



RETURN OF THE FISHING BOATS

(103)



## LESSON 99

### SELECTION TO BE MEMORIZED

#### SWEET AND LOW

Sweet and low, sweet and low,  
Wind of the western sea ;  
Low, low, breathe and blow,  
Wind of the western sea !  
Over the rolling waters go,  
Come from the dying moon, and blow,  
Blow him again to me ;  
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,  
    Father will come to thee soon ;  
Rest, rest, on mother's breast,  
    Father will come to thee soon ;  
Father will come to his babe in the nest,  
Silver sails all out of the west,  
    Under the silver moon ;  
Sleep, my little one, sleep, my pretty one, sleep.

— ALFRED TENNYSON.

Do you like the poem ? Why ?  
Who is supposed to be saying or singing it ?  
What picture does the poem suggest ?  
What lines suggest that the father may be out  
on the sea ?

What do you understand by *rolling waters* ?

Name the words that describe *moon*.

Explain *dying moon*.

Which lines end in words that rhyme ?

Which lines end in the same word ?

Explain the marks of punctuation in the last  
line of the poem.

Who wrote this poem ?

Memorize the poem.

Write the first stanza from memory.

Which words in the first stanza rhyme with *low* ?

Which words in the second stanza rhyme with *rest* ?

## LESSON 100

**SUMMARY — Continued from Lesson 51****TO REMEMBER**

Direct quotations are inclosed in quotation marks.

The first word of a direct quotation begins with a capital letter.

A direct quotation is separated from the rest of the sentence by a comma.

The name of the person addressed is separated from the rest of the sentence by commas.

An exclamation point is always placed after an exclamation.

Words in the singular refer to one object.

Words in the plural refer to more than one object.

Most words form the plural by adding *s* to the singular.

Words in the singular form the possessive by adding the apostrophe and *s*.

Words in the plural, ending in *s*, form the possessive by adding the apostrophe.

An apostrophe is used in a contraction, to show that one or more letters have been omitted.

# PART TWO

## LESSON 101

### SELECTION FOR STUDY

#### THE STORY OF A SEED

Long, long ago, two seeds lay beside each other in the earth, waiting. It was cold and rather wearisome, and; to pass away the time, the one found means to speak to the other.

“What are you going to be?” said the one.

“I don’t know,” answered the other.

“For me,” replied the first, “I mean to be a rose. There is nothing like a splendid rose. Everybody will love me then.”

“It’s all right,” whispered the second; and that was all it could say. For somehow when it had said that, it felt as if all the words in the world were used up. So they were silent again for a day or two.

“Oh, dear!” cried the first. “I have had some water. I never knew until it was inside me. I am growing! I’m growing! Good-by.”

“Good-by,” repeated the other, and lay still and waited more patiently than ever.

The first grew and grew, pushing itself straight up, till at last it felt that it was in the open air; for it could breathe. And what a delicious breath it was! It was rather cold, but so refreshing.

It could see nothing, for it was not quite a flower yet,—only a plant. Plants never see until their eyes come,—that is, till they open their blossoms; then they are flowers indeed.

So it grew and grew, and kept its head up very steadily. It meant to see the sky the first thing, and leave the earth quite behind, as well as beneath it. But somehow or other,—though why it could not tell,—it felt very much inclined to cry.

At length it opened its eye. It was morning, and the sky was over its head. But, alas! it was no rose,—only a tiny white flower.

It felt yet more inclined to hang down its head and cry. But it still resisted, and tried hard to open its eye, and to hold its head upright, and to look full at the sky.

“I will be a Star of Bethlehem, at least,” said the flower to itself.

But its heart felt very heavy, and a cold wind rushed over it and bowed it down toward the earth. And the flower saw that the time of the singing of birds was not come, that the snow covered the whole land, and that there was not a single flower in sight but itself.

It half closed its leaves in terror and the dismay of loneliness. But that instant it remembered what the other seed used to say, and it said to itself, "It's all right; I will be what I can."

And then it yielded to the wind, drooped its head to the earth, and looked no more to the sky, but on the snow.

And straightway the wind stopped, the cold died away, and the snow sparkled like pearls and diamonds. The flower knew that it was the holding up of its head that hurt it so, and that its body came of snow, and that its name was Snowdrop.

And so it said once more, "It's all right," and waited in perfect peace; it needed only to hang its head after its nature.

— GEORGE MACDONALD.

Sometimes a direct quotation is divided by other words. As, "For me," replied the first, "I mean to be a rose."

Observe carefully the punctuation of the divided quotation.

In this lesson find exclamations; contractions; divided quotations.

Tell "The Story of a Seed."

Use in sentences: *wearisome, patiently, delicious, refreshing, inclined, dismay, yielded, straightway.*

## LESSON 102

## DICTATION

Write from dictation the first twelve lines of  
"The Story of a Seed," Lesson 101.

## LESSON 103

## DIVIDED QUOTATIONS

Change the following to divided quotations :

The first replied, "I mean to be a rose. There is nothing like a splendid rose."

"I'm growing ! Good-by," the seed replied.

The seed said to itself, "It's all right ; I will be what I can."

Write quotations, each of which shall be divided by one of the following expressions :

replied the soldier  
shouted the north wind  
said the barefoot boy  
I answered  
laughed Harry  
the girl said  
called the captain  
said the little red hen  
he said to himself



## LESSON 104

## DIVIDED QUOTATIONS

One day, a crow who had found a piece of cheese started to take it home to her little ones. As she was resting in a tree, a fox passed by. He wished to have the cheese, so he began to talk to the crow. The crow did not reply.

The fox told her how beautiful she was, and how glossy her feathers were, but the crow made no answer.

At last he told her he had heard that her voice was very beautiful, but he could not be sure of it until he had heard her sing. He begged for one little song. The crow was so pleased with the words of the fox that she opened her mouth and gave a loud caw.

As she did so the cheese fell to the ground, and the fox quickly ate it up.

Write this story, changing as much of it as possible to direct quotations.

Let some of the quotations be divided by such expressions as, *said the fox*, *the fox begged*, etc.

Add other remarks that the fox might have made.

After each remark of the fox refer in some way to the crow.

Tell what the crow may have thought as she flew homeward.

## LESSON 105

## INDIRECT QUOTATIONS

1. The fox told the crow he had heard that her voice was very beautiful.

2. The fox said, "I have heard that your voice is very beautiful."

3. The fox begged for one little song.

4. "Won't you please sing one little song for me?" begged the fox.

Which of these sentences contain *direct quotations*?

Which do not contain the *exact* words of the speaker?

Sentences 1 and 3 are called *indirect quotations*, because they give the thought of the speaker, but not his exact words.

1. Copy, from Lesson 88, a sentence containing a direct quotation; change it to an indirect quotation.

2. Copy, from Lesson 56, two sentences containing direct quotations; change them to indirect quotations.

3. Copy, from Lesson 101, four sentences containing direct quotations; change them to indirect quotations.

## LESSON 106

## COMPOSITION—A STORY

As Paul Carter was going on an errand one day, he found a pocketbook by the side of the walk.

Write the story, mentioning:

The contents of the pocketbook.

What Paul was tempted to do.

What he decided to do.

How he returned the pocketbook to the owner.

If possible, let your story contain indirect quotations and direct quotations; let one or more of the direct quotations be divided.

## LESSON 107

## CONVERSATION—THE BODY

1. What holds the body erect ?
2. What moves the body ?
3. What is the outer covering of the body called ?
4. What organ pumps the blood through the body ?
5. How does the blood reach all parts of the body ?

6. Where are the lungs located ?
7. How are the lungs and the heart protected ?
8. Of what use are the lungs ?
9. Of what advantage are joints ?
10. Compare the elbow joint with the wrist joint. Which joint moves only backward and forward ?
11. Compare the wrist joint with other joints of the body.
12. Of what use are finger nails ?
13. Where is food digested ?
14. What part of the eye has the power of sight ?
15. In how many directions can you look without turning your head ?
16. Of what use are eyebrows ?
17. Of what use are eyelids ?
18. Where is the voice produced ?
19. Of what use is the tongue ?
20. Where is the palate ?
21. Describe the mouth.
22. Where is the brain located ?
23. How is it protected ?
24. Of what use are the nerves ?
25. Name the five senses.
26. Which sense is the most important ?

## LESSON 108

## DEBATE

*The sense of sight is more important than the sense of hearing.*

Let two pupils debate the question, one taking the affirmative side and the other the negative.

The speaker for the affirmative should tell of the benefits that sight gives, the work that could not be done except by means of the eyes, and the many pleasures it brings.

State arguments that may be presented by the negative side and answer them.

The speaker for the negative should tell of the benefits of hearing and its pleasures.

Reply to the arguments given by the speaker for the affirmative and show any mistakes he may have made in reasoning.

Let the class decide which pupil has presented the stronger argument.

The pupils who take part in the debate should make outlines of their speeches.

As a rule the strongest arguments should be placed last.

## LESSON 109

## LETTER WRITING—REVIEW

1. Write the heading that you would use if writing a letter from your home to-day.
2. Write the heading that you would have used for sending a letter from some city near your home last Christmas.
3. Write the heading that you might use for sending a letter from London on your next birthday.
4. Write the salutations that you would use in addressing your mother; your cousin; your uncle; your teacher; a classmate.
5. Write a complimentary close for each of these letters.
6. Write a note asking a classmate to go home from school with you. Tell about some pet, game, or new book that you would like to show.
7. Write an answer to the note, telling why you cannot go to his home to-day. Ask your friend if he would like to read the book you received for your birthday recently.

## LESSON 110

## HOMONYMS

Words that are alike in sound but different in meaning are called *homonyms*.

Find the meaning of the following homonyms and use each in a sentence :

- |          |         |          |
|----------|---------|----------|
| 1. steal | 5. ate  | 9. would |
| steel    | eight   | wood     |
| 2. knot  | 6. sun  | 10. lye  |
| not      | son     | lie      |
| 3. feet  | 7. no   | 11. fore |
| feat     | know    | four     |
| 4. beet  | 8. hour | 12. meet |
| beat     | our     | meat     |

Fill the blanks in the following sentences with words from the list above :

The bridge was ninety — long and was constructed of — and iron.

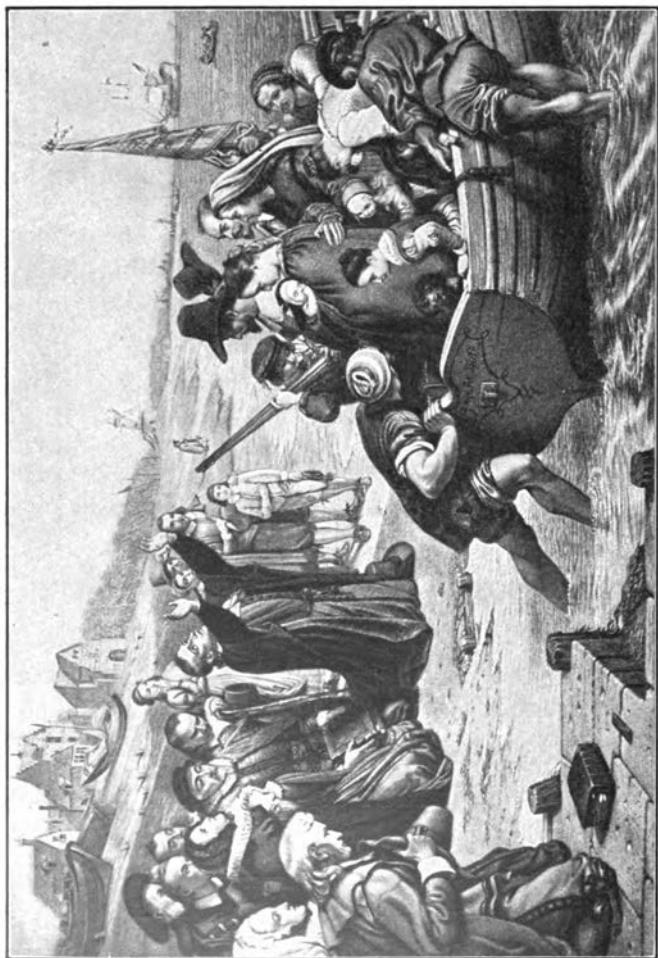
The athlete performed a dangerous —.

We — sugar that was made from the sugar —.

I will — you there in an —.

Soap is made from — ashes and —.

The hail — the blossoms from the fruit trees.



*From a painting by Cope.*

DEPARTURE OF THE PILGRIMS FROM DELFT HAVEN



## LESSON 111

**PICTURE STUDY—DEPARTURE OF THE PILGRIMS**

Tell the story of the Pilgrims.

Why had they left their homes in England to go to Holland ?

How were they treated in Holland ?

Why did they wish to go to America ?

Describe the picture.

Tell something of the occupants of the boat.

Do they seem glad or sorrowful ?

Describe the people on the shore.

Tell anything you can concerning the voyage and the early days in America.

## LESSON 112

**CONVERSATION — FOODS**

A list of articles of food arranged in the order in which they are to be served at a meal is called a *menu*.

Write a menu for a Thanksgiving dinner.

Mention the source of each article of food.

Make a list of the countries that contributed to the dinner.

Tell about the transportation of articles.

Tell through what processes each article had to pass before it was ready to be eaten.

