoemaker, tailor.            | 3. Cook, confectioner, apothecaries. |
| 2. Carpenter, joiner, locksmith. | 4. Gunsmith, potter, watchmaker.     |

1. Caps and hats are made by the *hatter*.  
Coats and vests are made by the ———.  
Boots and shoes are made by the ———.
2. Wooden houses are built by the ———.  
Doors and windows are made by the ———.  
Locks and keys are made by the ———.
3. Pancakes and fritters are made by the ———.  
Tarts and pies are made by the ———.  
Pills and drugs are prepared by the ———.
4. Clocks and watches are made by the ———.  
Guns and pistols are made by the ———.  
Bowls and pitchers are made by the ———.

**III. Underline the words that contain four consonants.**—A classroom contains a crucifix, a teacher's desk, pupils' desks, chairs, blackboards, maps, books, copies, inkstands, pens, pencils, rulers, models, pictures, statues, a clock.

**Oral Conjugation.**—*Indicative Present.*—I have, thou hast, he has ; we have, you have, they have.



17. A **Diphthong** is a combination of two vowels in one syllable; as, *au* in *fraud*, *ea* in *beat*.

18. A **Triphthong** is a combination of three vowels in one syllable; as, *eau* in *beauty*, *uoy* in *buoy*.

19. Diphthongs and triphthongs are divided into two classes, *proper* and *improper*.

20. A **Proper Diphthong** is a diphthong in which both the vowels are sounded; as, *oy* in *boy*, *ow* in *now*.

21. An **Improper Diphthong** is a diphthong in which but one vowel is sounded; as, *ea* in *beat*, *ie* in *belief*.

22. A **Proper Triphthong** is a triphthong in which the three vowels are sounded; as, *uoi* in *quoit*, *uoy* in *buoy*.

23. An **Improper Triphthong** is a triphthong in which but one or two of the vowels are sounded; as, *iew* in *view*, *owe* in *owed*.

I. Indicate orally or by means of the letters *p.d.*, *i.d.*; *p.t.*, *i.t.*, whether the diphthong or triphthong contained in the word is proper or improper.

1. Ounce,	<i>p.d.</i>	2. Bleat,	<i>i.d.</i>	3. Quoit,	<i>p.t.</i>	4. Beauty,	<i>i.t.</i>
Voice,		May,		Awe,		View,	
Meat,		Cow,		Allow,		Thaw,	
Sound,		Pie,		Youth,		Plough,	
Eat,		Pew,		Eye,		Oath,	
Breath,		Bow,		Owe,		Vow,	
Boy,		Boil,		Our,		Buoy,	

II. Sentences to be completed.—Tell what the persons named sell.

- |                                     |  |
|-------------------------------------|--|
| 1. Bread, flour, paper.             | 3. Cloth, pies, tea.                   |
| 2. Beer, fruit, liquid, thread.     | 4. Buttons, hay, medicine, lettuce.    |
| 1. The butcher sells <i>beef</i> .  | 3. The bookseller sells <i>books</i> . |
| The baker sells _____.              | The grocer sells _____.                |
| The provision merchant sells _____. | The draper sells _____.                |
| The stationer sells _____.          | The confectioner sells _____.          |
| 2. The haberdasher sells _____.     | 4. The druggist sells _____.           |
| The wine merchant sells _____.      | The gardener sells _____.              |
| The brewer sells _____.             | The farmer sells _____.                |
| The fruiterer sells _____.          | The peddler sells _____.               |

III. Draw one line under the diphthongs and two lines under the triphthongs.—Tell the boys not to touch the quoits.—The leaves fall from the trees in autumn.—The sheep bleats.—A quay is a wharf.—We had a delightful view from the mountain.

Oral Conjugation.—*Indicative Past*.—I was, thou wast, he was; we were, you were, they were.

24. A **Syllable** is one or more letters pronounced in one sound; as, *a, ant, a-far*. A syllable may be either a word or a part of a word.

25. A **Monosyllable** is a word of one syllable; as, *man, he*.

26. A **Dissyllable** is a word of two syllables; as, *man-ly, he-ro, com-mand*.

27. A **Trisyllable** is a word of three syllable; as, *man-li-ness, he-ro-ic, com-mand-ing*.

28. A **Polysyllable** is a word of many syllables; as, *he-ro-i-cal, he-ro-ic-al-ly, not-with-stand-ing*.

29. There are as many syllables in a word as there are complete sounds.

30. When a word is to be divided, the letters of a syllable should not be separated; and a hyphen is used at the end of a line to show that the rest of the word not completed is at the beginning of the next line.

**I. Syllabication.**—Indicate orally or by means of a figure the number of syllables in each word of this section.

1. Cit-y,	2.	2. Ar-my,	2.	3. Coun-try,	2.	4. Rad-ish,	2.
Edifice,		General,		Meadow,		Bean,	
Street,		Captain		Cottage,		Salad,	
River,		Banner,		Oak,		Parsley,	
Fountain,		Sword,		Beech,		Thyme,	
Pavement,		Saber,		Elm,		Celery,	
Museum,		Siege,		Birch,		Cucumber,	
University,		Decoration,		Maple,		Pumpkin.	

**II. Sentences to be completed.**—Tell who uses the article named.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. Farmer, locksmith,       | 4. Gardener, painter.               |
| 2. Barber, joiner, surgeon. | 5. Blacksmith, huntsman, shoemaker. |
| 3. Reaper, rower, writer.   | 6. Horseman, mason, tailor.         |
- 
- |  |  |
|--|--|
| 1. The saw is used by the <i>carpenter</i> . | 4. The whip is used by a <i>driver</i> . |
| The plough is used by a _____.               | The brush is used by a _____.            |
| The file is used by a _____.                 | The rake is used by a _____.             |
| 2. The razor is used by a _____.             | 5. The anvil is used by the _____.       |
| The plane is used by a _____.                | The awl is used by a _____.              |
| The probe is used by a _____.                | The gun is used by a _____.              |
| 3. The pen is used by a _____.               | 6. The thimble is used by a _____.       |
| The sickle is used by a _____.               | The trowel is used by a _____.           |
| The oar is used by a _____.                  | The spur is used by the _____.           |

**III. Draw one line under the dissyllables and two lines under the trisyllables.**—The careful pupil allows nothing to go astray; his books are classified orderly in his desk; he keeps his penholders and pencils together; he does not blot his copies or books or paper with ink; and his person is neat.

**Oral Conjugation.**—*Indicative Past.*—I had, thou hadst, he had; we had, you had, they had.

Literary Selection for Explanation and Study.

THE HOLY CATHOLIC CHURCH.

I'll never forsake thee, I never will be,  
 O Church of the Saints ! an apostate from thee,  
 Though false friends entice me, and fortune may frown,  
 My Faith and my Church, until death I will own.

- 5 They may boast of their wealth, they may talk of their gold,  
 I'll be true to the faith like the martyrs of old ;  
 "A Catholic live, and a Catholic die!"  
 Be this my life's watchword, at death my last cry.
- 10 I may lose some advantage and forfeit some gain,  
 I may meet with unkindness and suffer some pain ;  
 But Jesus and Mary will surely bestow  
 More gifts than from sin and apostasy flow.

Oral statement.....

---

Literary Analysis.

- |                       |  |   |
|-----------------------|--|---|
| 1. PERSONAGES.        | Who is the speaker in this selection ?   |   |
| TIME AND PLACE.       | When and where does the conversation take place ?  |   |
| 2. WORDS AND ACTIONS. | { 1. What does the Catholic say in the first stanza ?<br>2. What does he say in the second stanza ?<br>3. What does he say in the third stanza ? |   |
| 3. RESULT.            |  | What is the result the Catholic expects from his firm attachment to his faith ? |
| MORAL.                |  | What lesson does this piece impart to children ?                                |

---

Questions.

1. What Church is the *Church of the Saints*?
2. Who are *false friends*?
3. How does *fortune frown*?
4. What *Faith* is referred to?
5. Who were the *martyrs of old*?
6. What is the meaning of *Catholic*?
7. What is the meaning of *watchword*?
8. What is the meaning of *forfeit*?

## Questions.

9. By what other names is *Jesus* known?
10. By what other names is *Mary* known?
11. What is a *gift*?
12. What is *apostasy*?
13. What is the opposite of *advantage*?
14. What words convey nearly the same meaning as *bestow*?
15. Why does the author say that :

“—Jesus and Mary will surely bestow  
More gifts than from sin and apostasy flow”?

---

16. How many vowels are there in each word of the first line?
17. How many syllables are there in each word of the first and second lines of the third stanza?
18. Tell the number of consonants in each word of the last line.
19. How often does *w* appear as a consonant in the piece?
20. Tell where *w* or *y* occurs as a vowel in the selection.
21. Name the final letters in each word of the 5th line.
22. Name the words of the 9th line in which *e* is silent.
23. Name the words in which diphthongs occur in the piece.

NOTE.—At the end of this exercise it would be very advisable to give review questions on the Grammatical text, *e.g.*, *What is Language?*—*What does Grammar teach?*—*What is a Vowel?*—*a Diphthong?*—*a Monosyllable?*.....

---

## Exercises in Phraseology and Composition.

I. Tell the names of some objects that can be made of *gold, wool, wood, paper, leather, linen, horn.*

---

II. Tell where the *whale, the trout, the mole, the blood-sucker, the grasshopper, the deer, the squirrel, and the hen* live.

---

III. Transfer to the end of the sentence the part given at the beginning in *Italics.*

- Towards your parents,* be respectful.  
*To your teachers,* be obedient.  
*To your superiors,* show respect.  
*Towards your inferiors,* be condescending.  
*Towards your companions,* be courteous.  
*Towards every person,* be polite.  
*Towards your benefactors,* manifest gratitude.  
*To your enemies,* show indulgence.

## Exercise on Homophonous Words.

7

IV.—1. Abel. <sup>1</sup>	2. Ail.	3. All.	4. Altar.
Able.	Air.	Awl.	Alter.
Adds.	Ale.	E'er.	Ant.
Adze.	Heir.	Ere.	Aunt.

Where the dash occurs insert the suitable word taken from the above list.

1. Cain killed *Abel*.  
Are you \_\_\_\_\_ to run a mile?  
The boy \_\_\_\_\_ quickly.  
Sharpen the \_\_\_\_\_.
2. If you \_\_\_\_\_, it must be because you drank too much strong \_\_\_\_\_.  
The young \_\_\_\_\_ was lying in the open \_\_\_\_\_.
3. If \_\_\_\_\_ he return, it must be \_\_\_\_\_ I reach home.  
\_\_\_\_\_ the shoemaker lost was his \_\_\_\_\_.
4. Do not \_\_\_\_\_ the decorations of the \_\_\_\_\_.  
The \_\_\_\_\_ provides for the winter; so my \_\_\_\_\_ told me.

\_\_\_\_\_

V. Write a composition<sup>2</sup> on OBEDIENCE DUE TO PARENTS. (Synopsis at the end of the volume.)

NOTE.—In these exercises the Teacher should exact good spelling<sup>3</sup> and due attention to *punctuation*<sup>4</sup> and *capitals*.\*

---

1. The teacher should give the meaning of the words at the beginning of the exercise when deemed necessary.

2. Composition is the art of expressing one's thoughts by means of written language.

3. The Teacher should often insist that the pupils refer to their dictionary when they are not sure of the correct spelling of a word.

4. Rules for punctuation are given in the LXXIX. Lesson.

\_\_\_\_\_

### \* RULES FOR THE USE OF CAPITALS.

- i. Commence the first word of every sentence with a Capital.
- ii. Commence the first word of every line in poetry with a Capital.
- iii. Commence every proper name with a Capital.
- iv. Commence every pronoun relating to the Deity with a Capital.
- v. The pronoun I, and the interjection O, should always be Capitals.

\_\_\_\_\_

## Correction of Errors.

Show and correct the errors in the following sentences :

an adze is a kind of ax.—bring the awl to the shoemaker.—the priest is saying mass at the altar. washington was the first president of the united states.—i went home on wednesday.—december is the last month of the year.—our Lord jesus christ was born on christmas-day.—will henry come? o no! he and i will go to new york on Tuesday.

31. Words, in English, are divided into ten classes, called the **Parts of Speech**; namely, the *Noun*, the *Article*, the *Adjective*, the *Pronoun*, the *Verb*, the *Participle*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

**I. Words to be found.**—Add the name of an animal.

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. Cat, horse.                       | 4. Dog, thrush.                     |
| 2. Bee, hog, wolf.                   | 5. Bull, cock, frog.                |
| 3. Ass, cow, pigeon.                 | 6. Bird, fox, hen.                  |
| 1. The bleating of the <i>lamb</i> . | 4. The roaring of the <i>lion</i> . |
| The mewling of the _____.            | The singing of the _____.           |
| The neighing of the _____.           | The barking of the _____.           |
| 2. The grunting of the _____.        | 5. The crowing of the _____.        |
| The howling of the _____.            | The bellowing of the _____.         |
| The buzzing of the _____.            | The croaking of the _____.          |
| 3. The braying of the _____.         | 6. The clucking of the _____.       |
| The lowing of the _____.             | The yelping of the _____.           |
| The cooing of the _____.             | The chirping of the _____.          |

**II. Sentences to be completed.**—Name an object which possesses the quality indicated.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Glass, sugar.              | 5. Diamond, raisin.             |
| 2. Cork, lead, ocean.         | 6. Brass, crystal, lily.        |
| 3. Pepper, silver, water.     | 7. Ass, lamb, tiger.            |
| 4. Circle, vinegar, winter.   | 8. Bread, iron, sun.            |
| 1. The <i>razor</i> is sharp. | 5. The <i>rush</i> is flexible. |
| _____ is fragile.             | _____ are scarce.               |
| _____ is sweet.               | _____ are palatable.            |
| 2. _____ is heavy.            | 6. The _____ is fragrant.       |
| _____ is light.               | _____ is transparent.           |
| The _____ is large.           | _____ is sonorous.              |
| 3. _____ is limpid.           | 7. The _____ is cruel.          |
| _____ is pungent.             | The _____ is timid.             |
| _____ is precious.            | The _____ is stubborn.          |
| 4. The _____ is round.        | 8. _____ is useful.             |
| _____ is sour.                | _____ is nourishing.            |
| _____ is cold.                | The _____ is brilliant.         |

**III. Underline the words that are the names of trees.**—The weary traveler very willingly rests under the shade of the chestnut.—The poplar flourishes in damp places.—The maple grows in the northern parts of North America.—The oak is large and towering.—The pine is very much used in building.—The willow, especially the weeping-willow, is used as an emblem of sorrow.

**Oral Conjugation.**—*Indicative Perfect.*—I have been, thou hast been, he has been; we have been, you have been, they have been.

Words in English are divided into ten <sup>1</sup> classes called the **Parts of Speech**; namely, the *Noun*, the *Article*, the *Adjective*, the *Pronoun*, the *Verb*, the *Participle*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

I. A **Noun** is the name of a being; as, *God, James, horse, Toronto, school, water, soul, grammar.*

II. An **Article** is the word **the, a**, or **an** used before nouns to limit their signification; as, **the school**; **a man**; **an eye.**

III. An **Adjective** is a word added to a noun or a pronoun, and generally expresses quality; as, **a good apple**; **five diligent boys**; **unhappy me.**

IV. A **Pronoun** is a word used instead of a noun; as, "*The boy loves his book*; **he has long lessons, and he learns them well.**"

V. A **Verb** is a word used to express action or being; as, "*John writes a letter.*"—"God is."

VI. A **Participle** is a word derived from a verb, participating the properties of a verb and of an adjective or a noun; it is generally formed by adding *ing, d,* or *ed* to the verb; thus, from the verb *love*, three participles are formed: *Imperfect, loving*; *Perfect, loved*; *Preperfect, having loved.*

VII. An **Adverb** is a word added to a verb, a participle, an adjective, or another adverb, to modify it; as, "*The boys are nearly all here working very industriously.*"

VIII. A **Preposition** is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun; as, "*He went from Toronto to Quebec.*"—"Patrick has come for me."

IX. A **Conjunction** is a word used to connect words or clauses in construction, and to show the dependence of the terms so connected; as, "*He is patient and happy, because he is a good Christian.*"

X. An **Interjection** is a word used merely to indicate some strong or sudden emotion of the mind; as, *oh! alas!*

### XI. How to Distinguish the Parts of Speech.

1. A **Noun** is distinguished by adding it to *I mentioned*; as, "*I mentioned peace.*"—"I mentioned war."—"I mentioned fire."—"I mentioned justice."

2. An **Article** is easily distinguished; the words *the, an,* and *a* are the only articles.

3. An **Adjective** is distinguished by putting the word *thing* or *things* after it; as, *A little thing*; *a precious thing*; *few things*; *fifty things.*

4. A **Pronoun** is distinguished by observing that the noun repeated makes the same sense; thus, "*The boy loves his books; he has long lessons, and he learns them well,*"—means, "*The boy loves the boy's books; the boy has long lessons, and the boy learns those lessons well.*"

---

1. Some authors give only eight *parts of speech*, running in the *article* with the *adjective*, and the *participle* with the *verb*. The division into *ten* classes is considered more *logical* and *scientific*. Notice how authors who give only *eight*, unwittingly speak of the *article* and the *participle* as distinct *parts of speech*, which they really are.

5. A **Verb** is distinguished by observing that it will make sense when inflected with the pronouns; as, I *write*, thou *writest*, he *writes*, we *write*, etc.—I *walk*, thou *walkst*, etc.

6. A **Participle** is distinguished by placing it after *to be* or *having*; as, To be *writing*, having *written*.—To be *walking*, having *walked*.—To be *studying*, having *studied*.

7. An **Adverb** is distinguished by observing that it answers to the question When? Where? How much? or How?—as, “He spoke *fluently*.” How did he speak?—*Fluently*.

8. A **Preposition** is distinguished by observing that it will govern *it* or *them* after it, and that it is not a verb or a participle; as, *above* it; *after* it; *around* it; *among* them; *below* them.

9. A **Conjunction** is distinguished by observing that it joins other words; as, John *and* James; John *or* James; not John *but* James; sweeter *than* honey.

10. An **Interjection** is usually distinguished by the exclamation-mark (!); as, *lo!* *hark!* *hush!* *oh!* *mum!*

In the following passages, all the parts of speech are exemplified.

The power of speech is a faculty peculiar to man; a faculty bestowed on him by his beneficent Creator, for the greatest and most excellent uses; but, alas! how often do we pervert it to the worst of purposes!

—LOWTH.

### Sentences.

XII. A **Sentence** is such an assemblage of words as make complete sense; as, “*God is love.*”

XIII. The **Essential Parts** of a sentence are the *Subject* and the *Predicate*; as, “*I exist.*”

XIV. The **Subject** of a sentence is that of which it treats; as, “*God is love.*”

XV. The **Predicate** of a sentence is that which is said of the subject; as, “*I exist.*”—“*God is love.*”

XVI. The **Object** of a sentence is the person or thing on which the action of a transitive verb terminates; as, “*The ball struck Henry.*”—“*The lightning struck an oak.*”—“*I study history.*”

XVII. The **Attribute** of a sentence is that which completes the predicate of a sentence and relates to the subject; as, “*Gold is yellow.*”—“*The sun is shining.*”—“*Honesty is the best policy.*”

XVIII. **Analysis**, in Grammar, is the separation of a sentence into the parts which compose it.

XIX. A **Compound Sentence** is a sentence that consists of two or more independent clauses; as, “*Prosperity gains friends, but adversity tries them.*”

XX. **Parsing** is the resolving or explaining of a sentence, or of some related word or words in a sentence, according to the definitions and rules of Grammar.



32. A **Noun** is the name of a being ; as, *God, James, horse, Boston, school, water, soul, grammar.*

**I. Nouns.**—Indicate orally, or by means of the letters *p., a., pl., t.*, if the noun is the name of a person, an animal, a place, or a thing.

- |  |  |  |   |
|--|--|--|---|
| 1. Grass, <i>t.</i><br>Shepherd,<br>Prairie,<br>Lion,<br>Collar, | 3. Turf, <i>t.</i><br>Hill,<br>King,<br>Crown,<br>Champlain, | 5. Helmet, <i>t.</i><br>Flag,<br>Wood,<br>Huntsman,<br>Lead, | 7. Powder, <i>t.</i><br>Fire,<br>Baker,<br>Kiln,<br>Ax, |
| 2. Guardian,<br>Hen,<br>Stick,<br>New York,<br>Pastor,           | 4. General,<br>Soldier,<br>Sword,<br>Lance,<br>Captain,      | 6. Game,<br>Pigeon,<br>Forest,<br>Hound,<br>Armory,          | 8. Butcher,<br>Knife,<br>Dog,<br>Stove,<br>Oven,        |

**II. Sentences to be completed.**—Where the blank occurs insert a word that will complete the sense.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Capital, chain.       | 3. Capital, island, spirit. |
| 2. Capital, city, river. | 4. Climate, lake, river.    |
- An American should know the *geography* of America.  
Washington is the \_\_\_\_\_ of the United States.  
The Alleghanies are a \_\_\_\_\_ of mountains in the United States.
  - The \_\_\_\_\_ of Ohio is Columbus.  
The largest \_\_\_\_\_ of the United States is the Mississippi.  
The \_\_\_\_\_ of New York was founded by the Dutch.
  - The Province of Quebec is noted for its \_\_\_\_\_ of Catholicity.  
Harrisburg is the \_\_\_\_\_ of Pennsylvania.  
Newfoundland is an \_\_\_\_\_ of North America.
  - The Richelieu River is the outlet of \_\_\_\_\_ Champlain.  
The \_\_\_\_\_ of the United States is very healthy.  
The Mississippi is a \_\_\_\_\_ that empties into the Gulf of Mexico.

**III. Underline the nouns that are the names of animals.**—Horses run quickly.—Wolves and bears inhabit forests.—Foxes chase hares and squirrels.—The dog obeys his master.—The turkey appears to be courageous, but flies at the least sign of danger.—The eagle builds its nest on the summit of a rock.—The hen and the duck are domestic birds.—The serpent and the worm creep.—The monkey and the cat climb trees.—A salmon can swim eight miles an hour.

**Oral Conjugation.**—*Indicative Perfect.*—I have had, thou hast had, he has had; we have had, you have had, they have had.

33. There are two general classes of Nouns, the **Common Noun** and the **Proper Noun**.

34. A **Common Noun** is the name of a class of beings or things; as, *boy, cow, country, mountain; boys, cows, countries, mountains.*

**I. Common Nouns.**—Indicate orally or by means of the letters *a.*, *p.*, if the noun is the name of an animal or a plant.

- |  |  |   |   |
|--|--|---|---|
| 1. The lizard, <i>a.</i><br>The vine,<br>The elephant,<br>The viper,<br>The gooseberry-<br>bush, | 3. The radish, <i>p.</i><br>The reed,<br>The fly,<br>The turnip,<br>The cauliflower, | 5. Tea, <i>p.</i><br>The nettle,<br>The eel,<br>Licorice,<br>The whale, | 7. Garlic, <i>p.</i><br>Haddock,<br>Mastiff,<br>Oyster,<br>Boxwood, |
| 2. The cabbage,<br>The lark,<br>The currant-bush,<br>The onion,                                  | 4. The caterpillar,<br>The stag,<br>The reindeer,<br>The butterfly,                  | 6. The trout,<br>The cod,<br>The shark,<br>Jalap,                       | 8. The mackerel,<br>Ivy,<br>The brier,<br>The hawthorn.             |

**II. Sentences to be completed.**—Fill in the blank with the name of an animal.

- |                             |  |
|-----------------------------|--|
| 1. Cat, robin, trout.       | 3. Bee, eagle, owl, turkey.                |
| 2. Ass, canary, cat, tiger. | 4. Grasshopper, magpie, panther, squirrel. |
- The horse and the *ox* draw the plough.  
The terrier and the ——— kill mice and rats.  
The nightingale and the ——— sing in the groves.  
The cod and the ——— are caught with a hook.
  - The mule and the ——— can carry heavy loads.  
The lion and the ——— are the strongest of carnivorous animals.  
The parrot and the ——— cheer up an apartment.  
The dog and the ——— rarely agree.
  - The hen and the ——— are farm-yard birds.  
The ant and the ——— are laborious and diligent.  
The hawk and the ——— are birds of prey.  
The vulture and the ——— are very large birds of prey.
  - The caterpillar and the ——— are injurious insects.  
The monkey and the ——— are endowed with great agility.  
The hyena and the ——— are very ferocious animals.  
The jay and the ——— learn to mimic the human voice.

**III. Underline the nouns that are the names of metals.**—Strike the iron while it is hot.—Zinc is used in covering the roofs of houses. Platina is heavier than lead.—Mercury is commonly called quicksilver. Brass is a mixture of copper and zinc.—Pewter consists chiefly of tin and lead, and small quantities of antimony, copper, and bismuth.—Tin is a soft, white metal; thin plates of iron covered with this metal are also called tin.—To temper steel is to heat it in fire, and then dip it in water to make it harder.—Bell-metal is a mixture of copper and tin.

**Oral Conjugation.**—*Indicative Pluperfect.*—I had been, thou hadst been, he had been; we had been, you had been, they had been.

35. A **Proper Noun** is the name of a particular individual, or people, or group; as, *Samuel, Canada, Ireland.*

36. The first letter of a proper noun should be a **capital**.

**I. Proper Nouns.**—Tell whether the proper noun indicates the name of a person or a city. Put *p.* for person, *c.* for city.

- |  |  |  |   |
|--|--|--|---|
| 1. Leo, <i>p.</i><br>Hamilton,<br>Sorel,<br>Gregory,<br>New York,<br>London,   | 3. George, <i>p.</i><br>Liverpool,<br>Cleveland,<br>Edward,<br>Madrid,<br>Paris,<br>James, | 5. Montreal, <i>c.</i><br>Washington,<br>Henry,<br>Frederick,<br>Philadelphia,<br>Rochester, | 7. Tipperary, <i>c.</i><br>Francis,<br>Theresa,<br>Rome,<br>Patrick,<br>Angela, |
| 2. Paul,<br>Alexander,<br>Kingston,<br>Cleveland,<br>Dublin,<br>Charlottetown, | 4. Edinburgh,<br>Joseph,<br>Baltimore,<br>Andrew,<br>Charles,<br>Anne,                     | 6. Robert,<br>Augustus,<br>Lyons,<br>Brooklyn,<br>Cork,<br>Margaret,                         | 8. Elizabeth,<br>Buffalo,<br>Troy,<br>Albany,<br>St. John,<br>Catharine.        |

**II. Proper Nouns.**—Find the name of a feast-day to replace the blank.

- Annunciation, Candlemas, Epiphany, Palm-Sunday.
  - Ascension Thursday, Corpus Christi, Easter, Holy Trinity, Pentecost.
  - All-Souls'-Day, All-Saints'-Day, Immaculate Conception, Nativity.
- The feast of *Christmas* is celebrated on the 25th of December.  
The feast of the ——— is celebrated in honor of the adoration by the Magi.  
The feast of the Purification of the Blessed Virgin is called ———.  
On the 25th of March, the feast of the ——— is celebrated.  
The sixth Sunday of Lent is called ———.
  - is the most solemn feast of the year.  
Our Lord Jesus Christ ascended into Heaven on ———.  
On ———, the Holy Ghost descended on the Apostles.  
The feast of the ——— is in honor of one God in three persons.  
——— is a feast instituted in honor of the Blessed Sacrament.
  - The 8th of September is the feast of the ——— of the Most Blessed Virgin.  
On the 8th of December, the Church honors the ——— of the Most Blessed  
The 1st of November is ———.  
The 2nd of November is ———. [Virgin.]

**III. Underline the nouns that are the names of rivers and mountains.**—The Nile drains Egypt, Nubia, Soudan, and other African countries.—The Columbia flows into the Pacific Ocean. The Alleghanies form the water-shed between the Atlantic and the Mississippi.—Mount Blanc is the highest peak of the Alps.—Mount Everest (29,002 ft.), one of the peaks of the Himalayas, is the highest ascertained point on the surface of the globe.—The Volga and the Danube are the largest rivers in Europe.—The Amazon is the largest river in the world.—The Rocky Mountains extend from the Arctic Ocean to Mexico.—The Pyrenees are between France and Spain.

**Oral Conjugation.**—*Indicative Pluperfect.*—I had had, thou hadst had, he had had, we had had, you had had, they had had.

## Literary Selection for Explanation and Study.

## THE VIOLET.

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

5                   And yet it was a lovely flower,  
                   Its color bright and fair ;  
 It might have graced a rosy bower,  
                   Instead of hiding there.

10                   Yet there it was content to bloom,  
                   In modest tints arrayed ;  
 And there it shed its sweet perfume,  
                   Within the silent shade.

15                   Then let me to the valley go,  
                   This pretty flower to see ;  
 That I may also learn to grow  
                   In sweet humility.                   —*Jane Taylor* (1783-1824)

Oral statement.....

---

**Literary Analysis.**

- |                       |   |
|-----------------------|---|
| 1. PERSONAGES.        | What is spoken of in this selection ?   |
| TIME AND PLACE.       | Where did the violet grow ?   |
| 2. WORDS AND ACTIONS. | { 1. What did the violet do ?<br>2. Is the violet a beautiful flower ?<br>3. Was it content in the valley ? |
| 3. RESULT.            | What does this piece on the violet show ?   |
| MORAL.                | What lesson may be learned from this little poem ?  |

**Questions.**

1. What is the *Violet* ?
2. Why is *modest* applied to the violet ?
3. Name some other flowers.
4. Of what is the inclining of the head the sign ?
5. What other word could be used instead of *lovely* ?
6. What is the meaning of *graced* ?
7. What is a *bower* ?

8. What could be used for *instead*?
9. What is the meaning of *content*?
10. What word has a meaning the opposite of *modesty*?
11. What are *tints*?
12. What other words convey nearly the same meaning as *arrayed*?
13. What words could take the place of *perfume*?
14. What is a *valley*?
15. What word could be used instead of *pretty*?
16. What is *humility*?
17. What is opposed to *humility*?



18. Name the nouns in the first stanza.
19. How many vowels are there in *lovely*? Why is *y* a vowel in this word?
20. How many syllables are there in each word of the fifth line?
21. What is the *y* in *rosy*? Why?
22. Name the nouns in the third stanza.
23. Why are these common nouns?
24. Divide *valley*, *pretty*, and *humility* into syllables.



### Exercises in Phraseology and Composition.

I. Tell the names of several articles that can be made by a *gunsmith*, a *carriage-builder*, a *wheelwright*, a *tinsmith*, a *jeweler*, a *cutler*, a *coppersmith*, a *weaver*.



II. Tell with what the following animals defend themselves: the *cat*, the *wasp*, the *bull*, the *whale*, the *swan*, the *horse*, the *parrot*, the *elephant*, the *hedge-hog*.



III. Put at the end of each sentence the word in *Italics* with which it commences, and make the other necessary changes accordingly.

*Blessed* be God.  
*Praised* be Jesus Christ.  
*Glorified* be the Lord.  
*Happy* are pure hearts.

*Innocent* was the life of Abel.  
*Terrible* was the fall of the angels.  
*Admirable* was the faith of Abraham.  
*Great* was the patience of Job.

## Exercise on Homophonous Words.

IV.—1. Arc.	2. Auger.	3. Bail.	4. Ball.
Ark.	Augur.	Bald.	Bard.
Aught.	Bad.	Bale.	Barred.
Ought.	Bade.	Bawled.	Bawl.

Where the dash occurs insert a suitable word taken from the above list.

1. An *arc* is a part of a circle.—Noe built an \_\_\_\_\_.  
If you have \_\_\_\_\_ against me, you \_\_\_\_\_ to tell me.
  2. That old \_\_\_\_\_ will tell you who stole your \_\_\_\_\_.  
If he \_\_\_\_\_ you do so, he gave you \_\_\_\_\_ advice.
  3. He was released on \_\_\_\_\_ before the \_\_\_\_\_ of goods arrived.  
That bad boy \_\_\_\_\_ aloud when the old man uncovered his \_\_\_\_\_ head.
  4. Samuel began to \_\_\_\_\_ when the teacher took his \_\_\_\_\_.  
Ossian was an Irish \_\_\_\_\_.—Who \_\_\_\_\_ the door?
- 

V. Write ten lines or more about the SCHOOL you attend.

---

## Analysis and Parsing Exercises.

EXAMPLE.—Bees make honey.

Subject, *bees*, because *bees* are spoken about. “The subject of a sentence is that of which it treats” (172).—Predicate, *make*, because it expresses what is said of the subject. “The predicate of a sentence is that which is said of the subject” (173).—Object, *honey*, because. . . . . (75).

PARSING.—*Bees* is a common noun, because it is the name of a class of animals (32–33). *Make* is a verb, because it is used to express action (129). *Honey* is a common noun, because it is the name of a thing.

---

## Correction of Errors.

you was coming.—Henry and Susan has done it.—Them is my skates.—Whose my arithmetic?—i believe that’s them, for they said they was coming.—Was you going?—George aint studying—I cannot stand it no longer.—Was you at school to day?

37. **Persons**, in Grammar, are modifications<sup>1</sup> that distinguish the speaker or writer, the person or thing addressed, and the person or thing spoken of.

38. There are three persons ; the *First*, the *Second*, and the *Third*.

39. The **First Person** denotes the speaker or writer ; as “ *I, Alexander, command this.*”

40. The **Second Person** denotes the person or thing addressed ; as, “ *William, will you come ?*”—“ *Wave your tops, ye pines.*”

41. The **Third Person** denotes the person or thing spoken of ; as, “ *George and Joseph are coming to school.*”

**I. Nouns.**—Tell whether the noun is the name of a person or a thing.—Put *p.* for person and *t.* for thing.

- |                        |                          |                         |                       |
|------------------------|--------------------------|-------------------------|-----------------------|
| 1. Grandson, <i>p.</i> | 2. Substitute, <i>t.</i> | 3. Alexander, <i>p.</i> | 4. Raisins, <i>t.</i> |
| Boy,                   | Drawers,                 | School,                 | Road,                 |
| Towel,                 | Uncle,                   | Hospital,               | Godfather,            |
| Grandfather,           | Cousin,                  | Penny,                  | Grass,                |
| Isthmus,               | Bath,                    | Sister,                 | Diamond,              |
| Grandmother,           | Vessel,                  | Woman,                  | Godmother.            |

**II. Sentences to be completed.**—Tell the color of the object named.

Black, blue, grayish, green, red, white, yellow.

- |                        |                      |
|------------------------|----------------------|
| 1. Milk is _____.      | 3. Coal is _____.    |
| Grass is _____.        | The orange is _____. |
| Blood is _____.        | Ivory is _____.      |
| The sky is _____.      | Cherries are _____.  |
| Sulphur is _____.      | Ivy is _____.        |
| 2. The lily is _____.  | 4. Straw is _____.   |
| Gold is _____.         | The swan is _____.   |
| Silver is _____.       | The canary is _____. |
| Lead is _____.         | The crow is _____.   |
| The shamrock is _____. | Snow is _____.       |

**III. Write the figure (1) after nouns of the first, (2) after those of the second, and (3) after nouns of the third person.**—I, your teacher, command you.—James, come in.—Henry, where are you going?—Tell the boys to come in.—Boys, let me entreat you to avoid falsehood.—The father and his sons were walking through the green fields.—Tell Samuel to study his lessons.

**Oral Conjugation.**—*Indicative Future.*—I shall be, thou wilt be, he will be ; we shall be, you will be, they will be.

1. Some authors call *modifications inflections*.

42. **Numbers**, in Grammar, are modifications that distinguish unity and plurality.

43. There are two numbers, the *Singular* and the *Plural*.

44. The **Singular Number** denotes but one; as, *pen, fox*.

45. The **Plural Number** denotes more than one; as, *pens, foxes*.

46. The plural of nouns is generally formed by adding *s* to the singular; as, *house, houses*; *book, books*.

### I. Plural of Nouns.—Write the nouns in the plural.

1. Father,	<i>Fathers.</i>	3. Patron,	<i>Patrons.</i>
Mother,	_____	Benefactor,	_____
Uncle,	_____	Citizen,	_____
Aunt,	_____	Companion,	_____
Brother,	_____	Cousin,	_____
2. Sister,	_____	4. Heir,	_____
Niece,	_____	Stranger,	_____
Godfather,	_____	Comrade,	_____
Godmother,	_____	Friend,	_____
Teacher,	_____	Master,	_____

II. **Sentences to be completed.**—Where the dash occurs insert the name of a thing.

1. Erasers, medals, tiles.    2. Buttons, neckties, statues, tops.  
3. Bandboxes, decanters, spoons, toothpicks.

1. Picks and *shovels* are made of iron.  
Bricks and \_\_\_\_\_ are made of clay.  
Statues and \_\_\_\_\_ are made of bronze.  
Balls and \_\_\_\_\_ are made of India-rubber.
2. Altars and \_\_\_\_\_ are made of marble.  
Handkerchiefs and \_\_\_\_\_ are made of silk.  
Rulers and \_\_\_\_\_ are made of boxwood.  
Cents and \_\_\_\_\_ are made of copper.
3. Covers of books and \_\_\_\_\_ are made of pasteboard.  
Forks and \_\_\_\_\_ are made of silver.  
Bottles and \_\_\_\_\_ are made of glass.  
Paper-knives and \_\_\_\_\_ are made of ivory.

III. **Write in the plural the nouns in Italics.**—The *chair*, the *sofa*, the *dresser*, the *table*, are articles of furniture.—The *river*, the *brook*, the *torrent*, are water-courses.—A *cannon*, a *gun*, a *rifle*, are implements of war.—The *locksmith*, the *tinsmith*, the *coppersmith*, work in metals.—A *piano*, a *flute*, a *clarionet*, a *guitar*, a *violin*, a *concertina*, are musical instruments.

**Oral Conjugation.**—*Indicative Future.*—I shall have, thou wilt have, he will have; we shall have, you will have, they will have.



47. Nouns ending in *ch* soft<sup>1</sup>, *o* preceded by a consonant,<sup>2</sup> *s*, *sh*, *x*, or *z* form their plural by adding *es* to the singular; as, *match*, *matches*; *tomato*, *tomatoes*; *cross*, *crosses*; *brush*, *brushes*; *box*, *boxes*; *waltz*, *waltzes*.

I. Plural of Nouns.—Give the plural of the nouns.

1. Bench,	<i>Benches.</i>	3. Fox,	<i>Foxes.</i>	5. Potato,	<i>Potatoes.</i>
Torch,	_____	Quiz,	_____	Folio,	_____
Porch,	_____	Fuss,	_____	Bay,	_____
Mass,	_____	Tax,	_____	Peach,	_____
Mess,	_____	Search,	_____	Valley,	_____
Gas,	_____	Lass,	_____	Piano,	_____
2. Marsh,	_____	4. Trench,	_____	6. Echo,	_____
Sash,	_____	Lash,	_____	Grotto,	_____
Atlas,	_____	Wish,	_____	Key,	_____
Gash,	_____	Fish,	_____	Tomato,	_____
Guess,	_____	Inch,	_____	Volcano,	_____
Beach,	_____	Church,	_____	Cameo,	_____

II. Sentences to be completed.—Add a plural noun.

- Blankets, branches, contents.
- Hands, knives, rungs, windows.

- Chairs, desks, and *benches* are the principal furniture of class rooms.  
A bed consists of mattresses, a bolster, pillows, sheets, \_\_\_\_\_, and a coverlet.  
A book has a title-page, a preface, an introduction, chapters, and \_\_\_\_\_.  
A tree has roots, a trunk, and \_\_\_\_\_.
- A watch contains a mainspring, a dial, and \_\_\_\_\_.  
A table-cloth, napkins, spoons, forks, glasses, casters, \_\_\_\_\_, are to be seen on a dining-table.  
In a room may be seen the floor, the ceiling, the walls or partitions, the mantel-piece, the doors, and the \_\_\_\_\_.  
A chair has legs, a back, and \_\_\_\_\_.

III. Give the plural of the italicized nouns.—Give me the *atlas*.—Have *Mass* said for him.—He has cut down the *beech*.—Mark the *inch*.—He visits the *church*.—Chastise the *boy*.—Did the *girl* come?—He fears the *lynx*.—Dig the *trench*.—Send for the *sash*.—The masons are building the *arch*.—Overlook the *blemish*.—Have you seen the *princess*?—Mend the *shoe*.—Invite the *nuncio*.—What kind of a *pea* has he?

Oral Conjugation.—*Indicative Perfect*.—I shall have been, thou wilt have been, he will have been; we shall have been, you will have been, they will have been.

1. *Ch* soft means not sounded *k*. 2. Some words ending in *o* preceded by a consonant, add *s* only to form the plural; as, *piano*, *pianos*.

48. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and add *es* to form the plural; as, *army*, *armies*.

49. Nouns ending in *y* preceded by a vowel, follow the general rule (46); as, *chimney*, *chimneys*.

**I. Plural of Nouns.**—Write or spell the plural of the nouns.

1. Day,	<i>Days.</i>	3. Henry,	<i>Henrics.</i>
Army,	_____	Emily,	_____
Lady,	_____	Boy,	_____
Fly,	_____	Penny,	_____
Valley,	_____	Century,	_____
Fancy,	_____	Bounty,	_____
2. Duty,	_____	4. Journey,	_____
Balcony,	_____	Sky,	_____
Chimney,	_____	Key,	_____
Enemy,	_____	Study,	_____
Monkey,	_____	Beauty,	_____
Bay,	_____	Booby,	_____

**II. Sentences to be completed.**—Fill in the blank with a word that will complete the sense.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. Cotton, flour, hemp.             | 4. Copper, iron, steel.             |
| 2. Flax, gold, steel, tobacco.      | 5. Canvas, hair, tallow, wood.      |
| 3. Grapes, iron, milk.              | 6. Leather, men, rags, sulphur.     |
| 1. Cloth is made of <i>wool</i> .   | 4. Books are made of <i>paper</i> . |
| Wicks of candles are made of _____. | Pens are made of _____.             |
| Twine is made of _____.             | Nails are made of _____.            |
| Bread is made of _____.             | Cents are made of _____.            |
| 2. Bracelets are made of _____.     | 5. Desks are made of _____.         |
| Knives are made of _____.           | Mattresses are made of _____.       |
| Cigars are made of _____.           | Sails are made of _____.            |
| Linen is made from _____.           | Candles are made of _____.          |
| 3. Chains are made of _____.        | 6. Paper is made of _____.          |
| Cheese is made of _____.            | Boots are made of _____.            |
| Wine is made from _____.            | Matches are made of wood and _____. |
| Butter is made from _____.          | Armies consist of _____.            |

**III. Give the plural of the italicized nouns.**—Chase the *fly*.—The boys have gone down to the *valley*.—The man is telling a *story*.—Tell them they are not safe in the *city*.—They would be better in a *country* of Western Europe.—The *chimney* fell after the fire.—He admires the beauty of the *lily*.—The *monkey* came from Africa.—She has eaten the *berry*.—Give the child the *toy*.—You should not always yield to your *fancy*.—Have you overcome the *difficulty*?—Show me the *morning-glory*.—Did you see the *peony* in the garden?—Fill the *glass*.—Cut the *branch*.

**Oral Conjugation.**—*Indicative Future Perfect.*—I shall have had, thou wilt have had, he will have had; we shall have had, you will have had, they will have had.

## Literary Selection for Explanation and Study.

## THE GRAIN OF WHEAT.

Two young inhabitants of an island in the Pacific Ocean once found a grain of wheat on the deck of a ship lately arrived from Europe. "Wheat, undoubtedly, is a very useful plant," said the older of the two, "but what is the use of one grain?" and he disdainfully threw  
 5 it away. His more economical companion hastened to pick it up. The same evening he planted it, and bestowed upon it the most assiduous care. The first harvest produced about a thimbleful; the second, a cupful; and after the third, he distributed some grains  
 10 among his friends. Afterwards he not only gathered in abundant harvests, but he had the honor of introducing into his country a production that made a fortune for himself and his fellow-countrymen. Thus it is that those who do not allow themselves to be discouraged either by the dryness of study or the long expectation  
 14 of their productions, arrive at immense results.—*J. T.*

Oral statement. . . . .

---

 Literary Analysis.

1. PERSONAGES. Who are the speakers in this selection?
- TIME AND PLACE. Where does the conversation take place?
2. WORDS AND ACTIONS.
 

1.	What did the youths find?
2.	What did the older of the two say?
3.	What did the wisecrack then?
4.	What did his younger companion do after?
5.	What did he do with it?
6.	How much did it produce the first and the second harvest?
7.	What did he do after the third harvest?
3. RESULT. What were the results of this youth's industry?
- MORAL. What lesson does this piece impart to youth?

## Questions.

1. What is *wheat*?
2. What is made from *wheat*?
3. Where is the Pacific Ocean?
4. What is a *ship*?
5. What is the *deck of a ship*?
6. Where was the grain of wheat found?
7. What is Europe?
8. What is the opposite of *young*?
9. What are *inhabitants*?
10. What is an *island*?
11. What is the opposite of *useful*?
12. " " " *disdainfully*?
13. " " " *economical*?
14. " " " *hastened*?
15. " " " *evening*?
16. " " " *night*?
17. " " " *afternoon*?
18. " " " *midnight*?
19. What word might be used instead of *bestowed*?
20. What is the opposite of *assiduous*?
21. " " " *care*?
22. What is meant by *harvest* in this piece?
23. Has *harvest* any other meaning?
24. What is a *thimble*?
25. What is the meaning of *distribute*?
26. What is the opposite of *distribute*?
27. What is the meaning of *abundant*?
28. What is the opposite of *honor*?
29. What is the meaning of *introduce*?
30. For what word is *production* used (11th line)?
31. What is meant by *fortune* (11th line)?
32. What is the opposite of *fortune*?
33. " " " *discouraged*?
34. In what part of the United States is wheat produced in greatest abundance?
35. Classify the nouns of the first sentence into *proper* and *common*.
36. Of what person are all these nouns? Why? (41)
37. How many of them are plural? How is its plural formed? (46)
38. Name the words of two or more syllables in the second sentence.
39. Name the words of one syllable in the third sentence.
40. Mention the words of two syllables in the fourth sentence.
41. In the fifth sentence, name the words that contain two vowels.
42. Tell whether *w* or *y* is a vowel or a consonant in the words in which it occurs in the sixth sentence.—(12, 13)
43. What words of two syllables, in the seventh sentence, contain four or five consonants?
44. What words in the selection contain diphthongs? Say whether each is proper or improper.

45. Is there a triphthong in the selection?—(18, 23)  
 46. Name the words of the seventh sentence that have a final *e* silent.  
 —(14, 16)  
 47. What name is given to the letters *J. T.* at the end of the selection?  
 —(15)  
 48. What should be the form of the initials of proper names?

---

**Exercises in Phraseology and Composition.**

I. Tell the names of the substances of which the following articles may be made: a *penholder*, a *spoon*, *gloves*, a *vest*, a *bell*.

