

*J. Jacobs*

# PRIMARY LESSONS

FOR

## DEAF-MUTES.

BY

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DEAF-MUTES.

### PART I.

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## PREFACE.

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THE following Lessons have been prepared with a view to introduce the pupil to connected composition at an early period. The introductory Lessons, consisting of single sentences, are sufficient, it is believed, to bring him to an acquaintance with the elementary forms of language, or with such, at least, as are necessary to commence instruction in connected composition, in the form of simple descriptions, stories, &c. These introductory Lessons of single sentences, embrace the use of the article, noun, adjective, verb, and adverb; the verb *to be*, some of the auxiliary verbs, the indicative, imperative, potential, and infinitive moods; the present, imperfect, perfect, and future tenses, the active and passive voices, and the personal and relative pronouns. Some other elementary grammatical inflections and constructions have been introduced in the progress of the subsequent Lessons. They are as well or better taught in this miscellaneous way, than in a more formal manner. In the illustrative examples preceding each Lesson, they will repeatedly present themselves, until the pupil is brought to be familiar with many of them. New idioms, constructions, and words, are thus conveniently brought

to the knowledge and use of the pupil; and he is made easily and pleasantly to progress, with scarcely a perception of the difficulties of the road along which he is advancing.

Connected Lessons, it has been observed, are introduced earlier than usual.

Objection to their early use is removed by the illustrative examples, preceding each Lesson; in which, as just remarked, the instruction of the pupil in grammatical constructions, in idiomatic forms, and in every elementary principle and difficulty, is continued throughout. Instruction in these, and in the use of difficult single words, is thus combined with the use of connected composition, in proper proportions; and the pupil is led early to acquire the ability, not only to express himself in single sentences, but to connect his ideas in successive sentences in the form of a description, narrative, or letter.

It is intended that the pupil should be required, from the beginning, to attempt original composition, not only upon the single words, constructions, and idioms, but also in imitation of the descriptions, narratives, and letters. Every step of his progress is thus brought into practical use, and he learns not only to understand, but to use the language taught; and, above all, he is made *to think*,—his hitherto dormant faculties are aroused into exercise and life.

The *illustrations preceding the Lessons*, have

another effect, of the highest importance. They make it practicable—easy—to teach every Lesson without the use of colloquial signs, by signs following the order of the words only. These illustrations have, for the most part, removed every difficulty from the Lesson, and have so prepared the pupil, that he may understand much of it without any signing whatever.

The instruction of deaf-mutes is, or ought to be, based on scientific principles. The author is reluctantly compelled to say, that in *his* initiatory instruction in the profession, he could discover no science whatever,—no principles of philosophy to guide his footsteps through a labyrinth of vast extent. He seemed to encounter an immense mass of crude matter without order—*rudis indigestaque moles*—to be mastered only by long experience. Indeed, the instruction of deaf-mutes seemed a mere *art*, to be acquired like carpentry, shoe-making, or any other manual employment, by years of apprenticeship.

The principle of the analysis of words and the generalization of signs, which I have elsewhere more fully explained, reduces this chaotic mass to order, simplicity and science, basing our system of signs—as an art—upon the recognized truths of mental philosophy. Most words are general. After a beginner in the profession of instructing deaf-mutes, has acquired a tolerable knowledge and a facile use of colloquial signs, he has here a prin-

ciple which will guide him in the explanation and instruction of the most difficult words. In illustration: take the word *animal*. A mere analysis of the word in signs is not sufficient: the pupil does not obtain by it the general idea conveyed by the word. He must have not only an analysis and enumeration of the individuals or species, but also a general significant sign for that common quality or property belonging to all. This, in general, it is easy enough to give; but after a full and careful analysis, even an arbitrary or conventional general sign would be better than none; in the few instances where it may be difficult to obtain a significant one, the analysis and use would give it significance. This principle guides in the teaching of all general words, whether nouns, adjectives, verbs, or adverbs, which constitute the bulk of language. In the invention and formation of general signs, different teachers will make them somewhat differently; but, like the colloquial signs of the deaf and dumb, they will all have their foundation in nature, if they are good. A young teacher ought diligently to learn those which have been formed by his predecessors; but in the principle above alluded to, he has a guide to lead him to improved generalizations and methods.

The first and most important quality of good signing, is perspicuity. Signs should be made slowly and distinctly. Avoid rapidity and confusion. A few minor rules and principles may be

here set down, which, to young instructors, if they find themselves in the same darkness and distress at the beginning, in which the author was involved, may be useful.

1. When a general word embraces actions or qualities so different in manner or character, that no general sign will significantly include and represent them all, select the sign for one of the most prominent modes of the action, or one of the most prominent qualities represented by the general word, and constitute that the general sign for the general word. For instance: there are many ways of *killing*; no general sign can comprehend and represent all these; we therefore select *stabbing*, and use the sign for that mode of killing in connection with the sign for *death*, as the general sign for the word *kill*.

2. When no general sign can be obtained which is entirely satisfactory, in a few instances the *first letter* of the word may be used in connection with such general sign as you may be able to make, and will aid in giving distinctness and perspicuity to the idea: as *c* for color and *w* for weather.

3. Follow the etymology, or the primary meaning in instituting a general sign: *e. g.*, in the word *investigate*, the sign should be founded upon the *vestigium*, tracing out the *tracks*. To the primary or etymological idea, add explanatory signs, according to the modification of meaning the word may have received. The etymological or primary

sense serves as a foundation for the general sign, and gives it unity, which, however, admits of the necessary modifications. When the present use of a word has entirely departed from its etymological sense, the sign founded upon its etymology should be dropped.

4. Teach with a word, by examples, if convenient, its derivatives: as, with *admire*, "admiration," "admirable," "admirably." Or, if the derivative occur first, teach the primitive and other derivatives. Teach with a word also its opposite in meaning, as with *able*, *unable*; with *ability*, *inability*. Several words may thus be associated together, and their sense and use as easily remembered as one would be; perhaps better. This will also aid in distinguishing the nature and forms of the parts of speech. If a word has more than one meaning, teach also, at the same time, if convenient, the others, and always afterwards enumerate carefully the different significations, whenever the word again occurs. This will prevent the pupil from being confounded with the different senses of words. He will gradually acquire a perspicuous knowledge of the several meanings. If the word has synonyms known to the pupil, enumerate them every time they occur: here the association will be of great service in connecting, in the memory, several words of the same general meaning. When synonyms are severally taught, the distinction in meaning and use should, in general, be carefully pointed out. With the active,

teach the passive voice of a verb, or require the pupil to turn it into the passive voice.

5. Every sentence taught, should, as far as practicable, be made the vehicle of some useful information—some truth, fact, principle, or event in religion, science, philosophy, or history, adapted, of course, to the progress of the pupil.

6. Select a pupil to represent every person introduced into a narrative or story. This gives to it life and perspicuity. Give him the name of the person represented, and use his sign-name interchangeably with the name of the represented person. If a country, city, or place, is spoken of, it will assist, in making frequent reference to it, to represent it by a diagram on the floor or blackboard.

7. Abstract ideas or subjects, must be represented by something concrete or visible,—complicated and unknown subjects must be presented by simple examples or illustrations,—advancing slowly, every step being fully understood,—until the subject, in its height or depth, is reached and comprehended.

8. The first illustrative examples should be simple, and drawn from things and facts with which the pupil is familiar. Let the examples advance, step by step, until the use of the word in its widest, highest, and most figurative senses, is attained.

9. When a word is used in several meanings, yet closely allied, being slight modifications only of

the primary meaning, begin with the primary, and let the examples gradually slide into the modified uses.

10. When a word has several allied, but distinct or modified meanings or uses, connected with the original use or etymology of the word, which cannot, however, be embraced under one general "methodical" sign, begin with the primary or principal meaning, and modify, more or less, the general sign to correspond significantly with the subsequent uses. Take for example, the word *romantic*. No general sign can comprehend all the uses of this word. Its meaning seems at first almost intangible—difficult to be seized by the mind, and presented in the sign-language, intelligibly, to the mute. But by going back to its primary signification, and advancing step by step in its modified applications, you may, by apt illustrative examples of each, make the pupil at length comprehend the original meaning, and perceive its connection with all its modifications.\*

11. When the idioms of written language disagree with those of the sign-language, the latter must prevail, and be followed: that is, the whole phrase must be explained as one word, or in its idiomatic sense. When two or more words have a compound sense, they must be regarded and taught as one word.

\* The 8d, 9th, and 10th rules relate to the same subject-matter, presented under somewhat different aspects. They might, perhaps, all have been presented under one head.

12. Carefully point out the antecedents of every pronoun; this becomes still more important where, in the same paragraph, the same pronoun, he, she, they, &c., refers to different antecedents. Without great care the pupil will become confounded.

13. Supply all elliptical words in every sentence. This refers to words preceding, and understood afterwards. But there is another kind of ellipsis still more important to be noticed, where a word includes in its meaning by implication, ideas, which it does not primarily and properly express. These implied words should be supplied: as for example, in the Bible, "the fear of the Lord," often implies or includes affection or love, which should be supplied. "The nation to whom they shall be in bondage I will judge, said God;" that is, "judge" and punish. By supplying such elliptical words, the pupil will gradually learn to perceive where they are understood or implied.

14. Define new words, in the first place, by words already known; but point out additionally, by signs, the difference between the word and its synonym or definition. With pupils in the early stages, pointing out the distinction is not necessary.

15. When there are numerous synonyms, or words nearly allied in meaning and use, the radical sign for which is the same,—to bring out the distinction between them all, more reliance is to be placed upon apt illustrative examples of the use of each word, than upon a distinctive general or



"methodical" sign. For example, in such allied words as to *speak, tell, say, observe, remark, utter, and express*. For most of them, some distinction or modification of the general and radical sign may, and ought to be made, founded upon the distinctive meaning or etymology of the words: but our chief dependence for a perception of the distinctive meaning and correct use of each, is upon numerous examples.

16. Never take it for granted that your class, or, at least, all of them, understand any thing, till you have ascertained it by examination; repeat over, and enforce the same instruction by examples, especially in relation to grammatical rules and the laws of construction, with unwearied perseverance, and keep your class awake and vigilant, by frequent examinations and inquiries. After the recital of a lesson, which has been taught and memorized, both or either, see by examination if the class can sign all the new and difficult words. The knowledge that they must go through such a daily ordeal is the only thing that can secure the close attention of some pupils.

17. Before attempting to teach a word, get, yourself, a clear, distinct and full idea of its meaning or meanings. There is then but little difficulty in communicating the meaning and use to the pupil, by appropriate analytical signs, a general "methodical" sign, and by illustrative examples.

18. After all the aid to be obtained from others,

the young instructor must yet learn to depend largely upon himself,—upon his own investigation and thought and mode of signing. Let him by all means not be a mere imitator,—not fall into the use of mechanical, insignificant "methodical" signs. If the above rules and principles shall be of any assistance in guiding his labors, it will gratify the author, who so keenly remembers his own want of such aid.

Allusion has been made to the disuse of colloquial signs, as an instrument of instruction. This is a matter of the very highest importance. Educated mutes, as it is generally admitted, continue to think, for the most part, in signs. The colloquial, or natural order of sign-language, is different from, and opposite to, that of the English language. Their natural pantomime is also destitute of connective particles, and of grammatical inflections, concord, and government. When reduced to writing, therefore, in its natural order and character, it is scarcely intelligible, presenting an arrangement altogether novel, and apparently in utter confusion,—mere jargon. The pantomime of deaf-mutes, while in skillful hands, a perspicuous and powerful instrument for the communication of facts and ideas; when used as an instrument of instruction in written language, creates a great obstacle to their acquisition of its use. Unless, therefore, in case of absolute necessity for a clear and perfect communication of *ideas*, it should not be employed

when the *principal* object of instruction is the *forms* and *use* of written language. The Lessons in this work, as it has been remarked, may, with few exceptions, be taught by signs following the order of the words. Commencing with the first combination of words,—“A black dog.” Let these two words be *first* separately taught, and then their combination communicated by dactylology only, and then their meaning in connection interpreted\* by signs in the order of the words: and so of all the following sentences. Combinations of words which have, in the progress of the Lessons, become familiar to the pupil, may be communicated by dactylology alone, without any signs,—signs following the order of the words, being used in explanation of those which are new or unfamiliar. Such signs will, in general, be sufficiently intelligible, where the individual words have been previously explained by colloquial signs, or illustrated by examples. The pupil will gradually become accustomed to think in the order of written language, and will understand a large part of every sentence conveyed to him by dactylology alone. He will, consequently, learn to express himself sooner in accordance with the order and laws of written language, and will gradually disuse his natural order of thought and expression. As long as colloquial signs are made an instrument of instruction, they

\* Written language is *interpreted* to deaf-mutes by signs, and not “translated” into signs.

cherish the order of thinking natural to the mute, and make for him the acquisition of the arrangement and grammatical connection of written language difficult, and almost impossible.

