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TEACHER'S MANUAL

TO ACCOMPANY



LANGUAGE TABLETS



FOR

SUPPLEMENTARY WORK,

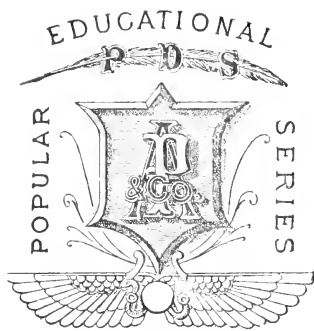


arranged for

Schools of all Grades.
NEW EDITION.

Robert

NEW YORK:
POTTER, AINSWORTH & CO.,



Important Announcement.

*We have received solicitations from many of the leading educators of the country, desiring us to prepare a series of tablets for teaching Language, after the manner of our Number Tablets for supplementary work in Arithmetic. Acting on these suggestions, we have in preparation a series of carefully graded Tablets for teaching **Language**, nearly ready, the elementary numbers of which will be beautifully illustrated.*

*The introduction and sale of the Number Tablets in the last few months, from San Francisco to Boston, has been hitherto **Unexampled** in the introduction of any school publication during the past **Forty Years**.*

We have received hundreds of testimonials from the most prominent teachers in the country, commending this method of teaching, and expressing surprise that such a system had not been inaugurated before.

We would call attention to the following extract from a leading journal, having reference to these and other school publications :

A FOREMOST PUBLISHING FIRM.

In the foremost rank of the leading publishers of the country stand the firm of Potter, Ainsworth & Co., of Chambers Street, having branch offices in Boston, Chicago and San Francisco.

This firm, whose business has been established over thirty years, make the publication of school books an exclusive specialty. Their works are used in every City and State in the country, and are sold largely in the British possessions, in Mexico, China and Japan, exclusively in the Sandwich Islands, and their copy-books and drawing-books are used more largely than those of any other firm in the world.

In the especial branches of primary school work, blank publications for writing, drawing, arithmetic, spelling, etc., their output every year runs up into the millions of copies.

In one single specialty alone—the manufacture of arithmetic tablets—their purchases of printing paper in a period of two months amounts to over 100 tons.

They have always made it a rule to make only the best, preferring, rather, a smaller list of books which shall be the authority. Among their list may be named "Wilson's Treatise on Punctuation," the standard everywhere. Every school-boy and girl knows the Payson, Duntun and Scribner's copy-books and Bartholomew's drawing books, which have always been published by this firm; Gillet & Rolfe's works on physics; Champlin's works on intellectual and moral philosophy; "Webb's Word Method," the old and original authority; "Crosby's Greek Series," and Howard's Arithmetics, etc.

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TEACHER'S MANUAL

TO ACCOMPANY

LANGUAGE TABLETS

WITH ADDITIONAL

REPRODUCTION AND DEVELOPMENT LESSONS

AND SUGGESTIONS FOR

ORAL WORK.

The didactic method—the method of endless telling, explaining, thinking for the pupil, and ordering him to learn—has had its day. It is, then, worth while to consider whether it may not be superseded by one which recognizes the native ability of the human mind, under competent guidance, to work out its own education by means of its own active exercise.—*Payne.*

NEW YORK:

POTTER, AINSWORTH & CO.

1886.

I hold that the proper study of language is an intellectual discipline of the highest kind.—*Tyndall*.

To teach a subject thoroughly, we should teach it from facts and principles, and not from formulæ and rules. The subject should be learned gradually.—*Tate*.

It is what the pupil does for himself, not what is done for him, that educates him.—*Fayne*.

Nature presents to the inquirer, first the concrete and then the abstract ; first things and then words, or signs of things ; first facts and phenomena and then laws and principles ; first wholes and then parts and collections of wholes.—*Wickersham*.

Definitions in Grammar, as in other studies, should grow out of the child's thorough understanding of the nature and use of the thing defined.—*Harris*.

In the progress of knowledge, practice ever precedes theory.—*Payne*.

Grammar is one of the best studies in which to apply the inductive method.—*Brooks*.

PREFACE.

THE principal object of this little Manual is to furnish additional suggestions to those teachers that use our Language Tablets. These suggestions are mostly in the line of such oral work as is calculated to awaken thought and develop knowledge. It is believed that these oral exercises, together with those indicated in the Tablets, will furnish ample Language and Grammar work for all pupils in our ordinary schools.

In our modern Language teaching, great use is made of Reproduction and Development lessons. The inexperienced teacher often finds great difficulty in obtaining suitable exercises for this purpose. Those presented in the text-books are sometimes so long as to be of little value for practical work. It is hoped that the little stories that are added may be of service to all those that need such lessons.

In the line of Grammar, a few formal rules and definitions are given. They should be used only for comparison with those already made by the pupil.

In the higher numbers, a few sentences are added for analysis and parsing.

While the former method of teaching Grammar has been mostly discontinued in many of our best schools, yet there are still a great number of teachers that are plodding on in the old, hopeless way; for such the introductory article is especially designed.

INTRODUCTORY.

Fellow-Teachers :—The study of English Grammar in our schools has, in time past, proved very unsatisfactory. It has failed to accomplish the desired result. It has not enabled our pupils to “speak and write the English language with propriety.” *What is the cause of this failure? and how can we secure better results?*

Does not the cause of our failure naturally inhere in the ordinary method of presenting the subject? Instead of teaching Grammar as a means of acquiring a knowledge of Language, should not Language be first taught as a means of gaining a knowledge of Grammar? In such a science should not the practice always precede the theory?

The ordinary method has not been inductive, but deductive. It has not proceeded from the known to the unknown. It has not begun with a consideration of Language, of which the pupil has already had some little knowledge. On the contrary, it has begun with the unknown—it has overwhelmed the helpless child with an avalanche of definitions and rules which he could not comprehend, and which, in any case, would be of little value to him, *as he has had no hand in making them*. The whole system has been foreshadowed in its first question,—“What is English Grammar?”

What wonder, then, that Dr. Brooks, giving expression to the judgment of many of our best teachers, should say in his “Normal Methods”: “Grammar has been more poorly taught than any other branch in the public schools. It has been too abstract and theoretical. It has been

taught as a matter of memory, and not of judgment and understanding. It has been a committing and repeating of definitions, and not a study of the relations of words in sentences. It has been a study of text-books on Grammar, instead of a study of the subject of Grammar. It has been a memorizing of abstract definitions and rules, instead of a practical application of them to the improvement of a pupil's language. It has been a worry and waste of time and patience, and a labor barren of adequate results. We believe we are correct in saying that more than three-fourths of the time spent in the study of Grammar in the public schools has been worse than wasted."

The trouble is, our *method* has been radically defective. We have assumed at the outset that the pupil could not comprehend the simple truths of language without an endless amount of explaining, defining, and directing, and the whole system has tended to repress rather than to develop thought. We have made the pupil a slave of rules, instead of a master of principles; we have cultivated the lowest faculties at the expense of the highest; the result has been "a farrago of facts only partially hatched into principles, mingled in unseemly jumble with rules scarcely at all understood, definitions dislocated from the objects they define, and technicalities which clog rather than facilitate the operations of the mind."

Another cause of failure is that we have too often tried to convey a complete knowledge of every part of the subject before the faculties of the pupil were prepared for grasping such an amount of knowledge. For example: We have attempted to teach every thing about a noun, before calling the pupil's attention to the verb. We have tried to exhaust the subject of Etymology, before presenting any thing from Syntax and Prosody. We have not taught Grammar as we have every other subject, by presenting only partial truth, and as the pupil was "able to bear it."

Our text-books on Grammar have been constructed upon the same false principle. They have commenced with definitions complete and philosophical, proceeded with exhaustive examinations of each division of the theme, continued with endless rules, exceptions, notes, etc., etc. The work has not been presented inductively, but deductively. It has contained rules to be learned, rather than principles to be deduced. When the pupil's mind had first been put into a passive and receptive state, the contents of the book have been put into it.

From such a system and such teaching and such text-books the whole nature of the pupil has naturally revolted. Let us see if a better, a more philosophical course of procedure, cannot be devised.

How shall we teach Language and Grammar so as to secure better results?

The method of teaching should be suggestive and inductive. In the language of Superintendent Wickersham: "It should prompt the pupil to earnest self-exertion. Facts should be communicated in such a manner as to suggest other facts." The teacher should never attempt to do for the child what he can do for himself. Remember that every empirical science is based upon facts. It is the part of the teacher to direct the pupil's attention to these related facts, to the end that he may discover for himself the principles and laws that govern them. "The pupil must become an explorer on his own account, and not merely a passive recipient of the results of other people's discoveries."

Let us never forget the difference between *teaching* and *learning*. "*Learning* is gathering up or acquiring for one's self, and *teaching* is the guiding, directing, and superintending of the process." Remember that the mental act by which knowledge is acquired is the pupil's, not the teacher's; "*the teacher cannot, if he would, perform it for*

the pupil." The learner educates himself by his own personal experience; that is, by the contact of his mind *at first hand* with the matter to be learned. Accordingly, the primary object of the good teacher is to call into exercise the pupil's whole powers, rather than to exhibit his own. He strives to guide the pupil, not to carry him along; to direct the work, not to perform it; to enable the child to think for himself, rather than to load the memory with the thoughts of other men; *to open avenues of investigation*, rather than to furnish an easy way of transportation. And this leads me to say that the *only* true basis of teaching is the "method of investigation." "The pupil teaching himself, under the direction of the educator, begins with tangible and concrete facts, which he can comprehend, not with abstract principles, which he cannot;" "he advances from particular facts to general facts, or principles; and from principles to laws, rules, and definitions." He proceeds from the known to the unknown, because there is no other course open to him.

In this work it is the province of the teacher to open new fields of investigation, to give direction to thought, and by a hint or suggestive question to lead to mental development. The old way was to tell the pupil every thing; the better way is to allow him, under direction, to discover all he can for himself. The teacher must be careful, however, not to commit the old blunder of attempting to teach things that the pupil cannot comprehend, but must advance by slow and sure gradations from the things that are known to those that are unknown. "What the child does know should form a stepping-stone to what he does not know." The teacher must never attempt to cram the child with *all* the details of a subject, but should rather aim to develop in him the power to work out these little details for himself.

“All our best teachers insist that abstract rules and principles should, in teaching, follow, not precede, the examples on which they are founded.” They do not begin with definitions, because they are unsuited to the pupil’s state of mind. They begin with facts which the child can understand, because he observes them for himself. They do not care so much for the definition as the thing defined, nor do they require it till the idea is fully developed in the mind of the pupil.

If we would have our pupils proficient in the use of language, we must make every lesson a language lesson. We must constantly use every means to enable them to speak and write the English language with accuracy and force. This correct and forceful use depends largely upon correct habit. This habit is acquired mainly by imitation. While there is no time in life in which one’s language may not be improved, yet, from the very impressible nature of the child, the work is especially suited to the primary school. It should begin as soon as the child is old enough to comprehend the fact to be taught—in short, in the very lowest school grade.

As the sentence is the unit in language, so naturally the first thing considered in the study of language is the sentence. It is an excellent exercise for the pupil to copy a large number of well-formed script sentences that he has first obtained in oral exercises or in connection with his reading lesson. This will impress upon him, better than anything else, the proper construction of the sentence, the meaning and use of words, and the use of capitals and punctuation marks. Then will naturally follow copying at dictation, supplying omitted words in incomplete sentences, constructing sentences containing given words, and, at last, original compositions.

When the child begins to talk, he takes his first lesson in original composition. It is needless to say that the

natural method of introducing the work of written constructions is by oral exercises. The pupil should be encouraged to use exact oral expression; then let the sentence or sentences be written. This "talking with the pencil," commencing with the first school year, should continue daily during the entire course.

The subjects employed should be at first those that call into exercise the perceptive faculties of the child, such as the following: Lessons describing actions; positions of objects; lessons on form and color; lessons on familiar objects, etc. To these may be added lessons calling into exercise, as well, the powers of memory, or the representative faculties, such as the following: Familiar conversations about toys, playmates, personal experiences, etc.; the reproduction of reading lessons or stories heard or read; also facts learned about objects or descriptions of objects formerly seen. They may also include the reproduction of Geography or any daily lessons. In connection with these will naturally follow lessons calling into exercise the powers of imagination, such as the following: Picture lessons; stories suggested by pictures; word pictures; imaginary experiences, etc.

One of the simplest forms of composition is letter-writing. It should begin as soon as the pupil is able to write intelligibly, and continue through all grades of school work.

In all his language work, whether oral or written, the pupil's mind should be trained to exactness of thought and idea, and to clearness and accuracy of expression. One requisite of success is that the pupil shall have something to say, and that he shall then say it with directness and force.

Having acquired some proficiency in the correct use of language, the pupil, now comes to an investigation of the facts of language, and their relation to each other.

To this end he carefully examines the sentence—its elements, its construction, etc., and so comes inductively to learn the laws and principles that underlie and govern it. His language lessons, begun in practice, now combine practice and theory. Before, he has considered language simply as an art, he now examines it as a science. It is needless to say that this study is indispensable to enable the pupil to understand language thoroughly and to use it skillfully.

In this examination he naturally begins with the sentence, expressing, as it does, a complete thought, and by investigation he attempts to ascertain its elements and their mutual relation. First he naturally considers the sentence as one whole, and inquires what kind of a sentence is under consideration; next he considers the structure and use of the sentence; then he examines its parts and their relations. Afterwards come deduction and generalization.

The mental process that follows the observation of the thing as a whole is that of analysis, and the process that follows the consideration of the parts in relation to the whole is that of synthesis. Having considered the sentence as a whole, he proceeds analytically to separate it into its component parts of subject and predicate. Then he notices that words have different uses in the sentence, and he investigates these uses and relations; lastly he combines elements into sentences. The process begins in analysis, and in its progress closely combines analysis and synthesis. It will, moreover, include a logical consideration of the thought of the sentence with an etymological consideration of its different classes of words, or "parts of speech."

After the pupil has acquired a clear perception of a grammatical fact, it will be time enough to define the fact, and this definition should always be given first in his own

language. For example: The pupil from personal examination finds that there are words that are the names of persons, places, and things. The teacher tells him that such words are called *name-words*, or *nouns*, and then asks, "What is a noun?" He will doubtless receive a correct definition of it. If it should not be all that might be desired, it will then be the duty of the teacher to lead up to such a definition and to impress it.

The pupil finds that the *apostrophe* and *s* are used in a certain way to denote possession. The teacher gives many examples of their use, and leads the pupil to observe that it is always in accordance with certain laws. The pupil, having discovered the law, will give the rule in his own language, which may afterwards be a subject for revision or correction.

In all grammatical investigations let the teacher be sure that the child thoroughly understands the meaning of every word in the given sentence. To secure this end, he may employ word-analysis, synonyms, and definitions, but he should rely principally upon its proper use in connection with other words in a sentence.

The object of studying Grammar is not to learn to parse, but parsing should be used as a means of acquiring a knowledge of the structure of the sentence—of gaining a knowledge of Grammar. This etymological consideration of the elements of the sentence should always be preceded by a logical analysis of the sentence itself. The need of this is apparent when we consider that English words have little change of form, and that the study of the English sentence is largely a consideration of the relations of thought. The method of analysis and parsing should be brief and simple. In the lower grades the pupil's knowledge of these subjects should be drawn out by judicious questions. In the higher grades it may be more complete and formal, but it should never be made

so complex and cumbersome as to defeat the end for which it is used—to throw light upon the structure of the sentence and the relation of its elements, to make this knowledge systematic, and thus to lead to closer thought and clearer and more accurate expression.

In the study of Grammar, oral work should always precede written. "There is nothing like the living voice, look, and action of the teacher for intensifying the attention and concentrating the faculties of the pupil." While giving the lesson, the teacher should not be confined to notes or books. Indeed, during the oral exercise, it is desirable that he should avoid their use altogether.

This collective oral instruction is made especially efficient when it is followed with the reproduction by the pupil of the subject matter of the lesson in writing. This method will stimulate close attention during the oral work, and, as a consequence, will tend to produce great exactness. It will readily be admitted by all good teachers that the written method, since it addresses the eye as well as the ear, is the most exact and searching of all the methods, while at the same time it will keep all the pupils employed.*

* We clip the following from an able article in a late number of the Pacific School Journal :

"More time should be devoted to conversational lessons with children even before they can read and write. These should be continued through the entire course. In such lessons pupils should be encouraged to talk freely, enough being given and suggested by the teacher for an interesting foundation or guide. Nothing stimulates or strengthens the mind more healthfully than such conversational lessons.

"Between oral and written work the time should be about equally divided. There should be dictation, sentence making, or more elaborate composition every day. Talk about 'once a week!' One might as well expect to grow physically on one meal a week as to accomplish anything in language with the same interval."

From first to last it should be the aim of the teacher to make the whole work of Grammar practical. He should constantly require the use of correct expressions and should instantly correct all incorrect expressions. Especial attention must be given to this in the lower grades, and before the pupil is acquainted with the principles and rules of Grammar. In this way, and in this way only, will he acquire in early childhood the habit of speaking correctly, a habit that will be more potent than all the rules of Grammar to secure correct expressions.

