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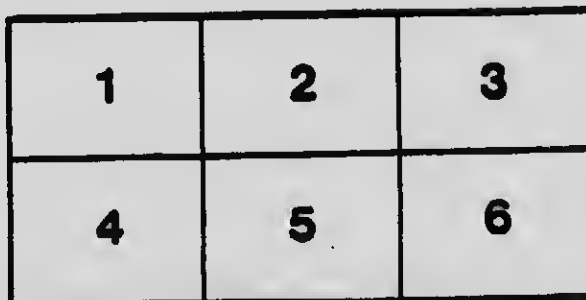
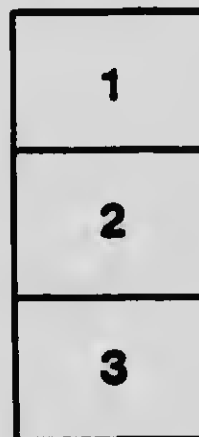
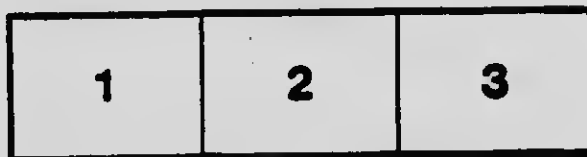
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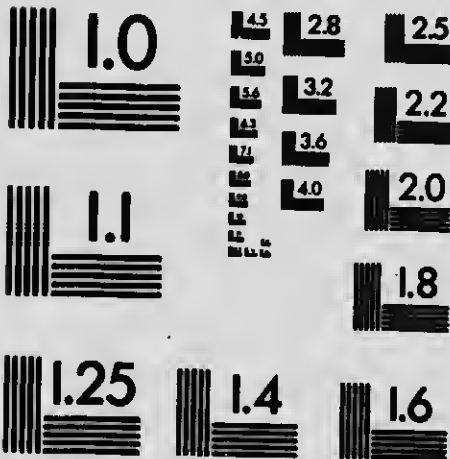
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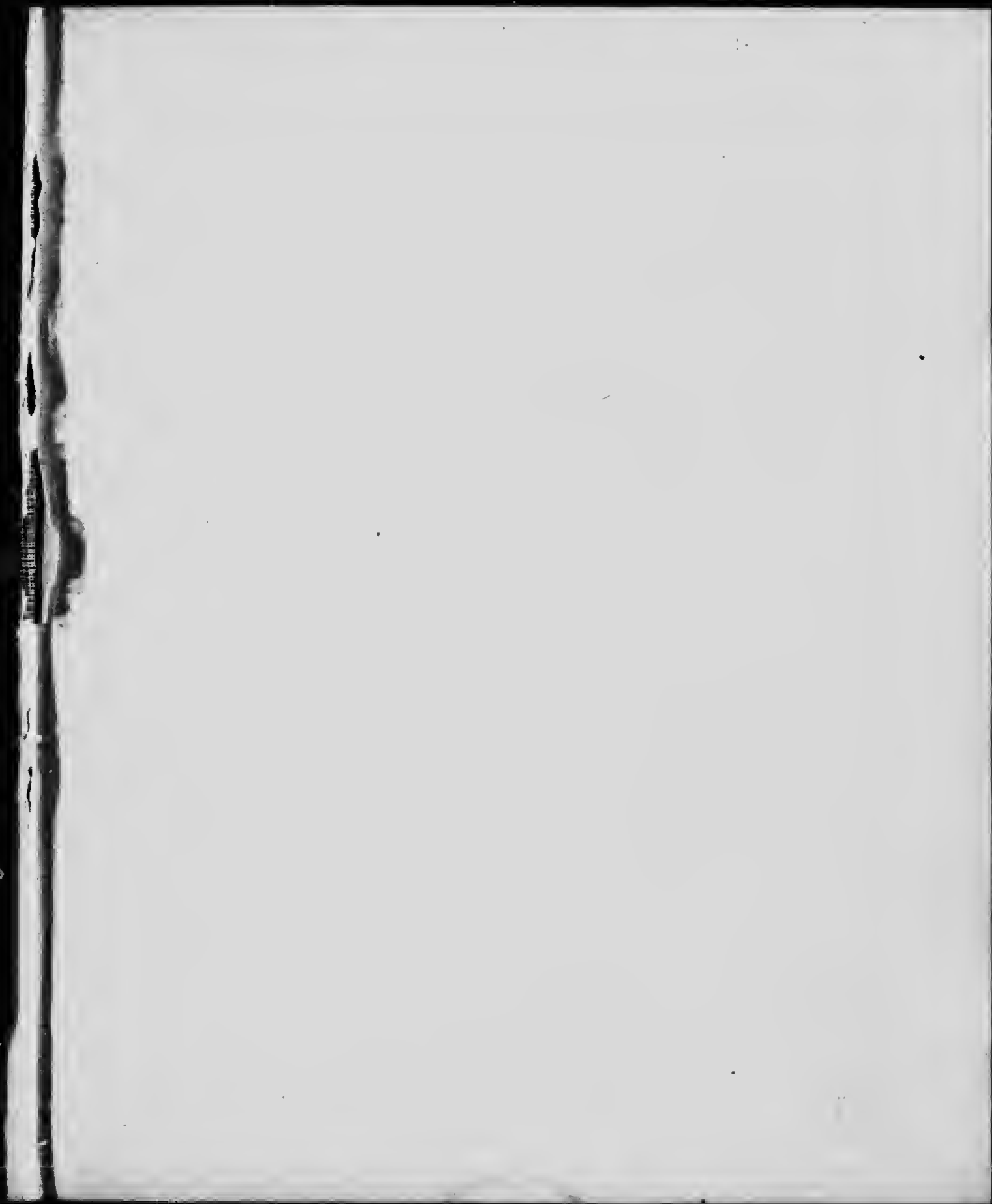
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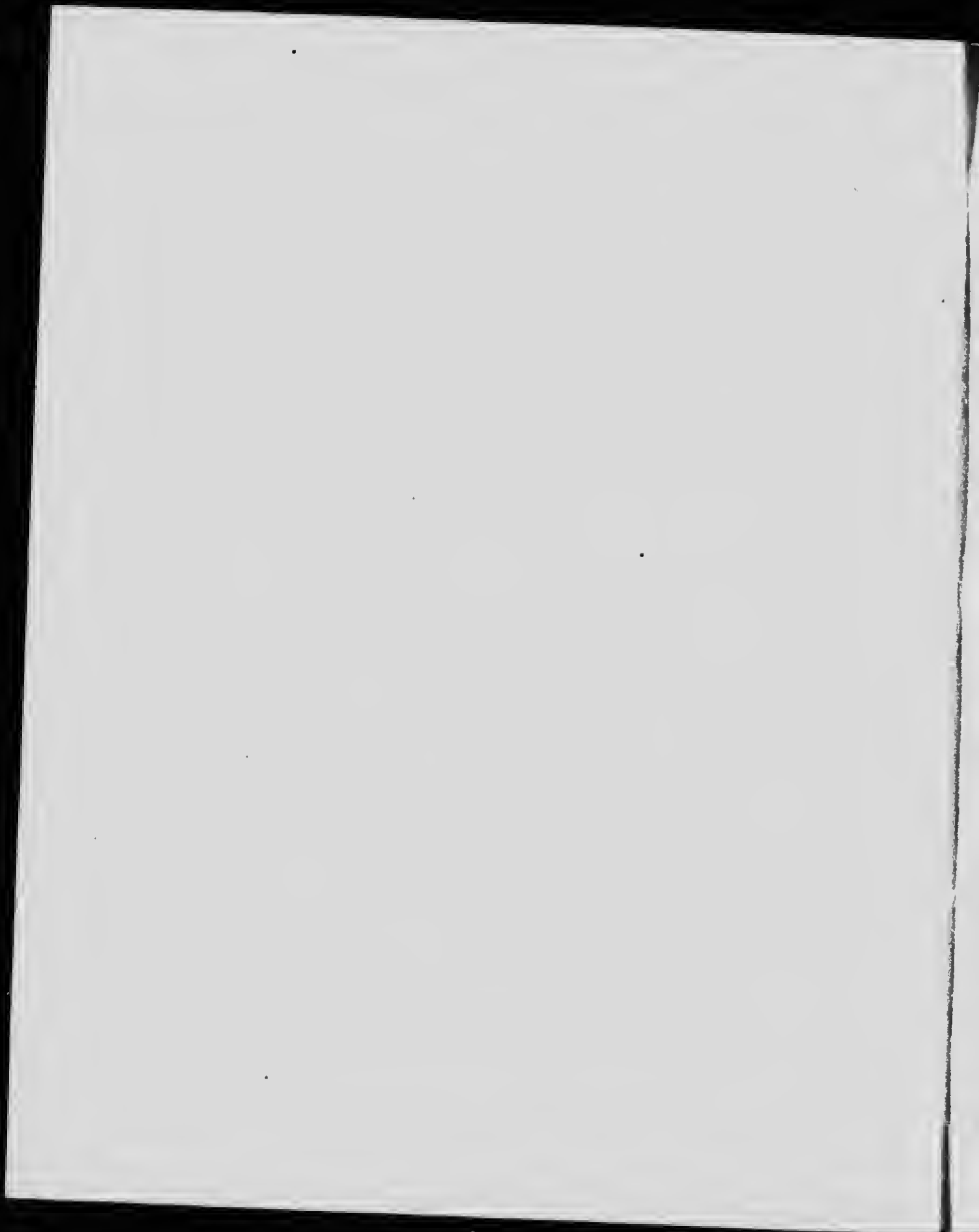


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# FIRST STEPS IN ENGLISH

FOR USE IN  
CANADIAN SCHOOLS

*Authorized for use in the Schools of British Columbia.*



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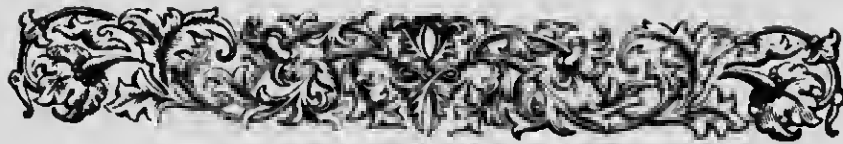
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## INTRODUCTION.

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### **Thought and Language.**

DURING all of our waking and many of our sleeping hours the mental faculties are frequently and often continuously at work. By a normal and persistent impulse we are prompted to communicate to others or to formulate to ourselves the results of this incessant activity. Out of the many possible means to which intelligent beings might have resorted for this purpose, "language" has come into general use by "natural selection" in accordance with the law of the "survival of the fittest." We "speak" our thoughts chiefly because long and widespread experience has shown that they may be most conveniently expressed in that way.

The art of expressing thought in speech is composition and, like all other arts, it is synthetic in character. In fact, "synthesis" is the precise Greek synonym for the Latin "composition." All art is an effort to realize ideals. The ideal in this case is the effective communication of thought; the realization is the artistic formulation of thought in language. Unless the true relation between thought and form, as well as the true conception of synthetic art, be kept constantly in mind by the teacher the pupil's evolution will necessarily be unsatisfactory.

### **The Nature of Language.**

There are some facts respecting the nature of language which help to make clear the manner in which its use should be taught in school. These may be thus categorically stated:—

1. Language is "conventional," that term being employed to indicate both that it is not "necessary" and that it is the outcome of "agreement," tacit or explicit, among those who use it.

2. Language is learned by imitation, as all other conventional practices are.
3. The language learned by a child through imitation will resemble that of its early environment, commonly that of its home ; hence the term "mother tongue," which has its exact counterpart in other languages than English.
4. The teacher's function is not to "teach" a language to his pupils but to "train" them to use with increasing effectiveness a language already acquired but loaded with removable defects.

#### **Composition and Grammar.**

Though composition is an art and is therefore necessarily synthetic, the pupil who stays long enough at school is expected to take up the study of language analytically. This has been kept constantly in view in the preparation of the following work, which, though it is mainly a course in "composition," is incidentally an introduction to grammar. The two subjects are necessarily inseparable in treatment, and no harm can come of dealing with them concurrently provided the teacher never forgets that as their natures are exactly opposite so also should their methods be. The discipline is to be secured in both subjects alike by constant practice on the part of the pupil in original work under the guidance of a judicious and not too obtrusive teacher, but in composition the work is artistic, while in grammar it is scientific ; in composition it is performance, while in grammar it is investigation ; in composition it is doing something, while in grammar it is finding out how something has been done.

#### **Composition and Vocabulary.**

A second incidental purpose of the work is to serve as an introduction to the study of individual words. In order that the maximum of benefit in this direction may be secured a trustworthy dictionary should always be within reach of the pupils for the purpose of being consulted on doubtful points. Every school can well afford to have a large lexicon, and every pupil who can read should be taught how to use it for his private information. Those who resort to it will unconsciously discover the great linguistic truth, that in order to know precisely what a word means where it is used, the chief reliance must be on the discovery of the sense of the passage which is its context, and constant practice in this kind of investigation will greatly contribute to the power of the child over the elements of its own language in the practice of composition.

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### **Composition and Rhetoric.**

The work may further be regarded as an introduction to the subsequent study of rhetoric. The character of sentences, as long or short, simple or involved, clear or ambiguous, loose or compact, vague or terse, may become impressed on the pupils without any preliminary formal instruction in the subject, and the habit of thus regarding discourse may be formed for life by means of a few appropriate questions asked now and then by the teacher. A like remark applies to figurative language, which abounds in the selections.

### **Composition and Verse Structure.**

The work, it may also be remarked, affords an opportunity to make children acquainted to some extent with the difference between prose and verse. That difference is by ear as apparent to them as it is to adults, and skill in questioning will enable the teacher to draw from the pupils a fair account of the chief metrical characteristics of the specimens here furnished, and of others chosen from the school Readers. This is not a matter of slight importance, for it is virtually impossible to read poetry effectively unless the reader has some real insight into the structure of verse as distinguished from that of prose.

### **Composition and Literature.**

Lastly and, perhaps, most important of its various incidental purposes, this book is intended to be an introduction to the study of literature. The poetical selections have been chosen with an eye to both the quality of the thought and the beauty of the form, and many of them will be found eminently suitable for memorization. It will furnish a useful culture discipline to require the pupils to state orally or in writing their own unaided interpretations of the poems before they are asked to commit them to memory. The teacher can easily, by the exercise of insight and tact and without wounding anyone's self-respect, correct erroneous views by means of well-directed questions, so that the final interpretation becomes the collective result of the efforts of teacher and pupils together, the former being only, as he should always be, the "first among equals" in the work of research. It is of less consequence that the pupils should go away with the right meaning of a passage than that they should be trained to get some meaning out of it for themselves; and, after all, a gifted

pupil may often give a wise teacher alternative suggestions that are of the utmost value. We sometimes miss the right point of view and fail to secure the greatest advantage because we have ceased to be children. Pupils thus early trained to interpret good literature for themselves will be better prepared to take up similar work in more advanced classes, and if unfortunately they should have to leave school prematurely they will carry with them an exceedingly effective means of securing through all their subsequent lives intellectual and esthetic recreation of the most enjoyable and ennobling kind.

### **Spoken Composition.**

Ordinarily when a child comes to school he can use spoken language with facility and effectiveness to communicate his thoughts to others. He has acquired this accomplishment by the exercise of imitation and ingenuity, and in doing so he has had no assistance whatever. So far from this being a drawback, however, it is an unspeakable advantage. If learning his mother tongue had depended on his being taught it by others he would never have acquired it at all, judging from the time it takes in school to make him a very indifferent expert in the far more easily mastered arts of reading and writing. His spoken language is, of course, full of defects of various kinds—chiefly errors of pronunciation, of accident, and of syntax—but he rarely uses a word in a wrong sense, and he varies his word groups with unhesitating celerity and marvellous skill to suit his linguistic purposes from moment to moment. It is exceedingly important that the errors above referred to should be eliminated from his speech, but strange to say he is generally allowed to go on perpetrating them unheeded or at least unchecked. If a fair proportion of the time spent in trying to secure uniform spelling, which is of little service to those who seldom commit their thoughts to paper, were devoted to improving their defective spoken language which they are constantly using and by which their literary attainments will be estimated, much more satisfactory results might be secured. No definite directions can be given for the training of pupils in spoken composition. The teacher should set an example of faultless utterance to be imitated; the worst errors in the school should be singled out, impersonally of course, for class discussion and unflinching reprobation; and the public opinion of the school should be educated in favor of improving the whole linguistic environment of the school-house, the playground, and the neighborhood.

### Written Composition.

From the outset, concurrently with his progress through this book, the pupil should be frequently required to write original essays on themes chosen from its pages, or from those of his reading book. It is impossible to give here more than a few hints as to the way in which this exercise should be carried out for his benefit, and these may, perhaps, be most usefully stated in the form of rules:—

1. Be sure that the pupil has thoughts to express in language before he is asked to express any. Object lessons, stories for reproduction, the topics contained in literary texts, and the experiences of ordinary life may all be used for this purpose, the theme in every case having been made a subject of conversation before it is prescribed as the subject of an essay.
2. In prescribing a subject refrain absolutely from giving any directions or even suggestions as to the order of the thoughts or the literary form. The exercise loses much of its value if the pupil's originality is interfered with.
3. The essays should be criticized in and by the class, each member of it having a right to criticize defects or suggest improvements, but being bound to give a reason for either his criticisms or his amendments when he offers them.
4. The teacher should not mark defects in essays, and *a fortiori* should not make corrections. After the class has had an opportunity to discuss them each pupil should have an opportunity to make his own improvements by re-writing his essay. It will be found helpful to preserve both the original and the amended form side by side in the same exercise book for future comparisons.
5. The aim in this exercise should be not merely to secure for the pupil expertness in the correct use of the English language as a medium of communicating or a means of expressing thought, but to impart to him that mental and artistic culture which has been so well described as "not amassed knowledge but a condition of intellect." Both purposes are best promoted by affording him an opportunity to develop his own style and to become expert in the practice of self-criticism.

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This book is based on "First Steps in English," by Albert LeRoy Bartlett, A.M.



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**FIRST STEPS IN ENGLISH.**

*In the Garden of Speech—and every man shapes  
and tills his own—the tall, fragrant lilies are the  
words of hope and cheer, and the heart-red roses are  
the words of love and sympathy, and the sweet,  
bumble flowers—violets and pansies and forget-  
me-nots—are the words of peace and comfort and  
remembrance. If there are weeds there—stinging  
nettles and barbed thistles and growths that are  
rank and poisonous—they are the words of anger  
and evil that crowd and crush and starve the  
flowers of beauty. Happy is that one who so  
shapes and tills his own garden that no noxious  
weed may live, and only the flowers of fragrance  
and grace and glory may bloom therein to glad-  
den and sweeten the world.*

# FIRST STEPS IN ENGLISH.

## LESSON I.

### The Sentence.



1. Here are two fall flowers.
2. Do you know their names?
3. Notice their beautiful colors.
4. How much alike in form they are!
5. They are purple asters and fall dandelions.
6. September is called the harvest month.
7. What fruits ripen in September?

