

THE FIRST RAILWAY TRAIN

LESSON 223

PICTURE STUDY AND LETTER

Tell what you see in the picture.

Describe the engine and coaches.

What is the power that moves the train ?

How is that power generated ? How is it controlled ?

Describe a modern engine and compare it with this one.

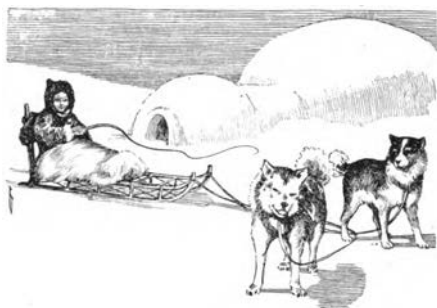
Imagine yourself one of the persons who went to see the first railway train, and write a letter to a cousin describing the wonderful event. Tell your impression when you first saw the engine and of your wonder when it began to move.

LESSON 224

CONVERSATION — TRANSPORTATION

Talk about the various means of transportation.

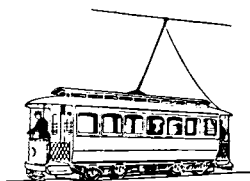
When and where was the prairie schooner used ?



Where are dogs and sleds used ?

Where are camels used ?

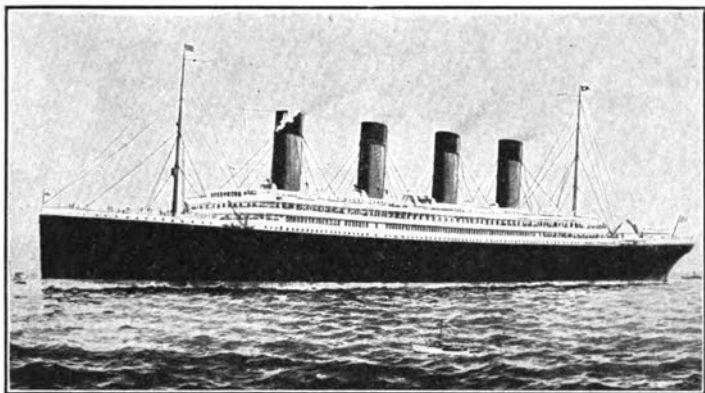
What advantages have camels over horses, for the kind of work they have to do ?



Tell what you can about sailboats.

In what respects is the steamboat an improvement over a sailboat ?

Tell what you can of the equipment of a modern passenger train.



Bring pictures showing various means of transportation.

Write a description of one of the following:

a sailboat

a street car

an ocean steamer

an automobile

a passenger train

a motor cycle

LESSON 225

DEBATE

Resolved, that the study of geography is of more value to the pupil than arithmetic.

Debate this subject. For suggestions regarding a debate see Lesson 108.

LESSON 226

DICTATION — TRANSPORTATION

Goods are transported not only on railroads and ocean ships, but also by teams on common roads and by boats on rivers and canals. Teaming is often necessary in carrying goods to market or to the railroad or boat, but it is a very expensive mode of transportation. A team can drag so small a load, and it travels so slowly, that if the distance is great the food and care of the team will cost as much as the load is worth. Transportation by boats on rivers and canals and by sailing vessels on the ocean is comparatively cheap, although much slower than by railroad or ocean liner, and it is much used, especially for heavy and bulky articles.

Write the paragraph from dictation.

Copy fifteen nouns from the paragraph ; place the singular nouns in one list and the plural nouns in another.

What pronoun do you find ? State its antecedent each time that it is used.

Use the following words in sentences : *transported, canals, expensive, comparatively, especially, bulky, distance.*

LESSON 227

CONVERSATION — GOOD ROADS

Where are the best roads in your neighborhood ?
How were they made ?

What materials are best for country roads ?

How are town or city roads paved ?

How should a road be graded ?

Of what advantage to the farmer are good roads ?

LESSON 228

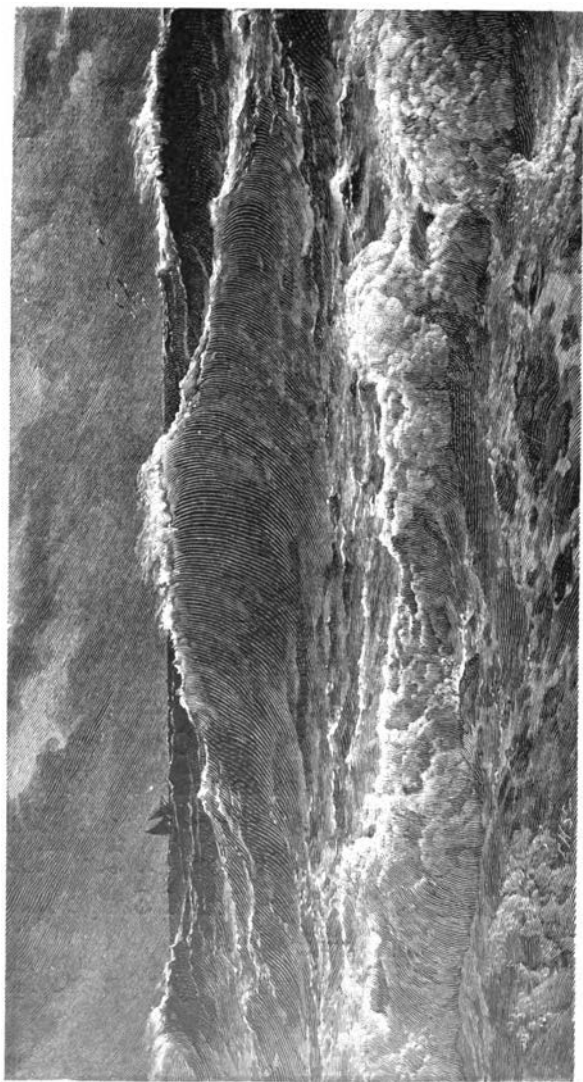
RAILROADS

Tell the names of all the railroads you know about.

What line, or lines, would you take to go from your home to one of the following places : New York, Chicago, Denver, San Francisco, Minneapolis, Kansas City, New Orleans, Cincinnati ?

Bring railway time-tables to school. Plan trips to one or more of the following places : Yellowstone National Park ; Washington, D. C. ; Florida ; Colorado ; Yosemite Valley ; Grand Canyon, Ariz. ; Niagara Falls ; California.

Which of these places would you most like to visit ?



THE BREAKING WAVE

(238)

At what time of year would your trip be most pleasant ?

What places of interest would you like to visit on the way ?

Bring to class descriptions and pictures of interesting places you would like to visit, or find poems describing any of the places.

LESSON 229

PICTURE STUDY—THE BREAKING WAVE

Study this picture. What does it suggest to you ? What other name might the painter have given to the picture ?

Have you seen a storm on the ocean or on a large lake ? Tell about it if you have.

Why does the artist show so much of the sea and so little of the sky ? Find another picture where the opposite is true.

Compare this picture with the "Return of the Fishing Boats," page 103. Which picture do you like better ?

What colors do you think were used in painting this picture ?

Can you find any poem or description suggested by the picture ?

LESSON 230

ADVERTISEMENT AND ANSWER

Bookkeeper wanted, for real estate office; chance for promotion. State experience and salary desired. Best of references required. D. 643, "Times."

Write a letter which might be sent in answer to this advertisement. The letter should be sent to D 643, "Times" Office.

LESSON 231

WRITING ADVERTISEMENTS

Bring advertisements clipped from newspapers. Study them and select the ones you consider the best.

Write an advertisement of not more than thirty words for each of the following :

To Rent — Furnished Room.

For Sale — House.

Wanted to Purchase — Pony.

Situation Wanted — Stenographer.

Lost — Dog.

Wanted to Rent — House.

Found — Pocketbook.

LESSON 232

SELECTION FOR STUDY

THE BLUE JAY

O Blue Jay up in the maple tree,
Shaking your throat with such bursts of glee,

How did you happen to be so blue ?
Did you steal a bit of the lake for your crest,
And fasten blue violets into your vest ?

Tell me, I pray you, — tell me true !

Did you dip your wings in azure dye,
When April began to paint the sky,
That was pale with the winter's stay ?
Or were you hatched from a bluebell bright,
'Neath the warm, gold breast of a sunbeam light,
By the river one blue spring day ?

O Blue Jay up in the maple tree,
A-tossing your saucy head at me,
With ne'er a word for my questioning,
Pray, cease for a moment your "ting-a-link,"
And hear when I tell you what I think,
You bonniest bit of the spring.