Only such sentences should be used for correction as are of every-day occurrence; and, when a sufficient knowledge of Grammar is obtained, the reason for the correction should always be given. Rightly employed, this correction of false syntax will help to create a habit that will make an incorrect expression jar like a discord in music. Says Tate: "In Grammar, as in many things else, we seem to know what is right by seeing what is wrong; and we are better able to follow what is right by constantly endeavoring to avoid what is wrong." It will doubtless be injudicious to allow the primary pupil to see the incorrect form printed or written, and it will be undesirable, in any grade, to multiply examples of false syntax.

Thus the pupil pursuing "the method of investigation" under the direction of the skillful teacher comes at last to gain the power of using the English Language with propriety. The process began with inductive teaching, but in its final steps it has also used deduction. It began with analysis, and it has added synthesis. It has combined sentential analysis with etymological. It has included parsing and false syntax, not as an end, but as means to an end; but from first to last it has taught the use of language *by using it*. It has not divorced practice from theory. It has aimed to create a habit that would be a guarantee of accuracy.

These acquirements in the realm of Language thus obtained become a fixed and permanent possession. Having been thoroughly comprehended by the reason, they remain fixed in the memory, not in a crude and undigested state, but as vital truths. "By the old method it was considered to be the object of primary instruction to cultivate the verbal memory, forgetting that the verbal memory is one of the few faculties of our nature which needs no cultivation. Memory is the result of attention, and attention is the concentration of all the powers of the mind on the matter to be learned. The art of memory is the art of paying attention." We always remember those things best on which we have bestowed the most earnest attention. This faculty of concentration or continuous attention requires careful culture. If a teacher would succeed, he must secure the attention of his pupils.

To cultivate this faculty of attention, our teaching should be suggestive, that is to say, we should always leave something for the pupil to work out for himself. Our object should always be, not to remove difficulties from his path, but rather to teach him to surmount them.

The great secret of fixing the attention of children is to interest them—to invest the subject with some charm, to mingle delightful associations with learning, and never to overstrain the faculties or to fatigue them by keeping them too long directed to one particular object.

If we really wish to achieve the highest success in teaching, we must each become a little child again in thought and feeling. In this way we may be able to make the work a pleasure, and not a burden. In this way we may be able to make the investigation of Language a delightful ramble among words.

In the Language Tablets it has been the design to follow the line of development herein indicated. They have been made for actual school work, and not to

establish any theory in regard to Grammar. It is believed that the work, from first to last, is simple and practical. The successful use of the lessons will involve some preliminary oral instruction on the part of the teacher. Much of this is indicated in the headings of the lessons. The object of these pages is to give additional facts and suggestions, and especially to call attention to many prominent points in the line of work pursued and developed in the Language Tablets.

TABLET No. 1.—(For First Year.)

[The numbers at the left of the page refer to the lessons of the Tablets. The sentences used in this Tablet have, of course, been first developed in oral exercises or in connection with the reading lesson.]

1-16. One of the best ways for little children to become acquainted with the sentence is for them to copy it. Let these sentences be *written, never printed*. Insist upon great neatness in this work. Perhaps at first it will be well to use practice paper before putting the written exercise on the Tablet.

11. Precede this lesson by all needed oral exercises on the use of the *telling* and the *asking* sentences and also teach their proper punctuation marks.

19-48. The object of many of these lessons is to induce thought through the medium of the perceptive faculties and to lead to the proper expression of the thought in a sentence. In presenting a new line of work, the method of procedure is generally this: First present typical sentences; call attention to them by copying them or by omitting certain words from them that the pupil is to supply; then let the pupil write similar sentences at

the dictation of the teacher or in answer to his questions; lastly, let him write original sentences of the same kind. These should also have constant review.

32, 34. In the oral work let the subjects have different forms: singular, plural, simple, compound; use also the different personal pronouns.

35. Give oral work like the following, using in the same connection the words "now," "to-day," "this week," "this month," "yesterday," "last week," "last month," etc., thus:

I — it now. I — it yesterday. I have — it to-day.

38, 41. Let the pupil give as full answers as possible to those questions that appeal to the imagination.

43, 44. These stories should be reproduced with as little change as possible from the language of the lesson.

The following Reproduction exercises may be used for oral or written work. Let the teacher read the lesson to the pupils till they are familiar with it; then let each pupil reproduce it in his own language, orally or in writing.

Carlo, you must not bark at my little kitty. Come here, and be still. You will scare the pretty robin from her nest in the tree. There, now you are a good dog.

What have you here to sell, Ned? Oh, I have nuts and dolls and flags! Will you sell me some corn for my hens? Yes, and I will give you some candy for Harry.

Jack has a pretty little sled. See him go down the hill. Look out, Jack! Will you give Nell and her doll a ride? Oh, yes, and she may take her kitty too!

The little birds have made a nest in the top of our plum-tree. In the nest are two pretty eggs. Did you hear the robin sing just now? He is very happy.

Ned has a white rabbit. Let us go and see it. What does he give it to eat? Oh, he gives it fresh grass every day! He has a nice little house for it to live in. I can see its long ears and its pink eyes.

TABLET No. 2.—(For Second Year.)

1-11. These and other lessons of this Tablet are a continuation of certain work in Tablet No. 1. The work, however, is more difficult, as harder words are used. In these lessons let each sentence end either with a period or a question mark.

12, 13, 15, 18. Do not call attention to any incorrect expression not already used by the pupil. Give an opportunity for the incorrect use, and when it occurs, let it be instantly corrected. The pupil must in every case repeat the sentence; giving the correct form. Incorrect forms should not be written on the blackboard for this grade.

17. Encourage the pupil to make longer sentences and to present more ideas. This and other lessons in this Tablet call not only for the exercise of the perceptive and the reasoning, but also of the imaginative faculties.

21. In this oral work, use only the simplest sentences and the simplest quality-words.

26, 27. In this grade accuracy in the use of *a* and *an* can be secured by practice only. Let the teacher first present objects, then pictures, then words, and ask the pupil to give the name in connection with *a* or *an* as may

be suitable. The teacher is of course familiar with the rule that *a* is used before a consonant sound, and *an* before a vowel sound.

38. A leaf has a stem, a blade, and veins.

39, 41. Reproduce the *language* of the lesson as far as possible.

42-46. Remember that *sentences* are required, not words simply.

47, 48. Contractions should not generally be used in a written exercise. They belong to colloquial language, but are introduced here to teach the use of the apostrophe.

The following Reproduction exercises are for oral or written work. Use them as in Tablet No. 1. If either of the stories should seem to be too long, it will be easy to omit some sentences.

WILD FLOWERS.

One bright day in May Alice and Nelly went to the grove after wild flowers. The snow had all gone from the fields, and the white blossoms of the strawberry dotted the hillside. The pretty little primrose was just springing up near the path, and the sweet little violets were peeping out at the sun and filling the air with their fragrance. After a pleasant hour spent among the trees, the little ones came home with their baskets filled with lovely vines and pretty blossoms.

OUR BABY.

Susie Gray wrote to her cousin Jennie Bell, and told her all about the new baby at their house. She said it was a darling boy, that its head was as bald as grandpa's, that it had pretty blue eyes, and had not a single tooth, and it could not eat the least bit of candy. She said its hands and feet were fat and chubby, its cheeks soft and dimpled, and its nose very, very small. She asked Jennie to come and see the baby.

Let the pupils commit the following memory lesson and reproduce it verbatim, orally and in writing :

Do your best, your very best,
And do it every day ;
Little boys and little girls,
That is the wisest way.

TABLET No. 3.—(For Third Year.)

3. This lesson and others of the same kind are given to call into exercise the imaginative powers of the pupil. Encourage him to answer these questions fully, and *always in sentences*. *Words alone will not do for language work.*

5. This should be preceded by an oral exercise in the use of *see*, *saw*, and *seen*. See note on Lesson 35, Tablet 1.

8. The fly has six legs and two wings. It is useful in eating up putrid matter that would otherwise produce sickness. The wasp has four wings, the spider has none.

9. It is presumed that the pupil has heretofore had similar oral work.

10. In the first state the butterfly is an egg or larva, then a pupa or chrysalis, then a perfect butterfly. It lives on the nectar of flowers, which it sucks from the blossom.

14. Only those incorrect expressions should be noted that actually occur in the class. These incorrect forms should not be written by the teacher or pupil.

16. Now let the pupil try to write a little story from word-pictures. The teacher will first write the following phrases on the blackboard:

A fine day; a good little boy; a pretty kite.

The pupil will try to picture to himself each separate phrase, and then bring all the pictures together into one story. A little practice in this line of work will produce excellent results.

19. Do not call attention to the error till it occurs.

20. The horse and mule live in this country; the camel and zebra in Asia and Africa. They have all been used as beasts of draught or burden, but the striped one—the zebra—is so very vicious that he is of little use to mankind. The camel is very useful in desert countries on account of his great endurance, because he can go many days without drinking, and because his foot is broad and flat, and does not sink into the sand. The mule is used in hilly countries, because it is so hardy and sure-footed. The horse and the zebra have manes. All these animals feed on vegetable food. All have broad, flat hoofs and a thick skin.

21. This exercise should be preceded by oral work.

24. These animals have eyes, teeth, tongue, and feet of the same kind. They live mostly on animal food. Their cushioned feet enable them to walk softly. They can capture their prey at all times, but their eyes are so formed that they can see distinctly at night when other animals cannot see. The leopard and tiger live in Asia and Africa. The leopard is spotted.

27. The *heading* shows where and when the letter was written. The name of the month and State, also the word *street*, may be abbreviated.

29. Let the pupil try to repeat the words of the story as closely as possible.

30. Follow the form of heading and salutation given in Lesson 32.

31. The owl hunts his prey at night, because his eyes cannot bear the full light of day. The eagle is called the "king of birds," because of his prowess. These birds are birds of prey. The hen belongs to the *scratchers*, and is of the most service to man. The robin is a good singer.

32. If there is room on the sheet, the heading may be placed on one line.

35. After practice on paper of the proper size, let the pupil direct an envelope.

38. Let the story be told briefly in the pupil's own language. First precede by oral work.

41. The mason uses a trowel, level, plumb-line, hammer, etc. The painter uses a brush and a putty-knife.

43. Nearly all our coffee comes from Brazil. Ostrich feathers come from Africa. Tea and opium come from China. Oranges may be obtained in almost all warm countries; we get many from Florida and Havana. Camels come from Africa. The Germans live in Germany.

The following Reproduction exercises may be used for oral or written work. Let the teacher read the lesson deliberately and plainly; then let the pupil reproduce it orally or in writing. If these stories are considered too long, they can easily be abridged.

NELLY'S DOG.

Nelly has a pretty little spaniel whose name is Jip. He has long, soft, glossy hair, and when he walks out with his little mistress, every one admires him very much. Although Jip is a very good dog, yet he is often very full of mischief. Sometimes when

Nelly is dressing her doll, he will suddenly seize it, and start for the yard. After a useless chase to get it away from him, he will walk demurely back, and lay it at Nelly's feet.

One day he formed the idea of running away with the neighbor's cat, but pussy gave him such a sharp box on the ear that he changed his mind.

The pupil will tell the following story in his own language.

MY DOLL.

"I have a little doll;
I take care of her clothes;
She has soft flaxen hair,
And her name is Rose.

"She has pretty blue eyes,
And a very small nose,
And a sweet little mouth,
And her name is Rose."

ECHOES.

One bright summer morning little Charley went with his mamma to visit a friend in the country. The house stood near a fine grove, and Charley went out to play in a field near by. The little birds were singing, the squirrels were chattering, and every thing was so pleasant! Charley was so happy that he shouted with glee, and the echo came back from the grove. "Halloo!" he called again, and "Halloo!" came back from the grove. "Who's there?" said Charley, for he never before had heard an echo; and "Who's there?" the grove replied. "You're a dunce," shouted Charley, and "You're a dunce," was the reply. Then our little boy became very angry, and called out many ugly names, each of which the grove repeated. Then he ran to the house, and told his mamma that a bad boy was in the grove calling him names. When she had heard his story, she said: "You have heard only the echo of your own voice. If you had used only kind and gentle words, you would have received only kind and gentle words in return. Don't forget that kind words make kind echoes."

A PLEASANT JUNE DAY.

Willie, Jennie, and May had been at school all day. They had recited all their lessons well, and now they were on their way home.

What a pleasant walk it was through the fine fields in that soft June air! The grass was so green, the flowers were so sweet, the sky was so blue, the birds were so happy! It was indeed a lovely day. When they reached home, they had their supper of bread and milk and strawberries, and then they all went with their papa for a little ride.

TABLET No. 3½.—(For Fourth Year.)

9. Four-handed animals include those that are generally known as apes, baboons, and monkeys. The ape is without a tail; the baboon has a very short one; the monkey has one as long as its body or longer. The New-World monkeys differ from the Old-World monkeys in having a long tail that they use to assist them in climbing. The most celebrated of the apes is the gorilla, which is from five to six feet long; the orang-outang, which is about five feet long; and the chimpanzee, which is from four to five feet long. These apes inhabit the western part of Africa. When domesticated, the chimpanzee learns to walk, sit, and eat like a human being. All four-handed animals feed chiefly on vegetable food.

10. Clouds are masses of vapor that float in the air. The heat of the sun causes this vapor to rise, and as long as it remains warm, it will not fall to the earth. When it becomes chilled, a portion of it will drop in the form of rain. The heat of the sun changes the water of the ocean into vapor as fast as it is received from the rivers.

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!—*Longfellow.*

16. The lion is the largest of the Cat family, being sometimes eight or nine feet long. He has a noble appearance and great courage. His color is tawny. This is the only member of the Cat family that has a mane. He is found in Africa and the East Indies. Like all animals of this family, he lies in wait for his prey, and suddenly springs upon it. He will not usually attack a man unless he is very hungry.

The American panther is the most noted member of the Cat family in this country. It is larger than the largest dog, and lives upon the flesh of deer and other animals that it captures. It will sometimes attack and kill a man.

22. Of the Dog family the wolf bears the nearest resemblance to the dog. He has coarse, strong hair, which is of a tawny gray color. The wolf is noted for his cruelty. When alone he is generally cowardly, and will not attack a man unless driven by hunger. Sometimes a number of them hunt their prey in packs; then they are dangerous.

The fox is about the size of a spaniel, and is noted for his cunning. He spends much of his time in planning how to steal the farmer's lambs and poultry. He carries his prey to his den or hole, which he has dug in the ground in some secluded place. A few of the different varieties of dogs: Mastiff, Newfoundland, St. Bernard, collie, bulldog, terrier, spaniel, greyhound.

24. The animals of the Weasel family have long, slender bodies. They capture their prey by springing upon it suddenly and piercing its neck with their sharp teeth. They seldom eat the flesh of their victims. When a weasel kills a fowl, it is for its blood, of which he is very fond. He is of more service to the farmer than a good cat in ridding his barns of rats and mice. The weasel varies in size from six inches to a foot in length. In color he is generally a reddish brown or a yellowish white.

The otter is an amphibious animal of about three feet in length. His toes—five in number—are connected by a membrane like the foot of a duck. His fur is soft and fine and of a chestnut color. The otter lives mostly upon fish, which he catches with the greatest skill. Both in summer and in winter otters like to collect upon a steep hill that slopes to a stream below, and enjoy a jolly slide into the water.

28. The raccoon is the smallest of the Bear family. Its color is gray with rings of white and brown. It has very sharp claws that fit it for climbing. Its food is mainly vegetable, but it will also eat birds or chickens when it can catch them. Like the black bear it is especially fond of green corn, and it visits the farmer's corn-field at night, where it is sometimes captured.

32. Animals of this family are all amphibious, but they spend most of their time in the sea. They abound mostly in cold climates, and are very numerous near the Poles. Seals generally are from three to five feet long, but sometimes they grow to be twenty feet long. They cannot walk like other quadrupeds, but drag themselves along with their fore paws. Their feet are webbed for swimming. The seal fisheries of Alaska afford great quantities of the most valuable fur.

The walrus is also found in the Polar seas. It sometimes reaches the length of twenty feet. It is hunted by the Esquimaux for its oil, flesh, and tusks. Its greatest enemy is the polar bear with which it has frequent combats. In these battles the walrus uses its tusks with terrible effect.

33. The three primary colors are red, yellow, and blue. All other colors are formed from them. Thus, red and yellow form orange; red and blue form purple; yellow

and blue form green. These colors so formed are called secondary colors. Any color is the complement of the remaining primary colors. The complement or contrast of red is the sum of yellow and blue which is green. The opposite or contrast of orange (which is red added to yellow) is blue. Purple and yellow are complementary, and make a strong contrast. If you have not color cards, use flowers and leaves for illustrations.

35. Teach that when the words *I*, *we*, *me*, or *us* are used in the same construction with other words of the list, they should always come last. When *you* is used in connection with other words of this list, it should precede them. This can be taught practically only by repeated examples. It may take several oral exercises to prepare the class to take the written lesson. Teach also by repeated examples the subject and object forms of these words. Give such examples as the following, and require the pupil to supply the blank with the right word. "John and — went," "He taught John and — to row."