This beautiful month in which we begin school again, has given me some thoughts which I have made you know by



means of language. Three of these thoughts (1, 5, 6) tell you something; two (2, 7) are in the form of questions; one (3) bids you do something; one (4) expresses wonder or surprise. Everything that I have said to you is a *complete* thought; that is, it tells you of just what I was thinking.

Words do not form complete thoughts unless they tell you something, ask you something, bid you do something, or express strong feeling about something.

*Is each of the following groups of words a complete thought?*

- |   |                      |
|---|----------------------|
| a. The fall dandelion.                              | e. Will you — ?      |
| b. is yellow.                                       | f. How wonderful — ! |
| c. The fall dandelion is yellow.                    | g. Do not — .        |
| d. Will you not bring me a bunch of purple asters ? |                      |

If any of these are not complete thoughts, please add words to them to make them such.

*Language is used to convey thoughts from one person to another, either by speaking, by writing, or in print.*

*A sentence is the expression of a complete thought.*

Make sentences about *vacation* ; *school* ; *autumn* ; something that is *green* ; something that is *ripe* ; something that *flies* ; *swims* ; *hops*,

#### A THOUGHT.

“Little by little all tasks are done;  
So are the crowns of the faithful won—  
So is heaven in our hearts begun.”

## LESSON II.

## Some Punctuation Marks.

*Learn :*

The Period (.)

The Comma (,).

The Interrogation Point (?).

The Exclamation Point (!).

By which of these marks were the sentences in Lesson I., that told you something, followed? the one that bade you do something? the ones that asked questions? the one that expressed strong feeling?

Write a sentence that tells something about *September*.

Write a question about *grapes*.

Write a sentence that bids me do something with some *golden-rod*.

Write a sentence that expresses admiration of the *color of the sky*.

## A Lesson for Conversation.

This morning I found a delicate lace mat on the grass. It was made of the finest silken threads. Every thread was hung with diamonds. How they sparkled in the sunlight! The little spinner of the mat was there, too.

Do you know what the lace mat was? Do you think it was fairy lace? Do you think a beautiful fairy spun it? Can you guess who the spinner was?

By and by the diamonds were stolen from the threads. Who hung the diamonds on the threads? Who stole them away? How wonderful a spinner the — is! What sparkling jewels the — hangs on the grass!

## LESSON III.

## Sentences for Dictation.



NOTE: Have on the board an enlarged picture of an apple blossom, showing its parts. Have also a ripe apple. In order to get the children to express thoughts freely, talk with them about the change from the blossom to the ripe fruit. After the conversation the pupils should reproduce orally what has been told them, keeping the thoughts in proper sequence.

*Spell:*

apple	blossom	petals
rosy	blossomed	sepals

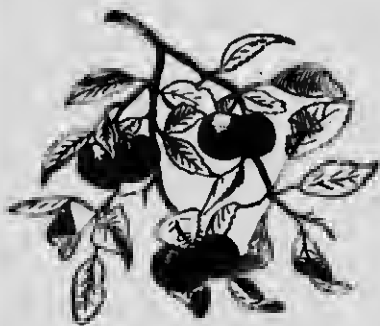
*Write from dictation:*

1. When did the apple trees blossom?
2. The apple trees blossomed in May.
3. What became of the blossoms?
4. The pink petals fell off.
5. The green cup became a rosy apple.
6. Find the flower sepals on the ripe apple.
7. How brown and dry they are!



## LESSON IV.

## The Statement, or Declarative Sentence.



1. I saw an apple orchard.
2. The red apples amid the green leaves looked beautiful.
3. The farmer was picking the apples and piling them in rosy heaps upon the ground.

4. Afterwards he will assort the apples, and put the better and the poorer into separate barrels.

5. Some of this fruit he will send across the ocean to England.

Each of these sentences tells you something. It is a *statement* about something.

With what kind of a letter does each of these sentences begin? What punctuation point follows each statement?

*A statement, or declarative sentence, is a sentence that states or tells something.*

*A statement, or declarative sentence, begins with a capital letter and is followed by a period.*

*Make a statement about each of the following things :*

- |            |             |             |
|------------|-------------|-------------|
| a. the sun | d. the rain | g. the dew  |
| b. peaches | e. grapes   | h. pears    |
| c. birds   | f. bees     | i. children |

Write as many of these original statements as time may permit. .

*What is a sentence? a declarative sentence? With what kind of a letter must a declarative sentence begin? What punctuation point must follow it?*

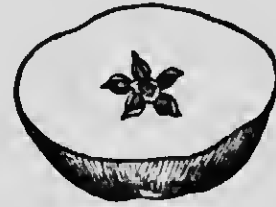
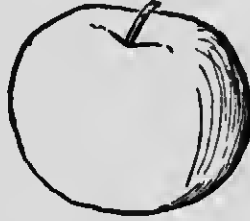
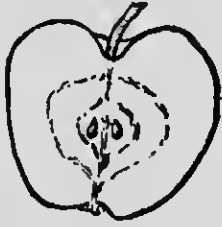
## LESSON V.

### A Story for Conversation and Oral Reproduction.

One beautiful May morning a little girl sat under a blossoming apple tree, sewing on some work that her mother had given her. "Oh, you sweet apple blossoms," she said aloud, "how happy you must be! You do not have to work."

There was a fluttering and a whispering for some time among the leaves and the blossoms. Then the sweetest and prettiest blossom bent down to the little girl. "Dear child," it said, "we are happy because we *do* work. We work to make the world sweet with perfume, and then our good friends, the bees, visit us often, and we must prepare honey and bee-bread for them. But, best of all, dear little girl, we have some precious nestlings in a little green nest. We must feed them and make the nest soft and thick to protect them. You cannot see them now, but sometime, when they are fully grown, you

may open the nest and find them. But then the nest will have grown rosy-cheeked and sweet, and—you may have it to eat! Oh, indeed we work! We are very happy to work.”



Subjects for conversation: *Why the bees visit the flowers. Why the flowers are fragrant and bright. What bee-bread is, and where it is obtained. What the little nestlings and the little green nest are, and into what the nest grows. The pleasure of work.*

*What title shall we give to this story?*

## LESSON VI.

### The Question, or Interrogative Sentence.

1. Do you know why the aster is so called?
2. Of what color is the fall dandelion?
3. Can you name any other flowers of the same color?
4. How many petals has the apple blossom?
5. Has it the same number of sepals?

Each of these sentences asks you something. It is a question about something.

With what kind of a letter does each of these sentences begin? What punctuation mark follows it?

*A question, or interrogative sentence, is a sentence that asks a question.*

*A question, or interrogative sentence, begins with a capital letter, and is followed by an interrogation point.*

*Use the following words in interrogative sentences :*

- |            |                    |             |
|------------|--------------------|-------------|
| a. purple  | d. grow            | g. roadside |
| b. flowers | e. . . . .fragrant | h. sing     |
| c. clouds  | f. shower          | i. city     |

With what kind of a letter do you begin a declarative or an interrogative sentence? What punctuation point follows a declarative sentence? an interrogative sentence? What statements do you find in this lesson? what interrogative sentences other than those that are numbered? What other name is there for an interrogative sentence? for a statement?

## LESSON VII.

### Sentences for Dictation.

*Spell :*

aster      flower      dandelion      named      tooth

1. The word *aster* means star.
2. What part of the flower is like the rays of a star?
3. What does the word *dandelion* mean?
4. It means *the tooth of a lion*.

5. Why is the plant so called?
6. Its leaf is like the tooth of a lion.

*Selection for memory or copying.*



Who paints with gold the roadside woods,  
The waving golden-rod?  
Who clothes with gladness all the meads  
Where purple asters nod?  
Who tints the sky with softest blue?  
Who scents September's air?  
Who sends the night mists to bedew  
The grass with jewels rare?  
Oh, every flower in beauty clad,  
Upspringing from the sod,  
And every blade, and every breeze,  
Whispers in answer, "God."

NOTE: In all copying of selections exactness should be insisted upon; exactness in spelling, in the use of capitals, in punctuation, and in arrangement.

*In poetry every line begins with a capital letter.*

*Every name by which we speak of God or of Jesus Christ begins with a capital letter.*



## LESSON VIII.

## The Answers to Questions.

1. Harry, do you know the cardinal flower?

Yes, Miss Fall, it is a bright red flower.

2. Where have you found it, Harry?

I have found it in marshy places.

3. Can you tell me, Mary, when it is in bloom?

I think, Miss Fall, that it blossoms late in August, and early in September.



What kinds of sentences have we above? In what kind of sentences do we *answer* questions? Would "Yes," or "No," be a sentence? Why? When the name of a person to whom you speak is used in a sentence, what punctuation mark is placed after it when other words follow it? What punctuation mark follows the words that precede it?



*In written sentences yes and no are always followed by a comma.*

*The name of the person to whom you speak is always separated from the rest of the sentence by a comma or commas.*

Study the use of commas in the model sentences.

Copy the model sentences, using the name of your teacher in place of *Miss Full*, and of some boy or girl in the class instead of *Harry* and *Mary*.

### LESSON IX.

#### Sentences for Dictation.

Review by questions *the use of language, the sentence, the declarative sentence, the interrogative sentence, how to use yes and no and the name of the person addressed in answering questions, the use of the period, the interrogation point, the comma, and the capital letter at the beginning of a sentence.*

*Spell :*

cardinal	beautiful	brooks	people
country	across	Frenchmen	brilliant
growing	together	robes	color

*Write from dictation :*

1. The cardinal flower loves to grow on the banks of gentle brooks.
2. Do you think that it likes to see its face in the water?
3. Perhaps so, Miss —, it is so beautiful a flower.
4. Shall I tell you a story, children, about this flower?
5. A long time ago, when people first came to this country

from across the great ocean, some Frenchmen found this brilliant flower growing beside the brooks. There were so many flowers, and they grew so close together, that they looked like a bright red robe. They named it the cardinal flower, because cardinals wore robes of this color. They sent some of the blossoms to their old home in France, to show the people there how beautiful the flowers in the New World were.

The spelling words may be put in original oral sentences, either questions, answers, or simple statements.

### LESSON X.

#### The Command, or Imperative Sentence.

1. Take this daisy, Fred.
2. Break it apart, down through its yellow heart.
3. Notice the little tubes that make up this yellow heart.
4. Take one of these tubes, and look at it carefully.
5. Examine one of the white outer petals also.

Each of these sentences *bids* or *requests* you to do something. Notice how these sentences differ from those that state something. Do they tell something, or tell you *to do* something? Do they ask questions? How



do they differ from declarative sentences? from interrogative sentences?

With what kind of a letter does each of these sentences begin? What punctuation mark follows each?

*A command, or imperative sentence, is one that bids or requests you to do something.*

*A command, or imperative sentence, begins with a capital letter, and is followed by a period.*

Use imperative sentences, giving them orally or writing them, to tell your classmates how to find a selection in the reader; to direct them to some place in the neighborhood; to tell them how to treat pets; to tell them how to draw some figure on the board; to tell them how to behave in school.

## LESSON XI.

### The Exclamatory Sentence.

1. How swiftly the summer has passed!
2. What a change has come to the apple tree since last May!
3. How we should miss the apple blossoms in the spring, and the apple-fruit in the fall!
4. What beautiful gifts each season brings us!
5. How happy and good we ought to be!

Sometimes our thoughts are not statements, or questions, or commands. They are thoughts of something that surprises us,

or delights us, or, perhaps, grieves us. These thoughts we express in sentences called *exclamatory* sentences.

The preceding numbered sentences are exclamatory sentences. With what kind of a letter does each begin? What punctuation point follows it?

*An exclamatory sentence is one that expresses strong feeling, such as surprise, delight, admiration, sorrow, contempt, and anger.*

*An exclamatory sentence begins with a capital letter, and is followed by an exclamation point.*

Give orally or write exclamatory sentences about the color of some flower; the fragrance of some flower; the beauty of some animal; some interesting story; some kind deed; the intelligence of the dog; the swiftness of the horse.

*Give exclamatory sentences using the words:*

- |           |                |             |
|-----------|----------------|-------------|
| a. pretty | c. bird's nest | e. kindness |
| b. sky    | d. maple tree  | f. elephant |

## LESSON XII.

### Review.

What is the use of language? Why ought we to be careful to use language correctly? What is a sentence? How many kinds of sentences are there? Name them. What punctuation points may follow sentences? After *yes* and *no* in sentences, what punctuation point is used? How is the name of the person to whom you speak separated from the rest of the sentence?

What is a declarative sentence? What is an interrogative sentence? What is an imperative sentence? What is an exclamatory sentence? What kind of a sentence is used to answer questions? to ask questions? to request you to do something? to bid you do something? to express strong feeling?

Study any selection in a reading-book, to notice that only the period, the interrogation point, and the exclamation point, mark the end of a complete thought. Notice that each sentence begins with a capital letter. Notice any illustration in the selection, of any fact that has been taught about the writing of sentences.

Select some story from the reading-book, and read in order, each pupil one sentence, stating with what kind of a letter it begins, what punctuation point follows it, what kind of a sentence it is, and any other fact that has been taught, which may be found illustrated in the sentences of the story.

Select from the previous lessons such sentences for dictation as may illustrate different principles that have been taught.

### LESSON XIII.

#### Words: Words that Name.

When we wish to convey our thoughts to someone else, we have many little helpers ready to do what we wish. These little helpers are called *words*. But they do not all help us in the same way. As we study language we shall learn that they serve us in eight different ways. So we group all words into eight different classes called *parts of speech*.

We always talk about *something*—flowers, birds, persons, things at home, things in the schoolroom, and many other things: and one very important class of words is *name words*—words that name the things about which we talk. Word-names have a name, too, for we call them *nouns*.

*A noun is a word that names.*

*Write on the board:*

- a.* Five names of people.
- b.* Five names of objects in the room.
- c.* Five names of things at home.
- d.* Five names of things that you saw on the way to school.
- e.* Five names of different kinds of animals.

In the story in Lesson V., find words that name.

What help us to convey our thoughts? In how many ways do they help us? Into how many classes do we group them? What do we call these classes? What do we call words that name? What is a noun?

#### LESSON XIV.

##### Individual Names, or Proper Names.

If I wish some girl to come to my desk, how shall I make you know which girl I wish? How do I distinguish you from one another when I wish you to recite? When I speak of you? Carl, Fred, Ernest, Harold (using the names of the boys in the class),—these are the names of what? Grace, Marion, Celia,

Rosamonde (using the names of girls in the class),—these are the names of what?

Here are the names of some children I know :

Margaret, Mary, Harry, and Joe,

Dorothy, Katherine—here my list ends.

Please tell me the names of your own little friends.

*Individual names* are the names of single persons or things. Above are the names of persons ; but states, cities, towns, streets, schools, rivers, hills, lakes, and many other objects, have individual names.

*An individual name is called a proper noun. It is always begun with a capital letter.*

Write your own individual name ; that of the city or town in which you live ; that of some river, lake, or ocean near it ; that of some street ; that of some hill.

*Write from dictation :*

- |  |                                |
|--|--------------------------------|
| a. My name is —  | c. I live on — street.         |
| b. I attend the — school.                                      | d. This school is on — street. |
| e. Herbert, Edward, and Marion sail their boats on Merry pond. |                                |
| f. How wide the Fraser river seems!                            |                                |
| g. The Rocky Mountains have put on their snowy caps.           |                                |

Draw a line under the proper nouns. What is a *proper noun* ?



## LESSON XV.

## A Lesson from a Picture.

Let us work a little while before we tell the story of this beautiful picture. We have been talking about names. Do you see any objects in the picture that can have individual names? What do you see that can talk? What do you see that may have a proper name, but that cannot talk? What name will you give to the older boy? to the little girl who leans on his shoulder? to the little girl whose back is turned to you? to the youngest of the children? At what are they looking? What will you name the bird?

Write these names on the board. What kind of nouns are they? with what kind of a letter must each begin?

Now name all the things that you can see in the room. Write these names on the board, beginning each with a small letter.

Each of these names is what part of speech?

*A noun that is not the name of an individual person or thing is a common noun.*

Which of the names on the board are *common nouns*?

In what are these children interested? Is he a tame bird? a pet bird? What may we name our story? Write the name of the story on the board.



THE PET BIRD.

*Meyer von Bremen.*

Whose bird do you think that he is? How do you think that they got him? Where do they keep him? Do you think that they are kind to him? How do they make him so tame? What is he doing now? How do you think that he repays them for their kindness? Do you think that he sings to them each morning?

NOTE: Let the children tell the story orally, each as his imagination leads him. Encourage them to tell the story at home to their parents. Encourage them to write each his story, but do not make it obligatory.

After the story has been told by the children, call their attention to what they may have overlooked—the kind faces of the children, the quaint chairs, the little headdress of the older girl, the pretty window, the seat below it, and the knitting work that lies there. Lead them to see that they are not little Canadian children, but that they live in some other land; that they are fond of pets, and kind and loving, just as good Canadian children are.

Show them, too, that the light in the picture seems to enter from the window, just as it does in a real room. Call their attention to the lights on the faces and furniture, and to the shadows in the room.

#### A WISH.

Within your hearts may heaven its gifts  
 Of love and beauty fling;  
 And pure, sweet thoughts, like happy birds,  
 Fly there, and nest, and sing.

A Poem for Memory.

A CHILD'S THOUGHT OF GOD.

They say that God lives very high !  
But if you look above the pines  
You cannot see our God. And why ?

And if you dig down in the mines  
You never see Him in the gold,  
Though from Him all that's glory shines.

God is so good, He wears a fold  
Of heaven and earth across His face —  
Like secrets kept for love untold.

But still I feel that His embrace  
Slides down by thrills, through all things made,  
Through sight and sound of every place :

As if my tender mother laid  
On my shut lids her kisses' pressure,  
Half waking me at night ; and said,  
“ Who kissed you through the dark, dear guesser ? ”

—ELIZABETH BARRETT BROWNING.

## LESSON XVI.

**The Daisy and Its Relatives.**

Do you know that flowers belong to families? Do you know that they have brothers and sisters and cousins, and more distant relatives? Of course their brothers and sisters look quite like them, but sometimes their cousins look quite different, and their more distant relatives look very unlike them. The daisy that we see growing so abundantly belongs to the largest flower family in the world. The yellow dandelion and the purple aster are its cousins, and the golden-rod, that does not look like it at all, is a relative.

See this daisy with its beautiful yellow center, and its outer dress of white leaves. How many flowers have we here? One? Break the daisy open, right down through its yellow heart. What do you find? You find that its yellow center is composed of a lot of little tubes, more in number than you wish to

count. Every one of these little tubes is a flower. Yes, and the white petals that stand about it are each a flower, too. So we see that we have a host of flowers all bound together in what we thought at first was one flower.

