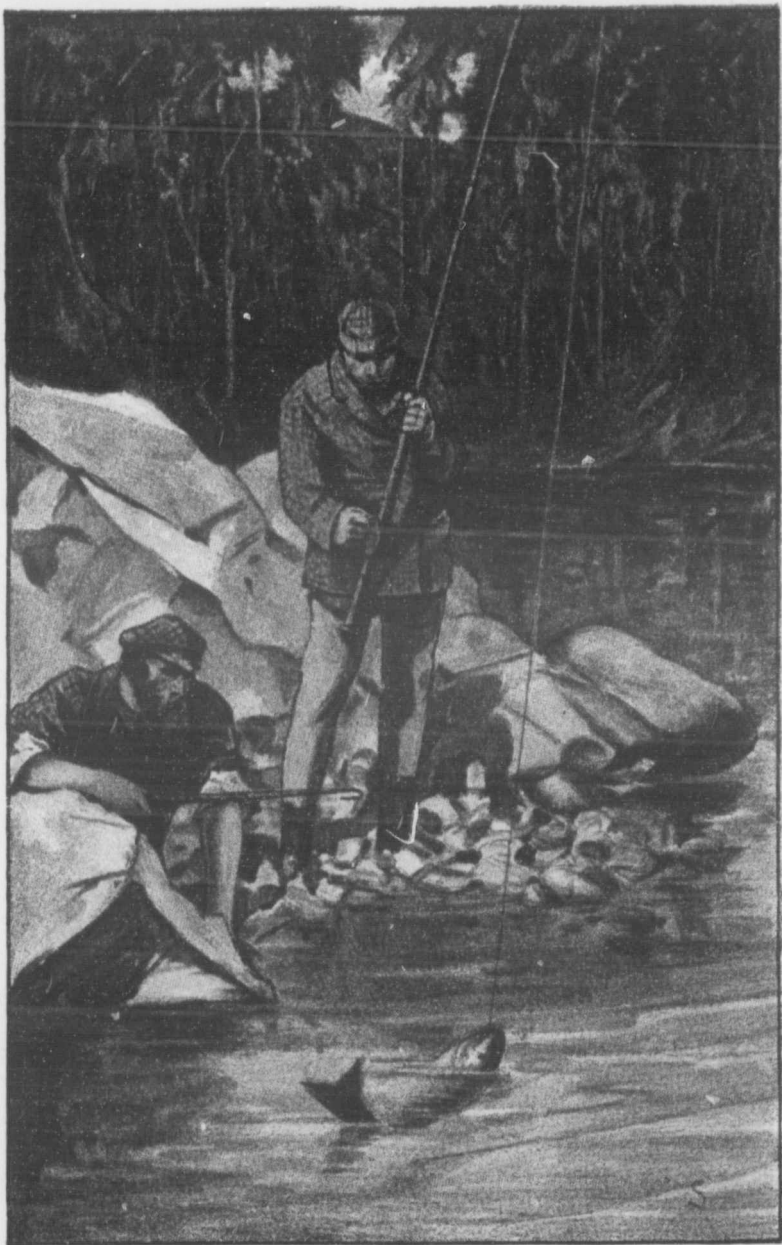


PE 1121
R48





THE TAKING OF THE SALMON.

See page 120

Canadian Series



Renouf's
ROYAL
CROWN READERS
(Fifth Book)

WITH COLOURED ILLUSTRATIONS

E. M. RENOUF, MONTREAL

THOMAS NELSON AND SONS

London, Edinburgh and New York

1905

PE1121

R48

1. T
2. T
3. T
4. "
5. C
6. T
7. S
8. S
9. A
10. B
11. B
12. T
13. L
14. B
15. F
16. V
17. S
18. S
19. T
20. A
21. C
22. T
23. A
24. U
25. U
26. G

CONTENTS.

* * *The Italics indicate Poetical Pieces.*

<p>1. The Miller's Tenth.—I., 7</p> <p>2. The Miller's Tenth.—II., 10</p> <p>3. <i>The Ladder of St. Augustine</i>, 13</p> <p>4. "Paper, sir?" 15</p> <p>5. Contentment, 18</p> <p>6. The Mallangong, 23</p> <p>7. Story of Cyrus Field.—I., 26</p> <p>8. Story of Cyrus Field.—II., 30</p> <p>9. <i>A Sea Dream</i>, 33</p> <p>10. Between Sea and Sky.—I., 34</p> <p>11. Between Sea and Sky.—II., 36</p> <p>12. The Kangaroo, 40</p> <p>13. Lake Como, 45</p> <p>14. Boots and Shoes, 49</p> <p>15. <i>Following a Star</i>, 54</p> <p>16. Why "Pat" wore the V.C., 58</p> <p>17. Strange Savings - banks. —I., 62</p> <p>18. Strange Savings - banks. —II., 65</p> <p>19. <i>The Last Tree of the Forest</i>, 70</p> <p>20. A Swim for Life, 73</p> <p>21. Coverings for the Head, 78</p> <p>22. <i>The Battle of Morgarten</i>, 82</p> <p>23. A Swiss Village, 86</p> <p>24. Ulrica: a Tale of Nova Scotia.—I., 91</p> <p>25. Ulrica: a Tale of Nova Scotia.—II., 94</p> <p>26. <i>Grand Pré</i>, 97</p>	<p>27. The Fugitives of French Cross, 101</p> <p>28. The Blow-pipe, 105</p> <p>29. The Venetian Gondola, 109</p> <p>30. <i>Venice</i>, 112</p> <p>31. A Story of Two Artists, 114</p> <p>32. Good for Evil, 118</p> <p>33. Carnivorous Plants.—I., 121</p> <p>34. Carnivorous Plants.—II., 124</p> <p>35. <i>Fishing Songs</i>, 129</p> <p>36. Summer and Winter in Sweden, 133</p> <p>37. Sir Henry Bessemer, ... 137</p> <p>38. A Day in the Desert, ... 140</p> <p>39. Raven's Crag, 144</p> <p>40. <i>England's Dead</i>, 148</p> <p>41. A Climb up Mount Vesuvius, 150</p> <p>42. A City of the Dead, ... 154</p> <p>43. Rome and the Romans, 158</p> <p>44. The Romans at Table, ... 164</p> <p>45. <i>The Fishermen</i>, 168</p> <p>46. Hunting the Sea-otter, 171</p> <p>47. A Seal-skin Coat, 175</p> <p>48. Self-defence, 179</p> <p>49. <i>The Holly Tree</i>, 183</p> <p>50. The "Special," 185</p> <p>51. Down the Moselle, 190</p> <p>52. The Last French Lesson, 194</p> <p>53. <i>Bingen on the Rhine</i>, ... 198</p> <p>54. Kindness to Animals, ... 202</p>
---	---

55. The Horse,	204	59. The Heart and its Work.	
56. <i>Hassan's Dream</i> ,	209	—II.,	218
57. The Blood,	211	60. The Lungs and their	
58. The Heart and its Work.		Work,	221
—I.,	214		
<hr/>			
<i>To a Water-fowl</i> ,	226	<i>The Treasures of the Deep</i> ,	234
<i>Bring Flowers</i> ,	227	<i>Young Lochinvar</i> ,	235
<i>Ivy Song</i> ,	228	<i>The Ride of Jennie Mac-</i>	
<i>The Day is Done</i> ,	230	<i>neal</i> ,	237
<i>The Ship-builders</i> ,	231	<i>The Deserted Village</i> ,	241
<hr/>			
Notes and Meanings,	244		
Word-Building and Derivation,	259		
Grammar and Analysis,	267		

1
1.
busin
fathe
The
their
flour
of t
work
comf
to be
2.
who



1. THE MILLER'S TENTH.—I.

1. A young miller had just begun business in the old mill where his father had worked for many years. The farmers who lived near brought their grain there to be ground into flour, and gave the miller one-tenth of the grain as payment for his work. He was thus able to make enough to live comfortably, but, like many young men, he was eager to become rich.

2. Among his customers was a rich old farmer, who brought a load of grain to the mill every fort-

night. One day when this farmer had left his load at the mill and gone away, the thought came into the miller's head, "If I take a little more than a tenth, this rich man will never miss it. I know that other people do such things, and why should not I?"

3. He accordingly took a little more than a tenth, and put the extra grain into an empty barrel of his own. His conscience was not at ease, for he knew that he had done wrong; and yet he could not make up his mind to put the grain back again. Then another thought struck him. He saw a bag of grain standing near which belonged to a poor widow, and he said to himself, "I shall take less than my tenth from this poor widow, and that will make it all right. One should be kind to the poor."

4. The next time the farmer's corn came to the mill, the miller again took more than his tenth. The same thing happened again and again, but he did not always remember to give anything away to the poor widow. And while his stock of stolen grain was steadily increasing, his peace of mind was as surely diminishing.

5. He went to church as usual every Sunday, but he was always uneasy when he heard the words, "Thou shalt not steal." He spent a good deal of his spare time over his weekly newspaper, while the water-wheel went steadily round and the mill-stones kept on grinding. But now he began to avoid looking at any reports of men being punished for dishonesty. When he passed the prison, he found himself looking up at the windows, and wondering what the men in there were doing, and what the crime was for which they had been sent there.

6. At last the load on his mind became more than he could bear. He dared not go to the farmer and make a full confession, and yet he could not bear to keep the grain which he had taken dishonestly. What should he do with it? Then a plan came into his head which seemed to promise an escape from his misery.

7. The farmer still came to the mill every second week with his grain; which showed that he had not yet suspected anything. The miller made up his mind that he would take less than his tenth out of the next grinding. He would have liked to take none at all, but he feared that the farmer might notice a difference if the flour he returned was of much more than the usual weight.

8. The miller therefore proposed to go on taking less and less grain out of the farmer's load each time, until the whole of his dishonest gains had been restored. By this means he hoped to return to the farmer what he owed him, without confessing his dishonesty. So, with a lighter heart, he got down his account-books and reckoned up to the very last pound how much grain he owed the farmer.

bus'iness	ac-cord'ing-ly	in-creas'ing	con-fes'sion	weight
com'fort-a-bly	con'science	di-min'ish-ing	mis'er-y	re-stored'
ea'ger	wid'ow	a-void'	sus-pect'ed	ac-count'
cus'tom-ers	stead'i-ly	dis-hon'est-y	dif-fer-ence	reck'on-ed

WORD EXERCISE :—

1. Write out the nouns in the lesson, ending in *-er*, and give their meanings so as to show the force of the termination.
2. Give the meanings of the compound words *fortnight*, *Sunday*, *newspaper*, *water-wheel*, *mill-stone*, and of their parts.
3. Write out a few verbs like *grind*, *ground*, which change the stem-vowel *i* into *ou* in the past.

For NOTES, see page 244.

2. THE MILLER'S TENTH.—II

1. Now, unhappy as the miller had been during all this time, he would have been far more so had he known what had been going on at the farm. The farmer's wife was a very careful and clever house-wife, as all farmers' wives should be, and she noticed that on several occasions the quantity of flour which came back from the mill seemed less than it used to be.

2. At last she mentioned her suspicions to her husband, but he laughed at them.

"No, no," he said; "the miller is an honest man. I know him, and I knew his father before him. There is nothing wrong with the flour."

"Well," she replied, "if he is honest, so much the better; but there can be no harm in weighing the grain we send him, and weighing the flour when it comes back."

3. The farmer laughed still, but he made no objection to this being done. When the flour came back from the mill, it was weighed, and to the good woman's great surprise it came out rather more than it should have been instead of less. The farmer laughed more than ever, rubbed his hands in glee, and said, "I told you so." But his wife still shook her head, as if not quite convinced, and said, "Wait till next time."

4. The miller, in the meantime, was happy in the belief that the farmer had noticed nothing unusual in the quantity of flour, so next time he took out no grain at all for himself. When the flour was taken home, the weight showed that something must be wrong, and both the farmer and his wife were puzzled to know what it could be.

5
old-
his
this
with
chea
mill



"
his
mor
ove
wor

5. That evening, as they sat by the fire in their old-fashioned, comfortable kitchen, the farmer said to his wife, "I have been thinking about the weight of this flour, wife. There must be something wrong with the miller's weights. We do not want him to cheat himself as he is doing. I must go over to the mill to-morrow and see him about it."



"That is just what I should like you to do," said his wife. "I am sure the flour was short of weight more than once, and we both know that it has been over weight twice. I cannot understand it, and it worries me."

6. Next morning the farmer rode over to the mill, and a great dread of evil fell upon the miller when he saw him coming. At last his sin had found him out, and his attempt to put things right again had come too late. When the farmer dismounted, the miller was hardly able to reply to his hearty greeting.

7. "I suppose you cannot guess what I have come over to see you about," said the farmer.

The miller made no reply, but his guilty conscience left him little room for doubt on that point.

"Did you weigh our last grinding?" asked the farmer.

"Yes," answered the miller, in a low tone.

"Well, did you not know that it was over weight? You surely do not think that I want you to grind my corn for nothing!"

The miller's face grew scarlet, and the farmer began to see from his manner that he was in trouble. "Come," he said kindly, "I was your father's friend; tell me all about it."

8. Then the miller went on to tell, in a broken voice, how he had been tempted to dishonesty, how miserable it had made him, and how he had tried to do what was right. "I would give all I have," he said, "to feel myself an honest man again. These bags here contain all that I have taken from you, and I shall never be happy till it is restored to you."

9. "My dear young friend," said the farmer, drawing his sleeve across his eyes, "I do not care about the grain; but since it is mine, you will feel happier if I take it. You have learned a hard lesson, which you will never forget. 'The way of transgressors is hard,' you know. But now that is over and done

with.
no one
good w
10.
back t
up his
no long
he cou
part of
Sunday
dreadfu

oc-ca'si
quan'ti-t
men'tior
sus-pi-ci

WORD

1. Make
2. Write
3. Make

with. I shall never fear to trust you after this. And no one need ever know of this business except the good wife, and she is one that can keep a secret."

10. So the grain was made into flour and sent back to the real owner, and the miller began to hold up his head like an honest man once more. He was no longer interested in the prison when he passed it; he could read his newspaper without skipping any part of it, or blushing as he read; and at church on Sundays the eighth commandment seemed no more dreadful than the others.

oc-ca'sions	weigh'ing	be-lief'	dread	scar'let
quan'ti-ty	ob-jec'tion	un-u'su-al	at-tempt'	mis'er-a-ble
men'tioned	sur-prise'	puz'zled	guilt'y	trans-gres'sors
sus-pi'cions	con-vinced'	old-fash'ioned	doubt	com-mand'ment

WORD EXERCISE :—

1. Make sentences containing object', ob'ject, objection, objector.
2. Write the latter part of section 5, putting it in the third person—
"His wife said that that was just what she wanted," etc.
3. Make abstract nouns from restore, tempt, transgress, honest, hearty.

For NOTES, see page 244.

3. THE LADDER OF ST. AUGUSTINE.

1. St. Augustine! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame.
2. All common things—each day's events,
That with the hour begin and end;
Our pleasures and our discontents—
Are rounds by which we may ascend.

3. All thoughts of ill—all evil deeds,
That have their roots in thoughts of ill;
Whatever hinders or impedes
The action of the nobler will,—
4. All these must first be trampled down
Beneath our feet, if we would gain
In the bright field of fair renown
The right of eminent domain!
5. We have not wings, we cannot soar,
But we have feet to scale and climb
By slow degrees—by more and more—
The cloudy summits of our time.
6. The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.
7. The distant mountains that uprear
Their frowning foreheads to the skies,
Are crossed by pathways that appear
As we to higher levels rise.
8. The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.
9. Standing on what too long we bore
With shoulders bent and downcast eyes,
We may discern, unseen before,
A path to higher destinies.
10. Nor deem the irrevocable past
As wholly wasted, wholly vain,
If rising on its wrecks at last
To something nobler we attain.

LONGFELLOW.

tread
a-scen
im-ped
tram-p1.
corne
peare
sir?"
copy2.
over
after
paper
of th
were
whic
morn3.
my p
color
color
mak
book
too, 1
book
blan
even
cost
4.
sold

tread	re-nown'	pyr'-a-mids	lev'-els	des'-ti-nies
a-scend'	em'-i-nent	cleave	at-tained'	ir-rev'-o-ca-ble
in-pedes'	do-main'	gi-gan'-tic	com-pan'-ions	whol'-i-y
tram'-pled	soar	fore'-heads	dis-cern'	wrecks

For NOTES, see page 244.

4. “ PAPER, SIR ? ”

1. I had taken my seat in the most comfortable corner of a railway carriage, when a newsboy appeared at the window with his usual cry of, “ Paper, sir ? ” I handed him a penny, and got in return a copy of the morning paper which I usually read.

2. It was the time of a General Election, and all over the kingdom men were making speeches day after day about the government of the country. The papers were full of these speeches, and of the news of the elections that had already taken place. They were more than full, indeed ; for I saw that the paper which I had bought contained four extra pages that morning.

3. This led me to consider how much I had got for my penny. Two sheets of eight pages each, and eight columns in each page—one hundred and twenty-eight columns ! If printed in book form, each column would make about six pages ; so I had got for my penny a book of seven hundred pages ! The paper was good, too, though much cheaper than the paper we get in books. I suppose I could not have bought so much blank paper at any shop for a halfpenny, perhaps even for a penny. All the printing, then, had only cost me about a halfpenny, perhaps much less.

4. How, then, was it possible for my paper to be sold for a penny ? The secret is this : it is not those

who buy the paper but those who advertise in it that make it pay. I found six full pages—forty-eight columns—full of advertisements and notices of all sorts; and for printing every one of these notices the newspaper had charged from sixpence up to a good many shillings or pounds, according to the space it occupied.

5. I glanced at the summary of the news given in one column of the paper, and in ten minutes I knew all the most important events that had happened during the previous day, not only in my own country, but all over the world,—in Europe, America, India, China, and even far-off Australia.

6. It seems as if we were in fairyland, and had the power of flying in a moment to any part of the earth by merely wishing to be there. By means of our newspaper, we can take a peep into any of the score of meetings held last night, and hear what was said there; or we may witness a fierce battle in South Africa, or listen to the gossip about great men in the streets and *cafés* of Paris.

7. How many weeks and months of travel by land and sea our ancestors would have needed to learn as much as we do from our daily paper! By it we can see more of the world in half-an-hour than they could in half a life-time. How does this happen? What has caused the change? Chiefly two things—the printing-press and the telegraph.

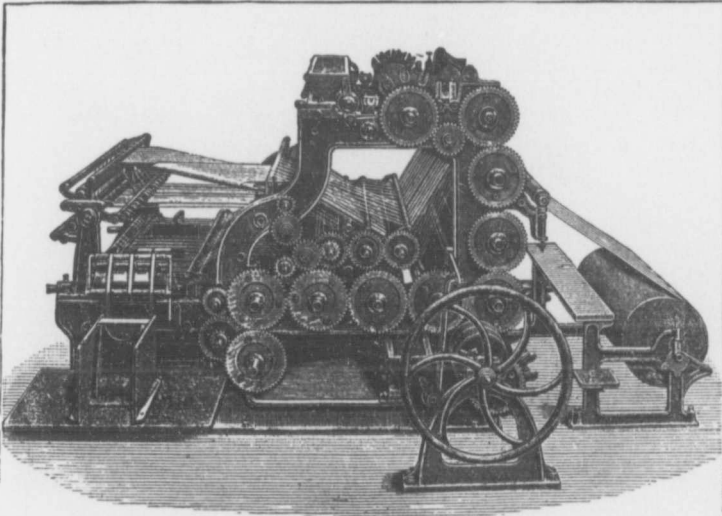
8. Here I was reminded that I had taken no account of what must cost a great deal of money—the gathering together of all the news my paper contained. In every large town, both in England and in other countries, there are men who telegraph to London every day the news of what is going on.

9.
ing p
the w
hand
are w
event
letter
posito



your
into i
10.
is tak
bent
quite
melted
is exa
so tha

9. Evening is a busy time in the office of a morning paper. Telegrams are pouring in from all over the world; reporters are busy writing out their shorthand notes of speeches at public meetings; the editors are writing “leaders,” or articles discussing the great events of the day. All this has to be set up in type, letter by letter and word by word, by men called compositors. Did you ever think that every letter in



NEWSPAPER PRINTING-MACHINE.

your newspaper has been lifted up singly and put into its place?

10. After the letters are all set up in this way, a cast is taken from the page of type in a soft material, and bent round like a drum. When dry this becomes quite hard, and it is used as a mould into which melted metal is poured. When the metal hardens, it is exactly like the page of type, but all in one piece, so that letters cannot slip out of their places, and it

is round like a drum instead of flat. These drums of metal are put into the printing-machine, ready to print the white paper.

11. If you saw a printing-machine at work, like the one in the picture, you could hardly tell how it acts, so rapidly does everything move. At one end is a huge roll of paper, all in one long web, like a broad white ribbon. As the paper passes between the rollers, it is printed on both sides. At the other end of the machine it comes out in the form of complete newspapers, each cut off and folded up, ready for my friend the newsboy. Some machines can print as many as twenty thousand papers in an hour.

car-riage	oc'-cu-pied	an'-ces-tors	type
E-lec'-tion	sum'-ma-ry	tel'-e-graph	com-pos'-i-tors
gov'-ern-ment	pre'-vi-ous	ed'-i-tors	ma-te'-ri-al
col'-umns	gos'-sip	ar'-ti-cles	mould
ad-ver'-tise-ments	caf'-és	dis-cuss'-ing	met'-al

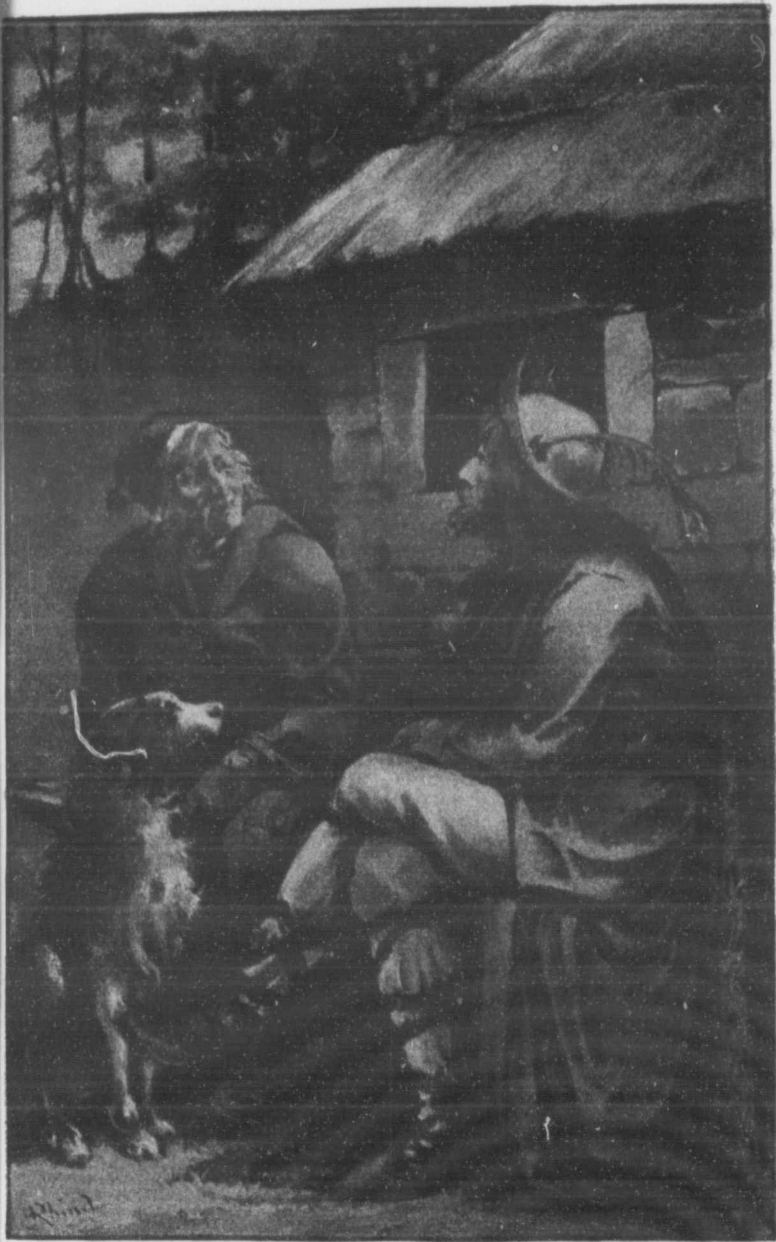
WORD EXERCISE :—

1. Make sentences containing telegraph as noun, verb, and adjective.
2. Give a list of words formed from comfort, with meanings.
3. Give a list of words with the prefix re- (like reminded), with their meanings.

For NOTES, see page 244.

5. CONTENTMENT.

1. A king, who was weary of the cares of his high office, determined to seek among his subjects for a man who was perfectly contented. His desire was to change places with that man, for he cared more for peace of mind than for royal dignity and honour. So he disguised himself, and set out on his search.



CONTENTMENT.

2. First he entered the house of a rich merchant, who had made his fortune in trade, and had now retired to enjoy a life of ease. The king soon discovered that the merchant found this life wearisome and tedious.

"I wish I were again enjoying an active life, like my neighbour over the way," said he. "I should be quite contented to work as hard as I used to do."

3. The king next entered the house of the "neighbour over the way," whom the retired merchant envied.

"Contented!" he exclaimed, in answer to a question of the king; "why, I am leading the life of a slave! I wish I could afford to retire from business, like my rich neighbour there. He has nothing to do but to drive about in his carriage and enjoy himself."

4. Thinking that he might succeed better in his search if he tried some other sphere of life, the king next went to the house of a man whom he had lately appointed to an important office under the government.

But as he entered, he overheard this man speaking thus to himself, "Why did I ever think of accepting this position? I am envied by those who are under me, and despised by those who are above me. I should have been much better as head of a business of my own, like my well-to-do friends round the corner of the street."

5. Sadly the king turned away from this house. "Contentment must be found somewhere else," he said, "in a position where men are above want, and yet free from the worries of ambition;" and he turned aside into a back street and entered the shop of a carpenter. He entered into conversation with the man, and said, "A life of honest independence such

as yo
tentm

6.

pente
of goi

I wisl
some

There
street

this w
the ki

times
on hi

to do
worki

7.

city.

cottag
by its

partal
he sat

door.

8.

friend

"B
smile.

and I
garden

you r
me.

never

9.

asked

as yours, my friend, must indeed be a life of contentment."

6. "Who could be contented to work as a carpenter?" exclaimed the man. "If you are thinking of going into this business, let me warn you against it. I wish I had been anything else. I cannot see why some people have so much easier a life than others. There are two men for whom I work in the next street; they have made large fortunes since I came to this wretched little shop. And then there is one of the king's officers for whom I do a little work sometimes; he has plenty of money, and servants to wait on him. And as for the king himself, what has he to do but to enjoy himself? Why cannot we poor working-men be as happy as they are?"

7. The king turned away in silence, and left the city. Dressed as a traveller, he stopped at a labourer's cottage at the side of a country road, and was invited by its owner to step in and rest. After he had partaken of the homely food that was offered him, he sat down beside the labourer on a bench near the door.

8. "I am afraid you must be very badly off, my friend," said the king.

"Badly off? not at all," said the labourer, with a smile. "I am always sure of plenty of work here, and I am well paid for it as things go. Then my garden takes up any spare time that I have, and you never saw such crops of potatoes as it gives me. Badly off! Nay, so long as I can work I shall never grumble."