36. These little animals are distinguished by having two strong, chisel-shaped teeth for gnawing, which are placed in the front of each of their jaws. Their other teeth are few and small. These animals are found in all parts of the world. The most beautiful of them is the squirrel; the most common is the mouse; one of the largest is the beaver. This animal lives mostly in North America. It is found in large numbers on the banks of the upper Missouri. The beaver constructs dams of trees that they gnaw down for the purpose, and put in position. When the dam is finished, it builds its house upon its banks. The entrance to it is under water. This animal is valuable for its fur. It lives mostly on vegetable food.

41. The elephant is the largest of the Thick-skinned

order of animals. He is also the largest land animal in the world, being from nine to twenty feet in height. He is a native of Africa and India. The African elephant is distinguished by his large ears. The color of the elephant's skin is like that of the mouse. His eyes are very small. His legs are stout like short pillars. The most wonderful part of this animal is his trunk. With it he can take up his food and drink, and put it into his mouth. With one blow of it he can kill a man or a horse. Though he is very clumsy, yet he can travel very swiftly. His tusks are sometimes six or eight feet long, and have been known to weigh a hundred pounds each. Among all animals the elephant ranks next in sagacity to man. This order of animals comprises the horse, hog, rhinoceros, elephant, zebra, etc.

45. You can secure the correct use of the different forms of the adjective only by long and earnest oral work. Begin with those of regular comparison. Take those of one syllable like *tall*, and use their comparatives in connection with two things; then use their superlatives in connection with three or more things. After practice has made this perfect, take adjectives of more than one syllable, and then those of irregular comparison.

46. The Cud-chewers feed entirely on vegetable food, and have generally eight front teeth on the lower jaw; but, with the exception of the camel, they have no front teeth on the upper jaw. (Some authors class the camel in the thick-skinned order.) These animals have large back teeth for crushing their food. What is especially peculiar to this order is that they have the power to chew their food a second time. Their hoofs are cloven. These animals are of the greatest value to man. They furnish most of our

animal food ; some are used as beasts of burden or draught ; we use their milk, fat, hair, skins, wool, horns, etc. The horns of the cow and the sheep are hollow and permanent ; those of the deer are solid, and are shed every year. Many of these animals are found in all parts of the world. The bison and llama are found only in America : the giraffe in Africa and India. Some of the animals of this order : Cow, buffalo, bison, antelope, goat, chamois, sheep, giraffe, llama, deer, elk.

47. The Whale-like order are not fishes, but animals, that always live in the water. They breathe the air by means of lungs, and they are warm-blooded. Instead of fore feet they have two fins. They have no hind feet, but their body ends in a powerful tail having a fin that is sometimes twenty-four feet broad, which enables them to move swiftly through the water or to leap entirely out of it. This tail becomes sometimes a powerful weapon. As these animals breathe the air, they cannot remain long under water, but must occasionally come to the surface to take breath. Whales are often from sixty to seventy feet long, but they sometimes reach the length of one hundred feet. Under their smooth skin is a thick layer of fat called blubber. For this the sailors sometimes capture them. A large whale will sometimes yield eight hundred barrels of oil. Whales are taken in the Polar seas, generally about the end of April. A sailor is stationed at the masthead on the "lookout." When a whale is discovered, the "lookout" calls "A whale! There she blows!" referring to its spouting of water from the vent-holes in the top of its head when it comes to the surface to breathe. Then the boats are lowered, and if possible the animal is harpooned, and brought to the ship. Whalebone is obtained from the jaw of the whale. This animal is supposed to reach the age of eight hundred years.

The following additional Reproduction and Development exercises may be used for oral or written work. Let the longer lessons be used for oral work only.

THE LITTLE RAINDROP.

Once there was a farmer who planted a large field of corn. When it came up, he weeded and hoed it carefully, and every day it grew finely. As often as he passed by, he would say to himself: "What a fine crop of corn I shall have for the support of my family!"

But the scorching sun of August dried up all the moisture of the field, and the leaves that had before swayed proudly in the breeze now hung curled and withered. Of course the farmer was in great trouble. One day as he was walking sadly through the corn, two little raindrops up in the clouds saw him, and one of them said to the other: "Do you not feel sorry for that poor farmer? All his work for the year must go for nothing if his corn does not have rain at once. I should like very much to help him."

"Yes," said the other, "but what can a little raindrop do? You cannot be of any use."

"I know I cannot do much," said the first raindrop, "but I mean to do what I can. I'll do my best at any rate, and it may cheer the farmer a little."

So down went the raindrop, and fell pat upon the farmer's nose, and then rolled off on a blade of corn.

"What's that?" said the farmer, "a raindrop?" "Perhaps we shall have a shower after all."

When the first raindrop started for the field, the second one said he would go too, and he dropped on a hill of corn. Then other raindrops hearing what these friends were doing, started on the same errand, and many others joined them, and so the farmer's corn got a good supply of rain, and all because one little raindrop did what it could.

The pupil will reproduce the following lesson in his own language, adding any thing that the lines may suggest.

THE HARD LESSON.

Suppose your task, my little man,
Is very hard to get,
Will it make it any easier
For you to sit and fret?

Then wouldn't it be wiser ?
 Than waiting like a dunce,
 To go to work in earnest,
 And learn the thing at once?—*P. Cary.*

MAGNANIMITY OF A DOG.

One day a cruel little boy took some sharp scissors, and slit the ears of his father's terrier. His father, seeing the dog's ears bleeding, and learning the cause, seized the boy, and would have whipped him soundly. Then the dog sprang up, put his paws on the sobbing boy's shoulders, licked his face, and looking up at the angry father, seemed to say: "Don't hurt him; he knows no better, and I love him." Who could resist such a plea? The boy escaped the whipping.

A WINTER NIGHT.

It was a bleak winter night. The snow was falling fast, and the wind was moaning through the pines. Grandma had been telling Willie a story of the olden time when she had lived in a log house and heard the wolves howl at night. Just then the tempest shrieked around the corner of the house, and Willie sprang to his feet in sudden fear. At that instant a sleigh stopped at the door, and papa, mamma and Bessie, having returned from the village, quickly entered the room. Soon the family were settled for a pleasant evening. The fire glowed in the grate; the kettle sang over the fire; Pussy purred on the warm hearth; Carlo lay peacefully at his little master's feet; and the outside tumult was quite forgotten in the comfort of the cozy fireside.

TABLET No. 4.—(For Fourth Year.)

[In this Tablet we begin the study of technical Grammar. The subject is first presented inductively, and in connection with a few Language exercises. Those that desire only language work will find it in Nos. 3½, 4½, 5½.]

1. The teacher should not leave this subject till it is thoroughly understood. A failure here will involve failure throughout the entire Tablet. Give a large number

of examples—some of which do, and some of which do not, express a thought—and require the pupil to classify them.

3. Here again it is very important that the teacher should not leave the subject under consideration till it is fully mastered. Begin with simple oral work. Take the example, "The bird sings," and let the child observe that it expresses a thought, and is therefore a sentence. Then ask him to state about what the thought is expressed or the statement made. Then take other easy sentences, and proceed in the same manner. Afterward give the name *subject* to that of which something is said. Then again taking the first example, ask what is said of "the bird," and so proceed with many examples till the pupil fully understands that the *predicate* tells what is said of the *subject*.

7. Before giving the written exercise, place before the class several sentences—some of which *tell* something, and some of which *ask* something—and direct the pupil to select those that tell something—the *declarative sentences*.

9. Give preparatory oral work as in Lesson 7.

11. The teacher will notice that this is generally done by changing the position of the auxiliary or by commencing by *do* or *did*.

13. Be sure that the punctuation, paragraphing, and capitals are the same as in the copy.

16. In giving easy sentences for oral work, do not present any abstract or verbal or collective nouns. The pupil is not yet ready for such words.

18. In the preliminary oral exercise present no verb

that does not express *action*. Leave words that express *being* or *state* for more advanced work. Always present partial truth at first, and as the pupil is able to bear it. First ask what is the subject and predicate of each sentence; then the word in the predicate that expresses the action of the subject. Do not give the written work till the pupil has had all needed oral drill.

21. It is better to take at first only those words that denote quality, and not to use the term *adjective* till afterwards.

24. The teacher may be sure that an exercise in reproducing good English is one of the best methods of becoming practically acquainted with the language.

25. Insist upon great neatness in this work. If it is necessary, precede this exercise by oral composition on the same subject.

26, 28, 29. First in an oral exercise select the *subject* and the *predicate*, then the *action-word* in the predicate, then the word that tells *how*, *when*, or *where* the action is performed. Use no other verbs than *action-words*.

34. Though this work may seem hard to pupils of this grade, yet if the previous Tablets have been mastered, they will, in a little time, do this and other similar lessons very well.

36. The teacher will place before the class a *declarative*, an *interrogative*, and an *imperative* sentence, and lead the pupil to observe the difference between them. Give many oral examples to develop the idea.

40. Develop the *exclamatory* sentence as in Lesson 36.

42. Only *personal pronouns* are to be used.

44. In the oral exercise let the sentences be very easy and contain only verbs that express *action*, and have an *object*. Notice that the subject of a verb can be found by placing *who* or *what* before the *action-word*, and that the *object* can be found by placing *whom* or *what* after the *action-word*.

A FEW SIMPLE DEFINITIONS.

A **sentence** is a collection of words that expresses a thought.

The **subject** of a sentence is that of which something is said.

The **predicate** of a sentence is that which is said of the subject.

When the **subject** does something to any person or thing, that person or thing is the **object** of the sentence.

A **declarative** sentence makes a statement of a fact.

An **interrogative** sentence asks a question.

An **imperative** sentence makes a command.

An **exclamative** sentence expresses emotion.

A **noun** is a name-word.

A **pronoun** is a word that stands for a noun.

An **adjective** is a quality-word. (Complete definition hereafter.)

The following additional Reproduction exercises may be used in this grade for oral or written work.

THE FOX AND THE CROW.

A crow having seized a fine piece of meat flew with it in his beak to the top of a tree. A sly fox, wishing to get the prize, came under the branches, and thus he spoke: "How handsome is the crow in the beauty of her shape and the fairness of her color! If her voice were only equal to her beauty, she would indeed be the queen among birds." Upon this the crow, wishing to prove that she was a good singer, set up a loud caw, and the meat fell to the

ground. The cunning fox quickly picked it up, and said: "My dear crow, your voice is good enough, but you need more sense."

THE BOY AND THE NETTLE.

A little boy, who had been stung by a nettle, ran to his mother crying and sobbing bitterly, and saying he had only just touched it. "Oh," said his mother, "if you had grasped it firmly, it would not have hurt you. You should not touch a nettle at all unless you seize it manfully."

THE FOX AND THE GRAPES.

A hungry fox saw some fine clusters of ripe black grapes hanging from a high trellis. She tried all her tricks to get at them, but in vain, for she could not reach them. At last she turned away in disgust saying, "Well, the grapes are sour, and not so ripe as I thought."

THE FLIES AND THE HONEY.

A jar of honey having been upset, a large number of greedy flies made haste to eat of its sweetness. But soon their feet became smeared with the honey, and they could not use their wings. When they found that they could not escape, they said: "O foolish creatures that we are; for the sake of a little pleasure we have lost our lives."

Let the pupils repeat orally or write the following story in their own language.

THE QUARRELSOME KITTENS.

Two little kittens one stormy night,
Began to quarrel, and then to fight.

One had a mouse, the other had none;
And that's the way the quarrel begun.

"I'll have that mouse," said the bigger cat.

"You'll have that mouse, we'll see about that!"

"I will have that mouse," said the elder son;

"You *shan't* have the mouse," said the little one.

The old woman seized her sweeping broom,
And swept both kittens right out of the room.

The ground was all covered with frost and snow
The two little kittens had nowhere to go.

So they lay and shivered on a mat at the door,
While the old woman was sweeping the floor.

And then they crept in as quiet as mice,
All wet with the snow and as cold as ice,

And found it much better, that stormy night,
To lie by the fire than to quarrel and fight.

TABLET No. 4½.—(For Fifth Year.)

3. Our national flag, the "Stars and Stripes," is composed of thirteen alternate red and white stripes—the outside stripes being red. It has also thirty-eight white stars on a blue ground. This flag was first used during our war for independence, and was adopted as our national flag in 1777. At first it had but thirteen stars, as that was the number of colonies. With the addition of each new State to the Union a new star was added, and as we now have thirty-eight States, the flag has thirty-eight stars. If another State should be added, we should add another star. The United States, the land of the "Stars and Stripes," is about twenty-six hundred miles long and fifteen hundred miles wide. When an American vessel crosses the ocean, it carries the national colors.

7. Birds of prey have sharp curved beaks and claws. The females of this order are generally one-third larger than the males. The condor, the largest bird of prey, is found only among the Andes mountains. It is about four feet long, and sometimes measures ten feet across its wings. It feeds on the flesh of those birds and animals that it captures. The condor does not build any nest, but

lays two white eggs on the bare rock, where it hatches and rears its young.

The hawk is found in nearly every country in the world. It feeds mostly on insects, vermin, birds, poultry, and small animals.

The fish-hawk captures his prey from the water. When the fish rises to the surface, he will pounce upon it, and carry it off in his claws. The eagle is also fond of fish, and when he sees the fish-hawk catch one, he sometimes gives chase, and obliges the hawk to drop it; then he will dive through the air, and catch it before it reaches the water.

The owl is the only bird that catches its prey at night. All birds have the sense of sight and smell more keenly than men or beasts.

10. These birds are called *perchers*, because they have feet formed for clinging to a perch or branch. Their toes are arranged with three in front and one behind. They live mostly in trees, where they make their nests and rear their young.

The robin, bobolink, mocking-bird, and many other fine singers belong to the Thrush family. The robin is a close friend of man, and its nest is often found in some apple-tree near the house. It feeds principally on animal food. A young robin is said to eat in a day more than its weight of insects.

The mocking-bird is noted, not only for its ability as a songster, but also for its great power of mimicry. It can imitate every sound that it hears.

The humming-bird, the smallest of the *perchers*, is found only in America. In tropical regions its plumage is especially beautiful. Its tiny nest is only an inch in diameter.

The swallow builds its nest in the spring under the eaves

of the barn. In the autumn these birds, as well as all other "birds of passage," go South, where they spend the winter. In the spring they usually return again, either to their old nests, or else they build others in the same locality.

13. The turkey, hen, dove, etc., belong to the order of *scratchers*. Their wings are generally feeble, because they do not use them much, and like all unused faculties, they soon become weak. The pigeon uses *his* wings, and is able to sustain an extended flight. He can fly at least sixty miles an hour. Sometimes vast numbers of these birds unite in a great flock, and journey across the country. When they find a forest such as they like for their nests, they take possession of it for a roosting-place. These flocks often contain over a million birds.

The carrier-pigeon is often employed to carry letters to a great distance. He has been known to go a thousand miles.

The partridge—the hen of the woods—is found in every country in the world.

The peacock is a native of India. His plumage is a marvel of beauty, and he seems to be well satisfied with his appearance. He is a vain and greedy bird. His voice is harsh and discordant.

15. The feet of the *climbers* have two forward toes and two turning backward, with sharp claws that fit them for climbing.

The birds of the Parrot family have a stout, hooked bill, and their plumage is usually very beautiful. They can sometimes be taught to repeat many words and sentences.

The woodpecker is found in all countries but Australia. He feeds chiefly on grubs or insects that he digs from decayed trees. His bill is long and sharp. His tongue is sharp and barbed so that it can enter a hole in the tree,

and draw out his prey. It is also covered with a glutinous substance so that any insect that touches it cannot escape. When the woodpecker alights on a decayed tree, he taps it with his bill to see if it is hollow, and if it is, he digs for the grub that he suspects is within. The woodpecker makes his nest in the cavities of partially decayed trees. Sometimes the black snake finds it, and destroys the eggs or the young.

The cuckoo makes no nest of its own, but lays its eggs in the nests of other birds. When the young cuckoo is hatched, it throws the other young birds out of the nest.

18. The ostrich is the largest of birds, being from six to eight feet in height, and sometimes weighs a hundred pounds. Its legs are long and strong and fitted for rapid running so that it is able to outstrip the fleetest horse. Sometimes when it is pursued it will hide its head in a thicket supposing that its whole body is thus hidden. The ostrich is valuable for its plumes, which are pure white, and are used for ornament. These birds are raised in Southern Africa for profit.

The ostrich lays its eggs in the sand, where they are hatched by the heat of the sun. These eggs are about twenty-five times as large as hen's eggs. The ostrich feeds chiefly on vegetable food, but it will devour almost any thing that comes within its reach.

All the other members of this order of birds are much smaller. The emu is found in Australia, the cassowary in Asia, and the rhea in South America.

20. The *waders* have long, naked legs, so that they can go into deep water without wetting their feathers. They have so long a neck that they can search in the mud beneath the water for their food, which is mostly worms, reptiles, and fishes.

The crane is over four feet long, and its wings extend about four feet. It is found in Europe, Asia, and America.

The heron is about three feet long, and it measures about five feet across its wings. It is found in all parts of the world.

The stork is a larger bird than the heron, and abounds in the Old World. It is very common in Holland, where it sometimes builds its nest on the tops of unused chimneys.

23. Frost is frozen moisture or dew. Snow is frozen vapor that sometimes falls from the clouds. Hail is frozen drops of rain. Ice is frozen water. Snow crystals have six equal sides.