Examine the dandelion and the purple aster, and you will find a lot of flowers clustering together in the same way. Perhaps you may find some other flowers that live in the same house in this way. Flowers whose blossoms are *composed* of many flowers thus clustered together belong to the *Com-pos-i-tæ* family.

Do you see why the family is so named? I wonder if the clover-bloom belongs to this family? Do you know if the thistle is a relative?

## LESSON XVII.

### The Days of the Week.

What is the first day of the week? What do people do on that day? Write the name of this day on the board, beginning it with a capital letter. What is the second day of the week? Tell something about Monday. Write the name of this day on the board. (Thus with the other days of the week.)

When does Monday begin? At what hour is it noon? What do you call that part of the day in which the sun rises? The part of the day before noon? The part of the day that comes after noon? The time of day after sunset? The time when people sleep?

*An abbreviation is a part of the word, or its first letter, used for the whole word.*

*A period must be placed after an abbreviation.*

*Learn the abbreviations of the names of the days and of the divisions of a day that are given below :*

Sunday.....Sun.	Monday.....Mon.	Tuesday.. Tues.
Wednesday.. Wed.	Thursday ....Thurs.	Friday....Fri.
	Saturday ....Sat.	
morning .....morn.	noon .....M.	evening.....eve.
forenoon...:...A.M.		afternoon..P.M.

*The names of the days of the week are proper names, and must always be begun with capital letters. The abbreviations of the words forenoon, noon, and afternoon, must be written with capitals, as above.*

*The words *night* and *midnight* are not abbreviated.*

## LESSON XVIII.

### Sentences for Dictation.

*Spell :*

bright evening sunset glows goes to-day

*The mark connecting to and day is a hyphen. It is used to connect two words that form a compound word; as, to-day, to-morrow, golden-rod, morning-glory.*

*Read:*

Saturday, A.M.    Friday, P.M.    Thursday, M.  
Tuesday morn.    Monday eve.

Notice that a comma separates the name of the day from the abbreviations A.M., M., and P.M., but not from the abbreviations morn. and eve.

*Write from dictation:*

1. To-day is—, the — day of the week.
2. May I come to see you on Wednesday?
3. How bright the evening star is!
4. From Sunday morn to Sunday morn be good and kind and true.
5. The sunset glows as the sweet day goes.

*Is morn in the fourth sentence an abbreviation? What reason for your answer?*

## LESSON XIX.

### The Months.

How many months are there in the year? What is the first month? In what month does Christmas come? Thanksgiving day? Dominion day? Which is the shortest month in the year? What are the spring months? the summer months? the autumn months? the winter months?



*Learn the names of the months in order, and the abbreviation of each: (It is not in best usage to abbreviate March, May, June, and July.)*

January..Jan.	February..Feb.	March
April .... Apr.	May	June
July	August....Aug.	September..Sept.
October..Oct.	November.Nov.	December....Dec.

The names of the months are proper nouns. With what kind of a letter should each be begun? What is an abbreviation? What point follows every abbreviation? With what kind of a letter should the abbreviation of a month begin?

What are the names of the four seasons of the year?

*The names of the seasons do not begin with capital letters.*

*Sentences for dictation:*

- a. I was born in the month of —, and the season of —.
- b. February is the shortest month of the year.
- c. A golden haze overhangs the hills in September.
- d. I think that — is the most pleasant month of the year.

*Copy:*

Thirty days hath September,  
 April, June, and November;  
 All the rest have thirty-one,  
 Excepting February alone,  
 Which hath but twenty-eight, in fine,  
 Till leap-year gives it twenty-nine.

A Poem for Memory.

OCTOBER'S BRIGHT BLUE WEATHER.



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

When loud the bumble-bee makes haste,  
Belated, thriftless vagrant,  
And golden-rod is dying fast,  
And lanes with grapes are fragrant;

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

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

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

When springs run low, and on the brooks,  
In idle golden freighting,  
Bright leaves sink noiseless in the hush  
Of woods, for winter waiting ;

O suns and skies and flowers of June,  
Count all your boasts together,  
Love loveth best of all the year  
October's bright blue weather.

—HELEN HUNT JACKSON.

[Mrs. Helen Hunt Jackson, an American poet, born in Amherst, Massachusetts, October 18, 1831 ; died in San Francisco, California, August 12, 1885.]

NOTE : In all memory selections of which the name of the author is given, the name and the biographical note should be learned.

## LESSON XX.

**How to Write Dates.**

1. On October 12, 1492, Columbus discovered America.
2. Queen Victoria was born May 24, 1819.
3. King Edward VII. was born November 9, 1841.
4. Dominion Day is July 1.
5. The first bluebird came on February 25.
6. Montreal, Canada, March 25, 1905.

We read the above dates, *October twelfth, fourteen ninety-two; May twenty-fourth, eighteen nineteen; November ninth, eighteen forty-one; July first; February twenty-fifth; March twenty-fifth, nineteen hundred and five.*

*In dates, write first the month, then in figures the number of the day and of the year, a comma separating the number of the day from that of the year.*

Write the following as dates: the first day of June, eighteen ninety-nine; September thirteenth, eighteen eighty-three; April twenty-seventh, eighteen nineteen; your own birthday; to-day.

Write the name of your city or town, the province, and the date, like this model:

*Halifax, Nova Scotia,*

*June 1, 1905*

Write the name of your school, town, province, and the date, like this model:

South Park School,  
Victoria, British Columbia,  
September 13th, 1905.

### LESSON XXI.

#### The Names of People, and How to Write Them.

Miss Alcott wrote a delightful story about Beth, Joe, Meg, and Amy March. They were four sisters. What was the name of the *family*? What were the names that were *given* to the children?

*The name of the family is the surname; the names given to its different members are called their given, or Christian, names.*

What was the surname of these children? What were their given names? Miss Alcott's name was Louisa May Alcott. What was her family name? What were her given names? What was her middle name?

Charles Dickens

Elizabeth Barrett Browning

Agnes Maule Machar

John Ruskin

Eugene Field

Samuel Taylor Coleridge.

Which of these names are *surnames*? Which are *given names*? Which are *middle names*? What is your family

name? your given name? your middle name? With what kind of a letter does each name begin?

Instead of writing the name in full, we often write only the first letter, or *initial*, of the given or middle name, thus:

Louisa M. Alcott   S. T. Coleridge   C. G. D. Roberts

*When an initial is written instead of the full name, it must be a capital letter and followed by a period.*

Write your own name in full.

Write your own name, using an initial for the middle name.

NOTE: Children should be taught always to write the first name in full.

## LESSON XXII.

### Titles, and How to Write Them.

*Notice these two ways of addressing a person:*

When we speak to a man whose family name is Alden, we address him as *Mr. Alden*.

When we write to him, we address him *Mr. John Alden*.

That is, we place a title of courtesy before his family name when we speak to him, and before his full name, usually, when we write to him.

*Learn the following common titles, and the abbreviation of each:*

Mister.....Mr.	Mistress .....	Mrs. (pronounced Mis-sez)
Doctor.....Dr.	Superintendent..	Supt.
Reverend ...Rev.	Honorable.....	Hon.

What is your father's name? Write it on the board as I ought to address him in speaking. Write it as I ought to address him in writing. Write your mother's name in the same ways.

*Write from dictation:*

Mr. William Bradford  
Mrs. Julia Ward Howe  
Miss Louisa M. Alcott  
Master Walter West.

Dr. Joseph Warren  
Supt. E. W. Arthy  
Hon. T. D'Arcy McGee  
Rev. George Macdonald

Write your own name with the title *Miss* or *Master* before it; the name of your teacher, of your doctor, and of your clergyman, each with the proper title.

NOTE: Pupils should be taught to read Rev. as *the* Reverend, and Hon. as *the* Honorable.

## LESSON XXIII.

### Reviews.

What is a common noun? Name five common nouns.

What is a proper noun? Give as proper nouns: the name of some poet, the name of some city, the name of some street,

the name of some body of water, the name of some state, the name of some church, the name of some school.

Write the name of the fourth day of the week, of the second month, of the first half of the day, and of the last half of the day, each with its abbreviation.

Write the name of your school, city, state, and the date.

Mention five surnames; five given names of girls; five given names of boys.

Name as many common titles as you may remember, and write each with its proper abbreviation on the board.

---

Write from dictation :

1. Rev. Charles Kingsley died January 23, 1875.
2. Miss Charlotte M. Yonge has written some pleasant stories.
3. The students met Dr. Anderson.
4. How beautiful the Richelieu river is.
5. My initials are — — —.
6. We should always place *Dr.* or *Rev.* before the written name of a man who is a doctor or a minister.

## LESSON XXIV.

### Number: Singular and Plural.

On the desk is a book. Write the word *book* on the board. I now put another book with it. We say that there are two—*what?* I place another book with these. We say now that



there are three—*what?* What do we add to the word *book* to make it mean more than one? Add that letter to the word on the board. Write on the board the words *pencil, desk, pen, crayon, board*. Add to each of these words that which will make it mean more than one.

*The number of a word denotes that it means one or more than one.*

*A word is of singular number when it names or refers to one object.*

*A word is of plural number when it names or refers to more than one object.*

*Many nouns become plural in form by adding s to the singular.*

In the following sentences find each noun, and tell of what number it is. If it is singular give its plural form, and if it is plural give its singular form :

- a. The bobolink is going away.
- b. His dress for traveling is a plain brown suit.
- c. His three names are bobolink, reed-bird, and rice-bird.
- d. His nest in June was in a meadow where the grass was high.
- e. Buttercups and daisies were in the same meadow.
- f. The bees hum over these flowers.
- g. What cheerful little workers they are !
- h. Is not the country beautiful in June ?

Write the plural form of *nest, meadow, buttercup, field, robin*.

Write sentences using each of these words.

## LESSON XXV.

## Subject and Predicate.

1. The nuts  
will soon be ripe.
2. The chestnut burrs  
have satin linings.
3. Jack Frost  
opens the burrs of the nuts.
4. The squirrels  
gather them and store them away.
5. Nuts  
are their food through the long winter.

*Notice the breaks in these sentences. They are made to separate that about which something is told from that which is told about it. About what are we told something in the first sentence? What are we told about them? About what are we told something in the second sentence? What are we told about them? in the third sentence? the fourth sentence? the fifth sentence?*



Divide the following sentences into *that about which something is told* and *that which is told about it*.

- a. The witch-hazel shows its yellow flowers.
- b. The maple trees are already bright with color.
- c. The leaves ripen and drop from the branches.
- d. The dew upon the grass looks like drops of silver.
- e. The chestnuts escape from their satin burrs.

*Every sentence consists of two parts.*

*The subject of a sentence is that about which something is stated.*

*The predicate of a sentence is that which is stated about the subject.*

Draw a vertical line between the subject and the predicate of each sentence that you have written, thus :

*The robin | sings a low, sweet song.*

Draw one line under the important word of the subject of each sentence, and two lines under the important word of each predicate, thus :

*The robin | sings a low, sweet song.*

NOTE: Allow the class to consider the matter of subject and predicate until they comprehend the two parts of the sentence; that the noun is the important word of the subject; and that its number may affect the form of the important word in the predicate. For this drill select such sentences from the previous lessons as may be easily separated into subject and predicate, that contain a noun in the subject, and a verb that may be easily recognized as the principal word in the predicate. Allow the pupils to write these sentences, separating subject from predicate by vertical lines, and underlining the subject-noun and predicate-verb. *In all language work use the blackboard freely, since the eye is the door to the mind.*

## LESSON XXVI.

## Subject and Predicate, continued.

1. The daisy closes at night.  
The daisies close at night.
2. The primrose opens at night.  
The primroses open at night.
3. The night moth loves to visit the primrose.  
The night moths love to visit the primrose.

What is the subject of the first sentence in 1? What *noun* is a part of that subject? Is it of singular or plural number? What noun is a part of the subject of the next sentence? Of what number is it? Is any word in the predicate changed in form because the noun in the subject becomes plural? Examine the two sentences under 2 in the same way; the two sentences under 3.

We shall learn that the subject and the predicate of a sentence have each an important word; that the important word of the subject is a *noun* (or a word that takes the place of a noun—about which we shall learn later), and that the important word of the predicate is a part of speech called the *verb*—about which we shall learn later.

*Write sentences like those above, about :*

- |                          |                               |
|--------------------------|-------------------------------|
| <i>a.</i> The maple tree | <i>c.</i> The little brook    |
| The maple trees          | The little brooks             |
| <i>b.</i> The chestnut   | <i>d.</i> A beautiful picture |
| Chestnuts                | Beautiful pictures            |

### THE APIS MELLIFICA FAMILY.

*(For Study of Singular and Plural Forms, and of Subject and Predicate.)*

Under my south windows in February, a bed of golden crocuses bursts into bloom. The sun shines so warmly here that the crocuses wake up very early. When the day is very bright and warm, I hear a humming and a buzzing, and I say, "Are the flowers singing?" I look and see that the crocuses have a host of little visitors. The Honey Bee sisters have come to visit them. The Bee family lives a long, long distance away, on the other side of a high hill. The name of the family is *Apis Mellifica*. Isn't it an odd name? It means *honey-making bee*. The family is very large. Sometimes sixty thousand live in one house, or *hive*. The brothers all stay at home. They are called *drones*. The sisters all go out to get food for the family. The honey bee that you see is Miss *Apis Mellifica*. She has more than twelve thousand eyes to see you with. She carries a little dagger—a *sting*—to defend herself with, but the poor little insect dies if she uses it.

LESSON XXVII.

A Selection for Copying and Memory.

DAISIES.

At evening when I go to bed  
I see the stars shine overhead ;  
They are the little daisies white  
That dot the meadows of the night.

And often, while I'm dreaming  
so,

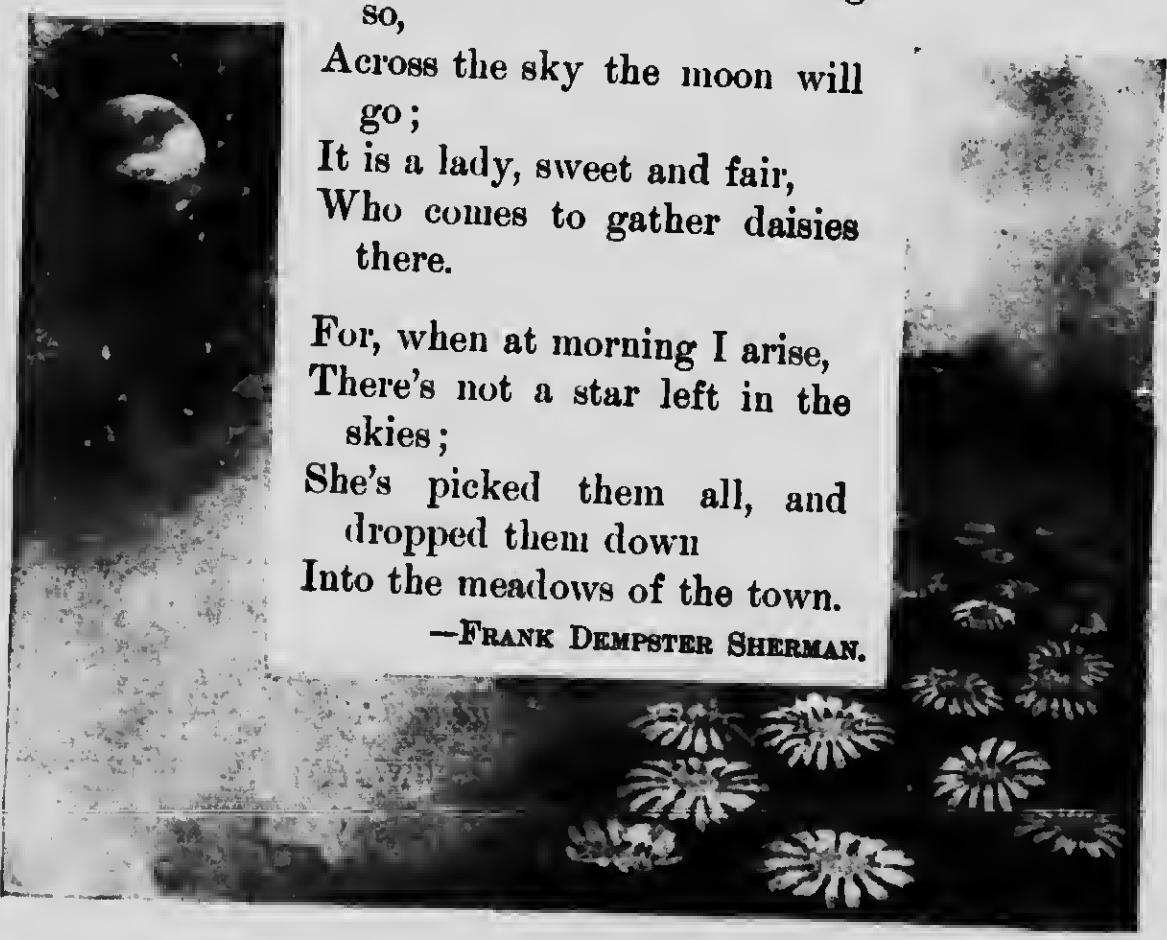
Across the sky the moon will  
go ;

It is a lady, sweet and fair,  
Who comes to gather daisies  
there.

For, when at morning I arise,  
There's not a star left in the  
skies ;

She's picked them all, and  
dropped them down  
Into the meadows of the town.

—FRANK DEMPSTER SHERMAN.



## LESSON XXVIII.

## "Is" and "Are."

1. The fringed gentian is an autumn flower.
2. Its blossoms are dark blue.
3. Its home is usually in moist meadows.
4. Its petals are fringed.
5. It is a very beautiful flower.

What is the subject of the first sentence? Is *gentian* of singular or plural number? What is the subject of the second sentence? Is *blossoms* of singular or plural number? Of what number is *home*? *petals*? *It*?

Of the two forms, *is* and *are*, which have we used with subjects of singular number? with subjects of plural number?

*Use is or are to complete these sentences :*

- a. The gentians — in blossom now.
- b. Their color — like that of the sky.



c. The fringed petals — twisted about one another in the bud.

d. If the day — cloudy, the flowers — closed.

Write sentences using *is* or *are* with each of the following subjects. State *why* you use *is*, or *are*:

bees

birds

The frost

The grass

house

children

picture

color

stories

poem

ladies

school

### LESSON XXIX.

#### "Was" and "Were."

1. Yesterday was a holiday.
2. The day was beautiful.
3. No clouds were in the sky.
4. The meadows were brown, and only one shy fringed gentian was in blossom.
5. The squirrels were very busy in the woods.

Separate these sentences into subject and predicate. Which form, *was* or *were*, do we use with a singular subject? with a plural subject?

*Use was or were to complete the following sentences:*

We — delighted to go on a walk into the country. Some golden-rod — still in bloom, a few birds — flying about, and



we — greeted by the “Caw! caw!” of some crows in the meadow. A little brook — singing on its journey to join the river, the weeds — full of seeds which the wind will plant, or the birds will eat, and the gentle breeze, which — blowing, — singing a lullaby to the plants to quiet them for their long winter sleep.

