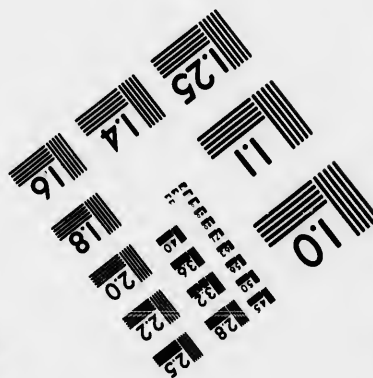
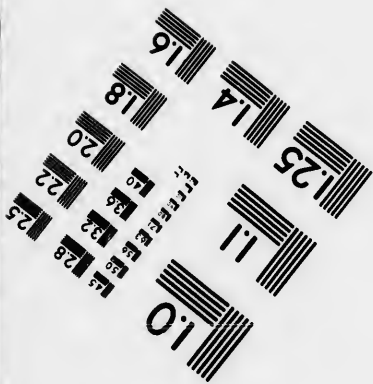
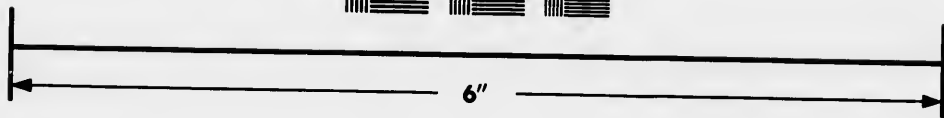
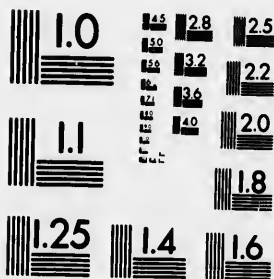


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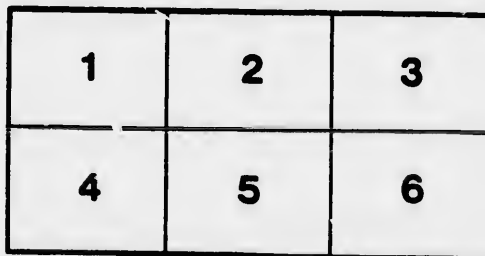
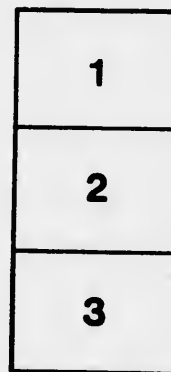
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L. Rares

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1878

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AU

COURS DE LANGUE ANGLAISE

OU

## LECTURES GRADUÉES

SUIVIES D'UN

### ABRÉGÉ DE GRAMMAIRE

Par L. F. B. O.

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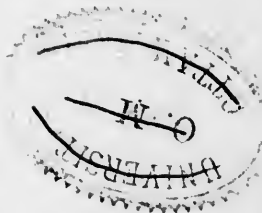
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# INTRODUCTION

AU

COURS DE LANGUE ANGLAISE

OU

# LECTURES GRADUÉES

SUIVIES D'UN

ABRÉGÉ DE GRAMMAIRE

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This Book is particularly intended to teach English reading to children of the French tongue.

Teach first the Alphabet to the children. A child does not know a letter till he can reproduce it from memory.

When the scholars have mastered the Alphabet, begin to read. Teach the children first the words at the head of the lesson. Do not permit the child to attempt the reading lesson till the words at the head are fully mastered.

The new words are placed at the beginning of each lesson, and should be reviewed by the scholars until they recognize every word at sight, and can reproduce it from memory. The blackboard seems indispensable for this purpose; for children learn to read words from their collocation and from their position on the page before they know them separately. The teacher should therefore write on the blackboard the words reviewed, and require the children to name them.

Cet ouvrage a pour objet principal d'apprendre à lire l'anglais, aux enfans dont le français est la langue maternelle.

Enseignez d'abord l'alphabet aux enfans. Un élève ne connaît bien une lettre que quand il est en état d'en reproduire le son à première vue, et quand elle est isolée.

Quand les élèves connaissent l'alphabet, commencez à les faire lire; enseignez leur d'abord la prononciation des mots qui sont en tête de la leçon. Ne leur permettez pas d'essayer à lire la leçon tant qu'ils ne sont pas en état de prononcer avec aplomb tous ces mots.

Les mots qui n'ont pas encore été vus et qui entrent dans une leçon, sont donnés en tête de cette leçon; ils doivent être étudiés avec assez de soin pour que l'élève puisse les lire à première vue et en reproduire de mémoire l'orthographe. L'usage du tableau noir semble indispensable pour arriver à ce but; car les enfans apprennent à lire les mots par routine se rappelant la place qu'ils occupent dans la page, avant de pouvoir les lire séparément. Le maître, par conséquent, devra écrire sur le tableau les mots étudiés, et les faire lire alors aux enfans.

The words at the head of each lesson are a part of the Reading Lesson, and are not intended to be used for oral spelling; for children should be habituated to pronounce words at first sight. Many find that the habit, early acquired, of spelling a word, letter by letter, before naming it, has a tendency to produce a hesitating, drawing, and unnatural delivery, and besides, produces or encourages false pronunciation.

The teacher will bear in mind that a word is not thoroughly known until the scholar can name it promptly, both in its connection, and out of its connection, and can also reproduce it in print or writing. This reproduction is of very great importance, not only as an aid in reading, but as the very best, if not the only right method of teaching spelling.

The words of the lesson being mastered as words, the teacher should read the lesson to the class in an easy and natural tone, question the scholars on the subject matter, and, by suitable means, make them familiar with the lesson. This should be done before the scholars attempt to read it. The

Les mots placés en tête des exercices forment une partie essentielle de la leçon de lecture, et ne doivent être épelés, car les enfants doivent être accoutumés à les prononcer à la première vue. Un grand nombre de bons maîtres trouvent que l'habitude acquise trop tôt d'épeler un mot, lettre par lettre, avant de le prononcer, donne aux enfants une sorte d'hésitation, un défaut d'assurance une diction peu naturelle; et elle les conduit en outre, à une prononciation défectueuse.

Le maître doit se rappeler sans cesse qu'un mot n'est bien connu que quand l'élève peut le lire, aussi bien isolé que dans le groupe où il est vu, et qu'il est en état d'écrire correctement de mémoire. Ce dernier exercice est d'une très-grande importance, non seulement comme une aide pour l'enseignement de la lecture, mais comme la meilleure, si ce n'est la seule méthode d'enseigner l'orthographe absolue.

Lorsque les mots d'une leçon sont connus, comme mots, le maître lit la leçon à la classe, d'un ton aisé et naturel, interroge les élèves sur la matière du sujet, par des moyens appropriés à leurs connaissances présentes, leur rend familière la leçon. Cela doit être fait avant que l'élève essaie

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THE INF



placés en tête de la leçon, le maître lit la leçon, proposition par proposition, les élèves répétant après le maître chaque proposition, d'un ton clair et distinct. Ensuite les élèves s'étant rendu familière la matière de la leçon, d'abord par les mots isolés, puis en les combinant convenablement, peuvent commencer à lire individuellement chacun un paragraphe.

When a scholar has read a paragraph, the class should be called on to criticise the reading. Those who have marks to make will raise their hands. The teacher calls on each critic separately until the subject is exhausted.

The following are some of the points of criticism suitable for this book.

I. THE VOICE.—Was it pitched too high or too low? Was it natural?

II. THE RATE.—Was it fast or too slow? Were proper pauses made?

III.—THE ENUNCIATION.—Was it clear, distinct and aided? Any words or syllables slurred over?

IV. THE PRONUNCIATION.—Any miscalled words?

V. THE INFLECTIONS.—

lire. Le maître lit ensuite la leçon, proposition par proposition, les élèves répétant après le maître chaque proposition, d'un ton clair et distinct. Ensuite les élèves s'étant rendu familière la matière de la leçon, d'abord par les mots isolés, puis en les combinant convenablement, peuvent commencer à lire individuellement chacun un paragraphe.

Quand un élève a lu un paragraphe, la classe pourrait être invitée à faire la critique de sa diction. Ceux qui ont des remarques à faire, lèvent la main. Le maître les invite à parler l'un après l'autre, jusqu'à ce qu'ils aient fait toutes leurs observations.

Voici les points sur lesquels il convient de provoquer la critique dans l'usage de ce livre.

I. LA VOIX.—Le ton est-il trop haut ou trop bas? Est-il naturel?

II. LA RAPIDITÉ.—Est-ce trop précipité ou trop lent? Les pauses indiquées ont-elles été faites?

III. LA DICTION.—Est-elle claire, distincte, ferme? Y a-t-il des syllabes mal prononcées ou qui n'ont pas été entendues?

IV. LA PRONONCIATION.—Y a-t-il des mots qui aient été défigurés?

V. LES INFLEXIONS.—

Did the tone fall at the end of the sentence? Did it rise at the end of clauses, not making complete sense?

VI. THE SENSE. — Did the scholar bring out clearly the sense of the passage? Did he seem to be in earnest?

The teacher should make it a point to engage the attention of every pupil of the class during the whole time of the lesson. If this is not done, the lesson is to some extent a failure.

A lesson should not be passed over till all except the very dullest scholars, can read it well.

The lessons have been made to pass from monosyllables of two letters, to those of three, of four, and of five; thence, to monosyllables and dissyllables, and so on, to dissyllables and others, all well graded.

The translation of the words at the head of the lessons will enable the scholar to make very useful French exercises, and follow with success the "Course of English Language."

Le ton de voix a-t-il baissé vers la fin de la phrase? S'est-il un peu élevé à la fin des propositions qui n'offrent pas un sens complet?

VI. LE SENS. — L'élève a-t-il fait comprendre clairement le sens du passage qu'il a lu? En paraissait-il pénétré lui-même?

Le maître doit s'efforcer d'exciter l'attention de chaque élève pendant tout le temps de la leçon. Sans cela, l'enseignement serait à peu près infructueux.

On ne doit pas passer d'une leçon à une autre tant que tous les élèves, sauf les plus arriérés, ne sont pas en état de le lire.

Les leçons ont été préparées de telle sorte qu'elles font passer l'élève de la lecture des monosyllables de deux lettres à ceux de trois, puis de quatre, et ainsi de suite. On passe, après cela, des monosyllables aux dissyllables, etc... le tout étant convenablement gradué.

La traduction des mots placés en tête des leçons mettra l'élève en mesure de traduire en français le texte de la leçon, et le préparera à suivre avec succès le "Cours de langue anglaise."

I  
E  
a 1  
am 2  
an 3  
at 4  
I a  
so.  
It is  
is in.  
b? N  
1. Un  
7. Il.  
13. Mon  
A. 19.  
(\*) N  
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THE  
**FIRST BOOK**  
 OR  
**INTRODUCTORY LESSONS**  
 TO THE  
**COURSE**  
 OF  
**ENGLISH LANGUAGE.**

LESSON I.

a <sup>1</sup>	be <sup>5</sup>	it <sup>9</sup>	my <sup>13</sup>	so <sup>17</sup>
am <sup>2</sup> (*)	do <sup>6</sup>	is <sup>10</sup>	no <sup>14</sup>	to <sup>18</sup>
an <sup>3</sup>	he <sup>7</sup>	I <sup>11</sup>	on <sup>15</sup>	up <sup>19</sup>
at <sup>4</sup>	in <sup>8</sup>	me <sup>12</sup>	ox <sup>16</sup>	us <sup>20</sup>

I am. He is. It is. An ox. To us. Do  
 so. I am in. He is up. So am I. So is she ?  
 It is he. Be it so. On me. At us. My ox  
 is in. He is up to me. Do so to us. It is a  
 b ? No ; it is an i.

1. Un, une. 2. Suis. 3. Un, une. 4. A. 5. Soit. 6. Fais.  
 7. Il. 8. Dans, dedans. 9. Il, elle. 10. Est. 11. Je. 12. Moi.  
 13. Mon, ma, mes. 14. Non. 15. Sur. 16. Bœuf. 17. Ainsi. 18.  
 A. 19. En haut, debout. 20. Nous.

(\*) Nous donnons ici la traduction littérale ; mais nous traduirons  
 aussi les verbes assez souvent par le présent de l'infinitif.

— 2 —

LESSON II.

and <sup>1</sup>	cap <sup>5</sup>	fat <sup>9</sup>	map <sup>13</sup>	rat <sup>17</sup>
ant <sup>2</sup>	cat <sup>6</sup>	hat <sup>10</sup>	mat <sup>14</sup>	Sam <sup>18</sup>
ass <sup>3</sup>	Dan <sup>7</sup>	hen <sup>11</sup>	or <sup>15</sup>	see <sup>19</sup>
bat <sup>4</sup>	fan <sup>8</sup>	man <sup>12</sup>	pan <sup>16</sup>	the <sup>20</sup>

A cat. A mat. A bat. The ant. An ass.  
 The cap. The rat. The hat. A fan. The  
 hen. The map. The man. Is it a pan? It  
 is Dan or Sam. He is a fat man. I see a fat  
 rat. I see a cat on the mat. An ant and an  
 ass. Sam is at the map. It is a hen, so it is.

LESSON III.

bed <sup>1</sup>	fly <sup>4</sup>	kit <sup>7</sup>	net <sup>10</sup>	sit <sup>13</sup>
bit <sup>2</sup>	get <sup>5</sup>	let <sup>9</sup> (*)	ran <sup>11</sup>	we <sup>14</sup>
can <sup>3</sup>	has <sup>6</sup>	met <sup>9</sup>	set <sup>12</sup>	wet <sup>15</sup> (†)

The cat ran at the rat and bit it. Can a hen  
 fly? Get up in bed. Can the rat see the cat  
 and the kit? Let me set the cat at the rat.  
 The kit and the cat can see the rat. We met

1. Et. 2. Fourmi. 3. Ane. 4. Chauve-souris. 5. Bonnet. 6. Chat. 7. Daniel. 8. Eventail. 9. Gras. 10. Chapeau. 11. Poule. 12. Homme. 13. Carte. 14. Natte. 15. Ou. 16. Casserole. 17. Rat. 18. Samuel. 19. Vois. 20. Le, la, les.

1. Lit. 2. Mordit. 3. Peut. 4. Voler. 5. Procurer, prendre. 6. A. 7. Jeune chat. 8. Laissez. 9. Rencontré. 10. Filet. 11. Courut. 12. Mettre. 13. S'assirent. 14. Nous. 15. Mouillé.

(\*) *Let*, qui signifie *laisser*, est le signe qu'on emploie dans les verbes pour former les premières et les troisièmes personnes de l'impératif.

(†) Nous traduirons toujours les adjectifs et les participes par le masculin singulier, laissant à l'élève d'en distinguer le genre et le nombre.

13 rat 17  
 14 Sam 18  
 see 19  
 16 the 20

e ant. An ass.  
 A fan. The  
 Is it a pan? It  
 n. I see a fat  
 An ant and an  
 a hen, so it is.

an ox and an ass. The cat and the kit sit on  
 the mat. Is the mat wet? Get me the kit.  
 We can set the hat on the mat. The rat bit  
 at the hat and ran. Let me see the cat get  
 the rat. Can he see me? Sam has the net.  
 Is the hat wet? Let it be. We can see a cat,  
 a kit, and a cap.

LESSON IV.

Are 1	fun 4	lad 7	pen 10	Tom 13
dog 2	hog 5	lip 8	pet 11	vat 14
bed 3	hut 6	men 9	sad 12	was 15

Is Sam in bed? He is on the bed. Tom has  
 a dog. It is not a hog. Let Sam and me sit  
 on the bed. Can the hen be fed? The hen is  
 fed. The hen is a pet, I see. Was he at the  
 lun? He was in a hut. Dan and the lad are  
 ad. The cat set the kit on the mat. The pen  
 s on the bed. Let me get the pen Tom has.  
 Tom can set the pen on the hat. I bit my lip.  
 He was in a vat. Can the men see the rat?  
 set the cat sit on the bed.

0 sit 13  
 1 we 14  
 wet 15 (+)

it. Can a hen  
 rat see the cat  
 cat at the rat.  
 rat. We met

aris. 5. Bonnet. 6.  
 Chapeau. 11. Poule.  
 Ou. 16. Casserole.

s.  
 . Procurer, prendre.  
 rencontré. 10. Filet.  
 Nous. 15. Mouillé.  
 mplois dans les ver-  
 personnes de l'impé-

1. Sont. 2. Chien. 3. Nourri. 4. Plaisanterie. 5. Cochon.  
 Hutte. 7. Garçon. 8. Lèvre. 9. Hommes. 10. Plume. 11.  
 favorite. 12. Triste. 13. Thomas. 14. Cuve. 15. Etait, fut.

es participes par le  
 nguer le genre et le

LESSON V.

bad 1	bog 4	had 7	hot 10	not 13
bid 2	for 5	him 8	log 11	off 14
blot 3	go 6	his 9	nod 12	rod 15

Let me not blot. He has a bad hat. Can the man see the lad? He can. Is he a bad lad? Is the man sad? Let the lad get the fan the man had. The lad can set the hat on the bed. The sad man and the lad. Tom has a pet hen in his hat. The man bid him let the hen go. So he set the hen on the bed. I see a dog, a hog, and a log. The hog is in a bog. So is the dog. The dog bit the hog and the hog ran. Is he not a bad dog? Get me a rod. Is the log hot? No, it is not hot. Let me see the dog go off the log. The bog is wet; so is the dog. Nod at him, and let him go.

LESSON VI.

big 1	cut 4	mud 7	pig 10	she 13
been 2	did (*)	new 8	rub 11	sun 14
cup 3	mad 6	old 9	run 12	tub 15

She had a new fan. He is an old man. Did the big dog go to his bed? The fat hog

1. Mauvais. 2. Invita. 3. Tacher. 4. Marais. 5. Pour. 6. Aller. 7. Avait, eut. 8. Lui. 9. Son, sa, ses. 10. Chaud. 11. Tronc d'arbre. 12. Signe de tête. 13. Ne.... pas. 14. Au loin. 15. Baguette.

1. Gros. 2. Gâteau. 3. Coupe, tasse. 4. Coupez. 5. Fou. 7. Boue. 8. Nouveau. 9. Vieux. 10. Porc. 11. Frottez. 12. Courir. 13. Elle. 14. Soleil. 15. Cuve, baquet.

(\*) *Did*, passé de *do*. Comme auxiliaire, on l'emploie dans les phrases interrogatives et négatives : *do*, au présent, et *did*, au passé,

ran into the wet bog. She is not mad. A man set the dog on the fat pig. Bid the dog go off. Can the lad get a rod for me? No. The lad can not go into the wet bog. Do let him go and get me a rod. The sun is up; let us run to the hut, and get a cup. I see a log hut and a big tub. The tub is not wet; it is in the sun. Bid Tom run to the hut and get a bun. Cut me a rod and rub the mud off it.

LESSON VII.

bud 1	day 4	gun 7	pin 10	tin 13
but 2	dot 5	her 8	put 11	top 14
cry 3	got 6	mug 9	red 12	why 15

Is the dog in the hut? No, he is not. But the man is in the hut; he is in bed. Why did she cry? Did the cat see the rat? Is not the day wet? The dog bit her cat. Let me cut a bud. Is the bud red? I see it is not red. Do not rub it. Is it a hen on top of the hut? No. The sun has set. Put up the gun. Run up to the hut and get a tin cup. I can not get a cup; I can get a mug. Let us go in and be put to bed. I can not go to bed. Sit on the mat. Sam, get a pen and put a dot on the i. He has got a pin and not a pen.

- 
1. Bourgeon. 2. Mais. 3. Cri. 4. jour. 5. Point. 6. Obtenu.  
 7. Fueil. 8. Son, sa, ses. 9. Gobelet. 10. Epingle. 11. Mettre.  
 12. Rouge. 13. Etain. 14. Sommet. 15. Pourquoi.

t 10  
 r 11  
 i 12  
 not 13  
 off 14  
 rod 15  
 bad hat. Can  
 Is he a bad lad?  
 get the fan the  
 hat on the bed.  
 has a pet hen  
 let the hen go.  
 I see a dog, a  
 a bog. So is  
 d the hog ran.  
 d. Is the log  
 see the dog go  
 is the dog.

she 13  
 sun 14  
 tub 15  
 old man.  
 the fat hog

5. Pour. 6  
 Chaud. 11.  
 14. Au loin.

pez. 3. Fou.  
 Frottez. 12.

dans les phra-  
 au passé,

LESSON VIII.

al 1	cat 4	lay 7	pay 10	who 13
bay 2	far 5	may 8	say 11	yes 14
car 3	hay 6	nay 9	sea 12	you 15

Is the sea far? He has all the new pens and pins. She did not eat. Who had the vat? Tom had it. Do you eat in a hut? Yes, I do. The day is hot. Let us get in a car. May we go and see the bay? It is not far. Sam can pay for me. We do not see the men at the hay. The men lay it in the sun and go off. Let us sit on the hay. Do not say nay. May we see if we can go so far? The sun is hot. Let me get my fan. May I put a log on the hay? Let Tom and me go and get the tub.

LESSON IX.

bill 1	hall 5	late 9 1	pail 13	this 17
bird 2	hate 6	maid 10	pain 14	till 18
cold 3	hill 7	make 11	rain 15	wait 19
glad 4	kind 8	paid 12	sail 16	will 20 (*)

Dan is not bad. She is kind to all. He will get a bird. It is a cold day. This makes

1. Tout, toute. 2. Baie. 3. Char. 4. Manger. 5. Loin. 6. Foin. 7. Etendre. 8. Pouvoir. 9. Non. 10. Payer. 11. Dire. 12. Mer. 13. Qui. 14. Oui. 15. Vous.

1. Compte, facture. 2. Oiseau. 3. Froid. 4. Content. 5. Grêler. 6. Hair. 7. Colline. 8. Bon. 9. Tard. 10. servante. 11. Faire. 12. Payé. 13. Seau. 14. Peine. 15. Pleuvoir. 16. Voile. 17. Ce, cet, cette. 18. Jusque. 19. Attendre. 20. Vouloir.

(\*) Signe du futur en anglais.



who 13  
 yes 14  
 you 15  
 v pens and  
 l the vat ?  
 Yes, I do.  
 car. May  
 far. Sam  
 ne men at  
 un and go  
 say nay.  
 The sun is  
 t a log on  
 t the tub.

this 17  
 till 18  
 wait 19  
 will 20 (\*)  
 all. He  
 his makes

5. Loin. 6.  
 r. 11. Dire  
 Content. 5.  
 10. servante.  
 pleuvair. 16.  
 3. 20. Vou-

her sad. Tom is glad to see the kit. She got an old pail. Let us go and get a sail. We may be late if we go on the bay. I hate to be late; and it may rain. If it rain we may get wet. Bid the maid wait. Pay the bill. Sam paid it. Did you say it rains? It will not rain till we get the car. To run up hill will put me in pain. It will not hail till the sun sets. Dan and Tom will get new hats.

LESSON X.

Ann 1	cow 7	gives 13	like 19	tell 25
black 2	dress 8	good 14	milk 20	that 26
book 3	drink 9	hall 15	read 21	thing 27
calf 4	flesh 10	hand 16	soil 22	veal 28
care 5	fond 11	knows 17	spill 23	white 29
clean 6	full 12	lie 18	take 24	would 30 (1)

That is a cow. Is the cow black? Yes, the cow is black. Is the calf white? Yes, it is a white calf. The cow gives us milk. Milk is good to drink. The calf is fond of milk. Veal is the flesh of a calf. Do you like veal? Cows eat grass. Ann has a pail in her hand. It is full of milk. She will take good care not to

1. Anne. 2. Noir. 3. Livre. 4. Veau. 5. Soin. 6. Propre. 7. Vache. 8. Habiliement. 9. Boire. 10. Chair. 11. Passionné. 12. Plein. 13. Donner. 14. Bon. 15. Salle. 16. Main. 17. Savor. 18. Mensonge. 19. Aimer. 20. Lait. 21. Lire. 22. Salir. 23. Répandre. 24. Prendre. 25. Dire. 26. Ce, cela. 27. Chose. 28. Veau. 29. Blanc. 30. Vouloir.

(1) Signe du conditionnel en anglais.

spill it. She has a new dress. She will not soil her new dress with the milk. Jane can read her book. She has clean hands. We know that Tom would not tell a lie. It is bad to tell a lie, and we know that Tom would not do a bad thing. Sam has his hat in his hand. Let him go to the hall.

LESSON XI.

as 1	fall 5	have 9	need 13	stay 17
ball 2	fast 6	hoop 10	play 14	them 18
boys 3	fear 7	hurt 11	seen 15	toys 19
call 4	hang 8	near 12	slate 16	wall 20

Sam will hang up his hat in the hall. It is a new hat. He takes good care of it. He has a new book, and a big slate. The boys like to play with the dog. He will not hurt them. See the boy on the wall! He is not as big as you. Has he a ball? He has a ball; but if he will play with it, he can not stay on the wall. Call the maid to make him get off the wall. Bid him go in the hall and play with the boys. He will see his toys on the mat. Have you seen Tom? He is near the wall, and I see he has a hoop in his hand. He need not fear that the boy will fall. He may run and play with

1. Aussi....que. 2. Balle. 3. Garçons. 4. Appeler. 5. Tomber. 6. Vite. 7. Crainte. 8. Suspendre. 9. Avoir. 10. Cerceau. 11. Faire du mal. 12. Près de. 13. Besoin. 14. Jouer. 15. Vu. 16. Ardoise. 17. Rester. 18. Eux. 19. Jouets. 20. Mur.

his hoop, but he can not sit on the wall near the boy.

LESSON XII.

bake 1	drop 5	if 9	look 13	they 17
beat 2	earth 6	Kate 10	seems 14	well 18
cake 3	hear 7	James 11	speak 15	when 19
does 4 (1)	heed 8	John 12	tall 16	with 20

James and John are good boys. They like to run and play with the dog, and he likes to play with them. They are fond of him, and he seems to know it. John likes to look at Sam, and Sam likes to look up at John. Let them play ball with me in the hall. No: let Jane play with Ann or Kate. They can not play with so tall a lad. Make Ann a big ball to play with. No, but I will bake you a big cake. Jane may eat it. Take it; do not let it fall in the wet. He can speak well. They can hear all you say as well as I can. When he does not do as he is bid, they beat him with a rod and make him heed. That bird will drop to the earth.

1. Cuire. 2. Battre. 3. Gâteau. 5. Tomber. 6. Terre. 7. Entendre. 8. Attention. 9. Si. 10. Catherine. 11. Jacques. 12. Jean. 13. Regarder. 14. Semble. 15. Parler. 16. Grand. 17. Ils, elles. 18. Bien. 19. Quand. 20. Avec.

(1) Signe du présent de l'indicatif dans les phrases interrogatives et négatives en anglais. Il est ici à la troisième personne du singulier; aux autres personnes, il fait *do*.

e will not soil  
Jane can read  
s. We know  
It is bad to  
m would not  
in his hand.

stay 17  
them 18  
toys 19  
wall 20  
hall. It is  
it. He has  
boys like  
hurt them.  
as big as  
; but if he  
n the wall.  
the wall.  
the boys.  
Have you  
I see he  
fear that  
play with

er. 5. Tom-  
10. Cerceau.  
uer. 15 Vu.  
Mur.

LESSON XIII.

been 1	globe 7	nine 13	shall 19 (*)	time 25
box 2	haste 8	out 14	shape 20	too 26
child 3	learn 9	quite 15	sweet 21	wax 27
doll 4	loves 10	round 16	taught 22	what 28
fine 5	name 11	school 17	ten 23	write 29
gay 6	nice 12	sent 18	there 24	years 30

What a fine wax doll I have ! It is in a nice box, but I may take it out and play with it. What shall I call my doll ? Shall it be Jane, or Kate, or Ann ? Ann is not a nice name for a doll. Jane, do you hear me ? It is near time for you to go to bed. I can stay up till nine. See what a sweet child John is ! He can read and write well. He is ten years old. He is gay and loves to play, but he loves to learn too. He knows he has been sent to school to learn all that is taught there, and he makes haste to do so. That is a globe. The earth is of the shape of this globe. It looks round like a ball, but it is not quite round.

---

1. Eté. 2. Boîte. 3. Enfant. 4. Poupée. 5. Beau. 6. Gai.  
 7. Globe. 8. Hâter. 9. Apprendre. 10. Aime. 11. Nom. 12. Joli.  
 13. Neuf. 14. Dehors. 15. Tout à fait. 16. Rond. 17. Ecole.  
 18. Envoyé. 20. Forme. 21. Bel. 22. Enseigné. 23. Dix.  
 24. Là. 25. Temps. 26. Aussi. 27. Cire. 28. Quel. 29. Ecrire.  
 30. Ans, années.

(\*) Signe du temps futur des verbes anglais.

LESSON XIV.

dare 1	food 4	nail 7	rise 10	tie 13
fill 2	lie 5	Ned 8	six 11	way 14
five 3	moon 6	night 9	soon 12	well 15

They go to bed at six and lie till nine. Ann and Kate rise at five. Let me tie your cap on and make you nice. It will soon be time for me to go to bed, too. The moon is up. I can make my way to my room. Lie in bed, Jane, and be good. A doll does not need food, for a doll can not eat. My doll can not speak, but it can cry. I have to go to bed. Good night! You will see a pail on a nail in the hut. Tell Ned to take it to the well and fill it. Let him take care not to fall in. Bid him fill the pail as full as he can for you. Can you take the full pail to the hut? Yes; but I dare not run with it for fear I may spill it. Ned is a big boy and he can run with the pail in his hand.

---

1. Ose. 2. Fempbis. 3. Cinq. 4. Nourriture. 5. Reposer. 6. Lune. 7. Clou. 8. Edouard. 9. Nuit. 10. Se lever. 11. Six. 12. Bientôt. 13. Attacher. 14. Chemin. 15. Puits.

19 (\*) time 28  
 e 20 too 26  
 t 21 wax 27  
 at 22 what 28  
 write 29  
 24 years 30  
 e ! It is in a  
 and play with  
 ? Shall it be  
 is not a nice  
 hear me ? It  
 . I can stay  
 t child John  
 . He is ten  
 to play, but  
 he has been  
 aught there,  
 at is a globe.  
 globe. It  
 s not quite

---

Bean. 6. Gai.  
 11. Nom. 12.  
 16. Rond. 17.  
 Enseigné. 23.  
 28. Quel. 29.

LESSON XV.

bleſs 1	God 6	nor 11	ſmall 16	uſe 21
clafſ 2	great 7	now 12	ſpare 17	waste 22
draw 3	grow 8	pains 13	ſtore 18	way
foot 4	like 9	paint 14	their 19	work 24
Frank 5	more 10	poor 15	took 20	your 25

The name of this boy is Frank. He is a good boy. He is ſmall, but he has to work in a ſtore, for he is a poor boy. But the man he works for loves him. Frank likes to draw and to paint. When he has a ſpare time he learns to read, to write, and to draw. This is the way to be a good boy like Frank. Now you have more time to learn than Frank had. Make good uſe of your time, and God will love and bleſs you. God gives us time, that we may make good uſe of it. Time will not wait for us. James made bad uſe of his time. He took no pains to learn, and was ſent to the foot of his clafſ. Boys who waſte their time cannot learn, nor can they be good boys; and, when they grow up, they will not be good men.

1. Bénir. 2. Clafſe. 3. Deſſiner. 4. Pied, dernier. 5. François. 6. Dieu. 7. Grand. 8. Croître, grandir. 9. Comme. 10. Plus. 11. Ni. 12. Maintenant. 13. Peine. 14. Peindre. 15. Pauvre. 16. Petit. 17. De réſerve. 18. Magasin. 19. Leur. 20. Lui. 21. Usage. 22. Diſſipent. 23. Moyen. 24. Travailler. 25. Votre. 26.

LESSON XVI.

all 16 use 21  
 e 17 waste 22  
 e 18 way  
 r 19 work 24  
 r 20 your 25

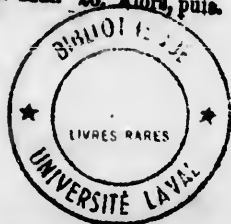
bite 1	home 6	meet 11	pull 16	side 21
feed 2	hope 7	mile 12	ride 17	sore 22
feel 3	keep 8	mire 13	rode 18	then 23
fly 4	kite 9	nag 14	rope 19	tire 24
hole 5	line 10	pole 15	rose 20	tree 25

Frank. He is  
 ne has to work  
 But the man  
 k likes to draw  
 spare time he  
 o draw. This  
 ce Frank. Now  
 an Frank had.  
 l God will love  
 time, that we  
 Time will not  
 use of his time.  
 was sent to the  
 ste their time  
 ood boys; and,  
 not be good

We have a fine nag. Let us go and take a  
 ride this fine day. It is my time to ride.  
 You can play with my kite, if you like. I  
 will ride a mile and then you may have the  
 nag. Can you feel the kite pull at the line?  
 I like to read and like to fly my kite. Keep  
 out of the mire. It will not do to tire the  
 nag. Tie the kite to a tree and then you can  
 run by my side as I ride. Do not get in the  
 mire. You need not fear; this nag will not  
 bite you. I will get off and you may have  
 him to ride as far as you like. Take care you  
 do not fall in a hole. I hope you will have a  
 fine ride home. May be you will feel sore. I  
 rose with the sun and rode to meet you. When  
 you go home you may tie the nag to the pole  
 with a rope; but do not keep him from his  
 feed.

d, dernier. 5. Fran-  
 r. 9. Comme. 10.  
 14. Peindre. 15.  
 magasin. 18. Leur. 20.  
 24. Travailler. 25.

1. Mordne. 2. Nourriture. 3. S ntir. 4. Enlever. 5. Trou.  
 6. A la maison. 7. Espère. 8. Se tenir, empêcher. 9. Cerf-vo-  
 ant. 10. Corde. 11. Rencontrer. 12. Mill. 13. Boue, vase.  
 14. Bidet. 15. Poteau. 16. Tirer. 17. Monter, aller à cheval. 18.  
 alla. 19. Corde. 20. Leval. 21. Côté. 22. Mal. 23. Alors, puis.  
 24. Fatiguer. 25. Arbre.



LESSON XVII.

Aunt 1	help 5	just 9	should 13 (*)	stripes 17
built 2	here 6	kick 10	smoke 14	true 18
could (*)	horse 7	live 11	stars 15	truth 19
flag 4	house 8	long 12	strange 16	were 20

This is an old house. See the smoke. Ned and Arm live in that house. It is built on a hill. You can see the flag on it a long way off. But if you were to far off you could not see the stars and stripes. Be true to your flag. Be a good man, Love truth, and God will love you. He will help you to be good. He will give you grace. Be true to God, and true to your flag. He is fond of a fine horse. Sam has a black horse, John has a white horse. Can the horse of John run as fast as that of Sam? He can run just as fast. Does John ride that white horse? He does, he rides him when he goes to see his Aunt Jane. She lives six miles from here. Does the black horse kick or bite? No, he does not, but a boy should not go too near a strange horse.

---

1. Tante. 2. Bâtie. 3. Pourriez. 4. Pavillon. 5. Aider. 6. Ici. 7. Cheval. 8. Maison. 9. Tout. 10. Rue. 11. Demeurent. 12. Grand. 13. Devriez. 14. Fumée. 15. Etoile. 16. Etranger. incouneu. 17. Bandes. 18. Vrai, fidèle. 19. Varité. 20. Ediez, fûtes.

(\*) Est aussi le signe du conditionnel en anglais.



LESSON XVIII.

ash 1	feet 6	light 11	road 16	sand 21
boat 2	foam 7	made 12	roar 17	seat 22
bold 3	hold 8	moan 13	roll 18	strong 23
coat 4	how 9	must 14	row 19	told 24
dry 5	land 10	oar 15	safe 20	ware 25

Let me put on my coat and go to the sea. How it roars ! Get into a boat. You must not take an oar. An oar is made of ash, for ash is light and strong. You cannot row. See the foam fly, and hear the sea moan. My coat is wet with the foam ; but I can dry it when I get home. Do not rise on the seat of the boat for fear you fall into the sea. You may sail a boat when you grow to be a man. Hold on to the seat. How the foam flies ! You are a bold lad, and may make a sea-man when you grow as old as I am. I hope you do not feel cold. Let me roll you in my old coat to keep you from the cold and wet. We will sail no more to-day. I will land you here. Now take care, I told you not to wet your feet. Let me see this big wave roll in on the sand. Is this road home ? I am glad to be safe on land.

1. Frêne. 2. Bateau. 3. Hardi. 4. Habit. 5. Sécher. 6. Pieds. 7. Ecume. 8. Tenez. 9. Comme. 10. Débarquer. 11. Léger. 12. Fait. 13. Gémir. 14. Faut. 15. Rame, aviron. 16. Chemin. 17. Mugir. 18. Rouler. 19. Ramer. 20. Sain et sauf. 21. Sable. 22. Siège. 23. Fort. 24. Dis. 25. Vague

ld 13 (\*) stripes 17  
 ke 14 true 18  
 15 truth 19  
 ge 16 were 20  
 e smoke. Ned  
 t is built on a  
 a long way  
 you could not  
 true to your  
 uth, and God  
 u to be good.  
 e to God, and  
 a fine horse.  
 a white horse.  
 t. as that of  
 Doos John  
 he rides him  
 e. She lives  
 black horse  
 a boy should

n. 5. Aider. 6.  
 11. Demeurent  
 le. 16. Etranger.  
 rité. 20. Etiez,

LESSON XIX.

blood 1	cast 6	draws 11	load 16	still 21
bones 2	cheap 7	gifts 12	meat 17	thank 22
brave 3	crusts 8	hard 13	shoes 18	tea 23
bread 4	dark 9	jumps 14	snow 19	warm 24
cart 5	down 10	kneel 15	stands 20	whips 25

The day is cold. Snow falls fast. The boy has no shoes. His feet must be cold. The dog draws the cart. The boy whips the dog to make him go fast. The dog stands still. He looks at the boy with a sad look. But now he goes. The boy helps him. This boy is brave. He works hard; hard work will keep the blood warm on a cold day. The dog can run fast when he has not a great load in the cart. Ned jumps in and has a nice ride. The dog is strong, and can draw a big load. The boy feeds the dog; he gives him crusts of bread, and gets for him cast-off bones and cheap meat. The boy is now at home; it is a dark night. He has had a cup of warm tea, and he will soon go to bed. But he will kneel down and thank God for all His gifts to him. He was taught, that a good boy should do this at night, and that God would bless him for it.

- 
1. Sang. 2. Os. 3. Brave. 4. Pain. 5. Charrette. 6. Jeter.  
 7. Bon marché. 8. Croutes. 9. Sombre. 10. En bas. 11. Tire.  
 12. Dons. 13. Fort. 14. Saute. 15. S'agenouiller. 16. Charge.  
 17. Viande. 18. Souliers. 19. Neige. 20. Reste. 21. Tranquille.  
 22. Remercier. 23. Thé. 24. Chaud. 25. Fouets.

LESSON XX.

ad 16 still 21  
 eat 17 thank 22  
 oes 18 tea 23  
 ow 19 warm 24  
 nds 20 whips 25  
 falls fast. The  
 must be cold. The  
 whips the dog  
 og stands still.  
 sad look. But  
 him. This boy  
 ard work will  
 day. The dog  
 great load in  
 as a nice ride.  
 w a big load.  
 s him crusts of  
 off bones and  
 at home; it is  
 p of warm tea,  
 But he will  
 all His gifts  
 od boy should  
 ould bless him

bow 1	drown 7	large 13	pick 19	silk 25
brown 2	fly 8	limb 14	ring 20	sit 26
clown 3	frown 9	long 15	room 21	some 27
crowd 4	gown 10	mope 16	sick 22	song 28
dear 5	hook 11	note 17	since 23	sweet 29
Dick 6	howls 12	our 18	sing 24	wing 30

Dick, my dear, are you sick? I like to hear you sing your sweet song. But you do not sing now. You pick your wing and seem sad all day long. Not long since, you made the room ring with your song: but now you mope, and not a note do we hear from you. Dick, Dick, I fear you are sick, and will not get well till I get you some thing to do you good. Tell the maid to sit down and milk the cow. Lay down your book now and make your bow. This gown is made of silk. Hear how the dog howls! Go and put on a brown coat. Do not frown and call him a clown. Keep out of the crowd. If the fly does not keep out of the milk, it will drown. Look out for the hook. Our horse is large of limb.

1. Salut. 2. Brun. 3. Rûstre. 4. Foule. 5. Cher. 6. Richard. 7. Noyer. 8. Mouche. 9. Refrogné. 10. Robe. 11. Crochet. 12. Hurlé. 13. Gros. 14. Membres. 15. Durant. 16. Es triste. 17. Note. 18. Notre, nos. 19. Eplucher. 20. Retentit. 21. Chambre. 22. Malade. 23. Depuis. 24. Chanter. 25. Sole. 26. S'asseoir. 27. Quelque. 28. Chant. 29. Mélodieux, doux. 30. Alle.

barrette. 6. Jeter.  
 En bas. 11. Tire.  
 miller. 16. Charge.  
 e. 21. Tranquille,  
 ets.

LESSON XXI.

act 1	gave 6	owe 11	taste 16	which 21
best 2	girl 7	please 12	tell 17	whom 22
child 3	hold 8	pray 13	trees 18	wish 23
ears 4	mouth 9	right 14	walk 19	world 24
eyes 5	ought 10	sense 15	what 20	wrong 25

Who made you, and all the boys and girls in the world? Who gave you ears to hear with, eyes to see with, a mouth to taste with, hands to hold with, feet to walk with, and sense to know right from wrong?

I will tell you. Do you wish to know? *It was God.* He who made all things which you see, has made you too, and all whom you love. And He made you to be good. If you are good, He will love you; but if you are bad, He will not love you.

God can not be seen by us, but He can see us at all times, and can see all we do. If you tell a lie, God knows it, and if you do a bad act, He sees it.

A good child loves God, and tries to do what will please Him. All we have we owe to God. If we pray to Him as we ought, He will hear us, and keep us, and do for us what is best.

1. Action. 2. Le mieux. 3. Enfant. 4. Oreilles. 5. Yeux.  
6. Donna. 7. Fille. 8. Tenir. 9. Bouche. 10. Devions. 11.  
Devoirs. 12. Plaira. 13. Prions. 14. Bien, juste. 15. Sens. 16. Got.  
ter. 17. Dites. 18. Tâche. 19. Marcher. 20. Ce que. 21. Que  
qui. 22. Que. 23. Désirez. 24. Monde. 25. Mal, faux.

LESSON XXII.

e 16 which 21  
 17 whom 22  
 s 18 wish 23  
 k 19 world 24  
 t 20 wrong 25  
 boys and girls  
 ears to hear  
 to taste with,  
 talk with, and  
 ng ?  
 wish to know ?  
 things which  
 all whom you  
 good. If you  
 out if you are  
 He can see  
 ve do. If you  
 you do a bad  
 ies to do what  
 e owe to God.  
 He will hear  
 what is best.

bound 1	grass 9	list 17	round 25
bridge 2	green 10	melts 18	seed 26
climb 3	ground 11	mist 19	sound 27
come 4	grow 12	mound 20	sow 28
deep 5	hates 13	mouse 21	sprout 29
fields 6	hist 14	mow 22	stoop 30
fist 7	hound 15	pound 23	stream 31
fit 8	lake 16	rays 24	sweet 32

Do you hear the sound of feet on the mound? The hound runs round and round. Do not pound him with your fist. How he does bound when you let him go! List to the sound. We can not see the house for the mist. Hist! the cat is on the look-out for a mouse.

Come and see the bridge. The stream is not deep. May I climb up the tree? The fields are green. It is nice to play on the grass. Cows eat the grass. When the grass is good, the cows have sweet milk. The lake is deep. Do not stoop to drink; you may fall in. Do not tell a lie, god hates a lie.

It is not time to sow the grass-seed. It will not grow in time of snow. But when

Drelles. 5. Yeux.  
 10. Devions. 11.  
 15. Sens. 16. Got.  
 Ce que. 21. Que,  
 Mal, faux.

1. Bondit. 2. Pont. 3. Monter. 4. Venez. 5. Profond. 6.  
 Champs. 7. Poing. 8. Bon, prêt. 9. Herbe. 10. Vert. 11.  
 Terre. 12. croitra, poussera. 13. Hait. 14. Chut. 15. Chlen  
 de chasse. 16. Lac. 17. Ecoutez. 18. Fond. 19. Brouillard.  
 20. Terrasse. 21. Souris. 22. Faucher. 23. Battez. 24. Ray-  
 ons. 25. Tourne et retourne. 26. Graine. 27. Bruit. 28. Se-  
 mer. 29. Poussera. 30. Baissez. 31. Ruissseau. 32. Doux.

the snow melts on the ground, and the sun's rays grow hot, you may sow the seed, and it will sprout, and in time will be fit to mow. The grass will then be made into hay and will be good for the horse and cow.

LESSON XXIII.

bait 1	fail 5	hard 9	live 13	round 17
bar 2	fish 6	hire 10	mess 14	safe 18
bite 3	found 7	hook 11	mouth 15	town 19
eel 4	gone 8	line 12	place 16	warm 20

This will be a good day to fish. Let us hire a boat and row to the bar at the mouth of the bay. Do not fail to bring a box of bait with you. I do wish we may get a good mess of fish to bring back to town in our live box. It makes me warm to row in this hot sun. Do not pull so hard, we shall be on good time. Here is a good place for fish. Give me your hook, and I will put the bait in for you. Look round and see what Frank has found. It is an eel, and it will be hard to get the hook out deep down. I have got a bite; but the fish is gone. So is the bait. Give me more from

---

1. Appât, amorce. 2. Barre. 3. Mordre à l'hameçon. 4. An, guille. 5. Manquez. 6. Pêcher, poisson. 7. Trouvé. 8. Partl. 9. Fort, difficile. 10. Louons. 11. Hameçon. 12. Ligne. 13. Vivant, en vic. 14. Plat. 15. Embouchure. 16. Endroit, mettre. 17. Autour. 18. En sûreté. 19. Ville. 20. Echauffé.

nd, and the sun's  
the seed, and it  
I be fit to mow.  
de into hay and  
d cow.

the box. See, Sam has got a fine fish. Place  
it in the live box. Do you not like to feel  
the fish pull at your line? Now I have him  
safe.

LESSON XXIV.

barn <sup>1</sup>	good <sup>2</sup>	keep <sup>8</sup>	light <sup>12</sup>	shed <sup>16</sup>
deal <sup>2</sup>	harm <sup>5</sup>	kid <sup>9</sup>	lost <sup>13</sup>	there <sup>17</sup>
find <sup>3</sup>	Joe <sup>6</sup>	lamp <sup>10</sup>	Nell <sup>14</sup>	two <sup>18</sup>
frisk <sup>4</sup>	joy <sup>7</sup>	leaps <sup>11</sup>	Prince <sup>15</sup>	where <sup>19</sup>

13 round 17  
14 safe 18  
15 town 19  
16 warm 20

1. Let us hire  
the mouth of the  
hook of bait with  
a good mess of  
fish in the live box. It  
is hot under the sun. Do  
it on good time.  
Give me your  
hook for you. Look  
for the hook out  
of his hook too  
but the fish  
is more from

It is a cold, dark night. There is now a  
good deal of snow on the ground. Where is  
Joe's dear kid? It is not in the barn. It will  
be lost in the snow. Let us go and find it.  
Where is the lamp? Nell will light it and  
help us to find the kid. Poor Prince, our good  
old dog, he will look for my poor kid. He  
was fond of it. There is hay in the shed. See  
if the kid is in the hay. The hay will keep it  
warm. Good old Prince, you have found the  
kid. See how glad Prince is. I am glad, too,  
that my poor kid is not lost.

Joe has two dear lambs. He is fond of his  
kid and of his lamb. He likes to see them  
frisk and play. He takes good care of them.  
His big dog, Prince, will not let strange dogs  
do harm to his kid or to his lambs. When

ameçon. 4. An,  
couveré. 8. Partil.  
12. Ligne. 13.  
Endroit, mettre.  
diffé.

1. Grange. 2. Good deal, beaucoup. 3. Trouver, découvrir. 4. Santiller. 5. Mal. 6. Joseph. 7. Jole. 8. Tiendra. 9. Chevreau. 10. Lampe. 11. Sauter. 12. Allumera. 13. Perdu. 14. Helena. 15. Prince. 16. Hangar. 17. Il y. 18. Deux. 19. Où.

Joe comes home from school, Prince runs to meet him. When he sees him, he leaps with joy.

LESSON XXV.

Bear 1	fire 5	shine 9	small 13
bell 2	noon 6	ship 10	smooth 14
bright 3	ring 7	sight 11	spread 15
die 4	send 8	sky 12	stars 16

Bells ring to tell us of a fire, and to call us to work. We like to hear a bell ring at noon. It says we shall soon have some thing good to eat. It rings to call us to pray, and it rings to send us to play, and it rings when men die. I like to hear the sound of a fine bell. The cows, too, like the sound of the cow-bells as they stoop in the woods to eat the sweet grass.

It is night. There is no light but from the moon and stars. They shine bright in the sky. The stars that you see are called the Great Bear.

The ship sails on the smooth sea, and the men row the small boat with oars by the light of the stars. It is a fine sight to see a ship with all her sails spread; and it is nice to row a boat on the smooth sea.

---

1. Ours. 2. Cloche. 3. Brillant. 4. Meurent. 5. Incendie.  
 6. Midi. 7. Sonne, Sonnent. 8. Envoyer. 9. Luisent. 10. Pâ-  
 timent. 11. Vue. 12. Ciel, firmament. 13. Petit. 14. Uni.  
 15. Déployées. 16. Etoiles

1. L.  
 biblioth.  
 9. Prêt  
 Tablett  
 lier. 1  
 99.



LESSON XXVI.

best 1	flash 7	one 12	stair 18
bound 2	house 8	rocks 12	these 19
built 3	lent 9	shelves 14	third 20
burn 4	light 8	shore 15	those 21
case 5	lot 10	sold 16	trim 22
first 6	much 11	some 17	works 23

A light-house is built on the sea-shore, to give light to those who sail in ships, and help them to keep off the rocks and the sand bars. It gives a bright light by night, and sea-men are glad to see it. There is a stair inside, by which the man who keeps the light-house can go to the top, where the lamps burn, to trim them and make them burn bright. Some of these lamps burn all night long, and some flash out now and then. Some of the lights are white, and some are red.