Snow may always be found on the tops of some of the Rocky and Sierra Nevada Mountains. Avalanches are great masses of snow that slide down the mountain-side destroying every thing before them. This often occurs in Switzerland.

The Esquimaux live in snow houses, and subsist mostly on the fat of the seal and walrus.

Snow-shoes are long and broad frames that are attached to the feet to prevent them from sinking in the soft snow.

24. When the water in a pitcher freezes, it expands, and breaks the pitcher. As a given quantity of water occupies more space after it is frozen than before, it follows that ice is lighter than water. When the water of a pond freezes, the ice rises to the top. If ice were heavier than water, it would sink, and during the winter our ponds, streams, and rivers would become solid ice.

A glacier is a field of ice of great extent and depth, usually formed upon the side of a mountain. Sometimes a glacier will in the polar regions project beyond some

overhanging cliff of the ocean until by its weight it breaks off, and falls into the water. It is then called an iceberg, or mountain of ice. Icebergs sometimes rise at least two-hundred and fifty feet out of the water. Their size is eight times as great beneath as it is above the surface of the ocean. As icebergs are formed on land, they are composed of fresh water, while ice-fields, being formed from the water of the ocean, are salt.

28. The feet of the *swimmers* are webbed; that is, their toes are joined together by a membrane. This assists them very much in swimming, as their feet take the place of oars. The duck, goose, and swan have been domesticated. They are raised for their flesh and their feathers.

The eggs of wild geese and ducks may be obtained in the summer in great quantities in the cool waters of Northern Canada.

The skin of the *swimmers* is protected from moisture by a fine, oily down, through which the water cannot pass.

The albatross is the largest of aquatic birds. He will sometimes follow a vessel at sea for several hundred miles.

The pelican is noted for the sack that he has under his bill in which he can carry the fish that he captures.

The goose sometimes reaches the age of one hundred years.

30. Trees usually grow from seeds. Such trees as the spruce, elm, and oak grow by adding wood to the outside, while such as the cocoanut and orange add wood at the center. The age of the maple can be told by counting the number of layers or grains from the center to the outside. The cocoanut palm grows in tropical regions, and

often reaches the height of one hundred feet. Its leaves and fruit are found on the top. The mahogany and rose-wood have dark wood; the oak and maple have light wood; the maple and ash have hard wood; the pine and hemlock have soft wood; the chestnut and hickory are nut-bearing trees.

31. Plants grow most rapidly in a tropical climate, because the chief conditions of rapid growth are heat and moisture. They cannot live in the cold regions near the Poles. Accordingly as stems last one year, two years or more, they are called *annual, biennial, or perennial*. The soft stems of annual, biennial, or perennial plants are called *herbaceous*. *Deciduous* trees annually lose and renew their leaves. Trees not *deciduous* are *evergreen*. Bananas, date, bread-fruit, etc., are largely used for food in tropical climates. Rice is more used than any other grain.

32. Such trees as the apple and pear add wood to the outside. They abound in the northern part of the North Temperate Zone. They blossom in the spring, and the fruit ripens on some trees in the summer, on other trees in early or late autumn. In this country the orange-tree grows in Florida and California. It adds wood at the center, and not by outside layers. In Florida the tree blossoms in March, and its fruit ripens from November to January.

33. The climate of Florida is tropical. The word Florida means "flowery." In the winter it is a great resort for invalids, on account of the mildness of its climate. In going from Florida to the mouth of the Mississippi we cross the Gulf of Mexico. In proceeding up the river we shall find its waters confined by banks

called *levees*. In Louisiana there are in this river valley large fields of sugar-cane; in Mississippi large fields of cotton; and in Illinois and Iowa large fields of wheat and corn. Minnesota lies on both sides of the river. The falls of St. Anthony will prevent our further progress up the river. Here is the city of Minneapolis where flour is made in immense quantity.

34. Maple sugar is made in the spring. The tree is bored, and a little spout is put in to convey the sap into a bucket. Then it is collected and "boiled down." A single tree will yield several large buckets of sap in a season. The kettles are suspended by a chain over the fire from a large pole. When the syrup becomes thick enough, it is taken from the fire and cooled; it then becomes sugar. Sometimes the friends of the sugar-makers come to visit them when this "sugaring-off" occurs. Sometimes also the black bear will smell the sugar, and come after his share. Sugar is also made from sugar-cane, beet-roots, and sorghum.

42. The strawberry is a little herbaceous plant that, in its wild state, is found in the meadows and pastures of the temperate zone. It starts into growth immediately with the opening of spring. Shortly after its leaves appear, it blossoms, and, in a few weeks, its fruit ripens. The raspberry, in its wild state, is found everywhere in our pastures and woods. Its bush is from three to four feet high, and its fruit ripens immediately after the strawberry. After the raspberry, comes the blackberry, which grows upon a stem somewhat larger and stronger than that of the raspberry, and is covered with sharp thorns. The canes of the two last mentioned plants produce fruit the second year.

46. Corn is planted in hills; wheat and rice are sowed broadcast or in drills. Corn and rice are generally cultivated by hoeing. Corn when ripe is sometimes cut up near the roots, and put into small stacks to dry, after which it is husked. Sometimes the ears are plucked from the standing corn. Wheat is usually cut with a cradle or a reaper, and then threshed. Rice is reaped and threshed. In the United States corn is most largely produced. We ship large quantities of wheat and corn to Europe. Wheat is used more than any other grain for bread.

48. Benjamin Franklin was born in Boston in 1706. At ten years of age he entered his father's shop to learn to make soap and candles. As he did not seem fitted for the business, his brother took him into his printing office, where he soon learned to set type. To gratify his thirst for reading he would often sit up during the greater part of the night. At the age of seventeen he went to Philadelphia, where he obtained employment as a printer. At the age of twenty-three he became the editor of a paper in that city, which brought him both fame and money. Shortly afterwards he published what was known as "Poor Richard's Almanac," which contained many of his noted maxims. He was also the inventor of the lightning-rod. During the Revolutionary war he was a member of Congress and also a minister to France. He died in 1790.

The following additional Reproduction and Development Exercises may be used for oral or written work.

ROBIN'S UMBRELLA.

One summer morning as I was going from my room, I heard the muttering of distant thunder. Stopping at the stair-window to watch the approach of the storm, my attention was called to the great cherry-tree in the yard below. There in her

nest in the tree-top sat a beautiful robin. She, too, saw the gathering tempest, and was anxiously watching it. Just, then, her mate came home, and gave her a great ripe berry that he had brought for her breakfast. Then, hopping to the edge of the nest, he raised his umbrella over her. It was neither silk nor cotton, but his own pretty wings. Soon the big drops came thick and fast, and drenched him thoroughly, but he would not leave his mate. When the storm was over, and the sun shone again brightly, he hopped to a branch near by, smoothed and dried his crumpled feathers, and sang a cheerful song as though no storm had ever raged.

[Direct the pupil to repeat the following in his own language, adding any thing that the poem may suggest.]

BOBOLINK.

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
Sung and safe is that nest of ours,
Hidden among the summer flowers,
 Chee, chee, chee.

Six white eggs on a bed of hay,
Flecked with purple, a pretty sight!
There, as the mother sits all day,
Robert is singing with all his might:
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
Nice good wife, that never goes out,
Keeping house while I frolic about,
 Chee, chee, chee.—*W. C. Bryant.*

OSTRICH RAISING.

Ostrich raising is said to be very profitable in Southern Africa. A single pair will raise four broods a year of from ten to fifteen chicks each. A chick, a month old, sells for fifty dollars, and

a full-grown bird will yield twenty-five plumes yearly, worth three dollars each. They require little care, and feed chiefly on grass. They need no shelter, and can be kept in any well-fenced field. No herdsman is required to watch them,

THE KID AND THE WOLF.

A kid standing on the roof of a house, out of harm's way, saw a wolf passing by, and began to taunt and revile him. The wolf looking up said: "It is not thou who mockest me, but the roof on which thou art standing."

SPIDERS.

Spiders have the art of crossing streams of water on bridges of their own making. A gentleman of veracity relates the following curious incident: Having placed a large full-grown spider on a cane upright in the midst of a small stream, he saw it descend the cane several times, and remount when it had reached the surface of the water. Suddenly he lost sight of it wholly; but a few minutes afterward, to his great astonishment, he perceived it quietly pursuing its own way on the other side of the stream. Having spun two threads along the cane, it had cut one of them, which carried by the wind had become attached to some object on the bank, and so served the spider as a bridge.

TABLET No. 5.—(For Fifth Year.)

1. The exercises in the first lessons of each Tablet consists largely of review work. In punctuation the period, question mark, exclamation mark, apostrophe, and quotation marks are used as heretofore, and a few of the simple uses of the comma are introduced.

3. Proceed as in Tablet 4, Lesson 18. First use declarative sentences, afterwards interrogative, etc. But before considering the words of the sentence, always consider it as the expression of a thought, and separate it into subject and predicate. Follow this plan in each lesson.

5. We have before presented only a partial idea of an *adjective*; we now consider it in its widest use. Commence by giving a large number of sentences using such words as *a, an, the, this, that, these, those, my, our, his, her, some, any, no*, etc., and notice that such words *modify* or *limit* the meaning of nouns. Then teach that such words, as well as quality-words, are adjectives. Teach that *a, an*, and *the* are also called *articles*.

6. See Tablet No. 4, Lesson 13.

7. Teach by object lessons the use of such words as *in, on*, and *under*. This can be done by placing any object *in, on*, or *under* the desk, and asking the pupil to give a sentence telling where you have put the object. Proceed similarly with other prepositions.

9. See Tablet No. 4, Lesson 47.

10. Use only sentences in which conjunctions connect words.

11. Be sure that sufficient oral work is given to enable the pupil to determine whether words or sentences are connected.

12. In all these forms insist upon neatness and exactness.

13. The interjection is either followed by an exclamation mark or by a comma. When the comma is used, the sentence usually ends with an exclamation mark.

16. First show by examples that some words are derived from other words, and that other words are not; then let the pupil give the definition, and write the lesson.

17. Precede by oral work.

18. Proceed as in Lesson 16.

19. See Language Tablet No. 4, Lesson 34.

20-21. Present sentences, and let the pupil discover for himself the difference between common and proper nouns; then develop the definition of each; after that the lesson may be written.

23-27. This work may be developed by the teacher. In each case he should lead the pupil to observe the fact—then to note the method. Use only easy nouns. Do not try to teach the subject exhaustively in this grade or to establish the rules governing these cases till the work is again taken up in Tablet 7.

31-32. This should be preceded by much oral work, and the instruction should be of the nature of that indicated in the former note.

39. It will be well to precede this composition by necessary simple oral instruction about the structure, parts, and uses of the eye.

40-41. In introducing phrase modifiers in this grade use only prepositional phrases.

42. This lesson adds something to the instruction heretofore given in regard to adverbs. Notice especially *adverbs of negation*.

A FEW SIMPLE DEFINITIONS AND RULES.

An **adjective** is a word that modifies a noun or limits its meaning.

A **phrase** is a collection of related words not expressing a complete thought.

A **verb** is a word that denotes action, being, or state.

A **preposition** is a relation-word.

A **conjunction** is a word that connects words, phrases, and sentences.

An **interjection** is an emotion-word.

A **common noun** is a class name-word.

A **proper noun** is a particular name-word.

The **singular number** of nouns and pronouns denotes one.

The **plural number** of nouns and pronouns denotes more than one.

The **positive degree** of an adjective is its simplest form.

The **comparative degree** expresses more or less than the positive.

The **superlative degree** is the highest or lowest degree of comparison.

RULE. Nouns are generally made plural by adding *s* to the singular.

When we cannot pronounce them easily with *s*, we add *es*.

(This subject will be more fully considered hereafter.)

RULE. Adjectives of one syllable are sometimes compared by adding *er* and *est* to the positive.

Adjectives of two or more syllables are sometimes compared by prefixing *more* and *most* to the positive.

The following additional Reproduction exercises may be used for oral or written work.

THE SCARECROW.

In about a week after Harry's father had planted his corn-field, a few of the green blades began to show themselves. Then the crows made the field a visit, and began to pull up the tender shoots so as to get the kernel at the root. So Harry helped his father make an image to scare the hungry crows. Did you ever see a scarecrow? Well, it is a frightful object. An old suit of clothes is stuffed out, and made to look like a ragged old tramp, and the whole crowned with a seedy hat. When this image was put in the field, the crows came and held a council about it in a tree near by. Just then a slight breeze made the old rags flutter, and the crows, with loud cries, flew away in affright. They did not come for any more corn that year.

A SOFT ANSWER.

The horse of a good man once strayed into the highway, and his quarrelsome neighbor took it to the public pound. Meeting

the owner some time after, he said: "If ever I catch that horse in the road, I'll do just so again." "Neighbor," replied the other, "not long since, I looked out of my window, in the night, and saw your cattle in my meadow, and I drove them out, and shut them in your yard, and I'll do it again." Struck with the reply, the man took the horse from the pound, and paid the charge himself.

THE CROW AND THE PITCHER.

A thirsty crow seeing a pitcher, and hoping to find water, flew to it with great delight. When he reached it, he found, to his great grief, that it contained so little that he could not get at it. Then he said to himself, "If I cannot reach the water, perhaps I can make it come up to me." So saying, he dropped several pebbles into the pitcher, when the water rose, so that he was able to quench his thirst. "Ah," said the crow, "you see where there's a will, there's a way."

WILLIE AND THE SNOWDRIFT.

It had been a stormy night. The wind had driven the snow hither and thither. It had chased it around the house, into corners and out again; but its chief work seemed to be to pile it up in a high drift in Mrs. Taylor's door-yard. In the morning the sun arose as bright as ever, and as its rays flashed across the huge pile, each particle glittered like diamond dust. "How shall we get to the street?" said Mrs. Taylor. "Oh, I can shovel a path," said little Willie, as he got his shovel, and manfully began work. His mother called him back, and tied on his fur cap with the warm ear-pieces, and put a tippet around his neck. Then he went to work again with a will. Just then a man passing by spied our little hero at his work, and he called out: "Halloo, my little man, how do you ever expect to get through that great snowdrift?" "By sticking to it," instantly replied Willie; and he did stick to it till the work was done, and well done, too. Just as Willie had finished the work, his mother came out, and called him to breakfast. Don't you think she was proud of her manly little boy?

THE SLEIGH-RIDE.

The pupil will write a story about a sleigh-ride, taking the points from the following lines. Let some of them be changed into prose and introduced.

Jingle, jingle, clear the way,
'Tis the merry, merry sleigh;

As it swiftly scuds along,
Hear the burst of happy song,
See the gleam of glances bright,
Flashing in the pathway white.

Jingle, jingle, on they go,
Caps and bonnets white with snow,
Not a single robe they fold
To protect them from the cold;
Jingle, jingle, 'mid the storm,
Fun and frolic keep them warm.

Jingle, jingle, down the hill,
O'er the meadows, past the mill,
Now 'tis slow, and now 'tis fast;
Winter will not always last,
Jingle, jingle, clear the way,
'Tis the merry, merry sleigh.—*G. W. Pettee.*

TABLET No. 5½.—(For Sixth Year.)

6. The people of the Torrid Zone use the camel, elephant, llama, horse, etc., as beasts of burden. The camel and elephant are found in India and in several countries of Africa; the llama is found in South America; the horse is in most countries of the world.

The principal use of animals to man is in furnishing him food.

8. The parts of the body are the head, trunk, and limbs.

The parts of the head are the crown, back, sides, forehead, face, temples, eyes, nose, mouth, chin, cheeks, and ears.

The parts of the trunk are the neck, throat, back, chest, and sides.

The parts of the limbs are the thigh, lower leg, and the foot; the upper arm, fore-arm, and hand.

The skeleton, or framework of the body, is composed of about two hundred bones. These bones are of use in supporting the body and giving it form.

The elbow joint is a hinge joint; so also is the knee joint; the shoulder and the hip have a ball-and-socket joint.

10. A metal is a mineral that may be melted or hammered. Salt and coal are minerals, but not metals.

12. The parts of the nose are the bridge, nostrils, cartilage, and tip.

The parts of the eye are the pupil, iris, eyeball, eyelid, and lashes.

The parts of the ear are the rim, flap, and drum.

The eye is placed in a deep, bony socket to protect it from injury. The iris is a curtain to shade the pupil.

15. The leaves of a plant correspond in their use somewhat to the lungs of an animal. They have also the power to take in nutriment which enters into the composition of the plant; indeed they are the principal *media* through which it receives food, the roots of the plant being mostly for support and to take up moisture. The requisites of plant growth are soil, air, light, heat, and moisture.

When a growing plant is placed under water, and put in the sunlight, it will breathe out oxygen gas that will rise in bubbles to the surface of the water.

17. Reptiles and fishes are cold-blooded animals. Fishes are either bony or cartilaginous. The skeletons of such fishes as the shark and the sturgeon consist of cartilage, and not of true bone. Fishes breathe through their gills. Their organs of sight and hearing are much less

perfectly developed than those of land animals. The shark is found mostly in warm climates, and is very voracious. The white shark has been known to swallow a man entire.

The sturgeon spends the summer in our rivers, and the winter in the ocean.