I think when the fairies made the flowers,
To grow in these mossy fields of ours,
Periwinkles and violets rare,

There was left of the spring's own color, blue,
Plenty to fashion a flower whose hue
Would be richer than all and as fair.

So, putting their wits together, they
Made one great blossom so bright and gay,
The lily beside it seemed blurred ;
And then they said, "We will toss it in air ;
So many blue blossoms grow everywhere,
Let this pretty one be a bird !"

— SUSAN HARTLEY SWETT.

Explain *azure dye* ; *bonniest*.

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

State in your own words the thought of the author concerning the making of the blue jay.

LESSON 233

CONVERSATION — BIRDS' NESTS

Every kind of bird makes its own kind of nest. Some nests are placed on the ground, some are built in the tops of high trees, and some in low bushes. Some nests are made of mud and soft grass, some are of hay and hair, and some are con-

structed of a few branches laid carelessly together on the ground.

Find out about the nests of as many of the following birds as you can : robin, sparrow, duck, eagle, cowbird, blue jay, crow, flicker, wren, mocking bird, hawk, catbird, blackbird, barn swallow, chimney swallow, cliff swallow, Baltimore oriole, red-headed woodpecker, meadow lark, goldfinch, swan, heron, cardinal, bluebird, shrike, owl.

How many of these birds can you recognize when you see them ?

LESSON 234

DICTATION

THE ORIOLE'S NEST

When the orchards are in bloom, the oriole returns from the south, and with his mate begins the construction of a wonderful home. The place chosen is usually the top of some high tree, and there the birds hang their pocket-shaped nest. The top is fastened to a forked twig at the fork, in order that the door shall be kept open. The pocket often hangs free, but sometimes the bottom is fastened to near-by twigs by strong hairs or

strings. The framework of the nest is made of twine or long horsehairs, through which the oriole weaves fine grass, hair, and bits of wood fiber.

Find in this paragraph a compound word.

Find a sentence containing a series of words.
How is the sentence punctuated?

Write the paragraph from dictation.

LESSON 235

BIOGRAPHY OF AN ORIOLE



Tell of —

Its early home.

Learning to fly.

Learning to sing.

How it spent the summer.

Its flight south.

The difference between
north and south.

The winter in the south.

The return to the north.

Try to include some adventure that might happen to a bird, — perhaps it was almost caught by a hawk, a cat, or a big snake.



A WINTER SCENE

LESSON 236

.SELECTION FOR STUDY

WINTER

The wind sweeps through the forest with a sound like the blast of a trumpet. The dry leaves whirl in eddies through the air. A fretwork of hoarfrost covers the plain. The stagnant water in the pools and ditches is frozen into fantastic figures. Nature ceases from her labors and prepares for the great change. In the low-hanging clouds, the sharp air, like a busy

shuttle, weaves her shroud of snow. There is a melancholy and continual roar in the tops of the tall pines, like the roar of a cataract. It is the funeral anthem of the dying year.

— HENRY W. LONGFELLOW.

Why is the wind compared to the *blast of a trumpet*?

In what ways does Nature prepare for the *great change*?

Explain *Nature ceases from her labors*.

Describe the picture that this paragraph suggests.

What word describes *leaves*?

What word describes *water*?

What word describes *figures*?

Find other words in this paragraph that describe.

A word that describes a noun or pronoun is called an *adjective*.

Write the paragraph from dictation.

LESSON 237

CONVERSATION

Discuss the following sentences in class; tell what you think each means and if possible illustrate with some short story:

1. Wealth cannot buy health.
2. Evil news rides fast.
3. Every cloud has a silver lining.
4. A good name is rather to be chosen than great riches.
5. A soft answer turneth away wrath.

LESSON 238

DICTION

THE BELLS

Hear the sledges with the bells, —
Silver bells !

What a world of merriment their melody foretells !

How they tinkle, tinkle, tinkle,

In the icy air of night !

While the stars that oversprinkle

All the heavens, seem to twinkle

With a crystalline delight ;

Keeping time, time, time,

In a sort of Runic rhyme,

To the tintinnabulation that so musically wells

From the bells, bells, bells, bells,

Bells, bells, bells, —

From the jingling and the tinkling of the bells.

— EDGAR ALLAN POE.

In this poem the author tried to reproduce in verse the music made by sleigh bells.

Memorize the poem.

Write the poem either from memory or from dictation.

LESSON 239

COMPOSITION

If you had been given a large sum of money to spend for improvements in your neighborhood, tell what you would do.

If roads or bridges need repairing, tell how you would have the work done; if public buildings need tearing down, tell which ones, and how you would replace them.

LESSON 240

CHOICE OF ADJECTIVES

Copy the following nouns, placing a suitable adjective before each :

wind	snow	mountains	fruit	poem
forest	trees	valleys	night	city
leaves	flowers	plains	engine	stars
water	bells	river	picture	eagle
clouds	waves	ocean	story	butterfly
air	rocks	moon	song	lion

LESSON 241

SELECTION FOR STUDY

Did you never, in walking in the fields, come across a large flat stone, which had lain, nobody knows how long, just where you found it, with the grass forming a little hedge, as it were, all around it, close to its edges, — and have you in obedience to a kind of feeling that told you it had been lying there long enough, insinuated your stick or your foot or your fingers under its edge and turned it over as a housewife turns a cake, when she says to herself, “It’s done brown enough by this time”? What an odd revelation, and what an unforeseen and unpleasant surprise to a small community, the very existence of which you had not suspected, until the sudden dismay and scattering among its members produced by your turning the old stone over! Blades of grass flattened down, colorless, matted together, as if they had been bleached and ironed; hideous crawling creatures; black, glossy crickets, with their long filaments sticking out like the whips of four-horse stagecoaches; motionless slug-like creatures, young larvæ, perhaps more horrible in their pulpy stillness than even in the infernal wiggle of maturity! But no sooner is the stone turned and the wholesome light of day let upon this compressed and blinded community of creeping things, than all of them which enjoy the luxury of legs, — and some of them have a

good many, — rush round wildly, butting each other and everything in their way, and end in a general stampede for underground retreats from the region poisoned by sunshine. *Next year* you will find the grass growing tall and green where the stone lay; the ground bird builds her nest where the beetle had his hole; the dandelion and the buttercup are growing there, and the broad fans of insect-angels open and shut over their golden disks.

— OLIVER WENDELL HOLMES.

Find the meanings of these words: *revelation, unforeseen, community, existence, larvæ, compressed.*

Use the words in sentences.

What is meant by *insect-angels*?

To what does *their golden disks* refer?

How do you explain the expression, *poisoned by sunshine*?

Did you ever have an experience similar to the one the author describes?

From this selection copy —

Ten nouns in the singular.

Ten nouns in the plural.

Five pronouns and write after each its antecedent.

Ten adjectives and write after each the word that it modifies.

LESSON 242

COMPOSITION

Write a composition on one of the following subjects :

My first ride on horseback.

My first ride on a bicycle.

My first ride in a rowboat.

My first ride in an automobile.

My first ride in a motor boat.

State —

When it was.

Where you went.

With whom you went.

Some interesting experience connected with
the ride.

LESSON 243

DEBATE

More pleasure can be obtained from a horse and carriage than from an automobile.

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

LESSON 244

PICTURE STUDY—THE HORSE FAIR

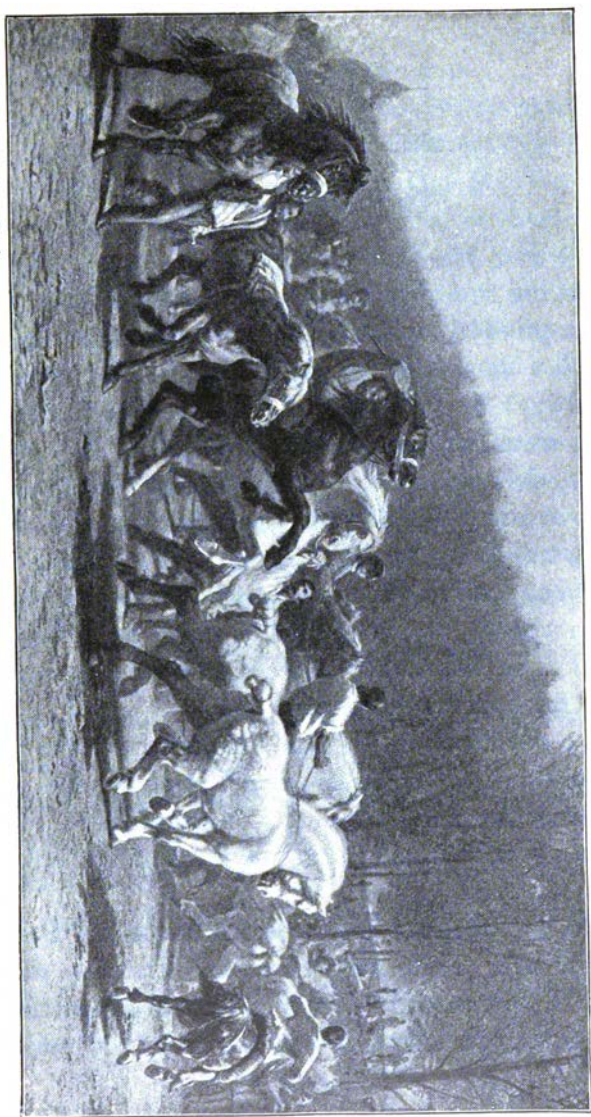
Rosa Bonheur was a French artist who loved animals and painted many beautiful pictures of them.