Mention some of the people who aided in its preparation.

Classify foods under these heads: animal, vegetable, and mineral.

## LESSON 113

### COMPOSITION—A LOAF OF BREAD

Write the history of a loaf of bread.

Begin with the wheat that the farmer sowed.  
Use the following outline:

Sowing the wheat.

The wheat field.

The rain.

The sunshine.

Cutting the wheat.

The threshing.

The mill.

The grinding.

The flour.

Transportation of the flour.

Sale of the flour in the store.

Making the bread.

## LESSON 114

## THANKSGIVING

Praise God for wheat, so white and sweet, of which  
we make our bread !

Praise God for yellow corn, with which His waiting  
world is fed !

Praise God for fish and flesh and fowl, He gave to man  
for food !

Praise God for every creature which He made, and  
called it good !

Praise God for winter's store of ice ! Praise God for  
summer's heat !

Praise God for fruit tree bearing seed ; "to you it is  
for meat !"

Praise God for all the bounty by which the world is  
fed !

Praise God, His children all, to whom He gives their  
daily bread !

— EDWARD EVERETT HALE.

Talk about the meaning of this poem.

Name the things mentioned in the poem, which  
God has given to man for food.

Mention other things that you have reason to be  
thankful for.

With what kind of letter does the word *God* begin ?

Find in the poem other words referring to God.  
With what kind of letters do these words begin ?

## LESSON 115

### SINGULAR AND PLURAL

#### SINGULAR

wolf

shelf

wife

calf

#### PLURAL

wolves

shelves

wives

calves

Study the words. Which of the words end in *f* in the singular ?

Which ends in *fe* ?

In forming the plural, *f* or *fe* is changed to what letters ?

Write the plural of the following :

knife

thief

life

beef

self

loaf

half

sheaf

Copy the following sentence, filling the blanks to make a rule for this formation of the plural :

Most words ending in *f* or *fe* form the plural by changing — or — to —.

## LESSON 116

## CONVERSATION — CUD CHEWERS

Talk about the cow, using the following outline :

Size.

Covering of body.

Feet.

Teeth.

Food.

Habits.

Use — milk, meat,  
hide, hair, etc.

Means of protection.



Why is the cow called a *cud chewer*?

Tell what you can of the following cud chewers,  
stating in what respects they are like the cow :

goat

deer

giraffe

sheep

antelope

buffalo

Name some animals that belong to the *cat*  
*family*.

Name some animals that belong to the *dog*  
*family*.

Name some animals that are *rodents*.



*From a painting by Landseer.*

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## THE DEER FAMILY

## LESSON 117

## PICTURE STUDY—THE DEER FAMILY

Edwin Landseer was born in the city of London in 1802. He was not more than five or six years old when he began to draw pictures of the animals he saw in the streets. His father was proud of the work of the little boy and often helped him to make the drawings better.

When the boy was older, he used to go to the Zoölogical Garden, and there he made pictures of bears, lions, and tigers.

The people of London began to buy the pictures that young Landseer offered for sale. With the money earned thus he bought a home in the country, where he could keep dogs, deer, sheep, goats, and other animals that he wished to paint.

Describe the picture, "The Deer Family."

Which is the father deer ?

Tell what you can of the habits of deer. What do they eat ?

Where are they found ? Did you ever see one ?

Read the first and second paragraphs in this lesson, and complete the following sentences :

*Landseer* begins with a capital letter, because

---

There is a period after 1802, because —.

*London* begins with a capital letter, because —.

*When* begins with a capital letter, because —.

There is a comma after *bears*, because —.

## LESSON 118

### CORRECT USE OF WORDS

1. Sweet blossoms *grow* on the apple trees.
2. The sun *shines* upon them.
3. The birds *begin* to build a nest.
4. They *choose* a place in a tall tree.
5. They *bring* feathers to line the nest.
6. They *fly* to the garden for bugs.
7. The wind *blows* loud and shrill.
8. It *breaks* the branches from the tall tree.
9. It *shakes* the tree and the nest falls to the ground.

1. Change these sentences so that they will refer to some time in the past. Change the italicized words.

2. Rewrite the sentences so that they will refer to some time in the future. Change the italicized words if necessary.

3. Rewrite the sentences, using in each the word *has* or *have*. Change the italicized words.



## LESSON 119

## SELECTION FOR STUDY

## THE WINDFLOWER

“Windflower, Windflower, why are you here ?  
This is a boisterous time of the year  
For blossoms as fragile and tender as you  
To be out on the roadsides, in spring raiment new.  
The snowflakes yet flutter abroad on the air,  
And the sleet and the tempest are weary to bear ;  
Have you not come here, pale darling, too soon ?  
You would seem more at home with the blossoms in  
June.”

“Why have I come here ?” the Windflower said ;  
“Why ?” and she gracefully nodded her head  
As a breeze touched her petals. “Perhaps to show you  
That the strong may be sometimes the delicate, too.  
I am fed and refreshed by these cold, rushing rains ;  
The first melting snowdrifts brought life to my veins ;  
The storm rocked my cradle with lullabies wild ;  
I am here with the Wind, — because I am his child.”

— LUCY LARCOM.

The windflower is another name for the anemone (a-nem'-o-ne). It is one of the earliest flowers of the spring ; have you seen it ?

Explain the meaning of this poem.

Look in the dictionary for the meaning of *boisterous*, *fragile*, *raiment*.

Notice that *windflower* is composed of two words, *wind* and *flower*. Such a word is called a compound word.

Some compound words are written with a hyphen between the two words; as, *to-day*.

Find in the poem other compound words that are written without the hyphen.

The names of numbers under one hundred, that are expressed by two words, are written as compound words, as, *thirty-five*, *sixty-four*.

Copy ten compound words from your reader or other books. Notice whether the words are written with or without the hyphen.

## LESSON 120

### PROSE STUDY—A PLANT

I dropped a seed into the earth. It grew, and the plant was mine.

It was a wonderful thing, this plant of mine. I did not know its name, and the plant did not bloom. All I know is that I planted something apparently as life-

less as a grain of sand, and there came forth a green and living thing unlike the seed, unlike the soil in which it stood, unlike the air into which it grew. No one could tell me why it grew or how. It had secrets all its own, secrets that baffle the wisest men; yet this plant was my friend. It faded when I withheld the light, it wilted when I neglected to give it water, it flourished when I supplied its simple needs. One week I went away on a vacation; when I returned the plant was dead; and I missed it.

Although my little plant had died so soon, it had taught me a lesson; and the lesson is that it is worth while to have a plant.

— From *The Nature Study Idea*, by L. H. BAILEY.

Write a story of "The Child and the Plant." Begin it in this way:

A child found a seed that was apparently as lifeless as a grain of sand —.

What were some of the secrets of the plant?

What was the lesson that the plant taught?

Why is it "worth while to have a plant"?

Find the meaning of *baffle*, *neglected*, *apparently*.

Tell the history of the plant.

Use some of the expressions from the prose study above.

## LESSON 121

## CONVERSATION — FLOWERS

Write answers to the following, each sentence to contain a series of words and but one connecting word with each series :

1. Name some flowers that grow wild.
2. Name the flowers that bloom earliest in the spring, in your neighborhood.
3. Name some flowers that bloom in the fall.
4. Name some flowers that grow from seeds.
5. Name some flowers that grow from bulbs.
6. Name some flowers that grow on vines.
7. Name some flowers that grow on small plants.
8. Name some flowers that grow on bushes and shrubs.
9. Name some flowers that grow on trees.
10. Name some flowers that are fragrant.
11. Name some flowers that grow well in gardens.
12. What flowers do you like best ?

Write a short description of your favorite flower.

# LESSON 122

## COMPOSITION—THE MONARCH BUTTERFLY

A beautiful orange and black butterfly flew slowly over the meadow. Near a milkweed stalk it paused and lighted on one of the tender green leaves. After a while it flew away, but on the milkweed it had left a number of tiny eggs.

Finish the story. Tell of the hatching of one of the eggs, the caterpillar, its growth and food, the chrysalis, and the butterfly.



# LESSON 123

## DICTATION

No one can travel far in England without observing with delight its universal verdure. This cannot be too highly praised. When other lands are white with dust, the fields of England are fresh and moist, and all its wealth of foliage is undimmed. In summer the

entire island seems to be covered with a beautiful green carpet, of which the hedges, trees, and flowers are the figured patterns. The rustic houses veil themselves with vines, wild roses twine above the porches, and honeysuckles climb to the eaves.

— Stoddard's Lectures.

Find the meaning of the following words and use them in sentences : *universal, verdure, foliage, rustic, moist.*

What pictures does the paragraph suggest ?

In the third sentence, with what are the fields of England contrasted ?

How could the hedges, trees, and flowers suggest the patterns of a carpet ?

Write the paragraph from dictation.

Complete the following sentences :

1. *No* begins with a capital, because —.
2. *England* begins with a capital, because —.
3. There is a period after *verdure*, because —.
4. — and — describe *carpet*.
5. There is a comma after *hedges*, because —.
6. — describes houses.
7. — describes roses.
8. There are an apostrophe and *s* after Stoddard, because —.
9. *Stoddard* begins with a capital, because —.

## LESSON 124

## SELECTION FOR STUDY

## OCTOBER'S BRIGHT BLUE WEATHER

Sun and skies and clouds of June,  
And flowers of June together,  
Ye cannot rival for one hour  
October's bright blue weather ;

When loud the bumblebee makes haste,  
Belated, thriftless vagrant,  
And goldenrod is dying fast,  
And lanes with grapes are fragrant ;

When gentians roll their fingers tight  
To save them for the morning,  
And chestnuts fall from satin burrs  
Without a sound of warning ;

When on the ground red apples lie  
In piles like jewels shining,  
And redder still on old stone walls  
Are leaves of woodbine twining ;

When all the lovely wayside things  
Their white-winged seeds are sowing,  
And in the fields, still green and fair,  
Late aftermaths are growing ;

SERL INT. LANG. — 10

When springs run low, and on the brooks,  
In idle golden freighting,  
Bright leaves sink noiseless in the hush  
Of woods, for winter waiting;  
When comrades seek sweet country haunts,  
By twos and twos together,  
And count like misers, hour by hour,  
October's bright blue weather.  
O sun and skies and flowers of June,  
Count all your boasts together,  
Love loveth best of all the year  
October's bright blue weather.

— HELEN HUNT JACKSON.

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Explain what is meant by the first stanza.

Why are apples compared to jewels?

What flowers are mentioned in this poem?

What seeds are referred to in the fifth stanza?

What fruits are mentioned?

Why does it speak of *satin burrs*?

Write a description of a picture that you would paint, if you were an artist, to illustrate this poem. Tell what you would have for the principal object, what you would place in the foreground, and what in the background. Begin your description thus:

If I were painting a picture to illustrate this poem, I would —.



## LESSON 125

## CORRECT USE OF WORDS

1. Don't you like cold weather ?
2. I don't like it very well.
3. Sam likes it ; he doesn't mind the cold.

What contractions are used in the sentences ?

For what words do they stand ?

Use *don't* only in place of *do not*.

Use *doesn't* only in place of *does not*.

Copy the following sentences, using the contractions in place of *do not* and *does not*:

1. Bees do not work in winter.
2. A bee does not have time to play.
3. Do you not like October ?
4. The leaves do not remain on the trees all winter.
5. The water in the brook does not sing as it did last summer.
6. The goldenrod does not blossom until late in the summer.
7. Some birds do not go south for the winter.

Write three questions beginning with *don't*.

Write three questions beginning with *doesn't*.

## LESSON 126

## PICTURE STUDY—THE BALLOON

This picture was painted by a French artist, Julien Dupré, and represents country life in France.

Look at the picture and tell what you think the people are doing.

What do you suppose they are saying ?

What were they doing before they saw the balloon ?

What time of year is it ? Give a reason for your answer.

Compare this method of haying with that employed on a farm in the United States.

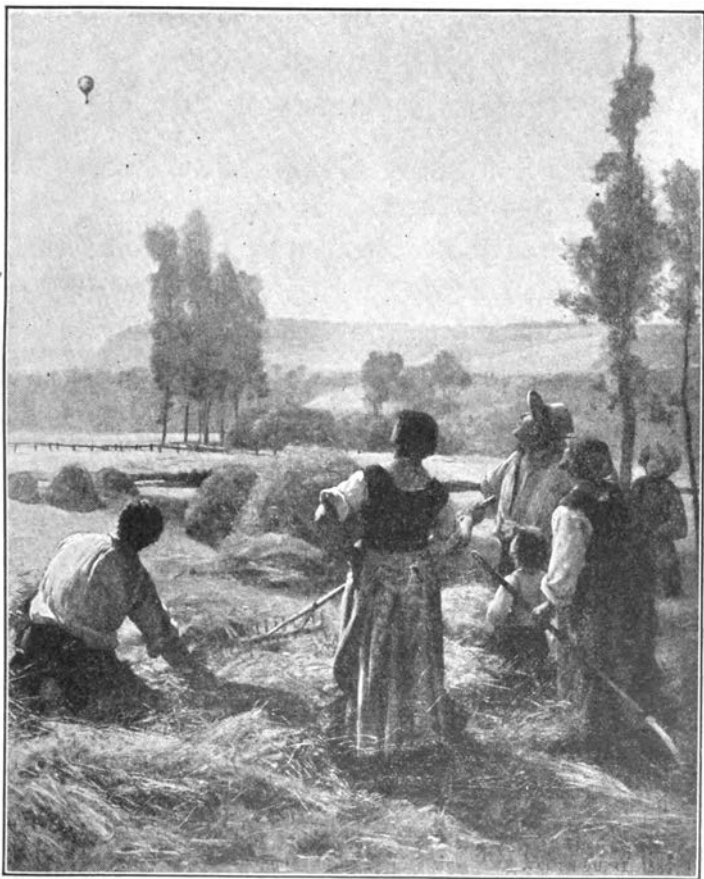
Describe the background of the picture. What kind of trees do you see ?