19. The Spaniards first discovered Florida. They settled St. Augustine in 1665. This is the oldest city in the United States. The next in age is Santa Fe.

New York was settled by the Dutch; New Orleans by the French.

20. The muscles, or the lean meat, cover the bones, and are useful in moving the different parts of the body. The muscles are covered by the skin. Our muscles are generally moved by an exercise of the will, but the heart moves without our thought or will. The heart, tongue, etc., are entirely composed of muscles. We have in all about four hundred and fifty muscles. Their strength and health depends upon proper exercise, also upon good food, air, light, and blood. The needed exercise is largely furnished by ordinary work. We may sometimes rest the muscles by change of employment or by stopping work entirely.

22. Dr. Franklin proved that electricity and lightning are the same by sending up a kite during a thunder shower, and drawing lightning from the clouds. Electricity may be produced by friction; for instance, by rubbing glass with silk. Lightning is caused by a sudden discharge of electricity between two clouds, or between a cloud and the ground. Thunder is the result of the concussion of the electric fluid with the air.

Nearly all metals are good conductors of electricity, but the best is silver; then follow gold and copper. The

best non-conductors are feathers, wool, silk, glass, etc. Lightning-rods are used for the purpose of conveying the electric discharge from the buildings to which they are attached. They are usually made of iron or copper. The safest place in a room during a thunder shower is generally near the center of the apartment.

Messages are sent instantaneously by the electric telegraph and by the telephone. Electricity is much used as a means of producing light.

23. The codfish and the salmon belong to the bony or true fishes. The codfish is found only in salt water. Great numbers of cod and mackerel are caught off the coast of New England and on the banks of Newfoundland.

In the summer salmon are found in many of our rivers, but principally in the Columbia river.

The herring, bass, pickerel, trout, bluefish, and very many others belong to the class of bony or true fishes. They all have scales.

25. Columbus first landed at San Salvador, an island of the Bahamas, a group of the West Indies. The first settlement was made at Cuba. Cuba, Hayti, and Porto Rico are the three largest of the West Indies; Havana is their largest city. The chief trade of these islands is with the United States. We send to the West Indies breadstuffs, ice, lumber, butter, and manufactured goods, and receive in return sugar, tobacco, spices, tropical fruits, etc. Mahogany and rosewood abound, also the orange, and the banana. Only one-sixth of the inhabitants are white.

34. Tea is raised chiefly in China and Japan. More than half of the coffee used comes from Brazil. Java and Ceylon rank next in the amount of its production. Mahogany and rosewood come from the West Indies and

South America. Figs and dates grow in Southern Europe and in many parts of Asia and Africa. Cinnamon and nutmegs come from India and Ceylon. In this country cotton and sugar-cane are raised in the Southern States. Linen is made from flax. Opium is produced in China from the white poppy. Its seed bolls are pricked when they are green, and the dried juice is collected. Cloves are the flower buds of the clove-tree, and are obtained from the East Indies. India rubber is the sap of a Brazilian tree. Sago is the pith of the sago palm, a tree found in Ceylon. Tapioca is made from the roots of the cassava plant.

35. The turtle carries its skeleton on its back; it is used as an article of food. The alligator is a large reptile that is found in several of the Southern States, especially in Louisiana and Florida. The crocodile is found principally in the Old World. Alligators and crocodiles will kill and eat such small animals as dogs and pigs. They will seldom attack a human being. The chameleon is a lizard that has the remarkable power of changing its color. It is found in some parts of Europe, Asia, and Africa. It feeds chiefly upon insects.

37. The steam engine was invented by James Watt. He was led to this invention by watching the effects of steam upon the lid of a tea-kettle. The locomotive steam-engine was invented by George Stephenson.

40. People of warm climates live mostly on vegetable food. A tuber is an expanded root; a bulb is a tuber with leaves or scales. The inhabitants of Ceylon use the pith of the sago-tree for food; the fibers of the bark are made into clothing; the leaves are used for thatching their houses.

42. The body is nourished by the blood. It comes from the heart, and is carried to all parts of the body by the arteries. The color of pure blood is bright red, of impure blood dark red. Pure blood is given to the arteries from the right side of the heart. The veins are blood-vessels that return the blood from the extremities to the heart. The capillaries are little vessels that connect the veins and arteries. Impure blood enters the heart on the left side, and then passes to the lungs. Here it is purified by the action of pure air upon it. Impure air makes the blood impure.

47. Europe is a little larger than the United States including Alaska. It took Columbus about eleven weeks to cross the Atlantic when he made his first voyage of discovery. We can now cross it in from seven to ten days.

Russia is the largest country of Europe. London is the largest European city. The Danube is the largest European river. Liverpool is the most noted seaport.

48. Coral is a deposit made by little insects found in the sea in warm climates. These insects are firmly attached to the branch-shaped forms that they construct beneath the water. Some coral is red, some white, some dark. Southern Europe sends us coral from the Mediterranean sea. It is also obtained from the Red sea and from the Persian gulf. Coral is obtained from the water by a grapple that is lowered from a boat.

When these insects have built a mass of coral to the surface of the water, it sometimes becomes disintegrated by the action of the air and water, and in time is covered with vegetation. Some of the South Sea islands are of coral formation, and being in warm climates, they are covered with tropical vegetation. Such trees as the coconut palm flourish on coral islands.

First read one of the following lessons, then let the pupil reproduce it in his own language, adding such other matter as the story may suggest.

THE MOUNTAIN AND THE SQUIRREL.

The mountain and the squirrel
 Had a quarrel;
 And the former called the latter "Little Prig,"
 Bun replied,—
 "You are doubtless very big;
 But all sorts of things and weather
 Must be taken in together
 To make up a year
 And a sphere.
 And I think it no disgrace
 To occupy my place,
 If I'm not so large as you,
 You are not so small as I.
 And not half so spry!
 I'll not deny you make
 A very pretty squirrel track.
 Talents differ; all is well and wisely put,
 If I cannot carry forests on my back,
 Neither can you crack a nut."—*Emerson.*

HERCULES AND THE WAGONER.

A carter was driving along a country lane, when the wheels of his wagon sank down deep into a rut. The stupid driver did nothing but make loud cries to Hercules to come and help him. Upon this Hercules suddenly appeared, and thus said: "Put your shoulder to the wheel, my man. Goad on your oxen, and don't pray to me for help till you have done your best to help yourself, or you will pray in vain." *Self-help is the best help.*

RECOMMENDATIONS.

A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number, he, in a short time, selected one, and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation." "You

are mistaken," said the gentleman,* "he had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave up his seat instantly to that lame, old man, showing that he was kind and thoughtful. He took off his cap when he came in, and answered my questions frankly and respectfully, showing that he was polite and gentlemanly. He picked up the book that I had purposely laid on the floor, and replaced it on the table, while all the rest stepped over it, or shoved it aside, and he waited quietly for his turn, instead of pushing and crowding, showing that he was honest and orderly. When I talked with him, I noticed that his clothes were carefully brushed, his hair in nice order, and his teeth as white as milk; and when he wrote his name, I noticed that his finger-nails were clean, instead of being tipped with jet. Don't you call those things letters of recommendation? I do; and I would give more for what I can tell about a boy by using my eyes ten minutes than for all the fine letters he can bring me."—*Little Corporal*.

THE DAISY.

There is a flower, a little flower,
With silver crest and golden eye,
That welcomes every changing hour,
And weathers every sky.

On waste and woodland, rock and plain,
Its humble buds unheeded rise;
The rose has but a summer reign;
The daisy never dies.—*Montgomery*.

Tablet No. 6.—(For Sixth Year.)

2. "Out-of-door" being a compound word is sometimes called a compound adjective.

3-4. Be sure to precede these lessons with sufficient oral drill. A failure in comprehending this subject will involve complete failure in analysis.

7. The general rule for the formation of the plural of nouns is given on p. 49. The subject will also be considered on pp. 61, 62, 64, 67, and 75.

The teacher will develop the special rules for forming the plural that appear at the end of the notes on Tablet No. 6, pp. 61 and 62.

Show by example how these nouns are made plural then let the pupil state the principle and deduce the rule.

9. It is desirable that pupils should now be able to use possessive forms with accuracy, and experience has shown that this subject can be mastered before the subject of *case* is fully considered. It will hereafter be shown (Tablet 7) that the terms *subject singular* and *subject plural* are identical with *nominative* and *objective* singular and plural. *Do not hasten over the work of this lesson.*

14. The pupil will tell how the ore is obtained; how it is melted; what pig iron is; what wrought iron is; what useful articles are made from iron, etc.

15. Let the pupil also separate the subject from the predicate by a vertical line. Note the two elements in a transitive sentence—the *action* and its *object*.

21. See Tablet 4, Lesson 47.

24. See Tablet 5, Lessons 31–35.

25. Let the pupils thoroughly learn the list given below before writing the lesson.

ADJECTIVES OF IRREGULAR COMPARISON.

POSITIVE.	COMPAR.	SUPERL.	POSITIVE.	COMPAR.	SUPERL.
good,	better,	best.	little,	less,	least.
bad, }	worse,	worst.	near,	nearer,	{ nearest. next.
ill, }					
much, }	more,	most.	late,	{ later, latter,	latest. last.
many, }					
fore,	former,	{ foremost. first.	old,	{ older, elder,	oldest. eldest.

26. Show that some adjectives, like "sweet" and "sour," qualify nouns and pronouns, and are called *qualifying adjectives*; that others, like "a," "the," "this," "one," etc., limit the meaning of nouns, and are called *limiting adjectives*. Teach that some qualifying adjectives are formed from proper nouns, and are called *proper adjectives*. They should always have a capital. Show that some adjectives, like "perfect," "complete," etc., cannot be compared.

28. All words ending in *ous* are adjectives.

29. Perhaps it will be well for the teacher to give some description of a salt mine—that at Cracow in Poland is most noted. Tell also how salt is obtained by the evaporation of the water of salt springs. (The salt works of Syracuse, New York, will furnish a good example.)

31. Give the pupils the following form if necessary:

Mrs. Thompson requests the pleasure of Mr. and Mrs. James Wilson's company at dinner, on Wednesday evening next, at 5 o'clock.

180 Austin Ave.,

Tuesday, 30th Dec.

32. Notice that these are adverbs of manner, and are compared like adjectives.

33-35. Here, at last, we have the complete idea of the *adverb*.

We began in Tablet 4, Lessons 26-30, with *how*, *when*, and *where* words, and so prepared the way for Tablet 5, Lesson 42, in which it was shown that all such words, and *all words that modify the verb are adverbs*. We now

show that all words that modify an adjective or adverb are also adverbs.

Notice that such adverbs as *very*, *quite*, *entirely*, etc., are adverbs of *degree*.

37. Be sure that pupils do not use the hyphen at the end of the line so as to divide a syllable.

41. See Tablet 5, Lesson 12.

47. It is a very common error to pluralize such nouns as "pailful" thus: "pailsful."

A FEW SIMPLE DEFINITIONS AND RULES.

When a noun or pronoun represents the speaker, it is in the **first person**.

When it represents the person spoken to, it is in the **second person**.

When it represents the person spoken of, it is in the **third person**.

Nouns or pronouns of the **masculine gender** represent males.

Nouns or pronouns of the **feminine gender** represent females.

Nouns or pronouns of the **neuter gender** represent neither males nor females.

A noun or pronoun is in the **nominative case** when something is affirmed of it.

A noun or pronoun is in the **possessive case** when it denotes possession.

A noun or pronoun is in the **objective case** when it is the object of a verb or a preposition.

A **transitive verb** is one that expresses action, and has an object.

An **intransitive verb** is one that expresses the being or state of its subject, or simply action without an object.

An **adverb** is a word that modifies a verb, an adjective, or an adverb.

RULE. Nouns ending in *y* preceded by a consonant change *y* to *z*, and add *es* to form the plural.

Nouns ending in *f* or *fc* generally change these letters to *ves* to form the plural.

Nouns ending in *o* after a consonant, also in *x*, *sh* and *ch* soft generally form their plural by adding *es*. See also page 49.

RULE. A capital letter must begin: (1) The first word of every complete sentence. (2) All words used in titles or headings. (3) Every line of poetry. (4) Every direct quotation. (5) Every proper noun and proper adjective. (6) All names of the Deity. (7) All personified words. (8) Words especially distinguished. (9) The words *I* and *O* are always capitals.

After the teacher has read one of the following lessons carefully to the pupils, let them reproduce it, orally or in writing, in their own language, adding any other points that the story may suggest.

THANKSGIVING DAY.

Over the river, and through the wood,
 To grandfather's house we go;
 The horse knows the way
 To carry the sleigh
 Through the white and drifted snow.

Over the river, and through the wood;
 Oh, how the wind does blow!
 It stings the toes,
 And bites the nose,
 As over the ground we go.

Over the river, and through the wood;
 Now grandmother's cap I spy!
 Hurrah for the fun!
 Is the pudding done?
 Hurrah for the pumpkin-pie!—*L. M. Child.*

MEXICAN MILKMEN.

One of the curiosities of the city of Mexico is the manner of selling milk. Instead of a handsome wagon rattling up with its bright cans and its cheery driver, the cows themselves, with their calves following muzzled, are driven to your door. Just think; you have the cow milked under your very window every morning, and you have no fear that you are paying for more water than milk.

THE LARK AND HER YOUNG ONES.

A lark had made her nest in the early spring in a field of wheat. The brood had almost become able to use their wings, when the owner of the grain, which was now quite ripe, came to see it, and said: "The time has come when I must send for all my friends to help me with my harvest." One of the larks heard his speech, and told it to his mother, asking her to what place they should now move for safety. "There is no need to move yet, my son," she said; "the man who only sends to his friends to help him with his harvest is not really in earnest." The owner came again a few days later, and saw the grain falling to the ground from ripeness, and said: "I will come myself to-morrow with my sons, and get in the grain." The lark, on hearing these words, said: "It is time to be off, my little ones, for the man is in earnest this time; he no longer trusts to his friends, but will reap the field himself."

PERSUASION IS BETTER THAN FORCE.

A dispute once arose between the north wind and the sun as to which had the most power, and they agreed to try their strength upon a traveler, and see which would be able to get his coat off in the least time. The north wind first tried his power, and blew with all his might. But this only made the man wrap his cloak the more closely about him. Then the sun shone out with all his warmth. His sultry rays, beating upon the traveler's head, obliged him to lay aside his cloak and seek the shelter of a grove by the roadside.

TABLET No. 7.—(For Seventh Year.)

1. See Tablet 4, Lessons 16, 17; also Tablet 5, Lessons 21, 22. Show that some words, like "neatness" and "pride," are the names of qualities, and are called *abstract nouns*; that some singular nouns, like "army," "flock," etc., denote many, and are called *collective nouns*; and that some nouns compounded of two or more words, like "father-in-law" and "man-servant," are called *compound nouns*.

2. Take every opportunity to impress upon the class that the simple subject and the simple predicate are the two prominent words in a sentence, and that they should receive the first consideration.

7. See Tablets 5 and 6, also pp. 49, 61, and 62.

9. The teacher may give some information, if necessary, about the way in which coal is mined.

10. Show that compound nouns are generally made plural by pluralizing the important part of the word ; as, "fathers-in-law." But when the hyphen is omitted, they follow the general rule ; as, "cupfuls." Many abbreviations are pluralized by annexing *s* as *Drs.* Other abbreviations have a separate plural form as *Mr.*, *Messrs.* Letters and figures are made plural by annexing an apostrophe and *s*; as in the following examples: "Add the 4's." "Write the a's."

Some nouns are found only in the singular ; as, *silver*, *honesty*, *meekness*.

Some nouns have no singular ; as, *scissors*, *trousers*, *tongs*.

Some nouns are the same in both numbers ; as, *sheep*, *deer*, *vermin*.

12. Nouns of doubtful gender are those that have the same form in masculine and feminine, and where, from the context, the gender cannot be determined. Such nouns are sometimes said to be in the *common gender*. Teach that pronouns have the same person, gender, and number as the nouns for which they stand.

16. Masculine nouns are sometimes made feminine by using a different word ; as, *gander*, *goose* ; *bachelor*, *maid* ;

earl, countess ; friar, nun ; wizard, witch ; lord, lady ; duke, duchess.

Sometimes masculine nouns are made feminine by a change of termination; as, *lion, lioness ; shepherd, shepherdess ; actor, actress ; tiger, tigress ; hero, heroine ; widower, widow ; bridegroom, bride ; emperor, empress ; administrator, administratrix ; executor, executrix.*

Some masculine nouns are made feminine by prefixing a word; as, *man-servant, maid-servant, etc.*

18. This is only a partial truth in regard to the nominative case; the whole idea will be developed when the pupil is able to bear it. Be sure that what is presented is comprehended. Give many other sentences, and let the pupil select the nominatives.

19. See Tablet 6, Lesson 9.

21. See Tablet 6, Lesson 36.

22. Notice that the nominative and objective cases of nouns have the same form (spelling).

Explain that the arrangement of the different forms of a noun or pronoun, according to its case, is called *declension*. Give the pupil the proper form for declension, thus:

	SING.	PLU.	SING.	PLU.	SING.	PLU.
Nom. cat,	cats,	lady,	ladies,	man,	men,	
Poss. cat's,	cats',	lady's,	ladies',	man's,	men's,	
Obj. cat.	cats.	lady.	ladies.	man.	men.	

