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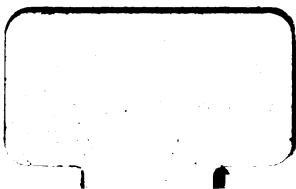


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Lesson 80

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A  
KEY  
CONTAINING DIAGRAMS

OF THE  
SENTENCES GIVEN FOR ANALYSIS

IN  
REED AND KELLOGG'S GRADED LESSONS IN ENGLISH,  
AND HIGHER LESSONS IN ENGLISH.

BY  
ALONZO REED, A.M.,  
AND  
BRAINERD KELLOGG, A.M.

NEW YORK  
CHARLES E. MERRILL CO

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## PUBLISHERS' NOTICE.

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For some years Messrs. Reed and Kellogg have been engaged upon a reference book for teachers and students of English. They are pushing it on to completion as rapidly as possible. Of that book this "Key," which is now issued separately and in advance, will form a part.

The reference book is designed primarily for teachers, but an edition of it without the "Key" will be printed for general use. The work will contain, in addition to the "Key,"

- (1) A short history of our Alphabet ;
- (2) A succinct account of the English Language ;
- (3) A history of the several Parts of Speech in their development from the Anglo-Saxon ;
- (4) A discussion of those grammatical difficulties not treated by the authors in their Lessons in English ;
- (5) A short treatise on Punctuation ;
- (6) An appeal to the usage of the best modern writers for judgment respecting words, phrases, and constructions condemned by critics, and respecting many not condemned by them. As is seen, this (6) compels immense and careful reading, and will show not what some think *should be* good English, but what really *is*.

The work thus outlined will, it is hoped, settle some questions that are disquieting not only teachers but many writers and speakers—questions that these persons have not the time nor the means to settle independently and for themselves.

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## TO TEACHERS.

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WE hope that no teacher will permit this "Key" to limit his exercise of the right to individual judgment.

Without being ambiguous or faulty in any way, a writer's language may often admit of slightly different interpretations requiring different analyses. In the analysis of sentences, peculiar constructions are frequently found, concerning the exact logical force of which it would be imprudent to dogmatize. In cases where the grammatical form and the logical force do not correspond, some teachers would be guided by the form, others by the force. From failing to recognize these facts there sometimes arise discussions that result only in serious loss of time and much unpleasantness.

We would not, however, discourage the closest consideration of questions leading to a more careful examination of the logical and the grammatical construction of the sentence.

The analyses indicated by the diagrams in this book have been made with care, and we have reasons for our conclusions; yet we are aware that in some of these conclusions we differ from other students of language for whose scholarship and judgment we have the highest regard.

Of the teachers using our Lessons in English there are many who, while not lacking in scholarship or in ability to think for themselves, find it a satisfaction to know how far their judgment on certain questions may coincide with ours. Our inability to meet by personal correspondence the natural and legitimate requests of this rapidly increasing host of friends has led to the issue of this book.

REED and KELLOGG,



## ADVANTAGES OF THE DIAGRAM.

THE utility of diagrams is so generally conceded that any vindication of their employment seems almost needless. We feel confident that no teacher who has used them would willingly forego their use. Almost every modern text-book on grammar contains some system of diagrams, partial or complete. Many of the older authors have felt compelled to rewrite their books and to introduce them. Even conservative Englishmen have heard the call for them, and have responded to it in some of their recent and most scholarly works on language. It seems to be thought that diagrams are as much needed in teaching grammar as maps in teaching geography, or figures of triangles, circles, parallelograms, etc., in teaching geometry. We give here a few of the advantages that result from their use.

### I. To the Pupil.

1. The diagram compels the pupil to follow the natural method in his analysis of sentences. If the sentence is simple, he must ascertain what part is subject and what is predicate before he goes on to determine what are the modifiers and what words of subject or predicate these modify. If the sentence is complex or compound, he must resolve it into clauses, settle in his mind which of these are independent, which are subordinate, what the subordinate modify, and what are the connecting words, before he treats each clause as the simple sentence is treated. Not a line is drawn until he has done all this. He is obliged to study the sentence as a whole before he considers its parts and the parts of these parts. This seems to be the true and philosophical method of studying it.

2. The diagram fastens in the pupil's memory, as no analysis without it can fasten, the component parts of a sentence,

and these in their relation to each other; and is invaluable to him (1) in grasping an author's meaning, (2) in the exercise of reading aloud; and, above all, (3) in his own work of composition.

3. As he cannot diagram what he cannot analyze, his attempt to fit a diagram to the sentence reveals to him what, if any, are his difficulties in the analysis. It shows him clearly what he knows, or thinks he knows, and what he does not know,—a matter of vital importance at every stage of his work.

4. The necessity which the pupil feels of placing every word of the sentence somewhere on the diagram drives him to a searching analysis that leaves no nook or corner of the thought unexplored.

5. The diagram records for the pupil whatever, at any step of the analysis, he has mastered, and leaves him his whole attention for that concerning which he is in doubt or in complete ignorance. Often he is thus enabled to do what without the diagram would be impossible.

6. The diagram of a sentence is a picture of it that appeals to the eye. The making of it is alluring, and spurs the pupil to an effort that oftentimes reaches a success in the analysis not otherwise attainable.

## . II. To the Teacher.

1. The diagram enables the teacher to see at a glance the pupil's error or difficulty in the analysis, and directs him to the very spot where correction or assistance is needed.

2. It withdraws his attention from points already well understood by the pupil, further questioning upon which would be profitless and would kill the interest of the class in the recitation.

3. It expedites work in the class-room, both with the advance lesson and with the review, and so secures to the teacher time for matter not included in the analysis of sentences.

4. The teacher that calls to his aid the black-board and the crayon will explain a difficult construction far better than he will who stands before his class and simply talks about it.

#### THE REED AND KELLOGG SYSTEM OF DIAGRAMS.

A method of illustrating grammatical analysis by right-line diagrams was devised about twenty-five years ago by several teachers connected with the Polytechnic Institute of Brooklyn. These diagrams were improved, extended, and wrought into a system by Alonzo Reed, who, in association with O. H. Hall, secured a copyright on them in 1868.

Brainerd Kellogg purchased Mr. Hall's claim, and these diagrams appeared in the first edition of Reed and Kellogg's "Graded Lessons in English." On the publication of "Higher Lessons in English" they appeared again, with additional forms devised by Messrs. Reed and Kellogg. On the revision of the Higher Lessons in 1885, other forms were introduced and were copyrighted.

The immense success attending the use of these diagrams has led to many imitations of them, some of which claim to be improvements. The improvement consists, generally, in using two lines where Reed and Kellogg use one! Imitators are obliged to sacrifice simplicity in their attempt to avoid infringement.

It is generally acknowledged that the Reed and Kellogg diagrams present, in the simplest manner possible, a complete *map* or *picture* of all the parts of a sentence and of all the relations of these parts,—a single straight line being the simplest means to represent an element of a sentence.

Very few principles are involved in these diagrams, and these can be easily learned.

The symbol is made subordinate to the thing symbolized.

The diagrams are naturally and easily wrought into symmetrical and beautiful figures that give the pupil exercise in free-hand drawing and that discipline his taste.

LESSON 20.

1. wind is howling  
The howl

9. oak was uprooted  
The might

2. leaves fall  
The land

10. violet was crushed  
The fragile

3. clouds lower  
The bank

11. statue was carved  
A beautiful marble

4. elm bends  
The tall

12. torrent roared  
The turbid

5. men must die  
All

13. shepherds fled  
The affrighted

6. bellows roared  
The hoarse

7. silence reigned  
A boisterous

14. lightning flashes  
The vivid

8. Arthur was murdered  
Lies

15. vases are broken  
These elegant Etruscan

## LESSON 22.

1. morn | advances  
 The | cool

7. greyhound | was released  
 The | alone

2. boon | was obtained  
 The | humble

8. rain | is falling  
 The | cold | November

3. firmness | was displayed  
 An | surprising

9. watch | has been sold  
 That | valuable | English

4. earth | smiles  
 The | whole

10. I | have escaped  
 alone

5. voyages | were made  
 Several | subsequent

11\* positions | can be defended  
 Both

6. mastiff | must be secured  
 That | burly

12\* discussions | should have been avoided  
 All | such

13. building | has fallen  
 That | distinguished | old | wooden

\* See note 1.

LESSON 24.

1. He spoke  
*eloquently*

8. clouds are moving  
*threatening* *slowly*

2. She chattered  
*incessantly*

9. waves dash  
*the* *boiling* *angrily*

3. They searched  
*everywhere*

10. questions may be settled  
*these* *reasonably*

4. I shall know  
*forasmuch*

11. soldier fought  
*the* *wounded* *bravely*

5. bobolink sings  
*the* *joyously*

12. ranks were broken  
*the* *swiftly*

6. crowd cheered  
*the* *heartily*

13. wind blows  
*the* *swiftly* *swiftly*

7. victory was won  
*a* *grand* *triumphally*

14. Times will change  
*surely*

15. hour stole  
*an* *on*

## LESSON 25.

1. crocus | flowers  
 The early  
 very

7. wind | sighs  
 The sorrowful  
 so

2. bed | is budding  
 A close  
 near

8. men | have fought  
 The war  
 stubbornly  
 so

3. Quakers | were persecuted  
 The shamefully  
 most

9. debt | will be paid  
 The probably

4. he | will return  
 Perhaps

10. visitor | will be  
 The soon here

5. We | laughed  
 heartily  
 very

11. project | was sustained  
 That humane  
 generously  
 quite

6. leaves | floated  
 The yellow  
 proper  
 down

12. man | was persecuted  
 A innocent  
 perfectly  
 cruelly  
 so

LESSON 27.

1. plough-boy | plods  
*The* | *homeward*

2. water | gushed  
*The* | *forth*

3. time | was wasted  
*The* | *too*

4. She | decided  
*to* | *hastily*

5. You | should listen  
*more* | *attentively*

6. sentences | must be built  
*more* | *difficult*

7. operation | was performed  
*An* | *intensely* | *rapidly*

8. patient | suffered  
*The* | *intensely*

9. story | was told  
*This* | *peculiarly*

10. story | was told  
*A* | *peculiarly* | *interesting*

11. price | was paid  
*An* | *high* | *extravagantly*

12. lady | dresses  
*This* | *extravagantly*



## LESSON 28.

1. You must diagram  
 neatly

2. sheaves are gathered  
 The nearly

3. wheat is garnered  
 The dish

4. fairies were called  
 The together

5. birds chirp  
 The merrily

6. adventurer has returned  
 This reckless

7. woods rang  
 The mild

8. clouds are floating  
 white float above

9. laws have been repealed  
 Those severe

10. government was established  
 A republican

11. crop had been harvested  
 An large unswallow just

12. She had been waiting  
 quite patiently

13. season had been known  
 A learn never before  
 admirably so

14. deed can be commended  
 brave mild warmly  
 so too

LESSON 31.

1. gorilla | lives  
*The* | *in* Africa

7. steeple | pierced  
*The* | *of* village | *through* fog  
*the* | *the* dense

2. It | rains  
*seldom* | *in* Egypt

8. gloom | settled  
*The* | *of* winter | *gloom* | *on* everything

3. Pilgrims | landed  
*The* | *at* Plymouth

9. breeze | blows  
*A* | *gentle* | *from* south  
*the*

4. grass | sparkled  
*The* | *was* | *in* light  
*the*

10. temple | was destroyed  
*The* | *of* Solomon

5. brook | ran  
*The* | *little* | *swiftly* | *under* bridge  
*the*

11. top | is covered  
*The* | *of* mountain | *with* snow  
*the*

6. Burgoyne | surrendered  
*at* Saratoga

12. Continental Congress | convened  
*The* | *second* | *at* Philadelphia

## LESSON 34.

1. lines glow  
 The portion of sunset

2. landscape lay  
 A smiling before us

3. Columbus was born  
 at Genoa

4. forces were routed  
 The of Hannibal by Scipio

5. capital is  
 The of New York on Hudson

6. ships sail  
 The over sea the boldness

7. names should begin  
 All of Deity with letters capital

8. Air is composed  
 chiefly of gases two forcible

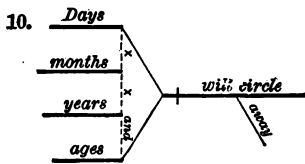
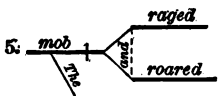
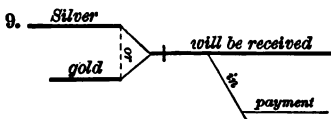
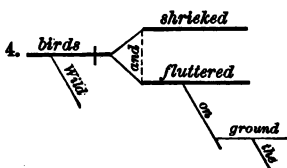
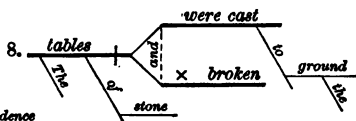
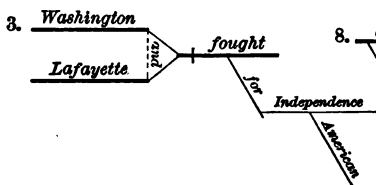
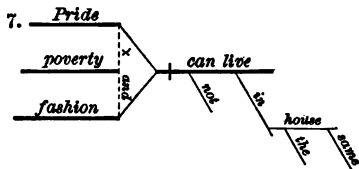
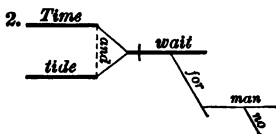
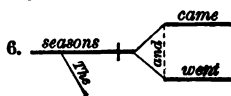
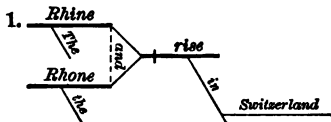
9. portion lies  
 The greater of between tropics the South America

10. laurels must be dyed  
 The of warrior at times in blood all

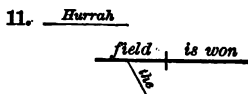
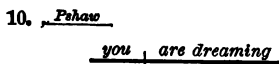
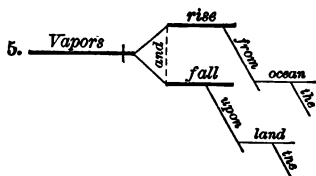
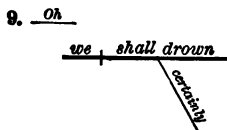
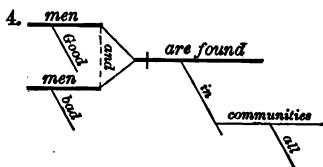
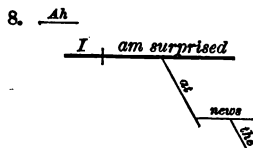
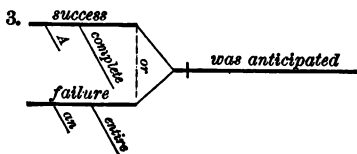
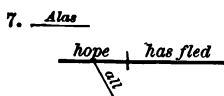
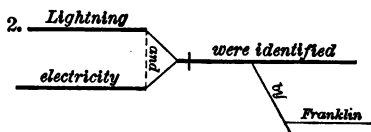
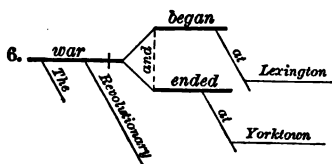
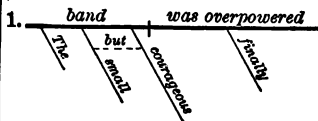
11. word should begin  
 The first of sentence with letter a capital every exits

12. subject is placed  
 The of sentence generally before predicate a the

LESSON 35.



## LESSON 36.



LESSON 39.

1. Caesar | crossed | Rubicon  
 /  
 /

7. water | is | tasteless  
 /  
 /

2. Morse | invented | telegraph  
 /  
 /

8. hare | is | timid  
 /  
 /

3. Ericsson | built | Monitor  
 /  
 /

9. Fawns | are | graceful

4. Hume | wrote | history  
 /  
 /

10. peach | is | delicious  
 /  
 /

5. Morn | purples | east  
 /  
 /

11. He | was | prodigal  
 /  
 /

6. Antony | beheaded | Cicero

12. valley | is | fertile  
 /  
 /  
 /  
 /  
 /  
 /

## LESSON 42.

1. Brutus | stabbed | Cesar2. Man | is | animal  
a3. Washington | captured | Cornwallis4. Wellington | defeated | Napoleon  
at  
Waterloo5. Balboa | discovered | Pacific ocean  
the6. Vulcan | was | blacksmith  
a7. summer | has been | rainy  
The  
and8. Columbus | made | voyages  
four  
to  
New World  
the9. moon | reflects | light  
The  
the  
of  
sun  
the10. vice-president | was | John Adams  
The  
first  
of  
United States  
the11. Roger Williams | was | founder  
the  
of  
Rhode Island

\*See note 2.

12. Harvey | discovered | circulation  
 the | of  
 blood

13. Diamonds | are | combustible

14. Napoleon | died | prisoner  
 at | of  
 St. Helena

✓ 15. ship-load | was landed  
 the | first | of | to  
 slaves | Jamestown  
 1619

LESSON 44.

3. earth | are | planets  
 The | and | the  
 moon

4. scenery | is | picturesque  
 The | States

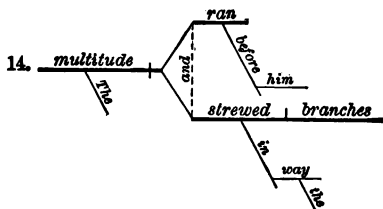
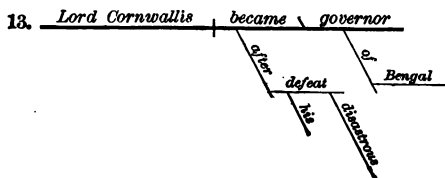
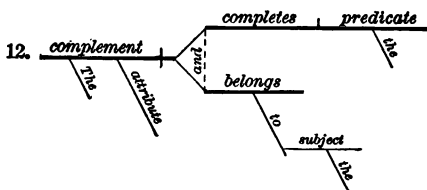
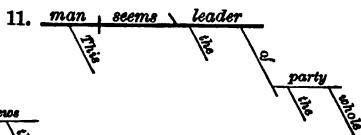
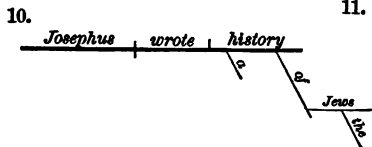
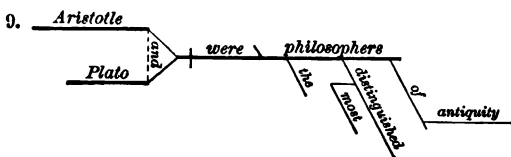
5. Jefferson | was chosen | president  
 the | first | of  
 United States

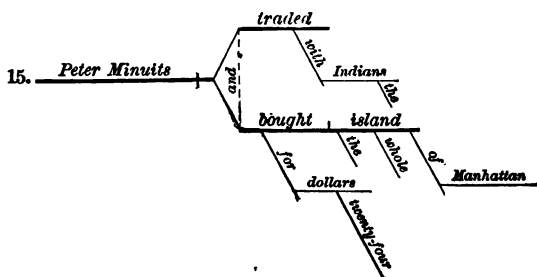
6. Nathan Hale | died | martyr  
 a | to  
 liberty

7. man | stood | speechless  
 The

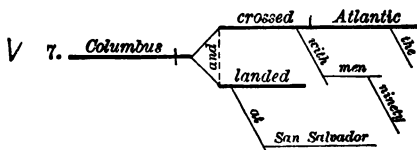
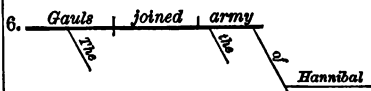
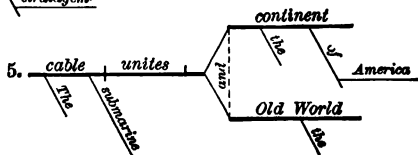
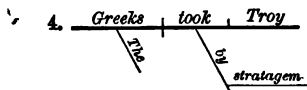
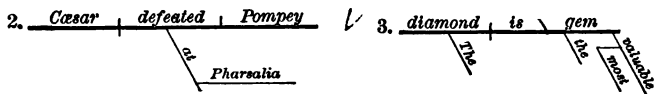
8. Labor | disgraces | man  
 to







LESSON 45.



8. Vulcan | made | arms  
 for  
 Achilles

9. Cromwell | gained | victory  
 at  
 over  
 a  
 most  
 decisive  
 Royalists  
 the  
 Naseby

10. Columbus | was | native  
 a  
 of  
 Genoa

11. God | tempers | wind  
 to  
 the  
 lamb  
 the  
 storm

12. hour | has | gold  
 The  
 morning  
 is  
 mouth  
 the

13. mill | grinds | late  
 The  
 of  
 gods  
 the  
 but  
 the  
 grinds  
 to  
 powder

14. farmer | bought | yoke  
 a  
 round  
 round  
 and  
 a  
 cows  
 of  
 oxen  
 the  
 horse  
 a

15. America | has furnished | tobacco  
 to  
 world  
 the  
 and  
 the  
 potato  
 the  
 corn  
 the  
 Indians

LESSON 46.