Write a short description of the picture.

## LESSON 127

## COMPOSITION

Read again the poem, "October's Bright Blue Weather." Choose another month or season, and write a short article in which you try to prove that it is the most delightful time of the year.



*From a painting by Dupré.*

### THE BALLOON

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## LESSON 128

**CONVERSATION—SHIPS OF THE AIR**

Tell what you can of airships and balloons.

What causes the balloon to rise ?

How is the balloon affected by the wind ? Can it sail against the wind ?

What is the motive power of an airship ? Can it sail against the wind ?

If you have seen an airship, describe it. Bring pictures to class.

## LESSON 129

**COMPOSITION—A TRIP IN AN AIRSHIP**

Imagine yourself in an airship taking a trip over some country that you have studied recently in geography.

Tell of your start, how you felt as the airship went higher, what you saw as you looked over the sides.

Describe the mountains, rivers, cities, and people.

Stop at the place that interests you most.

## LESSON 130

## ABBREVIATIONS

The names of states are often abbreviated.

Alabama, Ala.	Montana, Mont.
Arizona, Ariz.	Nebraska, Nebr.
Arkansas, Ark.	Nevada, Nev.
California, Cal.	New Hampshire, N. H.
Colorado, Colo.	New Jersey, N. J.
Connecticut, Conn.	New Mexico, N. Mex.
Delaware, Del.	New York, N. Y.
District of Columbia, D.C.	North Carolina, N. C.
Florida, Fla.	North Dakota, N. Dak.
Georgia, Ga.	Oklahoma, Okla.
Illinois, Ill.	Oregon, Oreg.
Indiana, Ind.	Pennsylvania, Penn.
Kansas, Kans.	Rhode Island, R. I.
Kentucky, Ky.	South Carolina, S. C.
Louisiana, La.	South Dakota, S. Dak.
Maine, Me.	Tennessee, Tenn.
Maryland, Md.	Texas, Tex.
Massachusetts, Mass.	Virginia, Va.
Michigan, Mich.	Vermont, Vt.
Minnesota, Minn.	Washington, Wash.
Mississippi, Miss.	West Virginia, W. Va.
Missouri, Mo.	Wisconsin, Wis.

Wyoming, Wyo.

Why are words sometimes abbreviated ?

Learn the abbreviations.

Write them from dictation.

## LESSON 131

### REPRODUCTION — A FABLE

A cat and a monkey were one day warming themselves by a fire. The monkey found some chestnuts which he put into the fire to roast.

When the chestnuts were roasted, the monkey suggested that the cat should pull them out of the fire. The cat tried but burned her paw. The monkey praised her and urged her to try again, telling her that her paw was almost exactly like their master's hand. This pleased Puss; she tried again, and again burned her paw.

The monkey continued to flatter her, and poor Puss at last succeeded in getting three chestnuts out of the fire, although her paws were badly burned. She said she would eat those three and not try to get any more. But the monkey had already cracked and eaten them.

The monkey said he did not know of anything better fitted for pulling chestnuts out of a fire than a cat's paw.

Write this fable in dialogue form. Add to the conversation anything that will increase the interest.

Begin in this way :

*Monkey.* Here is a good fire. Let us sit by it.

*Cat.* I like to sit by a fire.

## LESSON 132

### COMPOSITION

Tell or write one of the following stories :

Little Red Riding Hood.

Puss in Boots.

Cinderella.

Jack and the Bean Stalk.

The Sleeping Beauty.

Diamonds and Toads.

The Fisherman and his Wife.

The Tinder Box.

Beauty and the Beast.

The Ugly Duckling.

Why the Sea is Salt.

The Discontented Pine Tree.

If you do not know any of these, tell or write some other fairy story.

## LESSON 133

## SELECTION FOR STUDY

## ECHO

Once upon a time, long, long ago, there was a beautiful girl whose name was Echo. She was fond of roaming through the woods and meadows, and among the rocks on the mountain side. She was fond of sports, too, and whenever there was a hunt or a contest of any kind, Echo was sure to be there.

But the girl had one great fault, — she talked too much and often mimicked people in a rude and unkind way. One day, Juno, the queen of the heavens, came down to the earth, searching for one of the gods.

She saw Echo picking flowers, and she called, "Do you know where he is, Echo?"

"He is Echo?" answered the saucy girl. "Who is Echo? I am Echo."

"What do you mean?" cried Juno.

"You mean, ha, ha, ha!" replied Echo, and, tossing her flowers high into the air, she ran up the hillside.

Juno was angry.

"Rude girl," she called, "you have dared too much. This shall be your punishment: Never again shall you speak except to repeat the last words of some other person."

Echo wandered from cave to cave, through valleys



and among the mountain peaks. She grew thinner and thinner, until at last there was nothing left of her but a voice.

That still lives in the haunts of Echo, and repeats the last words of all who pass.

Tell the story of "Echo."

In the second paragraph the words *the queen of the heavens* explain who Juno was. Such a group of words is called an *explanatory expression*.

How is the explanatory expression separated from the rest of the sentence ?

Find explanatory expressions in Lessons 1, 21, and 28.

## LESSON 134

### EXPLANATORY EXPRESSIONS

Use the following in sentences :

Jack, the boy who climbed the bean stalk.

June, the month of roses.

Cotton, the principal product of the Southern States.

Mr. Carter, our new neighbor.

Sir Edwin Landseer, the artist.

Henry Wadsworth Longfellow, the best-loved poet of America.

Place an explanatory expression after each of the following, and use in sentences :

George Washington

The President of the United States

Cinderella

Electricity

The Panama Canal

My friend

## LESSON 135

### SELECTION TO BE MEMORIZED

Summer or winter, day or night,  
The woods are ever a new delight ;  
They give us peace, and they make us strong,  
Such wonderful balms to them belong ;  
So, living or dying, I'll take my ease  
Under the trees, under the trees.

— RICHARD HENRY STODDARD.

Write the selection from memory.

Bring leaves from different kinds of trees.  
Name them and tell which trees are favorites as  
shade trees.

Name some trees that are valuable for timber  
and for fuel.

At what season are trees the most beautiful ?

## LESSON 136

## SINGULAR AND PLURAL

fairy	fairies
story	stories
lady	ladies
sky	skies

Study the words. With what letter does each word in the singular end ?

Is the letter before the last letter a vowel or a consonant ?

What change was made in forming the plural ?

Write the plural of the following words :

balcony	cherry
family	study
country	city
daisy	sky
baby	enemy

Copy the following sentence, filling the blanks to make a rule for this formation of the plural :

Words ending in — preceded by a — form the plural by changing — to — and adding —.

## LESSON 137

## PICTURE STUDY—A RIVER SCENE

There once lived in France a boy who thought springtime the most beautiful season of the year. He was never so happy as when wandering through the woods or by the edge of the river that was near his home. The boy's name was Jean Camille Corot (Cō-rō'). When he grew older he became an artist, and he put upon canvas the beautiful scenes he loved so well.

Here is a copy of one of his pictures. Notice how beautifully the trees have been painted.

Did the artist wish the landscape, or the people, to be the more prominent?

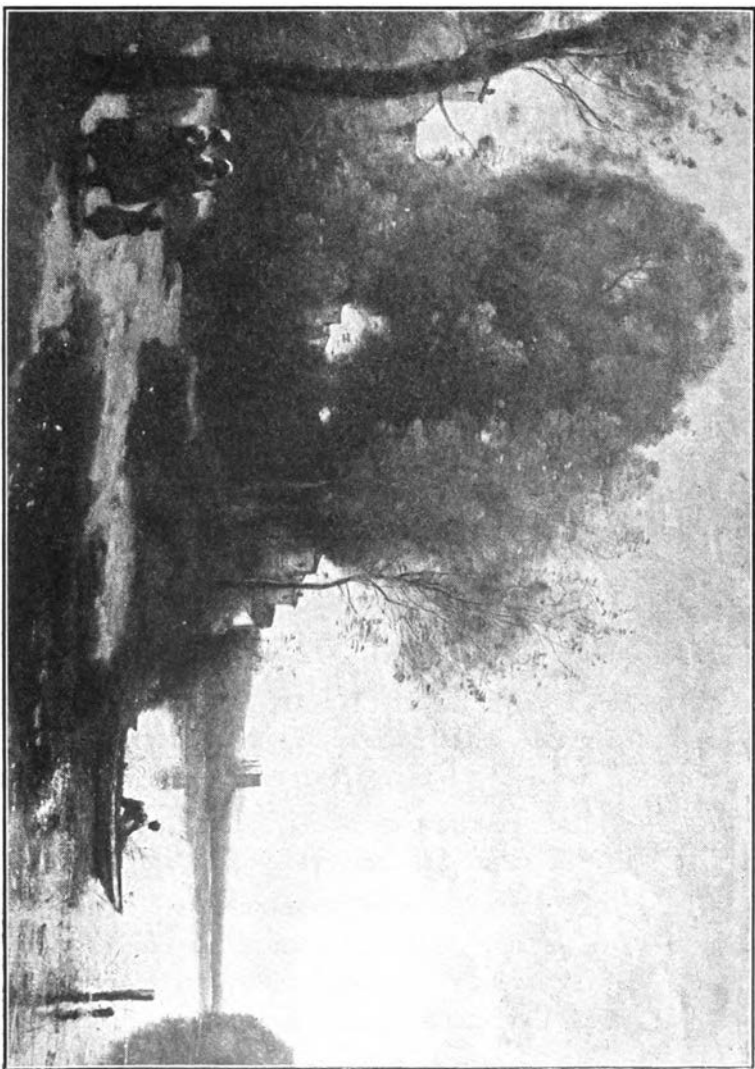
Can you think of any reason why there is little ground and much sky in the picture? Which would make the better background for beautiful trees?

What can you see in the distance?

Does the picture suggest morning or evening?

Would such a place attract you? What would you do if you were there?

Can you find a quotation that this picture would illustrate?



*From a painting by Corot.*

## A RIVER SCENE

## LESSON 138

## DICTATION

Jean Corot, the artist, once said :

After one of my excursions I invite nature to come and spend a few days with me. Pencil in hand, I hear the birds singing, the trees rustling in the wind ; I see the running brooks and the streams charged with a thousand reflections of sky and earth, — nay, the very sun rises and sets in my studio.

Explain the meaning of the paragraph.

If a picture were made to illustrate it, what would the picture contain ?

Write the quotation from dictation.

## LESSON 139

## SELECTION FOR STUDY

## THE SONG OF THE BROOK

I come from haunts of coot and hern,  
I make a sudden sally,  
And sparkle out among the fern,  
To bicker down a valley.  
By thirty hills I hurry down,  
Or slip between the ridges,  
By twenty thorps, a little town,  
And half a hundred bridges.

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

With many a curve my banks I fret  
By many a field and fallow,  
And many a fairy foreland set  
With willow-weed and mallow.

I chatter, chatter, as I flow  
To join the brimming river,  
For men may come and men may go,  
But I go on forever.

\* \* \* \*

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

I slip, I slide, I gloom, I glance,  
Among my skimming swallows;  
I make the netted sunbeam dance  
Against my sandy shallows.

\* \* \* \*

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

— ALFRED TENNYSON.

What is meant by the first line of the poem ?  
Explain the second line.

Why does the poet use the word *chatter*, in the third stanza ? Suggest other words that might have been used instead.

What is meant by *brimming river*, in the fifth stanza ?

What season does this poem suggest ?

What is the meaning of the seventh stanza ?

Name some of the places through which the brook passed.

Which stanza suggests the prettiest picture ?

Would "A River Scene," by Corot, fit a part of this poem ? Describe some other picture of a river or stream.

Have you seen a brook like this ? Describe it.

Memorize the stanza you like best, and also the last stanza.

## LESSON 140

### COMPOSITION

The Missouri River has its source in the mountains of Yellowstone National Park. With the aid of a geography, trace a drop of water from Yellowstone National Park to the Gulf of Mexico.

Begin your story in this way :



## THE STORY A DROP OF WATER TOLD

For days I floated high above the earth in a soft fleecy cloud. Then the air became colder, and I fell down from the blue sky to the side of a mountain in a wonderful park.

Read again "The Song of the Brook," Lesson 139. If possible use some of the following expressions in your story: *over stony ways; brimming river; grassy plots; sandy shallows; down a valley.*

Use other expressions from the poem.

## LESSON 141

## BUSINESS LETTERS

3042 GRAND AVE.

ST. LOUIS, MO.

Sept. 20, 1914

G. B. HARDIN & SON

Floral Park, Ohio

GENTLEMEN:

Please send me one dozen tulip bulbs as advertised on page 65 of your 1914 catalogue. I inclose a money order for one dollar and fifty cents (\$1.50) to pay for them.