9. "Are you quite contented with your lot, then?" asked the king. "Have you no troubles at all?"

“Oh, as to that, every one has his own troubles, and I have mine. There is the rheumatism in my arm, which keeps me awake all night sometimes, and will not let me work for days together. And then my landlord is not always so kind or even so just as he might be.”

10. “Why, is not this cottage your own?”

The labourer laughed. “Oh no; I am not so rich as all that. But what I say is this, that though I have my own share of troubles, yet there is more good in my lot than in that of most people. I am quite satisfied with what I have; and even my troubles will no doubt help to make me more like what I ought to be.”

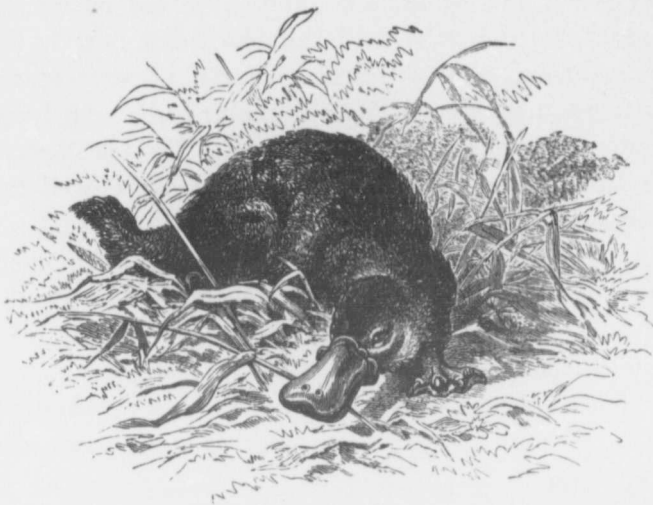
11. The king took leave of his humble friend, and searched no further. “I have found,” said he to himself, “a man who is perfectly contented; and I have learned that I need not change places with him in order to be contented myself. The secret of contentment is this—to accept the evil along with the good; and instead of throwing off burdens, to try to bear them, so that they shall lead to a greater happiness.”

de-ter'mined	te'di-ous	am-bi'tion	trav'el-ler
dig'ni-ty	en'vied	con-ver-sa'tion	la'bour-er
dis-guised'	suc-ceed'	in-de-pen'dence	rheu'ma-tism
search	sphere	wretch'ed	sat'is-fied
wea'ri-some	de-spised'	si'lence	hap'pi-ness

WORD EXERCISE :—

1. Give the meanings of these words so as to show their relation to one another—contain, con'tents, contented, contentment, discontent.
2. Contrast with the above the words contend, contention, contentious.
3. Give a list of words in -age (like carriage), with meanings.

For NOTES, see page 245.



6. THE MALLANGONG.

1. One day an English trader in Australia, who was interested in natural history, was standing on the bank of a pond, when suddenly a strange animal rose to the surface of the water and swam noiselessly about. The creature had soft, thick fur. It had four feet, which appeared somewhat like those of a mole, but were webbed. Stranger still, the small, pointed head ended in a large, flat, duck's bill.

2. The animal sank noiselessly out of sight as the trader gazed at it, and he then realized that he was the first white man who had seen the curious animal which he had heard of as the mallangong, about which he had been told many strange tales by the natives. He at once made up his mind that he must catch this animal and examine it more closely.

3. For this purpose he had first to find a regular mallangong-hunter, for he knew that the creature was

very wary and difficult to find. An old native was brought to him, who said that he knew how to find the creature, and a hunting party at once started under his direction. The old hunter had a long, tough, slender stick, pointed at one end. Two or three of the party were given pickaxes and shovels; and thus equipped, they set out for the banks of the pond.

4. As he advanced slowly, the old man frequently thrust his rod into the ground and twisted it about—the white men looking on as if they thought this a very dull kind of hunting.

“I have found him!” cried the old man suddenly, as he thrust his rod into the ground once more. “Dig! dig!”

The shovels soon laid bare a little tunnel, which was carefully opened up by the men. It was long and winding; but at last a small round chamber was found, and the guide picked up from it what seemed a ball of fur. “Mallangong!” he said.

5. The trader carried home his prize, and soon it became lively and friendly. It took the food that was offered, and showed no fear of man; it came to its master when called, and would climb on his shoulder when he was seated.

6. It was found to have its nostrils at the end of its bill, and small, shining, bead-like eyes. Its ears were merely holes hidden among its fur. Its hind feet had palms like those of a mole, webs like those of a duck, and spurs behind like those of a game-cock. It had cheek-pouches, like those of a squirrel, for carrying its food in. It would move about the room during the night, while during the day it would lie asleep in the sunshine, or hidden in a heap of shavings.

7
a lo
abov
toug
it jo
abov
8
wat
banl
smal
and
time
it ha
9
like
its y
beer
that
shell
The
and
fore
crea
mal'l
sur-f
crea'
webb
W
1. Di
2. M
3. R

7. This animal, which is called by scientific people a long name which means "the bird-nosed puzzle," is about twenty inches in length. Its bill is covered with tough skin, which forms a kind of frill or ruffle where it joins the head. Its fur is soft and thick, dark brown above, and paler on the under side of the body.

8. The mallangong is never found far from the water. Its tunnel and round nest are made in the banks of a pond or river. The animal feeds on the small worms and insects which it finds in the mud, and it stores them in its cheek-pouches until it has time to chew them carefully with its hard gums, for it has no teeth.

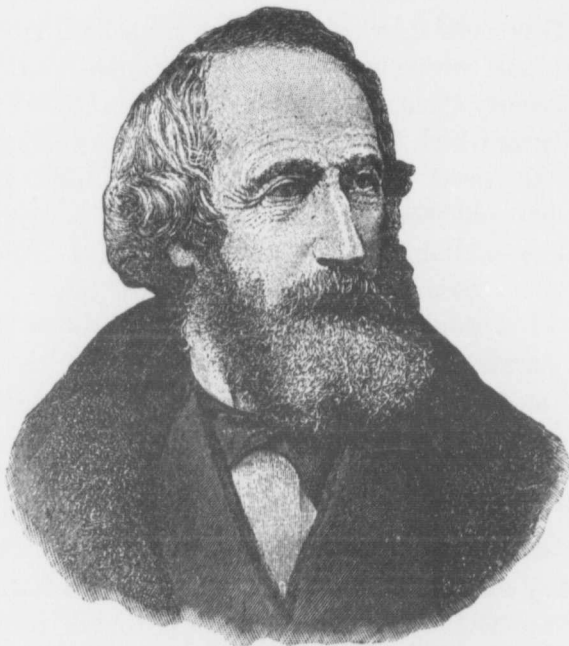
9. The natives declared that this animal laid eggs like a bird. But then it was a mammal, for it fed its young ones with milk; and no mammal had ever been known to lay eggs. It was found, however, that the mother lays two eggs, with strong, tough shells, and from these the young ones are hatched. They are then very small; but they grow rapidly, and soon learn to eat insect food. There are, therefore, a good many reasons for calling this strange creature a "bird-nosed puzzle."

mal'lan-gong	re'al-ized	di-rec'tion	shoul'der	sci-en-tif-ic
sur'face	ex-am'ine	shov'els	nos'triis	ruf'fle
crea'ture	reg'u-lar	e-quipped'	palms	de-clared'
webbed	wa'ry	thrust	squir-rel	mam'mal

WORD EXERCISE :—

1. Distinguish the meanings of the words **trader**, **tradesman**, **trading**, and **trade**.
2. Make sentences containing the words **wary**, **aware**, and **beware**.
3. Rewrite the last five lines of section 2 in the first person—"The trader said to himself, 'I am the first white man,'" etc.

For NOTES, see page 245.



7. THE STORY OF CYRUS FIELD.—I.

1. Cyrus Field was born in Stockbridge, Massachusetts, in the year 1819. His father was the pastor of a church there; and in his pleasant home amongst the hills the boy spent a happy childhood. After he left the village school, he was sent to be trained in business under a merchant in New York.

2. He was fortunate in the master under whom he was trained, and he gained a thorough knowledge of business, besides learning the value of industry and faithfulness in all work. His energy was so remarkable, that before he was twenty-one he went into business for himself, and within twelve years he made a fortune, and decided to retire from business.

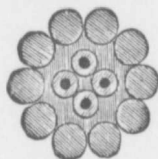
3. He spent the first year of leisure in travel;

but
worl
ente
his
gent
atte
the
land
eage
inte
ing
him
Atla
upo
4
seen
fore
he
ties
the
mile
not
curr
wat
tha
5
at
sou
bot
the
Pla
dep
9,0

but he very soon felt the need of more definite work in his life, and began to look about for some enterprise to which he might devote his energy. At this time he met a gentleman who had been engaged in an attempt to lay a telegraph cable across the Gulf of St. Lawrence to Newfoundland. The attempt had failed; but the eagerness of the unsuccessful engineer interested Mr. Field, and while thinking on the matter, the idea flashed upon him, "Why not carry a cable across the Atlantic?" Thus he was led to enter upon his life-work.

4. He knew that such a plan would seem foolish to many people, and therefore he made many preparations before he spoke of it in public. Two difficulties met him at once. The first was the difficulty of making a cable 2,000 miles in length strong enough and yet not too heavy; the second, the fear that the electric current might not be able to travel so far under water. Experiments were made, and he was certain that these two difficulties could be overcome.

5. The next question was, How deep was the ocean at the place where the cable must lie? Careful soundings were taken, and it was found that at the bottom of the sea between Newfoundland and Ireland there stretched a great plateau—now called Telegraph Plateau—on which the cable might be laid at a depth of from 1,500 to 2,000 fathoms; that is, from 9,000 to 12,000 feet.



TELEGRAPH
CABLE.

6. After these experiments had been made, Mr. Field and some of his friends formed a small company to try to carry out the plan. The money required was got from England and America, and each country supplied a vessel. In 1857, half the cable was stowed in the English *Agamemnon*, half in the American *Niagara*, and these ships set forth on their great enterprise.

7. Three hundred miles of the line had been laid, when it broke, and the vessels were forced to return. In the following year a second attempt was made, on a different plan. Instead of starting from the Irish coast, the vessels sailed half-way over the sea; there they joined the two halves of the cable and separated, each sailing homewards. Only 100 miles were laid when the cable again broke. Several times the trial was repeated without success, and at last there came a great storm in which the *Agamemnon* was almost lost.

8. After this disappointment, most of those who had provided the money said that it was useless to try again. But the difficulty of the work had not discouraged Cyrus Field; he roused new hopes in the hearts of the others, and it was decided to make one more attempt.

9. The two vessels again set off, and on the 5th of August 1858 it was flashed across the ocean that the cable was laid. The first greeting that passed along the line was, "Peace on earth, good will toward men." Then gradually the current failed, the messages grew fainter, and at last ceased entirely.

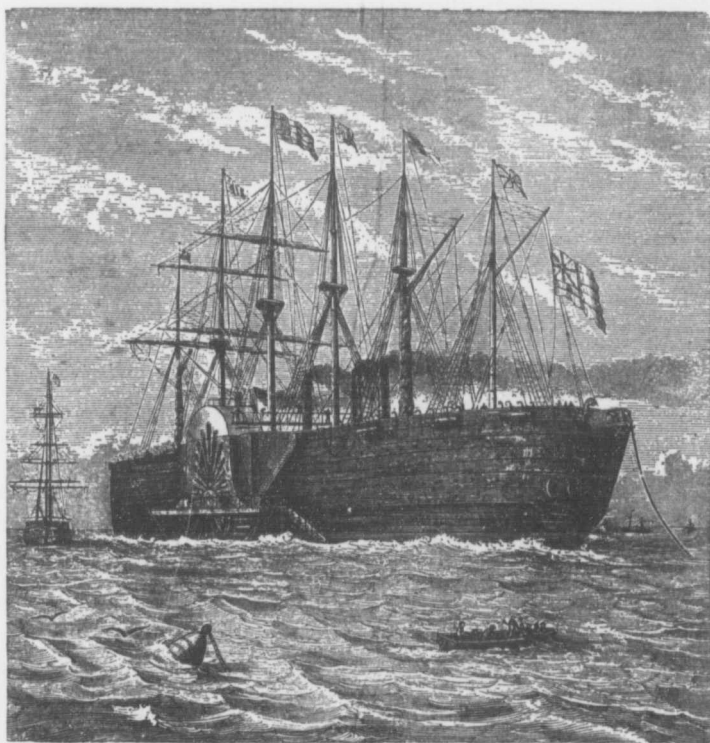
10. For some years no more could be done, as America was distracted by civil war. Meantime, the science of electricity made progress; and when

Cy
aga
Grea
This
wire
diffi
for



1
carg
the
vess
two

Cyrus Field and his friends were ready to begin work again, it was found that they could have the steamship *Great Eastern* to carry the new cable in one piece. This was a great advantage, for the joining of the wire in mid-ocean had always been a matter of great difficulty. So this huge vessel, which had proved useless for ordinary purposes, found her proper work at last.



11. In July 1865, she set sail with her precious cargo. Twelve hundred miles had been crossed, and the hopes of all were high, when a sudden lurch of the vessel snapped the cable, and it disappeared in water two miles deep. Great grappling-irons were let down,

and thrice they laid hold of the cable; but each time the chains proved too weak to drag it to the surface from such an immense depth. A month was spent in these attempts; then the discouraged band were forced to return to England and report another failure.

pas'tor	def'i-nite	e-lec'tric	roused
for'tu-nate	en'ter-prise	cur'rent	civ'il
thor-ough	un-suc-cess'ful	ex-per'i-ments	sci'ence
knowl'edge	en-gi-neer'	pla-teau'	el-ec-triç'i-ty
lei'sure	prep-a-ra'tions	dis-cour'aged	prè'cious

WORD EXERCISE :—

1. Write a list of nouns ending in the termination **-hood** (like **childhood**), and give their meanings.
2. Give a list of words with the prefix **over-** (as **overcome**), and give their meanings.
3. Give a few words ending in **-eer**, **-er**, and **-or**, meaning the agent or doer of a thing.

For NOTES, see page 245.

8. THE STORY OF CYRUS FIELD.—II.

1. Mr. Field had now gained the confidence of friends who were willing to persevere as long as he would. The next spring, another cable, more perfect than any that had yet been made, was stowed in the *Great Eastern*, and she once more sailed westward.

2. For fourteen days she steamed on, laying down mile after mile of the electric wire. All on board watched as eagerly as did Columbus for the signs of the New World; and they did not watch in vain, for on the 27th of July 1866, the anchor was cast in the little harbour of Heart's Content in Newfoundland. Since then there has not been a single day without telegrams passing between the Old World and the New.

3. As soon as the shore end had been made fast, Mr. Field and the officers went in a body to a little church, and offered thanks to God for the success granted them. Then without delay they set off again to find the cable which had been lost the year before.

4. Several times it was caught and brought up within sight of the watchers; once it was alongside of the vessel, but broke away before it could be made fast. By unwearied effort it was at last secured, and spliced to the half which had lain for a year in the hold of the *Great Eastern*. This cable was then successfully laid to Heart's Content.

5. Thus not one but two cables were laid across the Atlantic Ocean in one year. But even two cables proved insufficient for the needs of the countries on either side of the Atlantic. There are now four laid from Valentia to Newfoundland, and one from Valentia to Nova Scotia; two from the south of England, to St. Pierre in the Gulf of St. Lawrence and to Panama respectively; one from Lisbon to Pernambuco in South America, connected with one to London from Lisbon; and one from Brest to St. Pierre.

6. In writing of his work, Mr. Field says: "In looking back over these eventful years, I wonder how we had courage to carry it through in the face of so many defeats, and of almost universal unbelief. A hundred times I reproached myself for persisting in what seemed beyond the power of man. And again there came a feeling that having begun I could not turn back; at any cost, I must see the work through. At last God gave us the victory. And now, as we see its results, all who had a part in it must feel rewarded for all their labours and their sacrifices."

7. "Peal the clanging bell,
 Thunder the brazen gun,
 Over the earth in triumph swell
 The notes of a victory won :
 Not over field, and ditch, and corse ;
 Not by musketry, cannon, and horse ;
 Not by skirmish and battle fell ;
 Not by the whiz of shot and shell ;—
 But men of will and thought,
 Men of muscle and brain,
 Have planned, and toiled, and suffered, and fought,
 And conquered the raging main.

8. "Far from an Eastern shore,
 By the second ark is brought,
 Spanning the dusky darkness o'er,
 A line of glowing thought—
 Dashing through ripples, and torrents, and waves,
 Courting the gloom of mariners' graves,
 Hastily threading the ocean isles,
 And bringing to naught three thousand miles.
 For men of will and thought,
 Men of muscle and brain,
 Have planned, and toiled, and suffered, and fought,
 And conquered the raging main."

con-fi-dence	se-cured'	re-proached'	can'-non
per-se-vere'	in-suf-fi'-cient	sac'-ri-fiç-es	skir'-mish
añ'-chor	re-spec'-tive-ly	bra'-zen	mus'-cle
of-fi-cers	de-feats'	tri'-umph	tor'-rents
un-wea'-ried	u-ni-ver'-sal	mus'-ket-ry	mar'-i-ners

WORD EXERCISE :—

1. Make sentences containing the words **confide**, **confident**, **confidence**, **confidential**.
2. Rewrite in the third person the first eight lines of section 6—
 "Mr. Field says that he wonders," etc.
3. Give a list of adjectives in **-en**, meaning **made of** (like **brazen**).

For NOTES, see page 245.

9. A SEA DREAM.

1. We sailed all night on a sapphire sea,
Under the crystal moon,
Over the waves as they danced in glee,
And sang to the sea-wind's tune ;
Away, when the town was sound asleep
And the land was lulled to rest,
Where the silvery spears of the stars sink deep
Down into the ocean's breast.
2. And far as we sailed, a line of light
Led from the shadowy shore,
In links of phosphorus falling bright
From the blade of the guiding oar.
And on to the silvery smile that played
On the lips of the slumbering sea,
The moonbeams an angel pathway made
Like the spray on the hawthorn tree.
3. Round and round did the wavelets croon
In the deep delight of dream,
And the wind sang songs of the seas that swoon
In the summer sun's sultry beam.
It sang of the morning and rosy dawn,
And the wakening smile of love,
When the curtains of dreamland and night are drawn,
And the sun rises radiant above.
4. All night long we sailed and sailed
Over the slumbering sea,
Till the eastern sky into amethyst paled,
And the gulls screamed loud in their glee.
Such songs and such scenes no poet hath sung,
Nor pictured with passionate pen ;
But when in the heavens God's star-lamps are hung,
We'll hear them and see them again.

GABRIEL SETOUN.

sapph'ire	shad'ow-y	ān'gel	wāk'en-ing	am'e-thyst
crys'tal	phos'pho-rus	swoon	cur'tains	scenes
lulled	guīd'ing	sul'try	ra'di-ant	pas'sion-ate

For NOTES, see page 246.

10. BETWEEN SEA AND SKY.—I.

1. "Pshaw! are those the cliffs? Why, they are not so very high. I have seen uglier-looking rocks than those before."

The speaker stood up in the bow of the little boat, and shaded his eyes with his hand as he gazed at the wall of rock rising four hundred feet above the restless sea. It was thirty years or more ago, and the island of Anglesey had not then become the favourite summer resort that it is now.

2. A few wealthy Englishmen, however, had even then discovered the beauties of the island, and the charm of its healthy, clear atmosphere. But such visitors were still too few in number to have any effect on the simple life of the people, who still gained their living by farming, fishing, or samphire-gathering; sometimes by all three together.

3. Samphire is a plant of the Carrot family, and is much valued as a salad, or for pickling. It is found growing in crevices of the cliffs on many parts of the coast of England. The gathering of this plant is a very dangerous trade, as the samphire-gatherer swings himself down the face of the high cliffs, with but a slender rope to support him, while the cruel sea rolls far below.

4. Harold Fitzmaurice, the son of a rich Englishman, was staying at Beaumaris with his aunt. He

was
low
an o
that
anxi
to th
5.
was
acco
unak
one
a str
acce
wors
6.
fishe
They
path
boat
7.
up a
thou
dang
ing
"
mas
noth
of h
8
the
sum
Eng
ing

was still a school-boy, though a fine, big, athletic fellow for his age. He had made the acquaintance of an old fisherman and his son; and when he found that they often went to gather samphire, he was very anxious to go with them on one of their expeditions to the cliffs.

5. His wish was quickly granted, for the old man was now too old to descend the cliffs himself, and on account of the rheumatism in his arms, he was often unable to manage the rope, and had to get some one to help him. The offer of the services of such a strong-looking young fellow as Harold was eagerly accepted by the old man, whose rheumatism was worse that day than usual.

6. The heavy, round-bowed boat, pulled by the fisherman's son, soon reached the foot of the cliffs. They disembarked at a place where there was a steep path leading up the rocky height, and made fast the boat to a projecting piece of rock.

7. "They are not very high," said Harold, looking up at the crags and repeating his former remark. "I thought gathering samphire was considered a terribly dangerous occupation. Why, I would not mind swinging down one of these cliffs myself."

"It is all very well for you to say that, young master," said the young fisherman. "Those who know nothing fear nothing." Harold gave a careless shrug of his shoulders, but made no reply.

8. Carrying the long rope looped over his shoulder, the younger man led the way to the wind-swept summit of the cliff, while his father and the young Englishman followed him up the path. Then fastening the rope about his waist, he swung himself clear

of the edge, and was slowly lowered by the strong arms of Harold and the feeble ones of his father.

pshaw	sal'ad	ex-ped-i'tions	pro-ject'ing
ug'li-er	crev-i-ces	de-scend'	oc-cu-pa'tion
at-mos-phere	ath-let'ic	ser-viç-es	shrug
sam'phire	ac-quaint'ance	ac-cept'ed	sum'mit
car'rot	añ-xious	dis-em-barked'	waist

WORD EXERCISE :—

1. Give a list of words which have somewhat the same meaning as cliff.
2. Write a list of the words made from *favour*, with different terminations, and give their meanings.
3. Rewrite in the third person what was said by Harold in section 7—“Harold said that the cliffs,” etc.

For NOTES, see page 246.

11. BETWEEN SEA AND SKY.—II.

1. At length the young man reached a crevice where a bunch of samphire grew. Finding a foothold on the rock, he gathered the plant, untied the rope from about his waist, and fastening the samphire to it, gave the signal to pull up. Then he waited until the rope again descended within his reach. When he had gathered all that was to be found at that spot, he was at last drawn up himself, carrying a great bunch of the plant under his arm.

2. “Perhaps you would like to try it now, young master,” he said to Harold with a slight sneer, wiping the blood from a long scratch on his wrist.

“I will try it,” Harold replied; and greatly to the other's surprise he began to tie the rope round his body.

3. The old man tried to dissuade him ; but Harold was determined, and with much grumbling on the part of the fisherman, he let himself down over the brink of the cliff. Slowly and steadily, inch by inch, the rope was paid out by the old man and his son, who felt not a little uneasy at the risk they were allowing the young stranger to run.

4. A hundred feet down the rock he found some samphire at a spot where he could secure a good footing. With great care he unfastened the rope from his waist, and gathering all that he could reach, he sent it up to the summit of the cliff. When the rope came down again, he swung himself still further down the cliff. This time he did not take the trouble to tie the rope round him, but trusted to his strong arms.

5. Down, down he went, until he caught sight of a recess in the face of the cliff, which was hidden from those above by an overhanging rock. Here, on a broad ledge, grew a great quantity of samphire, and this Harold made up his mind he would gather. It was not an easy thing to do, for he was hanging in the air fully eight feet away from the ledge.

6. He began to swing himself backwards and forwards, gently at first, then a little more strongly, coming nearer and nearer the rock at each swing. Another swing, and his toes touched the rock ; yet another, then a jump, and he found himself safely landed on the ledge. The samphire was soon gathered, and Harold turned to seize the rope again. A frightened cry burst from his lips. The rope swung gently in the breeze before him, but the overhanging rock above kept it far out beyond his reach. He was imprisoned between sea and sky !



BETWEEN SEA AND SKY.

ro
al
sa
H
re
fr
st
H
ty
ri
to
ba
no
re
at
ag
H
st
H
ab
w
up
of
yo
E

7. His first thought was to leap out towards the rope, but the risk was too great. If he missed it, or allowed it to slip through his hands, nothing could save him from a terrible death on the rocks below. He had therefore to think of some other way of reaching it.

8. At last he hit on a good plan. Drawing his watch from his pocket, he let it swing from his hand by its strong ribbon. No; the ribbon was not long enough. He then tore up his strong silk handkerchief, and tying the strips together, he fastened to the watch ribbon one end of this silken line.

9. Swinging the watch about his head, he threw it towards the rope. It just touched, and then swung back, striking a sharp blow upon the rock.

"Ah! that's bad for the watch," exclaimed Harold, noticing the dent made in one side of it.

He cast it once more toward the rope, with no better result. Time after time the throw was repeated, till at length the watch and a portion of the ribbon caught against the rope, and were wound tightly around it. Harold drew it carefully toward him. Breathlessly he stretched out his hand and clutched the precious rope. He was safe!

10. With trembling hands he fastened it securely about his waist, and seizing the bunch of samphire which he had gathered, gave the signal to be drawn up. A few moments later, he stood upon the summit of the cliff.

"Will you try it again, young master?" asked the young fisherman.

"No, sir! There is not enough money in the Bank of England to tempt me," replied Harold emphatically.

11. He kept his adventure secret from the old man and his son, but he told it afterwards to his father; and even to this day Captain Harold Fitzmaurice carries a gold watch that bears upon its case several very ugly-looking dents, the cause of which he has frequently to explain.

sig'nal	im-pris'oned	hand'ker-chief	clutched
wrist	al-lowed'	re-peat'ed	trem'bling
dis-suade'	ter'ri-ble	por'tion	em-phat'i-cal-ly
re-cess'	rib'bon	breath'less-ly	ad-ven'ture

WORD EXERCISE :—

1. Give a list of words formed from **descend**, with their meanings.
2. Give the meanings of **dissuade**, **persuade**, **persuasion**, and **persuasive**.
3. Write sentences containing the words **terror**, **terrible**, **terrify**, **terrific**.

For NOTES, see page 246.

12. THE KANGAROO.

1. A hundred years ago the kangaroo was unknown in this country, and if any one had given a description of the animal, it would likely have been laughed at, as are the descriptions of the great sea-serpent which we sometimes read at the present day. But Australia is the land of animal-puzzles, and to-day no one thinks it strange that we should find there a quadruped that does *not* walk on four legs.