What a lot of books in this book-case! There are big books and small books, and bound books, and books not bound. The best works are on the first and third shelves. This is not a place where books are sold; they are lent to those who wish to read them. Do you not wish to learn to read? If you are a good boy, you will soon learn, and it will give you much joy. When you can read this small book

1. Les meilleurs. 2. Relié. 3. Bâti. 4. Brûlent. 5. Book-case, bibliothèque. 6. Première. 7. Brillant. 8. Light-house, phare. 9. Prête. 10. Lot. 11. Beaucoup. 12. En. 13. Rochers. 14. Tablettes. 15. Bord. 16. Vendu. 17. Quelques-unes. 18. Escalier. 19. Ces. 20. Troisième. 21. Ceux. 22. Faire. 23. Ouvrages.

ool, Prince runs t  
him, he leaps wit

v.

small 12  
smooth 14  
spread 15  
stars 16

re, and to call in  
bell ring at noon  
me thing good to  
y, and it rings  
s when men die  
fine bell. The  
the cow-bells as  
the sweet grass  
nt but from the  
ight in the sky.  
lled the Great

h sea, and the  
ars by the light  
to see a ship  
is nice to row

rent. 5. Incendie.  
Luisent. 10. Bâ-  
Petit. 14. Uni.

you will get a big one, and you will be as fond of it, may be, as of your toys.

LESSON XXVII.

bard 1	fast 5	hurt 9	spoil 13
bat 2	goes 6	its 10	sport 14
East 3	ground 7	rest 11	strings 15
end 4	harp 8	sleep 12	swing 16

Do you see this old man? He is a bard of the old time. He has a harp in his hand. He can bring sweet sounds from its strings, and, when he plays, all are glad to listen. He can sing, too, and some of his songs are quite sad. He needs food, and rest, and sleep. He may sit in the hall till he gets food. Then he can sleep till the sun rises in the East.

What a nice play-ground and fine swing these boys have! They swing round and round, and have a gay time. A bat, and a ball, and a cap lie on the ground. The ropes are made fast to the top of the pole, and the top goes round with the boys, as they run and hold on to the end of the rope. When they tire at the swing, they can play at what they like. I like to swing and I like to play with bat and ball. I hope the boys will not fall, and get hurt, and spoil the sport.

1. Barde. 2. Crosse. 3. Est. 4. Fin. 5. Attaché. 6. Goes round, tourne. 7. Play-ground, cour de récréation. 8. Harpe. 9. Blessé. 10. Ses. 11. Repos. 12. Sommeil. 13. Gâteront. 14. Sport. 15. Cordes. 16. Se balancer.

1. L' met. 4. Gris. 12. Bie trainea Fatigue

LESSON XXVIII.

you will be as fond  
s.

II.

spoil 13  
sport 14  
strings 15  
swing 16

He is a bard of the  
his hand. He  
its strings, and,  
listen. He can  
are quite sad.  
sleep. He may  
Then he can  
ast.  
and fine swing  
ound and round,  
nd a ball, and a  
opes are made  
the top goes  
n and hold on  
hey tire at the  
y like. I like  
bat and ball.  
and get hurt,

both 1	gold 7	set 13	tales 19
break 2	gray 8	share 14	thick 20
caps 3	join 9	skates 15	tight 21
clouds 4	last 10	sky 16	toil 22
face 5	pond 11	sled 17	want 23
fire 6	right 12	slide 18	West 24

The sun has set in the West; and gray clouds with caps of gold rise from the sea and spread the sky. It is time to rest from toil and sit down by the fire-side, to tell tales or read in some nice books. Night will soon come, and then we shall all go to bed, and sleep till day-break.

The ice is strong and thick. Let us put on our skates, and join the gay crowd on the pond. There is no fear that we shall break in. Now at last my skates are on, and I can share the sport. Are they right? They do not feel tight. Do not let me slide so far, and fall on my face. My feet will not go as I want them. Do you not like to slide down hill on a fast sled? I think it is as good fun as to skate. I must learn to do both. But I will stop now, as I am tired. Help me to take my skates off. I have had a fine time, and I will sleep sound to-night, when I get home.

Attaché. 6. Goes  
on. 8. Harpe. 9.  
3. Gâteront. 14.

1. L'un et l'autre. 2. Rompre, *day-break*, point du jour. 3. Sommet. 4. Nuages. 5. Figure. 6. *Fire-side*, coin du feu. 7. Or. 8. Gris. 9. Joignons. 10. *At last*, enfin. 11. Mare, réservoir, étang. 12. Bien. 13. Couché. 14. Partager. 15. Patins. 16. Ciel. 17. Traîneau. 18. Glisser. 19. Conter. 20. Epais. 21. Serré. 22. Fatigue, travail. 23. Voudrais. 24. Ouest.

LESSON XXIX.

bag 1	hot 7	pan 13	tool 19
clay 2	jar 8	said 14	turned 20
cook 3	jug 9	shape 15	walk 21
could 4 (*)	just 10	showed 16	watch 22
few 5	mind 11	such 17	went 23
glazed 6	Pa 12	task 18	wheel 24

Joe showed us a pan, a jug, and a few jars. They are made of clay. When the clay is wet, it is put on a wheel, and turned by a man till it takes the shape he wants. When it is dry, it is put in the fire and made red-hot. Then it is glazed and made fit for use. Such pans, and jugs, and jars, are of great use to us. We keep food in them, and use them some times to cook with, or to eat from.

When Pa and I were out for a walk, what should we see but a dog near a tree just by a bag of tools, not far from where a man was at work. The dog did not rise nor seem to see us, but Pa said if we went near the tools the dog would soon let us see that he did not sleep, but that he was put there to watch and take care of the things. Pa said, too, that if the man had put his food into the bag, it would have been quite safe, for the dog would not eat

1. Sac. 2. Argile. 3. Cuisinier. 5. Quelques. 6. Verni. 7. Red-hot, tout rouge. 8. Jarre. 9. Cruche. 10. Tout près. 11. Attention. 12. Papa. 13. Casserole, poêle. 14. Dit. 15. Forme. 16. A montré. 17. De telles. 18. Devoir. 19. Outil. 20. Tournée. 21. Promenade. 22. Garder. 23. Allions. 24. Une roue.

(\*) Signe du mode potentiel des verbes anglais.

XIX.

13 tool 19  
 14 turned 20  
 15 walk 21  
 16 watch 22  
 17 went 23  
 18 wheel 24

what was put in his care. Could we not learn some thing of use to us from this good dog? When we have a task set for us to do, we should give our mind to it, and try to do it right. This we may learn from a watch-dog.

jug, and a few jars  
 When the clay is  
 d turned by a man  
 vants. When it is  
 nd made red-hot  
 fit for use. Such  
 of great use to us  
 d use them some  
 from.  
 for a walk, what  
 r a tree just by a  
 ere a man was at  
 e nor seem to see  
 ear the tools the  
 he did not sleep,  
 watch and take  
 too, that if the  
 e bag, it would  
 og would not eat

LESSON XXX.

dug 4	land 7	part 10
grate 5	Ma 8	stoves 11
harm 6	mine 9	stool 12

Bring your stool, Frank, and come and sit by the fire. You are cold and the fire will warm you. Ma, where do they get coal? It is dug out of the ground. The place from which they take it is called a coal-mine. It looks like a big hole in the side of a hill. Coal is of great use to us; it keeps us warm in the house, and we use it to cook our food. In some parts of our land wood is used for fire. We burn coal and wood in stoves. Coal makes a nice fire when we burn it in a grate; and a wood fire in the fire-place makes a room look quite gay. Now you are warm, you may go and play in the barn, but take care not to do harm.

quelques. 6. Verni. 7.  
 10. Tout près. 11.  
 14. Dit. 15. Forme.  
 19. Outil. 20. Tour-  
 ions. 24. Une roue.

1. Apportez. 2. Charbon. 3. Faire cuire. 4. Déterré. 5.  
 Salle. 6. Mal. 7. Pays. 8. Maman. 9. Mine. 10. Parties. 11.  
 Siles. 12. Tabouret.

LESSON XXXI.

bark 1	gone 4	licks 7	saved 10
edge 2	how 5	mild 8	swim 11
fell 3	lamb 6	rob 9	were 12

I am quite fond of my dog Prince, and think Prince is fond of me, too. See how he licks my hand, and looks up in my face. He is as mild as a lamb, but if a bad man were to come to rob the house, Prince would bark and bite him. One day, Prince saved the life of a boy. The boy was at the edge of a deep pond and fell in; and, as he could not swim, he could not get out, and would soon have gone down. But Prince ran into the pond, and took the boy by the coat, and soon had him out.

LESSON XXXII.

best 1	hurt 6	mind 11	smell 16
bloom 2	kind 7	next 12	stem 17
blown 3	leaf 8	nose 13	thorn 18
burst 4	leave 9	once 14	turn 19
fade 5	live 10	prick 15	wind 20

May I have a rose? Yes, if you can find one. Mind you do not get a thorn in your

1. Aboierait. 2. Bord. 3. Tomba. 4. Allé. 5. Comme. 6. Agneau. 7. Lèche. 8. Doux. 9. Voler. 10. Sauvé. 11. Nager. 12. Etait.

1. Mieux. 2. Fleurir. 3. Fleur. 4. Ouvriront. 5. Se faucon. 6. Faire mal. 7. Bon. 8. Feuille. 9. Laissez. 10. Vivra. 11. Prenez garde de. 12. Prochain. 13. Nez. 14. Une fois. 15. Piquerait. 16. Sent. 17. Tige. 18. Epine. 19. Devendra. 20. Vent.

XXL

7 saved 10  
 8 swim 11  
 were 12  
 dog Prince, and  
 , too. See how he  
 s up in my face  
 if a bad man were  
 Prince would bark  
 Prince saved the life  
 the edge of a deep  
 e could not swim  
 would soon have  
 nto the pond, and  
 soon had him out

smell 16  
 stem 17  
 thorn 18  
 turn 19  
 wind 20

f you can find  
 thorn in your

Allé. 5. Comme. 6.  
 0. Sauvé. 11. Nager.

virront. 5. Se fauer  
 usez. 10. Vivra. 11.  
 14. Une fois. 15. Pi  
 19. Devendra. 20.

hand, for rose trees have thorns all up the stem,  
 and thorns would prick you and hurt you.  
 How sweet the rose does smell! Put it to  
 your nose. That is a full blown rose. You  
 may pick a bud, too, if you like. I like the  
 buds best. If you leave those buds on the  
 stem for a few days more, they will burst and  
 look just like this full blown rose. How green  
 the leaf is! Yes; but it will fade soon and  
 turn brown. The rose will fade, too. And  
 the leaves will fall to the ground and be blown  
 away by the wind. But next year the rose  
 tree will be full of new buds. God gives the  
 time for the rose to bloom, and the time for it  
 to fade and die. All things that live must  
 die at some time. But all things that die will  
 live once more.

How kind is God to give us the sweet rose  
 with its green leaves, and all the nice things  
 which we have. Let us try to be kind and  
 good to all, that we may be like to God.



LESSON XXXIII.

bowl 1	field 6	book 11	sheep 16
cloak 2	flame 7	milk 12	spoon 17
cloth 3	fore, 8	right 13	sure 18
coat 4	head 9	save 14	wool 19
dyled 5	legs 10	shake 15	yield 20

A fly has just got into the milk. Poor thing, if you do not take it out, it will drown. Can you not get it out with your spoon? You would like to save its life, I am sure. Here poor fly, get on the bowl of my spoon. Now you are save. See how he rubs the milk of his head with his fore legs. See him shake his wings. Now he flies off. Look, Jane, he will fly to the lamp, and if he does not take care the flame will burn him. I am glad you did not hurt the fly. God is kind to us, and He bids us be kind to all. He gives us all that we have, and He can take it all from us. It is not right to hurt a fly, nor one of these things that God has made.

Let us take a walk in the field and I will show you the sheep, and tell you some things about them. Sheep are nice to look at, and they are of great use to us. The wool which they yield is made into cloth. Your coat and John's cloak are made of wool. But my coat

1. Cuilleron. 2. Manteau. 3. Drap. 4. Habit. 5. Feint. 6. Champ. 7. Flamme. 8. De devant. 9. Fête. 10. Pattes. 11. Regardé. 12. Lait. 13. Bien. 14. Sauver. 15. Secouer. 16. Moutons. 17. Cuiller. 18. Sûr, certain. 19. Laine. 20. Pr



XIII.

11 sheep 16  
 12 spoon 17  
 13 sure 18  
 14 wool 19  
 15 yield 20

brown, and the cloak that John has is red and green. The wool has been dyed; that is why they have not the same look.

LESSON XXXIV.

the milk. Pour  
 out, it will drown  
 your spoon? You  
 I am sure. Here  
 of my spoon. Now

mark 1	gloves 6	oak 11	spun 16
and 2	half 7	pits 12	tan 17
cloth 3	kill 9	shoes 13	wear 18
clothes 4	lives 10	skin 14	while 19
fresh 5		soak 15	yarn 20

rubs the milk of  
 See him shake  
 f. Look, Jane, he  
 he does not take  
 a. I am glad you  
 s kind to us, and  
 He gives us all  
 ke it all from us  
 nor one of these

The wool is spun into yarn and made into cloth. The skin of the sheep is made into hats, and is used to bind books, and to make more things than I can tell you of to-day. The skins are put into tan-pits half full of water, in which is put the bark of oak trees. The skins lie in these pits a long time, that they may soak well. Some skins are used to bind books with, and some to make gloves of, and some for boots and shoes.

field and I will  
 you some thing  
 to look at, and  
 The wool which  
 Your coat and  
 . But my coat

In some lands, the men wear sheep skins with the wool on for coat. How would you like to have a coat like that? I would like best to have the wool made into cloth like this I have on. The flesh of the sheep is used for food. It is right to kill sheep that we may eat the

Habit. 5. Feint.  
 Fête. 10. Pattes. 11  
 er. 15. Secouer. 16  
 19. Laine. 20. Pr

1. Ecorce. 2. Relier. 3. Drap. 4. Vêtements, habits. 5. Chair.  
 Gants. 7. Moitié. 8. Mauvais. 9. Tuer. 10. Vit. 11. Chêne.  
 Tan-pit, fosse. 13. Souliers. 14. Peau. 15. Tremper. 16.  
 er. 17. Tan. 18. Porter. 19. Pendant. 20. Fil.

flesh? Yes. God gave us sheep for food but it is not right to use them ill.

The sheep is found in all lands, and is at all times of use to man. While he lives, he keeps us in wool for clothes, and when he is dead, he gives us food to eat. A sheep soon learns to know and to love the man that feeds and takes care of him.

LESSON XXXV.

blame 1	done 6	play 11	stand 16
broke 2	glass 7	reach 12	strife 17
buy 3	high 8	scold 13	tears 18
came 4	hold 9	set 14	threw 19
catch 5	miss 10	spilt 15	yard 20

One day Joe and Ned were at play with a ball in a room where their Ma had been at work, but she was gone out of the room, so there was no one there but them. Joe threw the ball to Ned and Ned threw it back to Joe and they had a nice time. At last they had a miss, and the ball went to one side, and both ran to catch it.

Which of them did catch it? I can not tell; but in the strife to reach it, they upset a glass ink-stand, and broke it, and spilt the ink on the

1. Blame. 2. Cassa. 3. Acheter. 4. Vi. t. 5. Attraper. 6. Fait. 7. Verre. 8. Haut. 9. Prise. 10. Manque. 11. Joue. 12. Atteindre. 13. Gronder. 14. Upset, renverser. 15. Répandu. 16. Inkstand, encrier. 17. Dispute, querelle. 18. Larmes, pleurs. 19. Jetai, lançai. 20. Cour.

us sheep for food  
them ill.  
all lands, and is at a  
while he lives, he keeps  
when he is dead, his  
sheep soon learns  
that feeds and takes

new rug which had been put down that day.  
The tears came in their eyes. What shall we  
? said Joe. Go and tell Ma, said Ned. So  
they went to tell her.  
What have you done, my dear boys, said  
their Ma? Why do you cry? We have spilt  
the ink on the new rug, said Ned. Dear me,  
said their Ma, how came you to do that? I  
threw the ball up too high, said Joe, and it fell  
on the ink-stand and broke it. No, said Sam,  
it was more my fault, for I should have got  
hold of it, and not let it fall on the inkstand.  
I am glad, said their Ma, you both wish to  
take the blame. I will not scold you this  
time, but you must take more care. My room  
is not a fit place to play ball in. I will try  
and take the ink out of the rug; and Pa must  
buy a new stand. When you want to play  
ball, you should go into the yard, or into the  
field, where you can do no harm. You must  
not play in my room.

xv.

- stand 16
- strife 17
- tears 18
- threw 19
- yard 20

re at play with  
Ma had been a  
of the room, so  
them. Joe threw  
w it back to Joe  
t last they had  
ne side, and both

LESSON XXXVI.

? I can not tell  
they upset a glass  
It the ink on the

- |        |         |        |         |
|--------|---------|--------|---------|
| arm 1  | each 4  | hair 7 | step 10 |
| hair 2 | faint 5 | pale 8 | thin 11 |
| arm 3  | fell 6  | slow 9 | weak 12 |

Here is an old man. He is so faint and  
weak that he can not leave his room to walk

- 1. t. 5. Attraper. 6.
- anque. 11. Joue. 12.
- er. 15. Répandu. 16.
- Larmes, pleurs. 19.

- 1. Bras. 2. Chaise. 3. Trouble. 4. Chaque. 5. Abattu, fati-
- né. 6. Tombaient. 7. Cheveux. 8. Pâle. 9. Lent. 10. Pas.
- 11. Maigre. 12. Faible.

out in the sun-shine. He must sit at home on his chair, and have some one to sit by him and read to him, and wait on him. It is well that he has a dear child who can do all these things and is glad to please him and be of use to him.

“O Kate! do come here! Come and look at the poor old man at the door. Why, I do not know how it is, but I can see but one arm. Dear me! if he has but one arm, how sad it is! Come here, poor man, come to Kate and me, we want to talk to you.”

He came with a slow, sad step. His face was thin and pale; his eyes were dim, and the long gray hair that fell on each side made him look so sad. But it was a kind good face, and Jane and Kate did not fear to call him to them.

### LESSON XXXVII

#### THE CAT AND THE MOUSE.

back 1	mice 5	sat 9	sly 13
dark 2	near 6	scratch 10	soft 14
fur 3	purr 7	shut 11	stood 15
heard 4	Puss 8	slept 12	though 16

A cat that had a nice soft fur sat on a chair to rest and purr. Near to the fire-place stood the chair. The room was warm; no one was there. So Puss, who had not slept all night

- 
1. De retour. 2. Obscurité. 3. Poil. 4. Entendit. 5. Souria.  
 6. Près. 7. Faire le rouet. 8. Minette. 9. S'assit. 10. Gratter.  
 11. Ferma. 12. Dormi. 13. Malin, rusé. 14. Doux. 15. Était.  
 16. Quoique.

He must sit at home for in the dark cats want no light—, shut  
 some one to sit by him both her bright green eyes, and soon she went  
 it on him. It is well to sleep, though it was noon. She took but just  
 who can do all the nod or two, as cats who watch for mice will  
 and be of use to him do, when, from a hole, a small brown mouse,  
 ! Come and look who thought no one was in the house, came  
 the door. Why, I don't for food. Puss heard a scratch and up she  
 can see but one arm of Miss Mouse to catch; back to her hole the  
 the arm, how sad it is my mouse ran, and said: "Now eat me, if you  
 e to Kate and me can."

had step. His face  
 were dim, and the  
 each side made him  
 kind good face, and  
 to call him to them

VII

HOUSE.

10 sly 13  
 soft 14  
 stood 15  
 though 16

our cat on a chair  
 the fire-place stood  
 arm; no one was  
 slept all night

Entendit. 5. Souria  
 S'assit. 10. Gratter.  
 4. Doux. 15. Etait

### LESSON XXXVIII.

#### COWS AND COTTAGE.

are 1	dries 7	in'to 13	same 18
bench 2	ev'er 8	lay 14	shade 19
brook 3	front 9	milk 15	thin 20
loud 4	hear 10	off 14	to-day 21
it'y 5 (1)	hood 11	on'ly 16	ver'y 22
lead 6	in'side 12	rain 17	woods 23

Did you ev-er \* see such a small house? Not  
 in the cit'y, I know. Would you like to live

1. Nu. 2. Banc. 3. Ruisseau. 4. Nuages. 5. Ville. 9. Mort.  
 Dries up, dessécher. 8. Jamais. 9. En face. 10. Ecouter. 11.  
 Capuchon. 12. Le dedans, l'intérieur. 13. Dans. 14. Lay off,  
 ter. 15. Fraise. 16. Seulement, uniquement. 17. Pluie. 18.  
 même. 19. Ombrage. 20. Léger. 21. Aujourd'hui. 22. Très.  
 23. Bois.

(1) Le signe ('), placé à la suite d'une syllabe, indique que celle-ci est accentuée. La syllabe accentuée est celle sur laquelle on appuie le la voix plus que sur les autres.

\* Nous emploierons ce signe (-) dans quelques leçons, pour séparer les syllabes dans les mots qui en ont plusieurs.

in it! It looks nice here; but, if you could look in-side, there is not much to please.

When we go from home, we can not have all the nice things we have in our own homes. But boys and girls do not stay much in the house, so they do not miss them.

They like to stay out of doors all the time. They love to lie on the green grass, or catch fish in the brook, or sit on the bench by the door, and hear the birds sing in the tree-tops.

There is not much shade near this house. You see on-ly one large green tree. The one near it is dead; it has no leaves on it. So when you want shade, you will have to go in-to the woods.

But I would not go far to-day. It looks like rain. It has been a ver-y warm day, and the clouds are ver-y dark.

The cows have come home, and now wait for the maid to milk them. Why does she not come? It will soon rain, and then she can not go out.

How bare the ground looks in front of the house! There seems to be no grass. The hot sun dries it up, and the cows can not get much to eat.

Is that a sheep or a lamb near the white cow? I think it is a sheep. What are sheep good for? They give us wool, which we use for our clothes.

When it is cold, we are glad to lay off a thin dress, and put on one of nice, warm wool.

1. C  
5. Au  
Croit  
Ami.  
20. A  
Semai

...; but, if you could  
...uch to please.

...e, we can not have  
... in our own homes  
...stay much in the  
...hem.

...doors all the time  
...en grass, or catch  
...he bench by the  
...g in the tree-tops.  
...near this house.  
...en tree. The one  
...es on it. So when  
...ve to go in-to the

...o-day. It looks  
...y warm day, and

...and now wait  
...Why does she  
...n, and then she

...in front of the  
...grass. The hot  
...ws can not get

...near the white  
...What are sheep  
...which we use

...o lay off a thin  
...e, warm wool.

With a cloak and hood made of the same, we do not feel the cold.

LESSON XXXIX.

THE POOR BOY.

able 1	crust 8	leans 15	sold 22
-gain' 2	debts 9	left 16	weak 23
-go' 3	died 10	mon'ey 17	weeks 24
ails 4	ev'er-y 6	month 18	well 25
an'y 5	fear 12	moth'er 19	while 26
bod'y 6	fence 13	need 20	whole 27
cheer 7	friend 14	sir 21	your-self 28

What ails this poor boy? He leans on the fence as if he was sick. His dress looks as if he was poor. He is on his way to town to look for work.

"What is your name, my boy? and where do you live?" "My name is George Mills, and I live no where. I have no home."

"No home," said Mr. Burke. "Oh, how sad! Ev-er-y bod-y should have some kind of a home. But, George, you are a big boy, why do you not go to work, and make a home for your-self?"

1. Capable. 2. De nouveau. 3. Il y a. 4. Fait mal, de la peine.  
5. Aucun. 6. Every body, chacun. 7. Cheer up, désattrister. 8. Croute. 9. Dettes. 10. Est mort. 12. Crains. 13. Clôture. 14. Ami. 45. S'appuie. 16. Laisse. 17. Argent. 18. Mois. 19. Mère. 20. Avoir besoin. 21. Monsieur. 22. Vendu. 23. Faible. 24. Semaine. 25. Bien. 26. Pendant. 27. Tout. 28. Vous-même.

"This is the first day I have been out of the house for a month. My poor mother died two weeks ago; and the few things we had were all sold to pay our debts. To-day I was left with no home, no mother, and no money to buy bread. I am so weak that I am not able to work much, and I fear no one would take a boy that could not work."

"I will take you," said Mr. Burke, "if you will cheer up, and do the best you can; in a few days you will get strong, and be able to work as much as any boy of your age."

"I am sure I will, sir," said George, "I am only weak for want of food and sleep. I did not sleep while mother was sick, and some time I had not a crust the whole day."

"Poor boy," said Mr. Burke, "you shall have all you need when we get home, and then you will soon get well again."

So Mr. Burke took him home, and George tried hard to please the friend who was so kind to him when he was in need.

1.  
Pouse  
Assez  
des co  
Sur.  
Mou.



LESSON XL.

have been out of the  
 poor moth-er died tw  
 things we had wer  
 To-day I was lef  
 and no mon-ey to  
 that I am not a-bl  
 o one would take

Mr. Burke, "if you  
 est you can; in a  
 g, and be a-ble to  
 f your age."  
 uid George, "I am  
 and sleep. I did  
 s sick, and some  
 hole day."  
 rke, "you shall  
 et home, and then

ome, and George  
 who was so kind

ways <sup>1</sup>	dan'ger <sup>8</sup>	mould <sup>15</sup>	shrink <sup>22</sup>
moth-er <sup>2</sup>	de-fence' <sup>9</sup>	of-fend' <sup>16</sup>	soft <sup>23</sup>
leaves <sup>3</sup>	eggs <sup>10</sup>	or'der <sup>17</sup>	un'der <sup>20</sup>
care-ful <sup>4</sup>	e-nough' <sup>11</sup>	c'ver <sup>18</sup>	watch'es <sup>25</sup>
case <sup>5</sup>	fresh <sup>12</sup>	pain <sup>18</sup>	wa'ter <sup>26</sup>
chick'ens <sup>6</sup>	gath'er <sup>13</sup>	pleas'ing <sup>20</sup>	warms <sup>27</sup>
corn <sup>7</sup>	lay <sup>14</sup>	scrape <sup>21</sup>	yard

The hens are in the yard. There is wa-ter in the tub. Hens eat corn and worms. They are fond of worms, and they will scrape up the soft mould with their feet, in or-der to find them. Hens lay eggs. Eggs are good to eat while they are fresh. Hens are fond of their young chick-ens. They will gath-er them un-der their wings when it rains, and will shrink from no dan-ger in de-fence of them.

But your moth-er loves you much bet-ter than the hen loves her chick-ens. She watch-es o-ver you, and takes care of you, day and night; and when you grow old e-nough to be a-ble to take care of your-self, she will not cease to love you. Her love for you will last as long as she lives. How care-ful, then, should you be not to of-fend your moth-er, or give her pain in an-y way! You should al-ways try to do what would be pleas-ing to her.

1. Toujours. 2. Mieux. 3. Soin. 4. Soigneux. 5. Cesser. 6. Poussins. 7. Grain. 8. Danger. 9. Defense. 12. Œufs. 11. Assez. 12. Frais. 13. Rassemblent. 14. Lay eggs, pondent, font des œufs. 15. Terre, sol. 16. Offenser. 17. In order, afin. 18. Sur. 19. Peine. 30. Plaise. 21. Gratter. 22. Reculer, fuir. 23. Mou. 24. Sous. 25. Veille. 26. Eau. 27. Vers. 28. Cour.

LESSON XLI.

a-bout' 1	fast 11	laughs 21	sharp 31
ad-vice' 2	fed 12	lit'tle 22	smells 32
a-mong' 3	find'ing 13	look'ing 23	spent 33
bent 4	han'dle 14	mead'ow 24	sport 34
blade 5	hay'cocks 15	oth'er 25	some'times 35
called 6	hard'ly 16	play'ing 26	sus-pects' 36
cov'ered 7	help'ing 17	pleas'ant 27	stick 37
cut'ting 8	hid 18	say'ing 28	thanks 38
dried 9	hide 19	scythe 29	troub'led 39
Em'ma 10	joke 20	seek 19	win'ter 40

This man is cut-ting grass. He cuts it with a scythe. A scythe is a big, sharp blade. It is made fast to a long, bent stick. This long stick is the han-dle. The grass, when dried is called hay. Cows and hors-es are fed with hay. New hay smells ver-y sweet. In winter, when there is no green grass, and the snow is on the fields, then hay is the chief food of cows and hors-es.

"Make hay while the sun shines," is a ver-y good ad-vice. Sav-ing hay is ver-y pleas-ant work. Lit-tle boys and girls some-times help to do it. They like to play with each oth-er a-mong the hay-cocks.

1. Touchant. 2. Conseil, avis. 3. Parmi. 4. Plié, courbé. 5. A peine. 6. Appelé. 7. Couvert. 8. Coupant. 9. Sec. 11. Fixé. 12. Nourri. 13. Trouvant. 14. Manche. 15. Moules de foin. 16. Jouant à cache cache. 17. Aidant. 18. A caché. 19. Playing hide and go seek. 20. Plaisanterie, badinage. 21. Rit. 22. Petit. 23. Cherchant. 24. Prairie. 25. Each other, l'un l'autre. 26. Jouant. 27. Agréable. 28. Saving hay, fenaison. 29. Faulx. 30. Affilé. 31. Sent. 32. Passé. 33. Amusement. 34. Quelque-fois. 35. Suspect. 36. Bâton, manche. 37. Remercier. 38. Af-figé. 39. Hiver.

—  
XLI.

ghs 21  
 ble 22  
 k'ing 23  
 ad'ow 24  
 er 25  
 'ing 26  
 s'ant 27  
 ing 28  
 e 29  
 19  
 sharp 31  
 smells 32  
 spent 33  
 sport 34  
 some'times 35  
 sus-pects' 36  
 stick 37  
 thanks 38  
 troub'led 39  
 win'ter 40

s. He cuts it with  
 g, sharp blade.  
 stick. This long  
 grass, when dried  
 rs-es are fed with  
 sweet. In win  
 rass, and the snow  
 the chief food of

hines," is a ver-y  
 is ver-y pleas-an  
 some-times help  
 with each oth-er

4. Plié, courbé. 5  
 ant. 9. Sec. 11. Fixe  
 15. Moules de foin. 19  
 laying hide and go seek  
 dinage. 21. Rit. 22  
 Each other, l'un l'autre  
 fenaison. 29. Faulx  
 sement. 35. Quelque  
 Remercier. 39. Af

John and James and Em-ma are play-ing in  
 the mead-ow. They have such great sport  
 play-ing hide-and-go-seeK, that they will not  
 give much help to the hay-mak-ers. Now it  
 is time to go home, but Em-ma has lost her  
 hat. See, she is look-ing for it, but can not  
 find it. It must be cov-ered with the hay.  
 John sees that Em-ma is troub-led a-bout the  
 loss of her hat, and he is help-ing her to find it.  
 James laughs at her, but he soon finds the  
 hat. Em-ma now sus-pects that James, who is  
 fond of a joke, hid her hat, and hard-ly thanks  
 him for find-ing it.

But they go home well pleased with how  
 they have spent the day.

LESSON XLII.

PUSS AND KITTENS.

ba'by 1	her-self' 9	paw 17	smiled 25
bas'ket 2	kit'tens 10	per-haps' 13	spool 26
be-fore 3	kit'ty 11	Puss 19	spring 27
dare 4	la'dy 12	read'y 20	straight 28
faint 5	much 13	shows 21	suit 29
fool'ish 6	nev'er 14	side'ways 22	tail 30
for-gets' 7	ours 15	sis'ters 23	thread 31
hav'ing 8	pat 16	sit'ting 24	wound 32

How grave moth-er Puss looks ! One would think she nev-er smiled in her life

I do not know how she can keep her face straight, while the kit-tens are hav-ing so much fun.

She for-gets the time when she was a kit-ten her-self, and thinks these young ones ver-fool-ish. Look at the one on her back ! She is the ba-by and ba-bies think they can do as they please.

She has wound the thread off the spool and got it round the old cat's tail. She looks at her side-ways, as if she would like to give her a pat with her paw. Take care, kit-ty, your sis-ters know bet-ter than go so near.

This white kit-ten looks full of fun. She is

1. Petit enfant. 2. Panier. 3. Avant. 4. Oser. 5. Faible. 6. Simple. 7. Oublié. 8. Ayant. 9. Elle-même. 10. Jeunes chatons. 11. Minet, minette. 12. Dame. 13. So much, tant. 14. Jamais. 15. Les nôtres. 16. Tape. 17. Patte. 18. Peut-être. 19. Minor room, salon. 20. Prêt. 21. Montre. 22. De travers. 23. Sœurs. 24. Sitt- room, salon. 25. Souris. 26. Bobine. 27. S'élançant. 28. Dreil. 29. S'accommoder. 30. Queue. 31. Fil. 32. Wound off, dévidé.

LII.

TENS.

17 smiled 26  
 haps' 13 spool 26  
 19 spring 27  
 y 20 straight 28  
 s 21 suit 29  
 ways 22 tail 30  
 rs 23 thread 31  
 g 24 wound 32

looks! One would  
 her life

can keep her face  
 as are having s

en she was a kid  
 e young ones ver-  
 n her back! She  
 they can do a

off the spool and

il. She looks a

l like to give her

care, kit-ty, you

so near.

ll of fun. She i

4. Oser. 5. Faible. 6.  
 ème. 10. Jeunes chat  
 uch, tant. 14. Jamai  
 Pent-être. 19. Minou  
 3. Sœurs. 24. Sittie  
 S'élançer. 28. Dre  
 2. Wound off, dévidé

st read-y to spring on the black cat's back.  
 ut I do not think she would dare play in  
 at way with her moth-er.

Where did they get the spool to play with?  
 ut of the bas-ket, I think. When the la-dy  
 nds they have been in her work-bas-ket, I  
 ar she will not be pleased, and per-haps she  
 ill not let them stay in the sit-ting room  
 n-y more.

What are cats good for? To catch mice and  
 ats. Do they catch them in the day time, or  
 t night? They catch them at night.

But how can they see at night? Their eyes  
 re not the same as ours. God made them so  
 at they can see at night when the light is  
 er-y faint, for that is the time they have most  
 work to do.

Mice do not come out of their holes in day-  
 me, for fear of be-ing caught. They wait till  
 ey think we are in bed; but they do not  
 now that Puss can see at night, as in the  
 right day-light.

Our eyes are made to suit the day-light;  
 at shows that we should try to get all our  
 work done be-fore dark.

LESSON XLIII.

alms 1	col-lect' 7	like'ly 13	through 19
ate 2	course 8	mas'ter 14	thrown 20
had'ly 3	faith'ful 9	mor'sel 15	twice 21
beg'gar 4	giv'en 10	oft'en 16	un-less' 22
blind 5	hun'gry 11	sought 17	win'dow 23
cer'tain 6	knew 12	sto'ry 18	yet 24

See how kind that big dog is. He lets little Tom ride on his back. Tom knows that big dog will not hurt him. Now, I will tell you a sto-ry of a faith-ful dog.

In the cit-y of Rome, there was a poor, blind beg-gar, who was al-ways led by a dog. The poor man went twice a week through cer-tain streets of the cit-y, to col-lect alms. The dog knew all the streets through which his mas-ter was to be led, and ev-er-y door in those streets at which he was like-ly to get an-y thing. When a piece of mon-ey was thrown from a win-dow the beg-gar could not, of course, seek it, but the poor dog sought it out, took it up in his mouth and put it in the poor man's hat. Bread was some-times thrown to them from the win-dows, and though the dog must have been bad-ly fed at home, and was oft-en hun-gry, yet he nev-er ate a mor-sel of the bread, un-less giv-en him by his mas-ter.

1. Aumônes. 2. Mangea. 3. Mal. 4. Mendiant. 5. Avengle. 6. Certain. 7. Recueillir. 8. Of course, bien entendu. 9. Fidèlement, probablement. 10. Donné. 11. Affamé, faim. 12. Connaisait. 13. Vraisemblablement, probablement. 14. Maître. 15. Morceau. 16. Souvent. 17. Sought out, cherchait. 18. Histoire. 19. Par. 20. Jeté. 21. Deux fois. 22. A moins que. 23. Fenêtre. 24. Néanmoins.

LESSON XLIV.

HOME GUARDS.

even 1	guard 5	one 9	stitch 18
faults 2	late 6	own 10	thus 24
light 8	mends 7	re'al 11	torn 15
rain 4	noise 8	soil 12	wore 16

III.

y 13 through 19  
er 14 thrown 20  
el 15 twice 21  
16 un-less' 22  
t 17 win'dow 23  
18 yet 24

g is. He lets  
Tom knows th  
Now, I will tel

g.  
was a poor, blind  
d by a dog. The  
through cert-ain  
alms. The dog  
which his mas-ter  
or in those streets  
-y-thing. When  
from a win-dow  
se. seek it, but  
ok it up in hi  
an's hat. Bread  
n from the win  
have been bad  
n hun-gry, ye  
e bread, un-less

John is a brave boy, and I am sure he will guard his home well. He will guard Ma's eyes, and see that he never makes her cry. And he will guard her heart, that it may not be sad. But you must do more than guard your own home. You must try to make all the boys you know do the same.

Some of them have no one to tell them what is right.

And when they are bad, now and then, and make a great deal of noise, they do not think how it hurts dear Ma's head, and they need some one like you to tell them what they should do.

Boys are very apt to soil and tear their clothes when they play. They do not think how long it took to make them, and how late it was when the last stitch was put in.

And when Ma wants to lie down and rest, they come in from play with torn clothes;

liant. 5. Aveugle. 6. Entendu. 9. Fidèle. 10. Fait. 13. Vraiment. 16. Souvent. Par. 20. Jeté. 21. 24. Néanmoins.

1. Même. 2. Fantes. 3. Combattre. 4. Attirer. 5. Garder. 6. Tard. 7. Raccmode. 8. Bruit. 9. Personne. 10. Propre. 11. Réel, vrai. 12. S'agir. 13. Point. 14. Ainsi. 15. Déchiré. 16. Sortiez.

and she can not rest till she mends them. A  
such boys do not take care of Ma's eyes.

Now, my dear boys, will you not try to  
real Home Guards? Make up your minds  
guard all that is dear to you in your home  
and to fight all your faults, so that you may  
grow up to be brave and good men.

Thus you will gain the love of all who know  
you; and e-ven if you are poor, men will think  
as much of you, when you do what is right,  
if you wore fine clothes and lived in a grand  
house.

LESSON XLV.

THE WIND-MILL.

blaze 1	caught 6	grind 11	splash 16
blows 2	crash 7	lane 12	stands 17
breeze 3	crush	mount 13	treat 18
buns 4	flour 9	move 14	wheel 19
burnt 5	grain 10	mill'-ra-ces 15	wind 20

Walk with me down the lane, as far as the  
hill on which a mill stands. It is not a long  
way, and I am sure, when you come back, you  
will say that you have had a treat.

1. Flamme. 2. Souffle. 3. Brise. 4. Gâteaux. 5. Brûlé.  
Ramassé, enlevé. 7. Fracas. 8. Ecraser. 9. Farine. 10. Grain.  
11. Moudre. 12. Ruelle. 13. Monte. 14. Se mouvoir. 15. Biscuit.  
16. Eclaboussure. 17. Se trouve. 18. Régál, amusement.  
Roue. 20. Wind-mill, moulin à vent.



he mends them. A  
e of Ma's eyes.  
ll you not try to  
e up your minds  
you in your hom  
s, so that you m  
ood men.  
ove of all who kno  
oor, men will thi  
do what is right,  
l lived in a gra

V.

L.

11 splash 16  
stands 17  
13 treat 18  
4 wheel 19  
-ces 15 wind 20

ane, as far as th  
It is not a lon  
u come back, yo  
treat.

Gâteaux. 5. Brûlé.  
9. Farine. 10. Gra  
Se mouvoir. 15. Bi  
Régul, amusement.

Here we are at last! Look up and see how  
t the sails go round and round.

This they are made to do by the wind as it  
ows. But some one must first move the  
part of the mill, so as to place the sails  
at they shall catch the breeze.

But the man will let us go in and look round  
d see what there is to be seen in a mill.

We find that when the sails move round  
ey turn two large stones, which crush or  
nd the grain. The flour is caught in large  
gs, or sacks, and in these, it is sent to the  
ops for sale, or to be made in-to bread, cakes,  
ns, and such things.

I once saw a large mill on fire in the night  
me; I was a long way from it, and yet I  
uld see the blaze mount high up in-to the air.  
l at once, the four sails fell with a great  
ash, but no one was hurt.

When the next day came, all that was left  
the mill was the walls. The grain had been  
burnt, as the men could not go in to try  
save it.

Some mills are made to move by means of  
reams, which we call mill-ra-ces. If we look  
one of these, and watch the race, we shall  
e that it turns a wheel round and round,  
th a splash, splash, splash. This wheel is  
ade to move the two big stones that grind  
e grain in the mill.

LESSON XLVI.

THE YOUNG MOUSE AND THE OLD CAT.

bones 1	free 5	nut 9	spoke 13
cause 2	lean 6	shake 10	tale 14
deaf 3	look'out 7	size 11	trick 15
doubt 4	meal 8	spare 12	worth 16

A young mouse was one day caught by old cat, that for some time had been on look-out for him.

“Oh, dear me,” cried the mouse, “do spare me, and set me free, I pray you! What have I done, that you should kill me?”

“A poor thing of my size does not eat much, and I am sure you do not think that what I take will cause those who live in this house to die of want.”

“I am so small that two or three grains of corn make a meal for me; and a nut would make me quite fat. You see that now I am but a lean mouse; so thin that you can feel all my bones.”

“If you will but let me go now, and wait till I have grown big and fat, your young one may then make a good meal of me.”

“Oh, yes,” says the cat, “I have no doubt that you would like to trick me by such a tale; but you will gain just as much by the

1. Os. 2. Will cause, sera cause. 3. Sourd. 4. Doute. 5. free, relâcher, élargir. 6. Maigre. 7. Au guet. 8. Repas. 9. Noix. 10. Secousse. 11. Grosseur. 12. Epargner. 13. Part. 14. Rapport, mensonge, histoire. 15. Attraper, tromper. 16. Va.

the words as if you spoke to those who are  
af.

“I, an old cat, and let you go till you  
big! No, no, my friend. I know that one  
ung mouse—though he is but a lean one—  
at is caught, is worth two old fat mice which  
e free.”

With that, the cat gave the mouse one shake  
d ate him up.

LESSON XLVII.

THE SLEIGH RIDE.

though' 1	great'ly 7	safe'ly 13	than 19
Ma'ry 2	Ma'ry 8	see'ing 14	thought 20
thumbs 3	pleas'ure 9	sleigh 15	vis'it 21
e 4	pick up 01	start'ed 16	want'ed 22
ther 5	rap'id 11	stop 17	warm'ly 23
ing 6	rate 12	tak'en 18	wrapped 24

Lit-tle Ma-ry Clark want-ed to have a  
sleigh ride. She liked the sound of the sleigh  
bells, and thought it great fun to be car-ried  
so fast o-ver the snow and ice in the sleigh. Her  
fa-ther had put the horse to the sleigh, and  
was go-ing to drive in-to town. Lit-tle Ma-ry  
begged to be tak-en with him, so that she

1. Quoique. 2. Porter. 3. Miettes. 4. Any thing else, autre  
chose. 5. Père. 6. Allant. 7. Extrêmement. 8. Marie. 9.  
d'air. 10. Pick up, ramasser. 11. Rapide. 12. Pas, train. 13.  
en sûreté, sans danger. 14. Voyant. 15. Traineau. 16. Started  
partit. 17. Arrêter. 18. Emmené. 19. Quo. 20. Pensa, crut.  
1. Visite. 22. Voulait. 23. Chaudement. 24. Enveloppé.

XLVI.

ND THE OLD CAT.

t 9 spoke 13  
ake 10 tale 14  
11 trick 15  
re 12 worth 16

the day caught by  
e had been on t

the mouse, “do spa  
y you! What ha  
ll me?

e does not eat muc  
think that what  
live in this hou

wo or three grain  
; and a nut wou

e that now I a  
that you can fe

go now, and wa  
, your young on  
of me.”

I have no dou  
ck me by such  
as much by the

ourd. 4. Doute. 5.  
u guet. 8. Repas.  
Epargner. 13. Par  
per, tromper. 16. Va

could have a ride in the sleigh. Her father wrapped her up warmly in the bear robe, and started off at a rapid rate. The snow fell fast and thick, that they could hardly see where they went; but the good old horse knew the road well, and would, no doubt, carry them safely to town. Oh! father, said Mary Clark, see that little bird. Is not that poor bird cold and hungry? No doubt, the poor bird is hungry, for now that every thing is covered with snow, the poor bird can not find any thing to eat. Mary begged her father to stop the sleigh, so that she could throw out to the poor bird some crumbs of cake that she had in her basket. Mary had a good heart. She felt for the poor bird. And although she was greatly pleased with her sleigh ride, and with her visit to town, for she was never there before, yet she had more pleasure in seeing the poor bird pick up the crumbs of cake, than in any thing else that day.

LESSON XLVIII.

GRAND PA's story.

sleigh. Her father  
in the bear robe, and  
te. The snow fell  
y could hard-ly see  
the good old horse  
would, no doubt, call  
Oh! father, said  
le bird. Is not that  
ry? No doubt, that  
w that ever-y thing  
poor bird can not  
-ry begged her father  
hat she could throw  
rums of cake that  
Ma-ry had a good  
or bird. And all  
pleased with her  
vis-it to town, for  
yet she had more  
r bird pick up the  
y thing else than

ed 1	crop 5	note 9	stood 13
w 2	just 6	paid 10	storm 14
w 3	knees 7	queer 11	trust 15
ne 4	leave 8	rent 12	while 16

Come, my dear, and I will tell you a tale.  
A long, long time ago, a poor old man lost  
his crop by a storm.

He did not know how to get his rent paid.  
But he thought if God knew He would help  
him. How do you think he told God?

You would get down on your knees and  
tell Him, would you not?

But this poor man did not know he could  
speak in his own words.

Well, what do you think he did? You will  
laugh, I know, when you hear.

Why, he got a man to write to God to tell  
him all he had lost. Was he not a queer man?  
But he was a good man, too. He knew God  
would help him if he told Him.

But how was he to send his note? He took  
it to the top of a high hill, so that the wind  
might blow it up to the sky.

The wind did not blow it up to the sky, but  
it blew it up to the king's house, and the king

1. Demandé. 2. Souffla. 3. Blow up, souffler, emporter. 4. Came out, parut. 5. Récolte. 6. Justement, précisément. 7. Get down on knees, jeter à genoux. 8. Laisser. 9. Billet. 10. Payé. 11. Etrange, original. 12. Fermage. 13. Resté. 14. Tempête. 15. Se confier. 16. A good while, assez long temps.

found it, and said he would send him all the things he had asked for in his note.

So he sent a man with a horse and cart full of things, and told him to leave them at the old man's door.

When the old man came out and saw the cart, he did not know that it was for him.

But when it had stood a good while, and he saw no one come near it, he thought he would look in; and there he saw just the things he had told God to send him.

He said he knew God would help him. Do you think God sent him the cart? I am sure He did. And He will give you all you need if you trust in Him and pray to Him.

LESSON XLIX.

THE TOY SHOP.

break 1	frock 6	much 11	short 16
brought 2	glee 7	niece 12	spin 17
choose 3	got 8	nurse 13	tired 18
curls 4	lap 9	pink 14	touch 19
fro 5	large 10	rock 15	went 20

What a treat it is for boys and girls to go and look at the toys in a shop; and how much

- 
1. Casser, briser. 2. Apporté. 3. Choisir. 4. Boucles de cheveux. 5. *To and fro*, en avant et en arrière. 6. Robe. 7. High glee, grande joie. 8. Got on, appris. 9. Giron, genoux. 10. Grand. 11. *As much as*, autant que. 12. Nièce. 13. Nourrir, soigner. 14. Rose. 15. Balancer. 16. Court, peu. 17. Faire tourner. 18. Fatigué. 19. Toucher. 20. *Vent off*, s'en alla, partit.
-

ould send him all the  
his note.  
a horse and cart for  
leave them at the  
out and saw that  
it was for him.  
a good while, and  
it, he thought he  
he saw just that  
end him.  
ould help him. Do  
e cart? I am sure  
you all you need  
to Him.

ore they like to go, if they may choose one  
two of the nice things which are sold there.  
Tom Gray had been such a good boy at  
school for a whole year, and had got on so  
well, that his aunt brought him a horse that  
would rock to and fro. It was so long, that  
he could sit on its back and his feet not touch  
the ground.

She bought him a nice whip as well; and  
his niece Jane was too ill to go with them to  
the shop, she sent her a doll with blue eyes  
and light curls. This doll had on a pink frock,  
and a hat just made for its small head.

Jane was glad when she saw what Tom had  
brought her; and she kept the doll on her lap  
till bed-time.

But Tom had seen a top and a kite in the  
shop, both of which he thought he should like.  
So when he had got as much as would pay for  
them, off he went in high glee once more to  
the toy-shop, and bought them.

Then, on fine days, when he came out of  
school, he would spin his top, or go to fly his  
kite in the large field.

When Jane got well, she went with him and  
would sit on the grass and nurse her doll; and  
Tom told her of all the fine things he had seen  
in the toy-shop.

I dare say you have seen a shop of this kind,  
and could tell, as well as I can, what things  
are sold in one

short 16  
spin 17  
tired 13  
touch 19  
went 20  
and girls to go  
and how much

4. Boucles de che-  
6. Robe. 7. High  
, genoux. 10. Grand.  
3. Nourrir, soigner.  
7. Faire tourner. 18.  
, partit,

You should take good care of the toys which your father or mother gives you. When you are tired of them, do not break them, as some boys do; but put them in a safe place, and in a short time you will be glad to have them to play with a-gain.

LESSON L.