Signs in the order of the words, should and can be made, not in a dull, imitative, mechanical, or “methodical” manner; but with the spirit and significance of colloquial signs. Unless so made, they will fail to answer the purpose here assigned to them, as a means of instruction. It is not intended to convey the idea, that the colloquial dialect should be banished from our schools. By no means. When the primary object is to communicate *facts* and *ideas*, and not the *use* of written language, then they are the appropriate and necessary instrument. In conveying religious instruction, they are peculiarly powerful and appropriate. In explaining and illustrating *single* words, they should be freely used: but when the combination and order of words are to be taught, they should be dispensed with, as far as possible, for the reasons above stated. In some sentences and paragraphs of peculiar form, it may be necessary to resort to their aid, sometimes in the last, and sometimes in the first instance.

At first view, it may seem that the Lessons of connected composition, and also some of the single sentences, are too hard for beginners. But it must be remembered, that all the Lessons are preceded by illustrative examples upon every new and difficult word or form of expression, and followed by

questions,—the former make the subsequent Lesson easy, and the latter assist to its thorough comprehension. Moreover, the Lessons following, resemble, in form and language, those that precede, which greatly aids in comprehending them. As to the single sentences, they are preceded by others easy and simple, of similar form; and harder and longer sentences are thus introduced by several simpler and shorter ones, rendering the steps of progress, if not imperceptible, not laborious.

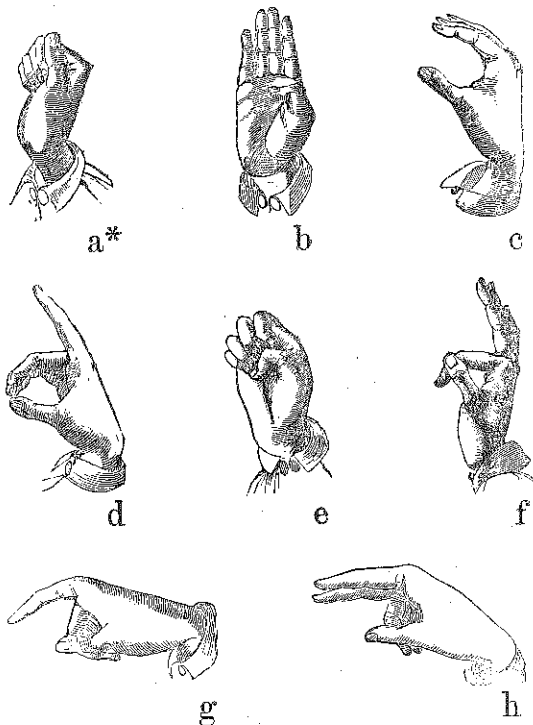
At the end are placed a number of model Lessons, without illustrations, by examples preceding, of easy and simple construction. Upon each one as a model, it is intended the pupil should be exercised in composition; and being all more or less similar in form, they will aid him in connected composition, as apt model single sentences do in composing similar ones. The whole is concluded by a large number of easy miscellaneous questions, upon each of which the pupil is to be required to write an original question and answer.

Having now passed through the work in from one to two years, let the candid instructor observe what his pupils have been taught and have acquired. They have been exercised, by model examples, in most of the elementary forms of language,—they have been taught a large variety of simple, easy descriptions, narratives and letters, and thoroughly drilled in asking and answering questions; while the language taught has been the vehicle of a con-

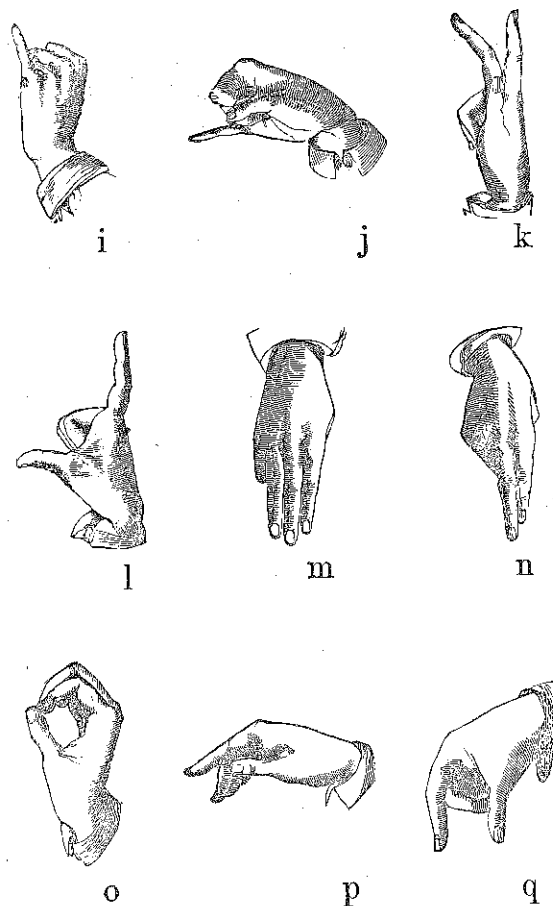
siderable amount of useful and important information, especially of a moral and religious character. The most sprightly and talented among them ought to be able to write, with considerable facility and correctness, not only single sentences, but little connected compositions, and to ask and answer almost any easy question. They have been trained to *think*, and to arrive at the meaning of single words, and understand the use of the forms of language, and the laws of connected composition, by a process strictly inductive and scientific. The author flatters himself that this result is greater than what is usually obtained in the same time; though he cannot assume that it would be nearly or quite double the progress commonly made, as was the opinion emphatically expressed, after a careful examination of the work, by the Principal of one of the most successful Institutions in this country.

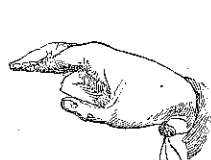
The number of illustrative cuts might, perhaps, have been extended further to advantage; but the expense required a limitation. It is believed however, that few words, sentences, or Lessons have been left unillustrated, where the benefit to the pupil would have been very material. The engravings are almost all from original designs, and no pains or expense has been spared to have them well executed. They were engraved in the "School of Design for Women," Cooper Institute, Astor Place New York.

## MANUAL ALPHABET.



\* It is unnecessary to embarrass the pupil with learning the capital letters; he will easily learn them as they occur.





r



s



t



u



v



w



x



y



z

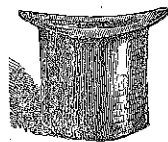
## PRIMARY LESSONS FOR DEAF-MUTES.

## PART I.

## NAMES OF OBJECTS.



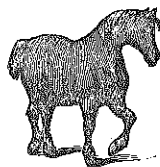
Dog.\*



Hat.



Man.

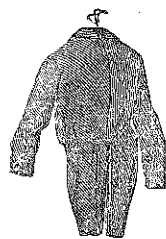


Horse.



Cow.

\* The words of this vocabulary have been mostly selected from the first Lessons.



Coat.



Shoe.



Dress.



Book.



Bird.



Nose.



House.



Tree.



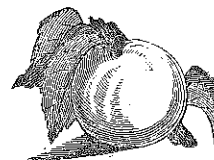
Woman.



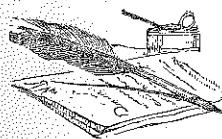
Boy.



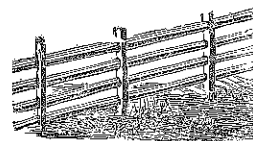
Girl.



Apple.



Pen.



Fence.



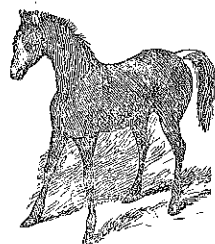
Lamb.



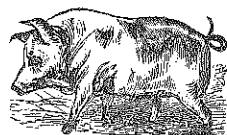
Leaf.



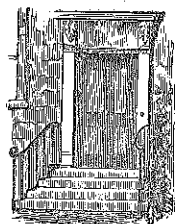
Calf.



Colt.



Hog.



Door.



Bed.



Bench.



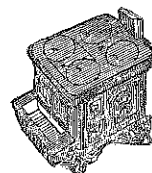
Hand.



Cup.



Eye.



Stove.



Snake.



Knife.

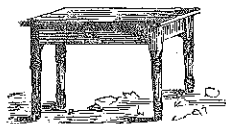


Table.



Axe.\*



Cane.



Whale.



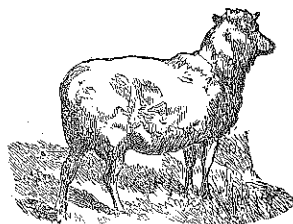
Mouse.



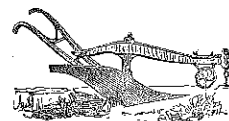
Sun.



Moon.



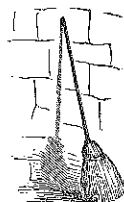
Sheep.



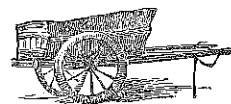
Plough.\*



Spade.



Broom.



Cart.

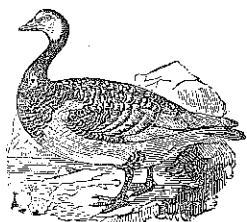


Rat.

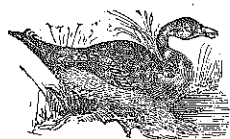


Cat.

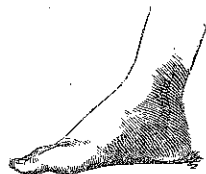




Goose.



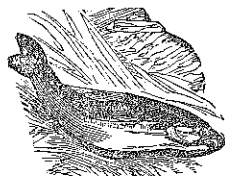
Duck.



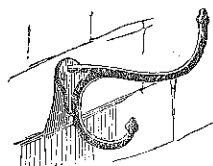
Foot.



Crutch.



Fish.



Hook.



Boat.



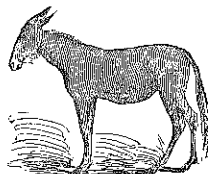
Box.



Rose.



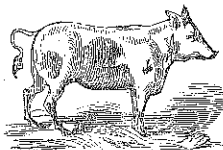
Boot.



Mule.



Fox.



Pig.



Mole.



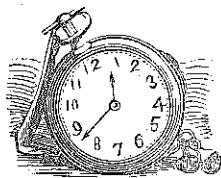
Baby.



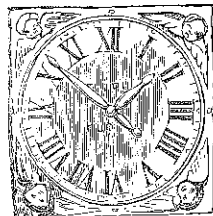
Leg.



Bug.



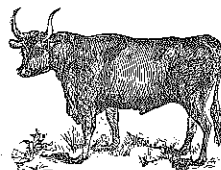
Watch.



Clock.



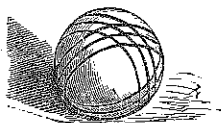
Nut.



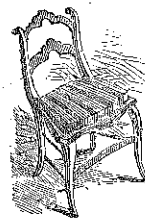
Ox.



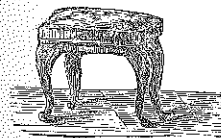
Pipe.



Marble.



Chair.



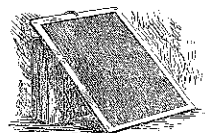
Stool.



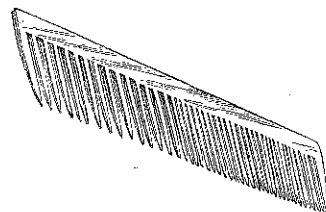
Well.



Cradle.



Slate.



Comb.



Plate.



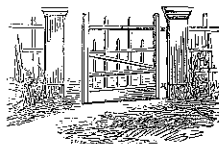
Pail.



Tooth.



Head.



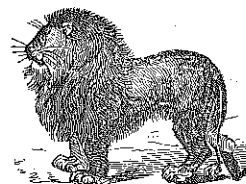
Gate.



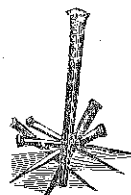
Brush.



Pin.



Lion.



Nail.



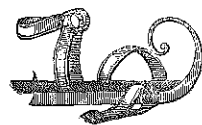
Egg.



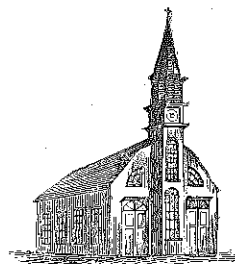
Gun.



Nest.



Skate.



Church.



Mill.



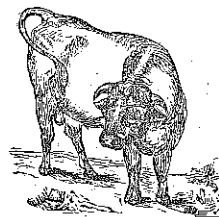
Deer.