2. The kangaroo is one of the class of animals called marsupial, or pouched. That is to say, the female has in front of her body a kind of pouch in which her little one is kept safe and carried about. The young one is very small at first, and lives on milk

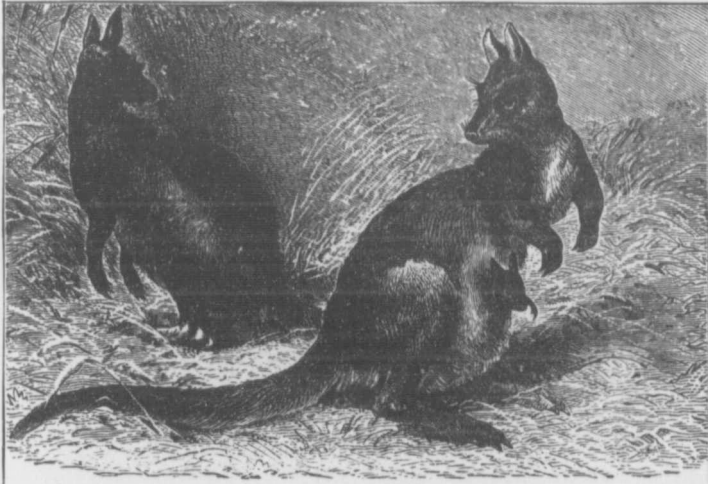
alone
mont
feebly
When
3.
this
had
nativ
any



point
it wa
mean
know
knew
at on
name
garoc
4.
Some

alone, never leaving the pouch; but after a few months it begins to leave its hiding-place and hop feebly about, nibbling the grass near its mother. When alarmed it returns to its pouch.

3. There is an odd story told of the way in which this animal got its name. Some English sailors who had landed on the Australian coast saw a party of native hunters who had just killed an animal unlike any creature the sailors had ever seen before. They



pointed to the animal, and asked the natives what it was called. The reply was, "Kangaroo," which meant, "I do not understand," for the natives did not know what the sailors were asking. The sailors knew quite as little of the native language, and they at once concluded that "kangaroo" was the native name of the animal; and so it has been called kangaroo ever since.

4. There are many different kinds of kangaroo. Some are only a few inches in height, and like

the rat in their general appearance; others are six or seven feet high when standing upright. Some are found on the wide grassy plains; others in the forests, where they live in the trees like squirrels. They are all alike, however, in some respects: they all have a pouch for carrying their young, and they all have short fore legs and very long hind legs.

5. They do not walk on all fours, as most quadrupeds do, but advance by leaping or hopping on their strong hind legs; in some kinds the long, powerful tail also helps to support them. The great or giant kangaroo usually clears nine or ten feet at each leap, but when he is going at full speed his leaps measure twice as much. He skims along the plain without seeming to touch the ground, and at a speed which would keep him safe from horse and hound if he could hold out long enough.

6. This animal has a peculiarity about his lower jaw which is worth mentioning. The two lower jaw-bones do not grow together in front like those of other animals, and he can open them so far as to separate his two middle teeth about a quarter of an inch. These two teeth are sharp on the edges as well as at the points, and when he brings them together sideways they act like a pair of scissors. In this way he can feed on grass which is too short for the teeth of any other animal.

7. While this is an advantage to the kangaroo, it causes much loss to the sheep-farmer; for his pasture is eaten by the kangaroo down to the very roots, so that it will not grow again. So much damage is done in this way that in some districts a reward is offered for every kangaroo that is killed. The animal

is a
leat
are
&
the
sho
and



and
the
to
go
wit
ha

is also hunted for its skin, which makes a fine soft leather, and sometimes the hind quarters and the tail are eaten.

8. The natives stalk the kangaroo, and kill it with the boomerang or the spear, and the settlers often shoot it. The kangaroo is also hunted on horseback and with dogs. The chase is sometimes a long one,



and it is only the endurance of the dogs that enables them to come up with their prey. When brought to bay, a full-grown kangaroo sometimes makes a good fight, and a kick from his powerful hind foot with its long claws is often fatal to young dogs that have not learned how to attack him.

9. Though naturally a timid animal, the mother kangaroo will sometimes show much courage for the sake of her little one. An Englishman, who had a sheep-farm in Australia, was one evening sitting in the balcony of his house, when he was surprised to see a kangaroo timidly approaching. As she went in the direction of the water-tank, he supposed that she wanted to drink, and he was surprised at her courage in coming so near the house for this purpose.

10. She advanced, stopped, and retreated several times, as if struggling with her fears, but at last she went up to the tank. Then the gentleman saw her take her young one out of her pouch and hold it with her fore legs over the edge of the tank to drink. He could see her sit quivering with fear while it drank; and as soon as it had finished, she put it back in her pouch, and bounded swiftly away without waiting to satisfy her own thirst.

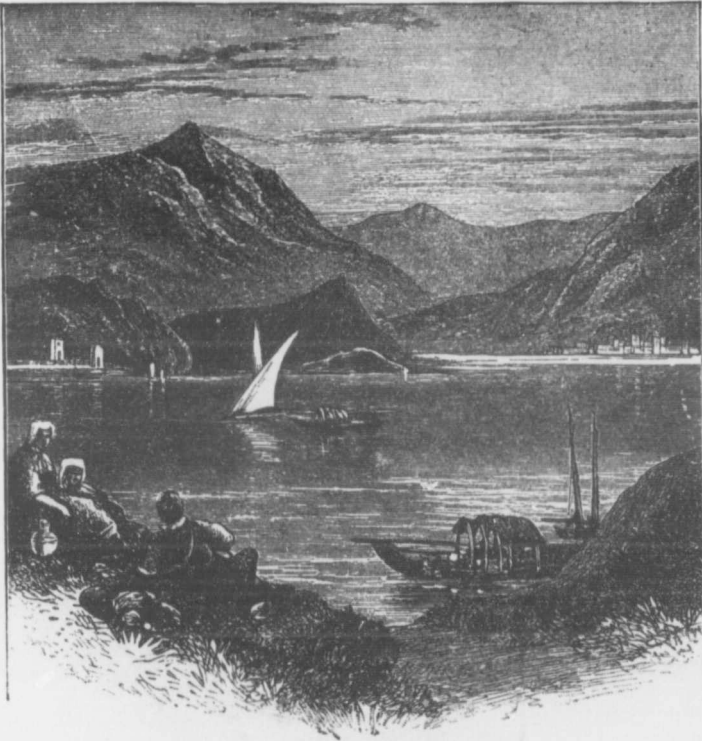
11. The gentleman who saw this incident and tells the story, was so much impressed by the love of the mother kangaroo, that from that time he would never shoot or hunt the animal.

kañ-ga-roo'	a-larmed'	pe-cu-li-ar-i-ty	en-dür'-ance	bal'co-ny
de-scrip'tion	lañ'guage	scis'sors	fa'tal	re-treat'ed
quad'ru-ped	con-clúd'ed	boom'er-ang	nat'u-ral-ly	quív'er-ing
mar-su'pi-al	gi'-ant	set'tlers	tim'id	in'ci-dent

WORD EXERCISE :—

1. Write sentences containing the words describe, description, descriptive, indescribable.
2. Write out a list of words made from appear, with various terminations, and also with the prefixes dis- and re-.
3. Rewrite in the first person the story beginning in section 9—"I was one evening sitting in the balcony of my house," etc.

For NOTES, see page 246.



13. LAKE COMO.

1. The lakes of the Cumbrian Mountains in England and of the Scottish Highlands are very beautiful, but perhaps those of the Alpine valleys are even more lovely. A splendid group of lakes lies on the southern side of the Alps, in the north of Italy. Nestling at the very foot of the mountains are Maggiore, Como, Garda, and others, all famous for their enchanting scenery. Of all these, Como is the most renowned. Not only is it exceedingly beautiful, but the climate is delightful, and invalids from colder countries throng to its shores to enjoy its balmy, health-giving air.

2. It is not a very large lake, for it is only thirty miles long, and at no point more than two and a half miles broad. Indeed, throughout the greater part of its length it is much narrower. Its shape is curious—not unlike a two-pronged fork, with the handle turned to the north. The prongs are separated by the promontory of Bellagio.

3. People visiting this beautiful spot usually arrive first at the little town of Como, at the south-western end of the lake. Let us fancy ourselves going there



together, and arriving in the lovely Como country at the close of a summer evening. It is moonlight, and we take a boat for a row upon the shining water.

4. Smoothly we glide over the placid surface, enjoying the cool air after the glowing heat of the day. The moon pours its bright light upon the lake, but the hills are dark with mysterious shadows. The whole scene is hushed in profound repose, and the only signs of man's presence are the twinkling lights along the water's edge. The town of Como

lies
the
shee
5
bear
last.
star
we
awn
we
air,
we
of t
6
are
nigh
roof
view
othe
love
char
and
up
7
wat
a to
for
up
vine
the
8
and
com

lies behind us—a swarm of such glow-worm beams; the hills and shadows gloom around; the lake is a sheet of tremulous silver.

5. We hardly know how we can leave so much beauty; but we come ashore, and return to our hotel at last. Next morning we are up early, for the steamer starts for the head of the lake at eight o'clock, and we go on board a little before that hour. There is an awning spread over the after-part of the boat; but we do not feel the need of it in the fresh morning air, and we go as near to the bow as possible, that we may be the very first to enjoy the famous beauty of the scene opening before us.

6. A few sails dot the water, and everywhere there are small canopied boats like the one we had last night. Now we reach a bend in the lake, and the roofs and towers of the city of Como pass from our view. With every curve of the ever-curving lake, other roofs and towers constantly succeed them, no less lovely and picturesque than they. We advance over charming expanses of water lying between lofty hills; and as the lake is narrow, the voyage is like sailing up a winding river.

7. Wherever the hills do not descend sheer into the water, a pretty town nestles on the brink; or, if not a town, then a villa, or even a cottage, if there is room for nothing more. Many little towns climb half-way up the heights; and the green hills, covered with vines and olives, are dotted with peasants' houses to the very crest.

8. The lake stretches far away among the Alps; and, as we draw near its upper end, the scenery becomes more stern and grand. The mountains grow

loftier and loftier, and by-and-by they wear light wreaths of cloud and snow. Our voyage stops at the village of Colico. It is now mid-day. A burning calm is in the atmosphere and on the broad valley—out of which a marshy stream oozes into the lake—and the brilliant sunshine glitters on the snow-crowned hills.

9. Once more our steamer moves slowly out upon the lake, but it now bears us homewards to the town of Como. As the heat of the day yields to the coolness of the evening air, we watch with delight the shadows creeping higher and higher on the hills, while their tops are still bathed in the warm rays of the setting sun. We listen to the songs of the girls winding yellow silk on reels that hum through the open windows of the village factories. And now at last our golden day on Como's lake has come to an end; and as we step silently ashore, we feel as if we must have been dreaming about some region too beautiful for earth.

splen'did	balm'y	trem'u-lous	ol'ives
en-charm'ing	prom'on-to-ry	awn'ing	peas'ants
scēn'er-y	plac'id	can'o-pied	wreaths
ex-ceed'ing-ly	mys-te'ri-ous	pic-tu-resque'	bril'iant
in-val-ids	twiin'kling	ex-pans'es	fac'to-ries

WORD EXERCISE :—

1. Rewrite section 4, using the past tense throughout instead of the present.
2. Distinguish between **scene** and **scenery** : make sentences containing each, and give words of similar meaning.
3. Make sentences containing the word **crest** in various meanings.

For NOTES, see page 247.



14. BOOTS AND SHOES.

1. While the head is sheltered by the hair, the feet are naturally bare and unprotected. Therefore, in the early ages of the world's history, people seem to have felt the need of coverings for their feet, long before they ever dreamed of hats, helmets, or bonnets.

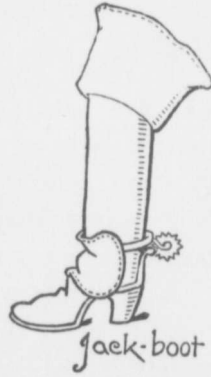
2. The feet were first protected by sandals or shoes roughly made of the skins of animals. Sandals are merely rudely-shaped soles of wood, leather, bark, plaited grass, or straw, fastened to the feet by straps or thongs. This simple kind of protection is still in common use in Eastern lands. In our climate more protection for the feet is necessary, and the Saxons wore shoes made of leather, sometimes with wooden soles. Sandals were, however, worn by the clergy.

3. Besides sandals, shoes covering the whole foot, which were tied above with latchet, lace, or string, were worn by the more wealthy Romans. Those of the women were white, the men's were black, while red ones were worn only by people of the highest rank. Long boots or buskins, which covered part of the leg, were also worn by hunters.

4. About the year 1100 A.D., a French nobleman, who had badly-shaped feet, ordered his shoemaker to make him long, pointed shoes. Others followed his example, and shoes with long points were worn by the upper classes both of France and of England. In the time of Richard the Second of England, the points were made so long that, in order to walk, gentlemen were forced to fasten them to their knees with gold or silver chains. Often, too, the peaked toes were twisted like corkscrews. At last a law was

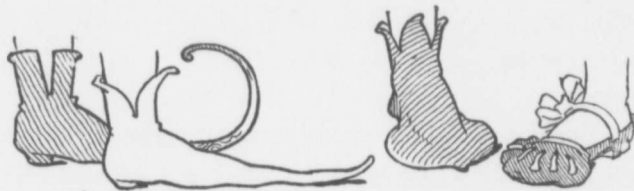


Chained toes



Jack-boot

passed forbidding any person below the rank of lord to wear shoes with peaks beyond a certain length. Not long afterwards the fashion changed, and shoes



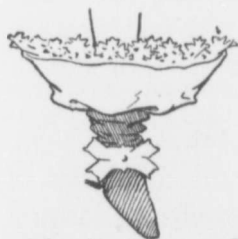
Long toes and broad toes
15th and 16th Centuries

were worn with toes as absurdly broad as they had before been absurdly long.

5. Boots are merely shoes extended so as to give better protection to the ankle and leg. Two centuries ago, boots were worn much longer than they are now. One of the longest kinds was the jack-boot, commonly worn by horsemen. It reached above the knee, was wide at the top, and had high heels. Round the ankle was a flat leather band with a powerful spur. A neater form of the jack-boot is still worn by the Horse Guards.



6. By-and-by a lighter form of the jack-boot was adopted, suited for walking as well as for riding.



Charles II.

Cauldron boot,
Time of Louis XV.an 18th Century
high-heeled shoe

This reached only to the knee, and fitted more closely to the leg. It was known as the Hessian boot. Next,

a still lighter and shorter boot was adopted, which was worn inside the trousers, and was named after the Duke of Wellington, by whom it was brought into use. It is interesting to notice that an early form of ankle-boot was named after his friend Blücher. It is only during the present century that ankle-boots have come into common use.

7. A kind of shoe, called a sabot, is in common use among the peasantry of France and Belgium. It is



made of wood, and is hollowed out of one piece, like the canoes of our savage ancestors. Wood is also used for the soles of a kind of coarse boots or shoes, called clogs, which are in use in some parts of this country. Pattens are worn in various places to raise the foot above the mud. They consist of a wooden sole, supported on high blocks of wood or rings of iron, and, like sandals,

they are fastened to the foot by straps. At the present time, india-rubber is much used for making over-shoes for protecting leather boots in snowy or wet weather. Rubber soles are also used for light shoes of various kinds.

8. Boots and shoes are sometimes worn too tight. This injures the health by checking the circulation of the blood, and it also causes much suffering by producing corns and bunions and ingrowing toe-nails. High heels should also be avoided, as they throw the weight of the body too much on the fore part of the foot, thus straining the muscles of the leg, and caus-

ing
mo



Sta
tra
is
of
per
sev
bu
fin
ple
ov
ter

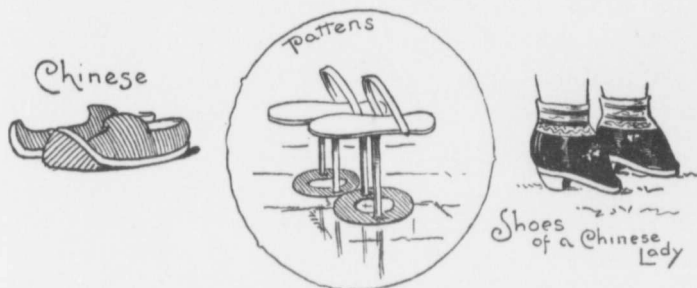
sar
pla
pro
neq

1.

2.

3.

ing an awkward and ungraceful walk, such as is common in our towns at the present day.



9. The counties of Leicester, Northampton, and Stafford are the centres of the English boot and shoe trade. In the large shoe factories almost all the work is done by machinery. The soles and heels are cut out of thick leather by a machine, at the rate of two pairs per second. Other machines fold and stitch the uppers, sew them to the soles, make button holes, sew on buttons, and even brush and polish the boots when finished. By machinery a pair of boots can be completed, from the hide to the finished article, in a little over an hour. In some of the large factories over ten thousand pairs of boots can be made in a day.

san'dals	cler'gy	cen'tu-ries	ca-noes'	pro-dūc'ing
plait'ed	bus'kins	a-dopt'ed	pat'tens	bun'ions
pro-tec'tion	fash'ion	sab'ot	va'ri-ous	cen'tres
neç'es-sa-ry	añ'kle	peas'ant-ry	cir-cu-la'tion	ma-chin'er-y

WORD EXERCISE :—

1. Write a short list of words with the prefix **pro-**, and show its meaning in each case.
2. Make sentences containing the words **circle**, **circular**, **circulate**, **circulation**, **encircle**.
3. Give a list of words connected with **factories**, and their meanings.

For NOTES, see page 247.

15. FOLLOWING A STAR.

[1. Egypt forms part of the dominions of the Sultan of Turkey, but on account of its position on the road to our Indian Empire, it is very important for Britain that the government of Egypt should be friendly to us. After the Suez Canal was made, Britain had still more interest in the good government of the country, and we became practically the rulers of Egypt. This was displeasing to the Turks, and to a party of the Egyptians as well, and many plans were tried to get rid of British influence.

2. In 1882, the party hostile to Britain was led by a general called Arabi Pasha, while the Khedive, the ruler of Egypt, remained friendly. A rebellion took place, not so much against the Khedive as against Britain, and British troops had to be sent out to restore the power of the Khedive. The decisive battle was fought at Tel-el-Kebir, where the rebels had a very strongly-fortified camp. The British army made a swift night march over the desert, with the stars for their only guiding-marks, and almost reached the Egyptian camp before they were seen. The camp was stormed and carried at the point of the bayonet, and in a quarter of an hour the battle was over and the rebellion at an end.

3. In the Portsmouth Garrison Church there is a beautiful tablet with this inscription :—

“ Sacred to the Memory of Wyatt Rawson,
Commander Royal Navy.

He fell while acting as guide to the Second Division,
at the Battle of Tel-el-Kebir, 13th September 1882.

Aged 29.”



TEL-EL-KEBIR.

This young hero's death has been beautifully commemorated in the following little poem, "At Tel-el-Kebir":—]

4. Over the desert at midnight, with a rapid, silent stride,
Were marching the British soldiers and their gallant
sailor guide.
God help them all if he failed to find his way in the gloom
aright,
For his comrades' lives and his country's fame were placed
in his hands that night.
5. Never a faltering moment unsteadied the ranks he led ;
Forward they pressed on their silent way, with the sailor
at their head ;
On while the gloom and the darkness screened them from
watchful foes,
Till the goal they sought was safely gained as the sudden
morning rose.
6. Quick the alarm was sounded, quick was the onslaught
made,
Sharp was the fight; but the foe fell back from the British
fire and blade.
Many a heart that late beat high was stilled in that hour
for aye,
And among the first of the British men fell the man who
had led the way.
7. Sadly they bore him back to die, and the kindly general
came,
Bent o'er his friend with grateful thanks, pity, and prom-
ised fame ;
Never a word said the dying man of his pain or his hapless
fate,
But the eager words came, "General, didn't I guide you
straight?—

8. "

F

A

V

9. M

I

I

T

10. C

I

C

do-m
prac'
in-flu
hos'
Khe

W

1. M

2. V

3. V

8. "It was a star, you know, a star, a star!"—and he backward fell ;

His young life closed with the service done and the trust fulfilled so well.

And long as an English voice shall speak of the Tel-el-Kebir fight

Will be heard the brave young sailor's name who guided them straight that night.

9. Nor say that his work was ended with the deed that led to death ;

It may be a nobler mission was wrought with his dying breath.

For shall not the words he uttered like a living watchword thrill

To the hearts of men enlisted in a higher service still ?

10. On through the unknown country, while the goal yet lies afar,

Led through the gloom and darkness by the light of a guiding star ;

God keep us following where it leads till the doubtful path grows straight,

And the march shall end and the conflict cease where it shines on the golden gate.

do-min'ions
prac'ti-cal-ly
in-flu-ence
hos'tile
Khe-dive'

re-bel'lion
de-cis'ive
reb'els
for'ti-fied
bay'on-et

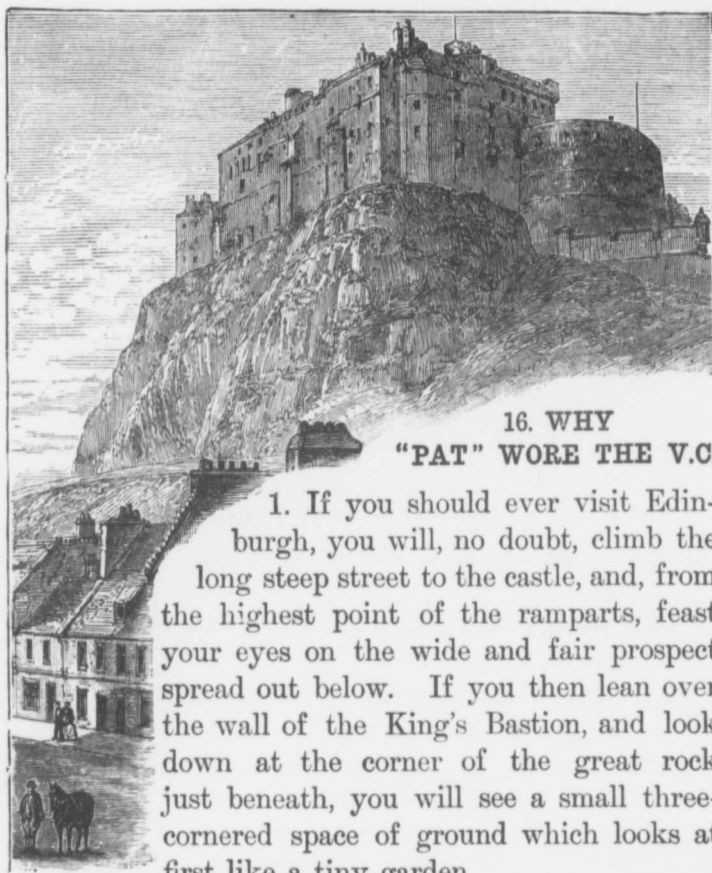
Gar'ri-son
tab'let
in-scrip'tion
com-mem'o-rāt-ed
un-stead'ied

goal
on'slaught
ful-filled'
mis'sion
wrought

WORD EXERCISE :—

1. Make sentences containing the words **decide, decision, decidedly, decisive, undecided.**
2. Write a list of the words connected with the root of **com-memorated**, without a prefix.
3. Write words from the same root with the prefix **re-**. What letter is inserted in the root when this prefix is used ?

For NOTES, see page 247.



16. WHY
"PAT" WORE THE V.C.

1. If you should ever visit Edinburgh, you will, no doubt, climb the long steep street to the castle, and, from the highest point of the ramparts, feast your eyes on the wide and fair prospect spread out below. If you then lean over the wall of the King's Bastion, and look down at the corner of the great rock just beneath, you will see a small three-cornered space of ground which looks at first like a tiny garden.

2. It is full of bright flowers; but it is not a garden, for you see standing against the low wall a row of grave-stones. The ground and the grave-stones alike are so small that you wonder what kind of a burial-place it is. On reading the inscriptions, you find that they are all written in memory of dogs; and that these good dogs have been the pets of the various regiments which have lived in garrison here. On a stone in the right-hand corner you may read, "In

Men
for
3
afte
desc
Wh
the
mer
liste
of h
he
any
a de
nan
the
van
cal
face
4
Afg
Wh
rea
one
But
wit
ten
hin
the
Aft
wit
cou
the

Memory of 'Pat,' who followed the 72nd Highlanders for 10 years in peace and war. Died 9th March 1888."

3. From a portrait of "Pat," which was exhibited after his death, he seems to have been of mixed descent, partly like a pug and partly like a bull-dog. Where he was born and educated no one can tell, for the first that is known of him is that he followed the men in from parade one morning; and, having thus enlisted in the 72nd of his own free-will, he never showed any wish to become a deserter. He was named "Pat" after the colonel's servant, from a comical twist in the dog's face which reminded the soldiers of that man.



4. In 1878, trouble arose between the British and the Afghans, and the 72nd regiment was sent out to India. When marching orders came, there was no one more ready to obey than Pat. Up to this time he had had no one master; he was content to belong to the regiment. But when Colour-Sergeant Jim M'Pherson was down with fever, Pat was ordered to mount guard over his tent to keep thieves away. Soon he came to look on himself as being in charge of the sick man as well as of the tent, and he began to show great fondness for him. After his recovery, the dog adopted him as his master.

5. Pat was rewarded by the present of a new collar, with a ring to which a chain could be fastened. Who could have dreamed that this ring would one day—though one day only—support a Victoria Cross? The

Victoria Cross, as you may know, is a small bronze cross bearing the words "For Valour," and is only awarded to one who has shown great courage in battle, saved a comrade's life at the risk of his own, or done some other heroic deed. The wearer of the cross has the



VICTORIA CROSS.

letters "V.C." put after his name. The award of the Victoria Cross is the highest honour that can be paid to any soldier in the British army. It is an honour open to officer and private alike; but it has been bestowed on only one dog, and that dog was Pat.

6. This was how it happened. In a desperate fight before Candahar, Jim M'Pherson was bearing the colours of his regiment, when a bullet struck his right hand and injured it badly. He had barely time to seize the staff of his flag with the wounded hand, and to grasp his sword with the left, when a powerful Afghan rushed upon him to capture his flag.

7. Fighting left-handed, the Highlander was no match for his active foe. He was pressed backwards, and the Afghan had raised his terrible knife for the fatal blow, when Pat rushed at him, and made his sharp little teeth meet in the bare leg of the enemy. The Afghan missed his blow at the soldier, and turned in

fury
won
unti
8
But
was
reac
his
spite
good
said
"V.
the
g
of
lyin
"
first
I w
him
sav
a li
:
ser
litt
the
say
you
the
it i
of
ma

fury on his smaller assailant. The dog hung on with wonderful pluck, though he received an ugly wound, until his huge foe was laid low by a chance bullet.

8. Jim thought that his little friend was dead. But there was no time for regrets; his own strength was rapidly failing, and he made a last effort to reach his officer's side with the flag. Jim stuck to his colours as Pat had done to his enemy, and, in spite of his wounds, he carried them off safely. The good colonel had seen most of Jim's gallant fight, and said something about "mention in the dispatches" and "V.C.," but Jim heard him not. He was carried off the field unconscious.

9. Next morning he was awakened by the entrance of the doctor, and found a muddy-looking bundle lying by his bed.

"Why, it is Pat," he exclaimed. "Look at him first, doctor, and see if you can do anything for him. I would give up my other hand to save him. But for him, I should be lying out yonder. It was he who saved the flag. I'll tell you all about it when I am a little stronger."

10. Both Pat and his master recovered, and the sergeant was never tired of telling how the plucky little creature had saved his life and saved the flag at the same time. He always wound up the tale by saying, "If I ever get home again, and hold the V.C. you are all talking about, Pat shall have a share in the honour. For four-and-twenty hours he shall wear it in the streets of Edinburgh, hanging from the ring of his collar here."