“The Horse Fair” is the most famous of all her pictures. The artist spent nearly two years in making sketches for this great painting. Her friends in Paris lent her their finest horses that she might draw them, but this was not enough, so she visited horse fairs and horse markets. She made sketches of horses in all sorts of positions, then with these sketches before her she began work on the large picture.

Look carefully at the picture; notice the different positions of the horses. Think how many sketches the artist needed.

Which horse is the principal one of the picture? Which did you notice first? Is it in the center of the picture? Does an artist ever place the principal subject exactly in the center?

Can you name another artist who painted pictures of animals? In what country did he live?



From a painting by Rosa Bonheur.

THE HORSE FAIR

(253)

LESSON 245

SELECTION FOR STUDY

THE HORSE'S PRAYER

To you, my Master, I offer my prayer: Feed me, water me, and care for me, and when the day's work is done, provide me with shelter, a clean, dry bed, and a stall wide enough for me to lie down in comfort.

Always be kind to me. Talk to me; your voice often means as much to me as the reins. Pet me sometimes, that I may serve you the more gladly and learn to love you. Do not jerk the reins, and do not whip me when going up hill. Never strike, beat, or kick me when I do not understand what you want, but give me a chance to understand you. Watch me, and if I fail to do your bidding, see if something is not wrong with my harness or my feet.

Do not check me so that I cannot have the free use of my head. If you insist that I wear blinders, so that I cannot see behind me as it was intended I should, I pray you be careful that the blinders stand well out from my eyes.

Do not overload me, or hitch me where water will drip on me. Keep me well shod. Examine my teeth when I do not eat; I may have an ulcerated tooth, and that, you know, is very painful. Do not tie my

head in an unnatural position, or take away my best defense against flies by cutting off my tail.

I cannot tell you when I am thirsty, so give me clean, cool water, often. Save me, by all means in your power, from that fatal disease, — the glanders. I cannot tell you in words when I am sick, so watch me, that by signs you may know my condition. Give me all possible shelter from the hot sun, and put a blanket on me, not when I am working, but when I am standing in the cold. Never put a frosty bit in my mouth; first warm it by holding it in your hands.

And finally, O my Master, when my useful strength is gone, do not turn me out to starve or freeze, or sell me to some cruel owner, to be slowly tortured and starved to death; but do you, my Master, take my life in the kindest way, and your God will reward you here and hereafter.

— From *Our Dumb Animals*.

Mention some ways in which a horse should be cared for.

Mention some ways in which a horse should not be treated.

In this selection find words in series.

Give the rule for the punctuation of words in a series.

Find the nouns; write the nouns in the singular in one list, those in the plural in another.

In the first line the word *petition* might have been used instead of *prayer*.

Find words that might have been used instead of the following: *offer, provide, examine, condition, shelter, reward*.

In the first line why is there a comma before *my* and one after *Master*?

Write the first and second paragraphs from dictation.

LESSON 246

COMPOSITION

Read again "The Horse's Prayer," Lesson 245, then write a dog's prayer. Let your composition tell of ways in which dogs are sometimes neglected or abused.

LESSON 247

ADJECTIVES AND NOUNS

Copy the following adjectives, and write after each a suitable noun: transparent, porous, smooth, downy, sticky, fleecy, slippery, brittle, acid, bitter, fragrant, grand, crisp, juicy, delicious, spacious, delicate, huge, extensive, slender, indelible, nutritious, industrious, stiff.

LESSON 248

SUMMARY — Continued from Lesson 195

TO REMEMBER

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

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

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

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

All words used as names are *nouns*.

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

A name that belongs to a particular person, place, or object is a *proper noun*.

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

A proper noun begins with a capital letter.

A word that describes a noun or pronoun is an *adjective*.

Singular nouns form their possessive by adding the apostrophe and *s*.

Plural nouns ending in *s* form their possessive by adding the apostrophe after the *s*.

LESSON 249

SELECTION FOR STUDY

LANDING OF THE PILGRIM FATHERS

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed ;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came ;
Not with the roll of the stirring drums,
And the trumpet that sings of fame ;

Not as the flying come,
In silence and in fear ; —
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard and the sea ;
And the sounding aisles of the dim woods rang
To the anthem of the free.

The ocean eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared, —
This was their welcome home.

There were men with hoary hair
Amidst that pilgrim band ;
Why had they come to wither there,
Away from their childhood's land ?

There was woman's fearless eye,
Lit by her deep love's truth ;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar ?
Bright jewels of the mine ?
The wealth of seas, the spoils of war ? —
They sought a faith's pure shrine !

Ay, call it holy ground,
The soil where first they trod ;
They have left unstained what there they found, —
Freedom to worship God.

— FELICIA D. HEMANS.

Describe the picture given in the first six lines
of the poem.

What do you understand by *rock-bound coast*?

What other words might have been used in place of *bark*?

Would any other words give the same idea?

What does the fifth stanza tell of the character of the people who had come to the new world?

What welcome did they receive?

Read the lines that describe the different persons in this band of exiles.

Why had they come to America?

Use in sentences: *breaking waves*; *giant branches*; *the wild New England shore*; *stormy sky*; *hoary hair*; *dim woods*.

LESSON 250

SELECTION FOR STUDY

"I shine," says the sun,
"To give the world light,"
"I glimmer," adds the moon,
"To beautify the night."
"I ripple," says the brook,
"I whisper," sighs the breeze,
"I patter," laughs the rain,
"We rustle," call the trees,
"We dance," nod the daisies,
"I twinkle," shines the star,

"We sing," chant the birds,
"How happy we all are!"
"I smile," cries the child,
Gentle, good, and gay;
The sweetest thing of all,
The sunshine of each day.

— LOUISA M. ALCOTT.

The word *shine* expresses the action of the sun.

Says also expresses an action.

A word that expresses action is called a *verb*.

Copy twelve nouns.

Find in the selection divided quotations. How
are they punctuated?

Copy ten verbs from the selection.

Write the selection from dictation.

LESSON 251

VERBS

Write a sentence containing —

Five verbs that tell what a horse can do.

Three verbs that tell what a dog can do.

One verb that tells what the sun does.

One verb that tells what the wind does.

One verb that tells what the fire does.

Three verbs that tell what the bird can do.

Five verbs that tell what the farmer does.

Five verbs that tell what you can do.

Copy five verbs from Lesson 236.

LESSON 252

VERBS — Continued

1. In every seed there is a plant.
2. November woods are bare and still.

Some verbs do not express action.

In the first sentence we assert no action, but express being.

In the second sentence we express a condition or state of being.

A word that expresses action, being, or state of being is called a *verb*.

Sometimes a verb consists of more than one word; as, *was running*, *had been running*, *might have been running*, etc.

Copy five verbs from Lesson 198.

Copy five verbs from Lesson 204.

Copy ten nouns from Lesson 204.

Copy nouns, pronouns, adjectives, and verbs from Lesson 208.

LESSON 253

LETTER WRITING

Write one of the following :

1. You have moved, and wish to have the address of a paper or magazine to which you have subscribed changed. Write the letter, giving both the old address and the new.
2. The pupils in your room wish to use a vacant lot for basket-ball games. Write a letter to the owner asking permission.
3. Write a note to your teacher asking if you may be excused from school for part of the day. State why you wish to be absent.