*Write sentences using was or were with the following subjects :*

A number of sheep	A gentle cow	The apples
The boys	The game	The bobolink
A circus	The animals	The day

### LESSON XXX.

#### Review.

#### *Spell :*

bobolink	reed-bird	New Jersey	clump
brownish	speckled	rainy	yesterday

#### *Write from dictation :*

1. The bobolink is called the reed-bird in New Jersey.
2. Bobolinks are called rice-birds in the South.
3. There was a bobolink's nest in the meadow.
4. The eggs in it were brownish, and speckled.

Supply *is, are, was, were*, in the following sentences :

The leaves — brown. The wind — strong. It — rainy yesterday. There — only two pupils absent last week. There — thirty-two present to-day.



Give a declarative sentence, an interrogative sentence, an imperative sentence, and an exclamatory sentence, each about the fringed gentian.

The subject of *are* must be of what number? the subject of *is*? the subject of *was*? the subject of *were*?

When you say, "There is —," do you speak of *one* subject or *more than one*? Complete these sentences: There is —. There are —. There was —. There were —.

*Some words have been lost from the following story. Please supply them so as to make it complete.*

#### THE STORY OF —.

Last summer, after the roses and lilies —, two — yellow-birds built a — in my — tree. The outside of the nest — the bark of some weed, but the — a cushion of thistle-down. It — such a — nest! It — near my window. I could — down into it. There — six — eggs in it, — each like a bit of the summer sky. The mother-bird — not afraid of me. She would perch on a —, and turn her head to me as if to say, "Haven't I a pretty —?" The old birds hatched the —,

and fed and trained their little —. The whole family stayed until the middle of September. One morning I found a tiny — feather on my window-sill. The birds had gone to their winter home, but they had left the —, perhaps as a good-bye card. We called them yellow-birds, but their family name is —.

*Mr. and Mrs. American Goldfinch.*

*To say "Good-bye."*

**A Poem for Copying and Memory.**

**TO THE FRINGED GENTIAN.**

Thou blossom bright with autumn dew,  
And colored with the heavens' own blue,  
Thou openest when the quiet light  
Succeeds the keen and frosty night.

Thou comest not when blossoms lean  
O'er wandering brooks and springs unseen,  
Or columbines, in purple dressed,  
Nod o'er the ground-bird's hidden nest.

Thou waitest late, and com'st alone,  
When woods are bare and birds are flown,  
And frosts and shortening days portend  
The aged year is near his end.

Then doth thy sweet and quiet eye  
Look through its fringes to the sky,  
Blue—blue—as if that sky let fall  
A flower from its cerulean wall.

—WILLIAM CULLEN BRYANT.



[William Cullen Bryant, an American poet, born in Cummington, Massachusetts, November 3, 1794; died in New York, June 12, 1878.]

**LESSON XXXI.**

**Is, Are; Was, Were; Have, and Has, with Not.**

1. The sun is not shining.  
The sun isn't shining.
2. The birds are not singing.  
The birds aren't singing.

3. Yesterday we found a bobolink's nest, but there were not (weren't) any eggs in it.

4. We called at a squirrel's hole in an oak tree, but Mr. Squirrel was not (wasn't) at home.

Sometimes in writing, and often in speaking, we do not use the full form of *not*, but a contracted form—that is, a form in which a part of the word is left out. In writing we join this contracted form to the verb before it, and put an apostrophe (') in place of the omitted letter. Explain the contracted forms in the sentences given.

For what word is *n't* an abbreviation? What is the full form of *isn't*, *wasn't*, *aren't*, *weren't*? Write the full forms.

Contract *have not*, *has not*, *had not*. Write the contracted forms on the board.

We sometimes hear these forms: *wan't*, *ain't*, *hain't*. Analyze each of them by separating the contracted word, *not*, from the form. When *not* is separated, does the part that is left mean anything? Are these forms correct?

Use the following subjects with the contracted forms of *is not*, *are not*, *was not*, *were not*, *have not*, *had not*:

yellow-bird	golden-rod	squirrel	oak tree
gentians	apples	songs	clouds
Arthur and Harry	Grace, Mary, and Alice		

**A Story for Written Reproduction.**

Once upon a time a little wild daisy grew just outside a beautiful garden in which there were a great many flowers.

The daisy grew in the midst of some delicate green grass, but the grass was carefully weeded out of the garden. The sun shone just as warmly upon the daisy as it did upon the bright peonies, and the showers kissed it just as gladly as they did the brilliant tulips, and the wind swayed it even more gently than it did the flowers in the garden. The daisy often looked up to the gay and haughty flowers over the fence, and thought how beautiful they were: but they held their heads proudly, and never looked at the humble daisy.

One day, when the daisy was just as fresh and charming as it could be, its little silver petals gleaming, its eye as bright as a little yellow sun, and some dew-drop diamonds sparkling on its stem, a lark soared far above it, and sang a most glorious song. "Ah," said the daisy, "what a beautiful song the lark is singing to the flowers in the garden! I am glad that I can hear it. Perhaps he will come



to visit them, and then I may be so happy as to see him." Just as the daisy said this, the lark sung, "Tweet! tweet!" and flew down towards the garden. But he did not alight in the midst of the peonies and tulips, but on the soft green grass near the daisy. "Oh, how beautiful this grass is!" said the lark, "and see, here is the sweetest little flower in all the world, for its heart is of gold, its dress is of silver, and there are diamonds about its neck." Then the lark kissed the little flower, and flew up into the heavens, singing to it a song sweeter than he had ever before sung.

—From "The Daisy," by HANS CHRISTIAN ANDERSEN.

## LESSON XXXII.

### Some Other Contractions.

Remembering that *not*, when contracted, is written with an apostrophe in place of the omitted letter, and joined to the preceding word, write the contractions of the following forms:

do not	does not	did not
would not	could not	should not

*Learn the following contractions:*

can not....can't	I will ..I'll	you will...you'll
he is.....he's	there is....there's	it is.....it's
I have.....I've	you have..you've	I am .....I'm
It was.....'twas	it will.....'twill	he will....he'll

*Write from dictation the following:*

I'm	I've	I'll
you're	you've	you'll
he's	'tis	'twas
there's	there'll	doesn't
don't	can't	shouldn't

*After the above forms are written, write opposite each its uncontracted form.*

LESSON XXXIII.

Sentences for Dictation.

*Spell:*

garden	pretty	brought	peas
stalks	enough	lives	gone

*Write from dictation:*

1. The garden isn't pretty now.
2. The flowers aren't in bloom.
3. I've brought the tender plants into the house.
4. I haven't saved enough seed of the sweet peas.
5. When the frost comes there'll be only brown stalks and seed pods.
6. There's a toad that lives in my garden.
7. He's gone to his winter sleep now.

*Write these sentences with contracted forms:*

Are not you tired? Were not those crows? Have you not seen the goldfinches?





A PIPER AND A PAIR OF NUTCRACKERS.

*Edwin Henry Landseer.*

C  
R  
a  
L  
a  
C  
a  
M  
a

LESSON XXXIV.

A Story from a Picture.

**NOTE:** The plot of a simple story is given, to be expanded by the pupils. They may more fully describe the houses of the Squirrels and Mrs. Goldfinch, the neighborhood and the occupations of the two families. They may for the time be Mr. and Mrs. Squirrel and Mrs. Goldfinch, and carry on the imaginary conversations. Such an exercise develops imagination, freedom in expression, and sympathy for the little lives that the children represent in their play-story. A written exercise that may be arranged to follow the conversation, may be a description of the home of the Squirrels, the home of Mrs. Goldfinch, Oak-Tree Lane, or Orchard Place.

Mr. and Mrs. Squirrel live in Oak-Tree Lane. They have a very pretty house, well shaded in summer, and very warm in winter. There is a beautiful orchard of nut trees back of it. One afternoon as they are sitting on their piazza, eating a few nuts for luncheon, and chatting about their children who have all grown up and gone away to keep house for themselves, a little shadow flits across the sunshine, and Mrs. Goldfinch alights on a branch in front of them. Mrs. Goldfinch lives in Orchard Place, just a little way from Oak-Tree Lane, and she and the Squirrels have been very good friends all summer. Now she is going away for the winter, and has come to make a farewell call.

The Squirrels invite Mrs. Goldfinch into their house, but she thinks that it is pleasanter out of doors in such nice October weather. Mrs. Squirrel is very sorry that Mrs. Goldfinch's appetite will not allow of her eating some of the nuts—they are so delicious.

The neighbors chat about their houses, their children, and their neighbors, and the two Hunter boys, who also live in Orchard Place. The Squirrels tell Mrs. Goldfinch how they shall miss the beautiful songs of her family when she is gone, and she thanks them and says that she shall also miss their bright chatter and lively playing. Finally they bid each other good-bye, with the hope of meeting again the next summer.

NOTE: Use as subjects for conversation:

The home of Mr. and Mrs. Squirrel.

The home of Mrs. Goldfinch.

Oak-Tree Lane.

Orchard Place.

The Hunter boys.

### LESSON XXXV.

#### Words that Express Action.

In expressing thoughts we need words not only to name objects, but also to tell what they do. *Horse* is a name. If I wish to talk about a horse I may say that he *trots* fast, or *eats* the brown hay, or *draws* the wagon, or *loves* his master.

Give sentences telling what your father does; what your mother does; what Mr. and Mrs. Squirrel did; what Mrs. Goldfinch did; what a dog does.

Write these sentences on the board, drawing one line under the subject-noun and two lines under the word that tells what each subject-noun does.

*A word that tells what a person or thing does is a verb.* Later we shall learn that other words are verbs, but now we have to remember that *action-words*—words that tell what a person or thing does—form the first class of verbs.

1. The wind whirls the brown leaves.
2. It sweeps them into the hollows. It makes heaps of them by the fences.
3. The trees are losing their covering.
4. The farmers gather the leaves. They use them to make soft beds for the horses.
5. The leaves cover the little plants. They protect them from the snow and the cold.

What word in the first sentence represents *what* does something? Write that word on the board. What represents its action? Write that word on the board, after the subject, thus:

*wind — whirls*

Do the same with each succeeding sentence. We shall have, then, two columns of words, the first, *subject-words*, nouns or words representing

nouns (*It* and *they* represent nouns. What nouns ?) ; the second, *action-words*, or *verbs*.

*Write sentences containing the following verbs :*

bring	helps	drove	has seen
are reading	sings	have cut	was making

### LESSON XXXVI.

#### Words that Describe.

I am thinking of a fruit that is *round*, *yellow*, and *sweet*. What do you think that it is? What words did I use to describe it? Write those words on the board.

I am thinking of something that we use in school that is *white*, *flat*, *thin*, and *oblong*. What do you think that it is? What words did I use to describe it? Write those words on the board.

Think of some object and write on the board the words that describe it. Let the other pupils guess the object from these descriptive words.

*Use words to describe these objects :*

A pencil	An apple	A slate	A flower
A house	A hat	A kitten	A horse

NOTE: Lead the class to use descriptive adjectives in two ways : by completing the statement with adjectives after *is*. thus : *A pencil is long, round, and black* ; by placing the adjectives before the noun, thus : *A long, round, black pencil lies on my desk*.

*Words that are used to describe objects are adjectives.*

What adjectives did you use to describe a pencil ? an apple ? etc.

What words *describe* in the following sentences ?

- a. Billy Wren is a funny little bird.
- b. He is short, round, and brown.
- c. He likes to build his nest in a pretty, neat bird-house.
- d. His nest of dried grass sometimes holds six plump little wrens.
- e. The wren is a brave, cheerful bird, with a bright and pleasing song.

*Give sentences containing the following adjectives :*

pleasant	sour	yellow	happy
obedient	pretty	interesting	blue
happy	tall	small	fragrant

*Spell :*

shivering    grasses    coverlet    cuckoo

*A stanza for dictation :*

Good-night, little shivering grasses !  
 Lie down 'neath the coverlet white,  
 And rest till the cuckoo is singing ;  
 Good-night, little grasses, good-night !

—From "A November Good-night,"  
 by MRS. E. E. BEERS.

*What is the coverlet white ? When will the grasses wake up ? Does the coverlet white keep the grasses warm ?*



A Blade  
of  
Grass

## LESSON XXXVI.

**I, You, He, She, and It.**

If Dr. Peterson were to speak to your class, he would not say, "*Dr. Peterson* is happy to visit the *class* to-day," but "*I* am glad to visit *you* to-day." He would use instead of his own name, *I*, and instead of your names, or the words, the "*class*," *you*. If you were to tell something about Sir Walter Scott, the great writer, you would not say, "Sir Walter Scott became lame when *Sir Walter Scott* was a very little boy. *Sir Walter Scott* was sent to *Sir Walter Scott's* grandfather's farm, where *Sir Walter Scott* loved to watch his intimate friends the sheep as *Sir Walter Scott* lay on the grass-covered crags, and where *Sir Walter Scott* could also watch the windings of the Tweed River." Instead of *Sir Walter Scott* you would sometimes use *he*, and instead of *Sir Walter Scott's* you would use *his*.

Tell this again, naturally, and see how you would use the little words *he* and *his*, to avoid repeating the name.

We make constant use of such little words to represent nouns. The person who is speaking uses *I, me, my, mine*, instead of his name; he uses *you, your, yours*, instead of the name of the person to whom he speaks; and very often he uses *he, his, him, she, her, hers, it, its*, in place of the name of the person or thing of which he speaks.

*A word used to represent a noun is called a pronoun.*

*Find the pronouns in the following sentences, and tell what noun each represents.*

1. Mr. and Mrs. Wren were in search of a summer house. Mr. Flagg had built a very pretty one in his yard, and Mr. Wren went to consult him about the rent.

2. Mr. Flagg said, "I will let you have the house, Mr. Wren, if you will sing me a song every morning."

3. "You are very kind," said Mr. Wren, "but I must consult my wife, Jenny. It is a very pretty house, and I think she will like it."

4. Away flew Mr. Billy to consult Mrs. Jenny. He and she had a very short conversation in the bird language. Then Mr. Wren flew back to Mr. Flagg to tell him that he would hire his house, and pay him a song a day.

Imagine the conversation between Mr. and Mrs. Wren in regard to hiring the bird-house. Write on the board so much of it as time may allow, underlining each pronoun.

Write four sentences concerning the Wrens and the cats.

### LESSON XXXVIII.

#### We, You, and They.

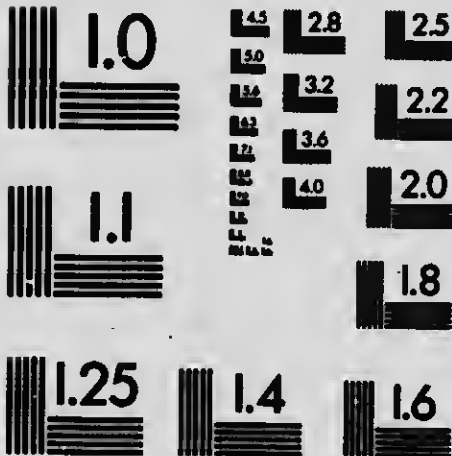
After they had built their nest of some pine needles which they brought from the woods, and some dry hay which they found near the barn, Mr. and Mrs. Wren stayed quite closely at home for some days. But one morning Mr. Billy Wren sang an unusually sweet and joyful song, and the words seemed to be, "*We* have six little eggs. *We—we—we*—have six little





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eggs." A little while after, his morning song seemed to be overflowing with joy, "We have six—six—six—little wrens—little wrens." Mrs. Jenny Wren, however, did not like the kittens that played on the lawn near her house. She used to scold them very sharply, saying, "You—you—you—keep away—keep away."

What words do these pronouns represent: *they, their, we, you, them?*

*Put the following pronouns into oral sentences:*

I	we	you	he	she	it	they
my	our	your	his	her	its	their
mine	ours	yours	him	hers		theirs
me	us					them

After giving each sentence, tell what noun each pronoun represents.

*The pronoun I is always written with a capital letter.*

*If the speaker uses another pronoun with I, as "He and I," "You and I," "You, he, and I," or the name of a person, as "Mr. Flagg and I," "My mother and I," the pronoun I always should be placed last.*

## LESSON XXXIX.

## Sentences for Dictation.

*Spell :*

watched	wren	ready	threw
brought	bough	waiting	perched

*Write from dictation :*

1. My father and I watched Mr. Wren as he made his house ready for Mrs. Wren.
2. He threw out some chips that had been left in the bird-house.
3. Then he brought some pine needles and dry hay.
4. Mr. Flagg, my father, and I saw Mrs. Wren sitting on an apple bough.
5. She was waiting for Mr. Wren to bring the material for the nest.
6. They did not mind us, but they scolded the cat.
7. When the nest was finished, Mr. Wren perched near his wife.
8. He sang a little song to her, and then they went to housekeeping.

A Selection for Memory.

A SONG.

A floating, a floating  
Across the sleeping sea,  
All night I heard a singing bird  
Upon the topmost tree.

“Oh, come you from the isles of Greece  
Or from the banks of Seine;  
Or off some tree in forests free  
Which fringe the western main?”

“I came not from the old world  
Nor yet from off the new—  
But I am one of the birds of God  
Which sing the whole night through.”

—CHARLES KINGSLEY.

[Charles Kingsley, an English clergyman and writer, born June 12, 1819; died January 23, 1875.]

LESSON XL.

"The," "A," and "An."

1. The barn is an old, brown one.
2. The doors are open, and we can see the cattle within it.
3. A cart full of hay stands on the floor.
4. A barn swallow has built his nest against one of the rafters.
5. An old elm tree shades the barn.
6. An orchard of apple trees lies behind the barn.

*The*, *a*, and *an* are little words that we use very often before nouns. They are called **articles**, and belong to the class of words called *adjectives*.

When we wish to denote some particular object, we use *the*. When we wish to speak of an object without denoting a particular one, we use *a* or *an*. So we call *the* the *definite article*, and *a* and *an* the *indefinite articles*. Before plural nouns *the* only can be used.

Before words beginning with the sound of *a*, *e*, *i*, *o*, and *u*, we use *an* as an indefinite article; before words beginning with any other sound we use *a*.

*Turn to some story in one of your reading books, and notice how the articles are used.*

Which indefinite article, *a* or *an*, would you use before each of the following nouns? Why?

Apple, board, cart, dandelion, elephant, fox, gift, house, honor, image, journey, kettle, lamb, mouse, note, ostrich, pearl, queen, rose, scholar, teacher, union, vine, wharf.



**A Poem to be Copied.**

**CHILD'S SONG IN SPRING.**

The silver birch is a dainty lady,  
 She wears a satin gown;  
 The elm tree makes the old churchyard shady,  
 She will not live in town.