And Jim kept his word, according to the witness of many who saw the strange sight.

ram'parts	por'trait	de-sert'er	bronze	des'per-ate
Bast'ion	ex-hib'it-ed	colonel (<i>kur'nel</i>)	Val'our	as-sail'ant
bur'i-al	de-scent'	com'i-cal	he-ro'ic	dis-patch'es
reg'i-ments	pa-rade'	ser'geant	be-stowed'	un-con'scious

WORD EXERCISE:—

1. Make words from the root of **inscription**, using the prefixes **de-**, **sub-**, **con-**, and **super-**, and give their meanings.
2. Give a list of words formed from **courage**, with various prefixes and terminations.
3. Rewrite section 6 in the first person, as if spoken by the soldier—"I was bearing the colours," etc.

For NOTES, see page 247.

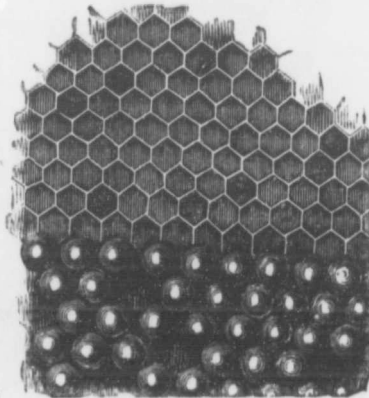
17. STRANGE SAVINGS-BANKS.—I.

1. You all know what a savings-bank is. Many schools have savings-banks, where the boys and girls can take their spare pennies instead of spending them on sweets; and almost every post-office is also a savings-bank, where pennies and shillings can be put away safely until they are needed. You have also been told many times, no doubt, about the use of saving—"laying by something for a rainy day," as we call it; and you know the meaning of the proverb, "Take care of the pence, and the pounds will take care of themselves."

2. Still there are many people who do not see the use of saving something to make provision for "hard times;" and when hard times come, they have to depend on their neighbours for help, or starve. You remember the fable of the ant and the cricket. A cricket called on an ant one cold winter morning to beg for help. When he was asked how he had passed the summer, he confessed that he

had spent his time in singing; so the ant advised him to spend the winter in dancing, and then shut the door in his face. The ant had evidently saved just enough for himself and no more; but one of the good points about our saving is that it enables us to help a poorer neighbour out of our own store.

3. This fable reminds us, however, that there are many strange savings-banks in the world, very different from our school or post-office banks. Certain kinds of ants store up grain for the winter, but the best-known insect savings-bank is the honey-comb. The bee is so much in earnest over his saving that we might call him a miser; but then he might retort by calling us robbers, so that we had better not call him names.

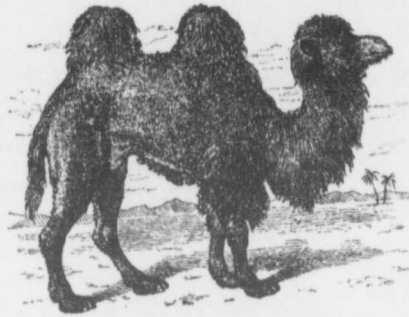


HONEY-COMB.

4. It is a great matter that a savings-bank should be perfectly safe, but the bee often suffers from his bank being plundered. The squirrel finds his store of nuts much safer, no doubt, because we do not think them worth stealing. But there are some animals whose savings are still less likely to be taken away from them. The camel is an example of this class. Everybody has read about his power of carrying several days' supply of water in his stomach when travelling over the sandy deserts; but he has his best savings-bank in his hump—we should per-

haps say *humps*, for the camel has two of them, and the animal with the single hump is more properly called the dromedary.

5. This hump is formed almost entirely of fat. When the animal has plenty to eat and drink, the hump becomes large and full. But after a long journey and scanty fare, the hump is much smaller, and the skin is loose and flabby, as you often see it in the poor, ill-fed animals in our



CAMEL.

travelling menageries. The fat of the hump is a store of nourishment which the camel's body provides for itself when it has the opportunity, to be gradually used up in times of want.

6. Animals often store up strength and nourishment in the form of fat at certain seasons. Some animals, such as the bear, which spend the winter in sleep, become very fat in the autumn.

Their bodies are thus provided with a sufficient store of nourishment and warmth for the winter. When the animal wakes up in spring, it is lean and starved-



DROMEDARY.

look
rega

7

bank
child
ever
ones
brea
whi
men
wou

prov
pro-
fa-bl
con-

W

1. V

2. G

3. V

am
sav
sor
bu
sto

looking. It has used up all its savings, and may be regarded as "hard up," if not bankrupt.

7. People sometimes put money in the savings-bank not for themselves, but for the benefit of their children; and we find also that many animals and even plants are in the habit of saving for their young ones. Next time you are enjoying a fresh egg for breakfast, be sure you remember that the golden yolk which you like so well is really a store of nourishment, placed there for the use of the chick which would have grown inside the egg.

prov'erb	ev'i-dent-ly	prop'er-ly	nour-ish-ment	suf-fi-cient
pro-vi'sion	en-a'bles	drom'e-da-ry	op-por-tu'ni-ty	bank-rupt
fa'ble	mi'ser	jour'ney	grad'u-al-ly	ben'e-fit
con-fessed'	cam'el	me-nag'er-ies	au'tumn	yolk

WORD EXERCISE :—

1. Write a list of words formed from *save*, with various terminations.
2. Give the meaning of each part separately in the words *pro-vision*, *re-vision*, *vis-ion*, and *vis-ible*.
3. Write sentences containi the words *fare* (in various meanings), *farewell*, and *wayfarer*.

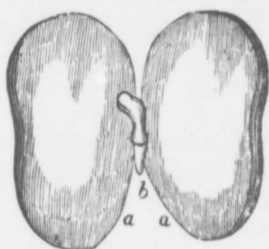
For NOTES, see page 248.

18. STRANGE SAVINGS-BANKS.—II.

1. So much for the savings-banks that we find among animals; let us now look at some vegetable savings-banks. We find it pleasant to break into some of the animals' banks and enjoy their hoards, but our very life depends on our making use of the stores of food which plants lay up.

2. Plants have many different kinds of seeds, but

these all consist of two parts—the young plant itself, and a store of starch and fat for it to feed on, until its roots and leaves are strong enough to draw their nourishment from the earth and the air. The grain-plants from which we derive our “staff of life” are merely grasses whose seeds contain a large store of such food. In a large seed, such as a bean, you can see these different parts most



BEAN.
a, Seed-leaves; b, Young plant.

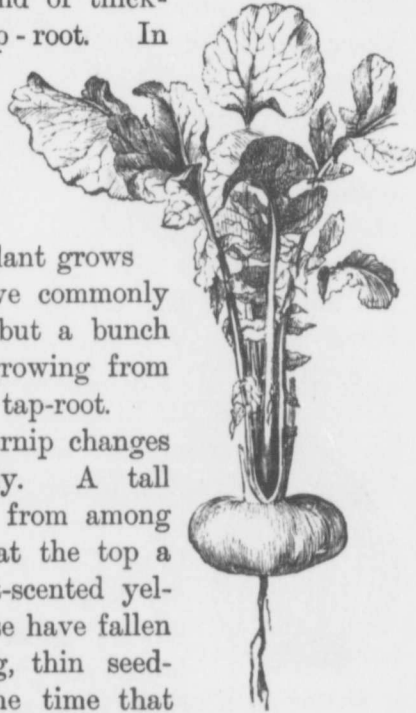
easily. Take a bean out of a pod, and peel off its shining coat. You find that it then divides easily into two parts, which are slightly joined at one edge.

3. Just at the point where the two halves are joined, you can see a little raised part which belongs to neither half, but is joined to both. This is the young plant itself, and those two flat, green, fleshy parts are really two of its leaves. They are called seed-leaves, and are packed full of food for the young plant. When it begins to grow, it absorbs this nourishment from its savings-bank, and the two seed-leaves gradually shrivel up and decay.

4. The seeds of our fruit-trees are still more ingenious savings-banks. When the plum-tree or the cherry-tree puts away its savings, it keeps two separate accounts: one part of the store is to be paid to the young plant in the way we have just described, and the other is meant for a bribe or reward to any bird that will carry away the seed to some place where it can have room to grow. The soft part which you eat is the bird's share; crack the stone,

and you will find the young plant and its share of the savings-bank inside.

5. We have next to speak of plants that store up their savings in their roots, such as the turnip, carrot, parsnip, and beet. The part of the turnip which is eaten is a kind of thickened root called a tap-root. In order to discover its use to the plant, you must leave the turnip in the ground for two years. During its first year, the plant grows into the form which we commonly see; it has no stem, but a bunch of large green leaves growing from the top of a very thick tap-root.



TURNIP.
(First year.)

6. Next year the turnip changes its appearance entirely. A tall green stem springs up from among the leaves, and bears at the top a large number of sweet-scented yellow flowers. After these have fallen off, a number of long, thin seed-vessels appear. By the time that this has happened, the savings-bank in the tap-root has given up all its nourishment to feed the flowering stem, and has become a dry empty shell.

7. If you were asked to name other plants whose roots serve as food, you might mention the onion. This would be a mistake, however. The roots of the onion are small and thread-like, and the bulb

that we use is not a root but something quite different. If you take a young bulb of the onion or any similar plant and split it up the middle, you will see that the bulb is merely the lower part of the leaves, which have begun to turn thick and fleshy. This bulb is a new kind of savings-bank; the thick leaves act like the tap-root of the turnip, and store up food for the flower-stem.



ONIONS.

8. Many of you have no doubt grown tulips or hyacinths from bulbs, and have noticed how the flowers draw their nourishment from this kind of savings-bank. In countries such as Cape Colony, where there is a long dry season, a large number of wild flowers grow from bulbs. These bulbs are stores of food and moisture, kept safe for the future plant during the time of drought.



BULB OF TULIP.

9. We have already seen how plants store up food in their seeds, roots, and leaves. The stems of plants are less commonly used as savings-banks, but there is one well-known and most useful plant whose store is laid up in its stem. That plant is the potato. But, you may say, we do not eat the stem of the potato plant, and we should not find much

nour
potat
up o
grou
are
quite
that
ful
the
its r
1
put
into
earth
it r
a da
duri
sprin
you
an s
you
tion
will

nourishment in it, if we did. Have you not seen potatoes dug up out of the ground, and are you not quite sure that the useful part of the plant is its root?

10. If you put a potato into damp earth, or keep it moist in a dark place during the spring-time, you will get an answer to your question. You



POTATO PLANT.

will find that in each "eye" or hollow of the potato a little leaf-bud appears, which soon grows out into a new stem. Now leaf-buds do not grow from roots, but from stems, so that the potato is not really a root, but a kind of under-

POTATO.
Tuber with leaf-buds.

ground stem. An underground stem which has been very much thickened by storing up starch to feed the new shoots is called a tuber.

11. There are many other ways in which we see provision made in nature for storing up food for times of need ; but those we have mentioned may be enough to make you think about the matter, and find out some of the other ways for yourself. They may also help to show you that besides having your school savings-bank for your spare pennies, you have in your own bodies the means of laying up stores of health and strength for future years.

veg'e-ta-ble	shriv'el	pars'nip	sim'i-lar	moist'ure
hoards	de-cay'	ap-pear'ance	tu'lips	drought
de-rive'	in-ge-ni-ous	scent'ed	hy'a-cinths	tu'ber
ab-sorbs'	de-scribed'	on'ion	Col'o-ny	fu'ture

WORD EXERCISE :—

1. Give the simpler words from which the nouns **drought**, **height**, **weight**, **draught**, and **sight** are formed.
2. Give a list of words formed from **appear**, with various terminations, and with the prefixes **dis-** and **re-**.
3. Write the words formed from **appear** in which the **e** is not used (**-par-** instead of **-pear-**).

For NOTES, see page 248.

19. THE LAST TREE OF THE FOREST.

1. Whisper, thou tree, thou lonely tree—
One where a thousand stood ;
Well might proud tales be told by thee,
Last of the solemn wood.
2. Dwells there no voice amidst thy boughs,
With leaves yet darkly green ?



Stillness is round, and noontide glows ;
Tell us what thou hast seen.

3. " I have seen the forest shadows lie
Where men now reap the corn ;

I have seen the kingly chase rush by
Through the deep glades at morn,

4. " With the glance of many a gallant spear,
And the wave of many a plume,
And the bounding of a hundred deer,—
It hath lit the woodland's gloom.
5. " I have seen the knight and his train ride past,
With his banner borne on high ;
O'er all my leaves there was brightness cast
From his gleaming panoply.
6. " And the merry men of wild and glen,
In the green array they wore,
Have feasted here with the red wine's cheer
And the hunter-songs of yore.
7. " But now the noble forms are gone
That walked the earth of old ;
The soft wind hath a mournful tone,
The sunny light looks cold.
8. " There is no glory left us now
Like the glory with the dead ;
I would that where they slumber now
My latest leaves were shed."
9. O thou dark tree, thou lonely trec,
Thou mournest for the past !
A peasant's home in thy shade I see,
Embowered from every blast.
10. A lovely and a mirthful sound
Of laughter meets mine ear,
For the poor man's children sport around
On the turf with naught to fear

sol'en
bough
glade

Wo

1. Gi

2. W

3. W

1

have

long

T

for

lake

now

and

of

deci

11. And roses lend that cabin wall
 A happy summer glow ;
 And the door stands open free to all,
 For it recks not of a foe.
12. And the village bells are on the breeze
 That stirs thy leaf, dark tree.
 How can I mourn, 'midst things like these,
 For the gloomy past with thee?

sol'ern	gal'lant	borne	yore	mirth'ful
boughs	plume	pan'o-ply	mourn'ful	laugh'ter
glades	knight	ar-ray'	em-bow'ered	cab'in

WORD EXERCISE :—

1. Give a list of adjectives formed from nouns by adding *-ly* (like *kingly*), and give their meanings.
2. Write out a list of words with the prefix *em-* (like *embowered*), and give their meanings.
3. Write out similar words where *en-* is used for *em-*.

For NOTES, see page 248.

20. A SWIM FOR LIFE.

1. "The hunt is over, youngster. The deer must have taken to the hills. There is no use in watching longer."

This speech was welcome enough to Joe Benton, for he had stood on a rocky point on the shore of the lake, watching for the deer since daylight, and it was now nearly noon. Joe put his rifle into the skiff, and rowed toward the small island where the party of deer-hunters was encamped. The other hunters decided to spend the rest of the day in duck-shooting

farther up the lake; but Joe was tired, and he offered to keep house while the others were away.

2. The early twilight was coming on, and Joe must have been dozing a little, when he was startled by hearing the baying of hounds. He ran down to the beach where his skiff was moored, and listened.

As he looked out on the lake, he saw there a sight to gladden a hunter's eyes. Not a hundred yards away a huge buck was swimming along near the bank; but he had already seen the boy, and instead of striking out into the lake, he was skirting the shore, so as to avoid the island.

3. There was no time to be lost. Without going back to get his rifle, Joe jumped into his boat, and rowed so as to head off the deer from the land and drive him into the lake. The buck tossed his antlers, and now started boldly toward the opposite shore of the lake. Joe could easily keep alongside; but how was he to kill his game? He wished for his Winchester rifle, which was standing in a corner of the hut with its chambers full of cartridges!

4. There was a way of killing a swimming deer which he had heard of, but had never tried. This was to drown it, by catching its hind legs and forcing its head below the surface.

Rowing close up to the deer, he dropped his oars, and, as the animal gave a great plunge, he caught one of its hind legs with his right hand; but he could not reach the other leg.

5. The animal turned furiously on its pursuer, and threw both front feet and half its body upon the gunwale. The little boat capsized, and Joe fell into the water.

In a moment he came to the surface, half blinded by his sudden plunge. The boat was floating bottom up some yards away. Joe began to swim towards it.

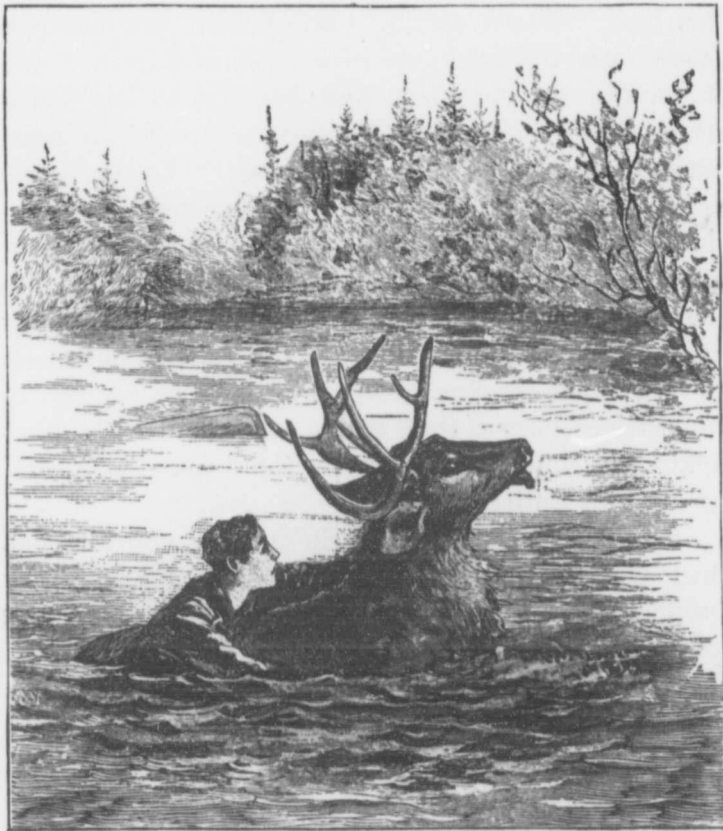
6. An angry snort behind him caused him to turn his head. There, coming towards him, not ten feet away, was the buck, its eyes flashing angrily. Joe knew that an old buck when brought to bay sometimes shows fight. On land, deer are timid, shy creatures; but here the case was different. The buck was a much better swimmer than the boy, and seemed to know it.

7. Joe saw that the deer would be upon him before he could reach the boat. Just before the angry creature reached him, he turned and dived, and took several rapid strokes under water. When he rose to the surface, he was close to the deer, and, with a great effort, he flung himself upon the buck's back, and grasped its antlers.

8. Then began a struggle in the like of which Joe had never before taken part. The animal threw itself about furiously in its endeavours to get rid of its rider. But the boy had a strong hold with both hands and knees, and clung with desperate tenacity.

9. At first Joe enjoyed his wild ride. But he soon became exhausted. A few more struggles on the deer's part would compel him to let go. Fortunately the animal was also growing tired, and would need all its strength to reach the shore. But now a new danger arose. Suppose it should not have strength enough to carry him ashore? He himself felt unable to swim a dozen yards.

10. They were now not more than a quarter of a mile from land, but the buck was growing very weak. Joe slipped off its back, and holding himself up by placing one hand on its antlers, he swam alongside. They



now made a little more headway. The deer made no effort to harm his companion in danger. Joe was dizzy and weak, but he could see the bank not more than a hundred yards away. Would they ever reach it? Every few yards the deer's head went under

water
furth

11
the t
stren
in his
was c

As
the s
up th

"
"and
15

at h
the
the v

T
opin
"

old
be s
save

ri-fle
skiff
en-ca
de-ci

W

1. M

2. W

3. B

water, and it was evident that it could swim but little further with the boy's weight to support.

11. A feeling of pity made Joe let go the deer, and the two swam slowly along, side by side. The boy's strength was almost gone, and the water was gurgling in his ears, when he heard a shout behind him, and he was caught by a strong arm and drawn into a boat.

As Joe lay against the side of the boat, a man on the seat next him raised his rifle, but the boy struck up the barrel.

"The deer belongs to me if to anybody," he said, "and I want to let him go."

12. Joe's friends, the party of duck-hunters, looked at him with surprise; but no one offered to molest the buck, which climbed ashore and disappeared in the woods.

That evening, when Joe told his story, the general opinion was that he had done right.

"When Joe is telling of this day's work," said one old hunter, "to point to a pair of antlers would not be so good an ending to his story, as to say that he saved the life of the deer that towed him ashore."

ri'fle	twi'light	car'tridg-es	cap-sized'	ex-haust'ed
skiff	star'tled	fu'ri-ous-ly	aff'gri-ly	com-pel'
en-camped'	ant'lers	pur-su'er	en-deav'ours	gur'gling
de-cid'ed	op'po-site	gun'wale	ten-aç'i-ty	mo-lest'

WORD EXERCISE :—

1. Make sentences containing the words **oppose**, **opposite**, **opposition**, and **opponent**.
2. Write a list of words with the root **-pose-** combined with the prefixes **pro-**, **ex-**, and **dis-**, and various terminations.
3. How are the prefixes **con-**, **in-**, and **sub-** changed before **-pose**? Give examples in sentences.

For NOTES, see page 248.



Ladies' Head-dresses, 15th Century

21. COVERINGS FOR THE HEAD.

1. To protect their heads from the heat of the sun, from cold, and from rain, people at the present day wear hats, bonnets, and caps; but among our savage ancestors, as among many savage tribes at the present day, the only head-covering in use was their own thick, matted hair. Among savage nations the need for clothing is generally little felt, and the clothes that are worn are often used more for ornament than for protection from the weather.

2. A thousand years ago, in the days of our Saxon forefathers, the usual covering for the head was a cap, which was made either of cloth or of the skins of animals. Among the richer classes the cap was



a Saxon Cap.



a Hood

Feather bonnet.



Time of Henry VII

deco
ornar
cone-
also
long
into
wear
3.
comr
hood
cove
neck
only
fifte
of f
retu
bonn
bonn
with
may
coin
was
the
wea
cro
con
Eli
to
to
ma
str
ma

decorated with jewels or with ornaments of gold. Rounded or cone-shaped hats with brims were also worn, but it was not until long afterwards that they came into common use for every-day wear.

3. In the thirteenth century, a common form of head-dress was the hood. It was made of cloth, and it covered not only the head but the neck and shoulders as well, leaving only the face exposed. About the fifteenth century, the hood went out of fashion, and people once more returned to flat caps, hats, and bonnets for their head-dress. The bonnet was often richly ornamented with jewels and feathers. You may have heard of an old Scottish coin called a "bonnet-piece." It was made of Scottish gold. On it the king, James the Fifth, is shown wearing a bonnet instead of a crown. In England, hats were commonly worn in the time of Elizabeth, and they have continued to be used in various forms down to the present day.

4. The chief materials used in making hats are felt, silk, and straw. It is said that the way to make felt was discovered by acci-



A "flat cap"
time of Henry VIII.



Bonnet of Henry VIII.



An Elizabethan
Hat.



Cavalier.



Puritan.



Cooked Hat

dent. A man was going to a distant town; and having tender feet, he put carded wool into his shoes. When he came to the end of his journey, he was greatly surprised to find that the wool had been pressed and beaten into a kind of cloth.

5. How could this be? If a hair of wool be examined under a microscope, it is seen to be covered with scales, which all point towards the tip. When two hairs are placed together, with their tips in opposite directions, the scales of the one fit into those of the other, so that the two cling closely together. A sheet of felt, or a hard round ball, can be made of wool or hair in this way, by merely pressing or beating it.



WOOL
(Magnified).

6. The cloth which the man was so much astonished to see had been made by his feet pressing the fibres of the wool closely together. The new substance was called felt, and soon machines were invented that made much better felt than a man's feet could ever have done. The fur of the hare, rabbit, and other animals was used for making felt.

7. For a long time the fur of the beaver was greatly prized for making hats, shaped somewhat like the "top-hats" worn nowadays, and consequently the beavers were killed in great numbers. Beaver-skins thus became so scarce and dear that hatters began to seek for other materials; and about the year 1810 hats were first made of silk. It was not, however, until the first years of the reign of Queen Victoria that silk hats or top-hats became fashionable. At first they were manufactured chiefly in France.

8.
layer
of v
proof
neat
quite
place
bound

9.
the l
or s
duce
to t
met
who
intr
has
I
own
or I
are

bon
sav
na-t
or-r
fore

v

1.

2.

3.

8. The framework of a silk hat is made of several layers of cotton cloth, well covered with a kind of varnish, which makes it stiff and also waterproof. Over this a covering of fine silk plush is neatly drawn and stretched, before the varnish is quite dry, and thus the plush is held firmly in its place, as if with glue. The edge of the brim is then bound with ribbon, and the lining put in.

9. Hats are also made of straw. Wheat-straw is the best for this purpose, and is plaited either whole or split. It is said that straw hats were first introduced into Britain by Mary, Queen of Scots, who tried to teach the women of Scotland to plait straw. She met with little success; but her son, James the Sixth, who became king of England as well as of Scotland, introduced straw-plaiting into Bedfordshire, which has ever since been the centre of the trade.

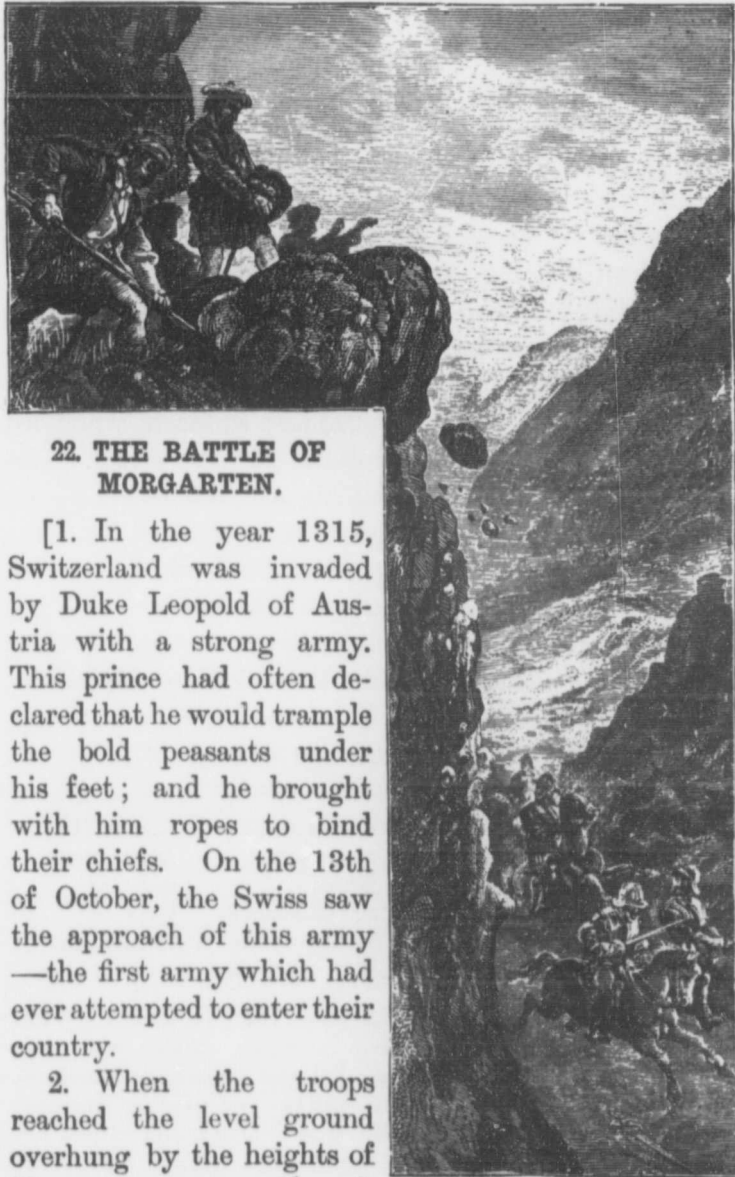
10. There women and children plait the straw in their own homes. They then take it to Bedford, Dunstable, or Luton, where it is made into hats and bonnets, which are sent to London, and thence to all parts of the world.

bon'nets	dec'o-rāt-ed	mi'cro-scope	man-u-fac'tured
sav'age	jew'els	a-ston'ished	frame'work
na'tions	ex-posed'	fi'bres	var'nish
or'na-ment	con-tin'ued	con'se-quent-ly	glue
fore'fā-thers	ac'ci-dent	fash'ion-a-ble	in-tro-duced'

WORD EXERCISE :—

1. Write sentences containing the words *machine*, *machinery*, *mechanic*, and *mechanical*.
2. Write a list of words made from the root *-duce* (like *introduce*), and the prefixes *in-*, *re-*, *pro-*, and *de-*, and give their meanings.
3. Give a list of words made from the root *-press*, with various prefixes, and give their meanings.