✓ 2. navy brought gold  
*The* *of* *from*  
*Hiram Ophir*

3. career was short  
*The* *of*  
*Cromwell*

4. ranges run parallel  
*the* *mountain* *with*  
*coast the*

5. boat glides  
*the* *smooth* *flow* *with*

6. judge presided  
*As* *but* *able* *discontent*

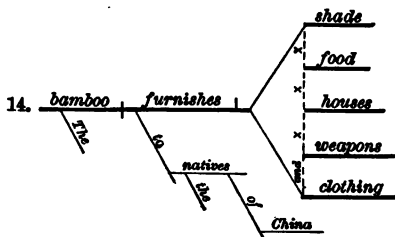
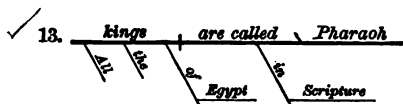
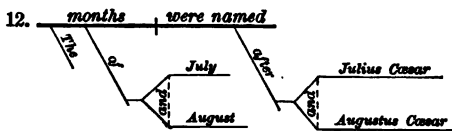
7. bee lays eggs  
*The* *from* *in* *cells* *of* *size* *three* *different*

✓ 8. Umbrellas were introduced  
*into* *from*  
*China*  
*England*

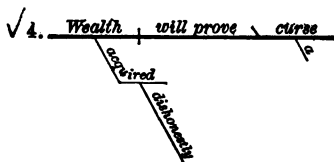
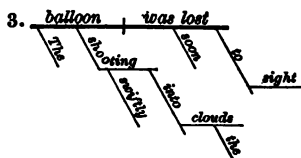
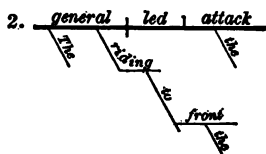
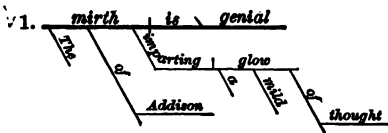
9. settlement was made  
*The* *first* *Norman* *English* *in* *America* *at* *in* *1607*  
*Jamestown*

10. spirit is  
*The* *of* *social* *kind* *cheerful*  
*religion* *and*

11. summits are covered  
*The* *of* *Alps* *with* *snow* *perennial*  
*the*



## LESSON 48.



5. sun dispelled mists  
*The* *rising* *the*

6. thief surrendered  
*The* *being detected* *to* *officer* *the*

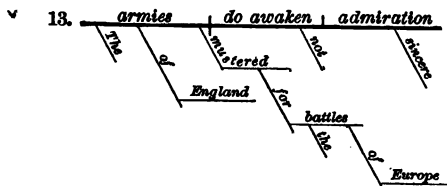
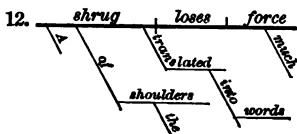
7. They boarded vessel  
*the* *being* *to* *harbor* *the*

8. territory was called New Netherlands  
*The* *claimed* *by* *Dutch* *the*

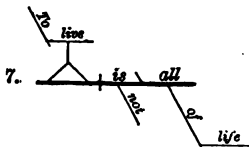
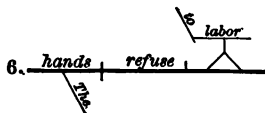
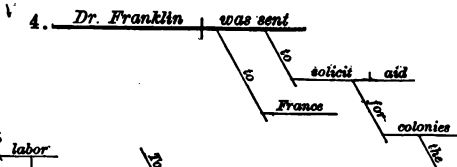
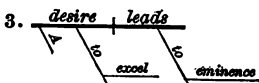
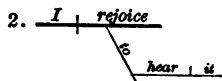
9. Washington attacked Hessians  
*having crossed* *Delaware* *the* *stationed* *at* *Trenton*

10. Burgoyne surrendered  
*having been surrounded* *to* *Gen. Gates* *at* *Saratoga*

11. Pocahontas was married  
*to* *Englishman* *a* *young* *noble* *John Rolfe*



## LESSON 49.



8. Puritans | desired | to obtain | freedom  
 The | religious

✓ 9. Romans | were | unable  
 The | having conquered | world | to conquer | themselves  
 the

10. Narvaez | sailed  
 from | to conquer | Florida  
 Cuba

✓ 11. savages | love | to wear | rings  
 Some | of | nose | the  
 parts | America | Africa

12. Andrew Jackson | was inaugurated  
 elected | to succeed | J. Q. Adams  
 in | 1829

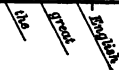
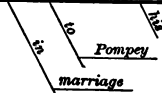
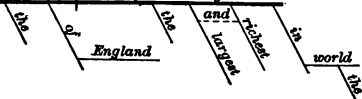
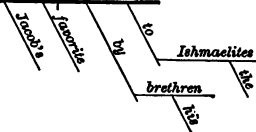
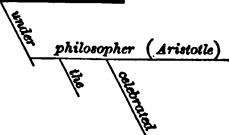
LESSON 53.

1. planet (Jupiter) | has | moons  
 The | four

2. Emperor (Nero) | was | tyrant  
 The | a | cruel



## Graded Lessons in English.

3. mother | lay | sick4. ostrich | outruns | horse5. nephew (Arthur) | had | claim6. Milton (poet) | became | blind7. Cæsar | gave | daughter (Julia)8. London (capital) | is | city9. Joseph (son) | was sold10. Alexander the Great | was educated

11. Friends | the | purses  
 with thread their  
 La. spiders

12. Cesar | married | Cornelia (daughter)  
 the of Cinna

13. <sup>alas</sup>  
fate | was | deplorable  
 His

14. Love | rules | kingdom  
 without sword a his

LESSON 55.

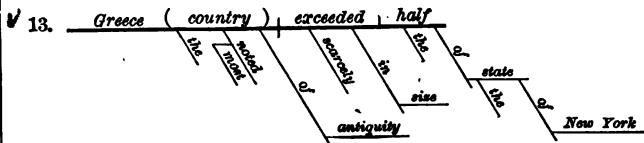
1. load | spends | winter  
 The in state demand

2. Pride | betrays | mind  
 or in beauty dress

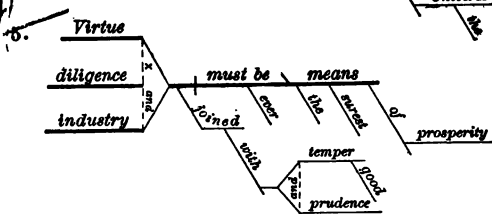
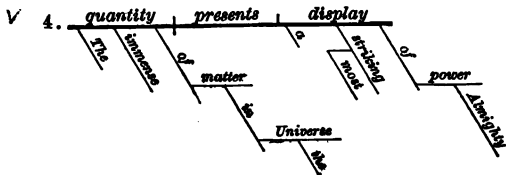
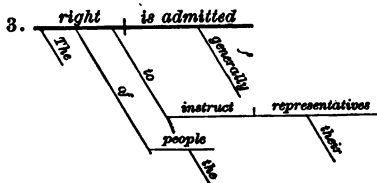
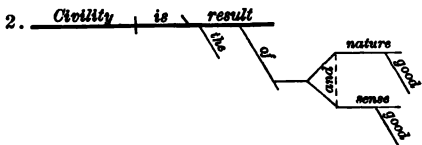
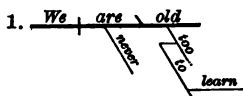
3. city | is | situated  
 The of London river Thames

4. Napoleon Bonaparte | was born  
 in 1769 on island in Mediterranean

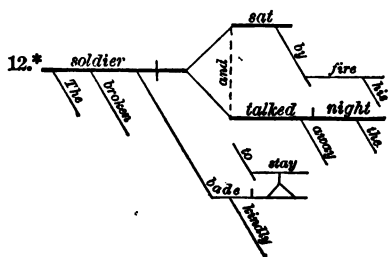
5. opinions vary  
 / Men's \ with interests  
 \ their
6. Ammonia is found  
 / and \ to \ juices \ or \ vegetables \ all  
 / to \ sap \ the \ trees
7. Earth sends hymn  
 / up \ her \ perpetual \ of \ praise  
 / to \ Orator \ the
8. I trusted him  
 / never \ again  
 / Having been deceived \ once
9. Esop (author) was slave  
 / the \ of \ Esop's Fables
10. Hops comes  
 / with \ to \ cheer \ hour \ or \ pain  
 / smiles \ the
11. Clouds are collections  
 / & \ vapors \ is \ air \ the
12. was pride  
 / To \ relieve \ wretched \ his



LESSON 56.



6. people | were | source  
 The | called | Quakers | a | a | trouble | much | to | Puritans | the
7. Mayflower | brought | men | women | children  
 The | to | America | one hundred and one | Puritans
8. Edward Wingfield ( man ) | was | president  
 an | and | unprincipled | the | first | of | colony | the | Jamestown
9. John Cabot | discovered | continent  
 son ( Sebastian ) | and | sailing | under | commission | from | Henry VII. | a | America | the
10. worth | is | modest | retiring  
 The | a | from | England
11. Jonah ( prophet ) | preached  
 the | to | inhabitants | the | a | Nineveh



LESSON 57.

1. He | may read

that | runs

2. Man | is | animal

that | laughs | and | weeps

3. Henry Hudson | discovered | river

4. He | remains | weak

who | tries | exertion

which | bears | name

5. meridians | are | circles

6. He | must be ruled

who | will be ruled

that | extend

\* See note 3.

7. Animals | are called | vertebrates

that | have | backbone

8. head | lies | Uneasy

the | that | wears | crown

9. mists | are caused

the | thick | of | waters | form | of | Gulf Stream

which | prevail | in | neighborhood | of | Newfoundland

10. power | holds | earth

the | which | brings | pin | in | the | orbit | to | ground

11. Death | is | camel

the | black | which | kneels | at | gate | man's | entry

12. friends | are | they

our | best | who | and | tell | us | of | faults | our | help | us | to | mend | them

LESSON 59.

1. dew | glitters

The when  
sun shines  
the

2. Printing | was | unknown

when  
Homer wrote Iliad  
the

3. spider | sucks | poison

the When  
bee sucks honey  
the

Ah  
4. few | shall part

many | meet  
when

5. he | will send

When  
devil can come  
the not

6. they (all) | slumbered

and  
slept  
When  
bridegroom tarried  
the

7. Fools | rush

in where  
to tread  
angels fear

8. Moses | comes

When  
tale is doubled  
the of bricks

9. emotion | dies

every or envy  
When which me  
I look  
upon tombs  
the of great  
the

10. man | speaks

The upright  
as  
he thinks



11. He died  
 is  
fool dieth  
 the

12. sceptre shall depart  
 The not from Judah will  
Shiloh come

## LESSON 61.

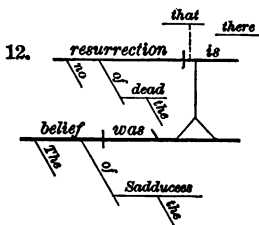
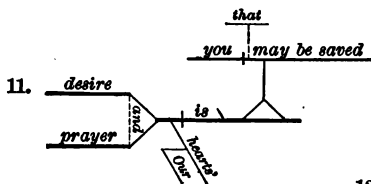
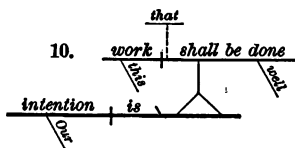
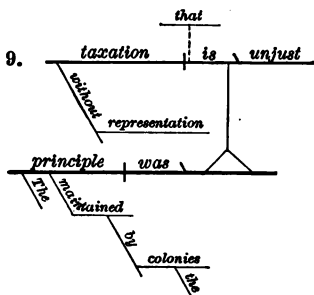
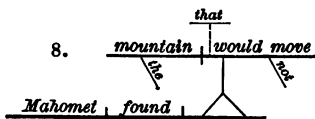
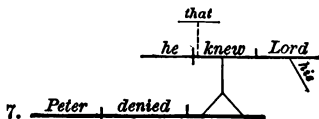
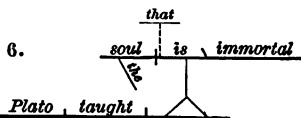
1. Scotch are people  
 the an intelligent  
 is acknowledged  
 generally

2. moon is made  
 the of cheese green  
 is believed  
 the boys  
 some girls

3. Julius Cæsar invaded Britain  
 That  
 is fact  
 a historic

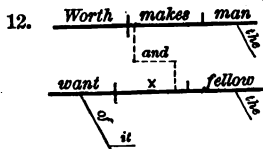
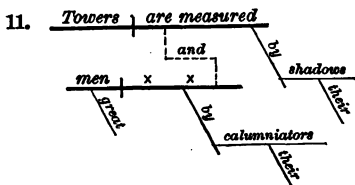
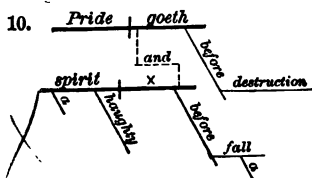
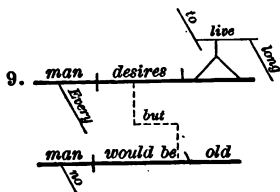
4. children should obey parents  
 That their  
 is precept  
 a divine

5. Redeemer loveth  
 that  
 I know

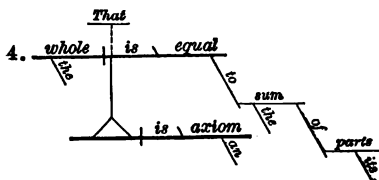
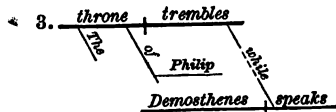
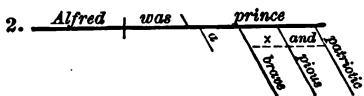
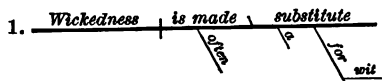


## LESSON 62.

1. Morning | dawns  
 and  
clouds | disperse  
 the
2. Prayer | leads | heart  
 and to the  
 God  
He | listens  
 always
3. answer | turneth | wrath  
 soft but angry  
words | stir | anger  
 precious up
4. Power | works  
 but easily  
fretting | is | confession  
 a personal of weakness
5. Many | meet | gods  
 but the  
few | salute | them
6. We | eat  
 but to live  
we | do live  
 not to eat
7. satellites | revolve  
 the around planets the  
 and in orbits  
planets | move  
 the in orbits around sun the
8. son | maketh | father  
 the wife but glad  
son | is | heaviness  
 the foolish the of mother his



LESSON 64.



5. lion | belongs | to  
*The* | *tribe* | *the*  
he | can climb | tree  
*not* | *a*  
*but*

6. Pride | is | flower  
*a*  
that | grows  
*in* | *garden*  
*of* | *the*

7. the | simplest | is | burrow  
*of* | *forms* | *an* | *habitation*  
*the* | *old*

8. people | rejoice  
*the* | *in*  
righteous | are  
*the* | *in* | *authority*

9. people | mourn  
*the* | *when*  
wicked | bearth | rule  
*the*

Cassius  
 10. x | be deceived  
*not*

man | is | poor  
*x* | *rich* | *the* | *how*  
*x* | *abject* | *the* | *how*  
*x* | *august* | *the* | *how*  
*x* | *wonderful* | *the* | *how*

12. city | is | Which  
*the* | *largest* | *in* | *world*  
*the*

## LESSON 65.

1. Polltiness | is | oil  
*the*  
which | lubricates | wheels  
*the* | *of* | *society*

3. mind | is | field  
 The / a / profit

to / son / it / with / trifies / and / is / husbandry / the / work / in / world / the

0. liberty  
liberty

2. crimes | are | committed  
 many / not / in / name / the

4. day | is | leaf  
 Every / in / life / the / in / history / the

5. x | Make | hay  
 while / sun / shines / the

6. he | had | discovered | continent  
 that / a / not / Columbus / did / know / not

7. Who | invented | printing  
 subject / was / the / of / inquiry

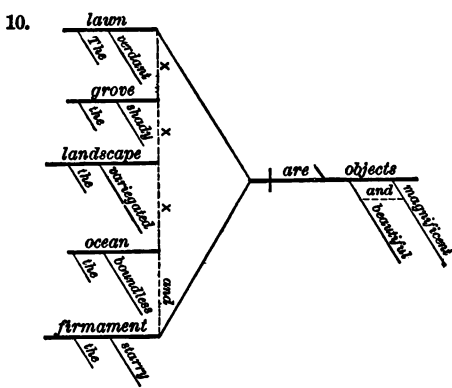
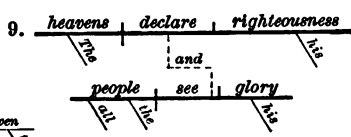
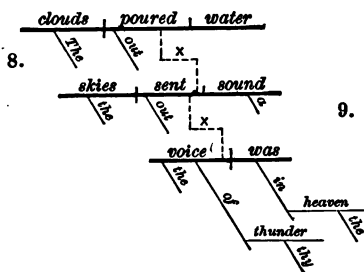
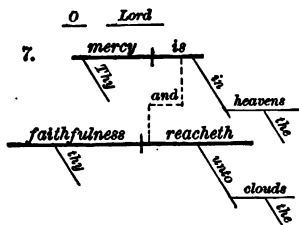
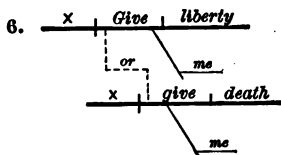
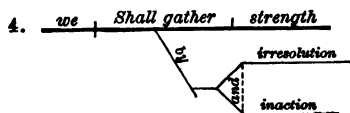
8. tongue | is | covered  
 sat's / the / with / thousands / of / cones / little / sharp / pointing / towards / throat / the

9. fly | sat  
 and / some / axle / the / of / chariot-wheel / a / I / do / raise / dust / What / a / said / the

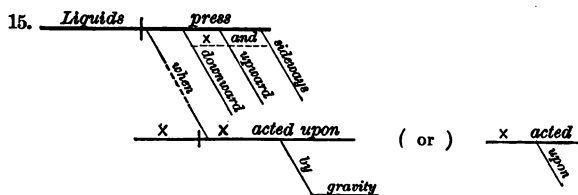
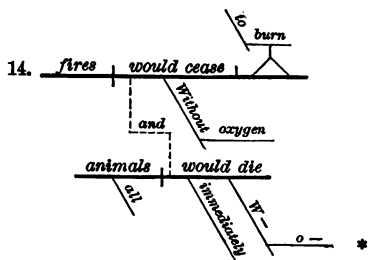
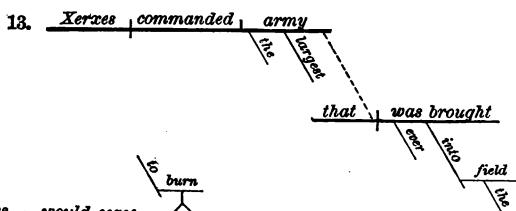
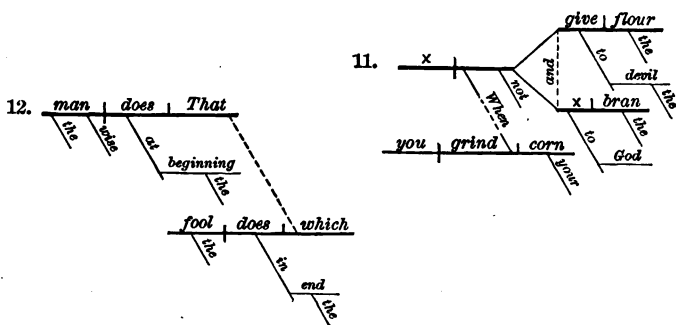
10. Sir Humphrey Gilbert | went  
 down | in | mid-ocean  
 to | recross | Atlantic  
 attempting | in | vessel (Squirrel)  
 his | high | the
11. Charity | begins  
 but | at | home  
 it | should stay |  
 not | there
12. morn | walks  
 The | clad | in | mantle  
 of | dew | the | of | hill | high | eastern  
 top

## LESSON 100.

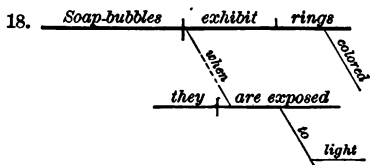
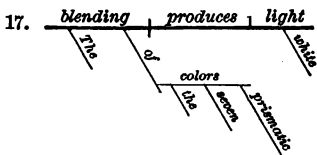
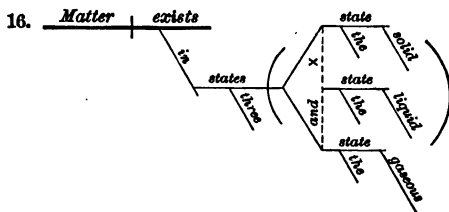
1. Thou | shalt take | name ( or ) . shalt take  
 not | in | vain | the | of | Lord ( God ) | not | in vain
2. x | Strike  
 till | expires  
 the | last | armed
3. You | wrong | me  
 Brutus







\* See note 4.