The English oak is a sturdy fellow,  
 He gets his green coat late;  
 The willow is smart in a suit of yellow,  
 While brown the beech trees wait.

Such a gay green gown as God gives the  
 larches—

As green as He is good!

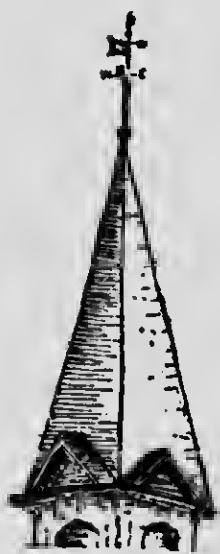
The hazels hold up their arms for arches  
 When Spring rides through the wood.

—E. NESBIT.

LESSON XLI.

A Story for Review Work, and for Reproduction.

THE HAUGHTY WEATHERVANE.



In a pretty village on the seacoast, where all the men were fishermen, a church stood on a high hill. It was a beautiful church with a tall spire, and at the topmost point of the spire was a golden weathervane to tell the fishermen in the village from what direction the wind blew. Every morning the men would look up at the glittering vane, and if it pointed to the east or to the north they would stay at home to repair their boats and nets; but if it pointed to the south or west they would push out their boats and row away to catch the fish. Now the beautiful weathervane saw that the people of the village paid great attention to him, and he said, "I am the most powerful thing in the village. I am foolish to allow every little breeze to turn me." So when the north wind came, and said "Turn, turn!" the weathervane would not stir. Then the north wind blew with such force that it tore the weathervane from the top of the spire and threw it down on the ground. When the men found that the weathervane was blown down, they merely looked at the branches of the trees, and every



branch told them from which quarter the wind blew. So the vane learned that it was of no more power in the village than a humble twig upon a little tree. If it had done its duty it would have been honored still, but because it had grown proud and refused to do its work, it had been thrown down and bruised, and lay unnoticed among the weeds of the fields.

By and by, when it had grown very sorry for its obstinacy, the old sexton of the church came and picked it up. He had it repaired and gilded and put in place again. It was more beautiful than ever and it was no longer proud. It was so glad to be again in its place that it said, "Dear winds, turn me as you will. I am only a servant to help the fishermen, and I never again will be disobedient and obstinate."

*Review, using this story ;*

Nouns, singular and plural ;

Pronouns; the nouns that they represent, as representing the speaker, the person addressed, the person or thing spoken of ;

Verbs, and the nouns or pronouns of which they represent the action ;

Adjectives, and articles.

NOTE : Teach that pronouns representing the speaker are of the *first* person; those representing the person spoken to, are of the *second* person; and those representing the person or thing spoken of, are of the *third* person.

*Reproduce the story orally.*

## LESSON XLII.

## Some Forms of the Verb.

1. We see soft clouds floating in the sky.
2. We saw last night many bright stars there.
3. We are seeing so many beautiful things every day!
4. We have seen often the Lady Moon floating slowly across the evening sky.

Separate these sentences into subject and predicate. Find the verb of each sentence, and write it on the board.

We shall have, then, these forms :

*see*      *saw*      (are) *seeing*      (have) *seen*

Does the first sentence refer to present or past time? What verb is used in it? Use the verb *see* in original sentences.

Does the verb in the second sentence represent an act as happening now, or in past time? What verb is used in it? Use the verb *saw* in original sentences.

Use the verb-form *seeing* in original sentences.

Use the verb-form *seen* in original sentences.

Notice that we have four forms of the verb in the above sentences :

I. The form of the verb that represents *present time* called *the present tense* of the verb.

NOTE : The word *tense* means *time*.

II. The form of the verb that represents *past time*, called *the past tense* of the verb.

III. A verb-form that ends in *ing*, called *the present participle* of the verb.

IV. A verb-form that is used with *has*, *have*, and *had*, called *the perfect participle* of the verb.

<i>Present</i>	<i>Past</i>	<i>Present Participle</i>	<i>Past Participle</i>
see, sees	saw	seeing	seen

These parts of a verb are called its *principal parts*. The principal parts of a verb should be learned very carefully.

*Sentences for completion and dictation :*

- a. Last night I — the new moon in the west.
- b. Is the new moon always — there ?
- c. This morning I rose early to — the sun rise. My little dog, — me start for a walk, ran after me. We — a little squirrel getting his breakfast. "Shadow-tail," — us, said, "Chir-r-r," which perhaps was his "good-morning." Carlo said, "Bow-wow," which was his "good-morning."

Write three sentences, telling of some pretty sight that you have seen, or of something that you would like to see.

## LESSON XLIII.

## The Verb "Do."

*Learn the principal parts of the verb do:*

<i>Present</i>	<i>Past</i>	<i>Present Participle</i>	<i>Past Participle</i>
do, does	did	doing	done

Use these four forms with I, you, he, she, it, we, they; thus:  
*I do, you do, he does; we do, they do.*

*Place the proper form of do in the following sentences:*

- Grace — her work very neatly.
- Edward — a very kind act yesterday.
- Are you — the best that you can?
- How beautifully Anna has — her sewing!
- " — your best, your very best,  
And — it every day."

*Write original sentences, using each of the forms of do.*

NOTE: In the lessons that follow, the principal parts of the more troublesome verbs will be given. The teacher can very easily arrange sentences like those above, in which the parts of the verbs are to be supplied, and can have the pupils give original sentences illustrating the same. *Review* and *repetition* will develop among the pupils the habit of using the correct forms of the verbs.



Poems for Memory.

“WHICHEVER WAY THE WIND DOTH BLOW.”

Whichever way the wind doth blow,  
Some heart is glad to have it so ;  
Then blow it east or blow it west,  
The wind that blows—that wind is best.

My little craft sails not alone ;  
A thousand fleets from every zone  
Are out upon a thousand seas ;  
And what for me were favoring breeze  
Might dash another with a shock  
Of doom, upon some hidden rock.

And so I do not dare to pray  
For winds to waft me on my way ;

But leave it to a Higher Will  
 To stay or speed me—trusting still  
 That all is well, and sure that He  
 Who launched my bark will sail with me

Through storm and calm, and will not fail  
 Whatever breezes may prevail,  
 To land me, every peril past,  
 Within His sheltering heaven at last.

Then whatsoever wind doth blow,  
 Some heart is glad to have it so;  
 And blow it east or blow it west,  
 The wind that blows—that wind is best.

—CAROLINE A. MASON.

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

—ROBERT BROWNING.

## LESSON XLIV.

## Review Exercises.

## I.

1. When is a noun of singular number?
2. When is a noun of plural number?
3. In what way do many nouns form the plural?
4. Write the singular and plural forms of three objects in the room; three flowers; three domestic animals; three wild animals. What are *domestic* animals?
5. What are the *nouns* in the following stanza? Which are of singular number? Which are of plural number?

## A BIRD'S NEST.

Over my shaded doorway  
Two little brown-winged birds  
Have chosen to fashion their dwelling,  
And utter their loving words;  
All day they are going and coming  
On errands frequent and fleet,  
And warbling over and over,  
"Sweetest, sweet, sweet, O sweet!"

—FLORENCE PERCY.

## II.

1. What is the subject of a sentence?
2. What is the predicate of a sentence?
3. What is the important word in the subject?
4. What is the important word in the predicate?
5. Divide the following sentences into subject and predicate, and underline the important word in each, as shown on page 52:

- a.* Little Miss Apis makes wax cells.
- b.* Some cells are for honey.
- c.* Some cells are for eggs.
- d.* The egg-cells are called cradle-cells.
- e.* The queen-bee lays sometimes three thousand eggs a day.
- f.* The nurse-bees keep the eggs warm.

## III.

1. What class of words describe?
2. Use words to describe an apple; a dress; a horse; a house; a river.
3. What words describe in the following sentences:
  - a.* The little eggs hatch in three days, but not into pretty downy bees, with soft gauzy wings.
  - b.* The little eggs hatch into small white worm-like things, called *larvæ*.



c. The kind nurse-bees feed the delicate white *larvæ* with bee-milk.

d. Each little *larva* covers itself with a soft silken robe.

e. Hidden by this robe, it grows, and by and by it puts its little head out and comes forth—a beautiful young bee, downy and light-colored, with delicate gauzy wings.

What does *downy* mean? *gauzy*? *delicate*? *silken*? *robe*? *hidden*?

#### IV.

1. What class of words do we use to represent nouns?
2. What pronouns represent the *person who speaks*? the *person spoken to*? the *person or thing spoken of*?
3. What class of words represents the *action* of the subject?

*Find the nouns, pronouns, adjectives, and verbs in the following story:*

Once upon a time a lark chose a thick tuft of grass in a pretty meadow for her summer home, and in it she wove her nest. She made the outside of dry, wiry grass, but she lined the inside with softer and finer blades. She covered the nest carefully, and built a little hidden way to it, so that no one might find the five white eggs that were her treasures.

But when five little baby larks came, she sang her secret to the sun and the sky and the breezes and the flowers.

LESSON XLV.

A Letter.



The Aberdeen School,  
Montreal, Quebec,

May 16, 1905.

My dear Mother:

I am going to write you the pretty story of the Cherry Blossoms, that Miss Hollis told us the other day.

After the chilly days of early spring have gone, and the soft rains of April have fallen, and when the warm sun

of May is shining, the Cherry-Blossom children put on their white dresses and sit out of doors. Mrs. Cherry-Blossom dresses all of her children alike. Each has a little white dress that is cut in five separate parts. Below this is an under-dress of green that also is cut in five parts.

Within the circle made by each white dress there are a number of little pins, each with a box for a head. These boxes hold a magic powder. In the center of the circle of pins is one pin with a flat head that is not a powder box. Down below this middle pin is a jewel box—the cherry-blossom's seed box.

Let me tell you a secret. The bees visit the cherry blossoms. They brush the dust from the powder boxes and leave it

on the flat top of the middle pin. Then the magic dust goes down through the middle pin to the seed box at its foot, and with the sunshine changes the box into the sweet cherry that we eat.

Mrs. Cherry-Blossom does not call the white garments that her children wear dresses. She has a pretty name for each—Corolla, which means crown. She calls the under-dress by a name that means cup—Calyx. She says that the dust pins are Stamens—which means that they stand up, and the middle pin that looks so much like the pestle with which a druggist pounds and grinds medicines is called a Pistil.

Isn't it a pretty story? I hope you will find it interesting, and when I come

home you and I will look at the cherry-blossom's cousins, the apple blossoms, to see if they have such a corolla and calyx and stamens and pistil.

Your loving daughter,

Darthea Penrose.

This is a letter which a little girl with a quaint name, Darthea Penrose, sent to her mother, in the time of the blossoming of the trees. If we examine it we shall see how she arranged it, and then we can try to tell our mothers or our friends some interesting story in the form of a letter. *A letter always should be neatly written, carefully arranged, and properly folded.*

## LESSON XLVI.

### The Heading of a Letter.

In the letter which Darthea wrote we notice, first, the heading; that is, we are told just *where* the letter was written, and *when*. The heading begins a little to the left of the middle of the page, and is arranged on lines like these:



Draw lines like these several times, beginning the first line a little to the left of your paper or slate.

When you have done this, write the following headings, being careful to put on the first line the name of the building or street, on the second the name of the city or town, and of the state, and on the third line the date. Write these headings, first with base lines, and then without base lines.

The name of your school, your town or city, the province, and the date of your last birthday.

The name of the street on which you live, the town or city, the province, and the date of your mother's birthday.

Write a heading as if you were writing from Sweet-Briar Cottage, in Rosemont, Ontario, on August 1st of this year.

Write a heading as if you were writing at 715 Main Street, Halifax, Nova Scotia, on Christmas day of this year.

Write a heading as if you were writing in Spencerwood in Quebec, Que., on July 1st of this year.

## LESSON XLVII.

### The Salutation.

You will notice that Darthea begins her letter, "My dear Mother:" This part of the letter is called *the salutation*. The title of the person to whom you write, and the name, of course, must be begun with a capital letter. Notice the position of the

salutation in the letter, and copy in a corresponding place on your paper or slate the following salutations:

My dear Father :	My dear Uncle :
Dear Grandmamma :	My dear Sir :
My dear Miss Blah :	Dear Cousin Edward :
Dear Aunt Mary :	My dear Sister :
My dear Madam :	

The punctuation point that follows the salutation is a *colon*.

Father, mother, sister, brother, aunt, uncle, cousin, grandmamma, grandfather, are titles of relationship.

Write the salutation of a letter to one of your aunts ; to one of your uncles ; to one of your cousins ; to your teacher ; to one of your friends.

Where is the salutation placed ? With what kind of a letter is it begun ? Where else in the salutation do you use capital letters ? What punctuation point follows it ? What one word do you find in each of the salutations that are given you to be copied ?

The word *dear* in the salutation of a letter does not necessarily denote affection, but is used for courtesy. It is like the polite bow with which we greet one another, and it is not proper to omit it.

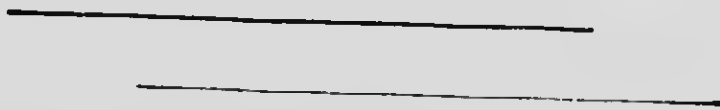
## LESSON XLVIII.

## The Close of the Letter.

After the salutation comes *the body* of the letter, which contains whatever you may wish to write, and after the body *the close*, and last *the signature*—the name of the person who writes the letter. In Darthea's letter, "Your loving daughter" is the close, and "Darthea Penrose," the signature.

You will notice in what place and in what way the close and signature are written. The close begins a little to the left of the middle of the page, and is followed by a comma. The signature is written below it, beginning a little farther to the right.

*Draw lines like these to denote the close and signature:*



There are many ways of writing the close, and we use forms in writing to our friends different from those that we use in writing to strangers. Copy the following in the proper place on your paper or slate:

*For relatives and friends:*

Your loving daughter,  
Your loving niece,  
Your friend,

Your affectionate son,  
Your cousin,  
Your loving pupil.



*For strangers :*

Yours very truly,  
Respectfully yours,  
Sincerely yours,

Very truly yours,  
Yours respectfully,  
Yours sincerely.

*Write your first name only after the first six forms of close, and your full name after the last six forms.*



NOTE: It is a great pleasure to a child to write a letter to some one of his family or of his friends. Such letters may tell of some occurrence in school, may be invitations to visit the school, or may, like Darthea Penrose's, relate something interesting that has been taught. Whatever is to be the body of the letter should be talked over and carefully arranged before being written in the letter.

The pictures and the little stories in the previous pages of this book will furnish material for many letters. They should be presented fresh to the pupils' minds; then the pupils should tell the stories orally; then the stories may be written and copied into the letter. Care should be taken to write a little introduction and close, such as Darthea wrote. Letters may be arranged from the following pictures and stories:

1. The story of "The Joy of the Morning."—Frontispiece.
2. The little lace spinner.—Page 19.
3. The work of the apple blossoms.—Pages 22-23.
4. The pet bird.—Page 35.
5. The Honey Bee family.—Page 54.
6. The yellow-bird family.—Pages 59-60.
7. The daisy and the lark.—Pages 63-64.
8. The Squirrels and Mrs. Goldfinch.—Pages 67-68.

LESSON XLIX.

The Form of a Letter.

*Draw the form of a letter on slate or paper, like the following:*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_ :

5 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

*What is written on line 1? on line 2? on line 3? on line 4? on line 5? on line 6? on line 7?*

NOTE: In beginning letter-writing pupils should be directed to leave a margin of one-half or three-fourths of an inch in width on the left of the page, and to make the indentions of the paragraphs equal in width to the margin. In the first letters some little story, or some pleasant incident of the school life may form the body of the letter, and the letter itself may be sent by the pupil to the member of the family or to the friend to whom it is directed. The important part of early letter-writing and composition work is neatness, and correctness in form and expression.

## LESSON L.

### The Addressing of Envelopes.

When Darthea Penrose had written her letter, she folded it neatly, carefully bringing the lower edge of the first page exactly in line with the upper edge, and put it in an envelope, the line of the fold of the letter being at the bottom of the envelope. The envelope she addressed as follows:

Mrs. Celia Penrose,  
Sweet Briar Lane,  
Victoria,  
British Columbia.

The stamp was neatly placed in the upper right-hand corner with the head on it erect ; the name of her mother was written with the base of the letters on a line that was the exact middle of the envelope, and the names of the street, the town, and the province were arranged as is shown. A comma is used after every item in the address except the last, which is followed by a period.

*Draw on paper or slates envelopes, one 4 inches by 6 inches ; one 4 inches by 5 inches ; one 3½ inches by 6½ inches.*

*Address the first to your mother ; the second to some class-mate ; the third to Messrs. T. N. Hibben & Company, Victoria, British Columbia.*

Cut and fold paper exactly to fit these envelopes, folding once to fit the first and second envelopes, and making two folds to fit the third. This last folding can be done by cutting the paper to fit the width of the envelope. Then place the upper edge of the paper upon the upper edge of the envelope, and fold the paper at the lower edge of the envelope ; fold now the sheet over the upper edge.

NOTE: For purposes of folding and cutting, old newspapers may be used for paper.



THE SPILLED INK.

G. Iqler.

LESSON LI.

A Story from a Picture.

Study this picture to see what the artist has drawn. What room do you think that it is? Of what relation are the children? Where is the mother?

What will you name the children? Can you find the pen? What has the little boy in his mouth? What is he doing? What has happened?

Let us call the story "The Writing Lesson," and imagine that the little boy wished to teach his sister how to write a letter. They found some paper, and their father's ink bottle, and his quill pen. A long time ago there were no steel pens such as you now use, and people wrote with a quill that was cut like our pens.

The blinds of the windows that you see are closed. From where does the light come that falls upon the faces and the table? Do you see any shadows on the floor? Do they show you from which direction the light comes?

In telling the story, tell who the children were, where they lived, what the little boy wished to do, where he found the paper and pen, what happened, and what their mother said when she found what had happened.

NOTE : Shape the children's story-telling so that the mother shall say what a wise mother would—for the wise mother would praise what the little boy attempted to do, but would show him that things are put away carefully, so that little hands that are not wise enough or strong enough to use them may do no harm with them.

### LESSON LII.

#### Nouns that Become Plural by Adding "es."

Review Lesson XXV.

Form the plural of *letter, paper, pen, quill, window, blind, stool, shadow, bottle, floor.*

*Notice how the plurals of the following nouns are formed :*

box . . . . . boxes	fox . . . . . foxes	tax . . . . . taxes
lens . . . . . lenses	glass . . . . . glasses	class . . . . . classes
fish . . . . . fishes	dish . . . . . dishes	bush . . . . . bushes
church . . . . . churches	torch . . . . . torches	branch . . . . . branches

With what sound does *box* end? Write on the board the letter that gives that sound. With what letter does *lens* end? Write that letter on the board. With what sound does *fish* end? Write on the board the letters that give that sound. With what sound does *church* end? Write on the board the letters that give that sound.