LESSON 254

CONVERSATION

Tell what you can of the duties of a judge.

Suppose that a man is accused of stealing a sum of money, tell what you can of the manner of conducting the trial.

How is the jury chosen ? Of how many men is it composed ?

Who decides whether the accused is guilty ?

Who pronounces sentence ?

Explain the terms *attorney for the defense*, *acquittal*.

LESSON 255

SELECTION FOR STUDY

THE BURIAL OF SIR JOHN MOORE

Not a drum was heard, not a funeral note,
As his corse to the rampart we hurried ;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

We buried him darkly at dead of night,
The sods with our bayonets turning,
By the struggling moonbeam's misty light,
And the lantern dimly burning.

No useless coffin enclosed his breast,
Nor in sheet nor in shroud we wound him ;
But he lay like a warrior taking his rest
With his martial cloak around him.

Few and short were the prayers we said,
And we spoke not a word of sorrow ;
But we steadfastly gazed on the face of the dead,
And we bitterly thought of the morrow.

We thought as we hollowed his narrow bed
And smoothed down his lonely pillow, [head,
That the foe and the stranger would tread o'er his
And we far away on the billow.

Lightly they'll talk of the spirit that's gone,
And o'er his cold ashes upbraid him, —
But little he'll reck, if they let him sleep on
In the grave where a Briton has laid him.

But half of our heavy task was done
When the clock struck the hour for retiring;
And we heard the distant and random gun
That the foe was sullenly firing.

Slowly and sadly we laid him down,
From the field of his fame fresh and gory;
We carved not a line, we raised not a stone,
But we left him alone with his glory.

— CHARLES WOLFE.

Sir John Moore, a brave English general, was killed in Spain, where the English were fighting against the army of Napoleon. His comrades buried him at night on the battle ground.

Why was there no sound of drum or funeral note as the hero was buried?

Read the lines that tell the time of the burial.

What lines tell of the feeling of the soldiers toward Sir John Moore?

Explain the meaning of these words: *corse*, *rampart*, *bayonets*, *shroud*, *martial*, *random*.

LESSON 256

CORRECT USE OF WORDS

1. I shall see you soon.
2. This lesson is difficult, but I will learn it.
3. My cousin will see you soon.
4. My cousin shall go to school, even if he does prefer not to go.

Which of the sentences express determination ?
What verb is used with *I*? What verb is used with *my cousin*?

Which of the sentences state that something will occur in the future ? What verb is used with *I*? What verb is used with *my cousin*?

To express simple future use *shall* with *I* and *we*, use *will* with all other words.

To express determination use *will* with *I* and *we*, use *shall* with all other words.

Use *shall* and *will* in sentences expressing simple future, showing that —

You expect to go away this summer.

Your mother expects to go with you.

You both expect to see many strange sights.

Your father expects to be with you part of the time.

You expect to send post cards to many of your friends.

You expect to return before school begins in the fall.

Fill each of the following blanks with *shall* or *will*, so that the sentences shall express determination :

I —— finish this work.

My dog —— learn this trick.

You —— not hurt this boy.

I —— tell the truth.

You —— give me my book.

We —— go even if it does rain.

LESSON 257

COMPOSITION—A DESCRIPTION

Write a description of the prettiest spot near your home. It may be some place on a river or stream, it may be a part of a park, or a shady nook in the woods. Describe the place, tell how to reach it, and state what there is that makes it especially beautiful.

LESSON 258

SELECTION FOR STUDY

THE SEASONS

As early as the first of March ground squirrels peep out of their holes, and bluebirds have also shown themselves. Robins make their appearance all the way from the first week in March to the first week in April. But some of them linger with us on winter half-pay through the cold season. Sparrows, black-birds, phœbe birds, wild pigeons drop in during the month. A few flies, a grasshopper, a butterfly, a snake, a turtle may be met with.

A flock of wild geese wedging their way northward, with strange far-off clamor, are the heralds of April. In another week the frogs begin piping. Toads and tree toads, martins and swallows, straggle along in through this month, or make themselves seen or heard in May.

The flowers are opening fast in the last part of April. Before May Day Mr. Higginson has found bloodroot, cowslip, dandelion, chickweed, strawberry, bellwort, dogtooth violet, five species of violet proper, to say nothing of some rarer plants than these. The leaves are springing bright green upon the currant bushes; dark, almost livid upon the lilac; the grass is growing apace, the plants are coming up in the garden beds, and the children are thinking of May Day.

The birds come pouring in with May. Wrens, brown thrushes, the various kinds of swallows, orioles, cat-birds, golden robins, bobolinks, whippoorwills, cuckoos, yellowbirds, humming birds are busy in establishing their new households. The bumblebee comes in with his "mellow, breezy bass," to swell the song of the busy minstrels.

May is the flowering month of the orchard. As the warmth flows northward like a great wave, it covers the land with an ever-spreading flood of pink and white blossoms, — the flowers of the peach, the cherry, the apple, and other fruit trees.

June comes in with roses in her hand, but very often with a thick shawl on her shoulders, and a bad cold in her head. But now the roses are coming into bloom; the azalea, wild honeysuckle, is sweetening the roadsides; the laurels are beginning to blow; the white lilies are getting ready to open; the fireflies are seen now and then flitting across the darkness; the katydids, the grasshoppers, the crickets make themselves heard; the bullfrogs utter their tremendous voices, and the full chorus of the birds makes the air vocal with its melody.

The flowering meadows are so sweet during the first week of July that the ailanthus thinks it must try to do better. It tries and fails ignominiously. In the garden the stately hollyhock is practicing the same economy. Is anything more charming in its way,

than an old-fashioned single hollyhock, with its pink or white or yellow or purple flower, and the little pollen-powdered tree springing up from the bottom of the corolla? A bee should be buzzing in it, for a bee is never so deliciously pavilioned as in the bell tent of the hollyhock.

The saddest days of the year have not yet come, but the goldenrod and the aster have been long in bloom on the hill and in the wood, and by the roadside. The birds have been already consulting about their departure for the South. The foliage has been losing its freshness through the month of August, and here and there a yellow leaf shows itself like the first gray hair amidst the locks of a beauty who has seen one season too many. The evenings have become decidedly cooler than those of midsummer.

The world is getting to feel rich, for his golden fruits are ripening fast, and he has a large balance in the barns, which are his banks. September is dressing herself in showy dahlias and splendid marigolds and starry zinnias. October, the extravagant sister, has ordered an immense amount of the most gorgeous forest tapestry for her grand reception.

Thanksgiving is the winding up of autumn. The leaves are off the trees, except here and there on a beech or an oak; there is nothing left on the boughs but a few nuts and empty birds' nests. The earth looks desolate, and it will be a comfort to have the

snow on the ground, and to hear the merry jingle of the sleigh bells. — OLIVER WENDELL HOLMES.

How can you tell that Mr. Holmes loved nature ? Where do you think he spent much of his time ?

Do parts of the selection make you think of any poems you have studied ?

Explain the first part of the sixth paragraph.

Describe pictures that might be used to illustrate each paragraph.

Mr. Holmes lived in New England, where the coming of spring is often late. Are the conditions he mentions different in your state ?

What trees, flowers, or birds that he refers to do you not have ? What kinds do you have that he does not mention ?

Copy from this selection, in separate lists, the names of birds, insects, flowers, trees.

Give the meaning of *linger*, *clamor*, *heralds*, *tapestry*, *desolate*, *minstrels*, *ignominiously*.

LESSON 259

REVIEW

Copy from Lesson 258: six pronouns; fifteen adjectives; fifteen verbs.

Write after each pronoun its antecedent.

LESSON 260

SENTENCES LIKE MODEL

Copy the first sentence in Lesson 258. Using it as a model, complete the following sentences :

1. As late as the last of October —.
2. As early in the summer as —.
3. As early as the first of November —.
4. As late as the middle of April —.

Let the sentences be about insects, flowers, birds, fruits, or the coming of the snow.

Write sentences containing the following expressions : heralds of spring ; flowering meadows ; saddest days of the year ; gorgeous tapestry.

LESSON 261

QUOTATIONS

People often keep notebooks in which they write beautiful quotations.

Select quotations of poetry or prose that especially please you. Read them and tell why you like them. Copy them in your notebook and add to them the best quotations that other members of the class read. Select quotations that are not given in this book.

LESSON 262

SELECTION TO BE MEMORIZED

THE YEAR'S AT THE SPRING

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven, —
All's right with the world !

— ROBERT BROWNING.