26. Teach that double comparatives and superlatives should be corrected by dropping the superfluous term; also that some adjectives—such as limiting adjectives, proper adjectives, and adjectives that are generally nouns—cannot be compared. Examples: “A *silver* spoon,” “*this* book,” “*French* goods.”

28. See Tablet 4, Lesson 34.

29. Lead the pupil by inductive oral instruction to a right understanding of the subjects here presented. The especial object of this work is to prepare the pupil for the work of false syntax given below. Give especial attention to the word *them*, as it is here considered before the other pronouns.

31. See Tablet 4, Lesson 42. Explain that such words as *I, me, you, his, they*, etc. show by their spelling what their person is, and so are properly called *personal pronouns*. The following is the declension of all the personal pronouns:

	FIRST PERSON.		SECOND PERSON.		THIRD PERSON.	
	SING.	PLU.	SING.	PLU.	SING.	PLU.
Nom.	I,	we,	thou,	you,	he,	they.
Poss.	{ my or mine,	{ our or ours,	{ thy or thine,	{ your or yours,	his,	{ their or theirs, }
Obj.	me.	us.	thee.	you.	him.	them.

	THIRD PERSON.		THIRD PERSON.	
	SING.	PLU.	SING.	PLU.
Nom.	she,	they,	it,	they,
Poss.	her or hers,	their or theirs,	its,	their or theirs,
Obj.	her.	them.	it.	them.

In common style the personal pronouns of the second person plural number are used also in the singular. It will be noticed that the apostrophe is not used in the possessive case of the personal pronouns.

When pronouns of different persons are in the same construction, the pronoun of the first person should always be placed last, the pronoun of the second person first.

33. The subject of an imperative sentence is always *thou, ye, or you*.

35. If necessary, tell the pupil how petroleum is obtained by boring, and how it sometimes spouts up from the earth. Tell something about its manufacture into kerosene.

36. This lesson will need much patient oral work. In determining the cases of these words, it will be well to select the verb, then put *who* or *what* before it to find the subject, then *whom* or *what* after it to find the object.

37. This kind of synthetic work is very valuable, but most children find it difficult.

38. A noun or pronoun is parsed by stating its class, and giving its person, gender, number, and case. If it is a pronoun, these will be the same as in the noun for which it stands.

If the noun or pronoun is in the possessive case, name the noun to which it belongs. If it is in the nominative or objective case, state of what verb it is the subject or object.

39. Teach that some nouns form their plurals irregularly; as, *brother, brethren; tooth, teeth; penny, pence; foot, feet*; etc. (Nouns from foreign languages will be considered hereafter.)

43. See Tablet 4, Lesson 13.

45. Notice especially that the verb lacks the main element of a transitive verb: namely, *action*. Parse *boy* by telling what it is, and by giving its person, number, gen-

der, and case, and stating that it is the predicate nominative of the verb. This verb *to be* is sometimes called a *neuter* verb and sometimes a *copulative* verb.

Notice that the noun complement of a transitive verb is the object of the verb, but that the noun complement of an intransitive verb is a predicate nominative, and means the same as the direct nominative.

A predicate adjective, though in the predicate, is affirmed of the subject, and should be parsed as modifying it.

47. Never attempt to analyze a sentence or parse its different words till the thought of the sentence and the meaning of each word are clearly understood. Time spent in making these points clear is not lost.

The analysis of a sentence consists in separating it into its elements, for the purpose of finding their mutual relation and dependence. Synthesis consists in uniting such elements into sentences.

48. The transposition of a sentence consists in changing the order of its elements. To facilitate the work of analysis or parsing, the change should be to the natural order of these elements; that is, the subject and its modifiers should usually come first, afterwards the predicate and its modifiers.

A FEW DEFINITIONS.

An **abstract noun** is the name of a quality.

A **collective noun** is one that in the singular expresses many.

A **compound noun** is formed of two or more united words.

The **declension** of a noun or pronoun is the proper arrangement of its different forms according to their number and case.

A **personal pronoun** is one that shows its person by its form.

The pronouns **who**, **which**, and **what**, when used in asking questions, are called **interrogative pronouns**.

A **noun complement** is a noun used in the predicate to complete the sense.

An **adjective complement** is an adjective used in the predicate to modify the subject.

Parsing consists in telling what a word is, its class, its properties or forms, and its relation to other words.

A FEW SENTENCES FOR ANALYSIS AND PARSING.

[*Let the teacher use these sentences, as those in the Tablet have been used, rather than for complete and formal parsing.*]

The bones of birds are filled with air.

God tempers the wind to the shorn lamb.—*Sterne.*

The air of the Alps is very pure and rare.

The awful voice of the storm howled through the rigging.

A clear conscience can bear any trouble.

The figs of commerce come mostly from Smyrna.

Who can describe the splendor of the heavens?

The Esquimaux belong to the Mongolian race.

Nearly all compound adjectives have the hyphen.

The Bay of Fundy has the highest tides in the world.

Queen Victoria resides mostly at Windsor Castle, near London.

Snow and ice are different forms of water.

How many fine trees grow in California!

Did you ever see a wild morning-glory?

Who can describe its blossom?

Which is the finest flower in your garden?

What is the name of that pretty bird?

Take care of the minutes!

REPRODUCTION LESSONS.

MAKING AUGER HOLES WITH A GIMLET.

“My boy, what are you doing with that gimlet?” said I to a flaxen urchin, who was laboring with all his might at a piece of board before him. “Trying to make auger holes” was the reply, without raising his eyes.

Precisely the business of, at least, two-thirds of the world—this making auger holes with a gimlet. Here is young A., who has just escaped from a clerk’s desk behind the counter. He sports his moustache and his imperial, carries a rattan, drinks champagne, and talks big about the profits of banking and shav-

ing notes. He thinks he is really a great man; but every one around him knows that he is making auger holes with a gimlet.

Mr. B. may be put down as a distinguished professor of the gimlet. He was a farmer. His father gave him a fine farm, but he was not content. Speculation in corn and flour arose before him, fortunes were made in a twinkling; so he sold out, bought largely, dreamed of the riches of Astor and Rothschild—no more work. But, at last, the bubble burst, and Mr. B. has found out it is difficult to make auger holes with a gimlet.

THE HORNET'S NEST IN THE BARN.

A certain man, finding a large hornet's nest under the eaves of his barn, set fire to it, and so burned up both the nest and barn. Such folly, you will say, is impossible; but what is it to that of the man who drinks rum to cure disease? There is Mr. Gruntly who has been for a year trying to burn out a pain in his breast by firing his stomach with brandy, and the eaves of his house are on fire now.

There is Mr. Carbuncle who has been dosing for dyspepsia, burning out the hornet's nest with rum till the front of his house is in a blaze.

Mind what I say, Peter, never make such a fool of yourself, as to set fire to your house for the sake of burning out a hornet's nest.

MAKE HOME BRIGHT.

Make your home attractive. Every one loves to look at flowers. Make your home bright with them. Gather the pretty grasses that abound in the fields. Bring in the wild flowers. Search for the vines with bright berries. Collect the pretty mosses. Decorate the mantels and brackets with them. Put them on the dining-table. Even boughs of evergreen will brighten up a home if you have no flowers.

TABLET No. 8.—(For Seventh Year.)

4. A pronoun usually stands for a noun that goes before it; but an interrogative pronoun stands for a word that comes after it, and is found in the answer to the question. For the parsing of pronouns see p. 67.

7. Numeral adjectives cannot be compared.

9. Give many sentences to show that there are certain words like *this*, *each*, and *other*, that sometimes limit nouns, and sometimes take the place of nouns, and that therefore they are called *pronominal adjectives* (adjective pronouns). Notice that the words *this*, *that*, *these*, and *those* limit definite things, and are therefore called *demonstrative adjectives*; that *all*, *some*, *such*, *whole*, *both*, *other*, *one*, *none*, and *another* limit indefinite objects, and are called *indefinite adjectives*; that *each*, *every*, *either*, and *neither* point out things taken separately, and are called *distributive adjectives*. The words *my*, *thy*, *his*, *her*, *our*, *your*, *its*, and *their* have been given in the list of personal pronouns, but some authors call them *possessive adjectives* (adjective pronouns). The *adjective pronouns* *one*, *other*, and *another* have the apostrophe and *s* in the possessive case. The words *which*, *what*, *some*, *own*, *former*, and *latter* are also pronominal adjectives.

16. Teach that a verb has the same person and number as its subject. Show by example how its form varies with the different persons and numbers of its subject.

17. Show by using personal pronouns after a verb or preposition, that the object of a verb or preposition must be in the objective case.

18. Teach that the appositive noun is an adjective modifier of the noun that it explains. Show also that it always agrees with it in case.

19. A noun in apposition is parsed by giving its properties and stating the word with which it is in apposition.

20. Adverbs generally answer to the question when? where? how much? or how?

21. Some adverbs are of irregular comparison; as, *badly*, *worse*, *worst*; *well*, *better*, *best*.

27. *A* and *an* are called indefinite articles, because they point out things indefinitely. *The* is called a definite article, because it points out things definitely. *A* and *an* limit singular nouns; *the* limits singular or plural nouns. An adjective is parsed by stating its class, comparing it if it admits of comparison, naming its degree, and telling the word that it modifies or limits.

28. The following are the principal words used as prepositions:

aboard	below	from	throughout
about	beneath	in	till
above	beside	into	to
across	besides	notwithstanding	touching
after	between	of	toward
against	betwixt	off	towards
along	beyond	on	under
amid	but	over	underneath
amidst	by	out of	until
among	concerning	past	unto
amongst	down	regarding	up
around	during	respecting	upon
at	ere	round	with
athwart	except	save	within
before	excepting	since	without
behind	for	through	

38. The following list contains a few of the conjunctions: *And*, *as*, *both*, *because*, *for*, *if*, *that*, *or*, *nor*, *either*, *neither*, *than*, *though*, *yet*, *but*, *except*.

39. Whenever a neuter noun is personified, it has the masculine or feminine pronoun.

40. For the principal interjections see Tablet 5, Lesson 15.

42. See Tablet 4, Lesson 47.

A FEW DEFINITIONS AND RULES.

A **qualifying adjective** is one that expresses quality.

A **limiting adjective** points out or limits a substantive (noun or pronoun).

A **numeral adjective** is one that expresses number.

A **pronominal adjective** is a word that sometimes limits a substantive, and sometimes stands for it.

An **adverb** is a word that modifies a verb, an adjective, or an adverb.

RULES. 1. *When a noun or pronoun is the subject of a verb, it must be in the nominative form.*

2. *When a noun or pronoun limits another noun by expressing ownership, it must be in the possessive form.*

3. *When a noun or pronoun is the object of a verb or a preposition, it must be in the objective form.*

4. *When a noun or pronoun is the complement of an intransitive verb or of a verb in the passive voice, it must have the same case form as the direct subject.*

5. *When a noun or pronoun is in apposition, it has the same case as the word explained.*

6. *An adjective qualifies or limits a noun or pronoun.*

7. *A pronoun must have the same person, gender, and number as the noun for which it stands.*

8. *A verb must agree with its subject in number and person.*

9. *An adverb modifies a verb, an adjective, or an adverb.*

10. *A preposition shows the relation between its object and the word that the phrase modifies.*

11. *A conjunction connects words, phrases, or sentences.*

12. *An interjection has no dependence upon other words in the sentence.*

[Other rules on page 88.]

A FEW SENTENCES FOR ANALYSIS AND PARSING.

[Let the pupil first analyze each sentence as in Tablet 8, Lesson 29, and afterwards parse each word. As his knowledge of the verb is yet quite limited, let him simply state whether it is transitive or intransitive, and also give its person and number.]

Many birds build their nests on trees.

How can you tell the age of this tree?

The wings of a butterfly are covered with delicate scales.

The Rio Grande separates Texas from Mexico.

Liars should have good memories.

The loftiest and strongest trees spring heavenward among the rocks.

Crowns were the playthings of Napoleon.

A cobra can renew its fangs in three months.

A grandee on the exchange may be a pauper in God's universe.

The last sunlight has flashed from that deck.—*Beecher.*

Diogenes, the Greek philosopher, lived in a tub.

Does he belong to the order of smilers or of scowlers?—*Holmes.*

Hear the tempest on the mountain!

How sweet is the fragrance of this little flower!

I have always despised the whining yelp of complaint and the cowardly feeble resolve.—*Burns.*

With the surrender of Quebec the French power in America fell.

The water-spaniel rivals all other dogs in his attachment to his master.

Nature commonly lodges her treasures and jewels in rocky ground.

For what market are you raising those splendid thistles?

REPRODUCTION LESSONS.

Let the pupil tell what he can, in his own language, about "The Brook," adding whatever else these lines may suggest.

I chatter over stony ways,
 In little sharps and trebles;
 I bubble into eddying bays,
 I babble on the pebbles.

I steal by lawns and grassy plots,
 I slide by hazel covers;
 I move the sweet forget-me-nots,
 That grow for happy lovers.

And out again I curve and flow
 To join the brimming river,
 For men may come, and men may go,
 But I go on forever.—*Tennyson.*

THE BOBOLINK.

Of all the birds of our groves and meadows, the bobolink was the envy of my boyhood. He crossed my path in the sweetest weather and the sweetest season of the year, when all nature throbbed to the fields, and the rural feeling throbbed in every bosom. He comes amid the pomp and fragrance of the season; his life seems all sensibility and enjoyment, all song and sunshine. He is to be found in the soft bosoms of the freshest and sweetest meadows; and is most in song when the clover is in blossom. He perches on the topmost twig of a tree, or on some long flaunting weed, and, as he rises and sinks with the breeze, pours forth a succession of rich, tinkling notes; crowding one upon another, like the outpouring melody of the skylark, and possessing the same rapturous character.—*Irving.*

TABLET No. 9.—(For Eighth Year.)

1. The following is a short list of foreign nouns and their plurals: *Datum, data; crratum, crrata; medium, media; minutia, minutiae; stratum, strata; ellipsis, ellipses; phenomenon, phenomena; index, indices; radius, radii; genus, genera; genius, genii; cherub, cherubim; beau, beaux.*

10. Most of the trouble that the pupil finds in the analysis of sentences comes from the complex sentence. The teacher should therefore be sure that every step of the instruction is made plain, and that every point has many illustrative sentences.

11. In combining these sentences, any words may be changed or omitted if necessary.

12. If the words connected are in apposition, the verb is singular.

14. Begin with a review of word and phrase modifiers of a noun, and then come to clause modifiers. Illustrate by easy sentences.

15. Proceed as in Lesson 14.

16. The relative pronoun cannot be properly taught except as a part of a complex sentence—a connective of the clause, or dependent member, to the principal member. First consider it as a connective, then as a pronoun. This is one of the most difficult parts of speech for the pupil to master.

21. Begin with sentences containing the different forms or cases of the relative pronoun; then arrange them in regular order, thus:

Singular & Plural: Nom. *who*, Poss. *whose*, Obj. *whom*.
 “ “ “ Nom. *which*, Poss. *whose*, Obj. *which*.

What and *that* are found only in the nominative and objective cases in both numbers.

The relative pronoun is parsed by giving its antecedent—that is, the noun or pronoun for which it stands—then its person, gender, and number, which are always the same as its antecedent, also by giving its case and government.

23. Begin with adverbial word and phrase modifiers, and then come to clause modifiers.

24. Do not attempt to teach the conjunctive adverb till the sentence containing it is first analyzed. Be sure that the pupil knows which is the principal member, and which the dependent member or modifying clause. Notice that sometimes the principal member comes after the dependent member. In such a case let the pupil transpose the order of the members.

The principal conjunctive adverbs are *when, while, where, till, until, since, so, as, after, before*.

A conjunctive adverb is parsed by stating the clause it connects to the principal member, and also what two verbs it modifies.

27. It will be very easy for pupils to thoroughly master the co-ordinate conjunction. Consider it in its relation to words, then in its relation to sentences. Then take the subordinate conjunction, and proceed as in the case of the conjunctive adverb. The principal subordinate conjunctions are *that, though, although, except, lest, because, if, unless, for, as, since*. The subordinate conjunction is parsed by stating what dependent member is connected to the principal one. The co-ordinate conjunction is parsed by telling what words, phrases, or sentences it connects.

Notice that the three connectives of the clause, or dependent member, to the principal member, are the relative pronoun, the conjunctive adverb, and the subordinate conjunction. Give many sentences illustrating this, and require the pupil to select and parse these connectives. Then let them make other complex sentences containing given connectives.

35. This lesson is introductory to 36.

36. Some grammarians use the terms *active verbs* and *passive verbs*.

38. Make the pupil understand that whenever the form of the sentence is changed from the active to the passive, the object of the active verb is made the subject of the passive verb.

39. Do not begin by saying that *may, can, must, etc.*, are signs of the potential mood, but first give sentences containing these forms, and then note the construction of these verbs; afterwards name their signs, and state what they each denote.

41. The subjunctive mood is found only in the dependent member of a complex sentence, and must be taught only in connection with such a sentence. Though the subjunctive mood is used much less than formerly, yet it should be thoroughly taught. The signs of the subjunctive mood are *if, though, unless, except, etc.*

42. Do not hurry over the subject of mood. Show that the subject of every verb in the imperative mood is *thou, ye, or you*, and that the sign of the infinitive mood is *to*.