THE TOY STALL.

arks 1	forks 6	plates 11	spoons 16
base 2	goats 7	rings 12	squeak 17
cans 3	Jack 8	scales 13	stall 18
cheap 4	leap 9	serve 14	weights 19
drums 5	more 10	sight 15	wild 20

Here am I with toys to sell,  
 Come and buy, I'll serve you well.  
 I have toys for girls and boys;  
 Base-balls, and bats, drums, dogs, and cats;  
 Dolls that speak, and mice that squeak;  
 Kites, flags, whips, lambs, sheep, and ships;  
 Hoops, birds, boats, cows, pigs, and goats;  
 I have Jack in the bok, and a horse that  
 rocks;  
 Cans, cups, kings, carts, queens, and rings;  
 Knives, forks, plates, spoons, scales, and  
 weights;

---

1. Sorti de jeu. 2. Base-balls, jeu. 3. Pots. 4. Bon marché.  
 5. Tambours. 6. Fourchettes. 7. Chèvres. 8. Jack in the box,  
 godenot. 9. Leap frog, cheval fondu. 10. The more, plus. 11.  
 Plats. 12. Bagues, anneaux. 13. Balances. 14. Servir. 15. Vue.  
 16. Cuillers. 17. Crier. 18. Echoppe. 19. Poids. 20. Sauvages.



re of the toys which  
ves you. When you  
reak them, as some  
safe place, and in  
d to have them to

Arks, farms, shops, wild beasts, and tops.  
Frogs that leap, for sale I keep.  
And each thing on my stall is cheap.  
If what you want is not in sight,  
Ask, and it soon will come to light.  
It pleases me to shew my store;  
The more you look, you'll buy the more,  
Then come and see my pretty toys,  
They are sure to please both girls and boys.

LESSON LI.

A STORM AT SEA.

spoons 16  
squeak 17  
stall 18  
weights 19  
wild 20

bade	cast 6	gun 11	rough 16
beach 2	dawn 7	height 13	sharp 17
board 3	deck 8	held 13	threw 18
boat 4	flung 9	learned 14	tried 19
brought 5	gone 10	mean 15	wave 20

ou well.  
ys;  
dogs, and cats;  
hat squeak;  
leep, and ships;  
gs, and goats;  
d a horse that  
ns, and rings;  
ns, scales, and

We went, one dark night, to walk on the shore of the sea. No moon nor stars were to be seen in the sky; the wind blew, and the waves rose to a great height.

All at once we heard the sound of a gun far out at sea. What could that mean?

We soon learned from some men that it came from a ship in the storm, and which was in want of help.

ts. 4. Bon marché.  
3. Jack in the box,  
he more, plus. 11.  
Servir. 15. Vue.  
ds. 20. Sauvages.

1. Ordonna. 2. Plage, grève. 3. On board, à bord. 4. Life-boat, bateau de sauvetage. 5. Amené. 6. Jeté. 7. Aube, aurore. 8. Tillac, pont. 9. Flung back, rejeté. 10. Perdu. 11. Canon. 12. Hauteur. 13. Held up, leva. 14. Apprimes. 15. Vouloir dire. 16. Agité. 17. Après. 18. Threw back, rejetèrent. 19. Essayèrent. 20. Agiter, faire signe de la main.

We heard the sound of guns, from time to time, all that night. At dawn the men of the town, who were on the shore, saw the ship all her sails and masts gone.

She was not far off then; we could see some men on the deck wave their hands to us on shore, and we knew that if no help could reach them, they would all go down with the ship and be lost.

Now we saw her on the top of a high wave and then she was hid quite from our sight.

Soon the brave men of the town got out a life-boat; but when they tried to get off, they found the sea too rough, and that the high waves threw their small boat back on the shore.

By this time the ship had been cast on the sharp rocks, a large hole was made in her side and all knew now that she would soon go down.

The men on shore got a rope, and one brave man tried to swim to the ship with it; but each time he was flung back by the waves upon the beach.

At last, when all hope was past, a man came up with a fine large dog. As soon as he saw the ship, he held up the dog to look at it; then he put one end of the rope in-to the dog's mouth, and bade him take it to those on board.

Off went the dog, and swam to the ship with the rope; and by this means all the poor men were brought on shore. They were cold and wet, but yet safe and sound.

As for the ship, it soon went down, and the things that were in it were lost.

LESSON LII.

THE FOX AND THE GRAPES.

all 1	grapes 5	lick 9	taste 13
t 2	lung 6	ripe 10	vine 14
ox 3	jump 7	spend 11	way 15
ive 4	leaps 8	sour 12	why 16

Once on a time, a fox came where there grew a tall vine, on the top branch of which hung some fine ripe grapes.

The sight of these made him lick his lips, and he said: "What nice grapes! how glad I should be to taste them! and I will do so, too!"

With that he gave a jump to reach them, but fell back on the ground.

He did not yet give up, as he had so great a wish to have some. Nine or ten times he tried in vain to get at them.

At last, when he saw that all his leaps were of no use, he said, as he went off: "Why, what a fool I am to spend my time in this way! I see now that the grapes are green and sour,

1. *Fell back*, retomba. 2. *Bon*. 3. *Renard*. 4. *Give up*, renoncè. 5. *Raisins*. 6. *Etaient suspendus*. 7. *Saut*. 8. *Sauts*. 9. *Lécher*. 10. *Mûres*. 11. *Employer, dépenser*. 12. *Sûr*. 13. *Gou-ber*. 14. *Vigne*. 15. *Manière, sorte*. 16. *Comment, mais*.

and not fit to eat; I would not take them  
I could get them.”

LESSON LIII.

THE BEES.

bee 1	hums 5	song 9	swarms 13
hard 2	part 6	sting 10	teach 14
hark 3	shines 7	store 11	tease 15
hive 4	smart 8	stung 12	through 16

Hark! how the bee hums as it flies through  
the air. Let us watch and see where it goes

Oh! here is the bees' house, and what swarms  
of them go in and out of that small door at the  
side! This small house we call the hive, in  
which the bees live and work.

They go out in the day-time when the sun  
shines, to get food.

Some of this they eat at once, but most of it  
they bring home and store up in the hive.

Then they will have food when the frost  
and snow come, at which time it will be too  
cold for them to go out.

You must get some one to teach you the  
song, which tells how hard the bee works all  
the day when the sun is bright.

The bee is more than twice as large as the

1. Abeille. 2. Fort. 3. Ecoutez. 4. Ruche. 5. Bourdonner.  
6. Partie. 7. Luit. 8. Will smart, cuira. 9. Chanson. 10. A  
guillon. 11. Store up, amasser. 12. Piquer. 13. Essaims. 14.  
Enseigner. 15. Tourmenter. 16. A travers.

ould not take them

LIII.

s.

g 9

g 10

e 11

g 12

as as it flies through

l see where it goes

se, and what swarms

at small door at the

call the hive, i

rk.

ime when the sun

nce, but most of it

p in the hive.

l when the frost

me it will be to

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the bee works all

ht.

e as large as the

Ruche. 5. Bourdonne

9. Chanson. 10. Av

er. 13. Essaims. 14

s.

swarms 12

teach 14

tease 15

through 16

use fly. It has a sting quite as sharp as the point of a pin.

You must take care not to tease the bees while they are at work, or they will fly out of their hive and sting you, and if you get your face or your hand stung by one of them, you will find that the part will smart for a long time.

One of the bees in the hive is the queen; the rest seem to do her will. The bees toil hard while the sun shines, and I wish all boys and girls were like them, and did their work as well.

LESSON LIV.

THE HORSE.

blown 1	held 7	mane 12	straw 18
hose 2	hide 8	ought 14	took 20
rag 3	kind'ly 9	part 15	trots 21
rays 4	lands 10	plough 16	used 22
ond 5	lead 11	sprang 17	voice 23
uide 6	made 12	steed 18	whip 24

There are but few lands in which we do not meet with the horse; and we all know what a fine beast he is, and how use-ful he is to man.

1. Agité. 2. Voulait. 3. Trainer. 4. Haquets. 5. Affectionné, tendre. 6. Guider. 7. Tendait. 8. Cuir. 9. Avec douceur. 10. Contrées, régions. 11. Conduire. 12. Made up, se décida. 13. Crinière. 14. Devoir. 15. Se séparer de. 16. Charue. 17. S'avançer. 18. Coursier. 19. Paille. 21. Mena. 21. Trotte. 22. Avait coutume. 23. Voix. 24. Fouetter.

He walks, trots, or runs with us on his back, does as we tell him, and goes the way we wish. He is so strong that he could throw us off if we chose; but this he does not do.

The horse draws carts and drays for us, and you may see him drag the plough in the field.

When he is dead, parts of our boots and shoes are made of his skin, or hide, which men take off.

I like to watch a horse as he runs past me with his head thrown back, and his mane blowing out by the wind.

We ought to be kind to the horse that does so much work for us. We must feed him well with corn and hay, and give him nice fresh straw for his bed.

Some men whip the horse when they wish him to work. But there is no need to do this; he will do all he can for those who speak kindly to him, as he soon learns to know their voice.

A horse knows his way home when he is let out, and can walk there on a dark night, without no one to lead or guide him.

And now let me tell you a tale of a horse which I hope you will like.

In a land a long way from ours, a man had a horse that used to eat and sleep with him in his tent.

The man grew so poor, that at last he made up his mind to sell his horse, which he and

1. I  
neige.  
gnes.  
Milieu  
18. Lo

s with us on his back  
oes the way we wis  
uld throw us off if  
ot do.

nd drays for us, an  
plough in the field  
four boots and sho  
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tale of a horse

ours a man had  
sleep with him

t at last he mad  
which he an

his wife and their boys and girls were so fond of.

He took it to the man who was to buy it of him, but just as he held out his hand to take the bag of gold, he gave one fond look at the horse, and said: "No, no; I can not part with thee who hast been with me so long!"

With these words he sprang on its back, and was soon out of sight on his way back to his own home. He might die of want, but he could not bear to sell his fine steed.

LESSON LV.

THE BOY LOST IN THE SNOW.

apt 1	frost 6	lie "	sink 16
blown 2	heaps 7	lumps 12	smell 15
drifts 3	hills 8	midst 13	true 17
stain 4	hid 9	people 14	way 18
line 5	kill 10	scent 15	weak 19

Let us sit down round the fire this cold night, and I will tell you a true tale of a dog.

A long way from this place is a land where there is a great deal of cold. Much snow falls, and the hills are so large and so high that their tops seem to be as high as the sky. Some good

1. Disposer. 2. Souffler, jeter. 3. Snow drifts, monceaux de neige. 4. Abattu. 5. Fin. 6. Gelée. 7. Monceaux. 8. Montagnes. 9. Caché. 10. Tuer. 11. Etre couché. 12. Masses. 13. Milieu. 14. Peuple. 15. Odorat, flair. 16. S'enfoncer. 17. Vrai. 18. Long way, grande distance. 19. Faible.

people live there, who do all they can to help men who pass o-ver these hills.

These men have been known to sink in the snow, and the cold makes them so weak and faint that they sleep till the cold and frost kill them.

Great cold makes us apt to sleep, and those who sleep a long time in the snow are sure to die.

Well, these good men, who live in a house in the midst of the high hills, keep some large dogs, and they teach them to go out and seek for those who may be lost in the snow-drifts.

Snow-drifts are large heaps of snow, or snow blown by the wind in-to lumps, and they are deep.

The dogs have so fine a scent, or smell, that they can find men by means of it, when it is too dark to see, or when the men they go out to look for lie hid in the deep snow-drifts.



LESSON LVI.

THE BOY LOST IN THE SNOW (continued).

back 1	drew 5	hold 9	some'thing 13
dark 2	fast 6	lain 10	stand 14
bark'ing	gate 7	neck 11	stiff 15
close 4	hair 8	rode 12	took 16

One sad, cold night, when the snow fell fast and it was quite dark, with not a star to be seen in the sky, these good men sent out a dog to seek for those who might want help.

In an hour or two the dog was heard barking at the gate; and, when the men looked out, they saw the dog there with a boy on his back. The poor child was stiff with cold, and could but just hold him-self on the dog's back.

The men took the boy in, and when he was warm, and had some food, he told them that he had lain a long time in the snow. He was too ill and weak to walk and the snow was falling fast on him, when he felt some-thing pull him by the coat, and heard the bark of a dog close by him.

The boy put out his hand, and felt the hair of the dog; and then the dog gave him one more pull. This gave the poor boy some hope, and he took hold of the dog, and drew him-self out

1. Dos. 2. Abolement. 3. Aboyant. 4. *Close by*, tout près. 5. *Drew out*, sortit. 6. Dru, épais. 7. Porte. 8. Poil. 9. Tenir. 10. Etait resté. 11. Cou. 12. Resta monté. 13. Quelque chose. 14. Se tenir. 15. Rolde, engourdi, transi. 16. Took hold, saisit.

of the snow ; but he felt that he could not stand.

He then got up on the dog's back, and put his arms a-round the dog's neck, and thus held on.

He felt sure that the dog did not mean to hurt him ; and he rode on the dog's back all the way to the house of the good men, who took care of the boy till the snow was gone when they sent him to his own home.

LESSON LVII.

THE OAK.

boughs 1	depth 4	lasts 7	stools 10
chests 2	firm 5	roots 8	trunk 11
cracks 3	floors 6	spreads 9	wide 12

Of all the trees that grow in the woods, the oak stands first.

It grows to a great height, and lives to a good old age ; and if you see an oak when it has grown to its full size, you will say that it is a grand tree.

It spreads out its bent boughs far and wide, and, with its green leaves, forms a nice shade from the heat of the sun.

Its roots go down to a great depth in the

- 
1. Branches, rameaux. 2. Caisses, coffres. 3. Fente, crevasse.  
 4. Profondeur. 5. Ferme. 6. Planchers. 7. Dure. 8. Racines.  
 9. Spread out, étend. 10. Tabourets. 11. Tronc. 12. Far and wide, au long et au large.

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 dog's back, and p  
 s neck, and thus h  
 g did not mean  
 the dog's back a  
 the good men, wh  
 the snow was gone  
 own home.

II.

stools 10

trunk 11

wide 12

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hs far and wide,  
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t depth in the

3. Fente, crevasse.  
 7. Dure. 8. Racines.  
 Tronc. 12. Far and

th, and there they spread out just as the  
 ughs on the top do. These roots are to make  
 e tree firm, so that the strong wind may not  
 ow it down.

The wood of the oak is so hard, and lasts such  
 long time, that we use it to build ships with ;  
 and to make chests, stools, and floors of rooms.  
 I have heard that in one of our woods there  
 now a fine old oak tree, in the trunk of which  
 here is such a large and wide crack, that a  
 orse and cart can pass through it. You may  
 hink what a big tree it must be.

LESSON LVIII.

THE OAK AND THE REED.

anks 1	dan'gers 9	lift 17	sprung 25
e-fall' 2	de-spise' 10	low'ly 18	stem 26
end 3	de-struction 11	man'y 19	still 27
last 4	fall'en 12	proud 20	strength 28
ow 5	gi'ant 13	raise 21	teach'es 29
grave 6	hum'ble 15	reed 22	till 30
y 7	haugh'ty 14	ruin 23	torn 31
amp 8	laid 16	save 24	tri'al 32

An oak grew near a stream, on the banks  
 of which a tall, thin reed sprung up.

- 
1. Rives. 2. Arrivé. 3. Plier. 4. Vent, brise. 5. Inclinez.  
 6. Brave. 7. *By and by*, bientôt, tantôt. 8. Humide. 9. Dangers.  
 10. Méprise. 11. Destruction. 12. Tombé. 13. Géant. 14. Hau-  
 main, superbe. 15. Humble. 16. Etendu, couché. 17. Lève. 18.  
 Humble. 19. Beaucoup. 20. Orgueilleux. 21. Lever. 22. Ro-  
 beau. 23. Ruine. 24. Sauver. 25. *Sprung up*, poussa. 26. Tige.  
 27. Tranquille, coi. 28. Force. 29. Enseigne. 30. Jusqu'à. 31. Torn  
 up, arraché. 32. Epreuve, essai.

One day the oak said to the reed: "Why is a poor, weak thing you seem to be, when the weight of a small bird makes you shake and bend to the ground, and when you bow your head to the faint breeze.

"You see how I lift my head to the sky and brave the storm. If you did but grow close to me, and not on the damp bank there, I could keep you safe from the blast."

"How kind you are," said the reed, "and I thank you; but, for my part, I think I have no more cause to fear a strong wind than you have. I bend, but I do not break. Till now it is true, the wind has not bent your stem at all, but we shall see by and by."

As the reed said these words, a strong blast from the north made him bow to the ground once more. And when the wind was still, and he could raise his head, the first thing he saw was the proud oak torn up by the roots, and laid on the ground.

"Ah!" said the reed as he looked up on the fall-en gi-ant, "it is bet-ter to bend than to break."

This fa-ble teach-es us that we should not be proud of our strength. When the tri-al comes, our strength may not be able to save us from de-struction.

The hum-ble and low-ly are safe from man-y dan-gers that be-fall the proud and haugh-ty. That in which men trust oft-en brings them

to the reed: "Why ruin, while that which they de-spise would seem to be, when they have saved them. makes you shake and when you bow your head to the sky and id but grow close to bank there, I could t."

id the reed, "and part, I think I have long wind than you break. Will now bent your stem and by."

ards, a strong blast low to the ground wind was still, and first thing he saw by the roots, and looked up-on the o bend than to

we should not be e tri-comes, our ave us from de- safe from man-y and haugh-ty. en brings them

LESSON LIX.

THE FOX AND THE CROW.

ed 1	drop 4	laugh 7	shape 10
ese 2	flew 5	mind 8	short 11
w 3	folks 6	plumes 9	stole 12

A crow one day stole a nice piece of cheese, and at once flew off with it to the top branch of a high tree.

A fox that came by that way, saw her, and thought he should like the cheese, if he could get it to make the crow drop it.

So he called out, "How are you, my friend, some folks told me your coat was black; how could they say so, when, did they but use their eyes, they would see as I do, that you are as white as snow?"

"And what a fine shape you have got! With such fine plumes, and so nice a shape, I am sure your voice must be a sweet one."

"In short, I should think there is no bird that could sing so well as you can. Do let me hear you, pray, so that I may tell my friend." The crow thought all that the fox had said

1. Called out, cria. 2. Fromage. 3. Corbeau. 4. Laisser tomber. 5. Flew off, s'envola. 6. Gens. 7. Had a good laugh at, rit en de. 8. Made up her mind, se décida. 9. Plumes. 10. Taille, stature. 11. In short, bref, enfin. 12. Vola.

was true, and at once made up her mind  
sing to him.

But, at the first note, down to the ground  
went the cheese, which the fox took up  
ate; and then he had a good laugh at the  
crow.

LESSON LX.

THE WOLF AND THE BOY.

about' 1	flock 7	might 13	sport 19
after 2	fright 8	real'ly 14	stir 20
ax'es 3	haste 9	run'ning 15	sto'ries 21
be-gan' 4	heart'y 10	screamed 16	tell'ing 22
ear'nest 5	help 11	shep'herds 17	think'ing 23
e'ven 6	hunt 12	sit'ting 18	wolf 24

There was once a boy named Jack, who used  
to keep his sheep not far from a large wood.

One day, to make sport, he cried out with  
his might, "Help! help! the wolf is coming."

The men who were near knew that a wolf  
oft-en came out of the wood to hunt after the  
sheep, and think-ing what Jack said was true,  
they came run-ning in great haste with axes  
and poles to kill the wolf.

But when they had looked a-bout for a long

1. Looked about, regardé de côté et d'autre. 2. Après. 3. Ognées. 4. Commencèrent. 5. Sérieusement. 6. Même. 7. Trépeau. 8. Frayeur. 9. Hâte, vite. 10. Cordial. 11. Au second. 12. Faire la chasse. 13. Hâte, vite. 14. Réellement. 15. Coura. 16. Poussa des cris. 17. Bergers. 18. Was sitting, était assis. 19. To make sport, pour rire jouer. 20. Remuer. 21. Menteries, contes. 22. Disant. 23. Pensant. 24. Loup.

made up her mind  
down to the gro  
the fox took up  
good laugh at the p

LX.

## THE BOY.

ght 13 sport 19  
y 14 stir 20  
ning 15 sto'ries 21  
amed 16 tell'ing 22  
herds 17 think'ing 23  
ing 18 wolf 24

amed Jack, who us  
rom a large wood  
e cried out with  
e wolf is com-ing  
knew that 'a w  
to hunt af-ter the  
Jack said was tru  
haste with ax-

l a-bout for a lon

autre. 2. Après. 3. O  
ent. 6. Même. 7. Tr  
Cordial. 11. Au secon  
ellement. 15. Coura  
sitting, était assis. 1  
er. 21. Menteries, co

they could find no trace of an-y wolf;  
they went a-way quite tired, and Jack had  
near-ty laugh, for he thought this was ver-y  
and fun.

Next day he cried a-gain, "The wolf! the  
f!" and once more the men ran to his help,  
they found no wolf, and they be-gan to see  
t Jack was on-ly tell-ing lies to make fun  
them.

A few days af-ter this, as Jack was sit-ting  
r the wood with his sheep all round him,  
wolf ran out of the wood in-to the midst  
his flock.

Jack screamed with fright and once more  
ed, "Oh, help! help! the wolf is really here  
s time!"

The oth-er shep-herds heard him, but they  
not stir a step. "No, no, Mas-ter Jack," they  
d, "you will not catch us a-gain with your  
e sto-ries;" and no one would go to his help.  
The wolf killed three of his sheep, and car-  
d off his pet lamb. And so Jack learned  
at if we tell lies e-ven in sport, no one will  
ust our word when we speak the truth in  
r-nest.

LESSON LXI.

THE CAT.

chanced 1	din'ner 6	o'pen 11	but 16
chil'dren 2	hav'ing 7	play'mate 12	sun'ny 17
clean 3	let 8	rang 13	sur-prise' 18
cling'ing 4	lick'ing 9	rang'ing 14	want'ed 19
cun'ning 5	mat'ter 10	rung 15	wash'ing 20

Cats are ver-y use-ful to us; for they kill mice and rats, which would eat up our food. And Puss is a play-mate, too. I dare say you have seen her sit-ting in a sun-ny win-dow licking her paws, which is her way of wash-ing them.

Chil-dren might learn of her to keep their hands and fa-ces clean. But per-haps though you have seen cats so of-ten, you do not know all the cun-ning things they can do. I will tell you one of them.

There was once a cat which lived in a house where a large bell used to be rung be-fore meals, to tell the peo-ple when they were read-y. Puss heard it, too, and as soon as the rang, she al-ways came to be fed.

One day she chanced to be shut up at dinner time. Some hours af-ter, when she was let out, she ran to the room where they used to put her food; but it was not there.

1. Il arriva. 2. Enfants, 3. Propre. 4. Se tenant. 5. Habillé à droite. 6. Diner. 7. Ayant. 8. *Let out*, laisser sortir. 9. L'air. 10. Raison, sujet. 11. Ouvrir. 12. Compagne de jeu. 13. S'occuper. 14. Sonnant. 15. Sonné. 16. *Shut up*, enfermé. 17. Posé au soleil. 18. Surprise. 19. Voulait. 20. Lavant.





Captain led a ver-y hap-py life; there on-ly one thing that gave him pain; it was that his young mis-tress was al-so ver-y fond of a lit-tle white kit-ten.

Cap-tain wished to have all her love her-self; he did not like that the kit-ten should be pet-ted as much as he was, and so he grew jeal-ous. It is a bad thing to be jeal-ous; it makes us ver-y cross, and does not help us in an-y way.

Cap-tain was soon pun-ish-ed for his fault, and not long af-ter, his mas-ter and mis-tress went to live in the ci-ty, and then he had no one left all to pet him, and his life be-came a dull one.

He be-gan to mope sad-ly. He missed the nice long walks he used to take with his young mis-tress, and the cakes with which she used to feed him, and the kind mer-ry words she said to him.

He want-ed some one to play with, and there was no one in the house but the ser-vants, who were too bus-y to play, and the lit-tle white kit-ten.

Cap-tain had not been kind to the kit-ten when he was jeal-ous of her. He had tried to show his dis-like to her by chas-ing her up the trees and bark-ing at her.

But now he did so long for a play-mate, that he tried to make friends with puss-y, and be-fore long de-grees they grew ver-y fond of each oth-er.

They ate out of the same plate, and lay close

happy life; there together be-fore the fire; and, if Captain ran  
ve him pain; it ter puss-y now, it was on-ly in play, and he  
was al-so ver-y f-er tried to hurt her.

ve all her love h  
the kit-ten should  
s, and so he grew je  
s to be jeal-ous;  
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a play-mate, th  
h puss-y, and b  
d of each oth-er  
nte, and lay clo

LESSON LXIII.

MISS AND CAPTAIN.

count	cheek 6	nap 11	sor'ry 16
oth'er 2	lived 7	noth'ing 12	sto'len 17
w 3	longed 8	o'pened 13	stood 18
e 4	mak'ing 9	pine 14	stove 19
oth'er 5	morn'ing 10	road 15	try'ing 20

At last his mas-ter came home, and Cap-tain  
as glad e-nough to see him. He did not stay  
ng; and, when he went back to the cit-y, he  
ok the dog with him.

Cap-tain liked to be with his mas-ter a-gain,  
d was ver-y hap-py at first; but he soon be-  
n to miss the kit-ten, and to pine to have  
er to play with.

One day he was no where to be found, and  
y-er-y bod-y thought he was sto-len. They  
ere all ver-y sor-ry, for he was a fine dog,  
nd they did all they could to find him; but  
our days passed, and noth-ing had been heard  
-bout him.

1. A cause. 2. Un autre. 3. Coup. 4. Endura. 5. Frère. 6. Figure. 7. Écœurant. 8. Désiré. 9. Faisant. 10. Matin. 11. Homme, sieste. 12. Rien. 13. Ouvrit. 14. Languir, désirer. 15. Chemin. 16. Peiné, chagrin. 17. Volé, dérobé. 18. Se trouvait. 19. Poêle. 20. Essayant.

At last, one morn-ing his mas-ter thou-  
he heard him bark at the street door; so  
o-pened the door, and there, to his sur-pr-  
stood Cap-tain, with the lit-tle white kit-  
by his side.

He had so longed to have her with h-  
that he found his way to the coun-try ho-  
all by him-self, and had got her to come b-  
with him.

How they found their road, I can-not sa-  
but there they were, and ver-y glad their m-  
ter was to see them.

They lived to-geth-er for man-y years,  
great friends as ev-er; and I wish ev-e-  
broth-er and sis-ter were as kind one to t-  
oth-er as Puss and the Cap-tain.

I will tell you an-oth-er lit-tle sto-ry a-b-  
a cat.

A cat was once sit-ting un-der a stove, t-  
ing to sleep, but was not a-ble to get a nap,  
account of a child in the same room, who w-  
mak-ing a great noise.

The cat bore it for a time; but at last s-  
left her place, went up to the child and ga-  
it a smart blow on the cheek with her pa-

LESSON LXIV.

THE BEAR AND HER CUBS.

aid' 1	fierce 7	hunt'ing 13	scraps 19
used' 2	fol'low-ing 8	ly'ing 14	seals 20
ack' 3	fro'zen 9	move 15	search 21
s 4	hap'pens 10	roam 16	shoot 22
ther 5	haste 11	roast'ed 17	them-selves' 23
d'ing 6	hun'ger 12	sail'ors 18	whales 24

The white bear is a ver-y fierce beast, which is found in the cold coun-tries of the North.

When the sea is quite fro-zen o-ver, the bears roam a-bout o-ver the ice in search of food. Hunger makes them so sav-age that they will at-tack a man, and sail-ors have oft-ten been killed and torn to piec-es by them.

Yet, though the bears are so fierce to man, they are ver-y fond of their young ones, as the fol-low-ing sto-ry will show :

A ship, which had sailed to the North Sea to catch whales, was once fro-zen up in the ice, so that the men who were in the ship saw that they should have to wait till the win-ter was past be-fore they could move an-y far-ther.

This oft-en hap-pens in those parts ; so the men were not a-fraid, but tried to keep them-

1. Feur. 2. S'amuserent. 3. Attaquer. 4. Oursons. 5. Plus.  
 6. Nourrissant. 7. Féroce. 8. Suivant. 9. Gelé, glacé. 10.  
 arrive. 11. Vite. 12. La faim. 13. Chasse, chassant. 14. Par  
 terre. 15. Aller, avancer. 16. Errent, rôdent. 17. Rôti. 18.  
 fatelots. 19. Restes, fragments. 20. Phoques. 21. Recherchs.  
 22. Tirer. 23. Eux-mêmes. 24. Baleines.

selves as warm as they could, and a-mu-  
them-selves by hunt-ing.

They oft-en went out on the ice to hunt  
seals and the fox-es. One day they had  
some seals, and had roast-ed the flesh in a  
which they had made on the shore.

When they went back to the ship, they  
some scraps of the meat ly-ing on the shore.  
A bear smelled the roast meat, and thought  
would like to have a bit of it.

One of the sail-ors saw her, and called  
to the oth-ers to make haste and shoot the bear.  
They all came on deck, and they saw the  
bear feed-ing her cubs with the scraps that  
found near the fire.

Thoug she was ver-y hun-gry, she did  
eat an-y of the meat her-self; she seemed  
like bet-ter to see her cubs eat it.

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LESSON LXV.

THE BEAR AND HER CUBS (continued).

vi-mal <sup>1</sup>	fol'low <sup>9</sup>	laughed <sup>17</sup>	showed <sup>25</sup>
rry <sup>2</sup>	fond'led <sup>10</sup>	limped <sup>18</sup>	spot <sup>26</sup>
rry-ing <sup>3</sup>	fond'ness <sup>11</sup>	look'ing <sup>19</sup>	stroked <sup>27</sup>
ax <sup>4</sup>	grow'ing <sup>12</sup>	put <sup>20</sup>	tore <sup>28</sup>
awled <sup>5</sup>	howl'ing <sup>13</sup>	rise <sup>21</sup>	tow'ards <sup>29</sup>
op <sup>6</sup>	hung <sup>14</sup>	see'ing <sup>22</sup>	watch'ing <sup>30</sup>
ad'ing <sup>7</sup>	in-stead' <sup>15</sup>	shoot'ing <sup>22</sup>	wound'ed <sup>31</sup>
ed <sup>8</sup>	laid <sup>16</sup>	shot <sup>24</sup>	wounds <sup>32</sup>

The sail-ors were so much a-mused with watch-ing the bears that, in-stead of shoot-ing them, they threw some more lumps of flesh out of the ship, and laughed when they saw the old bear catch them and tear them in pic-ces, and car-ry them to her cubs.

At last they were tired of watch-ing them, so they raised their guns and fired. The shot killed the two cubs, but their moth-er was on-ly wounded.

The poor old bear, though she was in great pain, crawled to the spot where her dead cubs lay, still car-ry-ing a piece of meat in her mouth.

It was a sad sight to see how she hung o-ver

1. Animal. 2. Porter. 3. Portant. 4. Flatter, amouour. 5. e traine. 6. Drop down dead, tomber mort. 7. Trouvant. 8. Fi-ent feu. 9. Suivant. 10. Carressa. 11. Affection, tendresse. 12. Devenant. 13. Hurlant. 14. Restait, se tenait. 15. Au lieu. 16. ossa, mis. 17. Rirent. 18. Clopina. 19. Regardant. 20. Put out, débarrasser. 21. Se relever. 22. Voyant. 23. Tirant. 24. Coup. 25. Montra. 26. Endroit, place. 27. Carressa. 28. Déchira, mit. 29. Vers. 30. Veillant. 31. Blessé. 32. Plaies, blessures.

her young ones; she tore the meat in pieces and seemed as though she would coax them to eat.

When she found they did not stir, she laid her paw first on one and then on another and tried to make them rise, howling in a way that would have gone to your heart if you had heard it.

Then she limped a little way off, and looked back to see if they would follow, but finding they did not move, she went back again and licked their wounds, and fondled them still howling as before.

She was now growing faint with loss of blood, and, as she crawled away, the sailors thought she would drop down dead. But once more she looked back at her cubs, and came to them, and stroked and licked them, as though to make them rise.

It was all in vain; the cubs did not move and the poor old bear, seeing that they were quite dead, raised her head, and looking towards the ship, she gave one last sad howl.

Then the sailors fired their guns, and the old bear fell down by the side of her cubs, and died as she tried for the last time to lick their wounds.

I do not know how the sailors could have the heart to kill an animal that showed so much fondness for her young ones.

Perhaps they thought, that as she was bad-



the meat in piec-  
would coax them  
d not stir, she la  
then on an-oth-  
se, howl-ing in  
to your heart

way off, and look  
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went back a-gai  
and fond-led them

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-way, the sail-or  
dead. But onc  
cubs, and cam  
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hat showed so  
ones.

as she was bad-

wound-ed at the first shot, it was bet-ter to  
ut her out of pain at once.

### LESSON LXVI.

#### IDLENESS.

buzz'ing 1	r'dle 7	necks 13	slow'ly 19
catch'ing 2	i'dle-ness 8	per'sons 14	stray 20
bow'ers 3	les'sons 9	pret'ty 15	twist'ing 21
et'ting 4	line 10	pull'ing 16	wagged 22
ay'rick 5	mean 11	sang 17	with-out' 23
on'ey 6	moss 12	shone 18	wrong 24

There was a lit-tle boy whose fath-er one day  
ent him to school. It was a fine morn-ing;  
he sun shone, and the birds sang on the trees.

Now this lit-tle boy did not like go-ing to  
school; for he was i-dle, and liked noth-ing  
out play. So he went on as slow-ly as he could.

Soon he saw a bee buzz-ing a-mong the flow-  
ers. "Pret-ty bee," he said, "will you come  
and play with me?" But the bee was bus-y  
get-ting wax and hon-ey out of the flow-ers,  
and had no time to be i-dle.

Then the lit-tle boy met a dog, and he tried  
to make the dog play with him. But the dog  
on-ly wagged his tail and ran off. He had to

1. Bourdonnant. 2. Allant chercher. 3. Fleurs. 4. Recueillant.  
5. Meule de foin. 6. Miel. 7. Oisif. 8. Oisiveté. 9. Leçon. 10.  
Garnir. 11. Vouloir. 12. Mousse. 13. Nida. 14. Personnes. 15.  
Joli. 16. Tirant. 17. Chantaient. 18. Était brillant. 19. Lente-  
ment. 20. S'égarer. 21. Entreçaçant. 22. Remua. 23. Sans. 24.  
Se trompait.

mind his mas-ter's flock, and he knew we-  
e-nough that the sheep would stray, if he d-  
not watch them.

Then the boy went up to a hay-rick, when  
he saw some birds pull-ing straws out of the  
rick. "I should like to get these birds  
play with me," he thought, "for they have  
noth-ing to do all day long but to play a-bou-  
and be i-dle."

But the lit-tle boy was quite wrong in this  
for the birds were get-ting the straws to make  
their nests; and he soon saw them hard at  
work in the trees, one twist-ing the straw for  
the nest, and one fetch-ing moss and wool to  
line it with.

Then the lit-tle boy said to him-self, "I  
seems as if no one was i-dle but me; per-hap-  
I had bet-ter go to school." So he went to  
school, and sat down to his lessons.

And this was the les-son that he read to  
him-self that morn-ing: God did not mean man-  
to live with-out work. I-dle per-sons are not  
hap-py. We must work first, and play next.

"First do your work, then go to play,  
And you will have a hap-py day."

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ll 3  
alk  
aims  
pse  
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t s  
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Bryant,  
Marchez  
Mugir.  
et se par  
Abandon

LESSON LXVII.

MARCH! MARCH!

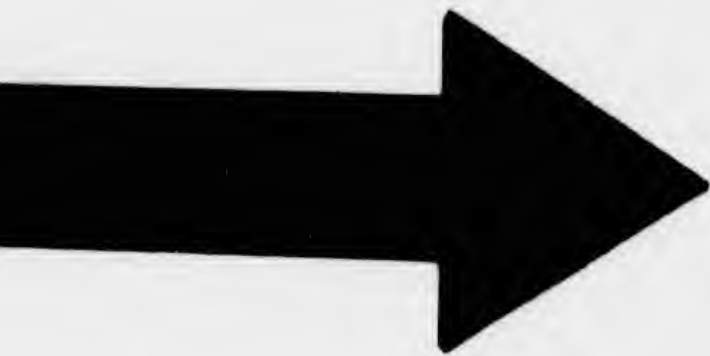
ld 1	dust 11	le'al 21	rush 31
ay 2	drum 12	loud 22	rye 32
ill 3	fame 13	low 23	shout 33
alk 4	flee 14	low'er 24	spear 34
ims 5	flute 15	march 25	spruce 35
pse 6	foe 16	neigh 26	south 36
rb'-stones 7	forth 17	North 27	sound 37
at 8	glow 18	pelt 28	stout 38
atch 9	grasp 19	quake 29	waive 39
on'key 10	hie 20	roar 30	whilst 30

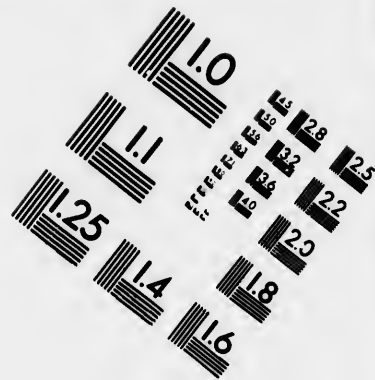
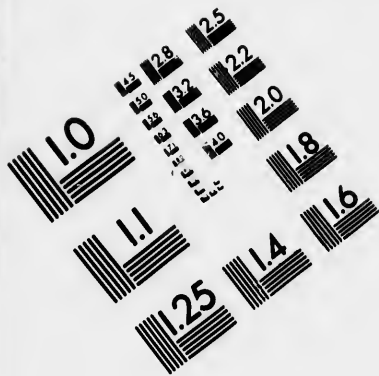
March! march! keep step, brave boys;  
 The foe will quake to hear our noise!  
 Ye stout in heart, you might shew forth  
 To foes East, West, or South, or North.  
 Sound the loud flute, and beat the drum:  
 Hark! how they shout. "They come! they  
 come!"

Grasp each a rush, as spear of might,  
 The foe will flee at such a sight,  
 Wave your silk flags—waive not your claims;  
 On curb-stones Fame will chalk your names;

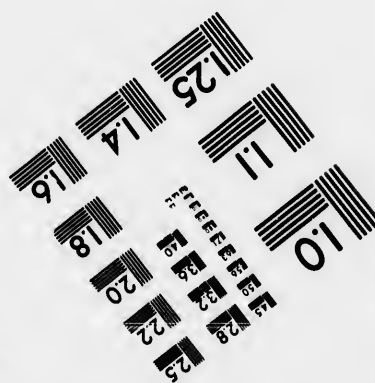
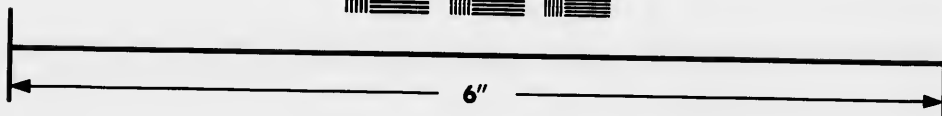
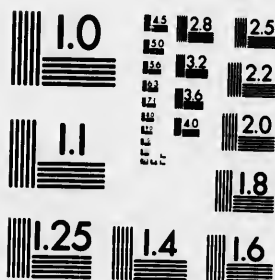
1. Hardi, intrépide. 2. Braire. 3. Taureau. 4. Crayonner. 5. Droits. 6. Taillis. 7. Bordures de pavé. 8. Graver. 9. Fossé. 10. Ane. 11. Poussière. 12. *Beat the drum*, battre le tambour. 13. Renommée. 14. S'enfuir. 15. Flûte. 16. Ennemi. 17. *Show forth*, proclamer, manifester. 18. Briller, jeter un vif éclat. 19. Empoignez, saisissez. 20. Se hâter, s'empresser. 21. Loyal. 22. Bruyant, résonnant. 23. Beugler. 24. Se brouiller, se couvrir. 25. Marchez. 26. Hennir. 27. Nord. 28. Battre. 29. Trembler. 30. Mugir. 31. Jonc. 32. Seigle. 33. Crier. 34. Lance. 35. Parer et se parer. 36. Sud. 37. Sonnez. 38. Vaillant, intrépide. 39. Abandonner. 40. Tandis que,







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Or Joe shall cut them on a tree,  
 When home we hie to get our tea.  
 The sky may low-er, the sun may glow,  
 The rain may pelt, the wind may blow,  
 The bees may hum, the don-key bray,  
 The bull may roar, the horse may neigh,  
 The cow may low, old Ned may scold,  
 But we the leai, the strong, the bold,  
 Through fields of rye, or hay, or grass—  
 Through mud, or clouds of dust, will pass.

LESSON LXVIII.

THE TWO APPLE-TREES.

ap'ples 1	fight'ing 11	old'er 21	spring 21
Au'tumn 2	gar'den 12	picked 22	snails 32
bear 3	gate 13	plant'ed 23	sup-port' 33
blos'soms 4	grubs 14	play'ing 24	sur-prise'd 44
borne 5	hab'its 15	plen'ty 25	swing'ing 35
bunch'es 6	Har'ry 16	prune 26	throw'ing 36
delight'ed 7	kept 17	ro'sy 27	treat'ing 37
dig'ging 8	la'bor 18	shel'tered 28	train 38
dug 6	load'ed 19	sin'gle 29	work'ing 39
far'mer 10	mine 20	spent 30	your-selves' 40

James and Har-ry were the sons of a far-mer.

1. Pommes. 2. Automne. 3. Porter. 4. Fleurs. 5. Porter.  
 6. Bouquets. 7. Réjoui. 8. Creusant. 9. Creusa. 10. Fermier.  
 11. Se battant. 12. Jardin. 13. Porter. 14. Cucurons, vers. 15.  
 Habitues. 16. Henri. 17. Kept out, éloigné. 18. Travail. 19.  
 Chargé. 20. Le mien. 21. Plus vieux. 22. Picked off, ôta, en-  
 leva. 23. Planté. 24. Jouant. 25. Abondance. 26. Tailler. 27.  
 En fleurs. 28. Mettre à l'abri. 29. Seule. 30. Perdit, dissipa;  
 employé. 31. Printemps. 32. Limaces, escargots. 33. Supporter,  
 soutenir. 34. Surpris. 35. Se brandissant. 36. Lançant. 37.  
 Traitant. 38. Plier, tailler. 39. Travaillant. 40. Vous-mêmes.



n a tree,  
 get our tea.  
 e sun may glow,  
 wind may blow,  
 don-key bray,  
 orse may neigh,  
 led may scold,  
 ng, the bold,  
 hay, or grass—  
 of dust, will pass.

III.

PREES.

- spring 31
- snails 32
- sup-port' 33
- sur-prise' 34
- swing'ing 35
- throw'ing 36
- treat'ing 37
- train 38
- work'ing 39
- your-selves' 40

sons of a far-mer.

- 4. Fleurs. 5. Porté
- Crensa. 10. Fermier.
- 4. Cucérons, vers. 15.
- né. 18. Travail. 19.
- Picked off, ôta, en-
- nce. 26. Tailler. 27.
- 30. Perdit, dissipa;
- rgots. 33. Supporter,
- 36. Lançant. 37.
- 40. Vous-mêmes.

James was just one year old-er than Har-ry.  
 Their fath-er one day chose out two fine  
 young ap-ple-trees in his gar-den, and said to  
 the boys: " I will give each of you the care  
 of one of these trees; and all the fruit that  
 grows on them you may have for your-selves.  
 The boys were much pleased, and be-gan to  
 think they should now be a-ble to eat as  
 man-y ap-ples as they liked.

Har-ry took great pains with his tree. He  
 learned from his fath-er the right way of treat-  
 ing it; he cut a stout pole to sup-port the stem,  
 and make it grow straight; he dug the earth  
 round its roots, and picked off the grubs and  
 snails, which he thought might hurt the young  
 buds and blos-soms.

James thought this all ver-y dull work; and  
 as his tree was yet too young to bear an-y fruit,  
 he soon ceased to care at all a-bout it.

He was an i-dle boy, and oft-en spent his  
 time swing-ing on a gate or throw-ing stones,  
 or fight-ing with oth-er boys in the streets  
 where he learned man-y bad words and bad  
 hab-its.

Two years had passed since their fath-er had  
 giv-en them the trees; and one day as James  
 passed the spot where they grew side by side,  
 he was sur-prise'd to see his broth-er' stree load-  
 ed with fruit, whilst his own had not yet  
 borne a sin-gle ap-ple.

He ran to his fath-er and said: " How is it  
 that Har-ry's tree is full of fruit, and mine is

good for noth-ing? You must have giv-  
him a bet-ter tree than you gave me; and  
will have plen-ty of ap-ples whilst I shall ne-  
er have an-y.”

But his fath-er said: “James, the tree  
were just the same when I plant-ed them  
but Har-ry has tak-en pains with his, and you  
have let yours grow wild. If, in-stead of  
play-ing in the streets, you had worked as hard  
as your broth-er, you would have had just as  
man-y ap-ples.”

The les-son did James good. He was now  
oft-en to be seen dig-ging in the gar-den, and  
work-ing hard by the side of Har-ry.

His broth-er showed him how to prune, and  
train his tree; and next spring James was de-  
light-ed to see that it had one or two bunch-es  
of blos-soms. He took care of these blos-soms  
and shelt-ered them from the frost; and in the  
au-tumn he had six ro-sy ap-ples.

But what was bet-ter, he had learned to be  
bus-y in-stead of be-ing i-dle; he had kept out  
of the streets, and had left off a great man-y of  
his bad hab-its.

He knew now that we must first work be-  
fore we can hope to get an-y fruit; and that  
time well spent is nev-er lost la-bor.

1. B  
6. Méc  
bulent.  
tout ho  
Touche

LESSON LXIX.

SNAP AND PUSS.

room 1	cool 5	noi'sy 9	soap 13
charge 2	cross'ness 6	sill 10	soft 14
choise 3	folds 7	snap 11	terms 15
clean 4	growl 8	sneaks 12	touch 16

Snap and Puss are not on good terms just now. Snap's bark is so loud that Mrs. Grey came to see if any one had got in-to the house.

She does not know the cause of all the noise. The girl had been sent to clean the room, and left the broom and pail while she ran to the door to see a friend.

Snap seemed to think that he was left in charge; for, as soon as Puss came and took her seat on the clean sill, he began to growl and bark. He knows that the girl has not yet done, for the soap and cloth are still there, and he will not let any one touch them.

Puss does not much mind his cross looks; she seems to say: "Go on, sir; you can bark as much as you please; but I choose to sit here." So she folds her tail round her, and looks at him with such a cool air, that Snap gets tired of bark-ing, and sneaks off to the yard to try it on the old hen.

I do not know how she bore his cross-ness.

---

1. Balai. 2. Charge, garde. 3. Choisir. 4. Nettoyer. 5. Frais.  
6. Méchanceté, malice. 7. Plier. 8. Grogner. 9. Bruyant, turbulent. 10. Seuil. 11. Nom d'un chien. 12. Sneaks off, se retire tout honteux. 13. Savon. 14. Civil, honnête. 15. Termes. 16. Toucher.

I hope she was strong e-nough to take her part.

Puss kept her place with-out any noise, and had more of her own way than Snap with his barking.

Those who are noi-sy and cross do not gain friends; and they have not so much of their own way as those who use soft kind words all they meet.

LESSON LXX.

DOGS.

ac'tions 1	Car'lo 7	hu'man 13	rang 19
Bid'dy 2	cheat'ed 8	jin'gle 14	re-sist' 20
bound'ed 3	do'ing 9	liv'ing 15	strang'est 21
Br u'no 4	dumb 10	mar'ket 16	struck 22
brutes 5	for-got' 11	no'tice 17	wait'ing 23
but'cher 6	hint 12	prac'tice 18	whin'ing 24

Our Car-lo is a ver-y know-ing dog. What do you think he is do-ing with the din-ner bell in his mouth? He wish-es to give Bid-dy a hint that he is hun-gry.

One day he got tired wait-ing for his din-ner; and as she took no no-tice of his whin-ing and bark-ing, the thought struck him that per-haps, she would mind the din-ner bell.

1. Actions. 2. Abréviation de Brigitte. 3. Bondit. 4. Brune.  
 5. Brutes. 6. Boucher. 7. Charlot. 8. Trompé. 9. Faisant. 10.  
 Muet. 11. Oublia. 12. Avis. 13. Humain. 14. Tintement. 15.  
 Vivant. 16. Marché. 17. Faire attention. 18. Habitude. 19.  
 Retentit. 20. Résister. 21. Plus étrange. 22. Frappé. 23. Ap-

ough to take her o  
-out an-y noise, a  
than Snap with  
d cross do not ga  
so much of the  
oft kind words

k.

13 rang 19  
14 re-sist' 20  
15 strang'est 21  
16 struck 22  
17 wait'ing 23  
18 whin'ing 24

ing dog. What  
with the din-ner  
s to give Bid-dy

ng for his din-  
of his whin-ing  
truck him that  
din-ner bell.

3. Bondit. 4. Brune  
mpé. 9. Faisant. 10.  
14. Tintement. 15.  
18. Habitude. 19.  
22. Frappé. 23. At

So he took it in his mouth, and gave it such a jingle, that the house rang with the noise, this was a hint that Bid-dy could not resist. And Car-lo, find-ing that he had gained his dinner, made a prac-tice of ring-ing it ev-er af-ter when he felt hun-gry.

I will tell you an-oth-er sto-ry, which shows that dogs learn some things from liv-ing with hu-man be-ings.

I knew a dog named Bru-no, whose mas-ter used to give him a cent ev-er-y day and send him to mar-ket to buy his din-ner. He al-ways wrapped the mon-ey in a piece of pa-per, and the dog took it in his mouth and bound-ed off to the but-cher's.

One day his mas-ter was bus-y and for-got to give him the mon-ey. Bru-no, be-ing hun-gry, got tired wait-ing, see-ing a piece of pa-per a-bout the right size, seized it and rushed to the stall.

The but-cher wait-ed on him, and did not no-tice till he was gone that the dog had cheat-ed him.

The strang-est part of the sto-ry is that Bru-no knew he had done wrong. His mas-ter could not get him to take the cent next morn-ing, and it was months be-fore he could be coaxed back to the mar-ket.

We should be ver-y care-ful of all our ac-tions, for lit-tle chil-dren and ser-vants, and ev-en poor dumb brutes, of-ten learn to do

wrong from those who should teach them  
ter

LESSON LXXI.

THE MONKEY AND THE CAT.

ash'es 1	drives 10	kitch'en 19	roast'ing 28
awk'ward 2	eat'en 11	lest 20	skill 29
be-cause' 3	fel'low 12	man'aged 21	singe 30
beat'ing 4	fin'gers 13	mean'while 22	sound 31
broom'stick 5	fool'ish 14	mon'key 23	thief 32
chest'nuts 6	fut'ure 15	my-self 24	thieves 33
clev'er-ly 7	glad'ly 16	nat'ure 25	tum'ble 34
cor'ner 8	hit 17	pun'ished 26	turn'ing 35
de-voured' 9	how-ev'er 18	re-venge' 27	want'ed 36

A mon-key and a cat once lived to-gether in a great house, and nev-er were there two great-er thieves.