This stanza is taken from "Pippa Passes." Pippa was a poor girl who worked in the silk mills, and had only one holiday in the whole year. On the morning of the holiday she passed down the street singing this song.

What time of the year is described ?

What time of day ?

What shows that Pippa was contented ?

What contractions do you find in the poem ?

Memorize the stanza.

Write the stanza from memory.

LESSON 263

ADVERBS

1. The ground squirrels peep timidly out of their holes.

2. The flowers will blossom soon.

3. Beautiful trees grow here.

What is the verb in the first sentence? What word modifies the meaning of the verb by telling *how*?

What is the verb in the second sentence? What word modifies the meaning of the verb by telling *when*?

What is the verb in the third sentence? What word modifies the meaning of the verb by telling *where*?

A verb that modifies a verb is an *adverb*.

Add to each of the following sentences adverbs that tell *how*:

The bluebirds are singing.

The brook murmurs.

The child plays.

The fire burns.

The dog barks.

The children did their work.

The lion roared.

Use these adverbs in sentences: quietly, patiently, kindly, quickly, carefully, fiercely, roughly, loudly, carelessly.

Use these adverbs in sentences: often, seldom, daily, yearly, early, late, always, soon, never.

Use these adverbs in sentences: there, here, down, up, backward, forward.

Which adverbs tell *how*?

Which adverbs tell *when*?

Which adverbs tell *where*?

LESSON 264

ADVERBS — Continued

1. We crossed a high mountain.

2. We crossed a very high mountain.

What adjective do you find in the first sentence?

In the second sentence what word modifies the adjective?

A word that modifies an adjective is an *adverb*.

Copy the following adverbs and place an adjective after each: too, so, quite, very, more, most, less, least.

Use in sentences the expressions you have formed.

LESSON 265

ADVERBS — Continued

1. You must listen carefully.
2. You must listen more carefully.

What adverb do you find in the first sentence ?

In sentence 2 what word modifies the adverb ?

A word that modifies another adverb is an *adverb*.

Copy the following words, and place a suitable adverb after each : very, more, least, quite, too.

Use in sentences the expressions formed.

Complete the following definition : An adverb is a word that modifies a ———, an ———, or another ———.

LESSON 266

COMPOSITION

Bring to school business circulars, or advertisements clipped from papers.

What special points must be observed in writing such articles ?

Write an article suitable for a circular advertising the business of one of the following : grocer, plumber, florist, dry-goods merchant, jeweler.

LESSON 267

SELECTION FOR STUDY—A BIOGRAPHY

SAMUEL MORSE

The well-known American inventor, Samuel Morse, was born at Charlestown, Massachusetts, April 27, 1791, and he died in New York, N. Y., April 2, 1872. He attended the common schools of his native town and then entered Yale College, from which he was graduated in 1810. It was here that he first studied chemistry, galvanism, and electricity.

After his graduation Mr. Morse decided to be an artist. He went to London and studied for four years at the Royal Academy. He was quite successful and he received several prizes and other honors. Returning to America he became a popular portrait painter, first in Boston and later in Charleston, S. C.

Again he went abroad to study, and on the return voyage he met a Mr. Jackson, who had been studying electricity in Paris, and who told him of some recent experiments by the French in which electricity had been transmitted long distances and said, "How fine it would be if news could be sent in this way!"

Mr. Morse replied, "Why can't it be?"

During the remainder of the voyage the artist spent his time in drawing plans for apparatus and in trying to devise an alphabet.

After three years he completed his first model of a recording instrument, and two years later, in 1837, he put two of his instruments at the ends of a short line and received and sent messages. That same year he applied for a patent and asked for an appropriation from Congress to build a trial line from Washington to Baltimore. The next six years were spent in trying to get recognition and help in both Europe and the United States, during which time Mr. Morse often suffered for the common necessities of life.

Finally the line from Baltimore to Washington was completed and exhibited to a crowd of interested spectators. The test was successful, and companies were formed for the erection of telegraph lines in all parts of the United States.

Because of his inventions and the benefits that they conferred upon mankind, Mr. Morse received many honors both at home and abroad.

Tell what you can of the way in which messages are transmitted.

Of what value is the telegraph ?

Why did Mr. Morse want a patent on his invention ? What kinds of things are patented ?

What protection does the government give the author of a book ?

Find in this book the mark of the copyright.

Tell the story of the invention of the telegraph.

LESSON 268

TELEGRAMS

Tell what you can about telegrams.

Why are telegrams sent instead of letters ?

If you wished to send a telegram, where would you take it ?

How many words may be sent in a day message without extra charge ?

Write telegrams for the following, so that each will contain not more than ten words besides the address and signature :

1. To a relative who lives in another city, — your mother and yourself will arrive on the six o'clock train, Saturday morning ; ask the relative to meet you at the train ; mention the name of the railroad.
2. To a dealer in bicycles in another city, — order a boy's or girl's wheel ; state the make wanted ; ask that it be shipped at once by freight or express.
3. To some one in the country, or a small town, asking him to ship fruit to a store in the city ; state the price that will be paid, and the quantity wanted.

LESSON 269

PREPOSITIONS

Read again the first paragraph of Lesson 267. What word shows the relation of *Charlestown* to the other part of the sentence? What word shows the relation of *New York* to the other part of the sentence? What word shows the relation of *his native town* to the other part of the sentence?

A word that shows the relation of a noun or something used as a noun to the rest of the sentence is called a *preposition*.

Copy five prepositions from Lesson 267.

Use the following prepositions in sentences: about, before, except, behind, for, till, above, below, from, to, across, beneath, in, into, toward, after, beside, against, of, on, under, between, with, over, until, by, up.

LESSON 270

COMPOSITION — A BIOGRAPHY

Make an outline from Lesson 267.

The written history of a person's life is called a *biography*.

How does a biography differ from an autobiography?

Write a short biography of one of the following : George Washington ; Abraham Lincoln ; the President of the United States ; an author ; an artist ; a prominent man in your neighborhood.

LESSON 271

CORRECT USE OF WORDS

1. Write questions beginning with the following : of whom ; with whom ; for whom ; by whom ; to whom ; from whom.

The word *who* is never used after a preposition.

2. Write five questions beginning with *Who*.

3. Write questions which the following statements might answer ; begin each question with *Whom*. As,

Samuel Morse met a friend on the ship.

Whom did Samuel Morse meet on the ship ?

The people praised Michael Angelo.

Millet loved the poor people.

The Pilgrims feared the Indians.

Echo laughed at Juno.

The teacher praised the industrious pupils.

I saw many friends at the park.

I took my brother for a ride.

LESSON 272

SELECTION FOR STUDY

THE COMING OF SPRING

There's something in the air
That's new and sweet and rare, —
A scent of summer things,
A whir as if of wings.

There's something, too, that's new
In color of the blue
That's in the morning sky,
Before the sun is high.

And though on plain and hill
'Tis winter, winter still,
There's something seems to say
That winter's had its day.

And all this changing tint,
This whispering stir, and hint
Of bud and bloom and wing,
Is the coming of the spring.

And to-morrow or to-day
The brooks will break away
From their icy, frozen sleep,
And run, and laugh, and leap !

And the next thing, in the woods,
The catkins in their hoods
Of fur and silk will stand,
A sturdy little band.

And the tassels soft and fine
Of the hazel will entwine,
And the elder branches show
Their buds against the snow.

So, silently but swift,
Above the wintry drift,
The long days gain and gain,
Until, on hill and plain, —

Once more, and yet once more,
Returning as before,
We see the bloom of birth
Make young again the earth.

— NORA PERRY.

What month does this poem suggest ?

Use in sentences : *morning sky*; *changing tint*;
frozen sleep; *wintry sky*.

Copy from the poem four contractions, and write
with each its equivalent.

Memorize the part of the poem that you like best.

LESSON 273

SELECTION FOR STUDY

A bird's real home is the place where he is seen in summer and where he brings up his family. He travels in winter for pleasure, — the pleasure of eating; for, if he is a winter traveler, you may be sure that his kind of food is not to be found at that season in the place which he calls his home.

Nothing but the need of food, or cold too severe for them to endure, could ever induce the birds to leave the place they love better than any other in the whole world.

They prove themselves home lovers by returning to the same place year after year. Some even nest in the same tree or repair the same old nest in which they were so contented. Never once would they think of going to housekeeping or bringing up families in that land so far away.

Though they appear to be perfectly free to do as they choose, living only for pleasure, they are really the most industrious little bodies to be found anywhere.