---

II. Where do the *lion*, the *fox*, the *rabbit*, *little birds*, the *cricket*, seek shelter?

---

III. Place at the end of the sentence the part given at the beginning in *Italics*, and make any other necessary changes.

*The outcome of good hearts* is gratitude.  
*The first commandment* is the love of God.  
*The happiness of the rich* is benevolence.  
*The sweetest of joys* is peace of heart.  
*The sign of a great soul* is patience.  
*The virtues of youth* are candor, docility, and simplicity.

---

**Exercise on Homophonous Words.**

- |              |          |        |          |
|--------------|----------|--------|----------|
| IV.—1. Bait. | 2. Base. | 3. Be. | 4. Bare. |
| Baize.       | Bass.    | Bee.   | Bear.    |
| Bate.        | Beer.    | Beach. | Berry.   |
| Bays.        | Bier.    | Beech. | Bury.    |

Where the dash occurs insert a suitable word taken from the above list.

1. He was induced to *bate* his expenses.  
 The fisherman put some \_\_\_\_\_ on the hook.  
 There are many large \_\_\_\_\_ in the United States.  
 The door was covered with green \_\_\_\_\_.

## Exercise on Homophonous Words.

2. You will find the —— drum at the —— of the pillar in the music-room.  
The corpse was laid on the ——.  
—— is a fermented liquor.
3. —— as diligent as the ——.  
Don't cut down that beautiful ——.  
The —— is covered with shells.
4. That —— is a heavy load for the huntsman to ——.  
The dog bit the boy's —— hand.  
—— that —— and a tree will grow from it.
- 

V. Write a LETTER TO YOUR PARENTS, giving them an account of what you are studying, and tell them how much you like your school. See *form of letter*, pp.

NOTE.—The Teacher should give the pupils some hints on letter-writing before assigning them the V. Exercise. He might require the pupils to write on letter-paper, enclose it in an envelope, and address it properly.

---

## Analysis and Parsing.

**Example.**—Wheat is a very useful plant.—Subj., *Wheat* (reason); pred., *is* (reason); att., *plant* (reason).

Require the pupils to distinguish the other parts of speech.

As a further exercise require the pupils to parse the examples under 39, 40, 41.

---

## Correction of Errors.

Lake ontario flows into the st. lawrence river.—The niagara falls are a wonderful place.—Tell them girls not to make so much noise.—Do you see them trees?—My cousins will be at our place next july.—o willie, what a frightful place!—Please, Sister, can i go home?—Me and her is in the same class.—Every girl must attend to their work.—I love the spring of the year cause daisies comes then.

50. The following nouns ending in *f*, change *f* into *v* and add *es* to form the plural: *beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, thief, wolf*; as, *beeves, calves*, etc.

51. The following nouns ending in *fe*, change *f* into *v* before adding *s*, to form the plural: *knife, life, wife*; as, *knives*.

I. Plural of Nouns.—Give the plural of the nouns.

1. Wife,	_____	3. Life,	_____
Calf,	_____	Leaf,	_____
Knife,	_____	Self,	_____
Beef,	_____	Shelf,	_____
Loaf,	_____	Wharf,	_____
2. Muff,	_____	4. Gulf,	_____
Proof,	_____	Dwarf,	_____
Handkerchief,	_____	Wolf,	_____
Half,	_____	Safe,	_____
Fife,	_____	Hoof,	_____

II. Sentences to be completed.—Tell what fruit the tree named produces.

1. Acorns, apples, hazel-nuts, oranges.
2. Currants, haws, mulberries, peaches, pears.
3. Cherries, dates, figs, sloes, sorbs.<sup>1</sup>
4. Chocolate, cocoa-nuts, grapes, lemons, plums.
  1. The chestnut-tree produces *chestnuts*  
The apple-tree produces \_\_\_\_\_.  
The oak produces \_\_\_\_\_.  
The orange-tree produces \_\_\_\_\_.  
The hazel produces \_\_\_\_\_.
  2. The pear-tree produces \_\_\_\_\_.  
The peach-tree produces \_\_\_\_\_.  
The hawthorn produces \_\_\_\_\_.  
The mulberry-tree produces \_\_\_\_\_.  
The currant-tree produces \_\_\_\_\_.
  3. The date-tree produces \_\_\_\_\_.  
The rowan-tree produces \_\_\_\_\_.  
The fig-tree produces \_\_\_\_\_.  
The black-thorn produces \_\_\_\_\_.  
The cherry-tree produces \_\_\_\_\_.
  4. The plum-tree produces \_\_\_\_\_.  
The lemon-tree produces \_\_\_\_\_.  
The vine produces \_\_\_\_\_.  
The cacao produces \_\_\_\_\_.  
The cocoa produces \_\_\_\_\_.

III. Write in the plural the words in *Italics*.—Divide the *loaf*—Give *proof*.—The *hoof* of the *horse* must be sore after running so far.—Skin the *calf*.—Put the *enemy* to flight.—What have the children done with the *toy*?—Send the *handkerchief* to the washing.—Close the doors of the *porch*.—They are visiting the *church*.—The *general* commanded the *army* to meet on the *plain*.

Oral Conjugation.—*Potential Present*.—I may be, thou mayst be, he may be; we may be, you may be, they may be.

1. Often in this country called *rowans*.

52. The following nouns form their plural thus:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Child,	Children.	Mouse,	Mice.
Foot,	Feet.	Ox,	Oxen.
Goose,	Geese.	Tooth,	Teeth.
Man,	Men.	Woman,	Women.

### I. Write or spell the words of this section in the singular.

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1. Teeth,    | _____ | 3. Oxen,  | _____ |
| Mice,        | _____ | Horses,   | _____ |
| Pianos,      | _____ | Feet,     | _____ |
| Geese,       | _____ | Moneys,   | _____ |
| Matches,     | _____ | Armies,   | _____ |
| 2. Children, | _____ | 4. Eyes,  | _____ |
| Women,       | _____ | Stomachs, | _____ |
| Ladies,      | _____ | Peaches,  | _____ |
| Potatoes,    | _____ | Folios,   | _____ |
| Skies,       | _____ | Trenches, | _____ |

II. Sentences to be completed.—Where the dash occurs, insert a proper noun that will complete the sense.

1. Abel, Isaac, Noe.      2. Goliath, Jerusalem, Job, Josue.  
3. Joseph, Clovis, France, Monica.

1. God punished Adam and *Eve* for their disobedience. Cain, moved by jealousy, killed his brother \_\_\_\_\_. \_\_\_\_\_ and his family were saved from the deluge. God rewarded the fidelity of Abraham by giving him a son whom he named \_\_\_\_\_.
2. In the midst of his afflictions \_\_\_\_\_ manifested resignation and patience. \_\_\_\_\_ led the Israelites into the Promised Land. David knocked down \_\_\_\_\_ with a stone from his sling. Solomon had the honor of building the temple of \_\_\_\_\_.
3. St. \_\_\_\_\_ is the patron of the United States. By the prayers of his mother, St. \_\_\_\_\_, St. Augustine was converted. \_\_\_\_\_ was the founder of the French monarchy. By his wisdom, St. Louis was the happiness of \_\_\_\_\_.

III. Write in the plural the words in *Italics*.—Keep your *vow* faithfully.—Feed the *goose*.—Cook the *peach*, *potato*, *turnip*, *carrot*.—The cat is running after the *rat*, the *mouse*.—Page the *folio*.—Tie the *horse* in the *stable*.—Send the *handkerchief* to the laundry.—What has become of the *plough* and the *harrow*?—Where have you left the *rake*? In the *barn*.

Oral Conjugation.—*Potential Present*.—I may have, thou mayst have, he may have; we may have, you may have, they may have.



53. The names of things weighed or measured are generally used in the singular number only ; as, *flour, ale, rye, barley, tea,*<sup>1</sup> etc.

54. *Alms, mathematics, and news* are used in the singular only.

55. Some nouns are used in the plural only. The most ordinary are : *Annals, ashes, bellows, billiards, bowels, compasses, entrails, measles, oats, pants,*<sup>2</sup> *pincers, scissors, snuffers, thanks, tongs, trousers, vespers, wages.*

**I. Numbers of Nouns.**—Indicate orally or by means of the letters *s.* or *p.* whether the nouns of this section are used in the singular or plural.

1. Wages, <i>p.</i>	2. Rice, <i>s.</i>	3. Thanks, <i>p.</i>	4. Billiards, <i>p.</i>
Alms,	Sugar,	Scissors,	Tongs,
Barley,	Oats,	Wheat,	News,
Rye,	Mathematics,	Potatoes,	Pincers,
Annals,	Measles,	Parsley,	Raisins,

**II. Sentences to be completed.**—Replace the dash with a suitable word from the list given.

1. Hammer, pencils, reins, stones, thread.
2. Docility, exercise, good, prayer, sacraments, virtuous, work.

1. Powder and *shot* are used to kill game.  
A needle and ——— are used to embroider.  
A bridle and ——— are used to drive a horse.  
To build a wall, mortar and ——— are used.  
To paint a picture, paints and ——— must be used.  
To flatten iron, an anvil and a ——— must be used.
2. To be loved, we must be meek and ———.  
To persevere in virtue, a Christian must have recourse to ——— and the ———.  
To be a good son, respect and ——— must be practiced.  
To enjoy good health, we must practice sobriety and take ———.  
To learn, time and hard ——— are necessary.  
To be a good friend, one must be devoted and ———.

**III. Write the italicized nouns in the singular.**—The *armies* left the field.—Show me your *sugars*.<sup>1</sup>—Attend to your *children*.—Love your *duties*.—Obey the *laws*.—Look at the *monkeys* climbing the *trees*.—Give the *fans* to the *ladies*.—Light the *torches*.—Tune the *pianos*.—Mend the *shoes*.—Drive the *oxen*.—Eat the *tomatoes*.—Cover the *boxes*.—Assist at *Masses*.—Give me the *matches*.—Spread the *ashes*.

**Oral Conjugation.**—*Potential Past.*—I might be, thou mightst be, he might be; we might be, you might be, they might be.

1. In some constructions, such words as *tea, ale, etc.*, may be used in the plural; as, *How many kinds of teas have you?*—*Show me your ales.* 2. A popular abbreviation of *pantaloons*.

56. The plural of **Compound Nouns** is formed by varying the principal word; as, *step-son*, *step-sons*; *brother-in-law*, *brothers-in-law*.

57. **Compound Nouns** ending in *ful* follow the general rule; as, *mouthful*, *mouthfuls*; *spoonful*, *spoonfuls*.

58. Some nouns are alike in both numbers; as, *deer*, *sheep*, *swine*.

58a. Letters of the alphabet, figures, and signs form their plural by adding to them an apostrophe and an *s*; as, “*Dot your i’s*, *cross your t’s*; *don’t make your +’s like ×’s*.”

### I. Plural of Nouns.—Give the plural of the nouns of this section.

1. Father-in-law,	_____	2. Deer,	_____
Step-daughter,	_____	Salmon,	_____
Son-in-law,	_____	Trout,	_____
Cousin-german,	_____	Cupful,	_____
Spoonful,	_____	Daughter-in-law,	_____
Glassful,	_____	Account-book,	_____

### II. Sentences to be completed.—Where the dash occurs insert a noun that will complete the sense.

1. Salmon, spoonful, step-father.
2. Account-books, deer, fishes, glassfuls.

1. The sons or daughters of brothers or sisters are called *cousins-german*.

Put a \_\_\_\_\_ of sugar into his tea.

The fisherman caught \_\_\_\_\_.

A step-daughter should be respectful towards her \_\_\_\_\_.

2. The \_\_\_\_\_ with long antlers was shot by the huntsman.

He drank two \_\_\_\_\_ of water.

A good book-keeper has his \_\_\_\_\_ always in order.

Our Lord fed five thousand persons with five loaves and two \_\_\_\_\_.

III. Write in the plural the nouns in *Italics*.—Give the children a *holiday*.—The cat killed the *mouse*.—Smoke is coming from the *chimney*.—The huntsman has killed the *deer*.—Give the *lady* the *seat*.—Light the *match*.—The *boy* killed the *fox*.—Did you see the *lynx*?—Look at the *lass* playing.—The *woman* fled immediately.—They drank the milk that was in the *glass*.—The *daughter-in-law* went to the concert.—The *book-keeper* closed the accounts.—Give him the *tomato* and the *turnip*.—Put the *rice* into the pot.—Have you any *view*?—What have you done with the *billiards*?—Tune the *piano*.—Invite the *cardinal*.

**Oral Conjugation.**—*Potential Past*.—I might have, thou mightst have, he might have; we might have, you might have, they might have.

## Literary Selection for Explanation and Study.

## MIGHT AND RIGHT.

A Heifer, her sister, the Sheep, and a Goat,  
 With the lord of the manor, a Lion of note,  
 In days of yore, a paction swore,  
 To join their store, be the same less or more,  
 5 And their losses and gains to divide by four.  
 A deer was caught in the snares of the Goat,  
     Who immediately sends  
     To summons his friends ;  
 They willingly come on their prey to gloat.  
 10 The Lion began on his nails to count;  
     He held up his paw,  
     And laid down the law,  
 Deciding in quarters to send it out.  
 In so many pieces he shared the prey :  
 15 " I hold the *first*," he cried, " as lord ;  
 It belongs to my title, and none dare say,  
 Upon that score, an objecting nay ;  
 The *second* too—to me as my due,  
 Does the right of my strength allot ;  
 20 The *third* I claim in my valor's name,  
     Be wise, and dispute it not ;  
 If you dare so much as the *fourth* to touch,  
     I'll strangle you on the spot."

Oral statement.....

---

 Literary Analysis.

- |                       |  |
|-----------------------|--|
| 1. PERSONAGES.        | Who are the actors in this selection ?   |
| TIME AND PLACE.       | When and where did the event take place ?  |
| 2. WORDS AND ACTIONS. | { 1. To what did the company agree ?<br>{ 2. With what good fortune did the goat soon meet ?<br>{ 3. Who was the chief actor at the meeting ?<br>{ 4. On what claim did he say he was entitled to the <i>first</i> quarter ? The <i>second</i> ? The <i>third</i> ?<br>{ 5. With what threat did he take the <i>fourth</i> ? |
| 3. RESULT.            | What did the lion gain by the compact and by his own superior strength ?   |
| MORAL.                | What lesson may be derived from this fable ?   |

## Questions.

1. What is the meaning of *the lord of the manor* in this place?
  2. What title is given to the lion?
  3. Why this name?
  4. What is the meaning of *manor*?
  5. What is meant by *a lion of note*?
  6. Express the third line in other words.
  7. What is meant by *to join their store*?
  8. What is a *deer*? What is his flesh called?
  9. What is a *snare*?
  10. Express the eighth line otherwise.
  11. What is *prey*?
  12. What other word has the same meaning as *gloat*?
  13. What is the proper name for the *nails* of the lion?
  14. Why did the others allow the lion to decide?
  15. What is the meaning of *decide*?
  16. Use another word for *share*.
  17. Why did the lion say he would divide it in quarters?
  18. Why did the lion take all?
  19. What is a *title*?
  20. What is the meaning of *dare*?
  21. What is the meaning of *score* in this place? (17th line)
  22. What is the meaning of *nay*?
  23. What word might be used in place of *too*?
  24. Express the eighteenth and nineteenth lines differently.
  25. What words might be used instead of *valor*?
  26. Why did he say: *Be wise and dispute it not*?
  27. What is the meaning of *dispute*?
  28. Express the meaning of the last two lines in other words.
- 
29. Mention the nouns in the first five lines.
  30. How many of these are in the plural number?
  31. Why add *s* only for the plural of *day*?—(46, 49)
  32. Why add *es* to form the plural of *loss*?—(47)
  33. Name the words of more than two syllables from the 6th line to the 10th inclusive.
  34. Name the words of two syllables from the 11th line to the 15th inclusive.
  35. From the 16th line to the 20th, name the monosyllables that contain three consonants.
  36. For what are the marks used before the 15th line?
  37. What name is given to these marks (“ ”)?
- 

## Exercises in Phraseology and Composition.

I. Give the names of objects that are sold by a *confectioner*, a *hatter* and *furrier*, a *fruiterer*, an *upholsterer*, a *stationer*, a *haberdasher*, a *grocer*, a *mercier*.

II. Tell on what the following animals feed: the *tiger*, the *bee*, the *pigeon*, the *swallow*, the *squirrel*, the *sheep*, the *nightingale*, the *shark*.

III. Transfer to the end of the sentence the portion given at the beginning in *Italics*.

*The queen of virtues* is charity.

*The mother of vice* is sloth.

*The most odious of vices* is ingratitude.

*One of the virtues of the well-bred child* is love for his family.

*The capital of the Christian world* is Rome.

Exercise on Homophonous Words.

- |              |          |           |          |
|--------------|----------|-----------|----------|
| IV.—1. Beat. | 2. Boar. | 3. Braid. | 4. Cain. |
| Beet.        | Board.   | Brayed.   | Cane.    |
| Berth.       | Bore.    | Buy.      | Cannon.  |
| Birth.       | Bored.   | By.       | Canon.   |

Where the dash occurs insert a suitable word from the above list.

- The *berth* I slept in last night is narrow.  
She was blind from her ———.  
The gardener sold a ——— that weighed two pounds.  
The Puritan will ——— the Genesta at the yacht-race.
- a hole in the nose of that ———.  
The carpenter ——— a hole in the ———.
- Catharine sewed on the ———.  
The ass ———.  
——— me a pony.  
James was beaten ——— John.
- was cursed by God.  
That man's ——— is black.  
The fort is surmounted with ———.  
A ——— is a rule or law.

V. Write a composition about the BLACKBOARD.

Analysis and Parsing.

EXAMPLES.—His two daughters-in-law went to the concert.—Subj., *daughters-in-law*; pred., *went*.

Correction of Errors.

The calfs were hurted by the wolfs.—The cat killed them two mouses.—Can Alexander and I go home early to-day?—The pianoes is out of tune.—There was twenty folioes tore out of them copies.—Give the poor man a alms.—What are the news to-day? The cousin Germans met their brother in laws.—Can't I have it when I get done?—I am real glad you come yesterday.—Put two spoonsful of sugar in your tea.

59. **Genders**, in Grammar, are modifications that distinguish objects in regard to sex.

60. There are three genders: the *Masculine*, the *Feminine*, and the *Neuter*.

61. The **Masculine Gender** is that which denotes persons and animals of the male sex; as, *man*, *horse*.

62. The **Feminine Gender** is that which denotes persons and animals of the female sex; as, *woman*, *cow*.

63. The **Neuter Gender** is that which denotes objects that are neither male nor female; as, *stone*, *water*.

**I. Genders.**—State orally or by means of the letters *m.*, *f.*, or *n.*, whether the noun is masculine, feminine, or neuter.

- |  |  |   |
|--|--|---|
| 1. President, <i>m.</i><br>Queen,<br>General,<br>Captain,<br>Nephew, | 3. Dressmaker, <i>f.</i><br>Milliner,<br>Embroiderer,<br>Lion,<br>Hen, | 5. Horse, <i>m.</i><br>Mistress,<br>House,<br>Knowledge,<br>Duck, |
| 2. Judge,<br>Lady,<br>Countess,<br>Princess,<br>Tailor,              | 4. Tiger,<br>Cat,<br>Word,<br>Science,<br>Peacock,                     | 6. Mare,<br>Mason,<br>Problem,<br>Stove,<br>Tongue.               |

**II. Sentences to be completed.**—Where the dash occurs insert a word that will complete the sense.

- |  |   |
|--|---|
| 1. Authorities, country, favors.   | 3. Age, poor, promises.   |
| 2. Calculations, evil, law, obedience.   | 4. Duties, masters, polite, sloth.  |
| 1. Be attentive to your <i>lessons</i> .<br>Be submissive to the civil _____.<br>Be devoted to your _____.<br>Be thankful for _____. | 3. Resist <i>pride</i> .<br>Honor old _____.<br>Give to the _____.<br>Be faithful to your _____.                |
| 2. Renounce _____.<br>Be submissive to the _____.<br>Be prompt in your _____.<br>Be punctual to _____.                               | 4. Obey your _____.<br>Be faithful to your _____.<br>Do not give way to _____.<br>Be always obliging and _____. |

**III. Indicate the gender of the nouns by placing (*m.*), (*f.*), or (*n.*) after each.**—Constant labor is rewarded.—The orphan is worthy of pity.—The innocent child is blessed by God.—A fault acknowledged is half pardoned.—Labor conquers all things.—The dove is the emblem of simplicity.

**Oral Conjugation.**—*Potential Perfect.*—I may have been, thou mayst have been, he may have been; we may have been, you may have been, they may have been.

64. The sexes are distinguished in three ways :—

I.—Distinction of Sex by Different Words.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bachelor,	Maid.	Landlord,	Landlady.
Boy,	Girl.	Lord,	Lady.
Brother,	Sister.	Man,	Woman.
Buck,	Doe.	Master,	Mistress.
Bull,	Cow.	Master,	Miss.
Cock,	Hen.	Mister (Mr.),	Mistress or
Drake,	Duck.		Missis (Mrs.).
Earl,	Countess.	Nephew,	Niece.
Father,	Mother.	Papa, <sup>1</sup>	Mamma. <sup>1</sup>
Friar or Monk,	Nun.	Ram,	Ewe.
Gander,	Goose.	Sir,	Madam.
Gentleman,	Lady.	Son,	Daughter.
Hart,	Roe.	Stag,	Hind.
Horse,	Mare.	Steer,	Heifer.
Husband,	Wife.	Uncle,	Aunt.
King,	Queen.	Widower,	Widow.
Lad,	Lass.	Wizard,	Witch.

I. **Genders.**—Give the masculine.—*This exercise should be performed orally with the books closed.*

1. Goose,	_____	3. Hen,	_____
Niece,	_____	Roe,	_____
Heifer,	_____	Wife,	_____
Mare,	_____	Ewe,	_____
2. Missis,	_____	4. Doe,	_____
Lady,	_____	Countess,	_____
Witch,	_____	Queen,	_____
Mistress,	_____	Duck,	_____

II. **Indicate the gender of the nouns.**—He stabbed the hart with a dagger.—Do you see the ewe?—The heifer is grazing in the meadow.—The witch is telling the young man his fortune.—The ducks are swimming in the pond.—The bull was goring the dog.—The nun is reciting the rosary.—The landlady is visiting her tenants.—He has gone to see his aunt.

**Oral Conjugation.**—*Potential Perfect.*—I may have had, thou mayst have had, he may have had ; we may have had, you may have had, they may have had.

1. Often abbreviated to *Pu, Ma.*

## 65. II.—Distinction of Sex by Different Terminations.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot,	Abbess.	Marquis,	Marchioness.
Actor,	Actress.	Negro,	Negress.
Baron,	Baroness.	Patron,	Patroness.
Bridegroom,	Bride.	Prior,	Prioress.
Count,	Countess.	Prophet,	Prophetess.
Czar,	Czarina.	Protector,	Protectress.
Duke,	Duchess.	Prince,	Princess.
Emperor,	Empress.	Shepherd,	Shepherdess.
Governor,	Governess.	Songster,	Songstress.
Hero,	Heroine.	Tailor,	Tailoress.
Heir,	Heiress.	Tiger,	Tigress.
Lion,	Lioness.	Waiter,	Waitress.

I. **Genders.**—Give the masculine.—*This exercise should be performed orally or on copies with books closed, the Teacher dictating.*

- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. Widow,   | _____ | 2. Heroine, | _____ |
| Duchess,    | _____ | Bride,      | _____ |
| Songstress, | _____ | Lioness,    | _____ |
| Negress,    | _____ | Czarina,    | _____ |
| Tailoress,  | _____ | Heiress,    | _____ |
| Princess,   | _____ | Governess,  | _____ |

II. **Sentences to be completed.**—Where the dash occurs insert a word that will complete the sense.

- President, negro, Cardinal, Prince
- Duke, Emperor, prior, Prophet.

- She was *heiress* to her father's estate.  
The \_\_\_\_\_ comes originally from Africa.  
The first \_\_\_\_\_ was George Washington.  
\_\_\_\_\_ Gibbons is a \_\_\_\_\_ of the Catholic Church.
- The \_\_\_\_\_ of Magenta was President of France.  
The \_\_\_\_\_ Napoleon I. died on the Island of St. Helena.  
The \_\_\_\_\_ of the monastery has grown gray in God's service.  
The \_\_\_\_\_ Elias is not yet dead.

III. **Change into the feminine the nouns that are italicized.**—The *bridegroom* was sitting in the carriage.—The *tiger* is a fierce animal.—The *shepherd* is tending the sheep.—The *hero* is worthy of honor.—The *baron* is visiting the estate.—The *patron* is kind and obliging.

**Oral Conjugation.**—*Potential Pluperfect.*—I might have been, thou mightst have been, he might have been; we might have been, you might have been, they might have been.



66. III.—The sex is sometimes distinguished by using a word of the masculine or feminine gender before the noun.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
<i>Buck-rabbit,</i>	<i>Doe-rabbit.</i>	<i>Male-child,</i>	<i>Female-child.</i>
<i>Cock-sparrow,</i>	<i>Hen-sparrow.</i>	<i>Man-servant,</i>	<i>Maid-servant.</i>
<i>He-goat,</i>	<i>She-goat.</i>	<i>Male-descend-</i> <i>ants,</i>	<i>Female-descend-</i> <i>ants.</i>

I. **Genders.**—Give the masculine.—*This exercise should be performed orally or on copies with the books closed, the Teacher dictating.*

1. Female-descend- ants. _____	3. Hen-sparrow, _____
Nun, _____	She-goat, _____
Shepherdess, _____	Maid-servant, _____
Doe-rabbit, _____	Princess, _____
Protectress, _____	Governess, _____
2. Lass, _____	4. Empress, _____
Madam, _____	Aunt, _____
Goose, _____	Miss, _____
Witch, _____	Heifer, _____
Countess, _____	Widow, _____

II. **Sentences to be completed.**—Where the dash occurs insert a word that will complete the sense.

1. Presidents, she goat, man-servant.
2. Abbot, cock-sparrow, doe-rabbit, heir, monastery, Prince.

1. The *witch* told the young man his fortune.  
There is a \_\_\_\_\_ grazing on the hill.  
The \_\_\_\_\_ (groom) is harnessing the horse.  
Grover Cleveland was one of the most popular \_\_\_\_\_ of the United States.

2. The \_\_\_\_\_ of Wales is \_\_\_\_\_ to the crown of England.  
A \_\_\_\_\_ has run into the burrow.  
Did you see the \_\_\_\_\_ on the branch of the tree?  
The \_\_\_\_\_ has just admitted a postulante into the \_\_\_\_\_.

III. **Change the italicized nouns into the masculine.**—A *ewe* is grazing in the meadow.—The *countess* is driving in the barouche.—The *czarina* has gone to Moscow.—The *lady* is out riding.—The *negress* has gone to Africa.—The *actresses* are going to play "St. Louis in Chains" this evening.—The *roe* is lying under a tree.—The *hind* is on the mountain.—The *female-child* is lost.—The *hen-sparrow* has flown into the woods.—The *protectress* of the orphans will visit them to-morrow.—The *empress* is dying.—The *duchess* is singing.

**Oral Conjugation.**—*Potential Pluperfect.*—I might have had, thou mightst have had, he might have had; we might have had, you might have had, they might have had.

## Literary Selection for Explanation and Study.

## THE WILL OF GOD.

I worship Thee, sweet Will of God !  
 And all Thy ways adore,  
 And every day I live, I seem  
 To love Thee more and more.

5           When obstacles and trials seem  
           Like prison walls to be,  
 I do the little I can do,  
           And leave the rest to Thee.

10           He always wins who sides with God,  
           To him no chance is lost ;  
 God's will is sweetest to him when  
           It triumphs at his cost.

15           Ill that He blesses is our good,  
           And unblest good is ill ;  
 And all is right that seems most wrong,  
           If it be His sweet will. —*F. W. Faber*, (1814–1863.)

Oral statement.....

---

**Literary Analysis.**

- |   |   |   |   |  |                                       |
|---|---|---|---|--|---------------------------------------|
| 1. PERSONAGES.                                      | Who is the speaker in this selection?   |   |   |  |                                       |
| TIME AND PLACE.                                     | When and where does the Christian give such testimony of his reverence for his Creator?   |   |   |  |                                       |
| 2. WORDS AND ACTIONS.                               | <table border="0" style="border-left: 1px solid black; border-right: 1px solid black;"> <tr> <td style="padding-left: 10px;">1. What does the Christian say in the first stanza?</td> </tr> <tr> <td style="padding-left: 10px;">2. What does he say in the second stanza?</td> </tr> <tr> <td style="padding-left: 10px;">3. What does he say in the third stanza?</td> </tr> <tr> <td style="padding-left: 10px;">4. What is said in the fourth stanza?</td> </tr> </table> | 1. What does the Christian say in the first stanza? | 2. What does he say in the second stanza? | 3. What does he say in the third stanza? | 4. What is said in the fourth stanza? |
| 1. What does the Christian say in the first stanza? |   |   |   |  |                                       |
| 2. What does he say in the second stanza?           |   |   |   |  |                                       |
| 3. What does he say in the third stanza?            |   |   |   |  |                                       |
| 4. What is said in the fourth stanza?               |   |   |   |  |                                       |
| 3. RESULT.  | What result does the Christian obtain who conforms himself entirely to the will of God?   |   |   |  |                                       |
| MORAL.  | What lesson does this piece teach us?   |   |   |  |                                       |

1. What does the first line contain?
2. What is meant by a *moral*?
3. What is the meaning of *worship* in this place?
4. Why is the first letter of *Thee* a capital?
5. What is the name of the punctuation mark at the end of the first line?
6. What is the meaning of *seem*?
7. In the fourth line, *Thee* represents what word?
8. Give words having nearly the same meaning as *obstacles* and *trials*.
9. What is a *prison*?
10. What is the opposite of *always*?
11. " " " *wins*?
12. " " " *sides* (9th line)?
13. What is the meaning of *chance*?
14. What is the opposite of *lost*?
15. Change *no* and *lost* in the tenth line without altering the meaning?
16. Change *when* in the eleventh line without altering the sense.
17. What is the meaning of *triumphs* (12th line)?
18. What word conveys about the same meaning as *cost*?
19. Give two or three words conveying about the same meaning as *ill*.
20. Change the fourteenth line, using two words instead of *unblest*, but conveying the same meaning.
21. In the fifth line, use another word for *seem*.
22. Would it spoil the poetry to use *appear* instead of *seem*?
23. Why?

- 
24. Mention the nouns of the neuter gender in the first stanza.
  25. Why is *s* only added to form the plural of *way*, *day*?—(46, 49)
  26. Name the plural nouns of the second stanza.
  27. Why is the plural of these nouns formed by adding *s* only?—(46)
  28. Point out the words of two syllables in the third stanza.
  29. Point out the words that contain diphthongs in the fourth stanza.
  30. Is *w* a vowel or a consonant in the words in which it occurs in the 4th stanza?
  31. How many proper nouns are there in the selection?

---

### Exercises in Phraseology and Composition.

I. Give the names of several things that may be called *drinks*, *vegetables*, *flowers*, *fishes*, *trees*, *quadrupeds*, *diseases*.

---

II. Tell by whom the following implements are used: a *sword*, a *spade*, a *pick*, a *shovel*, a *plough*, a *sickle*, a *scythe*.

III. Place at the end of the sentence the words given at the beginning in *Italics*, and make any other necessary changes.

*Among the wicked* it is not easy to remain good.  
*During the day* raise your heart to God often.  
*The parent of idleness* is sloth.  
*By perseverance* obstacles are overcome.  
*For their industry* the Americans are remarkable.

### Exercise on Homophonous Words.

IV.—1. Canvas.	2. Ceiling.	3. Cellar.	4. Clause.
Canvass.	Cell.	Choir.	Claws.
Ceil.	Sealing.	Quire.	Close.
Seal.	Sell.	Seller.	Clothes.

Where the dash occurs insert a suitable word taken from the above list.

1. Did he *canvass* the city at the last elections?  
 Sails are made of \_\_\_\_\_.  
 \_\_\_\_\_ the room with plaster.  
 \_\_\_\_\_ that letter before posting it.
2. The lamp hangs from the \_\_\_\_\_.  
 \_\_\_\_\_ wax was formerly used for \_\_\_\_\_ all letters.  
 The hermit is praying in his \_\_\_\_\_.  
 Did he \_\_\_\_\_ the horse?
3. That \_\_\_\_\_ of old wares lives in a \_\_\_\_\_.  
 The organist brought a \_\_\_\_\_ of music paper to the \_\_\_\_\_.
4. Parse the first \_\_\_\_\_.  
 A cat has \_\_\_\_\_.  
 \_\_\_\_\_ the door.  
 Brush your \_\_\_\_\_.

V. Write a composition on DUTIES TO ONE'S SELF.

### Correction of Errors.

mr. and mrs. Robinson has came to America.—Did you see the governor at the exhibition?—Them two girls are very like to each other.—We were learning the hanoverian period of english history.—I haven't done nothing.—I seen him at the fair.—The teacher divided the premiums between four boys.—I didn't mind him.

### Analysis and Parsing.

EXAMPLE.—The Emperor and the Empress have gone to the White Mountains.

Subj., *Emperor* and *Empress*; pred., *have gone*.

67. **Cases**, in Grammar, are modifications that distinguish the relations of nouns and pronouns to other words.

68. There are three Cases: the *Nominative*, the *Possessive*, and the *Objective*.

69. The **Nominative Case** is that form or state of a noun or pronoun which usually denotes the subject of a finite verb; as, “**Solomon succeeded David.**”—“**I play.**”

70. **How to find the Nominative.**—The **Subject** of a *finite* verb is that which answers to the question with *who* or *what* before the verb; as, “Solomon succeeded David.” *Who* succeeded David? *Solomon.*—“I play.” *Who* plays? *I.*—“The table was struck.” *What* was struck? *The table.*—*Solomon, I, and table* are in the nominative case.

**I. Nominative Case.**—Where the dash occurs insert a suitable nominative.

1. Child, courage, happiness, people.
2. Christian, person, prayer, pupils, youth.

1. The ungrateful *son* is the shame and affliction of his family.  
Charitable —— are blessed by God and men.  
Eternal —— is the reward of a holy life.  
Christian —— begets heroic devotedness.  
The well-bred —— never acts impolitely.
2. Laborious —— is the best preparation for happy old age.  
—— draws down upon us the divine blessing.  
The true —— follows the law of the Gospel.  
The quarrelsome —— is never liked.  
—— should prepare their home lessons well.

**II. Underline the Nominatives.**—Coaches, carriages, wagons, gigs, barouches, buggies, chaises, gladstones, and clarences may be seen at the coach-maker's.—Saddles, bridles, blinkers, reins, traces, stirrups, spurs, halters, whips, breeching, and whole sets of harness are sold by the saddler.—The wheelwright makes wheels, carts, wagons, wheelbarrows, and buckboards.—The axle-tree of the wagon and the spokes of the wheels are broken.—The jockey has an excellent Kentucky horse, a Mexican mule, and a lazy ass.—The veterinarian is a doctor who attends to the diseases of cattle.

**Oral Conjugation.**—*Subjunctive Present.*—If I be, if thou be, if he be; if we be, if you be, if they be.

71. The **Possessive Case** is that form or state of a noun or pronoun which usually denotes the relation of property; as, *the boy's book*; *my book*.

72. The possessive case of nouns is formed, in the singular, by adding an *apostrophe* and an *s* to the nominative; as, *the man's coat*; *my brother-in-law's farm*; *the President's mansion*; *the Czar of Russia's mandate*; *Jones & Brown's bookstore*.

73. When the nominative plural ends in *s*, the apostrophe alone is added to form the possessive; as, *the ladies' fans*.

74. When the nominative plural does not end in *s*, the possessive case is formed in the same manner as the singular; as, "**Children's toys are precious to them.**"

### I. Possessives.—Give the possessive.

1. Man,	_____	3. Church,	_____
Day,	_____	Ladies,	_____
Heresy,	_____	Flies,	_____
Hero,	_____	Men,	_____
Volcano,	_____	Churches,	_____
Arch,	_____	Volcanoes,	_____
2. William,	_____	4. Echoes,	_____
Thief,	_____	Mary,	_____
Woman,	_____	Women,	_____
Stomach,	_____	Buffaloes,	_____
Ox,	_____	Torches,	_____
Army,	_____	Children,	_____

II. Sentences to be completed.—Where the dash occurs insert a noun in the possessive case that will complete the sense.

1. Hero, thief, volcano.

2. Henry, ladies, men, torch.

1. *Frederick's* dog caught a rabbit in the woods.  
The palm of victory is the \_\_\_\_\_ reward.  
Listen to the \_\_\_\_\_ roar.  
The gallows is often the \_\_\_\_\_ punishment.

2. Look at the \_\_\_\_\_ glare.  
The robber stole the \_\_\_\_\_ hats.  
Bring the \_\_\_\_\_ fans with you.  
\_\_\_\_\_ hat has fallen into the river.

III. Express the phrases in *Italics* by using the noun in the possessive case.—The improvement of *the pupil* is the object of *the master*.—Where are the gloves of *the lady*?—The toys of *the children* are lost.—The arms of *the soldier* are a rifle and a bayonet.—The hat of *Lucy* is spoiled.—The cousin of *Samuel* killed a snake in the woods.—John found the book of *Ann* in the street.—Michael has cut the finger of *Thomas*.—The sweep has reached the top of *the chimney*.—Respect the flag of *your country*.—The antlers of *the deer* were broken.—The spire of *the church* is high.

Oral Conjugation.—*Subjunctive Present*.—If I have, if thou have, if he have; if we have, if you have, if they have.

75. The **Objective Case** is that form or state of a noun or pronoun which usually denotes the object of a verb, participle, or preposition ; as, “Cain killed Abel.”—“Seeing the danger, he avoided it.”—“David was succeeded by Solomon.”

76. **How to find the Objective.**—The **Object** of a verb, participle, or preposition answers to the question with *whom* or *what* after it ; as, “Cain killed Abel.” Cain killed *whom*? Abel.—“Seeing the danger, he avoided it.” Seeing *what*? The danger. He avoided *what*? It.—“David was succeeded by Solomon.” David was succeeded by *whom*? By Solomon.—*Abel, danger, and Solomon* are in the objective case.

I. **Cases.**—Where the dash occurs insert a noun that will complete the sense.

1. Answer, child, nightingale.
2. Boys, men, pieces, reading.
3. Birds, quicksilver, river, Saint Peter.

1. A suit of new *clothes* gives pleasure to a boy.  
It gives a —— great pleasure to see his parents again.  
A witty —— is full of charms.  
The —— sings sweetly.

2. Avoid dangerous ——.  
The —— caught a squirrel in the hedge.  
Wicked —— do not have good thoughts.  
This slate is broken into ——.

3. On a summer morning the —— warble their sweet songs of gratitude.  
They crossed the —— and marched on rapidly.  
—— was discovered in Idria, in Austria.  
—— was the first Pope.

II. **Point out the nominatives and the objectives.**—*Do the same exercise on slates or copies, drawing one line under the nominative case, and two lines under the objective case.*—Henry loves his mother.—Grammar is an important study.—Bees make honey, and lay it up in hives.—Sarah and Jane love their teacher.—Catharine met Charles.—Henry and Frederick caught two birds.—The first letter of every proper noun should be a capital.—Write your address on your slate.

**Oral Conjugation.**—*Subjunctive Past.*—If I were, if thou were, if he were, if we were, if you were, if they were.

77. The **Declension** of a noun is the regular arrangement of its numbers and cases.

EXAMPLES OF DECLENSION.

*Singular.*

<i>Nom.</i>	Yard,	Box,	Man,	Sky,	Glass,
<i>Poss.</i>	Yard's,	Box's,	Man's,	Sky's,	Glass's,
<i>Obj.</i>	Yard ;	Box ;	Man ;	Sky ;	Glass ;

*Plural.*

<i>Nom.</i>	Yards,	Boxes,	Men,	Skies,	Glasses,
<i>Poss.</i>	Yards',	Boxes',	Men's,	Skies',	Glasses',
<i>Obj.</i>	Yards.	Boxes.	Men.	Skies.	Glasses.

**I. Cases.**—Where the dash occurs insert a noun that will complete the sense.

1. Children, men, monkey.                      2. Calves, foxes, gentlemen, spider.  
3. Antlers, deer, flies, oxen, pencils.

1. Do not stand on the *lady's* dress.  
Did you see the —— red cap?  
Tell the brave —— the victory is won.  
Two —— hats were lost in the crowd.
2. Several —— dressed in black, passed down the street.  
The —— holes are well secured.  
—— feet are piled up at the glue factory.  
A —— web is hanging over the window.
3. —— wings are very thin and light.  
Two —— heads were brought in.  
Are not deer's —— longer than —— horns?  
The —— on the desks are not sharp enough for writing.

**II. Draw one line under the nominative and two lines under the objective.**

THE ASS AND THE FOX.

An Ass and a Fox having made an alliance, went out into the fields to hunt. They met a Lion on the way. The Fox, seeing the impending danger, went up to the Lion, and whispered that he would betray the Ass into his power, if he would do him no harm. The Lion having agreed to do so, the Fox contrived to lead the Ass into a snare. The Lion no sooner saw the Ass secured, than he fell at once upon the Fox, reserving the other for his next meal.

What is the moral of this fable? . . . . . What is a fable?

**Oral Conjugation.**—*Subjunctive Past.*—If I had, if thou had, if he had ; if we had, if you had, if they had.



## Literary Selection for Explanation and Study.

## THE DOG AND THE CAT.

A dog and a cat, messmates for life,  
 Were often falling into strife,  
 Which came to scratching, growls, and snaps,  
 And spitting in the face, perhaps.

5 A neighbor dog once chanced to call,  
 Just at the outset of their brawl,  
 And thinking Tray was cross and cruel,  
 To snarl so sharp at Mrs. Mew-well,  
 Growled rather roughly in the ear.

10 "And who are you to interfere?"  
 Exclaimed the cat, while in his face she flew,  
 And as was wise, he suddenly withdrew.

It seems, in spite of all his snarling,  
 And hers, that Tray was still her darling.

—Wright (1804—).

Oral statement.....

---

 Literary Analysis.

- |                       |  |   |  |                                     |  |
|-----------------------|--|---|--|-------------------------------------|--|
| 1. PERSONAGES.        | What is the subject of this fable?   |   |  |                                     |  |
| TIME AND PLACE.       | When and where did the quarrel take place?   |   |  |                                     |  |
| 2. WORDS AND ACTIONS. | <table border="0"> <tr> <td rowspan="3" style="font-size: 3em; vertical-align: middle;">{</td> <td>1. In what were the dog and cat often engaged?</td> </tr> <tr> <td>2. What did a neighbor dog once do?</td> </tr> <tr> <td>3. What did the cat say to the intruder?</td> </tr> </table> | { | 1. In what were the dog and cat often engaged? | 2. What did a neighbor dog once do? | 3. What did the cat say to the intruder? |
| {                     | 1. In what were the dog and cat often engaged?   |   |  |                                     |  |
|                       | 2. What did a neighbor dog once do?  |   |  |                                     |  |
|                       | 3. What did the cat say to the intruder?   |   |  |                                     |  |
| 3. RESULT.            | What was the end of the quarrel?   |   |  |                                     |  |
| MORAL.                | What does this fable teach?  |   |  |                                     |  |

---

 Questions.

1. Who are *messmates*?
2. What would give the same meaning as *messmates*?
3. Give a word that has about the same meaning as *often*.
4. Express *falling into strife* in different words.

## Questions.

5. Which of the two did the *scratching*?
  6. " " " *growling*?
  7. " " " *spitting in the face*?
  8. What word has the same meaning as *outset*?
  9. What is a *brawl*?
  10. Why is *brawl* a more suitable word in this place?
  11. Who is *Tray*?
  12. What word is of the opposite meaning of *cruel*?
  13. What words have about the same meaning as *cruel*?
  14. What is the meaning of *snarl*?
  15. Who is *Mrs Mew-well*?
  16. Why is *well* added to *mew*?
  17. Which dog *growled rather roughly* (9th line)?
  18. What word might be used instead of *rather*?
  19. Who speaks in the 10th line?
  20. What is the name of the punctuation mark at the end of this line?—(205)
  21. Can *exclaimed* be otherwise expressed?
  22. Use another word for *flew*.
  23. Who suddenly withdrew?
  24. Why was it wise for him to *withdraw suddenly*?
  25. What is the meaning of *darling*?
  26. What do the last two lines contain?
- 
27. What is the plural of *life*?—(51)
  28. What is the plural of *strife*?—(46)
  29. Name the nouns from the fifth line to the 10th.
  30. Name the words of two syllables in the last four lines.

### Exercises in Phraseology and Composition.

I. Give the names of things that may be called *grain, spices, fruits, drugs, metals, countries, cities*.

---

II. Tell by whom the following articles are made: *Watches, rings and brooches, stoves, nails, chairs, and tables*.

---

III. Place at the end of the sentence the portion at the beginning in *Italics*, and make any other necessary changes.

*Violently* blew the wind.  
*Most clearly* was the man outwitted.  
*Everywhere* weeds grow luxuriantly.  
*Rapidly* the boy ran down the hill.  
*When school will be out* let me know.

IV.—1. Council.	2. Dane.	3. Dew.	4. Desert.
Counsel.	Deign.	Die.	Dessert.
Dam.	Dear.	Due.	Dire.
Damn.	Deer.	Dye.	Dyer.

Where the dash occurs insert a suitable word from the above list.

1. The *council* is assembled.  
Give good \_\_\_\_\_.  
The beavers are making a \_\_\_\_\_.  
Mortal sin \_\_\_\_\_ the soul.
2. Will you \_\_\_\_\_ to listen to this \_\_\_\_\_ ?  
The \_\_\_\_\_ is nimble and fleet.  
This paper is too \_\_\_\_\_.
3. The \_\_\_\_\_ does not fall in cloudy weather.  
Honor to whom honor is \_\_\_\_\_.  
All men shall \_\_\_\_\_.  
The dyer is going to \_\_\_\_\_ the wool with blue \_\_\_\_\_.
4. The \_\_\_\_\_ was alarmed at the \_\_\_\_\_ confusion.  
Do not \_\_\_\_\_ me in this lonely \_\_\_\_\_, though if you would, I should consider it as my \_\_\_\_\_.  
The waiter is serving \_\_\_\_\_.

V. Write a description of A HOUSE.

### Analysis and Parsing.

Analyze and parse the examples under 69, 74, 75.

### Correction of Errors.

Dont soil the mans coat.—Childrens toys are precious to them.—Did you see them ladies fans?—No, but I saw this ladys bonnet.—The gal-lows is often the thiefs punishment.—Two deers heads were brought in.—Flies wings are very light and thin.—Are not deers antlers larger than oxs horns?—What work are you engaged in?