## LESSON 12.

2. Spanish Armada | was destroyed  
*The* | *great*

9. I | should suffer  
*alone*

3. people | should be educated  
*A* | *free*

10. nature | rejoices  
*All*

4. Liberty Bell | was rung  
*The* | *old*

11. apples | were picked  
*Five* | *large* | *ripe* | *luscious* | *million*

5. Library | was burned  
*The* | *famous* | *Alexandrian*

12. days | have come  
*The* | *melancholy* | *autumn*

6. Stamp Act | was repealed  
*The* | *odious*

13. soldier | returned  
*A* | *poor* | *old* | *wounded*

7. citizen | should vote  
*Every* | *intelligent* | *American*

14. serfs | have been freed  
*The* | *oppressed* | *Russian*

8. Hoosac Tunnel | is completed  
*The* | *long*

15. bridges | have been built  
*Immense* | *suspension*

## LESSON 14.

2. Charter Oak | was blown

*The* *old* *historic* *down*

10. people | will exaggerate

*Why* *so*

3. Puritans | worshipped

*The* *stern* *rigid* *often* *there*

11. pass | had been reached

*A* *dangerous* *moment* *unexpectedly* *quite*

4. daisies | peep

*Bright-red* *up* *everywhere*

12. We | travel

*now* *rapidly* *more* *still*

5. hours | should be wasted

*The* *precious* *morning* *not*

13. he | spoke

*Therefore* *emphatically*

6. suggestion | was received

*The* *kindly* *very* *kindly*

14. You | will be welcomed

*undoubtedly* *very* *cordially*

7. We | turned

*rather* *abruptly*

15. gale | has swept | by

*A* *furious* *eminently* *just*

8. entertainment | was provided

*A* *highly* *enjoyable*

16. reef | was drilled

*The* *Hell Gate* *slowly* *away*

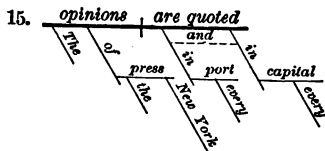
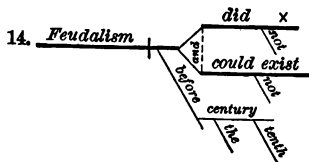
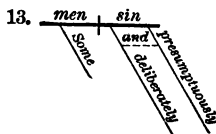
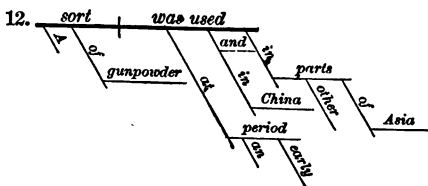
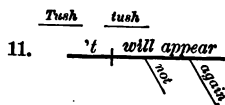
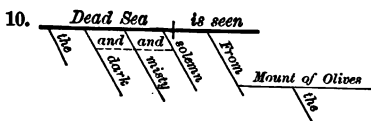
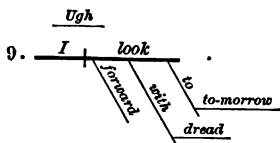
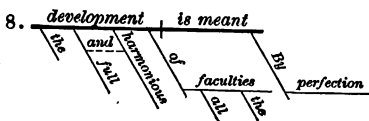
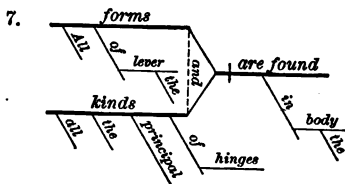
## LESSON 17.

2. Gulf Stream | can be traced  
 The | along | by | business |  
 | | shores | the | of | water |  
 | | the | & | the |  
 | | | | United States |  
 | | | | the |
3. North Pole | has been approached  
 The | in | directions |  
 | | the | principal |
4. Hudson | penetrated  
 in | 1607 | within | miles |  
 | | the | hundred | of | North Pole |  
 | | | | the |
5. morning | died  
 The | bright | into | noon |  
 | | | | that |
6. Delta | was  
 The | once | at | St. Louis |  
 | | of | the |  
 | | Mississippi |
7. Coal | has originated  
 of | kinds | from | decay |  
 | | all | the | of | plants |
8. Gentus | can breathe  
 fresh | in | atmospheres |  
 | | the | of | freedom |  
 | | only |
9. Suspension Bridge | is stretched  
 The | across | below | Falls |  
 | | just | the |  
 | | Niagara river |  
 | | the |
10. cow | jumps  
 the | over | moon |  
 | | the | in |  
 | | | | Mother Goos |

11. army was formed  
 The first dancing in middle the of century the seventh
12. observatory was erected  
 The first astronomical in at by Saracens the Seville the Europe
13. tails stretch  
 The of comets to distance the of miles 100,000,000
14. body was carried  
 The back from to France the of Napoleon the great St. Helena

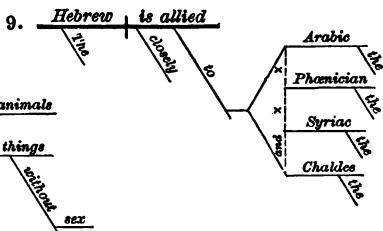
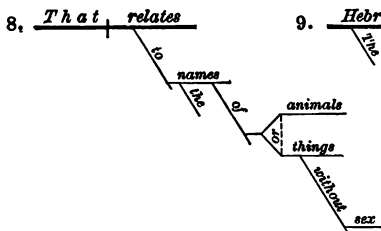
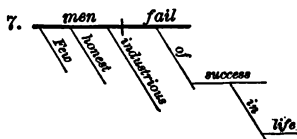
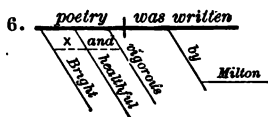
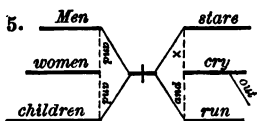
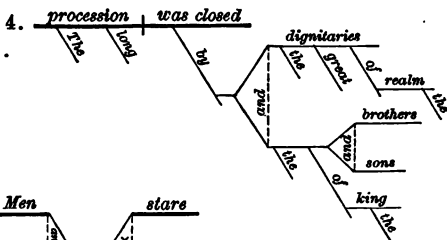
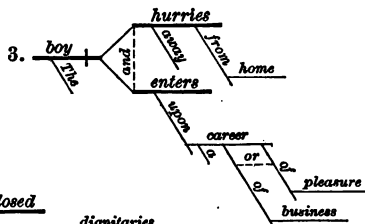
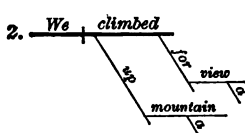
## LESSON 20.

2. we may advise  
 x exhort  
 x comfort  
 x request  
 x discuss  
 In letter a
3. powers are improved  
 The x and muscular by use the mental moral
4. hero came  
 The and of parentage strange the of from land the strange Book of Job the
5. nerve passes  
 The optic and from brain to back the spreads the out the of eyeball the
6. nerves are interposed  
 The of body human between mind the of man the world the outer the

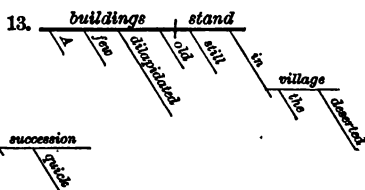
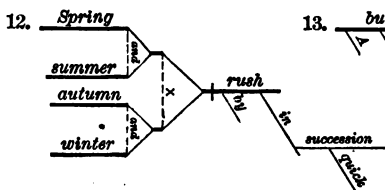
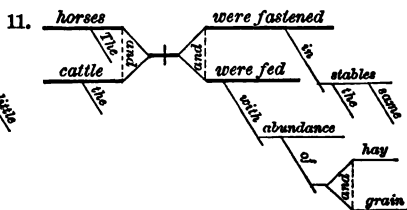
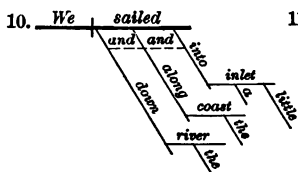




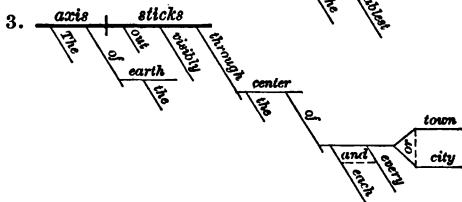
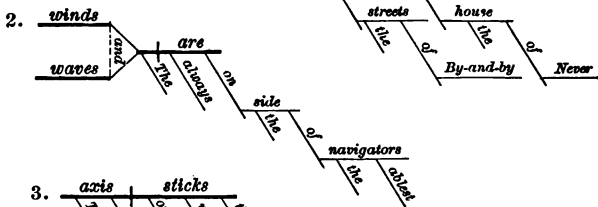
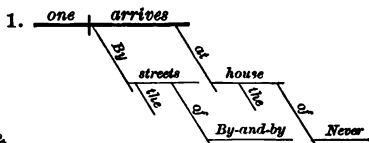
## LESSON 22.\*



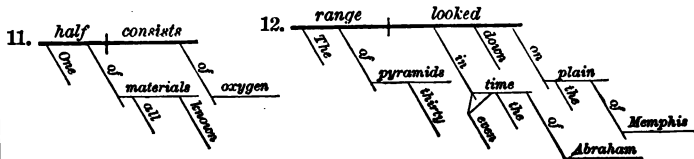
\* See note 5.



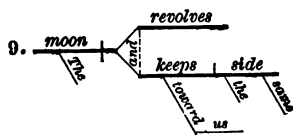
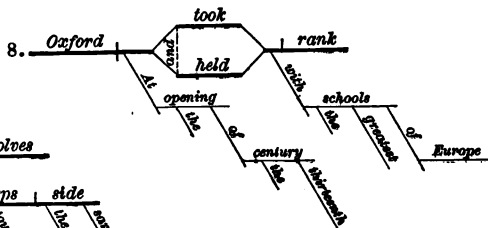
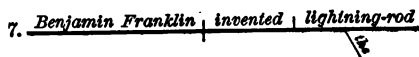
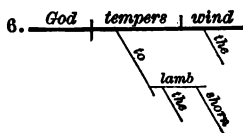
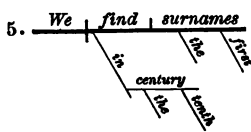
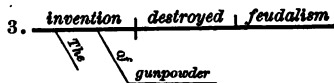
LESSON 25.

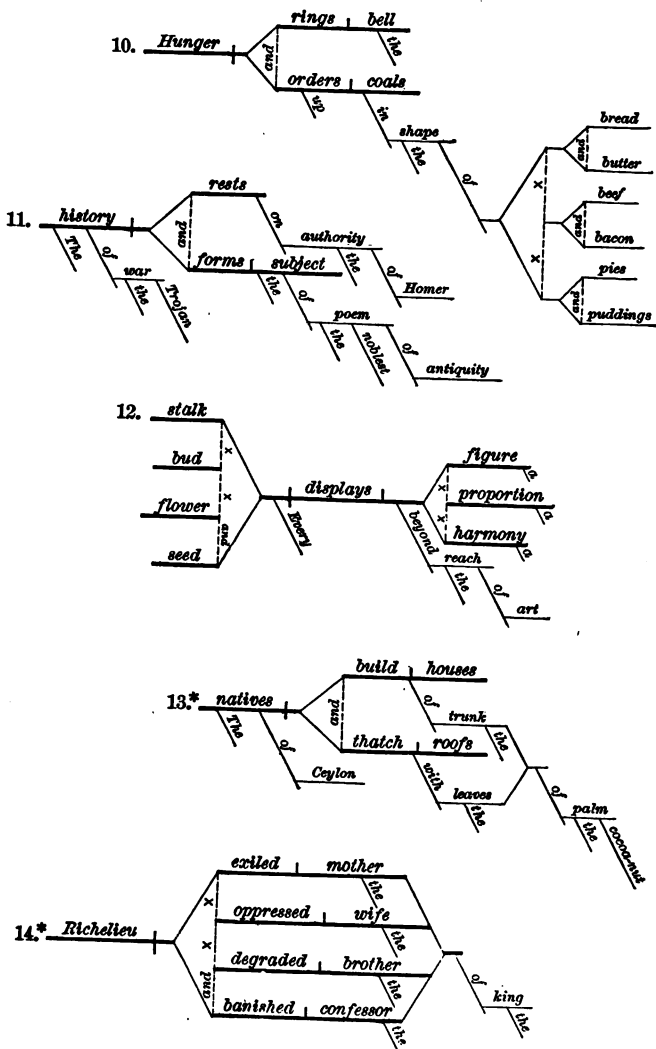


5. act | is colored  
 The | purse | of | average | by | feeling | some | of | knowledge  
or | pleasure  
or | pain
4. Spartan | boasted  
 The | arrogant | with | James | of | Thermopylae  
glorification | la | French like
6. thunder | reverberates  
 The | of | journals | through | climate | over  
 the | great | London
7. cheeks | were scorched  
 The | of | into | red | by | eyes | two | very | little | great  
of | dark | William the Tasty
8. study | goes  
 The | of | science | hand in hand | with | culture | of | imagination  
natural
9. substance | is drenched  
 The | whole | of | winds | through and through | by | baptism | this | in | sea | the  
and | x bathed  
and | x washed  
and | x winnowed  
and | x sifted
10. Arabian Empire | stretched  
 The | and | from | to | Chinese Wall | the  
x | from | Atlantic | the  
from | to | those | of | Indian Ocean | the  
shores | of | Caspian sea | the



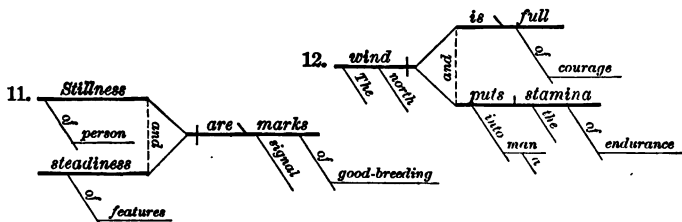
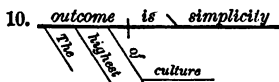
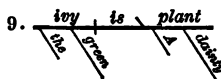
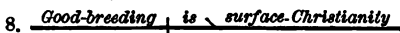
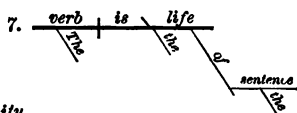
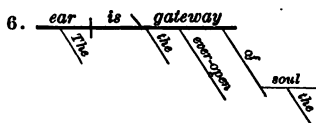
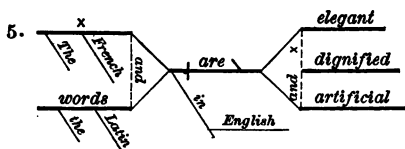
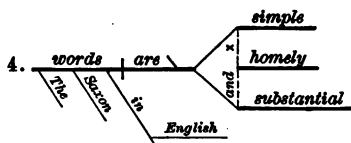
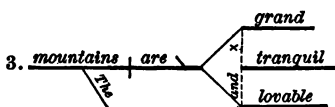
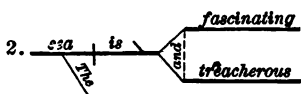
LESSON 28.

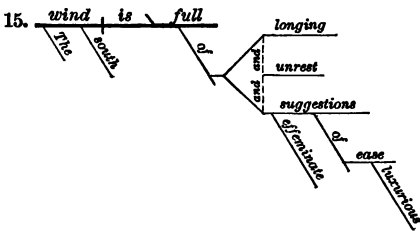
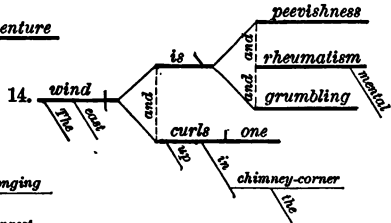
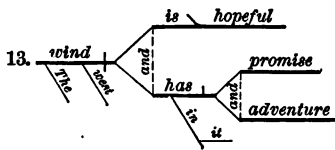




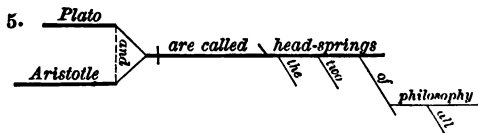
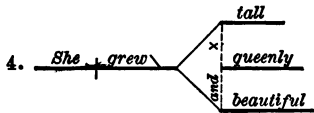
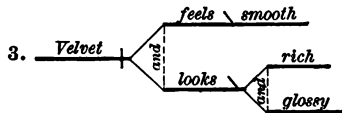
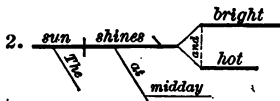
\* See note 4.

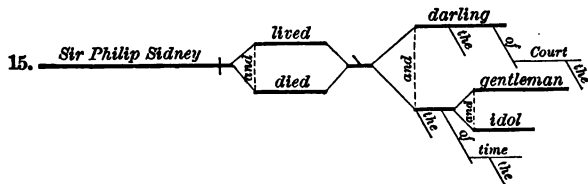
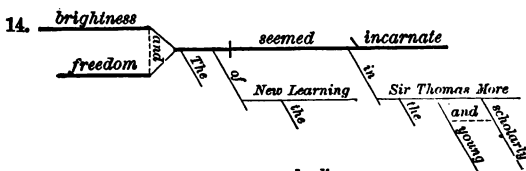
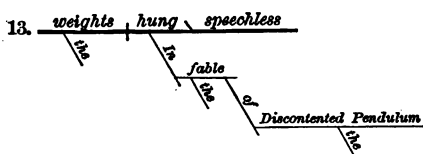
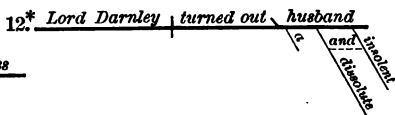
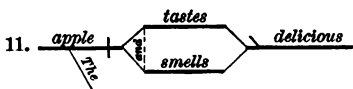
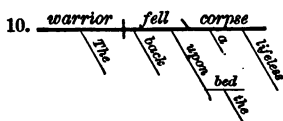
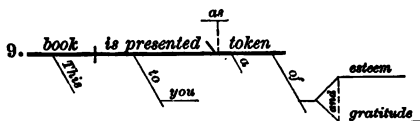
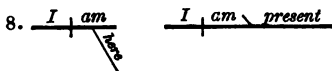
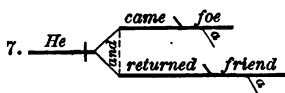
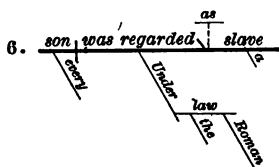
LESSON 29.





LESSON 30.





\* See note 6.



## LESSON 31.

2. one | has called | window | eye  
*Some* | *the* | *or* | *the*
3. Destiny | had made | schoolmaster | Mr. Churchill  
*o*
4. President Hayes | chose | Secretary of State | Hon. Wm. M. Evarts  
*the*
5. James I. | created | Duke of Buckingham | Villiers  
*After* | *break* | *the* | *months*  
*is* | *is* | *the* | *line* | *dical* | *of* | *nobility* | *the* | *English*  
*years* | *sixty*
6. We | should consider | trust | time  
*as* | *is* | *secret*
7. Ophelia | Polontus | thought | insane | Hamlet  
*part* | *really*
8. President | appoint | ministers | men  
*The* | *part* | *to* | *certain*  
*Senate* | *the* | *to* | *courts* | *foreign*

9. Shylock | would have struck | dead | Jessica

*beside*  
*Aim*

10. Custom | renders | blunt  
callous | feelings

11. Socrates | styled | tyranny | beauty

*a*  
*short-lined*

12. Madame de Stael | calls | music | architecture

*from*  
*beautiful*

13. They | named | New York | state

*from*  
*Duke of York*  
*the*

14. Henry the Great | consecrated | as  
ark | Edict of Nantes

*the*  
*word*  
*of*  
*constitution*  
*the*

### LESSON 33.

2. features | are derived

*The*  
*book*  
*of*  
*translation*  
*from*  
*version*  
*Dunbar's*  
*of*  
*Bible*  
*the*

3. St. Paul | (apostle) | was beheaded

*the*  
*is*  
*reign*  
*the*  
*of*  
*Nero*

4. ball | is shot  
 A | ball's | soon

5. tadpole ( pollwog ) | becomes | frog  
 The | or | a

6. brain | is | workshop  
 A | brain's | workshop's

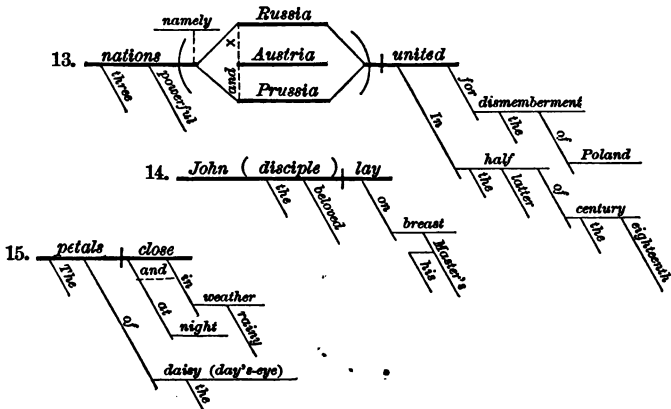
7. Mahomet ( Mohammed ) | was born  
 and | died  
 in year ( 569 )  
 in 632

9. Bees ( each ) | communicate | death  
 to | interlacing | of queen  
 other | rosin | or antenna  
 the

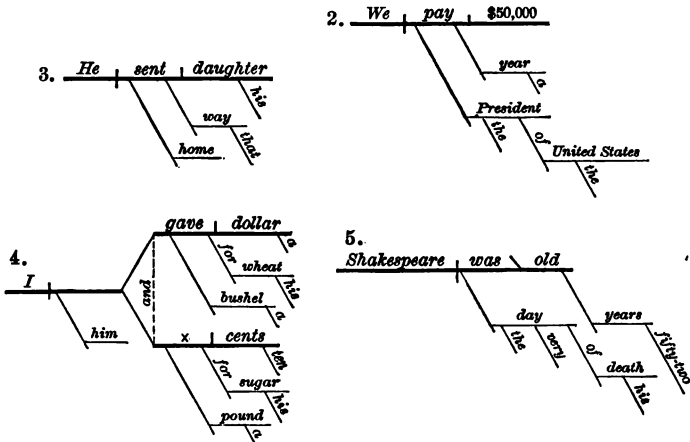
10. lamp | has | wicks ( brain )  
 The | of | life | lamp's  
 and | blood  
 and | breath

11. back-bone | breast-bone | shell | coat | are  
 part | inside | armor  
 The | armor | outside  
 or | body

12. rule | began | ended | in year ( 1653 )  
 Cromwell's ( Fraser's ) | in | 1658



LESSON 35.