Yours respectfully,

JOHN EDWARDS.

FLORAL PARK, OHIO

Sept. 22, 1914

MR. JOHN EDWARDS  
3042 Grand Ave.  
St. Louis, Mo.

DEAR SIR :

Your communication of Sept. 20 with money order for one dollar and fifty cents (\$1.50) received. We have filed your order and will ship the bulbs at the earliest possible date.

Awaiting your further orders, we remain,

Yours truly,

G. B. HARDIN & SON.

The part of the letter between the heading and the salutation is called the address. It consists of the name and place of business of the person or firm to whom the letter is written.

Write the letters from dictation.

## LESSON 142

### LETTER WRITING

Write to the publishers for a copy of this book or some other book that they publish. State that you inclose a money order in payment.

Write a reply stating that your order has been received, and that the book has been sent.

## LESSON 143

## AUTOBIOGRAPHY OF A BOOK

Trace a book from the time it left the printers with its clean, fresh pages and stiff, strong back. Tell who bought the book, how it was treated, and what different people read it.

Imagine that you are the book, and write its autobiography, as you wrote your own.

## LESSON 144

## CORRECT USE OF WORDS

What is a homonym? (See Lesson 110.)

Find the meanings of the following homonyms, and use each in a sentence:

- |          |          |         |
|----------|----------|---------|
| 1. do    | 5. to    | 9. sew  |
| dew      | two      | sow     |
| due      | too      | so      |
| 2. grate | 6. week  | 10. bee |
| great    | weak     | be      |
| 3. dear  | 7. right | 11. fir |
| deer     | write    | fur     |
| 4. nose  | 8. rein  | 12. new |
| knows    | rain     | knew    |

## LESSON 145

## A DIARY

*Thursday, Sept. 14, 1843.* This morning I ran in the wind and played be a horse and had a lovely time with Anna and Lizzie. We were fairies, and made gowns and paper wings. It rained when I went to bed and made a pretty noise on the roof.

*Oct. 8.* When I woke up the first thought I got was, "It's Mother's birthday; I must be very good." I ran and wished her a happy birthday and gave her my kiss. After breakfast we gave her our presents. I had a moss cross and a piece of poetry for her.

We did not have any school, and played in the woods and got red leaves. In the evening we danced and sang, and I read a story about "Contentment."

*Oct. 20.* I rose at five, and after breakfast washed the dishes, and then helped Mother work.

Anna is in Boston with Cousin Louisa. I took care of Abby in the afternoon, and in the evening I made some pretty things for my dolly.

*Nov. 5.* Did my lessons, and in the evening Mother read "Kenilworth" to us while we sewed. It is splendid!

We have had a lovely day. All the trees were

covered with ice and it shone like diamonds or fairy palaces. — *From the Diary of* LOUISA M. ALCOTT.

Copyright, 1889, by John S. P. Alcott.

People often keep a record of the events of each day. This record is called a diary.

Keep a diary for a week. Put down every day the events that interest you, or that you would like to remember.

Complete the following sentences :

1. There is a period after *Sept.*, because —.
2. There is an apostrophe in *it's*, because —.
3. *Mother's* is written with an apostrophe and *s*, because —.
4. *Anna* begins with a capital letter, because —.
5. *Cousin* begins with a capital letter, because —.

## LESSON 146

### LONGFELLOW'S DIARY

Henry Wadsworth Longfellow put into his diary bits of beautiful description. The following was written June 23, 1831 :

I can almost fancy myself in Spain, the morning is so soft and beautiful. The tessellated shadow of the honeysuckle lies motionless upon my study floor, as if it were a figure in the carpet ; and through the open

window comes the fragrance of the wild brier and the mock orange. The birds are caroling in the trees, and their shadows flit across the window as they dart to and fro in the sunshine, while the murmur of the bee, the cooing of the doves from the eaves, and the whirring of a little humming bird that has its nest in the honeysuckle, send up a sound of joy to meet the rising sun.

Find, in the dictionary, the meaning of the word *tessellated*.

Read the description several times. Notice the beginning and the close.

Using this as a model, describe an autumn day, a spring day, or a winter day.

## LESSON 147

### SELECTION FOR STUDY

#### THE CLOUD

I bring fresh showers for the thirsting flowers,  
From the seas and the streams;  
I bear light shade for the leaves when laid  
In their noonday dreams.

From my wings are shaken the dews that waken  
The sweet buds every one,  
When rocked to rest on their mother's breast,  
As she dances about the sun.

I wield the flail of the lashing hail,  
And whiten the green plains under;  
And then again I dissolve it in rain,  
And laugh as I pass in thunder.

I sift the snow on the mountains below,  
And their great pines groan aghast;  
And all the night 'tis my pillow white,  
While I sleep in the arms of the blast.

— PERCY BYSSHE SHELLEY.

What does the cloud do for the flowers ?

Explain the third line of the first stanza.

What things are mentioned in the third and fourth stanzas, that the cloud does ?

Explain the meaning of *flail*, *dissolve*, *groan*, *aghast*, *blast*.

What is the meaning of the second line of the fourth stanza ?

What is the meaning of the third and fourth lines of the fourth stanza ?

Which lines in each stanza of this poem rhyme ?

Find two words in the first line that rhyme.

Find two words in the third line that rhyme.

Such rhymes are called *interior* rhymes.

Find other interior rhymes in this poem.

Find other poems containing interior rhymes.

Write a stanza of four lines in which the first and third, or the second and fourth lines rhyme.

Let your poem be about one of the following:

A brook or river.

A valley.

The picture, "A River Scene."

A snowstorm.

Some part of the description by Longfellow, Lesson 146.

Write another stanza, choosing any subject you wish.

## LESSON 148

### DICTATION—A DRY SEASON

It is a long time since much rain fell. The ground is a little dry, the road is a good deal dusty. The garden bakes. Transplanted trees are thirsty. Wheels are shrinking and tires are looking dangerous. Men speculate on the clouds; they begin to calculate how long it will be, if no rain falls, before the potatoes will suffer; the oats, the grass, the corn, — everything!

— HENRY WARD BEECHER.

Write the paragraph from dictation.



## LESSON 149

## COMPOSITION

Study the paragraph quoted in Lesson 148. Notice the form of the description. Write a paragraph entitled "A Wet Season." Begin the paragraph in this way:

Rain, rain, rain! All day and all night it rained steadily. It —.

## LESSON 150

## SUMMARY — Continued from Lesson 100

## TO REMEMBER

Words that are alike in sound but different in meaning are called homonyms.

The name of God and all words referring to the Deity should begin with capitals.

An explanatory expression should be separated from the rest of the sentence by commas.

Use *don't* only in place of *do not*.

Use *doesn't* only in place of *does not*.

Words ending in *y* preceded by a consonant form the plural by changing *y* to *i* and adding *es*.

Words ending in *f* or *fe* form the plural by changing *f* or *fe* to *ves*.

## LESSON 151

## CORRECT USE OF WORDS

Use the following in sentences :

he and I  
she and I  
you and I  
from you and me  
by you and me  
with you and me  
to him and me  
with them and me

When you speak of yourself and one or more others, whom do you mention last ?

## LESSON 152

## PICTURE STUDY—TWO MOTHERS

What do you see in the picture ?

Why is the picture called "Two Mothers" ?

How does the mother care for her little girl ?

How does the hen care for her chicks ?

Does the hen seem to talk to her chickens ?

How does she warn them of danger ? How does she feed them ?

What do you think the child is saying ?



*From a painting by Elizabeth Gardner.*

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## TWO MOTHERS

## LESSON 153

## COMPOSITION—AN IMPORTANT EVENT

Do you read the newspapers ?

Study carefully the form in which an important piece of news is presented. Does the article give the opinion of the writer or merely state facts ? Notice the headlines. What do they contain ?

Imagine that you are a newspaper reporter and write an article about the most important event of the past month. Give headlines.

Was the event of importance to your neighborhood alone, or to the state and country ?

## LESSON 154

## SELECTION FOR STUDY

## THE TREE

The Tree's early leaf-buds were bursting their brown ;  
"Shall I take them away ?" said the Frost, sweeping  
down.

"No, leave them alone

Till the blossoms have grown,"

Prayed the Tree, while he trembled from rootlet to  
crown.

The Tree bore his blossoms and all the birds sung ;  
“Shall I take them away ?” said the Wind as he swung.

“No, leave them alone  
Till the berries have grown,”  
Said the Tree while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow :  
Said the girl, “May I gather thy berries now ?”

“Yes, all thou canst see ;  
Take them ; all are for thee,”  
Said the Tree while he bent down his laden boughs low.

— BJÖRNSTJERNE BJÖRNSSON.

Write the first stanza of the poem from memory.

With what kind of letter does the word *Tree* begin ?

When animals or objects are represented as talking and acting like people, they are said to be *personified*.

The name of anything personified should begin with a capital letter.

Find in the poem other objects that are personified.

Find in the poem an example of the possessive singular.

Write lists of the words that rhyme.

## LESSON 155

## COMPOSITION

Tell the story of an oak desk in your school-room.

Begin your story in this way :

Once upon a time a tiny acorn fell to the ground near the foot of a great mountain.

Tell about —

The growth of the oak tree.

The cutting of the tree.

Hauling the log to the river.

Floating down the river to the mill.

Sawing the log.

The making of the desk.

Selling the desk.

What has happened to it since it came to your school.

Your story should contain descriptions of the woods where the tree grew, the river, etc.

## LESSON 156

## COMPOSITION—A STORY

Carl Bremen, who lived with his parents in a little house on the side of a mountain, discovered

one morning that the heavy rain had washed away part of the railroad track.

Complete the story, telling how Carl warned the train, why the engineer did not at first see him, what the passengers said, and what they did for him.

## LESSON 157

### A DIALOGUE

Suppose that a rich man, Mr. Evans, who was on the train, became interested in Carl and offered to take the boy into his home and give him an education.

Write the dialogue that might have taken place between the two, in which Mr. Evans asks questions concerning Carl's home and finds out that the boy longs for a chance to go to school.

Begin the dialogue in this way :

*Mr. Evans.* My boy, you have done a brave deed. Had it not been for you many of us would have lost their lives. Where is your home ?

*Carl.* — — —.

## LESSON 158

### LETTER WRITING

Write a letter which Carl might have sent to his mother, telling about his new home and his school.

## LESSON 159

## FORMATION OF SENTENCES

A brave boy saved the train.

He lived in a little house on the side of the mountain.

A brave boy who lived in a little house on the side of the mountain saved the train.

Notice that two sentences were joined by the word *who*.

Combine the sentences of each of the following groups by using the word *who*:

1. The passengers crowded about the boy.
2. They had been saved.

1. A rich man took the boy to his home.
2. The rich man was on the train.

1. The artist was Jean Corot.
2. He painted beautiful pictures of trees.

1. The people are called Esquimos.
2. They live in the far north.

1. The fisherman came home before the storm.
2. He had been out to sea.

1. The people saw a balloon high in the air.
2. They were working in the fields.



1. The man waited to see what would happen.
2. He placed the stone in the road.
1. The boy found a sack of gold.
2. He moved the stone from the road.

## LESSON 160

### COMPOSITION—A STORY

Write a story about a man who is rich but who has no little boys or girls in his home. As he passes down the street on a cold night, he sees a poor little ragged boy gazing wistfully into a shop window filled with toys.

Tell what the man did for the boy.

## LESSON 161

### LETTER WRITING

Write to W. A. King, a real estate dealer in Erie, Penn., telling him that you expect to move to that city and wish to rent a house.

Tell him the size of the house that you will need, and what rent you are willing to pay.

Write the reply, in which the real estate dealer describes a house which he has for rent, and states the price.

## LESSON 162

## PICTURE STUDY—SUMMER EVENING

What in the picture suggests the title ?

Have you seen places in the country similar to this ?

Which part of the picture is the center of interest ?

Does the dress of the woman tell anything about her ?

What do you see on the other bank of the river ?

What is in the far distance ?

If you were to add to the picture, what would you put to the right ? In front ? To the left ?

Write a short description of a summer evening.