78. An **Article** is the word *the, a* or *an* used before nouns to limit their signification ; as, **the school, a man, an eye.**

79. There are two articles, the *Definite* and the *Indefinite*.

80. The **Definite Article** is *the*. It denotes some particular thing or things ; as, **the enemy, the provinces.**

81. The **Indefinite Article** is *a* or *an*. It denotes one thing of a kind, but no particular one ; as, **a city, an empire.**

### I. **Articles.**—Supply the proper article.

1. *The* ripe grain was cut.  
— single mistake may cause — great loss.  
Day is — time for work ; night, for repose.  
— dahlia you gave me is dead.
2. — more we study, — better we like to study.  
<sup>1</sup> — old peddler sat upon — stone by — wayside.  
— rose plucked from — bush will soon droop.  
— heavy fall of snow rendered — roads impassable for many days.
3. — mist arose from — valley, and formed — cloud, which hung over — top  
of — mountain.  
Pride is — root of all evil.  
Washington is — capital of — United States.  
Good books always deserve — careful perusal.

### II. **Insert the proper article.**

#### CONDITIONS OF HEALTH.

— leading conditions of health are :—

1. — constant supply of fresh air.
2. — sufficiency of nourishing food, rightly taken.
3. Cleanliness.
4. — sufficiency of exercise to — various organs of — system.
5. — proper temperature.
6. — sufficiency of cheerful and innocent enjoyment.
7. Exemption from harassing cares.

— general acquaintance with these conditions may easily be attained by all, and to render them obedience is much more within — power of individuals than is commonly supposed.

**Oral Conjugation.**—*Imperative.*—Be thou *or* do thou be ; be ye *or* you *or* do you be.

1. The Teacher should show the pupils that in some of these sentences the insertion of either the definite or the indefinite article will make sense.

82. **A** is used before a consonant sound ; as, **a flock, a youth, a wall, a unit, a hospital, a hotel.**

83. **An** is used before a vowel sound ; as, **an almond, an empire, an urn, an hour, an honor.**

**I. The Indefinite Article.**—Supply *a* or *an*, as the case may require, before each word of this section.

- |                |               |             |             |
|----------------|---------------|-------------|-------------|
| 1. — honor.    | 3. — ewe.     | 5. — unit.  | 7. — entry. |
| — duty.        | — herb.       | — action.   | — Indian.   |
| — infant.      | — history.    | — sound.    | — European. |
| — house.       | — youth.      | — orange.   | — hickory.  |
| — apple.       | — one.        | — horse.    | — usurper.  |
| 2. — book.     | 4. — ox.      | 6. — union. | 8. — watch. |
| — yew.         | — euphony.    | — onion.    | — aunt.     |
| — humor.       | — unicorn.    | — ear.      | — uncle.    |
| — hour.        | — heir.       | — hen.      | — wagon.    |
| — honeysuckle. | — habitation. | — umbrella. | — wonder.   |

**II.** Where the dash occurs insert a word preceded by *a* or *an*.

1. Eagle, elm, hour, youth.                      2. Ewer, heirloom, union, watch, yoke.

1. Be thankful for *a reward*.  
It is ——— that you see flying.  
Come in ———, not later.  
He is ——— that needs instruction.  
The woodman has cut down ———.

2. The four societies formed ———.  
The boy received a present of ———.  
That old clock is ———.  
The farmer has ——— of oxen.  
Bring ——— of water to my room.

**III.** Where the dash occurs insert the proper article.

#### THE WIND AND THE SUN.

— dispute once arose between — Wind and — Sun, which was — stronger of — two, and they agreed to put — point upon this issue, that whichever soonest made — traveler take off his cloak, should be accounted — more powerful. — Wind began and blew with all his might and main, — blast cold and fierce as — arctic storm ; but — stronger he blew, — closer — traveler wrapped his cloak around him, and — tighter he grasped it with his hands. Then broke out — Sun ; with his welcome beams he dispersed — vapors and — cold ; — traveler felt — genial warmth, and as — Sun shone brighter and brighter, he sat down overcome with heat, and cast his cloak on — ground.

**Oral Conjugation.**—*Imperative.*—Have thou *or* do thou have ; have ye *or* you *or* do you have.

84. An **Adjective** is a word added to a noun or a pronoun, and generally expresses quality; as, *a good apple*; *five diligent boys*; *unhappy me*.

I. **Adjectives.**—Insert a noun that the adjective given will qualify.

1. Animal, chest, man, person, thing.      2. Animal, book, lady, person, woman.  
3. Animal, boy, girl, person, truth.

- |                                 |                                |                                 |
|---------------------------------|--------------------------------|---------------------------------|
| 1. A reasonable <i>person</i> . | 2. A ferocious <i>animal</i> . | 3. A charitable <i>person</i> . |
| A transparent _____.            | A humble _____.                | An honest _____.                |
| A venerable _____.              | A pious _____.                 | A good _____.                   |
| A winged _____.                 | An amphibious _____.           | An aquatic _____.               |
| A learned _____.                | A gilt _____.                  | An educated _____.              |
| A square _____.                 | A generous _____.              | An evident _____.               |
| A carnivorous _____.            | A venomous _____.              | A creeping _____.               |

II. **Sentences to be completed.**—Mention a quality of the object named.

1. Extensive, green, high, small, wide.
2. Big, deep, grand, high, thin, vast.
3. Conical, crooked, curved, round, sharp.
4. Agile, avaricious, cruel, faithful, lazy, stubborn.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. The ocean is <i>large</i> . | 3. A mast is <i>straight</i> . |
| The poplar is _____.           | A fish-hook is _____.          |
| The meadow is _____.           | A ring is _____.               |
| A shrub is _____.              | A scythe is _____.             |
| A highway is _____.            | A dagger is _____.             |
| A plain is _____.              | A sugar-loaf is _____.         |
| 2. A palace is _____.          | 4. The hare is _____.          |
| The sea is _____.              | The mule is _____.             |
| A well is _____.               | The dog is _____.              |
| A sheet of paper is _____.     | The vulture is _____.          |
| An elephant is _____.          | The sparrow is _____.          |
| A spire is _____.              | The ass is _____.              |

III. **Underline the adjectives.**—The ripe grain was cut.—The solemn crow was perched upon the leafless branch of the aged elm.—Every man has some good qualities.—The beautiful landscape was spread out like a bright picture before us.—Vicious habits are a great stain on human nature.—The short hours of riot are followed by long hours of pain.—A single mistake may cause a great loss.—The gardener gave me a nice bunch of fragrant flowers.—That white cow is lowing.—The site commands an extensive view of the surrounding country.

**Oral Conjugation.**—*Indicative Present.*—I love, thou lovest, he loves; we love,..... I read, thou readest, he.....

85. Adjectives are divided into five classes: *Common, Proper, Numeral, Pronominal, and Participial.*

86. A **Common Adjective** is an adjective that denotes quality or situation; as, *good, bad, eastern, outer.*

87. A **Proper Adjective** is an adjective derived from a proper name; as, *Irish, American.*

**I. Common and Proper Adjectives.**—Indicate orally or by means of the letters *c.* or *p.* whether the adjective is proper or common.

1. Bright,	2. Irish,	3. Kind,	4. Alpine,
Amiable,	Grateful,	Great,	Virtuous,
English,	Grave,	British,	Grecian,
Roman,	Feeble,	Small,	Innocent,
Studious,	American,	Strong,	Canadian,
Worthy,	Useful,	Chinese,	Beautiful,

**II. Sentences to be completed.**—Insert a common or a proper adjective, as the sense may require.

1. Canadian, charitable, ungrateful.      2. Airy, American, Irish, large, last, useful.  
3. British, French, handsome, Scotch, studious.

1. The *rapid* current of that river often wrecks vessels.

A ——— pony is full of endurance.

An ——— son is the affliction of his family.

The ——— person is blessed by God and men.

2. An ——— orator will lecture this evening.

The room is ——— and ———.

An ——— eagle appeared near the city ——— week.

Astronomy is a ——— science.

3. The ——— flag is floating from the mast of the yacht.

That man we heard speaking has the ——— brogue.

William is such a ——— boy, he deserves a ——— premium.

Sarah is reading a ——— book.

**III. Draw one line under every common adjective and two lines under every proper adjective.**—Beavers are useful to men; hats are made of their fur, and gloves of their skin.—Red clouds in the west at sunset, especially when they have a purple tint, portend fine weather.—A good name is rather to be chosen than great riches.—The merchant bought a bale of Irish linen.—A coppery or yellow sunset generally foretells rain.—An Alpine dog was exhibited at the circus.—A halo around the moon is a sign of wet weather.—A Russian bear is to be seen at the zoological gardens.—When the swallows fly high, fine weather is to be expected or continued; but when they fly low and close to the ground, rain is approaching.

**Oral Conjugation.**—*Indicative Past.*—I loved, thou lovedst, he loved; we loved, ..... I read, thou readst, he read; we read.....

## Literary Selection for Explanation and Study.

### THE PIOUS BOY.

Piety appeared to have taken pleasure to form for herself a worthy temple in young Louis. Meekness and modesty appeared in his countenance ; the candor of his pure soul might be read in his eyes. The sweetest moments of the day were those which he was allowed to spend at the foot of the altar, and his presence in the holy place was an eloquent lesson for those who saw him. On meeting a church on his way, the thought that God is there would urge him to enter in order to pray. He acknowledged to his friends that he preferred holidays to school-days, for the simple reason that they afforded him more time to give to prayer and spiritual exercises. Several of his companions, on whom his example made a lively impression, would betake themselves to the church in which they expected to find him, to be edified by his piety, and many of them were moved even to tears.—*P.*

Oral statement. . . . .

---

### Literary Analysis.

1. PERSONAGES. Who are spoken of in this selection?
- TIME AND PLACE. When and where did he give this edification?
2. WORDS AND ACTIONS. { 1. What appeared in his countenance?  
2. What did his eyes beam forth?  
3. Where did he spend his sweetest moments?  
4. What did he acknowledge to his friends?  
5. What did his companions sometimes?
3. RESULT. What effect had his piety in church upon his companions?
- MORAL. What lesson should young people draw from this narration?



1. When does a person deserve to be called *pious*?
  2. How is *Piety* treated in this place?
  3. What other words might be used instead of *temple*?
  4. May *Louis* be spelled in any other way?
  5. What is the feminine of *Louis*?
  6. What is the meaning of *meekness*?
  7. What is the opposite of *meekness*?
  8. What is the meaning of *modesty*?
  9. What is the opposite of *modesty*?
  10. Use another word for *countenance*?
  11. What is the meaning of *candor*?
  12. When is a soul pure?
  13. Why can a person's disposition be read in his eyes?
  14. Why did Louis feel so much pleasure at the foot of the altar?
  15. Why was his presence in the church a lesson to those who saw him?
  16. What is the meaning of *eloquent*?
  17. What is a *church*?
  18. What lesson should be drawn from this?
  19. Use another expression for *entering*.
  20. What is the meaning of *acknowledge*?
  21. What are *holidays*?
  22. What is the difference between *holidays* and *holy-days*?
  23. What is *prayer*?
  24. What are *spiritual exercises*?
  25. What is a *companion*?
  26. What is the meaning of *example*?
  27. What other word might be used for *lively* in this place?
  28. What is the meaning of *impression* as used here?
  29. What is the meaning of *expected to find him*?
  30. What is the meaning of *many of them were moved even to tears*?
- 
31. Name the nouns in the first two sentences.
  32. From what is *worthy* derived?
  33. From what is *meekness* derived?
  34. What does the suffix *ness* add to the meaning of a word?
  35. From what is *modesty* derived?
  36. What does the suffix *y* added to a word mean?
  37. Why add *s* only to form the plural of *holiday*?—(49)
  38. Name the articles in the third and fourth sentences.
  39. What is the plural of *church*?—(47)
  40. Name the adjectives in the piece.

### Exercises in Phraseology and Composition.

I. Give the names of several objects that are *white, red, black, green, yellow, deep, flat, pointed, straight, round*.

II. Say what a *pupil, a soldier, a letter, a lesson, prayer*, should be.

III. Change the word in *Italics* into the possessive case, and make the other necessary changes accordingly.

Publish the virtues of a generous *friend*.  
 Despise the wiles of the *flatterer*.  
 God hates the dark designs of a *criminal*.  
 God blesses the projects of a virtuous *man*.  
 Never blush at the mention of the name of your *father*.  
 Appreciate the fruits of the fatigues of *labor*.  
 Who can tell the happiness of the elect of *Heaven*?

### Exercise on Homophonous Words.

IV.—1. Ewe.	2. Fain.	3. Forth.	4. Hole.
U.	Fair.	Fourth.	In.
Yew.	Fare.	Heal.	Inn.
You.	Feign.	Heel.	Whole.

Where the dash occurs insert a suitable word from the above list.

1. Do *you* see that *ewe* lying under the *yew*?  
That ——— is not well written.
2. I would ——— go with you.  
Do not ——— what you feel not.  
That ——— child had to pay no ———.
3. Go ——— and teach all nations.  
I was in Boston on the ——— of July.  
This plaster will ——— the wound on your ———.
4. It took a ——— day to make the ———.  
——— what ——— did you lodge?

V. Write a composition about BREAD.

### Analysis and Parsing.

EXAMPLE.—A heavy fall of snow rendered the roads impassable for many days.

Subj., *fall*; pred., *rendered*; obj., *roads*.

*A* is the indef. art., Definition (81).....

*Heavy* is a common adjective (84, 86), and denotes the quality of *fall*.....

*Impassable*, c. a., denotes the quality of *roads*.—*Many*, adj.....and relates to *days*.

### Correction of Errors.

That book is an hundred years old—I will tell you if you wont tell nobody.—The pears aint ripe; dont eat em.—I cant find it nowhere.—It wont be done without I do it.—O Jane, it is awfully pretty.—It is a intransitive verb.—Whose there?

88. A **Numeral Adjective** is an adjective that expresses a definite number; as, *one, two*, etc. There are three kinds of numeral adjectives: *cardinal, ordinal, and multiplicative*; as, *one, first, single*.

89. A **Pronominal Adjective** is an adjective that may either accompany its noun or represent it understood; as, "**This** boy is good."—" **This** is a good boy."—" *Every one* has his peculiar habits."

89a. *This, these*, refer to the wearer of two things or classes of things; *that, those*, to the more distant. Give examples.

I. **Numeral Adjectives**.—Express orally or in writing the ordinals of the following cardinal numbers.

1. One,	_____	3. Thirteen,	_____
Two,	_____	Fourteen,	_____
Three,	_____	Fifteen,	_____
Four,	_____	Sixteen,	_____
Five,	_____	Seventeen,	_____
Six,	_____	Eighteen,	_____
2. Seven,	_____	4. Nineteen,	_____
Eight,	_____	Twenty,	_____
Nine,	_____	Twenty-one,	_____
Ten,	_____	Thirty,	_____
Eleven,	_____	Thirty-one,	_____
Twelve,	_____	One hundred,	_____

II. **Sentences to be completed**.—Insert a numeral or a pronominal adjective that will complete the sense.

1. Each, single, this.                      2. All, either, more, that.  
3. Both, fith, twenty-first, two.

1. Spain was *once* under Moorish domination.  
A \_\_\_\_\_ harsh word may often cause pain.  
\_\_\_\_\_ is a difficult task.  
The same duties were expected of \_\_\_\_\_.
2. This method is better than \_\_\_\_\_.  
\_\_\_\_\_ is not gold that glitters.  
\_\_\_\_\_ of them will please me.  
The miser never thinks that he has enough, but is always striving for \_\_\_\_\_.
3. The same statement was made by \_\_\_\_\_.  
John has \_\_\_\_\_ dollars a day.  
Boys who quarrel break the \_\_\_\_\_ commandment.  
This is the \_\_\_\_\_ of October.

III. Copy these sentences and draw one line under each numeral and two lines under each pronominal adjective.—The same duties were expected of each.—The first time I was on the lake, I had an attack of sea-sickness.—I am reading the fifth lesson.—James left home on the 20th of September, 1866.—Twenty large vessels sailed up the river in one day.—Several were late.—Few know how to be grateful.—Either will come.—He came for the twelfth time.—Many were punished.—None should be rewarded.

Oral Conjugation.—*Indicative Perfect*.—I have loved, thou hast loved, he has loved; we have loved. . . . . I have sung, thou hast sung. . . . .

90. A **Participial Adjective** is an adjective that has the form of a participle, but differs from it by rejecting the idea of time; as, *an amusing story*; *an interesting book*.

91. Adjectives may be *compound* in form; as, *a four-footed animal*; *home-made bread*; *the Anglo-American race*.

92. Nouns are often used as adjectives; as, *a gold ring*; *a mahogany table*.

**I. Classification of Adjectives.**—Indicate orally or by means of *c.*, *p.*, *n.*, *pro.*, *part.*, *cd.*, to which class each adjective belongs.

1. Small, <i>c.</i>	2. German, <i>p.</i>	3. Spanish, <i>p.</i>	4. Nut-brown, <i>cd.c.</i>
Fourth,	Irish-American,	Amusing,	Hard,
Interesting,	Two,	Rising,	Soft,
Some,	Tenth,	Beloved,	Many,
Italian,	Loving,	Twentieth,	This,
Cold,	All,	Silver,	Encouraging,

**II. Sentences to be completed.**—Supply a participial adjective.

1. Interesting, loving, obliging, rising.
2. Beloved, charming, learned, pleasing, rising.

1. History is a very *interesting* study.  
 A ——— son never forgets his dear parents.  
 That girl is of a very ——— disposition.  
 The old maid related an ——— story.  
 The ——— sun is a beautiful sight.

2 Newton was a ——— man.  
 Always respect your ——— parents.  
 Jane has a ——— picture.  
 That is ——— news.  
 Our hope is in the ——— generation.

**III. Copy these sentences, and draw one line under each adjective of compound form and two lines under each noun used as an adjective.**—Give me the silver goblet.—The farmer is selling sweet-scented clover.—Benjamin is a laughter-loving boy.—The Irish-American race preserves a deep love for the Emerald Isle.—The cabinet-maker has sold an oak chair.—That pine door has shrunk.—The American customs differ from the English.—A walnut table is valuable.—An iron ship is anchored in the harbor.—That is an old-fashioned clock.—Margaret is a sharp-witted girl.—A birch log was found on the bank.

**Oral Conjugation.**—*Indicative Pluperfect.*—I had loved, thou hadst loved. . . . I had recited. . . .

93. Adjectives have, commonly, no modification, but the forms of *comparison*.

94. **Comparison** is a variation of the adjective to express quality in different degrees; as, *hard, harder, hardest; soft, softer, softest*.

95. There are three degrees of comparison: the *Positive*, the *Comparative*, and the *Superlative*.

96. The **Positive Degree** is that which is expressed by the adjective in its simple form; as, "*He is wise and happy.*"

97. The **Comparative Degree** is that which is more or less than something contrasted with it; as, "*A whale is larger than an elephant; a mouse is smaller than a rat.*"

98. The **Superlative Degree** is that which is most or least of all included with it; as, "*The whale is the largest of all animals that inhabit the globe; the mouse is the smallest of all beasts.*"

99. **Regular Comparison**.—The comparative of adjectives of one syllable is commonly formed by adding *er* to the positive; and the **superlative** by adding *est*; as, *great, greater, greatest*.

100. When an adjective ends in a silent *e*, the *e* is dropped before adding *er* and *est*; as, *wide, wider, widest*.

101. **Comparison by Adverbs**.—Degrees of comparison may also be expressed, with precisely the same import, by adding the adverbs *more* and *most* to the adjective; as, *wise, more wise, most wise*.

I. **Comparison of Adjectives**.—Compare the adjectives of this section.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>	<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
1. Wise,	_____	_____	2. Warm,	_____	_____
Great,	_____	_____	Low,	_____	_____
Small,	_____	_____	Rude,	_____	_____
Large,	_____	_____	Sour,	_____	_____
Soft,	_____	_____	Ripe,	_____	_____
Cold,	_____	_____	Sad,	_____	_____

II. **Sentences to be completed**.—Supply a suitable adjective where the dash occurs.

- Larger, long, sweeter, tallest.
- Colder, rudest, saddest, smaller, wisest.

- The *swift* hound pursues the timid hare.  
Tall trees cast \_\_\_\_\_ shadows.  
A lion is \_\_\_\_\_ than a wolf.  
Dominic is the \_\_\_\_\_ of the three.  
Honey is \_\_\_\_\_ than sugar.
- Winter is \_\_\_\_\_ than autumn.  
That is the \_\_\_\_\_ boy I ever met.  
A haw is \_\_\_\_\_ than a pear.  
This is the \_\_\_\_\_ news I ever heard.  
The \_\_\_\_\_ man may sometimes make mistakes.

**Oral Conjugation**.—*Indicative Future*.—I shall love, thou wilt love, he will love.... I will live, thou shalt live.... I shall play, thou wilt play....

102. Adjectives of more than one syllable are generally compared by means of the adverbs *more* and *most*; as, *agreeable*, **more agreeable**, **most agreeable**.

103. Some dissyllables are compared like monosyllables; as, *narrow*, **narrower**, **narrowest**; *noble*, **nobler**, **noblest**.

104. Adjectives ending in *y* preceded by a consonant, change *y* into *i* before adding *er* and *est*; as, *happy*, **happier**, **happiest**.

105. The degrees of diminution are expressed by the adverbs *less* and *least*; as, *wise*, **less wise**, **least wise**; *amiable*, **less amiable**, **least amiable**.

106. **Irregular Comparison.**—The following adjectives are compared irregularly:—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad or ill,	worse,	worst.
Late,	later or latter,	latest or last.
Little,	less,	least.
Much,	more,	most.
Near,	nearer,	nearest or next.
Old,	older or elder,	oldest or eldest.

**I. Comparison of Adjectives.**—Compare the adjectives of this section by the addition of *er* and *est*.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>	<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
1. Gentle,	_____	_____	3. Witty,	_____	_____
Good,	_____	_____	Late,	_____	_____
Serene,	_____	_____	Lovely,	_____	_____
Happy,	_____	_____	Humble,	_____	_____
Much,	_____	_____	Pleasant,	_____	_____
2. Gloomy,	_____	_____	4. Bad or Ill,	_____	_____
Pretty,	_____	_____	Merry,	_____	_____
Gay,	_____	_____	Morose,	_____	_____
Old,	_____	_____	Near,	_____	_____
Noble,	_____	_____	Coy,	_____	_____

**II. Sentences to be completed.**—Where the dash occurs insert an adjective that will complete the sense.

1. Gayest, gloomy, loveliest, young.
  2. Merry, morose, prettiest, wittiest.
1. Denis is of a *happier* disposition than Edward.  
 Florence is the \_\_\_\_\_ girl of the party.  
 It is not pleasant to see a \_\_\_\_\_ person of a \_\_\_\_\_ disposition.  
 That is the \_\_\_\_\_ picture I ever saw.
  2. I like to see a boy \_\_\_\_\_ during recreation hours.  
 He is the \_\_\_\_\_ old man I ever met.  
 A \_\_\_\_\_ character never meets with favor.  
 Elizabeth has the \_\_\_\_\_ dress at the party.

**Oral Conjugation.**—*Indicative Future-Perfect.*—I shall have loved, thou wilt. . . .  
 I shall have read, thou wilt. . . .

## Literary Selection for Explanation and Study.

## THE CITY RAT AND THE COUNTRY RAT.

A city Rat, one night,  
 Did, with a civil stoop,  
 A country Rat invite  
 To end a turtle soup.

5           Upon a Turkey-carpet  
           They found the table spread,  
 And sure I need not harp it  
           How well the fellows fed.

10           The entertainment was  
           A truly noble one;  
 But some unlucky cause  
           Disturbed it when begun.

15           It was a slight rat-tat,  
           That put their joys to rout;  
 Out ran the city Rat;  
           His guest, too, scampered out.

20           Our rats but fairly quit, .  
           The fearful knocking ceased.  
 "Return we," cried the Cit,  
           "To finish there our feast."

"No," said the rustic Rat;  
 "To-morrow dine with me.  
 I'm not offended at  
           Your feast so grand and free,

25           "For I've no fare resembling;  
           But then I eat at leisure,  
 And would not swap, for pleasure,  
           So mixed with fear and trembling."

—*La Fontaine* (1621-1695).

Oral statement. . . . .

---

**Literary Analysis.**

1. PERSONAGES.           Who were the two actors in this fable?  
 TIME AND PLACE.       Where did the entertainment take place?

- |                       |   |  |
|-----------------------|---|--|
| 2. WORDS AND ACTIONS. | } | 1. What invitation did the city rat tender to the country rat? |
|                       |   | 2. Was the repast a sumptuous one?                             |
|                       |   | 3. What disturbed it?  |
|                       |   | 4. Did the rats continue their meal?                           |
|                       |   | 5. What did the city rat propose when the noise stopped?       |
| 3. RESULT.            |   | Did the country rat accept the proposal of the city rat?       |
| MORAL.                |   | What does the answer of the country rat teach?                 |

---

### Questions.

1. How is this fable divided?
2. What name is given to each line?
3. Name a word that has the same meaning as *civil* in this place.
4. What is a *rat*?
5. What names are sometimes given to field or country rats?
6. What animals hunt rats?
7. What is *turtle soup*?
8. What is a *turtle*?
9. Where is Turkey?
10. What name is given to the inhabitants of Turkey?
11. What name is given to the sovereign of Turkey?
12. What is a *carpet*?
13. What is a *Turkey-carpet*?
14. Name another kind of carpet.
15. What is meant by *they found the table spread*?
16. Use another expression for *spread*.
17. Use another expression for *harp it*.
18. What is *fellows* used for?
19. What is meant by *entertainment* in this place?
20. From what is *truly* derived?
21. Is there any change made in the original word before adding *ly*?
22. What is the meaning of *noble* here?
23. What is the opposite of *unlucky*?
24. What is a *rat-tat*?
25. Express differently *put their joys to rout*.
26. Express *scampered out* otherwise.
27. Give the 17th line in other words.
28. What word expresses the same meaning as *ceased*?
29. For what is *Cit* used?



30. What is the meaning of *rustic*?
  31. Is *rustic* ever used as a noun?
  32. What is the meaning of *feast* in this place?
  33. What is the meaning of *dine*?
  34. For what is *I've* used?
  35. What takes the place of the letters omitted?
  36. Why is this done?
  37. What is meant by *no fare resembling*?
  38. What is the meaning of *eat at leisure*?
  39. Use another word for *swap*.
  40. What is the meaning of the last two lines?
- 

41. Name the nouns of the first stanza.
  42. Name the articles of the second stanza.
  43. Name the adjectives in the fourth stanza.
  44. Is *city* also a noun?
  45. Compare *grand*, 24th line.—(94-99)
  46. Compare *fearful*, 16th line.—(102)
  47. Point out a numeral adjective in the first stanza.—(88)
  48. Point out a pronominal adjective in the third stanza.—(89)
  49. Why a numeral in the 1st line and a pronominal in the 10th?—(88, 89)
  50. Compare *noble*, 10th line, by the degrees of diminution.—(105)
- 

### Exercises in Phraseology and Composition.

I. Give the names of several adjectives that may be used with each of the following: *God, man, child, old man, squirrel, dog*.

---

II. Tell what the following may be said to be: *A book, a letter, the mouth, the eyes, the teeth*.

---

III. Place at the end of the sentence the portion given at the beginning in Italics.

*In warm weather* a gentle stream of clear, cool water is a pleasing sight.

*For tying heavy articles* a strong cord is needed.

*Heavily* the rain fell.

*Very clearly* the lesson was explained.

*Sweetly* the musician sings.

## Exercise on Homophonous Words.

IV.—1. Aisle.	2. Lead.	3. Lie.	4. Made.
Isle.	Led.	Loan.	Maid.
Lain.	Lessen.	Lone.	Mail.
Lane.	Lesson.	Lye.	Male.

Where the dash occurs insert a suitable word from the above list.

1. The *isle* is situated in the mouth of the river, three miles from the city.  
I'll walk down the —— of the cathedral.  
He has —— down to sleep at the foot of the ——.
2. The guide —— me to the —— mines.  
Every pupil should learn his —— well.  
You should try to —— your expenses.
3. Never be so base as to ——, because a —— offends God.  
—— is made from the ashes of wood.  
They left him in —— woods.  
George has the —— of my dictionary.
4. The vest was —— to order.  
The —— has swept the room.  
The —— sheep has horns.  
The letter will go by the next ——.

—————

## V. Write a composition on "OUR DAILY BREAD."

—————

## Analysis and Parsing.

Analyze and parse the examples under 89, 96, 97, 98.

—————

## Correction of Errors.

Was you at the church last evening? Margaret and me was there.—  
Why didnt you go? I didnt like to.—Dont forget to fetch them books  
with you.—I have two brother-in-laws.—This lesson is longer than that.  
—A murmuring, clear stream was near by.—Cant I have it after you has  
finished with it?

### Personal Pronouns.

107. A **Pronoun** is a word used instead of a noun ; as, “ *The boy loves his book ; he has long lessons, and he learns them well.* ”

108. Pronouns are divided into three classes : *Personal, Relative, and Interrogative.*

109. A **Personal Pronoun** is a pronoun that shows by its form of what person it is.

110. Personal Pronouns are divided into two classes, *Simple and Compound.*

111. The simple personal pronouns are five : *I*, of the first person ; *thou*, of the second ; *he, she, and it*, of the third person ; with their plurals, *we, you, they.*

I. **Contraries.**—Tell the contrary of the given adjective by prefixing *in* to each word of the first column, and *un* to each of the second.

1. Attentive,	_____	2. Happy,	_____
Capable,	_____	Easy,	_____
Commodious,	_____	Handy,	_____
Complete,	_____	Merciful,	_____
Corrigible,	_____	Pleasant,	_____

II. **Personal Pronouns.**—Insert a pronoun of the first or second person.

MY DEAR PAPA AND MAMMA,

\_\_\_\_\_ companions who are older than \_\_\_\_\_, write nice letters to their parents. But \_\_\_\_\_ am so small, what can \_\_\_\_\_ say to \_\_\_\_\_, \_\_\_\_\_ dear Papa and Mamma ? \_\_\_\_\_ do not know if it will please \_\_\_\_\_, but \_\_\_\_\_ will say what \_\_\_\_\_ little heart tells \_\_\_\_\_. \_\_\_\_\_ love \_\_\_\_\_, dear Papa and Mamma. \_\_\_\_\_ want to love \_\_\_\_\_ always. When Christmas was coming \_\_\_\_\_ often thought of \_\_\_\_\_. On \_\_\_\_\_ knees at the foot of the crib, \_\_\_\_\_ asked the dear Infant Jesus always to give \_\_\_\_\_ good health. \_\_\_\_\_ then asked Him to make \_\_\_\_\_ obedient, good, and fond of study. \_\_\_\_\_ know the sweet Infant Jesus will grant \_\_\_\_\_ what \_\_\_\_\_ asked, and then, dear Papa and Mamma, \_\_\_\_\_ will be pleased with \_\_\_\_\_ little Johnny, who sends \_\_\_\_\_ a letter full of kisses.

III. Draw one line under the personal pronouns of the singular number, and two lines under those of the plural number.—You have done the mischief, and I bear the blame.—Thou shalt love the Lord.—The bird is building her nest.—My mother instructs the children daily.—They were very attentive.—We are going to the exhibition.—He is a good boy.—She is industrious.—It is elegant.

**Oral Conjugation.**—*Potential Present.*—I may (can or must) love, thou mayst love, he..... I may (can or must) read.....

112. The **Declension of a Pronoun** is a regular arrangement of its numbers and cases.

### 113. Declension of the Simple Personal Pronouns.

<i>Person.</i>	<i>Gender.</i>	<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>First,</i>	<i>Mas. or Fem.</i>	<i>Nom.</i>	I,	we,
		<i>Poss.</i>	my or mine,	our or ours,
		<i>Obj.</i>	me ;	us.
<i>Second,</i>	<i>Mas. or Fem.</i>	<i>Nom.</i>	Thou,	you,
		<i>Poss.</i>	thy or thine,	your or yours,
		<i>Obj.</i>	thee ;	you.
<i>Third,</i>	<i>Mas.</i>	<i>Nom.</i>	He,	they,
		<i>Poss.</i>	his,	their or theirs,
		<i>Obj.</i>	him ;	them.
<i>Third,</i>	<i>Fem.</i>	<i>Nom.</i>	She,	they,
		<i>Poss.</i>	her or hers,	their or theirs,
		<i>Obj.</i>	her ;	them.
<i>Third,</i>	<i>Neuter.</i>	<i>Nom.</i>	It,	they,
		<i>Poss.</i>	its,	their or theirs,
		<i>Obj.</i>	it ;	them.

114. Of the two forms of the possessive case, *my, our ; thy, your ; her, their*, the former is used before a noun expressed ; as, “ *This is my book ;*” and *mine, ours ; thine, yours ; hers, theirs*, are used when the governing noun is understood or at some distance ; as, “ *This book is mine ;*” “ *These clothes are yours.*”

115. The word *self* added to the simple personal pronouns *my, thy, him, her, its*, forms the class of *Compound Personal Pronouns, myself, thyself, himself, herself, itself*. They have no possessive case, and are alike in the nominative and objective.

**Oral Exercise.**—Give the obj. of *I*. . . .—Obj. plural of *I*. . . —Poss. plural of *thou*. . . .—Obj. plural of *he*. . . .—Poss. of *she*. . . .—Nom. singular of *them*. . . .—Give the plural of *myself*. . . .—*Thyself*. . . .—*Himself, herself, itself*. . . .

### Sentences to be completed.—Insert a personal pronoun.

- God forgives *him* who knows how to forgive.  
God will exact from ——— what ——— exact from others.  
Cursed is ——— who causes grief to ——— father or ——— mother.  
Those who reprove ——— for ——— faults are ——— friends.
- Happy is ——— who can say: ——— never injured ——— neighbor.  
*I* ——— told him the story.  
We ——— will go immediately.  
These are ——— books.

**Oral Conjugation.**—*Potential Past*.—I might love, thou mightst. . . . I might read. . . .

116. A **Relative Pronoun** is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence; as, “*The boy who wishes to be learned must be studious.*”

117. The Simple Relative Pronouns are *who, which, what, that*.<sup>1</sup> They are alike in both numbers. *Who* is applied to persons; *which* to lower animals and inanimate things; *that* to persons and things; *what* to things.

118. A relative is of the same person, number, and gender as its antecedent.

119. *Which, what, that, and as* have no possessive case, and they are alike in the nominative and objective.

### 120. Declension of Who.

Singular and Plural.	{	Nom.	Who,
		Poss.	whose,
		Obj.	whom.

121. **Exception.**—*Whose* is sometimes used as the possessive of *which*; as, “*A religion whose origin is divine.*”

122. The **Compound Relative Pronouns** are formed by adding *ever* or *soever* to *who, which, and what*. They are declined like the relatives *who, which, and what*.

### I. Sentences to be completed.—Insert a relative pronoun.

1. He *who* is truthful is honored.  
The dog ——— barks seldom bites.  
People ——— live in glass houses should not throw stones.  
The men and horses ——— I saw were a mile off.
2. The men and women ——— I saw were foreigners.  
——— wins may laugh.  
The happiness ——— a good conscience gives, is superior to all earthly enjoyments.  
I did not hear ——— he said.

II. **Draw one line under the relative pronouns and two lines under the personal pronouns.**—God, by whose kindness we live, whom we worship, who created all things, is eternal.—This is the boy whom we met.—The man of whom I bought the knife which I lost, gave a better knife to me in its place.—Children who fear the Lord obey their parents.—A thief who stole a cow which belonged to a poor man, was caught in the trap which had been laid for him.

**Oral Conjugation.**—*Potential Perfect.*—I may have loved, thou mayst have loved. . . . I may have sung. . . .

1. *As* is sometimes a relative pronoun; as, “*He is as worthy a man as ever lived.*”

123. An **Interrogative Pronoun** is a pronoun with which a question is asked.

124. The interrogative pronouns are the same in form as the relatives. They are *who*, *which*, and *what*.

125. *Who* is applied to persons; as, "**Who** is there?"

126. *Which* is applied to persons in asking questions, to lower animals, and to things; as, "**Which** of the boys?"—"Which of the horses?"—"Which of the balls?"

127. *What* is applied only to things; as, "**What** kind of pens are these?"

127a. *What* is equivalent to *that which*; as, "*I know what* (that which) *he does*."

128. The interrogative pronouns are declined like the corresponding relative pronouns.

**I. Formation of Nouns.**—Form nouns from the following words by adding the suffix *ion*, *ment*, *ery*, *er*, *ing*, *ist*, *ioner*, *ian*, *or*.—Tell whether the given word is a verb or a noun.

1. Except,	_____	3. Gun,	_____
Confess,	_____	Walk,	_____
Divide,	_____	Garden,	_____
Invent,	_____	Moral,	_____
Enchant,	_____	Machine,	_____
2. Distill,	_____	4. Parish,	_____
Print,	_____	Drug,	_____
Ring,	_____	Music,	_____
Swell,	_____	Comedy,	_____
Bind.	_____	Govern,	_____

**II. Sentences to be completed.**—Insert an interrogative that will complete the sense.—*Ask what case.*—Exercise on the *Interrogation* (see Lesson LXXIX.).

1. *Who* was the inventor of printing?  
 \_\_\_\_\_ is a house?  
 \_\_\_\_\_ was Columbus?  
 \_\_\_\_\_ clothes are these?
2. \_\_\_\_\_ book will you take?  
 \_\_\_\_\_ is wanted?  
 \_\_\_\_\_ of the boys did the mischief?  
 \_\_\_\_\_ is the name of the school you attend?

**III. Draw one line under the relatives and two lines under the interrogatives.**—He is one of the best men that ever lived.—Who did it?—I don't know who did it.—Whoever he is, he is a mean fellow.—He knows not what has happened.—He whose honor is at stake is defending himself.—Whom do you mean?—Whichever way you go, be on your guard.—Whosoever you are, I pray you, do me no injury.—She whom you met, is his cousin.—Tell her, whoever she is, I want to see her.—What is grammar?

**Oral Conjugation.**—*Potential Pluperfect.*—I might have loved, thou mightst, he....; we might.... I might have read....

## Literary Selection for Explanation and Study.

## THE SPARROW'S PETITION.

When the leaves had forsaken the trees,  
 And the forests were chilly and bare,  
 When the brooks were beginning to freeze,  
 And the snow fell in flakes thro' the air,

5 A Sparrow had fled from the wood  
 To the snug habitation of man.  
 On the door-sill the wanderer stood  
 And thus his petition began:

10 "The snow's coming down very fast ;  
 No shelter is found in the tree ;  
 When you hear the un pitying blast,  
 I pray you take pity on me.

15 "The insects with summer have flown ;  
 No berries their bright colors show ;  
 The ground is as hard as a stone,  
 And I'm almost buried in snow.

20 "Then pity a poor little thing,  
 And throw me a part of your store ;  
 I'll fly off the first day of spring  
 And not trouble you any more."

Oral statement.....

---

 Literary Analysis.

1. PERSONAGES.           What is spoken of in this piece of poetry ?
- TIME AND PLACE.    When and where did the sparrow lament ?
2. WORDS AND            { 1. What does the sparrow say in the third stanza ?  
    ACTIONS.             { 2. What does the sparrow say in the fourth  
                                   stanza ?
3. RESULT.             Why does the sparrow relate all his sufferings ?
- MORAL.               What lesson should be drawn from these verses ?

1. Use another expression for *forsaken*.
  2. What is a *tree*?
  3. What is a *forest*?
  4. What is meant by *chilly and bare*?
  5. What is a *brook*?
  6. When does water freeze?
  7. What is *snow*?
  8. Why is there an apostrophe after *thro'*?
  9. What is a *sparrow*?
  10. What is a *wood*?
  11. What is the meaning of *snug* in this place?
  12. Use other words for *habitation*.
  13. For what is *wanderer* used?
  14. Use another word for *petition*.
  15. Why is there an apostrophe in *snow's*?
  16. Express the ninth line differently.
  17. Why is *no shelter found in the tree*?
  18. What is the *unpitying blast*?
  19. From what is *unpitying* derived?
  20. Use another word for *pray*.
  21. What is an *insect*?
  22. What is *summer*?
  23. What season comes after summer?
  24. What are the other two seasons?
  25. What are the summer months in the United States?
  26. What is a *berry*?
  27. Name some kinds of berries.
  28. What does the apostrophe take the place of in *I'm*?
  29. Why is the *a* left out?
  30. What is the meaning of *buried*?
  31. Use another word for *almost*.
  32. What is the meaning of *pity* in this place?
  33. Express *throw me a part of your store* differently.
  34. For what is *I'll* used?
  35. What is *spring*?
  36. What are the spring months in this country?
  37. What is the meaning of *trouble* in this place?
- 
38. Name the nouns of the first stanza.
  39. What is the singular of *leaves*?—(50)
  40. How is *snug* compared?—(93-99)
  41. What kind of an adjective is *unpitying*?—(90)
  42. What is the singular of *berries*?—(48)
  43. What is the singular of *colors*?—(46)
  44. Name all the adjectives in the selection.
  45. Name the pronouns in the piece.
  46. Tell of what person, number, and gender each of the above pronouns is.



I. Tell what is done with a *knife*, a *pencil*, a *hoe*, an *ax*, a *hammer*.

---

II. Tell what the *warbler*, the *horse*, a *servant*, a *merchant*, the *rose*, a *rivulet*, the *wind*, *thunder*, can do.

---

III. Place at the end of the sentence the portion given at the beginning in Italics.

1. *When far from one's country*, the heart suffers sorely.
  2. *After hard work* it is agreeable to rest.
  3. *Under the guardianship of his parents*, a youth is preserved from many dangers.
  4. *By economy* a fortune is made.
  5. *With a good book* one can never be lonesome.
  6. *At the rising of the sun* all nature is revived.
  7. *Without peace of conscience* there is no happiness.
- 

### Exercise on Homophonous Words.

IV.—1. Main.	2. Meet.	3. Knew.	4. Knot.
Mane.	Mete.	Knight.	None.
Meat.	Miner.	New.	Not.
Meet.	Minor.	Night.	Nun.

Where the dash occurs insert a suitable word from the above list.

1. The State of Maine is washed, in part, by the waters of the *main*.  
The ——— is an ornament to the horse.  
It is not ——— to throw away good ———.
  2. Have you asked him to ——— the land honestly?  
I did not ——— the traveler yesterday.  
That young lady is a ———.  
The ——— has come up from the coal mine.
  3. That gnu with a ——— halter about his neck, was caught in Africa.  
Sam ——— his lessons.  
The ——— walked on the ramparts the whole ———.
  4. I have ——— of them.  
A ——— should be respected, because she devotes her life to the good of  
humanity.  
Jane did ——— open the ———.
- 

V. Write a description of THE CITY IN WHICH YOU LIVE.

---

### Correction of Errors.

Them's my books ; here's yours.—'This game is our's ; the next may be your's.—He who's honor is at stake, done it.—Me and you will go to the country.—The men and women who I saw were foreigners. Who do you mean ?

129. A **Verb** is a word used to express action or being ; as, “*John writes a letter.*”—“*God is.*”

130. Verbs are divided, with respect to their *meaning*, into two classes, *Transitive* and *Intransitive*.

131. A **Transitive Verb** is a verb that expresses action done by some person or thing to another ; as, “*Joseph strikes the desk.*”—“*The desk was struck by Joseph.*”

132. An **Intransitive Verb** is a verb that expresses being, or action not done to another ; as, “*God is.*”—“*Henry runs.*”

133. Verbs are divided, with respect to their *form*, into three classes : *Regular*, *Irregular*, and *Defective*.

134. A **Regular Verb**<sup>1</sup> is a verb that forms its preterit and perfect participle by the addition of *d* or *ed* to its root ; as, *love, loved ; warm, warmed.*

135. The **Root** of a verb is the present infinitive without the sign *to*.

136. The regular verbs that form their preterit and perfect participle by adding *d* only, end in *e* ; as, *love, loved ; behave, behaved.*

137. An **Irregular Verb**<sup>2</sup> is a verb that does not form its preterit and perfect participle by adding *d* or *ed* to the root ; as, *break, broke, broken.*

138. A **Defective Verb** is a verb that forms no participles and is not used in all the moods and tenses ; as, *beware, ought.*

139. Verbs have modifications of four kinds: *Moods*, *Tenses*, *Persons*, and *Numbers*.

140. **Moods** are modifications of the verb, to express some particular manner of the action or being.

141. There are five moods : the *Infinitive*, the *Indicative*, the *Potential*, the *Subjunctive*, and the *Imperative*.

142. The **Infinitive Mood** is used to express action or being without person or number ; as, “*I longed to see Ireland.*”

1. Called by some authors *weak*, by others *new*.

2. Called by some authors *strong*, by others *old*.

143. The **Indicative Mood** is generally used to express a declaration or an interrogation ; as, “*John is there.*”—“*Is John there?*”

144. The **Potential Mood** is generally used to express power, liberty, possibility, or necessity ; as, “*I can write.*”—“*He may go.*”—“*James might come.*”—“*Sarah must do it.*”

145. The **Subjunctive Mood** is generally used to express condition, doubt, or contingency ; as, “*If he come he will be welcome.*”

*Contingency* means possibility or uncertainty of occurring.

146. The **Imperative Mood** is generally used to express a command, an exhortation, or an entreaty, with reference either to present or future time ; as, “*Study your lessons.*”—“*Go in peace.*”—“*I beseech you come with me.*”

147. **Tenses** are modifications of the verb used to distinguish the time of the action or being.

148. There are six tenses: the *Present*, the *Past*, the *Perfect*, the *Pluperfect*, the *Future*, and the *Future Perfect*.

149. The **Present Tense** is used to express what exists or is taking place ; as, “*God is.*”—“*The boy studies.*”

150. The **Past Tense** is used to express what took place or was occurring in time fully past ; as, “*I studied last night.*”—“*I was writing.*”

151. The **Perfect Tense** is used to express what has taken place in some period of time not fully past ; as, “*I have studied to-day.*”

152. The **Pluperfect Tense** is used to express what had taken place at some past time mentioned ; as, “*I had finished my exercise when he entered.*”

153. The **Future Tense** is used to express what will take place in time to come ; as, “*I shall study to-morrow.*”

154. The **Future Perfect Tense** is used to express what will have taken place at or before some future time mentioned; as, "*I shall have studied my lesson by noon.*"—" *He will have finished his letter before you are ready.*"

155. The **Person** and **Number** of a verb are those modifications in which it agrees with its subject or nominative.

156. Verbs have two numbers, the *Singular* and the *Plural*. There are three persons in each number: the *First*, the *Second*, and the *Third*.

157. The **Conjugation** of a verb is a regular arrangement of all its voices, moods, tenses, persons, numbers, and participles.

158. There are four **Principal Parts** in the conjugation of every complete verb: the *Present*,<sup>1</sup> the *Preterit*,<sup>2</sup> the *Imperfect Participle*, and the *Perfect Participle*. These are called the *principal* or *radical* parts, because all the other parts are formed from them.