Ape.



Star.



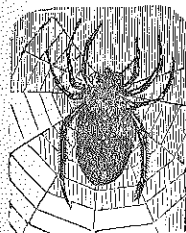
Bull.



Globe



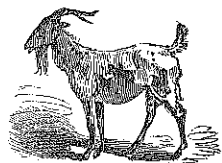
Bee.



Spider.



Tiger.



Goat.



Owl.

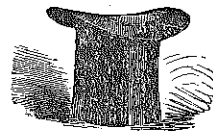


Peach.

## LESSON I.

*An Adjective and Noun.*

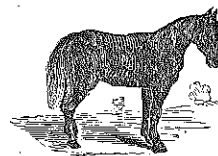
A black dog.



A black hat.



A black man.



A black horse.



A black cow.

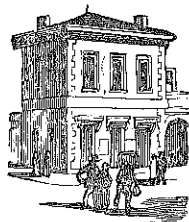


A black coat.\*

\* Require the pupil to write one original example or more on every word illustrated throughout the book.

A red cow.  
A red shoe.  
A red dress.

A red book.  
A red bird.  
A red nose.



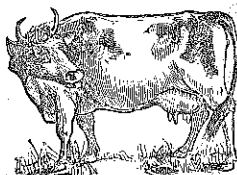
A large house.



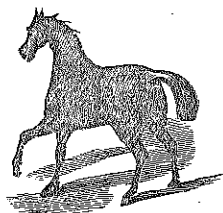
A large man.



A large book.



A large cow.



A large horse.



A large shoe.



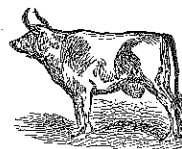
A small house.



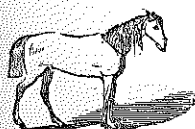
A small man.



A small book.



A small cow.



A small horse.



A small shoe.

## LESSON II.



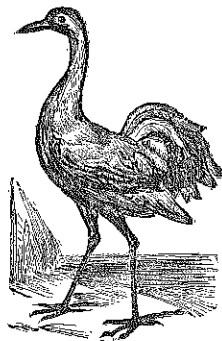
A tall man.



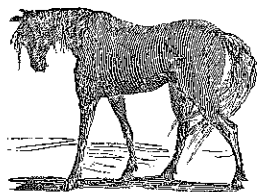
A tall tree.



A tall woman.



A tall bird.



A tall horse.



A tall dog.



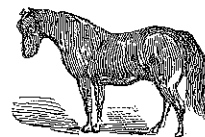
A low man.



A low tree.



A low woman.



A low horse.



A low house.

A good man.  
A good boy.  
A good girl.  
A good apple.\*  
A good cow.\*

A bad boy.  
A bad pen.\*  
A bad horse.  
A bad girl.  
A bad dog.

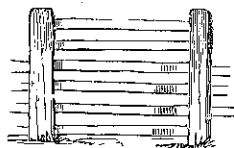
## LESSON III.



A high tree.



A high house.



A high fence.

A pretty girl.  
A pretty bird.\*  
A pretty rose.\*

A pretty horse.  
A pretty book.  
A pretty mouth.

---

\* See the cut in the vocabulary of objects.



A little girl.



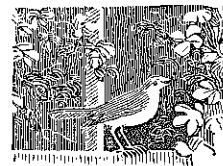
A little lamb.



A little calf.



A little colt.



A little bird.

A white horse.  
A white cow.  
A white dress.

A white house.  
A white hog.\*  
A white cat.\*

---

\* See the cut in the vocabulary.



## LESSON IV.

- |                 |                 |
|-----------------|-----------------|
| A yellow dress. | A hard apple.   |
| A yellow bird.  | A hard stone.   |
| A yellow house. | A hard bed.*    |
| A yellow shawl. | A hard bench.   |
|                 |                 |
| A green dress.  | A soft apple.   |
| A green door.   | A soft bed.     |
| A green shoe.   | A soft cushion. |
| A green leaf.*  | A soft hand.    |

## LESSON V.

- |                  |              |
|------------------|--------------|
| A bright button. | A warm day.  |
| A bright knife.* | A warm bed.  |
| A bright eye.    | A warm room. |
| A bright day.    | A warm cake. |
|                  |              |
| A cold day.      | A hot fire.  |
| A cold hand.     | A hot stove. |
| A cold room.     | A hot stone. |
| A cold bed.      | A hot day.   |



A long bench.



A long snake.

\* See the cut in the vocabulary.



A long tail.

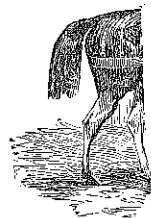


A long nose.

## LESSON VI.



A short bench.



A short tail.



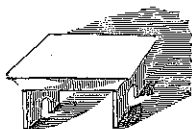
A short nose.



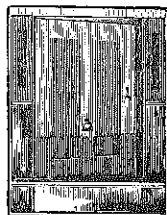
A short coat.

A new coat.  
A new book.  
A new shoe.

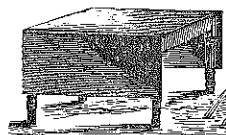
A new house.  
A new knife.  
A new hat.



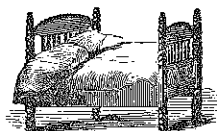
A wide bench.



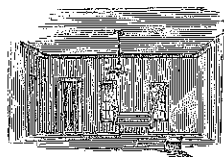
A wide door.



A wide table.



A wide bed.



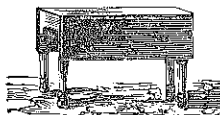
A wide room.



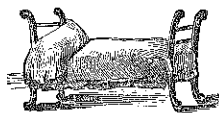
A narrow bench.



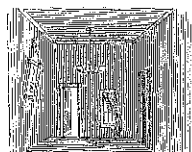
A narrow door.



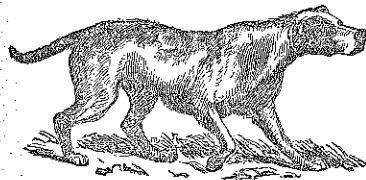
A narrow table.



A narrow bed.



A narrow room.

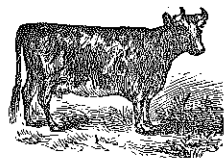


A large dog.



A small dog.

A bad dog. A good dog.



A fat cow.



A poor cow.

A pretty cow.    A young cow.

## LESSON VII.



A fat man.

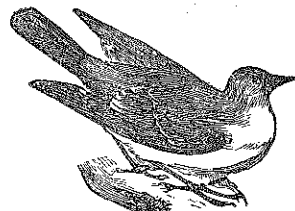


A little man.

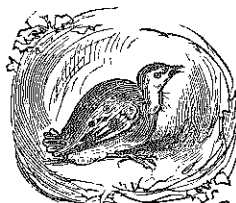


A lean man.

A wise man.    A strong man.



A large bird.



A young bird.

A blue bird.    A black bird.    A tame bird.



A small tree.



A large tree.

A rough tree.

A smooth tree.



A large woman.



A lean woman.

A pretty woman.

A good woman.

A sharp axe.

A dull axe.



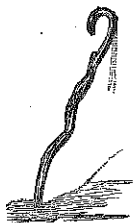
A large axe.



A small axe.

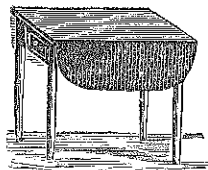


A long cane.

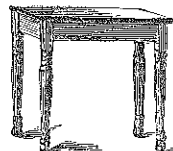


A crooked cane.

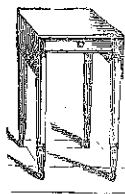
A strong cane.



A large table.



A small table.



A high table.

A strong table.

## LESSON VIII.

*Verb To be, Third Person, Present Tense.*

The dog is black.\*

The horse is black.

The hat is black.

The cow is black.

The man is black.

The coat is black.

\* Refer back to the preceding cuts.

The cow is red.

That cow is large.

The shoe is red.

That horse is large.

The dress is red.

His shoe is large.

The book is red.

That house is small.

The bird is red.

The man is small.

His nose is red.

This book is small.

That house is large.

That cow is small.

The man is large.

That horse is small.

The book is large.

Her shoe is small.

## LESSON IX.

The man is tall.

The horse is low.

The tree is tall.

The house is low.

The woman is tall.

The man is good.

The bird is tall.

That boy is good.

The horse is tall.

This girl is good.

The dog is tall.

This apple is good.

That man is low.

The cow is good.

The tree is low.

The dog is good.

That woman is low.

The woman is good.

## LESSON X.

That boy is bad.

The horse is bad.

This pen is bad.

The girl is bad.

That tree is high.	This lamb is little.
The house is high.	That calf is little.
The fence is high.	That colt is little.
	That bird is little.
The girl is pretty.	The horse is white.
That bird is pretty.	The cow is white.
The rose is pretty.	Her dress is white.
That horse is pretty.	The house is white.
This book is pretty.	The hog is white.
	The cat is white.
This girl is little.	

## LESSON XI.

Her dress is yellow.	This apple is soft.
The bird is yellow.	This bed is soft.
The house is yellow.	The cushion is soft.
	Her hand is soft.
Her dress is green.	That button is bright.
The grass is green.	Her eye is bright.
The shoe is green.	The sun is bright.
The leaf is green.	

That apple is hard.	The snow is cold.
The stone is hard.	The ice is cold.
That bed is hard.	The water is cold.
The bench is hard.	The stone is cold.
The brick is hard.	The wind is cold.

## LESSON XII.

The cake is warm.	His nose is short.
The fire is warm.	His coat is short.
Her hand is warm.	
	His coat is new.
The fire is hot.	Her book is new.
The coffee is hot.	His shoe is new.
The stove is hot.	This book is new.
That bench is long.	The bench is wide.
That snake is long.	The door is wide.
Her hair is long.	The table is wide.
	The bed is wide.
	The room is wide.
This bench is short.	

## LESSON XIII.

That dog is large.	* — is fat.
This dog is small.	— is strong.
	— is lean.
That cow is fat.	
This cow is poor.	That bull is large.†

\* Fill the blanks with the names of persons, places, &c., known to the pupil. The use of blanks enables the teacher to adapt the sentences in which they occur to any place or time. If the name of a person or place, &c., connected with our own Institution, or the present time had been used, such sentences would not, of course, be suitable for another place or time. Ideal names may be occasionally used to advantage; but names of actual persons or places familiar to the pupil, are, as a general thing, far preferable.

† See the cut in the vocabulary.

That pig is small.  
That hat is black.

That tree is high.  
The oak-tree is large.  
The plum-tree is small.

Mrs. — is large.  
Miss — is pretty.  
Miss — is lean.

That axe is sharp.  
This axe is dull.  
That cane is strong.  
This cane is long.

That table is large.

This table is small.

My hair is —.  
Her hair is black.  
My eye is —.  
Her eye is black.  
His eye is blue.

His head is large.  
The whale is large.\*  
That mousa is small.\*  
The moon is pretty.\*

God is wise.  
He is strong.  
He is good.  
He is kind.

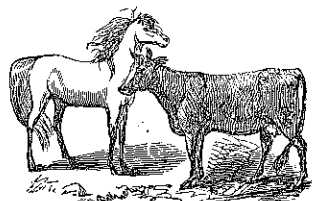
#### LESSON XIV.

*Two Nouns connected by And.*

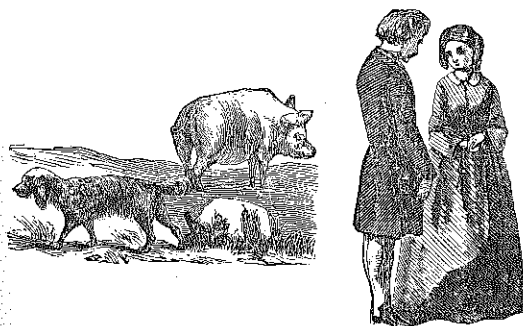


A girl and a boy.

\* See the cut in the vocabulary.

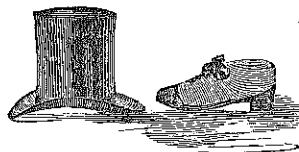


A horse and a cow.

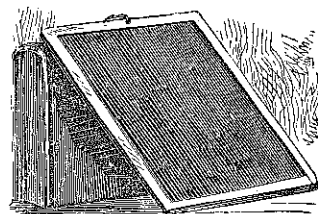


A dog and a hog.

A man and a woman.



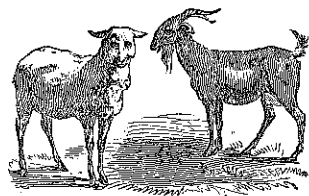
A hat and a shoe.