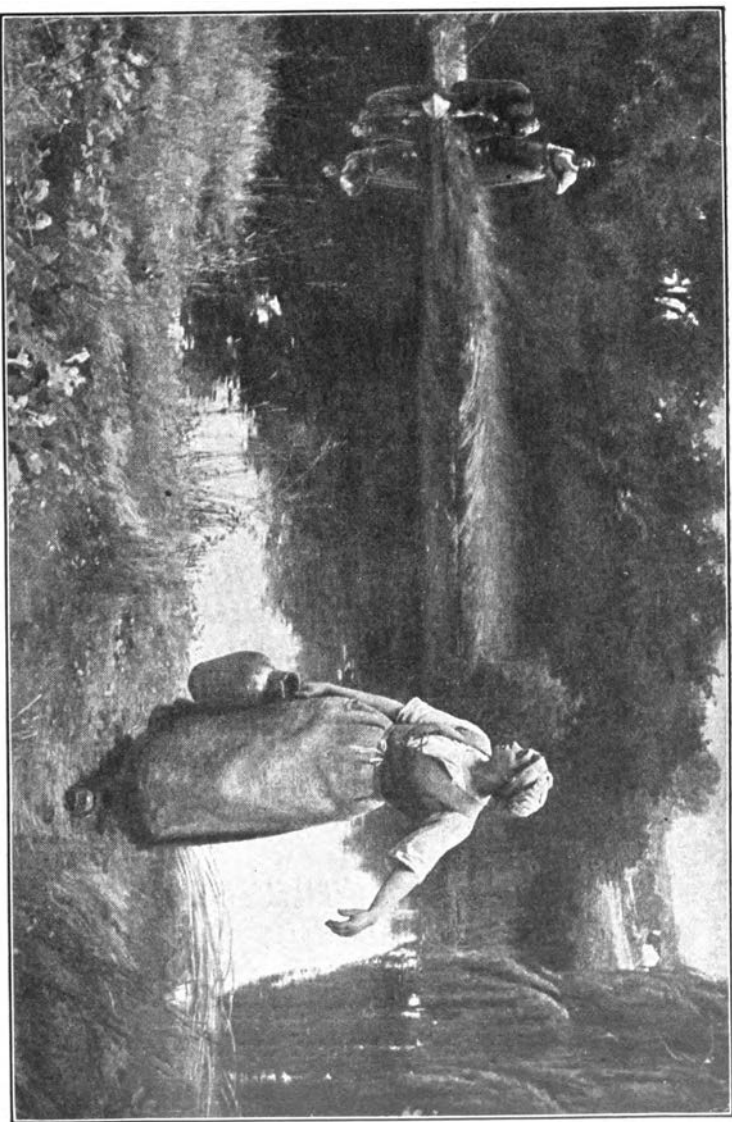
## LESSON 163

## STUDY OF WORDS

Make a list of twelve or more words that tell of size, weight, height, or depth ; as, *gigantic*, *extensive*, *tiny*.

Which words in your list describe the following : mountain, river, tree, plain, flower, man, valley, cloud ?

Write sentences containing the various words of your list.



*From a painting by Aden.*

## SUMMER EVENING

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## LESSON 164

## SELECTION FOR STUDY

## WOODMAN, SPARE THAT TREE

Woodman, spare that tree !  
Touch not a single bough !  
In youth it sheltered me,  
And I'll protect it now.  
'Twas my forefather's hand  
That placed it near his cot ;  
There, woodman, let it stand,  
Thy axe shall harm it not !

That old familiar tree,  
Whose glory and renown  
Are spread o'er land and sea, —  
And wouldst thou hew it down ?  
Woodman, forbear thy stroke !  
Cut not its earth-bound ties,  
Oh, spare that agèd oak,  
Now towering to the skies !

When but an idle boy  
I sought its grateful shade ;  
In all their gushing joy  
Here, too, my sisters played.  
My mother kissed me here ;  
My father pressed my hand, —

Forgive this foolish tear,  
But let that old oak stand !  
  
My heartstrings round thee cling,  
Close as thy bark, old friend !  
Here shall the wild bird sing,  
And still thy branches bend.  
Old tree, the storm still brave !  
And, woodman, leave the spot ;  
While I've a hand to save,  
Thy axe shall harm it not.

— GEORGE POPE MORRIS.

Describe a picture that would illustrate the first stanza of the poem.

Why does the author wish to protect the tree ?

Read the lines that show why the tree was dear to the poet.

Explain the first and second lines of the fourth stanza.

Find in the poem examples of the following :

Person spoken to.

Contractions.

Possessive form.

Plurals formed by adding *s* to the singular.

Plurals formed by adding *es* to the singular.

## LESSON 165

**COMPOSITION—A PLEA FOR LIFE**

A great oak tree has stood for more than a century near a busy street. Now a building is to be erected there, and the tree must be cut down.

Imagine that you are the tree, and write a plea for your life. Tell how you have grown from a tiny acorn, how your shade has protected people from the sun, and how the birds have built nests in your branches. Let the last paragraph beg for continued life.

## LESSON 166

**REVIEW—SINGULAR AND PLURAL**

Copy the following words, and write after each its plural form: loaf, lady, insect, church, automobile, knife, family, worm, farmer, potato, brush, man, deer, child, fairy, goose, word, wolf, country, cricket, fox, cow, city, eagle, mouse, crow, ox, robin, thief, daisy, field, calf, bench, box, wife, sky, echo, meadow, arch, woman, sheep, basket, bough, sister, man, branch, storm, baby, box, paragraph, century.

## LESSON 167

## KINDS OF SENTENCES

1. Do not cut down that great tree.
2. It has stood for many years.
3. Birds have built their nests in its branches.
4. Do you not see how strong it is ?
5. Will you not stop and rest in its shade ?
6. Put away your axe.
7. The tree is saved !
8. Long live the great tree !

Which of these sentences ask questions ?

A sentence that asks a question is called an *interrogative* sentence.

Which sentences command or request ?

A sentence that commands or requests is called an *imperative* sentence.

Which sentences exclaim ?

A sentence that exclaims, or is introduced by *what* or *how* (not asking questions), is called an *exclamatory* sentence.

Which sentences state something ?

A sentence that states something is a *declarative* sentence.

Write three declarative sentences about the picture on page 146.

Write three interrogative sentences about the picture on page 103.

Write three exclamatory sentences suggested by the picture on page 83.

Write three imperative sentences that command.

Write three imperative sentences that make requests.

## LESSON 168

### LETTER WRITING

Write one of the following letters, and the reply :

1. Henry Andrews, who lives at Hickory Grove, Iowa, R. D. 4, writes to Barnett Bros., 854 State Street, Chicago, Ill., asking the cost of a box of tools; he states what he wishes the box to contain.

2. Mrs. Ethel Edwards, who lives at Forestville, Me., writes to Cooper Dry Goods Co., Portland, Me., asking the price of a set of furs; she states what kind of furs she prefers.

In the reply to this letter the salutation should be *Dear Madam*.



## LESSON 169

## SELECTION FOR STUDY

## LEGEND OF THE ARBUTUS

Far, far away in the Northland, in a wigwam made of deerskins, there once lived an old, old man. It was winter. The pine trees and the firs were loaded with thick coverings of snow; the streams were silent under their coating of ice; no bird or animal was to be seen. It was very cold.

Inside the lodge the old man fanned the few sparks of his tiny fire, and tried to coax them into a bright flame. Day after day he sat there, and day after day the fire became smaller and smaller.

Many weeks passed, and then one day the tent flap was opened, and a beautiful maiden entered the wigwam. Her cheeks were as rosy as the skies at dawn, her eyes were as tender and bright as the starlight, and on her brown hair she wore a wreath of flowers that were pink and sweet.

"Who are you?" cried the old man, "And why do you come? Do you not know that it is winter?"

The maiden laughed, and as she did so the air in the tent became warm and fragrant.

"Do you not know who I am?" continued the old man. "When I breathe, the waters of the brooks and lakes become still and dead; the flowers die, and the robins fly away to the Southland."

With a smile the maiden answered, "When I breathe, the brooks murmur and laugh, the lakes sparkle in the sunshine, sweet blossoms cover the earth, and the birds come back to build their nests in the tree tops."

"When I nod my head," said the old man, "snow covers the ground, the north wind blows, and it is bitter cold."

"When I nod my head," said the maiden, "the warm rain falls, the south wind sends its gentle zephyrs, and all the earth is glad."

The old man answered not; he sank slowly to the ground, for his eyes were heavy with sleep. Tenderly the maiden brushed aside his snow-white tresses, and gently she placed some of her flowers of pink and white in his bosom.

"Alas!" she said, "Poor old Winter, you do not love the beauty that I have brought, you do not know that I am Spring."

As she paused, the wigwam, the fire, and the old man seemed to disappear; but where the old man had lain was a mass of thick leaves from which peeped flowers that were pink and white and beautiful.

"See!" cried the maiden, "Here is the arbutus, the first sweet flower of Spring. Whoever picks you shall know that Winter, with his snow, his ice, and his cold north wind, has gone, and that gentle Spring is near."

Tell the story of the "Legend of the Arbutus."

Make a list of the pictures that might be used to illustrate this story. Write a short description of one of them.

Find in the story four different ways in which capital letters are used.

## LESSON 170

### CONVERSATION—THE POST OFFICE

What is done to the envelope at the post office, before the letter is sent ?

Why must every envelope bear a stamp ?

What are the duties of a postman ? How does he carry the mail ? At what time of the year are his burdens heaviest ?

If the postman cannot find the person to whom the letter belongs, what is done with it ?

Tell what you can about *rural delivery*.

Tell what you can about *parcel post*.

What do you understand by *special delivery* ? What does it cost to send a letter by special delivery ?

How may money be sent safely by mail ?

What do you understand by *registered mail* ?

Trace a letter sent from your home to 654 Broadway, New York, N. Y. At least how many people would have to handle it before it reached its destination ?

## LESSON 171

### DESCRIPTION—A POSTAGE STAMP

Examine different kinds of postage stamps.

Describe one of them. Tell what pictures and printing you find on it. Tell why you think the picture was chosen.

If you have any foreign stamps, compare them with those of the United States.

## LESSON 172

### TITLES

The children sang, "Home, Sweet Home."

"Black Beauty" is the story of a horse.

The subject of his composition was "Happy Days on the Farm."

Do you read "The Daily News" ?

What book is named in these sentences ? What composition ? What song ? What newspaper ?

What marks inclose titles of poems, books, etc., when they are used in a sentence ?

Do all the words in every title begin with capital letters ?

Titles of poems, books, etc., when used in a sentence are sometimes italicized.

Write sentences containing the name of —

A song.

A poem.

A book you have read.

A book you wish to read.

A newspaper.

A subject for a composition.

## LESSON 173

### LETTER WRITING

1. George Randall, Fremont, Va., writes to Mr. W. T. Blair of the Public Library of Richmond, Va., asking for a list of ten books suitable for boys to read.

(Such a letter should inclose a stamp for the answer.)

2. Edith Randall writes for a similar list of books for girls.

Write one of the letters, and a reply.

## LESSON 174

## SELECTION TO BE MEMORIZED

Neither a borrower nor a lender be ;  
For loan oft loses both itself and friend,  
And borrowing dulls the edge of husbandry.  
This above all : to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.

— WILLIAM SHAKESPEARE.

How does a loan often lose *both itself and friend*?  
Explain the third line.

Tell what you think the poet meant by the last  
two lines.

Memorize the poem.

Write the poem from memory.

## LESSON 175

## FORMATION OF SENTENCES

1. Two children went out to play in the new-fallen snow.

2. It was a cold winter day.

3. The sun shone after a long storm.

One cold winter day, when the sun shone after a long storm, two little children went out to play in the new-fallen snow.

Notice that the three short sentences were combined into one long one. Which form do you like the better ?

Combine each of the following groups into a single sentence ; change some of the words if necessary :

1. The south wind came to see what the storm had done. The south wind lives in the land of summer.

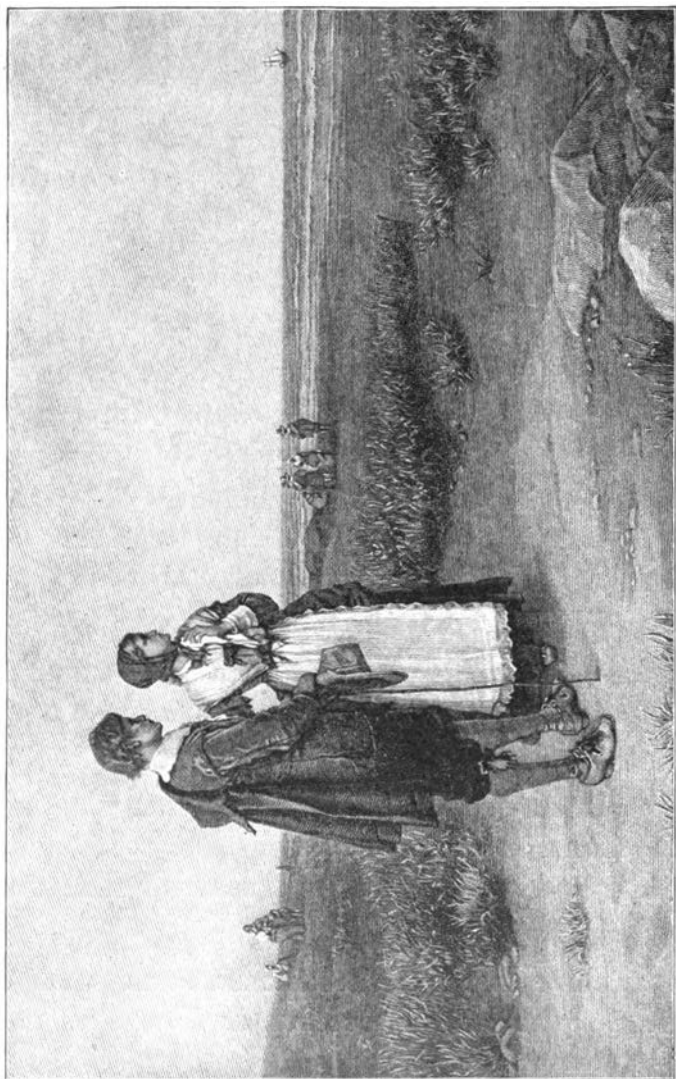
2. He blew his soft breath against the snowflakes. The snowflakes disappeared.