One day the two friends found their way in-to the kitch-en, where some fine chest-nuts were roast-ing in the ash-es.

The mon-key longed to get some, but he did not wish to burn his fin-gers. He was a cur

1. Cendres. 2. Gauche. 3. Parceque. 4. Rossée. 5. Manche à balai. 6. Châtaignes. 7. Habilement, adroitement. 8. Coin. 9. Devora, mangea. 10. Chassé. 11. Mangé. 12. Compère. 13. Doigts. 14. Sot, simple. 15. Avenir. 16. Volontiers. 17. En on a plan, trouva un plan, moyen. 18. Cependant, toutefois. 19. Cuisine. 20. De peur que. 21. Vint à bout de. 22. Dans l'intervalle. 23. Singe. 24. Moi-même. 25. Nature. 26. Puni. 27. Revanche. 28. Grillant. 29. Adresse, dextérité. 30. Brûlure. 31. Got a sound beating, a été rossé d'importance. 32. Voleur. 33. Voleurs. 34. Renverser. 35. Tournant. 36. Voulait.

ould teach them b

ing fel-low, how-ev-er, and soon hit on a plan  
or get-ting what he want-ed

XXI.

Turn-ing to the cat he said : " Now, dear  
riend, this is the ver-y time for you to show  
he skill which nat-ure has giv-en you.

THE CAT.

" Look at these chest-nuts ; how clev-er-ly  
on could catch them out of the ash-es, and  
oll them on the floor. It would be fine re-  
enge, too, on the cross cook, who al-ways  
rives us a-way with a broom-stick if she finds  
s near the kitch-en.

'en 19 roast'ing 28  
20 skill 29  
aged 21 singe 30  
'while 22 sound 31  
key 23 thief 32  
elf' 24 thieves 33  
e 25 tum'ble 34  
shed 26 turn'ing 35  
nge' 27 want'ed 36

" I would glad-ly do it my-self ; but then,  
you know, my paws are so rough and awk-  
ward, it would be a chance if I did not tum-  
ple all the nuts in-to the fire."

ce lived to-geth-  
r were there tw

The cat, pleased by the mon-key's words,  
et to work at once. She man-aged to get out  
ome of the nuts, which the cun-ning mon-key  
aught and de-voured.

found their wa  
me fine chest-nut

Poor puss got more than one singe ; but she  
would not give up lest the mon-key should  
think her awk-ward.

t some, but he di  
He was a cun

Mean-while, the cook came in ; the mon-key  
ran to a cor-ner and hid him-self. Puss was  
found with the chest-nuts in her paw, and  
though she had not eat-en one of them, she  
was pun-ished as the thief, and got a sound  
beat-ing.

4. Rossée. 5. Manch  
adroitement. 8. Coi  
ngé. 12. Compère. 13  
6. Volontiers. 17. H  
pendant, toutefois. 18  
t de. 22. Dans l'intér  
nature. 26. Puni. 27  
srité. 30. Brûlure. 31  
e. 32. Voleur. 33. Ve  
Vouloit.

" Well," she said, " this shall be a les-son to  
me for the fut-ure. I have singed my paws,  
lost my chest-nuts, and got a beat-ing, and all,

be-cause I was fool-ish e-nough to do what mon-key told me."

LESSON LXXII.

THE LION AND THE SLAVE.

Afri-ca 1	gent'ly 8	near'er 15	slave 29
A'si-a 2	grow'ing 9	no'ble 16	spir'it 23
crept 3	lame 10	prey 17	stayed 24
des'ert 4	limp'ing 11	Ro'man 18	thorn 25
draw'ing 5	li'on 12	roused 19	trem'ble 26
fawned 6	lone'ly 13	scream'ing 20	up-on' 27
for'ests 7	mane 14	shoul'ders 21	wide 28

The li-on is a fierce and strong beast, which is found in man-y parts of A-si-a and Af-ri-ca.

He has a long mane grow-ing on his shoul-ders; his paws, which are ver-y large and strong, are made like those of the cat, and he springs up-on his prey as she does.

The li-on is called the king of beasts, be-cause he is so strong and brave, and be-cause he some-times shows a no-ble spir-it.

There was once a poor Ro-man slave, whose mas-ter treat-ed him so ill, that at last he

---

1. Afrique. 2. Asie. 3. Se glissa. 4. Désert. 5. S'approchant  
6. Carressa. 7. Forêts. 8. Sans violence, doucement. 9. Croissant  
10. Boiteux. 11. Clopinant, avançant. 12. Lion. 13. Solitaire  
14. Crinière. 15. Nearer and nearer, de plus en plus près. 16.  
Noble. 17. Proie. 18. Romain. 19. Réveillé. 20. Poussant un  
cri. 21. Epaules. 22. Esclave. 23. Esprit. 24. Resta, demeura  
25. Epine. 26. Trembler. 27. Sur. 28. Grand.





LESSON LXXIII.

THE LION AND THE SLAVE (continued).

a-gain' 1	cured 5	grate'ful 9	played 13
a-muse' 2	den 6	held 10	stand'ing 14
an'gry 3	fight 7	jour'ney 11	walk'ing 15
calmed 4	games 8	mo'ment 12	won'der 16

At last the poor slave set out once more on his jour-ney. But his mas-ter had sent me to seek for him; and be-fore long he was caught, and brought back to Rome.

It was at a time when the peo-ple of Rome used to make their slaves fight with wild beasts, and to a-muse them-selves by look-ing on.

The mas-ter of this slave was so an-gry with him for run-ning a-way that he sent him to the place where these cruel games were held.

A lion had just been caught and brought to Rome. He had been kept with-out food for some days to make him fierc-er; and now the poor slave was thrown to him, that the peo-ple might see him torn to piec-es be-fore their eyes.

The li-on sprang out of his den with a loud roar; but when he saw the man stand-ing be-fore him, his rage seemed to be calmed, and

1 *Knew again*, reconnut. 2. *S'amuser*. 3. *Irrité*. 4. *Apaisé*.  
5. *Gubri*. 6. *Autre*. 7. *Combattre*. 8. *Jeux*. 9. *Reconnaissance*.  
10. *Were held*, avaient lieu. 11. *Voyage*. 12. *A l'instant*. 13.  
*S'amusa*. 14. *Debout*. 15. *Marchant, se promenant*. 16. *Etonné*.  
ment.

LXXIII.

VE (continued).

ful 9 played 18  
 10 stand'ing 14  
 ey 11 walk'ing 15  
 ent 12 won'der 16

our once more  
 ter had sent m  
 fore long he w  
 Rome.

peo-ple of Rom  
 fight with wi  
 selves by look-in

as so an-gry wit  
 he sent him  
 games were hel  
 at and brought  
 with-out food fo  
 er; and now th  
 n, that the peo  
 c-es be-fore thei

den with a loud  
 an stand-ing be  
 be calmed, and

3. Irrité. 4. Apaisé  
 ux. 9. Reconnaissant  
 12. A l'instant. 13.  
 menant. 16. Etonné

he on-ly bound-ed up to him, and played round  
 him lick-ing his feet.

Ev-er-y one who saw it was full of won-der.  
 But the slave knew in a mo-ment how it was.  
 It was the same li-on whose paw he had cured  
 in the cave, and the grate-ful beast knew him  
 a-gain, and would not hurt him.

The slave told the sto-ry to the peo-ple who  
 stood by; and they were so pleased that they  
 set him free, and gave him the li-on to be his  
 own. And for man-y years af-ter this, the  
 man might be seen walk-ing a-bout with the  
 li-on af-ter him, as a dog would fol-low its  
 mas-ter.

LESSON LXXIV.

THE HEN AND CHICKENS.

a-round' 1	chick 5	harm 10	pick'ing 15
be-neath' 2	cot'tage 6	mor'sel 11	por'tion 16
brood 3	crumbs 7	nest'ling 12	quick'ly 17
bust'ling 4	dai'ly 8	ni'cest 13	scat'ter 18
cal'low 3	ea'ger 9	o'pen 14	tin'y 19

See the chick-ens round the gate  
 For their morn-ing por-tion wait;  
 Fill the bas-ket from the store,  
 O-pen wide the cot-tage door!

1. Autour. 2. Sous. 3. *Callow brood*, petits qui viennent d'é-  
 clore. 4. S'empressant. 5. Poussin, poulet. 6. Cabane, chaumière.  
 7. Miettes. 8. Quotidien, journellement. 9. Empressé, impatient.  
 10. Danger, mal. 11. Morceau. 12. Nouvellement éclos. 13. Les  
 plus beaux. 14. Ouvrez. 15. Recueillant, ramassant. 16. Ration,  
 portion. 17. Rapidement. 18. Répandez. 19. Petit, chétif.

Throw out crumbs and scat-ters seed;  
Let the hun-gry chick-ens feed,  
Call them ;—now, how fast they run,  
Glad-ly, quick-ly, ev-er-y one !  
Ea-ger, bus-y hen and chick,  
Ev-er-y lit-tle mor-sel pick.  
See the hen with cal-low brood,  
To her young how kind and good !  
With what care their steps she leads !  
Them, and not her-self, she feeds ;  
Pick-ing here, and pick-ing there,  
Where the ni-cest mor-sels are.  
As she calls, they flock a-round ;  
Bus-tling all a-long the ground,  
Till their dai-ly la-bors cease,  
And at night they rest in peace,  
All the lit-tle tin-y things  
Nest-ling close be-neath her wings.  
There she keeps them safe and warm,  
Free from fear and free from harm.

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LESSON LXXV.

THE DOG AND THE WOLF.

chained 1	ex-treme'ly 6	lean 11	ram'bles 16
comes 2	free'dom 7	loose 12	sleek 17
day/light 3	how 8	Mas'tiff 13	spied 18
don't 4	jogged 9	mat'ter 14	starved 19
ex-cept' 5	large 10	po-ta'toes 15	tit'bits 20

A lean, half-starved wolf one night met with a fat, sleek watch-dog.

“You are looking ex-treme-ly well, Mr. Mas-tiff,” said the wolf; “tell me how it comes about that you live so much bet-ter than I.”

“Oh!” said the dog, “as to that, you may live just as well, if you choose.”

“You don't say so! Well, how is that?”

“All you have to do is to watch the house at night, and keep off the thieves.”

“Good! I shall be hap-py to do an-y thing for a crust of bread in these hard times.”

Well, on they jogged; and by and by the wolf spied a mark round the dog's neck.

Mr. Wolf could not make it out; so he said to his friend:

“May I ask how you came to have that mark on your neck, Mr. Mas-tiff?”

---

1. Enchaîné. 2. Comes about, se fait. 3. Jour. 4. Don't say so! tout de bon! le dites-vous sérieusement! 5. Excepté. 6. Extrêmement. 7. Liberté. 8. How is that? comment cela? 9. Jogged on, marchaient lentement. 10. At large, en liberté. 11. Maigre. 12. Let loose, lâcher. 14. What is the matter? Qu'avez-vous? 15. Patates. 16. Courses, excursions. 17. Luisant. 18. Aperçut, découvrit. 19. Affamé. 20. Friandises.

“ Oh, that’s noth-ing.”

“ But, pray, tell me, there’s a good fel-low.”

“ Well, then,” said the dog, “ the fact is, I am not a chick-en, as you know well e-nough, so for fear I should bite the child-ren, I am chained up all day. How-ev-er, I sleep the day-light a-way, ex-cept when I am eat-ing the tit-bits from my mas-ter’s ta-ble. Then I am let at large. What’s the mat-ter?”

“ Much o-blighed to you all the same, Mr Mas-tiff. Let me be free, with po-ta-toes and salt, if you will; but still leave me my free-dom.”

bu  
bu  
d'a  
-lo  
-te  
e-li  
ev'  
is-c  
ur'  
F  
not  
on.  
for  
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sma  
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to s  
him  
1. J  
Délit  
11. K  
Lang  
Paren  
souve  
Epele  
pas m  
35. V

LESSON LXXVI.

THE MERIT OF OBEDIENCE.

's a good fel-low.  
g, "the fact is,  
ow well e-nough  
e child-ren, I am  
r, I sleep the day  
m eat-ing the tit-  
, Then I am let at  
  
ll the same, Mr  
th po-ta-toes and  
ave me my free-

abuse' 1	ear'ly 10	par'ents 19	stud'ied 28
ab'u'sive 2	eve 11	pray'ers 20	tempt'ed 29
ad'am	good'ness 12	pre-vent' 21	threats 30
al-lowed' 4	heap'ing 13	prom'is-es 22	truth'ful 31
at-ten'tion 5	in-duce' 14	re-mem'ber 23	twelve 32
de-light'ful 6	lan'guage 15	re-fused' 24	u'su-al 33
ev'il 7	near'ly 16	ser'pent 25	vil'lage 34
dis-o-bey'ed 8	o-bey' 17	shame 26	wid'ow 35
dur'ing 9	Par'a-dise 18	spell 27	wom'an 36

Frank Mar-tel was twelve years old. His moth-er was a wid-ow, and he was her on-ly son. She loved him ver-y much. Her love for her son was so great, that no one could tell you how great it was. Frank felt all this, and would not do an-y thing to give his moth-er pain.

The vil-lage school was near-ly two miles from their house, and when Frank was a ver-y small boy—too small to walk so far—his moth-er taught him how to spell and read, and how to say his pray-ers with at-ten-tion. She told him of the good-ness of God, how He loved

1. Injures. 2. Abusif. 3. Adam. 4. Permis. 5. Attention. 6. Délicieux. 7. Démon. 8. Désobéit. 9. Durant. 10. Premières. 11. Eve. 12. Bonté. 13. Entassant. 14. Porter, décider. 15. Langage. 16. Environ, à peu près. 17. Obéir. 18. Paradis. 19. Parents. 20. Prières. 21. Empêcher. 22. Promesses. 23. Se souvenir, se rappeler. 24. Refusa. 25. Serpent. 26. Honte. 27. Epeler. 28. Étudiait. 29. Tenta. 30. Menaces. 31. Véridique, pas menteur. 32. Douze. 33. Ordinaire, accoutumé. 34. Village. 35. Veuve. 36. Femme.

good chil-dren. She told him how sin came in-to the world; that Ad-am and Eve were the first man and wom-an; that, when God made them, He placed them, in the Gar-den of Par-a-dise. This was a de-light-ful place. God gave them leave to eat of all the fruit in the gar-den, ex-cept that of one tree; but if they ate of that, they should die. The dev-il, in the form of a ser-pent, tempt-ed them to eat of it, and they did eat of it, and dis-o-beyed God. This was the first sin on earth, this sin of doing what God told them not to do. It was a great sin to dis-o-bey God; and chil-dren should re-mem-ber this, and nev-er dis-o-bey their par-ents, for they of-fend God as well as their par-ents.

Frank was now big e-nough to go to school, but he nev-er for-got his moth-er's les-sons, and, as he was a truth-ful and no-ble boy, his teach-er loved him, and so did his school-fel-lows.

Dur-ing school hours he stud-ied his les-sons, with at-ten-tion, and when play-time came, he took part in base-ball and oth-er games that were al-lowed. He played with skill and spir-it, and the boys all liked to play with him. But he would nev-er take part in an-y play that would pre-vent him from being at home at the u-su-al hour af-ter school with-out his moth-er's leave.

One fine day some of the boys of his school



him how sin came  
Adam and Eve were  
; that, when God  
in the Garden of  
rightful place. God  
the fruit in the  
tree; but if the  
The devil, in the  
them to eat of it  
dis-obeyed God  
h, this sin of do  
to do. It was  
children should  
r dis-obey their  
as well as their  
to go to school,  
mother's lessons,  
noble boy, his  
d his school-fel-  
ied his lessons,  
y-time came, he  
-er games that  
h skill and spir-  
lay with him.  
t in any play  
e-ing at home  
l without his  
s of his school

ed to keep him to play a game of base-ball  
th them. He thought of his mother's ear-  
les-sons and re-fused to stay with them.  
hen they could not in-duce him to stay by  
om-is-es and soft words, some were base  
ough to make use of threats and a-bu-sive  
n-guage.  
At this mo-ment John White, who was at  
art a good boy, cried out to his school-fel-  
ws: "Shame up-on you! shame up-on all  
us! In-stead of heap-ing a-buse on Frank  
ar-tel, we should all thank him for the les-  
n he has taught us. He has done what we  
know to be right, and for my part I will  
-ways re-spect him and love him more than  
er." How much bet-ter and no-bler to do  
ght, and o-bey your par-ents.

LESSON LXXVII.

WHEAT.

barn 1	ground 8	pre-pared' 15	soft'ens 23
be-comes' 2	har'row 9	pro-duced' 16	spikes 23
blade 3	loos'en 10	ri'pens 17	sprout 24
bran 4	low'er 11	rows 18	stacks 25
cov'er 5	ma-chine' 12	shoot 19	straw 26
ear 6	man'ured' 13	sift'ed 20	thrashed 27
flat 7	plowed 14	sinks 21	yel'low 28

I will now tell you how wheat is pro-duced. The land is ploughed, and per-haps ma-nured. Then a man scat-ters some wheat on the land thus pre-pared ; and a har-row is drawn o-ver it to cov-er the seed. The har-row is a flat ma-chine, with rows of short spikes on its low-side. When rain falls, it sinks down to the seed, and soft-ens it, and cau-ses it to sprout. The sprout is ver-y small at first, but the heat of the sun makes it shoot a-bove the earth. It is then like a blade of grass, but it soon grows tall, with an ear of wheat on the top, which the sun rip-ens and makes yel-low. When ripe it is cut down and then sent to the farm-yard where it is laid up in stacks, or put in-to the barn. Aft-er this, it is thrashed, to loos-en the grain from the straw, and then sent to the

1. Grange. 2. Devient. 3. Brin. 4. Son. 5. Couvrir. 6. Eau. 7. Plat, plane. 8. Moulu. 9. Herse. 10. Détacher. 11. Plante bas. 12. Machine. 13. Engraisé, fumé. 14. Labouré. 15. Préparé. 16. Produit. 17. Mûrit. 18. Rangées. 19. Pousser. 20. Séparé. 21. S'enfonce. 22. Amollit. 23. Pointes, clous. 24. Germer, croître. 25. Tas, meules. 26. Paille. 27. Battu. 28. Jaune.

to be ground and sift-ed from its bran, thus it be-comes flour.

LESSON LXXVIII.

BIRDS.

se' 1	ea'gle 6	length 11	stork 16
2	grieve 7	naugh'ty 12	swal'low 17
e 3	hawk 8	os'trich 13	sweet'er 18
stroy' 4	hum'ming 9	pas'sage 14	ten'der 19
n 5	inch 10	perch 15	vul'ture 20

Birds have two legs, with which they walk the ground, or perch on the branches of trees. They have two wings, with which they fly in the air. The ostrich is said to be the largest bird. The humming-bird is the smallest, its body being only about one inch in length. Some birds, as the eagle, the vulture, and the hawk, are called *birds of prey*. There are other birds, which pass from one country to another, at certain seasons of the year, on which account they are called *birds of passage*. Among these are the crane, the stork, and the swallow. The smallest birds are said to build the warmest nests. They form them of straws and moss, and coat them with wool or soft

XXVII.

r.

-pared' 15	soft'ens 23
-duced' 16	spikes 23
ens 17	sprout 24
s 18	stacks 25
ot 19	straw 26
ed 20	thrashed 27
s 21	yel'low 28

wheat is pro-duc  
per-haps ma-nur

wheat on the la

row is drawn o-v

ar-row is a flat m

ikes on its low-

nks down to the

u-ses it to sprout

first, but the he

ove the earth. I

but it soon grow

n the top, which

-low. When ripe

o the farm-yar

, or put in-to the

shed, to loos-en

then sent to the

5. Couvrir.	6. Epi
Détacher.	11. Plus
14. Labouré.	15. Pré
es. 19. Pousser.	20.
pointes, clous.	24. Ger
27. Battu.	28. Jaun

1. Abuser.	2. Revâtent.	3. Grue.	4. Détruire.	5. Duvet.	6.
7. Affiger, chagriner.	8. Epervier, faucon.	9. Humming-	10. Pouce.	11. Longueur.	12. Vilain, mau-
13. Autruche.	14. Passage.	15. Se perchent.	16. Cigogne.	17.	18. Plus doux.
19. Tendre.	20. Vautour.				

down. The old birds are very kind to the young ones. They teach them to fly, take care of them, until they are able to find their own cure food for themselves.

It is wrong for little boys to rob the birds of their nests, or to destroy their young ones. James Nolan has taken this young bird from its nest. His father, who is a very good, kind man, is telling James what a naughty thing it is to abuse the young bird and grieve its poor mother. He will take it back to its own nest again.

James is not a bad boy, and had he thought of how much it would grieve the poor bird to see its tender nestling carried away, he would not have taken it from its nest at all. Now that he has put it back again, he feels a far sweeter pleasure in seeing the joy of the old bird over her young one safe again in its warm nest, than he felt when he found it in his hands for the first time, the little bird he so much longed for.

I am quite sure James will never rob a bird of its nest again.

LESSON LXXIX.

GOD SEES ALL THINGS.

ch <sup>1</sup>	fair <sup>4</sup>	point'ing <sup>7</sup>	scent'ed <sup>10</sup>
h <sup>2</sup>	nigh <sup>5</sup>	qui'et <sup>3</sup>	sor'ry <sup>11</sup>
k <sup>3</sup>	pluck <sup>6</sup>	rude <sup>9</sup>	twink'ling <sup>12</sup>

God can see me every day,  
When I work, and when I play;  
When I read, and when I talk;  
When I run, and when I walk;  
When I eat, and when I drink;  
When I sit, and only think;  
When I laugh, and when I cry,  
God is ever watching nigh.  
When I'm (\*) quiet, when I'm rude,  
When I'm naughty, when I'm good;  
When I'm happy, when I'm sad,  
When I'm sorry, when I'm glad;  
When I pluck the scented rose,  
That in my pretty garden grows;  
When I crush the tiny fly,  
God is watching from the sky.

When the sun gives heat and light,  
When the stars are twinkling bright,  
When the moon shines on my bed,  
God still watches o'er my head;  
Night or day, at church or fair,

1. Eglise. 2. Ecrase. 3. Bois. 4. Foire, marché. 5. Proche, out près. 6. Cueille. 7. Indiquant. 8. Tranquille, calme. 9. fossaier. 10. Embaumé. 11. Repentant. 12. Etincelant,

(\*) Abréviation de *I am*,

God is ever, ever near,  
Marking all I do or say,  
Pointing to the happy way.

LESSON LXXX.

GEORGE WASHINGTON.

beau'ti-ful 1	ex-claimed' 7	length 13	re-plied'
cher'ry 2	fa'vor-ite 8	man'liness 14	state 20
chop'ping 3	for-give' 9	mis'chief 15	strip'ping
cul'prit 4	George 10	no'bly 16	sus-pect'
edge 5	hon'est-y 11	paused 17	truth 23
En'glish 6	in'stant-ly 12	pres'ent 18	wash'ing'

It is said that when George Washington was about six years of age, some one made him a present of an axe. Little George went about chopping every thing that came in his way, and, going into the garden, he tried its edge on an English cherry tree, stripping it of its bark, and leaving little hope of its living.

The next morning, when his father saw the tree, which was a great favorite, in this state he asked who had done the mischief; but no one could tell him.

At length George came, with the axe in his

---

1. Beau. 2. *Cherry tree*, cerisier. 3. Coupant. 4. Coupable. 5. Taillant. 6. Anglais. 7. S'éria. 8. Favori, de prédilection. 9. Pardonne. 10. Georges. 11. Honnêteté. 12. Immédiatement. 13. A la fin. 14. Noblesse, courage. 15. Mal, méchanceté. 16. Noblement. 17. S'arrêta. 18. Présent. 19 Répondit. 20. Etat. 21. Dépouillant. 22. Soupçonna. 23. Vérité. 24. Washington.

nd, where his father was, who instantly sus-  
 cted him to be the culprit.

“ George,” said he, “ do you know who  
 lled that beautiful little cherry tree?”

The child paused for a moment, and then  
 bly replied—

“ I cannot tell a lie; it was I cut it with  
 y axe.”

“ Run to my arms, my boy!” exclaimed his  
 ther; “ run to my arms! I forgive you for  
 destroying my tree, since you have had the  
 honesty and manliness thus to tell the truth  
 out it.”

LESSON LXXXI.

THE YOUNG TREE.

ttle 1	gold'en 9	moist'ure 17	slice 25
urse 2	graft 10	out'side 18	smiled 26
ied 3	graft'ed 11	pit'y 19	stake 2
ook'ed 4	growth 12	plant 20	strength 23
iv'ing 5	guid'ed 13	pruned 21	sup-port' 20
x-pend' 6	hence'forth 14	pur'pose 22	twigs 30
sten-ing 7	loos'ened 15	re-mained' 23	ug'ly 21
nced 8	lop'ped 16	rug'ged 24	Will'iam 32

A boy once saw his father plant the shoot

1. Bétail. 2. *Of course*, sans doute. 3. S'écria. 4. Tortueux.  
 5. Enfonçant. 6. Employer. 7. Attachant. 8. Fit une clôture.  
 9. D'or. 10. Greffe. 11. Greffa. 12. Créissance. 13. Guidé.  
 14. Désormais. 15. Remua. 16. *Lopped off*, émonda. 17. Humi-  
 tité. 18. Dehors. 19. Pitié. 20. Planter. 21. Tailla. 22. *Some*  
*purpose*, utillement. 23. Resté. 24. Rude, raboteux. 25. Tranche,  
 pièce. 26. Sourit. 27. Pieu. 28. Forcé. 29. Soutenir, étayer.  
 30. Jeunes branches. 31. Vilain. 32. Guillaume.

- oupant. 4. Coupable.  
 vori, de prédilection.  
 12. Immédiatement.  
 méchanceté. 16. No  
 épondit. 20. Etat.  
 24. Washington.

r,  
 ay,  
 way.  
 XXX.  
 WASHINGTON.  
 gth 13 re-plied'  
 'liness 14 state 20  
 chief 15 strip'ping  
 ly 16 sus-pect'e  
 sed 17 truth 23  
 'ent 18 wash'ing  
 George Washing  
 some one made  
 George went ab  
 came in his wa  
 he tried its ed  
 stripping it of  
 e of its living.  
 his father saw  
 rite, in this sta  
 mischief; but  
 with the axe in

of a wild apple-tree. "What are you doing with that ugly thing, father?"

"Not so fast, my boy. Do you know what this ugly thing, as you call it, is?"

"Of course I do," replied the boy.

"Indeed you can see its outside, but what lies hid in it you cannot see. This little shrub may yet become a high and beautiful tree. At present it is young and tender; we must foster it, that it may grow strong."

By and by William saw his father digging more at the tree. He was driving a stake into the ground, and fastening the tiny tree to it.

"Why are you doing that, father?" "I do so, my son, that the wind may not bend or throw it down. We must train and support it, that it may grow up straight."

Then he pruned the little tree; and loosened the earth about it, to give its roots air and moisture.

Then he fenced it round with thorns to keep off the cattle, as they would eat the twigs and destroy the bark.

Next spring, William again stood at the tree. His father cut a twig as a graft from a good fruit tree. Then, with his knife, he lopped off, in one slice, the top of the tiny tree just where the branches part. Now it was bare stem.

"Oh! what a pity," cried William. "Now



What are you doing with your trouble goes for nothing?" The father

Do you know what I did with the stem before him.

ed the boy. As they walked away, the father said: "If

s outside, but what had remained in the forest, it would have

e. This little stem become crooked and rugged, but I guided its

d beautiful tree. growth; now it is straight. I have given it

der; we must find a noble graft, that it may expend its little vir-

5." ue and strength to some purpose."

aw his father's face Soon the little tree was covered with blos-

driving a stake down with golden apples.

g the tiny tree "What think you of the tree, now?" asked

hat, father?" William's father.

nd may not bend "Oh! I think it is a dear little tree!"

must train and support it straight." "Well, henceforth it is yours, and may you

p straight." grow like it, my boy."

e tree; and let it give its roots

give its roots

with thorns to keep eat the twigs and

eat the twigs and

ain stood at the

as a graft from

his knife, he took

of the tiny tree

Now it was

William. "Now

LESSON LXXXII.

a-long' 1	care'less 8	heed'less 15	re-gard'ing
a-lone' 2	cross 9	im'pu-dent 16	re-store' 23
a-muse' 3	cur'rent 10	in-sen'si-ble 17	sedg'y 24
an'swer 4	float'ed 11	jumped 18	slip'per-y 25
be-low' 5	for-bade' 12	marsh'y 19	sur'face 26
bend'ing 6	Fred 13	mov'ing 20	swim'mer 27
cane 7	hand'some 14	reck'less 21	u'su-al 28

Fred Moss, was a very careless and heedless boy. Indeed, he was a bad boy, for he often did things which his mother told him he must not do. He would go alone to the river which was very deep, and amuse himself by throwing stones into the water; or bending down from the low, sedgy banks, he would try to catch the light pieces of wood or other things that floated with the current. His mother, knowing how reckless he was, forbade him to go at all to the river when alone. But still he would go there, not regarding the orders she had given him.

One day, when he came to the bank of the river, as usual, he saw what he thought was a very handsome cane floating near the bank on the other side of the river. Oh! said he

1. En compagnie. 2. Seul. 3. Amuser. 4. Réponse. 5. Souverain, traverser. 6. Se courbant. 7. Came. 8. Négligent, monchalant. 9. Crime. 10. Courant. 11. Flottaient. 12. Défendit. 13. Abbreviation of Frederick. 14. Belle. 15. Etourdi. 16. Impudent. 17. Insensible. 18. Santa. 19. Marécageux. 20. Marchant. 21. Négligent, sans souci. 22. Not regarding, ne prenant pas garde. 23. Remettre, ramener. 24. Plein de joucs. 25. Glissant. 26. Surface. 27. Nageur. 28. As usual, comme d'habitude.

XXII.

less 15 re-gard'ing  
dent 16 re-store' 23  
n'si-ble 17 aedg'y 24  
ed 18 slip'per-y 25  
h'y 19 sur'face 26  
ng 20 swim'mer 27  
ess 21 u'su-al 28

reless and heedless  
boy, for he often  
told him he must  
to the river which  
himself by throw-  
or bending down  
he would try to  
d or other things  
nt. His mother  
s, forbade him to  
one. But still he  
g the orders she  
the bank of the  
ne thought was  
g near the bank  
r. Oh! said he

wish I had that cane. See, it is not moving  
with the water, and must be held fast in some  
ay. I will run to the bridge and cross over  
and then I shall soon have the cane.

The land on the other side was low and  
marshy. An old man was there cutting grass.  
The old man told Fred not to go too near the  
river. He saw what a small boy Fred was,  
and he knew that the bank of the river was  
wet and slippery. But Fred made the old man  
short and impudent answer, and went along  
toward the river. After a short time, the old  
man heard a cry and the noise of a splash in  
the water. He looked up, but could not see  
Fred. The poor old man ran as fast as he could  
toward the river, and seeing Fred just sinking  
below the surface of the water, he jumped in  
to save him. This poor man, though old, was  
a good swimmer, and he soon placed Fred,  
who was now insensible, on the bank of the  
river, and then having taken the best means  
he could to restore him, he placed him on his  
shoulder and carried him home.

4. Réponse. 5. Som-  
monchalant. 9. Crow-  
ant. 12. Défendit. 13.  
Etourdi. 16. Impudent.  
x. 20. Marchant. 21.  
ne prenant pas garde  
25. Glissant. 26. Sur-  
habitude.

LESSON LXXXIII.

ROSA WATCHING HER MOTHER'S RETURN.

ar'ti-cles <sup>1</sup>	knit <sup>7</sup>	or'phan <sup>13</sup>	sale <sup>19</sup>
Char'it-y <sup>2</sup>	Lu'cy <sup>8</sup>	pass'ing <sup>14</sup>	sank <sup>20</sup>
com'fort <sup>3</sup>	Ma'ry <sup>9</sup>	pit'y <sup>15</sup>	sew <sup>21</sup>
de-lay' <sup>4</sup>	mer'cy <sup>10</sup>	quick <sup>16</sup>	sur'rows <sup>22</sup>
dwelling <sup>5</sup>	near'est <sup>11</sup>	re-turned' <sup>17</sup>	with-in' <sup>23</sup>
heavy <sup>6</sup>	old'est <sup>12</sup>	Ro'sa <sup>18</sup>	young'er <sup>24</sup>

Lucy Baker was a poor woman. She lived in a small house in the country. She had four children, the oldest of whom was but eight years old. This was a little girl named Rosa. She was very useful to her mother, and took care of the younger children when their mother was away from home.

This was often the case, for poor Lucy Baker had to go to the nearest town, once every week, to make sale of such articles as she was able to knit and sew, for the support of her young children.

It was with a sad and heavy heart that she left her poor dwelling, one morning, to sell a few little things, and with the price of them to buy something to nourish her sick children for all of them, except Rosa, were very sick indeed.

1. Articles, objets. 2. Charité. 3. Assistance, secours. 4. Délai retard. 5. Demeure. 6. Chagrin, mélancolique. 7. Tricoter. 8. Lucie. 9. Marie. 10. Compassion, miséricorde. 11. Plus proche. 12. Plus vieux. 13. Orphelin. 14. Passant. 15. Pitié. 16. Repide. 17. Retourna. 18. Rose. 19. Vendre. 20. Abattu, accablé. 21. Coudre. 22. Douleurs. 23. En, dans. 24. Plus jeune.

XXIII.

FATHER'S RETURN.

man 13 sale 19  
ing 14 sank 20  
15 sew 21  
16 sor'rows 22  
rned' 17 with-in' 23  
18 young'er 24

roman. She lived  
try. She had for

om was but eight  
e girl named Rosa  
mother, and too  
when their moth

e, for poor Lucy  
est town, once ex  
ch articles as she  
or the support of

vy heart that she  
orning, to sell  
he price of them  
her sick children  
, were very sick

ance, secours. 4. Délai  
lique. 7. Tricoter. 8  
orde. 11. Plus proche  
t. 15. Pitié. 16. Ra  
e. 20. Abattu, accablé  
24. Plus jeune.

Poor Lucy Baker's heart sank within her, when, after having gone from house to house for more than two hours, she had not sold anything, and she thought of her poor, sick children at home.

Oh! my God! she cried, what will they do? What will become of them? Oh, God! Father of the poor and the orphan, look down on these poor, sick children, have mercy on them, and on me. Oh! have pity on me, and help me!

Just then a good Sister of Charity was passing by. She saw the deep grief in the mother's face, and asked if she could help her. Lucy Baker told her sad story, and the good sister made haste to get her what she wanted. With a quick step, she returned home to her sick children.

But Rosa knew not what to think of her mother's long delay. She watched for her at the open door, and each minute seemed an hour, until, at length, she saw her mother crossing the fields as fast as she could.

Her return brought comfort to the sick children and to the good Rosa. They all gave thanks to God for His mercy, and felt that the Sister of Charity was then, what she always had been, God's angel of mercy to the sick and the poor.

LESSON LXXXIV.

TREES.

af-fords' 1	en-tire'ly 4	hot 7	size 10
big'ger 2	great 5	owns 8	to-night' 11
cheeks 3	hard'er 6	ri'per 9	turned 12

A large old tree, is not only very beautiful but is also very useful. In very hot weather it affords a delightful shade from the rays of the sun. Birds build their nests in the branches of the trees, and in the trees, it may be said, they have their home.

When cut down, the most useful things are made of the wood. Even the bark is turned to use. The chairs upon which you sit, the tables at which you eat, the doors of your houses are made of wood. And sometimes houses are built entirely of wood.

A tree has a root that goes a great way under ground. The roots may be called its legs; if the tree could not stand without them. Then the tree has a trunk; a large straight trunk which is its body. Then the tree has branches which are its arms; sometimes they spread out very far. Then there are boughs; and upon the boughs, leaves and blossoms. There is blossom upon the apple tree. Will the blossom be always upon the tree? No; it will fall.

1. Offre, donne. 2. Plus gros. 3. *Rosy cheeks, joues vermeilles.*  
 4. Entièrement. 5. *Great way, long chemin.* 6. Plus dur. 7. Chaud. 8. Possède. 9. Plus mûres. 10. Grandeur, grosseur. 11. Cette nuit. 12. Propre à.

XXIV.

size 10  
to-night 11  
turned 12  
only very beautif  
a very hot weath  
from the rays  
nests in the bra  
trees, it may  
t useful things a  
he bark is turne  
which you sit, the  
doors of your hous  
etimes houses a

If soon; perhaps it will fall off to-night. But when, do you know what will come instead of the blossom? What? The fruit. After the blossom of the apple-tree falls off, there will be apples. At first, they will be little tiny things, not much bigger than a pin's head; but they will swell and grow bigger and harder each day, till, at last, they will come to their full size. And when the sun has made them grow riper, they will hang with rosy cheeks, ready to be plucked by the man who owns them, and then, perhaps, the fruit woman will buy them, and carry them about in her basket to sell.

LESSON LXXXV.

THE TWO GOATS.

s a great way un  
be called its legs  
out them. The  
straight trunk  
ree has branches  
s they spread out  
ughs; and upon  
ms. There is  
Will the blos  
No; it will fall

between' 1    mid'dle 3    neith'er 5    quar'eled 7  
fiercely 2    nar'row 4    plank 6    spite 8

Two goats, who had long fed together in a meadow, set out to take a journey on the mountains. One goat went one way, and the other went another way.

After some time, they met again, but a stream of water ran between them; and over the stream, was laid a plank of wood, so narrow, that there was only just room for one goat to cross it at a time.

cheeks, joues vermeilles  
min. 6. Plus dur. 7.  
grandeur, grosseur. 11

1. Entre. 2. L'air furieux. 3. Milieu. 4. Etroit. 5. Ni l'un ni l'autre. 6. Planche. 7. Se querellèrent. 8. In spite of, en dépit de, malgré.

Now these goats were proud, and neither of them was willing to let the other cross first. "I have as good a right to the bridge you have," said one. "The bridge was as much made for me as for you," said the other.

Thus they quarreled for some time; at last one goat set his foot on the plank, and the other did the same.

They look very fiercely at each other, much as to say: "I will go on in spite of you." And so they did; but when they met in the middle, there was no room to pass, so they both fell into the water and were drowned.

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LESSON LXXXVI.

TWO OTHER GOATS.

crouched <sup>1</sup>	drove <sup>3</sup>	poked <sup>5</sup>	trav'el-ing <sup>7</sup>
dear'ly <sup>2</sup>	nat'ured <sup>4</sup>	push <sup>6</sup>	wheth'er <sup>8</sup>

Two kind goats always lived in peace, and tried to help each other. One goat was ill, and the other brought him green herbs from a field far off; the sick goat ate the herbs, and they cured him.

The other goat had a pretty little kid, which she loved dearly. One day, when this goat had gone out, a rude boy came to take the kid; but

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1. *Crouched down*, se coucha. 2. *Tendrement*. 3. *Drove away*, chassa. 4. *Ill-natured*, mauvais naturel. 5. *Frappa*. 6. *Pousset*. 7. *Voyageant*. 8. *Si*.



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e other cross first  
t to the bridge  
bridge was as mu  
aid the other.  
some time; at la  
the plank, and t  
r at each other,  
on in spite of you  
en they met in th  
o pass, so they bot  
e drowned.

VI.  
rs.

trav'el-ing ?  
wheth'er ?

ed in peace, and  
goat was ill, and  
herbs from a field  
herbs, and they

little kid, which  
en this goat had  
ake the kid; but

ment. 3. Drove away,  
Frappa. 6. Fousser.

goat who had been ill, and had got better,  
ked the boy with his horns and drove him  
ay, and took care of the kid till its mother  
ne home.

Once, when the two goats were traveling,  
ey met in the middle of a very narrow  
idge—just as the two ill-natured goats did—  
t they did not push one another into the  
ater.

No! They stood still a moment, to try  
hether they could go back safely. When they  
und they could not, one of them crouched  
own on the bridge, and let the other walk  
er his back.

You may be sure the goat who had to walk  
ver the other, took care to step softly, and  
ot to hurt so kind a friend.

And so they both got safely over; and all  
ho knew them loved the two kind goats.

LESSON LXXXVII.

“ SUFFER LITTLE CHILDREN TO COME UNTO ME.”

al'tar 1	for-giv'en 6	re-pair' 11	true 16
be-lieve' 2	gath'er-ing 7	share 12	trust 17
dwell 3	Je'sus 8	stool 13	un'to 18
ear'nest-ly 4	king'dom 9	suffer 14	washed 19
fold 5	pre-pare' 10	sure'ly 15	wor'ship 20

I think, when I read that sweet story of old,  
 When Jesus was here among men ;  
 How He called little children like lambs to His fold—  
 I should like to have been with Him then.

How I wish that His hands had been laid on my head,  
 And my arms had been thrown round His knee,  
 And that I might have seen His kind looks, when He said  
 “ Let the little ones come unto me.”

Yet still to His footstool in prayer I may go.  
 And ask for a share of His love ;  
 And if I thus earnestly seek Him below,  
 I shall see Him and hear Him above.

In that beautiful place He has gone to prepare  
 For all who are washed and forgiven ;  
 For many dear children are gathering there,  
 And “ of such is the kingdom of heaven.”

But His mercy and love each day I may see,  
 For He says : “ I am all days with you ; ”

1. Autel. 2. Crois. 3. Habiter. 4. Instamment. 5. Bercail.  
 6. Pardonné. 7. S'assemblant, se réunissant. 9. Royaume. 10.  
 Préparer. 11. Se rendre, se retirer. 12. Part, partage. 13. Foot-  
 stool, marchepied. 14. Souffrez, permettez. 15. Assurément. 16.  
 Fidèle. 17. Avoir confiance, compter sur. 18. A. 19. Lavé. 20.  
 Adorer.

XXVII.

TO COME UNTO ME.

pair' 11 true 16  
re 12 trust 17  
l 13 un'to 18  
er 14 washed 19  
ly 15 wor'ship 20

story of old,  
en ;  
lambs to His fold—  
Him then.

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ound His knee,  
nd looks, when He sa  
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I may go.

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eaven. "

may see,  
you ; "

stamment. 5. Bercail  
nt. 9. Royaume. 10.  
art, partage. 13. Foot  
15. Assurance. 16.  
18. A. 19. Lavé. 20.

And surely He loves little children like me,  
And all who are simple and true.

And words I believe, and I trust in His grace,  
And will straight to His altar repair ;  
For He says He shall dwell in that sweet, holy place,  
And a child may worship Him there.

LESSON LXXXVIII.

MORNING.

live' 1	dams 6	hatched 11	spread 16
eat 2	dropped 7	lis'ten 12	sport 17
ush 3	flut'ter 8	pa'tient-ly 13	tongues 18
ut'ter-flies 4	forth 9	peach 14	tot'ter 19
ar'pet 5	gos'lings 10	praise 15	war'bling 20

Come, let us go forth into the fields ; let us  
see how flowers spring ; let us listen to the  
warbling of the birds, and sport ourselves upon  
the new grass.

The winter is over and gone, the buds come  
out upon the trees, the blossoms of the peach  
and apple trees, are seen, and the green leaves  
sprout.

The young goslings are running upon the  
green ; they are just hatched ; their bodies are  
covered with yellow down ; the old one cries  
with anger if any one comes near.

1. Vif, vivant. 2. Béler. 3. Buisson. 4. Papillons. 5. Tapis.  
6. Mères. 7. Lâché, laissé aller. 8. Voltigent. 9. Go forth, avan-  
cer. 10. Oïsons. 11. Echos. 12. Ecouter. 13. Patiemment. 14.  
Peach tree, pêcher. 15. Louer. 16. Étendu. 17. Jouer, s'amuser,  
18. Langues. 19. Chanceler. 20. Gazouillement, ramage.

The hen sits upon her nest of straw ;  
watches patiently the full time ; then she com-  
pletely breaks the shell, and the young chicks  
come out.

The lambs just dropped are on the field  
they totter by the side of their dams ; their  
young limbs can hardly support their weight.

If you fall, little lambs, you will not be hurt  
there is spread under you a carpet of soft grass  
it is spread for you.

The butterflies flutter from bush to bush  
and open their wings to the warm sun.

The young animals of every kind are sporting  
about ; they feel themselves happy ; they  
are glad to be alive,—they thank Him that  
has made them alive.

They may thank Him in their hearts, but we  
can thank Him with our tongues ; we are better  
than they, and can praise Him better.

The birds can warble and the young lambs  
can bleat ; but we can open our lips in His  
praise, we can speak of all His goodness.

Therefore, we will thank Him for ourselves  
and we will thank Him for those who cannot  
speak.

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Marteau.  
Fermé.  
Etouffant  
7. De ch

LESSON LXXXIX.

NIGHT.

will 1	cell 8	harsh 15	stretched 22
weep' 2	dark'ness 9	hon'eyed 16	sul'try 23
hind' 3	de-fend' 10	hur'ry-ing 17	sun'shine 24
at'ing 4	dew 11	shut 18	tram'pling 25
oughs 5	flee'ces 12	slen'der 19	voi'ces 26
ast 6	glo'ri-ous 13	smith 20	wax'en 27
pen-ter 7	ham'mer 14	stalk 21	wood'-bines 28

The glorious sun is set in the West; the night dews fall; the air, which was sultry, becomes cool.

The flowers fold up their colored leaves; they fold themselves up, and hang their heads on the slender stalk.

The chickens are gathered under the wing of the hen, and are at rest; the hen herself is at rest also.

The little birds have ceased their warbling; they are asleep on the boughs, each one with his head behind his wing.

There is no murmur of bees around the hive, nor among the honeyed wood-bines; they have done their work, and lie close in their waxen cell.

The sheep rest upon their soft fleeces, and

1. Enclume. 2. Endormi. 3. Derrière. 4. Bèlement. 5. Ra-neaux. 6. Sien. 7. Charpentier. 8. Alvéole, cellule. 9. Ténè-res. 10. Se défend. 11. Rosée. 12. Toison. 13. Eclatant. 14. Marteau. 15. Criede. 16. Chargé de miel. 17. Se pressant. 18. Fermé. 19. Délié. 20. Forgeron. 21. Tige. 22. Etendu. 23. Etouffant, lourd. 24. Clarté du soleil. 25. Foulant. 26. Voix. 27. De ciré. 28. Chèvrefeuille.

their loud bleating is no more heard among the hills.

There is no sound of a number of voices of children at play, or of the trampling of bare feet, and of people hurrying to and fro.

The smith's hammer is not heard upon the anvil, nor the harsh saw of the carpenter.

All men are stretched on their quiet beds, and the child sleeps upon the breast of his mother.

Darkness is spread over the skies, and darkness is upon the ground: every eye is shut, and every hand is still.

Who takes care of all people when they are sunk in sleep; when they cannot defend themselves, nor see if danger is coming?

There is an eye that never sleeps—there is an eye that sees in dark nights as well as in the bright sunshine.

1. Acc  
e. 5.  
Impos  
2. Can  
4. Etan  
eprit, r  
1. Méc  
assemen

LESSON XC.

THE WOLF AND THE LAMB.

nu-sa'tion <sup>1</sup>	dis-turb' 7	pre'tence <sup>13</sup>	sciz'ing <sup>19</sup>
u-ment <sup>2</sup>	drink'ing <sup>8</sup>	quench <sup>14</sup>	sets <sup>20</sup>
eech' 3	im-pos'si-ble <sup>9</sup>	re-la'tions <sup>16</sup>	slan'dered <sup>21</sup>
-mit' 4	in'no-cent <sup>10</sup>	re-solved' 15	thirst <sup>22</sup>
ter-mined <sup>5</sup>	loss <sup>11</sup>	re-turned' 17	un-a'ble <sup>23</sup>
tance' <sup>6</sup>	pos'si-bly <sup>12</sup>	sel'dom <sup>18</sup>	vile'y <sup>21</sup>

One hot, sultry day, a wolf and a lamb met chance at the same stream, to which they had come to quench their thirst. The wolf stood towards the head of the stream, and the lamb at some distance below.

The wolf, resolved on a quarrel, fiercely demands, "How dare you disturb the water which I am drinking?"

The poor lamb, trembling all over, replies, "How, I beseech you, can that possibly be the case, since the current sets from you to me?"

Unable to answer this argument, he changes the accusation: "Six months ago," says he, "you vilely slandered me."

"Impossible," returned the lamb, "for I was not then born."

"No matter; it was your father, then, or

1. Accusation. 2. Argument. 3. Prier, demander. 4. Comment. 5. Déterminé, résolu. 6. Distance. 7. Troubler. 8. Buvant. 9. Impossible. 10. Innocent. 11. *Be at a loss*, être embarrassé. 12. *Can that possibly be the case?* cela se peut-il? 13. Prétex-te. 14. Etancher, éteindre. 15. Parents. 16. Résolu à, décidé à. 17. Reprit, répondit. 18. Rarement. 19. Saisissant. 20. Se dirige. 21. Médites, calomniâtes. 22. Soif. 23. Incapable. 24. Vilement, outrageusement.

some of your relations;" and, immediately seizing the innocent lamb, he tore him in pieces.

He who is determined to commit a bad action, will seldom be at a loss for a pretence.

LESSON XCI.

THE PORTRAIT.

ap-pear'ance <sup>1</sup>	es-tate' <sup>8</sup>	im-pos'tors <sup>15</sup>	pre-tend'ing
ar'row <sup>2</sup>	ex-claimed' <sup>9</sup>	mer'chant <sup>16</sup>	rath'er <sup>22</sup>
blow <sup>3</sup>	feat'u-res <sup>10</sup>	ob-served' <sup>17</sup>	shed <sup>23</sup>
breast <sup>4</sup>	for-got'ten <sup>11</sup>	or'dered <sup>18</sup>	shot <sup>24</sup>
de-ceased' <sup>5</sup>	heir <sup>12</sup>	pale <sup>19</sup>	some'where
de-cide' <sup>6</sup>	hit <sup>13</sup>	pic'ture <sup>20</sup>	trav'els <sup>25</sup>
en-ti'tled <sup>7</sup>	hit'ting <sup>14</sup>	por'trait <sup>25</sup>	which-ev'er

Many years ago there lived in a large town a rich merchant, who, when he died, left a great deal of money behind him.