For NOTES, see page 249.



22. THE BATTLE OF MORGARTEN.

[1. In the year 1315, Switzerland was invaded by Duke Leopold of Austria with a strong army. This prince had often declared that he would trample the bold peasants under his feet; and he brought with him ropes to bind their chiefs. On the 13th of October, the Swiss saw the approach of this army—the first army which had ever attempted to enter their country.

2. When the troops reached the level ground overhung by the heights of Morgarten, masses of rock

wer
pea
con
tain

were hurled down the hill-side upon them by the peasants ; and when they had thus been thrown into confusion, they were attacked and routed by the mountaineers. The duke himself narrowly escaped capture.]

3. The wine-month shone in its golden prime,
And the red grapes clustering hung,
But a deeper sound, through the Switzer's clime,
Than the vintage music rung—
A sound through vaulted cave,
A sound through echoing glen,
Like the hollow swell of a rushing wave ;—
'Twas the tread of steel-girt men.
4. And a trumpet, pealing wild and far,
'Midst the ancient rocks was blown,
Till the Alps replied to that voice of war
With a thousand of their own.
And through the forest glooms
Flashed helmets to the day,
And the winds were tossing knightly plumes
Like the larch boughs in their play.
5. In Hasli's wilds there was gleaming steel,
As the host of the Austrian passed ;
And the Schreckhorn's rocks, with a savage peal,
Made mirth of his clarion's blast.
Up 'midst the Rigi's snows
The stormy march was heard,
With the charger's tramp, whence fire-sparks rose,
And the leader's gathering word.
6. But a band, the noblest band of all,
Through rude Morgarten strait,
With blazoned streamers and lances tall
Moved onwards in princely state.
They came with heavy chains,
For the race despised so long ;

But amidst his Alp domains
The herdsman's arm is strong.

7. The sun was reddening the clouds of morn
When they entered the rock defile,
And shrill as a joyous hunter's horn
Their bugles rung the while.

But on the misty height
Where the mountain people stood,
There was stillness as of night,
When storms at distance brood.

8. There was stillness as of deep dead night,
And a pause, but not of fear,
While the Switzers gazed on the gathering might
Of the hostile shield and spear.

On wound those columns bright
Between the lake and wood ;
But they looked not to the misty height
Where the mountain people stood.

9. The pass was filled with their serried power,
All helmed and mail-arrayed,
And their steps had sounds like a thunder-shower
In the rustling forest shade.

There were prince and crested knight,
Hemmed in by cliff and flood,
When a shout arose from the misty height
Where the mountain people stood.

10. And the mighty rocks came bounding down
Their startled foes among,
With a joyous whirl from the summit thrown—

Oh, the herdsman's arm is strong !
They came, like *lawine* hurled
From Alp to Alp in play,
When the echoes shout through the snowy world,
And the pines are borne away.

11. The fir-woods crashed on the mountain-side,
And the Switzers rushed from high,
With a sudden charge on the flower and pride
Of the Austrian chivalry :
Like hunters of the deer,
They stormed the narrow dell,
And first in the shock, with Uri's spear,
Was the arm of William Tell.
12. There was tumult in the crowded strait,
And a cry of wild dismay,
And many a warrior met his fate
From a peasant's hand that day !
And the empire's banner then,
From its place of waving free,
Went down before the shepherd-men,
The men of the Forest-sea.
13. With their pikes and massy clubs they brake
The cuirass and the shield,
And the war-horse dashed to the reddening lake
From the reapers of the field !
The field—but not of sheaves ;
Proud crests and pennons lay
Strewn o'er it thick as the birch-wood leaves
In the autumn tempest's sway.
14. Oh, the sun in heaven fierce havoc viewed
When the Austrian turned to fly ;
And the brave in the trampling multitude
Had a fearful death to die !
And the leader of the war
At eve unhelmed was seen
With a hurrying step on the wilds afar,
And a pale and troubled mien.
15. But the sons of the land which the freeman tills
Went back from the battle toil

To their cabin homes 'midst the deep green hills,
 All burdened with royal spoil.
 There were songs and festal fires
 On the soaring Alps that night,
 When children sprang to greet their sires
 From the wild Morgarten fight.

MRS. HEMANS.

tram'ple	moun-tain-eers'	blāz'-oned	lau-wi'ne	pen'nons
ap-proach'	vint'age	bu'gles	chiv'al-ry	mul'ti-tude
con-fu-sion	vault'ed	shield	war-ri-or	un-helmed'
rout'ed	clar'i-on	ser'ried	cui-rass'	fes'tal

WORD EXERCISE :—

1. Write a list of words with a meaning similar to that of **banner**.
2. Write in prose the substance of verses 7 to 12.
3. Make sentences containing the words **flow, flood, flooded, fluid,** and **fluent**.

For NOTES, see page 249.

23. A SWISS VILLAGE.

1. The life of the peasants in the higher and more remote regions of the Alps has remained unchanged for centuries. Far away from cities and railways, the mountain peasant lives as his ancestors did, and likely in the very house where his great-grandfather was born.

2. The house is probably a large unpainted two-storied building made of square pine logs, with the ends projecting at the corners, and sometimes carved into pretty shapes. It has little windows, generally filled with flowers. The roof is made of large boards, and is kept in its place by the help of poles and stones.

3. The village of Obstdalen consists of a hundred

such houses, standing on the high terrace of a mountain slope above the Wallen See, one of the most delightful little lakes in Switzerland. The lake is seventeen miles long, and two or three miles wide. It is clear as crystal, five hundred feet deep, and closed in by a nearly perpendicular wall of rocks two thousand feet high. At a little distance are ridges and peaks nine thousand feet above sea-level, with white glaciers and beautiful waterfalls.

4. The first and most pleasant recollection that one has of the village, after the wonderful scenery, is the perfect simplicity of the people, and the familiar greeting of the stranger that comes from every lip. Every one seems to know him, every one speaks to him as a friend.

5. It seems absurd to call the hundred houses scattered on the green slope a town. The grass grows everywhere, quite up to the door-steps. There is no street in the place, except the white, well-paved post-road that goes by, not through, the village. Little, stony goat-paths lead up to and around the houses, and there is hardly a fence to be seen in the place.

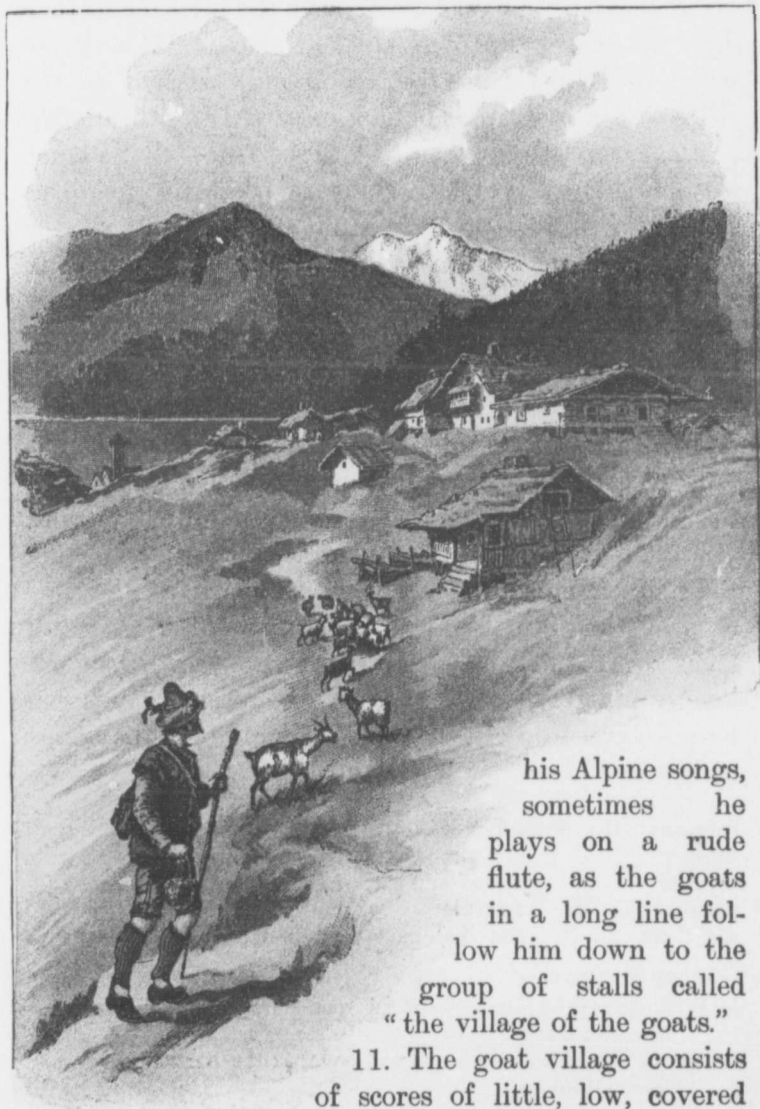
6. But it *is* a town. There is the little stone church, with the white steeple and the big-faced clock outside, and the stone floors and the plain wooden benches within. There, on the south end of the church, is painted in great letters and figures the big sun-dial, used long before the village had a clock. Behind the little stone church is the village church-yard. Near by, in the old, old school-house, there are the happy children and their teacher, who is also the village pastor.

7. The big brown houses are scattered over the sloping meadow, each of them large enough for two or three families. Every house is as clean as any one could wish. They are comfortable enough, though very simply furnished. Rude benches take the place of chairs; there are no carpets on the floor, few pictures on the wall, and little of the luxury that is common in the homes of most farmers in our country.

8. In almost every peasant's house stands an old-fashioned loom. It occupies the best corner of the best room. It is of more importance than anything else in the house, for by it is earned a great part of the income of the family. Silk cloth is woven for the great exporters at Zürich, and the women are glad to earn one or two shillings a day, by weaving from dawn till evening twilight.

9. While the women are weaving, the men cut grass and wood, cultivate a few potatoes, look after their little dairies, and prepare for the winter. Those of the women who are not engaged at the loom help the men out of doors. Cheese of goats' milk is made here in abundance.

10. It is an interesting sight to see the village goat-herd, usually a young man, start off every morning, driving all the goats of the village to the grass on the higher mountain slopes. His is a strange life: all the long summer day he is alone with his goats among the mountains. Evening twilight sees him at the head of his flock, winding his way down to the village. A great wreath of pink Alpine roses is twined about his hat; perhaps another rose-wreath is slung over his shoulders. Sometimes he sings one of



his Alpine songs,
sometimes he
plays on a rude
flute, as the goats
in a long line fol-
low him down to the
group of stalls called
“the village of the goats.”

11. The goat village consists
of scores of little, low, covered
pens, lined with forest leaves, and as snug as can be.
Every goat knows its own stall, and promptly enters

it.—“It is a poor, foolish goat,” says the herdsman, “that does not know its own milking-place.” The cheese which is made from the goat’s milk is sent to the cities, and a large part of it is exported to other lands.

12. One thing always to be found in a Swiss home is a great stove of white china or earthenware, about seven feet high. It looks very cold in spite of the wood fire inside, for it is generally pure white. In shape it is either round or square. Sometimes tiny steps lead to the top, where a curtain is hung so as to make a warm little room about six feet square. In this room the children go to dress on cold mornings.

13. It has been said that the people of these Alpine villages are too poor and ignorant to love and enjoy the grand scenes about them. That is quite a mistake. Poor, in a sense, they are; but if, with their little herds, their green meadows, and their simple lives, they are content, then are they also rich. The Alpine peasant loves the mountains about him; and more than one lone wanderer from the Alps to foreign lands has been known to die of heartache, longing for the scenes of his childhood.

re'gions	rec-ol-lec'tion	lux'u-ry	prompt'ly
ter-race	sim-ple'i-ty	im-port'ance	earth-en-ware
crys'tal	fa-mil'iar	in'come	ig'no-rant
per-pen-dic'u-lar	stee'ple	cul'ti-vate	for'eign
glac'iers	sun'di-al	a-bun'dance	heart'ache

WORD EXERCISE:—

1. Write the verbs formed from the root **-port** and the prefixes **ex-**, **im-**, and **trans-**, and give their meanings.
2. Give a list of words formed with **-ware** (like **earthenware**), and their meanings.
3. Write sentences containing the words **luxury**, **luxuriant**, and **luxurious**, and distinguish between the meaning of the two last.

For NOTES, see page 249.

24. ULRICA : A TALE OF NOVA SCOTIA.—I.

1. The little village of Saxenhausen in Germany was in commotion. A proclamation had just been sent out offering free land to all Germans who would settle in the new British colony of Nova Scotia. Many of the villagers were eager to go, none more so than Conrad Ludovic, a poor sick lad who earned a bare living by carving little wooden figures.

2. Ulrica was going—Ulrica the orphan girl to whom he had been betrothed for six years. She was going with her uncle. Could Conrad but save enough money for the passage, he would go too; and in the new country they would be married, and would live in comfort and happiness. All day long, and far into the night, Conrad sat at his bench carving; but the work was too hard for his strength, and shortly before the time of sailing he was laid low with sickness.

3. It was then that Ulrica made up her mind to take the land for which Conrad had applied. In a few years she could have the house built and the land tilled, and with what she and Conrad together could earn, enough would soon be raised to pay for his passage to Nova Scotia.

4. The voyage was over, and all were safely landed at Halifax, and taken to the site of the new settlement. A discouraging site it was. Nothing could be seen but forest. Not a tree had been felled; the whole of the coast was rocky and wild. Soon the colonists set to work bravely to clear the land and to put up houses. Ulrica's land was at a little distance

from the chief settlement, in a lonely spot at the edge of the forest. Her house was finished long before any of the others; for all the settlers liked the brave girl, and helped her as well as they could. In the same way her land was the first cleared, and a promising crop of flax and turnips and barley soon grew upon it.

5. Ulrica had worked hard, but she had been unable to raise enough money to pay for Conrad's



passage, and he was still in Germany. As she sat on her cottage door-step one afternoon and thought it all over, her brave heart was heavy within her.

A sharp "Hallo!" broke in upon her meditation, and turning quickly she saw a man approaching from the forest with an axe on his shoulder. She recognized him as Carl Stanford, who had come out in her ship, but had disappeared soon after landing. He

asked her for food, and she led him into the little kitchen.

6. "Get me some food as quickly as possible," said Carl, seating himself wearily, "for I must be off to the settlement; I have news to tell." And then he told how the old French settlers had been driven from Grand Pré by the English soldiers. "The buildings and barns were burned to the ground," he said. "Not one is standing; but the cattle and horses and sheep are still feeding there by thousands. That is why I have come here. If I can raise a party of men, we can bring back hundreds of the cattle. Unless we make haste, the English will have them; but there is time yet. Only last night I left them feeding in the meadows."

7. "Only last night," repeated Ulrica. "How did you get here?" The man glanced down at his roughly-shod feet. "They brought me," he said. "But the mountains? They say there are mountains between us and the French country." "Mountains have been climbed," said the man. "And the rivers, and the thick forest?" said the girl. "All rivers do not cross the track, and paths have been marked through the deepest forests. With this axe I cut plenty of marks on the trees."

8. When Carl had gone, Ulrica went out for a piece of rope. Returning to the kitchen, she coiled it up closely and tied it in a handkerchief, along with a loaf of barley bread. With this bundle in her hand, she stepped out into the moonlight, and plunged into the dark woods. She was bound for the meadows of Grand Pré, to bring back a cow to sell for Conrad's passage-money.

com-mo'tion	be-trothed'	site	rec'og-nized
proc-la-ma'tion	pass'age	dis-cour'ag-ing	dis-ap-peared'
vil'la-gers	mar-ried	col'o-nists	coiled
or'phan	ap-plied'	med-i-ta'tion	mead'ows

WORD EXERCISE :—

1. Explain the meaning of the prefixes in the words **commotion**, **proclamation**, **discouraging**, **unable**, and **repeated**.
2. Trace the connections in meaning among the words **betrothed**, **troth**, **truth**, **throw**, **true**, **trust**.
3. Write sentences containing the words **colony**, **colonize**, **colonist**, **colonial**.

For NOTES, see page 250.

25. ULRICA : A TALE OF NOVA SCOTIA.—II.

1. Her way at first lay through a forest of tall pines, where walking was easy. In the bright moonlight she could easily see the white marks that had been cut on the trees.

It was in the deep woods, not ten miles from her home, that Ulrica's courage first failed her. The soft plumage of an owl in its noiseless flight brushed against her face. She started, and uttered a loud cry. The cry echoed and re-echoed through the forest, till the girl was filled with terror, and sank to her knees on the ground.

And then came another horror. In her sudden fright she had lost sight of the markings on the trees!

2. It did not occur to her that with the daylight she could easily find these marks again. She forgot everything but that she was alone in the great woods, and lost. Closing her eyes in terror, she leaned back against a great tree. Her face touched something rough on the smooth bark. She put up her hand to

feel what it was, and found that it was one of the marks that Carl Stanford had cut. In her fright she had never thought of seeking it on the tree under which she rested. Her courage returned, and watching the white chippings well, she set out on her way again.

3. It was late in the afternoon when she reached the quiet village of Grand Pré, which but a few days before had been the home of hundreds of happy



peasants. The cattle had run away to a great open meadow some miles distant, and the herd was so large that Ulrica dared not venture among them. Close at hand, however, there was one fine cow feeding quietly on a patch of cabbages. Ulrica went up to it, and patted it kindly. Then having shut the gate of the enclosure so that the animal could not escape, she looked about for a place of rest. She went into a

cellar, and having eaten some of her barley bread, she soon fell asleep.

4. The last object she saw before going to sleep was a very red brick in the wall in front of her, and she could not help wondering why it seemed so different from the others.

The sun was up when she awoke half dazed, hardly knowing whether she was awake or dreaming. There was the red brick still before her. She walked up to it, and to her astonishment she found that it was loose. Taking it out, she found behind it one—two—three—twenty gold pieces. She wrapped them in her handkerchief, and went out to look for her cow. Fastening her rope to its horns, the resolute girl then led it along the road towards her home.

5. Two hours before this, a party of the Germans had started from the settlement. All through the day they travelled, and about midnight, as they stopped to rest, they heard the tinkling of a bell. "That is a French cow-bell," said Carl Stanford. "But the French pastures are many miles away, man," said half a dozen voices. "It is a French bell," said Carl, "and I am going to find out what it is doing here;" and with that he started, followed by the others, in the direction of the sound. Soon the tinkling came nearer and nearer, till they saw in the moonlit forest the great sleek cow led by Ulrica. For a moment no one spoke. Then a cheer, loud and long, burst from every man.

6. The morning after Ulrica reached the settlement, she handed the captain of a ship two of the gold pieces to pay for Conrad's passage.

The month of May brought Conrad, much improved in health by the voyage. In the little church of St.

John he and Ulrica were married. Her small cabin was soon changed for the best house in the town, planned and built by Conrad himself.

7. To this day farmers in that neighbourhood trace the pedigree of their best cows to Ulrica's French prize. The cow-bells there are still made after the pattern of the one that tinkled so mysteriously in the forest a hundred years ago. And some of the richest families in the province are not ashamed to trace their ancestry back to that peasant girl.

plúm'age	oc-cur'	cell'ar	pas'tures	ped'i-gree
ech'oed	ven'ture	wrapped	im-prôved'	pat'tern
ter'ror	cab'ba-ges	res'ol-ute	planned	a-shamed'
hor'ror	en-clôs'ure	tiñ'kling	neigh'bour-hood	an'ces-try

WORD EXERCISE :—

1. Give the meanings of *dense*, *density*, *condense*, and *condensation*, so as to show their connection.
2. Show the connection in meaning between the words *horror*, *horrid*, *horrible*, *horrify*, *abhor*, and *abhorrence*.
3. Give various forms under which the prefix *ob-* is found in compound words (such as *oc-cur*).

For NOTES, see page 250.

26. GRAND PRÉ.

1. This is the forest primeval ; but where are the hearts that
beneath it
Leaped like the roe, when he hears in the woodland the
voice of the huntsman ?
Where is the thatch-roofed village, the home of Acadian
farmers,—
Men whose lives glided on like rivers that water the
woodlands,
Darkened by shadows of earth, but reflecting an image of
heaven ?

2. Waste are those pleasant farms, and the farmers for ever
 departed,
 Scattered like dust and leaves, when the mighty blasts of
 October
 Seize them, and whirl them aloft, and sprinkle them far
 o'er the ocean.
 Naught but tradition remains of the beautiful village of
 Grand Pré.

* * * * *

3. In the Acadian land, on the shores of the Basin of Minas,
 Distant, secluded, still, the little village of Grand Pré
 Lay in the fruitful valley. Vast meadows stretched to
 the eastward,
 Giving the village its name, and pasture to flocks without
 number.
 Dikes, that the hands of the farmers had raised with labour
 incessant,
 Shut out the turbulent tides; but at stated seasons the
 flood-gates
 Opened, and welcomed the sea to wander at will o'er the
 meadows.
4. West and south there were fields of flax, and orchards,
 and corn-fields,
 Spreading afar and unfenced o'er the plain; and away to
 the northward
 Blomidon rose, and the forests old, and aloft on the moun-
 tains
 Sea-fogs pitched their tents, and mists from the mighty
 Atlantic
 Looked on the happy valley, but ne'er from their station
 descended.
5. There, in the midst of its farms, reposed the Acadian village.
 Strongly built were the houses, with frames of oak and of
 chestnut,

Such as the peasants of Normandy built in the reign of
the Henries.

Thatched were the roofs, with dormer-windows; and gables
projecting

Over the basement below protected and shaded the door-
way.

6. There in the tranquil evenings of summer, when brightly
the sunset

Lighted the village street, and gilded the vanes on the
chimneys,

Matrons and maidens sat in snow-white caps, and in kirtles
Scarlet and blue and green, with distaffs spinning the
golden

Flax for the gossiping looms, whose noisy shuttles within
doors

Mingled their sound with the whirr of the wheels and the
songs of the maidens.

7. Solemnly down the street came the parish priest, and the
children

Paused in their play to kiss the hand he extended to bless
them.

Reverend walked he among them; and up rose matrons
and maidens,

Hailing his slow approach with words of affectionate
welcome.

8. Then came the labourers home from the field, and serenely
the sun sank

Down to his rest, and twilight prevailed. Anon from the
belfry

Softly the Angelus sounded, and over the roofs of the
village

Columns of pale-blue smoke, like clouds of incense ascending,
Rose from a hundred hearths, the homes of peace and
contentment.

9. Thus dwelt together in love these simple Acadian farmers,—
 Dwelt in the love of God and of man. Alike were they free from
 Fear, that reigns with the tyrant, and envy, the vice of republics.
 Neither locks had they to their doors, nor bars to their windows,
 But their dwellings were open as day and the hearts of the owners ;
 There the richest was poor, and the poorest lived in abundance.

* * * * * *

10. Still stands the forest primeval ; but under the shade of its branches
 Dwells another race, with other customs and language.
 Only along the shore of the mournful and misty Atlantic
 Linger a few Acadian peasants, whose fathers from exile
 Wandered back to their native land to die in its bosom.

LONGFELLOW : *Evangeline.*

pri-me-val	in-ces-sant	tran- ^{qu} il	shut-tles	pre-vailed'
im-age	tur-bu-lent	kir-tles	rev-er-end	bel-fry
tra-di-tion	ga-bles	dis-taffs	af-fec-tion-ate	in-cense
se-clūd-ed	base-ment	gos-sip-ing	se-rene-ly	ty-rant

WORD EXERCISE :—

1. Break up into their several parts, giving their meanings, the words **incessant, welcomed, unfenced, chestnut.**
2. Give fully the meaning of these compound words, as derived from that of their parts :—**woodland, huntsman, eastward, flood-gates, sea-fogs, door-way, snow-white, twilight.**
3. Write the substance of section 10 in simple language.

For NOTES, see page 250.

27. THE FUGITIVES OF FRENCH CROSS.

1. Nova Scotia, or Acadia, as it was called by the French, was settled partly by French and partly by British colonists. When France finally gave up the province to Britain in 1713, the French colonists refused to accept the change of rule. Urged on by a mistaken patriotism, they formed plots with the Indians against the English, and it was at last determined to remove them to other parts of the British possessions.

2. On the 12th of September 1755, the French villagers of Belisle, near Port Royal, were full of sorrow. News had just arrived that they were prisoners of the English king, and that his soldiers would soon arrive to burn the barns and houses, and to carry the people themselves over the seas. Flight to the dark forest seemed their only chance of liberty.

3. Pierre Melancon, the hardy old hunter, was chosen leader; and as soon as darkness came on, the party of three hundred set out on their long march. Their plan was to cross the mountains to the Bay of Fundy, where they hoped to find friendly Indians who would convey them across the water to their friends in what is now called New Brunswick. But illness and starvation soon played havoc among the party, and many died by the way.

4. Before they reached the sea, winter had set in, and there was no hope of reaching their friends across the bay till spring came. They encamped on the shore of a small bay, where for months they lived on mussels alone. On the 17th of March, only sixty weak, starved men, out of the band of three hundred, were living to see a canoe come up the cove. In it



were two friendly Indians—an old man and a strong lad. They shared what food they had among the poor Frenchmen; but this was all they could do, for they came from a solitary camp.

5. The old Indian's eyes glistened as he heard the name of Pierre Melancon. He was led to the hut where the famous old hunter had been lying for weeks stricken with illness.

The old Indian seated himself beside him, and, without a word of explanation, said, "You have been across the bay to Chignecto, in a canoe?"

"Ay, twice," replied Pierre, with a gleam of pride lighting his sunken eyes.

6. "My people and your people are there—many. They would come and take you in canoes if they knew," said the Indian.

"Ay, if they knew," echoed the old man sadly.

"I have here," said the Indian, "a good canoe, and my boy is brave and strong. He will paddle the canoe across; but he does not know the course nor the bad eddies in the tide on the other shore. Will the old hunter go as guide, and keep the canoe from the bad tides?"

7. The old man's hands dropped on his knees, his head fell forward on his breast, and there was silence in the hut. At last his old wife said, "Pierre, you will go; your strength may come back." The old man raised his head, and seeming for the first time to recognize her, he said firmly, "Ay, old wife, it has come back;" then rising to his feet he said to the Indian, "I will go." And without further words Pierre placed on his head a small cap of otter skin and stepped outside the hut.

8. At the shore they brought him the last food that was in the camp, but he would not take it.

"You must eat to give you strength," they said.

"I have strength," he replied, "and I have not eaten for two days."

Turning to the young Indian he said, "Push off, and get into the bow." Then he bent down and kissed his wife's pale face, and seated himself in the stern of the canoe without a word. Under the powerful strokes of the paddles the canoe darted forward like an arrow.