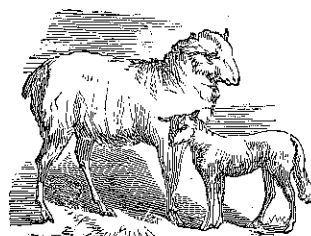
A book and a slate.



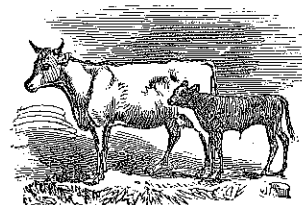
A house and a tree.



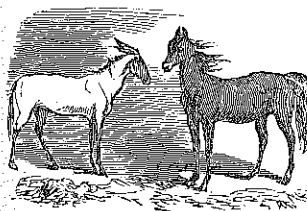
A sheep and a goat.



A ewe and her lamb.



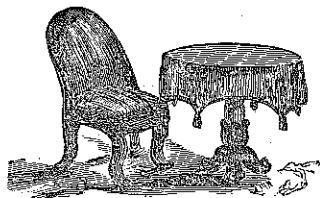
A cow and her calf.



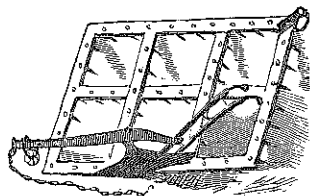
A mule and a horse.



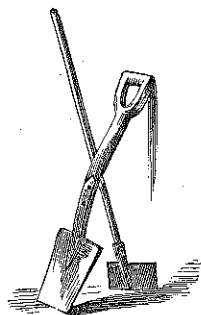
A mother and her child.



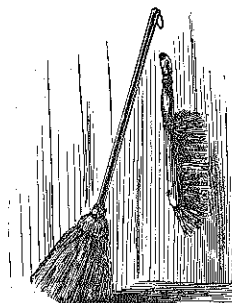
A chair and a table.



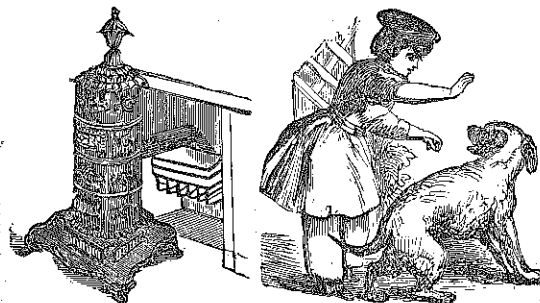
A plough and a harrow.



A spade and a hoe.



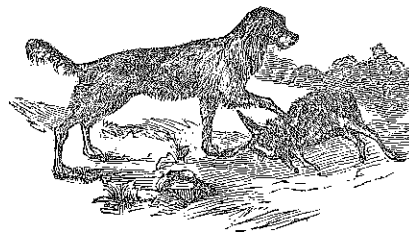
A broom and a brush.



A stove and a grate.



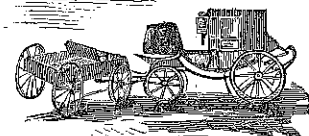
A boy and his dog.



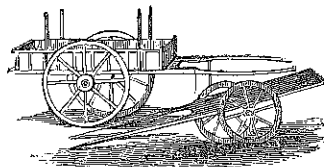
A dog and a rabbit.



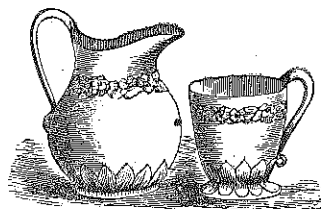
## LESSON XV.



A waggon\* and a carriage.

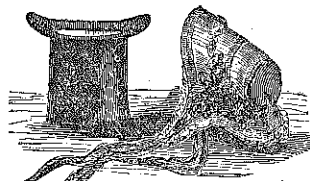


A cart and a dray.



A pitcher and a cup.

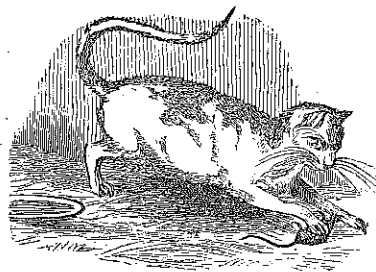
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 \* Wagon.


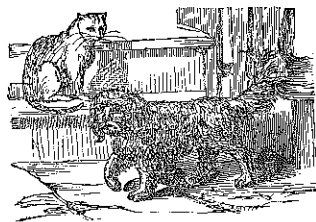
A hat and a bonnet.



A cat and a rat.



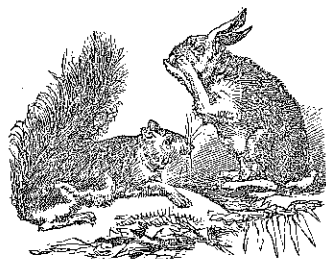
A cat and a mouse.



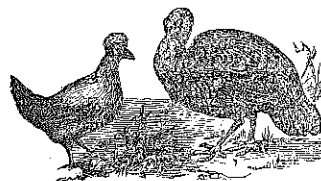
A dog and a cat.



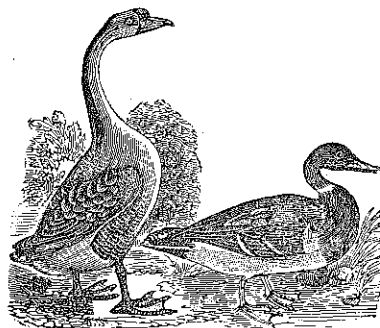
A boy and a bird.



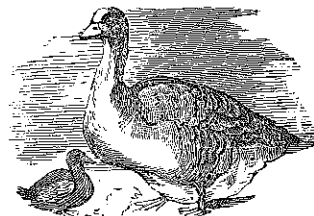
A squirrel and a rabbit.



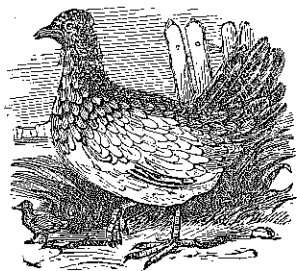
A hen and a turkey.



A goose and a duck.



A goose and a gosling.



A hen and her chick.



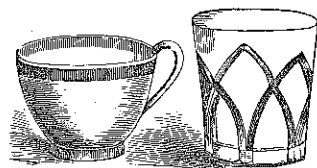
A man and a boy.



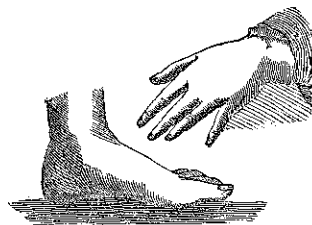
A woman and a girl.



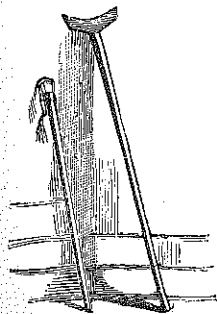
A drunkard and his bottle



A cup and a tumbler.



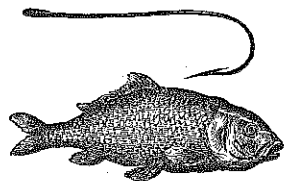
A hand and a foot.



A cane and a crutch.



A man and a fish.



A fish and a hook.

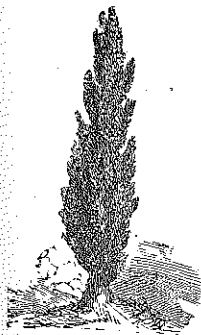


A man and a boat.

## LESSON XVI.

*Two Adjectives connected by And.*

A wise and good man.

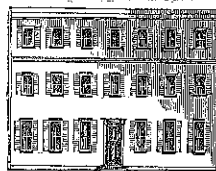


A tall and straight tree.

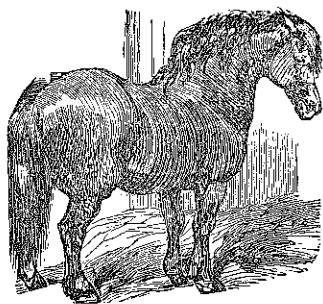


A large and heavy book.

A wide and deep river.

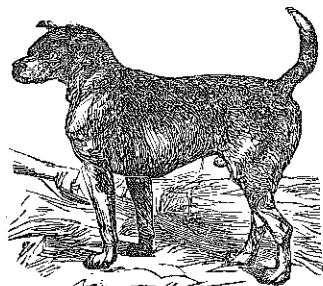


A large and high house.



A large and strong horse.

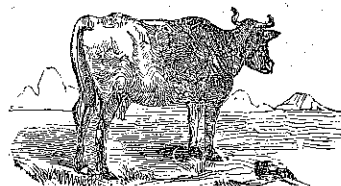
A young and pretty woman.



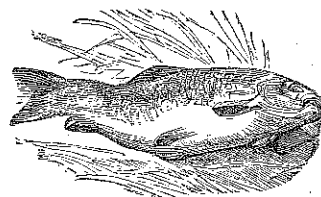
A large and fierce dog.



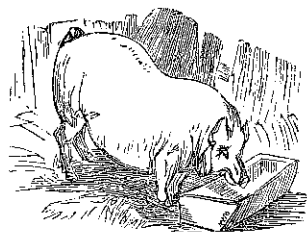
A fat and lazy boy.



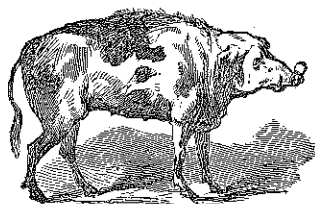
A large and gentle cow.



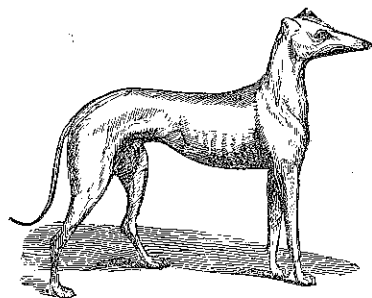
A large and heavy fish.



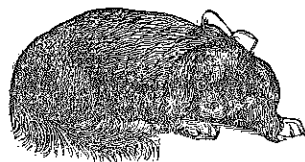
A large and heavy hog.



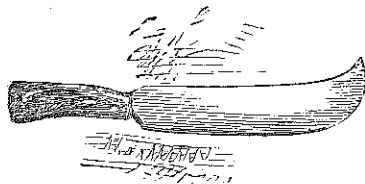
A tall and poor hog.



A tall and lean dog.



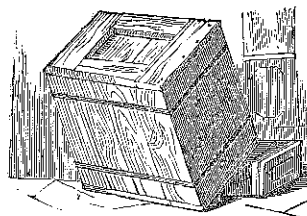
A small and pretty dog.



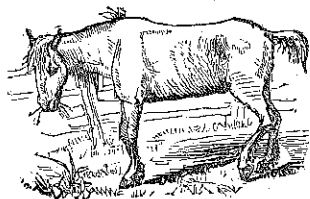
A large and long knife.



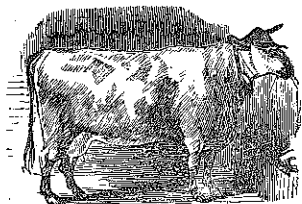
A tall and pretty girl.



A large and heavy box.



A lean and ugly horse.



A fat and pretty cow.

A large and good apple.

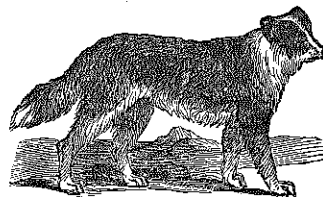
A small and sour apple.

# LESSON XVII.

*Two Adjectives and a Noun.*

A small red house.      A small black cow.

A large sharp knife.



A large shaggy dog.

A large white house.



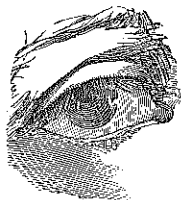
A tall slim man.



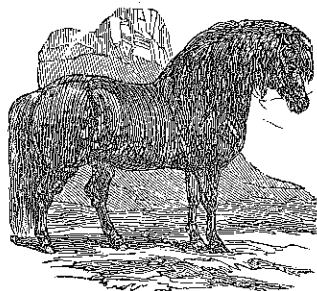
A low fat man.



A tall lean man.

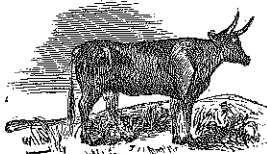


A large black eye.



A small fat horse.

A small soft hand.



A small lean cow.

A fat heavy hog.

A strong young cow.