People knew that he had a son somewhere but he was then gone away on his travels and his features and face were quite forgotten.

In a short time, three young men made their appearance, each pretending to be the true son and right heir.

1. Apparition. 2. Flèche. 3. *À la fois*, porter un coup. 4. Poitrine. 5. Décédé. 6. Décider. 7. *Être en titre*, avoir droit. 8. Succession. 9. S'écria. 10. Traits. 11. Oublié. 12. Héritier. 13. Frapper, atteindre. 14. Frappant, atteignant. 15. Imposteurs. 16. Marchand. 17. Aperçu. 18. Ordonna. 19. *Être pâle*, pâlir. 20. Devenir pâle. 21. Portrait. 22. Prétendant. 23. *Plus tôt*. 24. Lança, décocha. 25. Quelque part. 26. Voyages. 27. Celui qui.



and, immediately  
he tore him  
to commit a bad  
for a pretence

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tors 15 pre-tend'ing  
ant 16 rath'er 22  
ved' 17 shed 23  
d 18 shot 24  
some'where  
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blié. 12. Héritier. 13  
t. 15. Imposteurs. 16  
). To turn pale, pâli  
. 22. Plutôt. 23. Ver  
rt. 26. Voyages. 27

To decide the matter, the judge ordered a  
portrait of the deceased merchant to be brought  
and said: "Whichever of you can hit with an  
arrow the mark which I have made on the  
breast of the portrait, will be entitled to the es-  
tate."

So, first one shot at it, and then another,  
without hitting the mark, till it came to the  
turn of the third, who, when about to shoot,  
was observed to turn pale and to shed tears,  
throwing down the arrows, and saying: "No  
will never aim a blow, even in appearance,  
at the breast of my father; I had rather lose  
the whole estate."

"Noble young man," exclaimed the judge,  
you are the true son and right heir, the  
others are impostors; for no son would try to  
pierce the heart of his father, though it were  
only in a picture."



LESSON XCII.

THE YOUNG FLY.

ap-proach'ed <sup>1</sup>	dread'ful <sup>8</sup>	folks <sup>15</sup>	saying <sup>23</sup>
a-ris'ing <sup>2</sup>	en-gage'ments <sup>9</sup>	foun'tain <sup>16</sup>	some'bod-y <sup>24</sup>
boil'ing <sup>3</sup>	ex-haust'ed <sup>10</sup>	ket'tle <sup>17</sup>	soon'er <sup>24</sup>
breath <sup>4</sup>	ex-pir'ing <sup>11</sup>	mean'ing <sup>18</sup>	soup <sup>25</sup>
chim'ney	ex-plain' <sup>12</sup>	ob-served' <sup>19</sup>	think'ing <sup>26</sup>
daugh'ter <sup>6</sup>	ex-pe'ri-ence <sup>13</sup>	o-ver-came' <sup>20</sup>	un-hap'py <sup>27</sup>
de-priv'e' <sup>7</sup>	flew <sup>14</sup>	rea'son <sup>21</sup>	va'pors <sup>28</sup>

A young fly was resting with its mother on the wall of a chimney, near a kettle when some body was busy making soup.

The old fly, being obliged to leave her daughter on account of other engagements said to her as she flew away, "My child, you must remain where you are, and not leave your place till I come back."

"Why not, mamma?" asked the little fly. "Because," said the mother, "I am afraid you will go too near that boiling fountain," (meaning the soup).

"What is the reason I must not go near it?" "Because you will fall into that dreadful place." "And why shall I fall in there?"

1. Approché. 2. S'élevant. 3. Bouillant. 4. Souffe. 5. Cheminée. 6. Fille. 7. Priver. 8. Terrible, horrible. 9. Occupation. 10. Epuisé. 11. Expirante. 12. Expliquer. 13. Expérience. 14. Flew away, s'envola, s'envolait. 15. Gens. 16. Fontaine. 17. Bouilloire, chaudron, chaudière. 18. Voulant dire. 19. Observé. 20. Subjugua. 21. Raison. 22. Disant. 23. Quelqu'un. 24. Plus tôt. 25. Soupe. 26. Pensant. 27. Malheureux. 28. Vapeurs.

CII.

FLY.

s 15 say'ing 22  
 n'tain 16 some'bod-y  
 le 17 soon'er 24  
 n'ing 18 soup 25  
 erved' 19 think'ing 26  
 -came' 20 un-hap'py 27  
 on 21 va'pors 28

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 I fall in there

t. 4. Souffle. 5. Chemi  
 horrible. 9. Occupation  
 er. 13. Expérience. 14  
 ens. 16. Fontaine. 17  
 ant dire. 19. Observé  
 22. Disant. 23. Quel  
 nsant. 27. Malheureux

amma?" "I cannot explain to you the rea-  
 son; you must trust to my experience.

"Every time that a little fly has approached  
 one of these boiling fountains, from which you  
 see so many vapors arising, I have observed  
 that it always tumbles in, and never gets out  
 again."

The mother, thinking she had said enough,  
 flew. But no sooner was she gone than the  
 little fly began to laugh at her advice.

She said to herself, "These old folks are al-  
 ways so careful; why does my mother wish  
 to deprive me of the innocent pleasure of fly-  
 ing about a little, near this fountain?"

"Have I not wings, and have I not sense  
 enough to keep out of danger? I shall amuse  
 myself very much flying around this fountain,  
 and I should like very much to see if I cannot  
 keep from tumbling in."

So saying, she flew away to the kettle; but  
 hardly had she approached it, when the hot  
 vapor overcame her, and she sank exhausted  
 into it.

"Oh," said she, with her expiring breath,  
 how unhappy are those children who will  
 not listen to the advice of their mother!"

LESSON XCIII.

THE STAG DRINKING.

ad-van'ta-ges <sup>1</sup>	creat'ure <sup>6</sup>	pur-su'er <sup>11</sup>	slen'der-ness
a-larmed' <sup>2</sup>	des'pi-ca-ble <sup>7</sup>	quen-ch'ing <sup>12</sup>	so-lil'o-quey
ant'lers <sup>3</sup>	en-tan'gled <sup>8</sup>	re-lect'ed <sup>13</sup>	spin'dle <sup>15</sup>
an'swer-a-ble <sup>4</sup>	es-caped' <sup>9</sup>	safe'ty <sup>14</sup>	stag <sup>18</sup>
be-trayed' <sup>5</sup>	fur'nished <sup>10</sup>	shanks <sup>15</sup>	tru-ly <sup>19</sup>

A Stag, quenching his thirst in a clear lake was struck with the beauty of his horns, which he saw reflected in the water, and at the same time, observed the extreme slenderness of his legs.

“What a pity it is,” said he, “that so fine a creature should be furnished with so despicable a set of spindle-shanks! What a truly noble animal I should be, were my legs in any degree answerable to my horns!”

In the midst of this soliloquy, he was alarmed with the cry of a pack of hounds. He immediately bounded over the forest, and left his pursuers so far behind, that he might have escaped; but taking into a thick wood, his horns were entangled in the branches, where he was held till the hounds came up and tore him to pieces.

In his last moments he thus exclaimed: “How ill do we judge of our own true advan-

1. Avantages. 2. Alarmé. 3. Bois. 4. Correspondant. 5. Trahi. 6. Créature. 7. Méprisable. 8. Embarrasé. 9. Echappé. 10. Fourni, pourvu. 11. Celui qui poursuit. 12. Etancant. 13. Réfléchi. 14. Sûreté. 15. *Spindle-shanks*, jambes de fuseau. 16. Qui est mince, grêle. 17. Soliloque. 18. Cerf. 19. Vraiment.

ages! The legs which I despised would have borne me away in safety, had not my favorite gentlers betrayed me to ruin."

LESSON XCIV.

THE MAN-EATER.

er 11 slen'der-ness  
ing 12 so-lil'o-ny  
ed 13 spin'dle 15  
14 stag 18  
15 tru-ly 19

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thus exclaimed  
own true advan-

4. Correspondant. 5.  
barra. 16. 9. Echappé.  
12. Etancant. 13.  
ambes de fuseau. 16.  
orf. 19. Vralment.

le'-house 1	dread'ful-ly 1	key'-holes 15	re-solved' 22
as-ton'ished 2	eat'er 9	land'lord 16	rogues 23
it'ter-ly 3	es-cape' 10	list'ened 17	shab'by 24
boiled 4	fright'ened 11	locked 18	sharp'en-ing
bolt'ed 5	hear'ing 12	mon'ster 19	spared 26
call'ing 6	in-tend' 13	o-bliged' 20	to-mor-row 27
creep 7	jump'ing 14	put 21	yes'ter-day 28

Going through a very dark wood, two little boys of the town once lost themselves, and were obliged to put up all night at a very shabby ale-house which they saw there.

During the night, they heard some one talking loud in the next room; and wishing to hear what was said, they listened very close at the wall, and heard a man say: "Get ready the great kitchen-pot to-morrow, for I intend to kill the two little rogues that came from the

1. Auberge où l'on vend de la bière. 2. Etonné. 3. Amèrement.  
4. Bouilli. 5. Au verrou. 6. Appelant. 7. Se trainer. 8. Terri-  
blement. 9. Mangeur. 10. To make their escape, de s'échapper.  
11. Effrayé. 12. Étendant. 13. Ai l'intention. 14. Sautant. 15.  
Trous de serrure. 16. Aubergiste. 17. Écoutèrent. 18. Fermé à  
clef. 19. Monstre. 20. Obligé. 21. Put up, loger. 22. Résolu-  
rent. 23. Coquins, fripons. 24. Baraque. 25. Aiguissant. 26.  
Épargné. 27. Demain. 28. Hier.

town yesterday, and will have them boiled. The poor children, hearing this, were dreadfully frightened; for they thought the man was speaking of them, and that he killed ate people.

They resolved, therefore, to make their escape by jumping out at the window; but coming to the ground, they hurt their feet, so that they could hardly walk.

They also found the gate locked and bolted so that they could not get out, and were glad to creep into a little house among the pigs where they passed the night in a state of the greatest fright.

Next morning, the landlord opened the door with a knife in his hand, which he was sharpening, calling out at the same time: "Come along, you little rogues, this is the last hour you have to live."

The children, hearing this, cried out most bitterly, falling on their knees, and begging to have their lives spared.

The landlord was astonished to find the children in this place, and asked why they took him for such a monster; and then they told him how they had listened, and what they had heard.

"Foolish children," said the man; "I was not speaking about you, but about two pigs which I bought in the town yesterday, and which I am going to kill. Learn in future not to listen at keyholes."

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41. M  
44. F  
48. T

LESSON XCV.

THE GUNPOWDER HARVEST.

ad-vanc'ed' 1	de-lib'er-ate-ly 13	im-pose' 25	re-dress' 27
af-ter-wards 2	dis-cov'er-ed 14	in-crease' 26	re-fused' 38
ap-pear' 3	dis-ap-peared' 15	in-jus'tice 27	rid 38
ar-ti-cle 4	dis-hon'est 16	In'dians 28	rid'ges 40
au'thor 5	doubt 17	long'-run 29	shop'-keep-er 41
be-gan' 6	ea'ger-ly 18	ob-tain' 30	sow'ing 42
blamed 7	fair'ly 19	on'ion 31	sow'er 43
cheat 8	flock-ed 20	o'pen 32	stock 44
com-plaints' 9	grained 21	part'ner 33	sup-plied' 45
con-fi-dence 10	gun'pow-der 22	pow'der 34	tra'der 46
con-nect'ed 11	helped 23	pro-ceed'ed 25	tribe 47
con-se-quence 12	hoe 24	pun'ished 36	trench'es 48

An honest man means a man who deals fairly, speaks the truth, and never tries to impose upon any one. If he be a trader, or shop-keeper, he will always give full weight and measure; will never say anything about his goods which is not true, and will never cheat any one who buys of him.

An honest man will always succeed in his

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1. Elevé. 2. Après. 3. Paraître. 4. Article. 5. Autour. 6. Commença. 7. Blamèrent. 8. Tromper. 9. Plaintes. 10. Confiance. 11. En rapport. 12. In consequence, en conséquence. 13. Prudemment, sagement. 14. Découvrirent. 15. Disparurent. 16. Malhonnête. 17. Doute. 18. Ardemment. 19. Honnêtement. 20. S'assemblèrent. 21. En grains. 22. Poudre à canon. 23. Prirent. 24. Houe. 25. Abuser, tromper. 26. Augmenter. 27. Injustice. 28. Indiens. 29. In the long-run, à la longue. 30. Obtenir. 31. Oignon. 32. Open field, en plein champs, en rase campagne. 33. Associé. 34. Poudre. 35. Alla. 36. Punirent. 37. Réparation, justice. 38. Refusèrent. 39. To get rid, se débarrasser. 40. Sillons. 41. Marchand, détaillant, boutiquier. 42. Semant. 43. Semeur. 44. Fonds. 45. Pourvu. 46. Marchand négociant. 47. Tribu. 48. Tranchées.

business better than a dishonest one, because people will have confidence in him, and believe what he says.

A man will sometimes gain by a single dishonest act; but, in the long-run, the honest man will make the most money. People will never deal again with a man who has once cheated them; and even when he speaks the truth, he will not be believed.

Here is a story of the way in which the Indians were once imposed upon by a trader, and how they punished him for it.

He went to one of their villages with a large stock of gunpowder for sale. Finding the Indians well supplied with this article, and that they, in consequence, refused to buy, he thought of a trick to get rid of his gunpowder at a good price.

He, therefore, proceeded to the open fields and began making long ridges in the ground with a hoe; and, having done so, he mixed some onion seed and large grained powder together, and began sowing them in the trenches.

The Indians flocked around him, and asked him why he sowed gunpowder. He replied, to make it grow; that he wished to increase his stock, and this was the only way to do it.

The Indians blamed the men who had before sold them gunpowder for not having sold them such as would grow. In a few days, the onion-seed sown with the gunpowder began to appear above that ground; and the Indians, no longer



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doubt that gunpowder would grow, eagerly  
bought all the trader had, at an advanced price.

But, after a time, they found that no gun-  
powder grew on the onions as they came up,  
and thus discovered the cheat put upon them.  
Sometime afterwards, the author of the trick,  
though he was afraid to come again to the In-  
dians, sent a partner of his to the same place  
to trade with them.

By some chance, the Indians found out that  
his man was connected with the gunpowder  
power; and when he had laid out all his goods  
before them for sale, they very deliberately  
helped themselves to every thing he had, and  
disappeared in the woods.

The trader was loud in his complaints of this  
injustice, and went to the great chief of the  
tribe to obtain redress. The old man looked at  
him in silence for some time, and at last said:  
"My children will pay you as soon as they get  
in the gunpowder harvest."

LESSON XCVI.

THE LION AND THE MOUSE.

ac'ci-dent 1	con-vinced' 8	il-lus'tri-ous 15	rang'ing
as-sist'ance 2	de-liv'er-ing 9	im-ag'in-ing 16	re-pair'ing
at'tri-bute 3	en-treat'ed 10	in-sig-nifi-cant 17	re-turn'
begged 4	fair'est 11	maj'es-ty 18	roar'ing
ben-e-fac'tor 5	gen'er-ous-ly 12	mesh'es 19	stain 26
claws 6	gnawed 13	office 20	toils 27
clem'en-cy 7	hap-pened 14	pre-serv'er 21	urged 23

A lion, by accident, laid his paw upon a poor innocent mouse. The frightened little creature, imagining she was just going to be devoured, begged hard for her life, urged that clemency was the fairest attribute of power, and earnestly entreated his majesty not to stain his illustrious claws with the blood of so insignificant an animal; upon which the lion very generously set her at liberty.

It happened, a few days afterwards, that the lion, ranging for his prey, fell into the toils of the hunter.

The mouse heard his roarings, knew the voice of her benefactor, and immediately repairing to his assistance, gnawed in pieces the meshes of the net; and, by delivering her prey, convinced him that there is no creature

1. Accident. 2. Secours. 3. Attribut. 4. *Begged hard*, implora. 5. Bienfaiteur. 6. Griffes. 7. La clémence. 8. Convainquit. 9. Délivrant. 10. Supplia. 11. Le plus beau. 12. Généreusement. 13. Rongea. 14. Arriva. 15. Illustre, noble. 16. Imaginant. 17. Insignifiant. 18. Majesté. 19. Mailles. 20. Office. 21. Sauveur. 22. Errant. 23. Allant. 24. Rendre. 25. Rugissements. 26. Souiller. 27. Filets. 28. Fit valoir.

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so much below another, but may have it in his power to return a good office.

LESSON XCVII.

THE DISOBEDIENT KITTEN.

boxed 1	dis-gra'cing 9	mewed 18	start'ed 27
cri'er 2	dis-o-be'di-ent 10	moon'light 19	stiff 28
bring'ing 3	dis-turbed' 11	plen'ty 20	stray 29
pers'ers 4	frisked 12	re-mem'ber 21	stroll 30
cap'i-tal 5	hoist'ed 13	sau'cy 22	ter'ri-ble 31
charge 6	hon'est 14	scud'ded 23	thought'less 32
com-pan'ions 7	hor'rid 15	sil'ly 24	tossed 33
com-pa-ny 8	jaws 16	snarls 25	vi'o-lent 34
cut'ting 4	Jow'ler 17	snug 26	vis'it-ing 35

“Now,” said an old Puss to one of her children, as she washed her face and paws, “I charge you, Kitty, not to go into the yard, for the great dog Jowler lies there.

“He has horrid teeth and a terrible snarl, and he is always on the look-out for stray cats. Remember and keep at home; we have a snug

1. Frappa, tira. 2. Ronce. 3. *Bringing up*, éducation. 4. *Cutting capers*, faisant des cabrioles. 5. Excellent. 6. Ordonne, défends. 7. Compagnons. 8. Compagnie. 9. Déshonorant. 10. Désobéissant. 11. Distruit, dérangé. 12. Sautilla, folâtra. 13. Leva. 14. Honnête. 15. Horrible, effroyable. 16. Gueule. 17. Jowler. 18. Miaula. 19. Clair de lune. 20. En abondance. 21. Se souvenir, se rappeler. 22. *Saucy look*, regard insolent. 23. Se sauver, s'enfuir. 24. Simple, sot, fou. 25. Grognements. 26. Gentil. 27. *Started up*, se leva vivement. 28. Roide, engourdi. 29. Rôdeur. 30. *Stroll off*, rôder, courir çà et là. 31. Terrible. 32. Léger. 33. Jeta, lança. 34. Violent. 35. Visitant.

VI.

MOUSE.

erious 15 rang'ing  
in-ing 16 re-pair'ing  
nifi-cant 17 re-turn'  
ty 18 roar'ing  
'es 19 stain 26  
toils 27  
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iffes. 7. La clémence.  
11. Le plus beau. 12.  
15. Illustre, noble. 16.  
12. Mailles. 20. Office.  
Rendre. 25. Rugisse-  
loir.

garden, kind friends, capital titbits, and was  
enough—rats and mice are plenty.

“So do not stroll off with bad company, visiting places where you have no business to be, and disgracing your bringing up, for you know better, Kitty, you do.”

But Kitty gave a saucy look; she boxed her mother's ears—in play, to be sure—hoisted her tail, and away she frisked after a dead leaf. Kitty did not look at all like minding what her mother had said.

After her mother had gone to bed, Kitty kept up her moonlight rambles, going about where nobody knows where, and cutting all sorts of capers, like a silly little Kitty as she was.

Well, one night she and some of her thoughtless companions scudded across Jowler's yard. He, much disturbed by the noise at an hour when he thought all honest folks ought to be in bed, started up, and made after them in a violent rage.

Poor Kitty, in her fright, got caught in some brier bushes, and so fell into Jowler's jaws. He seized her by the neck with his terrible mouth, shook the breath out of her body, and tossed her over the fence.

“Oh, oh;” cried Mary and Joe, when they found their little pet stiff and cold the next morning. “Oh!” cried their mother, “you little puss! You bid fair to be an excellent mouser.” “Oh, dear!” mewed the old cat.

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LESSON XCVIII.

A NOBLE ACT.

abyss' 1	due 10	move'ment 19	re-fus'ing 28
approach'd 2	el'dest 11	offers 20	re-ward' 29
aside' 3	em-brac'ing 12	per-form' 31	rouse 30
aware' 4	en-trust'ed 13	plunged 22	sec'ond 31
bulk 5	fear'ful 14	prec'i-pice 23	slight'est 30
an'tion 6	hu'man 15	prop'er 24	val'ue 32
ear'est 7	in'stinct 16	prop'er-ty 25	wak'ing 34
i-rect'ed 8	jew'el 17	reached 26	wealth 35
is-tressed' 9	mor'tal 18	re-ceipt' 27	young'est 36

There lived a certain man who had reached a great age, and who had gained much wealth. Not having hopes of living much longer, he divided the bulk of his property among his three sons. But he set aside a jewel of great value, which he determined on giving to that one of his sons who should perform the most noble act within three months.

“Father,” said the eldest one day, “a person entrusted me with a sum of money; he was quite a stranger to me, and he had no receipt in writing, so that I might easily have kept it. But, when he came for it, I gave him back the

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1. Abîme. 2. S'approcha. 3. De côté. 4. *Being aware*, savoir. 5. Gros. 6. Précaution. 7. Le plus cher. 8. Dirigeai, conduisit. 9. Affligé, malheureux. 10. *Is thy due*, t'appartient. 11. Aîné. 12. Embrassant. 13. Confié. 14. Effroyable. 15. Humaine. 16. Instinct. 17. Joyau, bijou. 18. Mortel. 19. Mouvement. 20. Offres. 21. Accomplir. 22. Plongeai. 23. Précipice. 24. Convenable. 25. Propriété. 26. Atteint. 27. Reçu. 28. Refusant. 29. Récompense. 30. Réveiller. 31. Second, deuxième. 32. Le moindre. 33. Valeur, prix. 34. S'éveillant. 35. Biens richesses. 36. Le plus jeune.

whole, refusing his offers of reward." The father replied "Your act was one of justice."

The second son approached his father, and said: "I was walking along the edge of a lake when a child fell in, and, at the risk of my life I plunged in, and brought it safely to its distressed mother on the shore. Was that not a noble act, father?" "No, my son; it was but the instinct of human kindness."

The youngest son then said: "One dark night, I found my mortal enemy asleep on the edge of a precipice, without his being aware of it. The slightest movement on walking would have plunged him down the fearful abyss. I took care to rouse him with proper caution, and then directed him to a place of safety." "My dearest son," said the father, embracing him, "the jewel is thy due."

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LESSON XCIX.

CASABIANCA.

com'pa-nied <sup>1</sup>	du'ties <sup>11</sup>	no'tice <sup>21</sup>	slain <sup>31</sup>
signed <sup>2</sup>	en-gaged <sup>12</sup>	o-be'di-ent <sup>22</sup>	sneers <sup>32</sup>
void <sup>3</sup>	flowed <sup>13</sup>	par'ti-cle <sup>23</sup>	strew'ing <sup>33</sup>
as'a-bi-an-ca <sup>4</sup>	fly'ing <sup>14</sup>	par-tic'u-lar <sup>24</sup>	thick'ly <sup>34</sup>
com-mand'er <sup>5</sup>	heart'ed <sup>15</sup>	per-ish-ed <sup>25</sup>	thir'teen <sup>35</sup>
ow'ard-ly <sup>6</sup>	in'flu-ence <sup>16</sup>	per-mis'sion <sup>26</sup>	thun'ders <sup>36</sup>
ffer-ent-ly <sup>7</sup>	life'less <sup>17</sup>	prog'ress <sup>27</sup>	un-con'scious <sup>37</sup>
is-charg'ing <sup>8</sup>	L'O'ri-ent <sup>18</sup>	raged <sup>28</sup>	un-pleas'ant <sup>38</sup>
is-o-bey' <sup>9</sup>	mere'ly <sup>19</sup>	re-spect' <sup>29</sup>	war <sup>39</sup>
is'tant <sup>10</sup>	Nile <sup>20</sup>	ser'vice <sup>30</sup>	ves'sel <sup>40</sup>

There was a little boy, about thirteen years old, whose name was Casabianca. His father was the commander of a ship of war called L'Orient. The little boy accompanied his father to the seas. His ship was once engaged in a terrible battle on the river Nile.

In the midst of the thunders of the battle, while the heavy shots were flying thickly around, and strewing the decks with blood, this brave boy stood by the side of his father, faithfully discharging the duties which were assigned to him.

1. Accompagna. 2. Assigné. 3. Eviter. 4. Casabianca. 5. Commandant. 6. Poltron, lâche. 7. Différemment. 8. Remplissant. 9. Désobéir. 10. Eloigné. 11. Devoirs. 12. Engagé. 13. Coulait. 14. Volant. 15. Courageux. 16. Influence, crédit. 17. Mort, sans vie. 18. L'Orient. 19. Uniquement. 20. Nil. 22. Observer. 22. Obéisant. 23. Parcelle. 24. Particulier, spécial. 25. Périt. 26. Permission. 27. Progrès. 28. Raged dreadfully, continuait avec fureur. 29. Respect. 30. Service. 31. Morts. 32. Ricaneries, ris moqueurs. 33. Couvrant. 34. Epais, drus. 35. Treize. 36. Foudres. 37. Qui ignorait. 38. Désagréable. 39. Ship of war, vaisseau de guerre. 40. Vaisseau.

At last his father placed him in a particular part of the ship to perform some service, and told him to remain at his post till he should call him away.

As the father went to some distant part of the ship to notice the progress of the battle, a ball from the enemy's vessel laid him dead upon the deck. But the son, unconscious of his father's death, and faithful to his trust, remained at his post, waiting for his father's orders.

The battle raged dreadfully all around him. The blood of the slain flowed at his feet. At last the ship took fire, and the flames drew nearer and nearer. Still this noble hearted boy would not disobey his father. In the face of blood, and balls, and fire, he stood firm and obedient.

The sailors began to desert the burning and sinking ship, and the boy cried out, "Father, may I go?" But no voice of permission could come from the body of his lifeless parent. And the boy would rather die than disobey. And there he stood at his post till every man had deserted the ship, and at last perished in the flames.

Oh, who would not love such a child as this? Is not such a boy more noble than one who will disobey his parents merely that he may have a little play, or that he may avoid some unpleasant duty?



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I have seen some bad boys who thought it looked brave to care nothing for the wishes of their parents. But, no; the boy who is truly brave, and has a noble spirit, will obey his parents.

If others tease him to do differently, he will care to tell them that he means to do his duty; and if they laugh at him, he will let them laugh, and show them by his conduct that he does not care for the sneers of bad boys.

The fact is, that, in almost all cases, disobedient boys are mean and cowardly. They have not one particle of the spirit of the noble little Casabianca. And when these disobedient boys grow up to be men, they do not command influence or respect.



LESSON C.

CASABIANCA.

ban'ners 1	fair 9	lone 15	still 23
boom'ing 2	farm 9	pen'non 16	stream'd 23
brow 3	frag'ments 10	roll'd 17	wav'ing 24
burst 4	gal-lant' 11	shone 18	whence 25
chief'tain 5	helm 12	shout'ed 19	wrapt 26
de-spair' 6	he-ro'ic 13	shroud 20	wreath'ing 27
faint 7	lit 14	splen'dor 21	wreck 28

The boy stood on the burning deck  
 Whence all but he had fled ;  
 The flame that lit the battle's wreck,  
 Shone round him o'er the dead.

Yet beautiful and bright he stood,  
 As born to rule the storm ;  
 A creature of heroic blood,  
 A proud, though child-like form.

The flames roll'd on— he would not go  
 Without his father's word ;  
 That father, faint in death below,  
 His voice no longer heard.

He call'd aloud : " Say, father, say,  
 If yet my task is done ?"

1. Bannières, étendards. 2. Grondant. 3. Front. 4. Eclat  
 explosion. 5. Capitaine. 6. Désespoir. 7. Dans le silence.  
 En bon ordre. 9. Figure. 10. Fragments, débris. 11. Brave, vaillant.  
 trépide. 12. Gouvernail, timon. 13. Héroïque. 14. Eclairait. 15. Solitaire, isolé.  
 16. Flamme, banderolle. 17. Rolled on, se succédaient. 18. Brillait. 19. Cria.  
 20. Haubans. 21. Splendor, splendeur. 22. D'où. 23. Enveloppèrent, 27. Wreathing  
 fires, couronnes de feu. 28. Débris, ruine.

He knew not that the chieftain lay  
Unconscious of his son.

“ Speak, father ! ” once again he cried,  
“ If I may yet be gone,  
And ”—but the booming shots replied,  
And fast the flames roll'd on.

Upon his brow he felt their breath,  
And in his waving hair,  
And looked from that lone post of death,  
In still, yet brave despair.

He shouted but once more aloud,  
“ My father ! must I stay ? ”  
While o'er him fast, through sail and shroud  
The wreathing fires made way.

They wrapt the ship in splendor wild,  
They caught the flag on high,  
And stream'd above the gallant child,  
Like banners in the sky.

There came a burst of thunder sound—  
The boy—oh ! where was he ?  
Ask of the winds that far around  
With fragments strew'd the sea,

With mast, and helm, and pennon fair,  
That well had borne their part—  
But the noblest thing which perish'd there  
Was that young faithful heart !

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3. Front. 4. Eclat  
Dans le silence. 8  
lébris. 11. Brave, in  
e. 14. Eclairait. 15  
Rolled on, se succé  
s. 21. Splendor will  
t. 24. Flottant. 25  
couronnes de feu

LESSON CI.

FRITZ AND CATHERINE.

ac-cord'ingly <sup>1</sup>	draught <sup>10</sup>	knocked <sup>19</sup>	oc-curred' <sup>28</sup>
breath'less <sup>2</sup>	dry'ing <sup>11</sup>	lard'er <sup>20</sup>	quick'er <sup>29</sup>
Cath'er-ine <sup>3</sup>	fare'well <sup>12</sup>	loft <sup>21</sup>	re-cov'er
cel'lar <sup>4</sup>	fast'ened <sup>13</sup>	loosed <sup>22</sup>	saun'tered <sup>31</sup>
charm'ing-ly <sup>5</sup>	fetch <sup>14</sup>	mar'ried <sup>23</sup>	sau'sage <sup>32</sup>
cheer'ful-ly <sup>6</sup>	flood'ed <sup>15</sup>	meal <sup>24</sup>	spar'ing <sup>33</sup>
clean <sup>7</sup>	Fritz <sup>16</sup>	m is fort'une <sup>25</sup>	sud'den-ly <sup>34</sup>
cooked <sup>8</sup>	fry'ing <sup>17</sup>	mut'tered <sup>26</sup>	tap <sup>35</sup>
cool <sup>9</sup>	house'wife <sup>18</sup>	noon <sup>27</sup>	up-set' <sup>36</sup>

There lived once a man and woman named Fritz and Catherine, who were just married. One day Fritz said, "I must now go and work in the field, Catherine, and when I come home to dinner, let me have something nice and hot quite ready for me, and a draught of fresh beer to drink." "So you shall," replied his wife, "all will be right and ready when you come back."

As noon approached, Catherine took the sausage from the larder, put it in the frying pan with some butter, and placed it over the fire.

1. En conséquence. 2. Hors d'haleine. 3. Catherine. 4. Cave.  
5. Charmante. 6. Gaiement. 7. Propreté. 8. Fait cuire. 9. Re-  
devenir calme. 10. Un verre. 11. Drying up, séchant. 12. Adieu.  
13. Attaché. 14. Aller chercher. 15. Inonda. 16. Fritz. 17.  
Frying-pan, poêle à fire. 18. Ménagère. 19. Renversa. 20. Dé-  
pense, office. 21. Grenier. 22. Loosed his hold, lâcha prise. 23.  
Marié. 24. Corn meal, farine de blé. 25. Infortune, mésaventure.  
26. Murmura. 27. Midi. 28. Vint en pensée. 29. Le plus lesté.  
30. Se remettre. 31. Marcha. 32. Saucisse, saucisson. 33. Eco-  
nome, ménager. 34. Soudain, tout-à-coup. 35. Robinet. 36. Ren-  
versa.

INE.

d 19 oc-curred' 20  
 20 quick'er 20  
 re-cov'er  
 21 saun'tered 31  
 23 sau'sage 32  
 spar'ing 33  
 une 25 sud'den-ly 34  
 d 26 tap 35  
 up-set 36

A woman named  
 re just married  
 now go and work  
 when I come home  
 ng nice and hot  
 ht of fresh beer  
 plied his wife  
 when you come

ne took the sau-  
 he frying pan  
 t over the fire.

Catherine. 4. Cave  
 3. Fait cuire. 9. Re-  
 séchant. 12. Adieu.  
 da. 16. Fritz. 17.  
 Renversa. 20. Dé-  
 la, lâcha prise. 23.  
 ortune, mésaventure.  
 29. Le plus lesté.  
 saucisson. 33. Eco-  
 Robinet. 36. Ren-

The sausage began to fry; Catherine stood watching it with the handle of the pan in her hand, looking forward to dinner time and Fritz's company. It then occurred to her, that while the sausage was getting ready, she might go down to the cellar and draw the beer.

She accordingly fixed the pan safely, took a jug, went into the cellar, and turned the tap; but, while watching the beer running into the jug, she suddenly remembered that the dog was not fastened up, and might steal the sausage out of the pan. Pleased with this happy thought, she rushed back in a hurry; and sure enough, there was the dog with the sausage already in his mouth, and making off with it.

Catherine was not slow to follow, and chased him a long way into the field, but the dog was the quicker of the two, and never loosed his hold of the sausage. "When a thing is gone, it is gone," observed Catherine, turning back. Being breathless, she sauntered slowly, in order to recover and cool herself.

Meanwhile, the beer had continued to run as long as there was any in the cask, for Catherine had not turned off the tap before running up stairs to look after the sausage; and when the jug was filled, and there was no more room in it, the beer flooded the cellar.

While yet on the stairs, Catherine discovered this new misfortune. "What is to be done

now?" said she, "dear me, dear me!" She thought for a time, and then remembered that in the loft there was a sack of fine corn meal. This she thought she would fetch and strew all over the floor of the cellar to dry the beer. "It is very true," said she to herself, "that when one is sparing of a thing, it is sure to come into use."

So she went up to the loft, and brought down the sack into the cellar; but, in putting it down, she upset the jug, so farewell to all chance of Fritz's draught of beer. "Quite right, however," said Catherine, "where one is, the other ought to be content to go." Then strewing the meal over the cellar, she felt quite proud of her work; all looked so charmingly clean and white.

At noon home came Fritz, saying cheerfully, "Now, good wife, what have you got for dinner?" "Ah, Fritz," said she, "I cooked you a sausage, but while I drew the beer, the dog ran away with it; and while I chased the dog, the beer ran out; and when I was drying up the beer with the cornmeal, I knocked the jug over. But do not be angry, the cellar is quite dry again."

"Oh, Catherine, Catherine!" said Fritz, "a nice housewife you are indeed! and a nice mess you have made of it." "Oh, Fritz," she replied, "how was I to know? You should have told me better." "As the wind blows

hat  
must  
-bun/  
ac-qua  
st-ford  
wprico  
be-side  
border  
breath/  
oud'din  
cher/rie  
cloud'y  
con-clu  
"A  
ter!"  
from  
garden  
his fat  
1. Abo  
A côté, a  
geonnant.  
11. Conc.  
de joie.  
enregistre  
ner. 20.  
temps. 2  
fum. 27.  
29. Aspe  
33. Bond  
Été. 38.  
42. Vif, v

dear me!" She said, "that way," muttered Fritz to himself, "you must look after things yourself, my man."

LESSON CII.

FOOLISH WISHES.

abun'dance <sup>1</sup>	con-tin'ue <sup>12</sup>	leaf <sup>23</sup>	slid'ing <sup>24</sup>
ac-quaint'ances <sup>2</sup>	danced <sup>13</sup>	neigh'oring <sup>42</sup>	stern <sup>25</sup>
af-ford'ing <sup>3</sup>	de-lights' <sup>14</sup>	or'chards <sup>25</sup>	straw'berries <sup>30</sup>
ap'ri-cots <sup>4</sup>	de-part'ing <sup>15</sup>	per'fume <sup>26</sup>	sum'mer <sup>37</sup>
be-side' <sup>5</sup>	du-ra'tion <sup>16</sup>	pock'et <sup>27</sup>	sys'tem <sup>38</sup>
bor'der <sup>6</sup>	en'ter <sup>17</sup>	pro-duc'tions <sup>28</sup>	ut-most' <sup>39</sup>
breath'ing <sup>7</sup>	glid'ed <sup>18</sup>	pros'pect <sup>29</sup>	view <sup>40</sup>
bud'ding <sup>8</sup>	gov'ern <sup>19</sup>	re-fresh'ing <sup>30</sup>	vis'it-ors <sup>41</sup>
cher'ries <sup>9</sup>	hast'en-ing <sup>20</sup>	re-past' <sup>31</sup>	viv'id <sup>42</sup>
cloud'y <sup>10</sup>	Hen'ry <sup>21</sup>	sliv'er-ing <sup>22</sup>	west'er-ly <sup>43</sup>
con-clu'sion <sup>11</sup>	late'ly <sup>22</sup>	skipped <sup>33</sup>	wish'es <sup>44</sup>

"Ah, if it would continue always to be winter!" said young Henry, who was just returned from sliding, and was amusing himself in the garden with making men of snow. Mr. Burns, his father, hearing these words, desired him to

1. Abondance. 2. Connaissances. 3. Offrant. 4. Abricots. 5. A côté, auprès. 6. Bordure, plate-bande. 7. Respirant. 8. Bourgeonnant. 9. Cerises. 10. Half-cloudy, à moitié couvert de nuages. 11. Conclusion. 12. Continuer, durer. 13. Danced for joy, battait de joie. 14. Délices. 15. S'en allant. 16. Durée. 17. Inscrire, enregistrer. 18. Glided away, s'écoulait, s'éloignait. 19. Gouverner. 20. Approchant, avançant. 21. Henri. 22. Il n'y a pas longtemps. 23. Feuillet. 24. Voisin, voisinage. 25. Vergers. 26. Parfum. 27. Pocket-book, portefeuille (de poche). 28. Productions. 29. Aspect, vue. 30. Rafraîchissant. 31. Repas, réfection. 32. Bondissaient. 34. Glissant. 35. Dur, sévère. 36. Fraises. 37. Été. 38. Système. 39. Le plus grand. 40. Voir. 41. Visiteurs. 42. Vif, vivide. 43. D'occident. 44. Désirs, souhaits.

write them down in the first leaf of his pocket-book, which Henry accordingly did, his hands shivering with cold.

The winter glided away, and was followed by the spring. Henry walked along with his father beside a border in the garden, where the flowers were in perfect bloom. He felt the most lively pleasure in breathing their perfume, and admiring their fresh and vivid colors.

"These are the productions of spring," said Mr. Burns to him; "they are beautiful, but of very short duration." "Oh," replied Henry, "that it were always spring!" His father desired him to write that wish also in his pocket-book.

The trees, which lately were only budding, were now grown into full leaf, the sure sign that spring was departing and summer hastening on.

Henry, one day, accompanied by his parents and two or three of his acquaintances, went on a visit to a neighboring village.

Their walk was delightful, affording them sometimes a prospect of waving corn fields, and sometimes of green meadows, while the lambs skipped and danced about on every side. They ate cherries, strawberries, and other fruits of the season. So pleasant a day afforded them the utmost delight, and their little hearts danced for joy.

"Do you not think, Henry," said his father,



leaf of his pocket-book, and he took it out, and showed it to the children. "That summer has its delights too?" Henry replied, "he wished it might be summer all the year;" upon which, his father desired him to enter that wish in his pocket-book.

Autumn at length arrived, and all the family went into the country to view the harvest. It happened to be one of those half-cloudy days when a gentle westerly breeze keeps the air cool and refreshing.

The gardens and orchards were loaded with fruits, and the plums, pears, and apples, which hung on the trees almost to the ground, furnished the little visitors with a delightful repast. There was also plenty of grapes, apricots, and peaches, which were all the sweeter, as they had the pleasure of gathering them.

"This season of rich abundance, Henry," said his father to him, "will soon pass away, and stern and cold winter will succeed it." Henry again wished that the present happy season might always continue; and his father desired him to write this down in his pocket-book. One day, some time after this, Mr. Burns desired Henry to read the "four wishes" from his pocket-book.

"Now," said he to him, "see what you have done. In the winter, you desired that it might be always winter; in the spring, that it might always be spring; in summer, that that season would always continue; and now, in autumn,

said his father,

you wish that it may always be autumn. What conclusion may be drawn from all this?"

"That all the seasons of the year are good," replied Henry. "Yes, my son, every season has its own pleasures, and God knows much better how to govern the system of nature than we do."

LESSON CIII.

THE HARE AND THE TORTOISE.

a-greed' 1	in'dus-try 8	o-ver-sleep'ing 15	swift'ness 20
a-mends' 2	in-sult'ed 9	race 16	tor'toise 23
ap-plic'a-tion 3	jest 10	se-cu'ri-ty 17	tuft 24
boast'ed 4	jog'ging 11	slow'ness 18	vain'ly 25
ex-ceed'ing 5	match 12	speed 19	vic'to-ry 26
fern 6	mo'tion 13	squat'ted 20	wa'ger 27
im-ag'i-na-ble 7	out-ran' 14	start'ed 21	wit 28

A Hare insulted a Tortoise upon account of his slowness, and vainly boasted of her own great speed in running. "Let us make a match," replied the Tortoise; "I will run with you five miles for a wager."

The Hare agreed, and away they both start-

---

1. Consentit. 2. *Make amends*, réparent, suppléent. 3. Application. 4. Se vantait. 5. Extrême. 6. Fougère. 7. Imaginable. 8. Industrie. 9. Insultait. 10. Plaisanterie. 11. Marchant tranquillement. 12. Pari. 13. Mouvement. 14. Devança. 15. Dornant trop. 16. Course. 17. Assurance. 18. Lenteur. 19. Vitesse, célérité, diligence. 20. Se tapit, se blottit. 21. Partirent, s'élan-cèrent. 22. Vitesse, rapidité, célérité. 23. Tortue. 24. Touffe. 25. Avec vanité, orgueillement. 26. Victoire. 27. Gageure. 28. *Quick and ready wit*, génie prompt et facile.

the autumn. When all this?"  
The year are good,  
on, every season  
od knows much  
ystem of nature

ed together. But the Hare, by reason of her  
xceeding swiftness, outran the Tortoise to  
uch a degree that she made a jest of the mat-  
er; and, finding herself a little tired, squatted  
n a tuft of fern that grew by the way, and  
ook a nap, thinking that, if the Tortoise went  
y, she could, at any time, catch up to him with  
ll the ease imaginable.

TORTOISE.

'ing 15 swift'ness 20  
tor'toise 23  
7 tuft 24  
vain'ly 25  
vic'to-ry 26  
wa'ger 27  
wit 28

In the meanwhile, the Tortoise came jogging  
on with slow but continued motion; and the  
Hare, out of a too great security and confidence  
of victory, oversleeping herself, the Tortoise  
arrived at the end of the race first.

Industry and application to business make  
amends for the want of a quick and ready wit.  
Hence it is, that the victory is not always to  
the strong, nor the race to the swift.

upon account  
sted of her own  
make a match,"  
a with you five

they both start-

appléent. 3. Applica-  
ere. 7. Imaginable.  
11. Marchant tran-  
Devança. 15. Dor-  
enteur. 19. Vitease,  
1. Partirent, s'élan-  
ortue. 24. Touffe.  
oire. 27. Gageure.

LESSON CIV.

THOU ART, O GOD !

art 1	gaze 9	ra'di-ant 17	thou 25
beam 2	gloom 10	re-flec'tions 18	un-num'bered 26
beau'te-ous 3	glone 11	sigh 19	vis'tas 27
count'less 4	hues 12	smile 20	wher-ev'er 28
de-cline' 5	kin'dling 13	spark'ling 21	won'drous 29
de-lays' 6	o'pen-ing 14	spir'it 22	world 30
e'ven 7	o-ver-shad'ows 15	star'ry 23	wreathes 31
fra'grant 8	plume 16	thine 24	youth'ful 32

Thou art, O God, the life and light  
 Of all this wondrous world we see ;  
 Its glow by day, its smile by night,  
 Are but reflections caught from Thee  
 Where'er we turn, Thy glories shine,  
 And all things fair and bright are Thine :

When Day, with farewell beam, delays  
 Among the op'ning clouds of Even,  
 And we can almost think we gaze  
 Through golden vistas into heaven—  
 Those hues that make the Sun's decline  
 So soft, so radiant, Lord ! are Thine.

• 1. Es. 2. Rayon, trait de lumière. 3. Beau. 4. Innombrable.  
 5. Déclin. 6. S'arrête, cesse. 7. Du soir. 8. Odoriférant. 9.  
 Contemptions. 10. Sombre. 11. Eclat, lumière. 12. Couleurs,  
 nuances. 13. Embrasant, enflammant. 14. Qui commence. 15.  
 Couvre de son ombre. 16. Plume, plumage. 17. Radieux. 18.  
 Reflets, rejaillissements. 19. Soupir, gémissment. 20. Sourire,  
 joie. 21. Étincelant, brillant. 22. Esprit. 23. Clarté. 24. A toi.  
 25. Tu. 26. Innombrable. 27. Echappées. 28. Partout où. 29.  
 Merveilleux, admirable. 30. Monde. 31. Tresse. 32. Frais

When Night, with wings of starry gloom,  
O'ershadows all the earth and skies,  
Like some dark beauteous bird, whose plume  
Is sparkling with unnumbered eyes—  
That sacred gloom, those fires divine,  
So grand, so countless, Lord! are Thine.

When youthful Spring around us breathes,  
Thy Spirit warms her fragrant sigh;  
And every flower the Summer wreathes  
Is born beneath that kindling eye.  
Where'er we turn, Thy glories shine,  
And all things fair and bright are Thine!

17 thou 25  
18 un-num'bered  
vis'tas 27  
wher-ev'er 28  
21 won'drous 29  
world 30  
23 wreathes 31  
youth'ful 32

and light  
ld we see;  
y night,  
from Thee  
s shine,  
t are Thine!

am, delays  
of Even,  
gaze  
o heaven—  
a's decline  
Thine.

u. 4. Innombrable.  
8. Odoriférant. 9.  
ière. 12. Couleurs,  
Qui commence. 15.  
17. Radieux. 18.  
ment. 20. Sourire,  
Clarté. 24. A toi.  
28. Partout où. 29.  
sse. 32. Frais

LESSON CV.

THE NOBLEMAN AND HIS NOBLE SERVANT.

a-broad' 1	dis-tinct' 18	loose 35	re-main'ing 92
a-drift' 2	drag 19	mean'ing 36	rolled 53
af-fright' 3	en-trea'ties 20	min'utes 37	Kus'sian 54
a-live' 4	e-rect'ed 21	mourn'ful 33	scent 55
anx'ious 5	es-tate' 22	mus'ket 39	serf 56
ar-rest' 6	fast'er 23	no'ble-man 40	shriek 57
bay'ing 7	fel'low 24	ob'ject 41	sigh'ing 53
be-hind' 8	fire 25	pis'tols 42	sil'ver 59
bleak 9	frost'y 26	pol'ished 43	sin'gle 60
box 10	fu'ry 27	post'-boy 44	stands 61
com'rades 11	guest 23	pres'ent-ly 45	strange 62
dash 12	hard'ened 29	pre-vailed' 46	taste 63
de-mand'ed 13	howl'ing 30	pro-ceed' 47	track 64
de-vot'ed 14	in'stant-ly 31	pulled 43	tread 65
de-struc'tion 16	lay 32	pur-suit' 49	urged 66
de-voured' 16	lead'er 33	qui'et-ed 50	warn'ings 67
dis-charge' 17	lead'ing 34	re-lay' 51	wood'en 63

A Russian nobleman was travelling in the

1. Dehors, au loin. 2. A l'abandon. 3. Frayeur, épouvante.  
 4. En vie. 5. Pénible. 6. Arrêt. 7. Aboiement. 8. Derrière.  
 Froid. 10. Siège. 11. Camarades. 12. Heurtent. 13. Demanda.  
 14. Dévoué. 15. Destruction. 16. Dévoré. 17. Décharge. 18.  
 Distinct. 19. Trainer. 20. Instances, supplications. 21. Erigée.  
 22. Terres. 23. Plus vite. 24. Compagnon. 25. Faites feu.  
 Glacé. 27. Furent. 28. Hôte. 29. Endurei. 30. Hurlerment.  
 31. A l'instant. 32. Lay down, donne. 33. Conducteur, guide. 34.  
 Conduisant. 35. Let loose, lâcher. 36. Signification. 37. Minutes.  
 38. Lugubre. 39. Fusil. 40. Un noble. 41. But, objet. 42. Pis-  
 tolets. 43. Poli. 44. Postillon. 45. Incontinent, à l'instant. 46.  
 Prévalurent. 47. Avancer, poursuivre. 48. Mis, déchiré. 49. Pour  
 suite. 50. Tranquillisé. 51. Relay of horses, chevaux de relais.  
 52. Restant. 53. Rolled up, roula. 54. Russe. 55. Piste. 56.  
 57. Cri perçant. 58. Gémissant. 59. Argent. 60. Single only,  
 choisissez. 61. S'élève. 62. Etrange. 63. Goût. 64. Trace,  
 65. Pas. 66. Urged on, pressèrent. 67. Avertissement.  
 68. De bois.

DOUBLE SERVANT.

	re-main'ing
36	rolled 53
37	Rus'sian 54
38	scent 55
39	serf 56
40	shriek 57
41	sigh'ing 58
42	sil'ver 59
43	sin'gle 60
44	stands 61
45	strange 62
46	taste 63
47	track 64
	tread 65
49	urged 66
50	warn'ings 67
	wood'en 68
travelling in the	

	Frayeur, épouvante
	ment. 8. Derrière. 9
	urgent. 13. Demanda
	17. Décharge. 18
	ications. 21. Erigée
	25. Faites feu. 26
	rei. 30. Hurlement
	ducteur, guide. 34
	ication. 37. Minutes
	But, objet. 42. Pie-
	nt, à l'instant. 46
	, déchiré. 49. Pour-
	, chevaux de relais
	esse. 55. Piste. 56
	nt. 60. Single out.
	Gout. 64. Trace.
	67. Avertissement.

early part of the winter over a bleak plain. His carriage rolled up to an inn, and he demanded a relay of horses to go on. The inn-keeper entreated him not to proceed, for there was danger abroad; the wolves were out.