Imagine yourself just getting home from the far South and having to go to work immediately to build a house, every scrap of which you would have to search for and carry to the building spot. Imagine your-

self having to hunt for every mouthful of food, with that same food all the time trying to get away from you.

Then think of yourself, later in the season, as having to get a meal for a hungry family of little ones, every five or ten minutes, sometimes as often as every two minutes. I wonder if you would be as cheerful, through it all, as they.

— From *Our Birds and Their Nestlings*.

Copy in separate lists, from the selection, nouns, pronouns, adjectives, verbs, adverbs, and prepositions.

Copy the first paragraph, so changed that each of the nouns and pronouns will mean more than one.

What verbs was it necessary to change? What verbs add *s* when the subject means only one? What change did you make in the possessive form?

What is the central thought in each paragraph?

Make an outline of this selection.

Close the book and, using the outline you have made, reproduce as much as you can of the thought of the author.

Find a sentence in the transposed order.

Name the subject of each sentence in the third paragraph.

LESSON 274

SELECTION TO BE MEMORIZED

THE FLAG GOES BY

Hats off !

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky :

Hats off !

The flag is passing by !
Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.

Hats off !

The colors before us fly ;
But more than the flag is passing by.
Sea fights and land fights, grim and great,
Fought to make and save the State :
Weary marches and sinking ships ;
Cheers of victory on dying lips ;
Days of plenty and years of peace ;
March of a strong land's swift increase ;
Equal justice, right, and law,
Stately honor and reverend awe ;
Sign of a nation, great and strong
To ward her people from foreign wrong ;
Pride and glory and honor, — all
Live in the colors to stand or fall.

Hats off !

Along the street there comes
 A blare of bugles, a ruffle of drums ;
 And loyal hearts are beating high :

Hats off !

The flag is passing by !

— HENRY H. BENNETT.

Why the command *Hats off* ?

Explain *blare of bugles*.

What do you understand by *steel-tipped lines* ?

Explain the last line of the second stanza.

What are mentioned in the third, fourth, and fifth stanzas, as living in the colors of the flag ?

Memorize the poem.

Write the first and second stanzas from memory.

LESSON 275

DICTATION

A thoughtful mind, when it sees a nation's flag, sees not the flag only, but the nation itself ; and whatever may be its symbols, its insignia, he reads chiefly in the flag the government, the principles, the truths, the history, which belong to the nation which sets it forth.

— HENRY WARD BEECHER.

Write the paragraph from dictation.

Write a list of the nouns in the paragraph.

Write a list of the verbs.

LESSON 276

CONVERSATION — THE SOLDIER

Tell what you can of the life of a soldier.

What kind of uniform does he wear ?

What are his duties in time of peace ?

Name some of the titles of officers of the United States army. Who is highest in command ?

How is the rank of an officer indicated by his uniform ?

Explain the following terms : *artillery, cavalry, infantry, commissary department, barracks, rations, fortifications, flag of truce, captain, corporal, lieutenant.*

When is a city said to be besieged ?

When is an army said to be intrenched ?

How are the wounded cared for ?

Of what use is the bayonet ?

What are the duties of a scout ?

Why is it necessary to keep a standing army in time of peace ?

Where is the national military school located ?

LESSON 277

SELECTION FOR STUDY

A MAN WITHOUT A COUNTRY

Edward Everett Hale has written a story about an army officer who once in his anger wished that he might never again hear the name of the United States. As his punishment, his wish was granted. He passed the remainder of his life upon war vessels, where he was treated with kindness, but where no one was allowed to speak to him of his country, nor was he allowed to read a paper or magazine that in any way referred to it.

At first the punishment seemed light, but as the years passed, his desire to hear of his country grew almost greater than he could bear.

The following words he once spoke to a young sailor on the ship:

“For your country, boy, and for that flag, never dream a dream but of serving her as she bids you, though the service carry you through a thousand terrors. No matter what happens to you, no matter who flatters you or who abuses you, never look at another flag, never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to deal with, behind officers, and government, and people even, there is the Country

Herself, your Country, and that you belong to Her as you do to your own mother. Stand by Her, boy, as you would stand by your mother."

Read this several times. Tell the incident, and repeat as much as you can of the paragraph quoted.

If possible read the book, "A Man Without a Country."

LESSON 278

CONJUNCTIONS

In Lesson 277 what words does *or* connect ?

In the second paragraph what does *but* connect ?

In the fourth paragraph what does *and* connect ?

A word that connects words, sentences, or parts of sentences is called a *conjunction*.

Write a sentence in which *and* connects two or more words.

Write a sentence in which *and* connects parts of sentences or whole sentences.

Write a sentence in which *but* connects two sentences.

Write a sentence in which *or* connects words.

Write a sentence in which *or* connects sentences or parts of sentences.

LESSON 279

COMPOSITION — THE FLAG

Find out something concerning the history of our flag ; tell by whom the first flag was made.

Describe the flag. How many stripes has it ? What is the historical significance of the stripes ?

How many stars are there now in the blue field ? How has this number been changed ?

For what does the flag stand ? What feelings should the sight of it rouse in every citizen of the United States ?

Write a short composition on "The Flag of the United States."

LESSON 280

CONVERSATION

Who is governor of your state ?

To what political party does he belong ?

Mention some of his duties.

For how long a term is he elected ?

When does his present term expire ?

By whom are the laws of your state made ?

Tell something about the legislature.

How are the expenses of the state government paid ?

LESSON 281

INTERJECTIONS

1. Soldiers, awake !
2. Hark ! I hear the bugles and drums.
3. Hurrah ! The soldiers are coming.

What words in the sentences are used to address, to attract attention, or to express feeling ?

A word used by itself to address, to attract attention, or to express feeling is called an *interjection*.

It is not to be regarded as a part of a sentence, but as an independent word.

The interjection is usually followed by an exclamation point.

Write sentences containing the following words used as interjections: what, behold, alas, good, oh, hark, pshaw, hurrah.

The interjection *O* should always be written with a capital. It is used with a noun denoting the person or thing spoken to. It is not followed by any special mark of punctuation. As,

O Mother O God

Oh is an interjection of surprise, joy, or grief. It is usually followed by a comma. As,

Oh, I am so sorry !

LESSON 282

SELECTION FOR STUDY

COLUMBUS

Behind him lay the gray Azores,
 Behind the Gates of Hercules ;
Before him not the ghost of shores,
 Behind him only shoreless seas.
The good mate said, "Now must we pray,
 For lo ! the very stars are gone.
Brave Admiral, speak, what shall I say ?"
 "Why, say, 'Sail on ! sail on ! and on !'"

"My men grow mutinous day by day ;
 My men grow ghastly wan and weak."
The stout mate thought of home ; a spray
 Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
 If we sight naught but seas at dawn ?"
"Why, you shall say at break of day,
 'Sail on ! sail on ! sail on ! and on !'"

They sailed and sailed, as winds might blow,
 Until at last the blanched mate said,
"Why, now not even God would know
 Should I and all my men fall dead.

These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say, —
He said, "Sail on ! sail on ! and on !"

They sailed. They sailed. Then spake the mate :
"This mad sea shows his teeth to-night.
He curls his lip, he lies in wait,
With lifted teeth, as if to bite !
Brave Admiral, say but one good word ;
What shall we do when hope is gone ?"
The words leaped like a raging sword :
"Sail on ! sail on ! sail on ! and on !"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights ! And then a speck, —
A light ! a light ! a light ! a light !
It grew, a starlit flag unfurled !
It grew to be Time's burst of dawn.
He gained a world ; he gave that world
Its grandest lesson : "On ! sail on !"

— JOAQUIN MILLER.

Copyright, 1897, by Whitaker and Ray-Wiggin Co.

Find in the dictionary the meaning of *mutinous*,
ghastly, *swarthy*, *blanched*, *naught*.

Who was the Admiral ?

Where are the Azores ?

What reasons did the mate give for wishing to turn back ?

What is meant by *shoreless seas*?

Who speaks the words in the last line of the first stanza ?

Explain lines one and two of the second stanza.

Read the words of Columbus, in the second stanza.

Why did they sail *as winds might blow*?

What is the meaning of lines two, three, and four in the fourth stanza ?

Why was the fear of the sailors so great ?

Give in your own words the thought in the fifth stanza.

Try to imagine the scene on the ship when a light on shore was discovered. Describe what may have happened.

Read what Columbus said in the first stanza. Find the *quotation within the quotation*. Notice that it is inclosed in single marks (' '). Find in the second stanza a quotation within a quotation.