159. The verbs *be*, *do*, *have*, *shall*, *will*, *may*, *can*, and *must* are called **Auxiliaries**, because they are used in the conjugation of other verbs.

160. *Be*, *do*, and *have* are also complete verbs.

161. **Voice** is that property of transitive verbs which distinguishes their subjects as *acting* or as *acted upon*.

162. There are two voices, the *Active* and the *Passive*.

163. The **Active Voice** is that form of a transitive verb which denotes that the *subject* does the action expressed by the verb; as, "*Napoleon invaded Russia.*"

164. The **Passive Voice** is that form of a transitive verb which denotes that the *subject* receives the action expressed by the verb; as, "*Russia was invaded by Napoleon.*"

---

1. Form the Infinitive Present. 2. From the Indicative Past in its simple form.

165. CONJUGATION OF THE VERB HAVE.<sup>1</sup>

## Principal Parts.

<i>Present.</i>	<i>Preterit.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Have.	Had.	Having.	Had.

## INFINITIVE MOOD.

## Present Tense.

To have.

## Perfect Tense.

To have had.

## INDICATIVE MOOD.

## Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have,	1. We have,
2. Thou hast,	2. You have,
3. He has;	3. They have.

## Past Tensè.

<i>Singular.</i>	<i>Plural.</i>
1. I had,	1. We had,
2. Thou hadst,	2. You had,
3. He had;	3. They had.

## Perfect Tense.

SIGNS: *Have, hast, has.*

<i>Singular.</i>	<i>Plural.</i>
1. I have had,	1. We have had,
2. Thou hast had,	2. You have had,
3. He has had;	3. They have had.

## Pluperfect Tense.

SIGNS: *Had, hadst.*

<i>Singular.</i>	<i>Plural.</i>
1. I had had,	1. We had had,
2. Thou hadst had,	2. You had had,
3. He had had;	3. They had had.

---

1. *Have* is a transitive verb used only in the ACTIVE VOICE.

## Verbs.

## Future Tense.

SIGNS: *Shall, will.**Singular.*

1. I shall have,
2. Thou wilt have,
3. He will have;

*Plural.*

1. We shall have,
2. You will have,
3. They will have.

## Future Perfect Tense.

SIGNS: *Shall have, will have.**Singular.*

1. I shall have had,
2. Thou wilt have had,
3. He will have had;

*Plural.*

1. We shall have had,
2. You will have had,
3. They will have had.

## POTENTIAL MOOD.

## Present Tense.

SIGNS: *May, can, or must.**Singular.*

1. I may<sup>1</sup> have,
2. Thou mayst have,
3. He may have;

*Plural.*

1. We may have,
2. You may have,
3. They may have.

## Past Tense.

SIGNS: *Might, could, would, or should.**Singular.*

1. I might<sup>2</sup> have,
2. Thou mightst have,
3. He might have;

*Plural.*

1. We might have,
2. You might have,
3. They might have.

## Perfect Tense.

SIGNS: *May, can, or must have.**Singular.*

1. I may have had,
2. Thou mayst have had,
3. He may have had;

*Plural.*

1. We may have had,
2. You may have had,
3. They may have had.

1. Or *can* or *must*. Distinction (p. 135-5).2. Or *could, would, or should*.....

## Pluperfect Tense.

SIGNS : *Might, could, would, or should have.**Singular.*

1. I might have had,
2. Thou mightst have had,
3. He might have had;

*Plural.*

1. We might have had,
2. You might have had,
3. They might have had.

## SUBJUNCTIVE MOOD.

## Present Tense.

*Singular.*

1. If I have,
2. If thou have,
3. If he have;

*Plural.*

1. If we have,
2. If you have,
3. If they have.

## Past Tense.

*Singular.*

1. If I had,
2. If thou had,
3. If he had;

*Plural.*

1. If we had,
2. If you had,
3. If they had.

## IMPERATIVE MOOD.

## Present Tense.

*Singular.*

2. Have thou *or* do thou have;

*Plural.*

2. Have you *or* do you have.

## Participles.

*Imperfect.*

Having.

*Perfect.*

Had.

*Preperfect.*

Having had.

## 166. CONJUGATION OF THE VERB BE.

## Principal Parts.

<i>Present.</i>	<i>Preterit.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Be	Was.	Being.	Been.

## INFINITIVE MOOD.

## Present Tense.

To be.

## Perfect Tense.

To have been.

## INDICATIVE MOOD.

## Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

## Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

## Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

## Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.



**Future Tense.***Singular.*

1. I shall be,
2. Thou wilt be,
3. He will be;

*Plural.*

1. We shall be,
2. You will be,
3. They will be.

**Future Perfect Tense.***Singular.*

1. I shall have been,
2. Thou wilt have been,
3. He will have been;

*Plural.*

1. We shall have been,
2. You will have been,
3. They will have been.

**POTENTIAL MOOD.****Present Tense.***Singular.*

1. I may be,
2. Thou mayst be,
3. He may be;

*Plural.*

1. We may be,
2. You may be,
3. They may be.

**Past Tense.***Singular.*

1. I might be,
2. Thou mightst be,
3. He might be;

*Plural.*

1. We might be,
2. You might be,
3. They might be.

**Perfect Tense.***Singular.*

1. I may have been,
2. Thou mayst have been,
3. He may have been;

*Plural.*

1. We may have been,
2. You may have been,
3. They may have been.

**Pluperfect Tense.***Singular.*

1. I might have been,
2. Thou mightst have been,
3. He might have been;

*Plural.*

1. We might have been,
2. You might have been,
3. They might have been.

## Verbs.

## SUBJUNCTIVE MOOD.

## Present Tense.

*Singular.*

1. If I be,
2. If thou be,
3. If he be;

*Plural.*

1. If we be,
2. If you be,
3. If they be.

## Past Tense.

*Singular.*

1. If I were,
2. If thou were,
3. If we were;

*Plural.*

1. If we were,
2. If you were,
3. If they were.

## IMPERATIVE MOOD.

## Present Tense.

*Singular.*

2. Be thou *or* do thou be;

*Plural.*

2. Be you *or* do you be.

## Participles.

*Imperfect.*

Being.

*Perfect.*

Been.

*Preperfect.*

Having been.

167. CONJUGATION OF THE REGULAR TRANSITIVE VERB  
LOVE.

## ACTIVE VOICE.

## Principal Parts.

*Present.*

Love.

*Past.*

Loved.

*Present Participle.*

Loving.

*Past Participle.*

Loved.

## INFINITIVE MOOD.

## Present Tense.

To love.

## Perfect Tense.

To have loved.

## INDICATIVE MOOD.

## Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I love, <sup>1</sup>	1. We love,
2. Thou lovest,	2. You love,
3. He loves;	3. They love.

## Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I loved, <sup>1</sup>	1. We loved,
2. Thou lovedst,	2. You loved,
3. He loved;	3. They loved.

## Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved;	3. They have loved.

## Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had loved,	1. We had loved,
2. Thou hadst loved,	2. You had loved,
3. He had loved;	3. They had loved.

## Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall love,	1. We shall love,
2. Thou wilt love,	2. You will love,
3. He will love;	3. They will love.

## Future Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have loved,	1. We shall have loved,
2. Thou wilt have loved,	2. You will have loved,
3. He will have loved;	3. They will have loved.

---

	<i>Singular.</i>	<i>Plural.</i>
1. EMPHATIC FORM:—Present.	{ 1. I do love,	1. We do love,
	{ 2. Thou dost love,	2. You do love,
	{ 3. He does love;	3. They do love.
Past....	{ 1. I did love,	1. We did love,
	{ 2. Thou didst love,	2. You did love,
	{ 3. He did love;	3. They did love.

## POTENTIAL MOOD.

## Present Tense.

SIGNS : *May, can, or must,**Singular.*

1. I may love,
2. Thou mayst love,
3. He may love;

*Plural.*

1. We may love,
2. You may love,
3. They may love.

## Past Tense.

SIGNS : *Might, could, would, or should.**Singular.*

1. I might love,
2. Thou mightst love,
3. He might love;

*Plural.*

1. We might love,
2. You might love,
3. They might love.

## Perfect Tense.

SIGNS : *May, can, or must have.**Singular.*

1. I may have loved,
2. Thou mayst have loved,
3. He may have loved;

*Plural.*

1. We may have loved,
2. You may have loved,
3. They may have loved.

## Pluperfect Tense.

SIGNS : *Might, could, would, or should have.**Singular.*

1. I might have loved,
2. Thou mightst have loved,
3. He might have loved;

*Plural.*

1. We might have loved,
2. You might have loved,
3. They might have loved.

## SUBJUNCTIVE MOOD.

## Present Tense.

*Singular.*

1. If I love,
2. If thou love,
3. If he love;

*Plural.*

1. If we love,
2. If you love,
3. If they love.

**Past Tense.***Singular.*

1. If I loved,
2. If thou loved,
3. If he loved;

*Plural.*

1. If we loved,
2. If you loved,
3. If they loved.

**IMPERATIVE MOOD.****Present Tense.***Singular.*

2. Love thou *or* do thou love;

*Plural.*

2. Love you *or* do you love.

**Participles.***Present.*

Loving.

*Perfect.*

Loved.

*Preperfect.*

Having loved.

**168. CONJUGATION OF THE TRANSITIVE VERB LOVE.****PASSIVE VOICE.****Principal Parts.***Present.*

Love.

*Preterit.*

Loved.

*Imperfect Participle.*

Loving.

*Preperfect Participle.*

Loved.

**INFINITIVE MOOD.****Present Tense.**

To be loved.

**Perfect Tense.**

To have been loved.

**INDICATIVE MOOD.****Present Tense.***Singular.*

1. I am loved,
2. Thou art loved,
3. He is loved;

*Plural.*

1. We are loved,
2. You are loved,
3. They are loved.

**Past Tense.***Singular.*

1. I was loved,
2. Thou wast loved,
3. He was loved;

*Plural.*

1. We were loved,
2. You were loved,
3. They were loved.

**Perfect Tense.***Singular.*

1. I have been loved,
2. Thou hast been loved,
3. He has been loved;

*Plural.*

1. We have been loved,
2. You have been loved,
3. They have been loved.

**Pluperfect Tense.***Singular.*

1. I had been loved,
2. Thou hadst been loved,
3. He had been loved;

*Plural.*

1. We had been loved,
2. You had been loved,
3. They had been loved.

**Future Tense.***Singular.*

1. I shall be loved,
2. Thou wilt be loved,
3. He will be loved;

*Plural.*

1. We shall be loved,
2. You will be loved,
3. They will be loved.

**Future Perfect Tense.***Singular.*

1. I shall have been loved,
2. Thou wilt have been loved,
3. He will have been loved;

*Plural.*

1. We shall have been loved,
2. You will have been loved,
3. They will have been loved.

**POTENTIAL MOOD.****Present Tense.***Singular.*

1. I may be loved,
2. Thou mayst be loved,
3. He may be loved;

*Plural.*

1. We may be loved,
2. You may be loved,
3. They may be loved.

## Past Tense.

*Singular.*

1. I might be loved,
2. Thou mightst be loved,
3. He might be loved;

*Plural.*

1. We might be loved,
2. You might be loved,
3. They might be loved.

## Perfect Tense.

*Singular.*

1. I may have been loved,
2. Thou mayst have been loved,
3. He may have been loved;

*Plural.*

1. We may have been loved,
2. You may have been loved,
3. They may have been loved.

## Pluperfect Tense.

*Singular.*

1. I might have been loved,
2. Thou mightst have been loved,
3. He might have been loved;

*Plural.*

1. We might have been loved,
2. You might have been loved,
3. They might have been loved.

## SUBJUNCTIVE MOOD.

## Present Tense.

*Singular.*

1. If I be loved,
2. If thou be loved,
3. If he be loved;

*Plural.*

1. If we be loved,
2. If you be loved,
3. If they be loved.

## Past Tense.

*Singular.*

1. If I were loved,
2. If thou were loved,
3. If he were loved;

*Plural.*

1. If we were loved,
2. If you were loved,
3. If they were loved.

## Verbs.

## IMPERATIVE MOOD.

## Present Tense.

*Singular.* 2. Be thou loved *or* do thou be loved.

*Plural.* 2. Be you loved *or* do you be loved.

## Participles.

*Imperfect.*  
Being loved.

*Perfect.*  
Loved.

*Preperfect.*  
Having been loved.

## Exercise on Verbs.

Give the person and number of the verbs in the following sentences:—  
We love.—I may have.—They are.—It rains.—Thou readest.—You pray.  
—He plays.—She skips.—I must go.—He might have loved.—I can sing  
a song.—I could do it.—They would not come.—It will have snowed by  
ten o'clock to-night.—Thou art.—If he be there in time, we shall meet  
him.—She had been there when we left.—Lovest thou me?—Kind words  
are the music of the world.—Thou wilt be loved.—They must be ad-  
mired.—Samuel has had a cold.—A dewy freshness fills the silent air.—  
Make us heir of all eternity.



**Oral Exercise.**—What is a Verb? (129).—Name the verbs in the examples. . . .—What does *writes* say of John? . . .—What does *writes* express? . . .—What does *is* say of God? . . .—Conjugate the verb *have* in regular order as far as the Potential Mood. (165) . . . . .

I. **Verbs.**—Indicate orally or by means of the letters *g.* or *b.* whether the action expressed by the verb is good or bad.

- |                    |                      |                     |                      |
|--------------------|----------------------|---------------------|----------------------|
| 1. Obey, <i>g.</i> | 2. Avenge, <i>b.</i> | 3. Bless, <i>g.</i> | 4. Babble, <i>b.</i> |
| Pout,              | Pardon,              | Sin,                | Disobey,             |
| Annoy,             | Forgive,             | Reflect,            | Calumniate,          |
| Study,             | Tease,               | Boast,              | Preach,              |
| Pray,              | Mock,                | Confess,            | Backbite,            |
| Work,              | Correct,             | Betray,             | Detract,             |
| Lie,               | Instruct,            | Torment,            | Repent,              |

II. **Verbs.**—Insert a suitable verb.

- A good Christian *knows* how to be patient in trials.  
It ——— not enough to commence well, we should also ——— well.  
God commands us to ——— and ——— our parents.  
It is not enough to ——— praise, we must ——— it.  
We should ——— compassion on the poor who ——— our assistance.  
We must ——— the deposit that has been confided to us.
- Constant labor ——— the road to success.  
Obedience and love of work ——— two great virtues.  
Time ——— so precious, we must never ——— it.  
The law of God ——— us to covet our neighbor's goods.  
Do you ——— that wealth ——— essential to happiness?  
Speech ——— silver, but silence ——— gold.

III. **Underline the verbs.**

SPRING.

Will Spring return,  
And birds and lambs again be gay,  
And blossoms clothe the hawthorn spray?  
Yes, prattlers, yes. The daisy's flower  
Again shall paint your summer bower ;  
Again the hawthorn shall supply  
The garlands you delight to tie ;  
The lambs upon the lea shall bound,  
The wild birds carol to the round,  
And while you frolic light as they,  
Too short shall seem the summer day.—SCOTT (1771-1832).

**Oral Conjugation.**—*Imperative Present.*—Love thou *or* do thou love . . . Read thou *or* do . . .

169. A **Sentence** is such an assemblage of words as makes complete sense ; as, “*God is love.*”

170. The complete sense expressed in a sentence is called a *proposition*.

171. The **Essential Parts** of a sentence are the *Subject* and the *Predicate* ; as, “*I exist.*”

172. The **Subject** of a sentence is that of which it treats ; as, “*God is love.*”

173. The **Predicate** of a sentence is that which is said of the subject ; as, “*I exist.*”—“*God is love.*”

**Oral Exercise.**—What is a Verb ? (129).—How is the subject of a verb found ? (70).—Conjugate the verb *have*, commencing at the Potential Mood, and continuing to the end. (165). . . .

**I. Verbs.**—State orally or by means of the letter *b.* or *m.* whether the action indicated by the verb is an act of the mind or of the body.

1. Hate, <i>m.</i>	3. Judge, <i>m.</i>	5. Sweat, <i>b.</i>	7. Dress, <i>b.</i>
Run,	Whiten,	Despise,	Fear,
Hope,	Decide,	Form,	Fall,
Understand,	Sit,	Build,	Count,
Travel,	Demolish,	Respect,	Rejoice,
2. Cut,	4. Envy,	6. Cherish,	8. Faint,
Know,	Drink,	Saw,	Wish,
Learn,	Recollect,	Plane,	Believe,
File,	Sleep,	Think,	Throw,
Twist	Wash,	Sew,	Conclude,

**II. Predicates.**—Supply the predicates.

- To give *is* a pleasure, and to pay *is* a duty.  
 —— not —— the sun to go down on your anger.  
 —— how to forgive if you —— God to forgive you.  
 Wisdom should —— to us our defects, and charity should —— those of our neighbor.  
 Happy is the person who says on awaking: I —— to be better to-day than I —— yesterday.
- There —— more pleasure to give than to receive.  
 It —— a person to forget the faults of others.  
 To obey God —— happiness and honor.  
 We should —— ourselves of our duty, —— what it may.  
 We should —— temperate in eating and drinking.

**III. Draw one line under the subject and two lines under the predicate.**

#### MODERATION.

He that is moderate in his wishes, from reason and choice, and not resigned from sourness, distaste, or disappointment, doubles all the pleasures of life. Health is not eaten up with care, nor pleasure interrupted by envy. He is no man's rival, but every man's well-wisher ; and can look at a prosperous man with pleasure, in reflecting that he hopes he is as happy as himself.—STEELE (1671-1729).

**Oral Conjugation.**—*Infinitive Present.*—To play. *Perfect.*—To have played. *Indicative Present.*—I play. . . .

174. With regard to their meaning, sentences are divided into four classes: *Declarative*, *Imperative*, *Interrogative*, and *Exclamatory*.

175. A **Declarative Sentence** is a sentence by which an affirmation or negation is expressed; as, “*The sun has set.*”—“*The sun has not set.*”

176. An **Imperative Sentence** is a sentence by which a command is expressed; as, “*Go home.*”

177. An **Interrogative Sentence** is a sentence by which a question is asked; as, “*Does he study?*”

178. An **Exclamatory Sentence** is a sentence by which an exclamation is made; as, “*How he studies!*”

**Oral Exercise.**—What is a Verb? (129)—With regard to their meaning, how are verbs divided? (130)—What is a Transitive Verb? (131)—An Intransitive Verb?—(132)—Conjugate the verb *be* in regular order to the Potential Mood. (166) . . .

**I. Verbs.**—Indicate orally or by means of the letter *t.* or *i.* whether the verb is transitive or intransitive.

1. Perseverance overcomes all obstacles.  
 Frances broke the bottle.  
 The lightning glanced from the clouds and struck the oak.  
 Victoria is queen of England.
2. The winds blow.  
 They admitted us into a spacious hall.  
 Sugar is a nourishing article of food.  
 You only waste your time in quarreling about such a trifling question.

**II. Verbs.**—Where the dash occurs insert a suitable verb.

1. We should *employ* our spare time in study.  
 His wisdom ——— him bitter experience.  
 The rivulet ——— with a noiseless current.  
 A man ———, but a nation ———.
2. All that lives must ———.  
 The wind ——— furiously and shook the house.  
 Evil communications ——— good manners.  
 A landscape ——— a pleasing variety of objects.

**III. Indicate orally or by means of the proper initial to what class the sentence belongs.**—John, study your lesson.—Joachim, where are you going?—Moses died on Mount Nebo.—Bonaparte died in exile.—How kindly he treated his sister!—Will Thomas return soon?—Ask and you shall receive.—A stitch in time saves nine.—Who is emperor of Germany?—How it blows!—A rolling stone gathers no moss.—Long icicles glistened in the sunlight.—Who founded Toronto?—Bring me my overcoat.—Alas, they are no more!—Thou shalt honor thy father and thy mother.

**Oral Conjugation.**—*Indicative Past.*—I played . . . *Perfect.*—I have played . . .

179. As regards their construction, sentences are divided into three classes: *Simple*, *Complex*, and *Compound*.

180. A **Simple Sentence** is a sentence that contains but one proposition; as, “*It blows.*”—“*Henry is here.*”

181. A **Complex Sentence** is a sentence that consists of an independent clause and one or more dependent clauses; as, “*Children who disobey their parents, deserve punishment.*”

182. The propositions in **Complex and Compound Sentences** are called *clauses*. Clauses are divided into *Independent* and *Dependent*.

183. An **Independent or Principal Clause** is a clause that expresses complete sense when used alone; as, “**Children who disobey their parents, deserve punishment.**”

184. A **Dependent Clause** is a clause used as one of the principal parts of a sentence or as an adjunct to one of these parts; as, “*Children who disobey their parents, deserve punishment.*”

**Oral Exercise.**—What is a Verb? (129)—As regards their meaning, how are verbs divided? (130)—What is a Transitive Verb? (131)—An Intransitive Verb? (132)—Conjugate the verb *be*, commencing at the Potential Mood and continuing in regular order to the end. (166).....

### I. Predicates.—Add a predicate.

- |                         |                             |                                |
|-------------------------|-----------------------------|--------------------------------|
| 1. John <i>writes</i> . | 2. The child <i>cries</i> . | 3. The carpenter <i>saws</i> . |
| Elizabeth _____.        | The cow _____.              | The mason _____.               |
| The girl _____.         | The horse _____.            | The barber _____.              |
| The woman _____.        | The farmer _____.           | The dog _____.                 |
| The boy _____.          | The husbandman _____.       | The king _____.                |

II. **Sentences.**—Tell whether the sentence is simple or complex, and underline the predicates.

1. Faint hearts *make* feeble hands.  
They returned at once to their homes.  
Do the spoils belong to him who gains the victory?  
Has Charles returned from school?  
The boy whom you saw reading is very studious.
2. The man that went away yesterday has not returned.  
Tell your brother to come immediately.  
How loudly the thunder peals!  
He who studies diligently will improve.  
Do those who study diligently improve?

III. **Draw one line under the independent and two lines under the dependent clause.**—A person who speaks the truth is always respected.—Them that honor me I will honor.—My friend who went to Boston has returned.—Persons who are passionate are unpleasant companions.—The key that is used is always bright.—Lines that are parallel never meet.—They who slander others break the divine commandment.

**Oral Conjugation.**—*Indicative Pluperfect.*—I had played. . . . I had walked. . . .

## Literary Selection for Explanation and Study.

## TO A DISTANT FRIEND.

Dear comrade, may thy path be blest  
 With virtue, love, and happiness;  
 May all thy chosen friends prove true,  
 And cheer thee on life's journey through.

5 In such a fickle world as this  
 I may not wish thee lasting bliss;  
 But may the winds of fortune blow  
 Gently around thy path below.

10 May joy and truth with thee abide,  
 May virtue ever be thy guide;  
 Religion be thy bosom friend,  
 And cheer thee through until the end.

15 And when life's lamp has fled from thee,  
 Mid joy and peace sublime,  
 May bright angels' smiles salute thee,  
 In Heaven's happy clime.

—B. A.

Oral statement.....

---

 Literary Analysis.

- |                       |   |  |
|-----------------------|---|--|
| 1. PERSONAGES.        | Who are the personages in this piece?   |  |
| TIME AND PLACE.       | When and where were the verses written?   |  |
| 2. WORDS AND ACTIONS. | { 1. What does the writer wish his friend in the first stanza?<br>2. What does he say in the second stanza?<br>3. What does he say in the third stanza? |  |
| 3. RESULT.            |   | What does he say in the fourth stanza? |
| MORAL.                |   | What do these beautiful verses teach?  |

1. What is a *comrade*?
2. What is the meaning of *path* as used here?
3. Give the more commonly used meaning of *path*?
4. What is the meaning of *virtue*?
5. Name some virtues.
6. What is the opposite of *virtue*?
7. From what is *happiness* derived?
8. What change is made before suffixing *ness*?
9. What does the suffix *ness* mean?
10. What does *happiness* mean?
11. Is *happiness* an agreeable or disagreeable disposition of the soul?
12. Mention some words having about the same meaning as *happiness*.
13. What is the meaning of *cheer* as used here?
14. Use another word for *fickle*.
15. What is the meaning of *bliss*?
16. What are the *winds of fortune*?
17. Express the 8th line otherwise.
18. What is the meaning of *joy*?
19. What is the opposite of *joy*?
20. What is *truth*?
21. What is the opposite of *truth*?
22. What is the meaning of a *guide*?
23. What is *religion*?
24. Who is a *bosom friend*?
25. What is the meaning of *cheer* in this place?
26. Use another expression for *life's lamp*.
27. Who are *angels*?
28. When were the angels created?
29. Name some angels.
30. Did these angels ever appear to men? To whom?....
31. Are there any feasts in honor of the holy angels? Name them....
32. Are there any angels here?....
33. Who are *guardian angels*?....
34. What is *Heaven*?
35. Who go to Heaven?....
36. Use another word for *clime*.
37. In what kind of composition chiefly is *clime* used instead of *climate*?
38. Name some other words that are abbreviated in a similar manner in poetry.
39. Name the nouns of the first stanza.
40. What case is *life's*? (71, 72)
41. What is the plural of *journey*? (49)
42. Name the pronouns of the same stanza.
43. Name the verbs in the 2nd stanza.
44. Parse *angels'* (15th line). (71, 73)
45. Conjugate *salute* in the potential mood.
46. What is the plural of *thee*?
47. What part of speech is *happy*? (16th line)
48. What are the letters *B. A.* at the end? (15)

I. Tell by whom a *college*, an *academy*, a *school*, a *workshop*, an *association*, an *orchestra*, are directed.

---

II. Say what qualities may be possessed by *milk*, *paper*, *flowers*, *fruits*, *ink*, *wood*.

---

III. Replace the portion in Italics by a common adjective, and make the other necessary changes accordingly.

---

The soldier *who is lazy* is despised by his comrades.  
 The soldier *who is courageous* does honor to his colors.  
 The heart *that is humble* obtains everything from God.  
 The heart *that is proud* abandons God.  
 The pupil *who is attentive* succeeds.  
 The pupil *who is negligent* is often punished.  
 The young man *who is vain* is despised.  
 The young man *who is modest* is esteemed.

---

### Exercise on Homophonous Words.

IV.—1. Oar.	2. Pail.	3. Pear.	4. Pray.
Ore.	Pale.	Pair.	Prey.
One.	Pain.	Peace.	Profit.
Won.	Pane.	Piece.	Prophet.

Where the dash occurs insert a suitable word from the above list.

- Take the *oar* and let us row o'er the lake to see the mine of iron *ore*.  
The gambler has \_\_\_\_\_ but \_\_\_\_\_ dollar.
- Bring me a \_\_\_\_\_ of water.  
He looked \_\_\_\_\_ after knocking his head against the iron \_\_\_\_\_.  
The child has broken a \_\_\_\_\_ of glass.  
I have an acute \_\_\_\_\_ in my ear.
- Do not pare the \_\_\_\_\_ with a \_\_\_\_\_ of scissors.  
Always be an advocate of \_\_\_\_\_.  
Take a \_\_\_\_\_ of pie.

4. ——— to your Heavenly Father.

The larger fishes ——— upon the smaller ones.

Isaias was a ———.

The ——— on the sale of the goods was very great.

---

V. Write a LETTER TO A FRIEND containing the principal sentiments expressed in the literary selection of this lesson—"To a Distant Friend."  
—(See form of letter, pp. .)

---

### Analysis and Parsing.

The Teacher may here very appropriately select sentences from the examples under No. 169 to No. 184.

---

### Supplementary Exercise.

I. Compose twelve sentences, using as subjects the names of persons you know something about.

II. Compose twelve sentences, using as subjects the names of places you know something about.

III. Compose twelve sentences, using as subject the name of some animal, metal, virtue, or vice.



185. A finite verb must agree with its **subject** or **nominative** in person and number; as, “*The man walks.*”—“*The men walk.*”—“*I am.*”—“*Thou art.*”—“*He is.*”

**Oral Exercise.**—Form another verb from the one given, by prefixing *over, re, sur,* or *un.*

- |                   |                |                  |
|-------------------|----------------|------------------|
| 1. Conduct, _____ | 2. Roll, _____ | 3. Charge, _____ |
| Load, _____       | Pass, _____    | Do, _____        |
| Come, _____       | Call, _____    | Cover, _____     |

What are the Person and Number of a verb? (155)—What is Voice? (161)—How many voices are there? Name them. (162)—What is the Active Voice? (163)—Conjugate the verb *love* (Active Voice) in regular order as far as the Potential Mood. . . .

**I. Verbs to be conjugated.**—Conjugate in the Ind. Pres., Past, and Future; Pot. Pres. and Past; Subj. Pres.: *listen, dine, ornament, dare, close, cry.*

<p><b>Ind. Pres.</b> <i>I listen,</i> _____ _____ _____ _____</p>	<p><b>Ind. Past.</b> <i>I dined,</i> _____ _____ _____ _____</p>	<p><b>Future.</b> <i>I shall ornament,</i> _____ _____ _____ _____</p>
<p><b>Pot. Pres.</b> <i>I may dare,</i> _____ _____ _____ _____</p>	<p><b>Pot. Past.</b> <i>I might close,</i> _____ _____ _____ _____</p>	<p><b>Subj. Pres.</b> <i>If I cry,</i> _____ _____ _____ _____</p>

**II. Indicative Present.**—Where the dash occurs insert a verb in the Indicative Present.

**HOW CHILDREN SHOULD PRAY.**

1. My dear children, it \_\_\_\_\_ with kindness I \_\_\_\_\_ to you ; I \_\_\_\_\_ not \_\_\_\_\_ to children in the cradle who would not understand me. I \_\_\_\_\_ to you, O children who have attained the age of reason. You already \_\_\_\_\_ your true Father Who \_\_\_\_\_ God; honor Him in your parents, who \_\_\_\_\_ His representatives in your regard.
2. Have the fear of God in your heart, and learn early that you must be taught, corrected, and conducted to wisdom's ways. Often say: “O Lord, from Whom I have received every thing, I will always love Thee; I will love Thee, O God, Who \_\_\_\_\_ my strength. In flame my heart with the fire of Thy holy love, send forth Thy Holy Spirit upon me, Who \_\_\_\_\_ one heart and one soul of those whom He \_\_\_\_\_.”

**III. Change the pronouns, and the verbs accordingly, into the third person plural.**—He applies himself to study.—By doing this he will please his parents and his teachers; he will acquire the habit of work; and he will thus make himself capable of rendering services to society. Whereas, if he let himself be conquered by sloth, he will remain in woful ignorance.

**Conjugate** *play* and *walk* in the Indicative Future and Future Perfect. . . . .

**Oral Exercise.**—Name six verbs that indicate an action of the *body*, and six that indicate an action of the *mind*.

BODY.....

MIND.....

**Conjugate** the verb *love*, Active Voice, commencing at the Potential Mood, and continuing in regular order to the end.....—What is a Regular Verb? (134) What is the Active Voice? (163)

**I. Verbs to be conjugated.**—Conjugate in the Indicative Perfect, Pluperfect, Future Perfect; Potential Perfect, Pluperfect; Subjunctive Past: *bless, fill, succeed, unite, act, recite*.

**Ind. Perf.**

*I have blessed,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Ind. Pluperf.**

*I had filled,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Ind. Fut. Perf.**

*I shall have succeeded,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Pot. Perf.**

*I may<sup>1</sup> have united,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Pot. Pluperf.**

*I might have acted,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Subj. Past.**

*If I recited,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Past Tense.**—Where the dash occurs insert a regular verb of the past tense.

#### THE POOR AND THE SICK.

1. In returning from our walk in the country our mother nearly always —— us to the houses of the poor and the sick in the village. She —— their bed; she —— them medicine, and —— them consoling words. We —— her in these daily visits. One of us —— lint; a second, aromatic oil; and another, linen to bind their wounds.

2. We thus —— to have none of that repugnance which, in later years, renders man weak at the sight of sickness, useless to those who suffer, and timid at the sight of death. She —— us not from seeing the most frightful spectacles of misery, of sorrow, and even of agony. We often had occasion to see her standing, sitting, or kneeling at the couch of misery, drying with her own hands the cold sweat from the brow of the dying person, reciting the prayers for the agonizing, and she even —— patiently entire hours till their souls —— from this land of misery to the bosom of God.

**III. Change thou to the plural, and the verb accordingly.**—If thou studiest grammar well, if thou understandest it, if thou knowest the definitions and the rules, thou wilt speak correctly, thou wilt write without errors, thou wilt construct thy sentences well, and when thou hast to write a letter, thou wilt want no one to correct it for thee.

**Conjugate** *play* and *walk* in the Potential Mood.....

1. The Teacher may require the pupils to conjugate orally, using the auxiliary *can* or *must*; and in the pluperfect by using *could*, *would*, or *should*.—**Ex.**: I can have united, thou canst have united..... I must unite..... I could have united.....

**Oral Exercise.**—Name six verbs expressing *movement*, and six relative to the *voice*.

MOVEMENT.....  
VOICE.....

For what is the Present Tense used? (149)—The Past? (150)—The Perfect? (151).—Give the Principal Parts, the Infinitive, the Imperative, and the Participles of *love*.

**I. Verbs to be conjugated.**—Conjugate in the Principal Parts, Infinitive Mood, Imperative Mood, and Participles: *adore, attack, perish, wish, heal, fear, intonate, bewail, hum, jump, hop, turn*.

Principal Parts.		Infinitive Mood.		Imperative Mood.	
PRES.	<u>Adore.</u> _____ _____	PRES.	<u>To attack.</u> _____	SING.	{ Perish thou or do thou perish.
				PLU.	{ _____
PRES.	<u>Heal.</u> _____ _____	PRES.	<u>To fear.</u> _____	SING.	{ Intonate thou.....
				PLU.	{ _____
PRES.	<u>Hum.</u> _____ _____	PRES.	<u>To jump.</u> _____	SING.	{ Hop thou.....
				PLU.	{ _____
<b>Participles.</b>					
IMP.	<u>Wishing.</u> _____	IMP.	<u>Bewailing.</u> _____	IMP.	<u>Turning.</u> _____

**II. Indicative Past and Perfect.**—Where the dash occurs insert a verb of the Indicative Past or Perfect, as the case may require.

- I saw Abraham last week ; but I \_\_\_\_\_ Sarah to-day.  
\_\_\_\_\_ you \_\_\_\_\_ Clarence yesterday?  
No ; but I \_\_\_\_\_ Agnes this afternoon.  
\_\_\_\_\_ you at the picnic last Thursday?  
I \_\_\_\_\_ at Mass every morning this week.
- He \_\_\_\_\_ a severe attack of typhoid fever this summer.  
Jeremiah \_\_\_\_\_ school two months last winter.  
Rose \_\_\_\_\_ a pair of socks for her father last fall.  
Mark \_\_\_\_\_ the farthest last evening.  
Matthew \_\_\_\_\_ over the fence just now.

**III. Change man to the plural, and the verbs and pronouns accordingly.**—The wicked man is very much to be pitied ; he is very unhappy. He is never truly joyful ; he does not possess peace of conscience ; he is a continual prey to remorse. In vain does he seek distractions ; he everywhere meets sorrowful remembrances ; he cannot taste happiness ; on the contrary, he suffers the most cruel afflictions ; and he wastes away his life without consolation and without hope.

Conjugate *play* and *walk* in the Principal Parts, Infinitive Mood, Imperative Mood, and the Participles.

Oral Exercise.—Name a verb expressing the contrary of the given verb.

Live,	_____	Love,	_____	Sit,	_____
Sell,	_____	Blame,	_____	Laugh,	_____
Curse,	_____	Disobey,	_____	Forbid,	_____

For what is the Pluperfect Tense used? (152)—The Future? (153)—The Future Perfect? (154)

I. Verbs to be conjugated.—Conjugate in the Potential and the Subjunctive, Active Voice: *perceive, owe, depend, answer, attend, welcome.*

The Teacher may give the same exercise orally, requiring the pupils to use *can or must, could, would, or should* in the Potential Mood; and *lest or though* in the Subjunctive Mood.—Ex.: I can perceive, I must perceive. . . . . Subj.—Lest I attend. . . .

<b>Pot. Pres.</b> <i>I may perceive,</i> _____ _____ _____ _____	<b>Pot. Past.</b> <i>I might owe,</i> _____ _____ _____ _____	<b>Pot. Perfect.</b> <i>I may have depended,</i> _____ _____ _____ _____
<b>Pot. Pluperf.</b> <i>I might have answered,</i> _____ _____ _____ _____	<b>Subj. Pres.</b> <i>If I attend,</i> _____ _____ _____ _____	<b>Subj. Past.</b> <i>If I welcomed,</i> _____ _____ _____ _____

II. Verbs.—Where the dash occurs in the first paragraph, insert a suitable verb of the Indicative Pluperfect; and in the second, a verb of the Future or Future Perfect.

1. Felix *had recited* his lesson by the time Patrick arrived.  
 Frederick \_\_\_\_\_ when I called you.  
 Hugh \_\_\_\_\_ by the time Bridget left.  
 Nicholas \_\_\_\_\_ with his sister Emma when the party began.  
 Stephen \_\_\_\_\_ from fishing before sunset.
2. The history of Tobias \_\_\_\_\_ to the latest posterity.  
 Rachel \_\_\_\_\_ before Jacob.  
 Pascal \_\_\_\_\_ a noisy character his whole life.  
 Catharine \_\_\_\_\_ the dress before night.  
 Gregory \_\_\_\_\_ in due time.

III. Change the verbs to the future tense.—You pay your debts.—You never cheat your neighbor.—You shun flatterers.—You keep holy the Sabbath day.—You listen attentively to your lessons.—You never lose time.—You render to every man his due.—You love and respect the authors of your being.

Conjugate *receive* and *believe* in the second person, singular and plural, of all the tenses of the Indicative, Potential, and Subjunctive.

## Literary Selection for Explanation and Study.

## THE DOVE.

The bird let loose in eastern skies,  
 When hast'ning fondly home,  
 Ne'er stoops to earth her wing, nor flies  
 Where idle warblers roam.

5           But high she shoots through air and light,  
           Above all low delay,  
 Where nothing earthly bounds her flight,  
           Nor shadow dims her way.

10           So grant me, God, from every care,  
           And stain of passion free,  
 Aloft, through virtue's purer air,  
           To hold my course to Thee !

15           No sin to cloud, no lure to stay  
           My soul, as home she springs;  
 Thy sunshine on her joyful way,  
           Thy freedom on her wings.

—*Thomas Moore* (1779–1852).

Oral statement. . . . .

---

**Literary Analysis.**

- |                       |  |
|-----------------------|--|
| 1. PERSONAGES.        | What is spoken of in this selection ?  |
| TIME AND PLACE.       | Where is the dove said to be ?   |
| 2. WORDS AND ACTIONS. | { 1. What did the bird avoid on returning home?<br>2. What course did she take ? |
| 3. RESULT.            | What benefit did she gain by her caution and prudence ?                          |
| MORAL.                | What does the example of the <i>dove</i> teach us ?                              |

1. What is a *dove*?
  2. Of what is the *dove* the emblem?
  3. *Bird* is used instead of what word?
  4. Where is the *east*?
  5. Why is there an apostrophe in the word *hast'ning*?
  6. Why is *e* left out?
  7. What does *fondly* mean?
  8. For what is *ne'er* used?
  9. What is the meaning of "*Ne'er stoops to earth her wing*"?
  10. What are *warblers*?
  11. What is the meaning of *roam* as used here?
  12. What is *shoots* used for in the 5th line?
  13. What is the meaning of *earthly*?
  14. What is a *shadow*?
  15. What is the meaning of *dim*?
  16. What does the 9th line begin?
  17. What is the meaning of *passion* as used here?
  18. What is the meaning of *aloft*?
  19. What is the meaning of *course* here?
  20. Use another word for *cloud*, 13th line.
  21. What is a *lure*?
  22. Use another word for *stay*.
  23. What *home* is it to which the soul *springs*?
  24. What is the meaning of *sunshine* here?
  25. What is the true *freedom* of the soul?
- 
26. Name the nouns in the first stanza.
  27. What is the singular of *skies*?—(48)
  28. Name the verbs of the second stanza . . . . Mood and Tense.
  29. Conjugate *dim* in the Indicative Mood, 3rd pers., sing., using *it* as subject.
  30. Why does *Thee* (12th line) commence with a capital?
  31. In what mood are *cloud* and *stay* (13th line)?
  32. Of what does *she* (14th line) take the place?
  33. Of what words is *sunshine* composed?
  34. What part of speech is *joyful* (15th line)?
  35. What case is *she* (14th line)?
  36. What case is *her* (15th and 16th lines)?
  37. What is the nom. of *her*?
  38. What case is *Thy* (15th and 16th lines)?
  39. What is the nominative of *Thy*? The objective?
  40. Who is the author of this poem?
- 

### Exercises in Phraseology and Composition.

I. Tell by whom the following political divisions are governed: An *empire*, a *kingdom*, a *republic*, *Russia*, *Turkey*, *Canada*, a *province*.

II. Tell what qualities the following should have: a *merchant*, a *promenade*, a *street*, *charity*, *prayer*.

III. Use a relative and a verb to convey the same meaning as the word in *Italics*, and make the other changes accordingly.

The *truthful* man is esteemed by everybody  
 The *lying* man does not deserve credit.  
 The *studious* pupil makes progress.  
 The *lazy* pupil will never be a scholar.  
 The *obedient* boy is the joy of his teachers.  
 The *disobedient* son is the affliction of his parents.

**Exercise on Homophonous Words.**

IV.—1. Rain.	2. Rêad.	3. Rest.	4. Road.
Rap.	Red.	Ring.	Roam.
Rein.	Rêad.	Wrest.	Rode.
Wrap.	Reed.	Wring.	Rome.

Where the dash occurs insert a suitable word taken from the above list.

1. The king's reign commenced when the *rain* was falling fast.  
 The \_\_\_\_\_ is not attached to the bridle.  
 \_\_\_\_\_ at the door.  
 \_\_\_\_\_ up the cloth.
2. The house is painted \_\_\_\_\_.  
 I \_\_\_\_\_ the letter.  
 The \_\_\_\_\_ is easily shaken by the wind.  
 I \_\_\_\_\_ two hours daily.
3. He attempted to \_\_\_\_\_ the revolver from the watchman.  
 \_\_\_\_\_ assured I will return.  
 The sexton will \_\_\_\_\_ the bell.  
 The washer-woman \_\_\_\_\_ the clothes.
4. Whither dost thou \_\_\_\_\_?  
 The Pope lives in \_\_\_\_\_  
 The jockey \_\_\_\_\_ along the \_\_\_\_\_, while the boatman rowed on the lake.

V. Write an account of a PICNIC you once attended.

**Analysis and Parsing.**

Select sentences for *Analysis and Parsing* from the examples under No. 129 to No. 164, or under No. 185.

**Correction of Errors.**

The women walks.—The boys plays in the meadow.—I know the lady what sold you them boots.—Neither of us are willing to give up.—To who did you lend that book?—Slant the carpets rosy bed, a golden sun-beam fell.—The poet milton wrote paradise lost.—I cant eat none of them apples.—He dont care whether he gets any prize or not.

186. When a verb has a *subject* consisting of two or more nominatives connected by *and*, it must agree with them in the plural ; as, “*The heavens and the earth proclaim the glory of God.*”

**Oral Exercise.**—Find two or more nominatives to the verbs *walk* and *talk*.—...  
—For what is the Potential Mood used? (144)—What is the Passive Voice? (164)—  
Conjugate the verb *love* in the Passive Voice. (168)

**I. Verbs to be conjugated.**—Conjugate the verbs *rule*, *salute*, *reward* in the first three tenses of the Indicative ; and *fear*, *please*, *avenge* in the first three tenses of the Potential Mood, Passive Voice.

Ind. Pres.

*I am ruled,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ind. Past.

*I was saluted,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ind. Perfect.

*I have been rewarded,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pot. Pres.

*I may be feared,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pot. Past.

*I might be pleased,*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pot. Perfect.

*I may have been avenged.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Agreement of the verb with the subject.**—Insert another nominative.

1. Grat, parrot, robin.

2. Flageolet, fountain, thunder, trombone.

3. Assassin, missionary, murmurer, slothful.

1. The lamb, the sheep, and the *ram* bleat.

The nightingale, the canary-bird, and the \_\_\_\_\_ sing.

The wasp, the hornet, and the \_\_\_\_\_ hum.

The magpie, the starling, and the \_\_\_\_\_ can be taught to speak.

2. A stream, a brooklet, and a \_\_\_\_\_ murmur.

A storm, a cannon, and \_\_\_\_\_ roar.

A trumpet, a clarion, and a \_\_\_\_\_ might have been heard.

The cornet, the flute, and the \_\_\_\_\_ may have been lost.

3. The teacher, the nun, and the \_\_\_\_\_ are devoted.

The pouter, the grumbler, and the \_\_\_\_\_ complain.

The incendiary, the robber, and the \_\_\_\_\_ must have trembled.

The gamester, the spendthrift, and the \_\_\_\_\_ ruin themselves.

**III. Where the dash occurs insert a suitable auxiliary of the Potential Mood.**— \_\_\_\_\_ I go out?— \_\_\_\_\_ you write an essay on spring?—You \_\_\_\_\_ come to school in time or suffer the consequences.—I \_\_\_\_\_ have been here in time.—The servant \_\_\_\_\_ not do the work in such a short time.—Children \_\_\_\_\_ obey their parents and their teachers.—I \_\_\_\_\_ have been there had I had time.—The horse \_\_\_\_\_ gallop a mile in four minutes.—I \_\_\_\_\_ go whatever the difficulties \_\_\_\_\_ be.

Conjugate *please*, *remember*,..... in the third person singular, Passive Voice.



**Oral Exercise**—What is the Objective Case? (75)—How is the object of a verb found? (76). . . .—Find two objects of the verb *eat*. . . .

**I. Verbs.**—Conjugate *praise, commend, pursue, finish, employ, govern, persuade*, Passive Voice, in the Infinitive, Imperative, Participles, Indicative Future and Future Perfect, and Subjunctive Present and Past.