He thought the object of the man was to keep him a guest for the night; and saying it was too early in the season for wolves, ordered the horses to be put to. In spite of the continued warnings of the landlord, the carriage drove away, with the nobleman, his wife, and their only daughter.

On the box of the carriage was a serf, who had been born on the nobleman's estate, and who loved his master as he loved his life. They rolled on over the hardened snow, and there seemed no signs of danger. The moon began to shed her light, so that the road appeared like polished silver.

At length the girl said to her father, "What is that strange dull sound that I just heard?" Her father replied, "Nothing but the wind sighing through the trees of the forest we have just passed."

The child shut her eyes and was quieted for a time; but in a few minutes, with a face pale with affright, she turned to her father and said, "Surely that was not the wind; I heard it again, did you not hear it too? Listen!"

The nobleman listened, and far, far away in the distance behind him, but distinct enough

in the clear, frosty air, he heard a sound which he knew the meaning of, though they did not.

He put down the glass, and, speaking to the serf, said, "I think they are after us; we must make haste; tell the post-boy to drive faster and get your musket and pistols ready; I will do the same; we may yet escape."

The man drove faster; but the mournful howling, which the child had first heard, began to come nearer and nearer, and it was perfectly clear to the nobleman that a pack of wolves had got scent and were in pursuit of them. Meanwhile he tried to calm the anxious fears of his wife and child.

At last the baying of the pack was distinctly heard, and he said to his servant, "When they come up with us, single you out the leader and fire; I will single out the next, and, as soon as one falls, the rest will stop to devour him, so that there will be some delay at least." By this time they could see the pack fast approaching with their long measured tread, a large dog wolf leading. They singled out two, and they fell; the pack immediately turned on their fallen comrades and soon tore them to pieces.

The taste of blood only made the others advance with more fury, and they were again soon baying at the carriage. Again the nobleman and his servant fired, and two more fell, which were instantly devoured as before, but the next post-house was still far distant.

The nobleman then cried to the post-boy



"You must let one of the horses loose from the carriage, in order that, when the wolves come up to him, their destruction of the horse may gain us a little time."

This was done, and the horse was left on the road: in a few minutes they heard the loud shriek of the poor animal as the wolves tore him down. Again they urged on the carriage, but again their enemies were in full pursuit. A second horse was sent adrift, and shared the same fate as his fellow.

At length the servant said to his master, "I have served you since I was a child, and I love you as I love my own life; it is perfectly clear to me that we cannot all reach the post-house alive, I am quite prepared, and I ask you to let me die for you."

"No," said the master, "We will live together or die together; it must not be so." But the entreaties of the man at length prevailed. "I shall leave my wife and children to you; you will be a father to them; you have been a father to me; when the wolves next reach us, I will jump down and do my best to arrest their progress."

The carriage rolls on as fast as the two remaining horses can drag it; the wolves are close on their track, and almost dash against the doors of the carriage. Presently is heard the discharge of the servant's pistols as he leaps from his seat. Soon the door of the post-house is reached, and the family is safe.

They went to the spot the following morning where the wolves had pulled the devoted servant to pieces. There now stands a large wooden cross, erected by the nobleman, with this text upon it—"Greater love hath no man than this, that one lay down his life for his friend."

LESSON CVI.

THE GOOD-NATURED BOY.

Al-migh'ty 1	this-case' 11	half-starved 21	re-lieve' 31
as-sist' 2	en-gage'ment 12	hun'ger 22	rel'ish 32
at-tempt' 3	fam'ished 13	hun'gry 23	tri'als 33
be-night'ed 4	fawn'ing 14	in-cli-na'tion 24	un-a'ble 34
be-yond' 5	fort'night 15	neigh'bor-hood 25	un-guard'ed-ly 34
bles-sings 6	gath'ered 16	nei'ther 26	vict'uals 36
com-pas'sion 7	graz'ing 17	oth'er-wise 27	wag'ging 37
crip'pled 8	grat'i-tude 18	par-take' 28	wad'ing 38
crutch'es 9	groan'ing 19	pro-vi'sion 29	wet'ted 39
de-fend' 10	grope 20	re-freshed' 30	wor'thy 40

A little boy went out one morning to walk to a village about five miles from the place where he lived, to receive some money for his

1. Tout-puissant. 2. Assister, secourir. 3. Essayer, entreprendre. 4. Surpris par la nuit. 5. Au-delà. 6. Bénédiction. 7. Compassion, pitié. 8. Estropié. 9. Béquilles. 10. Défendre. 11. Maladie. 12. Engagement, combat. 13. Affamé. 14. Fawn upon, flattant. 15. Quinze jours, quinzaine. 16. Cueillit, ramassa. 17. A paître. 18. Gratitude. 19. Gémissant. 20. Marcher. 21. tons. 22. Presque affamé. 23. Faim. 24. Ayant faim. 25. inclination, penchant. 26. Neither.....nor, ni.....ni. 27. victuals. 28. Partager. 29. Provisions, vivres. 30. Récupéré, soulagé. 31. Soulager. 32. Tout, saveur. 33. Essais. 34. Incapable. 35. Sans être sur ses gardes. 36. Vivres. 37. Mouillant, fraillant. 38. Wading about, marchant. 39. Mouillé. 40. Digne.

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father, and carried with him in a basket the provision that was to serve him the whole day.

As he was walking along, a poor little half-starved dog came up to him, wagging his tail, and seeming to entreat him to have compassion on him.

The little boy at first took no notice of him; but at length, remarking how lean and famished the creature seemed to be, he said, "The animal is certainly in very great need: If I give him part of my provision, I shall be obliged to go home hungry myself; however, as he seems to want it more than I do, he shall partake it with me." Saying this, he gave the dog part of what he had in the basket, who ate as if he had not tasted victuals for a fortnight.

The boy went on a little farther, the dog still following him, and fawning upon him with the greatest gratitude and affection, when he saw a poor old horse lying upon the ground, and groaning as if he was very ill; he went up to him, and saw that he was almost starved, and so weak that he was unable to rise.

"I am very much afraid," said the little boy, "if I stay to assist this horse, that it will be dark before I can return; and I have heard there are several thieves in the neighborhood: however, I will try; it is doing a good action to attempt to relieve him, and God Almighty will take care of me."

He then went on and gathered some grass, which he brought to the horse's mouth, who

bor.

ved<sup>21</sup> re-Heve<sup>21</sup>  
er<sup>22</sup> rel'ish<sup>32</sup>  
23 tri'als<sup>33</sup>  
cion<sup>24</sup> un-a'ble<sup>34</sup>  
25 un-guard'ed-ly  
26 vict'uals<sup>36</sup>  
se<sup>27</sup> wag'ging<sup>37</sup>  
28 wad'ing<sup>38</sup>  
n<sup>29</sup> wet'ted<sup>39</sup>  
1'30 wor'thy<sup>40</sup>

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from the place  
the money for his

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6. Bénédiction.  
10. Défendre. 11  
affamé. 14. Favnir  
16. Cueillit, ramass  
20. Marcher  
Ayant faim. 21  
..... 27. Autr  
30. Ra'vaché, sou  
Essais. 34. Incap  
37. Remuant, fra  
ouillé. 40. Digne.

immediately began to eat with as much relish as if his chief disease was hunger. He then fetched some water in his hat, which the animal drank up, and seemed immediately to be so much refreshed, that after a few trials he got up, and began grazing.

He then went on a little farther, and saw a man wading about in a pond of water, without being able to get out of it, in spite of all his endeavors.

"What is the matter, good man," said the little boy to him, "can't you find your way out of this pond?"

"No, God bless you, my worthy master or miss," said the man, "for such I take you to be by your voice: I have fallen into this pond and know not how to get out again, as I am quite blind, and I am almost afraid to move for fear of being drowned."

"Well," said the little boy, "though I should be wetted to the skin, if you will throw me your stick, I will try to help you out of it."

The blind man then threw the stick to that side on which he heard the voice; the little boy caught it, and went into the water, feeling before him with great caution, lest he should unguardedly go beyond his depth; at length he reached the blind man, took him very carefully by the hand, and led him out. The blind man then gave him a thousand blessings, and told him he could grope his way

h as much relief as he could get; and the little boy ran on as hard as he could to prevent being benighted.

He had not proceeded far before he saw a poor sailor who had lost both his legs in an engagement at sea, moving along upon crutches. "God bless you, my little master," said the sailor, "I have fought many a battle to defend my country; but now I am crippled, as you see, and have neither victuals nor money, and I am almost famished."

The little boy could not resist his inclination to relieve him; so he gave him all his remaining victuals, saying, "Poor man, this is all I have, otherwise you should have more."

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LESSON CVII.

THE GOOD-NATURED BOY (continued).

ac-cus'tomed <sup>1</sup>	fee'ble <sup>9</sup>	op-po-si'tion <sup>17</sup>	slipped
bit'ter-ly <sup>2</sup>	for-sak'en <sup>10</sup>	pinned <sup>18</sup>	sol'i-ta-ry <sup>26</sup>
con-clud'ed <sup>3</sup>	grate'ful-ly <sup>11</sup>	ras'cals <sup>19</sup>	some'bod-y <sup>27</sup>
de-scrip'tion <sup>4</sup>	hand'ker-chief <sup>12</sup>	rob'bing <sup>20</sup>	strok'ing <sup>23</sup>
dropped <sup>5</sup>	hedge <sup>13</sup>	sa-tis-fac'tion <sup>21</sup>	un-der-go' <sup>29</sup>
ei'ther <sup>6</sup>	knock <sup>14</sup>	scratched <sup>22</sup>	un-fort'u-nate-ly <sup>28</sup>
en-ter-tained' <sup>7</sup>	light <sup>15</sup>	si-tu-a'tion <sup>23</sup>	vill'lains <sup>31</sup>
ex-pe-di'tion <sup>8</sup>	missed <sup>16</sup>	sl'i'ces <sup>24</sup>	vi'o-lence <sup>32</sup>

The little boy then ran along, and presently arrived at the town to which he was going finished his business, and returned towards his own home with all the expedition he was able to use. But he had not gone much more than half way before the night shut in extremely dark, without either moon or stars to light him.

The poor little boy did all that he could to find his way; but unfortunately missed it in turning down a lane which brought him into a wood, where he wandered about without being able to find any path to lead him out.

Tired at last, and hungry, he felt himself so

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1. Accoutumé. 2. Amèrement. 3. Parcel. 4. Description. 5. Laissez tomber. 6. Either.....or, ni.....ou. 7. Reçurent Phospitalité. 8. Diligence. 9. Faible. 10. Oublié. 11. Avec reconnaissance. 12. Mouchoir. 13. Haie. 14. Knock down, assommer. 15. Eclairer. 16. Se trompa de route. 17. Opposition. 18. Attaché. 19. Coquins. 20. Volant. 21. Satisfaction. 22. Egratigna. 23. Etat. 24. Quelqu'un. 25. Slipped down, se laissa tomber. 26. Solitaire. 27. Quelqu'un. 28. Caressant. 29. Essuyer. 30. Malheureusement. 31. Scélérats, coquins. 32. Violence.

continued).

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18 sol'i-ta-ry 26  
19 some'bod-y 27  
20 strok'ing 28  
21 un-der-go' 29  
un-fort'u-nate-ly 30  
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laisa tomber. 26.  
29. Essuyer. 30.  
Violence.

able that he could go no farther, but sat him-  
self down upon the ground, crying most bit-  
terly. In this situation he remained for some  
time, till at last the little dog, who had never  
forsaken him, came up to him, wagging his  
tail, and holding something in his mouth.

The little boy took it from him, and saw it  
was a handkerchief nicely pinned together,  
which somebody had dropped, and the dog had  
picked up; and upon opening it, he found sev-  
eral slices of bread and meat, which the little  
boy ate with great satisfaction, and felt him-  
self extremely refreshed with his meal.

“So,” said the little boy, “I see that if I  
have given you a breakfast, you have given  
me a supper; and a good turn is never lost,  
done even to a dog.”

He then once more at-tempted to escape from  
the wood, but it was to no purpose; he only  
scratched his legs with briers, and slipped down  
in the dirt, without being able to find his way  
out.

He was just going to give up all further at-  
tempts in despair, when he happened to see a  
horse feeding before him; and going up to him,  
saw, by the light of the moon (which just then  
began to shine a little), that it was the very  
same he had fed in the morning. “Perhaps,”  
said the little boy, “this creature, as I have  
been good to him, will let me get upon his back,

and he may bring me out of the wood; as he is accustomed to feed in this neighborhood.”

The little boy then went up to the horse, speaking to him and stroking him; when the horse let him mount his back without opposition, and then proceeded slowly through the woods, grazing as he went, till he brought him to an opening which led to the high-road.

The little boy was much rejoiced at this, and said: “If I had not saved this creature’s life in the morning, I should have been obliged to stay here all night; I see by this that a good turn is never lost.”

But the poor little boy had yet a greater danger to undergo; for, as he was going along a solitary lane, two men rushed out upon him, laid hold of him, and were going to strip him of his clothes, but, just as they were beginning to do it, the little dog bit the leg of one of the men with so much violence that he left the little boy and pursued the dog, which ran howling and barking away.

At this instant, a voice was heard crying out: “There the rascals are; let us knock them down!” which frightened the remaining man so much that he ran away, and his companion followed him.

The little boy then looked up, and saw that it was the sailor whom he had relieved in the morning, carried upon the shoulders of the blind man whom he had helped out of the



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ond "There, my little dear," said the sailor.  
God be thanked! we have come in time to  
do you a service in return for what you did us  
in the morning.

"As I lay under a hedge, I heard these vil-  
ains talk of robbing a little boy that, from  
the description, I concluded must be you; but  
was so lame that I could not have been able  
to come in time enough to help you, if I had not  
met this honest blind man, who took me upon  
his back while I showed him the way."

The little boy thanked them very gratefully  
for thus defending him; and they all went to  
his father's house, which was not far off, where  
they were kindly entertained with a supper  
and bed.

The little boy took care of his faithful dog  
as long as he lived, and never forgot the im-  
portance and necessity of doing good to others,  
and we wish them to do the same to us



LESSON CVIII.

THE BETTER LAND.

band 1	fade'less 8	glit'ter-ing 15	pic'ture 22
blows 2	feath'er-y 9	glo'ri-ous 16	ru'by 23
call'st 3	fire'flies 10	isl'ands 17	se'cret 24
co'ral 4	fra'grant 11	myr'tle 18	strand 25
date 5	gen'tle 12	or'ange 19	sun'ny 25
di'a-mond 6	glance 13	palm 20	thee 26
dreams 7	gleams 14	pearl 21	wan'der 27

I hear thee speak of the better land,  
 Thou call'st its children a happy band;  
 Mother, oh! where is that radiant shore?  
 Shall we not seek it, and weep no more?  
 Is it where the flower of the orange blows,  
 And the fire-flies glance through the myrtle  
 boughs?

Not there, not there, my child!

Is it where the feathery palm trees rise,  
 And the date grows ripe under sunny skies?  
 Or midst the green islands of glittering seas,  
 Where fragrant forests perfume the breeze,  
 And strange, bright birds, on their starry  
 wings.

1. Troupe. 2. S'ouvre, s'épanouit. 3. Call'st, pour *allest*, appelle. 4. Coral strand, banc de corail. 5. Datte. 6. Diamant. 7. Songes, rêves. 8. Qui ne se flétrit, ne se fane pas. 9. Léger. 10. Mouches phosphoriques. 11. Odoriférant. 12. Gentil. 13. Luisent, étincellent. 14. Gleams forth, brille rayonne. 15. Brasillant. 16. Glorieux. 17. Iles. 18. Myrte. 19. Orange. 20. Palm trees, palmiers. 21. Perle. 22. Dépeindre. 23. Rubis. 24. Caché. 25. Sunny skies, beaux ciels. 26. Te, toi. 27. Roulent.

Bear the rich hues of all glorious things?  
Not there, not there, my child!

Is it far away in some region old,  
Where the rivers wander o'er sands of gold,  
Where the burning rays of the ruby shine,  
And the diamond lights up the secret mine,  
And the pearl gleams forth from the coral  
strand?

Is it there, sweet mother, the better land?  
Not there, not there, my child!

Eye hath not seen it, my gentle boy!  
Ear hath not heard its deep song of joy;  
Dreams cannot picture a world so fair;  
Sorrow and death may not enter there;  
Time doth not breathe on its fadeless bloom;  
For beyond the clouds and beyond the tomb,  
It is there, it is there, my child!

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A CHILD'S EVENING PRAYER.

Another day its course has run,  
And still, O God, the child is blest;  
For Thou hast been, by day, my sun,  
And Thou wilt be, by night, my rest

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15 pict'ure 22  
ru'by 23  
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15. Brasillant. 16.  
20. Palm trees, pal-  
24. Caché. 25.  
lent.

LESSON CIX.

TRY AGAIN.

Co-lum'bus <sup>1</sup>	dis-heart'ened <sup>6</sup>	per-se-vered' <sup>11</sup>	try <sup>16</sup>
com'mon <sup>2</sup>	heart'i-ly <sup>7</sup>	pin'ing <sup>12</sup>	un-wise' <sup>17</sup>
con'quer <sup>3</sup>	in'jured <sup>8</sup>	pro-voked' <sup>13</sup>	whin'ing <sup>18</sup>
cor-rect'ly <sup>4</sup>	max'im <sup>9</sup>	sea'men <sup>14</sup>	worse <sup>19</sup>
dis-ap-point'ed <sup>5</sup>	o'ver-board <sup>10</sup>	threat'ened <sup>15</sup>	wrong <sup>20</sup>

“Try again” is a very useful maxim to old and young, rich and poor; and a very great deal will be gained by all those who will put this short rule into practice.

I would not give a fig for the boy who can sit whining and pining over a sum that happens to be wrong, or a lesson that is rather more difficult than common; why, he has nothing to do but to try again heartily, and his sum will soon be done correctly, and his difficult lesson learned perfectly.

You have read of Columbus, who discovered the New World. When he first set sail, what difficulties he had to conquer, and how often he was disappointed! Day after day he tried, and “tried again,” till at last his seamen were so tired and disappointed that they threatened to throw him overboard. Still he “tried

---

1. Colomb. 2. Ordinaire. 3. Vaincre. 4. Correctement. 5. Désappointé, trompé. 6. Découragé. 7. De bon cœur, sincèrement. 8. Offensé, lésé. 9. Maxime. 10. A la mer. 11. Persévèrent. 12. Languissant. 13. Excita. 14. Matelots. 15. Menacèrent. 16. Essayer. 17. Peu sage. 18. Se plaignant, se lamentant. 19. Pire. 20. Fausse.

again," and persevered till he discovered America.

But you must remember, that you may make a bad use of a good maxim, just as you may of anything else that is good. Many people have made a bad use of "try again."

There was once a man who took a rash leap over a large piece of timber, and hurt his leg: "What a fool am I," said he, "not to be able to leap over a piece of timber; I will try again." So he tried again, and hurt himself worse than before. This provoked him, and he tried once more, and in doing this, his leg was so injured that it gave him pain until his dying day.

You may see by this, that you should only try again when the thing you wish to do, or to get, is good and worth trying for; if not, it is foolish to try for it at all.

Whatever you set about, do not be easily disheartened. If a thing is worth beginning, it is worth finishing; and to begin what we cannot finish, is a proof that we are either foolish in beginning it, or unwise in going on with it.

Think well over what you undertake, before you set to work, and, "try again" till you succeed. If you follow this maxim, you are almost sure of success.

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Cœur, sincèrement.  
Persévèrent. 12.  
Menacèrent. 16.  
Cependant. 12. Pir.

LESSON CX.

THE MONKEY IN THE CUPBOARD.

be-have' 1	de-served' 9	jam 17	shiv'ered 25
black'ing 2	dish'es 10	job 18	smack'ing 26
chi'na 3	dis'mai 11	juice 19	sole 27
clean'ing 4	emp'ty 12	mis' chief 20	stuff 28
crash 5	fan'cy 13	part'ly 21	thor'ough-ly 29
cup'board 6	fash'ioned 14	pat'ter 22	troub'le-some 30
dare 7	fun'ny 15	pleas'ant-er 23	tu-reen' 31
de-li'cious 8	ham 16	scrub'bing 24	un-com'fort-a-ble 32

A gentleman who was travelling in France happened one day to see a monkey at an inn where he was stopping on his journey. He took a fancy to him because he was prettier than monkeys generally are, having bright eyes, and a very knowing face; and so he bought him, and brought him with him to his home.

And now Mr. Monkey began his tricks. Before this he had been kept in a cage, and could do no mischief; but now he was at liberty, and he seemed determined to show how clever he could be.

As soon as his master reached home, more

1. Se conduire. 2. Cirage. 3. Porcelaine. 4. Nettoyant. 5. Fracas. 6. Buffet. 7. *Dare say*, crois. 8. Délicieux. 9. Méritant. 10. Plats. 11. Horrible. 12. Vide. 13. Fantaisie. 14. Nouvelle *fashioned*, nouvelle façon, mode. 15. Drôle, plaisant. 16. Mal. 17. Marmelade. 18. Ouvrage. 19. Jus. 20. Malice, méchanceté. 21. En partie. 22. Courir, sauter. 23. Plus agréable. 24. Frotter (fort). 25. Tremblait, grelottait. 26. Faisant du bruit. 27. Semelle. 28. Matière. 29. Entièrement. 30. Incommode. 31. *Soup tureen*, soupière. 32. Triste.

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0. Incommode. 22

key was put into a large barn, where he could amuse himself with climbing and jumping about without doing any harm.

And he found it a very comfortable home having it all to himself, sleeping in the hay at night, and scattering it all about the floor in the daytime. But, after a time, a donkey was bought, and then monkey found he was to have a companion in his barn.

I dare say you think it must have been much pleasanter for him, and that he would be delighted with it; but why it was I do not know, but the monkey seemed to have a great dislike to donkeys.

So, when the hay was put ready for the donkey's supper, when he came home tired and hungry, the wicked little animal would go and make his bed in the middle of it, covering himself all over with it, so that he could not be seen, and when the donkey put his nose into it, out came monkey's paw, and gave it a scratch.

It was very rude and cross of Mr. Monkey to treat the poor old donkey in such a way, when he had done nothing at all to offend him, was it not? I do not think he deserved to live in such a nice house, if he could not behave better.

But, if he tried, he could make himself useful as well as amusing, as you will see. He was very fond of catching mice; and, as there were a great many in the barn, he grew very

clever; and so once, when the cat was very ill, and could not do her work, monkey was taken into the kitchen to do it for her.

And he liked being in the kitchen very much, it was so nice and warm. But, unfortunately it was in the larder that the mice were the most troublesome. So, one night, the cook took him and shut him up there, that he might have a feast.

But they knew quite well that it would never do to leave him in the cupboard with all the good things that were left there, and which he would have liked as well as the mice; so before they shut him in, they took away all the meat and nice things that they thought he would eat, leaving only a number of plates and dishes, and, on the highest shelf of all, some pots of jam, which they thought he could not reach.

They made a sad mistake. The pots of jam as they stood on the shelf looked very nice and tempting, as if there was something very good in them; but then the monkey had not got into the cupboard yet. I am afraid they hardly looked so nice and neat the next morning when he came out.

Well, the poor old fellow could not think why he was shut up in that cold, dismal place. He would much rather have gone to bed in the barn among the hay, or in a corner of the kitchen. He shivered, and thought it was very hard he should be treated so badly.



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But still he must find some place for a bed. The stone floor was very cold; that would not do. Perhaps one of the shelves would be better. So up he jumped and climbed about among the china dishes, till at last he found a soup tureen.

That, too, felt very cold, but it was the best thing he could find; so, with a great many sighs, in he got, and, in spite of his strange, new-fashioned bed, monkey was soon fast asleep.

Yes, fast asleep; and now out came the mice. Patter, patter, they went about the floor; making such a noise, you would have thought they were running races, having a dance, playing at ball with the crumbs, or something of the kind; for when the cat's away the mice will play.

Still the monkey slept on; for the poor creature had not the least idea that he was sent there to catch mice. How should he know? nobody had told him; he did not even know that there was a single mouse in the cupboard. So he slept on till the morning began to dawn; and the mice left off their games, and went back to their holes.

Then he awoke, feeling cold and uncomfortable, and very hungry too. So he stretched himself, and thinking he must find some breakfast, he got up and climbed out of his funny bed, the soup tureen. But, in jumping out,

oh, sad to say, he knocked it right off the shelf and down it went with a crash!

But he did not mind that; he thought it rather good fun; and, in very high spirits, he went about the shelves hunting for something to eat. At last he spied the jam pots, and thought, of course, as you and I think, that there must be something very good inside.

At all events, it was quite worth while to see. So his sharp fingers went to work to make a hole in the thick stuff which covered the top, and then out came the plums, strawberries, and cherries, looking so delicious, and streaming with juice.

He had not had such a treat for a long while; and, as he had some sort of an idea that he should not have such a treat again in a hurry, he determined to make the most of it; and so when the old cook came to look at her stores in the morning, there was a sight for her to see.

The monkey sat on the shelf, smacking his lips with delight, while his face and paws were covered with juice, and her dear pots of jam that she had covered down so neatly, were torn open, and some of them were half empty.

I am sure she must have been angry, though I rather think it was partly her own fault, for if she had tried to make monkey understand what she wanted him to do, and if he had known that he was sent into the cupboard to

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catch mice, very likely he would have made his breakfast on them, and let the jam alone.

Now, it happened that in his visit to the kitchen, this monkey had often seen the servants busy cleaning the knives and boots, and no doubt had observed them with great interest; for one day, being left alone, and, I suppose, not liking to be idle, he thought he would try and see if he could clean some of the knives which he found in the kitchen.

It seemed as if it must be a very easy job; but poor Mr. Monkey made a great mistake. It had never entered his head that one part wanted cleaning more than the other; and so he began rubbing away with all his might at the handle, holding the knife all the while by the blade, so that this attempt only ended in a cut across his paw.

This he thought rather strange; but as he could not manage to clean the knives without hurting himself, he thought he would try the boots.

I daresay he meant to do them very thoroughly, and so he certainly did; for having covered the leather all over with blacking, he went on to black the sole too; and when that was done, having a great deal of the precious stuff left that he did not know what to do with, he finished by emptying it all into the inside of the boot.

It was well for poor monkey that he liked warm water, as after this attempt at cleaning

shoes, he was so covered with blacking that he needed a great deal of washing and scrubbing before he was fit to be seen. Indeed, it was some time before his coat became the same color it was before; and I should think that by that time he had made up his mind to let that horrible black stuff alone for the future.

LESSON CXI.

GRANDPAPA.

dim<sup>1</sup>    hush<sup>2</sup>    wear'ing<sup>3</sup>    won<sup>4</sup>

Grandpapa's hair is very white,  
And grandpapa walks but slow;  
He likes to sit still in his easy chair,  
While the children come and go.  
"Hush!—play quietly," says mamma;  
"Let nobody trouble dear grandpapa."

Grandpapa's hand is thin and weak,  
It has worked hard all his days;  
A strong right hand, and an honest hand  
That has won all good men's praise.  
"Kiss it tenderly," says mamma;  
"Let every one honor grandpapa."

Grandpapa's eyes are growing dim:  
They have looked on sorrow and death;

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But the love-light never went out of them,  
 Nor the courage and the faith.

"You children, all of you," says mamma,  
 "Have need to look up to dear grandpapa."

Grandpapa's years are wearing few,  
 But he leaves a blessing behind—  
 A good life he lived, and a good fight fought,  
 With true heart and equal mind.

"Remember, my children," says mamma,  
 "You bear the name of your grandpapa."

LESSON CXII.

FROGS.

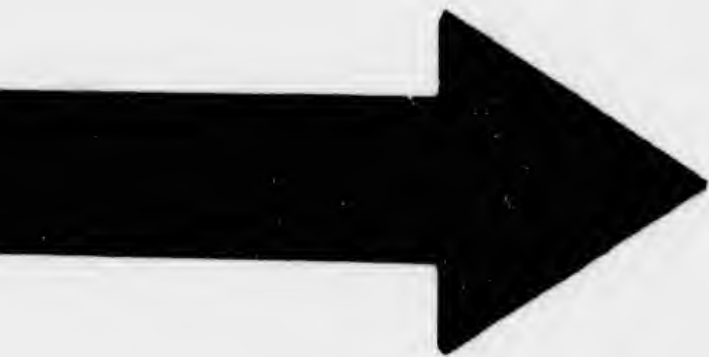
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croak'ing 4	fright'ened 12	queer 20	sucks 28
des-ert' 5	hind 13	re-cov'er 21	swal'lowed 29
dis-a-gree'a-ble 6	hopped 14	reg'u-lar-ly 22	tad'poles 30
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dropped 8	nes'tle 16	shy 24	vain 32

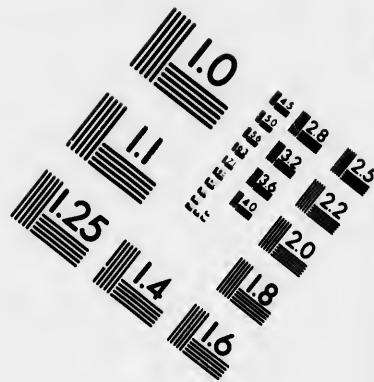
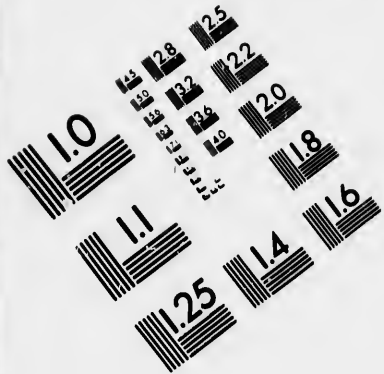
Did you ever notice, when you have been  
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1. Vivant, en vis. 2. Cuvette, bassin. 3. Cérémonie. 4. Coas-  
 sement. 5. Dessert. 6. Désagréable, déplaisant. 7. Disparaît.  
 8. Lâcha, laissa aller. 9. Favori. 10. Flottent. 11. De devant.  
 12. Effraya. 13. De derrière. 14. Hopped off, sauta. 15. Masses,  
 amas. 16. S'établir. 17. Objection. 18. En abondance. 19.  
 Agents de police. 20. Etrange. 21. Recover himself, se remettre.  
 22. Régulièrement. 23. Usé, en mauvais état. 24. Réservé. 25.  
 Eponge. 26. Serpent. 27. Etrange. 28. Sucks up, suce, pompe.  
 29. Avalée. 30. Petites grenouilles. 31. Dessous. 32. Vain.

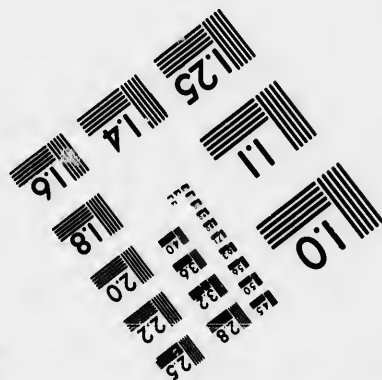
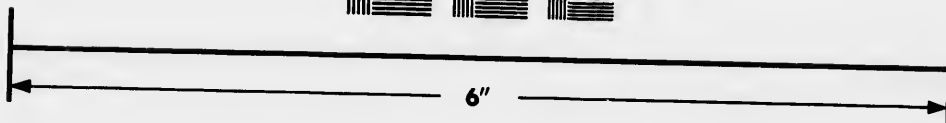
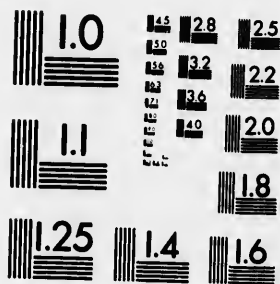
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eggs, about the size of a pea, which float on the surface of the water, generally lying among the long grass at the edge of the pond?

I dare say you have seen them sometimes but perhaps you never thought of asking what they are, or anything about them.

Well, suppose you were to come back again in a few days to the same place, do you think you would find these dark-looking eggs still there?

Ah, no; they would be all gone; and in their places you would see numbers of funny little black creatures with very big heads, and flat thin tails, which make them look something like fishes.

These little black creatures are called tadpoles; they grow very fast, because they eat a great deal, and in a little while the long thin tail disappears; little legs grow instead; and the animal is no longer a tad-pole, but a little frog, jumping about just as you have often seen frogs do.

Now, if you were to ask the little frog where he would like to live, and if he could answer you, what do you think he would say? Why, he would say: "Oh! let me stay here by this pond, where the ground is so nice and wet; I like to have plenty to drink, I am always so thirsty."

And if you did not listen to the little frog, but took him away to a place where there was no water, and where the ground was dry, he

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the little frog,  
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would soon grow very thin and die, for of all the animals the frog is the most thirsty.

The frog does not only drink with its mouth, but sucks up water through a great many little holes in its skin, just as a sponge does if you put it in a basin of water.

A gentleman once caught a number of frogs, which he kept in a bowl of water; as long as there was plenty of water in the basin, they looked very fat and well; but if he took them out when the weather was very hot, they soon grew thin and ill.

These frogs grew quite tame, and learned to take their food from their master's hand. They were very fond of flies, and were very clever at catching them; so, when the fruit for the gentleman's dessert was laid out in the store-room, these frogs were placed round it, to act as little policemen, and keep the flies from spoiling it; and they did their work very well indeed.

Now, there are some very funny things about the frog which you should look out for when you go to see it.

One is that after it has worn its coat for, some time, and thinks it is either getting very tight or very shabby, it makes up its mind to get rid of it; as this is a very curious ceremony, I will tell you about it.

When a number of frogs have determined to change their skin, having, of course, got

new ones underneath, several of them begin at once.

Two of their companions hold the one whose coat is to come off, tight round the middle of his body, while one or two others give little bites and pulls at his skin, till by degrees, first one leg, and then the others, and at last the whole body is set free, and the frog appears with such a clean white skin that I am afraid he must be very vain.

I have told you that frogs are very thirsty creatures, and like to live in damp places; but I must not forget to tell you about one frog who was different from most of his relations, in this respect, that he always chose warm and dry places for his house.

He had made his way into a gentleman's house by a hole in the wall of the kitchen; and though for a long time he was very shy and timid, and never dared to leave his hiding-place when any one was in the room, yet after a time he forgot all about his fears, and came out regularly every day to be fed.

His favorite seat was close to the kitchen fire, where he used to sit for hours in the long winter evenings; and, being a great friend of the old cat, he would often nestle under her fur, she all the while making no objection, but seeming quite fond of her strange companion.

How it happened that this little fellow had such a dislike to the cold, I do not know, for,

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I said before, most of his brothers and sisters seem to be all alive in damp, chilly weather, and anything but happy if the sun is very hot.

Poor frogs sometimes get into trouble and into great difficulties in their battles with other creatures. A gentleman was once walking through a field, when he heard a very loud croaking, as if a poor frog was in a great distress some where near.

The sound seemed to come from a ditch not far off, so he went to see if he could find out what was the matter; and there he saw a large snake having a great battle with a fine fat frog.

Mr. Snake had got the best of the fight, so far, and was trying to swallow poor froggie, having put his fore legs into his mouth, and pulling away with all his might to get the hind ones in too.

The poor frog, however, had a great dislike to being treated in this way; to be swallowed alive, the very idea was so horrible; so with all his strength he struggled to get free, croaking all the while as loud as he could, I dare say in hopes some brother frog might hear and come to help.

No brother or sister, however, was to be seen; but the gentleman who was watching the fight happened to make a little noise, which frightened the snake so much that he dropped

the poor frog and made off as fast as possible. After waiting a little while to recover himself, for he was still feeling rather queer and uncomfortable, the frog hopped off again to his hole, thinking, I dare say, what very disagreeable creatures snakes are, and hoping he should never meet one again.

LESSON CXIII.

FREDDIE AND THE CHERRY TREE.

black'bird <sup>1</sup>	dan'gled <sup>4</sup>	hang'ing <sup>7</sup>	twig <sup>10</sup>
bob'bed <sup>2</sup>	Fred'die <sup>5</sup>	slen'der <sup>8</sup>	vent'ured <sup>11</sup>
cher'ries <sup>3</sup>	grown <sup>6</sup>	tick'led <sup>9</sup>	whis'tled <sup>12</sup>

Freddie saw some fine ripe cherries

Hanging on a cherry tree,

And he said: "You pretty cherries,  
Will you not come down to me?"

"Thank you kindly," said a cherry,

"We would rather stay up here;

If we ventured down this morning,  
You would eat us up, I fear."

One, the finest of the cherries,

Dangled from a slender twig.

"You are beautiful," said Freddie.

"Red and ripe, and oh, how big!"

1. Merle. 2. Venait frapper. 3. Cerises. 4. Pendu. 5. Le petit Frédéric. 6. Grown-up man, homme fait. 7. Pendant. 8. Mince, délié. 9. Chatouillait. 10. Jet. jeune branche. 11. S'aventurer, se hasarder. 12. Siffa.

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"Catch me," said the cherry, "catch me,  
Little master, if you can."

"I would catch you soon," said Freddie,  
"If I were a grown-up man."

Freddie jumped, and tried to reach it,  
Standing high upon his toes ;  
But the cherry bobbed about,  
And laughed, and tickled Freddie's nose,

"Never mind," said little Freddie,  
"I shall have them when it's right."

But a blackbird whistled boldly,  
"I shall eat them all to-night."

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pendant. 8. Mince,  
1. S'aventurer, 9.

### LESSON CXIV.

#### THE FOX AND THE GOAT.

abun'dant-ly <sup>1</sup>	ay <sup>4</sup>	nim'bly <sup>7</sup>	shift <sup>10</sup>
ad-o' <sup>2</sup>	crafty <sup>5</sup>	plau'si-ble <sup>8</sup>	sur'feit-ed <sup>1</sup>
as-sured' <sup>3</sup>	knave <sup>6</sup>	Reynard <sup>9</sup>	tum'bled <sup>12</sup>

A Fox, having tumbled by chance into a well, had been considering a long while, to no purpose, how he should get out again ; when at last a Goat came to the place, and, wanting to drink, asked Reynard whether the water was good.

"Good!" says he ; "ay, so sweet that I am

1. Abondamment. 2. Difficulté. 3. Assuré, certain. 4. Oui.  
5. Adroit, rusé. 6. Fripon, coquin. 7. Agilement, lestement. 8.  
Plausible. 9. Renard. 10. Shift, for himself, se tirer d'affaire. 11.  
Rassasié, soulé. 12. Tombé

afraid I have surfeited myself, I have drunk so abundantly."

The Goat upon this, without any more ado, leaped in; and the Fox, taking the advantage of his horns, by the assistance of them as nimbly leaped out, leaving the poor Goat at the bottom of the well to shift for himself.

The lesson taught us by this fable is that we ought to consider who it is that advises us before we follow the advice; for, however plausible the counsel may seem, if the person that gives it is a crafty knave, we may be assured that he intends to serve himself in it more than us.

---

Father, beneath Thy sheltering wing,  
In sweet security we rest,  
And fear no evil earth can bring,  
In life, in death, supremely blest.

For life is good, whose tidal flow  
The motions of Thy will obeys;  
And death is good, that makes us know  
The Love Divine that all things sways.

And good it is to bear the cross,  
And so Thy perfect peace to win;  
And naught is ill, nor brings us loss,  
Nor works us harm, save only sin.

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# ENGLISH GRAMMAR.

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**Grammar** is the science which treats of the principles of language.

**ENGLISH GRAMMAR** teaches the correct use of the English language, both in speaking and in writing.

Grammar is divided into four parts; namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

NOTE.—This fourfold division has been retained here in deference to long established custom. In the present Treatise, however, *Prosody*, which belongs so manifestly to Rhetoric, has not been treated.

---

## ORTHOGRAPHY.

**Orthography** treats of letters, and the method of combining them to form syllables and words.

### LETTERS.

**A Letter** is a mark or character used to represent an elementary sound of the human voice.

The letters, in the English alphabet, are twenty-six; *A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.*

The names of the letters, as now commonly spoken and written in English, are *A, Pee, See, Dee, E, Eff, Jee, Aitch, I, Jay, Kay, Ell, Em, En, O, Pee, Kue, Ar, Ess, Tee, U, Vee, Double-u, Eks, Wy, Zee.*

### THE CLASSES OF LETTERS.

Letters are either *Vowels* or *Consonants*.

A **Vowel** is a letter which forms a perfect sound when uttered alone; as, *a, e, o.*

A **Consonant** is a letter which cannot be perfectly uttered till joined to a vowel; as, *b, c, d.*

The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

*W* or *Y* is a vowel when it ends a word or a syllable; when it is not followed in the same syllable by a vowel; or, when it is followed in the same syllable by a vowel not sounded; as, *boy, lowly; style, owe.* In every other position, *w* or *y* is a consonant.

The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w*, and *y*.

Consonants are divided into *Semi-vowels* and *Mutes*.

A **Semi-vowel** is a consonant which can be imperfectly sounded without the aid of a vowel. The semi-vowels are *f, h, j, l, m, n, r, s, v, w, x, y, z*, and *c* and *g* soft. Of these, *l, m, n*, and *r*, are called *liquids*, on account of their smooth and flowing sound.

A **Mute** is a consonant which cannot be sounded without

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## FORMS OF THE LETTERS.

The letters have severally two forms, by which they are distinguished as *Capitals* and *Small letters.*

Small letters constitute the body of every work ; and capitals are used for the sake of eminence and distinction.

## RULES FOR THE USE OF CAPITALS.

The following classes of words should commence with capital letters :—

1. The first word of a sentence.
2. The first word of every line in poetry.
3. Proper names, and words derived from them ; as, *Canada, Canadian ; John Davis ; Broadway.*
4. All names applied to the Deity ; as, *God, the Supreme Being ; Providence.*
5. Common nouns personified ; as, "*Cease rude Winter.*"
6. Words used as titles of office or honor, when prefixed to proper names ; as, *Chief Justice Duval ; General Beau regard.*
7. The first word of a direct quotation ; as, "*Remember the ancient maxim, ' Know thyself.'*"
8. Words or expressions denoting remarkable events, or things long celebrated ; as, *the French Revolution ; the Middle Age ; the Crimean War.*
9. Most adjectives derived from proper names, and personal pronouns referring to the Deity ; as, "*A Grecian education was considered necessary to form the Roman orator, poet, or artist ?—' All that we possess is God's, and we are under obligation to use it all as He wills.'*"

Title-pages, heads of chapters and pages, side titles etc., are usually composed wholly of capitals.

The pronoun *I*, and the interjection *O*, are always capitals.

## SYLLABLES.

A **Syllable** is one or more letters pronounced in one sound, and is either a word or part of a word; as, *a*, *an*, *far*, *a-far*.

A word of one syllable is called a **Monosyllable**; one of two syllables, a **Dissyllable**; one of three, a **Trissyllable**; and one of more than three, a **Polysyllable**; as, *in*, *intend*, *intention*, *intentionally*.

## DIPHTHONGS AND TRIPHTHONGS.

A **Diphthong** is the union of two vowels as, *ou*, in *out*, *ea* in *meat*.

A **Proper Diphthong** is one in which both vowels are sounded; as, *oy* in *boy*, *ou* in *mouse*.

An **Improper Diphthong** is one in which but one of the vowels is sounded; as, *ea* in *beat*, *oa* in *loaf*.

A **Triphthong** is the union of three vowels in one syllable; as, *eau* in *beauty*, *iew* in *view*.

A **Proper Triphthong** is one in which all three vowels are sounded; as, *uoy* in *buoy*.

An **Improper Triphthong** is one in which but one or two of the vowels are sounded; as, *eye*, *ieu*, in *lieu*.

## WORDS.

A **Word** is one or more syllables spoken or written as the sign of an idea; as, *I*, *man*, *army*, *science*.

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Words are distinguished as *Primitive* or *Derivative*, and as *Simple* or *Compound*.

A **Primitive** or **Radical** word is one that is not derived from any other word in the language; as, *hill, tree, great, consider*.

A **Derivative** word is one that is formed from some primitive word in the language; as, *hillock, greatness, inconsiderate*.

A **Simple** word is one that is not formed by uniting other words; as, *man, hand, fortune*.

A **Compound** word is one that is formed of two or more simple words; as, *countryman, nevertheless, commonplace book*.

## ETYMOLOGY.

**Etymology** treats of the classification of words, their derivation, and their various modifications.

### THE CLASSES OF WORDS.

Words are divided into ten classes, called *Parts of Speech*.

The **Parts of Speech** are the *Article*, the *Noun*, the *Adjective*, the *Pronoun*, the *Verb*, the *Participle*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

### THE DEFINITIONS OF THE PARTS OF SPEECH.

An **Article** is the word *the* (le, la, les,) *a* or *an* (un, une), used before a noun to limit its meaning; as, *The stars, a man, an eagle*.

A **Noun** is a word used to express the name of any thing ; as, *John, Canada, book, wisdom* ;

An **Adjective** is a word joined to a noun, or a pronoun, to qualify or define its meaning ; as, *Wise men ; five days ; this pen.*

A **Pronoun** is a word used in stead of a noun ; as, " Frank is a good boy ; *he* obeys his teacher."

A **Verb** is a word used to assert action, being, or state ; as, " John *studies.*"—" I *was* there."—" He *sleeps.*"

A **Participle** is a word derived from a verb, partaking of the properties of a verb, and of an adjective or a noun ; it is generally formed by adding *ing, d,* or *ed,* to the verb : thus, from the verb *love,* are formed three participles, two simple and one compound ; as, *loving, loved, having loved.*

An **Adverb** is a word used to modify the meaning of a verb, a participle, an adjective, or another adverb ; as, " He is *now here,* working *very steadily.*"

A **Preposition** is a word used to express the relation of a noun or pronoun depending upon it, to some other word in the sentence ; as, " He went *from* Quebec to Montreal *in* three days."

A **Conjunction** is a word used to connect words or sentences in construction ; as, " James *and* he are happy, *because* they are good."

An **Interjection** is an exclamatory word

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used merely to express some passion or emotion; as, *Oh! Ah! alas!*

PARSING.

PARSING is the resolving or explaining of a sentence, according to the definitions and rules of grammar.

A *Sentence* is an assemblage of words, making complete sense; as, "The tree bears fruit."—"A cheerful temper is a great blessing."

EXERCISE.—Tell to which *part of speech* each word in the following sentences belongs, and give the reason:—

MODEL.—"Alas! how we miss the kind words and the gentle touch of our dear mother!"

*Alas* is an interjection, because it is an exclamatory word used to express an emotion.

*How* is an adverb, because it is a word used to modify the meaning of the verb *miss*.

*We* is a pronoun, because it is a word used in stead of a noun.

*Miss* is a verb, because it is a word used to assert the action of *we*.

*The* is an article, because it is a word used before the noun *words* to limit its meaning.

*Kind* is an adjective, because it is a word joined to the noun *words* to qualify its meaning.

*Words* is a noun, because it is the name of a thing.

*And* is a conjunction, because it is the word used to connect the nouns *words* and *touch*.

*The* is an article, because it is a word used before the noun *touch* to limit its meaning.

*Gentle* is an adjective, because it is a word joined to the noun *touch* to qualify its meaning.

*Touch* is a noun, because it is the name of a thing.

*Of* is a preposition, because it is a word used before the noun *mother*, to show its relation to the nouns *words* and *touch*.

*Our* is a pronoun, because it is a word used in stead of a noun.

*Dear* is an adjective, because it is a word joined to the noun *mother* to qualify its meaning.

*Mother* is a noun, because it is the name of a person.

1. History is a useful study. 2. A good boy obeys his parents. 3. The earth is not flat; it is round. 4. Men can sail round the world in ships. 5. John is a dishonest and idle lad. 6. The day was hot so we sat in the cool shade of the trees. 7. The industrious and attentive scholar learns with great ease and rapidity. 8. A beautiful picture hung in the window of a print-shop in King Street. 9. The morning was bright, and, at an early hour, the driver of the sleigh-stage was at the door. 10. Hark! the trumpet sounds. 11. No man is truly great unless he is truly good. 12. Virtuous youth gradually brings forward accomplished and flourishing manhood. 13. Oh! how the bright sun pours its beams over hill and vale! 14. Industry in brown clothes is better than idleness in splendid rags. 15. The bell rang, and they soon stopped their play and went to bed.

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## ARTICLES.

An **Article** is a word used before a noun to limit its meaning; as, *The air, the winds, a man, an island.*

There are two articles. *The*, and *A* or *An*.

**The** is called the **Definite Article**, because it refers to a particular person or thing; as, *The boy, the apples.*

**A** is called the **Indefinite Article**, because it does not point out a particular person or thing; as, *A boy, an apple.*

*An* is used before a vowel, or silent *h*, and words beginning with *h* sounded, when the accent is on the second syllable; as, *An art, an hour, an heroic action.*

*H* is used before a consonant, and *e* sounded, before *e* and *y*, and the long sound of *u*; as, *A magistrate, a hand, a week, a unit.*

**EXERCISE I.**—State before which of the following words *a* should be used, and before which *an* should be used, and give the reasons:—

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Ear, honest, oyster, horse, onion, union, European, hundred, watch, amble, youth, order, unit, umbrella, use, orchard, iron, hour, history, age, hero, truth, height, eye, dream, eagle, usurper, humane.

**EXERCISE II.**—Write twelve sentences, each containing the indefinite article *a* or *an* properly used.

Parse the *articles* in the following sentences:—

**MODEL.**—"The old general has won a victory."

*The* is an article, "An Article, is a word, etc.;" it is a definite article, because it refers to a particular person.

*A* is an article, "An Article is a word, etc.;" it is an indefinite article, because it does not point out a particular thing.

1. The rose is a beautiful flower. 2. An amusing story was read to the children. 3. The crow built its nest in a high tree. 4. A peach, an apple, a pear, or an orange is very delicious. 5. The scholars are at play on the lawn. 6. The hunter shot a deer as it stood in an open plain. 7. An honest boy will never hesitate to tell the truth. A large vessel struck upon the rocks.

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## NOUNS.

A **Noun** is a word used to express the *name* of any thing; as, *John, Canada, desk, wisdom.*

### CLASSES OF NOUNS.

Nouns are divided into two general classes; *Proper* and *Common*.

A **Proper Noun** is a name used to distinguish a particular object or collection of objects, from others of the same class; as, *James, Quebec, Ontario, the Laurentides.*

A **Common Noun** is a name that may be applied to any object of the same class; as, *man, town, river, valleys.*

Nouns embrace also the particular classes, termed *Collective*, *Complex*, and *Compound*.