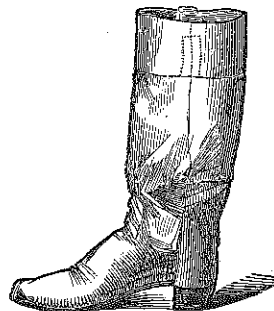
A good old horse.

A pretty red rose.

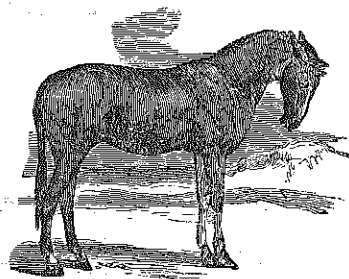
A large soft apple.



A long sharp nose.



A large heavy boot.



A large ugly mule.

A large fat horse.



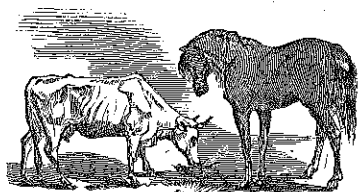
## LESSON XVIII.

*And.*

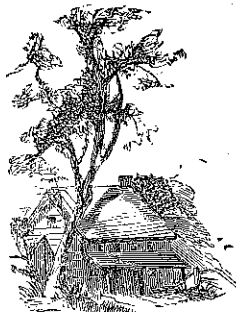
A large man and a  
small woman.



A fat boy and a lean girl.



A lean cow and a fat horse.



A tall tree and a low  
house.



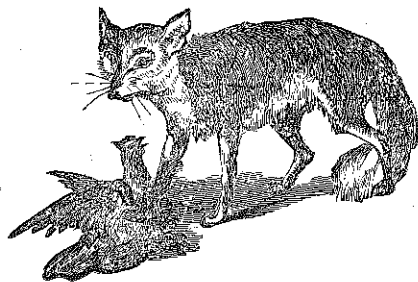
A low man and a  
long cane.



A tall woman and a  
low man.



A high tree and a little  
squirrel.



A fat hen and a cunning fox.



A fat hog and a fat man.



A fat pig and a fat boy.



A large book and a little boy.



A little boy and a little girl.



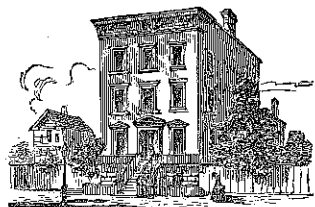
A little man and a little woman.



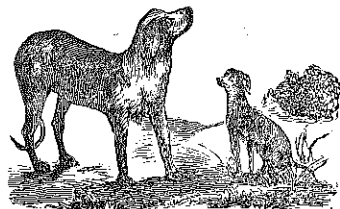
A little boy and a big dog.



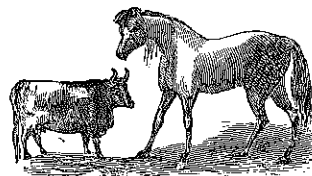
A little girl and a little lamb.



A small house and a large house.



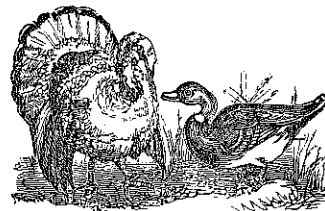
A large dog and a small dog.



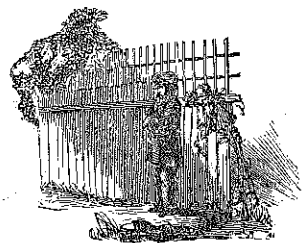
A small cow and a large horse.



A tall tree and a low tree.



A large turkey and a large duck.



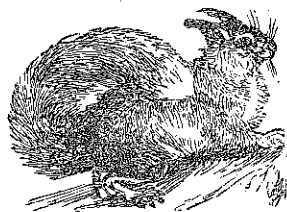
A high fence and a low man.

### LESSON XIX.

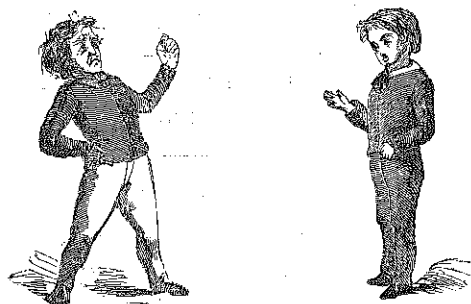
That cow is fat and pretty.\*  
 That horse is poor and ugly.  
 That man is large and tall.  
 That boy is fat and lazy.  
 That house is large and fine.  
 That horse is large and strong.

The man is low and fat.  
 The cow is fat and sleek.  
 The dog is large and shaggy.  
 The man is tall and lean.  
 The book is large and heavy.  
 A lamb is small and pretty.

\* Refer back to the preceding cuts.



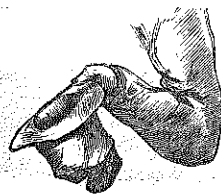
A squirrel is small and active.



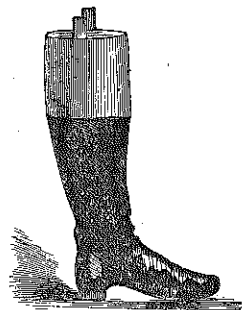
That boy is quarrelsome  
and bad.

The other boy is good  
and gentle.

The sun is bright and beautiful.



This hat is old and ugly.

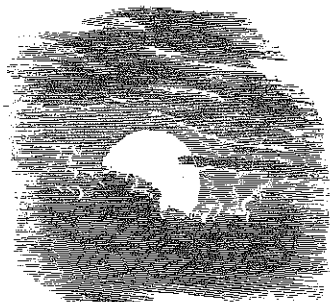


This boot is black and shiny.  
Her eye is large and beautiful.  
Her hand is small and soft.

---

LESSON XX.

That house is large and high.



The full moon is round and beautiful.



The lady is tall and  
handsome.



The girl is tall and  
spare.

That dog is large and strong.

The mole is small and sleek.\*



This dog is small and shaggy.

That dog is large and fierce.

That cow is poor and weak.

---

\* See the cut in the vocabulary.



That man is old and poor.

That boy is strong and healthy.  
That tree is tall and straight.

### LESSON XXI.

*Verbs. Present Tense.*

I walk.	I stand.
You walk.	You stand.
He walks.*	He stands.
She walks.	She stands.
— walks.	— stands.
They walk.	They stand.

\* Distinguish the third person singular by the sign for the singular number.

I see.	I eat.
You see.	You eat.
He sees.	He eats.
She sees.	She eats.
— sees.	— eats.
They see.	They eat.

I sit.	I lie.
You sit.	You lie.
He sits.	He lies.
She sits.	She lies.
— sits.	— lies.
They sit.	They lie.

### LESSON XXII.

I run.	I sew.
You run.	You sew.
He runs.	He sews.
She runs.	She sews.
— runs.	— sews.
They run.	They sew.

I cut.	I read.
You cut.	You read.
He cuts.	He reads.
She cuts.	She reads.
— cuts.	— reads.
They cut.	They read.

I write.	She writes.
You write.	— writes.
He writes.	They write.

---

## LESSON XXIII.

I ride.	She strikes.
You ride.	— strikes.
He rides.	They strike.
She rides.	
— rides.	I climb.
They ride.	A squirrel climbs.
	A cat climbs.
	— climbs.
I strike.	A boy climbs.
You strike.	They climb.
He strikes.	

---

## LESSON XXIV.

*Active Verbs.*

I cut wood.	I write a letter.
A boy cuts his finger.	You write your lesson.
A man cuts his leg.	— writes his name.
A man cuts down a tree.	I write my name.
A boy cuts off a log.	She writes her name.

A boy throws a stone.	He sees a house.
A bad boy throws his hat.	She sees a tree.
A man throws a large stone.	I see a horse.
A boy throws his knife.	A boy climbs a tree.
	A squirrel climbs a tree.
I see a bird.	A spider climbs the wall.
You see the sun.	A cat climbs a pole.

---

## LESSON XXV.

I hear the watch.	We eat breakfast.
A boy hears a clock.	A hog eats corn.
I hear a noise.	A squirrel eats a nut.
A man hears a gun.	
	I drink water.
A bad boy strikes a girl.	A drunkard drinks whiskey.
I strike the table.	A boy drinks milk.
— strikes the wall.	A horse drinks water.
— strikes the bench.	A lady drinks tea.
I eat a peach.*	A boy drinks cider.
— eats bread.	We drink coffee.

---

\* See the cut in the vocabulary.

## LESSON XXVI.

*Promiscuous Examples.*

A man digs the ground.	A man rides a horse.
A lady sews a dress.	A boy rides a pony.
A man climbs a tall tree.	A boy rides a big dog.
I see the bright sun.	A boy leads a colt.
I see you.	A woman milks a cow.
You see me.	A cat licks up the milk.
A girl sweeps the floor.	A horse eats corn.
A man shoots a squirrel.	A cow eats grass.
A dog catches a rabbit.	A bad boy steals sugar.
A mother hugs her baby.	A bad man steals money.
She kisses the baby.*	A horse kicks a boy.

## LESSON XXVII.

A man chews tobacco.	A bad boy fights his sister.
A boy eats a pie.	
A man eats a peach.	A bad boy kills a little bird.
A boy shoots a marble.	
A girl knits a sock.	A cat catches a bird.
A good girl loves her mother.	A fox catches a hen.
	A calf sucks a cow.

\* Be careful to show that the article *the* refers to *baby* in the preceding sentence. Do the same in all subsequent Lessons where the definite article refers to a preceding noun.

A boy drives a cow.	A man whips a bad boy.
A man washes his face.	A boy reads a book.
A dog laps the water.	A man brushes his hat.
A bad dog chases a sheep.	A man rides a fine horse.
A mother feeds her child.	A lady rides a pacing pony.

## LESSON XXVIII.

*Prepositions introduced.*

I sit on a chair.  
 You sit on a —  
 A boy sits on a stool.  
 A child sits on the floor.  
 A boy sits on the fence.

I stand on the floor.  
 — stands on the bench.  
 A little boy stands on a chair.  
 A boy stands on the fence.

I walk on the floor.  
 A horse walks on the ground.  
 A lady walks on the pavement.  
 A boy walks on the fence.

A child lies on the floor.  
 A boy lies on a bed.  
 A cow lies on the grass.  
 A dog lies on the straw.



I walk to the door.

— walks to the wall.

A boy goes to the wood.

A boy rides a horse to the river.

A man drives the cow to the creek.\*

A man leads a horse to a well.

### LESSON XXIX.

A man walks with a woman.

I walk on the floor with —.

— sleeps with —.

A child sleeps with its mother.

A boy goes with a man to the wood

I put the knife in the hat.

I put the money in my purse.

A baby lies in a cradle.

The knife is in my pocket.

The water is in the bucket.

A horse is in the stable.

A bad boy throws at a bird.

I look at you.

A man throws at a hog.

A dog barks at a boy.

A cow runs at a dog.

A horse kicks at a dog.

\* A small stream;—this is an Americanism in common use, at least in the South and West.

### LESSON XXX.

*The Verb To be—Present Tense.*

I am well.

You are well.

He is well.

— is well.

I am not sick.

You are not sick.

She is not sick.

— is not sick.

I am —

He is not —

She is slender.

He is fat.

— is strong.

I am not —.

He is —.

She is not strong.

— is large.

I am hungry.

You are thirsty.

He is not hungry.

### LESSON XXXI.

I am not drunk.

You are ignorant.

God is all-wise.

He is kind.

He is powerful.

I am — weak.

— is weak.

— is tall.

I am — tall.

She is not tall.

That man is tall.

I am afraid.

A lion is not afraid.

A lion is strong.

I am not afraid of a mouse.

The girl is afraid of a cow.

I am asleep.

The baby is asleep.

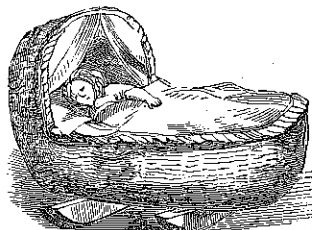
— is not asleep.

He is asleep.

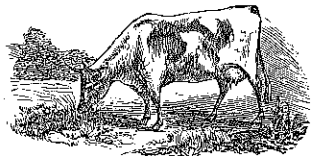
## LESSON XXXII.

*Present Tense of the Verb To be with the Present Participle.*

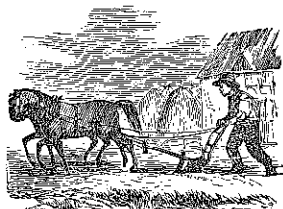
I am sitting in a chair.  
You are sitting on a —.



The baby is sleeping in a cradle.



That cow is eating grass.



That man is ploughing.



That boy is cutting  
wood.