<b>Inf.</b>	<b>Ind. Fut.</b>
PRES. <i>To be praised.</i> _____	<i>I shall be finished,</i> _____ _____
<b>Imp.</b>	<b>Ind. Fut. Perf.</b>
SING. { <i>Be thou commended or do</i> <i>thou be commended;</i>	<i>I shall have been employed,</i> _____ _____
PLU. _____	<b>Subj. Past.</b>
<b>Participles.</b>	<i>If I were persuaded,</i> _____ _____ _____ _____
IMPERF. <i>Being pursued.</i> _____ _____	
<b>Subj. Pres</b>	
<i>If I be governed,</i> _____ _____ _____ _____	

**II. Object of a verb.**—Supply a suitable object.

- |   |                                     |
|---|-------------------------------------|
| 1. Fault, memory, poor, wicked.         | 3. Health, heart, mind, punishment. |
| 2. Country, God, parents, prayer, vice. | 4. Hare, joy, mother, time, person. |
- 
- |   |   |
|---|---|
| 1. The master rewards <i>labor</i> .<br>Study exercises the _____.<br>Confession excuses the _____.<br>Remorse overtakes the _____.<br>Charity assists the _____. | 3. God rewards <i>virtue</i> .<br>Anger troubles the _____.<br>Science ornaments the _____.<br>The guilty deserve _____.<br>Gluttony injures the _____.       |
| 2. Sloth begets _____.<br>The soldier defends his _____.<br>The Christian thanks _____.<br>The pious soul loves _____.<br>The good child obeys his _____.         | 4. Hope gives _____ to the soul.<br>The giddy child loses _____.<br>Goodness charms every _____.<br>Loretto loves her _____.<br>The hunter pursues the _____. |

**III. Change to the Passive Voice.**—Mary's mother loves her.—Cain killed Abel.—Julia recited the lesson.—The dressmaker has made the dress.—He had finished the letter when the train arrived.—The hunter will pursue the hare.—He will have finished it by noon to-morrow.—I may persuade him.—You must praise him.—He might have commended her.—She may have praised him.

Conjugate *bless*, Passive Voice, Principal Parts, Infinitive, Imperative, Participles.

187. An **Attribute** of a sentence is that which completes the predicate and relates to the subject; as, “*Gold is yellow.*”—“*The sun is shining.*”—“*Honesty is the best policy.*”

188. **Use of Shall and Will.**—**Shall** in the first person *foretells*; in the second and third persons it *promises, commands, or threatens*; as, “*I shall go to-morrow.*”—“*You shall go without fail, or suffer the consequences.*” **Will** in the first person *promises* or intimates a *determination*; in the second and third persons it only *foretells*; as, “*I will go without fail.*”—“*They will go, if possible.*”

**Oral Exercise.**—How can the attribute be found? By asking the question *what* after the verb; as, “George is a prince.” George is *what*? A *prince*.—For what is the Subjunctive Mood used? (145)—Find attributes to the verb *is*.

**I. Verbs.**—Conjugate *exercise, explain, complain* in the third person plural, Active Voice.

**Indicative.**

PRES.            *They exercise.*                            *They explain.*                            *They complain.*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Potential.**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Subjunctive.**

_____	_____	_____
_____	_____	_____

**II. Shall and Will.**—Supply *shall* or *will* accordingly, as the sense may require.

1. I *shall* go early to-morrow, if the weather be fine.  
    You \_\_\_\_\_ go immediately.  
    They \_\_\_\_\_ meet us, if we start in time.  
    He \_\_\_\_\_ have overtaken the party by ten o'clock.
2. Thou \_\_\_\_\_ love the Lord thy God.  
    We \_\_\_\_\_ study our lessons before recreation.  
    I \_\_\_\_\_ drown, and no one \_\_\_\_\_ save me.  
    I \_\_\_\_\_ drown, and no one \_\_\_\_\_ save me.

**III. Draw one line under the attributes and two lines under the verbs in the subjunctive mood.**—David was a king after God's own heart.—If he promise, he will fulfil.—Louisa is happy.—The tea is sweet.—If you study well, I shall reward you.—John Quincy Adams was President of the United States.—Montcalm was a brave general.—Lest he lose his chance, he will not remain.

**Conjugate** in the second person singular, *move, desire*.....

189. **Tense Endings.**—The only regular tense ending is *ed* of the past tense.

190. **Personal Endings.**—The only regular personal endings are *st* or *est*; as, *lovest*, *actest*; and *s*, *es*, or *eth* of the third; as, *reads*, *teaches* or *teacheth*. The other changes are made by auxiliaries.

**Oral Exercise.**—For what is the Infinitive Mood used? (143)—For what is the Imperative Mood used? (146)—What are the Principal Parts of a verb? (158)—What is the Conjugation of a verb? (157)

I. **Verbs.**—Conjugate *esteem*, *cure*, *heat*, in the first person plural, Passive Voice.

Indicative.

PRES. <i>We are esteemed.</i>	<i>We are cured.</i>	<i>We are heated.</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Potential.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Subjunctive.

_____	_____	_____
_____	_____	_____

II. **Infinitive and Imperative Mood.**—Where the dash occurs insert a suitable verb of the infinitive or imperative mood, as the sense may require.

1. *Be* studious if you would become learned.  
 The groom has gone to \_\_\_\_\_ the horse.  
 He is reported to \_\_\_\_\_ too long during recess.  
 \_\_\_\_\_ in immediately out of the storm.
2. \_\_\_\_\_ your lessons well, and you may afterwards go to \_\_\_\_\_.  
 \_\_\_\_\_ thy neighbor as thyself.  
 Those who serve God faithfully, deserve to \_\_\_\_\_ by Him.  
 To \_\_\_\_\_ good is to \_\_\_\_\_ happy.

III. Draw one line under the verbs of the second, and two lines under those of the third person singular.—Thou lovest thy parents dearly.—He sings sweetly.—He that hateth his enemy disobeyeth the law of God.—He who wishes his enemy well obeys the command of the Most High.—Observe, read, study.

Conjugate *hate*, *obey*, *disobey* in the second and third person singular, Indicative Mood.

## Literary Selection for Explanation and Study.

### THE YEAR OF THE CHURCH.

Each of the four seasons of the year brings its own bright series of triple festivals, consecrating each by a threefold consecration to God, the Author and Father of time, His angels, and His saints.

5 Spring comes in her balmy freshness, clothing the earth with verdure and with beauty, awakening all nature to life and joy. Summer appears in due time, and clothes the earth in a regal mantle of gorgeous light and color. Autumn, in turn, reigns as queen, with her mellow hues, her many-tinted fruits, her purple twilights, her changing woods. And Winter comes at last, with rushing streams  
10 and storm-tossed woods and pelting rain, shrouding the beautiful earth in the mournful garb of death. Yet, amid all these changes of the outer world, the Church goes calmly on her way, turning over, day by day, a leaf of her wonderful liturgy, and pointing, with a finger of light, to some mystery of religion—some scene or event in  
15 the mortal life of the Saviour of men—or the acts of some hero or heroine of the Cross, long since beatified in Heaven.

The early dawn of the summer morning, and the first tardy beam that struggles through the lowering sky of winter, finds the ministers of the Catholic Church at her lighted altars, offering up to the majesty  
20 of God, "from the rising to the setting of the sun," the clean oblation foretold by Malachias the prophet, in union with the appointed office of the day.

When we consider this as going on not only every day in the year, but all the day long, in the various regions of the earth, as the planet  
25 slowly turns on her axis, we shall be able to form some idea of the wonderful perpetuity and continuity of Catholic worship, of what is meant by "the year of the Church."

—Mrs. J. Sadlier (1820—).

Oral statement. . . .

NOTE.—Mrs. James Sadlier, the writer of this beautiful selection, is too well known to require any commendation here. Her books, original and translated, should be in the library of every Catholic family.

---

### Literary Analysis.

1. PERSONAGES. Who are the personages in this selection?
- TIME AND PLACE. When and where are the seasons celebrated?

- |                       |   |   |
|-----------------------|---|---|
| 2. WORDS AND ACTIONS. | } | 1. What does each season bring with it?                               |
|                       |   | 2. How does Spring come?  |
|                       |   | 3. What comes next?   |
|                       |   | 4. What follows?  |
|                       |   | 5. What comes last?   |
|                       |   | 6. How does the Church act amid all these changes of the outer world? |
|                       |   | 7. Where are the priests of the Church to be found every morning?     |
| 3. RESULT.            |   | What is the consequence of this daily sacrifice?                      |
| MORAL.                |   | What lesson may be drawn from this piece?                             |

---

### Questions.

1. When does the year of the Church begin?
2. What is the meaning of *series*?
3. Why is *her* applied to Spring?
4. What is the meaning of *balmy*?
5. What is the meaning of *nature* in this place (5th line)?
6. Express *regal* otherwise.
7. What is the meaning of *gorgeous*?
8. Express *mellow hues* otherwise.
9. What is *twilight*?
10. What is the meaning of *shrouding* here?
11. What is the *liturgy*?
12. Why is the Church said to point *with a finger of light*?
13. Express in one word *some hero or heroine of the Cross long since be-  
atified in Heaven.*
14. What is *dawn*?
15. What is the meaning of *tardy*?
16. Express *lowering* otherwise.
17. Why is *from the rising to the setting of the sun* enclosed by quotation marks?
18. Who is *Malachias*?
19. What is a *prophet*?
20. Name some other prophets.
21. What is meant by *the planet*?
22. What is the *axis of the earth*?—(See Geography.)

## Questions.

23. What is the meaning of *perpetuity* as used here?  
 24. What is the meaning of *continuity*?  
 25. What is *worship*?
- 
26. Name the verb in the first paragraph.  
 27. Give the principal parts of this verb.—(158)  
 28. Is this verb regular or irregular?—(137)  
 29. Why commence with a Capital: *Author, Father, His*?  
 30. What part of speech is *many-tinted* (8th line)?—(89, 90, 91)  
 31. Is there another compound adjective in the selection?  
 32. To what does *storm-tossed* relate?  
 33. In the 17th line, how is *summer* used?—(92)  
 34. Is *consider* (23d line) a regular or an irregular verb?—(134) Transitive or intransitive?—(131)  
 35. Conjugate *turns* (25th line) in the Indicative Past.
- 

## Exercises in Phraseology and Composition.

I. Give the names of objects used by the *hunter*, the *fisherman*, the *shoemaker*, the *tailor*, the *joiner*, the *mason*.

---

II. Tell what a *husbandman*, a *highway*, a *floor*, *recreation*, a *person's character*, should not be.

---

III. Transfer to the beginning of the sentence the portion given in Italics.

I am happy, *my dear mother*, to express to you my good wishes.  
 Follow, *young man*, the path of virtue.  
 Perform, *my dear*, your school duties well.  
 Shun, *my dear child*, bad company.  
 Help me, *O Lord*, to be always wise and virtuous.

IV.—1. Roe.	2. Sail.	3. Sea.	4. Seas.
Row.	Sale.	Seam.	Sees.
Rung.	Scene.	See.	Slay.
Wrung.	Seen.	Seem.	Sleigh.

Where the dash occurs insert a suitable word from the above list.

- The *roe* is the female of the hart.  
The huntsman shot a \_\_\_\_\_, and laid it beside the \_\_\_\_\_ of trees.  
The porter has \_\_\_\_\_ the bell.  
The washer-woman has \_\_\_\_\_ the clothes.
- The \_\_\_\_\_ of the damaged merchandise will take place to-morrow.  
I will have a \_\_\_\_\_ in the boat with the large \_\_\_\_\_.  
Have you \_\_\_\_\_ the grand \_\_\_\_\_?
- Did you \_\_\_\_\_ the waves of the \_\_\_\_\_?  
It does not \_\_\_\_\_ to me that the \_\_\_\_\_ of that coat is well sewed.
- Seize that pirate who robs on the open \_\_\_\_\_.  
God \_\_\_\_\_ us.  
The robbers were preparing to \_\_\_\_\_ the man who was driving in the \_\_\_\_\_.

\_\_\_\_\_

V. Write a composition on the SCHOOL DAY.

\_\_\_\_\_

### Analysis and Parsing.

Select sentences for *Analysis and Parsing* from the examples under Nos. 186, 187, 188.

\_\_\_\_\_

### Correction of Errors.

The heavens and the earth proclaims the glory of God.—Elizabeth and Philip is going to Europe.—Her and me was invited to the party.—Will I bring your glasses?—I will drown and no one shall save me. (Meaning.)—They had not a minute to spare.—She dont know nothing about it.—There is eleven or twelve in the yard.—Each of the carpenters have their tools. I cannot run no faster.

## 191 a. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Abide,	abode,	abiding,	abode.
Arise,	arose,	arising,	arisen.
Awake,	awoke, R. <sup>1</sup> ,	awaking,	awoke, R.
Be,	was,	being,	been.
Bear ( <i>to carry</i> ),	bore,	bearing,	borne.
Bear ( <i>to bring forth</i> ),	bore or bare,	bearing,	born.
Beat,	beat,	beating,	beat or beaten.
Become,	became,	becoming,	become.
Begin,	began,	beginning,	begun.
Bend,	bent, R.,	bending,	bent, R.
Beseech,	besought,	beseeking,	besought.
Bespeak,	bespoke,	bespeaking,	bespoken.
Bid,	bade or bid	bidding,	bid or bidden.
Bind,	bound,	binding,	bound.
Bite,	bit,	biting,	bitten or bit.
Blow,	blew,	blowing,	blown.
Break,	broke,	breaking,	broken.

**Oral Exercise.**—What is an Irregular Verb? (137)—What is the Root of a verb? (135)—What are the Principal Parts of a verb? (153)—Give the principal parts of *love, esteem,.....* Give the principal parts of the verbs in the above list.—Conjugate *awake, bend,.....* in the Indicative Mood.

## I. Irregular Verbs.—Supply an irregular verb.

1. I *awoke* this morning at four o'clock.  
The king —— in a cottage till the war was over.  
The teacher —— me study my lesson.  
The bat —— out the candle.
2. I —— to write the book last winter.  
He —— the boy very severely.  
The dog —— the robber.  
The drunkard, after emptying the decanter, —— it.

**II. Change to the plural.**—*He bends* the bow.—*I beseech thee*, save *me*.—*Thou blewest* too hard on that horn yesterday.—*I arose* at four o'clock this morning.—*He binds* the hay with a *switch*.—*He* had boasted of *his* wealth.—*He* became pale and frightened.—*I besought* the Lord to assist *me*.

Conjugate *abide, begin, bend, beseech, bind, break,.....* in the Indicative Mood.

1. "R." placed after the Preterit and Perfect Participle signifies that the verb may also be conjugated regularly.



191 *b.* Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Burst,	burst,	bursting,	burst.
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast.
Catch,	caught, R.,	catching,	caught, R.
Choose,	chose,	choosing,	chosen.
Cleave,	clove <i>or</i> cleft,	cleaving,	cloven <i>or</i> cleft.
Clothe,	clad, R.,	clothing,	clad, R.
Come,	came,	coming,	come.
Cost,	cost,	costing,	cost.
Creep,	crept,	creeping,	crept,
Cut,	cut,	cutting,	cut.
Deal,	dealt, R.,	dealing,	dealt, R.
Dig,	dug, R.,	digging,	dug, R.
Do,	did,	doing,	done.

**I. Verbs to be conjugated.**—Conjugate in the second and third persons singular, Indicative Mood : *bring, burst, buy, cast, catch, come, creep, choose, do*'.

Ind.—PRES.	<i>Thou bringst,</i>	PAST.	<i>Thou burstest,</i>
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**II. Irregular Verbs.**—Supply an irregular verb.

- The fisherman *cast* his net.  
The huntsman \_\_\_\_\_ a hare.  
You should have \_\_\_\_\_<sup>1</sup> a better fishing-fly.  
The fish-hook \_\_\_\_\_ five cents.
- They \_\_\_\_\_ with that grocer last year.  
My cousin has \_\_\_\_\_<sup>1</sup> to the fair.  
The log was \_\_\_\_\_<sup>1</sup> in two.  
The foot-ball is \_\_\_\_\_.

**III. Change to the singular.**—The *gardeners* dug the *gardens*.—The *boys* did the *deeds*.—*You creep* when *you should* walk.—*Those children* are well clad.—The *woodmen* clove the *logs*.—*You buy* clothes from the *drapers*.—Catch the *thieves*.—The *carters* brought flour to the *wharves*.—The *babies creep* to the *doors*.

Conjugate *cut, dig, deal, come*..... in the Potential Mood . . .

1. The Perfect Participle, not the Preterit, is used after the auxiliaries *have* and *be*.

## 191 c. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Draw,	drew,	drawing,	drawn.
Dream,	dreamt, R.,	dreaming,	dreamt, R.
Drink,	drank,	drinking,	drunk.
Drive,	drove,	driving,	driven.
Dwell,	dwelt, R.,	dwelling,	dwelt, R.
Eat,	eat or ate,	eating,	eaten or eat
Fall,	fell,	falling,	fallen.
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Fly,	flew,	flying,	flown.
Forget,	forgot,	forgetting,	forgotten.
Forgive,	forgave,	forgiving,	forgiven.

**I. Verbs to be conjugated.**—Conjugate in the first person singular and plural, Indicative and Potential Moods: *dream, eat, draw, drink, dwell, drive, fling, flee, fly, forget.*

Ind.—PRES. *I dream;*

PAST.

*I eat or ate;*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**II. Irregular Verbs.**—Supply an irregular verb.

- Pharaoh *dreamt* a dream which Joseph interpreted.  
The heifer has \_\_\_\_\_ stagnant water from that pool.  
The old man has \_\_\_\_\_ from the roof of the hospital.  
The robber \_\_\_\_\_ at the approach of the police.
- Have you \_\_\_\_\_ the boy who calumniated you?  
The bird has \_\_\_\_\_ out of the cage.  
The soldiers \_\_\_\_\_ a desperate battle at Queenston Heights.  
The carriage was \_\_\_\_\_ by two gray horses.

**III. Change to the plural.**—My young *friend, thou shouldst* like lessons in the English language; they teach *thee* what expressions *thou shouldst* avoid in speaking and writing; they give *thee* rules by which *thou canst* correct *thyself* when *thou makest* mistakes; they teach *thee* to express *thy* thoughts with clearness and method.—*He has* fallen in the battle.—*Thou forgavest* him.—*A fable is* amusing, recreative, and interesting.—*A wolf is* voracious, cruel, wicked, gluttonous.—*A stag is* meek, graceful, active.

Conjugate in the Infinitive, Imperative, and Participles, *eat, fall, fling*.....

191 d. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Forsake,	forsook,	forsaking,	forsaken.
Freeze,	froze,	freezing,	frozen.
Get,	got,	getting,	got or gotten.
Give,	gave,	giving,	given.
Go,	went,	going,	gone.
Grind,	ground,	grinding,	ground.
Grow,	grew,	growing,	grown.
Hang,	hung, R.,	hanging,	hung, R.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Hide,	hid,	hiding,	hid or hidden.
Hit,	hit,	hitting,	hit.
Hold,	held,	holding,	held.
Hurt,	hurt,	hurting,	hurt.
Keep,	kept,	keeping,	kept.
Kneel,	knelt, R.,	kneeling,	knelt, R.

**Oral Exercise.**—The Indicative Present and Past may be conjugated with the auxiliary *do* and *did*.—**Ex. :** *Ind. Pres.*—I do love, thou dost love, he does love; we do love..... *Past.*—I did love, thou didst.....

**I. Verbs to be conjugated.**—Conjugate in the Infinitive, Subjunctive, Imperative, and Participles: *forsake, get, give, hear, hold.*

**Infinitive Mood.**

PRES. *To forsake.*

**Imperative Mood.**

\_\_\_\_\_

\_\_\_\_\_

**Participles.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Subjunctive Mood.**

PRES. *If I hear,*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. Irregular Verbs.**—Supply an irregular verb (one of the principal parts).

- Napoleon's soldiers were *frozen* on their way from Russia.  
Do not \_\_\_\_\_ me lest I perish.  
The saint \_\_\_\_\_ before the altar a whole hour.  
The butcher \_\_\_\_\_ the calf till it was bled to death.
- He was badly \_\_\_\_\_ by falling on the ice.  
Ellen has \_\_\_\_\_ to be a big girl.  
The pastor has \_\_\_\_\_ the pupils a holiday.  
The carpenter \_\_\_\_\_ the ax on the grindstone.
- I would have \_\_\_\_\_ down the shaft to the coal mine had I not \_\_\_\_\_ too late.  
The thief has \_\_\_\_\_ himself from the detective.  
The bird \_\_\_\_\_ to a milder climate.  
Have you \_\_\_\_\_ your promise?

Conjugate *go, hide*..... in the Subjunctive Mood.....

## Literary Selection for Explanation and Study.

## THE LILY AND THE ROSE.

Within the garden's peaceful scene,  
 Appeared two lovely foes,  
 Aspiring to the rank of queen—  
 The Lily and the Rose.

5           The Rose soon reddened into rage,  
           And, swelling with disdain,  
 Appealed to many a poet's page,  
           To prove her right to reign.

10           The Lily's height bespoke command,  
           A fair imperial flower;  
 She seemed designed for Flora's hand,  
           The scepter of her power.

15           This civil bickering and debate  
           The goddess chanced to hear,  
 And flew to save, ere yet too late,  
           The pride of the parterre.

20           "Yours is," she said, "the nobler hue,  
           And yours the statelier mien;  
 And till a third surpasses you,  
           Let each be deemed a queen."

*Moral.*

Let no mean jealousies pervert your mind,  
 A blemish is another's fame to find;  
 Be grateful for the gifts that you possess,  
 Nor deem a rival's merit makes you less.

—*Cowper* (1731–1800).

Oral statement . . . .

---

 Literary Analysis.

1. PERSONAGES.           What is the subject of this selection?  
 TIME AND PLACE,       Where does the conversation take place?

- |    |                       |   |  |
|----|-----------------------|---|--|
| 2. | WORDS AND<br>ACTIONS. | { | 1. To what did the Lily and the Rose aspire? |
|    |                       |   | 2. How did the Rose plead her cause?         |
|    |                       |   | 3. What was the Lily's argument?             |
| 3. | RESULT.               |   | What did Flora decide?                       |
|    | MORAL.                |   | What lesson may be drawn from this fable?    |

---

### Questions.

1. From what is *peaceful* derived?
  2. What does the suffix *ful* mean?
  3. What is the meaning of *scene* as used here?
  4. What is the opposite of *appeared*?
  5. From what is *lovely* derived?
  6. What is the meaning of *rank*?
  7. Why do *Lily* and *Rose* commence with Capitals?
  8. What is the meaning of *rage*?
  9. What words have nearly the same meaning as *disdain*?
  10. Why is *swelling* used in this connection (6th line)?
  11. What is meant here by *poet's page*?
  12. What is the meaning of *bespoke*?
  13. What is the meaning of *imperial*?
  14. Who is *Flora*?
  15. What is a *scepter*?
  16. Use other words for *civil bickering*.
  17. What is the meaning of *ere*?
  18. What is a *parterre*?
  19. Who is the speaker in the fifth stanza?
  20. What is the meaning of *hue*?
  21. Use another word for *statelier*.
  22. What is the meaning of *mien*?
  23. Use another word for *deemed*.
  24. What is the meaning of *pervert*?
  25. What is a *blemish*?
  26. What is *fame*?
  27. What is the meaning of *rival*?
  28. Who wrote this fable?
- 
29. Of what mood and tense is *appeared*?
  30. Conjugate *appeal* in the Indicative Past, sing.
  31. What part of speech is *many*?
  32. Of what case is *her* (8th line)?
  33. Of what tense is *bespoke*?
  34. What is the present of *bespoke*?
  35. Parse *Flora's*. . . . . (Give reasons.)

## Questions.

36. What is the masculine of *goddess*?
  37. Parse (1) *nobler*, (2) *statelier*.—(1)... Compare—(2)... Why change *y* into *i*?... (Reasons as before.)
  38. Parse *yours* (17th line)... When is *yours* used instead of *your*? (114)
  39. What kind of adjective is *third*?
  40. What part of speech is *each* (20th line)?
  41. Of what voice is *be deemed*?
  42. What is the singular of *jealousies*?—(48)
  43. Conjugate *prevent* in the infinitive mood.
  44. Parse *another's*.
  45. Of what mood is *be* (23rd line)?
  46. What is the subject of *makes* (last line)?
- 

## Exercises in Phraseology and Composition.

I. Give the names of materials used in their work by the *confectioner*, the *mason*, the *gardener*, the *shoemaker*, the *cook*.

---

II. What effects may be caused by the use of *fire*, *water*, *steam*, *powder*?

---

III. Place at the end of the sentence the portion given at the beginning in Italics.

1. *My dear children*, never afflict the heart of your mother.
2. *My dear children*, be faithful to your duties as pupils.
3. *Young girls*, study the rules of grammar.
4. *Mortals*, fly from fleeting pleasures.
5. *Boys*, never diverge from the path of honor.
6. *O Lord*, grant the prayer I address for my country!
7. *O Ireland*, how much I desire to see thee lift thy head among the nations!

IV.—1. Sew.	2. Sold.	3. Soar.	4. Stake.
Sole.	Soled.	Son.	Stairs.
Soul.	Some.	Sore.	Stares.
Sow.	Sum.	Sun.	Steak.

Where the dash occurs insert a suitable word from the above list.

1. The farmer is so lazy he would not even *sow* the seed, and his wife would not \_\_\_\_\_ the linen.  
The cobbler is putting a \_\_\_\_\_ on a boot.  
Save your \_\_\_\_\_; it is your most important duty here below.
2. The shoemaker \_\_\_\_\_ the shoes which he had just \_\_\_\_\_ with American leather.  
\_\_\_\_\_ of the boys could not make up the \_\_\_\_\_.
3. Come unto me, my dear \_\_\_\_\_.  
The \_\_\_\_\_ is setting.  
The wound is very \_\_\_\_\_.  
Some birds \_\_\_\_\_ to a great height.
4. Standing on the \_\_\_\_\_, he \_\_\_\_\_ at every person that enters.  
The horseman drove a \_\_\_\_\_ into the ground, and tied his horse to it.  
The cook is broiling a slice of good \_\_\_\_\_.

\_\_\_\_\_

V. Write a composition on HOME PLEASURES.

\_\_\_\_\_

Analysis and Parsing.

Analyze and parse the first stanza of "The Lily and the Rose."

\_\_\_\_\_

Correction of Errors.

Raphael begun to study his lesson at six oclock this morning.—The wind blowed the man's hat off.—Johnny has broke my ball.—Frederick has arose from his slumbers.—The boys bursted the foot-ball.—The moulder casted the grate.—Maurice has chose his side.—They had clove the wood.—The porter could not have came in time.—That horse costed too much.—The child creeped to the door.—I done it often.—William couldnt have did it in time.—The soldier has drew the sword.—That child could not have drank so much.—The bird has flew away.—You should have forgave him.—He would have went down into the coal mine.—That child hurted itself playing.—That boy has grew very much.

## 191 e. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Knit,	knit, R.,	knitting,	knit, R.
Know,	knew,	knowing,	known.
Lay,	laid,	laying,	laid.
Lead,	led,	leading,	led.
Leave,	left,	leaving,	left.
Lend,	lent,	lending,	lent.
Let,	let,	letting,	let.
Lie ( <i>to rest</i> ),	lay,	lying,	lain.
Lose,	lost,	losing,	lost.
Make,	made,	making,	made.
Mean,	meant,	meaning,	meant.
Meet,	met,	meeting,	met.
Mow,	mowed,	mowing,	mowed or mown.
Pay,	paid,	paying,	paid.
Put,	put,	putting,	put.
Read,	read,	reading,	read.

I. Verbs to be conjugated.—Conjugate in the Indicative and Potential, 2nd person, singular and plural, Passive Voice: *know, lead, leave, meet, pay, put, let, lose, make, hear.*

## Indicative.

PRES *Thou art known* ;PAST. *Thou wast led* ;

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Potential.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. Verbs.—Add two suitable verbs to each sentence.

The locksmith adjusts, forges, bores, *cuts, files.*

The house-maid dusts, sweeps, washes, \_\_\_\_\_, \_\_\_\_\_.

The gardener sows, plants, waters, digs, \_\_\_\_\_, \_\_\_\_\_.

The cook stuffs, cuts, steeps, \_\_\_\_\_, \_\_\_\_\_.

The plasterer plasters, rough-casts, \_\_\_\_\_, \_\_\_\_\_.

III. Change to the plural.—*That child leaves* by the evening train.—*This boy is going* to the lacrosse match.—*He has lost* the game.—*Has he read his lesson?*—*He has not known his* true interest.—*The farmer has mown the meadow.*—*The servant is digging* the potatoes.—*The woman is knitting a stocking.*—*Has the book you lent* been returned?—*Thou meanest* to correct him.—*He laid*<sup>1</sup> the *book* on the table.—*He lay*<sup>1</sup> down to sleep.

Oral Conjugation.—*Progressive Form* (see next lesson).—Conjugate in the Progressive Form *read, recite.*—*Ind. Pres.*—I am reading, thou art reading..... *Past.*—I was reading.....

1. The Teacher should call the attention of the pupils to the difference between *laid* and *lay*. Show the glaring error contained in "He *laid* down to sleep."



## 191 f. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Ride,	rode,	riding,	ridden or rode.
Ring,	rang,	ringing,	rung.
Rise,	rose,	rising,	risen.
Run,	ran or run.	running,	run.
Say,	said,	saying,	said.
See,	saw,	seeing,	seen.
Seek,	sought,	seeking,	sought.
Sell,	sold,	selling,	sold.
Send,	sent,	sending,	sent.
Set,	set,	setting,	set.
Shake,	shook,	shaking,	shaken.
Shed,	shed,	shedding,	shed.
Shine,	shone, R.,	shining,	shone, R.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Show,	showed,	showing,	shown, R.

**Oral Exercise.**—What is the Progressive Form of a verb?—The **Progressive Form** of a verb is that which represents the continuance of the action or being expressed by the verb; as, “*I am reading.*”—“*Thou art reciting.*”—“*He is singing.*”

**NOTE.**—The Progressive Form of a verb consists in combining its imperfect participle with the variations of the auxiliary *be*.

Conjugate *sing, learn, play*..... in the Progressive Form.—**Ex.:** *Inf. Pres.*—To be singing. *Perfect.*—To have been singing. *Ind. Pres.*—I am learning..... *Pot. Pres.*—I may be learning..... *Subj. Pres.*—If I be learning..... *Imp. Pres.*—Be thou learning or do thou be learning. Be you learning or do you be learning. *Participles.*—Being learning; been learning; having been learning.

**I. Irregular Verbs.**—Supply one of the principal parts of an irregular verb.

- The jockey *rode* a mile on his bay horse yesterday.  
The sexton ——— the bell for vespers.  
The blacksmith ——— the fiery steed.  
The beadle ——— us up to the spire of the church.
- Have you ——— hands with your cousins?  
My nephew has ——— his aunts to-day.  
That old man's niece ——— him last week.  
The young lady ——— her grandfather in vain.

**II. Change to the progressive form.**—The huntsman *shoots* a deer.—The farrier *shod* the horses in the smithy.—The old man *has shaken* his head at your remarks.—I *had sent* a message to the governor when his secretary arrived.—The grocer *will sell* sugar, tea, cinnamon, cream of tartar, cloves, sago, soda, oatmeal, ginger, to-morrow.—The groom *will ride* the horse at the races.

**Oral Conjugation.**—*Progressive Form* (adding an object).—Conjugate *shed* (a tear), *ring* (a bell), *ride* (a horse).—*Ind. Pres.*—I am shedding a tear..... *Past.*—I was ringing a bell..... *Perf.*—I have been riding a horse.....

## 191 g. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Shut,	shut,	shutting,	shut.
Sing,	sang <i>or</i> sung,	singing,	sung.
Sink,	sank <i>or</i> sunk,	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Slay,	slew,	slaying,	slain.
Sleep,	slept,	sleeping,	slept.
Slide,	slid,	sliding,	slidden <i>or</i> slid.
Sling,	slung,	slinging,	slung.
Smite,	smote,	smiting,	smitten.
Sow,	sowed,	sowing,	sown, R.
Speak,	spoke,	speaking,	spoken.
Spell,	spelled <sup>1</sup> <i>or</i> spelt,	spelling,	spelled <sup>1</sup> <i>or</i> spelt, R.

**Oral Exercise.**—What is the Progressive Form of a verb? (Lesson LXVI., Oral Exercise.)—In what does the Progressive Form of a verb consist? (Lesson LXVII., Note.)—What is the Interrogative Form of a verb?—The Interrogative Form of a verb is that which is used in asking a question; as, “Can he write?”—“Shall he go?”

NOTE I.—A verb is conjugated *interrogatively* by placing the subject immediately after the verb, between the auxiliary and the verb, or after the first auxiliary when two or more auxiliaries are used; as, “**Canst thou?**”—“**Dost thou come?**”—“**May he go?**”—“**Might he have been sent?**”

NOTE II.—The interrogative form is used only in the indicative and in the potential mood.

Conjugate the verb *love* interrogatively.—**Ex.:** *Ind. Present.*—Do I love? Dost thou love? Does he love? Do we love?..... *Past.*—Did I love? Didst thou love?..... *Perfect.*—Have I loved? Hast thou loved? Has he loved? Have we loved?..... *Pluperfect.*—Had I loved? Hadst thou loved?..... *Future.*—Shall I love? Wilt thou love?..... *F. Perfect.*—Shall I have loved? Wilt thou have loved?..... *Pot. Pres.*—May I love? Mayst thou love?..... *Past.*—Might I love?..... *Perfect.*—May I have loved?..... *Pluperfect.*—Might I have loved?.....

**I. Irregular Verbs.**—Supply one of the principal parts of an irregular verb.

- The shepherd has *sung* a beautiful song.  
The boatman upset the boat and —— to the bottom of the lake.  
The husbandman has —— turnip seed.
- The soldier —— his knapsack on his back and started.  
The army is —— with the plague.  
I would have —— to him had I met him.

**II. Change to the interrogative.**—You love your father and your mother dearly.—The children love God with their whole heart.—You can become a scholar.—The farmer will sow grass-seed.—They might sing a hymn in honor of the Most Blessed Virgin.—The professor was in before we came.—You have seen the circus to-day.

**Oral Conjugation.** *Interrogative Form.*—Conjugate *sing, recite, play*, interrogatively in the first and second person.—*Ind. Pres.*—Do I sing? Dost thou sing? *Past.*—Did I sing? ..... *Pot. Pres.*—May I recite?.....

- When the regular form is preferred it is given first.
- In a familiar question the auxiliary form (Do I love?) is preferable to the simple (Love I?)

191 h. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Spend,	spent,	spending,	spent.
Spill,	spilt,	spilling,	spilt, R.
Spin,	spun,	spinning,	spun.
Split,	split,	splitting,	split.
Spread,	spread,	spreading,	spread.
Spring,	sprang <i>or</i> sprung,	springing,	sprung.
Stand,	stood,	standing,	stood.
Steal,	stole,	stealing,	stolen.
Stick,	stuck,	sticking,	stuck.
Sting,	stung,	stinging,	stung.
Strike,	struck,	striking,	struck.
String,	strung,	stringing,	strung.

**Oral Exercise.**—What is the Progressive Form of a verb?—In what does the progressive form of a verb consist?—What is the Interrogative Form of a verb? (Lesson LXVIII., Oral Exercise.)—How is a verb conjugated interrogatively? (Idem. Note I.)—In what moods is the interrogative form used? (Idem. Note II.)—Why is it not used in the other moods?

Conjugate the verb *speak* interrogatively.....

**I. Verbs to be conjugated.**—Conjugate interrogatively, in the second person singular: *spend, spin, strike, string, stand, spring, split, spread, spill, steal.*

Ind.—PRES.	<i>Dost thou spend?</i>	PAST.	<i>Didst thou spin?</i>
	_____		_____
	_____		_____
	_____		_____
	_____		_____

**II. Verbs.**—Supply the verbs.

CATS.

Of all carnivorous animals, the cat — the keenest senses, the quickest movements, and it — the most rapacious. Its tread — noiseless,—the soles of its feet being like a cushion; it stealthily — its prey, and when near enough — it with a sudden spring. The name cat — not only given to the domestic varieties of this sort, but also to the lion, tiger, panther, leopard, puma, lynx, and jaguar.—TENNEY'S NATURAL HISTORY OF ANIMALS.

**III. Change to the singular.**—Indolent *pupils lead* a wicked life; *they lose* precious time which should be devoted to study; *they make* no progress in school, never *deserve* to be praised or rewarded; *they afflict* their parents and *their teachers*, and *prepare* for themselves an unhappy future.

Conjugate the following verbs, adding an object to each: *sing* a song, *play* the flute, interrogatively.—*Ind. Pres.*—Do I sing a song? Dost thou sing a song?.....  
*Pot. Pres.*—May I play the flute? Mayst thou play the flute?.....

## Literary Selection for Explanation and Study.

### A CHILD'S WISH BEFORE AN ALTAR.

I wish I were a little key,  
That locks Love's Captive in,  
And lets Him out to go and free  
A sinful heart from sin.

5 I wish I were the little bell  
That tinkles for the Host,  
When God comes down each day to dwell  
With hearts He loves the most.

10 I wish I were the chalice fair,  
That holds the Blood of Love,  
When every flash lights holy prayer  
Upon its way above.

15 I wish I were the little flower,  
So near the Host's sweet face,  
Or like the light that half an hour  
Burns on the shrine of grace.

20 I wish I were the altar where,  
As on His Mother's breast,  
Christ nestles, like a child, fore'er,  
In Eucharistic rest.

But, oh! my God, I wish the most  
That my poor heart may be  
A home all holy for each Host  
That comes in love to me.

—A. J. Ryan (1840—

Oral statement....

---

### Literary Analysis.

1. PERSONAGES. Who is the speaker in this selection?  
TIME AND PLACE. Where does the conversation take place?

- |                       |   |  |
|-----------------------|---|--|
|                       | { | 1. What wish does the child express in the first stanza? |
|                       |   | 2. What wish does he express in the second stanza?       |
| 2. WORDS AND ACTIONS. |   | 3. What wish does he express in the third stanza?        |
|                       |   | 4. What does he express in the fourth stanza?            |
|                       |   | 5. What else does he wish in the fifth stanza?           |
| 3. RESULT.            |   | What does he most particularly wish?                     |
| MORAL.                |   | What lesson is to be drawn from this piece?              |

---

### Questions.

1. What is an *altar*?
  2. Who is *Love's Captive*?
  3. Why does *Him* (3rd line) commence with a Capital?
  4. Who frees a sinful heart from sin?
  5. What is the meaning of *tinkles*?
  6. What is the *Host*?
  7. When does the bread become the body of our Lord?
  8. What is the opposite of *loves*?
  9. What is the *chalice*?
  10. What is the *Blood of Love*?
  11. What *lights holy prayer*?
  12. What is meant by *its way above*?
  13. What is the *shrine of grace*?
  14. Who is the Mother of our Lord Jesus Christ?
  15. What does *fore'er* mean?
  16. Where does our Lord Jesus Christ remain in Eucharistic rest?
  17. When does the *Host come to us*?
  18. Who is the author of this sweet little piece of poetry?
- 
19. Of what is *I* (1st line) the subject?
  20. Of what mood is *were* (1st line of the first five stanzas)?
  21. What case is *Love's* (2nd line)?
  22. Of what is *Him* (3rd line) the object?
  23. Point out the adjectives of the first five lines.
  24. Compare each.
  25. Conjugate *tinkle* in the Future.
  26. Parse *lights* (11th line).

## Questions.

27. Compare *holy*. . . . Why change *y* into *i*?
28. Parse *its* (12th line).
29. What is the objective of *I*?
30. Parse *that* (15th line).
31. Parse *Eucharistic*.
32. What is the objective of *my*?
33. When is *mine* used instead of *my*?—(114)
34. In what mood and tense is *may be*?
35. What kind of adjective is *each* (23rd line)?
36. What is the subject of *comes* (last line)?
- 

## Exercises in Phraseology and Composition.

I. Tell of what parts the following articles consist: a *door*, an *arm-chair*, a *basket*, a *city*, a *clock*.

---

II. What are the duties of a *professor*, a *student*, a *gardener*, a *joiner*, a *soldier*?

---

III. Place at the beginning of the sentence the words that indicate the name of the author.

1. "Happy," says our Lord, "are the pure of heart."
  2. "Our bodies," says St. Paul, "are the temples of the Holy Ghost."
  3. "The fear of the Lord," says the royal prophet, "is the beginning of wisdom."
  4. "The tongue," says St. James, "is a world of iniquity."
-

IV.—1. Steal.	2. Tail.	3. Team.	4. Threw.
Steel.	Tale.	Teem.	Throne.
Straight.	Tare.	Their.	Through.
Strait.	Tear.	There.	Thrown.

Where the dash occurs insert a suitable word from the above list.

1. Swords are generally made of *steel*.  
 Thou shalt not \_\_\_\_\_.  
 Drive \_\_\_\_\_ along.  
 Behring \_\_\_\_\_ separates Asia from America at their nearest approach to each other.
2. Do not cut the dog's \_\_\_\_\_.  
 The old man told us an interesting \_\_\_\_\_.  
 You may \_\_\_\_\_ your coat walking through the tares.  
 Grocers do not allow \_\_\_\_\_ in this country.
3. The country will \_\_\_\_\_ with fruit this year.  
 The farmer has a fine \_\_\_\_\_ of mules.  
 \_\_\_\_\_, belonging to them, should be carefully distinguished from \_\_\_\_\_, in that place.
4. The naughty boy \_\_\_\_\_ a stone \_\_\_\_\_ the window.  
 The man was \_\_\_\_\_ from the carriage and killed.  
 The king ascended the \_\_\_\_\_.

\_\_\_\_\_.

V. Write a composition on IRON.

\_\_\_\_\_

### Analysis and Parsing.

Analyze and parse the first stanza of "A Child's Wish Before an Altar."

\_\_\_\_\_

### Correction of Errors.

They have not knowed me.—Tell them boys laying on the grass to go away right away.—The teacher rung the bell this very moment.—I have ran with all my might.—I seen the President last week.—I have saw the General to-day.—I seen Thomas yesterday.—The doctor has shook the bottle of medicine.—The blacksmith shoed the horse.—That girl has sang a sweet song.—Have you spoke to Gabriel yet?—The wolf has sprang on his prey.—The book was stole from the booksellers.

191 *i.* Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Strive,	strove,	striving,	striven.
Swear,	swore,	swearing,	sworn.
Sweep,	swept,	sweeping,	swept.
Swell,	swelled,	swelling,	swollen, R.
Swim,	swam <i>or</i> swum,	swimming,	swum.
Swing,	swung,	swinging,	swung.
Take,	took,	taking,	taken.
Teach,	taught,	teaching,	taught.
Tear,	tore,	tearing,	torn.
Tell,	told,	telling,	told.
Think,	thought,	thinking,	thought.

**Oral Exercise.**—What is a Verb? (129)—How are verbs divided with respect to their meaning? (130)—What is a Transitive Verb? (131)—An Intransitive Verb? (132)—How are verbs divided with respect to their form? (133)—What is a Regular Verb? (134)—An Irregular Verb? (137)—What is the Root of a verb? (135)—How many modifications have verbs? (139)—What are Moods? (140)—How many moods are there? Name them. (141)—Define each. (142–146)—What is the subject of a finite verb? (69)—How is the subject of a verb found? (70)—What is the Negative Form of a verb? NOTE I.—*The Negative Form of a verb is that which is used to express negation or denial*; as, “*He does not study.*”—How is a verb conjugated *negatively*? NOTE II.—A verb is conjugated *negatively* by placing *not* after it or after the first auxiliary; but the infinitive and the participles take the negative first; as, “*They care not.*”—“*He may not return.*”—“*Not to love.*”—“*Not loving.*” NOTE III.—*The negative form is used in all the moods and with the participles.*

Conjugate *love* negatively.—**Ex.:** *Inf.*—Not to love. Not to have loved. *Ind.*—I love not *or* I do not love. I loved not *or* I did not love. I have not loved. . . . . *Pot.*—I may not love. . . . . *Subj.*—If I love not. . . . . *Participles.*—Not loving. . . . .

## I. Verbs.—Insert a suitable verb.

## THE OAK.

A fine oak ——— one of the most picturesque of trees. It conveys to the mind associations of strength and duration which ——— very impressive. The oak ——— up against the blast, and ——— not ———, like other trees, a twisted form from the action of the winds. Except the cedar of Lebanon, no tree ——— so remarkable for the stoutness of its limbs; they ——— not exactly ——— from the trunk, but ——— from it, and thus it is sometimes difficult to ——— which ——— stem and which ——— branch. The twisted branches of the oak, too, ——— greatly to its beauty; and the horizontal direction of its boughs, spreading over a large surface, ——— the idea of its sovereignty over all the other trees of the forest.

II. Change to the negative form.—He has striven his best to do the work well.—The witness did swear falsely.—I have torn my book.—Maggie did tear it.—She will teach me my lesson to day.—The courier had taken his departure when the omnibus arrived.—The girls have been swinging the whole evening.—The sailor did swim across the river.—The stream was swollen by the flood.—The janitor will sweep the class-room.

Conjugate *swear*, *swim*, *take*, *teach*, negatively in the Indicative and Potential, third singular.—*Ind. Pres.*—I do not swear. thou dost not swear, he does not swear. . . . . *Past.*—I did not swear. . . . . *Pot. Pres.*—I may not take. . . . .



## 191 j. Principal Parts of Irregular Verbs.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Throw,	threw,	throwing,	thrown.
Thrust,	thrust,	thrusting,	thrust.
Tread,	trod,	treading,	trod or trodden.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven.
Weep,	wept,	weeping,	wept.
Win,	won,	winning,	won.
Wind,	wound,	winding,	wound.
Work,	worked or wrought,	working,	worked or wrought.
Wring,	wrung,	wringing,	wrung.
Write,	wrote,	writing,	written.

**Oral Exercise.**—What are Tenses? (147)—How many tenses are there? Name them. (148)—Define each. (149–154)—What are the Person and Number of a verb? (155)—How many numbers has a verb? Name them.—How many persons? Name them. (156)—What is the Conjugation of a verb? (157)—What are the Principal Parts of a verb? Why are they called *principal parts*? (158)—What is the Subject of a sentence? (172)—What is the Predicate of a sentence? (173)—What is the Objective Case? (75)—How is the Object of a verb found? (Lesson LVII., Oral Exercise.)—What is an Attribute? (187)—What is the Negative-Interrogative Form of a verb? NOTE I.—The **Negative-Interrogative Form** of a verb is that which is used to ask a question with negation; as, “*Shall they not study?*”—How is a verb conjugated *interrogatively* and *negatively*? NOTE II. A verb is conjugated *interrogatively* and *negatively* by placing the subject, followed by *not*, after the verb or after the first auxiliary; as, “*Cares he not or does he not care?*”—In what moods is the negative-interrogative form used? NOTE III.—The negative-interrogative form is used only in the indicative and the potential mood.—Why can it not be used in the other moods?.....

Conjugate *throw, tread, weave, work*, negatively and interrogatively.—**Ex. :** *Ind. Pres.*—Do I not throw or throw I not?..... *Did I not throw?*..... *Pot. Pres.*—May I not weave?.....

## I. Verbs.—Supply a suitable verb where the dash occurs.

## THE MOOSE.—THE CARIBOU.

The moose ——— the largest of all the deer kind, being as large as a horse, and with an exceedingly long head, large flattened horns, and very long legs. It ——— with an awkward gait, but with great speed, easily making its way through deep snows, bushes, over brush-heaps, fallen trees, fences, and whatever obstructions ——— in its path. It ——— quite common in some parts of Canada, Maine, and New York. Its color ——— grayish brown.