6. Serpents | cast | skin  
 ones / year / that
7. Charter Oak | fell  
 The famous of Hartford Aug. 21, 1856 Conn.
- (or) fell  
 31 Aug. 1856
8. land | should yield | bushels  
 Good owner acres / or corn / some five
- 9\* attendants | brought | cup  
 his On water cold bottled Sept. 22, 1856 Sir Philip Sidney the field the fatal of Zutphen
10. He | gave | water  
 magnanimously the soldier / or / giving
11. frog | lives | fish  
 The and breathes weeks several by means of gills
12. Queen Esther | asked | favor  
 King Ahasuerus
13. Aristotle | taught | philosophy  
 Alexander the Great
14. altar | is | worth  
 The pure of ounces dollars or twenty / inches / diameter / in night single
15. Puff-balls | have grown  
 in night single / inches / diameter / in / at
- \*For date see (7), above.

LESSON 37.

2. fat | is | fuel  
*The* | *a* | *body* | *the*  
*laid* | *away* | *for* | *use*

3. marrow | extends  
*The* | *spinal* | *proceeding* | *downward* | *through* | *back-bone* | *the*  
*from* | *brain* | *the*

4. Van Twiller | sat  
*in* | *chair* | *a* | *huge* | *of* | *oak* | *which* | *is* | *made* | *of* | *solid* | *wood* | *the*  
*returning* | *with* | *sports* | *the* | *of* | *amphitheater* | *the*  
*with* | *legions* | *stagnant*

5. Lentulus | had amused | populace  
*the* | *of* | *forest* | *celebrated* | *at* | *Hague* | *the*

6. natives | came  
*The* | *proceeding* | *around*

7. city | lies  
*The* | *sleeping*

8. They | stood  
*terrified*

9. philosopher | sat  
*The* | *devoted* | *to* | *thought*

11. He | kept | me  
*waiting*

13. He | owned | himself  
*created*

14. One | saw | men  
*to* | *one* | *of* | *heating* | *riot* | *a* | *together* | *in* | *mode* | *unusual* | *fat*

15. I | felt | heart  
*beating* | *fast* | *my*

16. You | may imagine | me  
 sitting | alone
17. Saul | found | himself  
 seeing | asses  
 father's  
 his
18. turned | into | king  
 suddenly

## LESSON 38.

- 2\* Portions | may be cut  
 or brain | the  
 of  
 without producing | pain  
 and  
 (or) without producing | pain  
 and
3. Coliseum | was | capable  
 The  
 one  
 or seating | persons  
 many thousands
4. Success | depends  
 generally on acting  
 prudently  
 and  
 skilfully  
 and  
 wisely
5. You | can sympathize  
 not  
 with  
 without having suffered  
 suffering
7. We | should avoid  
 inflicting | feelings  
 the  
 or  
 others

\* See note 7.

8. going | there | will depend  
*the* / *the*

9. reading | about | is | accomplishment  
*good* / *a* / *was*

soon giving | consent  
*his* / *the*

10. cackling | saved | Rome  
*The* / *of* / *geese*

11. campaign | was | such  
*the* / *exciting* / *celebrated* / *is* / *song* / *a* / *manly* / *long* / *expensive*

12. silencing | is | assumption  
*All* / *of* / *discussion* / *an* / *of* / *infallibility*

13. He | was | a | sinner  
*old* / *hardened* / *frustrated* / *exhausted*

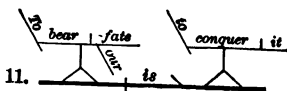
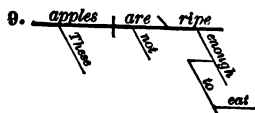
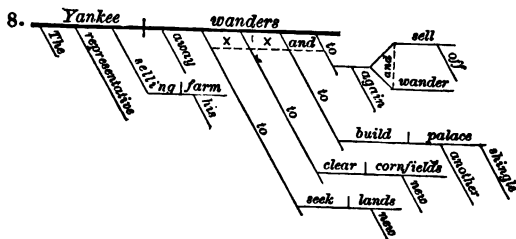
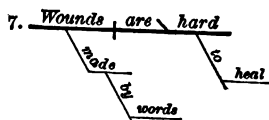
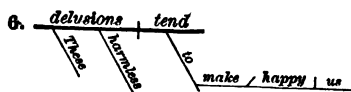
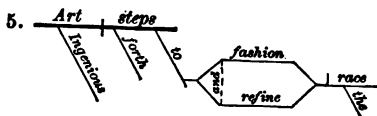
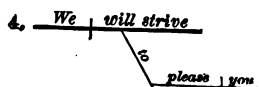
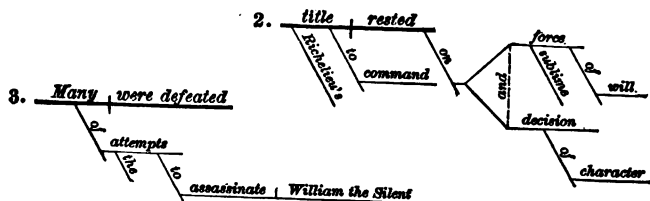
14. bridge | crossing | way  
*The* / *at* / *Ashtabula*

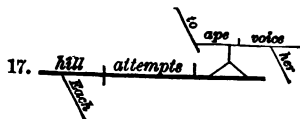
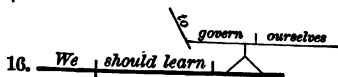
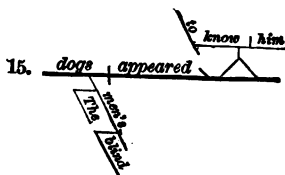
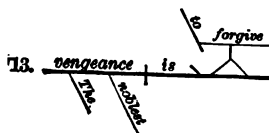
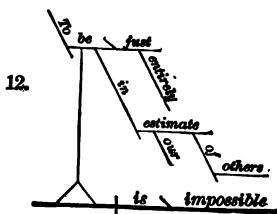
train | fell  
*the* / *into* / *river* / *the*

15. Talking | you | have heard  
*of* / *exercise* / *of* / *course* / *of* / *constitutionals* / *Dickens's*

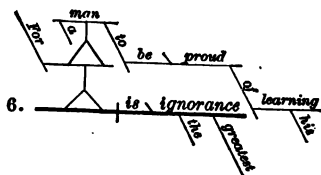
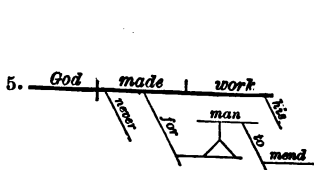
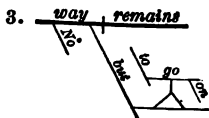
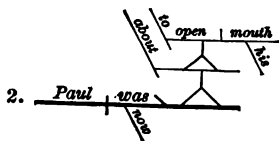


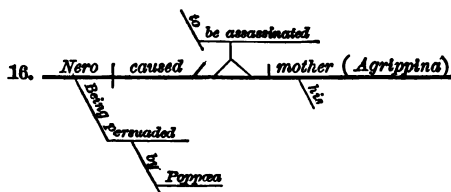
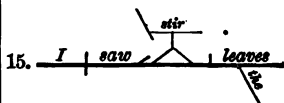
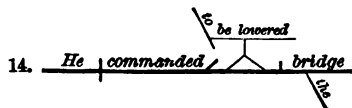
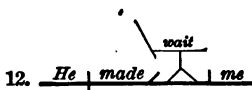
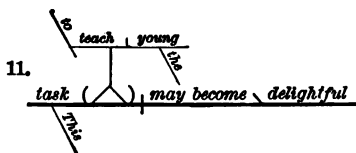
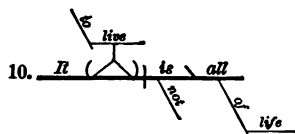
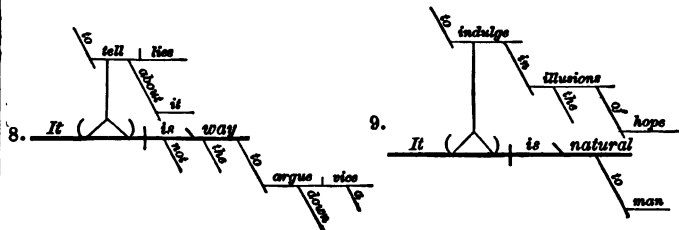
## LESSON 40.





LESSON 41.





LESSON 42.

1. *put* | *it*  
*is* numbers / round  
*debit* | *is* | \$4,000,000,000  
*England's*
2. *object* | *has* | *faces* | *to* *spoke*  
*they* / *several* / *to*
3. *to* *make* / *short* / *story* / *Lord*  
*Marie Antoinette* | *were* *executed*  
*Louis XVI.*
4. *to* *give* | *thanks*  
*into* *Lord* / *the*  
*It* ( ) | *is* *thing* / *a* *good*
5. *We* | *require* | *clothing*  
*to* *protect* | *body* / *the*  
*summer* / *from* *heat* / *the* *at* *even* / *the*
6. *Rip Van Winkle* | *could* *account*  
*not* / *for* *having* *changed* / *anything's* / *to*
7. *sentences* | *is* *difficult*  
*fish* / *not* / *too* / *for* *me* / *to* *analyse*
8. *fog* | *came* / *to* *be* *heard* / *in* *at* / *think* / *keyhole*
9. *Conscience* | *lies* / *to* *be* *condemned*  
*law* / *has* *been* *broken*

10. *that is question*  
 or to be not  
 to be not

11. *I supposed him*  
 to be gentleman

12. *Food is necessity*  
 keeping body the  
 to health to  
 making / warm it  
 repairing / waste it

13. *I will teach trick*  
 you present to  
 being cheated  
 time  
 another

14. *She threatened*  
 to drown herself  
 to throw herself  
 go out or window  
 beyond sea the

15. *council would sit*  
 and smoking /  
 smoking  
 curl smoke the  
 from pipes the  
 to ceiling the  
 lasted the for hours  
 with affairs  
 public

LESSON 44

1. Tom | things | are | shadows  
*The* | *lonely* | *is* | *to*

Why  
this | is | revenge  
*not*

2. intellects  
*one story* | *x* | *There*  
intellects | are  
*two story* | *and*  
intellects | with | sky-lights  
*three story*

Well  
this | is | forest  
*the* | *of* | *Arden*

hurry | ing  
*and* | *to*  
Ah | was | and | there  
*them*

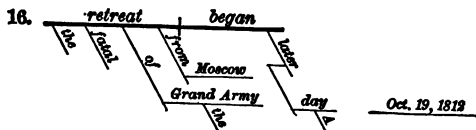
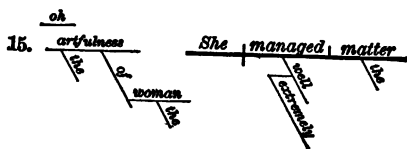
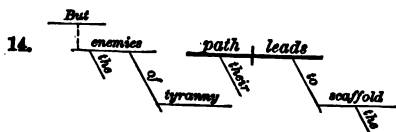
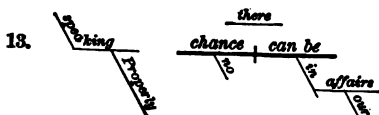
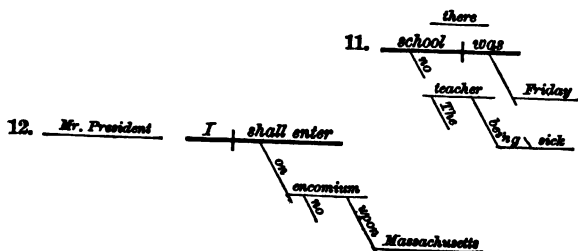
Now | there  
pool | is  
*at* | *the* | *sheep-market*  
*Jerusalem*

4. all | is | lost  
*Hope* | *lost*

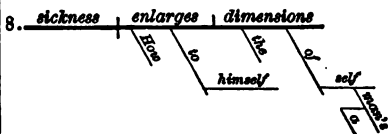
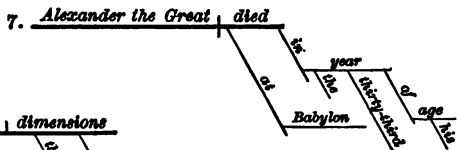
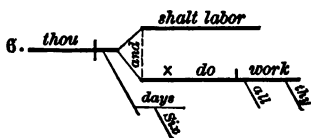
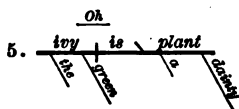
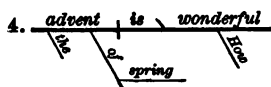
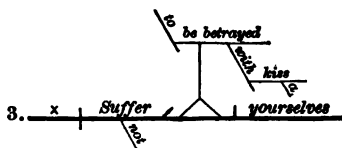
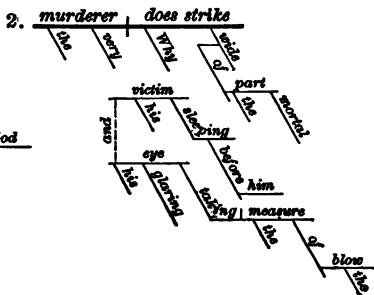
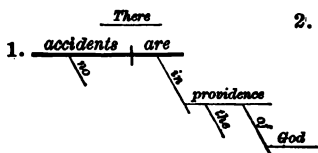
9. To | speak  
*bluish*  
habits | are | enemies  
*your* | *your* | *score*

5. smith  
*The*  
he | is | man | might  
*a*

10. we | shall | arrive  
*accident* | *tomorrow*  
*to* | *occurring*



LESSON 46.





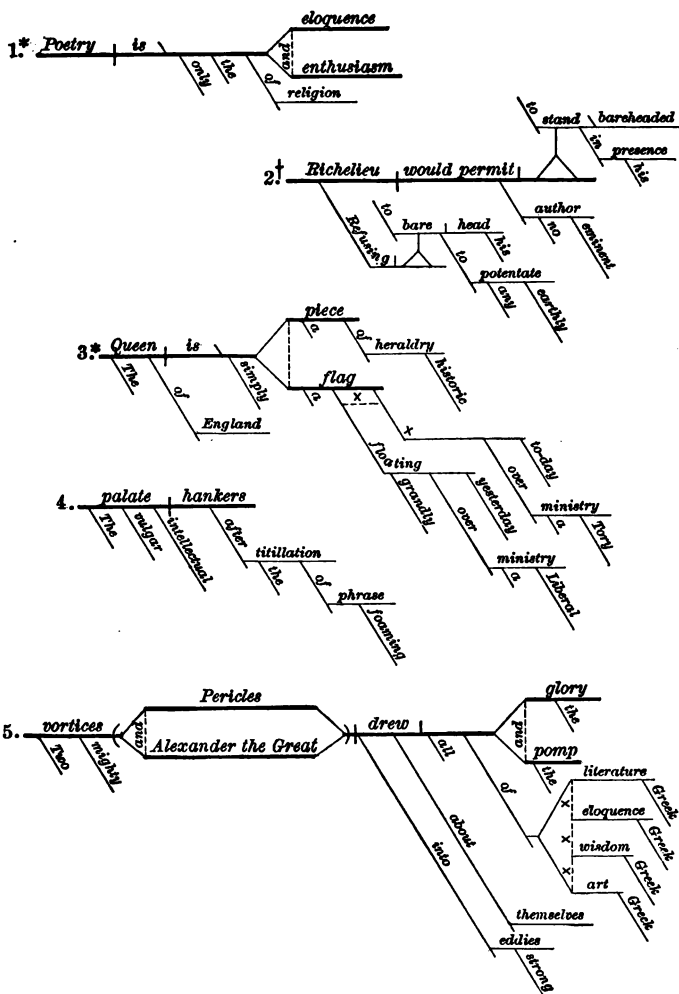
9. Thou | shall take | name  
 not | in | the  
 vain | Lord (God) | in vain  
 the | the | thy
- (or) shall take  
 in vain
10. x | Lend | ears  
 me | your
11. planet (Saturn) | has | rings  
 the | that | brilliant

12. power | shall blanch | snow  
 that | the | called  
 of character

14. snow | was | beautiful  
 the | How
- falling  
 long | long | on  
 day | night | roofs | the | of | dead | the  
 all | all | the | living | the
13. laws | are | thoughts  
 the | of nature | the | God

15. Who | carried | flag  
 in | into | your | chop | the | of  
 the | days | the | den | his | British Channel  
 darkest | of | and | in | the | the | the | the | the | the | the | the | the  
 Revolution | Car | woke | echoes | thunders | the | of | hills | Alton's  
 of | the | the | the | the | of | cannon | old  
 our | the | the | the | the | of | triumph | his

LESSON 47.

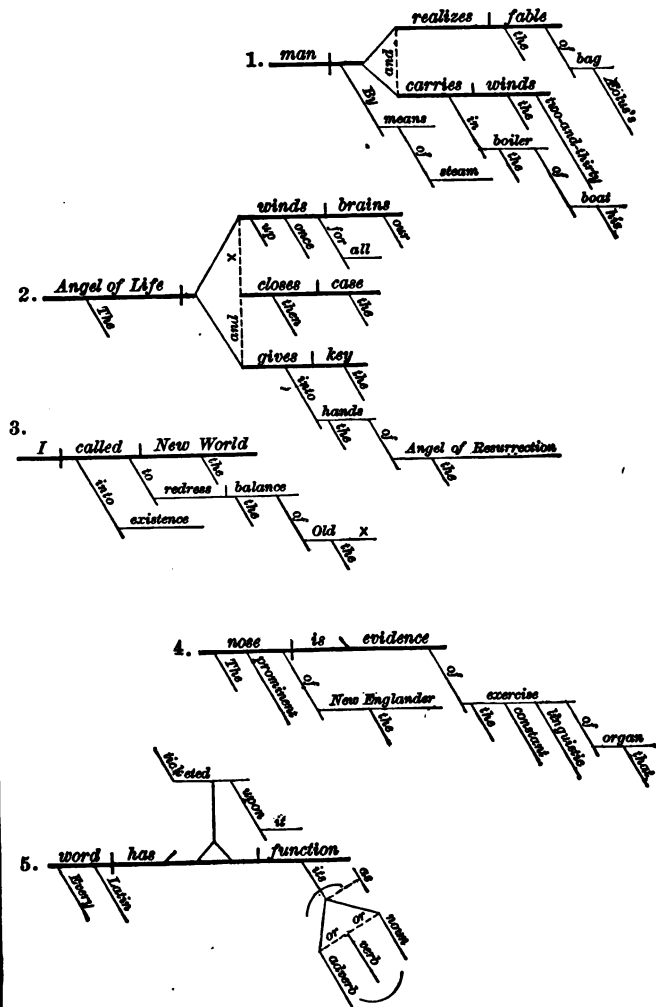


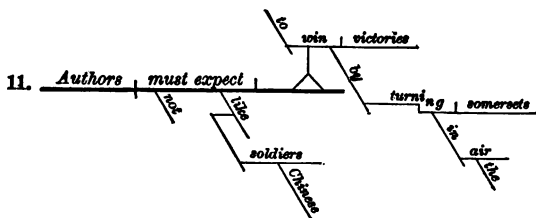
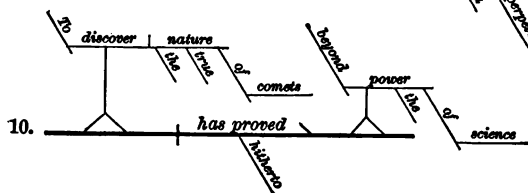
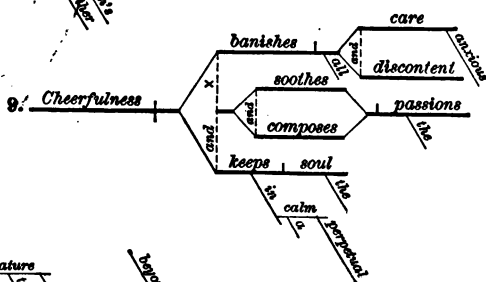
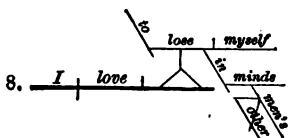
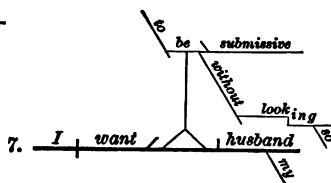
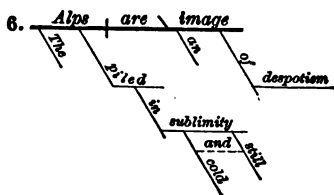
\* See note 8.