What does each of these nouns add to the singular to form

the plural? Analyze the formation of the plural of each of the other nouns in the list given.

Complete the following rule for the formation of the plurals of nouns like those preceding:

*Nouns ending in.....add.....to the singular to form the plural.*

*Form the plural, and give the rule for its formation, of each noun in the following sentences:*

- a. The fox was running in the ditch near the church.
- b. There were some beautiful peaches in the dish.
- c. The grass was set on fire by a match.
- d. The girl's dress was torn by the latch on the door.
- e. The boy's wish was for a watch.

Review the verb *see*. (See Lesson XLII.)

*see, sees                  saw                  seeing                  seen*

For extra or out-of-class work:

Write a letter in proper form to your mother, telling about Mrs. Wren's visit to the Squirrels.

### LESSON LIII.

**The Plural Form of Some Nouns Ending in "f" or "fe."**

*Nouns ending in f or fe regularly form the plural by adding s, but some change f to v and add es or s.*



*Form the plural regularly of :*

roof	fife	chief	hoof
grief	reproof	belief	reef

*Notice the following nouns and their plural forms :*

leaf....leaves	loaf....loaves	wolf....wolves
knife..knives	life....lives	wife....wives

If the noun ends in *f*, what letters are added? To what letter is *f* changed?

If the word ends in *fe*, what letter is added? To what letter is *f* changed?

The following nouns form the plural like *leaf* and *knife*.

*Form the plural of each, and explain how it is formed.*

(Learn to spell both the singular and plural forms.)

beef	knife	self	thief
calf	leaf	sheaf	wharf
elf	life	shelf	wife
half	loaf	staff	wolf

Write sentences containing the plural forms of *knife*, *leaf*, *life*, *loaf*, and *wolf*.

*Sentences for dictation :*

- a. The chiefs gave loaves of bread to the poor.
- b. The thieves heard the hoofs of horses.

- c. The sheaves of grain stand in the field.
- d. The leaves of the maple tree are beautiful.
- e. The calves are very playful.

*Learn the verb forget.*

forget, forgets    forgot    forgetting    forgotten

*Copy :*

Though the days be cold, and the earth be white,  
 And the flowers be hidden from our sight,  
 When the Spring says, "Grow!" and the sun says, "Blow!"  
 They will not forget to blossom, I know.



### LESSON LIV.

#### The Plural Form of Nouns Ending in "y."

*Notice the following nouns and their plurals :*

day....days	valley ...valleys	toy.....toys
lily....lilies	cry.....cries	fairy....fairies

Each of these nouns ends in *y* in the singular, but some form the plural by adding *s*, and some by changing the *y* to *i* and adding *es*.

What letters precede the *y* in those nouns that form the plural by adding *s*?

*Nouns ending in y preceded by a, e, o, and u, add s to form the plural; all other common nouns ending in y form the plural by changing the y to i and adding es.*

*Form the plural of these nouns :*

daisy	lady	canary	fairy
fly	valley	memory	story
bay	baby	chimney	city
cherry	joy	pony	donkey
holiday	belfry	stairway	poppy

Write five sentences, using in each the plural of some of these words.

*Sentences for dictation :*

- a. Poppies and lilies grow in my garden.
- b. I like to read stories of fairies.
- c. The chimneys are very many in the cities.
- d. Are the ladies gathering cherries?
- e. How white the valleys are with daisies!

*Learn the verb come.*

come, comes      came      coming      come

Write sentences containing the forms of *come*.



THE PIED PIPER OF HAMELIN.

*H. Kaulbach.*

## LESSON LV.

## A Lesson from a Story.

## THE PIED PIPER OF HAMELIN.

Once upon a time a certain German city was overrun with rats and mice. Their sharp teeth cut holes through the house walls. They robbed the pantries, they ate the grain, they frightened the women and troubled the men, and they stole the food of the horses and oxen. So the people offered a reward of a great sum of money to any one who would rid the city of this plague of rats and mice. One day a man whom no one knew, strangely dressed in red and yellow velvet, and carrying a beautiful flute made of ebony and gold, appeared in the city and offered to relieve it of the troublesome little animals, if the people would pay him the reward. This they gladly promised to do. Then he raised the flute to his lips and played the sweetest, strangest music that was ever heard. No sooner had he sounded the first notes than the mischievous rats and mice began to come from the houses and stables. They filled the alleys and streets. There were old rats and young rats, old mice and little baby mice—every rat and mouse in the city—and they followed at his heels as he led them through the city gates and far, far away, so far that they never returned.

But when the flute-player came back and asked for his money, the people refused to pay him. The flute-player uttered no words of reproach, but he once more raised the flute to his lips and played a strain even sweeter and stranger than before. And, lo! there came flocking at his heels all of the children of the city, all of the little boys and girls, their feet dancing, and following where he led. Then, still playing the wonderful tune, he led them out of the city gates and over the hills. Where he led them I do not know, for no one of them came back to tell.

So the city was left desolate and childless, and for long, long years there were no smiling babes in the cradles, nor merry-faced children in the schools, nor laughing youths and maidens to dance at the village festivals, because the people had broken their promise to the "Pied Piper."

Is *mice* of singular or plural number? Write the singular form on the board. What is the singular of *women*? of *men*? of *oxen*? of *children*? of *feet*? of *teeth*?

Let us write the singular and plural forms of these nouns on the board. This will be our arrangement:

man....	...men	woman.....	women
foot.....	feet	mouse.....	mice
tooth .....	teeth	child .....	children
	ox.....		oxen

Learn the spelling of the singular and plural forms of these nouns.

*Learn the verb take.*

take, takes      took      taking      taken

NOTE: Use the story to review the whole subject of the formation of plurals.

As a diversion, the teacher may well read to the pupils "The Pied Piper of Hamelin," by Robert Browning.

### LESSON LVI.

#### Two Business Letters.

When we write a business letter, there are three things that we must make perfectly plain—(1) our own address, (2) the address of the person or firm to whom we send, and (3) what we wish.

*Study the following model:*

135 Victoria Street,  
Winnipeg, Manitoba  
June 1, 1905.

Mr. E. M. Renouf,  
2338 St. Catherine St.,  
Montreal, Que

Dear Sir: Please send me  
2 copies "New Canadian Geography."  
6 "First Steps in English."

1 set "History of Our Own Times."  
(3 vols.)

1 copy "Songs of the Great  
Dominion."

Please send the books by the Canadian Express Co. and the bill by mail

Yours very truly,

John Everett

What are the several parts of this letter? To what address should the books be sent.

Write a business letter to any grocery firm, ordering 5 gallons of kerosene oil, 3 bushels of potatoes, and 50 pounds of sugar. Use abbreviations where possible. Use your own address.

Write a letter to the Winnipeg Stationery and Book Company, Winnipeg, Man., ordering 8 copies of "Later Canadian Poems," 8 copies of Spotton's "Botany for High Schools," and 1 copy of Lewis Carroll's "Alice in Wonderland."

Write to any firm selling cameras or bicycles, asking that a circular or catalogue be sent to you.



*Study the following model:*

16 Orchard Place,  
Greenfields, New Brunswick.

May 1, 1905.

The Ontario Publishing Co.,  
Toronto, Ontario

My dear Sirs: Please find enclosed \$2.50, for which send to me for one year, beginning with the May number, "The Canadian Magazine."

Yours very truly,

(Mrs.) Jennie Wren.

When a lady writes a business letter, she signs it, prefixing her title, *Mrs.* or *Miss*, enclosed within parentheses.

Write a letter subscribing to *The Youth's Companion* for one year, beginning with the date at which you write. The subscription price is \$1.75 a year, and the publishers are Perry Mason & Company, 201 Columbus Avenue, Boston, Mass.

Write a similar letter subscribing to any paper published near you.

LESSON LVII.

Forms of Nouns that Denote Possession.

1. Mr. Emerson's horse was grazing in front of Mr. Noyes's house.
2. The children's toys had been left on the grass.
3. The boys' dog ran out and drove the horse away.
4. Then he brought the girls' dolls and laid them on the piazza.
5. The dog's love and care for the children make him a useful playfellow.

Who owned the horse? Write the name on the board. Who owned the house? Write the name on the board. What is added to each of these names to show that they own something? Who owned the toys? What is added to that noun to show possession? Who owned the dog? the dolls? Who is it that has love and care for the children? Write these nouns on the board, and after each the form that shows possession, as shown by the sentences. Our list will be this:

Mr. Emerson..Mr. Emerson's  
 children.....children's  
 girls.....girls'

Mr. Noyes..Mr. Noyes's  
 boys.....boys'  
 dog.....dog's

To some of these nouns we have added an apostrophe and *s* ('*s*), and to some we have added an apostrophe only ('). What have we added to every noun of singular number? What have we added to the nouns of plural number ending in *s*?

*To form the possessive of any noun (except plurals ending in s), the apostrophe and s ('s) are added; to plurals ending in s, the apostrophe only (') is added.*

*Carefully apply this rule in writing the possessive form of each noun that follows:*

horse	ox	men	horses	oxen
Mr. Jones	Mistress	Gladys	Flora	lady
brothers	sister	Mrs. Gage	ladies	fox

*Sentences for dictation:*

- a. The oriole's nest was lined with the silk of the milk-weed.
- b. It hung from an elm tree in Mr. Charles's lawn.
- c. There were several robins' nests in the orchard.
- d. The daisy's (sing.) petals were wet with dew.
- e. The daisies' (pl.) round faces were turned to the sun.

*Learn the verb write.*

write, writes      wrote      writing      written

Fill the blanks in the following sentences with the proper forms of the verb *write*:

1. Whittier — "The Barefoot Boy."
2. Mrs. Burnett has — some delightful stories.
3. Who — "The May Queen"?

## LESSON LVIII.

## Possessive and Plural Forms.

We must be very careful not to confuse the form of the possessive with that of the plural. In forming the possessive, think first of the form of the noun to which the sign of possession is added. Then *add the apostrophe and s to all nouns excepting plural forms ending in s; to plurals ending in s, add the apostrophe only.*

*Form the plural, the possessive singular, and the possessive plural of each of the following nouns. Then analyze orally each possessive form, thus:*

*fairy          fairies          fairy's          fairies'*

*Fairies'. This is the possessive form of the plural of fairy. The plural is spelled f-a-i-r-i-e-s, and the possessive is formed by adding the apostrophe only, since it is the possessive form of a plural noun ending in s.*

lady	robin	fox	wolf
wolf	chief	baby	mouse
pony	woman	child	rabbit
wife	bee	squirrel	ox

Change the following *possessive phrases* into possessive forms, *thus*:

The queen of the fairies	The fairies' queen
The home of the poet	The song of the larks
The love of a mother	The birthday of Ellis
The dresses of the ladies	The happiness of the children

Write sentences containing these groups of words.

## LESSON LIX.

### How to Write Direct Quotations.

1. Jack Frost came last night.  
Julia says, "Jack Frost came last night."
2. And what did he do?  
"And what did he do?" asked her mother.
3. "He built a roof over the little brook," said Arthur.
4. "He drew wonderful pictures on the window-panes,"  
said Julia.
5. "How beautiful his work is!" exclaimed their mother.

What are Julia's exact words in the first sentence? What are her mother's exact words in the second sentence? What are Arthur's exact words in the third sentence?

When anyone uses, in speaking or writing, the exact words of another, these words form a *direct quotation*.

A direct quotation is shown by inclosing the exact words with marks ( " ") called *quotation marks*.

Notice that if you read the words that are within the quotation marks in the preceding sentences, it will be exactly what Julia said, what her mother said, what Arthur said, what Julia said, again, and what the mother said, again, just as if we heard their conversation.

What punctuation mark separates *Julia says* from the quotation?  
 What punctuation mark separates the quotation from *asked her mother*?  
 What punctuation mark separates the quotation from *said Arthur*?  
 What punctuation mark separates the quotation from *said Julia*? What mark separates the quotation from *exclaimed their mother*?

With what kind of a letter does each quotation begin?

*A direct quotation (a) begins with a capital letter, (b) is inclosed by quotation marks, and (c) is separated from the rest of the sentence usually by a comma.* If the quotation be a question or an exclamation, the interrogation point or the exclamation point follows it. The punctuation mark following a quotation is included within the quotation marks.

Here are some sentences, and after each is the name of the one who said them. Write them as quotations, thus :

Little boats should keep near shore.—*Benjamin Franklin.*

Benjamin Franklin says, " Little boats should keep near shore."

1. Be good, dear child, and let who will be happy.

—*Charles Kingsley.*

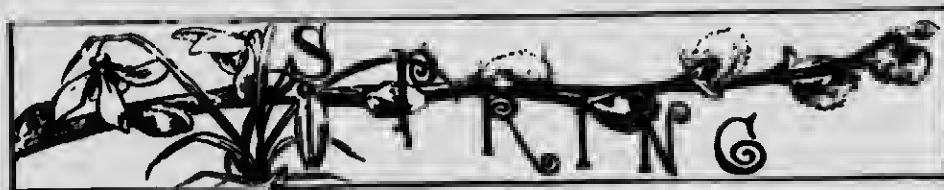
2. Cherries are ripe ! but then, you know,

There's the grass to cut and the corr. to hoe.—*The farmer.*

3. Cherries are ripe ! and so to-day  
We'll gather them while you make the hay.—*The robins.*
4. How beautiful you are in your silver gown !—*The lark to the daisy.*
5. Isn't the whole world beautiful in spring !—*The daisy to the lark.*

*Learn the verb read.*

read, reads    read (*pron. rĕd*)    reading    read (*pron. rĕd*)



## LESSON LX.

### How to Write Direct Quotations, continued.

*Study the following selection to see how the quotations are written :*

(In the story of "Little Lord Fauntleroy," by Mrs. Burnett, Cedric Errol, who is the little Lord Fauntleroy, has gone to live with his grandfather, the Earl. The mother is living in a little cottage, not very far away.)

"Do you miss your mother very much?" asked the Earl.

"Yes," said Fauntleroy, "I miss her all the time."

He went and stood before the Earl and put his hand on his knee, looking up at him.

"You can't miss her, do you?" he said.

"I don't know her," answered his lordship.

"I know that," said Fauntleroy, "and that's what makes me wonder. . . . When I miss her very much, I go and look out of my window to where I see her light shine for me every night through an open place in the trees. I can see it twinkle far away, and I know what it says."

"What does it say?" asked my lord.

"It says, 'Good-night, God keep you all the night!'—just what she used to say when we were together. Every night she used to say that to me, and every morning she said, 'God bless you all the day!' So you see I am quite safe all the time."

Sometimes a quotation is divided into two parts, as in some of the sentences above. Then it is called a *divided quotation*, and each part is inclosed by quotation marks. A quotation *within* a quotation is inclosed by single marks.

Copy the conversation between Fauntleroy and the Earl, omitting everything except what they each said.

*A Story for dictation:*

Sometimes, after the winter storms are past and just before the flowers begin to gladden the earth again, there falls a covering of soft snow over the awakening earth. The warm sun soon melts it, and hangs the melted snowflakes in crystal drops upon all the branches and grasses. The little German children call these drops "Snow Bells," and say that they ring for the coming of the spring.



**A Poem for Memory.****SANTA CLAUS.**

He comes in the night ! He comes in the night !  
He softly, silently comes ;  
While the little brown heads on the pillows so white  
Are dreaming of bugles and drums.  
He cuts through the snow like a ship through the foam,  
While the white flakes around him whirl ;  
Who tells him I know not, but he findeth the home  
Of each good little boy and girl.

His sleigh it is long and deep and wide ;  
It will carry a host of things ;  
While dozens of drums hang over the side,  
With the sticks sticking under the strings.  
And yet not a sound of a drum is heard,  
Not a bugle blast is blown,  
As he mounts to the chimney-top like a bird,  
And drops to the hearth like a stone.

The little red stockings he silently fills,  
Till the stockings will hold no more;  
The bright little sleds for the great snow hills  
Are quickly set down on the floor.  
Then Santa Claus mounts to the roof like a bird,  
And glides to his seat in the sleigh;  
Not the sound of a drum or a bugle is heard  
As he noiselessly gallops away.

LESSON LXI.

How to Write Titles.

1. "The Jungle Book," by Rudyard Kipling, is a very delightful book for boys.
2. Who wrote "Enoch Arden"?
3. The children were singing "The Maple Leaf Forever."
4. How beautiful the picture called "The Pet Bird" is!
5. Please read to me "The King of the Golden River."

Here are the titles of a book, a poem, a song, a picture, and a short story.

With what kind of a letter does the important word of each title begin?

Write on the board the name of some book that you have

read ; some poem that you have learned ; some song that you sing ; some picture that pleases you ; and some short story that you like. *Do not put quotation marks around the titles unless they are quoted in a sentence.*

*The first word and all important words in titles of literary, musical, and art works must begin with capital letters.*

*If such titles are placed in sentences, they must be inclosed by quotation marks.*

Turn to the table of contents of your reader, and see how the titles of the selections are printed. Notice the use of capital letters. Are any words not printed with an initial capital? If so, are they important words?

*Spell*

quotation            taught            golden            tucked

*Sentences for dictation :*

a. My mother taught me this beautiful quotation :

“O rivers rolling to the sea from lands that bear the maple tree,  
How swell your voices with the strain of loyalty and liberty !”

b. The quotation is from “Canadian Streams,” by Charles G. D. Roberts.

c. “Do you know,” said my mother, “that the flowers fold their petals at night ?”

d. My father gave me a picture, called “Children Singing.”

e. I wonder what they are singing? Perhaps it is “The Maple Leaf.”

*Learn the verb go.*

go, goes

went

going

gone

**A Poem for Reproduction and Memory.**

**THE SONG OF THE SEEDS IN THE SPRING.**



Little brown brother, oh ! little brown  
brother,

Are you awake in the dark ?

Here we lie cosily, close to each other :

Hark to the song of the lark—

“ Waken ! ” the lark says, “ waken and dress you ;

Put on your green coats and gay ;

Blue sky will shine on you, sunshine caress you—

Waken ! 'tis morning—'tis May ! ”

Little brown brother, oh ! little brown brother,

What kind of flower will you be ?

I'll be a poppy—all white, like my mother ;

Do be a poppy like me.

What ! you're a sunflower ? How I shall miss you

When you're grown golden and high !

But I shall send all the bees up to kiss you ;

Little brown brother, good-bye.

—E. NESBIT.

## LESSON LXII.

## A Story for Reproduction.

## THE MAGIC CASKETS.

## I.

Last spring some one gave me two magic caskets. They were very small, scarcely bigger than the head of a large pin, and yet they contained more wonderful things than the treasury of a king. All of the wisest men in the world could not open one of these caskets without destroying it, nor make one of the precious things that came from it.

## II.

Where do you think I put these magic caskets? I dug a little hole in the warm May earth, just under my window, and there I hid them, covering them with the brown soil. Then the great wonder workers, the sun and the showers, unlocked them gently, and let all of their treasures loose.