3. The elm tree stood by the gate. The elm tree shook its branches. The elm tree said, "I think spring has come ; I must wake my buds."

4. The seeds had slept all winter under the dead leaves. The seeds heard the south wind calling. The seeds said, "It must be time to rise ; we hear the sounds of spring."

5. The robin had been in the Southland. The robin heard the call of spring. The robin said, "I must go north again ; it is time to build my nest."

Write five groups of short sentences and change each group to a single sentence.



*From a painting by Boughton.*

## RETURN OF THE MAYFLOWER



## LESSON 176

## PICTURE STUDY—RETURN OF THE MAYFLOWER

Tell what you can about the Pilgrims.

What was the name of the ship in which they came to America ?

This picture represents the return of the ship to England.

Describe the picture. Which are the principal figures ?

What do you think must have been the feelings of the people who remained in America ?

## LESSON 177

## LETTER WRITING

The captain of the *Mayflower* carried many letters which the people who remained in America had written to their friends and relatives in England. Imagine yourself a boy or girl who had come to America on the *Mayflower*, and write a letter to a cousin in England. Tell of the new country, the Indians, the hunting and fishing, and an incident that might happen in a child's life.

## LESSON 178

## SELECTION FOR STUDY

In 1812 a war broke out between the United States and England. The first sea fight was between the United States ship *Constitution* and the English man-of-war *Guerrière*.



OLIVER WENDELL HOLMES

The ships were thought to be about equal in fighting strength, but within half an hour the United States ship had won a splendid victory. The *Guerrière* was destroyed, while the *Constitution* was practically unharmed.

Because of this and other victories which the *Constitution* won, the people called the *Constitution*, "Old Ironsides."

After many years of service she was pronounced unsound, and it was decided that she should be

destroyed. Oliver Wendell Holmes opposed this plan, and wrote the poem, "Old Ironsides," which was copied in newspapers throughout the country. By means of this appeal the ship was saved and was afterwards used as a training ship for naval cadets.

### OLD IRONSIDES

Aye, tear her tattered ensign down !

Long has it waved on high,  
And many an eye has danced to see

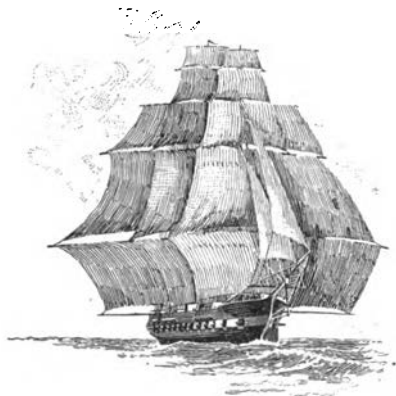
That banner in the sky ;  
Beneath it rung the battle shout,  
And burst the cannon's roar ;  
The meteor of the ocean air  
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,  
Where knelt the vanquished foe,  
When winds were hurrying o'er the flood,  
And waves were white below,  
No more shall feel the victor's tread,  
Or know the conquered knee ;  
The harpies of the shore shall pluck  
The eagle of the sea !

Oh, better that her shattered hulk  
Should sink beneath the wave ;

Her thunders shook the mighty deep,  
And there should be her grave;  
Nail to the mast her holy flag,  
Set every threadbare sail,  
And give her to the god of storms,  
The lightning and the gale !

— OLIVER WENDELL HOLMES.



What is the meaning of *aye* and *ensign*?  
Explain the third and fourth lines of the first stanza.

To what does the seventh line refer ?  
What is the meaning of *vanquished foe*?  
In the third stanza explain *shattered hulk*.  
What did the poet think should be done with the ship ?

Account for uses of the *apostrophe* in the poem.

## LESSON 179

## STUDY OF WORDS

The word *plot* means nearly the same as *plan*.

Words that have the same or nearly the same meaning are called *synonyms*.

Find in column 2 a synonym for each word in column 1 ; write the words in pairs, thus, *plot* — *plan*.

1	2
lessen	high
generous	sure
grand	busy
ancient	joy
industrious	old
courageous	misfortune
famous	magnificent
lofty	scold
splendid	quiet
scheme	celebrated
disaster	bold
happiness	superb
certain	liberal
censure	plot
silent	diminish

## LESSON 180

## DESCRIPTION OF AN OLD MILL

Near the waterfall where two roads meet, stands an old sawmill. Back of it rises a hill covered with thick underbrush; to the side of it splashes the clear blue water of the little river; while in front of it stands an immense oak tree whose broad branches stretch far above the old building at its base.

The mill is built of the lumber which its own saws cut; part of it was blown down in a big storm a few years ago and has never been replaced. Through many summers and winters the old mill has stood there: owners have come and have gone; boys who played around its open door and watched the whirring saws have grown to manhood and have moved away, — but still the old mill stands.

Its interior is dark and dingy. Its walls are covered with cobwebs, which have caught particles of sawdust until they look like heavy woven curtains. But the saws are bright, and daily they cut the logs that the rippling river brings from far up among the hills.

The owner talks of improvements. He often speaks of repairing the damaged part and of replacing some of the broken windows, but the owner, like the mill itself, is old, and as the days pass the mill remains unchanged.

Does this description present a picture to you ?

After reading the description could you recognize the old mill if you were to pass it ?

Notice that in the first sentence the most important part is placed last. Rearrange the sentence so that this part shall be first. Do you like it as well ? The first part of the sentence tells two things about the location of the mill.

Use the following groups of words as parts of sentences ; let the first part of each sentence answer the question *where*. Write two or more statements about the location of each object that you are describing.

- stood a cherry tree covered with blossoms.
- was a ship that had fought many battles.
- sat an old man.
- a mocking bird had built its nest.
- lived a gray squirrel.
- was a row of stately birches.

## LESSON 181

### COMPOSITION—A DESCRIPTION

Read again the description of an old mill given in Lesson 180.

Use the following outline in describing one of the buildings in the list below :

Location.

Surroundings.

Material of which it is built.

Age.

Size.

Interior.

Incidents connected with the history of the buildings.

Adaptation to purpose it serves.

Improvements that might be made.

A church ; a railroad station ; a school ; a library ; a store ; an old farmhouse ; a post office ; a factory.

In some of your sentences place the important part last.

## LESSON 182

### DESCRIPTION OF A PERSON

Make an outline for the description of a person.

Use your outline in describing one of the following :

a tramp

a baby

a blacksmith

an engineer

a policeman

your mother



## LESSON 183

## SELECTION TO BE MEMORIZED

The night has a thousand eyes,  
The day but one ;  
Yet the light of the bright world dies  
With the dying sun.

The mind has a thousand eyes,  
The heart but one ;  
Yet the light of a whole life dies  
When love is done.

— FRANCIS BOURDILLON.

What are the eyes of the night ?  
What is the eye of the day ?  
Explain the fifth line.  
Memorize the poem.  
Write the poem from memory.

## LESSON 184

## CORRECT USE OF WORDS

What are synonyms ?  
What are homonyms ?  
Use the following homonyms in sentences :

- |          |           |
|----------|-----------|
| 1. there | 8. sent   |
| their    | cent      |
| 2. herd  | scent     |
| heard    | 9. fair   |
| 3. flour | fare      |
| flower   | 10. o'er  |
| 4. sea   | oar       |
| see      | 11. hair  |
| 5. here  | hare      |
| hear     | 12. stair |
| 6. by    | stare     |
| buy      | 13. vale  |
| 7. hare  | veil      |
| hair     |           |

## LESSON 185

## LETTER WRITING

Tom Evans writes to his uncle, George A. Evans, a rich man, calling attention to the condition of a poor family in the neighborhood.

Write the letter, telling about the family and their needs.

## LESSON 186

## COMPOSITION — A STORY

Early one morning, Harry Ford heard a noise on the back porch.

He opened the door and there on the steps was a poor little dog that held up a lame foot and cried pitifully.

Finish the story. Tell how Harry took care of the dog, what tricks he taught his pet, and what games they played together.

Let the last part of the story tell of something that the dog did for Harry, or for some member of his family.

## LESSON 187

## AN IMAGINARY DIARY

Review Lesson 145. Write a diary of a Maltese kitten, for one week.

Include in the diary something about —

The kitten's home.

Its master or mistress.

Other pets in the family.

Some incident that might happen to a kitten.



*From a painting by Nicolas Maes.  
(194)*

## THE SPINNER

## LESSON 188

### PICTURE STUDY—THE SPINNER

Describe the picture.

Tell what you can of the processes of spinning and weaving used in early days.

How was the spindle used ?

Of what use was the distaff ?

Tell something of the manufacture of woolen goods at the present time.

Does the picture interest you ?

Compare it with "The Gleaners," page 210. In what ways are the pictures similar ?

Why do you suppose an artist chose such a subject for a painting ?

If the spinner had been a young woman, would the picture have been more pleasing ?

Do such pictures make you feel more kindly toward the aged and poor ?

Mention subjects that might be used for pictures to teach the same lesson.

Describe one of the pictures that you have suggested.

## LESSON 189

## SELECTION FOR STUDY

## THE HERITAGE

The rich man's son inherits lands,  
And piles of brick and stone and gold,  
And he inherits soft white hands,  
And tender flesh that fears the cold,  
Nor dares to wear a garment old ;  
A heritage, it seems to me,  
One scarce would wish to hold in fee.

The rich man's son inherits cares ;  
The bank may break, the factory burn,  
A breath may burst his bubble shares,  
And soft white hands could hardly earn  
A living that would serve his turn ;  
A heritage, it seems to me,  
One scarce would wish to hold in fee.

\* \* \* \* \*

What doth the poor man's son inherit ?  
Stout muscles and a sinewy heart,  
A hardy frame, a hardier spirit ;  
King of two hands, he does his part  
In every useful toil and art ;

A heritage, it seems to me,  
A king might wish to hold in fee.

\* \* \* \* \*

What doth the poor man's son inherit ?

A patience learned of being poor,  
Courage, if sorrow come, to bear it,  
A fellow feeling that is sure  
To make the outcast bless his door ;  
A heritage, it seems to me,  
A king might wish to hold in fee.

O rich man's son ! there is a toil,  
That with all others level stands ;  
Large charity doth never soil,  
But only whitens soft white hands, —  
This is the best crop from thy lands ;  
A heritage, it seems to me,  
Worth being rich to hold in fee.

O poor man's son ! scorn not thy state,  
There is worse weariness than thine,  
In merely being rich and great ;  
Toil only gives the soul to shine,  
And makes rest fragrant and benign ;  
A heritage, it seems to me,  
Worth being poor to hold in fee.

— JAMES RUSSELL LOWELL.

*To hold in fee means to possess.*

What is the meaning of *inherit*, *heritage*, *sinewy*, *benign*?

What are the things that a rich man's son inherits?

Why do these things bring him cares?

What does a poor man's son inherit?

Tell in your own words the substance of the fourth stanza.

Explain, *A patience learned of being poor.*

In the fifth stanza, what toil may the rich man's son possess?

What is meant by the second line of the sixth stanza?

Explain the fifth line of the sixth stanza.

How might a rich man benefit your town or city by charity?

Would the giving of a playground or park be charity?

Which is better charity, to give a poor man a sum of money or to give him an opportunity to work at good wages? If you were poor, which would you prefer?



## LESSON 190

## SELECTION TO BE MEMORIZED

Thank God every morning when you get up, that you have something to do that day which must be done whether you like it or not. Being forced to work, and forced to do your best, will breed in you a hundred virtues which the idle never knew.

— CHARLES KINGSLEY.

Which people do you think are happier, those who have regular work to do, or those who spend their time in pleasure? Think of some one who seems to be very happy. Why is he happy? Do you think the very rich are any happier than other people?

Memorize the paragraph by Charles Kingsley.

Write the paragraph from memory.

## LESSON 191

## COMPOSITION

Write a composition, stating what characteristics you like in a boy or girl, and what traits you do not like.

In your composition you may refer to —

Qualities of mind.

Disposition.

Habits.

Personal appearance, including neatness.

## LESSON 192

### QUOTATIONS

Bring to class quotations and stories to illustrate the following topics : politeness ; industry ; truthfulness ; kindness to animals.

## LESSON 193

### SELECTION TO BE MEMORIZED

#### TO-DAY

So here hath been dawning  
Another blue Day ;  
Think, wilt thou let it  
Slip useless away ?

Out of Eternity  
This new Day is born ;  
Into Eternity,  
At night, will return.

Behold it aforetime  
No eye ever did ;  
So soon it forever  
From all eyes is hid.

Here hath been dawning  
Another blue Day ;  
Think, wilt thou let it  
Slip useless away ?

— THOMAS CARLYLE.

What lesson do you think the author meant that this poem should teach ?

What do you understand by a *useless* day ?  
How might such a day have been spent ?

Use in sentences: *eternity, aforetime, behold, dawning.*

Memorize the poem.

## LESSON 194

### COMPOSITION

Write a composition with two parts. In Part One, tell how a boy or girl let a day *slip useless away*.

In Part Two, tell how a boy or girl did not let the day *slip useless away*.

## LESSON 195

## SUMMARY—Continued from Lesson 150

## TO REMEMBER

When you speak of yourself and one or more others, mention yourself last.