† See note 8.



LESSON 48.





LESSON 59.

2. lever | is | printing-press

which | moves | world  
*The* *the*  
*a* *mind*

3. Wine | makes | face

blush | for | habits  
his | of | him  
who | drinks | it  
*the* *the* *to* *across*

4. Photography | is | art

to | look | like  
genius | of | mediocrity  
which | enables | common-places  
*the* *the* *to* *the*

5. Louis XIV. | signed | ordinance

in | 1685  
that | revoked | Edict of Nantes  
*the* *the*

6. colonies | were | wielded

by | measures  
Samuel Adams | framed | which  
*The* *the* *the* *the*

7. guilt | rests

with | John Hawkins  
slave-trade  
which | sprang  
out of | traffice  
with | Guinea  
*The* *a* *the* *the* *the* *the*

9. spirit | is | matter  
 The | the | which  
we | act  
 to

10. It | was | book  
 the | some  
I | referred  
 to that

11. She | was | blind  
I | spoke  
 to that

12. Grouchy | did | arrive  
 not | at time  
 the  
Napoleon | needed | him  
 most | that

13. Attention | is | stuff  
 the  
memory | is | made  
 e | that

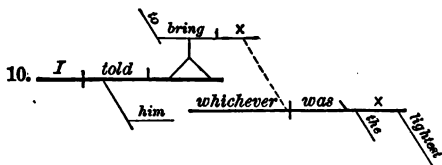
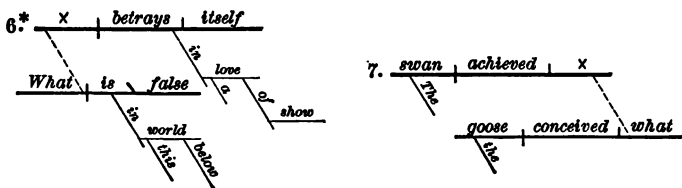
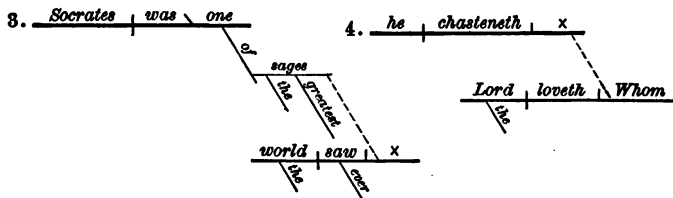
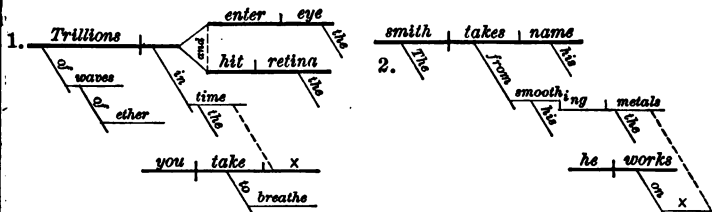
14. It | is | you  
I | speak  
 to that

15. It | was | me = I  
he | received | information  
 from | the  
 that

16. Islands | are | tops  
 the | of  
 mountains  
base | is  
 whose | in bed  
 the | of ocean  
 the

17. man | is | Unhappy  
 the  
mother | does | make | interesting | mothers  
 whose | not | all

LESSON 60.



\*See note 9.



11. x | is | despotism  
 Whatever | crushes | individuality

13. He | raised | maid  
 from | where | knelt  
 she

14. Youth | is | time  
 seeds | are sown  
 the | or | character

15. Shylock | would give | reason  
 duke | no | why  
 he | followed | suit

x | Mark | simplicity  
 the | of | law  
 the | of | operations  
 the | of | universe

18.

the | of | operations | are conducted  
 the | of | universe

he | followed | suit  
 against | a | being  
 Antonio

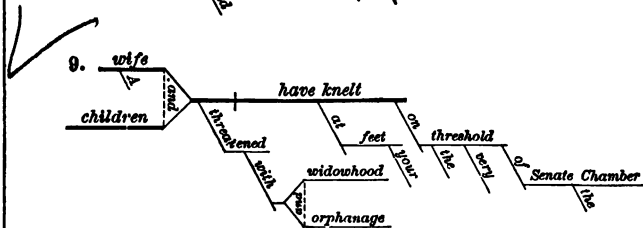
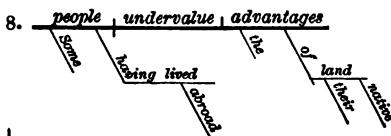
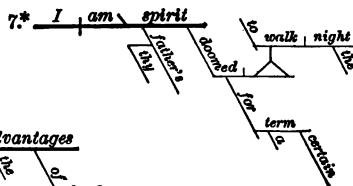
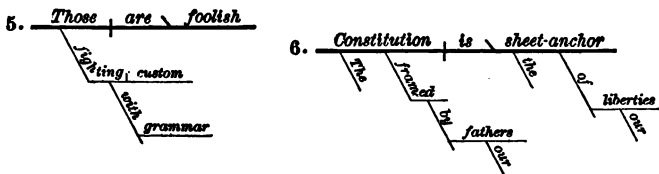
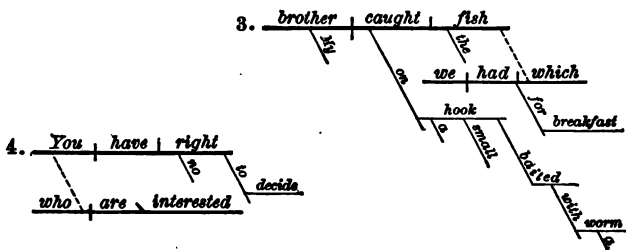
## LESSON 62.

1. Knights of the Round Table | flourished

2. Solomon | was | son  
 who | built | Temple  
 the | of | David

who | ruled | with | chief | their  
 is | exploits | chieftains

is | reign | of | King Arthur  
 the



\* See note 8.

## LESSON 63.

4. Cato | spent | night  
 before | in | the  
 reading | Plato's Immortality

he | durst give | stroke  
 the | last  
 himself

2. Europe | was  
 while | at war  
Louis XIV. | reigned

5. year | is  
 Mont | a | in | grave | since  
 his  
 I | crossed | wave  
 the | restless

6. Blucher | arrived  
 on | Wellington | was meeting | onslaught  
 field | the | last | of  
 the | Waterloo | Napoleon

7. freedom | is  
 there  
 where  
snow | falls  
 the

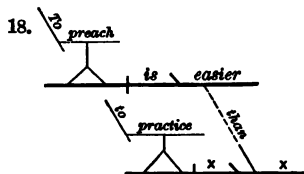
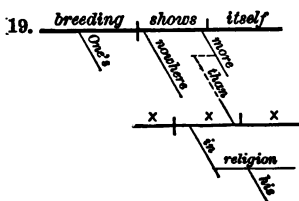
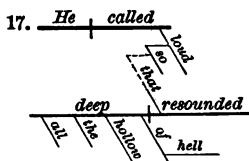
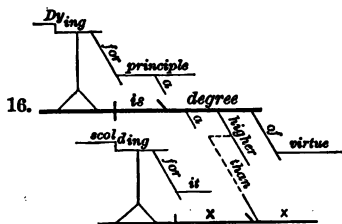
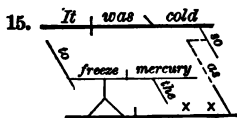
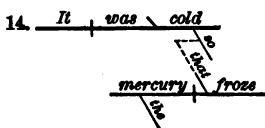
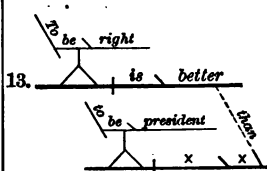
8. Pope | skimmed | cream  
 wherever | the | of  
 he | could find | it  
 sense  
 food  
 expression

9. wind | bloweth  
 The  
 where  
 it | bloweth

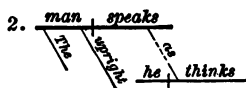
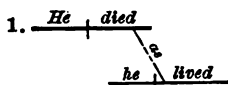
10. Washington | was | good  
 he | was | great

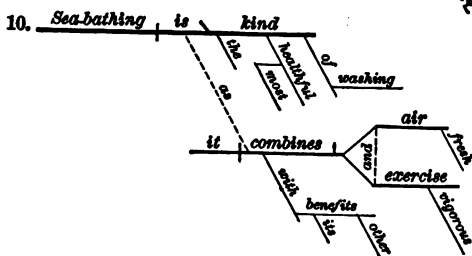
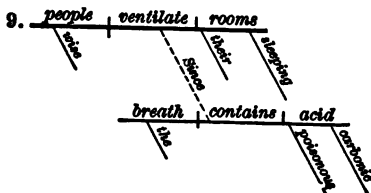
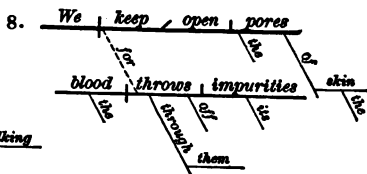
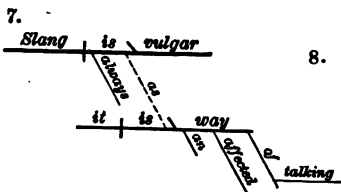
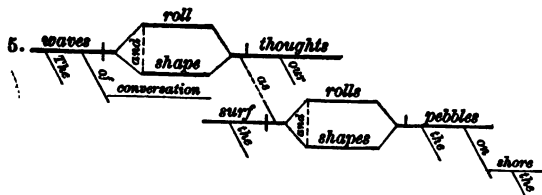
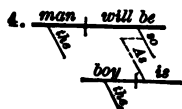
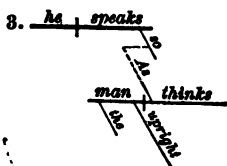
11. he | became | humbler  
 the  
 he | grew | wiser

\*See note 10.



## LESSON 64.





12. God was angry  
 for with children  
he overthrew them  
 in wilderness

11. Wheat is <sup>x</sup>  
 because the  
bread is made  
 from the  
flour  
 of grains  
 the most  
 valuable

14. It rained  
 because the  
ground is wet  
 the night  
 had the  
 morning

13. Tobacco  
 are the  
potato  
products  
 since the  
Raleigh found them  
 here Americans

15. We (Americans)  
 ( all ) must be  
 cuckooes  
 for we build  
 the homes  
 the our  
 nests of  
 the birds  
 other

## LESSON 65.

1. heat is evolved  
 enough to produce  
 combustion it  
air is compressed  
 the quickly

2. <sup>x</sup> use prose  
 always Unless  
thought packs  
 four and  
 the weight  
 in verses

3. you have image  
 you have image  
 speaker a skill  
 listener a fourth after him  
 you saw crowd  
 with a king-bird  
 after him

4. harbors  
 the the  
 rivers the  
 would be blocked  
 of p of up  
 Britain with for part  
 it Were ice great a year the  
 not for waters the warm a Gulf Stream the

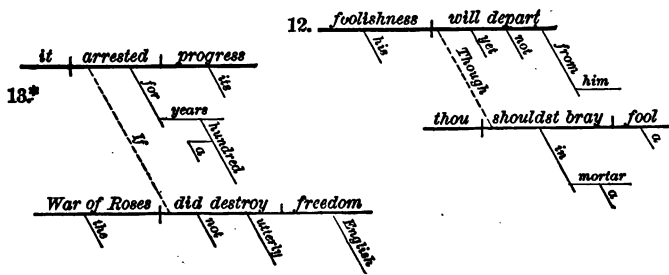
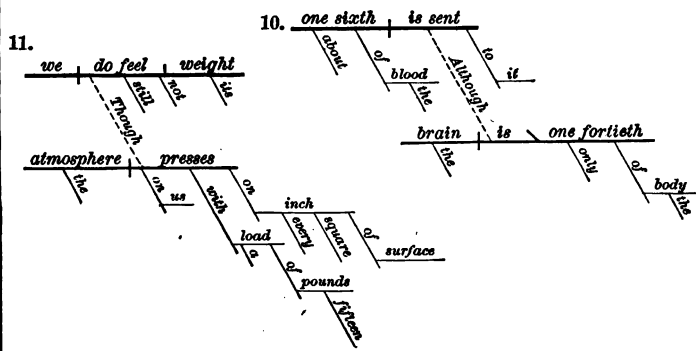
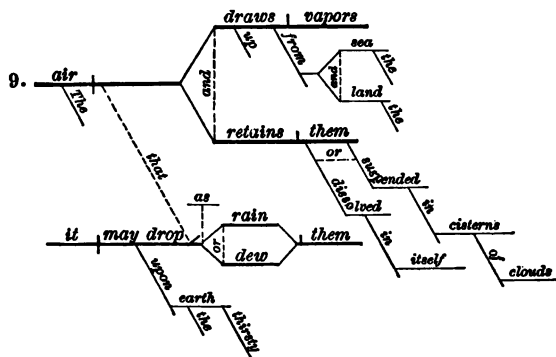
5. fat is thrown  
 the a body the into to keep furnace the  
 grate in play  
 calls Should be neglected  
 the a hunger

6. Language was given  
 us that  
 we (each) might say things  
 to other pleasant

7. Spiders have eyes  
 over all heads their in order that  
 they may see

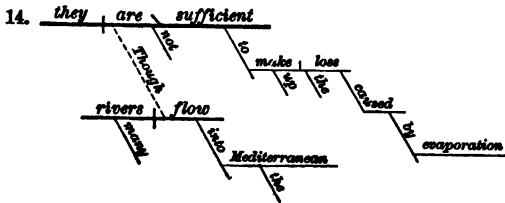
8\* ship-canal was dug  
 the across Isthmus of Suez the so that  
 vessels need sail to reach Orient the  
 European not around Cape of Good Hope the  
 in at time one  
 directions must

\* See note 10.

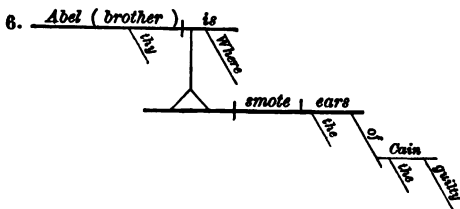
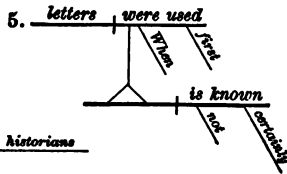
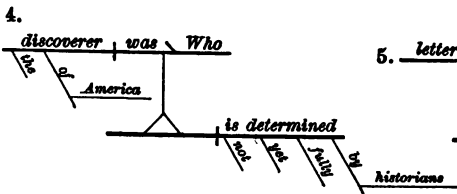
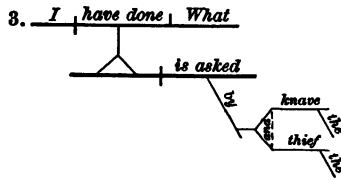
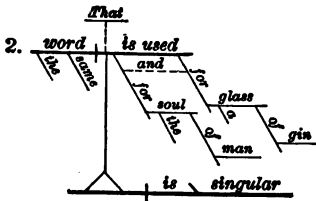


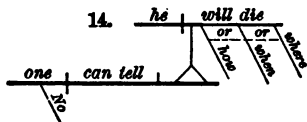
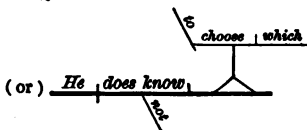
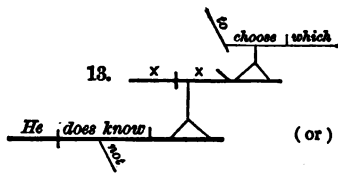
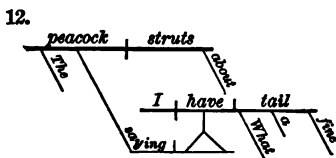
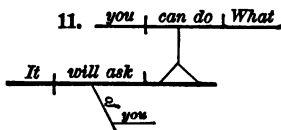
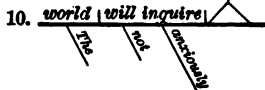
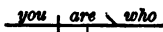
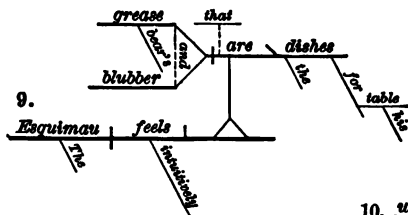
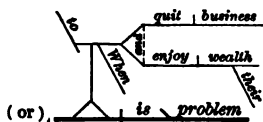
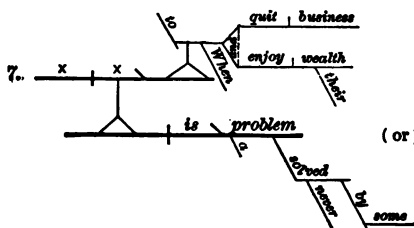
\*See note 11.

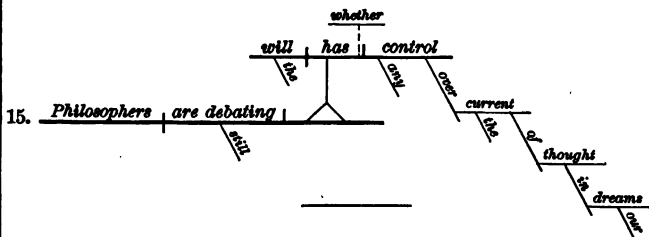




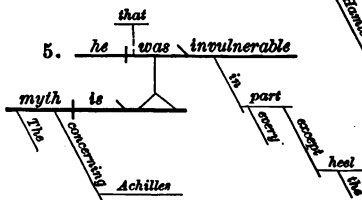
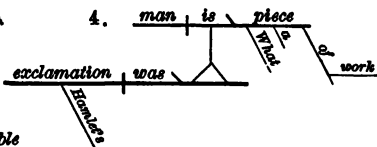
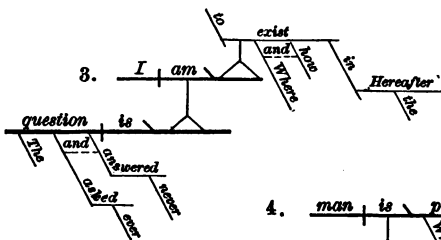
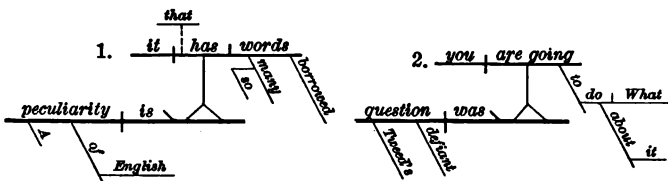
LESSON 71.