A FEW SIMPLE DEFINITIONS.

A **simple sentence** has one subject and one predicate.

A **compound sentence** consists of two or more simple sentences connected by a conjunction.

A **complex sentence** consists of a simple sentence modified by one or more simple sentences.

A **clause** is a dependent member of a complex sentence.

A **relative pronoun** is a word that relates to a noun or pronoun, and connects its clause to the principal member.

When a verb represents its subject as acting, it is in the **active voice** or form.

When a verb represents its subject as being acted upon, it is in the **passive voice** or form.

The **indicative mood** makes a statement, or asks a question.

The **potential mood** asserts that an act or state **may, can, must, might, could, would, or should** be done or exist.

The **subjunctive mood** is used in clauses to denote both doubt or futurity. It sometimes also expresses a wish.

The **imperative mood** asserts a command.

The **infinitive mood** expresses the action or being in a general manner.

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

The **perfect tenses** denote completion in the time specified, thus, the **present perfect** tense denotes an act completed in present time, etc.

A FEW SENTENCES FOR ANALYSIS AND PARSING.

Let the pupil analyze each sentence as in Tablet No. 9, and afterwards parse each word. Parse verbs as in the former Tablet.

A clear streamlet of bright, sparkling water rippled through the glade.

What sighs have been wafted after that ship!

God's finger touched him, and he slept.

One's real character generally shows itself in little things.

Each joint of the rattlesnake's tail represents a year's growth.

Arabia was probably the original country of the horse.

Put not your trust in money, but put your money in trust.

—O. W. Holmes.

Enormous quantities of Indian corn are annually produced in the Mississippi Valley.

The proverb answers where the sermon fails.

Never brag of your fish before you catch them.

Those who govern best make the least noise.

Speak clearly if you speak at all.—Holmes.

Chocolate is prepared from the seeds of the cacao-tree.

A single banyan-tree has sheltered an army of seven thousand men.

A rattlesnake will not generally attack you, unless you irritate it.
Most persons who ask for advice want praise.

A good reader will often pause where no grammarian would insert a point.

The ornaments of a home are the friends who frequent it.

The love which survives the tomb is one of the noblest attributes of the soul.—*Irving*.

Walruses are excellent swimmers, but they are awkward in their movements on shore.

Bear your burden manfully till the holiday is fairly earned.

Let the teacher read to the class this selection from "The Village Blacksmith;" then let them reproduce it in their own language, adding whatever the poem may suggest.

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp and black and long;
His face is like the tan;
His brow is wet with honest sweat—
He earns whate'er he can;
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton swinging the village bell,
When the evening sun is low.

And children coming home from school,
Look in at the open door:
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

—*Longfellow*.

TABLET No. 10.—(For Eighth Year.)

2. The compound relatives are declined like the simple relatives. *What* should be parsed as *that* and *which*.

3. Notice the different forms in the singular and plural, also the different terminations on account of person. See also Lesson 18.

8. For the construction of the active participles see Lesson 4. The *present passive* participle is formed by prefixing *being* to the *past active* participle; the *past passive* participle has the same form as the *past active*; the *perfect passive* participle is formed by prefixing *having been* to the *past passive*. See also Lesson 26.

10. When a participle is used as a noun, it is sometimes called a *verbal*. When a participle is used as an adjective, it is called a *participial adjective*.

11. Notice that these nouns are in the second person.

12. This is an awkward construction, and should be avoided if possible.

15. The following is a list of the irregular verbs with all their principal parts, except the present participle which is always formed by adding *ing* to the present indicative. Those marked R. have also the regular form:

PRES. IND.	PAST IND.	PAST PART.	PRES. IND.	PAST IND.	PAST PART.
Abide,	abode,	abode.	Begin,	began,	begun.
Arise,	arose,	arisen.	Bend,	bent, R.	bent, R.
Awake,	awoke, R.	awaked.	Bereave,	bereft, R.	bereft, R.
Am (Be),	was,	been.	Beseech,	besought,	besought.
Bear,	bore,	born.	Behold,	beheld,	beheld.
(To bring forth.)					
Bear,	bore,	borne.	Bid,	{ bid,	bidden.
(To carry.)				{ bade,	bid,
Beat,	beat,	beaten.	Bind,	bound,	bound.

PRES. IND.	PAST IND.	PAST PART.	PRES. IND.	PAST IND.	PAST PART.
Bite.	bit,	{ bitten, / bit.	Feed,	fed,	fed.
Bleed,	bled,	bled.	Feel,	felt,	felt.
Blow,	blew,	blown.	Fight,	fought,	fought.
Blend,	blent, R.	blent, R.	Find,	found,	found.
Bless,	blest, R.	blest, R.	Flee,	fled,	fled.
Break,	broke,	broken.	Fling,	flung,	flung.
Breed,	bred,	bred.	Fly,	flew,	flown.
Bring,	brought,	brought.	Forbear,	forbore,	forborne.
Build,	built, R.	built, R.	Forget,	forgot,	{ forgotten, / forgot.
Burn,	burnt, R.	burnt, R.	Forsake,	forsook,	forsaken.
Burst,	burst,	burst.	Freeze,	froze,	frozen.
Buy,	bought,	bought.	Get,	got,	{ got, / gotten.
Cast,	cast,	cast.	Give,	gave,	given.
Catch,	caught,	caught.	Go,	went,	gone.
Chide,	chid,	{ chidden, / chid.	Grind,	ground,	ground.
Choose,	chose,	chosen.	Grow,	grew,	grown.
Cleave,	cleft,	{ cleft, / cloven.	Hang,	hung, R.	hung, R.
Cling,	clung,	clung.	Have,	had,	had.
Clothe,	clad, R.	clad, R.	Hear	heard,	heard.
Come,	came,	come.	Hew	hewed,	{ hewed, / hewn.
Cost,	cost,	cost.	Hide,	hid,	{ hidden, / hid.
Creep,	crept,	crept.	Hit,	hit,	hit.
Crow,	crew, R.	crowed.	Hold,	held,	held.
Cut,	cut,	cut.	Hurt,	hurt,	hurt.
Dare,	durst,	dared.	Keep,	kept,	kept.
Deal,	(To venture.) dealt, R.	dealt, R.	Know,	knew,	known.
Dig,	dug, R.	dug, R.	Kneel,	knelt, R.	knelt.
Do,	did,	done.	Knit,	knit, R.	knit, R.
Draw,	drew,	drawn.	Lay,	laid,	laid.
Dream,	dreamt, R.	dreamt, R.	Lead,	led,	led.
Drink,	drank,	{ drunk, / drank.	Leave,	left,	left.
Drive,	drove,	driven.	Lend,	lent,	lent.
Dwell,	dwelt, R.	dwelt, R.	Let,	let,	let.
Eat,	{ ate, / eat,	eaten, eat.	Light,	lit, R.	lit, R.
Fall,	fell,	fallen.	Lie,	lay,	lain.

(To recline.)

PRES. IND.	PAST IND.	PAST PART.	PRES. IND.	PAST IND.	PAST PART.
Lose,	lost,	lost.	Slink,	slunk,	slunk.
Make,	made,	made.	Slit,	slit,	slit.
Mean,	meant,	meant.	Smell,	smelt, R.	smelt, R.
Meet,	met,	met.	Smite,	smote,	{ smitten, smit.
Pay,	paid,	paid.	Sow,	sowed,	sown.
Put,	put,	put.	(To scatter.)		
Read,	read,	read.	Speak,	spoke,	spoken.
Rend,	rent,	rent.	Spend,	spent,	spent.
Rid,	rid,	rid.	Spill,	spilt, R.	spilt, R.
Ride,	rode,	ridden.	Spin,	spun,	spun.
Ring,	{ rang, { rung, }	rung.	Spit,	spit,	spit.
Rise,	rose,	risen.	Spread,	spread,	spread.
Run,	{ run, { ran, }	run.	Spring,	{ sprang, { sprung, }	sprung.
Say,	said,	said.	Stand,	stood,	stood.
See,	saw,	seen.	Stay,	staid, R.	staid, R.
Seek,	sought,	sought.	Steal,	stole,	stolen.
Sell,	sold,	sold.	Stick,	stuck,	stuck.
Send,	sent,	sent.	Sting,	stung,	stung.
Set,	set,	set.	Stride,	strode,	stridden.
Shake,	shook,	shaken.	Strike,	struck,	{ struck. stricken.
Shed,	shed,	shed.	String,	strung,	strung.
Shine,	shone,	shone.	Strive,	strove,	striven.
Shoe,	shod,	shod.	Strew,	strewed,	strewn.
Shoot,	shot,	shot.	Swear,	swore,	sworn.
Show,	showed,	shown, R.	Sweat,	sweat, R.	sweat, R.
Shrink,	{ shrunk, shrank,	shrunk.	Sweep,	swept,	swept.
Shut,	shut,	shut.	Swell,	swelled,	swollen, R.
Sing,	{ sang, { sung, }	sung.	Swim,	{ swam, { swum, }	swum.
Sink,	{ sank, { sunk, }	sunk.	Swing,	swung,	swung.
Sit,	sat,	sat.	Take,	took,	taken.
Slay,	slew,	slain.	Teach,	taught,	taught.
Sleep,	slept,	slept.	Tear,	tore,	torn.
Slide,	slid,	{ slid, slidden.	Tell,	told,	told.
Sling,	slung,	slung.	Think,	thought,	thought.
			Throw,	threw,	thrown.

PRES. IND.	PAST IND.	PAST PART.	PRES. IND.	PAST IND.	PAST PART.
Thrust,	thrust,	thrust.	Wet,	wet,	wet.
Tread,	trod,	{ trodden, trod.	Win,	won,	won.
Wake,	woke, R.	woke, R.	Wind,	wound, R.	wound.
Wear,	wore,	worn.	Work,	wrought, R.	wrought, R.
Weave,	wove,	woven.	Wring,	wrung,	wrung.
Weep,	wept,	wept.	Write,	wrote,	written.

A LIST OF THE DEFECTIVE VERBS.

Beware,	———,	———.	Ought,	ought,	———.
Can,	could,	———.	Shall,	should,	———.
May,	might,	———.	Will,	would,	———.
Must,	———,	———.	———,	Quoth,	———.

17. The following is the formal conjugation of the verb *see* in the active voice. In common usage *you* is used for *thou*, and the second person singular of each tense is the same as the second person plural. In the future tenses *shall* is used in the first person, and *will* in the second and third persons to denote future time; and *will* is used in the first person, and *shall* in the second and third to denote present purpose or determination.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I see.	1. We see.
2. Thou seest.	2. You see.
3. He sees.	3. They see.

PAST TENSE.

1. I saw.	1. We saw.
2. Thou sawest.	2. You saw.
3. He saw.	3. They saw.

FUTURE TENSE.

1. I shall see.	1. We shall see.
2. Thou wilt see.	2. You will see.
3. He will see.	3. They will see.

PRESENT PERFECT TENSE.

- | | |
|--------------------|--------------------|
| 1. I have seen. | 1. We have seen. |
| 2. Thou hast seen. | 2. You have seen. |
| 3. He has seen. | 3. They have seen. |

PAST PERFECT TENSE.

- | | |
|---------------------|-------------------|
| 1. I had seen. | 1. We had seen. |
| 2. Thou hadst seen. | 2. You had seen. |
| 3. He had seen. | 3. They had seen. |

FUTURE PERFECT TENSE.

- | | |
|-------------------------|-------------------------|
| 1. I shall have seen. | 1. We shall have seen. |
| 2. Thou wilt have seen. | 2. You will have seen. |
| 3. He will have seen. | 3. They will have seen. |

POTENTIAL MOOD.

PRESENT TENSE.

- | | |
|--------------------|------------------|
| 1. I may see. | 1. We may see. |
| 2. Thou mayst see. | 2. You may see. |
| 3. He may see. | 3. They may see. |

PAST TENSE.

- | | |
|----------------------|--------------------|
| 1. I might see. | 1. We might see. |
| 2. Thou mightst see. | 2. You might see. |
| 3. He might see. | 3. They might see. |

PRESENT PERFECT TENSE.

- | | |
|--------------------------|------------------------|
| 1. I may have seen. | 1. We may have seen. |
| 2. Thou mayst have seen. | 2. You may have seen. |
| 3. He may have seen. | 3. They may have seen. |

PAST PERFECT TENSE.

- | | |
|----------------------------|--------------------------|
| 1. I might have seen. | 1. We might have seen. |
| 2. Thou mightst have seen. | 2. You might have seen. |
| 3. He might have seen. | 3. They might have seen. |

In the potential mood the signs of the present tense are *may*, *can*, and *must*; in the present perfect tense the signs are *may have*, *can have*, *must have*; in the past tense the signs are *might*, *could*, *would*, and *should*; in the past perfect tense the signs are *might have*, *could have*, *would have*, and *should have*.

TEACHER'S MANUAL,
SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I see.	1. If we see.
2. If thou see.	2. If you see.
3. If he see.	3. If they see.

PAST TENSE.

1. If I saw.	1. If we saw.
2. If thou saw.	2. If you saw.
3. If he saw.	3. If they saw.

IMPERATIVE MOOD.

PRESENT TENSE.

2. See or see thou.	3. See or see ye or you.
---------------------	--------------------------

INFINITIVE MOOD.

PRESENT TENSE.—To see.

PERFECT TENSE.—To have seen.

PARTICIPLES.

PRESENT, Seeing. PAST, Seen. PERFECT, Having seen.

A faithful use of the table found in Lesson 17 will be of great service in teaching conjugation. Let the pupil make a similar table.

19. *Mood* denotes the manner of the action or state, and *tense* denotes its time.

20. Do not leave the subject of conjugation till it is mastered.

24. In transposing a sentence before it is analyzed, place its elements in the natural order, beginning with the subject of the principal member.

POTENTIAL MOOD.

25.

PRESENT TENSE.—Thou mayst make.

PAST TENSE.—Thou mightst make.

PRES. PERF. TENSE.—Thou mayst have made.

PAST PERF. TENSE.—Thou mightst have made.

INDICATIVE MOOD.

PRESENT TENSE.—Goodness is.

PAST TENSE.—Goodness was, etc.

INDICATIVE MOOD.

26.

PRESENT TENSE.—He is hated.

PAST TENSE.—He was hated, etc.

INDICATIVE MOOD.

27.

PRESENT TENSE.—The child is awaking.

PAST TENSE.—The child was awaking, etc.

28. See heading to Lesson 32.

29. *Interrogative*.—May I ride? *Emphatic*.—I did ride.*Negative*.—I did not ride. *Progressive*.—Thou art going, etc.

36. A noun can be in the first person only when it is in apposition with a pronoun of the first person; it is in the second person only when it is nominative independent by address.

43. Show that *what* is a double relative when it stands in place of *that which*; that it is a pronominal adjective when it modifies a noun expressed or understood; that it is an interjection when it is used in an exclamation; and that it is an interrogative pronoun when used in asking a question. Other examples of its use will be given in Tablets 11 and 12.

45. Show by example that a verb in the infinitive mood is governed by the word that the infinitive phrase modifies, and that this word is generally a verb, noun, or adjective.

47. Prepositional phrase, infinitive phrase, participial phrase.

A FEW DEFINITIONS AND RULES.

A **participle** is a form of the verb that has also some of the properties of an adjective or a noun.

A **regular verb** is one that adds *ed* to the present indicative to form the past indicative and past participle.

An **irregular verb** is one that does not add *ed* to the present to form the past tense and past participle.

A **defective verb** is one in which some of its parts are wanting.

Conjugation is the arrangement of the different forms of a verb according to its voice, mood, tense, person, and number.

An **auxiliary verb** is one used to assist in the conjugation of other verbs.

A **synopsis** of a verb is an outline of it, showing its forms in a single number and person.

RULE 13. *Participles modify nouns or pronouns, or are governed by prepositions.*

RULE 14. *A verb in the infinitive mood is governed by the word that the phrase modifies.*

RULE 15. *A noun or pronoun is in the nominative independent when it has no dependence on any verb in the sentence.*

A FEW SENTENCES FOR ANALYSIS AND PARSING.

Let the pupil analyze and parse as in previous Tablets.

He that would thrive must rise at five.—*Franklin.*

Never be ashamed to ask questions when you are ignorant.

We grow like what we contemplate.

I have bought golden opinions from all sorts of people.

A great soul is known by its enlarged, strong, tender sympathies.

It is useless to eat food when there is no appetite.

The thorns which I reaped are of the tree I planted.—*Byron.*

Those are the most dangerous lies that come nearest the truth.

He who eats of but one dish never wants a physician.

When it is pure, gold is very soft.

As we become older, life becomes dim in the distance.

—*O. W. Holmes.*

He was a meek, shrinking little man, whose whole appearance was an apology.—*C. D. Warner.*

It is easy to keep the castle that was never besieged.

Sea water weighs more than fresh water.

Geysers are boiling springs that throw up water, steam, and even large stones to a great height.

Sin has many tools, but a lie is the handle that fits them all.

—*O. W. Holmes.*

The grandeur of ancient Rome has vanished like a spectre in the night.

Laziness grows on people; it begins in cobwebs, it ends in iron chains.