## III.

First, pushing their way through the earth, came some little leaves, and then other leaves unfolded above them, and then it all became two vines, reaching up, and grasping with strong little hands at whatever would hold them. And so they grew and grew.

## IV.

One day from underneath the leaves two little rolled-up umbrellas met my sight. The next morning they opened, so beautiful in shape, so marvelous in color, that I do not wonder that they are called the *glory of the morning*, or the *morning glory*.

## V.

The bees saw the crimson and the blue of these flowers, and they knew that the beautiful cups held nectar and bee-bread for them, and so they came merrily humming and buzzing to the delightful feast. But what do you suppose that they did to repay the morning glories?

## VI.

Down below the crimson and the blue blossoms lay the seed-children of the morning glories. The blossoms are unable to feed their seed-children, and so when the bees took pollen to make bee-bread, they left some just where it would reach these children.

## VII.

When the morning glory blossoms had given their party to the bees, and the bees had brought their gifts for the little seed-children, the corollas rolled themselves again into little closed umbrellas. No doubt they said to the dear seed-children, "Lie still, little ones, in your soft green cradle. All will be well with you now." The crimson crown and the blue crown never again invited the bees to a feast of nectar. Their work was done.

## VIII.

Other blossoms from these very vines opened their glories to the sun, invited the bees to their seed-children's party, and at the close of their day rolled themselves tightly together again. And all this beauty and pleasure came from the tiny seeds.

## LESSON LXIII.

**The Regular Comparison of Adjectives.**

Place your reading book and geography on the desk. Compare them in length.

*The geography is — than the reading book.*

Compare them in width.

*The geography is — than the reader.*

Compare them in thickness.

*The geography is — than the reader.*

Write on the board the three words that you have used in the comparisons to complete the above sentences.

Compare the desk in length with the two books.

*The desk is the — of the three objects.*

Compare the desk in width with the two books. Compare it in thickness.

Write on the board the words that you have used in these comparisons.

The words that you have used in comparing two objects have what ending?

The words that you have used in comparing three objects have what ending?

Am I comparing *two* objects, or *more than two*, when I use the word lighter? lightest? rougher? roughest? tallest? larger? smaller? kindest? dearest? loudest?

What will you add to the adjective *tall* to show comparison of two objects? to show comparison of more than two objects?

*The sparrow is a small bird. The canary is smaller than the sparrow. The humming bird is the smallest of the three.*

What adjective has been used in these sentences? When I



say, *The sparrow is a small bird*, do I compare him with any other bird? When I use the word *smaller*, how many objects do I compare? When I use the word *smallest*, how many objects do I compare?

The simplest form of the adjective (not used in comparison) is called the *positive form* of the adjective. The form of the adjective used in comparing one object with one other is called the *comparative degree* of the adjective. The form of an adjective used in comparing one object with more than one other is called the *superlative degree* of the adjective.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
long	longer	longest
wide	wider	widest
thick	thicker	thickest
light	lighter	lightest
rough	rougher	roughest
tall	taller	tallest
large	larger	largest
small	smaller	smallest
kind	kinder	kindest
dear	dearer	dearest
loud	louder	loudest

Explain comparison as on pages 126 and 127, using objects to illustrate forms of *light*, *rough*, *tall*, and *small*.

Give orally sentences containing the three forms of each of the list of adjectives.



## LESSON LXIV.

The Regular Comparison of Adjectives, continued.

1. The picture of the Saguenay river is *beautiful*.  
The river is *more beautiful* than the picture.  
The laurel is the *most beautiful* of the shrubs that grow along its banks.
2. The man who has health is *more fortunate* than the man who has only wealth.
3. The violet is the *most modest* of flowers.
4. The poppies are *more brilliant* than the sweet peas, but the sweet peas are *more fragrant*.

What adjective do we use to describe the picture of the Saguenay river? When we compare the river with the picture, what two words show the comparison? When we compare the laurel with the other shrubs, what two words do we use? How then, would you compare *beautiful*?

What words in the second sentence show the comparison? in the third sentence? in the fourth sentence?

Write in one column the words that denote comparison of one object with one other; in another column the words that denote comparison of one object with more than one other.

How do we form the comparative degree of these adjectives? the superlative degree?

Complete the comparison of the adjectives that you have written on the board, by writing in columns the positive, comparative, and superlative forms, thus:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
beautiful	more beautiful	most beautiful

*Most adjectives of one syllable, and some of two syllables, are regularly compared by adding er and est to the positive form.*

*Most adjectives of two syllables, and all of more than two syllables, are regularly compared by prefixing the words more and most to the positive form.*

When an adjective ends in *e*, *r* and *st* are added instead of *er* and *est*. Adjectives ending in *y* change the *y* to *i* before adding *er* and *est*.

*Write the positive form and the comparative and superlative degrees of:*

gentle	faithful	tiresome	handsome
cruel	intelligent	thoughtful	quiet
difficult	fast	lovely	rude
active	thirsty	dangerous	warm

## LESSON LXV.

**Sentences Illustrating the Regular Comparison of Adjectives.**

*Complete these sentences by substituting the proper form of the adjectives that follow each :*

a. The cat is — than the dog; her fur is — than his; her claws are —; her motions —: *small, soft, sharp, quick.*

b. The dog is — than the cat; he is —, —, and —: *intelligent, faithful, affectionate, unselfish.*

c. The horse is the — of all the larger animals; he is the —, the —, the —, and —: *beautiful, gentle, swift, graceful, useful.*

d. The wren is — than the English sparrow, and —: *small, brave.*

e. The — of my flowers are the sweet peas; the — are the crocuses; the — are the cannas; but the — are the lilies: *sweet, early, bright, lovely.*

*Learn the verbs give and run.*

give, gives

gave

giving

given

run, runs

ran

running

run

## LESSON LXVI.

**The Irregular Comparison of Adjectives.**

The following are a few common adjectives whose comparison is irregular:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most

*Complete the following sentences by supplying some one of the forms of the irregular adjectives:*

- a.* The — said, the soonest mended.
- b.* Too — cooks spoil the broth.
- c.* Hunger is the — sauce.
- d.* It is — to bend than to break.
- e.* — foxes spoil the vines.
- f.* — by — the oak tree grows.
- g.* His lessons went from — to —.

*Copy:*

What will you sow, my dear children, what will you sow?  
 Seeds of kindness, of sweetness, of patience, drop softly,  
 and, lo!

Love shall blossom around you in joy and in beauty, and make  
A garden of Paradise here upon earth for your sake.

—CELIA THAXTER.

### LESSON LXVII.

Words that tell "How," "Where," and "When."

1. The storm rages furiously. The wind blows violently, the snow falls fast, and the drifts are growing rapidly.

What words tell *how* the storm rages, the wind blows, the snow falls, and the drifts are growing?

2. Here the wind has swept the snow from the ground, there it has built a huge bank against the gate, and yonder it has covered the well-curb with a Chinese roof.

What words tell *where* the wind has swept the snow from the ground, *where* it has built a bank against the gate, and *where* it has covered the well-curb?

3. Yesterday the earth was brown with withered grass, now it is white with snow, but soon it will be green again with the fresh grass of spring.

What words tell *when* the earth was brown, *when* it is white with snow, and *when* it will be green again?

Write on the board the words in these sentences that tell *how*, *where*, and *when*.

*Words that tell how, where, and when, are adverbs.*

- a. *The storm is very severe.* What word tells *how* severe?
- b. *The drifts are quite deep.* What word tells *how* deep?
- c. *The fire on the hearth burns very cheerfully.* What word tells *how* the fire burns? What word tells *how* cheerfully?
- d. "*There the river comes winding down.*" What adverb is in this sentence? What does it tell?
- e. *The path leads upward.* What adverb is in this sentence? What does it tell?
- f. *Lately the sunsets have been beautiful.* What adverb is in this sentence? What does it tell?

*Learn the verb sing.*

sing, sings      sang or sung      singing      sung

#### GOOD SPEECH.

Think not because thine inmost heart means well  
 Thou hast the freedom of rude speech: sweet words  
 Are like the voices of returning birds  
 Filling the soul with summer, or a bell  
 That calls the weary and the sick to prayer.  
 Even as thy thought so let thy speech be fair.

—ARCHIBALD LAMPMAN.

## LESSON LXVIII.

## The Regular Comparison of Adverbs.

1. The storm seems to rage more furiously, and the wind to blow more violently, than it did this morning. The drift has grown most rapidly this last hour.

What words tell *how* the storm seems to rage? *how* the wind seems to blow? *how* the drift has grown this last hour?

2. The robins come early in the spring, but the bluebirds usually come earlier.

What word tells *when* the robins come in the spring? What word tells *when* the bluebirds come?

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
furiously	more furiously	most furiously
violently	more violently	most violently
rapidly	more rapidly	most rapidly
early	earlier	earliest
soon	sooner	soonest

In what two ways do we regularly compare adjectives? Do we compare adverbs in the same way?

*Compare:*

quietly	noisily	softly	loudly
late	fast	near	low

*Learn the verb fight.*

fight, fights	fought	fighting	fought
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## LESSON LXIX.

**Relation Words, or Prepositions.**

*A little bird flew — the branch.*

Here is a sentence that is not complete. One word is missing—the word that shows the relation of the act of *flying* to *the branch*.

NOTE: Let each pupil complete the sentence by supplying such word as he thinks best. These complete sentences should be written on the board, the supplied words that show relation being underlined. Then the relation words should be written in a column on the board. Teach that—

*These supplied words are relation words, and are called prepositions.*

*A preposition is a word that expresses the relation of some noun or pronoun that follows it to some other word in the sentence.*

Supply prepositions in the following sentences. Think of as many as possible that may be supplied for each sentence:

- a. Please put the bird-cage — the table.
- b. The bird is — the cage.
- c. I will tell you — this bird.
- d. He was given — me — my brother. He sings — me early — the morning. He loves to perch — my head,

or eat sugar — my hand. When he is — the cage —  
the room, he will fly — me.

Make a list of these prepositions. Use five of them, each in  
an original written sentence.

*Learn the verbs rise and sink.*

rise, rises	rose	rising	risen
sink, sinks	sank	sinking	sunk

### LESSON LXX.

#### Prepositions, continued.



1. A little bird came to my window one day.
2. He tapped, tapped, tapped on the glass with his bill.
3. I opened the window and put some crumbs on the window-sill.
4. The little bird flew upon the branch of an apple tree.

5. By and by he came to the window-sill and picked up some of the crumbs.

6. Then away he went, across the fields and over the hills, to tell his family that he had been out to dinner.

Where did the little bird *come*? Where did he *tap*? How did he *tap*? Where did I *put* the crumbs? Where did he *fly*? What kind of a *branch* was it? He picked up *some* what? Where, then, did he *go*? Where did he tell his family that he *had been*?

What is the preposition in the first sentence? What noun follows it? The preposition shows the relation of this noun to some other word. (The word in italics in the first of the questions above suggests what that word is.) Between what two words, then, does the preposition show relation? What is the first preposition in the second sentence? What noun follows it? Between what two words does it show relation? (Look in the questions above for a hint of what one of the words is.) What is the second preposition in the second sentence? What noun follows it? Between what two words does it show relation?

Tell about the other prepositions in the same way, first mentioning the preposition, then finding the noun that follows it, and then deciding what the other word is to which it shows relation.

## LESSON LXXI.

## Connection Words, or Conjunctions.

1. Some plants have earth-roots and air-roots.
2. The English ivy and our poison ivy use their air-roots in clinging to stone walls.
3. The English ivy is cultivated in our cities, but the poison ivy grows wild in the country.
4. The poison ivy is most harmful at night, or when the sun does not shine on it.
5. It looks like the harmless woodbine, but has three leaflets while the woodbine has five.



What two kinds of roots have some plants? In the first sentence what word connects the names of the two kinds of roots? Write this word on the board.



What two plants use their air-roots for clinging to stone walls? Write on the board the word that in the second sentence connects the names of these plants. There are two statements in the

third sentence. What word connects them? Write this connection word on the board.

What connection word do you find in the fourth sentence? What two connection words do you find in the fifth sentence? Write these connection words on the board.

*Some words are used merely to connect words or ideas. Such words are named conjunctions.*

In the above sentences which conjunctions connect words? Which connect ideas?

**A conjunction** is a word used to connect words or ideas.

*Learn the verbs speak and bite.*

speak, speaks	spoke	speaking	spoken
bite, bites	bit	biting	bitten

## LESSON LXXII.

### The Conjunction, continued.

Combine the following groups of sentences by using the conjunctions following them, thus:

*This apple is large. This apple is sweet. and*  
*This apple is large and sweet.*

- a. Some roses are beautiful. Some roses are fragrant. *and*  
 b. Some roses are beautiful. They are not fragrant. *but*

- c. The book is on my table. The book is on my desk. *or*  
 d. I will come. I am not ill. *if*  
 e. The lesson is long. It is interesting. *although*  
 f. The day is beautiful. We will walk to the brook. *because*

Use each of the above conjunctions in original sentences.

*Find the conjunctions in the following selections, and state whether they connect words or ideas :*

“It rains, but on a dripping bough  
 A little bird sings clear and sweet—  
 I think he knows not why or how. . . .”

“The bottom step was of polished marble, and so shining that you could see your face reflected in it. Each traveler saw how unclean he was, or how tired, or how cross looking.”

The air was fragrant with the odor of new-mown grass and the breath of wild strawberries. The whir of the scythes and the clatter of the mowing machines came from distant meadows.

Timothy was happy because the place had brought him freedom and joy.

*Write original sentences, using the conjunctions :*

and            because            but            or            if

*Learn the verbs blow and fly.*

blow, blows	blew	blowing	blown
fly, flies	flew	flying	flown

## LESSON LXXIII.

## Emotion Words, or Interjections.

1. Oh, how beautiful the flag is, floating against the clear blue sky !
2. I never see it floating free without wishing to cry, "Hurrah ! hurrah !"
3. Alas, that so many brave men have died to keep it free !

The words *oh*, *hurrah*, and *alas*, are used to express emotion or feeling. *Oh* expresses surprise and pleasure, *hurrah* expresses joy and praise, *alas* expresses sorrow and regret.

So we may use *ah* to express pleasure, *fie* to express contempt, and *shame* to express indignation. These words are *interjections*.

*An interjection is a word used to express strong feeling.*

An exclamation mark (!) usually follows the interjection or the sentence in which it occurs.

*Find the interjections in the following selection :*

" Oh, such a commotion under the ground  
 When March called, ' Ho, there, ho !'  
 Such spreading of rootlets far and wide,  
 Such whisperings to and fro ;

“And, ‘Are you ready?’ the snowdrop asked,  
 ‘’Tis time to start, you know.’  
 ‘Almost, my dear,’ the scilla replied;  
 ‘I’ll follow as soon as you go.’  
 “Then, ‘Ha, ha, ha!’ a chorus came  
 Of laughter soft and low,  
 From the millions of flowers under the ground—  
 Yes, millions—beginning to grow.”

*Write original sentences containing the interjections :*

ah                      hurrah                      oh                      alas

*Learn the verb fall.*

fall, falls                      fell                      falling                      fallen

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**Selection for Memory or Copying.**

The red rose says, “Be sweet,”  
 And the lily bids, “Be pure,”  
 The hardy, brave chrysanthemum,  
 “Be patient and endure.”  
 The violet whispers, “Give,  
 Nor grudge nor count the cost.”  
 The woodbine, “Keep on blossoming  
 In spite of chill and frost.”

—SUSAN COOLIDGE.



## LESSON LXXIV.

A Poem, with Written Exercises Upon It.

## DAYBREAK.



A wind came up out of the sea,  
And said, "O mists, make room for me."

It hailed the ships, and cried, "Sail on,  
Ye mariners, the night is gone."

And hurried landward far away,  
Crying, "Awake! it is the day."

It said unto the forest, "Shout!  
Hang all your leafy banners out!"

It touched the wood-bird's folded wing,  
And said, "O bird, awake and sing."

And o'er the farms, "O Chanticleer,  
Your clarion blow; the day is near."

It whispered to the fields of corn,  
"Bow down, and hail the coming morn."

It shouted through the belfry tower,  
"Awake, O bell! proclaim the hour."

It crossed the churchyard with a sigh,  
And said, "Not yet! in quiet lie."

—HENRY WADSWORTH LONGFELLOW.



[Henry Wadsworth Longfellow, an American poet, born in Portland, Maine, February 27, 1807; died in Cambridge, Massachusetts, March 24, 1882.]

NOTE: The written work upon this poem should be a series of word-pictures based upon the several stanzas.

The teacher should by question and suggestion expand the lines of the poet, through the answers of the class, into complete pictures. For instance, picture the great ocean as a great surface of billowy waters, away beyond the sight of land; night closes in upon it, and the mists arise and cover it, shutting out even the sight of the stars; then comes the morning wind, and says, "O mists, make room for me." The mists are driven away, and the sun shines down upon the sea, making its whole surface sparkle like countless diamonds.

In the same way an expanded picture may be made of each of the other stanzas.

After one of these stanzas has been so expanded, let the class write, as best they can, the picture. Kindly encourage every attempt, call atten-

tion to what is best in each paper, correct errors by the use of the black-board,—and excellence will come. Of course these word-pictures should not all be given on successive days. Two are enough to be given within any one week.

### LESSON LXXV.

#### The Possessive Form of Personal Pronouns.

(Review Lessons XXXVII. and XXXVIII.)

1. My father gave me this little pony.
2. I may drive him because he is mine.
3. My father said, "Be very kind to your pony. He is yours now to care for."
4. His mane and tail are long and bushy.
5. We will take our lunch and drive to the woods.
6. I am sure that the squirrels will chatter their welcome to us.

What word in "I may drive him," represents the speaker? *Whose* father gave me this little pony? What word represents the possessor? Is it a noun or a pronoun? Is it of the first or second person? Why? What two pronouns represent the possessor in the third sentence? What pronoun represents the possessor in the fourth sentence? Of what person is it? What pronoun represents the possessor in the fifth sentence? Of what person is it? What pronoun represents the possessor in

the sixth sentence? What noun does it represent? Of what person is it?

The possessive forms of the personal pronouns are these:

	<i>First Personal</i>	<i>Second Personal</i>	<i>Third Personal</i>
	<i>Pronoun.</i>	<i>Pronoun.</i>	<i>Pronoun.</i>
<i>Singular.</i>	my, mine	your, yours	his, her, hers, its
<i>Plural.</i>	our, ours	your, yours	their, theirs

What are the possessive forms of I, we, you, he, she, it, they?

*Learn the verbs grow and hide.*

grow, grows	grew	growing	grown
hide, hides	hid	hiding	hidden

Write five sentences, each containing a different personal pronoun in its possessive form.

### LESSON LXXVI.

**The Possessive Form of Personal Pronouns, continued.**

Substitute for the blanks the possessive forms of the personal pronouns:

*First Personal Pronouns, Singular.*

a. This is — book, and I think that the pencil is — also.

b. This book is a gift from — mother.

c. Since you have no pony, I will let you drive —.