Words that have the same or nearly the same meaning are called *synonyms*.

When animals or objects talk and act like people, they are said to be *personified*.

The name of a person or object personified usually begins with a capital letter.

A sentence that asks a question is called an *interrogative* sentence.

A sentence that commands or requests is called an *imperative* sentence.

A sentence that exclaims, or is introduced by *what* or *how* (not asking questions), is called an *exclamatory* sentence.

A sentence that states something is called a *declarative* sentence.

Titles of poems, books, etc., when used in sentences, are either italicized or inclosed in quotation marks.

# PART THREE

## LESSON 196

### A CHINESE FOLK STORY

#### HOW THE MOON BECAME BEAUTIFUL

The Moon is very beautiful with his round, bright face which shines with soft and gentle light on all the world of man. But there was a time when he was not so beautiful as he is now. Six thousand years ago the face of the Moon became changed in a single night. Before that time his face had been so dark and gloomy that no one liked to look at him, and for that reason he was always very sad.

One day he complained to the flowers and to the stars, — for they were the only things that would ever look in his face.

He said : “I do not like to be the Moon. I wish I were a star or a flower. If I were a star, even the smallest one, some great general would care for me ; but, alas ! I am only the Moon and no one likes me. If I could only be a flower and grow in a garden where the beautiful earth women come, they would place me in their hair and praise my fragrance and beauty. Or if I could even grow in the wilderness where no one

could see, the birds would surely come and sing sweet songs for me. But I am only the Moon and no one honors me."

The stars answered and said: "We cannot help you. We were born here and we cannot leave our places. We never had any one to help us. We do our duty, we work all day and twinkle in the dark night to make the skies more beautiful. But that is all we can do," they added, as they smiled at the sorrowful Moon.

Then the flowers smiled sweetly and said: "We do not know how we can help you. We live always in one place, — in a garden near the most beautiful maiden in all the world. As she is kind to everyone in trouble, we will tell her about you. We love her very much and she loves us. Her name is Tseh-N'io."

Still the Moon was sad. So one evening he went to see the beautiful maiden Tseh-N'io. And when he saw her, he loved her at once. He said: "Your face is very beautiful. I wish that you would come to me, and that my face would be as your face. Your motions are gentle and full of grace. Come with me and we will be as one, — and perfect. I know that even the worst people in all the world would have only to look at you and they would love you. Tell me, how did you come to be so beautiful?"

"I have always lived with those who were gentle and happy, and I believe that is the cause of beauty and goodness," answered Tseh-N'io.

And so the Moon went every night to see the maiden. He knocked on her window, and she came. And when he saw how gentle and beautiful she was, his love grew stronger, and he wished more and more to be with her always.

One day Tseh-N'io said to her mother: "I should like to go to the Moon and live always with him. Will you allow me to go?"

Her mother thought so little of the question that she made no reply, and Tseh-N'io told her friends that she was going to be the Moon's bride.

In a few days she was gone. Her mother searched everywhere, but could not find her. And one of Tseh-N'io's friends said: "She has gone with the Moon, for he asked her many times."

A year and a year passed by and Tseh-N'io, the gentle and beautiful earth maiden, did not return. Then the people said: "She has gone forever. She is with the Moon."

\* \* \* \* \*

The face of the Moon is very beautiful now. It is happy and bright and gives a soft, gentle light to all the world. And there are those who say that the Moon is now like Tseh-N'io, who was once the most beautiful of all earth maidens.

— *From Chinese Fables and Folk Stories.*

Make an outline of this story.

Tell the story from your outline.

## LESSON 197

## SUBJECT AND PREDICATE

1. The moon is very beautiful.
2. Its soft yellow light brightens the earth.

What object is spoken about in the first sentence ?

The *moon* is called the *subject* of the sentence.

The part of a sentence that names that about which something is said is the *subject*.

What is said about the moon ?

What is said about the moon, *is very beautiful*, is called the *predicate* of the sentence.

The part of the sentence that says something about the object named by the subject is the *predicate*.

What is spoken about in the second sentence ?  
What is said about *its soft yellow light*?

What is the subject, and what is the predicate of the second sentence ?

Write sentences, using the following as subjects :

The Panama Canal.

A range of high mountains.

The governor of our state.

The great Mississippi River.



Write sentences, using the following as predicates :

is the largest state in the Union.

spins a web from which silk is made.

is made from the sap of a tree.

## LESSON 198

### SELECTION FOR STUDY

October! Orchard of the year! Ripened seeds shake in their pods. Apples drop in the stillest hours. Leaves begin to let go when no wind is out, and swing in long waverings to the earth, which they touch without sound, and lie looking up, till winds rake them, and heap them in fence corners. The woods are thinner, so that we can see the heavens plainer. The days are calm. The nights are tranquil. The year's work is done. She walks in gorgeous apparel, looking upon her long labor, and her serene eye sayeth, "It is good."

—HENRY WARD BEECHER.

Compare this paragraph with "October's Bright Blue Weather," Lesson 124. Find references in the poem similar to those in the paragraph.

Explain: *swing in long waverings; the winds rake them; are tranquil; gorgeous apparel.*

Write the quotation from dictation.

## LESSON 199

## REVIEW

Complete the following sentences by referring to the quotation from Henry Ward Beecher in Lesson 198 :

1. There is an exclamation point after *October*, because —.
2. There is a period after *pod*s, because —.
3. There are an apostrophe and *s* after year, because —.
4. There is a comma after *sayeth*, because —.
5. There are quotation marks around *it is good*, because —.
6. *It* begins with a capital letter, because —.

Copy the following sentences, and draw a line under the subject of each :

1. Ripened seeds shake in their pods.
2. Apples drop in the stillest hours.
3. Leaves fall to the ground.
4. The days are calm.
5. The nights are tranquil.
6. The year's work is done.
7. She walks in gorgeous apparel.

Draw two lines under the predicate of each sentence.

## LESSON 200

## SELECTION TO BE MEMORIZED

A haze on the far horizon,  
The infinite, tender sky,  
The rich, ripe tint of the cornfields,  
And the wild geese sailing high, —  
And all over upland and lowland  
The charm of the goldenrod, —  
Some of us call it autumn,  
And others call it God.

— WILLIAM HERBERT CARRUTH.

What colors would be used in painting the picture suggested by this poem? Describe the picture.

Memorize the poem.

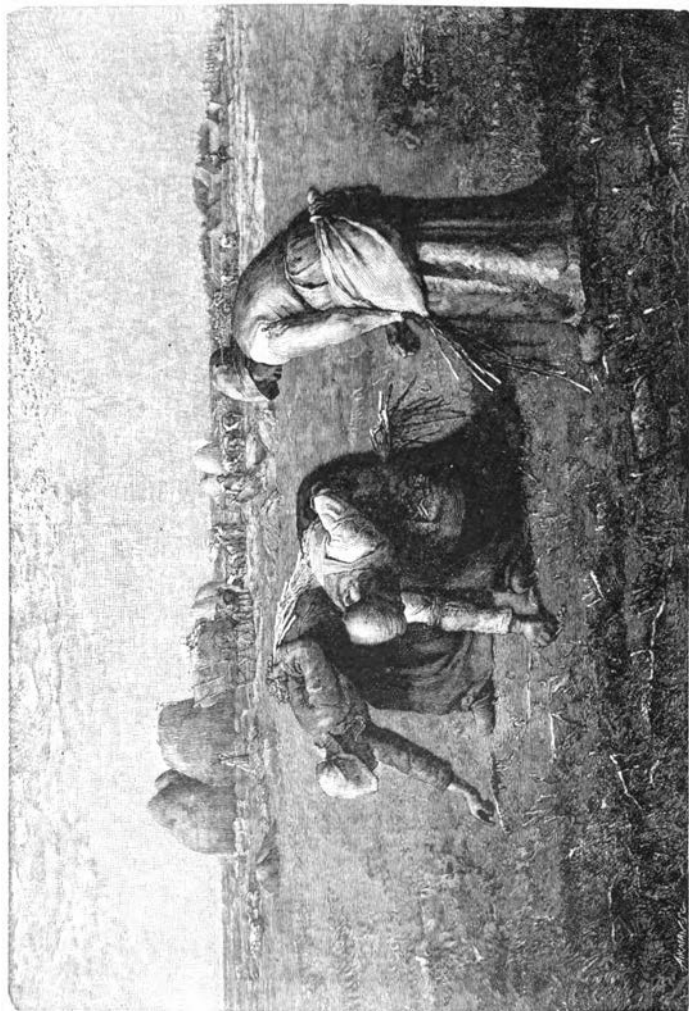
Write the poem from memory.

## LESSON 201

## LETTER WRITING

Write a letter asking a friend to take dinner with you and go for a ride next Saturday. State at what time you will have dinner, and when you expect to return from the ride.

Write a letter answering the invitation. If it is impossible to accept, state why.



THE GLEANERS

*From a painting by Millet.*

(210)

## LESSON 202

## PICTURE STUDY — THE GLEANERS

“The Gleaners” was painted by Jean François Millet (pronounced me’yā), an artist who loved the peasant people of France.

The picture shows a broad wheat field where there has been a plentiful harvest. Three women have come to the field to pick up the stray pieces of wheat that the reapers have left. The artist has tried to portray the pathos of the poor peasant woman’s life of toil and privation. Has he succeeded in his attempt ?

What colors do you think the artist used in painting the picture ?

Notice that the figures of the women seem to stand out from the page. This effect was obtained by the skillful use of light and shade. Find the places where the light is strongest and where the shade is heaviest.

Describe the background of the picture. In what ways does it suggest that the owner of the field was a man of wealth ?

What part of the picture suggests poverty ?

Does the picture make you feel sad, or glad ?

## LESSON 203

## COMPOUND SUBJECT AND PREDICATE

1. Men and women work in the fields, in France.
2. The reapers cut the grain and carry it to the barn.

The first sentence has two subjects ; name them.

What is the predicate of the first sentence ?

What is the subject of the second sentence ?

Name the two predicates in the second sentence.

When two or more simple subjects are united they form a *compound subject*.

When two or more simple predicates are united they form a *compound predicate*.

Name the subjects and predicates in the following sentences and tell which are compound :

1. Bushes and trees were covered with soft, white snow.
2. Apples, peaches, and pears grew in the orchard.
3. The farmer plowed the ground and planted the seed.
4. The great trees and the sparkling brooks made the meadow beautiful.

5. New York and Chicago are large cities.
6. The women gathered the grain and ground it into flour.
7. The rain watered the thirsty fields and made them fresh and green again.
8. Millet and Corot were great artists.
9. The leaves let go of the branches and floated gently to the earth.
10. History and geography are very interesting studies.

## LESSON 204

## SELECTION FOR STUDY

## JULY

When the scarlet cardinal tells  
Her dream to the dragonfly,  
And the lazy breeze makes a nest in the trees,  
And murmurs a lullaby,  
It is July.

When tangled cobweb pulls  
The cornflower's cap awry,  
And the lilies tall lean over the wall  
To bow to the butterfly,  
It is July.

When the heat like a mist veil floats,  
And poppies flame in the rye,  
And the silver note in the streamlet's throat  
Has softened almost to a sigh,  
It is July.

When the hours are so still that time  
Forgets them, and lets them lie  
'Neath petals pink till the night stars wink  
At the sunset in the sky,  
It is July.

When each finger-post by the way  
Says that Slumbertown is nigh;  
When the grass is tall, and the roses fall,  
And nobody wonders why,  
It is July.

— SUSAN HARTLEY SWETT.

What is meant by the first and second lines of the first stanza ?

How could the cobweb pull *the cornflower's cap awry* ?

Why is the word *flame* used in the third stanza ?  
Explain lines three and four of the third stanza.  
How many pictures do you find in this poem ?  
Which part do you like best ?

Memorize the two stanzas that mean the most to you.



## LESSON 205

## TRANSPOSED ORDER

1. The ripe nuts fall to the ground.
2. To the ground fall the ripe nuts.

What is the subject of the first sentence ?

Notice that in the second sentence the subject is placed after the predicate.

When the subject of a sentence is placed after the predicate, the sentence is said to be in *transposed order*.

Name the subject in each of the following sentences ; then reconstruct the sentence, placing the subject before the predicate :

1. In the tranquil waters of the lake are reflected a few late flowers.
2. Calm and quiet are the days.
3. In their pods shake the ripened seeds.
4. Through the leafless branches may be seen the stars.
5. Finished is the work of the year.
6. So still are the hours that time forgets them.
7. On the far horizon is a faint haze.
8. Over upland and lowland grows the golden-rod.
9. Near the waterfall stands an old mill.

Name the subject in each of the following sentences ; then reconstruct the sentence, placing the subject after the predicate :

1. Lilies tall lean over the wall.
2. Poppies flame in the rye.
3. The little birds have flown from the nest.
4. The heat floats like a mist.
5. The streamlet's music is like a sigh.

It is often best to rearrange the words of the predicate when reconstructing a sentence.

## LESSON 206

### CONVERSATION — THE SCHOOL

Talk about the following :

1. The number of school buildings in your city, town, or district.
2. How are schools supported ?
3. Expense of maintaining schools.
4. What are the duties of the board of education ?
5. Has your state a compulsory school law ?  
What are the advantages of such a law ?
6. What higher schools or colleges are near you ?
7. Where is your state university ?  
Tell what you can about the state university.