The American reindeer or caribou, of Canada and Maine, and other northern parts of North America, ——— by some thought to ——— of the same kind as the one in Lapland.—TENNEY.

II. Change to the negative-interrogative form.—You can throw the quoits.—The secretary has written the letter.—The laundress was wringing the clothes.—The Shamrocks have won the game.—The porter will wind up the hall clock.—The child has worn out his mother’s patience.—The weaver will soon finish weaving the cloth.—The horse did tread on your foot.

Conjugate *thrust, wear, weep, work*, negatively and interrogatively in the progressive form.—*Ind. Pres.*—Am I not thrusting? Art thou not thrusting? Is he not..... *Pot. Pres.*—May I not be weeping?.....

192. List of the Defective Verbs most commonly used.

<i>Present.</i>	<i>Preterit.</i>	<i>Present.</i>	<i>Preterit.</i>
Beware,	—	Ought,	ought.
Can,	could.	Shall,	should.
May,	might.	Will,	would.
Must,	must.	Quoth,	quoth.

193. Some verbs can be conjugated in but one person ; as, “ *It snows.*” — “ *It rains.*”

**Oral Exercise.**—What is a Defective Verb? (138)—Name the auxiliary verbs. Why are they called auxiliaries? (159)—Name the auxiliaries that are complete verbs. (160)—Conjugate *do* in the first person singular, Indicative, Potential, and Subjunctive Moods.—*Ind.*—I do, I did. . . . . *Pot.*—I may do. . . . . *Subj.*—If I do. . . . .—What is Voice? (161)—How many voices are there? Name them. (162)—What is the Active Voice? (163)—What is the Passive Voice? (164)—Explain the use of *shall* and *will*. (188)—What is a Sentence? (169)—What is a Proposition? (170)—What are the Essential Parts of a sentence? (171)—What is the Predicate of a sentence? (173)—With regard to their meaning how are sentences divided? (174)—Define each. (175–178)—What is the Negative Form of a verb? (Lesson LXXI., Oral Exercise, Note I.)—How is a verb conjugated negatively? (Ib., Note II.)—What is the Negative-Interrogative Form of a verb? (Lesson LXXII., Oral Exercise, Note I.)—How is a verb conjugated negatively and interrogatively? (Ib., Note II.)

I. Conjugation of Verbs.—Conjugate *beware, ought, quoth.*

**NOTE.**—*Ought* is conjugated only in the present and past of the indicative and the subjunctive mood; *beware* is used only in those tenses which in the verb *be* retain *be*; *quoth* is used only in the indicative past, first and third singular, and it always stands before its subject.

		INDICATIVE.			INFINITIVE.	
Ought.	Present and Past.	SUBJUNCTIVE.	I ought,	— — — —	Present.—To beware.	
						INDICATIVE.
					Future.—I shall beware, etc.	
					POTENTIAL.	
Ought.	Present and Past.	SUBJUNCTIVE.	If I ought,	— — — —	Present.—I may beware, etc.	
					Past.—I might beware, etc.	
					SUBJUNCTIVE.	
					Present.—If I beware, etc.	
		INDICATIVE.			IMPERATIVE.	
Quoth.	Past.	Quoth I,			Present.—Beware thou or do thou	
		Quoth he.			beware.	

II. Verbs.—Where the dash occurs insert a suitable verb.

You — to have come to the meeting.— — of false friends.— Yes, — he, I shall — there in due time.—You — have studied your lesson last evening.— — he have meant what he said?—You — make amends or undergo punishment.—He — do it or be deprived of his position.—He — have been there in time.

**Conjugate** *do, be, have*, negatively, in the Indicative and Potential Moods.—*Ind. Pres.*—I do not. . . . *Pot. Pres.*—I may not do. . . .

194. A **Participle** is a word derived from a verb, participating the properties of a verb and of an adjective or a noun; it is generally formed by adding *ing*, *d*, or *ed* to the verb; thus from the verb *love* three participles are formed: *Imperfect*, loving; *Perfect*, loved; *Preperfect*, having loved.

**Oral Exercise.**—As regards their construction how are sentences divided? (179) —Define each. (180–181)—What are Clauses? How are clauses divided? (182)—Define each. (183, 184)

**I. Formation of Participles.**—Give the participles of *sing*, *love*, *read*, *write*.

<i>Imperfect.</i>	<i>Perfect.</i>	<i>Preperfect.</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**II. Participles.**—Where the dash occurs insert a suitable participle.

1. The laborer, *exhausted* by toil, fell into a deep sleep.  
The art of \_\_\_\_\_ well and fluently is all-important.  
The French, \_\_\_\_\_ Moscow, considered their sufferings at an end.  
The sentence of death \_\_\_\_\_ against the prisoner was received without emotion.
2. Generally \_\_\_\_\_, the hardest workers are the happiest.  
\_\_\_\_\_ by the gale, the vessel was dashed against the rocky shore.  
\_\_\_\_\_ his soldiers over the Alps, Hannibal entered Italy.  
\_\_\_\_\_ into the sea, Jonas was swallowed by a whale.
3. \_\_\_\_\_ with difficulties and disappointments, La Salle <sup>1</sup> never lost courage.  
Bayonets are so called from \_\_\_\_\_ at Bayonne.  
\_\_\_\_\_ at not having \_\_\_\_\_ an interview with the queen, Columbus was about \_\_\_\_\_ Spain.  
The stream flows on its winding course through a richly \_\_\_\_\_ <sup>2</sup> valley.

**III. Underline the participles, whether used as part of a verb or as participles proper.**—*Tell what participle each is.*

#### PERFECTION.

A friend called on Michael Angelo, who was finishing a statue; some time afterwards he called again; the sculptor was still at work; his friend, looking at his figure, exclaimed, "You have been idle since I saw you last." "By no means," replied the sculptor, "I have retouched this part, and polished that; I have softened this feature, and brought out this muscle. I have given more expression to this lip, and more energy to this limb." "Well, well," said his friend, "but all these are trifles." "It may be so," replied Angelo, "but recollect that trifles make perfection, and that perfection is no trifle."

**Conjugate do** in the progressive form.—*Ind. Pres.*—I am doing, thou art doing.

1. The explorer.                      2. A participial adjective.

## Literary Selection for Explanation and Study.

## BOAT-SONG.

5 Faintly as tolls the evening chime,  
 Our voices keep tune and our oars keep time ;  
 Soon as the woods on the shore look dim,  
 We'll sing at St. Ann's our parting hymn.  
 Row, brothers, row, the stream runs fast,  
 The rapids are near and the daylight's past !

10 Why should we yet our sail unfurl ?  
 There is not a breath the blue wave to curl !  
 But when the wind blows off the shore,  
 Oh! sweetly we'll rest on our weary oar.  
 Blow, breezes, blow, the stream runs fast,  
 The rapids are near and the daylight's past !

15 Ottawa's tide! this trembling moon  
 Shall see us float over the surges soon.  
 Saint of this green isle! hear our prayers,  
 Oh! grant us cool heavens and favoring airs.  
 Blow, breezes, blow, the stream runs fast,  
 The rapids are near and the daylight's past!

—*T. Moore* (1779—1852).

Oral statement. . . . .

---

**Literary Analysis.**

- |                       |   |  |
|-----------------------|---|--|
| 1. PERSONAGES.        | Who are the personages in this piece ?  |  |
| TIME AND PLACE.       | Where does the event occur ?  |  |
| 2. WORDS AND ACTIONS. | { 1. With what do the voices of the boatmen keep time ?<br>2. To what does the poet urge the oarsmen ?<br>3. What does the poet say in the second stanza ?<br>4. What does the poet say " will see them " ? |  |
| 3. RESULT.            |   | Whom does the poet invoke ?                |
| MORAL.                |   | What lesson may be drawn from this piece ? |

1. What is the *evening chime that tolls*?
2. What is meant by the second line?
3. Express *we'll* in full.
4. What *St. Ann's* is this? . . . . Point it out on the map.
5. Why does he say *the stream runs fast*?
6. Express *daylight's* in full.
7. What is meant by *Ottawa's tide*?
8. What are *surges*?
9. What *isle* were they near?
10. Who is the patron saint of the Island of Montreal?
11. Might he have intended to address any one else?
12. Who wrote the Boat-Song?



13. What is the subject of *tolls*?
14. What is the object of *keep* (2nd line)?
15. What are the principal parts of *keep*?
16. In what mood is *row* (5th line)?
17. Parse *daylight*.
18. In what mood is *should unfurl*?
19. Parse *a* and *the* (8th line).
20. Parse *Saint* (15th line).
21. Conjugate *run* in the Indicative Past and Perfect.



### Exercises in Phraseology and Composition.

I. What can be distinguished in a *tree*, a *cart*, a *kitchen*, a *river*, a *farm*, a *head*, a *mouth*, a *foot*?



II. Name some tradesmen or professional men who are engaged in the *culture of the soil*, *commerce*, *legal processes*, *building*, the *treatment of diseases*.



III. Commence the sentence by each of the parts cut off, and make the other necessary changes accordingly.

1. Riches is not | <sup>1</sup>virtue.  
.....
2. With fervor, | let us pray | unceasingly.<sup>2</sup>  
.....  
.....
3. Dear children, | always | remember | your <sup>3</sup>mother.  
.....  
.....  
.....

## Exercise on Homophonous Words.

IV.—1. Thyme.	2. Wait.	3. Weak.	4. Wood.
Time.	Way.	Weakly.	Would.
Ton.	Weigh.	Week.	Yoke.
Tun.	Weight.	Weekly.	Yolk.

Where the dash occurs insert a suitable word from the above list.

1. It is *time* to cut the *thyme*.  
The grocer has bought a large \_\_\_\_\_ of molasses.  
The carter has brought a \_\_\_\_\_ of coal.
2. \_\_\_\_\_ till ten o'clock.  
What is the \_\_\_\_\_ of the hay?  
Julia does not know the \_\_\_\_\_.  
\_\_\_\_\_ the butter.
3. I am so \_\_\_\_\_ I cannot go this \_\_\_\_\_.  
She is a very \_\_\_\_\_ person.  
Boys should write composition \_\_\_\_\_.
4. I \_\_\_\_\_ not buy such knotty \_\_\_\_\_.  
Yoke the \_\_\_\_\_ of oxen.  
The \_\_\_\_\_ of an egg is surrounded with albumen.

\_\_\_\_\_

V. Write a composition on CANADA.

\_\_\_\_\_

## Analysis and Parsing.

*Analyze and Parse.*—"Row, brothers, row, the stream runs fast,  
The rapids are near and the daylight's past."

\_\_\_\_\_

## Correction of Errors.

Has Jane strove to write her composition?—Has the witness been swore?—The sailor has swam across the river.—Has Christina took her place?—The book was tore when I bought it.—The fisherman has threw out the line.—The dress was wore out long ago.—The weaver has wove the cloth.—Mary Magdalen weept for her sins.—The washerwoman has wrang the clothes.—I have wrote him two letters.—I would do it if I can.—I shall do it if I could.—You will go to school to-day, or I will punish you.—Please, sir, can I go out?—Henry must do it if he wish, but Herbert may do it without delay.—Having wrote his composition, he reviewed it.

195. An **Adverb** is a word added to a verb, a participle, an adjective, or another adverb to modify it; as, “*The boys are nearly all here working very industriously.*”

196. Adverbs generally answer to the questions, *When? Where? or How?*

197. The following are a few of the adverbs most commonly used: *Now, then, ever, never, soon, often, seldom, early, lately, daily, yearly;—away, here, there, where, somewhere, nowhere;—too, very, greatly, far, fully, completely, perfectly, partly, nearly, almost;—well, ill, swiftly, smoothly, truly;—yes, certainly;—no, nay, not, never;—how, why, when;—firstly, secondly, singly, doubly;—perhaps, possibly, probably.*

198. Many adverbs are formed from adjectives by adding *ly*; as, *quickly*.

**I. Formation of Adverbs.**—Mention the adverbs ending in *ly* formed from the adjectives given.

1. Quick,	<i>Quickly.</i>	2. Due,	<i>Duly.</i>	3. Haughty,	<i>Haughtily.</i>
Rude,	_____	Noble,	_____	Agreeable,	_____
General,	_____	Hearty,	_____	Liberal,	_____
Real,	_____	Easy,	_____	Busy,	_____
Feeble,	_____	Gay,	_____	Pretty,	_____
Whole,	_____	Sole,	_____	Manful,	_____
Natural,	_____	Handy,	_____	Clever,	_____

**II. Sentences to be completed.**—Supply an adverb that will complete the sense.

1. My mocking bird has flown *away*.  
Your canary-bird warbles \_\_\_\_\_.  
How \_\_\_\_\_ shines the morning sun!  
He rose \_\_\_\_\_ and retired \_\_\_\_\_.
2. The snow is falling in \_\_\_\_\_ large flakes.  
The night was \_\_\_\_\_ cold.  
The trees are \_\_\_\_\_ loaded with fruits.  
The lady sang so very \_\_\_\_\_ that she was \_\_\_\_\_ applauded.
3. John knows \_\_\_\_\_ to catch the largest fish.  
We had \_\_\_\_\_ reached our destination when the sun set.  
He will \_\_\_\_\_ secure the reward.  
The boy wrote \_\_\_\_\_, though his hands were \_\_\_\_\_ hurt.

**III. Draw one line under the adjectives and two lines under the adverbs.**—I know a spot where the wild rose blooms.—You will recite first the first paragraph on the first page.—You must write more carefully; you are the least careful writer in the class.—He arose at a very early hour.—How seldom a good man inherits honor and wealth!—How can you behave so badly?—Remember now thy Creator in the days of thy youth.—Temptations are not always easily overcome.

**Conjugate answer**, adding the adjunct *politely*, in the Indicative Mood.—I answer politely, thou answerest.....

199. A **Preposition** is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or pronoun; as, “*He went from Philadelphia to Quebec.*”—“*Patrick has come for me.*”

200. The prepositions most commonly used are: *a, aboard, about, above, across, after, against, around, at, before, behind, below, beside, between, by, down, except, for, from, in, into, of, off, on, over, till, to, towards, under, until, unto, up, upon, with, within, without.*

### I. Prepositions.—Supply a suitable preposition.

- |                                   |                                |                           |
|-----------------------------------|--------------------------------|---------------------------|
| 1. Come <i>from</i> Philadelphia. | 2. Speak <i>with</i> facility. | 3. Remain <i>at</i> home. |
| Live — peace.                     | Engrave — marble.              | Send her — school.        |
| Act — malice.                     | He will die — hunger.          | Raise your hearts — God.  |
| Walk — the roof.                  | Write — English.               | Punish him — stealing.    |
| Keep it — cover.                  | Go — dinner.                   | Stand — the road.         |
| Travel — rail.                    | Flee — danger.                 | Depend — him.             |

II. **Sentences to be completed.**—Supply a suitable participle where the dash occurs, and underline the prepositions.

#### MOSES.

1. Moses was — by God to deliver his — people from slavery. He was — from the waters of the Nile by Pharaoh's daughter. When his hour was — he was — chief of the Hebrews. Under his guidance they were — from bondage and withdrawn from Egypt about two hundred years after Jacob had — up his abode there.

2. After the ten plagues with which the Egyptians were — Pharaoh was — to let the Israelites depart. A dry passage was — for them through the Red Sea; they wandered through the desert forty years, and during this period they were — with manna from Heaven. Moses — his mission, died before the Hebrews entered the — Land.

III. **Where the dash occurs insert a suitable preposition.**—John differs — him — appearance.—We sat — a mossy bank — an aged pine, — whose branches the south wind made pleasant music, while — us, — a little distance, the waters — a tiny brook sang merrily as they danced swiftly — the slope, — be lost — the flood — the mighty river.

**Conjugate reflect,** adding the adjunct *before speaking*, in the Potential Mood.—I may reflect before speaking, thou mayst reflect before speaking.....



## Conjunctions and Interjections.

201. A **Conjunction** is a word used to connect words or clauses in construction, and to show the dependence of the terms so connected; as, "*He is patient and happy, because he is a good Christian.*"

202. The conjunctions most commonly used are: *And, as, both, because, if, that, then, so, therefore*;—*or, nor, either, neither, but, lest, unless, whether.*

203. An **Interjection** is a word uttered merely to indicate some strong or sudden emotion of the mind; as, *Oh! Alas!*

204. The interjections most commonly used are: *Ah! alas! hurrah! indeed! hallo! oh! pshaw! welcome! ha! adieu! farewell! hist!*

I. **Conjunctions.**—Where the dash occurs insert a suitable conjunction.

1. Josue *and* Caleb entered the Promised Land.  
Sarah ——— Jane is to hem the curtain.  
I thought ——— he would come.  
Neither he ——— his brother was there.
2. He will not be pardoned ——— he repent  
—— he come or not I will go.  
—— he and his cousin are at the school.  
She was rewarded, —— she attended school regularly.

II. **Interjections.**—Insert a suitable interjection.

1. *Alas!* I am undone.  
—— / what a sad accident!  
—— / you are welcome to our home!  
—— / Sam, where are you going?
2. —— / Fred, you're not going home to-night.  
—— / I'll tell the Teacher.  
—— / I'm off to San Francisco.  
—— / It's only the wind. I am going. ——!

III. Draw one line under the conjunctions and two lines under the interjections.

## JOSEPH.

1. Jacob loved Joseph, and his brothers were jealous of him. One day they sold him to Egyptian merchants. "What has become of my son?" said Jacob. "Alas! a wild beast has devoured him." The old man had long mourned that his lost son, when famine obliged him to send his children to Egypt to buy corn. Joseph was Pharaoh's prime minister. Oh! what were his emotions when he saw his lost brothers and asked them where was their old father of whom they told him!

2. When Joseph wanted to keep Benjamin, they answered that it will break our dear old father's heart to part with Benjamin after losing another favorite son. Joseph was so moved that he shed tears; he made himself known to his brothers, and, after forgiving them, loaded them with presents. O Jacob! what joy you experienced on once more seeing your beloved son!

**Conjugate** *snow* and *rain* in the progressive form.—*Inf.*—To be snowing. To have been snowing. *Ind.*—It is snowing. It was snowing. It has been snowing. . . . . *Pot.*—It may be snowing. . . . .

205. The principal marks of punctuation are:—

- |                   |   |                       |   |
|-------------------|---|-----------------------|---|
| 1. The Comma,     | , | 4. The Period,        | . |
| 2. The Semicolon, | ; | 5. The Interrogation, | ? |
| 3. The Colon,     | : | 6. The Exclamation,   | ! |

206. A **Comma** is placed after each word of a series of more than two, and between the short members of a compound sentence; as, "*Isaias, Jeremias, Ezechie, and Daniel are the four great prophets.*"—"*William has come, and George has gone.*"

207. A **Semicolon** is generally placed between the members of compound sentences unless very short; as, "*Meekness is an admirable virtue; but it should not degenerate into weakness.*"

208. A **Colon** is placed before a direct quotation; as, "*Our Lord says: 'Love your enemies.'*"

209. A **Period** is placed after every declarative and imperative sentence, and after every initial and abbreviation; as, "*N. Y. is used for New York.*"—"Jas. is the abbreviation of James."

210. An **Interrogation** is used after a question; as, "*When are you going, Catharine?*"

211. An **Exclamation** is used after an exclamatory expression; as, "*Alas! how sad!*"

I. Write five proper nouns, five common nouns, five adjectives that can be used with the common nouns, five verbs that can be used with the common nouns, five adverbs that can be used with the verbs.

1. Pro. Nouns.	2. Com. Nouns.	3. Adjectives.	4. Verbs.	5. Adverbs.
North America.	School.	Good.	Go.	Quickly.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

II. Construct five sentences using the words of columns 2, 3, 4, and 5, and punctuate correctly.

1. I go to a good school, and I learn quickly.
2. ....
3. ....
4. ....
5. ....

III. Punctuate this selection.

#### READING

Those who have read everything are thought to understand everything too but it is not always so Reading furnishes the mind only with materials of knowledge it is thinking makes what we call ours We are of the ruminating kind and it is not enough to cram ourselves with a great load of collections unless we chew them over and over again they will not give us strength and nourishment The memory may be stored but the judgment is little better and the stock of knowledge not increased by being able to repeat what others have said or produce the arguments we have found in them Such a knowledge as this is a knowledge of hearsay and the ostentation of it is at best but talking by rote and very often upon weak and wrong principles LOCKE.

Conjugate *persevere*, adding the adjunct *to the end*, in the Subjunctive Mood.—If I persevere to the end, if thou perseverest to the end. ....

## Literary Selection for Explanation and Study.

## DEATH OF CHAMPLAIN.

Champlain, that noble worker in an alien land, was called away, after giving such proofs of a lively faith and an ardent charity, as render any comments on his life and character unnecessary. Twenty times he crossed the ocean in the interests of the colony. Many long, cold nights, when the snow was deepest on the ground, he slept out of doors, with his cloak wrapped round him, during his exploring expeditions to the far northwest. In the time of famine he showed a manly endurance and a heroic self-sacrifice, remarkable in the history of the colony. In matters of government he had displayed a wisdom, prudence, and moderation, which gained the love of his people, and the affection of the savages. To them, the great Chief was once and forever a friend. He was habitually self-controlled, energetic, and decisive. His great penetration served him well on many occasions, and his frankness and simplicity of manner gained him universal good-will.

But the wheat was ripe, and the sickle of the reaper was laid thereunto. It was in December that he was called away, when the western forests stood bare and bleak on plain and hill-side, lighting only into faint reflections of their autumnal beauty, when the day was waning, and the sun gleamed upon them in deep crimson and gold. The snow was lying softly upon the little city he had founded, the people in their primitive dwellings were making good cheer for the birthday of the Son of God, when the mariner set out upon his last voyage: the ocean—eternity; the pilot—death. It was announced to the colonists that the governor had surrendered the keys of the fortress to a mightier than he, and the Christian had gone to his eternal home in the city of Christ.—*Anna T. Sadlier*.—From "NAMES THAT LIVE IN CATHOLIC HEARTS."

NOTE.—Miss Anna T. Sadlier, the talented daughter of Mrs. James Sadlier, promises to rival her distinguished mother as a popular Catholic writer. The selection, "Death of Champlain," is from her "Names that Live in Catholic Hearts," a book which, as well as all her other literary productions, should be widely circulated.

Oral statement. . . . .

---

 Literary Analysis.

1. PERSONAGES. Of whom does this selection treat?

TIME AND PLACE. When and where did Champlain die?

2. WORDS AND  
ACTIONS.

1. Of what did Champlain give proofs?
2. How many times is it said he crossed the ocean?
3. Relate some of his hardships.
4. What did he display in matters of government?
5. What were his other noble qualities?
6. What city did Champlain found?
7. How did Champlain die?

## 3. RESULT.

What is the reward of the true Christian such as Champlain?

## MORAL.

What instruction should be drawn from the example of Champlain?

---

 Questions.

1. What is the meaning of *alien*?
2. Express *called away* otherwise.
3. What is the meaning of *lively*?
4. What is the meaning of *ardent*?
5. What is *faith*? . . . . .—*Charity*? . . . . .
6. What is the meaning of *comments*?
7. What is the meaning of *character* in this place?
8. What is the opposite of *unnecessary*?
9. How does *un* prefixed to a word alter its meaning?
10. Express *in the interests of the colony* differently.
11. What is a *colony*?
12. What other name is given to these people?
13. What is the meaning of *out of doors*?
14. What is a *cloak*?
15. What other word is used for such a covering?
16. What is the meaning of *explore*?
17. What is an *expedition*?
18. Point towards the *north-west*.
19. What is the meaning of *famine*?
20. Mention some famine recorded in the Sacred History.
21. From what is *manly* derived?
22. How does the suffix *ly* modify the meaning of a word? . . . .
23. What is the meaning of *endurance*?
24. What is the meaning of *self-sacrifice*?
25. What is the meaning of *government* as used here?
26. What is the meaning of *wisdom* as used here?

27. What is the meaning of *prudence*?
28. What is the meaning of *moderation*?
29. What name is commonly given to the *savages*?
30. Why this name?
31. To whom was Champlain ever a friend?
32. What is the meaning of (1) *self-controlled*, (2) *energetic*, (3) *decisive*?
33. Give some words having nearly the same meaning as *penetration*.
34. What word might be used instead of *frankness*?
35. Use another word for **simplicity** of manner.
36. What is the meaning of *universal*?
37. Express otherwise, "But the wheat was ripe, and the sickle of the reaper was laid thereunto."
38. Why does *December* begin with a Capital?
39. What is the meaning of *bleak*?
40. What is a *plain*?
41. From what is *autumnal* derived?
42. What is the meaning of *waning*?
43. What is *crimson*?
44. What is the meaning of *gold* here?
45. What is the name of *the little city he had founded*?
46. What kind of houses were those *primitive dwellings*?
47. What day is the *birthday of the Son of God*?
48. What was the *mariner's last voyage*?
49. What is *eternity*?
50. Express the last sentence in plain language.

- 
51. Conjugate *call* and *render* in the Pluperfect (Indicative and Potential).
  52. Of what voice is *was called*?
  53. Name the nouns that are subjects in the 3d sentence.
  54. Name the adjectives in the 4th sentence.—.... Compare each.
  55. Name the pronouns in the 5th sentence.—.... Person, number, gender, case, of each?
  56. Of what mood and tense is *had founded* (21st line)?
  57. Parse *Christian*.
  58. Compare *eternal*.

NOTE.—Here the Teacher may give some review questions on all the parts of speech, using as text the literary selection of this lesson.

### Exercises in Phraseology and Composition.

I. Give the name of different kinds of *wood, water, oil, horses, mills, hay, tea, coffee*.

II. Mention some of the effects produced by *fire, cold, rain, the sun, the wind*.

III. Change the words italicized to their opposites.

- Riches* is not *virtue*. .....
- The *proud* will be *humbled*. .....
- The *good* will be *rewarded*. .....
- The *damned* will be eternally *miserable*. .....
- Youth* is *improvident*. .....
- Politeness* is a *good quality*. .....
- The *old man* is *prudent*. .....

Exercise on Homophonous Words.

- |              |          |          |                        |
|--------------|----------|----------|------------------------|
| IV.—1. Vale. | 2. Ware. | 3. Wail. | 4. Ewer <sup>1</sup> . |
| Veil.        | Wear.    | Wain.    | Waist.                 |
| Waive.       | Weather. | Wale.    | Waste.                 |
| Wave.        | Wether.  | Wane.    | Your.                  |

Where the dash occurs supply the suitable word from the above list.

- |   |                                       |
|---|---------------------------------------|
| 1. He gave Sara a <i>veil</i> .           | 3. Every stroke of the whip makes a   |
| The young folks are walking down the      | _____ on his flesh.                   |
| _____                                     | The wounded man set up a loud _____.  |
| Let us _____ the subject for the present. | The moon is on the _____.             |
| Every _____ drove the wreck higher        | The mule is hitched to a _____.       |
| upon the beach.                           |                                       |
| 2. This kind of _____ does not _____      | 4. Never _____ your time.             |
| well.                                     | Nellie tied a ribbon round her _____. |
| What fine _____!                          | Fill my _____ with water.             |
| The _____ nearly broke his horns.         | Where is _____ basin?                 |

V. Write a composition on THE DEATH OF CHAMPLAIN.<sup>2</sup>

Analysis and Parsing.

Analyze and parse the examples under 195, 199, 201.

Analyze and parse:—Meet me to-day. Sp. imp. sent.; subj., *you* understood; pred., *meet*; obj., *me* . . . .

*To-day*, com. n., 3rd p., s. n., n. g., obj., gov. by the preposition *on* understood; as, "Meet me [on] to-day."

Correction of Errors.

Them plums is ripe; they wont hurt nobody.—He acted so bad that he had to be spoke to.—The Chinese live chiefly on rice.—They certainly must have been sick.—The curtain hung graceful.—Step as quiet as you can.—I shall try and come to school more regular in future.—Did you take notice to him?—A crowd of men were standing by.—Carolina and me was walking down the street.—Louis done that very bad.—You look very bad to-day; are you sick?—Is he real in earnest?—There is a boys and a girls school under the same roof.—Rise your hands.

1. Some lexicographers give *ewer* as a dissyllable; Webster marks it a monosyllable.  
 2. NOTE.—This exercise should be written in school, and the Teacher should see that the pupils do not refer to their books.

212. **Analysis**, in Grammar, is the separation of a sentence into the parts which compose it.

**Oral Exercise.**—What is a Sentence? (169)—What is a Proposition? (170)—What are the Essential Parts of a sentence? (171)—What is the Subject of a sentence? (172)—The Predicate? (173)—With regard to their meaning, how are sentences divided? (174)—As regards their construction, how are sentences divided? (179)—What is a Simple Sentence? (180)—A Complex Sentence? (181)—What are Clauses? (182)—How are clauses divided? (182)—Define each. (183–184)—What is an Attribute? (187)

## EXAMPLES OF ANALYSIS.—I. The Simple Sentence.

### 1. God loves man.

This is a simple declarative sentence.

The subject is *God*; the predicate, *loves*; the object, *man*.

### 2. God is love.

This is a simple declarative sentence.

The subject is *God*; the predicate, *is*; the attribute, *love*.

## II. The Complex Sentence.

### 1. Men who love God observe His law.

This is a complex declarative sentence, consisting of a principal clause and a dependent clause.

The principal clause is, *Men observe His law*; the dependent clause, *who love God*.

The subject of the independent clause is *Men*; the predicate, *observe*; the object, *law*.

The subject of the dependent clause is *who*; the predicate, *love*; the object, *God*.

### 2. Do men who love God observe His law?

This is a complex interrogative sentence. . . . .

The principal or independent clause is, *Do men observe His law?*—the dependent, *who love God*.

The subject of the independent clause is *men*; the predicate, *do observe*; the object, *law*.

The subject of the dependent clause is *who*; the predicate, *love*; the object, *God*.

## III. The Compound Sentence.

213. A **Compound Sentence** is a sentence that consists of two or more independent clauses ; as, “ *Prosperity gains friends, but adversity tries them.* ”

---

## EXAMPLES ANALYZED.

## 1. Prosperity gains friends, but adversity tries them.

This is a compound declarative sentence, consisting of two independent clauses.

The first clause is, *Prosperity gains friends* ; the second, *adversity tries them* ; the connective is *but*.

The subject of the first clause is *prosperity* ; the predicate, *gains* ; the object, *friends*.

The subject of the second clause is *adversity* ; the predicate, *tries* ; the object, *them*.

## 2. Study your lessons and write your exercise.

This is a compound imperative sentence, consisting of two independent clauses.

The first clause is, *Study your lessons* ; the second, *write your exercise* ; the connective is *and*.

The subject of the first clause is *thou* or *you* understood ; the predicate, *study* ; the object, *lessons*.

The subject of the second clause is *thou* or *you* understood ; the predicate, *write* ; the object, *exercise*.

## 3. Have you studied your declamation and have you written your composition ?

This is a compound interrogative sentence, consisting of two independent clauses.

The first clause is, *Have you studied your declamation ?*—the second, *have you written your composition ?* The connective is *and*.

The subject of the first clause is *you* ; the predicate, *have studied* ; the object, *declamation*.

The subject of the second clause is *you* ; the predicate, *have written* ; the object, *composition*.

## 4. How sweetly the thrush sings, and how swiftly the swallow flies !

This is a compound exclamatory sentence, consisting of two independent clauses.



The first clause is, *How sweetly the thrush sings!*—the second, *how swiftly the swallow flies!* The connective is *and*.

The subject of the first clause is *thrush*; the predicate, *sings*; it has neither object nor attribute.

The subject of the second clause is *swallow*; the predicate, *flies*; it has neither object nor attribute.

THE SENTENCE.—Analysis.—Synoptical Table.

DEFINITION.....

THE SENTENCE.	{	<i>Meaning.</i>	{	1. Declarative.	
				2. Imperative.	
				3. Interrogative.	
				4. Exclamatory.	
		<i>Form.</i>	{	1. Simple.	
				2. Complex.	
				3. Compound.	
		<i>Clauses.</i>	{	1. Independent.	
				2. Dependent.	
		<i>Principal Parts.</i>	{	1. Subject.	} <i>Essential Parts.</i>
				2. Predicate.	
				3. Object, or attribute.	

214. **Parsing** is the resolving or explaining of a sentence, or of some related word or words, according to the definitions and rules of grammar.

### Example of Parsing.

I now see the old man coming; but, alas! he walks with difficulty.

*I* is a personal pronoun, of the first person, singular number, masculine gender, and nominative case to *see*.

1. A pronoun is a word used instead of a noun.
2. A personal pronoun is a pronoun that shows, by its form,<sup>1</sup> of what person it is.
3. The first person denotes the speaker or writer.
4. The singular number denotes but one.
5. The masculine gender is that which denotes persons or animals of the male kind. (When the gender is doubtful, the preference is given to the masculine.)
6. The nominative case is that form or state of a noun or pronoun which usually denotes the subject of a finite verb.

*Now* is an adverb.

1. An adverb is a word added to a verb, a participle, an adjective, or another adverb to modify it.

*See* is an irregular, transitive verb, active voice, from *see*, *saw*, *seeing*, *seen*, of the indicative mood, present tense, first person, singular number, and agrees with its nominative *I*. (185)

1. A verb is a word used to express action or being.
2. A transitive verb is a verb that expresses action done by some person or thing to another.
3. An irregular verb is a verb that does not form its preterit or perfect participle by adding *d* or *ed* to the root.
4. The active voice is that form of a transitive verb which shows that the subject does the action expressed by the verb.
5. The indicative mood is generally used to express a declaration or an interrogation.
6. The present tense is used to express what exists or is taking place.
7. The first person denotes the speaker or writer.

1. The Teacher might show the difference between the personal pronouns and the relative pronouns in this respect, the antecedent of the latter showing their person, c'c.

8. The singular number denotes but one.
  9. A finite verb agrees with its subject or nominative in person and number.
- (185)

*The* is the definite article.

1. An article is the word *the*, *a* or *an* used before nouns to limit their signification.
2. The definite article is *the*, which denotes some particular thing or things.

*Old* is a common adjective, positive degree, compared regularly, *old*, *older*, *oldest*, and relates to the noun *man*.

1. An adjective is a word that relates to a noun or pronoun.
2. A common adjective is an adjective that denotes quality or situation.
3. The positive degree is the degree expressed by the adjective in its simple form.
4. The comparative of adjectives of one syllable is commonly formed by adding *er* to the positive; and the superlative, by adding *est*.

*Man* is a common noun, of the third person, singular number, masculine gender, and objective case.

1. A noun is the name of a being.
2. A common noun is the name of a class of beings or things.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The masculine gender is that which denotes persons or animals of the male kind.
6. The objective case is that form or state of a noun or pronoun which usually denotes the object of a verb, participle, or preposition.

*Coming* is an imperfect participle, from the irregular intransitive verb *come*, *came*, *coming*, *come*.

1. A participle is a word derived from a verb, participating the properties of a verb, and an adjective or a noun; and is generally formed by adding *ing*, *d*, or *ed* to the verb.

*But* is a conjunction.

1. A conjunction is a word used to connect words or clauses in construction, and to show the dependence of the terms so connected.

*Alas!* is an interjection.

1. An interjection is a word uttered merely to indicate some strong or sudden emotion of the mind.

*He* is a personal pronoun, of the third person, singular number, masculine gender, and in the nominative case to *walks*.

1. A pronoun is a word used instead of a noun.
2. A personal pronoun is a pronoun that shows, by its form, of what person it is.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The masculine gender is that which denotes persons or animals of the male kind.
6. The nominative case is that form or state of a noun or pronoun which usually denotes the subject of a finite verb.

*Walks* is a regular, intransitive verb (intransitive verbs have no voice, though they have the form of the active), of the indicative mood, present tense, third person, singular number, and agrees with its nominative *he*. (185)

1. A verb is a word used to express action or being.
2. An intransitive verb is a verb that expresses being or action not done to another.
3. A regular verb is a verb that forms its preterit and perfect participle by the addition of *d* or *ed* to its *root*.
4. The indicative mood is generally used to express a declaration or an interrogation.
5. The present tense is used to express what exists or is taking place.
6. The third person denotes the } *Person and* { A verb agrees with its sub-  
person or thing spoken of. } *Number* { ject or nominative in per-  
7. The singular number denotes but } *of Verb.* { son and number. (185)  
one.

*With* is a preposition.

1. A preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or pronoun.

*Difficulty* is a common noun, of the third person, singular number, neuter gender, and objective case, governed by the preposition *with*. (Prepositions govern the objective case. Ask the question with *whom* or *what* after the preposition, and the answer will be the object; as, He walks with difficulty.—*With what?* With *difficulty*.—The teacher has given the book to James.—*To whom?* To *James*.—*Difficulty* and *James* are respectively objects of the prepositions *with* and *to*.)

1. A noun is the name of a being.
2. A common noun is the name of a class of beings or things.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The neuter gender is that which denotes things that are neither male nor female.
6. The objective case is that form or state of a noun or pronoun which denotes the object of a verb, participle, or preposition.

Parsing.—Synoptical Table.

PARSING.—SYNOPTICAL TABLE.

Noun.	{	Class. Person. Number. Gender. Case.	
Article.	{	Definite <i>or</i> Indefinite. Relation.	
Adjective.	{	Class. Degree. Relation.	
Pronoun.	{	Class. Person. Number. Gender. Case.	} When a Relative, its Antecedent.
Verb.	{	Class as to form. " " meaning. Mood. Tense. Person. Number. Agreement.	
Participle.	{	Form (Imperfect, Perfect, <i>or</i> Preperfect). From what verb derived.	
Adverb.	{	Relation.	
Preposition.	{	Relation.	
Conjunction.	{	What it connects.	
Interjection.	{	Emotion expressed.	

## Sentences for Exercises in Analysis and Parsing.

1. The boy loves his mother. 2. The scholars learn. 3. Aloysius reads. 4. Stanislas sings. 5. Julia knits. 6. Louisa sews. 7. Wisdom is precious. 8. Acquire good habits. 9. Where is Patrick's book? 10. Love the Sacred Heart of Jesus. 11. Who was St. Joseph? 12. Prudence is valuable. 13. Recite your lesson slowly. 14. America was discovered by Columbus. 15. Children, obey your parents. 16. Alas! how vain are our hopes! 17. Take not the name of God in vain. 18. Remorse will haunt a guilty conscience. 19. Do you know your lesson yet? 20. How the thunder rolls! 21. You may be mistaken. 22. Look over the sum again. 23. The lazy sailor had thrown out the rope. 24. I ate some plums. 25. The rainbow appears. 26. Books afford instruction. 27. When did Abraham die? 28. The heavy clouds darken the air. 29. Evil communications corrupt good manners. 30. The rose, the lily, and the pink are fragrant flowers.

---

31. He who conquers his passions overcomes his greatest enemies. 32. Habits formed in youth accompany us through life. 33. A man who is honest will be trusted. 34. Lines that are parallel never meet. 35. They who slander others break the eighth Commandment. 36. You may purchase whatever you need. 37. He who studies diligently will improve. 38. He who fears God does not fear man. 39. Delay not till to-morrow the duties which you can perform to-day. 40. The king that oppresses his people is hated. 41. Who that has common-sense can entertain so absurd a notion? 42. The study of natural history expands and elevates the mind. 43. The minstrel was singing for the amusement of the king. 44. How are you? 45. Virtue refines the affections, but vice debases them. 46. Get justly, use soberly, distribute cheerfully, and live contentedly. 47. Learn one thing at a time, and learn that thing well. 48. The sun sets, and the mountains are shaded. 49. The night was dark, the storm raged furiously, and the shipwrecked mariners were in despair. 50. The weather was unfavorable; accordingly we deferred our visit. 51. The ink is thick and pasty; therefore I cannot write well. 52. The boy is an orphan; therefore he needs sympathy. 53. The girl is attentive to her lessons; consequently she makes rapid improvement. 54. Children ought to be merry sometimes; but they should never be rude. 55. St. Stephen was stoned by the Jews; yet he died praying for them. 56. We must be diligent in study; else we shall make little progress.

---

57. The lightning struck the tree. 58. Is honor found in virtue's path? 59. The locomotive draws the train. 60. A pennyworth of mirth is worth a pound of sorrow. 61. The friends that we gain in childhood often forget us in old age. 62. My son, why do you indulge in anger? 63. Oh! for a lodge in some vast wilderness! 64. Always show respect for the aged. Often write composition. 65. Sir Isaac Newton was a great philosopher. 66. O Sun, thou who rulest the day, how bright are thy beams! 67. Man proposes, but God disposes. 68. Falsehood aids no



Synopsis for a General Review.—*Continued.*

LANGUAGE.	THE PRONOUN.	Classes.	{ Personal. Relative. Interrogative.
		Modifications.	{ The same as those of <b>Nouns</b> .
THE VERB.	Classes.	<i>Form.</i>	{ 1. Regular. 2. Irregular. 3. Defective.
		<i>Meaning.</i>	{ 1. Transitive. 2. Intransitive.
	Modifications.	<i>Voice.</i>	{ 1. Active. 2. Passive.
		<i>Principal Parts.</i>	{ 1. Present. 2. Preterit. 3. Imp. Part. 4. Perf. Part.
		<i>Mood.</i>	{ 1. Infinitive. 2. Indicative. 3. Potential. 4. Subjunctive. 5. Imperative.
		<i>Tense.</i>	{ 1. Present. 2. Past. 3. Perfect. 4. Pluperfect. 5. Future. 6. Future Perfect.
	<i>Number.</i>	{ 1. Singular. 2. Plural.	
	<i>Person.</i>	{ First. Second. Third.	
		THE PARTICIPLE.	{ 1. Imperfect. 2. Perfect. 3. Preperfect.
		THE ADVERB:	List of principal.
	THE PREPOSITION:	“ “	
	THE CONJUNCTION:	“ “	
	THE INTERJECTION:	“ “	



## REVIEW EXERCISES.

## Syntax.

So far the lessons have been chiefly on the two divisions of language called technically **Orthography**, which treats of *letters, syllables, separate words, and spelling*; and **Etymology**, which treats of the *classes of words, their various modifications and their derivation*. But the work would not have been sufficiently practical without introducing, where needed, another division called **Syntax**, which treats of the *relation, agreement, government, and arrangement of words in sentences*.

Now, let us review Nos. 69, 70, 75, 76, 118, 132, 165, 172, 181, 182, 183, 184, 185, 186, 195, 202, 213, 214.

N. B.—The foregoing exercises are properly syntactical.

## The following rules may now be taught :

215. When the subject is a collective noun conveying the idea of plurality, the verb must agree with it in the plural number; but when it conveys the idea of unity, the verb must be singular; as, "*My people do not consider.*"—"The **army was defeated.**"

216. When two or more subjects connected by *and* serve merely to describe one person or thing, they do not require a plural verb; as, "*The statesman and orator is dead.*"

217. When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular number; as, "**Fear or jealousy affects him.**"

218. If one or both of the subjects connected by *or* or *nor* are plural, the verb must be plural; as, "*Neither the Captain nor the sailors were saved.*"—"Either the **boys or the girls have done this.**"

219. Intransitive verbs, and transitive verbs of the passive voice, and their participles, take the same case *after as before them*, when both words refer to the same thing; as, "**It is I.**"—"The **child was named John.**"

220. *A noun or pronoun must be put in the objective case :*

1. When it is the object of a transitive verb or participle; as, "*I found him assisting you.*"—"Having paid the debt he demanded a receipt."

2. When it is the object of a preposition; as, "*The paper lies before me on the desk.*"

3. When it is in apposition with a preceding noun or pronoun in the objective; as, "*They appointed him umpire.*"

4. When, after an infinitive or a participle not transitive, it agrees in the objective case with a preceding noun or pronoun signifying the same thing; as, "*He took you to be me.*"

221. (1) A noun or a personal pronoun is in apposition with another noun or pronoun when it is added to designate the same person or thing; as, "*St. Patrick, the apostle of Ireland.*"—" *The Prophet Daniel.*"—" *I myself.*"—" *We the pupils.*"

(2) The noun or the pronoun in apposition with another noun or pronoun must be put in the same case; as,

**Nominative.**—" *Cicero the orator was called the father of his country.*"

**Possessive.**—" *Paradise Lost is the poet Milton's greatest work.*"

**Objective.**—" *They elected him president.*"

222. A noun or pronoun is put absolute in the nominative case when its case depends upon no other word; as, "*At length, John, reflect and be wise.*"—" *The boy, oh! where was he?*"

223. A noun or a pronoun in the possessive case is governed by the name of the thing possessed; as, "*A man's manners often decide his fortune.*"

224. The speaker should generally mention himself last; as, "*You and I must go.*" But in confessing a fault he may assume the first place, as, "*I and Denis did it.*"

225. Never use **them** instead of **these** or **those**; as, "*Tell them girls to go home.*" Say **these** or **those**.

226. Never use an **adjective** for an **adverb**, nor an **adverb** for an **adjective**; as, "*The boy looked good (well).*"—" *Henry looks badly (bad) since he was hurt.*"

227. Participles relate to nouns or pronouns, or else are governed by prepositions; as, "*Edward's tutor at one time paying him a visit, found him employed in reading Tasso.*"

### Words used as Different Parts of Speech.

228. Nouns are often used as adjectives; as, "*A gold ring.*"—" *A glass pitcher.*"—" *An iron bar.*"

229. Nouns are often used as verbs; as, "*The maids iron the clothes.*"—" *The farmers milk the cows.*"—" *Grooms harness horses.*"—" *Machinists oil machines.*"

### ANALYSIS.

REVIEW LESSONS.—XLVII., XLVIII., XLIX., and Nos. 212 and 213.

### Grammatical Subject.

*Grammatical Subject.*—230. The grammatical subject of a sentence may be a noun, a pronoun, a verb in the infinitive, a phrase, or a clause; as, "*Henry has arrived.*"—" *He is in good health.*"—" *To lie is base.*"—" *To see the sun is pleasant.*"—" *That truth must finally prevail over error, is a certainty.*"

232. In imperative sentences, the subject **thou** or **you** is understood; as, "*Honor (thou) thy father and thy mother.*"—" *Copy (you) the exercise.*"

Besides the *grammatical*<sup>1</sup> *subject*, there is another called the *logical subject*.

### Logical Subject.

233. The **Logical**<sup>2</sup> **Subject** of a sentence is the grammatical subject with all its adjuncts. Thus, "**The first duty of a child is obedience.**" the *grammatical subject* is the word **duty**; the logical subject is, **the first duty of a child.**"

There is also the *logical predicate*.