9. Friends, both French and Indian, crowded round the old hunter when he reached the other shore, and great was their surprise to learn about the starving party across the bay. The strongest canoe and a large fishing-boat were at once made ready to go to

their assistance. Pierre was urged to remain among his friends and rest, but he insisted on returning to rescue his own people. He seated himself in the bow of the boat, and by his side sat the brave young Indian, his companion.

10. The fugitives were on the watch for his return, foremost among them the old hunter's wife. Long before the others she caught sight of his broad shoulders in the bow of the boat, and she wondered why he did not turn his head to look towards the shore, where they were all waiting for him. The brave young Indian who sat in the bow beside him knew the reason why; he saw the dew gather on the cold pale face, and the dim eyes lose their lustre. He knew that the brave old hunter had found earth's final shore, and was at rest at last.

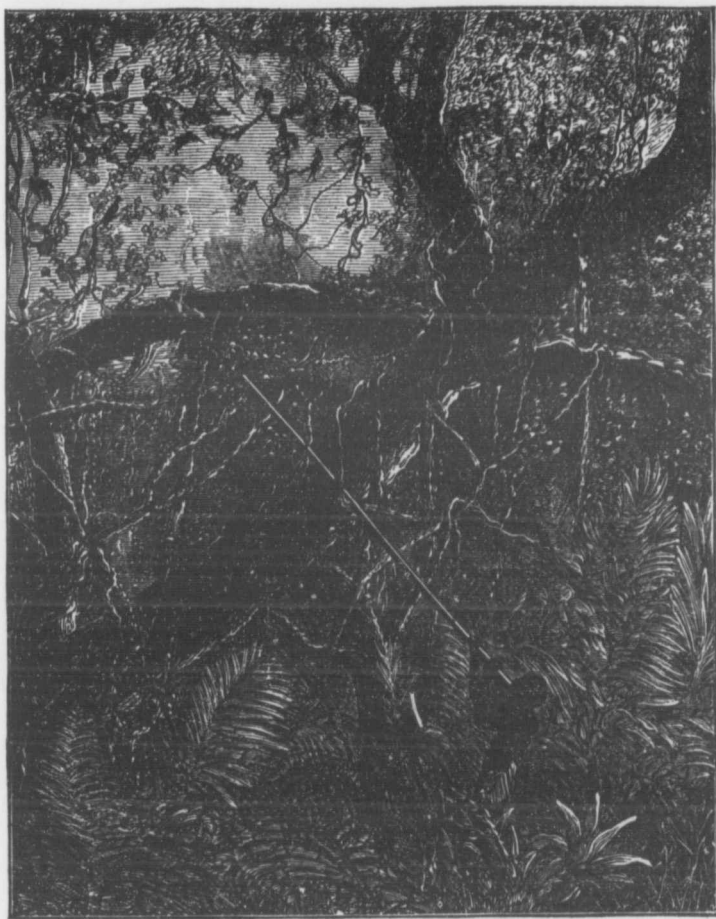
11. A day and a night the rescuers rested, while the starving French settlers were supplied with much-needed food. The next day was fair, and the people were safely carried to the other side of the bay. The spot where they landed is still called Refugee Cove.

fu'gi-tives	pos-ses'sions	mus'sels	ex-pla-na'tion	fore'most
prov'ince	star-va'tion	sol'i-ta-ry	gleam	lus'tre
ac-cept'	hav'oc	glis'tened	ed'dies	res'cu-ers
pa'tri-ot-ism	en-camped'	strick'en	as-sist'ance	Ref-u-gee'

WORD EXERCISE :—

1. Make sentences containing the words fugitive, refuge, and refugee.
2. Give the meanings of liberty, liberate, liberal, and deliver, so as to show their connection.
3. Show in the same way the connection between solitary, sole, solitude, sullen, and desolate.

For NOTES, see page 250.



28. THE BLOW-PIPE.

1. When a native of the forest region of Guiana goes in quest of feathered game, he seldom carries his bow and arrows. It is the blow-pipe that he then uses. This extraordinary tube of death is perhaps one of the greatest natural curiosities of Guiana. The Indians say that it grows in the south-west of the

country, in the wilds which extend between them and the Rio Negro.

2. The reed must grow to an amazing length, as the part which the Indians use is from ten to eleven feet long; and no tapering can be perceived in it, one end being as thick as the other. It is of a bright yellow colour, and perfectly smooth both inside and out. It grows hollow; nor is there the least appearance of a knot or a joint throughout its whole extent. The natives call it "ourah."

3. This reed is of itself too slender to serve for a blow-pipe; but there is a species of palm common in Guiana which is larger and stronger, and this the Indians use as a case in which they put the ourah. It is called "samourah," and is of a brown colour, and full of knots.

Thus the ourah and the samourah, one within the other, form the blow-pipe of Guiana. The end which is applied to the mouth is tied with a small silk-grass cord to prevent it from splitting.

4. The arrow is from nine to ten inches long. It is made out of the leaf of a species of palm tree, hard and brittle, and pointed as sharp as a needle. About an inch of the pointed end is poisoned. The other end is burned to make it still harder, and about an inch and a half of it is wound round with wild cotton. The cotton must be just large enough to fit the hollow of the tube, and it requires considerable skill to put it on well. It is tied on with a silk-grass thread to prevent it from slipping off the arrow.

5. With a quiver full of poisoned arrows over his shoulder, and his blow-pipe in his hand, in the same position as a soldier carries his musket, see the Indian advancing through the forest in quest of

game. The birds generally sit high up in the tall and tufted trees, but still they are not out of the Indian's reach, for his blow-pipe will send an arrow to a height of three hundred feet. Silent as midnight he steals upon them, and so cautiously does he tread the ground that the fallen leaves rustle not beneath his feet.

6. His ear is open to the least sound, while his eye, keen as that of the lynx, is employed in finding the game in the thickest shade. Often he imitates their cry, and decoys them from tree to tree till they are within range of his tube. Then taking a poisoned arrow from his quiver, he puts it in the blow-pipe, and collects his breath for the fatal puff.

7. Silent and swift the arrow flies, and seldom fails to pierce the object at which it is sent. Sometimes the wounded bird remains in the same tree where it was shot. Should it take wing, its flight is of short duration, and the Indian, following in the direction it has taken, is sure to find it dead. Even when only a slight wound is inflicted, the poison works so quickly that the bird can live but a few moments. The flesh is not in the least injured by the poison, and can be eaten with perfect safety.

WATERTON.

quest	a-māz'ing	our'ah	cau'tious-ly	de-coys'
feath'ered	ta'per-ing	spe'cies	rus'tle	pierce
ex-traor'di-na-ry	per-ceived'	sam-our'ah	lynx	du-ra'tion
cu-ri-os'i-ties	knot	brit'tle	im'i-tates	in-flict'ed

WORD EXERCISE :—

1. Make sentences containing the words **duration**, **durable**, **endure**, **endurance**.
2. Give a list of words from the root **-pose** with the prefixes **con-**, **in-**, **dis-**, **re-**, **ex-**, **ob-**, **pro-**, and **pre-** (like **preposition**, etc.).
3. Give the meaning of the prefixes in **appear**, **collect**, **beneath**, **amazing**, and **extraordinary**.

For NOTES, see page 251.



THE VENETIAN GONDOLA.

mo
sig
ca
fu
sh
up
as
th
V
bu
fr
th
a
cl
v
ar
n
is
m
cl
b
in
g
a
d
t

29. THE VENETIAN GONDOLA.

1. The gondola is the carriage of Venice, and a most delightful one it is. The gondolier is out of sight of the passengers, like the driver of a hansom cab, and nothing obstructs the view except the graceful steel prow, waving slightly to and fro.

2. The gondola is a flat-bottomed boat, finely shaped and beautifully ornamented. It rests lightly upon the water, and is propelled and guided as easily as a canoe. It draws so little water that it can pass through the shallowest canals at low tide.

3. The gondola, however, belongs to the luxury of Venice. It is for pleasure and convenience, not for business. Even when strangers are brought in it from the railway stations and the foreign steamers, the heavy luggage is left to be taken by the "barca," a more common, flat-bottomed boat used for merchandise.

4. Those who have never visited Venice have a vague idea that to get from one end of the city to another one is always forced to go by boat. That is not so. Unless one wishes to visit the neighbouring islands, he can reach any part on foot, although he may have to pass through many narrow streets and climb up and down the numerous steps of many bridges.

5. Few of the inhabitants of Venice ever go about in boats. Only people of the better class possess gondolas. Those of the middle class seldom hire them, and would as soon think of taking one to go a short distance as a poor man in one of our cities would think of taking a cab. When a native must take a

conveyance, there are the omnibus boats and the steamboats, which supply the place of our tramway cars.

6. Here in Venice, where all heavy goods are carried by boats, there are large barges instead of trucks, and numerous small ones instead of wheelbarrows for the butcher, baker, and other tradespeople. These small boats are of all shapes and sizes, but the usual form is a large, light, graceful skiff called a "sandolo," which is easily propelled by one oar.

7. I use the word "propelled," as I do not know whether I should say rowed, sculled, or paddled; for the gondola and the sandolo are alike propelled by a single oarsman with a single oar. He does not paddle, for he uses a rowlock; and he does not scull, for the oar is not placed over the stern, but at one side.

8. The gondolier stands in the stern on a little raised platform, and plies his oar on the right side. He uses a high rowlock not unlike a fork. He faces the prow, gives a long, strong push, and throws the force of his whole body into the stroke. Then he drags the oar slightly in the water before the next stroke, and by so doing, in some way all his own, he keeps the boat straight. The peculiar stroke gives a slight sidewise movement to the boat which is not unpleasant. It is difficult to learn the art of using an oar in the Venetian fashion, and very easy for the beginner to lose his balance; and I am sure that few have played at being a gondolier without getting a ducking.

9. The cost of a gondola, all complete, with its

steel prow, brasses, cushions, and numerous trappings, is about one thousand lire, or forty pounds, which is a large sum for a Venetian. The gondolier hires out himself and his boat for five lire, or four shillings, a day. There is, however, a long winter in Venice, with few travellers, when the gondolier will tell you that he has "much want of money."

10. All along the quays opposite the Doge's palace and the public gardens, and at intervals on the Grand Canal, there are gondolier stations, which are also ferries. Here cluster the gondolas that are for hire, and that do the ferrying across the Grand Canal or to the neighbouring islands.

11 For centuries the gondoliers had great power in Venice, and only a limited number of men were allowed to follow the business. At last the formation of a steamboat company broke their power. They still ply up and down the Grand Canal, and form noisy groups around the ferries, but their days are numbered; for now that the steamboat has come, the gondolier will soon be a picturesque object of the past.

gon'do-la	pro-pelled'	vague	pad'dled
gon-do-lier'	con-ve-ni-ence	in-hab'i-tants	bal'ance
pass'en-gers	lug'gage	con-vey'ance	quays
han'som	bar'ca	om'ni-bus	lim'it-ed
ob-structs'	mer'chan-dise	san'do-lo	for-ma'tion

WORD EXERCISE :—

1. Give a list of words with terminations meaning "the agent, or doer," like *gondolier*.
2. Write a list of words, with their meanings, formed from the root *-pel-* (like *propel*), with the prefixes *con-*, *re-*, *ex-*, *dis-*, and *in-*.
3. Give a number of words connected with *numerous*, some with the letter *b*, as in *number*, and others without.

For NOTES, see page 251.



30. VENICE.

1. There is a glorious City in the Sea.
 The sea is in the broad, the narrow streets,
 Ebbing and flowing, and the salt sea-weed
 Clings to the marble of her palaces.
 No track of men, no footsteps to and fro,
 Lead to her gates.

2. The path lies o'er the sea,
 Invisible ; and from the land we went
 As to a floating city, steering in
 And gliding up her streets as in a dream
 So smoothly, silently ; by many a dome,
 Mosque-like, and many a stately portico,
 The statues ranged along an azure sky ;
 By many a pile in more than Eastern splendour,
 Of old the residence of merchant-kings ;
 The fronts of some, though time had shattered them,
 Still glowing with the richest hues of art,
 As though the wealth within them had run o'er.

SAMUEL ROGERS.

VENICE BY NIGHT.

3. Night in her dark array
 Steals o'er the ocean,
 And with departed day
 Hushed seems its motion.
 Slowly o'er yon blue coast
 Onward she's treading,
 Till its dark line is lost
 'Neath her veil spreading.
 The bark on the rippling deep
 Hath found a pillow,
 And the pale moonbeams sleep
 On the green billow.

4. Now o'er the blue lagoon
 Light barks are dancing,
 And 'neath the silver moon
 Swift oars are glancing.
 Strains from the mandolin
 Steal o'er the water ;
 Echo replies between
 To mirth and laughter.
 O'er the wave, seen afar,
 Brilliantly shining,
 Gleams like a fallen star
 Venice reclining.

F. KEMBLE.

glo'ri-ous	dome	a'zure	veil	strains
mar'ble	mosque'like	splen'dour	rip'pling	man'do-lin
in-vis'i-ble	por'ti-co	res'i-dence	la-goony	bril'liant-ly
si'lent-ly	stat'ues	hues	glanc'ing	re-clin'ing

For NOTES, see page 251.

31. A STORY OF TWO ARTISTS.

1. Two Venetian artists, Daru and Priuli, had been rivals in youth, but Priuli had soon shown such great ability that the other was left far behind. For this, Daru could never forgive him; he felt the bitterest jealousy of his rival, and even a thirst for vengeance against him. Outwardly, however, Daru professed a warm friendship for Priuli, which the latter believed to be sincere.

2. A French noble, residing in Venice, had engaged Priuli to paint him a picture, which the artist had finished and taken to his house. At this time war was suddenly declared between Venice and France, and the nobleman found himself forced to set out for France, and unable to obtain money to pay for the picture. Priuli urged him to take the picture with him, and to send the price of it at some future time. He did so, and in due time the money was given to the artist by a Venetian Jew, who had received it from the French noble in Milan.

3. Daru had been long waiting for a chance to ruin his great rival. He knew all about this transaction, and he saw that out of it he could make a serious charge against Priuli. So he sent secret information to the rulers of the city that Priuli had received money from a foreign prince with whom Venice was at war. Daru thought that this would bring certain ruin upon Priuli, for on charges of this sort some of the highest nobles in Venice had been arrested and tried.

4. Priuli was arrested and brought before the council. His explanation was frank and simple. He

told the whole story, showing that he had received no money from a foreign prince, but merely payment of a debt from a private person. Had Priuli been a powerful noble, with powerful enemies, his story would not have been so readily believed. But Priuli had no powerful enemies, and the Venetians were always tender to artists; and so he was found not guilty. At the same time, it was not the custom of the Venetian council to set any prisoner free too quickly.

5. Priuli was therefore sent back to prison; but he was placed in a comfortable room, where he could obtain everything he desired. Being in want of a picture for the Palace, the council gave him a commission to paint for them a scene from Venetian history. In the meantime, they had been making inquiries, and they had now discovered who it was that had made the charge against Priuli.

6. Daru meanwhile was rejoicing in his vengeance. The fall of Priuli would make him—Daru—the first artist in Venice. Full of confidence, therefore, he asked from the council a commission for that very work which, unknown to him, had already been entrusted to Priuli. The request was granted, but on condition that the council should judge between his work and that of another artist whose services had already been engaged.

7. Daru's picture was finished. Some of the council came to see it, and gave it much praise. They told him that the other picture had also been completed, and was now in the Palace, where they invited him to go and see it. Daru went with them, wondering how the other picture was already at the Palace. Had the council chosen it before even seeing his work?



DUCAL PALACE, VENICE.

8. In a large upper room of the Palace a brilliant company was assembled, among them the Doge himself. But in that company Daru saw one form which made him blind to all the rest. Forgetting

the respect due to the august company, he stood still and stared upon the face of that man whom for months he had thought of as lying in a dreary prison.

9. "We gave you a commission, signor," said the Doge; "but we had previously given it to another with whom you were to compete. We honour our friend Priuli so much that we invited him to our Palace to do his work undisturbed. His work is finished. It is here. Come and see whether you think that yours is equal to his."

The wretched Daru could neither speak nor move. His base plot had been discovered, and he, the informer, had been detected. And now he was before the dread council, and the awful prison-house was near.

10. "This," continued the Doge, "is an admirable picture, a masterpiece, which shall adorn our walls. As for your work, you shall be rewarded—for *all* that you have done." There was a terrible meaning in these words. As the Doge ended, he made a sign to the attendants, and they led Daru away.

Priuli was restored to liberty in a few days; but Daru, having been kept in prison for about a year, left Venice, and never came back.

ri'vals	pro-fessed'	ar-rest'ed	as-sem'bled	wretch'ed
a-bil'i-ty	sin-cere'	coun-cil	signor (<i>sēn'yōr</i>)	in-form'er
jeal'ous-y	trans-ac'tion	com-mis'sion	pre'vi-ous-ly	ad'mi-ra-ble
ven'geance	in-for-ma'tion	in-quir'ies	com-pete'	at-tend'ants

WORD EXERCISE :—

1. Make sentences containing the words **vengeance**, **avenge**, and **revenge**.
2. Give a list of words with the termination **-ship** (like **friendship**), with their meanings.
3. Give a list of words with the prefix **trans-** (like **transaction**), and their meanings.

For NOTES, see page 251.

32. GOOD FOR EVIL.

1. Antenore was one of the proudest nobles of Venice. No one was so jealous as he of the rights of his class; no one was so much displeased when any of the lower orders began to show signs of wealth.

2. Among those whom he most disliked was the merchant Galbajo, a man who was much liked among those of his own rank, on account of his simple and unaffected manners. His wealth was great, and he had made it all himself, yet he showed none of the vanity which often marks self-made men.

But Galbajo was too prosperous; his success caused jealousy. By means of dark hints dropped by Antenore, suspicion was aroused, and many began to look on Galbajo as a man who had made his fortune by fraud and crime.

3. Such was the state of affairs when war broke out between the Venetians and the Turks. All trade was brought to a standstill; the ships of Venice lay idle in the docks. It was no wonder, then, that the arrival of one of Galbajo's ships from Smyrna made the Venetian merchants very suspicious. Who was this Galbajo? Why were his ships spared by the Turks? Was he a traitor and in league with the enemy? Such were the questions Antenore kept asking, until the unfortunate merchant was arrested and thrown into prison.

4. Galbajo made a simple and straightforward statement. His ship had sailed from Smyrna before war had been declared. Having been forced to put into Corfu for repairs, it had been kept there for some time, and had not reached Venice until the war had

begun. But through the influence of Antenore this story was not believed, and Galbajo was sentenced to banishment for life. He knew well who was the cause of his misfortunes, but he submitted without a word.

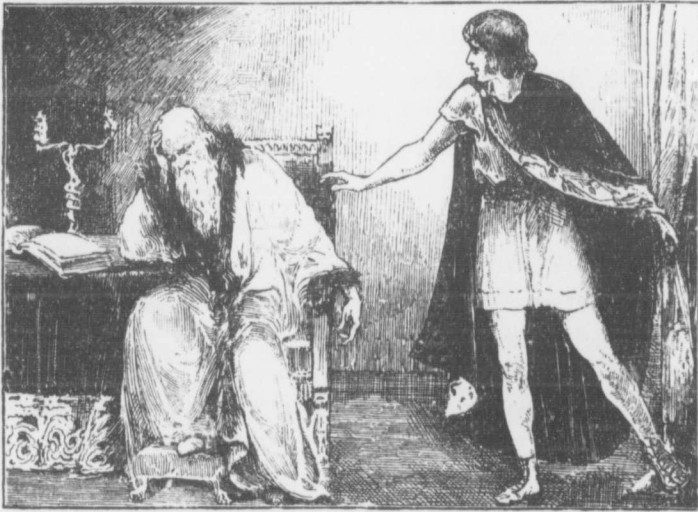
5. The war went on. The Turks were everywhere victorious. At length came the tidings that the last fleet of Venice had been defeated, and that thousands of Venetians had been carried off as slaves. Among those captured was the only son of Antenore, the pride of his father, the last of his line. Antenore was crushed under the blow. For some time he waited anxiously for tidings of his son, but as the weeks passed by he gave up all hope of his return.

6. One day, a few months later, there came a boat to Venice. A young man disembarked and proceeded in a gondola to the Palace Antenore. He rushed past the servants at the door, ascended the grand staircase, and entered the room at the end of it.

7. Here sat an old man with his head bowed in his hands. So deep in thought was he, that he neither saw nor heard the new-comer. The young man stood for a moment, and then went up to him. "Father!" The old man started to his feet with a white face. He could not say one word, but holding his beloved son in his arms he clung to him and sobbed like a child.

8. Then came eager questions about his escape, or whether he had ever been a captive. "Captive!" exclaimed the lad; "ay, that I have been, but I was saved by a rich Greek named Angelus. He is the noblest of men. He found me in prison, sick and

dying, bought me as his slave, took me home with him, and nursed me back to life and health. Then he gave me my freedom and sent me back to Venice, bearing this letter for you."



9. Antenore eagerly broke the seal of the letter and read the following:—

"With this letter you will receive back to your heart your only son, the last of your line. Banished by you, I came to Alexandria, and here I live in disguise as a Greek; but my heart clings to my country. I met your son by chance, and I loved him as my own son, for he was a Venetian. Willingly would I have kept him with me to soothe my exile, but I loved him too well for that, and so I send him home. Take him, then, for you are his father; take him—a gift from the man you most hate; for know, O Antenore, that the deliverer of your only son from slavery is—the banished
GALBAJO."

10. Antenore dropped the letter from his trembling hands. He was filled with remorse and bitter self-reproach, and he felt that he could never know peace of mind again, until he should see Galbajo restored to his home in Venice. To this work he now devoted himself. The story of Galbajo's noble conduct, together with the influence which Antenore possessed, led to the recall of the merchant from banishment. Galbajo returned to Venice, and the old jealous hatred of Antenore gave way to respectful and intimate friendship.

un-af-fect'-ed	sus-pi'-cious	sen'-tenced	vic-to'-ri-ous	de-liv'-er-er
van'-i-ty	tra'i-tor	ban'-ish-ment	aũx'-ious-ly	re-morse'
pros'-per-ous	league	mis-for'-tunes	pro-ceed'-ed	re-proach'
ar-riv'-al	re-pairs'	sub-mit'-ted	dis-guise'	in'-ti-mate

WORD EXERCISE :—

1. Give some words in which the prefix **dis-** means **not**, as **displeased**, and some in which it means **apart** or **asunder**, as **dispose**.
2. Analyze the words **straightforward** and **disembarked**, and give the force of each part.
3. Write in the third person the substance of the letter in section 9, beginning, "Galbajo said in his letter that," etc.

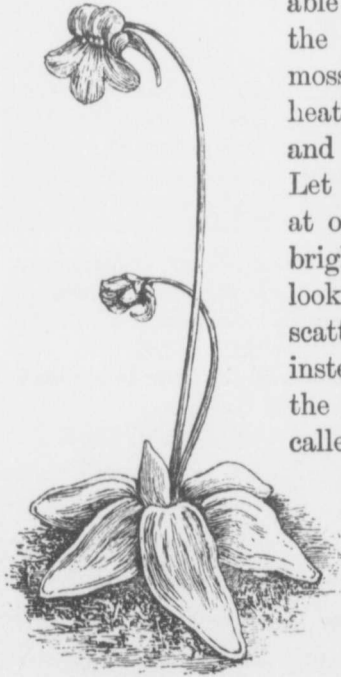
For NOTES, see page 251.

33. CARNIVOROUS PLANTS.—I.

1. Every one of you, boys and girls, knows that animals eat plants, but it may be something new for you to learn that there are also plants which eat animals. Where, you may ask, shall we look for such cruel and dangerous vegetables? We need not go to foreign lands, for they are to be found in abundance on our own marshes and moorlands.

Yet you may take your rambles without any fear of being pounced on and devoured by some "plant of prey." For they are not hunters, but trappers, and they only devour such prey as the very smallest insects.

2. Let us go to seek for some of these flesh-eating plants. Here we are on the edge of a wide moor, where the springy turf is pleasant enough under foot in July or August, but quite impassable with wet during most of the year. The thick carpet of moss is dotted with clumps of heather, rushes, coarse grasses, and other plants of the moor. Let us now look more closely at one of those little rosettes of bright yellowish green, which look like vegetable star-fishes scattered over a beach of moss instead of sand. That is one of the plants we want. It is called the butterwort, perhaps because it looks so fat and oily.



BUTTERWORT.

3. From the centre of each rosette rises a slender stalk of two or three inches, bearing a small, dusky purple flower rather like a dog-violet. The green leaves which form the rosette are stiff, and lie close to the ground, as if to keep a clear space among the other plants. They curl up at the edges, and look as if they did not

want to mingle with their kindred round about; and indeed they do not want to be troubled with plants creeping over them, for they have other game in view.

4. Attracted by the bright green star, a small insect comes in search of honey. He finds the leaf covered with a sticky fluid, and his touch causes more of the fluid to come out of little pores in the leaf. The insect is held fast, and the gum clogs up the pores of his body so that he cannot breathe. He soon dies.

5. Then the plant pours out an acid liquid, which soon dissolves all the soft parts of the captured insect, and leaves only the skeleton. At the same time this dissolved or digested food is sucked up by the leaf. In fact, by first catching hold of the insect, and then digesting it, this smooth, green leaf really acts both as a mouth and a stomach.

6. If the insect alights near the raised edge of the leaf, that edge curls over, so as to bring him more within reach of the gum and the acid. If you put a little piece of sand on the leaf, the plant will pour out plenty of gum; but it seems to discover that you are playing a trick on it, for it does not pour any acid on the sand. If you give it a bit of flesh or of egg, or even a drop of milk, the digesting acid will be poured out at once.

7. Perhaps you may know that farmers use the acid, or rennet, as it is called, that is got from the stomach of a calf, to curdle their milk into cheese. The acid juice of the butterwort is so like the juice of the animal stomach, that in Lapland the people used to pour warm milk over some butterwort

leaves, and thus changed it into a kind of curd, of which they were very fond.

8. The work of digesting its prey is rather slowly performed by the butterwort, and we should require to stay beside the plant for twenty-four hours or so, to see it completed. When it is finished, the leaf expands again, and lies ready to hold fast and devour any small creature that may come within its grasp.

car-niv'-or-ous	spring'y	dog-vi'o-let	flu'id	skel'e-ton
ram'bles	im-pass'a-ble	miñ'gle	aç'id	di-gest'ed
pounced	ro-settes'	kin'dred	li'quid	ren'net
de-voured'	but'ter-wort	at-tract'ed	dis-solves'	cur'dle

WORD EXERCISE :—

1. Show the connection in meaning between **kin**, **akin**, **kindred**, **kinsman**, **mankind**, **kindly**.
2. Give examples of words with terminations meaning "small," like **rosette**.
3. Give the meanings of **attract**, **contract**, **distract**, **extract**, **abstract**, and **protract**, showing the force of the prefixes.

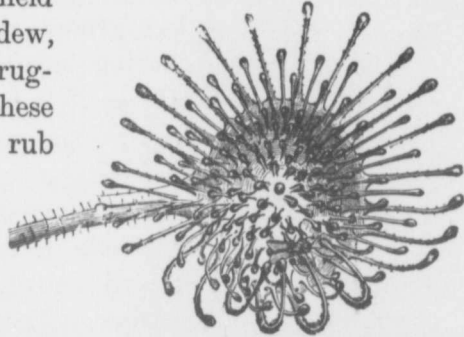
For NOTES, see page 252.