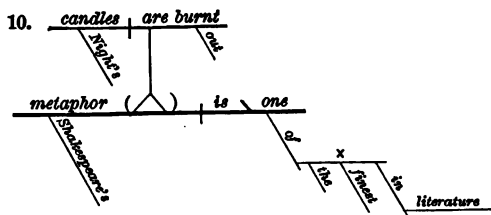
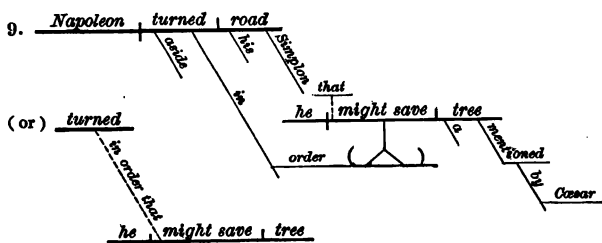
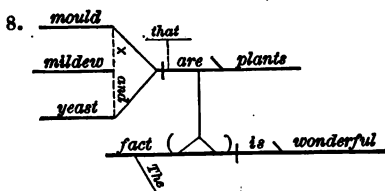
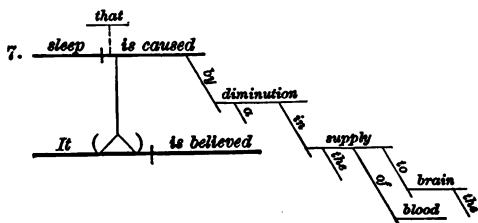


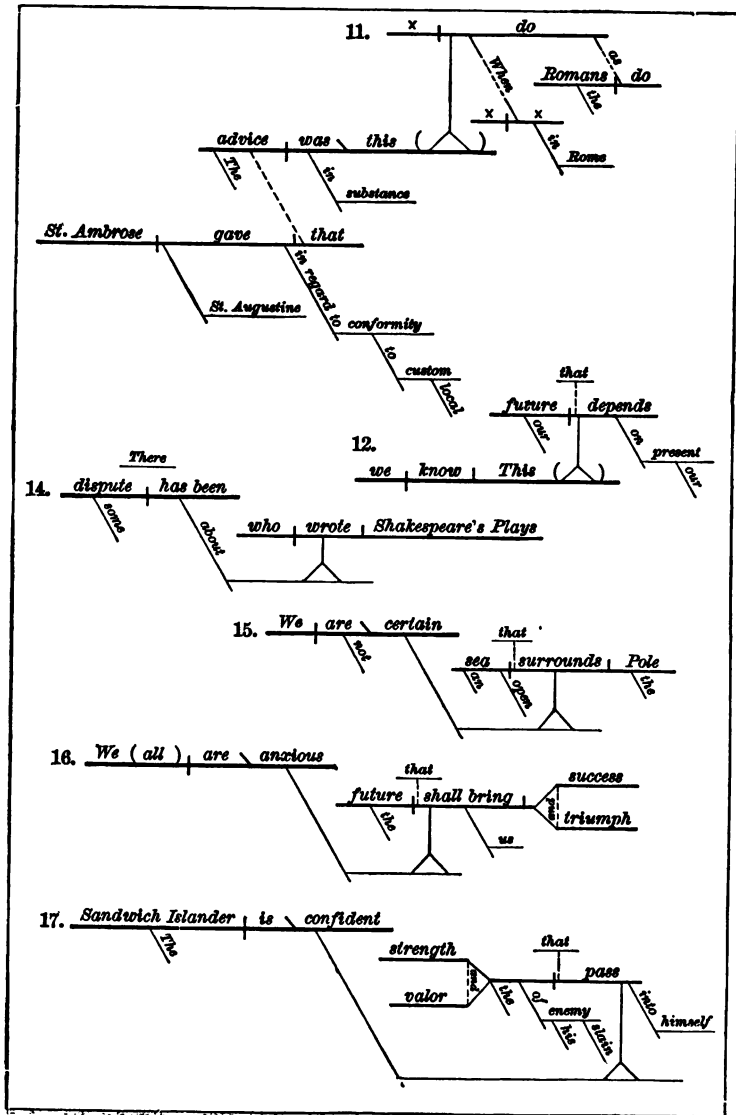




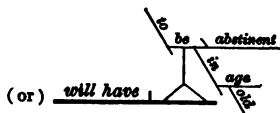
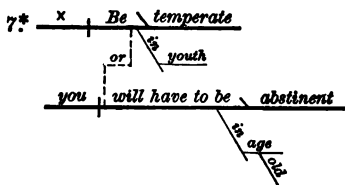
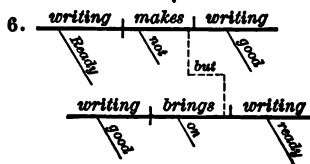
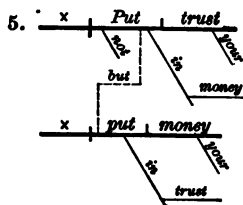
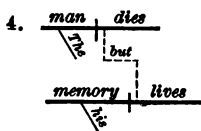
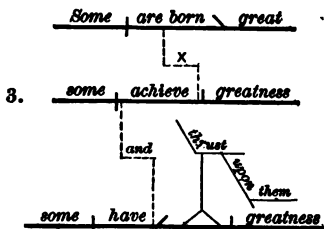
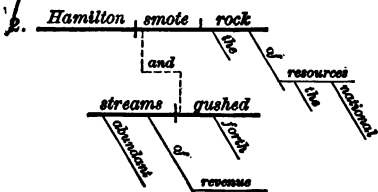
## LESSON 72.



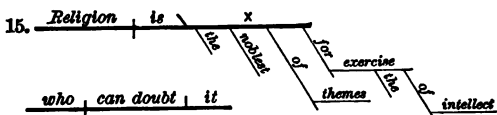
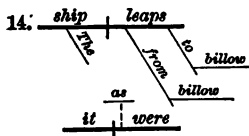
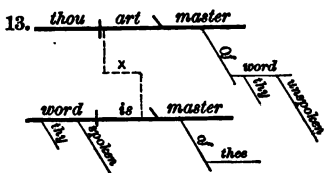
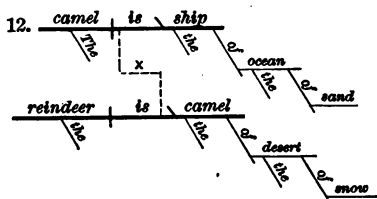
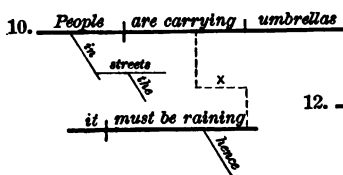
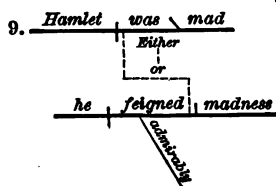
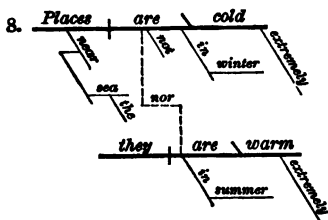


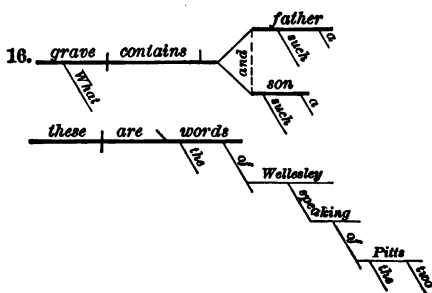


LESSON 76.

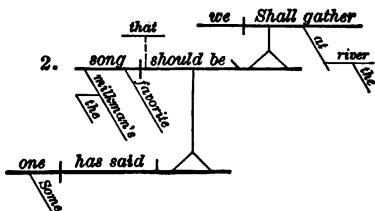
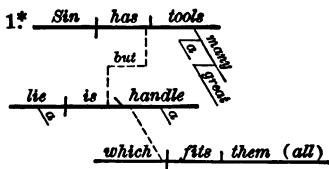


\* See note 10.



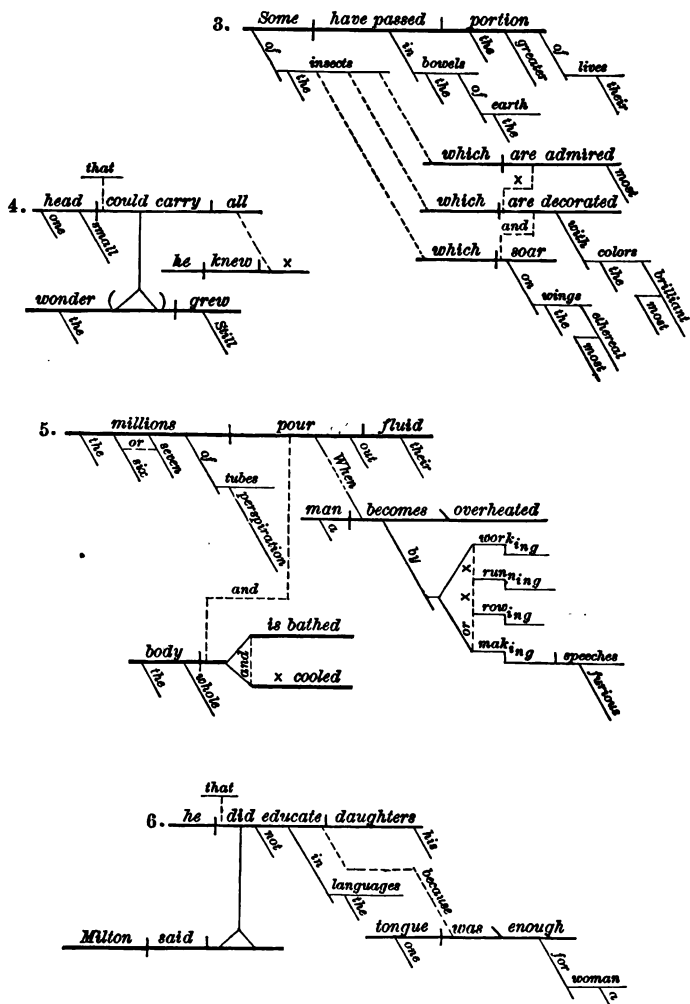


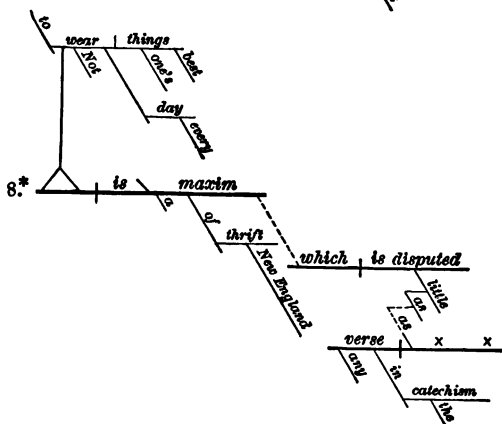
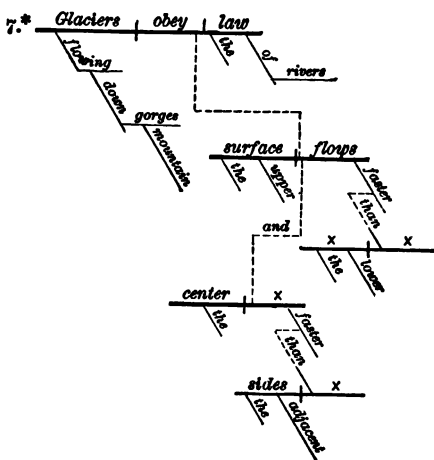
## LESSON 78.



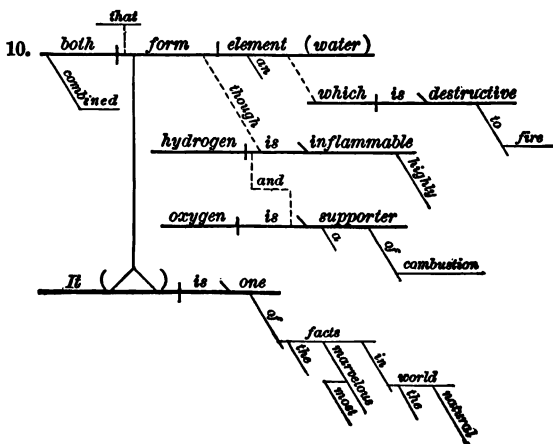
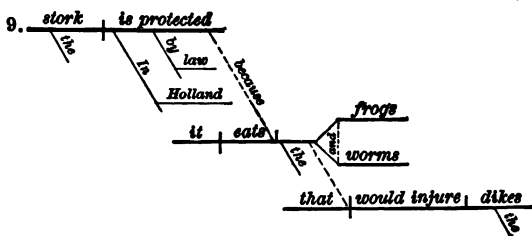
\*See note 11.

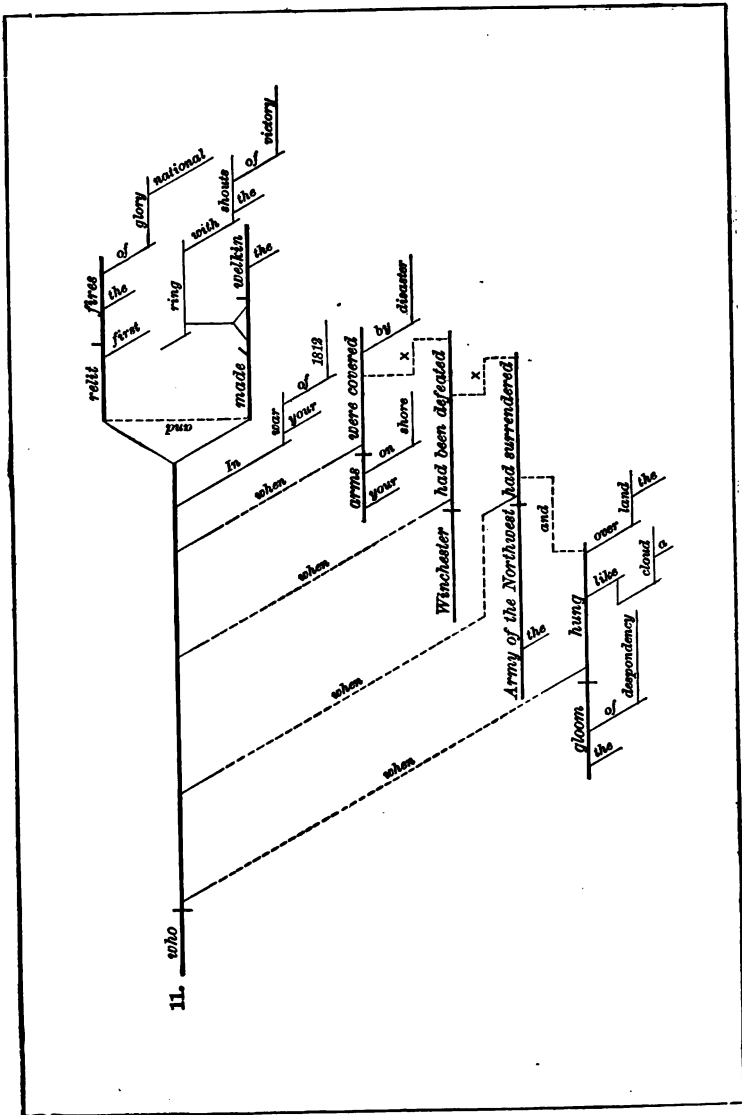




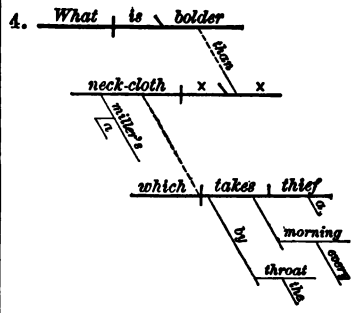
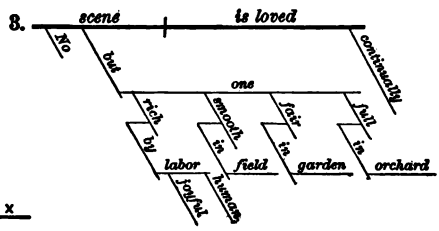
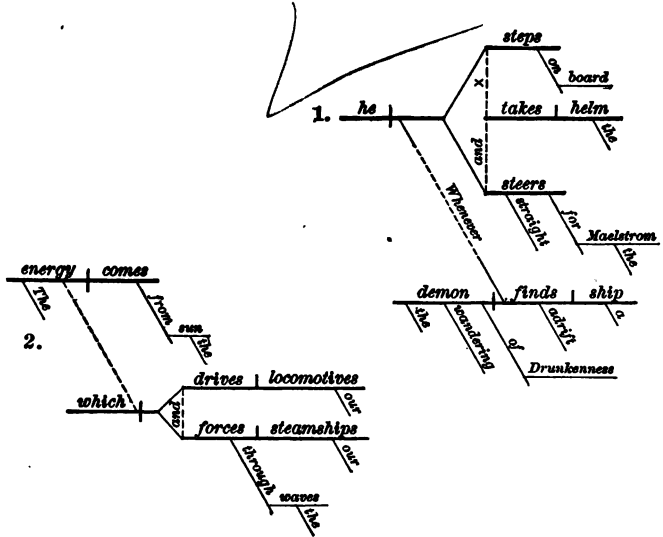


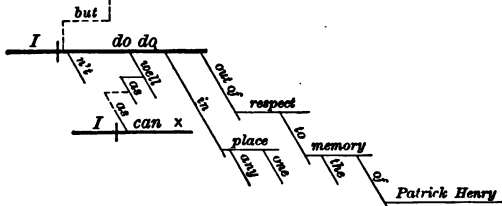
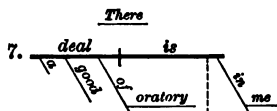
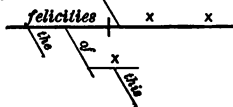
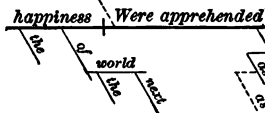
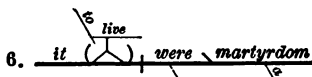
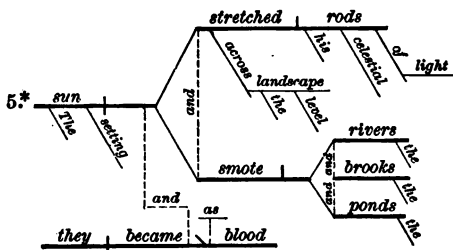
\* See note 12.



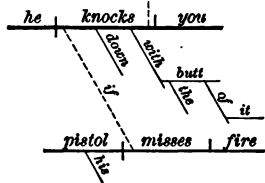
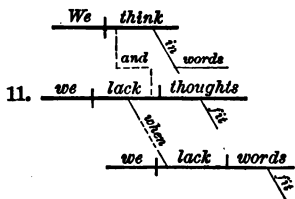
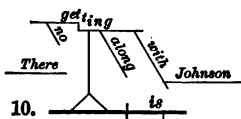
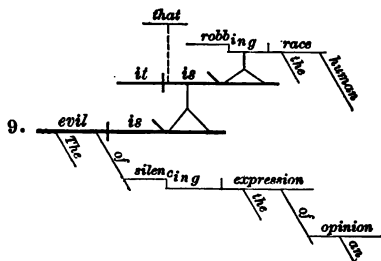
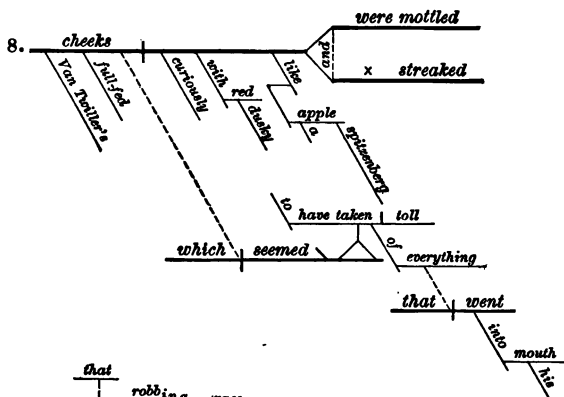


LESSON 80.





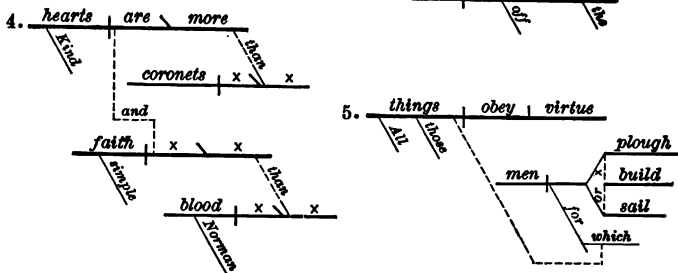
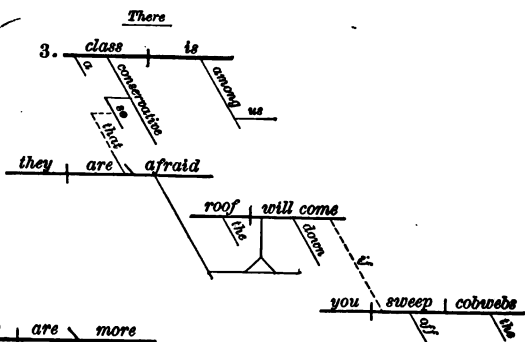
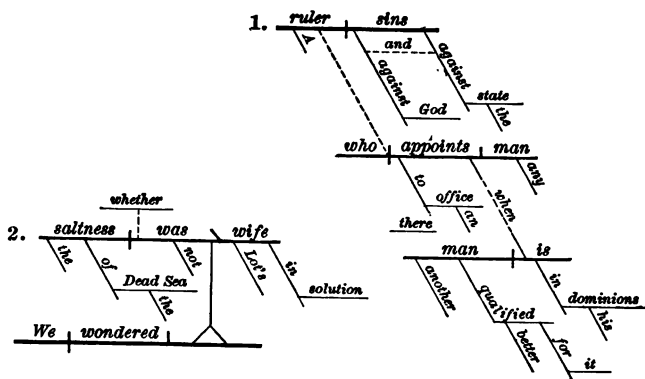
\*See note 18.