Memorize the stanza that you like best.

LESSON 283

PICTURE STUDY—COLUMBUS

Tell what you can of the points suggested in the following outline :

Before the discovery of America what did most people believe about the shape of the earth ?
What did Columbus believe ?

What did Columbus wish to find ?

Why did he have difficulty in securing aid ?

Who helped him finally ?

How many ships was he given ?

Tell something of the voyage.

Why were the men afraid ?

What were the first signs of land ?

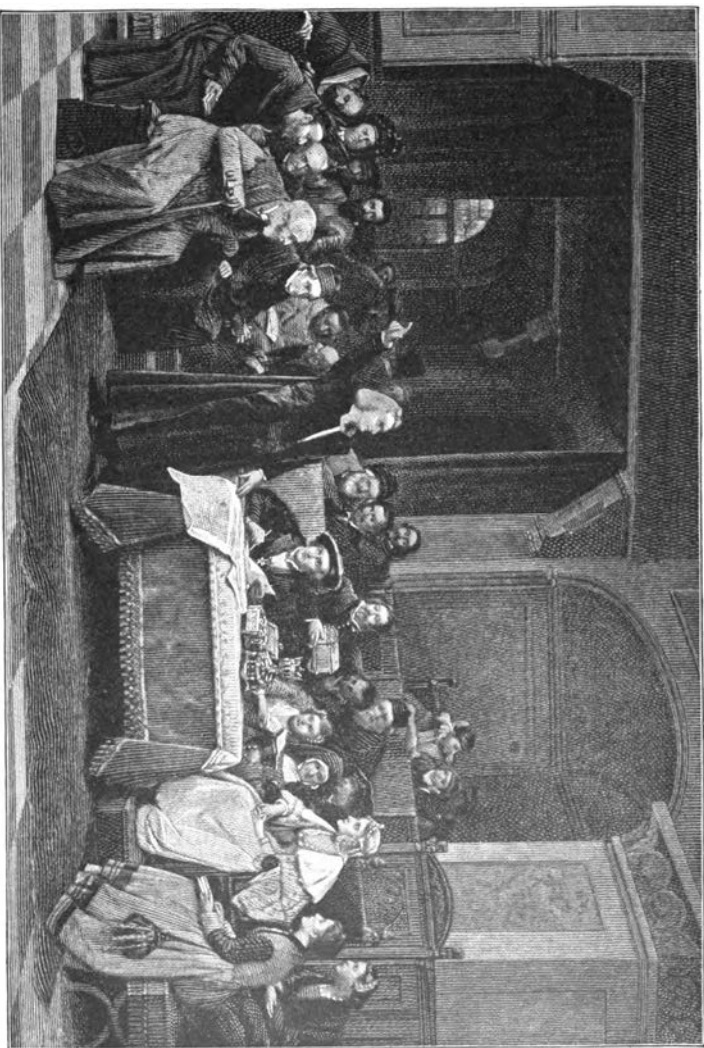
What were some of the things that Columbus and his men found in the new world ?

Describe the picture showing his return to the court of Spain.

What are some of the things that you can imagine Columbus told the king ?

What effect did his words have upon the king and the people who heard ?

What did Columbus carry back with him from the new world ?



From a painting by Brozik.

COLUMBUS AT THE COURT OF FERDINAND AND ISABELLA

LESSON 284

SELECTION FOR STUDY

To lay down the pen and even to think of that beautiful Rhineland makes one happy. At this time of summer evenings, the cows are trooping down from the hills, lowing and with their bells tinkling, to the old town, with its old moats, and gates and spires, and chestnut trees, with long blue shadows stretching over the grass; the sky and the river below flame in crimson and gold, and the moon is already out, looking pale toward the sunset. The sun sinks suddenly behind the great castle-crested mountains, the night falls quickly, the river grows darker and darker, lights quiver in it from the windows of the old ramparts, and twinkle peacefully in the villages under the hills on the opposite shore.

— WILLIAM MAKEPEACE THACKERAY.

This paragraph describes the close of day. Using this as a model, write a description of the break of day.

Begin in this way: The sun rises suddenly from behind the great castle-crested mountains —.

Tell how the dewdrops glisten, how the river grows brighter and brighter, and how the birds sing their morning songs. Tell how the cattle go out to the hills, and the men start to work in the fields.

LESSON 285

WORDS DERIVED FROM PROPER NOUNS

1. Japanese lanterns are made of paper.
2. French toys are expensive.

From what proper noun is the word *Japanese* derived ?

From what proper noun is the word *French* derived ?

With what kind of letter do words derived from proper nouns begin ?

From what proper nouns are the following words derived : Russian, German, English, British, Portuguese, Irish, Scotch, Italian, Spanish, Mexican, Norwegian ?

Use the words in sentences.

LESSON 286

INVITATIONS

FORMAL INVITATION

Mrs. John Fuller requests the pleasure of your company at a musicale, to be given at her home on Thursday, June the tenth, at eight o'clock.

ACCEPTANCE

Mrs. George Davis accepts with pleasure the kind invitation of Mrs. John Fuller for Thursday evening, June the tenth.

REGRET

Mrs. George Davis regrets that absence from the city will prevent her acceptance of Mrs. John Fuller's kind invitation for Thursday evening, June the tenth.

Study these forms.

Write a formal invitation to a party.

Write the acceptance which a friend might send.

Write a note regretting your inability to accept the invitation which a friend has sent you.

Write a formal invitation from the school for Patrons' Day.

LESSON 287

LETTER WRITING

T. L. Barnes, grocer, 1820 Main Street, St. Paul, Minn., writes to George L. Owens, asking him to settle his account which is overdue.

Write the letter in a courteous way.

LESSON 288

SELECTION FOR STUDY — MAY

There came a message to the vine,
A whisper to the tree;
The bluebird saw the secret sign
And merrily sang he !
And like a silver string the brook
Trembled with music sweet, —
Enchanting notes in every nook
For echo to repeat.
A magic touch transformed the fields,
Greener each hour they grew,
Until they shone like burnished shields
All jeweled o'er with dew.
Scattered upon the forest floor
A million bits of bloom
Breathed fragrance forth thro' morning's door
Into the day's bright room.
Then inch by inch the vine confessed
The secret it had heard,
And in the leaves the azure breast
Sang the delightful word :
Glad flowers upsprang amid the grass
And flung their banners gay,
And suddenly it came to pass, —
God's Miracle of May !

— FRANK DEMPSTER SHERMAN.

Use in sentences : *secret sign; enchanting notes; magic touch; amid the grass; transformed; confessed; miracle; burnished.*

Write three questions about the first stanza.

Write two questions about the second stanza.

Write two questions about the third stanza.

LESSON 289

CONVERSATION

Who is President of the United States ?

To what political party does he belong ?

For how long a term was he elected ?

When does his present term expire ?

What are some of his duties ?

Who is Vice President of the United States ?

Who makes the laws of the United States ?

Of what two parts is Congress composed ?

What are some of the duties of Congress ?

How are the expenses of the Government paid ?

LESSON 290

QUOTATIONS

Bring quotations and stories to illustrate the following subjects : obedience, cleanliness, promptness, honesty.

LESSON 291

SELECTION FOR STUDY

DAFFODILS

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils ;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of the bay :
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced ; but they
Outdid the sparkling waves in glee ;
A poet could not but be gay,
In such a jocund company :
I gazed — and gazed — but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude ;

And then my heart with pleasure fills
And dances with the daffodils.

— WILLIAM WORDSWORTH.

Give the meaning of *jocund, continuous, sprightly, margin, solitude, vales.*

Give synonyms for *glee, wealth, bliss.*

Explain the first and second lines of the first stanza.

What is the *Milky Way*?

In the second paragraph find an example of transposed order.

What do you understand by the last line of the third stanza?

What meaning do you find in the last stanza?

Describe the picture which the poem presents.

LESSON 292

SELECTION FOR STUDY

SUMMER RAIN

A good summer rain is a rain of riches. If gold and silver rattled down from the clouds, they could hardly enrich the land so much as soft, long rains. Every drop is silver going to the mint. The roots are machinery, and, catching the willing drops, they

array them, refine them, stamp them, and turn them out coined berries, apples, grains, and grasses !

When the heavens send clouds and they bank up the horizon, be sure they have hidden gold in them. All the mountains of California are not so rich as are the soft mines of heaven, that send down treasures upon man without tasking him, and pour riches upon his field without spade or pickax, — without his search or notice.