34. CARNIVOROUS PLANTS.—II.

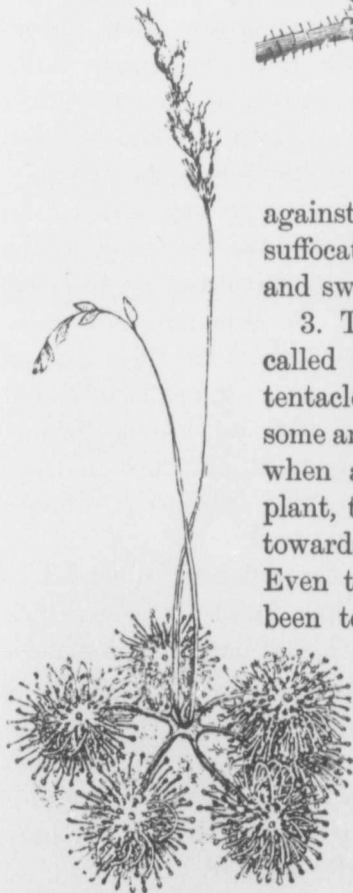
1. On this same patch of moor we may find another of these flesh-eating plants. This is smaller than the last, and less easily found. It has a slender flower-stalk with a spike of small whitish flowers rising from the centre of a curious group of leaves. The leaves lie flat on the ground; they are small and round, no larger than split peas, and covered with bright red hairs that look like tiny red pins stuck in a tiny green pin-cushion.

2. Each of these hairs carries at its point a bead of clear fluid, which glitters in the sun; hence the

plant is called the sundew. Let any thirsty insect come to drink this dew, and a strange thing happens. He finds his feet held fast by the sticky dew, and the more he struggles the more of these dewdrops does he rub



LEAF OF SUNDEW ENLARGED.



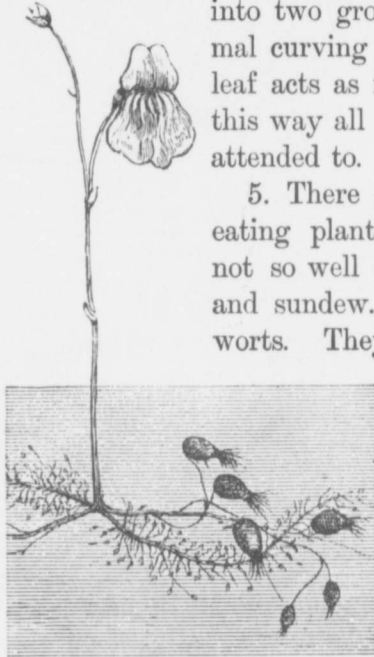
SUNDEW.

against. He is held fast until he is suffocated, and then he is digested and swallowed up by the leaf.

3. Those hairs, as we have called them, are really a kind of tentacle, like those with which some animals hold their prey; and when a small fly alights on the plant, the hairs begin to bend in towards the centre of the leaf. Even those hairs which have not been touched bend over, as your fingers close upon your palm, until all of them are helping to hold fast the prey and dissolve it with their liquid.

4. If the insect alights near the edge of the leaf, he is thus carried towards

the centre and held fast, while the leaf itself bends so as to form a cup for the acid that pours from the hairs. If two insects alight on the same leaf, the hairs form into two groups, those near each animal curving towards him, so that the leaf acts as if it had two hands. In this way all the insects that come are attended to.



BLADDER-WORT.

5. There are certain other insect-eating plants found in mossy pools, not so well known as the butterwort and sundew. These are the bladder-worts. They have no roots, and they live in the water. In winter they sink to the bottom and go to sleep. In summer they float, and spend their time—as so many boys would like to do—in fishing, or, at any rate, in trapping the very minute

creatures that swarm in every pool.

6. They catch insects exactly as fishermen catch lobsters. They have little, bladder like traps, into which small creatures swim or crawl; but once in, these never get out again, for the entrance is guarded by stiff hairs, and has a kind of trap-door, which only opens inwards. On the outside the trap is also protected by bristles; but these are large, and prevent only the larger animals from entering, and this makes the smaller ones all the more ready to go in for shelter.

7. Among the insect-eaters or flesh-eaters of other

lands, the most striking is the plant known as Venus's fly-trap. You can see by the picture that its leaves are arranged somewhat like those of the sundew. There is a broad, flat leaf-stalk, and the leaf proper at the end of it is composed of two rounded lobes, which lie like a book partly opened. Round the edge is a row of teeth, and on the round part are a few hairs, which act as feelers.



VENUS'S FLY-TRAP.



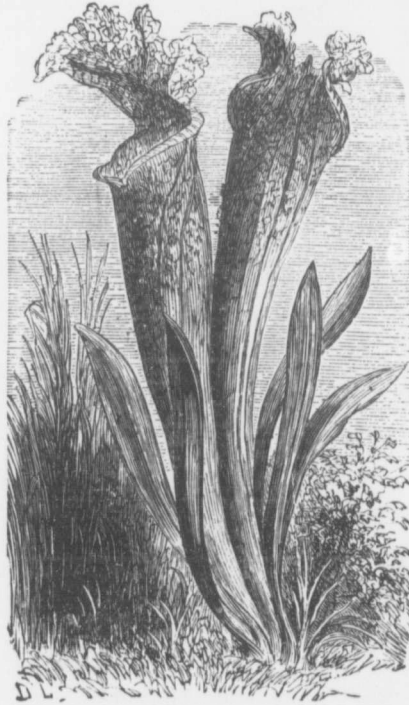
PITCHER-PLANT.

8. When an insect settles on these feelers, the open book shuts up very quickly, and the teeth on the opposite edges pass each other, just as your fingers do when you clasp your hands together. They remain locked together in this way until the insect is digested, and only the hard parts of it remain. Then the book or trap opens again, and is ready for another meal.

9. There is also a large class of plants, known as pitcher-plants, that trap insects. They are natives of tropical countries; but you may see

them in the hot-houses of any botanic garden. In some kinds the pitchers are seen growing upright, in others hanging from a tendril; but in every case they are partly filled with liquid.

10. Beads of honey round the edge, and sometimes patches of gay colour, attract insects, many of which



PITCHER-PLANT.

slip down the smooth sides of the pitcher into the liquid. They are prevented from escaping by a fringe of stiff hairs which grow, point downwards, inside the lip of the pitcher; and so they are first drowned and then dissolved in the liquid, and their substance is absorbed as nourishment by the plant.

11. Most plants require animal substances as part of their food, and farmers and gardeners

supply this to them. We generally find that plants of the flesh-eating or insect-eating kind grow on moors and in ponds, where there is little animal matter to be found; hence they have acquired the power of helping themselves in those ingenious ways which we have noticed.

suf'fo-cāt-ed en'trance com-posed' bo-tan'ic gar'den-ers
 swal'lowed guard'ed lobes ten'dril ac-quired'
 ten'ta-cle bris'tles pit-cher ab-sorbed' in-ge'ni-ous
 blad'der-worts ar-ranged' trop'i-cal sub'stan-ces no'ticed

WORD EXERCISE:—

1. Give a list of the words (with their meanings) formed from the root **-ply** (like **supply**), with various prefixes.
2. Show the connection in meaning between the words **insect**, **section**, **dissect**, and **intersect**.
3. Make nouns from **dissolve**, **resolve**, and **absolve** (like **solution** from **solve**).

For NOTES, see page 252.

35. FISHING SONGS.

I.—THE TAKING OF THE SALMON.

(See Frontispiece.)

1. A birr ! a whirr ! a salmon's on—
 A goodly fish, a beauty !
 Bring up, bring up the ready gaff,
 Let silken line and trusty staff
 Prepare to do their duty.
 Hark ! 'tis the music of the reel,
 The strong, the quick, the steady ;
 The line darts from the active wheel—
 Have all things right and ready.
2. A birr ! a whirr ! the salmon's out
 Far on the rushing river ;
 Onward he holds with sudden leap,
 Or plunges through the whirlpool deep,
 In desperate endeavour.

Hark to the music of the reel,
The fitful and the grating ;
How madly whirls the breathless wheel,
Now hurried, now abating !

3. A birr ! a whirr ! the salmon's off !
No, no, we still have got him ;
The wily fish is sullen grown,
And like a bright imbedded stone
Lies gleaming at the bottom.
Hark to the music of the reel—
'Tis silent and forsaken ;
With care we'll guard the magic wheel
Until its notes re-waken.

4. A birr ! a whirr ! the salmon's up !
Give line, give line and measure !
But now he turns ! Keep down ahead,
And lead him as a child is led,
And land him at your leisure.
Hark to the music of the reel—
'Tis welcome, it is glorious ;
It wanders through the winding wheel,
Returning and victorious.

5. A birr ! a whirr ! the salmon's in,
Upon the bank extended ;
The princely fish is gasping low,
His brilliant colours come and go,
All beautifully blended.
Hark to the music of the reel—
It murmurs and it closes ;
Silence is on the conquering wheel,
Its wearied line reposes.

STODDART.



II.—FISHING.

1. Bring the rod, the line, the reel,
Bring, O bring the osier creel,
Bring me flies of fifty kinds,
Bring me showers and clouds and winds,
All things right and tight,
All things well and proper,
Trailer red and bright,
Dark and wily dropper ;
Cast of midges bring,
Made of plover hackle,
With a gaudy wing
And a cobweb tackle.

7. Lead me where the river flows,
 Show me where the alder grows ;
 Reeds and rushes, moss and mead,
 Lead me to them, quickly lead,
 Where the rising trout
 Watches round an eddy,
 With his eager snout
 Pointed up and ready,
 Till a careless fly,
 On the surface wheeling,
 Tempts him, rising sly,
 From his safe concealing.

8. There, as with a pleasant friend,
 I the happy hours will spend,
 Urging on the subtle hook,
 O'er the dark and chancy nook,
 With a hand expert,
 Every motion swaying,
 And on the alert
 When the trout are playing.
 Bring me rod and reel,
 Flies of every feather,
 Bring the osier creel,
 Send me glorious weather.

STODDART.

salm'on	wi'ly	mur'murs	plov'er	al'der
gaff	sul'len	re-pōs'es	hack'le	con-ceal'ing
whirl'pool	im-bed'ded	o'si-er	gaud'y	subt'le
a-bāt'ing	mā'gic	creel	tack'le	a-ler't'

For NOTES, see page 252.

36. SUMMER AND WINTER IN SWEDEN.

1. If you were to go up in a balloon, and through some accident be swept across the North Sea to Sweden, you would soon perceive that you were in a very different land from your own. If you were to ask the first boy whom you met to tell you where you were, he would answer in a strange language; and if you gave him a penny to make him speak more plainly, he would take off his cap and shake hands with you.

2. Suppose, then, that he takes you to his home, and that you sit down to table with his father, mother, brothers, and sisters. A little, flaxen-haired girl, the youngest child of the household who can speak, stands at her father's side, and says a little verse in Swedish, while all bow their heads. I will translate what she says. It is this,—

“ In Jesus' name, we sit at meat ;
May God now bless the food we eat ! ”

When the meal is finished, the same little one returns thanks in another verse to the Giver of all good things. Then every boy and girl shakes hands with mother and father, and says, “ Thanks for the food.”

3. We will suppose that it is summer-time, and that the boys take you out to see their farm. The horses and colts come running to you, stretch their necks over the fence, and rub their noses on your shoulder; and the great oxen lying in the shade give you a friendly look out of their big brown eyes. Every animal is tame and gentle, for in Sweden the

boys never throw stones at beasts or birds, and never frighten or torment them in any way.

4. After supper, the sun is still high in the heavens; and at nine o'clock, when you go to bed, it is shining brightly as it swings low along the horizon. If you wake up at midnight and go to the window, you behold the whole northern sky glowing with red and yellow hues. Whether it is sunset or sunrise it is hard to say, for the sky is full of light all through the short summer nights. Indeed, in the north of Sweden, for a whole month the sun never sets.



5. If you like winter, you will surely be pleased with Sweden. Here are cold, snow, and ice enough to satisfy anybody, and that for four or five months at least. Here you can enjoy all your own winter sports to perfection, and you may see

others that are quite new to you. You can learn how to slip over the snow-clad hills and through the deep, dark northern forests on "skees," as they are called.

6. These skees, or snow-skates, are thin straps of wood from six to nine feet long, about four inches

wide, and turned up at the front like the runners of a sledge. Your feet are bound to the middle of them in such a way that, while the toes and ball of the foot are fast, the heel is free to move up and down. With a staff in your hand to help you up the hills, and to aid you in steering down them, you may glide over the snow at the rate of six or eight miles an hour.

7. Then there is the "kicker." I know you would like that. It is a very light kind of sledge. Two upright posts some three feet high rise from the frame-work, and behind these the runners extend backward five or six feet. You grasp the top of the posts, one with each hand, stand with one foot on one of the runners,



while with your other foot you push your "kicker" and yourself over the half-trodden snow highways.

8. The push should be a long, strong, sweeping, and regular kick against the snow between the runners. When one leg is tired, you stand upon the other runner and kick with the other leg. You must have a steel plate strapped on to the ball of each foot, with three or four projecting spikes in it, to catch in the snow.

9. Another winter sport is sailing on skates. The

Swedish sail is in form like the capital letter **A** with the top cut off. You place the cross-bar over your shoulder



to windward, and with a good breeze glide away over the ice at the rate of a mile in two minutes. You can not only sail before the wind, but you can glide to

and fro across the lake with wind abeam, or tack to windward, as gallantly as the fleetest yacht.

10. The wintry days are merry, but they are very short. At Stockholm, the capital of Sweden, there are in December only six hours of daylight, and in the far north it is night during the whole twenty-four hours, day after day—if night can be called day—for over a month. By the darkness of winter you have to pay for the long days and luminous nights of summer.

bal-loon'	ox'en	skees	half-troo'den	gal'lant-ly
flax-en	hor-i-zon	sledge	strapped	yacht
trans-late'	per-fec-tion	steer-ing	a-beam'	lu-min-ous

WORD EXERCISE :—

1. Make sentences to show the use of the words **north**, **northern**, **northerly**, **northwards**.
2. Make a list of the words that have a meaning similar to that of **hue**.
3. Give words, with their meanings, formed from the root of **projecting**, with various prefixes.

For NOTES, see page 252.

37. SIR HENRY BESSEMER.

1. For every great work where strength and lightness are required, steel has now taken the place of iron. Our steam-ships and steam-engines, our railways and railway bridges, are all made of steel. That we are able to produce steel in large enough quantities and at a small enough cost for such purposes, we owe chiefly to the discoveries and inventions of one man, Sir Henry Bessemer.

2. He was the son of French parents, his father having settled in England during the terrors of the French Revolution. He was born at Charlton, in Hertfordshire, in 1813. As a boy his favourite amusement was clay modelling. In London he was making his way in life as a modeller and designer, and working also as an engraver on steel, when something happened which promised at first to secure him a comfortable position for life.

3. All important documents require a government stamp. These stamps are now embossed upon the documents themselves; but in Bessemer's early days they were made separately, like our postage stamps, and gummed on. The government was losing many thousands of pounds each year, by dishonest people taking off the stamps from old documents and fixing them on new ones.

4. After several months of hard work, Bessemer succeeded in making a machine which would pierce the parchment of the document itself with hundreds of small holes, arranged so as to form a stamp. The government was satisfied with this invention, and offered Bessemer the post of Superintendent of Stamps

as a reward. Before he was appointed to the post, however, a friend suggested to him that it would be still simpler to use a die by which a date would be put on each stamp as it was printed.

5. Bessemer saw that if this plan was adopted by the government, the post which they had just offered him would become unnecessary. Still, trusting in the fairness of the government to give him some reward, Bessemer unfolded to them the new plan. Judge of his disappointment when the government at once adopted this new method, but refused to give the inventor a single farthing of reward.

6. His next invention was happily a more profitable one. He was struck with the fact that the bronze powder used for gilding, which was then sold for seven shillings an ounce, was made from a material which cost only one shilling per pound. He set to work to invent a method of making the powder, and after two years he succeeded in his task.

7. Warned by his former experiences, and knowing very little of the patent law, Bessemer decided to keep this secret to himself, and to begin the manufacture of the powder on a small scale. The room in which the manufacture was carried on was kept locked, and only a few trusted workmen were allowed to know the secret. The business proved a prosperous one, and it is still carried on by two of Bessemer's assistants, who keep the process secret.

8. But it is in connection with his improvements in the manufacture of iron and steel that Sir Henry Bessemer's name is best known, and it was for these improvements that he received the honour of knighthood. Cast iron is weak and brittle on account

of its impurities, and in order to get rid of these impurities, the melted iron had to be stirred about by men, who suffered much from the extreme heat. The effect of this stirring was to burn up all the impurities, partly by bringing them while hot into contact with the air.

9. The invention of the Bessemer process made the production of malleable iron and of steel very much simpler and cheaper. This process consists of forcing air through the melted iron. The oxygen of the air combines with or burns up the impurities, and leaves the iron soft and malleable. Steel is produced in the same way, the only difference being that steel contains a small proportion of carbon. The steel produced in this way is not so fine as that made by the older process, but it costs only one-fifth as much. In this way it has been possible to use steel for rails and bridges and other great undertakings where iron was formerly used.

Rev-ol-u'tion	em-bossed'	ex-pe'ri-enç-es	im-pu'ri-ties
mod-el-ling	dis-hon'est	pa'tent	pro-duc'tion
de-sign'er	Su-per-in-ten'dent	as-sist'ants	mal'le-a-ble
en-grāv'er	sug-gest'ed	pro-cess	ox'y-gen
doc-u-ments	un-neç'es-sa-ry	con-nec'tion	pro-por'tion

WORD EXERCISE :—

1. Make sentences containing the words pure, purity, purify, and impure.
2. Show the connection in meaning between proceed, proceedings, process, and procession.
3. Write a list of words formed with the root -ceive (like receive), and give their meanings.

For NOTES, see page 253.

38. A DAY IN THE DESERT.

1. Our camels were waiting for us, but, leaving them to be loaded with our goods, we started off in advance, eager for our first walk in the desert. The fresh, pure air put new life into us, and we strode ahead in high spirits, although here and there the skeletons of camels that lay bleaching in the sun warned us that a desert journey was not without its dangers.

2. At the distance of a mile or two we came to the Wells of Moses, where there are a number of springs and palm trees. We were in a glow of heat after our walk, and we found it very pleasant to rest under the shade and enjoy the coolness, as a gentle wind was stirring the palms above our heads. Parties generally camp here for the first night, and start fresh in the morning; but we had a day's work before us, and we now sprang up as we saw our train approaching. It halted in front of us, and the camels knelt down in the soft, warm sand for us to mount; when they rose up, we were fairly launched on the desert.

3. And now that we are really "at sea," it is time to speak of the "ship" that carries us. To-day began my first experience of camel-riding, of which I had heard fearful descriptions, and which is to many the great terror of the desert. An English writer describes the sensation to be like that which one would experience in riding on a piano-stool that was mounted on the top of a hansom cab and driven over ploughed ground. Friends had told me that my back would be broken, and for the first hour or two I almost expected to hear the bones crack. Yet, strange

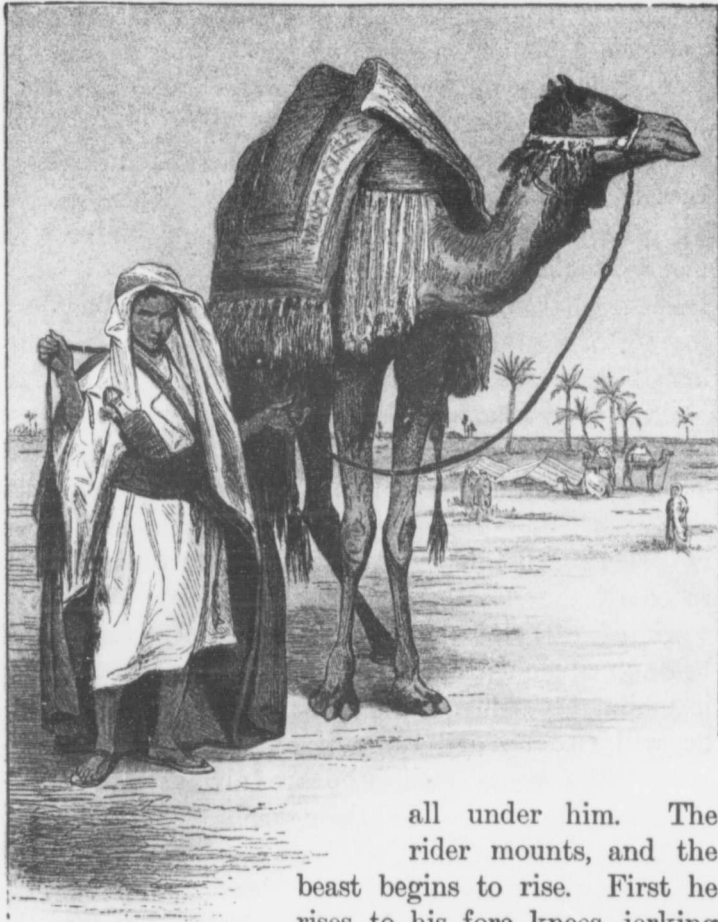
to say, I lived through it, and after a month's experience I found camel-riding not at all unpleasant. It is a long, swinging motion, and one only needs a little time to get accustomed to it.

4. I am prepared to take up the defence of the camel as a much-abused and long-suffering beast. True, I cannot boast of his looks or of his temper. He has not the beauty of the horse, with its smooth, round body, arched neck, and clean limbs. The only pretty feature of a camel is his ears, which, instead of being long like a donkey's, are small like those of a mouse. No, his general appearance is decidedly ungainly.

5. Nor is the camel an amiable beast. He is always groaning and complaining, and has a growl like that of a lion. Yet in spite of all defects of temper, he has some notable virtues. Though he has not the speed of the horse, yet when it comes to the heavy work of carrying burdens, he leaves the horse far behind. Much as the camel growls when you are loading him, yet when the burden is placed upon him, he will rise up and carry it all day long. In this he is like some men, who are always grumbling, but who rise up under their loads and bear them manfully; while others, who are smooth and full of promises, manage to evade every irksome duty.

6. As to riding this beast of burden, one might well hesitate. The first glance is not assuring. When you take your stand beside the huge creature, whose hump towers quite above your head, and think of scaling such a height, it seems like climbing a haystack. But you have not to climb up to him—he kneels down to you; the only trouble is the mounting.

7. The camel is lying on the ground, his long legs



all under him. The rider mounts, and the beast begins to rise. First he rises to his fore knees, jerking the rider sharply backward.

Then his long hind legs begin to move under him, and as he rises at once to his full height, the rider gets a violent jerk forward. Then the fore legs are set in motion again, and the camel rises from his knees to the proper level, with the rider in the saddle.

8. Once seated, the posture is very easy. Indeed one can ride in any posture—astride, as men ride, or sideways, as ladies ride—and with this advantage, that one can turn either way, to the right or to the left. The favourite posture of the Arab is with his legs crossed on the camel's neck. To this one easily gets accustomed. I have sat thus for hours, with folded arms and folded legs—the picture of a philosopher.

9. It is a great advantage in riding a camel that he does not need to be guided. He has no bridle, but only a halter around his nose, by which he is led. To each animal there is a camel-driver, who, if need be, will go before and lead him. This I soon found to be unnecessary, since camels left to themselves will follow each other in Indian file, and seldom go out of the way.

10. When we dismounted to walk, I generally observed my driver looking wistfully at the vacant seat. He would not have presumed to use his master's saddle; but sometimes I gave him a smile and a nod, and then he climbed up at the rear, and, seating himself a few inches in front of what looked more like a piece of tarred rope than a respectable camel's tail, with his naked and swarthy legs high in air, he rode there in triumph.

11. Among my attendants was a boy, who sometimes had the honour of leading my camel. He was a bright little Arab, and never looked up to me without a smile on his face. Perhaps he saw a smile on the face looking down upon him. I taught him one English word—"good;" and the manner in which he would repeat after me "Good, good, good," was the amusement of the whole party. How patiently he

trudged along from day to day, always merry, without a care—a creature of the sun, living in its beams.

12. Poor little Selim! where is he now? Watching the flock of black goats on the hill-side? Does he ever think of the Englishman? The Englishman sends him his blessing. May he too have goats and camels, and a black tent, and the fairest daughter of the tribe for his little wife; and may he find many an occasion to chuckle within himself, "Good, good, good!"

bleach'ing	ac-cus'tomed	nōt'a-ble	as-sūr'ing	va'cant
launched	feat'ure	vir'tues	pōst'ure	pre-sumed'
sen-sa'tion	de-cid'ed-ly	irk'some	phil-os'o-pher	re-spect'a-ble
pî-â'no-stool	a'mi-a-ble	hes'i-tate	bri'dle	pa'tient-ly

WORD EXERCISE:—

1. Write sentences containing the words *des'ert*, *desert'* (verb), *deserts'* (noun), and *dessert*.
2. Trace the connection in meaning between *lance* and *launch*.
3. Write a list of adjectives ending in *-some* (like *irksome*), and give their meanings.

For NOTES, see page 253.

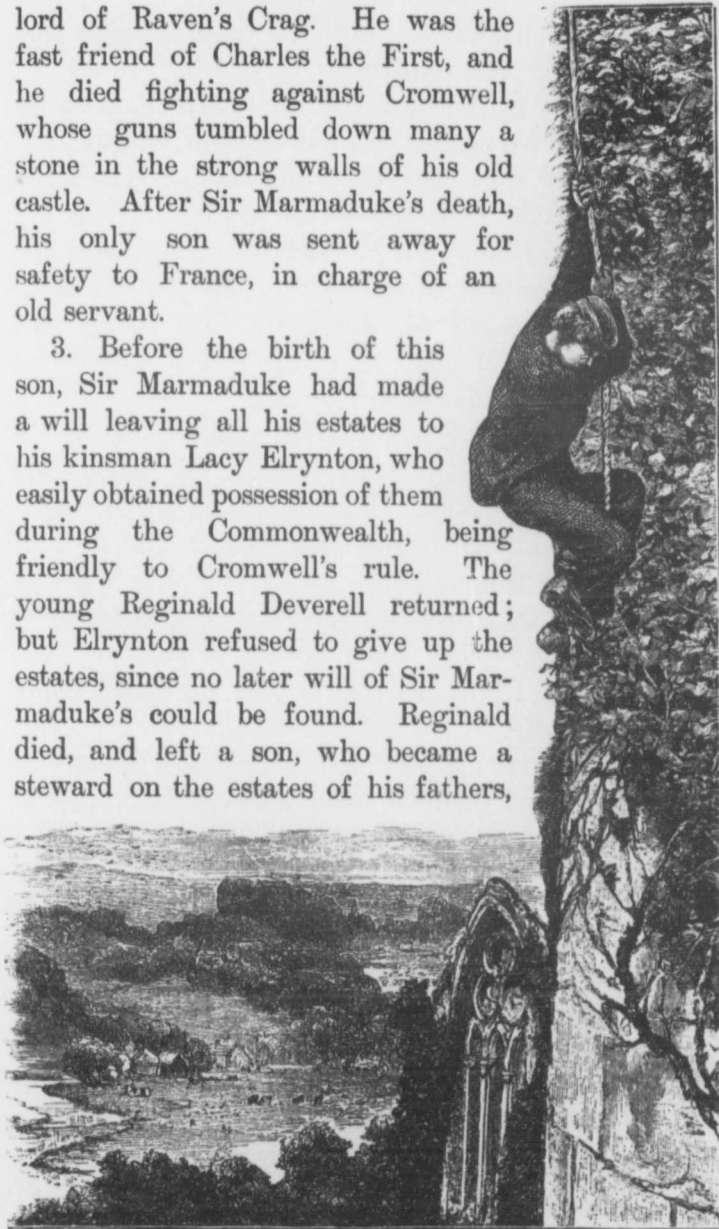
39. RAVEN'S CRAG.