A **Collective Noun** is a name that denotes a collection of beings or of things, regarded as a unit ; as, *people, school, herd, committee*.

A noun is called **Complex**, when it is formed of two or more words not united, but used together as one name ; as, *Red Sea, Count of Dufferin*.

A noun is called **Compound**, when it is formed of two or more words united, and used as one name ; as, *land-lord, spelling-book, man-of-war*.

**EXERCISE I.**—Tell to which *class* each of the following nouns belongs, and give the reason :—

Henry, Robin Hood, islands, flock, bird, fire-engine, Leo, March, mountain, corkscrew, Nova Scotia, word, Thomas, day, statesman, class, month, handkerchief, South America, regiment, the Indians, fractions, Laval University, cloud, Ottawa City, senate, strawberry, Duke of Clarence, bookcase, meeting, navy, King Louis, Water-cress, steamboat.

**EXERCISE II.**—Write six sentences, each containing a *common* noun ;—six, each containing a *proper* noun ;—five, each containing a *collective* noun ;—five, each containing a *compound* noun ;—and five, each containing a *complex* noun.

## PROPERTIES OF NOUNS.

The properties belonging to nouns are *Gender*, *Person*, *Number*, and *Case*.

### GENDER.

**Gender**, in grammar, is the distinction of objects in regard to sex.

There are three genders ; the *Masculine*, the *Feminine*, and the *Neuter*.

**The Masculine Gender** is that which deno-

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es beings of the male sex; as *man, brother, king, stag.*

The **Feminine Gender** denotes beings of the female sex; as, *woman, sister, queen, hind.*

The **Neuter Gender** denotes objects that are without life; as, *milk, pen, wind, knowledge.*

Some nouns are equally applicable to both sexes: as, *ousin, parent, child, friend.*

The sexes are distinguished in three ways.

I. By different names:—as, *bachelor, maid; boy, girl; brother, sister; buck, dog; bull, cow; cock, hen; drake, duck; carl, countess; father, mother; horse, mare; husband, wife; king, queen; lord, lady.*

II. By different terminations: as, *abbot, abbess; administrator, administratrix; bridegroom, bride; duke, duchess; executor, executrix; hero, heroine; widower, widow.*

II. By prefixing another word: as, *man-servant, maid-servant; male-child, female-child; he-goat, she-goat.*

EXERCISE I.—Name each *noun* in the following sentences, the *class* to which it belongs, and its *gender*, and give the reasons:—

MODEL.—“The flowers bloom.”

*Flowers* is a noun, because it is a word used to express the name of a thing; it is a common noun, because, etc.; it is of the neuter gender, because, etc.

1. The horse with the boy upon his back, walked slowly up the hill. 2. When Frank reached the school, all the pupils had taken their seats. 3. The Jews are scattered over the whole world. 4. Heirs are often disappointed. 5. The lion meets his foe boldly. 6. A family settled on this river. 7. How sweet the flower-smell! 8. John looks as pale as a sheet. 9. Mother, where do the bees find the wax to make their cells? 10. The clouds moved slowly across the blue vault of heaven.

EXERCISE II.—Write eight sentences, each containing one noun or more in the *masculine gender*;—eight, each containing one or

more in the feminine gender;—eight, each containing one or more in the neuter gender.

## PERSON.

**Person**, in grammar, is that property which distinguishes the speaker or writer, the person or thing addressed, and the person or thing spoken of.

There are three persons; the *First*, the *Second*, and the *Third*.

The **First Person** denotes the speaker or writer; as, "I, *Peter*, have done it."

The **Second Person** denotes the person or thing addressed; as, "*John*, who did this?"

The **Third Person** denotes the person or thing spoken of; as, "*James* studies his *lesson*."

**EXERCISE I.**—State to which *class* each *noun* in the following sentences belongs; name its *gender* and its *person*, and give the reasons:—

**MODEL.**—"Henry, never tell a lie."

*Henry*.—is a noun, because, etc.; it is a proper noun, because, etc.;—of the masculine gender, because, etc.;—in the 2nd pers., because, etc.

1. Dependence and obedience belong to youth. 2. The salutation of me, Paul, with mine own hand. 3. I, who command you, am the general. 4. Friends, Romans, countrymen! lend me your ears. 5. The city is in a bowl of mountains. 6. We are strangers here. 7. The father and his sons were walking through the green fields. 8. That gentleman will not take an oath. 9. At an early hour, the group of children were ready to start. 10. Boys, let me entreat you to avoid falsehood and profanity.

**EXERCISE II.**—Write five sentences, each containing a noun in the first pers.;—five, each containing a noun in the 2nd pers.;—five, each containing one noun or more in the 3rd person.

## NUMBER.

**Number**, in grammar, is the distinction of *unity* and *plurality*.

There are two numbers; the *Singular* and the *Plural*.

The **Singular Number** denotes one object, or a collection of objects considered as a unit; as, *table, bench, nation, flock*.

The **Plural Number** denotes more than one object or collection of objects; as, *tables, benches, nations*.

## THE FORMATION OF THE PLURAL.

The plural of nouns is generally formed by adding *s* to the singular; as, *home, homes; key, keys; clock, clocks; cameo, cameos*.

This rule always applies to nouns ending with *o, u, or y* immediately preceded by a vowel; as, *day, days; folio, folios; purlieu, purlieus*.

Nouns ending in *ch* (not sounded as *k*), *s, sh, x, or z*, form the plural by adding *es* to the singular; as, *bench, benches; gas, gases; sash, sashes; fox, foxes; waltz, waltzes*.

Nouns ending in *y* preceded by a consonant, become plural by the change of *y* into *i*, and the adding of *es*; as, *fly, flies; army, armies*.

The following nouns in *f*, change *f* into *v*, and add *es*, for the plural; *beef, calf, elf, half, loaf, self, sheaf, shelf, thief, wolf*; as, *leaves, calves, etc. Knife, knives; life, lives; wife, wives*; are similar.

The greater number of nouns in *f, fe, and ff*, are regular; as *fishes, chiefs, gulfs, stripes, muffs, etc. Staff* has *staves* in the plural, but its compounds are regular; as, *flagstaffs*.

Nouns ending with *o*, immediately preceded by a consonant, differ in the formation of the plural. Some become plural by the adding of *es*; as, *hero, heroes*; *potato, potatoes*;—others by the adding of *s* only; as, *zero, zeros*; *solo, solos*; *piano, pianos*; *trio, trios*.

The following nouns are still more irregular; *man, men*; *child, children*; *woman, women*; *foot, feet*; *tooth, teeth*; *ox, oxen*; *goose, geese*; *louse, lice*; *mouse, mice*.

Many foreign nouns retain their original plural; as, *radius, radii*; *vortex, vortices*; *axis, axes*; *basis, bases*; *crisis, crises*; *thesis, theses*; *phenomenon, phenomena*; *cherub, cherubim*; *focus, foci*; *ellipsis, ellipses*.

When proper nouns become plural, they follow the analogy of common nouns; as, *the Stuarts, the Catos*.

Some nouns are always in the singular; as, *gold, goodness, illeness, meekness, milk, pride, wisdom*.

Some nouns are plural only; as, *annals, ashes, cattle, drugs, goods, manners, morals, oats, scissors, tongs, victuals*.

Some nouns are alike in both numbers; as, *apparatus, deer, fish, hose, news, odds, series, sheep, species, swine*.

Compounds consisting of a noun and an adjective connected by a hyphen take the sign of the plural upon the noun only; as, *court-martial, courts-martial*.

EXERCISE I.—Apply the rule for forming the plural of each of the following nouns:

MODEL.—*Glory*.—The plural of *glory* is *glories*.

"*Glory*" is a noun ending in *y* preceded by the consonant *r*; therefore the plural is formed by the change of *y* into *i* and the adding of *es*, according to the Rule, "Nouns ending in *y*, etc."

*Nymph, church, brush, tax, echo, octavo, pony, mass, calf, valley, piano, ditch, wolf, folly, block, colony, sheaf, loss, strife, grief, grotto, street, alley, wish, muff, trio, scarf, pulley, ellipsis, peach, topaz, atlas, stratum, vespers, miss, negro*.

EXERCISE II.—Spell the singular of each of the following nouns:—

*Selves, porticos, cities, tomatoes, torches, tongues, crucifixes,*

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**EXERCISE III.**—Name each noun in the following sentences, and the class to which it belongs; also its *gender*, *person*, and *number*, and give the reasons :—

**MODEL.** —“ He has lost his book.”

*Book* is a noun, because, etc; it is a common noun, because, etc.; — in the neuter gender, because, etc.; — in the 3rd person, because, etc.;—in the singular number, because, etc.

1. Lenses are glasses used for changing the direction of the rays of light. 2. Mild words disarm anger. 3. The handles of scythes are called snaths. 4. Vast herds of buffaloes once roamed over the fertile prairies of Illinois. 5. Secret meetings are called juntos. 6. Benjamin West made his first drawings with charcoal. 7. Sweet potatoes were first brought from the Malayan peninsula. 8. The army passed over the river on pontoon bridges. 9. Early in the morning, the fleet left the harbor of Halifax.

**EXERCISE IV.**—Write eight sentences, each containing one noun or more in the singular number; —eight, each containing one noun or more in the plural.

CASE.

**Case**, in grammar, denotes the relation of nouns and pronouns to other words.

There are three cases; the *Nominative*, the *Possessive*, and the *Objective*.

The **Nominative Case** denotes the subject of a verb; as, The *boy* plays; *I* play.

The *subject* of a verb is that which answers to *who* or *what* before it; as, “The boy plays.”—*Who* plays? The *boy*. *Boy*, therefore, is here in the *nominative case*.

The **Possessive Case** denotes *ownership* or *possession*; as, The *boy's* pen; *my* pen.

The possessive case of nouns is formed, in the singular number, by adding to the nominative *s* preceded by an *apostrophe*; and, in the plural, when the nominative ends in *s*, by adding an *apostrophe only*; as, singular, *boy's*; plural, *boys*'.

The **Objective Case** denotes the object of a verb, a participle, or a preposition; as, "I love my *father*; he loves *me*."—"The Dominion of *Canada*."

The *object* of a verb, a participle, or a preposition, is that which answers to *whom* or *what* after it; as, "I love my *father*."—I love *whom*? My *father*.—"The Dominion of *Canada*."—The Dominion of *what*? *Canada*. *Father* and *Canada* are therefore here in the *objective case*.

#### THE DECLENSION OF NOUNS.

To **Decline** a noun, is to express its cases and numbers.

#### EXAMPLES OF DECLENSION.

##### Singular.

<i>Nom.</i>	Yard,	Box,	Man,	Sky,	Glass,
<i>Poss.</i>	yard's,	box's,	man's,	sky's,	glass's
<i>Obj.</i>	yard;	box;	man;	sky;	glass;

##### Plural.

<i>Nom.</i>	yards,	boxes,	men,	skies,	glasses,
<i>Poss.</i>	yards',	boxes',	men's,	skies',	glasses'
<i>Obj.</i>	yards.	boxes.	men.	skies.	glasses.

**EXERCISE I.**—Decline each of the following nouns:—Army, bay, block, body, brother-in-law, brush, buffalo, Charles, child, chimney,

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EXERCISE II.—Name the nouns in the *nominative*, and those in the *objective* case in the following sentences, and give the reasons:—

1. The stars shone brightly in the quiet sky. 2. Romulus founded the city of Rome. 3. The bad boy struck the dog. 4. The deer ran to the hills. 5. Genius lies buried on our mountains and in our valleys. 6. The men cut down the trees. 7. A tall, wind-looking man stepped up to the stranger. 8. The day for the commencement arrived, and they prepared to attend. 9. Tall maples crowned the summit of the hill. 10. The exercises were long and tiresome, and we were glad when they came to a close.

EXERCISE III.—Write ten sentences, each containing one noun or more in the *nominative* case; —ten, each containing one or more in the *possessive*; —ten, each containing one or more in the *objective*.

EXERCISE IV.—Parse the nouns in the following sentences:—

MODEL.—"Philip has found a bird's nest in the hedge."

*Philip* is a noun, "A noun is a word, etc."; it is a proper noun, because, etc.;—of the masculine gender, because, etc.;—in the 3rd pers., because, etc.;—in the singular number, because, etc.;—in the *nominative* case, because it is the subj. of the verb *has found*.

*Bird's* is a noun, "A noun is a word, etc."; it is a common noun, etc.;—of the masculine or the feminine gender, because, etc.;—in the 3rd pers., because, etc.;—in the singular number, because, etc.;—in the *possessive* case, because, etc.

*Nest* is a noun, "A noun is a word, etc."; it is a common noun, because, etc.;—of the neuter gender, because, etc.;—in the 3rd person, because, etc.;—in the singular number, because, etc.;—in the *objective* case, because it denotes the object of the verb *has found*, and answers to *what* after it.

*Hedge* is a noun, "A noun is a word, etc."; it is a common noun, because, etc.;—of the neuter gender, because, etc.;—in the 3rd person, because, etc.;—in the singular number, because, etc.;—in the *objective* case, because it denotes the object of the preposition *in*, and answers to *what* after it.

1. Nova Scotia was settled at Port Royal. 2. The king's heart is in the hand of the Lord. 3. The wreck was washed upon the shore. 4. A gloomy house stood by the roadside. 5. The eagle had a strong and piercing eye. 6. Bleak winds whistled through the pines around the cabin. 7. A wise man's anger is of short continuance. 8. The broad flakes of snow soon hid the ground from view. 9. An ice-boat was rigged, and the wind blew the party across the pond. 10. The Indians' hunting grounds are now cultivated. 11. Travelers suffer from heat and thirst as they cross the desert. 12. The Falls of the Chaudiere are in the Ottawa River.

EXERCISE V.—Parse also the *articles* in the preceding sentences.

## ADJECTIVES.

An **Adjective** is a word used to qualify or limit the meaning of a noun or a pronoun; as, *A good apple; five diligent boys; unhappy me.*

### CLASSES OF ADJECTIVES.

Adjectives may be divided into four classes; namely, *Proper, Common, Numeral, and Pronominal.*

A **Proper Adjective** is one that is derived from a proper noun; as, *Canadian, English, Ciceronian.*

A **Common Adjective** is one that qualifies or limits a noun or a pronoun, but which is not derived from a proper noun; as, *good, bad, honest, upper.*

A **Numeral Adjective** is one that is used to express number; as, *two, second, twofold.*

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2. The king's bear was washed upon the side. 5. The eagle had whistled through the anger is of short continuance. The wind hid the ground from the wind blew the party grounds are now cultivated as they cross the Ottawa River. preceding sentences

to qualify or a pronoun; as, unhappy me.

## FIVES.

to four classes; *Pro-*

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that is used to *fold.*

Numeral adjectives are of three kinds; *Cardinal, Ordinal, and Multiplicative.*

The Cardinals tell *how many*; as, *one, two, ten.*

The Ordinals tell *which one*; as, *first, second, tenth.*

The Multiplicative tell *how many fold*; as, *single, double or twofold, triple or threefold.*

A **Pronominal Adjective** is a word which either limits a noun mentioned, or represents a noun understood; as, "*This boy is good.*"—"*This is a good boy.*"

In the first example, *this* "limits" the noun *boy*, and is used as an adjective; in the second, *this* "represents" the noun *boy*, and is used as a pronoun.

The principal pronominal adjectives are: *all, another, any, both, each, either, enough, every, few, former, latter, little, less, least, much, many, more, most, none, neither, one, other, same, several, some, such, this, that, these, those.*

*Which* and *what*, and their compounds, are *pronominal adjectives* when used to limit nouns, or placed before them to ask questions.

## REMARKS.

Adjectives, like nouns, may be *compound* in form; as, *Home-made bread*; *one-leaved*; the *Anglo-Saxon race.*

A noun becomes an adjective, when it is used to qualify another noun; as, *Gold chain, evening school, South-Sea dream.*

Adjectives are sometimes used as nouns, and, as such, they have all the properties of nouns; as, "*The good will be rewarded.*"—"They love their *inferiors.*"

EXERCISE I.—Write ten sentences, each containing one or more

proper adjectives ;— ten, containing, common adjectives ;— ten, containing numeral adjectives ;

— ten, containing, pronominal adjectives.

EXERCISE II.— Name the *adjectives* in the following sentences, state to which *class* each belongs, and give the reasons :—

MODEL.—“ This child is of French descent, and that, of English.” French and English are adjectives, because, etc.; they are proper adj., because they derived from the proper nouns, *France* and *England*.

*This* is a pronominal adjective, because it *limits* the noun *child*.

*That* is a pronominal adjective, because it *represents* the noun *child*.

1. Spain was once under the Moorish dominion.
2. The red squirrel is a blithe creature.
3. He leaps among the topmost branches of the great oak.
4. Three heavy wagons passed along the street.
5. The same duties were expected of each.
6. A single mistake may cause a great loss.
7. Every spot to which these little ones would probably have strayed, was searched.
8. The brutal murderer had a low, narrow, and flat forehead.
9. In such a peaceful village there was no need of those precautions.
10. Kind words are light-winged messengers that soften the hardest hearts.
11. The Indian chief glared at him with a savage scowl.
12. They lay down to sleep, each clasping the other in his arms.
13. Remember that a heedless, careless word may cause a bitter heart-pang.
14. Few of us do what we are able to do.
15. Many a poor, idle, miserable, pitiable outcast owes his wretchedness to strong drink.

### COMPARISON OF ADJECTIVES.

The Comparison of adjectives is the variation by which they express quality in different degrees ; as, *soft*, *softer*, *softest*.

There are three degrees of comparison ; the *Positive*, the *Comparative*, and the *Superlative*.

The *Positive Degree* is that which is expressed by the adjective in its simple form ; as *good*, *soft*, *wise*,

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COMPARISON OF ADJECTIVES.

The **Comparative Degree** is that which exceeds the positive in a higher, or a lower degree; as, *better, softer, wiser, less wise*.

The **Superlative Degree** is that which is not exceeded, either in the highest, or in the lowest degree; as, *best, softest, wisest, least wise*.

Adjectives whose signification does not admit of increase or diminution, cannot be compared; as, *equal, two, second, total, all, blind, deaf, infinite, etc.*

The comparative of adjectives of one syllable is commonly formed by adding *r* or *er* to the positive; as, *wide, wider; great, greater*; and the superlative, by adding *st* or *est*; *wide, widest; great, greatest*.

Adjectives of more than one syllable, are generally compared by prefixing *more* and *most* to the positive; as, *amiable, more amiable, most amiable*.

*Diminution of quality* is expressed by *less* and *least*, whether the adjective is of one syllable or more than one; as, *good, less good, least good; famous, less famous, least famous*.

Adjectives of two or more syllables ending in *y* or in *le* after a consonant, or accented on the second syllable, are generally compared by *er* and *est*; as, *happy, happier, happiest; feeble, feebler, feeblest*.

The following adjectives are compared irregularly: *good, better, best; bad or ill, worse, worst; far, farther or further, farthest or furthest; fore, former, foremost or first; late, later,*

22 COMPARISON OF ADJECTIVES—EXERCISES.

*latest or last ; little, lest, least ; much or many, more, most ; near, nearer, nearest or next ; old, older or elder, oldest or eldest.*

Numeral adjectives, most proper, and pronominal adjectives, those denoting *material, position, or shape*, and a few others, such as *whole, universal, exact, supreme, etc.*, by reason of their use and meaning, are not compared.

EXERCISE I.—Compare such of the following *adjectives* as admit comparison :—

Pleasant, soft, ill, able, late, sour, noble, tough, American, Russian, dry, many, supreme, cheerful, brave, English, preferable, good-natured, certain, old, thoughtless, lovely, evil-minded, perfect, acceptable, juicy, sweet, few, ill-mannered, sad, round, humble, generous, diligent, universal, handsome, far, warm, timid, sure.

EXERCISE II.—Use *adjectives* before the following nouns, and tell to what class each adjective belongs :—

Senate, dollar, sun, navy, rock, moon, lake, soldiers, nation, commander, Lily, Cartier, rose, tyrant, happiness, industry, tiger, deer, life, pride, books, war, obedience, army, prairie, Champlain, mind, pleasure, mountain, tree, river, ocean, valley, home, face, death.

EXERCISE III.—Parse the *adjectives* in the following sentences :

MODEL.—“Two honest men were they.” —“This question is less important than that (is).”

*Two* is a numeral adjective, because it is one, etc. ;—cardinal, because, etc. ; it cannot be compared ; it limits the noun *men*.

*Honest* is an adjective, because, etc. ;—compared (pos. *honest*, comp. *more honest*, sup. *most honest*), and qualifies the noun *men*.

*This* is a pronominal adjective, because, etc. ; it cannot be compared ; it limits the noun *question*.

*That* is a pronominal adjective, because, etc. ; in this sentence it represents the noun *question*, and is, therefore, in the 3rd person, singular number, and of the neuter gender ; it is in the nominative case, because it is the subject of the verb *is*.

1. The wind roars through the leafless forest. 2. The true hero appears in the great, wise man of duty. 3. Tall houses make the

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Champlain, mind,  
home, face, death.

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pared (pos. *honest*),  
which modifies the noun *men*;  
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; in this sentence it  
is in the 3rd person,  
and in the nominative

2. The true heroes  
of the houses make the

street gloomy. 4. Autumn winds strew the ground with a soft carpet of leaves. 5. A little flower sprang up amidst the coarse weeds of a long neglected garden. 6. These wishes had long been indulged. 7. Either course is better than remaining in idleness. 8. The plant raised its beautiful head, and its delicate buds burst forth in gladness. 9. All honorable means should be used to advance. 10. Shakspeare stands above all other poets, above all other human writers. 11. More than four thousand years have passed since this world was created. 12. An avaricious man uses every effort to make money, but he cannot enjoy his ill-gotten wealth.

EXERCISE IV.—Parse the articles and the nouns in the preceding sentences.

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PRONOUNS.

A Pronoun is a word used in place of a noun; as, "The father and *his* son cultivated the farm *which they* had purchased."

In this sentence, the word *his* is used in place of the noun *father's*; *which*, in place of the noun *farm*, and *they*, in place of *father* and *son*; the words *his*, *which* and *they* are, therefore, called *pronouns*,—a word which means "for nouns".

A pronoun is used to avoid the unpleasant repetition of a noun.

The word, for which a pronoun is used, is called its *antecedent*, because it usually precedes the pronoun.

Pronouns often stand for persons or things not named, the antecedent being *understood*.

Pronouns have the same properties as nouns; namely, *Gender*, *Person*, *Number*, and *Case*.

24 DECLENSION OF THE SIMP. PERS. PRONOUNS.

CLASSES OF PRONOUNS.

Pronouns are divided into three classes; *Personal, Relative, and Interrogative.*

PERSONAL PRONOUNS.

A **Personal Pronoun** is one that expresses person and number of itself.

Personal pronouns are either *Simple* or *Compound.*

The **Simple Personal Pronouns** are *I, thou, he, she, and it,* and their variations in the singular and in the plural.

*I* is of the first person; *thou* is of the second; and *he, she, and it,* are of the third.

THE DECLENSION OF THE SIMPLE PERSONAL PRONOUNS.

*Singular.*

	First Person. Masc. or Fem.	Second Person. Masc. or Fem.	Masc.	Third Person. Fem	Neut.
Nom.	I,	Thou	He,	She,	It,
Poss.	my, or mine,	thy, or thine,	his	her, or hers,	its,
Obj.	me ;	thee ;	him ;	her ;	it ;

*Plural.*

Nom.	we	you or ye	they,	they	they,
Poss.	our, or ours,	your, or yours.	their, or theirs,	their, or theirs,	their, or theirs,
Obj.	us.	you.	them.	them.	them.

In the possessive case, *my, thy, her, our, your, their,* are



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### DECLENSION OF THE COMP. PERS. PRONOUNS. 25

used when the noun denoting the thing possessed is mentioned, and *mine, thine, hers, ours, yours, theirs*, when it is omitted; as, "This book is *mine*."—"This is *my* book."

#### COMPOUND PERSONAL PRONOUNS.

**Compound Personal Pronouns** are formed by subjoining, in the singular, the word *self* to the simple personal pronouns *my, thy, him, her, and it*; and, in the plural, the word *self* to *our, your, and them*.

The *Compound Personal Pronouns* are *myself, thyself, himself, herself, and itself*, and their plural forms, *ourselves, yourselves, and themselves*.

#### THE DECLENSION OF THE COMPOUND PERSONAL PRONOUNS.

##### *Singular.*

	<i>First Person. Masc. or Fem.</i>	<i>Second Person. Masc. or Fem.</i>	<i>Masc.</i>	<i>Third Person. Fem.</i>	<i>Neut.</i>
<i>Nom.</i>	Myself,	Thyself,	Himself,	Herself,	Itself.
<i>Poss.</i>	_____	_____	_____	_____	_____
<i>Obj.</i>	myself;	thyself;	himself;	herself;	itself;

##### *Plural.*

<i>Nom.</i>	ourselves, yourselves, themselves, themselves, them]	selves.
<i>Poss.</i>	_____	_____
<i>Obj.</i>	ourselves. yourselves. themselves. themselves. them-]	selves.

The compound personal pronouns have no form for the possessive case, either in the singular or in the plural.

## EXERCISES—RELATIVE PRONOUNS.

EXERCISE I.—State the *gender*, the *person*, the *number*, and the *case* of each of the following pronouns:—

My, ours, himself, it, we, thee, I, herself, you, thyself, us, he, themselves, ours, mine, your, thine, itself, thou, its, myself, they, ourselves.

EXERCISE II.—Write six sentences containing different pronouns in the first person;—six, containing different pronouns in the second person;—twelve, containing different pronouns in the third person.

EXERCISE III.—Parse the *personal pronouns* in the following sentences:—

MODEL.—“As the man appeared honest, I employed him.”

*I* is a pronoun, because, etc; it is a pers. pron., because, etc.; of the masculine or the feminine gender, first pers., singular number;—in the nom. case, because it is the subj. of the verb *employed*.

*Him* is a pron., because, etc.; it is a pers. pron., because, etc.;—of the masc. gender, because, etc.;—in the 3rd. pers., sing. number;—in the objective case, because it is the object of the action expressed by *employed*.

1. Andrew has a little carriage, and he often rides in it.
2. Indians are treacherous in their character.
3. The old hen calls her young ones when she finds a worm for them.
4. Make the best of life, for it is short.
5. A scorner seeketh wisdom, and findeth it not.
6. There goes Lucy with her satchel of books.
7. The snow spreads its white sheet over the whole country.
8. The soldiers threw themselves upon the ground, and the balls passed over their heads.
9. Come, we must now commence our studies.
10. Louis struck his brother with his fist.
12. Love thy neighbor as thou lovest thyself.
12. Mary lost her books and could not find them.

EXERCISE IV.—Parse also the articles and the nouns in the preceding sentences.

## RELATIVE PRONOUNS.

A Relative Pronoun is one that represents an antecedent word or phrase, and serves to connect sentences.

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DECLENSION OF THE SIMP. REL. PRONOUNS. 27

Relative pronouns are of two kinds; *Simple* and *Compound*.

SIMPLE RELATIVES.

The *Simple Relative Pronouns* are *who*, *which*, *what*, and *that*.

THE DECLENSION OF THE SIMPLE RELATIVES.

*Singular.*

<i>Nom.</i>	Who,	Which,	What,	That,
<i>Poss.</i>	whose,	whose,	—	—
<i>Obj.</i>	whom;	which;	what;	that;

*Plural.*

<i>Nom.</i>	who,	which,	what,	that,
<i>Poss.</i>	whose,	whose,	—	—
<i>Obj.</i>	whom.	which.	what.	that.

REMARKS.

*Who* is used in referring to persons; as, "The boy *who* studies will learn."

*Which* is used in referring to inferior animals and to things without life; as, "The hare *which* was killed."—"I have found the knife *which* I had lost."

*What* is used in referring to things without life only, and is always of the neuter gender. It is equivalent to the *thing which* (or *that which*) in the singular, and to the *things which* (or *those which*) in the plural. Thus, "He obtained *what* he wanted," in the singular, means, "He obtained *the thing which* he wanted;" and, in the plural, "He obtained *the things which* he wanted."

28 RELATIVE AND INTERROGATIVE PRONOUNS.

*That* is sometimes used in referring to persons, animals, or things without life; as, "The person *that* we know."  
—"The last book *that* was sold."

COMPOUND RELATIVES.

The **Compound Relative Pronouns** are formed by subjoining the word *ever* and *soever* to the simple relatives *who*, *which*, and *what*.  
The compound relatives are *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, and *whatsoever*.

THE DECLENSION OF THE COMPOUND RELATIVES.

*Singular and Plural.*

<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
Whoever,	whosoever,	whomever.
Whosoever,	whosoever,	whomsoever.
Whichever,	_____	whichever.
Whichsoever,	_____	whichsoever.
Whatever,	_____	whatever.
Whatsoever,	_____	whatsoever.

A compound relative includes, in meaning, an antecedent and a simple relative. *Whoever* and *whosoever* mean *any one who*; *whichever* and *whichsoever* mean *any one which*; *whatever* and *whatsoever* mean *any thing which*, or *all things which*.

INTERROGATIVE PRONOUNS.

An **Interrogative Pronoun** is one used to

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REL AND INTER. PRONOUNS—EXERCISES. 29

ask a question ; as, " *Who* came with you ? "  
—" *What* do you want ? "

The *Interrogatives* are *who*, *which*, and *what*.  
They ar declined like the simple relatives.

*Who* is used in asking about persons ; as, " *Who* founded  
Quebec ?

*Which* and *what* are used in asking about persons, ani-  
mals, or things ; as, " *Which* of the men fled ? "— *Which* of  
the horses won the race ? "— " *What* is he ? An orator."

EXERCISE I.—Write ten sentences each containing simple relative  
pronouns,—ten, each containing compound relative pronouns ;—ten,  
each containing interrogatives.

EXERCISE II.—Parse the *relative* and the *interrogative pro-*  
*nouns* in the following sentences :—

MODELS.—1. " The boy who studies, will learn."

*Who* is a relative pronoun, because, etc. ; it is of the masculine  
gender, in the 3rd person, singular number ;—in the nom. case,  
because it is the subj. of the verb *studies*.

2. " Whose knife is this ? Henry's."

*Whose* is an interrogative pronoun, because, etc. ; it is of the neu-  
ter gender, 3rd person, singular number ;—in the possessive case,  
because it denotes possession.

1. Nobody knows who invented the letters. 2. He was the soul  
which animated the party. 3. Riches that are ill gotten, are seldom  
enjoyed. 4. I will take what you send. 5. Which of you will go  
with me ? 6. Remember the good advice which is given to you. 7.  
The gardener whose flowers we admired, plucked a few for us. 8.  
Do you know who broke the window ? 9. All the money that was  
given to him, was lost. 10. To whom were they sent ? To their un-  
cle. 11. There is in my carriage what has life, soul, and beauty.  
12. This is the hardest lesson that we have yet had.

EXERCISE III.—Parse the articles, the nouns, and the personal  
pronouns in the preceding sentences.

## VERBS.

**A Verb** is a word used to assert action, being or state; as, "John *studies*"—"I *was* there."  
—"He *sleeps*."

In these sentences, *studies* asserts *action* of the subject *John*; *was* asserts *being* of the subject *I*; and *sleeps* asserts *state* of the subject *he*; *studies*, *was*, and *sleeps* are, therefore, *verbs*.

Verbs are the most important words in any language, because no sentence can be made to express complete sense without the use of a verb.

**EXERCISE I.**—Name the *verbs* and their *subjects* in the following sentences, and give the reasons:—

**MODEL.**—"John writes well.

*Writes* is a verb, because, etc. Its subj. is *John*, because the action expressed by the verb is asserted of *John*.

1. The moon now rose.
2. The sun shines brightly.
3. Winter passed, and spring came.
4. Thomas studies diligently.
5. It rained fast.
6. The man walks.
7. The boy told an untruth.
8. All consented to the plan.
9. He followed good examples.
10. How far it flew!
11. A wood fire blazed upon the hearth.
12. She whispered in low tones.
13. Misfortune comes to all.
14. With the spring his health returned.
15. Sweet blooms the rose.

## CLASSES OF VERBS.

Verbs are divided into two general classes: *Transitive* and *Intransitive*.

**A Transitive verb** is one that has an object or requires one to complete the sense; as, "The garden *has flowers*."

The term *transitive* signifies *passing over*.

**An Intransitive Verb** is one that has no object, or does not require an object to com-

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plete the sense; as, "The horse *runs*."—  
 "Truth *is* mighty."—"Experience *teaches*  
 better than books."

The term *intransitive* means not *passing over*.

A transitive verb asserts *action* only; as, "Mary *learns*  
 her lessons."

An intransitive verb asserts *being* or *state*; as, "The  
 sky *is* cloudy."—The book *lies* on the table."

Some verbs may be used either transitively or intransi-  
 tively, the construction alone determining to which class  
 they belong.

EXERCISE I.—Name the verbs in the following sentences, state to  
 which *class*, according to meaning, each belongs, and give the rea-  
 sons:—

MODEL.—"John wrote his exercise, while his brother remained  
 idle."

*Wrote* is a verb, because, etc.; it is transitive, because it has an  
 object (*exercise*).

*Remained* is a verb, because, etc.; it is intransitive, because, it  
 has no object.

1. The lightning struck the oak. 2. Martha learns fast. 3. He  
 studies in the morning, and rides in the evening. 4. He is a bold  
 speaker. 5. A good tree bears good fruit. 6. The camel carried  
 him safely. 7. He died a miserable death. 8. Andrew always  
 studies well his lessons. 9. The pulse fluttered, then stopped. 10.  
 A storm gathered in the west. 11. A certain man had two sons. 12.  
 Breezes played among the foliage. 13. The prince succeeds the  
 king. 14. In every undertaking he succeeds.

EXERCISE II.—Write ten sentences, each containing a *transitive*  
 verb;—ten, each containing an *intransitive* verb.

### PROPERTIES OF VERBS.

The properties of verbs are *Voice*, *Mode*,  
*Tense*, *Person* and *Number*.

*Voice* is that property of a transitive verb

which shows whether the subject, or nominative, *does* or *receives* the action asserted by the verb.

Voice belongs to transitive verbs only.

There are two voices ; the *Active* and the *Passive*.

The **Active Voice** is that form of a transitive verb which shows that the *subject does* the action asserted by the verb.

The **Passive Voice** is that form of a transitive verb which shows that the *subject receives* the action asserted by the verb.

In the sentence, " Champlain *founded* Quebec ", the subject *Champlain* does the action asserted by the verb *founded*. " *Founded* " is, therefore, in the active voice. But in the expression, " *Quebec was founded by Champlain*," the subject *Quebec* does not act, but receives the action asserted by the verb *was founded*. " *Was founded* " is, therefore, in the passive voice.

Although intransitive verbs have no voice, yet they have the *form* of the active voice.

**EXERCISE I.**—Name the verbs in the following sentences, tell which are *transitive* and which *intransitive* ; tell in what *voice* each is, and give the reasons :—

**MODEL.**—" The lightning had no sooner struck the edifice than it fell, and many persons were buried in its ruins."

*Had struck* is a verb, because, etc. ; it is transitive, because it has an object (*edifice*) ;—in the active voice, because it shows that the *subject (lightning)* does the action asserted by the verb.

*Fell* is a verb, because, etc. ; it is intransitive, because it has no object ; it has no voice, because it is an intransitive verb.

*Were buried* is a verb, because, etc. ; it is transitive, because the action which it asserts, is exerted upon some object ;— in the pas-

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diver voice, because it shows that the *subject (persons)* receives the action asserted by the verb.

1. The frost broke the pitcher. 2. To be ridiculed is unpleasant.
3. Heroes fought and died. 4. The voyage was undertaken at an evil time. 5. The girls are learning their lessons. 6. Thick clouds obscured the sun. 7. I was awaked by a loud knock at the door.
8. This field ploughs well. 9. My motives were slandered. 10. Actions are governed by circumstances. 11. The bayonet receives its name from Bayonne in France; it was first used in 1603. 12. Old letters become very dear to us.

**EXERCISE II.**—Write ten or more sentences, each containing a verb in the *active voice*.

Change the sentences just written, so that the verb shall be in the *passive voice*; Thus, *Active Voice*, "John killed a snake;" *Passive Voice*. "A Snake was killed by John."

### MODE.

**Mode** is a term used to denote the *manner* in which the verb is employed.

Verbs have five modes; the *Infinitive*, the *Indicative*, the *Potential*, the *Imperative*, and the *Subjunctive*.

The **Infinitive Mode** is that form of the verb which is *not limited to any particular person or number*; as, *to rest*; *to learn*.

The **Indicative Mode** is that form of the verb which expresses *direct assertion or interrogation*; as, *he teaches*; *do they teach?*

The **Potential Mode** is that form of the verb which expresses assertions implying *possibility, liberty, or necessity*; as, "I can write."  
—"He may go."—"They must study."

The **Imperative Mode** is that form of the verb which is used to express *entreaty, permis-*

*sion, command, or exhortation*; as, "Depart thou."—"Let us stay."—"Obey me."

The **Subjunctive Mode** is that form of the verb which implies *condition, supposition, or uncertainty*; as, "If he come, he will be received."—"O that I were happy!"

The form of the *Infinitive* is usually denoted by the particle *to*, which is to be regarded as a part of the verb.

The *Potential Mode* is known by the signs *may, can, must, might, could, would, and should*.

The *Subjunctive Mode* is always connected with an other verb. It is commonly denoted by a conjunction; as, *if, lest, though, that, unless*.

EXERCISE I.—Name each *verb* in the following sentences, the *class* to which it belongs, its *voice* and *mode*, and give the reasons:—

MODEL.—"Cartier discovered Canada."

*Discovered* is a verb, because, etc.; it is transitive, because it has an object (*Canada*);—in the active voice, because it shows that the subj. (*Cartier*) does the action asserted by the verb;—in the indicative mode, because it expresses a direct assertion.

1. Evil may befall us. 2. The bank has failed. 3. If he were studious he would excel. 4. He arose to speak. 5. Do come to see us. 6. The deer, having seen me, tried to escape. 7. I would go with you, if I could spare the time. 8. Employ time profitably. 9. They went to travel in foreign lands. 10. If he be respected, he will be contented. 11. A quiet tongue prevents strife. 12. We should speak kindly to our friends of their faults.

EXERCISE II.—Write sentences each containing verbs in the various modes.

## TENSE.

**Tense** is the distinction of time.

Verbs have six tenses; the *Present*, the *Im-*

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perfect, the *Perfect*, the *Pluperfect*, the *First Future*, and the *Second Future*.

The **Present Tense** denotes what now *exists*, or is *taking place*; as, *I speak*; *I am speaking*.

The **Imperfect Tense** denotes what *took place*, or *was occurring*, in time fully past; as, "*I spoke to him yesterday*."—" *I was writing a letter*."

The **Perfect Tense** denotes what *has taken place*, within some period of time not yet fully past; as, "*I have met him to-day*."

The **Pluperfect Tense** denotes what *has taken place*, at some past time mentioned; as, "*When he had delivered the message, he took his departure*."

The **First Future Tense** denotes what *will take place hereafter*; as, "*I shall write to him again*."

The **Second Future Tense** denotes what *will have taken place*, at some future time mentioned; as, "*I shall have finished the letter before he arrives*."

EXERCISE I.—Name the *verbs* in the following sentences, state the *class* to which each belongs, its *voice*, *mode*, and *tense*, and give the reasons:—

MODEL.—"The snow will melt."

*Will melt* is a verb, because, etc.; it is intransitive, because it has no object; it has no voice, because it is an intransitive verb; it is in the indicative mode, because, etc.;—in the first future tense, because it denotes what will take place hereafter.

1. I shall have finished the letter before he arrives. 2. I had seen him when I met you. 3. I saw him yesterday; he was walking out.

36 CLASSES OF VERBS ACCORD. TO FORMATION.

4. Long icicles glistened in the sunlight. 5. Trials will come to us all. 6. I hear a noise; somebody is coming. 7. Woes cluster they love a train. 8. His request has been granted. 9. Take care of the pence, and the pounds will take care of themselves. 10. A cry was heard. 11. He who will make no effort to gain friends, can not expect sympathy. 12. They had been reprov'd often, before they ceased to annoy.

EXERCISE II.—Write sentences containing verbs in the various tenses.

PERSON AND NUMBER.

Verbs have two numbers and three persons.

The person and number of a verb are always the same as the person and number of its subject or nominative.

*Singular.*

*Plural.*

1st per.	I	love,	1st per.	We	love,
2nd "	thou	lovest,	2nd "	you	love,
3rd "	he	loves;	3rd "	they	love.

A verb in the infinitive mode has no number or person, because it has no subject.

Some verbs can be used only in one person; as, "It rains." They are called *Unipersonal Verbs*.

CLASSES OF VERBS ACCORDING TO FORMATION.

Verbs are divided, according to their formation, into two classes; *Regular* and *Irregular*.

A **Regular Verb** is one that forms its past tense and perfect participle by adding *d* or *ed* to the present; as, present, *love*; past, *loved*; perf. part., *loved*,

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" Begin,

" Bend,

" Beseec

" Bid,

" Bind,

" Bite,

" Bleed,

" Blow,

" Break,

" Breed,

" Bring,

" Burst,

" Buy,

" Cast,

" Catch,

" Choose.

" Cleave

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(1) Those

Regular verbs ending in silent *e*, form their past tense and perfect participle, by the addition of *d* only; and those ending in any other letter, by the addition of *ed*.

An Irregular Verb is one that does not form its past tense and perfect participle by adding *d* or *ed* to the present; as, present, *break*; past, *broke*; perf. part., *broken*.

	Present.	In French.	Past.	Perf. part.
To Abide,		<i>demeurer.</i>	abode,	abode.
" Arise,		<i>se lever.</i>	arose,	arisen.
" Awake,		<i>éveiller, s'éveiller.</i>	awoke*, (1)	awoke*
" Bear (to carry),		<i>porter, supporter.</i>	bore,	borne.
" Bear (to bring forth),		<i>porter, produire.</i>	bore, bare,	born.
" Beat,		<i>battre.</i>	beat.	beat, beaten.
" Become,		<i>devenir.</i>	became,	become.
" Begin,		<i>commencer.</i>	began,	begun.
" Bend,		<i>plier, courber.</i>	bent,*	bent.*
" Beseech,		<i>supplier.</i>	besought,	besought.
" Bid,		<i>commander.</i>	bid, bade,	bid, bidden.
" Bind,		<i>lier, relier.</i>	bound,	bound.
" Bite,		<i>mordre.</i>	bit,	bitten, bit.
" Bleed,		<i>saigner.</i>	bled,	bled.
" Blow,		<i>souffler.</i>	blew,	blown.
" Break,		<i>casser, rompre.</i>	broke,	broken.
" Breed,		<i>engendrer, élever.</i>	bred,	bred.
" Bring,		<i>apporter, amener.</i>	brought,	brought
" Burst,		<i>crever.</i>	burst,	burst.
" Buy,		<i>acheter.</i>	bought,	bought.
" Cast,		<i>jeter.</i>	cast,	cast.
" Catch,		<i>attraper.</i>	caught,*	caught.*
" Choose,		<i>choisir.</i>	chose,	chosen.
" Cleave (to split),		<i>fendre.</i>	clove, cleft,	cloven, cleft.

(1) Those which are marked thus \* take also the regular form.

<i>Present.</i>	<i>In French.</i>	<i>Past.</i>	<i>Perf. part</i>	<i>F</i>
To Cling,	<i>s'attacher.</i>	clung	clung.	To Go,
" Clothe,	<i>habiller.</i>	clad,*	clad.*	" Grind
" Come,	<i>venir.</i>	came,	come.	" Grow
" Cost,	<i>coûter.</i>	cost,	cost.	" Hang
" Creep,	<i>ramper, se glisser.</i>	crept,	crept.	" Have,
" Cut,	<i>couper.</i>	cut,	cut.	" Hear,
" Dare (to } venture.) }	<i>oser.</i>	durst,*	dared.	" Hide,
" Deal,	<i>trafiquer.</i>	dealt,*	dealt.*	" Hit,
" Dig,	<i>bécher.</i>	dug,*	dug.*	" Hold,
" Do,	<i>faire, agir.</i>	did,	done.	" Hurt,
" Draw,	<i>tirer, dessiner.</i>	drew,	drawn.	" Keep,
" Dream,	<i>rêver, songer.</i>	dreamt.*	dreamt.	" Kneel,
" Drink,	<i>boire.</i>	drank,	drunk.	" Knit,
" Drive,	{ <i>chasser devant</i> <i>soi, conduire une</i> <i>voiture.</i> }	drove,	driven.	" Know,
" Dwell	<i>habiter, demeurer.</i>	dwelt,*	dwelt.*	" Lay,
" Eat,	<i>manger.</i>	eat or ate,	eat or eaten	" Lead,
" Fall,	<i>tomber.</i>	fell,	fallen.	" Leave,
" Feed,	<i>nourrir.</i>	fed,	fed.	" Lend,
" Feel,	<i>sentir, tâter.</i>	felt,	felt,	" Let,
" Fight.	<i>se battre.</i>	fought,	fought.	" Lie (to
" Find,	<i>trouver.</i>	found,	found.	" Lose,
" Flee,	{ <i>se sauver, s'en-</i> <i>fuir.</i> }	fled,	fled.	" Make,
" Fling,	<i>jeter.</i>	flung,	flung.	" Mean,
" Fly,	<i>voler en l'air.</i>	flew,	flown.	" Meet,
" Forget,	<i>oublier.</i>	forgot,	forgotten.	" Mow,
" Forgive,	<i>pardoner.</i>	forgave,	forgiven.	" Pay,
" Forsake,	<i>abandonner.</i>	forsook,	forsaken.	" Put,
" Freeze,	<i>geler.</i>	froze,	frozen.	" Read,
" Get,	<i>gagner, obtenir.</i>	got,	got, gotten	" Rend,
" Give,	<i>donner.</i>	gave,	given	" Ride,
				" Ring,
				" Rise,

<i>Perf. part.</i>	<i>Present.</i>	<i>In French.</i>	<i>Past.</i>	<i>Perf. part.</i>
clung.	To Go,	<i>aller.</i>	went,	gone.
clad.*	" Grind,	<i>moudre.</i>	ground,	ground.
come.	" Grow,	<i>croître, devenir.</i>	grew,	grown.
cost.	" Hang,	<i>pendre.</i>	hung.*	hung.*
crept.	" Have,	<i>avoir.</i>	had,	had.
cut.	" Hear,	{ <i>entendre (par)</i> }	heard,	heard.
dared.	" Hide,	{ <i>l'ouïe.</i> }	hid,	hid, hidden.
dealt.*	" Hit,	<i>cacher.</i>	hit,	hit.
dug.*	" Hold,	<i>frapper.</i>	held,	held.
done.	" Hurt,	<i>tenir.</i>	hurt,	hurt.
drawn.	" Keep,	<i>faire mal à..</i>	kept,	kept.
dreamt.	" Kneel,	<i>garder.</i>	knelt,*	knelt.*
drunk.	" Knit,	<i>s'agenouiller.</i>	knit,*	knit.*
driven.	" Know,	<i>tricoter.</i>	knew,	known.
dwelt.*	" Lay,	<i>savoir, connaître.</i>	laid,	laid.
eat or eaten	" Lead,	<i>poser, placer.</i>	led,	led.
fallen.	" Leave,	<i>mener, conduire.</i>	left,	left.
fed.	" Lend,	<i>laisser.</i>	lent,	lent.
felt,	" Let,	<i>prêter.</i>	let,	lent.
fought.	" Lie (to recline,)	{ <i>laisser, donner</i> }	lay,	lain.
found.	" Lose,	{ <i>en louage.</i> }	lost,	lost.
fled.	" Make,	<i>perdre.</i>	made,	made.
flung.	" Mean,	<i>faire, fabriquer.</i>	meant,	meant.
flown.	" Meet,	<i>vouloir dire.</i>	met,	met.
forgotten.	" Mow,	<i>rencontrer.</i>	mowed,	mown.*
forgiven.	" Pay,	<i>faucher.</i>	paid,	paid.
forsaken.	" Put,	<i>payer.</i>	put,	put.
frozen.	" Read,	<i>mettre.</i>	read,	read.
got, gotten	" Rend,	<i>lire.</i>	rent,	rent.
given	" Ride,	<i>déchirer.</i>	rode,	ridden.
	" Ring,	<i>monter à cheval.</i>	rang,	rung.
	" Rise,	<i>sonner.</i>	rose,	risen.
		<i>se lever.</i>		

<i>Present.</i>	<i>In French.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>
To Run,	<i>courir.</i>	ran, run,	run.	" Stand,
" Say,	<i>dire.</i>	said,	said.	" Steal,
" See,	<i>voir.</i>	saw,	seen.	" Stick,
" Seek,	<i>chercher.</i>	sought,	sought.	" Sting,
" Sell,	<i>vendre.</i>	sold,	sold.	" Strike,
" Send,	<i>envoyer.</i>	sent,	sent.	" String,
" Set,	<i>placer, poser.</i>	set,	set.	" Strive,
" Shake,	<i>secouer.</i>	shook,	shaken.	" Swear,
" Shed,	<i>répandre.</i>	shed,	shed.	" Sweep,
" Shine,	<i>luire, briller.</i>	shone,*	shown.*	" Swell,
" Shoe,	<i>chausser, ferrer.</i>	shod,	shod.	" Swim,
" Shoot,	{ <i>tirer avec une</i> <i>arme.</i> }	shot,	shot.	" Swing,
" Show,	<i>montrer.</i>	showed,	shown.*	" Take,
" Shrink,	<i>se rétrécir.</i>	shrunk,	shrunk.	" Teach,
" Shut,	<i>fermer.</i>	shut,	shut.	" Tear,
" Sing,	<i>chanter.</i>	sung, sang,	sung.	" Tell,
" Sink,	<i>s'enfoncer.</i>	sunk, sank,	sunk.	" Think,
" Sit,	<i>s'asseoir.</i>	sat,	sat.	" Thrive,
" Slay,	<i>tuer.</i>	slew,	slain.	" Throw,
" Sleep,	<i>dormir.</i>	slept,	slept.	" Thrust,
" Slide,	<i>glisser.</i>	slid,	slid, slidden	" Tread,
" Sling,	<i>fronder.</i>	slung,	slung.	" Wear,
" Smite,	<i>frapper.</i>	smote,	smitten.	" Weave,
" Sow,	<i>semer.</i>	sowed,	sown.*	" Weep,
" Speak,	<i>parler.</i>	spoke,	spoken.	" Win,
" Spell,	<i>épeler.</i>	spelt,*	spelt.*	" Wind,
" Spend,	<i>dépenser.</i>	spent,	spent.	
" Spill,	<i>répandre, verser.</i>	spilt,	spilt.*	
" Spin,	<i>filer.</i>	spun,	spun.	
" Split,	<i> fendre.</i>	split,	split.	
" Spread,	<i>étendre, répandre.</i>	spread,	spread.	
" Spring,	<i>s'élançer, jaillir.</i>	sprung, } sprang. }	sprung.	