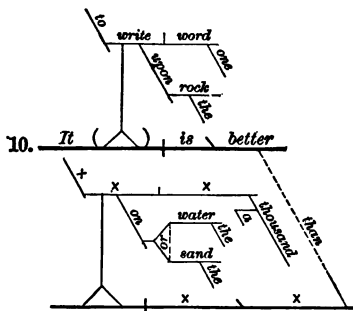
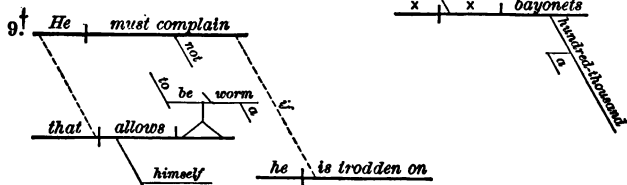
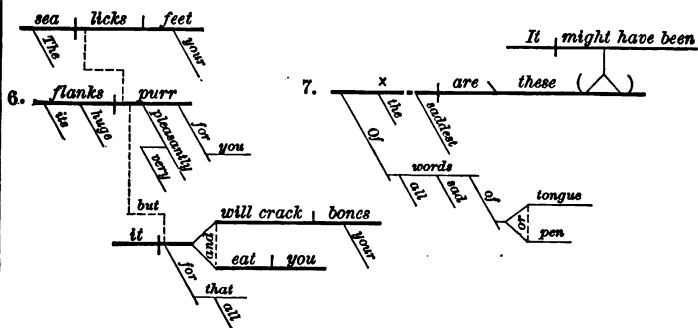






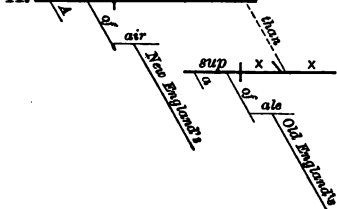
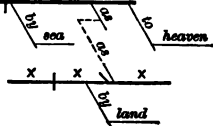
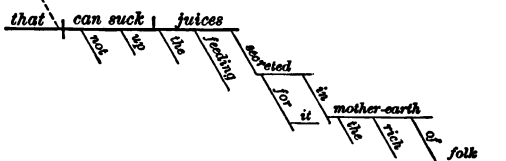
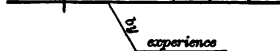
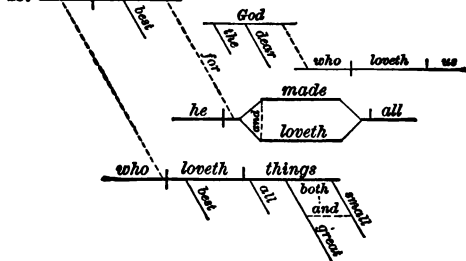
## LESSON 81.





\* See note 12.

† See note 3.

11. breath | is | better12. We | are | near13. language | can bring | back14. x | Commend | meills | are | whatwrong | is | whatwho | has learned15. He | prayeth

LESSON 85.

1. x steals trash  
 Who steals purse

6. they make mad x  
 gods would destroy Whom

2. I (myself) know  
 who stole purse

7. What was said  
 and  
 who said it

3. They knew  
 house was robbed

8. honor belongs  
 It ( ) is known

4. He heard x  
 what was said

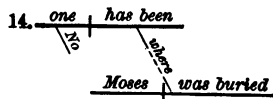
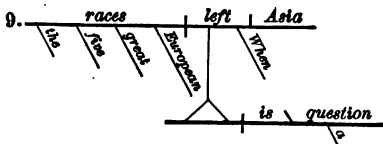
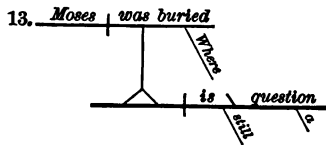
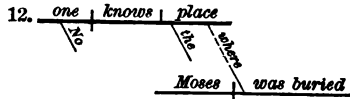
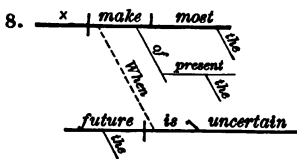
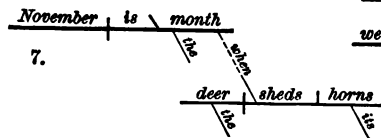
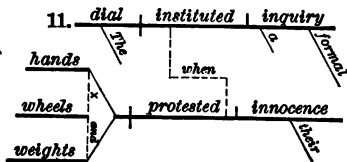
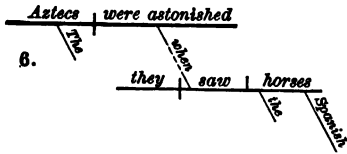
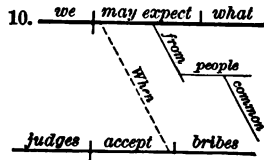
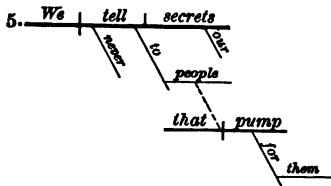
9. She saw one  
 but  
 she can tell which

5. You have guessed  
 which belongs to me

10. x must be done  
 Whatever is done







15. Napoleon | was | genius

while  
Wellington | was | man  
talents

16. body | is rebuilt

while  
we | sleep

17. he | was | king | had

while  
Charles I. | had | traits  
money | excellent

LESSON 106.

1. Caesar | put | crown | profaned  
| | | |  
| | | |  
| | | |  
| | | |  
| | | |

he | would have had | it  
| | | |  
| | | |

2. it | becomes | carnage

if  
you | take | from  

3. he | must flee

because  
crime | has been discovered  
| | | |  
| | | |

4. you | will die

then  
you | eat



5. x | get | wisdom

wisdom | is | thing  
*Since* / *the* / *Principal*

6. they | would go

they | x | kiss | wounds  
*and* / *I* / *Cesar's* / *dead*

commons | could hear | testament  
*the* / *but* / *this*

7. Men | are carrying | umbrellas

it | is raining  
*because*

8. x | look

we | have | sons  
*to* / *see* / *dis* / *them* / *in* /  *brawl* / *next* /  *fierce* /  *brass*

9. traitor | lives

Senate | knows | this  
*the* / *and* / *the* / Council | sees | it  
*through*

10. Washington | is | rebel

you | take | grandeur  
*instead of* / *the* / *purest* / *of* / *patriots* / *the* / *of* / *cause* / *his*

11. diamond | is | gem

which | is | carbon  
*The* / *a* / *sparkling* / *pure*

12. it | can be | worse

we | should fall  
*though* / *for* / *us*

13. England | would have been

Plantagenets | had succeeded  
*there* / *can* / *if* / *never* / *the* / *in* / *France*

14. I | could do | more  
 though | for | him | no  
 he | were | brother | not

15. I | could gratify | reader  
 though | not | the  
 I | were | disposed | so

16\* more frigates | would be found | written | on | heart | not  
 If  
 I | were | to die | moment | this  
 [Admiral Nelson]

## LESSON 109.

1. He | did | nothing  
 but | laugh

3. love | equals | x  
 find | mother's | a

2. that  
 crystal | is | ice  
 frozen | hard  
 so | that | can be thawed | not  
 It ( ) | was supposed | once

There  
 4. nobody | is | here  
 but | me

5. arts | were | all  
 the | fine | but | proscribed

\* See note 14.

6. There  
breeze | 's  
a | but | not  
x  
whispers  
of  
name  
the

7. life | is | day | a  
The | longest | but

8\*. What | x  
bee | love | boughs | barren  
the | not | these

9. life | is | long  
That |  
which | answers | end  
it's | great

10. I | x | vessel  
the | leader

11. I | should obey | Whom  
but | thee

12. he | had amassed | fortune  
and | a  
by | industry | by | economy  
What | what

13. I | found | that  
out | ago  
long

14. One | should eat | x  
not | always  
he | likes | what

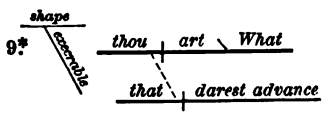
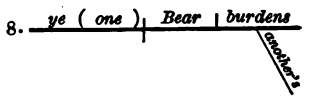
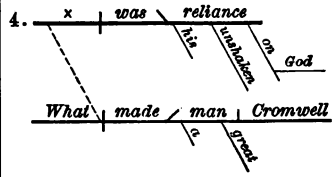
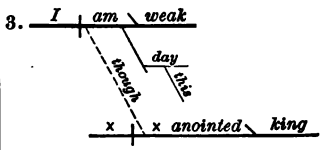
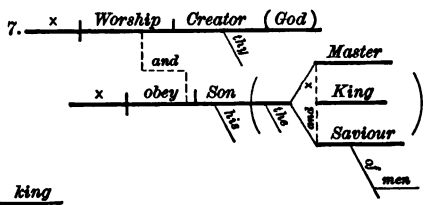
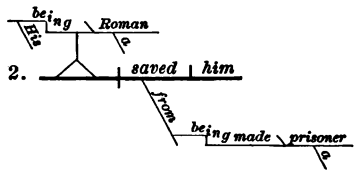
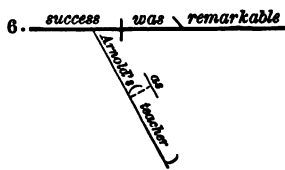
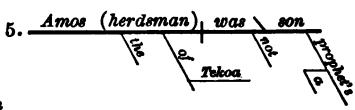
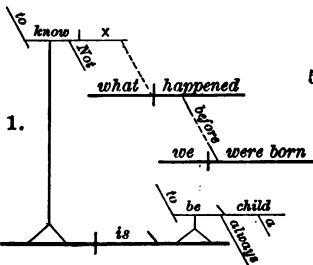
15. There  
hair | 's  
a | white | but | not | on face | your  
x  
x | should have | effect  
it | of | gravity

16. It | was | look  
a |  
that | would have seemed | disdain  
but | for | quiet | it

17. He | came  
to | return  
but

\*See note 15.

LESSON 120.



\* See note 10.

- 0
10. you (hearts) you (man)  
 / *long* / *great* / *of Rome*
11. Everybody acknowledges Shakespeare  
 / *to be* / *the greatest* / *of dramatists*
12. heart could feel joy  
 / *this* / *thou* / *being absent* / *moments*  
thou Think'st
13. forefathers had left naught  
 / *Our* / *great* / *him* / *to* / *but* / *country* / *conquer* / *his*
14. I (myself) will attend  
 / *to it*
15. news puts me  
 / *This* / *of* / *x* / *in* / *flutter* / *all* / *a*  
 / *papers*
16. hand means What  
 / *this* / *upon breast* / *this* / *of* / *x* / *this*

## NOTES.

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1. SENTENCES (11) and (12), Less. 22, as here given, will appear in future editions of Graded Lessons in place of "We both wept" and "We all consented." "Both" and "all" *may* be treated as adjectives belonging to *we*. In Old English they were adjectives in form, and were allowed to precede the pronoun; as, "*all we*," "*both we*." But many teachers prefer to treat these words, when they follow pronouns, as appositives, or explanatory modifiers. Since explanatory modifiers appear later in our book, we prefer to change these sentences, to avoid confusion in teaching. We also drop *all*, Less. 25 (5) and Less. 28 (1).

2. A prepositional phrase is sometimes so used that it may be referred to either of two words without materially changing the sense. In such cases the diagrams here given express only *our* interpretation. Often, when the two words in question are a verb and its complement, the phrase may be joined to the verb, not as belonging to the verb alone or in its widest sense, but as modifying the verb after it has received its complement. See Graded Less. 45 (8, 9), 46 (4), 49 (4), 53 (5), etc.; Higher Less. 28 (8), 30 (14), 31 (9), 40 (12), 60 (6), 71 (15), 72 (5), 78 (5), etc.

3. The analysis of "bade (= bidden) to stay" (G. Less. 56 (12)), and "doomed to walk" (H. Less. 62 (7)) will be better understood after examining the active forms "He bade the soldier stay," "Richelieu would permit no eminent author to stand bareheaded" (H. Less. 47 (2)), "I told him to bring" (H. Less. 60 (10)), "that allows himself to be a worm" (H. Less. 81 (9)).

When a verb of petitioning, commanding, or permitting is followed by a noun or pronoun and an infinitive, the infinitive may be treated as object comp. naming the thing commanded or permitted, and the noun or pronoun as indirect object naming the one to whom the command or permit is given. When these expressions are made passive, the infinitive may be subject, the indirect object being retained after

the verb; as, "To stand bareheaded was permitted to no eminent author;" or the indirect object may be made the subject and the infinitive retained after the verb as object comp.; as, "No eminent author was permitted to stand" (see H. Less. 130). This will explain why the infinitives after the passive participles "bade" and "doomed" may be regarded as objects.

Some teachers prefer to treat "to stay" and "to walk," in the expressions above, as attribute comp., and some would call them adverb modifiers. These positions are not indefensible.

It may be claimed with reason that, in ordinary analysis and parsing, the distinction between such constructions as "He told me to go," and "He made me go," is too nice to be preserved; that it is sometimes extremely difficult to tell just where one construction shades off into the other; and that, although "He told me to go" is contracted from "He told me that I should go," "me" has come to be thought of as the assumed subject of "go."

What occurs in inflected languages, when "He told me that I should go" is abridged, is, apparently, (1) the thing told not being represented by a plain substantive, the name of the person told takes its place in thought as the direct object, and has the accusative ending; (2) the subject of "go," being the same word as the object of "told," is not repeated, and so the infinitive is attracted to the preceding pronoun.

Notice that, in "Suffer not yourselves to be betrayed" (H. Less. 46 (3)), the infinitive is passive, and that "yourselves," representing the persons betrayed, is its assumed subject and not a dative object of "suffer." Compare "Suffer not any one to betray you."

4. When one term stands in the same relation to two or more other terms, its diagram may be repeated with initial letters, as in G. Less. 100 (14). No  $\times$  being here used, the diagram does not represent the phrase as "understood" with the second term. The teacher may prefer this device to the forms given in the diagrams H. Less. 28 (13).

5. In future editions of H. Less., example 4, p. 51, will be omitted from the Direction in Lesson 22. The term introduced by "or" is, in form, co-ordinate with the preceding term, but logically it is explanatory. The construction will be better understood after explanatory modifiers have been treated.

6. In thought, "out" here unites with "turned," helping to express the verb notion; but, as it does not unite in form, it may, if the teacher prefers, be treated as a separate adverb. See also G. Less. 100 (15) and others.

7. The diagram of "producing pain" and of similar phrases (H. Less. 38 (1)—(5)) may, if the teacher prefers, be placed on a support; but the form here used is simpler, and leads to no confusion, as it would if adopted for the subject or the complement phrase.

8. Those that prefer to be guided by the form rather than by the logical force, in disposing of "only" and "simply" (H. Less. 47 (1), (3)), will join these words to the preceding verbs. For this they can find excellent authority, and perhaps reasons based on the relations of the words. It seems to us that the logical force of "only" and "simply" is carried over to the following nouns, adding to them the idea of exclusion, and making the things named stand, in thought, separate from all other things.

9. Words and phrases adverbial in form and meaning often combine with nouns from the dropping of a participle; as, "the remark *above*," "this world *below*," "the man *in the moon*." The teacher may supply the ellipsis, or not, as he chooses.

10. "Durst give" (H. Less. 63 (4)), "need sail" (H. Less. 65 (8)), "darest advance" (H. Less. 120 (9)), and "ought to go" may be treated as quasi-potential forms. If analyzed, the infinitives "give," "sail," "advance," and "to go" may be regarded as objects—"dared (an act of daring, *i. e.*) to give (= giving)." This object is a development of the cognate object, repeating more specifically the idea of the verb.

"Will have to be" (H. Less. 76 (7)) may be treated as a future tense of the periphrastic potential "have to be." If we analyze this form and give "have" its original meaning, "to be," with accompanying words, is object.

Teachers may prefer other ways of disposing of these terms.

11. In "a hundred" (H. Less. 65 (13)), "a great many" (H. Less. 78 (1)), and similar expressions, "hundred" and "many" are adjectives; yet they seem to have a substantive nature, permitting "a" and "great" to be joined as adjectives.

Some, however, would prefer to treat "a" and "great," in "a great many tools," as adverbs. According to Dr. Murray (Hist. Dict.), this



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expression is analogous to "a few," "a many tools," meaning "some few," "rather many," and "great" is a modern insertion. This would make "great" seem more like "very," a word of emphasis.

12. Degree clauses like those in H. Less. 78 (7), (8); 81 (8), may, if the teacher chooses, be expanded more fully than indicated in our diagrams; as, "faster than the lower surface flows fast," "as little as any verse in the catechism is disputed little." The conjunctive adverbs would then join to "fast" and "little" understood.

13. Teachers may regard our analysis of the last clause of (5) H. Less. 80, as too great a departure from the history of the expression. A different analysis is suggested by the following: "became (came to be in such likeness) as blood (is)."

14. "Admiral Nelson" (H. Less. 106 (16)) is no part of the quoted sentence. It may be omitted from the diagram. See "Brackets," H. Less. 148.

15. The ellipsis in H. Less. 109 (8) may be supplied in different ways—"What *happens* if," etc., "What *matters* if," etc.

## HINTS FOR THE STUDY OF THE EXTRACTS.

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### *Page 148, Higher Lessons.*

THE pupil has now reached a point where he can afford to drop the diagram—its mission for him is fulfilled. To continue its use with the sentences on p. 148 and pp. 269–276, except, perhaps, to outline the relations of clauses or to illustrate some peculiar construction, would be needless, for it would be a mere repetition of forms with which he is already familiar.

Nor are these sentences given for a full and minute analysis. This also would be profitless, and for the same reason. One gains nothing in continuing to do what he already does well enough—progress is not made in climbing the wheel of a treadmill. How often have we wished that the teachers who in our youth doomed us to the endless round of the old-fashioned parsing had understood this!

But while the pupil should be held to some grammatical work upon these sentences, might he not be required also to look at the thought of the author, and to the manner in which it is expressed? Could he not thus be led to take a step or two himself over into the field of literature? If the attempt is made, one condition seems imperative—the pupil should thoroughly understand what the author says. We know no better way to secure this than to exact of him a careful reproduction in his own words of the author's thought. The inferiority, both in matter and in manner, of the pupil's work to the original, will give the skilful teacher the very opportunity he desires.

All that it seems needful for us to do here is to notice some of the difficulties met in analyzing these sentences, to say a few words concerning the rhythm, meter, etc., of the poetical extracts, and to point out some of the qualities of style characteristic of the authors from whom we have quoted,

1. **Extract from Holmes.**—For *let it fall*, see note 3, “Key.”

2. **Extract from Longfellow.**—In the third line read *chirped as they would chirp if*, etc.; *Their . . . be* is a noun clause = the principal word in a prep. phrase; *Knowing* modifies *crows*; and *us* and *day* are used adverbially.

3. **Extract from Whittier.**—*To stem* is subject of *is* understood; *Better* completes (*is*); *than (to) lie . . . by (is good)* is a degree clause modifying *Better*; *Unmindful* completes *lie*; *on . . . strand* modifies *lie*; and *by* is an adverb. The construction of the last sentence is similar to that of the first.

4. **Extract from Lowell.**—*Then* modifies *side*; the time clauses *when . . . crust* and *Ere . . . just* (compound) qualify *Then*; and *Then . . . chooses* and *while (= but) . . . crucified* (complex) are ind. clauses.

The prevailing foot in 1, 2, and 3 is the iambus—the commonest foot in English verse. It is dissyllabic, and takes the rhythm-accent on the second syllable. We select the first line to illustrate it:—

$\overset{\cup}{\text{S}}\overset{\cup}{\text{p}}\overset{\cup}{\text{e}}\overset{\cup}{\text{a}}\overset{\cup}{\text{k}}\overset{\cup}{\text{c}}\overset{\cup}{\text{l}}\overset{\cup}{\text{e}}\overset{\cup}{\text{a}}\overset{\cup}{\text{r}}\overset{\cup}{\text{ |}}\overset{\cup}{\text{l}}\overset{\cup}{\text{y}}\overset{\cup}{\text{ |}}\overset{\cup}{\text{i}}\overset{\cup}{\text{f}}\overset{\cup}{\text{ |}}\overset{\cup}{\text{y}}\overset{\cup}{\text{o}}\overset{\cup}{\text{ |}}\overset{\cup}{\text{s}}\overset{\cup}{\text{p}}\overset{\cup}{\text{e}}\overset{\cup}{\text{a}}\overset{\cup}{\text{k}}\overset{\cup}{\text{ |}}\overset{\cup}{\text{a}}\overset{\cup}{\text{t}}\overset{\cup}{\text{a}}\overset{\cup}{\text{l}}\overset{\cup}{\text{.}}$

The upright marks divide the line into feet, and the oblique, over the horizontal, denote the accented syllables. All the feet in this line are iambic. But *Clamored*, the first foot in the sixth line of 2, is a trochee—a dissyllabic foot accented on the first syllable. *Knowing* in the next line, and *Better* in the first line of 3, and *Better* in the fifth, are also trochees. The third foot of the second line of 2 is an anapæst—a trisyllabic foot accented on the third syllable. It is made up of the second and third syllables of *blossoming* and the first syllable of *orchard—soming or*. The third foot of the sixth line of 2, the fourth foot of the third line of 3, and the fourth foot of the seventh line also are anapæsts. The second foot of the eighth line of 3 is an amphibrach—a trisyllabic foot accented on the second syllable. It is composed of *like* in *godlike* and *power—like power*. The anapæst or the amphibrach may take the place of any foot in iambic verse, but the trochee only of the first iambus in a line. To place it elsewhere would be to bring together two accented feet—a conjunction not allowed.