Well, let it rain, then ! No matter if the journey is delayed, the picnic spoiled, the visit adjourned. Blessed be rain, — and rain in summer. And blessed be He who watereth the earth and enricheth it for man and beast.

— HENRY WARD BEECHER.

In the first paragraph what is compared to the coinage of money ?

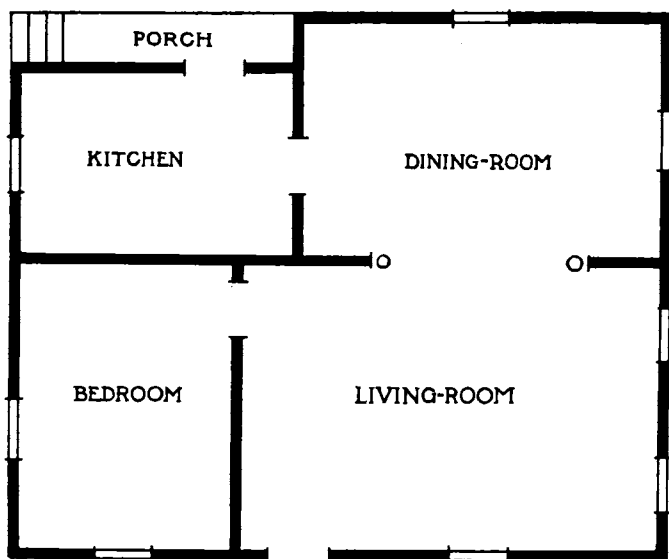
To what are the roots compared ?

In the second paragraph to what are the clouds compared ?

In the last paragraph why does *He* begin with a capital ?

Write the first paragraph from dictation.

Use in sentences : *when the heavens send clouds ; the mountains of California ; a rain of riches ; every drop is silver ; the soft mines of heaven ; summer rain ; hidden gold.*



LESSON 293

DESCRIPTION — PLAN OF A HOUSE

Here is a plan for a house of four rooms. Draw a plan for a larger house.

Write a description of your plan.

In your description, give the size of each room, the number of windows, and the color of wall paper to be used.

State how each room is to be furnished.

LESSON 294

SELECTION TO BE MEMORIZED

HOME, SWEET HOME

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home !
A charm from the skies seems to hallow us there,
Which, seek through the world, is ne'er met with else-
where.

Home, home, sweet, sweet home !

There's no place like home ! There's no place like
home !

An exile from home, splendor dazzles in vain ;
Oh, give me my lonely thatched cottage again !
The birds singing gayly, that came at my call, —
Oh, give me them, — and the peace of mind, dearer
than all !

Home, home, sweet, sweet home !

There's no place like home ! There's no place like
home !

— JOHN HOWARD PAYNE.

Explain the second line of the first stanza. What
does the third line mean ?

Explain the first line of the second stanza.

Have you ever been anywhere and longed for
home ?

What is meant by *peace of mind*?

LESSON 295

LETTER WRITING

Frank Darby has applied for a position in a wholesale furniture store.

The manager, C. S. Ferguson, writes to Prof. Charles Barnes, principal of the —— School, telling him that Frank has applied for a position, and asking if Professor Barnes can recommend his former pupil.

1. Write the letter. Use any city you wish in the heading.

2. Write the reply of Professor Barnes, telling of Frank's good habits, his promptness, his honesty, and other good points which an employer might wish to know.

Begin the body of the letter in this way :

Your letter of the —— was received to-day.

Frank Darby was a pupil in my school for six years ——.

3. Write another reply to the first letter saying that Professor Barnes regrets that he cannot recommend Frank Darby for the position in the furniture store. State why.

LESSON 296

CONVERSATION

Study these proverbs ; what does each one teach ?
If possible, give stories or incidents to illustrate them.

Necessity is the mother of invention.

Suggestion for story: A boy who wishes to have a wagon but has no money to buy one.

Vinegar catches no flies.

Suggestion for story: A merchant who is cross and discourteous to all who enter his store.

A word to the wise is sufficient.

God helps them that help themselves.

Experience is a good teacher.

A bird in the hand is worth two in the bush.

A stitch in time saves nine.

All work and no play makes Jack a dull boy.

All is not gold that glitters.

A rolling stone gathers no moss.

It is never too late to mend.

An ounce of prevention is worth a pound of cure.

Write one of the stories.

LESSON 297

SELECTION FOR STUDY

THE DAY IS DONE

The day is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in its flight.

I see the lights of the village
Gleam through the rain and mist,
And a feeling of sadness comes o'er me
That my soul cannot resist, —

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.

Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe this restless feeling,
And banish the thoughts of day.

Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of Time.

For like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavor ;
And to-night I long for rest.

Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start.

Who through long days of labor,
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.

Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.

Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.

And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents, like the Arabs,
And as silently steal away.

— HENRY WADSWORTH LONGFELLOW.

In the first stanza to what is the falling of darkness compared ?

Such a comparison is called a *simile*. A simile usually is introduced by the words *as* or *like*.

Find a simile in the third stanza. What are compared ?

Explain the third stanza. What is the meaning of *akin*?

Find a simile in the seventh paragraph. What are compared ?

Read the fourth stanza. If such a request were made of you, what would you select to read ?

Mention one of the poets referred to in the sixth stanza.

Which stanza pleases you most ?

Define and use in sentences these words : *wafted*, *resist*, *resembles*, *banish*, *bards*, *corridors*, *martial*, *devoid*, *endeavor*.

Who wrote the poem ?

Mention some other poems that Longfellow wrote.

Memorize this poem.

Copy sentences containing similes, from Lessons 169, 236, and 241.

LESSON 298

SELECTIONS FOR STUDY

Discuss the following selections in class ; write the first one from dictation :

We were not sent into this world to do anything into which we cannot put our hearts. We have certain work to do for our bread, and that is to be done strenuously ; other work to do for our delight, and that is to be done heartily ; neither is it to be done by halves or shifts, but with a will ; and what is not worth this effort is not to be done at all.

— JOHN RUSKIN.

THE FOOTPATH TO PEACE

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars ; to be satisfied with your possessions, but not contented with yourself until you have made the best of them ; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice ; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners ; and to spend as much time as you can, with body and with spirit, in God's out-of-doors. These are little guideposts on the footpath to peace.

— HENRY VAN DYKE.

LESSON 299

SUGGESTIONS FOR DESCRIPTIONS

1. Write a description of a pleasant bedroom. Tell about the wall paper, windows and curtains, the furniture, and the good order in which it is kept. Make your description so clear that others will see the picture as you do.

2. Write a description of an untidy dining room. Tell about the things that make it unattractive.

3. Describe some building in your neighborhood without telling where or what it is. You should tell of its size compared with the school-house, its color, general shape, and the use to which it is put. Is it an ornament to the neighborhood?

4. Suppose that you have a large yard in which you wish to plant trees, ornamental shrubs, and flowers. Draw a diagram of the lot, showing location of house, flower beds, etc. Would you leave a space for a kitchen garden? What would you plant in it? Write a description of it as you would have it appear.

5. Write a description of some character in a book that you have read recently.

LESSON 300

SELECTION FOR STUDY

A few years ago the children of New York were asked to help keep the city clean. At a great meeting they sang the following song :

There are barrels in the hallways,
Neighbor mine,
Pray be mindful of them always,
Neighbor mine.

If you're not devoid of feeling,
Quickly to those barrels stealing,
Throw in each banana peeling,
Neighbor mine.

* * * * *

Paper cans were made for papers,
Neighbor mine,
Let's not have the fact escape us,
Neighbor mine.

And if you will lend a hand,
Soon our city dear shall stand
As the cleanest in the land,
Neighbor mine.

— From *Town and City*.

Used by courtesy of GINN AND Co., publishers.

What is this poem intended to teach ?

Write five rules for keeping streets, sidewalks, and yards in good condition.

LESSON 301

SUMMARY— Continued from Lesson 248

TO REMEMBER

A word that expresses action, being, or state of being is called a *verb*.

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

A word that shows the relation of a noun or something used as a noun to the other part of the sentence is called a *preposition*.

A word that connects words, sentences, or parts of sentences is called a *conjunction*.

A word used by itself to address or call attention or express feeling is called an *interjection*.

A word derived from a proper noun begins with a capital letter.

To express simple future use *shall* with *I* and *we*; use *will* with all other words.

To express determination use *will* with *I* and *we*; use *shall* with all other words.

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