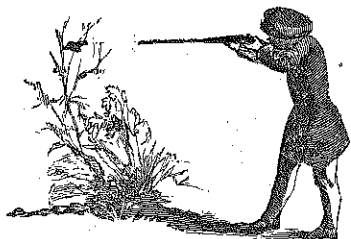
The woman is sewing a shirt.



That man is making a  
shoe.



That man is sawing  
wood.



That boy is shooting at a bird.

I am writing on the slate.

You are looking at me.

I am teaching you.

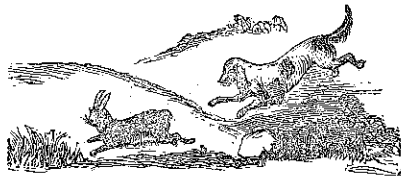
I am walking on the floor.

— is walking with me.

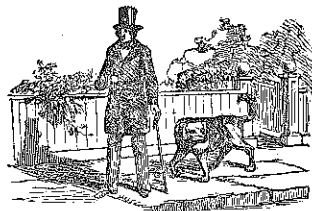
— is looking out of the window.



The boy is running.



The dog is running after the rabbit.



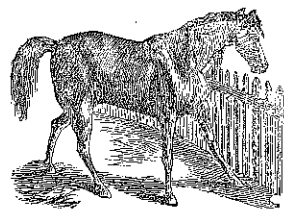
The dog is walking after the man.



The girl is churning.



John\* is playing ball.

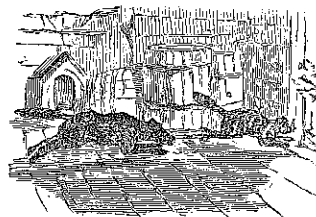
The horse is looking over  
the fence.

## LESSON XXXIII.

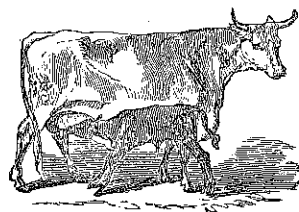


That cat is watching the bird.

\* John is an ideal person who frequently appears—let a sign-name be given to him.



The dog is chasing the cat.



The calf is sucking the cow.

The sun is shining on the earth.

That girl is looking at  
the moon.The woman is combing  
the boy's head.



The man is whipping the bad boy.



The man is riding in a  
buggy.



The horse is jumping  
over the fence.



The sheep is grazing in the pasture.



That old man is reading a book.



The old woman is smoking  
a pipe.



That woman is  
spinning.

— is standing in the floor.

— is standing on a bench.

I am walking on the floor.

I am combing my head.

I am reading a letter.

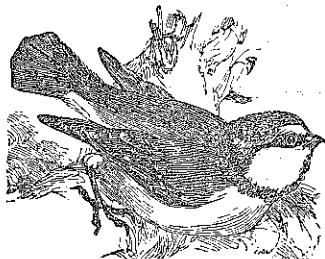
— is laughing.



This woman is knitting a sock.



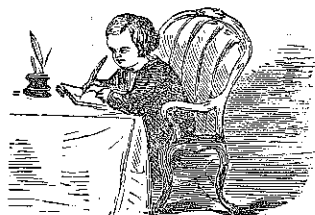
The man is blacking a boot.



The bird is singing on the tree.



That man is leading a horse.



The boy is writing a letter.



The old negro man is nodding.

That boy is sleeping on a bench.\*

---

\* Let this sentence and all similar ones be represented by a pupil.



The old man is sleeping in a chair.

#### LESSON XXXIV.

##### *Verb. Imperfect Tense.*

I went to — yesterday.

I ate dinner yesterday.

I bought a new hat.

A lady bought a new bonnet.

I lost my handkerchief.

A boy lost his marble and cried.

A boy fell down and hurt his nose.

A girl broke a plate yesterday.

A man rode a horse into the river.

A horse kicked a boy on the leg.

A bad boy pushed a little girl down.

A dog caught a rabbit.

A horse broke the bridle and ran away.

A drunken man fell down in the mud.

His wife helped him up. She led him home.

God made the earth. He made the sun and moon.

God made us. He gave us life.

God made Adam and Eve, the first man and the first woman.

A bird flew over the house.

#### LESSON XXXV.

A child fell into a tub of water.

A woman took the child out.

A horse threw a boy off his back.

The wind blew off a man's hat.

A boy threw a stone at a dog.

The dog ran off.

The boy ran after him.

The dog jumped over a fence.

A man shot a squirrel. The squirrel fell to the ground.

A man shot a fat ox. The ox fell on the ground.

A boy shot a partridge flying.

A blind horse fell into a well.

A man fed a horse with some corn.

A boy killed a bird with a stone. He was a bad boy.

A boy broke his knife.

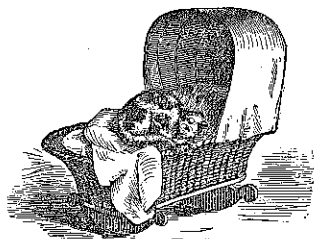
A cow kicked over the pail of milk.  
 A man fell down and broke out his tooth.  
 A boy fell down and hurt his leg.

---

LESSON XXXVI.

*Promiscuous Examples.*

A gentleman walked with a lady to church.



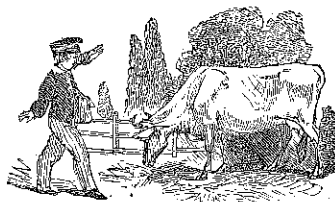
The cat is sleeping in the cradle.

A horse jumped over a fence into a corn-field.  
 A man cut down a large tree.  
 A man struck a hog on the head, and killed it.

A boy climbed a tree, and fell out.  
 A boy jumped from a tree, and broke his leg.  
 A cat jumped from a fence.  
 A boy jumped from a window.



That little boy is climbing the fence.



The boy is afraid of that cow.

That cow is large and fat.\*  
 She is walking along the road.

A boy fell into the river. A dog pulled him out.  
 The moon shines in the night. The sun shines in the day.  
 The sun rises in the morning. He sets in the evening.  
 I am looking at that tree.  
 I see a bird on it. It is a pretty bird.

---

\* See cut on p. 48.



## LESSON XXXVII.

*Promiscuous Examples.*

A farmer carries his wheat to mill.  
 I sent — to — yesterday.  
 I sent — for some water yesterday.  
 A man shot a traveller,\* and robbed him.

A cow opened the gate, and got into a lot.  
 A boy caught a large fish.  
 A man caught a little fish.  
 A horse fell down with a man.  
 A boy fell down with a basket of bread.

A boy fell out of a tree, and broke his arm.  
 A drunkard fell on a stone, and cut his face.  
 He drinks whisky every day.  
 He quarrels with his wife.  
 He spends all his money for whisky.  
 He neglects his wife and children.  
 He is poor. His children have nothing to eat.  
 A good boy loves his book. He reads it every day.

\* Traveler.

## LESSON XXXVIII.

*Verb. Imperative Mood.*

Bring me that book.  
 Take this knife to Mr. —.  
 Bring me your slate.  
 Put this hat in the window.  
 Stand up. Sit down.  
 —, lie down on the floor.  
 Comb your head. Go and wash your face.  
 Go and cut some wood.  
 Put some wood in the stove.

Shut the door. Open the door.  
 Hoist the window. Let down the window.  
 Hang your hat on the pin.  
 Go and brush your coat.  
 Come and comb my head.  
 Put your book under that table.  
 Lift up your foot. Hold up your head.

Learn your lesson.  
 Call — to me.  
 Tell — to catch my horse.  
 Tell — to feed the cow.  
 Go and get your hat.  
 Put it on your head.  
 Bring me my hat.  
 Put it on my head.  
 Sit down in this chair.

## LESSON XXXIX.

*Verb. Perfect Tense.*

We have eaten breakfast.

I have seen a lion.

You have seen a squirrel.

— has made a shirt.

I have walked to the door.

I have read the bible through.

He has washed his face.

I have put the book on the floor.

— has put his hat on his head.

— has opened the door.

— has shut the door.

I have written my name on the slate.

— has gone to —.

— has lain down on the bench.

The hat has fallen on the floor.

I have hung it on the pin again.

I have killed a squirrel.

I have eaten a squirrel.

## LESSON XL.

I have written a letter to-day.

I have hoisted the window.

I have given my knife to —

— has left the Institution.

— has gone to —.

I have pared my nail.\*

I have combed my head.

— has made a new dress.

I have drank some water.†

I have pulled —'s hair.

— has written a letter to his father.

— has been in this Institution one year.

I have stamped on the floor.

I have put my hat on my head.

— has put her bonnet on her head.

I have put my hat on the table.

She has hung her bonnet on the pin.

— has sat down on the —.

## LESSON XLI.

*Verb To be. Imperfect Tense.*

I was not sick yesterday.

— was sick last week.

— was not sick yesterday.

It was cold —.

It was pleasant —.

\* The use of the plural in *s* is avoided to the LXVI. Lesson for the reason there mentioned.

† Drunk is obsolete. (See Webster's Dict.)

General Washington was a tall man. He was a wise and good man.\*

Adam was the first man. Eve was the first woman.

Jesus Christ was the Son of God.

It was cloudy —.

It was clear —.

My eye was sore.

I was not sick this morning.

— was well yesterday.

— was here —.

### LESSON XLII.

*Verb. Infinitive Mood.*

I went to the wood to kill a squirrel.

William went to the river to fish.

Mr. — went to — to buy —.

Jesus Christ came into the world to save us.

You came to this Institution to learn to read and write.

A man went to the wood to cut down a tree.

A boy came to town to sell some butter.

\* Every opportunity is taken in these Lessons to introduce items of information. As far as practicable, the language taught is made the vehicle of useful knowledge.

I sent — to get some water.

I sent — to bring me a book.

I told — to wash his feet.

I sent — to wash his face.

John went to the river to swim.

William went to the stable to catch the horse.

Betty went to milk the cow.

A boy went to the field to catch a rabbit.

### LESSON XLIII.

A father sent his son to the post-office to get his newspaper.

John went to the store to buy a new hat.

Mary went to the store to buy a new bonnet.

A bad boy climbed a tree to rob a bird's nest.

The bird flew at him to peck out his eye.\*



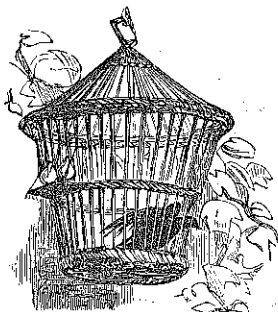
A man got his gun to shoot a hawk.

\* See the first note, p. 111.

A boy asked his father to let him go to the river  
to swim.

A boy rode a horse to the creek to drink.

A drunkard goes to a grog-shop to drink whisky.



The little bird wants to get out of the cage.

A bad boy went to the river to swim on Sunday.

A good boy likes to go to church with his father  
and mother.

#### LESSON XLIV.

##### *Auxiliary Verbs.—Can.*

— can kill a squirrel with a gun.

— can skate on the ice.

— can make a dress.

— can knit a sock.

— can climb a tree.

A bird can fly.

A fish can swim.

A man can plough.



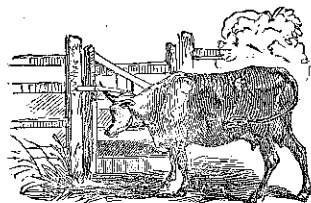
This girl can dance.

John can walk on the fence.

A horse can draw a plough.

A seamstress can make a coat.

John can jump over a bench.



That cow can open the gate with her horn.

A dog can bark. He can catch a rabbit.

A squirrel can climb a tree.  
 A little boy can ride a horse.  
 A duck can swim.

---

LESSON XLV.

A girl can not shoot a gun.  
 I can not fly.  
 John can not jump over a horse.  
 A fish can not live out of water.  
 — can not milk a cow.  
 A girl can not shoot a marble.  
 You can not write a letter. I can.  
 You can not read the bible.

A bird can not fly with one wing.  
 A man can not walk with one leg.  
 A fish can not swim with one fin.  
 — can not sew.  
 You can not talk.  
 — can hear a little.  
 — can hear with one ear.

— can not climb a tall tree.  
 Mary can not skate on the ice.  
 A baby can not walk. It can crawl.

LESSON XLVI.

*Could.*

A boy was so sick he could not walk.  
 A horse fell into a well, and could not get out.  
 A boy said he could jump over the fence.  
 A girl said she could knit a glove.  
 A dog said he could catch a rabbit.

John said he could climb that tall tree.\*  
 He could not climb a large tree.  
 A boy lost his marble, and could not find it.  
 I lost my knife, and could not find it.  
 A gentleman lost his pocket-book, and could not find it.  
 A drunkard fell down, and could not get up.  
 A man could not catch a horse.  
 A woman could not catch a bad boy.