Charity, like the sun, brightens every object on which it shines.

Mrs. Partington should not have meddled with a tempest.

—*Sydney Smith.*

Charles should have been learning his lesson.

A prodigal son succeeds a covetous father.

Why are not the streets of all our villages shaded with trees?

Washington had crossed the Delaware before his plans were known to the enemy.

Every school-house in the country should be surrounded by a large lawn.

Whom did you see at the concert?

The horse can see things at night which his rider cannot perceive.

All men have rights which they should enjoy.

The fox is proverbial for his cunning.

The broad foot of the camel, with its soft pad, keeps it from sinking into the hot sand.

How many things can you tell me about an apple?

The cinnamon-tree is a species of laurel that grows wild in the forests of Ceylon.

Oh, that our citizens could appreciate the surpassing beauty of our native shade-trees!—*A. J. Downing.*

The evil that men do lives after them.—*Shakspeare.*

The richness of our autumnal tints will invest the tamest scene with the highest beauty.—*A. J. Downing.*

Louisiana, the last possession of the French in America, was purchased by the United States in 1804.

Mosses and fringe gather on sickly trees.

He is the freeman whom the truth makes free.—*Cowper.*

His admired discourses remind me of the colored shavings with which we fill empty grates in the summer time.—*Bishop Lynch.*

Though a liar speak the truth, he will hardly be believed.

Her voice was ever soft, gentle, and low, an excellent thing in woman.—*Shakspeare.*

Cleanliness is next to godliness.—*John Wesley.*

This is the boy whose hat is lost.

The sun had sunk below the horizon before I reached home.

The teacher will read the following lines to the pupils or write them on the blackboard, and the pupils will write the story in their own language, making as good a paraphrase as possible.

We were crowded in the cabin,

Not a soul would dare to sleep,

It was midnight on the waters,

And a storm was on the deep.

'Tis a fearful thing in winter

To be shattered by the blast,

And to hear the rattling trumpet

Thunder, "Cut away the mast!"

So we shuddered there in silence,—

For the stoutest held his breath,

While the hungry sea was roaring,

And the breakers talked with death.

As thus we sat in darkness,

Each one busy in his prayers,

"We are lost!" the captain shouted,

As he staggered down the stairs.

But his little daughter whispered,

As she took his icy hand,

"Isn't God upon the ocean

Just the same as on the land?"

Then we kissed the little maiden,
 And we spoke in better cheer,
 And we anchored safe in harbor
 When the morn was shining clear.

—*J. T. Fields.*

TABLET No. 11.—(For Ninth Year.)

1. We are now ready for some of the definitions that usually precede the study of Grammar. See p. 95.

For list of defective verbs, see p. 84.

7. See former Tablets.

9. Ought is in the past tense only when it is followed by the perfect infinitive.

10. The following list will show what prepositions should follow certain words: .

Accord with; **accuse** of; **adhere** to; **agreeable** to; **agree** with a person, to a proposition, upon something, among ourselves; **analogy** to or with; **alter** from, in, into; **approve** of; **arrive** at, from, in; **ask** of a person, for a thing, after what we wish to hear of; **averse** to; **banish** from; **belief** in, on; **call** on, upon, after; **comply** with; **confide** in; **contrast** with; **copy** after a person or example, from a thing; **depend** on or upon; **deficient** in; **derogate** from; **despair** of; **differ** from; **difficulty** in; **dissent** from; **exception** to; **expel** from; **expert** in, at; **exult** over; **fall** under, from, into, etc.; **familiar** with; **formed** of, from; **founded** on, upon; **free** from; **glad** of, at; **grateful** to, for; **grieve** at, for; **inferior** to; **inseparable** from; **insist** on, upon; **instruct** in; **interfere** with; **killed** by a person, with an instrument; **live** at a small place, in a large city; **long** for, after; **mourn** for, over; **name** after; **need** of, **obedient** to; **occasion** for; **partake** of; **penetrate** into, to; **perish** of, by; **persevere** in, **prevent** from; **put** into, in; **provide** with, for; **receive** of, from; **reconcile** to; **reckon** on; **rely** on, upon; **resolve** on, upon; **secure** from, against; **risk** of; **similar** to; **sink** into, beneath; **swerve** from; **think** of, on, about; **touch** at; **trust** in, to; **union** with; **wait** on, upon, for, **worthy** of.

13. Explain that *but* is a preposition when it has the sense of *except*; that it is an adverb when it has the sense of *only*; and that it is a conjunction when it connects sentences.

15. Sometimes also the sign *to* is omitted after words whose meaning is similar to those given in the lesson; such as *behold*, *perceive*, etc.

16. When an adjective is used as an adverb, it must be parsed as an adverb.

17. Show that *as* is a conjunctive adverb when it modifies two verbs and connects sentences, that it is a conjunction when it connects words or sentences (when it connects words, they are in apposition). In the third sentence the first *as* is an adverbial modifier of *capricious*, the second *as* is a conjunctive adverb. When *as* follows *such*, it has the sense of *that*, and is a relative pronoun.

19. This will prevent ambiguity.

20. *Miles* is objective of measure without a governing word. If you prefer, you may supply the prepositions.

22. Don't let the pupil analyze or parse a sentence till its meaning is perfectly comprehended.

23. *Dozen* is an adverb when it modifies a verb; a preposition when it has an object; a noun when it is a name-word. In the first sentence some grammarians would consider *like* an adverb, and supply the preposition *to*. (They would also supply *to* after *near* or *nigh*). Others would call *like* in this case a preposition. *Like* is a verb in sentence 3. The feminine of such words ends in *a*; thus, *Alexandria*.

24. Pupils are apt to call *whose* a possessive pronoun, instead of a relative pronoun in the possessive case.

25. See former Tablets.

26. We have in sentence 1 the *subjunctive of wish*.

27. When an adjective is used as a noun, it must be parsed as a noun.

28. The nominative absolute or independent by pleonasm is used mostly in poetry. In question 8 notice that a participle is always changed to a noun when it is given any of the word modifiers of a noun. Notice also that it is then generally followed by the preposition *of*.

29. Be sure that enough oral work is given so that the pupil may be able to discriminate instantly between a verb and a participle as they may occur in a sentence.

30. In sentence 1 *still* is an adverb of time; in sentence 2 it is an adjective; in sentence 4 it is a conjunction; in sentence 5 it is a verb; in sentence 6 it is a noun. The relative *that* is understood before *he*. Observe that when the relative is the object of the verb, it generally precedes its subject.

31. Some grammarians always call *worth* a preposition, others supply words, and call it a noun; others again think it is synonymous with *worthy*, and call it an adjective.

Here again we have *as* connecting words in apposition. Observe that in sentence 4 the indefinite article belongs to *few*, and not to the plural noun *apples*.

32. As the present perfect tense shows what is completed in present time, it cannot be used in connection with *yesterday*.

The past perfect tense shows what had been completed in past time.

33. Notice that *all* is not really a part of the predicate. It is not predicated of the subject, but is simply in apposition with it. Notice that it is equivalent to this construction: "We all were," etc.

34. *Much* and *more* are adjectives when they modify nouns; adverbs when they modify verbs, adjectives, or adverbs; and nouns when they belong to a noun understood.

36. Do not allow the pupil to parse *free* as a modifier of freeman (sentence 2). Never say a word in one member of a sentence modifies a word in another member.

Notice that *all* in sentence 3 has the sense of *wholly*, and is an adverb. Call attention to the subject of the last sentence, and teach that a verb agrees with an infinitive substantive, a phrase, or a sentence in the third person, singular number.

37. Notice that the words *high*, *long*, and *old* do not in this case modify *fect*, *rods*, and *years*.

41. *Both* is a corresponding conjunction when it corresponds to *and*; an adjective pronoun when it modifies a noun. *About* is an adverb when it has the sense of *nearly*; it is a preposition when it has an object.

42. The object clause is in sentence 4. Notice that *full* modifies *world*. Observe also that *do advance* is in the subjunctive mood.

43. Give all needed preliminary oral work. *What* is an adverb when it has the sense of *partly*; as, "What by losses by fire and water he became a beggar."

44. *Else* as an adjective generally comes after the noun that it modifies. Some writers consider *any thing else* as one name-word, and when it is in the possessive case add the apostrophe and *s* to *else*.

45. It is not always easy to determine this. The clause is generally considered explanatory when it may be omitted without injury to the sentence.

46. Sentence 4 contains the appositive clause.

49. When there is any doubt, use the plural form of the verb. Remember that a collective noun, though it may convey a plural idea, yet in its singular *form* it is a singular noun.

A FEW DEFINITIONS.

The pupil is now ready to consider a few of the definitions that usually come on the first page of the Grammar.

Grammar classifies the facts and principles of language, and deduces the laws that govern the sentence.

Orthography treats of letters and syllables and their union into words.

Etymology treats of the derivation, classes, and forms of words.

Syntax treats of the relation of words in a sentence.

Prosody treats of punctuation and versification.

The **parts of speech** are the **noun, adjective, pronoun, verb, adverb, preposition, conjunction,** and **interjection.**

(Some grammarians add also the **article** and **participle**.)

A FEW SENTENCES FOR ANALYSIS AND PARSING.

Be ashamed of nothing but sin.

Do you hear the rumbling of the cars?

Success does not consist in never making blunders, but in never making the same one the second time.

Fame usually comes to those who are thinking about something else.—*Holmes*.

What maintains one vice would bring up two children.

—*Franklin.*

Soft purple clouds come sailing over the sky.

It is wonderful what miracles a resolute and unyielding spirit will achieve.

The company were all seated on the grass.

The last thing a well-bred man would think of doing is to meet rudeness with rudeness.

If you would be revenged on your enemies, let your life be blameless.

Mark but my fall, and that that ruined me.

There was a frankness about my Uncle Toby which let you at once into his soul, and showed you the goodness of his nature.

—*Sterne.*

The West Indies are subject to violent hurricanes.

If there is any person to whom you feel a dislike, that is the person of whom you ought never to speak.

Tell me with whom you go, and I will tell you what you do.

What can we reason but from what we know?—*Pope.*

This work of hill-climbing in the rare and purified air is a great restorer of the worn out faculties.

I love to trace the break of spring step by step.—“*Ik Marvel.*”

The teacher will read the following lines to the pupils, and then the pupils will write a description of a ride on the cars, following the line of thought in the poem.

Singing through the forest,

Rattling over ridges,

Shooting under arches,

Rumbling over bridges,

Whizzing through the mountain,

Buzzing o'er the vale,—

Bless me! this is pleasant,

Riding on the rail.

Men of different “stations”

In the eye of fame,

Here are very quickly,

Coming to the same;

High and lowly people,

Birds of every feather,

On a common level,

Traveling together.

—*J. G. Saxe.*

REPRODUCTION LESSON.

BEHIND TIME.

A great battle was going on. Column after column had been precipitated for eight mortal hours on the enemy posted along the ridge

of a hill. The summer sun was sinking to the west; reinforcements for the obstinate defenders were already in sight; it was necessary to carry the position with one final charge, or every thing would be lost. A powerful corps had been summoned from across the country, and if it came up in season, all would yet be well. The great conqueror, confident in its arrival formed his reserve into an attacking column, and ordered them to charge the enemy. The whole world knows the result. Grouchy failed to appear; the Imperial Guard was driven back; Waterloo was lost; Napoleon died a prisoner at St. Helena, because one of his marshals was behind time.—*Freeman Hunt.*

TABLET No. 12.—(For Ninth Year.)

1. Sometimes a masculine noun is made feminine by a difference in termination; as *lion, lioness*: sometimes the gender is distinguished by a separate word; as *boy, girl*: sometimes the gender is denoted by a word prefixed; as *man-servant, maid-servant*.

7. Notice also that the pronoun also agrees with these words in the same way. See *its* in first sentence.

Show also that when the singular nouns connected by *and* refer to the same person, the verb and pronoun are singular; as, "He is the noted painter and sculptor that we met yesterday."

10. The subject clause is generally introduced by *that*.

18. In the first sentence *a* is usually called a preposition.

In the third sentence *the* belongs to a comparative adverb.

It may also belong to a comparative adjective or a superlative adjective or adverb when used as in sentence 3.

Since is an adverb when it denotes time.

23. *Whatever* is usually parsed as *that, which, and ever*.

26. Notice also that when two possessive nouns are in apposition, the sign of possession is annexed to the last; as, "He went after his brother Richard's death."

30. *Else* is an adjective or an adverb according as it follows a noun, pronoun, or adverb. Like *enough* it usually modifies the word that it follows. In sentence 4 *else* is a conjunction.

41. *Many* is a modifier of *year*.

43. Examples: "Will you walk *into* my parlor?" "We had a frolic *in* the barn." "I shall go *to* New York." "He is now *in* Kansas." "We arrived *at* Plymouth." "We live *in* Louisville." "They are staying *in* Park Street, *at* No. 40."

46. In sentence 4 *he* is nominative after *is*; in sentence 5 *him* is objective after (not of) *to be*.

A FEW SENTENCES FOR ANALYSIS AND PARSING.

When he is wounded, the bison is a most dangerous antagonist.
Let us never again separate from each other.

Let us gather up the sunbeams

Lying all around our path.—*Phæbe Cary*.

I have studied in vain to find what a coward is good for.

—*Henry Giles*.

As a race they have withered from the land.

Real merit both shuns and deserves applause.

Such as would excel in art must excel in industry.

This little scamp would slide off into a lie, as if the track in that direction were always greased.—*Holmes*.

A man who writes books is called an author.

A kangaroo has been known to jump fifty feet.

There closed forever are those lips on whose persuasive accents we have so often and so lately hung with transport.—*Hall*.

He robbed the very soul of inspiration in the splendors of a pure and overpowering eloquence.—*Id.*

Columns, arches, pyramids, what are they but heaps of sand, and their epitaphs but characters written in the dust.—*W. Irving.*

He who does the most good is the greatest man.

Potosi is said to be the highest city in the world.

Chaucer, the father of English poetry, was born in 1328.

What a lovely profusion of flowering vines enriches the old house, and transforms what was once a soulless habitation, into a home that captivates all eyes.—*A. J. Downing.*

You must get into the habit of looking intently at words and assuring yourself of their meaning.—*Ruskin.*

If children are really to be the better for what we teach, it is no half-hearted, languid attention which will serve our purpose.

—*Fitch.*

The best way of dealing with a quarrelsome person is to keep out of his way.

When men differ in any matter of belief, let them meet each other manfully.—*Wayland.*

It is with words as with sunbeams,—the more they are condensed, the deeper they burn.—*Southey.*

As a rule food should not be taken immediately before sleeping.

Even the little terrier is decidedly fleetier than the tallest urchin.

“It dwarfs the mind,” said I, “to feed it on any localism.”

And when we have done with our life-lasting toys,

Dear Father take care of Thy children, *the boys.*—*Holmes.*

What we learn thoroughly when young, remains with us through life.

Now came still evening on, and twilight gray

Had, in her sober livery, all things clad.—*Milton.*

None save Peter and John were witnesses.

He rode all unarmed, and he rode all alone.—*Scott.*

We took them to be foes.

The goods were all arranged on the shelves.

The wind flower and the violet, they perished long ago.—*Bryant.*

We had none of us lingered by the way.

He has named his son John,

Cleveland was elected President.

Duty reaches down the ages in its effects, and into eternity; and when a man goes about it resolutely, it seems to me now as though his footsteps were echoing beyond the stars, though only heard faintly in the atmosphere of this world.—*Mountford.*

The pupil will paraphrase the following lines, adding every thing necessary by way of development or explanation.

LITTLE BROWN HANDS.

“ They drive home the cows from the pasture,
 Up through the long, shady lane,
 When the quail whistles loud in the wheat-fields,
 That are yellow with ripening grain.
 They find out the thick waving grasses,
 Where the scarlet-lipped strawberry grows ;
 And gather the earliest snow-drop,
 And the first crimson buds of the rose.

“ They toss the new hay in the meadow ;
 They gather the elder-bloom white ;
 They find where the dusky grapes purple
 In the soft-tinted October light.
 They know where the apples hang ripest,
 And are sweeter than Italy's wines.
 They know where the fruit hangs the thickest,
 On the long, thorny blackberry vines.

“ They gather the delicate sea-weed,
 And build tiny castles of sand ;
 They pick up the beautiful sea-shells.—
 Fairy barks that have drifted to land.
 They wave from the tall rocking tree-tops,
 Where the oriole's hammock-nest swings
 And at night-time are folded in slumber
 By a song that a fond mother sings.

“ Those who toil bravely are strongest ;
 The humble and poor become great ;
 And so, from these brown-handed children,
 Shall grow mighty rulers of state.
 The pen of the author and statesman,—
 The noble and wise of the land,—
 The sword and the chisel and palette,
 Shall be held by the little brown hand.”

—*Miss M. H. Groat.*

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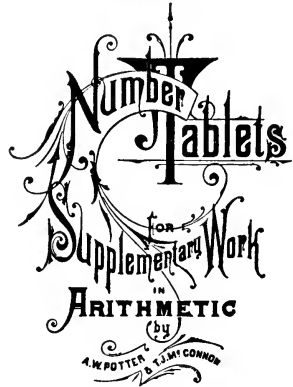
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