### Logical Predicate.

235. The **Logical**<sup>3</sup> **Predicate** is the *grammatical*<sup>4</sup> predicate with all its adjuncts. Thus, "**Our soul is made to the image of God.**" The *grammatical* predicate is the verb, **is made**; the logical predicate is, **is made to the image of God.**

### Adjuncts.

236. *Adjuncts* are words added to the principal parts of the sentence to modify or limit them; as, "**Good books always deserve a careful perusal.**"

237. Adjuncts are divided into three classes: **adjective, adverbial, and explanatory.**

238. An **Adjective Adjunct** is an adjunct used to modify or limit a noun or pronoun; as, "**Both those bad boys deserve severe punishment.**"

239. An adjective adjunct may be:

1. An *article* or an *adjective*; as, "**The diligent scholar improves.**"

2. A *noun* or *pronoun* in the possessive case; as, "**William's sister has lost her book.**"

An **Adverbial Adjunct** is an adjunct used like an adverb; as, "**He fought bravely.**"

An **Explanatory Adjunct** is an adjunct used to explain a preceding noun or pronoun; as, "**My friend Henry is sick.**"

### Clauses.

240. Dependent clauses are divided into four classes: **substantive, adjective, adverbial, and explanatory.**

241. A **Substantive Clause** is a clause used as a noun. It may be the subject, the object, or the attribute of a sentence; as, "**When he set out, is uncertain.**"—"He asked how old I was."—"My belief is that idleness produces misery."

- 
1. Called by some authors the *bare subject*.
  2. Called by some authors the *complete subject*.
  3. Called by some authors the *complete predicate*.
  4. Called by some authors the *bare predicate*.

242. An **Adjective Clause** is a clause used to modify a noun or pronoun; as, "*This is the house in which I dwell.*"—"He who grasps after riches *is never satisfied.*"

243. An **Adverbial Clause** is a clause used as an adverb; as, "*He did as he was told.*"—"When he speaks *every one listens.*"—"He studies that he may become learned."

244. An **Explanatory Clause** is a clause used to explain a preceding noun or pronoun; as, "*It is certain that he respects you.*"—"I know the answer to the question, '*Where were you?*'"

### Phrases.

245. A **Phrase** is a combination of two or more words expressing some relation of ideas, but no entire proposition; as, "*By the appointed time.*"—"To conclude."—"Being a young man."

246. A phrase may be *substantive, adjective, adverbial, explanatory, or independent.* Thus:

1. **Substantive.**—"To relieve the poor *is our duty.*"—"John deserves to be rewarded."—"To be good *is to be happy.*"

2. **Adjective.**—"The esteem of wise men *is the greatest of temporal encouragements.*"—"The bounty displayed on the earth *equals the grandeur manifested in the heavens.*"—"The desire to do good *is praiseworthy.*"—"A mind conscious of no guilt *reposes securely.*"

3. **Adverbial.**—"Learn to esteem all things *by their real usefulness.*"—"Abstain from injuring others."—"He *is anxious to ascertain the truth.*"—"They were seen walking *arm in arm.*"

4. **Explanatory.**—"May, the month of flowers, *has come at last.*"—"It *is our duty to be friendly to mankind.*"

247. An **Independent Phrase** is a phrase that is not connected with any word in the sentence; as, "To be candid, *I was in fault.*"—"Speaking in round numbers, *there were five hundred persons present.*"

248. The **Principal Part** of a phrase is that upon which all the other parts depend; as, "Seeing the danger."—"Of an engaging disposition."—"Full of hope."—"Desirous to live."

249. Phrases are divided as to form into *simple, complex, and compound.*

250. A **Simple Phrase** is one unconnected with any other phrase, as, "*Under every misfortune.*"

251. A **Complex Phrase** is one that contains a phrase as an adjunct to its principal part; as, "*Under every misfortune of life.*"

252. A **Compound Phrase** is one composed of two or more coördinate phrases; as, "*Rising up and departing hastily.*"—"In prosperity *and every misfortune.*"

253. A phrase, the principal part of which is a verb in the infinitive mood, is often called an **infinitive phrase**; as, "*To study history.*"—"To remodel his work."—"To pray with fervor."

254. A phrase introduced by a preposition is often called a **prepositional** phrase; as, "*In the right way.*"—" *By the exercise of our faculties.*"

255. A phrase the principal part of which is a participle is often called a **participial** phrase; as, "*Corrected of bad habits.*"—" *Leaving the country.*"—" *Wounded in the hand.*"

256. The idea conveyed by a phrase may in some instances be expressed equally well by an adjective or adverb of the same meaning; as, "*A mind conscious of no guilt reposes securely,*" may be thus expressed, "*A guiltless mind reposes securely.*"—" *You should treat the aged with respect,*" may be as well expressed, "*You should treat the aged respectfully.*"

This, however, cannot be always done, as may be seen if trial be made with many of the examples above.

### Modifications.

257. A noun may be modified:

1. By an article; as, "**The** *rose is a flower.*"
2. By an adjective; as, "**All** *men agree to call honey sweet.*"
3. By a noun or a pronoun in the possessive case; as, "**A soldier's** *life has its perils.*"
4. By an explanatory noun or pronoun; as, "*The poet* **Homer** *was blind.*"—" *He* **himself** *did it.*"
5. By a participle; as, "*A farmer* **mowing** *was the only person seen.*"
6. By an adjective phrase; as, "*Simplicity of life and manners* **produces tranquillity of mind.**"
7. By an adjective or explanatory clause; as, "*Every good man* **must love the country in which he was born.**"

258. A pronoun may be modified in the same ways except not by an article or a possessive.

259. A verb may be modified:

1. By an adverb; as, "*The enemy* **retired slowly.**"
2. By an adverbial phrase; as, "*Fishes* **glide rapidly through the water.**"
3. By an adverbial clause; as, "*I came* **that I might assist you.**"

260. An infinitive may be modified in the same ways, besides by an object, or by an attribute used abstractly; as, "*I tried to study* **my lessons.**"—" *To seem* **compelled is disagreeable.**"—" *To be* **a poet requires genius.**"

261. A participle may be modified:

1. By an object; as, "*By observing* **truth** *you will be respected.*"
2. By an adverb; as, "*The brave soldier* **was found severely wounded.**"

3. By an adverbial phrase; as, “*The son bred in sloth becomes a spendthrift and profligate.*”

An adjective may be modified:

1. By an adverb; as, “*The weather is **very** changeable.*”

2. By an adverbial phrase; as, “*Be quick to hear, but slow to speak.*”

3. By an adverbial clause; as, “*John is desirous that you should listen to him.*”

262. An adverb may be modified:

1. By another adverb; as, “*He studies **most** diligently.*”

2. By a phrase or a clause; as, “*He came conformably to his promise.*”—“*He runs faster than you can.*”

### Analysis.

#### EXAMPLES ANALYZED IN FULL.

1. The spreading orange waves a load of gold.

**Analysis.**—This is a simple declarative sentence.

The subject is *orange*, the predicate is *waves*, and the object is *load*.

The subject is limited by the article, *the*, and modified by the adjective adjunct, *spreading*; the predicate is unmodified; the object is limited by the article, *a*, and modified by the adjective phrase, *of gold*.

2. A waving willow was bending over the fountain.

**Analysis.**—This is a simple declarative sentence.

The subject is *willow*; the predicate is *was bending*.

The subject is limited by the article, *a*, and modified by the adjective adjunct, *waving*; the predicate is modified by the adverbial phrase, *over the fountain*.

3. A man who saves the fragments of time will accomplish much during his life.

**Analysis.**—This is a complex declarative sentence. The principal clause is *a man will accomplish much during his life*; the dependent clause is *who saves the fragments of time*. The connective word is *who*.

The subject of the principal clause is *man*; the predicate is *will accomplish*; the object is *much*.

The subject is limited by the article, *a*, and modified by the dependent clause; the predicate is modified by the adverbial phrase, *during his life*. The principal word of this phrase is *life*, which is modified by the adjective adjunct *his*.

The subject of the dependent clause is *who*; the predicate is *saves*; the object is *fragments*.

The subject is unmodified; the predicate is unmodified; the object is limited by the article, *a*, and modified by the simple adjective phrase, *of time*.

## ANOTHER EXAMPLE OF PARSING.

The power of speech is a faculty peculiar to man—a faculty bestowed upon him by his beneficent Creator, for the greatest and most excellent uses; but, alas! how often we pervert it to the worst of purposes.—  
LOWTH.

**Parsing.**—*The* is the definite article, and limits the noun *power*. (Reasons.)

*Power* is a common noun, of the third person, singular number, neuter gender, and nominative case, subject of the verb *is*. (Reasons.)

*Of* is a preposition, and shows the relation between *power* and *speech*. (Reasons.)

*Speech* is a common noun.... objective case, governed by the preposition *of*. (Reasons.)

*Is* is an irregular intransitive verb, from *be, was, being, been*, having the form of the active voice, of the indicative mood, present tense, third person, singular number, and agrees with its nominative *power* according to (185) which says: "A finite verb...."

*A* is the indefinite article, and limits the noun *faculty*. (Reasons.)

*Faculty* is a common noun.... nominative<sup>1</sup> after the verb *is*. (Reasons.)

*Peculiar* is a common adjective, positive degree, compared by means of the adverbs *more* and *most*, and relates to the noun *faculty*. (Reasons.)

*To* is a preposition, and shows the relation between *peculiar* and *man*....

*Man* is a common noun.... objective case, governed by the preposition *to*....

*A* is the indefinite article....

*Faculty* is a common noun.... nominative after *is*, understood (a power of speech *is* a faculty).

*Bestowed* is a perfect participle from the transitive verb *bestow, bestowed, bestowing, bestowed*, and relates to *faculty*. (Reasons.)

*Upon* is a preposition, and shows the relation between *bestowed* and *him*....

*Him* is a personal pronoun, of the third person, singular number, masculine gender, and objective case, governed by the preposition *upon*....

*By* is a preposition, and shows the relation between *bestowed* and *Creator*....

*His* is a personal pronoun, of the third person, singular number, masculine gender, in the possessive case, governed by *Creator*. (Reasons.)

*Beneficent* is a common adjective, positive degree, compared by means of the adverbs *more* and *most*, and relates to the noun *Creator*....

*Creator* is a proper noun.... objective case, governed by the preposition *by*. (Reasons.)

*For* is a preposition, and shows the relation between *bestowed* and *uses*....

*Greatest* is a common adjective, superlative degree, compared regularly, *great, greater, greatest*; and relates to the noun *uses*....

---

1. Some authors call this the *predicate subject*.

*And* is a copulative conjunction, and connects *greatest* and *most beneficent* . . . (Reasons.)

*Most* is an adverb, and modifies *excellent*.

*Excellent* is a common adjective . . . and relates to *uses*.

*Uses* is a common noun . . . objective case . . . governed by the preposition *for* . . .

*But* is a conjunction, connecting the latter member of the sentence to the former . . .

*Alas* is an interjection . . .

*How* is an adverb, and modifies the adverb *often* . . .

*Often* is an adverb, and modifies the verb *pervert* . . .

*We* is a personal pronoun, first person, plural number, masculine gender (Why?), and nominative case to the verb *pervert* . . .

*Pervert* is a regular, transitive verb . . .

*It* is a personal pronoun, third person, singular number, neuter gender, and in the objective case<sup>1</sup> after the transitive verb *pervert* . . . (Reasons.)

*To* is a preposition, and shows the relation between *pervert it* and *worst* . . .

*Worst* is a common noun . . . objective case, governed by the preposition *to* . . .

*Of* is a preposition, and shows the relation between *worst* and *purposes* . . .

*Purposes* is a common noun . . . objective case, governed by the preposition *of* . . .

#### REVIEW LESSON LXXIX.—Punctuation.

263. **Additional Marks of Punctuation.**—Dash —, Parentheses (), Brackets [ ], Quotation Points “ ”, Apostrophe ’, Hyphen -, Caret ^.

264. The **dash** is used to mark a sudden interruption or transition, as

“Here lies the great—false marble, where?—

Nothing but sordid dust lies here.”—*Young*.

“‘My pretty boy,’ said he, ‘has your father a grindstone?’—‘Yes, sir,’ said I.—‘You are a fine little fellow,’ said he; ‘will you let me grind an axe on it?’”—*Franklin*.

265. The **parentheses** are used to enclose a remark, a quotation, or a date, that breaks the unity of a sentence too much to be incorporated in it; as, “*I have seen charity (if charity it may be called) insult with an air of pity.*”—“*Know then this truth (enough for man to know): Virtue alone is happiness below.*”—*POPE*.

266. The **brackets** are especially used to enclose what one person puts into the writings of another, as a correction, an explanation, or an omission; as, “*Do you know if [whether] he is at home or not?*”—“*He [the speaker] thought otherwise.*”—“*The letter is dated May 12th [1889].*”

1. Some authors call this the *predicate object*.



267. The **quotation points** are used to distinguish words that are taken textually from another author; as, *When Fénelon's library was on fire, "God be praised," said he, "that it is not the dwelling of a poor man."*

268. The **apostrophe** (') is a mark usually denoting the omission of some letters of a word; as, *bo't*, for *bought*; *e'er*, for *ever*; *thro'*, for *through*. (Review Nos. 72, 73, 74.)

269. The **hyphen** (-) is a mark used to join the parts of many compound words; as, *self-love*, *wagon-load*, *red-hot*. (Review No. 30.)

270. The **caret** (^) is a mark used to show where a correction written above the line comes in; as, "*This shows something is om tted.*"

*where*
*i*  
^
^

### 271. Abbreviations and other marks used in writing :

<i>A. D.</i> <i>Anno Domini</i> , Year of our Lord. <i>Aug.</i> August. <i>Apr.</i> April. <i>B. C.</i> Before Christ. <i>Co.</i> Company. <i>Dec.</i> December. <i>Ditto</i> or <i>do.</i> The same. <i>Etc.</i> <i>Et cetera</i> , and so forth. <i>Feb.</i> February. <i>Fri.</i> Friday. <i>Hhd.</i> Hogshead. <i>I. e.</i> <i>Id est</i> , that is. <i>Inst.</i> Instant. <i>Jan.</i> January. <i>Jul.</i> July. <i>Lb., lbs.</i> Pound, pounds. <i>Mar.</i> March. <i>Mon.</i> Monday.	<i>N. B.</i> <i>Nota bene</i> , notice well. New Brunswick. <i>Nor.</i> November. <i>N. S.</i> Nova Scotia. <i>N. Y.</i> New York. <i>Oct.</i> October. <i>Ont.</i> Ontario. <i>Prox.</i> <i>Proximo</i> , next month. <i>P. S.</i> Postscript, after signing. <i>Que.</i> Quebec. <i>Sat.</i> Saturday. <i>Sept.</i> September. <i>St.</i> Saint, street. <i>Sun.</i> Sunday. <i>Thurs.</i> Thursday. <i>Tues.</i> Tuesday. <i>Ult.</i> <i>Ultimo</i> , last month. <i>U. S.</i> United States. <i>Viz.</i> Namely. <i>Wed.</i> Wednesday.
--	---

<i>∂</i> And. <i>∂. c.</i> And so forth. <i>∂ Co.</i> And company. <i>%</i> Per cent.	<i><sup>a</sup>/<sub>c</sub></i> Account. <i><sup>c</sup>/<sub>o</sub></i> Care of. <i>§</i> Dollars. <i>Cts. or c</i> Cents.
--	--

N. B.—For a complete list of abbreviations see "Complete Catholic Speller."

SUPPLEMENTARY  
LITERARY SELECTIONS.

---

I.—GOD'S GOODNESS EVER TO BE REMEMBERED.

Let never day or night unhallowed pass,  
But still remember what the Lord hath done.

—*Shakespeare* (1564–1616).

II.—GOD'S GREATNESS.

God's greatness, which is infinite, makes room  
For all things in its lap to lie;  
We should be crushed by a magnificence  
Short of infinity.

—*F. W. Faber* (1814–1863).

III.—GRATITUDE TO GOD.

How blest Thy creature is, O God,  
When, with a single eye,  
He views the lustre of Thy Word,  
The day-spring from on high.

5           Through all the storms that veil the skies,  
          And frown on earthly things,  
The Sun of Righteousness he eyes  
          With healing on His wings.

10           Struck by that light, the human heart,  
          A barren soil no more,  
Sends the sweet smell of grace abroad,  
          Where serpents lurked before.

15 The glorious orb, whose golden beams  
The fruitful year controls,  
Since first, obedient to Thy word,  
He started from the goal,

20 Has cheered the nations with the joys  
His orient rays impart;  
But, Jesus 'tis Thy light alone  
Can shine upon my heart.

—*Cowper* (1731–1800).

#### IV.—THE ETERNITY OF GOD.

O Lord ! my heart is sick,  
Sick of this everlasting change;  
And life runs tediously quick  
5 Through its unresting race and varied range:  
Change finds no likeness to itself in Thee,  
And wakes no echo in Thy mute eternity.

—*F. W. Faber.*

#### V.—GOD IS EVERYWHERE.

There's not a place on earth's vast round,  
In ocean deep, or air,  
Where skill and wisdom are not found,  
For God is everywhere.

#### VI.—THE POWER OF GOD.

For He who guides the rolling orbs above,  
Spreads every leaf that flutters in the grove;  
Breathes health and fragrance in each balmy gale,  
Pours the clear streamlet gliding in the vale;  
5 Extends the vast Atlantic's rolling floods,  
And clothes the forest with its waving woods,  
Guides the green tendril round the shady bower;  
Shines in the dew and blushes in the flower.  
The humblest dew that blushes to the morn,  
10 The meanest insect in its bosom born,  
Live by the fiat of that Mighty Voice,  
Which rules the spheres, and makes the worlds rejoice.

## VII.—TO GOD THE CREATOR.

5  
 Hear me, O God !  
 A broken heart  
 Is my best part :  
 Use still Thy rod,  
 That I may prove  
 Therein Thy love. -

10  
 If Thou hadst not  
 Been stern to me,  
 But left me free,  
 I had forgot  
 Myself and Thee.

15  
 For sin's so sweet,  
 As minds ill bent  
 Rarely repent,  
 Until they meet  
 Their punishment.

—*Ben Jonson* (1574–1637).

## VIII.—THE ADOPTION OF THE SHAMROCK AS THE EMBLEM OF THE MOST HOLY TRINITY.

5  
 On Tara's hill the famous marble hall  
 Is filled with kings and priests and chiefs and bards,  
 Who all, with one accord, their fixed regards  
 Direct on Patrick blessèd. Each and all,  
 With ear attentive, hearken to his voice.  
 A tiny Shamrock from the grassy sod  
 Serves him for emblem of the Triune God.  
 He ceased to speak, and Erin made her choice,  
 To be of nations Catholic, the first,  
 10  
 To Peter's chair and Patrick's words to cling,  
 Though sunk in woe, in anguish sorrowing,  
 To keep her faith when Hell had done its worst,  
 To love the *type* by her St. Patrick given,  
 And hope to love its *antitype* in Heaven.

## IX.—HYMN FOR ST. JOHN'S EVE.

O Sylvan prophet! whose eternal fame  
Echoes from Juda's hills and Jordan's stream,  
The music of our number raise,  
And tune our voices to thy praise.

5 A messenger from high Olympus came  
To bear the tidings of thy life and name,  
And told thy sire each prodigy  
That Heaven designed to work in thee.

10 Hearing the news, and doubting in surprise,  
His faltering speech in fettered accent dies;  
But Providence, with happy choice,  
In thee restored thy father's voice.

15 In the recess of Nature's dark abode,  
Though still enclosed, yet knewest thou thy God;  
Whilst each glad parent told and blessed  
The secrets of each other's breast.

—*Dryden* (1631–1700).

## X.—GOD OUR KING.

To arms! to arms! for God our King!  
Hark how the sounds of the battle ring!  
Unfold the banner! Raise it high,  
Dear omen of our victory!

—*F. W. Faber*.

## XI.—THE BURNING BABE.

As I in a hoary winter's night  
Stood shivering in the snow,  
Surprised I was with sudden heat,  
Which made my heart to glow.

5 And lifting up a fearful eye  
To view what fire was near,  
A pretty Babe all burning bright,  
Did in the air appear;

## Literary Selections.

Who, scorched with excessive heat,  
 10 Such floods of tears did shed,  
 As though His floods should quench His flames,  
 Which with His tears were bred.

“Alas!” quoth He, “but newly born,  
 In fiery heats I fry,  
 15 Yet none approach to warm their hearts  
 Or feel My fire, but I;

My faultless breast the furnace is,  
 The fuel, wounding thorns,  
 Love is the fire, and sighs the smoke,  
 20 The ashes, shames and scorns;

The fuel justice layeth on,  
 And mercy blows the coals,  
 The metal in his furnace wrought  
 Are men’s defiled souls:

For which, as now on fire I am,  
 To work them to their good,  
 25 So will I melt into a bath,  
 To wash them in My Blood.”

With this He vanished out of sight,  
 And swiftly shrunk away,  
 30 And straight I called upon my mind  
 That it was Christmas-day.

—*R. Southwell, S. J. (1560–1595).*

## XII.—SILENCE.

Even a fool that holdeth his peace is counted wise.

—*Proverbs.*

## XIII.—SUCCESS.

The talent of success is nothing more than doing what you can do well,  
 and doing well whatever you do, without a thought of success.

—*Longfellow (1807–1882).*

## XIV.—A GOOD ADVICE.

Love thyself last: cherish those hearts that hate thee:  
 Corruption wins no more than honesty.  
 Still in thy right hand carry gentle peace,  
 To silence envious tongues; be just, and fear not.

—*Shakespeare.*

## XV.—THE TRAVELERS AND THE BEAR.

Two men traveling through a forest together, mutually promised to stand by each other in any danger they should meet upon the way. They had not gone far before a bear came rushing towards them out of a thicket; upon which, one being a light, nimble fellow, 5 got into a tree; the other, falling flat upon his face and holding his breath, lay still, while the bear came up and smelled him; but the creature, supposing him to be a dead carcass, went back again into the wood, without doing him the least harm. When all was over, the poltroon who climbed the tree came down to his companion, 10 and, with a pleasant smile, asked him what the bear said to him; "For," says he, "I took notice that he clapped his mouth very close to your ear." "Why," replied the other, "he charged me to take care for the future, not to put any confidence in such a cowardly fellow as you are."

—*Esop* (B. C. 560).

## XVI.—LOST.

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.

—*Horace Mann* (1796-1859).

## XVII.—ALWAYS DESPISED.

The liar is invariably and universally despised, abandoned, and disowned. It is, therefore, natural to expect that a crime thus generally detested should be generally avoided.

—*Hawkesworth* (1715-1773).

## XVIII.—TO OUR BLESSED LADY.

In that, O Queen of queens! thy birth was free  
 From guilt which others doth of grace bereave,  
 When in their mothers' womb they life receive,  
 God as His sole-born daughter loved thee.

5 To match thee like thy birth's nobility,  
 He thee His spirit for the spouse did leave  
 Of whom thou didst His only Son conceive,  
 And so wast linked to all the Trinity.  
 Cease then, O queens who earthly crowns do wear,  
 10 To glory in the pomp of worldly things.  
 If men such high respect unto you bear,  
 Whose daughters, wives, and mothers are of kings,  
 What honor should unto that queen be done  
 Who had your God for Father, Spouse, and Son.

—*H. Constable* (1566-?)

## XIX.—THE SEASONS OF LIFE.

1. *Spring.*

The soft green grass is growing  
 O'er meadow and o'er dale,  
 5 The silvery founts are flowing  
 Upon the verdant vale;  
 The pale snowdrop is springing  
 To greet the glowing sun;  
 The primrose sweet is flinging  
 Perfume the fields among;  
 10 The trees are in the blossom,  
 The birds are in their song,  
 As spring upon the bosom  
 Of nature's borne along.

So the dawn of humble life doth green and verdant spring.  
 It doth little ween the strife that after years will bring;  
 15 Like the snowdrop it is fair, and like the primrose sweet;  
 But its innocence can't scare the blight from its retreat.

2. *Summer.*

The full ripe corn is bending  
 In waves of golden light;  
 The new-mown hay is sending  
 Its sweets upon the night;



The breeze is softly sighing,  
 To cool the parchèd flowers;  
 The rain, to see them dying,  
 Weeps forth its gentle showers;  
 The merry fish are playing,  
 Adown yon crystal stream;  
 And night from day is straying  
 As twilight gives its gleam.

And thus manhood, in its prime, is full and ripe and strong,  
 And it scarcely deems that time can do its beauty wrong.  
 Like the merry fish we play adown the stream of life;  
 And we reckon not of the day, that gathers what is rife.

### 3. *Autumn.*

The flowers are all fading,  
 Their sweets are rifled now,  
 And night sends forth her shading  
 Along the mountain brow.  
 The bee hath ceased its winging  
 To flowers at early morn;  
 The birds have ceased their singing,  
 Sheafed is the golden corn;  
 The harvest now is gathered,  
 Protected from the clime;  
 The leaves are seared and withered  
 That late shone in the prime.

Thus when fourscore years are gone o'er the frail life of man,  
 Time sits heavy on his throne, as near his brow we scan;  
 Like the autumn leaf that falls when winds the branches wave,  
 Like night-shadows daylight palls, like all he finds a grave.

### 4. *Winter.*

The snow is on the mountain,  
 The frost is on the vale,  
 The ice hangs on the fountain,  
 The storm rides on the gale;

## Literary Selections.

5           The earth is bare and naked,  
             The air is cold and drear,  
             The sky with snow-clouds flakèd,  
             And dense foul fogs appear ;  
 10          The sun shines not so brightly  
             Through the dark murky skies,  
             The nights grow longer—nightly,  
             And thus the winter dies.

Thus falls man, his season past the blight hath tak'n his bloom ;  
 Summer gone, the autumn blast consigns him to the tomb.  
 15   Then the winter, cold and drear, with pestilential breath,  
 Blows upon the silent bier and whispers—This is death.

—*T. J. Ouseley.*

## XX.—OUR DAILY BREAD.

Give us our daily Bread,  
           O God the bread of strength !  
 For we have learned to know  
           How weak we are at length.  
 5          As children we are weak,  
           As children must be fed ;  
 Give us Thy Grace, O Lord,  
           To be our daily Bread.

Give us our daily Bread,—  
           The bitter bread of grief.  
 We sought earth's poisoned feasts  
           For pleasure and relief.  
 We sought her deadly fruits,  
           But now, O God, instead,  
 15          We ask Thy healing grief  
           To be our daily Bread.

Give us our daily Bread  
           To cheer our fainting soul ;  
 The feast of Comfort, Lord,  
 20          And peace, to make us whole :

For we are sick of tears,  
 The useless tears we shed ;  
 Now give us comfort, Lord,  
 To be our daily Bread.

25                    Give us our daily Bread,  
                       The bread of Angels, Lord,  
 By us so many times  
                       Broken, betrayed, adored:  
 30                    His Body and His Blood ;—  
                       The feast that Jesus spread ;  
 Give Him—our life, our all—  
                       To be our daily Bread !

—*Adelaide A. Procter* (1825-1864).

XXI.—THE WOLF AND THE LAMB.

A Lamb her thirst was slaking,  
 Once at a mountain rill!  
 A hungry Wolf was taking  
 His hunt for sheep to kill,  
 5                    When spying on the streamlet's brink  
                       This sheep of tender age,  
                       He howled in tones of rage,  
                       " How dare you soil my drink?  
                       Your impudence I shall chastise !"  
 10                    " Let not your majesty," the Lamb replies,  
                       " Decide in haste or passion !  
                       For sate 'tis difficult to think  
                       In what respect or fashion  
                       My drinking here could soil your drink,  
 15                    Since on the stream your majesty now faces  
                       I'm lower down full twenty paces."  
                       " You soil it," said the wolf ; " and more I know,  
                       You cursed and slandered me a year ago."  
                       " O no ! how could I such a thing have done !  
 20                    A Lamb that has not seen a year,  
                       A suckling of its mother dear ?"  
                       " Your brother then." " But brother I have none."  
                       " Well, well, what's all the same,  
                       'Twas some one of your name.

- 25 Sheep, men, and dogs of every nation,  
 Are wont to stab my reputation,  
 As I have truly heard."  
 Without another word,  
 He made his vengeance good,—  
 30 Bore off the Lambkin to the wood,  
 And there without a jury,  
 Judged, slew, and ate her in his fury.

—*La Fontaine.*

What is the moral?

XXII.—ST. JOSEPH.

Hail ! holy Joseph, hail !  
 Husband of Mary, hail !  
 Chaste as the lily flower  
 In Eden's peaceful vale.

- 5 Hail ! holy Joseph, hail !  
 Father of Christ esteemed,  
 Father be thou to those  
 Thy Foster-Son redeemed.

- 10 Hail ! holy Joseph, hail !  
 Prince of the House of God,  
 May His best graces be  
 By thy sweet hands bestowed.

- 15 Hail ! holy Joseph, hail !  
 Comrade of angels, hail !  
 Cheer thou the hearts that faint,  
 And guide the steps that fail.

- 20 Hail ! holy Joseph, hail !  
 God's choice wert thou alone ;  
 To thee the Word made flesh  
 Was subject as a Son.

Hail ! holy Joseph, hail !  
 Teach us our flesh to tame.  
 And, Mary, keep the hearts  
 That love thy husband's name.

Mother of Jesus, bless,  
 And bless, ye saints on high,  
 All meek and simple souls  
 That to St. Joseph cry.

—*F. W. Faber.*

XXIII.—THE WORDS OF SOCRATES.

A house was built by Socrates  
 That failed the public taste to please.  
 Some blamed the inside, some the out; and all  
 Agreed that the apartments were too small.  
 5 Such rooms for him, the greatest sage of Greece !  
 “I ask,” said he, “no greater bliss  
 Than real friends to fill e’en this.”  
 And reason had good Socrates  
 To think this house too large for these.

*Moral.*

10 A crowd to be your friends will claim,  
 Till some unhandsome test you bring.  
 There’s nothing plentier than the name;  
 There’s nothing rarer than the thing.

—*La Fontaine.*

XXIV.—KIND WORDS.

Kind words are the music of the world. They have a power  
 which seems to be beyond natural causes, as if they were some angel’s  
 song, which had lost its way, and come on earth, and sang on undyingly,  
 smiting the hearts of men with the sweetest sounds, and putting,  
 5 for a while, an angel’s nature into us. In truth, there is hardly a  
 power on earth equal to them. It seems as if they could do what, in  
 reality, only God can do,—namely, soften the hard, angry hearts of  
 men.

10 Many a friendship, long, loyal, and self-sacrificing, rested at first  
 on no thicker foundation than a kind word. The two men were  
 not likely to be friends. Perhaps each of them regarded the other’s  
 antecedents with somewhat of distrust. They had possibly been set  
 against each other by the circulation of a gossip. Or they had been

15 looked upon as rivals, and the success of one was regarded as incompatible with the success of the other. But a kind word—perhaps the mere report of a kind word—has been enough to set all things straight, and to be the commencement of an enduring friendship.

—*F. W. Faber.*

XXV.—THE FOX AND THE CROW.

The frost was hard, the ground was bare;  
 Resolved to mend her scanty fare,  
 A daring Crow a larder entered,  
 Where never Crow before had ventured,  
 5 And managed safely off to hop  
 With (what d' you think?) a mutton chop;  
 (Friend Æsop talks, you know, of cheese,  
 But meat, a Crow might better please),  
 And, holding in her beak the treasure,  
 10 Perched on a tree to feast at leisure.  
 But scarcely had she reached her station,  
 When a sly Fox her occupation  
 Observing, nimbly took his place  
 Below, and looked her in the face:  
 15 "Dear ma'am," said he, "don't think me rude—  
 I would not for the world intrude;  
 But really your commanding beauty  
 Obliges me to pay my duty:  
 Those piercing eyes! those glossy plumes!  
 20 Your slave perhaps too far presumes,—  
 Yet, might I beg a single song?  
 A voice enchanting must belong  
 To that fair form!—be kind! I die  
 Unless your goodness will comply!"  
 25 The simple Crow believed the joke,  
 Opened her beak, and cried out "Croak!"  
 Down fell the meat! the wished-for prize,  
 The Fox snaps up, and sneering cries:  
 "I fear you're hoarse; don't strain your throat;  
 30 I really scarce can hear a note.  
 Good-bye; I cannot longer stay,—  
 Yet suffer me one word to say:—  
 When rogues like me praise fools like you,  
 We have our private ends in view.  
 35 Remember this, then, and beware  
 Of being caught in flatt'ry's snare.  
 You'll own, unless you're quite a glutton,  
 The lesson's worth a piece of mutton."

## XXVI.—SONG OF MAY MORNING.

Now the bright morning star, day's harbinger,  
 Comes dancing from the east, and leads with her  
 The flowery May, who from her green lap throws  
 The yellow cowslip and the pale primrose.  
 5 Hail, bounteous May, that dost inspire  
 Mirth, and youth, and warm desire;  
 Woods and groves are of thy dressing,  
 Hill and dale doth boast thy blessing.  
 10 Thus we salute you with our early song,  
 And welcome thee, and wish thee long.

—*Milton* (1608–1674).

## XXVII.—ALL RELIGIONS CANNOT BE ACCEPTABLE TO GOD.

Can all religions be equally acceptable to God? Can He be as much pleased with one form of worship as with another? Evidently not. Infinite truth cannot be pleased with falsehood; infinite goodness cannot take pleasure in evil. He who asserts that all religions  
 5 are equally good, that man may fulfil his duties towards God by adopting any form of religion indiscriminately, asserts absurdities, and blasphemes the veracity and goodness of his Creator.

—*Balmes* (1810–1848).

## XXVIII.—CHARITY.

In faith and hope the world will disagree;  
 But all mankind's concern is charity.

## XXIX.—TO-DAY.

Only from day to day  
 The life of a wise man runs;  
 What matter if seasons far away  
 Have gloom or have double suns?  
 5 To climb the unreal paths,  
 To lose the roadway here,  
 We swim the rivers of wrath,  
 And tunnel the hills of fear.  
 10 Our feet on the torrent's brink,  
 Our eyes on the cloud afar,  
 We fear the things we think,  
 Instead of the things that are.

## Literary Selections.

15 Like a tide our work should rise,  
 Each later wave the best,  
 To-morrow forever flies,  
 To-day is the special test.

20 Like a sawyer's work is life;  
 The present makes the flaw,  
 And the only field of strife  
 Is the inch before the saw.

—*J. B. O'Reilly* (1844—).

## XXX.—A GOOD ADVICE.

Let us not stop to examine the evils which others do, but think only of the good which we ourselves should do.

## XXXI.—A FINE DAY IN SUMMER.

5 A day when Summer supersedes the Spring,  
 And June's innumerable roses fling  
 Their perfumed odors o'er the passing breeze  
 That sweeps, enamoured, o'er the fairy trees;  
 When floods of light intoxicate the eye,  
 When earth expands beneath a cloudless sky,  
 And every waving branch and leafy bower  
 Bursts into song, and blossoms into flower.

—*Lady Georgiana Fullerton* (1814—).

## XXXII.—THE ACORN AND THE GOURD.

5 "Methinks the world is oddly made,  
 And everything amiss,"  
 A dull, complaining atheist said,  
 As stretched he lay beneath the shade,  
 And instanced it in this:

10 "Behold," quoth he, "that mighty thing,  
 A gourd so large and round,  
 Is held but by a little string,  
 Which upward cannot make it spring,  
 Nor bear it from the ground;



15       “ While on this oak an acorn small,  
           So disproportioned grows,  
       That whosoe'er surveys this all,  
       This universal, casual ball  
           Its ill-contrivance knows.

20       “ My better judgment would have hung  
           The gourd upon the tree,  
       And left the acorn slightly strung  
       'Mong things that on the surface sprung,  
           And weak and feeble be.”

25       No more the caviler could say,  
           No further faults disclose ;  
       For, upward gazing at the sky,  
       An acorn, loosened from its spray,  
           Fell down upon his nose.

30       From pain his eyes with tears ran o'er,  
           As punished for the sin,  
       Fool ! if the gourd an oak-tree bore,  
       Thy whimses would have worked no more  
           Nor skull have kept them in !

## XXXIII.--THE ARCTIC INDIAN'S FAITH.

      We worship the Spirit that walks unseen  
       Through our land of ice and snow ;  
       We know not His face, we know not His place,  
       But His presence and power we know.

5       Does the Buffalo need the Pale-face word  
           To find his pathway far ?  
       What guide has he to the hidden ford,  
           Or where the green pastures are ?

10       Who teacheth the Moose that the hunter's gun  
           Is peering out of the shade ?  
       Who teacheth the Doe and the Fawn to run  
           In the track the Moose has made ?.

15       Him do we follow, Him do we fear,  
           The Spirit of earth and sky ;  
       Who hears with the *Wapiti's*<sup>s</sup> eager ear  
           His poor red children's cry.

Whose whisper we note in every breeze  
 That stirs the birch canoe ;  
 Who hangs the reindeer-moss on the trees  
 For the food of the *Caribou*.

20

That Spirit we worship Who walks unseen  
 Through our land of ice and snow ;  
 We know not His face, we know not His place,  
 But His presence and power we know.  
 —*T. D. McGee* (1825–1868).

## XXXIV.—THE ANT AND THE GLOW-WORM.

When night had spread its darkest shade,  
 And even the stars no light conveyed,  
 A little Ant of humble gait  
 Was plodding homeward somewhat late.

5

Rejoiced was she to keep in sight  
 A splendid Glow-Worm's useful light,  
 Which, like a lantern clear, bestowed  
 His help along her dangerous road.

10

On as she went with footstep firm,  
 She thus addressed the littering Worm :  
 " A blessing, neighbor, on your light !  
 I thank you for it. So, good-night !"

15

" What !" said the vain but gifted thing ;  
 " Do *you* employ the light I bring ?  
 If so, I'll keep it out of view ;  
 I do not shine for such as you."  
 Its light it proudly then withdrew.

20

A traveler, as he journeyed by,  
 Had seen with pleased and curious eye  
 The beauteous luster, now put out ;  
 But, left in darkness and in doubt,  
 Unconsciously he stept aside,  
 And crushed the Glow-Worm in his pride.

25

God, in his wise and bounteous love,  
 Has given us talents to improve ;  
 And those who hide the precious store  
 May do much harm, but suffer more.

## XXXV.—A CASTLE IN THE AIR.

I built myself a castle,  
So noble, grand, and fair ;  
I built myself a castle,  
A castle—in the air.

5 The fancies of my twilight  
That fade in sober truth,  
The longing of my sorrow,  
And the vision of my youth ;

10 The plans of joyful futures ;  
So dear they used to seem,  
The prayer that rose unbidden,  
Half prayer—and half a dream ;

15 The hopes that died unuttered  
Within this heart of mine ;—  
For all these tender treasures  
My castle was the shrine.

20 I looked at all the castles  
That rise to grace the land,  
But I never saw another  
So stately or so grand.

And now you see it shattered,  
My castle in the air ;  
It lies, a dreary ruin,  
All desolate and bare.

25 I cannot build another,  
I saw that one decay ;  
And strength and heart and courage  
Died out the self-same day.

30 Yet still, beside that ruin,  
With hopes as deep and fond,  
I waited with an infinite longing,  
Only—I looked beyond.

—*Adelaide A. Procter.*

## XXXVI.—THE DAISY.

The daisy is the meekest flower  
 That grows in wood or field ;  
 To wind and rain, and footsteps rude,  
 Its slender stem will yield.

5           And when they're passed away again,  
           As cheerfully it springs,  
 As if a playful butterfly  
           Had bent it with his wings.

10           The daisy is a hardy plant,  
           And in the winter-time  
 We find it by the sheltered nooks,<sup>1</sup>  
           Unhurt by snow and rime.

15           In Spring it dots the green with white,  
           It blossoms all the year,<sup>1</sup>  
 And so it is a fav'rite flower,  
           To little children dear.

20           Before the stars are in the sky  
           The daisy goes to rest,  
 And folds its little shining leaves  
           Upon its golden breast.

          And so it sleeps in dewy night  
           Until the morning breaks ;  
 Then with the song of early birds,  
           So joyously awakes.

25           And children, when they go to bed,  
           Should fold their hands in prayer,  
 And place themselves and all they love  
           In God's Almighty care.

30           Then they may sleep secure and still,  
           Through hours of darksome night,  
 And with the pretty daisy wake  
           In cheerful morning light.

---

1. Not in this country.

## XXXVII.—NEARER HOME.

One sweetly solemn thought  
 Comes to me o'er and o'er ;  
 I'm nearer my home to-day  
 Than I ever have been before ;

5           Nearer my Father's house,  
           Where the many mansions be ;  
 Nearer the great white throne,  
           Nearer the crystal sea ;

10           Nearer the bound of life,  
           Where we lay our burdens down .  
 Nearer leaving the cross,  
           Nearer gaining the crown.

15           But the waves of that silent sea  
           Roll dark before my sight,  
 That brightly the other side  
           Break on a shore of light.

20           Oh ! if my mortal feet  
           Have almost gained the brink,  
 If it be I am nearer home  
           Even to-day than I think,

Father, perfect my trust,  
 Let my spirit feel in death,  
 That her feet are firmly set  
 On the rock of a living faith.

—*Phæbe Cary* (1824–1871).

## XXXVIII.—THE DESERT.

Long, long ago in the far East—where all wonderful things hap-  
 pen—a certain youth longed very much to see the palace of the  
 Bucharian Monarch, who was called the Great King. The way was  
 very long and was beset with dangers of all kinds ; and as, before  
 5   setting out, our hero took counsel of a venerable hermit who lived—  
 all alone, to be sure—in a cave at the foot of a steep mountain.  
 The good old man received his boyish visitor with a charming mix-  
 ture of authority and love. “ My son,” said the sage, “ some god has  
 indeed guided your steps hither ; I pray that the same beneficent  
 10   deity may aid you at every step of your pilgrimage.”

“ Nay, father,” returned the lad, “ it is surely not so hard to arrive  
 at the palace of the Great King ; I know full well that there are  
 perils and pitfalls on the way, but I am young and strong ; and, be-  
 lieve me, I will take good care that no harm comes to me.”

15       “Thus it is ever with the young,” sighed the hermit, more in communion with himself than with his guest, “alas! how self-reliant are they—and how blind!”

          He then proceeded to inform Theophorus, for this was the adventurer’s name, that he would have to exercise but ordinary prudence on his journey until he came to a lofty range of frowning mountains, at the other side of which was the gorgeous palace of the Great King, situated in a valley so beautiful that no tongue could describe the charms thereof. “My dear child,” continued the saintly man, “be careful to heed no advice but mine; when you come  
20 to the foot of these mountains, be not daunted by the sight of the rough, steep, narrow path which leads straight over the crest of the highest hill. There is no other way by which you may safely reach the goal of your longings.”

          Theophorus vowed and protested that nothing should induce  
30 him to disregard the counsel of the venerable man; and so he departed full of good resolutions.

          When, after many days, he beheld the dark, towering mountains that alone separated him from the valley of his hopes, he was foot-sore and weary, despite all his youthful strength and bright visions.  
35 He shuddered as he saw the narrow, stony way going up and up until it seemed lost in the clouds. If only there were an easier way, he thought, and sighed heavily. Just then, he caught sight of a beautiful winding walk that seemed to go around the base of the mountain. It was very lovely, embowered with fragrant shade and cheered by the melody of birds; bright fountains and little mountain torrents flashed through the foliage; and the most tempting fruits hung on every bough. “Why,” said Theophorus aloud, “it was just like the austerity of that old hermit: this is surely the Great King’s own road to the palace. I suppose the recluse, in his  
45 mortification, thought I should be happy too soon, if I travelled by this delightful path.” And without another thought, the ill-fated youth entered the deceitful way. Alas! poor Theophorus! How transported he was with rapture in the early days of his new journeying. He denied himself nothing. There was no fruit which he did not enjoy to the fullest extent, nor any flower which he did not  
50 pluck. At last, he came to a sort of beautiful grove in which flowers of every hue and of all climes grew so thickly that he could not walk without crushing them at every step. Pushing on, through the depths of the grove, he wondered what was to come next, little imagining! For when he came to the edge of the thicket there lay before him a hideous desert, with strange suggestions of awful things in the clouds of whirling sand. And lo! as he turned to flee back by the way whence he had come, the boundless desert was behind him as before, and he could but moan and cry—

60       “Oh! to think the cool, green paths I trod,  
          But led me here at last, my God, my God!”—

—*John Francis Waters, M.A.*

## XXXIX.—CHARACTERISTICS OF SPRING.

When brighter suns and milder skies  
 Proclaim the opening year,  
 What various sounds of joy arise !  
 What prospects bright appear !

5 Earth and her thousand voices give  
 Their thousand notes of praise ;  
 And all that by His mercy live  
 To God their off'ring raise.

10 Forth walks the laborer to his toil,  
 And sees the fresh array  
 Of verdure clothe the flowery soil  
 Along their careless way.

15 The streams all beautiful and bright,  
 Reflect the morning sky ;  
 And there, with music in his flight,  
 The wild bird soars on high.

20 Thus like the morning, calm and clear,  
 That saw the Saviour rise,  
 The spring of Heaven's eternal year  
 Shall dawn on earth and skies.

No winter there, no shades of night,  
 Profane those mansions blest,  
 Where in the happy fields of light  
 The weary are at rest.

—*W. B. O. Peabody* (1799–1848).

## XL.—REJOICE IN MAY.

When May is in his prime,  
 Then may each heart rejoice :  
 When May bedecks each branch with green,  
 Each bird strains forth his voice.

5 The lively sap creeps up  
 Into the blooming thorn :  
 The flowers which cold in prison kept,  
 Now laugh the frost to scorn.

10 All nature's imps triumph  
 Whilst joyful May doth last;  
 When May is gone, of all the year  
 The pleasant time is past.

15 May makes the cheerful hue,  
 May breeds and brings new blood,  
 May marcheth throughout every limb,  
 May makes the merry mood.

20 May pricketh tender hearts  
 Their warbling notes to tune,  
 Full strange it is, yet some we see,  
 Do make their May in June.

## XLI.—SUMMER.

I'm coming along with a bounding pace,  
 To finish the work that Spring begun;  
 I've left them all with a brighter face,  
 The flowers in the vale through which I've run.

5 I have hung festoons from laburnum-trees,  
 And clothed the lilac, the birch, and broom;  
 I've wakened the sound of humming bees,  
 And decked all nature in brighter bloom.

10 I've roused the laugh of the playful child,  
 And tired it out in the sunny noon;  
 All Nature at my approach hath smiled,  
 And I've made fond walkers seek the moon.

15 For this is my life, my glorious reign,  
 And I'll queen it well in my leafy bower;  
 All shall be bright in my rich domain;  
 I'm queen of the leaf, the bud, and the flower.

20 And I'll reign in triumph till autumn time  
 Shall conquer my green and verdant pride;  
 Then I'll hie me to another clime,  
 Till I'm called again as a sunny bride.



## XLIII.—TO THE AUTUMN.

Sweet Sabbath of the year !  
 While evening lights decay,  
 Thy parting steps methinks I hear  
 Steal from the world away.

5           Amid thy silent bowers,  
           'Tis sad but sweet to dwell;  
 Where falling leaves and drooping flowers  
           Around me breathe farewell.

10           Along thy sunset skies,  
           Their glories melt in shade,  
 And like the things we fondly prize,  
           Seem lovelier as they fade.