---

LESSON XLVII.

*Must.*

You must attend to my instruction.  
 You must be careful of your book.  
 You must learn to walk lightly.  
 You must not make a noise in the study-room.

---

\* See the cut on p. 40.

You must be kind to each other.

You must be obedient to your father and mother.

We must love and obey God.

We must be careful of fire.

You must rise early.

You must learn your lesson well.

You must be silent in school.

We must not eat too much.

You must not be lazy.

You must be industrious.

We must fear God. He made us.

You must not break a pane of glass.

You must keep your book clean.

You must not fight each other.

A little boy must not ride a wild horse.

Betty must milk the cow.

---

### LESSON XLVIII.

#### *Shall and Will.*

I shall go to —— to-morrow.

I shall wash my face and comb my head in the morning.

I shall go to church next Sunday.

—— will know his lesson in the morning.

We shall all die.

Christ will come to judgment.

We shall all stand before him.

Good people will go to heaven—bad people will go to hell.

John will be a tall man.

Mary will be a little woman.

You will go home in the vacation.

Your father will come for you.

Betty will milk the cow this evening.

The sun will set this evening. It will rise in the morning.

It will rain in a week or two.



That old tree will fall down.

A lazy boy will be a poor man.

The industrious boy will be a rich man.

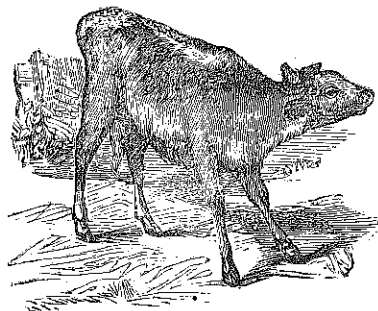
He will buy a farm.

He will build a new house.

He will be happy.

The lazy boy will have no farm.

He will have no house.



That calf will grow to be a cow.

A boy will become a man.

### LESSON XLIX.

#### *Promiscuous Examples.*

A bear can climb a tree. A man can shoot him.

It will snow —.

It will be warm —.

Mr. — will lecture next Sunday.

A dog can not learn to read and write.

John said he could shoot a squirrel.

But a little boy must not have a gun.

You must not tear your book.

You must be polite.

### LESSON L.

*May, signifying possibility.*

I may go to —.

You may fall down on the ice.

We may die soon.



That horse may throw that man.

It may rain in a week.

It may become — to-morrow.

You may be sick to-morrow.

John went away yesterday. He may return to-morrow. He may return day after to-morrow. He may not return in a week.

*May, in the sense of having permission.*

You may go to — this evening.

You may take a walk in the morning.

You may have that apple.

He may go out, but he must not stay long.

She may not go home to-day—she may to-morrow.  
 He may go with me to ——.   
 John may go to the river to swim.

# LESSON LI.

*Adjectives. Comparative Degree.*

I am taller than ——.   
 I am stronger than ——.   
 — is larger than —.



The man is taller than  
the boy.



The boy is larger than  
the girl.

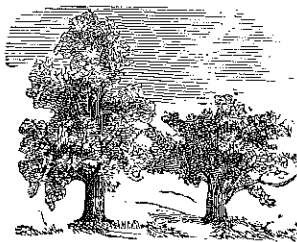


The ox is larger than the cow.



The tree is higher than the house.

My hand is larger than hers.  
 —'s hair is blacker than —'s.  
 It is longer than mine.  
 The sun is brighter than the moon.  
 The moon appears larger than a star.  
 This bench is longer than that.  
 That ox is stronger than that cow.



The one tree is taller than the other.  
 It is also larger.

The Lord is wiser than we are.  
 He is stronger than all men.





The boy is fatter than the girl.

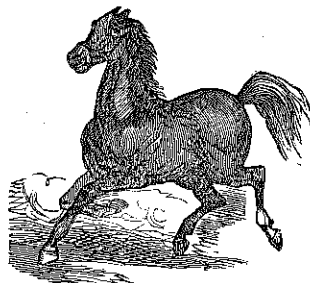
A horse runs faster than a cow.  
 A fish swims faster than a man.  
 A river is wider and deeper than a creek.  
 A horse is larger than a colt.  
 I can write better than you can.

### LESSON LII.

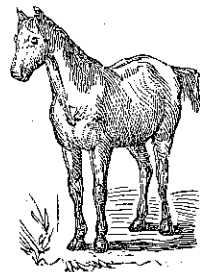
*Promiscuous Examples on all the preceding  
 Lessons*

I walked to — yesterday.  
 A man walks with two feet—a horse walks  
 with four.  
 I walk frequently for exercise.  
 A cow walks slowly.  
 A man can walk faster than a boy.

A horse ran away with a boy.  
 A boy and a girl ran a race.  
 A baby was crying, and its mother ran to it.  
 A cow ran after a dog.



That horse can run fast.



That old horse can  
 not run fast.

That boy is lying on the bench.  
 The book is lying on the table.  
 We lie on a bed at night.

A man cuts wood.  
 A boy cuts his finger with a knife.  
 I cut a stick with my knife.  
 — can cut wood faster than —.

A fish can swim faster than a man.  
 A bird flies faster than a boy runs.  
 A man bought a horse—he was strong.  
 He was large and handsome.

## LESSON LIII.

*Promiscuous Examples (continued).*

A boy swims in the river.

A man swam across a river on a horse

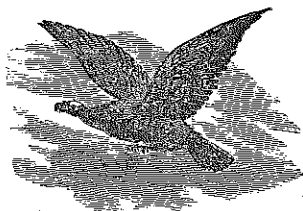
A fish swims in the river.

A whale\* swims in the sea.

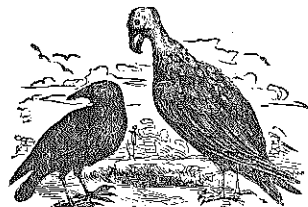
A dog can swim.

A bird flies in the air.

A bird flew into the house.



I saw a buzzard flying.



A buzzard is larger than a crow.

\* See the cut in the vocabulary.

A drunkard killed his wife.

Cain killed his brother Abel. They were the sons of Adam.

A man killed a squirrel with a gun.

I see a bird on that tree.

I saw Mr. — yesterday.

I have seen a lion and a tiger.\*

I see you and you see me.

## LESSON LIV.

*Promiscuous Examples (continued).*

I wish to buy a new —.

— wishes to see his mother.

I wish to go to heaven.

A little boy wished to play in the water.

John wishes to go a fishing next Saturday.

A lady bought a new bonnet.

— buys a great deal of —.

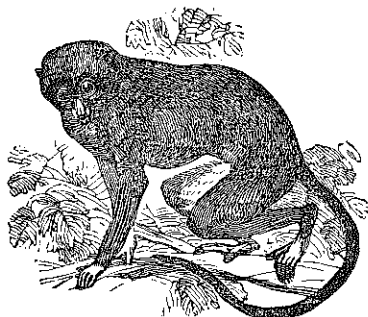
I have bought —.

I shall buy —.

Mrs. — will buy —.

\* See the cuts in the vocabulary.

I have —— hair.  
 She has —— hair.  
 A horse has a long tail.  
 A rabbit has a short tail.  
 A mule has a long ear.



A monkey has a long tail.  
 A horse has four feet.  
 We have two feet.

---

#### LESSON LV.

##### *Promiscuous Examples (continued).*

A shoe-maker makes a shoe.  
 A tailor makes a coat.  
 A woman makes a shirt.  
 A cabinet-maker makes a table and a bureau.

God made the earth, the sun, and the moon.  
 He made us, and gave us life.

I can write a letter. You can not write a letter.  
 You must learn to write a letter.

Write your name on the slate.

—— wrote a letter to ——'s father.  
 —— will write a letter to ——'s father.  
 —— will write a letter to ——'s father soon.  
 —— wrote a letter to ——.

I found a dime in the street.  
 A boy found a handkerchief.  
 I lost my knife, but found it again.  
 Find my hat.\*

---

#### LESSON LVI.

##### *Promiscuous Examples (continued).*

John and James went to the river to fish.  
 Mary and Susan can sew and knit.  
 Go and bring me your book. Put it on that table. Take care of it, and keep it clean. I like to see a clean book.

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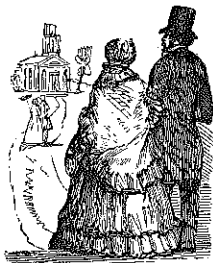
\* Let the pupil write as many miscellaneous examples as he can.



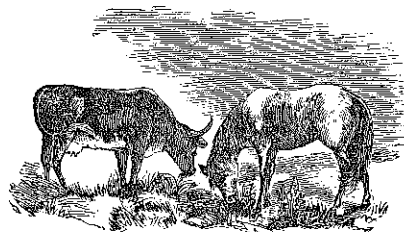
That boy and girl are going to school.



That man and boy are going to mill.



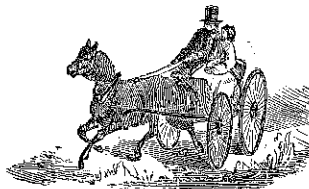
That gentleman and lady are going to church.



That cow and horse are grazing.



That little boy and old man are walking along the road.



That gentleman and lady are riding in a buggy.



That young man and young woman are riding on horseback.



The boy and dog are going to hunt a rabbit.  
——'s father and mother are dead.



The boy and girl are sitting on a bench.  
They are reading a book.



That man has killed a squirrel and a rabbit.



The nurse and the baby are both asleep.

# LESSON LVII.

*Interrogatives.—What?*

What is your name?

What is his name?

What is my name?

What is her name?

What is your father's name?

What is your mother's name?

What is in my hand ?  
 What is in your mouth ?  
 What is in my pocket ?  
 What lives in the water ?  
 What did a man kill with his gun ?  
 What did I find in the street ?

*Where ?*

Where do you live ?  
 Where does — live ?  
 Where does — live ?  
 Where does — live ?  
 Where is my hat ?  
 Where is —'s hat ?  
 Where is Mr. —'s horse ?  
 Where is God ? Every-where.

LESSON LVIII.

*Interrogatives.—Can ?*

Can you jump over this bench ?  
 Can you climb a tree ?  
 Can a squirrel climb a tree ?  
 Can a dog climb a tree ?  
 Can a deer run fast ?  
 Can you shoot a squirrel ?  
 Can God see us ?  
 Can we see him ?

*Are ?*

Are you well ? Are you sick ?  
 Are you strong ? Are you as strong as I am ?  
 Are you as tall as I am ?

*Is ?*

Is your mother a large or small woman ?  
 Is — well to-day ?  
 Is it fair or cloudy to-day ?  
 Is it cold or warm ?  
 Is this Monday ? Is to-day Tuesday ?  
 Is to-morrow Friday ?  
 Is — a good boy ?

LESSON LIX.

*Interrogatives.—Was ?*

Was it fair or cloudy yesterday ?  
 Was it cold or warm ?  
 Was I well yesterday ?  
 Was I sick yesterday ?  
 Was — sick yesterday ?  
 Was Gen. Washington a tall or low man ?

*May ?*

May I go out ?  
 May you go to — at night ?  
 May we work or play on the Sabbath ?  
 May one man kill another ? May you steal ?

*Who?*

Who made your coat?  
 Who made my coat?  
 Who made my hat?  
 Who were the first man and the first woman?  
 Who was Jesus Christ? The Son of God.  
 Who died to save us? Jesus Christ.  
 Who was his mother? Mary.  
 Who teaches you? Who came with you to  
 the Institution?

*Will?*

Will it rain to-morrow?  
 Will it snow to-morrow?  
 Will you go home in the vacation?  
 Will Christ come to judge the world?  
 Will you please to give me a new coat?  
 Will you please to lend me your knife?  
 Will God punish the wicked?

*Do?*

Do you know Mr. —?  
 Do you know how to swim?  
 Do you know how to write a letter?  
 Does — know how to swim?  
 Does — know how to knit?  
 Does — know how to weave?  
 Do you like mutton? Do you drink coffee  
 and tea?

*Did?*

Did it rain yesterday?  
 Did it snow yesterday?  
 Did — go to the river to fish last Saturday?  
 Did you become deaf and dumb from sickness?  
 Did your father come with you to the Institution?

## LESSON LX.

*Promiscuous Examples, with Questions following.*

John fell down and hurt himself.  
 A book fell off the table.  
 A tree fell in the river.  
 A girl fell down and broke a plate.  
 A horse fell down and threw a man off.

Who fell down and hurt himself? What fell  
 off the table?

What fell into the river? What did a girl  
 break?

What fell down and threw a man off his back?

John broke his knife.  
 A careless boy broke a pane of glass.  
 Mary broke her comb.  
 A man broke his cane.