## LESSON 207

## DEBATE

*A boy or girl who has received a high school education is better fitted for business life than the pupil who goes to work after completing only the elementary course.*

Debate the subject. Read suggestions regarding a debate, Lesson 108.

## LESSON 208

## SELECTION FOR STUDY

## THE INVENTION OF PRINTING

Six hundred years ago, every book was written by hand, for the art of printing was then unknown. If there were pictures, they were drawn with a pen or painted with a brush. It required a great deal of labor and time to make a book, and when one was finished it was so costly that only a very rich person could afford to own it.

There were no bookstores such as we have now, and books were very few. But in the great schools and large monasteries there were men called copyists, whose business it was to make written copies of such works as were in demand. There were other men called illuminators, who ornamented the books with

beautiful initials and chapter headings, and sometimes encircled the pages with borders made with ink of different colors.

At last some copyist who had several copies to make of the same book thought of a new plan. He carved a copy of each page on a block of wood. If there was to be a picture, he carved that too, much in the same way that wood carvings are made now. When the book was finished, it was carefully wet with a thin, inky substance; then a sheet of paper was laid upon it and pressed down until an impression of the carved block was printed. Each page was treated in the same way, but the paper could be printed only on one side. When all was finished, the leaves were stitched together and made into a book. It was not so handsome a book as those written with pen and ink; but after the block had once been engraved, the copyist could make fifty copies of it in less time than he could make one copy by hand.

#### TOPICS FOR CONVERSATION

Tell what you can of the way in which books were made, before the invention of printing.

Compare the opportunities for education that people have now, with those that people had six hundred years ago.

Tell what you can of typesetting and modern methods of printing.

## LESSON 209

## COMPOSITION

Clip news items from papers. Read to the class those which you think are best. Observe the form in which they are written.

1. Write local news items suggested by events of the past week. Let each item contain words enough for ten or more printed lines.

2. Write an item for a newspaper, on one of the following subjects :

Need of a new schoolhouse.

Damage done by storm.

The baseball game.

The act of a brave boy.

Increase in shipments of fruit.

The automobile races.

The water supply inadequate.

Great fire in the business section.

Need of rain.

Frost in the south, the orange crop injured.

Suffering among the poor caused by the continued cold.

A distinguished visitor ; his comments on local conditions.

## LESSON 210

## DICTATION

Wherever a ship plows the sea, or a plow furrows the field ; wherever a mine yields its treasure ; wherever a ship or a railroad train carries freight to market ; wherever the smoke of a furnace rises, or the clang of the loom resounds ; even in the lonely garret where the seamstress plies her busy needle, — there is industry.

— JAMES A. GARFIELD.

*Ship* is the name of something that sails upon the sea.

*Sea* is the name of a great body of water.

How many other names can you find in the paragraph ?

All words used as names are called *nouns*.

Make a list of the nouns in the paragraph.

Write the paragraph from dictation.

## LESSON 211

## NOUNS

1. Write five nouns that are names of objects at your home.

2. Write five nouns that are names of objects you saw on the way to school.

3. Write five nouns that are names of articles of food.
4. Write five nouns that are names of musical instruments.
5. Write three nouns that are names of materials used for clothing.
6. Write three nouns that are names of parts of a wagon, motor cycle, or automobile.
7. Write five nouns that are names of parts of the human body.
8. Write five nouns that are names of flowers.

## LESSON 212

### SELECTION FOR STUDY

#### THE MUSIC OF LABOR

The banging of the hammer,  
The whirling of the plane,  
The crashing of the busy saw,  
The creaking of the crane,  
The ringing of the anvil,  
The grating of the drill,  
The clattering of the turning lathe,  
The whirling of the mill,  
The buzzing of the spindle,  
The rattling of the loom,  
The puffing of the engine,

The fan's continual boom,  
The clipping of the tailor's shears,  
The driving of the awl, —  
These sounds of honest industry  
I love, — I love them all !  
The clinking of the magic type,  
The earnest talk of men,  
The toiling of the giant press,  
The scratching of the pen,  
The bustling of the market man  
As he hies him to the town,  
The halloo from the tree top  
As the ripened fruit comes down,  
The busy sound of thrashers  
As they cleave the ripened grain,  
The husker's joke and catch of glee  
'Neath the moonlight on the plain,  
The kind voice of the dairyman,  
The shepherd's gentle call, —  
These sounds of honest industry  
I love, — I love them all.

Read the lines that refer to the work of the tailor; the shoemaker; the author; the farmer; the engineer; the weaver; the blacksmith; the carpenter.

Which industry referred to in this lesson do you know most about? Tell what you can about it.



## LESSON 213

**MICHAEL ANGELO**

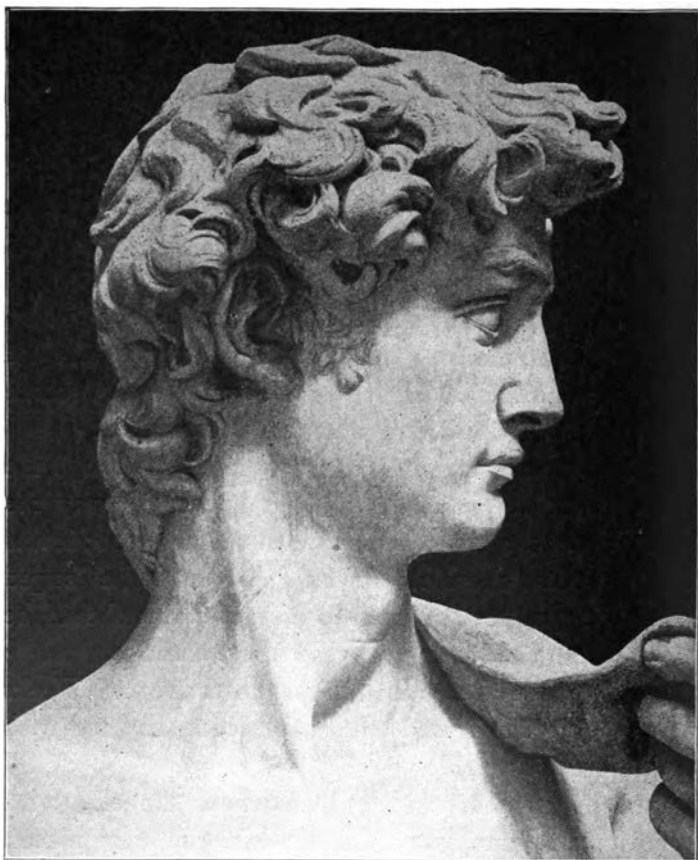
More than four hundred years ago, Michael Angelo, one of the greatest artists the world has ever known, lived in Italy. He not only painted beautiful pictures, but he made plans for magnificent buildings and he chiseled splendid pieces of sculpture. The following story is told about one of his greatest statues :

In Florence, near the gate of the city, there was a huge block of marble; because of its great size no sculptor or builder had tried to use it, so it had become covered with rubbish and was almost forgotten.

One day, as Michael Angelo was passing through the city, he saw the great block, and brushing away the dirt that almost hid it he saw with surprise that it was of the whitest marble. As he gazed at it he longed to change the great stone into a statue that should be more splendid than anything he had yet made.

With mallet and chisel he began to work. Weeks went by and the ground all about became covered with small pieces of marble.

Months passed, and still Michael Angelo, with greatest care, cut away, bit by bit, the tiny pieces. If the mallet should slip, if the chisel should cut too deep, the statue might be ruined; but the hand of the sculptor was sure, and after eighteen months of careful, patient work the artist laid aside his tools.



*From the statue by Michael Angelo.*

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THE HEAD OF DAVID

Instead of the great shapeless block, too large and too clumsy to be of use, there stood the beautiful statue of David the Shepherd Boy.

The people were delighted with the wonderful piece of work; they placed it at the main entrance to the city, where it stood for centuries. The people of Florence thought that no harm could come to them while David stood at the gate.

Why did the block of marble mean more to Michael Angelo than it did to other people?

What sort of mental picture do you think he had as he gazed at the block?

Tell the story of the making of the statue.

Tell the story of David the Shepherd Boy, as it is told in the Bible.

## LESSON 214

### PRONOUNS

In the first paragraph of Lesson 213 who is meant by *he*? To whom does the word *his* refer?

In the second paragraph to whom does *it* refer?

In the fourth paragraph *him* is used instead of what word? For what word is *they* used?

In the fifth paragraph *his* is used instead of what word?

A word that is used in place of a noun is called a *pronoun*.

The noun for which a pronoun stands is called its *antecedent*.

Copy the pronouns in Lesson 198.

Write after each pronoun its antecedent.

## LESSON 215

### COMPOSITION—DESCRIPTION OF A PLACE

Travelers going to a strange city find of great service a guidebook containing the names and short descriptions of the principal places of interest.

Write a travelers' guide for the place in which you live.

If you live in the city, write of the buildings, stores, parks, etc., that would be of interest to visitors.

Give a short description of each of the more important.

If you live in a small town, write of the surroundings, the places of natural beauty, fine farms, or any local industry that would interest a visitor.

## LESSON 216

## COMMON AND PROPER NOUNS

In Florence, near the gate of the city, there was a huge block of pure white marble.

Name the nouns in this sentence.

Does *block* refer to any particular object, or to one of a class of objects ?

Does *Florence* refer to a particular place, or to one of a class of places ?

A noun that refers to a particular person, place, or object is called a *proper noun*. *Florence* is a proper noun.

A noun that belongs to one of a class of persons, places, or objects is called a *common noun*. *Block* is a common noun.

With what kind of letter do all proper nouns begin ?

Write the names of five cities.

Write the names of five states.

Write the names of five countries.

Write the names of five rivers.

Write the names of five great men.

## LESSON 217

## SELECTION FOR STUDY

## "DOWN TO SLEEP"

November woods are bare and still;  
November days are clear and bright;  
Each noon burns up the morning chill;  
The morning's snow is gone by night.  
Each day my steps grow slow, grow light,  
As through the woods I reverent creep,  
Watching all things lie "down to sleep."

I never knew before what beds,  
Fragrant to smell and soft to touch,  
The forest sifts and shapes and spreads.  
I never knew before how much  
Of human sound there is in such  
Low tones as through the forest sweep.

Each day I find new coverlids  
Tucked in, and more sweet eyes shut tight;  
Sometimes the viewless mother bids  
Her ferns kneel down, full in my sight;  
I hear their chorus of "good-night";  
And half I smile and half I weep,  
Listening while they lie "down to sleep."

— HELEN HUNT JACKSON.

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What is meant by the third line of the first stanza ?

Why does the author use the word *reverent*, in the sixth line ?

What words describe *November woods* ?

What words describe *November days* ?

How does the forest *spread beds* ?

Explain lines one and two of the third stanza.

Who is meant by the *viewless mother* ?

From what are the words *down to sleep* quoted ?

Describe a picture that might illustrate this poem.

Who wrote this poem ?

Find in this book "October's Bright Blue Weather." Compare it with this poem. Which has the prettier word pictures ?

Read again the quotation from Henry Ward Beecher, Lesson 198. Compare it with this poem. Do you find similar ideas in the two ?

## LESSON 218

### COMPOSITION—A LOST ARTICLE

When an article is lost, the owner often places a notice in the paper ; such a notice should describe the lost article in as few words as possible.

Lost, between the courthouse and the post office, a black silk umbrella ; handle of gold, with initials E. G. C. Reward offered for its return to Edwin G. Curtis, 642 Linn St.

Using this as a model, write a notice regarding a lost article.

## LESSON 219

### POSSESSIVES

1. The morning's snow is gone by night.
2. The stars are the night's candles.
3. The sculptor's chisel cut the block of marble.
4. Sculptors' chisels are sharp.
5. The artist's greatest picture was not sold.
6. Artists' materials are sold at this store.

Copy from the sentences all nouns in the possessive form. Which are in the possessive singular ? Which are in the possessive plural ?

Write the possessive singular of each of the following nouns :

day	forest	river
bed	oak	robin
rose	town	maple
oriole	village	winter



Write the possessive plural of each of the nouns.

How is the possessive of nouns in the singular formed ?

How is the possessive of nouns in the plural ending in *s* formed ?

Write six nouns whose plural forms do not end in *s*.

The possessive plural of such nouns is formed by adding the apostrophe and *s* to the plural form.

Form the possessive plurals of the nouns you have written.

## LESSON 220

### CONVERSATION — COAL

1. What sections of the United States produce much coal ?

2. Tell what you can of the way in which coal is mined.

3. Tell uses of coal for transportation, manufacturing, heating, etc.

4. What is the difference between soft coal, anthracite, and semi-anthracite ? (Bring specimens.)

5. Compare coal and wood as to value for fuel.

## LESSON 221

## COMPOSITION

Write a composition on coal. Include the points discussed in Lesson 220.

## LESSON 222

## CONVERSATION — ELECTRICITY

Tell what you can of the way in which houses are lighted by electricity.

Compare electric lights with other means of lighting.

How does electricity enable us to talk long distances ?

What machines are run by electricity ?

How does electricity aid in transportation ?

In what ways is it taking the place of coal ?

Find out what you can about one of the following, and be prepared to tell the rest of the class about it :

airships

wireless telegraphy

motor cars

motor cycles

motor boats