	<i>Perf. part</i>	<i>Present.</i>	<i>In French.</i>	<i>Past.</i>	<i>Perf. part</i>
n, run.		" Stand,	{ <i>se tenir de-</i> <i>bout, s'arrêter.</i> }	stood,	stood.
said.		" Steal,	<i>voler, dérober.</i>	stole,	stolen.
seen.		" Stick,	{ <i>coller, affi-</i> <i>cher, percer,</i> <i>s'attacher.</i> }	stuck,	stuck.
sought.		" Sting,	<i>piquer.</i>	stung,	stung.
sold.		" Strike,	<i>frapper.</i>	struck,	struck.*
sent.		" String,	<i>enfiler.</i>	strung,	strung.
set.		" Strive,	<i>s'efforcer, tâcher.</i>	strove,	striven.
shaken.		" Swear,	<i>jurer.</i>	swore,	sworn.
shed.		" Sweep,	<i>balayer.</i>	swept,	swept.
shown.*		" Swell,	<i>enfler.</i>	swelled,	swollen.*
shod.		" Swim,	<i>nager.</i>	{ <i>swam,</i> } { <i>swum,</i> }	swum.
shot.		" Swing,	<i>se balancer.</i>	swung,	swung.
shown.*		" Take,	<i>prendre.</i>	took,	taken.
shrunk.		" Teach,	<i>enseigner.</i>	taught,	taught.
shut.		" Tear,	<i>déchirer.</i>	tore,	torn.
ng, sung.		" Tell,	<i>dire, raconter.</i>	told,	told.
nk, sunk.		" Think,	<i>penser.</i>	thought,	thought.
sat.		" Thrive,	<i>prosperer.</i>	thrived,	thriven.*
slain.		" Throw,	<i>jeter.</i>	threw,	thrown.
slept.		" Thrust,	{ <i>pousser, faire</i> } { <i>entrer.</i> }	thrust,	thrust.
slid, slidden		" Tread,	{ <i>marcher, fou-</i> <i>ler aux pieds.</i> }	trod,	{ <i>trod,</i> } { <i>trodden.</i> }
slung.		" Wear,	{ <i>porter des vé-</i> <i>tements, user.</i> }	wore,	worn.
smitten.		" Weave,	<i>tisser.</i>	wove,	{ <i>woven,</i> } { <i>wove.</i> }
sown.*		" Weep,	<i>pleurer.</i>	wept,	wept.
spoken.		" Win,	<i>gagner, emporter.</i>	won,	won.
spelt.*		" Wind,	{ <i>tourner, filer,</i> } { <i>devider.</i> }	wound,	wound.
spent.					
spilt.*					
spun.					
split.					
spread.					
sprung.					

<i>Present.</i>	<i>In French.</i>	<i>Past.</i>	<i>Perf. part.</i>
" Work,	<i>travailler.</i>	wrought,*	wrought.*
" Wring,	<i>tordre.</i>	wrung,	wrung.
" Write,	<i>écrire.</i>	wrote,	written.

## AUXILIARY VERBS.

An **Auxiliary Verb** is one that is used to aid in the conjugation of other verbs.

The auxiliary verbs are *be, do, have, will, can, may, shall, must, and need.*

## THE USES OF AUXILIARY VERBS.

*Be, do, have, need, and will,* are also complete, or principal verbs; they are auxiliary, when used with a participle or with any other part of a principal verb.

*Can, may, must, and shall,* are auxiliary verbs only.

*Be,* and its variations (*am, art, is, are, was, wast, were, wert, been, being*), when used with the perfect participle of a principal verb, form the passive voice of that verb; as, "I am loved."—"If I be loved."—When used with the imperfect participle of a principal verb, they form what is called the *Progressive Form* of that verb; as, "Thou art eating."

*Do,* in the active voice, makes what is called the *Emphatic Form* of the present tense in the indicative mode, in the subjunctive, and in the imperative; as, "They do wish to walk."—In the passive voice, the emphatic form is used in the imperative mode only; as, "Do thou be loved."

*Did,* the past form of *do,* in the active voice, makes the emphatic form of the imperfect tense in the indicative mode and in the subjunctive; as, "We know that he did expect to go."—*Did* is not used in the passive voice.

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*Will*  
will have  
as, "I s  
shall ha  
*Can,*  
of the pu  
*Can* ha  
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mayst ha  
*Might,*  
will, and  
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*Might*  
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The  
arrange  
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CON

*Present.*  
Am.

*Present*  
*Perfect*

*Perf. part.*  
 wrought.  
 wrung.  
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S.  
 is used to  
 verbs.  
 have, will,

RBS.  
 complete, or princi-  
 pal, with a participle

verbs only.  
 was, wast, were.  
 participle of  
 that verb; as,  
 with the im-  
 form what is  
 as, "Thou art

called the *Em-*  
*dicative mode,*  
 as, "They do  
 phatic form is  
 thou *be loved.*"  
 ce, makes the  
 the indicative  
 ow that he did  
 e voice.

*Have* helps to form the perfect tense; and its past, *had*, the pluperfect; as, "I *have studied.*"—"We *had spoken.*"

*Will* and *shall* help to form the first future tense; and *will have* and *shall have*, to form the second future tense; as, "I *shall* or *will write*; thou *shalt* or *wilt write.*"—"He *shall have written.*"

*Can*, *may*, *must*, and *need*, help to form the present tense of the potential mode; as, "I *can, may, must, or need write.*" *Can have, may have, must have, and need have*, help to form the perfect tense of the potential mode; as, "Thou *mayst have been there.*"

*Might, could, would, and should*, (the past of *may, can, will, and shall*,) help to form the imperfect tense of the potential; as, "He *might go.*"

*Might have, could have, would have, and should have*, help to form the pluperfect of the potential; as, "I *could have told.*"

## CONJUGATION.

The Conjugation of a verb is the regular arrangement of its several *voices, modes, tenses, persons, and numbers.*

### CONJUGATION OF THE INTRANSITIVE VERB.

#### TO BE.

#### PRINCIPAL PARTS.

<i>Present.</i>	<i>Past.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Am.	Was.	Being.	Been.

#### INFINITIVE MODE.

<i>Present Tense.</i> —To be.	<i>In French,</i> —Etre.
<i>Perfect Tense.</i> —To have been.	“ “ Avoir été.

INDICATIVE MODE.

*Present Tense.*

Singular.	{	1. I am,	Je suis,
		2. Thou art,	Tu es,
		3. He is ;	Il est ;
Plural.	{	1. We are,	Nous sommes,
		2. You are,	Vous êtes,
		3. They are.	Ils sont.

*Imperfect Tense.*

Singular.	{	1. I was,	J'étais or je fus,
		2. Thou wast,	Tu étais or tu fus,
		3. He was ;	Il était or il fut ;
Plural.	{	1. We were,	Nous étions or nous fûmes,
		2. You were,	Vous étiez or vous fûtes
		3. They were.	Ils étaient or ils furent.

*Perfect Tense.*

Singular.	{	1. I have been,	J'ai été,
		2. Thou hast been,	Tu as été
		3. He has been ;	Il a été ;
Plural.	{	1. We have been,	Nous avons été,
		2. You have been,	Vous avez été,
		3. They have been.	Ils ont été.

*Pluperfect Tense.*

Singular.	{	1. I had been,	J'avais or j'eus été,
		2. Thou hadst been,	Tu avais or tu eus été,
		3. He had been ;	Il avait or il eut été,
Plural.	{	1. We had been,	Nous avions or nous eûmes été,
		2. You had been,	Vous aviez or vous eûtes été,
		3. They had been.	Ils avaient or ils eurent été.

*First Future Tense.*

Singular.	{	1. I shall (1) be,	Je serai,
		2. Thou shalt be,	Tu seras,
		3. He shall be ;	Il sera ;

(1) See *will* and *shall*, page 43.

{ 1. We  
2. You  
3. The

{ 1. I sh  
2. Tho  
3. He s

{ 1. We  
2. You  
3. They

{ 1. I ma  
2. Thou  
3. He m

{ 1. We n  
2. You n  
3. They

{ 1. I mig  
2. Thou  
3. He mi

{ 1. We m  
2. You m  
3. They

{ 1. I may  
2. Thou m  
3. He ma

(1) See *can*, n

- |        |   |                   |              |
|--------|---|-------------------|--------------|
| PLURAL | { | 1. We shall be,   | Nous serons, |
|        |   | 2. You shall be,  | Vous serez,  |
|        |   | 3. They shall be. | Ils seront.  |

*Second Future Tense.*

- |          |   |                          |                  |
|----------|---|--------------------------|------------------|
| SINGULAR | { | 1. I shall have been,    | J'aurai été,     |
|          |   | 2. Thou shalt have been, | Tu auras été,    |
|          |   | 3. He shall have been ;  | Il aura été ;    |
| PLURAL   | { | 1. We shall have been,   | Nous aurons été. |
|          |   | 2. You shall have been,  | Vous aurez été,  |
|          |   | 3. They shall have been. | Ils auront été.  |

POTENTIAL MODE.

*Present Tense.*

- |          |   |                   |                                      |
|----------|---|-------------------|--------------------------------------|
| SINGULAR | { | 1. I may (1) be,  | Je peux or je pourrai être,          |
|          |   | 2. Thou mayst be, | Tu peux or tu pourras être,          |
|          |   | 3. He may be ;    | Il peut or il pourra être ;          |
| PLURAL   | { | 1. We may be,     | Nous pouvons or nous pourrions être, |
|          |   | 2. You may be,    | Vous pouvez or vous pourrez être,    |
|          |   | 3. They may be.   | Ils peuvent or ils pourront être.    |

*Imperfect Tense.*

- |          |   |                     |                                  |
|----------|---|---------------------|----------------------------------|
| SINGULAR | { | 1. I might (2) be,  | Je pouvais or je pourrais être,  |
|          |   | 2. Thou mightst be, | Tu pouvais or tu pourrais être,  |
|          |   | 3. He might be ;    | Il pouvait or il pourrait être ; |
| PLURAL   | { | 1. We might be,     | Nous pouvions, etc., être,       |
|          |   | 2. You might be,    | Vous pouviez, etc., être,        |
|          |   | 3. They might be.   | Ils pouvaient, etc., être.       |

*Perfect Tense.*

- |          |   |                          |                            |
|----------|---|--------------------------|----------------------------|
| SINGULAR | { | 1. I may have been,      | Je peux, etc., avoir été,  |
|          |   | 2. Thou mayst have been, | Tu peux, etc., avoir été,  |
|          |   | 3. He may have been ;    | Il peut, etc., avoir été ; |

(1) See *can, may*, etc., page 43.—(2) See *might, could*, etc., page 43.

- Plural { 1. We may have been, Nous pouvons, etc., avoir été  
 2. You may have been, Vous pouvez, etc., avoir été,  
 3. They may have been. Ils peuvent, etc., avoir été.

*Pluperfect Tense.*

- Singular { 1. I might have been, Je pouvais, etc., avoir été  
 2. Thou mightst have been, Tu pouvais, etc., avoir été  
 3. He might have been; Il pouvait, etc., avoir été

- Plural { 1. We might have been, Nous pouvions, etc., avoir été  
 2. You might have been, Vous pouviez, etc., avoir été  
 3. They might have been. Ils pouvaient, etc., avoir été

SUBJUNCTIVE MODE.

*Present Tense.*

- Singular { 1. If, though, etc., I be, Si, quoique, etc., je sois  
 2. If thou be. Si tu sois,  
 3. If he be; Si il soit;

- Plural { 1. If we be, Si nous soyons,  
 2. If you be, Si vous soyez,  
 3. If they be. Si ils soient.

*Imperfect Tense.*

- Singular { 1. If I were, Si je fusse,  
 2. If thou wert, Si tu fusses,  
 3. If he were; S'il fût,

- Plural { 1. If we were, Si nous fussions,  
 2. If you were, Si vous fussiez,  
 3. If they were. S'ils fussent.

IMPERATIVE MODE.

- Singular. 2. { Be, or be thou, } Sois, sois-tu.  
 { Do be, or do you be. }

- Plural. 2. { Be, or be you, } Soyez, soyez-vous  
 { Do be, or do thou be. }

EXERCISES  
 number of e  
 aions:—

To have  
 Be. If I w  
 shall have b  
 shall have b  
 be. To be.

EXERCISES  
 persons plur  
 of the subju  
 The second  
 imperative m  
 junctive.

The third  
 indicative ;  
 tential.

Present.

Love.

ns, etc., avoir été  
z, etc., avoir été,  
t, etc., avoir été.

is, etc., avoir été  
is, etc., avoir été  
t, etc., avoir été

ns, etc., avoir été  
ez, etc., avoir été  
nt, etc., avoir été

que, etc., je sois  
is,  
t;

soyons,  
soyez,  
sient.

se,  
ses,

fusions,  
fussiez,  
ent.

ois, sois-tu.

ez, soyez-vous

## CONJUGATION OF THE VERB "TO LOVE." 47

### PARTICIPLES.

<i>Imperfect.</i>	<i>Perfect.</i>	<i>Preperfect.</i>
Being.	Been.	Having been.

**EXERCISE I.**—Mention the *mode* the *tense*, the *person*, and the *number* of each part of the verb "to be", in the following expressions:—

To have been. If he were. They might have been. We had been. Be. If I were. Do you be. The men have been. If he be. You shall have been. We were. Thou hast been. I may be. They will or shall have been. He will be. Thou art. We might be. If thou be. To be. She will have been. She may have been.

**EXERCISE II.**—Name the first persons singular, and the first persons plural, of the indicative mode;—of the potential mode;—of the subjunctive mode.

The second persons singular, and the second persons plural, of the imperative mode;—of the potential;—of the indicative;—of the subjunctive.

The third persons singular, and the third persons plural, of the indicative;—of the imperative;—of the subjunctive;—of the potential.

## CONJUGATION OF THE VERB

### TO LOVE.

#### ACTIVE VOICE.

#### PRINCIPAL PARTS. \

<i>Present.</i>	<i>Past.</i>	<i>Imperfect Participle.</i>	<i>Perf. Participle.</i>
Love.	Loved.	Loving.	Loved.

#### INFINITIVE MODE.

##### *Present Tense.*

To love.	<i>French,—</i>	Aimer.
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48 CONJUGATION OF THE VERB "TO LOVE."

*Perfect Tense.*

To have loved. *French*,—Avoir aimé.

INDICATIVE MODE.

*Present Tense.*

- Singular. { 1. I love,  
2. Thou lovest,  
3. He loves ;
- Plural. { 1. We love,  
2. You love,  
3. They love.

J'aime,  
Tu aimes,  
Il aime ;

Nous aimons,  
Vous aimez,  
Ils aiment.

*Imperfect Tense.*

- Singular. { 1. I loved,  
2. Thou lovedst,  
3. He loved ;
- Plural. { 1. We loved,  
2. You loved,  
3. They loved.

J'aimais or j'aimai,  
Tu aimais or tu aimas,  
Il aimait or il aimait,

Nous aimions or nous aimâmes,  
Vous aimiez or vous aimâtes.  
Ils aimaient or ils aimèrent.

*Perfect Tense.*

- Singular. { 1. I have loved,  
2. Thou hast loved,  
3. He has loved ;
- Plural. { 1. We have loved,  
2. You have loved,  
3. They have loved

J'ai aimé,  
Tu as aimé,  
Il a aimé ;

Nous avons aimé,  
Vous avez aimé,  
Ils ont aimé.

*Pluperfect Tense.*

- Singular. { 1. I had loved,  
2. Thou hadst loved,  
3. He had loved ;
- Plural. { 1. We had loved,  
2. You had loved,  
3. They had loved.

J'avais or j'eus aimé,  
Tu avais or tu eus aimé,  
Il avait or il eut aimé ;

Nous avions or nous eûmes aimé,  
Vous aviez or vous eûtes aimé,  
Ils avaient or ils eurent aimé.

Singular. { 1. I  
2. Th  
3. He

Plural. { 1. We  
2. Yo  
3. Th

Singular. { 1. I sh  
2. Th  
3. He

Plural. { 1. We  
2. You  
3. The

Singular. { 1. I ma  
2. Thou  
3. He n

Plural. { 1. We r  
2. You r  
3. They

Singular. { 1. I mig  
2. Thou  
3. He m

Plural. { 1. We m  
2. You n  
3. They



Avoir aimé.

ime,  
aimes,  
aime;us aimons,  
us aimez,  
aiment.ai,  
aimas,  
ma,nous aimâmes,  
vous aimâtes.  
s aimèrent.aimé,  
as aimé,  
aimé;avons aimé,  
avez aimé,  
nt aimé.né,  
aimé,  
mé;eûmes aimé,  
tes aimé,  
nt aimé.*First Future Tense.*

Singular.	1. I shall love,	J'aimerai,
	2. Thou shalt love,	Tu aimeras,
	3. He shall love ;	Il aimera ;
Plural.	1. We shall love,	Nous aimerons,
	2. You shall love,	Vous aimerez,
	3. They shall love.	Ils aimeront.

*Second Future Tense.*

Singular.	1. I shall have loved,	J'aurai aimé,
	2. Thou shalt have loved,	Tu auras aimé,
	3. He shall have loved ;	Il aura aimé ;
Plural.	1. We shall have loved,	Nous aurons aimé,
	2. You shall have loved,	Vous aurez aimé,
	3. They shall have loved.	Ils auront aimé.

## POTENTIAL MODE.

*Present Tense.*

Singular.	1. I may love,	Je peux or je pourrais aimer,
	2. Thou mayst love,	Tu peux, etc., aimer,
	3. He may love ;	Il peut, etc., aimer ;
Plural.	1. We may love,	Nous pouvons, etc., aimer,
	2. You may love,	Vous pouvez, etc., aimer,
	3. They may love.	Ils peuvent, etc., aimer.

*Imperfect Tense.*

Singular.	1. I might love,	Je pouvais or je pourrai aimer,
	2. Thou mightst love,	Tu pouvais, etc., aimer,
	3. He might love ;	Il pouvait, etc., aimer ;
Plural.	1. We might love,	Nous pouvions, etc., aimer,
	2. You might love,	Vous pouviez, etc., aimer,
	3. They might love.	Ils pouvaient, etc., aimer.

*Perfect Tense.*

Singular.	{	1. I may have loved,	Je peux, etc., avoir aimé
		2. Thou mayst have loved,	Tu peux, etc., avoir aimé
		3. He may have loved ;	Il peut, etc., avoir aimé
Plural.	{	1. We may have loved,	Nous pouvons, etc.
		2. You may have loved,	Vous pouvez, etc.
		3. They may have loved.	Ils peuvent, etc.

*Pluperfect Tense.*

Singular.	{	1. I might have loved,	Je pouvais, etc., avoir aimé
		2. Thou mightst have loved,	Tu pouvais, etc.
		3. He might have loved ;	Il pouvait, etc.
Plural.	{	1. We might have loved,	Nous pouvions, etc.
		2. You might have loved,	Vous pouviez, etc.
		3. They might have loved.	Ils pouvaient, etc.

SUBJUNCTIVE MODE.

*Present Tense.*

Singular.	{	1. If I love,	Si j'aime,
		2. If thou love,	Si tu aimes,
		3. If he love ;	S'il aime ;
Plural.	{	1. If we love,	Si nous aimions,
		2. If you love,	Si vous aimiez,
		3. If they love.	S'ils aiment.

*Imperfect Tense.*

Singular.	{	1. If I loved,	Si j'aimasse,
		2. If thou loved,	Si tu aimasses,
		3. If he loved ;	S'il aimât ;
Plural.	{	1. If we loved,	Si nous aimassions,
		2. If you loved,	Si vous aimassiez,
		3. If they loved.	S'ils aimassent.

CO

Singular.

Plural. 2.

Imper

Lovin

EXERCISE

to hide, to li

to teach, and

verb to love

EXERCISE

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IMPERATIVE MODE.

*Present Tense.*

*Singular.* 2. { Love, or love thou, } Aime, aimes-tu.  
 { Do love, or do thou love. }  
*Plural.* 2. { Love, or love you, } Aimez, aimez-vous.  
 { Do love, or do you love. }

PARTICIPLES.

<i>Imperfect.</i>	<i>Perfect.</i>	<i>Preperfect.</i>
Loving.	Loved.	Having loved.

EXERCISE I.—Conjugate the verbs to reward, to learn, to rule, to hide, to listen, to obey, to fear, to leave, to begin, to take, to write, to teach, and to sell, in the active voice in the same manner as the verb to love is conjugated.

EXERCISE II.—Mention the mode, the tense, the person, and the number, of each verb in the following expressions:—

You might have lost. They had spoken. Awake. We may walk. He shall or will have drunk. If thou broke. If they did bleed. Thou wilt cease. Do thou drive. To have striven. If she sing. I had eaten. They might, could, would, or should have forsaken. You must stay. We could have. He will or shall have kept. They may have succeeded. Thou hadst gained. She should read. They thought. You paint. Thou mayst have slept.

PASSIVE VOICE.

The Passive Voice of a verb is formed by combining with its perfect participle the variations of the auxiliary verb to be.

INFINITIVE MODE.

*Present Tense.*

To be loved, *French*,—Etre aimé.

*Perfect Tense.*

To have been loved. *French,— Avoir été aimé.*

INDICATIVE MODE.

*Present Tense.*

Singular.	{	1. I am loved,	Je suis aimé,
		2. Thou art loved,	Tu es aimé,
		3. He is loved ;	Il est aimé ;
Plural.	{	1. We are loved,	Nous sommes aimés,
		2. You are loved,	Vous êtes aimés,
		3. They are loved.	Ils sont aimés.

*Imperfect Tense.*

Singular.	{	1. I was loved,	J'étais or je fus aimé,
		2. Thou wast loved,	Tu étais, etc., aimé,
		3. He was loved ;	Il était, etc., aimé ;
Plural.	{	1. We were loved,	Nous étions, etc., aimés,
		2. You were loved,	Vous étiez, etc., aimés,
		3. They were loved.	Ils étaient, etc., aimés.

*Perfect Tense.*

Singular.	{	1. I have been loved,	J'ai été aimé.
		2. Thou hast been loved,	Tu as été aimé,
		3. He has been loved ;	Il a été aimé ;
Plural.	{	1. We have been loved,	Nous avons été aimés,
		2. You have been loved,	Vous avez été aimés,
		3. They have been loved.	Ils ont été aimés.

*Pluperfect Tense.*

Singular.	{	1. I had been loved,	J'avais or j'eus été aimé,
		2. Thou hadst been loved,	Tu avais, etc., été aimé,
		3. He had been loved ;	Il avait, etc., été aimé ;
Plural.	{	1. We had been loved,	Nous avions, etc., été aimés,
		2. You had been loved,	Vous aviez, etc., été aimés,
		3. They had been loved.	Ils avaient, etc., été aimés.

*First Future Tense.*

Singular.	{	1. I shall be loved,	Je serai aimé,
		2. Thou shalt be loved,	Tu seras aimé,
		3. He shall be loved;	Il sera aimé;
Plural.	{	1. We shall be loved,	Nous serons aimés,
		2. You shall be loved,	Vous serez aimés,
		3. They shall be loved."	Ils seront aimés.

*Second Future Tense.*

Singular.	{	1. I shall have been loved,	J'aurai été aimé,
		2. Thou shalt have been loved,	Tu auras, etc.
		3. He shall have been loved;	Il aura, etc.
Plural.	{	1. We shall have been loved,	Nous aurons, etc.
		2. You shall have been loved,	Vous aurez, etc.
		3. They shall have been loved.	Ils auront etc.

POTENTIAL MODE.

*Present Tense.*

Singular.	{	1. I may be loved,	Je peux être aimé,
		2. Thou mayst be loved,	Tu peux être aimé,
		3. He may be loved;	Il peut être aimé;
Plural.	{	1. We may be loved,	Nous pouvons être aimés,
		2. You may be loved,	Vous pouvez être aimés,
		3. They may be loved.	Ils peuvent être aimés.

*Imperfect Tense.*

Singular.	{	1. I might be loved,	Je pouvais être aimé.
		2. Thou mightst be loved,	Tu pouvais être aimé,
		3. He might be loved;	Il pouvait être aimé;
Plural.	{	1. We might be loved,	Nous pouvions être aimés,
		2. You might be love,	Vous pouviez être aimés.
		3. They might be loved.	Ils pouvaient être aimés.

*Perfect Tense.*

Singular.	{	1. I may have been loved,	Je peux avoir été aimé,
		2. Thou mayst have been loved,	Tu peux, etc.
		3. He may have been loved;	Il peut, etc.

54 CONJUGATION OF THE VERB "TO LOVE."

Plural.	{	1. We may have been loved,	Nous pouvons, etc.
		2. You may have been loved,	Vous pouvez, etc.
		3. They may have been loved.	Ils peuvent, etc.

*Pluperfect Tense.*

Singular.	{	1. I might have been loved,	Je pouvais avoir été aimé
		2. Thou mightst have been loved,	Tu pouvais, etc.
		3. He might have been loved ;	Il pouvait, etc.
Plural.	{	1. We might have been loved,	Nous pouvions, etc.
		2. You might have been loved	Vous pouviez, etc.
		3. They might have been loved.	Ils pouvaient, etc.

SUBJUNCTIVE MODE.

*Present Tense*

Singular.	{	1. If I be loved,	Si je sois aimé,
		2. If thou be loved,	Si tu sois aimé,
		3. If he be loved ;	S'il soit aimé ;
Plural.	{	1. If we be loved,	Si nous soyons aimés,
		2. If you be loved,	Si vous soyez aimés.
		3. If they be loved.	S'ils soient aimés.

*Imperfect Tense.*

Singular.	{	1. If I were loved,	Si je fusse aimé
		2. If thou were loved,	Si tu fusses aimé,
		3. If he were loved ;	S'il fût aimé ;
Plural.	{	1. If we were loved,	Si nous fussions aimés,
		2. If you were loved,	Si vous fussiez aimés,
		3. If they were loved.	S'ils fussent aimés.

IMPERATIVE MODE.

*Present Tense.*

Singular.	2. {	Be loved, be thou loved, } or do thou be loved.	}	Sois aimé, sois-tu aimé.

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s,—  
Inf. Not  
or I do not l  
loved, I had

TO LOVE."

is pouvons, etc.  
is pouvez, etc.  
peuvent, etc.

is avoir été aimé,  
pouvais, etc.  
pouvait, etc.

us pouvions, etc.  
us pouviez, etc.  
pouvaient, etc.

s aimé,  
s aimé,  
aimé ;

oyons aimés,  
oyez aimés.  
nt aimés.

ne aimé  
ses aimé,  
imé ;

ussions aimés,  
ussiez aimés,  
ent aimés.

s aimé, sois-tu  
imé.  
z aimés, soyez  
s aimés.

## INTERROGATIVE AND NEGATIVE FORMS.

55

### PARTICIPLES.

<i>Imperfect.</i>	<i>Perfect.</i>	<i>Preperfect.</i>
Being loved.	Loved.	Having been loved.

### THE INTERROGATIVE FORM.

The **Interrogative Form** of a verb is that which is used *to ask a question*; as, "Can they hear?"—"Shall he be pleased?"

The interrogative form is used only in the indicative and potential modes.

A verb is conjugated *interrogatively*, by placing the subject immediately after the verb, between the auxiliary and the verb, or after the first auxiliary when two or more auxiliaries are used; as,—

*Ind.* Do I love? Did I love? Have I loved? Had I loved? Shall I love? Shall I have loved?—*Pot.* May, can, or must I love? Might, could, would, or should I love? May, can, or must I have loved? Might, could, would, or should I have loved?

### THE NEGATIVE FORM.

The **Negative Form** of a verb is that which is used to express *negation* or *denial*; as, "He does not hear."

A verb is conjugated *negatively*, by placing the adverb *not* immediately after it, or after the first auxiliary; but the infinitive and the participles take the negative first; as,—

*Inf.* Not to love, not to have loved.—*Ind.* I love not, or I do not love, I loved not, or I did not love, I have not loved, I had not loved, I shall not love; I shall not have

56 NEGATIVE-INTERROGATIVE FORM—EXERCISES.

loved.—*Pot.* I may, can, or must not love; I might, could, would, or should not love; I may, can, or must not have loved. I Might, could, would, or should not have loved.—*Subj.* If I love not, If I loved not.—*Part.* Not loving, Not loved, not having loved.

THE NEGATIVE-INTERROGATIVE FORM.

The Negative-Interrogative Form of a verb is that which is used to ask a question with negation; as, "Shall they not be taught?"

A verb is conjugated *interrogatively* and *negatively*, in the indicative and potential modes, by placing the nominative and the adverb *not* after the verb, or after the first auxiliary; as,—

*Ind.* Do I not love? Did I not love? Have I not loved? Had I not loved? Shall I not love? Shall I not have loved?—*Pot.* May, can, or must I not love? Might, could, would or should I not love? May, can, or must I not have loved? Might, could, would, or should I not have loved?

EXERCISE I.—Conjugate the verbs *to take, to rule, to catch, to teach, to draw, and to hold*, in the passive voice;—in the interrogative form, active and passive voices;—in the negative form, active and passive voices;—in the negative-interrogative form, active and passive voices.

EXERCISE II.—Mention the *voice, the mode, the tense, the person* and the *number*, of each verb in the following expressions:—

They are pleased. He was taught. We may not be heard. Do thou be thrown. Thou art admired. Might I not know? If they were torn. Do not disobey. They might have been struck. You may be injured. When will it be done? We shall have been sought. He shall be shot. Shall they not be taught? I have been sent. Be thou put. Having written a letter, he mailed it. You could be lost. If he be found. We might not have been seen. To be clad I may have been harmed. Has he been punished?

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EXERCISE III.—Parse the verbs in the following sentences :—  
 MODELS.—I. “ Success will attend his efforts, if he continue attentive ”.

*Will attend* is a verb, because, etc.; it is transitive, because it has an object (*efforts*);—regular, because, etc.;—in the active voice, because, etc.;—in the indicative mode, because, etc.;—in the first future tense, because, etc.;—of the third person, singular number, because, etc.

*Continue* is a verb, because, etc.;—it is intransitive, because, etc.;—regular, because, etc.;—it has no voice, because, etc.; in the subjunctive mode, etc.;—present tense, because, etc.;—of the third person, singular number, because, etc.

2. “ A large tree, which stood in the field, had been struck by lightning.”

*Stood* is a verb, because, etc.; it is intrans., because, etc.;—irregular, because, etc.;—it has no voice, because, etc.;—in the indicative mode, because, etc.;—in the imperfect tense, because, etc.;—of the third person, singular number, because, etc.

*Had been struck* is a verb, because, etc.; it is a transitive verb, because, etc.;—irregular, because, etc.;—in the passive voice, because, etc.;—in the indicative mode, because, etc.;—in the pluperfect tense, because, etc.;—of the 3rd person, singular number, because, etc.

1. Every fruit contains an acid.
2. Virtue will procure esteem.
3. The bird has built her nest in the old tree.
4. The sun ripens the grains.
5. If you know the reason, mention it.
6. The sultry heat of summer had passed away.
7. The unusual appearance caused much alarm.
8. A little stone can make a great bruise.
9. When we shall have passed through difficulties, we will be prepared for the pleasures which follow.
10. Quebec was founded in 1608.
11. He who is ignorant of happiness may possess wealth, but he cannot truly enjoy it.
12. Be honest, and you will be above suspicion.
13. If thou be firm in the right, thou shalt thou be indeed firm.
14. Unless we rule ourselves, we will be ruled by others.
15. He possessed talents by which he might have been placed among the first men of his age.
16. He who fears God, does not fear man.
17. Can any business be conducted successfully, if punctuality be habitually disregarded ?

18. Often did I strive for the mastery over my feelings, but as often did I fail. 19. The loss might have been prevented, if ordinary care had been taken. 20. Delay not until to-morrow the duties which you can perform to-day. 21. If Louis study diligently, he will improve. 22. You might have seen with what cruelty vengeance inflicted torments. 23. Read good books, seek good companions, attend to good counsels, and imitate good examples. 24. If we cannot command our thoughts, we must not hope to control our actions.

EXERCISE IV.—Parse the articles, the nouns, the adjectives, and the pronouns, in the preceding sentences.

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## PARTICIPLES.

The Participle is a word derived from a verb, partaking of the properties of a verb and of an adjective or a noun; it is generally formed by adding, *ing*, *d*, or *ed*, to the verb; thus, from the verb *love*, are formed three participles, two simple and one compound; as, 1. *loving*, 2. *loved*, 3. *having loved*.

There are three participles; the *Imperfect*, the *Perfect*, and the *Preperfect*.

The *Imperfect Participle* represents an action, a being, or a state, as *continuing*, or *unfinished*; as, "The waves were heard *breaking* on the beach."

The imperfect participle, when simple, is always formed by adding *ing* to the radical verb; as, *tell*, *telling*: when compound, it is formed by prefixing *being* to some other simple participle; as, *being speaking*, *being spoken*.

The *Perfect Participle* represents an action, a being, or a state, as *complete* or *finished*; as

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"Henry came, *accompanied* by Joseph."—  
 "The army retired, *defeated* on all sides."

The perfect participle is always simple, and ends commonly by *ed* or *en*; as, *been, loved, spoken*.

The **Preperfect Participle** represents an action, a being, or a state, as *complete* or *finished* before some other action, being, or state; as, "*Having reached* the summit he *sat* down to rest."

The preperfect participle is always compound, and is formed by prefixing *having* to the perfect, when the compound is double, and *having been* to the perfect or the imperfect, when the compound is triple; as, *having loved, having been loved, having been writing*.

## REMARKS.

When a participle is used merely to describe a noun or a pronoun, it is called a *Participial Adjective*; as, "A *revised* edition."—"A *moving* spectacle."

When a participle receives a prefix not found in the verb from which it is formed, it becomes an adjective simply, and is to be parsed as such; as, *beloved, unhonored*.

When a participle ending with *ing* is used as the name of an action, a being, or a state, it is called a *Participial Noun*, and is parsed as a noun simply; as, "His *reading* is very deficient."

EXERCISE I.—Name the *participles* in the following sentences, and tell to which *class* each belongs; also, the participles used as *adjectives*, and those used as *nouns*, and tell the reasons:—

MODEL.—"The general, having received orders calling for men, sent them, by forced marches, to aid the besieging troops."

*Having received* is a participle, because, etc.; it is the preperfect participle of the verb "to receive," because, etc.

*Calling* is a participle, because, etc.; it is the imperfect participle of the verb "to call", because, etc.

*Forced* is a participial adjective, because, etc.

*Besieging* is the imperf. part. of the verb "to besiege"; it is used as an adjective, because it merely describes the noun *troops*.

1. The sentence of death pronounced upon the prisoner was received without emotion. 2. The old homestead, once so loved and treasured, was now deserted. 3. The whispering winds came through the raised window. 4. The canoe, borne into the seething rapids, was soon carried over the falls. 5. The lamps having been extinguished, darkness enveloped all in its thickening gloom. 6. He lay like a warrior taking his rest. 7. The sentinel, listening to the dashing waves, was lulled into an untroubled sleep. 8. Having convicted the prisoners by mock law, the council hurried them to undeserved punishment. 9. The unbounded prospect lay before us. 10. Emerging from the gorge, they found the enemy drawn up in battle array upon elevated ground.

EXERCISE II.—Write sentences containing the different participles;—others containing participial adjectives;—others containing participial nouns.

## ADVERBS.

An **Adverb** is a word used to modify the meaning of a verb, a participle, an adjective, or an other adverb; as, "He is *now here*, working *very steadily*."

Adverbs generally express in one word what would otherwise require two or more. Thus, *now*, is used for *at this time*; *here*, for *in this place*; *very*, for *in a high degree*; *steadily*, for *with constancy*.

### CLASSES OF ADVERBS.

Adverbs may be reduced to five general classes; namely, adverbs of *manner*, of *time*, of *place*, of *degree*, and of *interrogation*.

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I. Adverbs of **Manner** answer to the question *How*? The principal adverbs of manner are *ill, so, thus, well, badly, easily, somehow, likewise, certainly, truly, yes, no.*

II. Adverbs of **Time** answer to the question *When*? *How long*? *How soon*? or *How often*? The principal adverbs of time are *already, always, daily, ever, forthwith, lately, now, never, often, seldom, since, then, until, yesterday, yet, etc.; also, once, twice, and thrice.*

III. Adverbs of **Place** answer to the question *Were*? *Whither*? *Whence*? or *Whereabout*? The principal adverbs of place are *anywhere, downward, hence, here, hither, nowhere, off, out, somewhere, thence, there, upward, where, wherever, yonder, etc.; also, first, secondly, etc.; singly, doubly, etc.*

IV. Adverbs of **Degree** answer to the question *How much*? or *How little*? The principal adverbs of Degree are *almost, altogether, as, enough, equally, even, much, more, most, little, less, least, only, quite, scarcely, so, very, wholly, etc.*

V. Adverbs of **Interrogation** are used in asking questions. The principal adverbs of interrogation are *how, when, whence, where, wherefore, whither, why, etc.*

Adverbs used to connect the parts of a sentence are called *Conjunctive Adverbs*. The principal are *after, as, before, how, then, till, until, when, where, why, etc.*

## COMPARISON OF ADVERBS.

A few adverbs are compared after the manner of adjectives: *as, soon, sooner, soonest;—often, oftener, oftenest;—long, longer, longest.*

The following adverbs are compared irregularly;—*badly or ill, worse, worst; far, farther, farthest;—little, less, least;—much, more, most;—well, better, best.*

Most adverbs that end with the syllable *ly* admit the form of comparison made by placing before the positive *more* or *less* to form the comparative, and *most* or *least* to form the superlative; as, *wisely, more wisely, most wisely; —frequently, less frequently, least frequently.*

EXERCISE I.—State to which class each of the following adverbs belongs, give the reason, and compare such as can be compared:—

MODELS.—*Well*.—"Well" is an adverb of manner, because it answers to the question *How?* It can be compared,—pos. *well*, comp. *better*, sup. *best*.

*Here*.—"Here" is an adverb of place, because it answers to the question *Where?* It cannot be compared.

Always, certainly, doubly, easily, enough, even, farther, henceforth, hither, homeward, indeed, lately, less, likewise, most, never, no, now, nowhere, often, off, only, perhaps, quite, recently, seldom, singly, somehow, somewhere, sooner, then, thence, thrice, truly, twice, verily, very, when, wherever, wholly, why, yes, yet, yonder.

EXERCISE II.—Write ten sentences containing adverbs of manner;—ten, of time;—five, of place;—five, of degree;—five, of interrogation.

EXERCISE III.—Parse the adverbs in the following sentences:—

MODEL—"They will soon be here."

*Soon* is an adverb, because, etc.; it is an adverb of time, because, etc.. it can be compared (pos. *soon*, comp. *sooner*, sup. *soonest*); it is in the positive degree, and modifies the verb *will be*.

*Here* is an adverb, because, etc.; it is an adverb of place, because, etc.; it can not be compared; it modifies the verb *will be*.

1. Act promptly when necessity requires it.
2. He rose early and retired late.
3. Lament no more the past, but improve the present.
4. The air is very clear, very still, and tenderly and in its serene brightness.
5. His friend went to Paris and thence took the cars for Madrid.
6. They arose at a very early hour.
7. It is too late for repentance now.
8. Temptations are not always easily overcome.
9. How seldom a good man inherits honor and wealth!
10. They moved so gently that their footsteps were not heard.
11. There are few who fail when they apply themselves diligently.
12. We should grasp at the shadow less eagerly, and we would prize the substance

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more. 13. In the morning they spoke more calmly. 14. A train was rushing along at almost lightning speed.

EXERCISE IV.—Parse the articles, the nouns, the adjectives, the pronouns, and the verbs, in the preceding sentences.

PREPOSITIONS.

A Preposition is a word used to express the relation of a noun or pronoun depending upon it, to some other word in the sentence; as, "He went *from* Toronto *to* Montreal."—Champlain was the founder *of* Quebec.

In the foregoing examples, *from* expresses the relation between *went* and *Toronto*; and *of*, the relation between *founder* and *Quebec*.

CLASSES OF PREPOSITIONS.

Prepositions are divided into three classes; *Simple*, *Compound*, and *Complex*.

I. **Simple Prepositions** are nineteen, namely:—*at*, *after*, *by*, *down*, *for*, *from*, *in*, *of*, *on*, *over*, *past*, *round*, *since*, *through*, *till*, *to*, *under*, *up*, *with*.

II. **Compound Prepositions** are usually formed by prefixing *a* or *be* to some noun, adjective, adverb, or preposition; by uniting two prepositions and an adverb.

The compound prepositions formed by prefixing *a* to some noun, adjective, adverb, or preposition, are *abast*, *aboard*, *about*, *above*, *across*, *against*, *along*, *amid*, *amidst*, *among*, *amongst*, *around*, *athwart*.

The compound prepositions formed by prefixing *be* to some noun, adjective, adverb, or preposition, are *before*, *behind*, *below*, *beneath*, *beside*, *besides*, *between*, *betwixt*, *beyond*.

The compound prepositions formed by uniting two prepositions, or a preposition and an adverb, are *into*, *throughout*, *towards*, *underneath*, *until*, *unto*, *upon*, *within*, *without*.

III. **Complex Prepositions** are composed of two or more prepositions, or of a preposition and some other part of speech, which together express one relation. Thus, "The spring flowed *from between* the rocks." Here, *from between* is a complex preposition, and shows the relation between *rocks* and *flowed*.

*From before*, *from between*, *from over*, *over against*, *out of*, *round about*, are complex prepositions.

**EXERCISE I.**—Write ten sentences containing simple prepositions;—ten, compound;—six, complex.

**EXERCISE II.**—Parse the *prepositions* in the following sentences;—

**MODELS.**—1. "They *sat* on the ground."

*On* is a preposition, because, etc.; it is a simple preposition; it is used before the noun *ground* to show its relation to the verb *sat*.

2. "He wandered about the city."

*About* is a preposition, because, etc.; it is used before the noun *city* to show its relation to the verb *wandered*.

3. "The water issued from within the cavern."

*From within* is a preposition, because, etc.; it is a complex preposition, because, etc.; it is used before the noun *cavern* to show its relation to the verb *issued*.

1. Wreaths of smoke ascend through the trees. 2. The songs of the birds struck upon his ear as they had in his boyhood. 3. Loud shouts of merriment burst from the happy group. 4. The orders of the officers were heard above the din of battle. 5. In the country, close by the road, stood a handsome house. 6. Guard against the sudden impulse of anger. 7. One man, eminent above the others for strength, was chosen to lead them. 8. Before the house, there was a garden with flowers, and a painted railing: and just outside of the railing, among beautiful green grass, grew a little daisy.

**EXERCISE III.**—Parse the articles, the nouns, the adjectives, the pronouns, the verbs, and the adverbs, in the preceding sentences.

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CONJUNCTIONS.

A **Conjunction** is a word used to connect words or sentences in construction ; as, James and John are happy *because* they are good."

In the above example, *and* connects the parts of the sentence, *James and John are happy*, and *they are good* ; the words *and* and *because* are, therefore, *conjunctions*.

CLASSES OF CONJUNCTIONS.

Conjunctions may be divided into two general classes ; *Copulative* and *Disjunctive*.

I. A **Copulative Conjunction** is one which denotes an addition, a consequence, a purpose, a reason, or a supposition.

The copulative conjunctions are *also*, *and*, *as*, *because*, *both*, *even*, *for*, *if*, *seeing*, *since*, *so*, *that*, *then*, and *therefore*.

II. A **Disjunctive Conjunction** is one which denotes a choice, a comparison, a separation, or a restriction.

The disjunctive conjunctions are *although*, *but*, *either*, *else*, *except*, *lest*, *neither*, *nevertheless*, *nor*, *notwithstanding*, *or*, *provided*, *than*, *though*, *unless*, *yet*, *whereas*, and *whether*.

EXERCISE I.—Write eight sentences containing copulative conjunctions :—eight, containing disjunctive conjunctions.

EXERCISE II.—Parse the conjunctions in the following sentences :—

MODEL.—“ Edward and Frank are happy, because they are good.”

*And* is a conjunction, because, etc.; it is a copulative conjunction, because, etc.; it connects the two nouns *Edward* and *Frank*, between which it is placed.

*Because* is a conjunction, because, etc.; it connects the two sentences *Edward and Frank are happy*, and *they are good*, between which it is placed.

1. If we cannot remove pain, we may at least alleviate it. 2. Let your character be pure and upright, that you may deserve the

love of your friends. 3. James came, but he could not remain long. 4. Though truth and error each exerts great influence, yet truth must prevail, in as much as it is the greater power. 5. The minutes are precious, therefore improve them. 6. Neither threat nor punishment moved him from his purpose. 7. The ancient philosophers disputed whether the world was made by chance or by a divine power. 8. No murmur of bees is around the hive, or among the honeyed woodbines; they have done their work, and lie close in their waxy cells.

EXERCISE III.—Parse all the articles, the nouns, the adjectives, the pronouns, the verbs, the adverbs, and the prepositions, in the preceding sentences.

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## INTERJECTIONS.

An **Interjection** is an exclamatory word, used merely to express some passion or emotion; as, *Ha! pshaw! alas! halloo!*

The following words are interjections:—

*Adieu, ah, ahoy, alas, bah, faugh, fie, foh, ha, halloo, hist, ho, humph, hurrah, pshaw, tush, whist.*

EXERCISE I.—Parse the *interjections* in the following sentences:—  
MODEL.—“Ah! it grieves me.”

*Ah* is an interjection, because, etc.; it has no grammatical connection.

1. Alas! the way is wearisome and long. 2. Adieu, I must go. 3. Pshaw! how careless you are! 4. Hurrah! the day is gained. 5. O king, live forever! 6. Bah! can he be deceived by such stories? Hist! avoid all noise.

EXERCISE II.—Compose sentences, each of which shall contain all the parts of speech.

Parse each word in the sentences composed,

PREFACE  
GRAMMAR

LETTER

Class

Form

Rule

SYLLABLES

Diphthongs

WORDS

THE CLASSES

Parts

Parse

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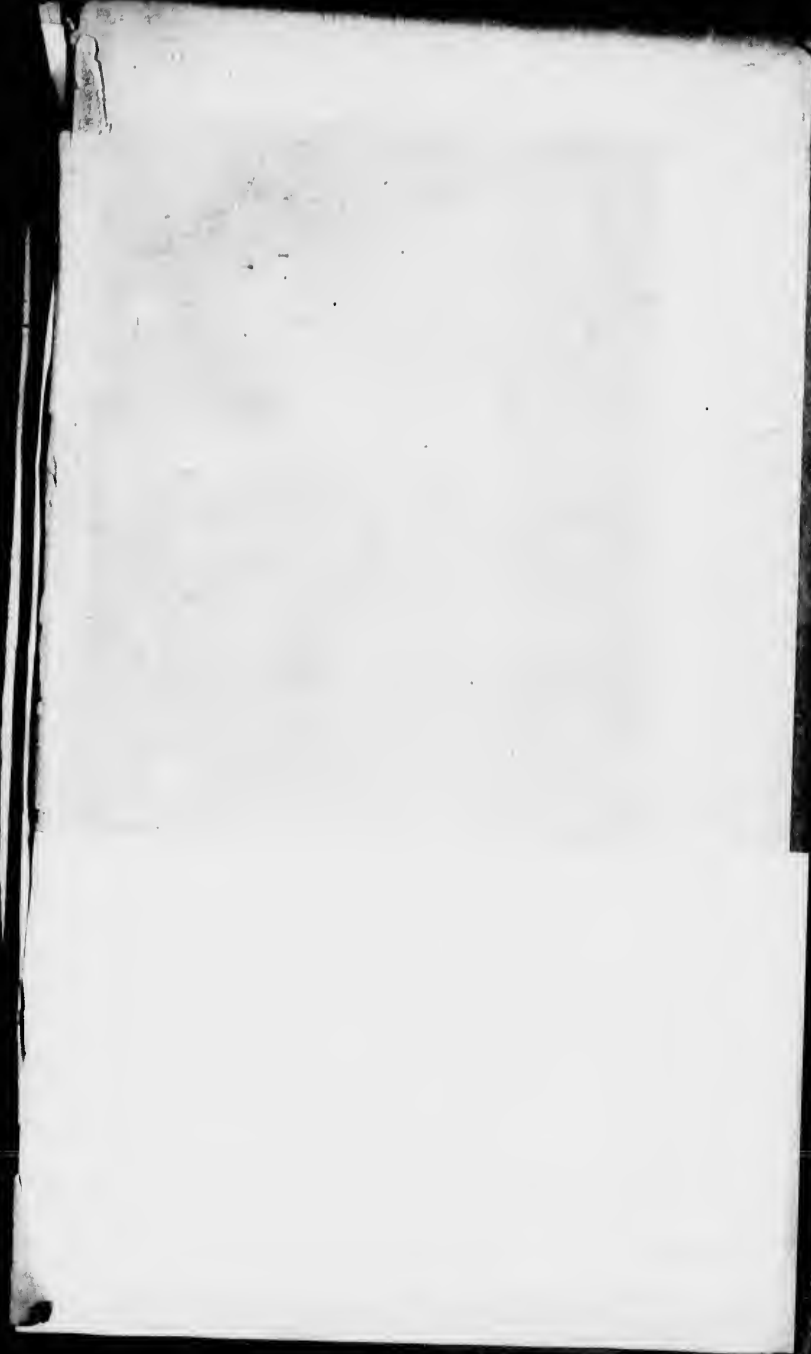
Classes

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  22. MANUEL DE DROIT NATUREL, approuvé par le Pape, par le Cardinal de Québec.
  23. MANUEL DE DROIT NATUREL, approuvé par le Pape, par le Cardinal de Québec.
  24. MANUEL DE DROIT NATUREL, approuvé par le Pape, par le Cardinal de Québec.
  25. MANUEL DE DROIT NATUREL, approuvé par le Pape, par le Cardinal de Québec.
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