Who broke his knife? Who broke a pane of  
 glass?

What did Mary break? What did a man break?

I know your name.

— knows how to shoot.

I do not know how to —.

— knows how to plough.\*

She knows how to sew.

What do I know? Do I know how to —?

What does — know? What does she know?

#### LESSON LXI.

##### *Promiscuous Examples.*

— brought me some water in a pitcher.

—, go and bring my hat.

— has brought me my hat.

— brought you to the Institution.

What did — bring me some water in?

What did I tell — to bring?

Who brought you to the Institution?

I am carrying the chair on my shoulder.

A hunter carries his gun on his shoulder.

A man carries a bag of flour on his shoulder.

A horse carries a man on his back.

In Asia a woman carries water in a vessel on her head.

What was I carrying on my shoulder?

\* Plow.

What does a hunter carry on his shoulder?

What does a horse carry on his back?

How do women carry water in Asia?

I threw a stone at a bad dog.

A boy threw a stone at a little bird, and killed it.

A bad boy threw a cat into a pond.

A man threw a little dog into a pond, but he swam out.

What did I throw at a dog?

What did a bad boy throw into a pond?

#### LESSON LXII.

##### *Promiscuous Examples.*

A mother loves her infant.

A good boy loves his mother.

A boy loves to eat sugar.

God loves good people.

What does a mother love?

Whom does God love?

The teacher whips a bad boy.

He does not whip a good boy.





The man is whipping the dog ; he killed a sheep.

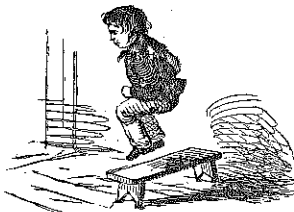


His father is whipping that boy ; he struck his little sister.

Whom does the teacher whip ?

Why is the man whipping the dog ? Because he killed a sheep.

Why is his father whipping that boy ?



The boy is jumping over the bench.

A cow jumped over the fence into a field.

A horse jumped out of a pasture, and ran off.

Who is jumping over the bench ?

What did a cow jump over ?

### LESSON LXIII.

#### *Adverbs.*

I go frequently to —.

It frequently rains.

The wind frequently blows from the —.

The lady has the headache frequently.

Where do I frequently go ?

— has never seen a whale.

— has never seen the ocean.

— never expects to cross the ocean.

— has never killed a deer.

Mr. B. never drinks whisky.

What has — never seen ? What have you never seen ?

Does — ever expect to cross the ocean ?

Do you ever drink whisky ?

I always wash my face in the morning.

Do you always comb your hair in the morning ?

The Lord always sees us.

Who always sees us ?

## LESSON LXIV.

I sometimes go a hunting.

I am sometimes sick.

It sometimes rains all day.

—— sometimes misses her lesson.

I dream sometimes.

Who sometimes goes a hunting?\*

—— writes well.

—— reads well.

—— swims well.

Who writes well?

A cow runs awkwardly.

—— writes awkwardly.

The boy dances awkwardly.

—— signs awkwardly.

What runs awkwardly?

That horse trots fast.

The lady dances gracefully.

Mr. —— signs gracefully.

Miss —— walks gracefully.

Who dances gracefully?

---

\* Require the pupil to turn the remaining sentences into questions.

## LESSON LXV.

The sun shines brightly.

A deer runs swiftly.

The bird flies swiftly.

The river runs rapidly.

—— writes rapidly.

What runs swiftly?

The knife cuts keenly.

You must not walk so heavily.

A bull bellows loudly.

The lady sings sweetly.

A column stands firmly.

What bellows loudly?

The man walks proudly.

A peacock struts proudly.\*

The boy speaks angrily.

The man talks loudly.

What struts proudly?

A cat walks lightly.

A fish swims swiftly.

What walks lightly?

---

\* See cut in Part II.

## LESSON LXVI.

*Personal Pronouns.*

A man went to the woods. He shot two squirrels.\*

A boy had a dozen marbles. He lost four of them.

That girl is industrious; she loves to sew.

Fishes live in the water. They are good to eat.

A peacock has a long tail. He likes to display it.†

The cow eats grass. She gives us milk.

What did the man shoot in the woods?

How many marbles did the boy have?

How many did he lose?

What has a long tail? What gives us milk?

A boy fell and hurt his knee. He cried.

That horse is large and fat. He is strong.

He is worth a hundred dollars.‡

The woman is tall. She walks gracefully.

That man is fat. He weighs three hundred pounds.§

How much is that horse worth?

How much does that man weigh?

\* The plural termination in *s* has been hitherto avoided, that the pupil might not be perplexed with the plural of nouns and the singular of verbs in the same termination.

† See cut in Part II.

‡ See cut on p. 68.

§ See cut on p. 48.

## LESSON LXVII.

Jesus Christ was the Son of God. He died to save us.

Adam was the first man, and Eve the first woman.

They lived in the garden of Eden.

The sun is a large globe. He gives light to the earth.

Who died to save us?

Who were the first man and the first woman?

What gives light to the earth?

God made the world. He is good and merciful.

He is wise and powerful.

God made us. He gives us food and clothing.

God made the sun, moon, and stars. He governs all things. We must fear him.

He always sees us, but we can not see him.

Who made the world? Who made us?

Who gives us food and clothing?

## LESSON LXVIII.

*Numbers.*

1. One.

2. Two.

3. Three.

4. Four.

5. Five.

6. Six.

- |                   |                   |
|-------------------|-------------------|
| 7. Seven.         | 29. Twenty-nine.  |
| 8. Eight.         | 30. Thirty.       |
| 9. Nine.          | 31. Thirty-one.   |
| 10. Ten.          | 32. Thirty-two.   |
| 11. Eleven.       | 33. Thirty-three. |
| 12. Twelve.       | 34. Thirty-four.  |
| 13. Thirteen.     | 35. Thirty-five.  |
| 14. Fourteen.     | 36. Thirty-six.   |
| 15. Fifteen.      | 37. Thirty-seven. |
| 16. Sixteen.      | 38. Thirty-eight. |
| 17. Seventeen.    | 39. Thirty-nine.  |
| 18. Eighteen.     | 40. Forty.        |
| 19. Nineteen.     | 41. Forty-one.    |
| 20. Twenty.       | 42. Forty-two.    |
| 21. Twenty-one.   | 43. Forty-three.  |
| 22. Twenty-two.   | 44. Forty-four.   |
| 23. Twenty-three. | 45. Forty-five.   |
| 24. Twenty-four.  | 46. Forty-six.    |
| 25. Twenty-five.  | 47. Forty-seven.  |
| 26. Twenty-six.   | 48. Forty-eight.  |
| 27. Twenty-seven. | 49. Forty-nine.   |
| 28. Twenty-eight. | 50. Fifty.        |

## LESSON LXIX.

- |                  |                  |
|------------------|------------------|
| 51. Fifty-one.   | 55. Fifty-five.  |
| 52. Fifty-two.   | 56. Fifty-six.   |
| 53. Fifty-three. | 57. Fifty-seven. |
| 54. Fifty-four.  | 58. Fifty-eight. |

- |                    |                   |
|--------------------|-------------------|
| 59. Fifty-nine.    | 80. Eighty.       |
| 60. Sixty.         | 81. Eighty-one.   |
| 61. Sixty-one.     | 82. Eighty-two.   |
| 62. Sixty-two.     | 83. Eighty-three. |
| 63. Sixty-three.   | 84. Eighty-four.  |
| 64. Sixty-four.    | 85. Eighty-five.  |
| 65. Sixty-five.    | 86. Eighty-six.   |
| 66. Sixty-six.     | 87. Eighty-seven. |
| 67. Sixty-seven.   | 88. Eighty-eight. |
| 68. Sixty-eight.   | 89. Eighty-nine.  |
| 69. Sixty-nine.    | 90. Ninety.       |
| 70. Seventy.       | 91. Ninety-one.   |
| 71. Seventy-one.   | 92. Ninety-two.   |
| 72. Seventy-two.   | 93. Ninety-three. |
| 73. Seventy-three. | 94. Ninety-four.  |
| 74. Seventy-four.  | 95. Ninety-five.  |
| 75. Seventy-five.  | 96. Ninety-six.   |
| 76. Seventy-six.   | 97. Ninety-seven. |
| 77. Seventy-seven. | 98. Ninety-eight. |
| 78. Seventy-eight. | 99. Ninety-nine.  |
| 79. Seventy-nine.  | 100. One hundred. |

## LESSON LXX.

*Days of the Week.*

- |           |            |
|-----------|------------|
| Sunday.   | Wednesday. |
| Monday.   | Thursday.  |
| Tuesday.  | Friday.    |
| Saturday. |            |

How many days are in a week ?  
 What is to-day ? What was yesterday ?  
 What is to-morrow ?

*Months of the Year.*

January.*	July.
February.	August.
March.	September.
April.	October.
May.	November.
June.	December.

How many months are in a year ?  
 What is this month ?  
 What was last month ?  
 What is next month ?

How many days has January ? 31.  
 How many days has February ? 28.†  
 How many days has March ? 31.  
 How many days has April ? 30.  
 How many days has May ? 31.  
 How many days has June ? 30.  
 How many days has July ? 31.

\* If this part of the lesson should be found too difficult, let it be passed over for the present.

† The number of days in this month, in leap-year, must be taught at some future time. The best way to teach the day of the month, is to require the pupil to write it on his slate every morning.

How many days has August ? 31.  
 How many days has September ? 30.  
 How many days has October ? 31.  
 How many days has November ? 30.  
 How many days has December ? 31.

LESSON LXXI.

*Active and Passive Verbs.*

I strike you. You are struck by me.  
 I see you. You are seen by me.  
 God made us. We were made by God.  
 A man digs the ground. The ground is dug by a man.  
 I wind up my watch. My watch is wound up by me.  
 A horse kicked a boy. A boy was kicked by a horse.  
 A man shot a squirrel. A squirrel was shot by a man.  
 A boy climbed a tree. A tree was climbed by a boy.  
 A dog bit a boy's leg. A boy's leg was bitten by a dog.  
 A snake bit a man. A man was bitten by a snake.

I carry the chair. The chair is carried by me.  
 Cain killed Abel. Abel was killed by Cain.

Who struck you? What kicked the boy?  
Who shot the squirrel? Who killed Abel?

## LESSON LXXII.

I read a book. A book is read by me.  
A butcher kills a beef. A beef is killed by a  
butcher.  
A shoemaker makes shoes.  
Shoes are made by a shoemaker.  
A tailor makes a coat.  
A coat is made by a tailor.  
The Jews crucified Jesus.  
Jesus was crucified by the Jews.  
God created all things.  
All things were created by God.  
The sun enlightens the earth.  
The earth is enlightened by the sun.  
A farmer raises corn and wheat.  
Corn and wheat are raised by a farmer.  
We eat food. Food is eaten by us.  
His mother combs a boy's head.  
A boy's head is combed by his mother.  
A man cut down a large tree.  
A large tree was cut down by a man.  
A boy caught a fish.  
A fish was caught by a boy with a hook and line.  
A bee stung a boy on the eye.  
A boy was stung by a bee on the eye.

## LESSON LXXIII.

*The Relative Pronoun, Who.*

I saw a boy who had white hair like an\* old man.  
I saw a man who was ——— feet high.  
I saw a woman who weighed ——— pounds.  
Abel was the first person who died.  
Adam, who was the first man, was the father of  
Cain and Abel.  
Did you ever see a man who had a wooden leg?  
The Jews crucified Jesus, who was the Son of  
God.  
Cain killed Abel, who was his brother.  
That boy who has ——— hair, is named ———.  
I know Mr. ——— who lives in ———.  
I have seen Mr. ——— who lives in ———.

## LESSON LXXIV.

*The Relative Pronoun, Which.*

—— has a horse which is ——.  
That hat which is ——, is mine.  
What is the sun? It is a large globe which  
gives light to the earth.

\* The use of *an* is to be taught by repeatedly pointing out  
the vowels before which it is placed.

Shoes are made of leather, which is made of the skins of cows and calves.

Cloth is made of wool, which grows on a sheep.

A cow is a useful animal, which gives us milk.\*

A boy drank some whisky, which made him drunk.

A sick man took some medicine, which made him well.

I drank a tumbler of water, which quenched my thirst.

A boy ate four large apples, which made him sick.

A boy bought some candy, which he gave to his sister.†

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\* The same facts are repeatedly introduced in different forms of construction—sometimes with only a slight variation of words. This will be useful to the pupil in showing him how the same facts and ideas may be expressed in different ways.

† Here it will be better to review at least a portion of the preceding Lessons. When at any time it is found that the Lessons are becoming too difficult, this should be done.

