

more, sweet-scented, hungry; and the adverbs mildly, well, more.—Analyse and parse: This reminded Mr. Bear that he was hungry too.

56. Howl; this word is intended to imitate the sound. Find other sound-imitations in the words of the Lesson.

57. (P. 27-28.) Explain: Common Pleas, flippancies, prodigy, quizzed, jocosely, sardonic, on circuit, laconic. Where is Yorkshire? Name its principal river, and its chief cities. Write the plural of: elf, calf, woman, prodigy.

58. (P. 29-30.) Stormy sea; where? Why do He and His take capital letters?

59. Come; bear; guard; think; stood,—by means of prefixes make new verbs from these words and conjugate.

60. (P. 31-33.) Write out the following words and underline the silent letters: Arctic, rheumatic, palmiest, adieu, beautiful, ghastly hue. Write the following in the plural: difficult journey; the coat-tail; his former self; on a dog's back. Analyse and parse the first sentence on p. 31. Find on a map of Europe: Berne; the Pass of St. Bernard; Mont Cenis; Scotland; the Pyrenees.

61. Name, in the poetical selection on p. 33, the marks of punctuation which follow these words: brotherhood, fellowship, outward, sublime, one. Write the plural of: this life, other yearning.

62. Point out on a map of Manitoba: Red River, Assiniboine River, L. Winnipeg, St. Boniface. Write the plural of: pine-land, wild goose; oars, man; hunting-lodge; voyageur.

63. What Hawaiian (*Hay-wy'-yan*) game reminded Lady Brassey of our tobogganing? Why is her book called a *Voyage in the Sunbeam*? Show on a globe or map the position of Hawaii and the Sandwich Islands. What famous sailor was slain on Hawaii (or Ohwyhee) in 1779?

64. (P. 39-40.) Form adjectives from the following words: trouble, faith, hand, courage, need, death, sorrow, child, year, dew, music, sheep, sun, play. Form adverbs from the following: weary, quiet, tender, easy, equal, true, heavy. Analyse and parse the last stanza of *The Traveller's Return*.

65. (P. 41-44.) Describe the conduct of the brave lads on the *Goliath*. What request did they make of the captain? Who was the captain of the *Goliath*? What is the way at sea, my boys? Form nouns corresponding to the following: know, grow, flow, think, burn. Form adjectives from these words: fire, cheer, gold, England, please, differ, order. In the *Rhyme of the Rail* find words imitative of sounds.

66. (P. 45-6.) How does the Norwegian fable explain the red head and black body of the woodpecker? What lessons may we learn in our country-walks? Write down the names of any half-dozen birds, and of any dozen wild-flowers that you know. Conjugate: think, goes, chide, writes, was, loaded, walk, tax, brought, tell, yield.

67. (P. 47-8.) What plants or trees are mentioned in these pages?

68. (P. 49-53.) What tree yields maple-sugar? Tell us all about the making of maple-sugar, and describe the sights and sounds in the bush. Analyse and parse: The sap stirs early . . . a little. Form nouns from relieve, busy, stingy, uneasy, excite, live, deep, broad, long, high.

69. (P. 53-5.) What were the recollections that endeared the old farm-gate? Explain gally bedight; trellis of white; were all canvassed and weighed; he'd stand for his freight; winging our moments and gliding our name.—Road-side, a compound noun; red-rusted, a compound adjective. Give other examples of compound nouns and adjectives from the lesson. Form adjectives from favor, humor, labor.

70. (P. 56-9.) Tell in your own way the story of *The Minnows with Silver Tails*. Show that Tom's master was not his own master. Analyse and