*First Personal Pronouns, Plural.*

d. This is — lesson for to-day.

e. — friends have sent us some fruit.

f. We will give to the children who have no fruit, some of —.

*Second Personal Pronouns, Singular and Plural.*

g. How pretty — flowers are !

h. Are not these flowers —, too ?

i. — drawings are very carefully done, children.

*Third Personal Pronouns, Singular.*

j. The boy brought — mother a bunch of violets.

k. The gift brought a smile of pleasure to — face.

l. — fragrance filled the room.

*Third Personal Pronouns, Plural.*

m. Flowers please us by — form, — color, and — fragrance.

n. Beauty and fragrance are —.

o. — beauty smiles upon us from the meadows and hill-sides ; the gentle breezes bring us — fragrance.

Put in original sentences *my, mine ; our, ours ; your, yours ; his, her, hers ; its ; their, theirs.*

## LESSON LXXVII.

### The Objective Form of the Personal Pronouns.

1. My mother read to me "The Pied Piper of Hamelin."  
It pleased me very much.
2. Shall I bring to you the book that contains it? It  
would delight you, I know.
3. How sorry the mothers of the children must have been,  
when they saw them following the flute-player!

In the first sentence, what form of the pronoun that represents the speaker do we find after *to*? after *pleased*? What part of speech is *to*? *pleased*?

The forms of a noun or pronoun that are governed by a preposition or a verb are called *objective forms*.

The objective forms of the personal pronouns are *me, us; you; him, her; it; them*.

Substitute these objective forms in the following sentences:

- a. The little dog saw —, and came bounding to greet —, because he was very fond of —.
- b. To please — the gentleman allowed — to ride in his carriage.
- c. He told — about his little dog; how he would watch for — to come home at night, and how he loved the children and would try to play with them. "He is the dear pet of my children," he said; "and they love to feed — and take — to walk with —."

Write these pronouns on the board, and below each write the possessive form and the objective form :

I      we      you      he      she      it      they

Put the objective forms in oral sentences.

*Learn the verb break.*

break, breaks      broke      breaking      broken

#### A Stanza for Dictation.

God does not send us *strange* flowers every year:  
 When the spring winds blow o'er the pleasant places,  
 The same dear things lift up the same fair faces:  
 The violet is here.



#### LESSON LXXVIII.

##### Forms of the Personal Pronoun after the Verb "Be."

The verb *be* in its forms *am, be, is, are, was, were, and been* is a *copula*—meaning *connective*—joining the subject to that which is said of it in the predicate. *It is never followed by the objective form, but always by that form which would be a subject.*

1. It is *I* who have the book. *I have the book.*

2. It was *he* who did me this kindness. *He did me this kindness.*

3. Brave men are *they* who dare always to do the manly thing. *They dare always to do the manly thing.*

4. It may have been *he* who brought the letter. *He may have brought the letter.*

5. The thoughtful children were *they* who met the stranger with kindness. *They met the stranger with kindness.*

Compare the forms of the personal pronouns that follow parts of the verb *be* in the above sentences, with the personal pronouns that are used as subjects in the sentences in italics that follow each.

*Complete the following sentences by using personal pronouns :*

a. Who brought the humming-bird's nest? It was —.

b. Did you find it? No. Jesse gave it to me, and it was — who found it.

c. What birds are called *jewels in feathers*? The humming-birds, Miss Larcom. It is — to whom some one has given that pretty name.

d. Did you leave the door open, Avis? It may have been —.

e. I like the poetry of Lowell. I think that it is — who calls the oriole's nest a *hammock*.

Write five original sentences, showing the forms of personal pronouns that are used after these verbs. The sentences may be questions and answers, like those above.

*Learn the verb be.*

am, be

was

being

been



## LESSON LXXIX.

## A Poem for Study and Memory.

## THE NEST.



When oaken woods with buds are pink,  
 And new-come birds each morning sing,  
 When fickle May on Summer's brink  
 Pauses, and knows not which to fling,  
 Whether fresh bud and bloom again,  
 Or hoar-frost silvering hill and plain,

Then from the honeysuckle gray  
 The oriole with experienced quest  
 Twitches the fibrous bark away,  
 The cordage of his hammock nest,  
 Cheering his labor with a note  
 Rich as the orange of his throat.

High o'er the loud and dusty road  
 The soft gray cup in safety swings,  
 To brim in August with its load  
 Of downy breasts and throbbing wings,  
 O'er which the friendly elm tree heaves  
 An emerald roof with sculptured eaves.

Oh, happy life, to soar and sway  
Above the life by mortals led,  
Singing the merry months away,  
Master, not slave, of daily bread,  
And, when the Autumn comes, to flee  
Wherever sunshine beckons thee!

—JAMES RUSSELL LOWELL.



[James Russell Lowell, an American poet, essayist, and statesman, born in Cambridge, Massachusetts, February 22, 1819; died there August 12, 1891.]

NOTE: This exquisite poem, by the American poet who sings best of all of the spring and its flowers and birds, may well be used even with very young children to lead them to appreciate what poetry is.

Each line may be dwelt upon: The pink of the budding oaks, the birds that come in rapid succession, the picture of May, standing with the

beauty of bud and bloom in her right hand and the silver of frost in her left, hesitating with which to deck the land; the oriole twitching the fibrous bark for his nest, which hangs like a hammock, or like a gray cup, over the loud and dusty road—all these are pictures that a child will see, and, seeing, love and hold in memory.

Then the art of the poet in his choice of words—*silvering frost, twitches, coriage, hammock-nest, rich note, loud and dusty road, soft gray cup, emerald roof with sculptured eaves*—will impress the child with the beauty and expressiveness of words. He will never again see the oriole's nest in the swaying branch of an elm tree without all of this imagery coming to his mind. And when any child has gained so much, he has entered the delightful road of literature.

The work of the teacher is in preparing the mind of the child for this appreciation—in leading him to see. But do not expect him to *express it all—now*.

### LESSON LXXX.

#### “Who,” “Whose,” and “Whom.”

When we do not know the name of a person, and wish to ask it, we use pronouns, thus:

1. Who wrote “Black Beauty”?
2. Whose book is this—“Pilgrim’s Progress”?
3. To whom did I lend “Robinson Crusoe”?

#### I.

What kind of a sentence is each of these? Write the name of the kind of sentence on the board.

What word stands in place of the name of the unknown person in each sentence? What part of speech is a word that represents a name? Write the name of that part of speech on the board.

A pronoun that is particularly used in asking a question is an *interrogative pronoun*.

What is the interrogative pronoun in the first sentence? in the second sentence? in the third sentence? Write these pronouns on the board in the order in which they are found in the sentences.

What is the subject of the first sentence? *Supply that form in the following sentences:*

- a. — was the first Governor-General of the Dominion of Canada?
- b. — is the author of “The Barefoot Boy”?
- c. — is your teacher?

## II.

What is the interrogative pronoun in the second sentence—  
“*Whose book is this?*”

*Supply this possessive form in the following sentences:*

- a. — birthday is observed on February 22?
- b. In — care are you when at school?
- c. — love provides you with clothes and food?

## III.

In the third sentence—"To whom did I lend 'Robinson Crusoe'?"—the interrogative pronoun follows what word? What part of speech is *to*? What form of a pronoun follows a preposition? What form of the interrogative pronoun is *whom*?

*Notice these sentences :*

- a. Whom shall I call? *I shall call whom?*
- b. Whom do you wish to see? *You wish to see whom?*
- c. Whom did you invite to visit us? *You invited whom to visit us?*

What is the subject of *shall call* in the first sentence? (Observe that, following each sentence, it is repeated with merely a change in the order of the words. The subject of the sentences can be found easily from the sentences in italics.) What word is the subject of *do wish* (or *wish*)? What word is the subject of *did invite* (or *invited*)?

Is *whom* a subject in any of these sentences? Is it a possessive form? Is it an objective form?

## IV.

Use *who* as the subject of an interrogative sentence, *whose* as the possessive form, and *whom* as the objective form.

*Supply who, whose, or whom, in the following sentences : \**

---

\* After completing the sentences orally, write them.

- a. Of — are you speaking?
- b. Of — horse are you speaking?
- c. To — will you carry these flowers?
- d. — is ill?
- e. — is absent to-day?
- f. — shall I ask to help me after school?
- g. — has found the lesson hard?

*Learn the verbs freeze and begin.*

freeze, freezes	froze	freezing	frozen
begin, begins	began	beginning	begun

### LESSON LXXXI.

"This" and "That"; "These" and "Those."

1. Here are some birds' nests and eggs. *This* is the nest of a song sparrow. See how he has used *these* woolly catkins to line it. *This* nest came from a willow shrub.

2. *That* is the nest of a song sparrow, too. *That* was found in a sweetbrier bush. *Those* four little pink-tinted eggs were found in it. Perhaps some hungry cat caught the poor mother-bird.

When we wish to call attention to something that is near us, we use *this* and *these*.

When we wish to call attention to something that is not close by us, we use *that* and *those*.

If it is one object do we use *this* or *these*? *that* or *those*? If we call attention to a number of objects that are not close to us, what word do we use?

Supply *this*, *these*, *that*, or *those*, in the following sentences, and state whether something near us or not near us, is pointed out:

*a.* — is a song sparrow. Notice — dark spot on his breast, and — brown streaks that surround it.

*b.* — happy little song beginning with three high notes, that you may hear very early in the spring, is his song.

*c.* — people who are fond of birds are always glad to hear — song.

When the above sentences have been completed orally, they may be written.

Use *this*, *that*, *these*, and *those* in talking of flowers, houses, books, pets, pictures, colors, lines, surfaces, and articles on the teacher's desk.

*Learn the verbs spring and take.*

spring, springs	sprang	springing	sprung
take, takes	took	taking	taken

LESSON LXXXII.

A Poem for Memory.

A SONG OF SEASONS.

Sing a song of spring-time !  
Catkins by the brook,  
Adders-tongues uncounted,  
Ferns in every nook ;  
The cataract on the hillside  
Leaping like a fawn ;  
Sing a song of spring-time,—  
Ah, but spring-time's gone !

Sing a song of summer !  
Flowers among the grass,  
Clouds like fairy frigates,  
Pools like looking-glass,  
Moonlight through the branches,  
Voices on the lawn ;  
Sing a song of summer,—  
Ah, but summer's gone.

Sing a song of autumn !  
Grain in golden sheaves,  
Woodbine's crimson clusters  
Round the cottage eaves,







Days of crystal clearness,  
Frosted fields at dawn ;  
Sing a song of autumn,—  
Ah, but autumn's gone.

Sing a song of winter !  
North-wind's bitter chill,  
Home and ruddy firelight,  
Kindness and good-will,  
Hemlock in the churches,  
Daytime soon withdrawn ;  
Sing a song of winter,—  
Ah, but winter's gone!

Sing a song of loving !  
Let the seasons go ;  
Hearts can make their gardens  
Under sun or snow ;  
Fear no fading blossom,  
Nor the dying day ;  
Sing a song of loving  
That will last for aye !

—ELIZABETH ROBERTS MACDONALD.

By kind permission of Mrs. Macdonald.

[Elizabeth Roberts Macdonald, a Canadian poet, born at Westcock, New Brunswick, now living at Fredericton, N.B.]

LESSON LXXXIII.

The Lion and the Lark.

In a pretty meadow where the most beautiful flowers grew, where the bees and the butterflies hummed happily from blossom to blossom, and the birds sang sweetly to their nested darlings and to the wide world, a Lark had built her nest in a thick tuft of grass. She made the outside of dry, wiry grass, but she chose the finest and softest blades for its lining. She covered the nest carefully, and built a little hidden way to it so that no one might find the five white eggs therein that were her treasures.

One day when the five white eggs had changed to five very little larks, a proud old Lion, who had a home in the neighboring wood, came forth to walk in the meadow that belonged to the flowers and the bees and the butterflies and the birds. He walked very haughtily, and shook his great mane and waved his slender tail, as if to say, "Behold, the King of the Beasts is taking his morning walk!" As he walked on, the Lark saw that her nest lay in his path, and that he was about to tread upon it. "O mighty Lion," said the Lark in her sweetest tones, "you are very large and strong. Have pity on a weak bird and her helpless nestlings, and spare my precious nest." But the Lion replied haughtily, "Your nest is in my way. Why should

*I step aside for you?"* And he trod with his great paw upon the nest, and crushed it with the little birds within it.

Then the poor Lark, crying piteously, flew up and up towards heaven. "Dear God," she cried, "who made the meadow and the sunshine, and taught me to love and protect my little ones, behold how feeble is my strength against the Lion's. See how he has abused the power and strength that you have given him. I cry to you to punish him."

The cries of the poor Lark were carried far and wide by the pitying winds, and the birds and the insects gathered to comfort her. Among them all came the Falcon and a swarm of gnats. The Falcon said to the poor Lark, "You cry for punishment upon the Lion who has misused his strength. He shall be punished. He shall learn that the power of the humblest creatures is greater than his own." Then he said to the gnats, "Seek the Lion in his lair, and torment him. Bite him about the eyes until you blind him. Then I will swoop down and tear his flesh with my talons." The gnats gladly obeyed the Falcon, and the Lion was so tormented by the gnats and so torn by the Falcon that he died.

It is a beautiful thing to be strong, but we must use our strength to help those who are weaker than ourselves, and not to ill-treat them.

NOTE: Use this story for a conversation lesson on kindness and helpfulness, for a review of grammatical elements and principles, and for reproduction.

LESSON LXXXIV.

**Selections for Memory.**

DOMINION DAY.

Canada, Canada, land of the maple,  
Queen of the forest and river and lake,  
Open thy soul to the voice of thy people,  
Close not thy heart to the music they make.  
Bells, chime out merrily,  
Trumpets, call cheerily,  
Silence is vocal and sleep is awake !

Canada, Canada, land of the beaver,  
Labor and Will have their triumph to-day ;  
Oh ! may the joy of it flow like a river,  
Wider and deeper as time flies away.  
Bells, chime out merrily,  
Trumpets call cheerily,  
Science and industry laugh and are gay.

Canada, Canada, land of the snow-bird,  
Emblem of constancy change cannot kill ;  
Faith that no strange cup has ever unsobered,  
Drinketh, to-day, from love's chalice her fill.  
Bells, chime out merrily,  
Trumpets, call cheerily,  
Loyalty singeth and treason is still.

Canada, Canada, land of the bravest,  
Sons of the war-path and sons of the sea,  
Land of no slave-lash, to-day thou enslavest  
Millions of hearts with affection for thee.  
Bells, chime out merrily,  
Trumpets, call cheerily,  
Let the sky ring with the shout of the free.

—JOHN READE.

By kind permission of Mr. Reade.

[John Reade, a poet of Irish birth, has lived nearly all his life in Canada. Born, 1837. Resides in Montreal.]

#### DOMINION DAY.

With *feu-de-foie*, and merry bells, and cannon's thundering peal,  
And pennons fluttering in the breeze, and serried rows of steel,  
We greet again the birthday morn of our young giant's land,  
From the Atlantic stretching wide to far Pacific strand ;  
With flashing rivers, ocean lakes, and prairies wide and free,  
And waterfalls, and forests dim, and mountains by the sea.

—ALICE MAULE MACHAR.

From "Lays of the True North," by kind permission of Miss Machar.

[Miss Agnes M. Machar (Fidelis) was born in Kingston, Ontario, where she now resides.]





THE MAPLE-TREE.

Hurrah! for the sturdy maple-tree!  
Long may its green branch wave  
In native strength, sublime and free,  
Meet emblem for the brave.  
May the nation's peace  
With its growth increase,  
And its worth be widely spread;  
For it lifts not in vain  
To the sun and the rain  
Its tall majestic head;  
May it grace our soil,  
And reward our toil,  
While the nation's day is sped!

—SUSANNA MOODIE.

[Mrs. Susanna Moodie, born in Suffolk, England, 1803;  
came to Canada 1832; died in Toronto, Ont., 1885.]





## LESSON LXXXV

## A Lesson from Two Pictures.



## THE PARLIAMENT BUILDINGS AND THE FLAG.

In the City of Ottawa, the Capital of the Dominion of Canada, is a very beautiful group of buildings. They stand on a high cliff commanding a wonderful view of the great river Ottawa as it flows on to join the St. Lawrence. These buildings are noted for their architectural beauty, but they are

especially beautiful to every Canadian boy and girl because of the work carried on in them. They are the Parliament Buildings and the work carried on there is the government of our Dominion of Canada. To the men composing Parliament is entrusted the task of making the laws of the country; to those composing the Administration is entrusted the duty of seeing that they are obeyed.

From all parts of the Dominion men assemble in Parliament to carry on the work of securing good government for our country, and so to make her prosperous and honored.

The King is the head of the Government of the Dominion, but as he is unable to be present in person in Canada he is represented by a Governor-General.

“Fair in the south . . . . imperious towers  
Pierce and possess the sky guarding the halls  
Where our young strength is welded strenuously.”

Above these buildings and above many a school-house in the land floats the flag that we all love and honor. It is the famous English flag that is called the “Union Jack.”

The Union Jack is a combination of three flags. The red cross at right angles on the white ground, the St. George's Cross, is for England; the white cross placed diagonally on a blue ground, the St. Andrew's Cross, is for Scotland; and the red cross placed diagonally on a white ground, the St. Patrick's Cross, is for Ireland.



## GOD SAVE THE KING.

### I.

God save our gracious King,  
 Long live our noble King,  
 God save the King;  
 Send him victorious,  
 Happy and glorious,  
 Long to reign over us:  
 God save the King.

### II.

O Lord our God! arise,  
 Scatter his enemies,  
 And make them fall.  
 Confound their politics,  
 Frustrate their knavish tricks,  
 On him our hopes we fix,  
 God save us all.

### III.

Thy choicest gifts in store  
 On him be pleased to pour,  
 Long may he reign;  
 May he defend our laws,  
 And ever give us cause  
 To sing with heart and voice,  
 God save the King.



The flag is the outward sign of the authority of the country. It means protection and freedom. It means that *you* are under the protection of a great and mighty nation, and it also means that the honor and prosperity of the nation depend on *you*. It represents *your* country. It is *your* flag.

We honor the flag by being true and loyal subjects of the King, by obeying our country's laws, and by respecting the rights of others.

We dishonor the flag under which we should be so proud to live whenever we do a mean or unworthy action, or whenever we directly or indirectly do anything which interferes with the course of justice.

By being good citizens, by striving in every way to promote the welfare of our country, to increase her fame, and to heighten her prosperity, we uphold the honor of the flag which "has braved a thousand years the battle and the breeze."

The Dominion of Canada has also authority to display on all public occasions a national flag—the red or blue ensign having the Union Jack in the upper corner next to the mast, and the Dominion Coat of Arms on the field of the flag. This flag is displayed at the opening and closing of Parliament and on national occasions.





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