15           A deep and crimson streak  
           Thy dying leaves disclose;  
 As, on consumption's waning cheek  
           'Mid ruin blooms the rose.

20           The scene each vision brings  
           Of beauty in decay;  
 Of fair and early faded things  
           Too exquisite to stay.

          Of joys that come no more;  
           Of flowers whose bloom has fled;  
 Of farewells wept upon the shore;  
           Of friends estranged or dead.

25           Of all that now may seem  
           To memory's tearful eye  
 The vanished beauty of a dream,  
           O'er which we gaze and sigh !

—*James Montgomery* (1771–1854).

## XLIII.—AUTUMNAL SCENERY.

Do not talk of the decay of the year; the season is good when the people are so. It is the best time of the year for a painter; there is more variety of colors in the leaves; the prospects begin to open through the thinner woods over the valleys, and through the high

5 canopy of trees to the higher arch of heaven; the dews of the morning impearl every thorn and scatter diamonds on the verdant mantle of the earth; the forests are fresh and wholesome. What would you have? The moon shines, too, though not for lovers, these cold nights, but for astronomers.

—*Pope* (1688–1744).

XLIV.—WOODS IN WINTER.

When winter winds are piercing chill,  
And through the hawthorn blows the gale,  
With solemn feet I tread the hill  
That overthrows the lonely vale.

5 O'er the bare upland, and away  
Through long reach of desert woods,  
The embracing sunbeams chastely play,  
And gladden these deep solitudes.

10 Where, twisted round the barren oak,  
The summer vine in beauty clung,  
And summer winds the stillness broke,  
The crystal icicle is hung.

15 When, from their frozen urns, mute springs  
Poured out the river's gradual tide,  
Shrilly the skater's iron rings,  
And voices fill the woodland side.

20 Alas! how changed from the fair scene  
When birds sang out their mellow lay,  
And winds were soft, and woods were green,  
And the song ceased not with the day.

But still wild music is abroad,  
Pale, desert woods, within your crowd;  
And gathering winds, in hoarse accord,  
Amid the local reeds pipe loud.

25 Chill airs and wintry winds! my ear  
Has grown familiar with your song;  
I hear it in the opening year,—  
I listen and it cheers me long.

—*Longfellow* (1807–1882).

## XLV.—PROSPERITY AND ADVERSITY.

The virtue of prosperity is temperance; the virtue of adversity is fortitude. Prosperity is the blessing of the Old Testament; adversity is the blessing of the New, which carrieth the greater benediction and the cleared revelation of God's favor. Yet even in the Old  
 5 Testament, if you listen to David's harp, you shall hear as many hearse-like airs as carols; and the pencil of the Holy Ghost hath labored more in describing the afflictions of Job than the felicities of Solomon. Prosperity is not without many fears and distastes, and  
 10 adversity is not without comforts and hopes. We see in needleworks and embroideries, it is more pleasing to have a lively work upon a sad and solemn ground, than to have a dark and melancholy work upon a lightsome ground; judge therefore of the pleasure of the heart by the pleasure of the eye. Certainly, virtue is like precious odors, most fragrant where they are incensed or crushed; for prosper-  
 15 ity doth best discover vice, but adversity dost best discover virtue.

—*Lord Bacon* (1561–1626).

## XLVI.—HYMN TO ST. PATRICK.

O thou! Apostle of our race,  
 Look down from thy bright dwelling-place  
 On us thy suppliant sons, and hear  
 The prayer we offer to thine ear.

5 Enthroned upon th' eternal hills  
 Where spring salvation's crystal rills,  
 Dear Father! from thy chalice grant  
 That saving draught for which we pant!

10 Standing hard by the awful throne,  
 Where rules the mystic Three in One,  
 Beseech, O Father, for thy race  
 The entail of God's precious grace!

15 By the bright brotherhood of Saints,  
 By weak humanity's complaints,  
 By all our wants and all our bliss,  
 Saint Patrick, hear our prayer in this!

—*T. D. McGee.*

## XLVII.—THE TURKEY AND THE ANT.

A Turkey tired of common food,  
 Forsook the barn, and sought the wood ;  
 Behind her ran an infant train,  
 Collecting here and there a grain.  
 5     “Draw near, my Birds” ! the mother cries,  
       “ This hill delicious fare supplies ;  
       Behold the busy negro race,  
       See millions blacken all the place !  
       Fear not ; like me with freedom eat ;  
 10     An Ant is most delightful meat ;  
       How blessed, how envied, were our life,  
       Could we but 'scape the poulterer's knife !  
       But man, curs'd man, on Turkeys preys,  
       And Christmas shortens all our days.  
 15     Sometimes with oysters we combine,  
       Sometimes assist the savory chine ;  
       From the low peasant to the lord,  
       The Turkey smokes on every board.  
       Sure men for gluttony are cursed,  
 20     Of the seven deadly sins the worst.”  
       An Ant, who climbed beyond his reach,  
       Thus answered from the neighb'ring beach :  
       “ Ere you remark another's sin,  
       Bid thy own conscience look within ;  
 25     Control thy more voracious bill,  
       Nor for a breakfast nations kill.”

*Moral.*

In other men we faults can spy,  
 And blame the mote that dims their eye ;  
 Each little speck and blemish find,  
 30     To our own stronger errors blind.

—Gay (1688-1732).

## XLVIII.—OUR NATIVE LAND.

What land more beautiful than ours ?  
 What other land more blest ?  
 The South with all its wealth of flowers ?  
 The prairies of the West ?

5     O no ! there's not a fairer land  
       Beneath Heaven's azure dome—  
       Where Peace holds Plenty by the hand  
       And Freedom finds a home.

10 The slave who but her name hath heard,  
Repeats it day and night,  
And envies every little bird  
That takes its northward flight !

15 As to the Polar Star they turn  
Who brave a pathless sea ;  
So the oppressed in secret yearn,  
Dear native land, for thee !

20 She binds us with the cords of love :  
All others we disown ;  
The rights we owe to God above,  
We yield to Him alone.

May He our future course direct  
By His unerring hand ;  
Our laws and liberties protect,  
And bless our native land !

—*Helen M. Johnson* (1834–1863).

XLIX.—ST. MARTIN'S SUMMER.

The sweet day, opening as a flower,  
Unfolds its petals tender,  
Renews for us at noontide's hour  
The Summer's tempered splendor.

5 The birds are hushed ; alone the wind,  
That through the woodland searches,  
The red oak's lingering leaves can find,  
And yellow plumes of larches.

10 But still the balsam-breathing pine  
Invites no thought of sorrow ;  
No hint of loss from air like wine  
The Earth's content can borrow.

15 The Summer and the Winter here  
Midway a truce are holding,  
A soft consenting atmosphere  
Their tents of peace infolding.

20 The silent woods, the lonely hills,  
Rise solemn in their gladness ;  
The quiet that the valley fills  
Is scarcely joy or sadness.

## Literary Selections.

How strange ! the Autumn yesterday  
 In Winter's grasp seemed dying ;  
 On whirling winds from skies of grey  
 The early snow was flying.

25 And now while over Nature's mood  
 There steals a soft relenting,  
 I will not mar the present good  
 Forecasting or lamenting.

30 My Autumn time and Nature's hold  
 A dreamy tryst together ;  
 And both, grown old, about us fold  
 The golden-tissued weather.

I lean my heart against the day  
 To feel its bland caressing ;  
 35 I will not let it pass away  
 Before it leave its blessing.

—*John Greenleaf Whittier* (1807—).

[“ Mr. Whittier is emphatically the apostle of all that is pure, fair, and morally beautiful.”—“ *Athenæum*,” 1882.]

The delightful weather which generally falls to us in November is often known as St. Martin's Summer, from its arriving about Martinmas Day (November 11).]

## L.—TO THE RAINBOW.

Triumphal arch, that fill'st the sky  
 When storms prepare to part,  
 I ask not proud Philosophy  
 To teach me what thou art.

5 Still seem, as to my childhood's sight,  
 A midway station given  
 For happy spirits to alight  
 Betwixt the earth and heaven.

10 Can all the Optics teach, unfold  
 Thy form to please me so,  
 As when I dreamt of gems and gold  
 Hid in thy radiant bow?

15 When Science from Creation's face  
 Enchantment's veil withdraws,  
 What lovely visions yield their place  
 To cold material laws !

20 And yet, fair bow, no fabling dreams,  
But words of the Most High,  
Have told why first thy robe of beams  
Was woven in the sky.

When o'er the green, undeluged earth  
Heaven's covenant thou didst shine,  
How came the world's gray fathers forth  
To watch thy sacred sign !

25 And when its yellow luster smiled  
O'er mountains yet untrod,  
Each mother held aloft her child  
To bless the bow of God.

30 Methinks, thy jubilee to keep,  
The first-made anthem rang,  
On earth deliver'd from the deep,  
And the first poet sang.

35 Nor ever shall the Muse's eye  
Enraptured greet thy beam ;  
Theme of primeval prophecy,  
Be still the prophet's theme !

40 The earth to thee her incense yields,  
The lark thy welcome sings,  
When glittering in the freshen'd fields  
The snowy mushroom springs.

How glorious is thy girdle, cast  
O'er mountain, tower, and town,  
Or mirror'd in the ocean vast,  
A thousand fathoms down !

45 As fresh in yon horizon dark,  
As young thy beauties seem,  
As when the eagle from the ark.  
First sported in thy beam.

50 For faithful to its sacred page  
Heaven still rebuilds thy span,  
Nor lets the type grow pale with age  
That first spoke peace to man.

—*Campbell* (1777–1844).

## LI.—SONG OF THE CAPTIVE LARK.

'Tis merry morn—the sun hath shed  
 His light upon the mountain head.  
 The golden dews are sparkling now  
 On heath and hill, on flower and bough ;  
 5 And many a happy song is heard  
 From every gay, rejoicing bird ;  
 But never more, alas ! shall I  
 Soar up and sing in yonder sky.

Through these harsh wires I glimpse in vain  
 10 The ray that once awoke my strain ;  
 In pain, while coop'd, I fret and pine,  
 My useless wings their strength decline.  
 Sad is my fate to see the stars  
 Pass one by one before my bars ;  
 15 And know, when dawn returneth, I  
 No more may sing in yonder sky.

Oh, barbarous you, who still can bear  
 This mournful doom to bid me share—  
 20 To see me droop and sadden on,  
 With wishful eye, from dawn to dawn,  
 Beating my little breast in woe,  
 'Gainst these dread wires that vex me so ;  
 And my glad passage still deny  
 To soar and sing in yonder sky.

Oh, let me fly—fly up once more !  
 How would my wing delighted soar !  
 What rapture would my song declare,  
 Pour'd out upon the sunny air !  
 25 Oh, let me hence depart ! In vain  
 I try to breathe one gladsome strain :  
 30 In this dark den I pine, I die ;  
 Oh, let me fly to yonder sky !

—*John Logan* (1748–1788).

## LII.—TO THE CUCKOO.

Hail, beauteous stranger of the grove,  
 Thou messenger of spring !  
 Now heaven repairs thy rural seat,  
 And woods thy welcome sing,



- 5           What time the daisy decks the green  
               Thy certain voice to hear ;  
 Hast thou a star to guide thy path,  
               Or mark the rolling year ?
- 10           Delightful visitant ! with thee  
               I hail the time of flowers,  
 And hear the sound of music sweet  
               From birds among the bowers.
- 15           The schoolboy, wandering through the wood  
               To pluck the primrose gay,  
 Starts, thy curious voice to hear,  
               And imitates thy lay.
- 20           What time the pea puts on the bloom  
               Thou fliest the vocal vale,—  
 An annual guest, in other lands  
               Another spring to hail.
- Sweet bird ! thy bower is ever green,  
               Thy sky is ever clear ;  
 Thou hast no sorrow in thy song,  
               No winter in thy year.
- 25           Oh ! could I fly, I'd fly with thee ;  
               We'd make, with joyful wing,  
 Our annual visit o'er the globe,  
               Companions of the spring.

—*John Logan.*

LIII.—THE VEILED HEAD IN THE WINDOW.

- 'Tis placed in a public window,  
 In a crowded thoroughfare,—  
 A marble bust of our Lady  
 In the attitude of prayer.
- 5           A lovely, delicate labor  
               Of a pure, exalted art,  
 Revealing in every feature  
               The reverential heart.

## Literary Selections.

10 For, over the head of the Virgin  
 The sculptor's hand hath thrown,  
 As if with an angel's tenderness,  
 A marvelous veil of stone;

15 And over the maiden a visage,  
 So like a thing of flesh,  
 Like a spider's web o'er a lily,  
 Is cast that filmy mesh.

20 Out of the airy shadow,  
 The faultless lineaments  
 Emerge, in their gracious sweetness,  
 In their grave, young innocence,—

Just as the fancy pictures  
 The same dear face—sweet faith!  
 In the old Egyptian doorway  
 Of the porch of Nazareth.

25 'Tis odd to stand in the shadow,  
 And watch the hurrying crowd  
 Ebb and flow to this window,  
 With praises low or loud.

30 Just as the dark Egyptians,  
 Or the Nazarenes of old,  
 The rabble is won by the magic  
 Of that visage, pure and cold.

35 She spreads the spirit of Jesus  
 Abroad in the sunny street;  
 And the world, and the flesh, and the demon  
 Are drawn to her royal feet.

40 Unto the dusty workmen,  
 Who halt in the sun or rain;  
 Unto the ragged gamins,  
 Who gape through the crystal pane;

Unto the merchant princes,  
 Worldlings; and children young,—  
 She speaks thro' the spell of her silence,  
 With a sweet, mysterious tongue:

45 "Come over to me," she whispers,  
 "And be enlightened, all;  
 And watch at my gates in patience  
 Till the dews of grace shall fall.

50 "Come over to me, my children,  
 The Mother of God above,  
 Of fear and celestial science,  
 Of hope and of holy love!"

And they cannot choose but come over,  
 Not choose but pause for a space,  
 55 Till their hearts are filled with the beauty  
 Of that veiled and virgin face.

And going their ways thro' the city,  
 To their haunts of toil or ease,  
 To carry about them a perfume,  
 60 A secret odor of peace.

Sweeter than lilies and roses,  
 Subtle as light can be,—  
 'Tis the breath of the veiled Madonna  
 And her clinging memory.

—*Eleanor C. Donnelly.*

LIV.—HEAVEN.

This world is all a fleeting show,  
 For man's illusion given:  
 The smiles of joy, the tears of woe,  
 Deceitful shine, deceitful flow;  
 5 There's nothing true but Heaven!

And false the light on glory's plume,  
 As fading hues of even;  
 And love, and hope, and beauty's bloom  
 Are blossoms gathered from the tomb;  
 10 There's nothing bright but Heaven!

Poor wanderers of a stormy day,  
 From wave to wave we're driven;  
 And fancy's flash, and reason's ray,  
 Serve but to light the troubled way;  
 15 There's nothing calm but Heaven!

—*T. Moore.*

# SUPPLEMENTARY EXERCISES

## Under the Grammatical Text of a Few Lessons.

---

These exercises are given to make up for the exercises that have been crowded out from the regular lessons, owing to the length of the grammatical text. Besides, most of these exercises are of such a nature that it is advantageous to have them separated from the text. (See Introduction to Teacher's Edition, p. xv., N.B.)

### UNDER LESSON XXII.

**Change the italicized nouns to the feminine.**—The old man's *nephew* came to see him.—The *master* is kind to the servants.—The *ram* is browsing.—The *gentleman* is driving in the barouche.—The *count* is going to church.—Did you see the *lad* running through the meadow?—The *drake* is swimming in the pond.—The *wizard* pretends to tell fortunes.—The butcher is going to kill the *steer*.—Shoot the *buck*.

### UNDER LESSON XXIII.

**Change the italicized nouns to the masculine.**—The *bride* was walking from the altar.—The *governess* is going to the train.—The *priores*s admitted a postulant.—The *lioness* is devouring the cub.—A *negress* opened the door for me.—The *widow* is in mourning.—The *marchioness* is going to the castle.—The *abbess* was singing in the chapel.—The *heiress* will visit the estate to-morrow.—Listen to the *songstress* of the grove.—The vest was made by a *tailoress*.—I must ask *mamma*.

### UNDER LESSON XXIX.

**Change the nouns in the possessive case to the objective, by inserting "of" before each.**—John's cousin came to see him.—Eliza's teacher esteems her, because she is a good girl.—A man's manners commonly shape his fortune.—Did you see the monkey's cap?—He picked up the fox's tail.—The thief stole the ladies' fans.—The men's hats were hanging in the hall.—Where is Patrick's neck-tie?

## UNDER LESSON XXXVIII.

Draw one line under the adjectives of the comparative and two lines under those of the superlative degree.—Susan is the smallest girl in the class.—It is colder to-day than it was yesterday.—Summer is the warmest season of the year.—Lake Superior is the largest lake in the world.—This house is lower than the one we left.—Philip is wiser than Daniel.

## UNDER LESSON XXXIX.

Underline each comparative and superlative formed from a positive ending in *y*.—This is the prettiest bush in the garden.—Frances is gayer than Mary Ann.—This is the gloomiest day of the season.—He is the gentlest child of the family.—A gloomier scene I never saw.—I never spent a happier day.—This is the loftiest mountain in the whole country.—Napoleon I. said, the day of his first communion was the happiest of his life.—Francis is the noblest boy in the class.

## UNDER LESSON XLII.

Replace each word or phrase italicized by a suitable pronoun. Henry's mother loves *Henry*, because *Henry* is a good boy.—John's teacher loves *John*, because *John* studies *John's* lessons.—Mary is not a good girl, because *Mary* disobeys *Mary's* mother.—*William* is looking for *William's* book, but *William* cannot find *William's book*.—Jane has given the book to *Jane's* mother.—The men have worked well and *the men* deserve to be paid well.

## UNDER LESSON XLIX.

Condense the complex sentences in the III. Exercise of Lesson XLIX. into simple ones.

## UNDER LESSON LXI.

Change the verbs to the present tense.—Frederick was at school.—The wind blew violently.—He began his exercise.—He broke the pitcher.—He besought the Lord to forgive him.—The old man bore a heavy load.—The archer bent the bow.—He arose at six o'clock.—They abode in a cottage by the sea-side.—The weather became warm.

## UNDER LESSON XLIV.

Change to the past tense.—I have a severe cold.—The mischievous boy hides my cap.—The honest man keeps his word.—The master gives his servant a lesson.—Maria goes to church. The huntsman hurts his foot.—The child kneels at its prayers.—It freezes hard.—The traitor forsakes his friend.—The corn grows.—I have.—Thou hast.—He has.

## Supplementary Exercises.

## UNDER LESSON LXVII.

**Underline the perfect participles.**—The jockey has ridden a mile.—He had sold the farm before leaving the country.—The light has shone through the window.—The courier has gone on a message.—The horse was shod last week.—The gambler has lost the game.—The marksman has shot at the bull's-eye.—The boy has read well.—Amelia has come.

## UNDER LESSON LXVIII.

**Change to the past tense.**—The minstrel sings a song.—The plummet sinks to the bottom.—The fatigued traveler sleeps soundly.—The old man sits in his easy-chair.—He slides on the toboggan to the bottom of the hill.—The salesman sells the merchandise.—The girl knows her lessons.—I ride.—The farmer sows the seed.—That child spells well.

## UNDER LESSON LXXI.

**Change to the past tense.**—I think.—He teaches every day.—The pilgrim swings his bag on his back.—The boys swim across the river.—The passionate man swells with rage.—The maid sweeps the apartment.—The thief steals the apples.—The waiter spreads the cloth on the table.—The passengers sit in the waiting-room.

## UNDER LESSON LXXIII.

**Where the dash occurs insert a suitable verb.**

## BEAVERS.

Beavers — about three feet long to the tail. They — a flat, scaly tail, and — wholly aquatic in their habits. Their food — chiefly bark and aquatic plants. Their teeth — very sharp and powerful, enabling them to — down trees of the hardest wood. Beavers — running water, in order that the wood which they — may be — to the spot where it — required to be —. They — the water a certain height by dams, which they — of trees and branches, mixed with stones and mud. They — winter houses of the same materials. Each house — of two stories; the upper story — above water and dry, and — as a shelter; the lower — beneath the water, and — their stores of bark and roots. The only opening to the hut — beneath the surface of the water. The color of the beaver — reddish-brown, and the fur — soft and fine. It — in the unsettled parts of North America. Beaver skins — a great part of the trade of the early French merchants in North America. The beaver — to man habits of industry, of which he is an emblem.

## UNDER LESSON LXXIV.

**Underline the perfect participles.**—A hundred men have been thrown out of employment.—The soldier has trod on the child's foot.—The surgeon wound a handkerchief around the wound.—The washer-woman has wrung the clothes.—James has wound up the clock.—The boy has wept all night since his mother's death.—Henry has won the game.

## UNDER LESSON LXXIX.

Copy and punctuate the following :—

The boys have gone to the picnic

James come here

Where are you going William

The clock is striking midnight how suggestive and solemn is the sound

How slow your tiny vessel ploughs the main

On the other hand there is great danger in delay

If I cannot induce you to grant my request why I should almost regret having made it

The good which you do may not be lost though it may be forgotten

The orator ascended the stage and spoke as follows Ladies and Gentlemen etc

Hark the bee winds her small but mellow horn

Can you recall time that is gone Why then do you not improve the passing moments

Dr Lynch is a learned man

J A Marsh was secretary of the meeting

He will be there on Monday Tuesday or Wednesday

Industry and virtue idleness and vice go hand in hand

Paul the apostle of the Gentiles wrote many epistles

Beauty is an all-pervading presence It unfolds the flowers of spring it waves in the branches of the trees it haunts the depths of the earth and sea

Gentle reader have you ever sailed on the sparkling waters of the Hudson

---

24 Blank St Springfield Mass

May 24 1884

Mr Joseph Kelly

Portland Maine

My dear Joseph

This note is to let you know of my safe arrival here this morning after a long and tedious journey The train was unusually heavy and the delay at several of the stations was long and tiresome We were two hours behind time on reaching Williams Bridge I am so fatigued I think I will scarcely enjoy the holiday as much as I proposed

I shall remain a few days to see what is to be seen in and around Springfield. The S——s have a number of plans formed for my amusement so when I get over my fatigue I expect to enjoy my visit very much

Give my regards to all my friends and believe me my dear Joseph

Your loving Brother

THOMAS KELLY

## MISCELLANEOUS EXERCISES.

## I.

Tell what is meant by the following names:—

1. The Empire State.....
2. The Key of the Mediterranean.....
3. The City of Mary.....
4. The City of Brotherly Love.....
5. The City of Churches.....
6. The Island of Saints.....
7. The Eternal City.....
8. The Angelic Doctor.....
9. The Father of Waters.....
10. The Golden Gate of the West.....
11. The Gibraltar of America.....
12. Brother Jonathan.....

## II.

## OMISSIONS TO BE SUPPLIED.

## Prepositions.

1. Its bare boughs were beaten — storms.—*Spenser.*
2. Long labors both — sea and land he bore.—*Dryden.*
3. — land, — water they renew their charge.—*Pope.*
4. They are cultivated — art and study.—*Dryden.*
5. A man is killed — a sword and dies — violence.
6. — this he pointed to his face.—*Dryden.*
7. — seems rather to denote an instrument; and — a cause.—  
*Johnson.*
8. He killed an enemy — a sword.
9. Blessed art thou — women.
10. Divide the pears — the two children.
11. He requested me to call — his house.
12. To look — letters already opened, or dropped, is held an ungenerous act.—*Pope.*
13. They stepped from the avenue — the garden, and walked a long time — the garden.



## III.

I. Compose sentences each containing one of the following pronouns as subject: I, we; thou, you; he, she, it, they.

II. Compose sentences each containing one of the following pronouns as an object: Me, us; thee, you; him, her, it, them.

III. Compose sentences each containing one of the pronominal adjectives: this, that; these, those.

IV. Compose sentences each containing one of the relative pronouns.

V. Compose six interrogative sentences, asking something about history, and give the answers.

VI. Compose four imperative sentences.

## IV.

I. Compose six simple sentences.

II. Change those six simple sentences into one or two compound sentences.

III. Compose six complex sentences.

IV. Change those complex sentences into simple sentences.

## V.

Find the difference in meaning between the following pairs of sentences:

- |   |  |
|---|--|
| 1. I have helped you more than she.                             | I have helped you more than her.                                 |
| 2. John has a black and white horse.                            | Henry has a white and a black horse.                             |
| 3. Aubrey De Vere is a better poet than prose-writer.           | Aubrey De Vere is a better poet than a prose-writer.             |
| 4. Susan has a red and blue dress.                              | Susan has a red and a blue dress.                                |
| 5. The President and Commander-in-chief will be at the meeting. | The President and the Commander-in-chief will be at the meeting. |
| 6. Margaret was happier than any girl in the convent.           | Margaret was happier than any other girl in the convent.         |
| 7. Leonard had a taste for fencing.                             | Leonard had a taste of fencing.                                  |
| 8. A few moments of life remained.                              | Few moments of life remained.                                    |

## VI.

## Exercise on Phrases.

In the following sentences, substitute **adjectives** or **adverbs** for the **phrases**, or **adjective** or **adverb phrases** for the **adjectives** and **adverbs** :—

The Priest prays *fervently*.—The study of *history* is interesting.—*Here* we stand hand in hand.—You should *at all times* treat your

parents *respectfully*.—The Master *always* acts with *justice*.—Shirts of *linen* are better than *cotton* shirts.—A column of *wood* will not last as long as an *iron* column.—We wear a face of *joy* (*Wordsworth*).—I have a soul of *lead* (*Shakespeare*).—The weeks are links in the chain of *the year*.—We watched the retreating figure *silently*.—God is *everywhere* and at *all times* with us.—Will you go *there of your own accord*?

## VII.

**Tell what part of speech each word in italics is.**

Don't *iron* the cloth with so hot an *iron*.

They *sugar* their tea with granulated *sugar*.

The *morning* star is bright this *morning*.

Get the tinsmith to *tin* that *tin* dish with his best *tin* from Cornwall.

We raise sweet *garden* peas in our *gardens*.

The maids *milk* those fine *milk*' cows, and the *milk* is rich.

Girls, never *powder* your faces, because *powder* spoils the skin.

*Gold* pens are not made of the purest *gold*.

*Punch* that nail with a *steel punch*.

1. Also *milk*.

# OUTLINES OF COMPOSITIONS.

## I.

### OBEDIENCE DUE TO PARENTS.

- DUTIES  
TOWARDS  
PARENTS.
- 1. Commanded by the *fourth commandment of God*....
  - 2. Obligations arising from what parents do for their children:
    - 1. Daily support and clothing....
    - 2. In sickness....
    - 3. Education....
  - 3. The duties of good children towards their parents:
    - 1. Obedience....
    - 2. Love....
    - 3. Honor....
    - 4. Assistance....
  - 4. The pleasure children should give their parents....
  - 5. What God promises even in this life to dutiful children....

## II.

### OUR SCHOOL.

- OUR  
SCHOOL.
- 1. What a school is.
  - 2. Where situated:
    - Street.
    - Ward.
    - Parish.
    - City, etc.
  - 3. Materials of which it is built.. Number of stories..  
Number of classes....
  - 4. Furniture:
    - Desks.... Seats....
    - Maps.
    - Globes.
    - Blackboards.
    - Pictures....
  - 5. The Teachers.... The pupils....

## III.

## LETTER TO PARENTS.

## FORM.

87 Blank St., Baltimore,

March 20, 1889.

My dear Parents,

I.....

\*.....

\*.....

\*.....

\*.....

I am, my dear Parents,

Your loving and affectionate —,

M————— A—————

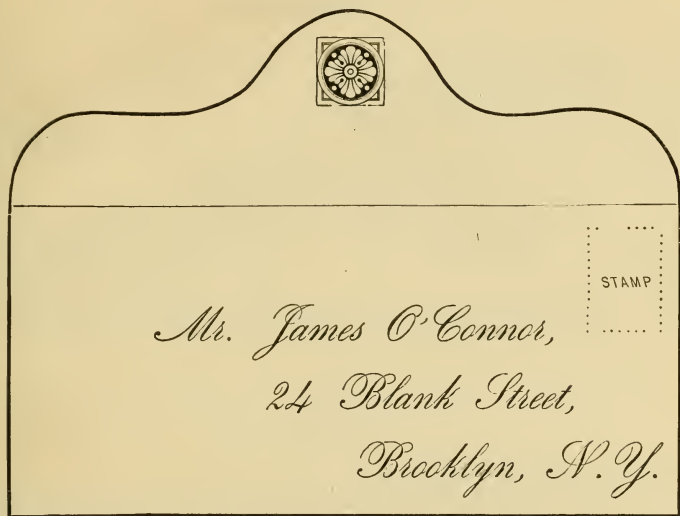
Mr. James O'Connor,

24 Blank St., Brooklyn.<sup>1</sup>

\* Paragraphs.

1. This formality is frequently omitted in letters to near relatives or intimate acquaintances. In business and official letters it should be always given, but at the beginning of the letter immediately after the *heading*. Some authors favor giving it at the beginning for all classes of letters. This is simply a matter of personal taste,

THE ENVELOPE.



OUTLINE.

- LETTER. {
1. Pleasure it gives to write to Parents....
  2. Studies.... Progress.... They can judge by this letter....
  3. How much you like your school.... Hope you will remain long....
  4. Thanks to Parents for the sacrifices they make in your favor.
  5. Promise to do your best to please them....  
Complimentary closing.  
Signature.

NOTE TO THE TEACHER.—The Teacher should often give the pupils exercises in letter-writing. The different classes of letters should be explained, using the black-board. Neatness, proper folding, in a word, all the requirements of neat, correct letter-writing, should be strictly insisted upon. Letter-paper and envelopes should be often used in the class-room, to accustom the pupils to a practical application of what they are taught. Let the Teacher call the pupils' attention to the indications in the FORM for *paragraphing*, there being as many paragraphs marked as there are headings enumerated in the outline.

## Outlines of Compositions.

### IV.

#### THE BLACKBOARD.

- |                         |   |  |
|-------------------------|---|--|
| THE<br>BLACK-<br>BOARD. | { | <ol style="list-style-type: none"> <li>1. Its shape....</li> <li>2. By whom made....</li> <li>3. Why its color is black....</li> <li>4. Its use....</li> </ol> |
|-------------------------|---|--|

#### DUTIES TO ONE'S SELF.

- |                    |   |   |   |  |
|--------------------|---|---|---|--|
| DUTIES TO<br>SELF. | { | <ol style="list-style-type: none"> <li>1. What do you desire for yourself?</li> <li>2. How can you become strong.. learned.. good?</li> <li>3. The resolution you should, consequently, take....</li> </ol> | { | <ol style="list-style-type: none"> <li>1. To be healthy or sick?</li> <li>2. Learned or ignorant?</li> <li>3. To be good or wicked?</li> </ol> |
|--------------------|---|---|---|--|

### VI.

#### A HOUSE.

- |          |   |   |
|----------|---|---|
| A HOUSE. | { | <ol style="list-style-type: none"> <li>1. What a house is....</li> <li>2. The principal workmen who are employed in building a house....</li> <li>3. The names of the principal apartments of a house..</li> <li>4. The principal furniture....</li> <li>5. On what conditions are those that live in a house happy?</li> </ol> |
|----------|---|---|

### VII.

#### BREAD.

- |        |   |   |
|--------|---|---|
| BREAD. | { | <ol style="list-style-type: none"> <li>1. What bread is made of....</li> <li>2. What is mixed with the ———....</li> <li>3. Who makes bread?....</li> <li>4. Tell how it is made....</li> <li>5. What is done with the dough when it is leavened?....</li> <li>6. The appearance of bread....</li> <li>7. Its use....</li> </ol> |
|--------|---|---|

### VIII.

#### DAILY BREAD.

- |                     |   |   |
|---------------------|---|---|
| OUR DAILY<br>BREAD. | { | <ol style="list-style-type: none"> <li>1. Who gives us <i>our daily bread</i>?</li> <li>2. Show that <i>our daily bread</i> comes from God.... He makes the wheat grow....</li> <li>3. How does God make use of our Parents to give us <i>our daily bread</i>?</li> </ol> |
|---------------------|---|---|

IX.

DESCRIPTION OF A CITY.

- |   |   |  |                       |
|---|---|--|-----------------------|
| DESCRIPTION<br>OF A CITY.               | { | 1. Where it is situated.                             | County....            |
|   |   |  | Province or State.... |
|   |   |  | Country....           |
|   |   | 2. When and by whom it was founded....               |                       |
|   |   | 3. Its principal streets....                         |                       |
|   |   | 4. Principal churches and other public buildings.... |                       |
| 5. The railways that come into it....   |   |  |                       |
| 6. The character of its inhabitants.... |   |  |                       |

X.

A LETTER TO A FRIEND.

- |         |   |   |
|---------|---|---|
| LETTER. | { | Date.... Address....  |
|         |   | 1. Wish your friend happiness, virtue.... that his chosen friends may be true....                   |
|         |   | 2. Tell him he may sometimes meet reverses of fortune; but you hope they will not discourage him.   |
|         |   | 3. Tell him you hope joy and truth may be ever with him, and that religion may ever cheer him on... |
|         |   | 4. Tell him you hope that he may die in peace, and that angels may welcome him into Heaven....      |
|         |   | Complimentary closing....   |

XI.

A PICNIC.

- |           |   |  |
|-----------|---|--|
| A PICNIC. | { | 1. In aid of what institution the picnic was held.. Or was it a mere pleasure party?.... |
|           |   | 2. Where it was held.... Description of the place....                                    |
|           |   | 3. The games....   |
|           |   | 4. The prizes....  |
|           |   | 5. Lunch....   |
|           |   | 6. The return home....   |

XII.

THE SCHOOL DAY.

- |                    |   |  |
|--------------------|---|--|
| THE<br>SCHOOL DAY. | { | 1. At what hour school commences....                   |
|                    |   | 2. Opening prayer....                                  |
|                    |   | 3. The daily exercises.... Which one is liked best.... |
|                    |   | 4. Recess.... The playground....                       |
|                    |   | 5. Closing prayer.... Dismissal....                    |

## Outlines of Compositions.

### XIII.

#### HOME PLEASURES.

#### HOME PLEASURES.

1. Intercourse with our dearest friends : Father....  
Mother.... Sisters.... Brothers....
2. The fireside evening.... stories.... games....  
reading....
3. Study of home lessons....
4. Family prayer....
5. The great joy when an absent member of the family  
returns home....

### XIV.

#### IRON.

#### IRON.

1. What is iron ?
2. What tradesmen work in iron ?
3. What is done with wrought iron ?
4. Is iron more precious than gold or silver ? Is it  
more useful ?
5. Why is iron so common ?

### XV.

#### UNITED STATES.

#### UNITED STATES

1. Where situated.... Extent....
2. Settlement of New England....
3. The Dutch in America....
4. The War of Independence....
5. How many States are there now ?
6. By whom are they governed ?
7. Religion.... Education....
8. Prosperity....

### XVI.

#### DEATH OF WASHINGTON.

#### DEATH OF WASHINGTON.

1. A reference to his life....
2. Every life, however adventurous, must end....
3. When his death occurred.... Burial...
4. Mourning.
5. His character.

### XVII.

#### THE DISOBEDIENT CHILD.

#### THE DISOBEDIENT CHILD.

1. Who is the disobedient child?....
2. Why is the disobedient child unhappy?....
3. What is his conduct towards his Parents, his Teach-  
ers?....
4. What will the future of the disobedient child be?..



XVIII.

THE HORSE.

- THE HORSE. {
1. What is a horse? . . . . Noble looking, docile . . . .  
Compare him with the ass, the mule, the ox . . . .
  2. On what does he feed? . . . .
  3. At what is he employed? . . . .
  4. Is his flesh used for food? . . . .

XIX.

THE SENSES.

- THE SENSES. {
1. How can we know the objects that surround us?
  2. How many senses have we, and what are their organs?
  3. Have the lower animals the same senses?
  4. In what is man superior in this respect to animals?

XX.

THE SENSES (*Continued*).

- THE SENSES. (*Continued*). {
1. Who gave us these five senses?
  2. Why were they given us?
  3. What would be our privations if we were deprived of sight, of hearing, etc.?
  4. We should thank God for having given us these senses, and never use them to offend Him.

XXI.

THE THREE CONDITIONS OF BODIES.

- THE THREE CONDITIONS OF BODIES. {
1. Name a hard body (substance).—A liquid body.—A body that is not seen but is felt . . . .
  2. The names given to these different bodies . . . .
  3. Some bodies are sometimes in one of those states and sometimes in another.

XXII.

POTATOES.

- POTATOES. {
1. What are potatoes? Describe their flowers, their seeds, their roots . . . .
  2. The nourishment they contain . . . .
  3. What is extracted from potatoes? . . . .
  4. Where were potatoes first raised? . . . .

## Outlines of Compositions.

### XXIII.

#### USEFUL ANIMALS.

- |                    |   |   |
|--------------------|---|---|
| USEFUL<br>ANIMALS. | { | <ol style="list-style-type: none"> <li>1. The names of useful animals....</li> <li>2. Relate what services the ox, the cow, the horse, the hog, the sheep, the bee, etc., render to man.</li> </ol> |
|--------------------|---|---|

### XXIV.

#### THE CHAIR AND OTHER SEATS.

- |        |   |   |
|--------|---|---|
| SEATS. | { | <ol style="list-style-type: none"> <li>1. What is a chair?....</li> <li>2. The maker of chairs.... The substance of which they are made....</li> <li>3. The articles of furniture that answer the same purpose....</li> </ol> |
|--------|---|---|

### XXV.

#### A DESK.

- |         |   |  |
|---------|---|--|
| A DESK. | { | <ol style="list-style-type: none"> <li>1. What is a desk?</li> <li>2. By whom made?.... Does he make other furniture?....</li> <li>3. The substance of which it is made....</li> <li>4. Necessity of desks in schools....</li> </ol> |
|---------|---|--|

### XXVI.

#### BEES.

- |       |   |  |
|-------|---|--|
| BEES. | { | <ol style="list-style-type: none"> <li>1. Where do bees live?....</li> <li>2. Their occupation....</li> <li>3. What they draw from flowers....</li> <li>4. Their means of defence against their enemies....</li> <li>5. The lessons they teach us....</li> </ol> |
|-------|---|--|

### XXVII.

#### HURTFUL ANIMALS.

- |                     |   |   |
|---------------------|---|---|
| HURTFUL<br>ANIMALS. | { | <ol style="list-style-type: none"> <li>1. What are hurtful animals?....</li> <li>2. Where they live....</li> <li>3. Relate in what way the following animals are hurtful: the wolf, the fox, the skunk, the serpent, the tiger, the lion, the leopard, the crocodile, the rat, the mouse, the grub, the may-bug, the grass-hopper, the caterpillar, the house-fly.</li> </ol> |
|---------------------|---|---|

XXVIII.

THE DOG.

- |       |   |  |
|-------|---|--|
| DOGS. | { | <ol style="list-style-type: none"> <li>1. What is a dog? . . . . Are there many? . . . .</li> <li>2. Different size, different hair, different barking . . . .</li> <li>3. Where he lives . . . .</li> <li>4. The services he renders . . . .</li> </ol> |
|-------|---|--|

XXIX.

THE CHURCH.

- |             |   |  |
|-------------|---|--|
| THE CHURCH. | { | <ol style="list-style-type: none"> <li>1. What is the Church? . . . .</li> <li>2. What is seen outside the Church and inside . . . .</li> <li>3. The principal objects seen in a Church . . . .</li> <li>4. The Parish Priest . . . .</li> <li>5. Why people go to Church . . . .</li> <li>6. How people should act in Church . . . .</li> </ol> |
|-------------|---|--|

XXX.

MORNING AND NIGHT PRAYER.

- |                                 |   |   |
|---------------------------------|---|---|
| MORNING<br>AND NIGHT<br>PRAYER. | { | <ol style="list-style-type: none"> <li>1. What you should do on rising from sleep . . . .</li> <li>2. Reasons why morning prayer should be said . . . .</li> <li>3. What we should thank God for at night prayer . . . .</li> </ol> |
|---------------------------------|---|---|

---

**SUBJECTS FOR LETTERS.**

---

1. Write a letter to a friend, giving an account of how you spent your last vacation.
2. Write a letter to your cousin, describing the ceremonies in the Church on Christmas.
3. Write a letter to your parents, giving them an account of an excursion you had under the direction of your teachers, with your companions to the country.
4. Write a letter to your parents, announcing that you send them a copy by the same mail, to let them see the progress you are making in penmanship.
5. Write a letter to a friend, giving an account of one of the quarterly examinations, and tell how successful you have been.
6. Write a New-Year's letter to your parents.
7. Write a letter to your mother for her birthday.

## Subjects for Compositions.

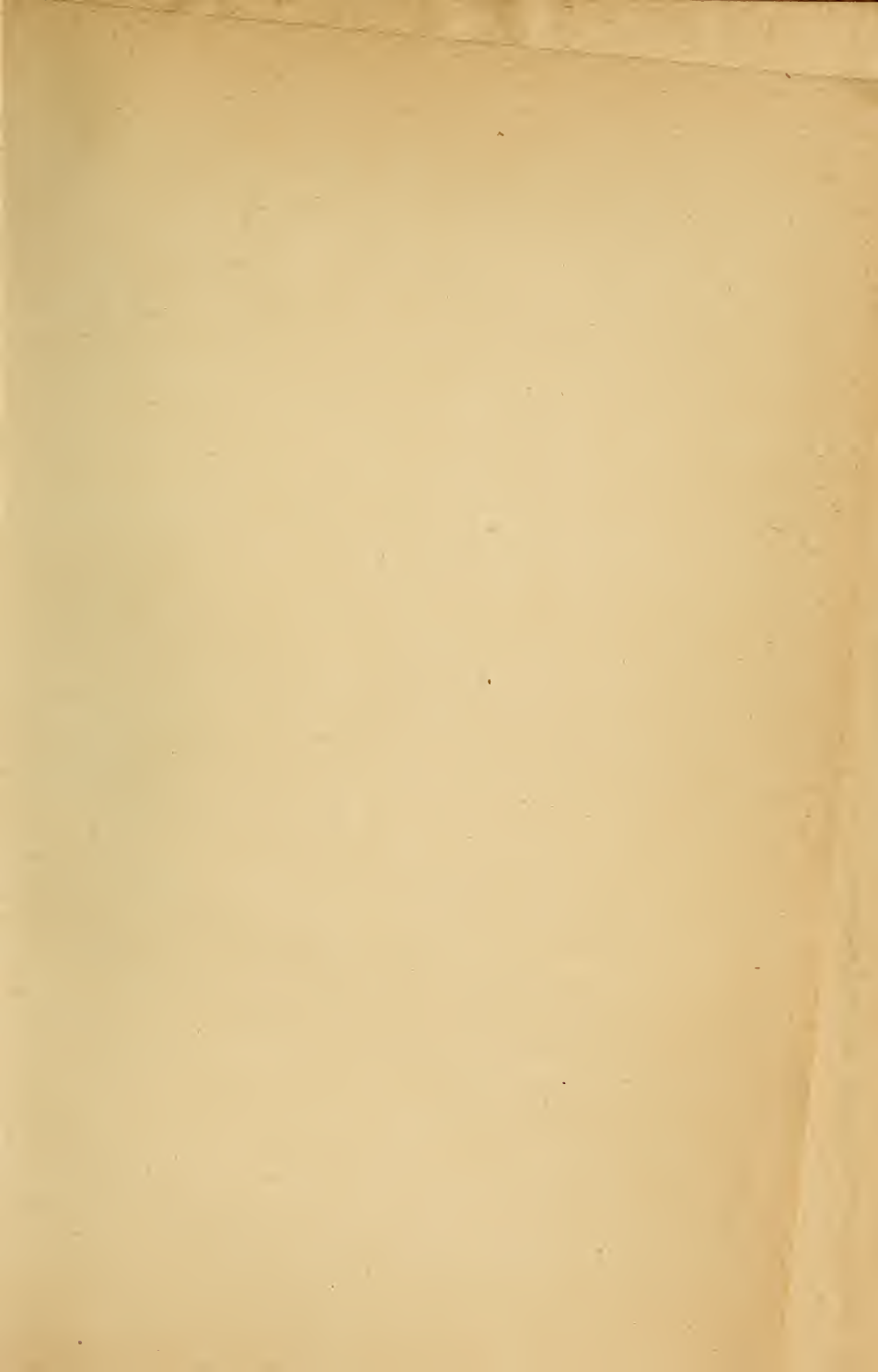
8. Write a letter announcing the death of a dear friend.
9. Write a letter of condolence to a bereaved relative, on the death of a member of the family.
10. Write a letter to a father announcing the illness of his son, who is at school with you.
11. Write a note to a friend, requesting the loan of a book.
12. Write a note of thanks on returning the volume.
13. Write a letter to one of your sisters on the near approach of vacation, telling how much you long to see her, and referring to the happy days you will spend together during vacation.
14. Write a letter to your mother, asking her for some favor.

---

 Miscellaneous Subjects.

- |              |                  |                           |
|--------------|------------------|---------------------------|
| 1. Honey.    | 21. Paper.       | 41. A River.              |
| 2. Tea.      | 22. Coal.        | 42. Skating.              |
| 3. Vinegar.  | 23. Wood.        | 43. Rice Pudding.         |
| 4. Raisins.  | 24. Rats.        | 44. Mince Pie.            |
| 5. Pears.    | 25. Dolls.       | 45. Birds' Nests.         |
| 6. Apples.   | 26. Tops.        | 46. A Flower-Garden.      |
| 7. Peaches.  | 27. Lacrosse.    | 47. An Evening Party.     |
| 8. Milk.     | 28. Marbles.     | 48. Spring.               |
| 9. Butter.   | 29. Kites.       | 49. Summer.               |
| 10. Cheese.  | 30. A Story.     | 50. Autumn.               |
| 11. Wheat.   | 31. Snow.        | 51. Winter.               |
| 12. Oats.    | 32. Ice.         | 52. The Month of May.     |
| 13. Horses.  | 33. Rain.        | 53. Vacation.             |
| 14. Cows.    | 34. Eggs.        | 54. Castles in the Air.   |
| 15. Asses.   | 35. Watermelons. | 55. The Man in the Moon.  |
| 16. Cats.    | 36. Soap.        | 56. Puss in the Corner.   |
| 17. Ink.     | 37. Shoes.       | 57. My Opposite Neighbor. |
| 18. Pencils. | 38. Hats.        | 58. A Dialogue.           |
| 19. Pens.    | 39. Monkeys.     | 59. A Boy's Speech.       |
| 20. Chalk.   | 40. Roses.       | 60. When I will be a Man. |

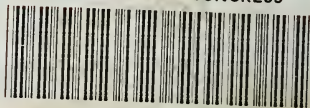
FINIS.







LIBRARY OF CONGRESS



0 003 237 983 7