Extract 4 is trochaic—a rare verse in English. The fifth foot of the second line is a dactyl—a trisyllabic foot accented on the first syllable. It is the word *prosperous*. By running together (*slurring*, it is called) the second and third syllables, the foot can be kept a trochee—*prosprous*. Possibly the anapæsts and the amphibrach in 2 and 3 may thus be contracted to iambuses. The last trochee in each line of 4 is clipped of a syllable.

The five different feet in English verse have now been explained and illustrated. We shall notice the foot called monosyllabic.

The cæsural pause, affording a rest for the voice, is very noticeable in 4. It is found after the fourth foot. It is not so much needed—perhaps does not exist—in the shorter lines of 1, 2, and 3.

The meter of 1 and of the first six lines of 3 is tetrameter, *i. e.*, each line is composed of four feet. That of 2 and of the seventh line of 3 is pentameter—five feet; the last line of 3 is hexameter—six; 4 is octameter—eight.

The order of words in these extracts is nearly that of prose. The fourth line in 2 is transposed, however. But the transposed—sometimes, but improperly, called the poetic—order will be better illustrated hereafter.

We ask your attention to the choice of words. How apt are *Carve* in 1; *piping*, *chirped*, *Clamored*, *piteous*, and *ravens*, in 2; and in the last line of 2, where *bread* is asked for, how pertinent is *Lord*, whose etymology makes it mean *loaf-warden* or keeper!

How striking and abundant is the imagery especially in 3! Notice the metaphors in *stem*, *tide*, *flowery strand*, *drifting*, *naked*, *needles*, *goading*, and *lap*. How finely truth is personified in 4! For explanation of lines three and four in 2, see Matthew, chapter 10, and Luke, chapter 12.

Note the vigor of thought in some of these quotations. And this, too, though poetry is a fine art, whose mission, it is thought, is, in the main, to please, to feed the taste, to nourish the æsthetic nature.

*Pages 269–76, Higher Lessons.*

1. **Extract from De Quincey.**—The noun clauses *that . . . strata*, *that . . . zone*, and *that . . . reach* are explanatory of *It*; the adj. clauses

*which . . . latitude* and *which . . . rest* modify *stars*; *glittering* is objective comp. of *see*; the adverb *broadcast* modifies *have been sown*; *as . . . threshing-floor* is a degree clause modifying *as*; *close* completes *lying*; *geometry* and *radii* are subjects of *would become*; *but = only*; *which* relates to the first *center* and belongs to the second; *far* modifies *too*, and *too, distant*; *for any vision . . . to reach* modifies *too*, *vision to reach* being the principal term (see Less. 41 (4)).

De Quincey's fondness for the Latin words in English and for long sentences, the stateliness of his style, and the dignity that his grand manner lends to simple things—illustrated in applying *naked* and *armed* to *vision*—are seen in this quotation.

2. **Extract from Webster.**—*On . . . principle* and the time clause *while . . . off* modify *raised*; *to which* modifies *be compared*; *for purposes* modifies *is*; the second *power* follows *against*; *over* is an adverb; and *whose* relates to *power*.

This eloquent sentence, uttered in a speech on the floor of Congress, was composed, as W. confessed, while sitting on a cannon on Durham Terrace, Quebec, and musing on the power of England. Note the vividness and the vigor derived from W.'s choice of the concrete rather than of the abstract, and his use of specific words instead of generic.

3. **Extract from Ruskin.**—The complex clauses *that . . . arose* and *that . . . Jewels* are objects of *can imagine*; the time clause *while . . . slave* modifies *may attain* and (*may*) *be*; *mother*, introduced by *as*, is explanatory of *she*; and *saying* modifies *she*.

This passage is poetical; fragrant of the East; and for Ruskin is highly optimistic. Golconda is a town in India, famous for diamonds. The *Heathen* mother is Cornelia, daughter of Scipio Africanus Major, and wife of Sempronius Gracchus. Pointing to her sons, afterwards the celebrated Gracchi, she said to a lady who was showing her some jewels, *Hæc ornamenta mea sunt*.

4. **Extract from Macaulay.**—For *And* see foot-note, p. 174; *when . . . fate, when . . . continents, when . . . England*, and *when . . . masts* modify *will survive*; *chanted* and (*to*) *wash* are objective complements of *shall hear* and (*shall*) *see*; and the degree clause *as . . . principle* modifies *immortal*.

The sentence is clear, strong, and oratorical. Is the river of the ten thousand masts the Mersey or the Thames ?

5. **Extract from Bryant.**—The compound time clause *When . . . heart* modifies *Go* and *list*; *like* is an adverb; *Earth, waters, and depths* are explanatory of *all*; and *around* modifies *all* or an omitted participle.

This is from the remarkable poem *Thanatopsis*, written when its author was in his eighteenth year. The prevailing foot of this and of the extracts which follow (except Whittier's) is the iambus. The fourth foot of the second line, *ible forms*, is an anapæst. So also the second foot of the third line, *rious lan*. *Into* in line six, *Over* in line ten, and *Go forth* and *under* in line fourteen, are trochees.

6. **Extract from Longfellow.**—*To lie* is explanatory of *it*; the compound time clause *when . . . low* modifies *lie*; the adj. clauses *Where . . . go* and *where . . . move* modify *scene*; *between boughs* modifies *come* and *go*; and *Alternate* = *alternately*.

The license of transposition allowed poets is here seen.

The prevailing foot in this, as was said above, is the iambus. But the first foot of line one and of line four and all the feet of lines five and eleven are trochees. The third foot of line nine is an anapæst.

7. **Extract from Saxe.**—*Caught* modifies *worm*; *it* is understood before *Served*; and *right* is an adverb.

The last foot of line four, and the last of line five, in this witty extract, may be scanned as amphibrachs.

8. **Extract from Taylor.**—*Scarce* = *scarcely*; the adj. clauses *Where . . . weal*, *where . . . great*, and *Where . . . meditates* modify *communities*; *hand in hand* modifies some word understood, as *walking*; *of God's gift* completes *was*; some phrase, as *to him*, is understood after *gift*; *means* and *highway* are explanatory of *Supremacy*; *Whilst . . . meditates*, a time clause here used as co-ordinate with the preceding clause; and *from first* and *to last* modify some word understood, as *counted*.

The first foot in line four and in line six is a trochee. Unless slurred, the third foot in each of the lines two, five, and ten is an

anapæst. *Where power* and *to power*, in lines seven and nine, are amphibrachs, unless *power* is here a monosyllable.

The license allowed poets in respect to ellipsis is here illustrated. In this and in 9 there is scarcely any imagery, and the thought is kept uppermost.

9. **Extract from Wordsworth.**—*Visitants*, ind. with *being* understood; *sheep*, *stone-chat*, and *sand-piper*, complements of (*being*); *hour* is adverbial; *how lovely 't is*, object clause of *seest*; and *beauteous* completes *becoming* understood.

The first foot of lines one and seven is a trochee. The last foot of seven and the second of line thirteen are anapæsts. Unless slurred, the first foot of twelve is an amphibrach.

10. **Extract from Tennyson.**—*Brethren . . . Accompanying*, an absolute phrase; *slowly* and *with bent brows* modify *Accompanying*; *Full-summer*, an adverb; *whereon . . . lay*, an adj. clause; *length*, a noun, adverbial; *Loyal* belongs to *creature*; *servitor* is explanatory of *creature*; *eyes Winking* and *face twisted* are absolute phrases; *farewell*, an imperative used interjectionally; and *all* (= *wholly*) modifies *in tears*.

The last foot of line three and of line ten is an anapæst. The first foot in line eight, in nine, and in fifteen is a trochee. The fourth of line fourteen is an amphibrach.

11. **Extract from Shakespeare.**—*Dear my lord = my dear lord*; *who* relates to *he* understood; *And*, in line seven, connects *makes* to *Robb*.

The third foot of line two is an anapæst, and the first of line six may be a trochee.

12. **Extract from Milton.**—The time clause *When . . . chide* modifies *ask*; *how . . . wide* and *talent* are objects of *consider*; *to hide which*, subject of *is*; the participle *Lodged* is completed by *useless*; supply *is* before *bent*; *lest . . . chide*, purpose clause and modifies *To serve* and (*to*) *present*; *light denied* is an absolute phrase; and *also* emphasizes *They*.

This noble sonnet, personal and pathetic at the beginning, takes on a grandeur, as it nears the close, that stamps it as Milton's. The last line is often quoted.

Line ten begins with a trochee.

13. **Extract from Whittier.**—*Restored* is objective comp. of *sees*; and *round his board* modifies *restored*.

It moistens the lips merely to read these *homely* lines. The prevailing foot is the anapæst. But the first foot of line two, of four, of seven, and of eight is an iambus. Lines seven and eight can be scanned in other ways—the first three feet as amphibrachs, and the fourth as an iambus; or the first as an amphibrach, the second as an iambus, and the third and fourth as anapæsts. *Ah* of line one may be a monosyllabic foot, and the second foot an iambus—if you choose.

14. **Extract from Shelley.**—*Moon* is objective comp. of *call*; *strewn* modifies *floor*; *only* modifies *angels*; *Like* is an adverb; *on high* modifies *me*; and *each* is explanatory of *river, lakes, and seas*.

That orb | ed maiden | with white | fire laden,  
 Whom mor | tals call | the moon,  
 Glides glim | mering o'er | my fleece- | like floor,  
 By the mid | night bree | zes strewn;  
 And wherev | er the beat | of her un | seen feet,  
 Which only | the an | gels hear,  
 May have bro | ken the woof | of my tent's | thin roof,  
 The stars | peep behind | her and peer;  
 And I laugh | to see | them whirl | and flee  
 Like a swarm | of gold | en bees,  
 When I wid | en the rent | in my wind- | built tent,  
 Till the calm | river, lakes, | and seas,  
 Like strips | of the sky | fallen through | me on high,  
 Are each paved | with the moon | and these.



This stanza is a product of the pure imagination. Its flight is lofty. It has none of the vagueness and crudity of the other stanzas of the poem and of so much of Shelley's other poetry. It is crowded with audacious, and yet exquisite, imagery.

Its rhythm is so varied that we have thought it best to insert the stanza here, and to mark its feet. The variety of rhythm is restful and pleasing to the ear. Make the first foot of line one and of line three an amphibrach, and the first of six an iambus—if you choose.

15. **Extract from Goldsmith.**—*As . . . slow*, a time clause modifying *came*; *swain, herd, geese, children, voice*, and *laugh*, all repeated by *These*, are ind. by pleonasm.

These lines, and those from Cowper, below, are pitched in a lower key than Shelley's. The teacher will meet with no trouble in scanning them.

16. **Extract from Byron.**—The five inf. phrases, repeated by *This*, are ind. by pleonasm. Between *To* and *trace*, *slowly* is inserted. There is usage for this, though the prevailing custom among writers is against it. *Unseen* and *alone* complete *climb* and *lean*.

This kind of stanza, invented by Edmund Spenser, is called the Spenserian stanza. It has nine lines—the last line having an extra foot. Note what lines rhyme.

17. **Extract from Lowell.**—(*That*) *It . . . forth* is a result clause modifying *so*; (*that*) *the dark . . . forth* is explanatory of *It*; *long* modifies *siege*; *And* connects *had gathered* and *had cast*; and *binding* belongs to *castle*.

Another brilliant stanza glittering with imagery.

The rhythm is so varied that we insert the lines and scan them.

∪     ∩     ∪     ∩     ∪     ∩     ∪     ∩  
 The draw | bridge dropped | with a sur | ly clang,  
 ∪     ∩     ∪     ∩     ∪     ∩     ∪     ∩  
 And through | the dark arch | a char | ger sprang,  
 ∩     ∩     ∩     ∩     ∩     ∩     ∩     ∩  
 Bearing | Sir Launfal, | the maid | en knight,  
 ∪     ∪     ∩     ∩     ∪     ∩     ∪     ∩  
 In his gild | ed mail, | that flamed | so bright  
 ∪     ∩     ∪     ∩     ∪     ∩     ∪     ∩  
 It seemed | the dark cas | tle had gath | ered all

Those shafts | the fierce sun | had shot o | ver its wall  
 In his siege | of three hun | dred sum | mers long,  
 And, bind | ing them all | in one blaz | ing sheaf,  
 Had cast | them forth ; | so, young | and strong,  
 And light | some as | a lo | cust leaf,  
 Sir Launfal | flashed forth | in his un | scarred mail  
 To seek | in all climes | for the Ho | ly Grail.

18. **Extract from Cowper.**—*Be . . . weakness* is a concessive clause; the meaning of *it*, in line one, is made clear by lines two, three, and four; and that of *scene*, in line three, by the last ten lines of the page. But these lines are not grammatically explanatory of the two words. *And*, line four, connects *is* and the second *feels*; *none* = *no sight*; *will* and *name subsisting, bench destroyed, and ones Playing* are absolute phrases; *unbuttoned* and *hot* are adjectives belonging to *ones*; *and* connects *Playing* and (*playing*); *while deep employed* and *Tho' . . . hewed* are contracted clauses; *to kneel, (to) draw, (to) knuckle, To pitch,* and (*to) drive* modify *happy*; and *That . . . again* is a result clause, modifying *Such*.

19. **Extract from Carlyle.**—*Considering*, used absolutely, *has*, as objects, the noun *state* and the two *how* clauses; *upwards*, an adverb connected by *and* to the adverb phrase *for . . . years*; *only* and *also* modify the clauses in which they stand; expand *more fiercely than ever* into *burns more fiercely than ever it burned*; and for *so that*, introducing a result clause, see foot-note, p. 114.

Reading Carlyle is like riding over a corduroy road. It is tonic and invigorating—if done intermittingly.

20. **Extract from Channing.**—The participles *tearing, breaking, sentencing,* and *extorting* are objective complements of *see* and belong to *word*; for *myriads . . . to make*, see note 3, "Key"; and *calling* and *means* are objective complements of *make*.

These sentences are clear and flowing. The judgment they pronounce is temperate and just.

21. **Extract from Emerson.**—The clause *wherein . . . perfection* and the *when* clauses modify *days*; *to desire* completes *is*; and *of* = *concerning*.

These are the words of a rhetorician and the thoughts of a poet.

22. **Extract from Holmes.**—The clause *nobody . . . (it has lain)* is parenthetical; *grass growing* is the principal term of the phrase introduced by *with*, and this phrase modifies *had lain*; *as it were*, parenthetical; *all* (= *completely*) modifies *round*; *brown* completes *is done*; *enough* modifies *brown*; and the degree clause introduced by *than* modifies *sooner*.

This is a brilliant and characteristic passage; idiomatic, and full of familiar illustrations enforcing lofty lessons.

23. **Extract from Greeley.**—*Wherewith* is a conjunctive adverb; *as the Editor's sphere is ephemeral*; *though . . . it is* a compound concessive clause modifying *demands*, which has, as objects, *ear*, *heart*, and *pen*; and *centuries* is adverbial, modifying *ago*.

The closing lines are full of satire.

24. **Extract from Irving.**—*To sweeten*, an inf. phrase of purpose modifying *was laid*; and *expedient* is explanatory of the clause *which . . . ceiling*.

The genial humor of Irving, the best loved of all our authors, is seen in this passage, though it is not seen here at its best.

REFERENCES TO SENTENCES GIVEN FOR ANALYSIS  
IN REED AND KELLOGG'S

ONE-BOOK COURSE IN ENGLISH.

NOTE.—As the sentences given for analysis in ONE-BOOK COURSE IN ENGLISH, are found in either GRADED LESSONS IN ENGLISH or HIGHER LESSONS IN ENGLISH, the following references to their diagrams as already given in the preceding pages of this book will be of service.

The Lesson and Sentence numbers on the left of page refer to ONE-BOOK COURSE. The other references explain where in this book the diagrams may be found.

One-Book Course in English.	Reference to Diagrams.		
	SENTENCE.	LESSON.	PAGE OF TEXT.
LESSON 25 . . . . .	{	1, 2, 3, 4 . . . . .	Graded Lessons, 20 . . . . . 1
		6, 7 . . . . .	“ “ 22 . . . . . 2
		8, 9*, 10* . . . . .	Higher Lessons, 12 . . . . . 41
LESSON 31 . . . . .	{	2, 3, 6 . . . . .	Graded Lessons, 25 . . . . . 4
		4 . . . . .	“ “ 24 . . . . . 3
		5, 7, 10 . . . . .	Higher Lessons, 14 . . . . . 42
		8, 9 . . . . .	Graded Lessons, 27 . . . . . 5
		11, 12 . . . . .	Higher Lessons, 14 . . . . . 42
		13, † 14 . . . . .	Graded Lessons, 28 . . . . . 6
LESSON 37 . . . . .	{	2, 5 . . . . .	Graded Lessons, 31 . . . . . 7
		3 ‡ . . . . .	“ “ . . . . .
		6, 7 . . . . .	Graded Lessons, 34 . . . . . 8
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LESSON 41 . . . . .	{	2, 5, 7, 8 . . . . .	Graded Lessons, 36 . . . . . 10
		3, 4, 6, 10, 11, 12 . . . . .	Higher Lessons, 20 . . . . . 44, 45
LESSON 46 . . . . .	{	1, 2 . . . . .	Higher Lessons, 20 . . . . . 45
		3, 4 . . . . .	“ “ 44 . . . . . 67, 68

\* The wording differs, but the diagram is the same.

† Simply add lines for *not* and *recently* to the predicate line of (9), Graded Lessons, 28.

‡ *You* (understood) is the subject.

§ *What* modifies the subject, *chorus*.

	SENTENCE.	LESSON.	PAGE OF TEXT.
LESSON 48 . . . . .	{ 2, 6, 8, 9, 10, 11 . . . . .	Higher Lessons, 28 . . . . .	49, 50
	{ 3, 5 . . . . .	Graded Lessons, 42 . . . . .	12, 13
	{ 7 . . . . .	" " 45 . . . . .	16
LESSON 49 . . . . .	{ 2 . . . . .	Graded Lessons, 39 . . . . .	11
	{ 3, 4 . . . . .	Higher Lessons, 46 . . . . .	69, 70
	{ 5 . . . . .	Graded Lessons, 42 . . . . .	12
	{ 6 . . . . .	Higher Lessons, 29 . . . . .	51
	{ 7, 11 . . . . .	Graded Lessons, 44 . . . . .	13, 14
LESSON 50 . . . . .	{ 8, 9, 10 . . . . .	" " 46 . . . . .	17, 18
	{ 1, 4 . . . . .	Graded Lessons, 44 . . . . .	13, 14
	{ 2, 3, 5 . . . . .	" " 45 . . . . .	15, 16
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	{ 7, 8, 9 . . . . .	" " 29 . . . . .	51
	{ 2 . . . . .	Higher Lessons, 33 . . . . .	56
LESSON 55 . . . . .	{ 3, 5, 6, 10, 11 . . . . .	Graded Lessons, 53 . . . . .	22, 23
	{ 4, 7, 8 . . . . .	" " 55 . . . . .	24
	{ 9 . . . . .	" " 65 . . . . .	35
	{ 2, 3 . . . . .	Higher Lessons, 37 . . . . .	59
LESSON 56 . . . . .	{ 4, 5, 6, 7 . . . . .	Graded Lessons, 48 . . . . .	18, 19
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	{ 4, 5, 6, 8, 9, 10 . . . . .	Higher Lessons, 40 . . . . .	62, 63
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LESSON 68 . . . . .	{ 3, 4, 5 . . . . .	Graded Lessons, 59 . . . . .	29
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LESSON 72 . . . . .	{ 3, 4, 7, 8 . . . . .	Higher Lessons, 71 . . . . .	86, 87
	{ 10, 12 . . . . .	" " 72 . . . . .	88, 89
	{ 2, 4 . . . . .	Graded Lessons, 62 . . . . .	31
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LESSON 117 ...	2, 3, 4, 5, 6, 7, 9, 10, 11, 12.....	Higher Lessons, 63.....	80, 81
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