1. In the far north of England, overlooking the wild lands of the Scottish Border and the waters of the picturesque Liddel, stands the old ruined castle of Raven's Crag. It had been an abbey once, but it was given by Henry the Eighth to a favourite knight, Sir Ralph Deverell.

2. In the time of the civil war between the king and the parliament, Sir Marmaduke Deverell was

lord of Raven's Crag. He was the fast friend of Charles the First, and he died fighting against Cromwell, whose guns tumbled down many a stone in the strong walls of his old castle. After Sir Marmaduke's death, his only son was sent away for safety to France, in charge of an old servant.

3. Before the birth of this son, Sir Marmaduke had made a will leaving all his estates to his kinsman Lacy Elrynton, who easily obtained possession of them during the Commonwealth, being friendly to Cromwell's rule. The young Reginald Deverell returned; but Elrynton refused to give up the estates, since no later will of Sir Marmaduke's could be found. Reginald died, and left a son, who became a steward on the estates of his fathers,



and his descendants occupied the same humble position for nearly two centuries.

4. One fine afternoon a boy of sixteen stood on the terrace of the old castle. He was a bright, winsome lad, with a sturdy form and brave blue eyes—eyes which he had inherited from the old Deverells; for this boy was the heir of brave Sir Marmaduke in the direct line.

5. Guy Deverell stood looking at the old castle with an expression of sadness on his young face, when his sister Magdalene, a little girl of nine or ten years, ran up to him on the terrace.

“O Guy, see my new ostrich plume! Is it not pretty? And I am to wear it with my velvet cape to church on Sunday. But do look at the ravens!” she continued; “there are hundreds of them. And see how tame they are!”

6. “Yes; they seem to have taken possession of the old castle. They have always made the place their home. I suppose that is why Sir Ralph called it Raven's Crag.”

The girl took off her new hat, placed it on the ruined wall, and then ran off to a low arch, where she stood on tiptoe to gaze out over the river. Her brother followed her.

7. “It is a glorious old place, and it ought to be ours. If only the will could be found which Sir Marmaduke *must* have made after his son was born! But of course it is useless to think of finding it now, after two hundred years, and so we shall always be poor. It is too bad, is it not, sis?”

8. “O Guy,” cried little Magdalene suddenly, “a raven has carried away my new ostrich plume. See! there goes the bird into that tower.”

"Yes; I can see a hole in the wall where the Ironsides' shot knocked out a stone. The raven probably has its nest there. But your ostrich feather is much too good for a raven's nest. I think I can get it for you again."

9. He soon got a piece of strong rope, and climbing up the old staircase of the tower, he reached a high window, and fastened his rope securely. He then mounted the window-sill and lowered himself by the rope.

10. It was rather a daring feat, but Guy had no fear. Carefully he descended, swinging in mid air, the terrace of the castle forty feet below him. The ivy clung firmly to the old crumbling walls. He secured a footing among the stems of the plant, and supporting himself with one hand, he was able to reach the raven's nest in the recess.

11. He easily found the ostrich plume, which he placed in his pocket. He put in his hand again, to find out what else the thievish bird had stored in its nest. His fingers touched a piece of crumpled parchment. This he also drew out. It was old and discoloured by age, but when he unfolded it a signature caught his eye—that of Marmaduke Deverell, Baron.

12. His face was grave and serious when he got up to the window again.

"Here is your ostrich feather, Magdalene," he said, as he swung himself over the window-sill, "and I have found something else that may be worth a great deal more. It is—it is Sir Marmaduke's lost will!"

And he held the piece of crumpled, dingy parchment before her eyes.

13. Strange as it may seem, the lost will had

indeed been discovered. The ravens had probably stolen it from some open window, and had carried it to their nest. It was soon placed in a lawyer's hands, and proved to be genuine. The Elryntons made no objection to the claim of the young heir, when they found it supported by a writing of such ancient date.

ra'-ven	de-scend'-ants	in-her'-it-ed	feat	sig'-na-ture
par'-li-a-ment	po-si'-tion	ex-pres'-sion	re-cess'	din'-gy
pos-ses'-sion	ter'-race	os'-trich	thiev'-ish	gen'-u-ine
stew'-ard	win'-some	se-cure'-ly	dis-col'-oured	ob-jec'-tion

WORD EXERCISE :—

1. Give a list of words, with their meanings, from the root **-press**, with various prefixes.
2. Give a list of adjectives in **-ish** (like **thievish**), with their meanings.
3. Rewrite in the third person the first part of section 6—"Guy said that the ravens seemed," etc.

For NOTES, see page 253.

40. ENGLAND'S DEAD.

1. Son of the ocean isle,
Where sleep your mighty dead?
Show me what high and stately pile
Is reared o'er Glory's bed.—

2. Go, stranger, track the deep;
Free, free, the white sail spread!
Wave may not foam nor wild wind sweep
Where rest not England's dead.



3. On Egypt's burning plains,
By the pyramid o'erswayed,
With fearful power the noon-day reigns,
And the palm-trees yield no shade.

4. But let the angry sun
From heaven look fiercely red,
Unfelt by those whose task is done—
There slumber England's dead.

5. The hurricane hath might
Along the Indian shore,
And far by Ganges' banks at night
Is heard the tiger's roar.



6. But let the sound roll on ;
It hath no tone of dread
For those that from their toils are gone—
There slumber England's dead.



7. Loud rush the torrent-floods
The western wilds among,
And free in green Columbia's woods
The hunter's bow is strung.

8. But let the floods rush on,
Let the arrow's flight be sped ;
Why should *they* reckon whose task is done ?—
There slumber England's dead.

9. The mountain storms rise high
In the snowy Pyrenees,
And toss the pine-boughs through the sky
Like rose-leaves on the breeze.



10. But let the storm rage on,
Let the forest wreaths be shed ;
For the Roncesvalles' field is won—
There slumber England's dead.



11. On the frozen deep's repose
 'Tis a dark and dreadful hour
 When round the ship the ice-fields close,
 To chain her with their power.

12. But let the ice drift on,
 Let the cold blue desert spread ;

Their course with mast and flag is done—
There slumber England's dead.

13. The warlike of the isles,
 The men of field and wave—
 Are not the rocks their funeral piles,
 The seas and shores their graves ?



14. Go, stranger, track the deep ;
 Free, free, the white sail spread !

Wave may not foam nor wild wind sweep
 Where rest not England's dead.—MRS. HEMANS.

reared o'er-swayed' hur'-ri-cane pine'-boughs des'-ert
 pyr'-a-mid fierce'-ly tor'-rent wreaths fu'-ner-al

For NOTES, see page 254.

41. A CLIMB UP MOUNT VESUVIUS.

1. Of all the volcanoes in the world, Vesuvius is perhaps the most interesting. It is easy to climb, for it is only about four thousand feet high ; and if you do not wish to climb it on foot, you can take a carriage to the foot of the cone, where you will find a cable railway which will carry you to the very top.

2. The district in which Vesuvius stands is one of the most fertile spots in Europe. On the sunny slopes of the hills around we find indigo, liquorice.

tobacco, rice, olives, lemons, grapes, oranges, walnuts, chestnuts, figs, and peaches growing, besides many of the fruits which belong to the torrid zone, and nearly all those of the temperate regions. The soil is rich, the sun is bright and warm, and rain is abundant throughout the winter months.

3. In the midst of all this grand display of the bounties of nature stands Vesuvius—dark, barren,



MOUNT VESUVIUS AND THE BAY OF NAPLES.

uncultivated, and desolate. When we cast our eyes up the slopes of the mountain, we see clearly marked the line where the bright green of the cultivated region meets the bleak barrenness of what we can only compare to a huge cinder-heap.

4. When an eruption occurs, a stream of red-hot lava flows down like a river of molten iron. It carries all before it. It rolls up to a house, and the house falls before it. It approaches a tree, and wraps it in its fiery mantle; the sap within the tree becomes steam, and the tree explodes with a sound like that of a cannon. Sometimes the stream pushes on until it rolls into the sea, where it casts up volumes of steam, as if a new volcano had broken out at the foot of the mountain.

5. The pleasantest way to see Vesuvius is to visit it on a summer night. As we ascend the mountain, winding over the steep road, we see the Bay of Naples sparkling in the sunshine, while the bright glow of evening casts its rosy light over the busy city at our feet. As the sun dips below the horizon, the first rays of the moon are already beginning to gleam behind the distant Apennines; and before we are half-way across the vast lava-beds, we are in a fairy scene of silver brightness, crossed here and there by the dark shadows and rugged outlines of the old lava streams around us.

6. At midnight we reach the lower station of the cable tramway or railway which is to draw us up. Here we stop for a rest and for supper. In an hour's time we are seated in a carriage, and are being hauled up the steep sides of the cone. Then a short walk brings us to the top, and what a scene meets us there!

7. Steam is coming out in large puffs from the central cone; and now and then with a loud roar the mountain casts large masses of red-hot stones high into the air. We see the vapour gleaming fiercely red as the hot stones fly upward. The still night

air is rent by the roar of the mountain as it discharges a fiery volley into space, soon to fall in a shower on the rocks around us.

8. As dawn begins to break, we see the shadow of the mountain thrown across the bay. The peaks to the eastward are warmed with the first glow of sunlight, and the blue sea to the westward is tinged with gold. It is a scene of marvellous beauty, and we should forget its dangers, if the dead city of Pompeii did not lie at the foot of the slope, four thousand feet beneath us, teaching us its dread lesson.

9. It is full daylight now, and we can approach nearer the crater without great danger. We follow our guide confidently, though we are half stifled by the fumes of sulphur, and hot stones now and then fall unpleasantly near us. The guide puts the ladies into a place of safety; but we go on, following him closely, and keeping an eye on the mountain.

10. The walking is steep and rough now, the fumes are almost stifling, and the cinders beneath us are so hot that we feel our feet burning. The guide puts his handkerchief over his mouth, and we follow his example.

He has reached the top, and we are close behind him. We look over, and see a mass of red-hot cinders like a burning cliff. As the wind clears away the steam, we look down into an immense black gulf.

11. The mountain roars again; the red-hot stones fly past us. We are safe here, because the wind is now quite strong, and carries the stones to leeward; but it is not a place to linger in. A sudden change of wind might mean death. The falling in of the ridge on which we stand would mean death also.

The scene is most exciting, and as we turn to descend, and see our friends looking at us through their field-glasses, we feel that they, too, must have held their breath when they saw us shrouded in steam and close to the open crater.

vol-ca'noes	tor'rid	e-rup'tion	ex-plodes'	cra'ter
in'di-go	tem'per-ate	mōl'ten	cen'tral	stif'led
liq'uor-ice	bar'ren-ness	fi'er-y	va'pour	sul'phur
to-bac'co	cin'der-heap	man'tle	mar'vel-lous	shroud'ed

WORD EXERCISE :—

1. Give a list of adjectives with the termination **-ous** (like **marvellous**), with their meanings.
2. Give the meanings of these compound words, showing the connection of their component parts—**field-glass, red-hot, sun-light, lava-bed, cinder-heap.**
3. Rewrite in the third person section 6, putting the verbs in the past tense—"At midnight they reached," etc.

For NOTES, see page 254.

◆◆◆

42. A CITY OF THE DEAD.

1. Two thousand years ago the fires of Mount Vesuvius were supposed to be extinct. Among the towns and villages which then clung to its slopes in fancied security was the flourishing city of Pompeii, one of the favourite resorts of the wealthy Romans. The splendour of Pompeii was at its height, when in a single day, the 24th of August, A.D. 79, the city was swept out of existence.

2. The morning rose bright and clear. Suddenly a great pillar of cloud rose from the crest of Vesuvius. The earth shook; huge waves rolled across the bay; flashes of fire broke through the gloom of the cloud. Then a terrible shower of stones, which had been shot

far up into the air, began to fall on the doomed city, and covered the streets to a depth of many feet.

3. After the stones came fine ashes, which made the air thick and stifling. Those who tried to escape from the city were suffocated by the ashes and the sulphur fumes, and were covered up where they fell. Then came showers of boiling water, which turned the ashes into mud, and afterwards more showers of stones and streams of lava covered up the ruins of Pompeii, so that not a trace of its buildings could be seen.

4. A letter written by Pliny, a great Roman writer, gives us a most interesting account of this great eruption of Vesuvius. He writes from Misenum, a town *twenty miles distant* from Vesuvius; and we can judge how terrible that eruption must have been in the neighbourhood of the mountain. In his letter he says:—

5. "That night my sleep was greatly broken by shocks of earthquake; but now they were so violent as to threaten total ruin. At last my mother and I went out of the house. The buildings all around us were tottering, and we resolved to quit the town. The people followed us in a panic, and pressed in great crowds around us.

6. "Our chariots swayed so violently that we could not keep them steady, even by supporting them with large stones; the sea seemed to be rolled back from the shore by the convulsions of the earth. On the other side of the bay a black and terrible cloud seemed to descend and enshroud the whole ocean.

7. "Ashes now began to fall upon us. Turning my head, I perceived behind us a dense cloud, which came rolling in our track like a torrent. In a few moments we were in darkness—not the darkness of a cloudy

night, or when there is no moon, but that of a chamber which is closely shut.

8. "Then a heavy shower of ashes rained upon us, which we were obliged every now and then to shake off, or else we should have been covered up and buried. After a while this dreadful darkness gradually disappeared; the day returned, and with it the sun, though very faintly. Every object was seen to be covered with a crust of white ashes like a deep layer of snow."

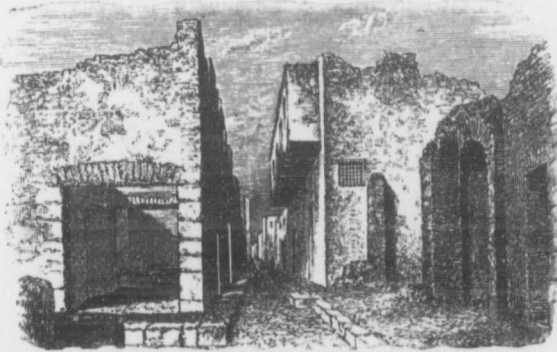
9. The buried city lay forgotten for over sixteen hundred years. Then the site was discovered by accident. About 1720, excavations were begun; and now the ashes and the hardened mud have been cleared away, and a Roman city can now be seen as it existed eighteen hundred years ago. By studying its ruins, we have learned more about the Romans and their customs than we could have done from all the books that were ever written.

10. About the centre of the city is the Forum—the market and the meeting-place of the citizens. Around it stand the public offices and temples; but far more interesting than these are the private houses and shops, which tell us so much about the habits of the people. Most of the houses are decorated with paintings of Roman life. Think of a dining-room prepared for a party, sealed up for eighteen hundred years, and then opened to view!

11. We can also see the figures of the very men and women who were in the city when disaster overtook it; for the mud which covered their bodies has hardened, and from this we have been able in many cases to get plaster casts of the figures, and even of their dress and ornaments.

12. Thus we see a man, in the act of running away, held fast in the mud. The key of his strong-room has fallen from his hands when he was at the point of death. In another place a woman, fleeing with her child, has sunk to the ground exhausted. A priest with an axe is trying to cut his way out of a house in which he has been shut up by the stones and ashes. In one spot a Roman soldier stands firm at his post, never flinching in the face of danger.

13. How the scene lives before us as we stroll among the ruins! These ruts in the streets were



A STREET IN POMPEII.

made by chariots eighteen hundred years ago. These pictures on the walls were drawn by the school-boys then. Beside them we see Latin jokes, and advertisements such as, "The gladiator company of the Ædile Certus will fight at Pompeii the day before the Kalends;" or this, "To let, shops with their terrace, etc. Address—Primus, slave of Cnceus;" or electioneering bills, such as, "The scribe Issus requests you to support M. Vatia as ædile. He is worthy." Truly, it needs but a little imagination to make this city of the dead a city of the living.

ex-tinct'	pil'lar	pan'ic	cit'i-zens
fan'cied	earth'quake	con-vul'sions	dis-as'ter
se-cūr'i-ty	vi'o-lent	en-shroud'	finch'ing
flour'ish-ing	threat'en	o-blige'd'	e-lec-tion-er'ing
ex-ist'ence	tot'ter-ing	ex-ca-va'tions	i-mă-gi-na'tion

WORD EXERCISE :—

1. Give the meanings, showing the force of the prefixes, of **exist**, **consist**, **resist**, **persist**, and **subsist**.
2. Write sentences to show the various meanings in which **post** may be used.
3. Give a list of words and their meanings formed from the root **-rupt-** (like **eruption**), with the prefixes **ab-**, **con-**, **in-**, **inter-**, and **dis-**.

For NOTES, see page 254.

43. ROME AND THE ROMANS.

1. "Rome was not built in a day;" so impatient young folks are sometimes told by their older friends, to remind them that great things are never done without much time and labour. The proverb points us back to the time when Rome was *the* city, the capital of the whole known world.

2. The little Roman boys were told far more about the building of their city than any English boy is taught about the building of London. The story of the founding of Rome is told in the Latin poems and histories which you may read some day; and a very interesting story it is, though we cannot be at all sure that it is true.

3. About three thousand years ago, so the story runs, the famous city of Troy, on the coast of Asia Minor, was taken by the Greeks after a siege of ten years. Some of the inhabitants escaped, and, after many wanderings, they landed on the coast of Italy. There they settled, and built the city of Alba Longa, the "Long White Town."



A ROMAN CHARIOT-RACE.

4. Long afterwards Alba Longa was ruled over by a usurper, who wished to put to death two little boys who had a better right to the throne than he. The twin babies were supposed to have been drowned in the river Tiber; but they were really cast ashore, still alive, at the spot where Rome now stands. There, we are told, they were nursed by a she-wolf, until they were found and taken care of by a shepherd and his wife.

5. One of these boys was Romulus, the founder of Rome. The city was said to have been founded 754 years before the birth of Christ; and until the Romans became Christians, they counted their years from the founding of their city, just as we now do from the birth of Christ.

6. For over two centuries Rome was governed by kings; then a republic was set up, which lasted for five centuries; finally an empire was established. After five centuries more the Roman Empire was divided into separate parts, which have become the various countries of southern and central Europe.

7. The time of the republic was the time of the wonderful growth of the Roman power. It was the time of the great heroes of Rome—men who lived in a simple way, and were ready to give up all they had, even life itself, for the sake of their country. They were like the Spartans in their plain living, their courage in war, and their sense of duty.

“For Romans in Rome’s quarrels
Spared neither lands nor gold,
Nor son nor wife, nor limb nor life,
In the brave days of old.”

8. The first consul or president of the Roman

republic was called Brutus, a man famed for his stern virtue. His two sons were found guilty of treason to the state, and although the punishment might have been exile, he ordered them to be put to death, so firm was he in his purpose that love for his sons should not hinder his duty as a ruler.

9. Another of those heroes was called Cincinnatus. He also was consul, but after his time of office was over, he retired to his little farm of four acres, and lived there as a farmer or crofter, as we might now call him. Not long afterwards, when war broke out, and the Roman army was being hemmed in by the enemy, the senators came to ask Cincinnatus for aid.

10. They found him at work on his little patch of ground, assisted by his wife. When his visitors approached, he put on his outer robe and went to meet them. They begged him to come to the help of his country, and offered him the post of dictator or absolute ruler, while the danger lasted; and the noble peasant-farmer accepted the task.

11. He went to Rome, ordered all business to cease, and commanded every man who was of military age to meet in the Plain of Mars before sunset, bringing food for five days, and twelve strong stakes. With this new army Cincinnatus reached the enemy's camp before midnight, and quickly surrounded it with a ditch and a strong fence of pointed stakes. In the morning the enemy found themselves in a trap, and at once surrendered.

12. Having thus speedily delivered his country, Cincinnatus gave up his dictatorship, and retired once more to the quiet, humble life of a peasant on his little farm. It was men of such a type who made Rome

great, and spread her power over the shores of the Mediterranean, and northwards beyond the Danube, the Rhine, and the English Channel.

13. In her later history the great men of Rome were famed for their wealth and luxury. The city was enriched by splendid buildings—triumphal arches, aqueducts, temples, tombs, palaces, circuses, and amphitheatres—the ruins of which still remain. Many of



RUINS OF ANCIENT ROME.

these buildings were the gifts of rich men, who hoped to gain the favour and the votes of the common people, and thus to win power for themselves. Splendid shows were also provided for the public at the expense of the rich—chariot races in the amphitheatre, and fights of wild beasts, and still more cruel combats of gladiators or swordsmen in the circus.

14. With all its wealth, there was in the city a large class of men who were generally idle and often starving. Most of the trades were carried on by slaves, and labour was regarded as unfit for a free-man. Large quantities of corn were frequently given to the poor, sometimes to avoid a famine, and sometimes to buy their votes in an election. Most of the freemen of the lower classes were dependent on the rich for their living, and became the "clients" of some well-to-do "patron."

15. As bribery became more common, respect for law and order disappeared. The army became master of the state, and the favourite general of the day was made emperor. For its own proper work, however, the army was becoming of little use. Its ranks were not filled by Romans; the soldiers were drawn from all parts of the empire, and fought only for pay. It thus formed a poor protection against the fierce warriors of the north, who invaded the empire and plundered its capital.

siege	pres'i-dent	mil'i-ta-ry	am-phi-the'a-tres
u-surp'er	trea'son	sur-ren'dered	char'i-ot
shep'herd	sen'a-tors	tri-umph'al	glad'i-a-tors
e-stab'lished	dic-tat'or	aq'ue-ducts	fam'ine
con'sul	ab'sol-ute	cir'cus-es	cli'ents

WORD EXERCISE :—

1. Write a list of words with the prefix in- in the form of im-, and give its meaning in each case.
2. Give a list of words with the prefix a- meaning on (like ashore).
3. Make sentences containing the words empire, emperor, empress, and imperial.

For NOTES, see page 254.



ENTRANCE TO A ROMAN MANSION.

44. THE ROMANS AT TABLE.

1. If we had visited a Roman consul during the later period of Roman power, we should have seen a very different kind of house from that in which Cin-

cinnatus lived. Let us make such a visit. On our knocking at the entrance gate, it is opened for us by a slave, who is chained to his post in order to prevent his leaving the door unguarded. We pass through a porch, and reach the large hall. The walls are painted, and the floor is laid with bright tiles. In the centre of the roof there is a large opening which lights the hall, and beneath it a hollow place to receive the rain-water which may enter. In cold or stormy weather the opening is closed by a curtain.

2. Round this hall are ranged the bedrooms, and at the farther end is the library and picture-gallery. Beyond these we see an open court, with a fountain in the centre, and a row of heavy marble columns all round. From this court we may enter the chief room, or room of state, the dining-room, the kitchen, and other apartments. Behind these, again, we find the well-kept garden.

3. The dining-room was of great importance in a Roman mansion. The table itself was of fine wood, or even of ivory. Round three sides of it were placed low couches instead of chairs. One side was left free for the slaves who waited on the guests. The men reclined on couches, leaning on their left arm, while they helped themselves with the right hand, without knife or fork. The women usually sat upright, and also the children, who had a table for themselves.

4. Breakfast was served as early as four o'clock for soldiers, for workmen, and also for children. The children went to school early, and one Roman writer, who lived next door to a school, complains that he could not sleep in the morning on account of the crying of the children who were being whipped. Let us hope that this did not happen every morning.

5. Breakfast usually consisted of bread, cheese, and dried fruit, such as raisins and dates. The bread was



BREAD FOUND AT POMPEII.

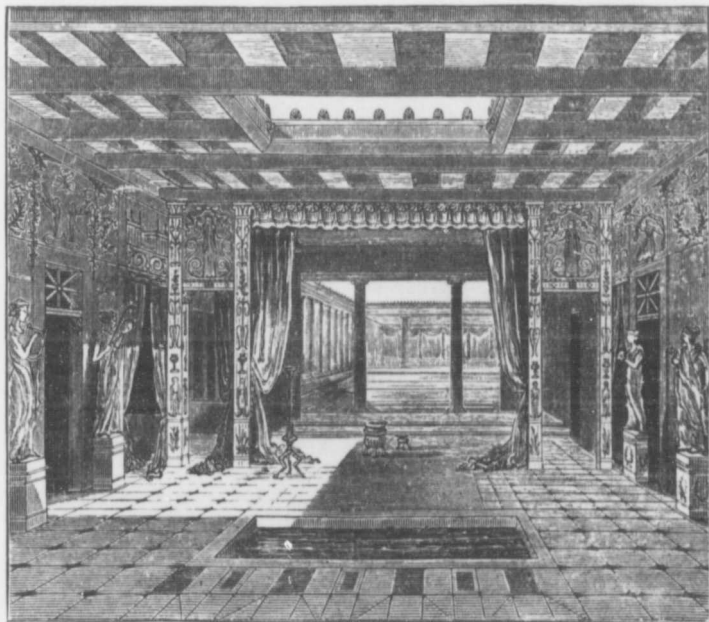
made of wheat flour. The loaves were flat, and about two inches thick. Some loaves of this kind were discovered at Pompeii, where they had lain covered up by lava and volcanic ashes for nearly two thousand years. Lunch was eaten about mid-day, and consisted of various kinds of meat, fish, and eggs—generally the remains of the preceding day's dinner.

6. Dinner was the great meal of the day. It was eaten any time between three o'clock and sunset, and sometimes even later, according to the fashion of the time. A regular dinner among the well-to-do Romans consisted of three parts—the antepast or "whet," the several courses of the dinner itself, and the dessert. The purpose of the "whet" was to give the guest a keener appetite for dinner. The usual bill of fare for this was small turnips, lettuce, radishes, and other vegetables; eggs, fish, and shell-fish; honey and water, and the dregs of a certain kind of wine.

7. The dinner itself usually consisted of from three to seven courses. Fish was much liked, and many Roman houses had fish-ponds, where various kinds of fish were reared for the table. The best oysters were those brought from England. A kind of snail, which was fattened for use, was also considered

a great dainty. All our common domestic fowls were used, as well as thrushes, blackbirds, and other singing birds. Of game, the wild boar and the hare were most valued; pork was the favourite flesh, but beef and mutton were little cared for.

8. The common vegetables were lettuce, cabbage, asparagus, turnips, mushrooms, leeks, and onions. For



HALL OF ROMAN MANSION.

dessert, such fruits as apples, dates, and olives were used, and also sweetmeats of various sorts. Wine of various kinds was produced in Italy, or imported from abroad.

9. During the course of the repast, the guests were entertained with music, dancing, readings, jokes, and juggling performances, done by slaves or by hired

performers. Vast sums of money were often spent on feasts among the rich. A fine mullet is said to have sold for £50, and a barbel for £65. One dish of singing birds—not the “four-and-twenty blackbirds” of our younger days—is believed to have cost £800. The rich were also fond of getting dishes which were new or strange as well as costly, such as nightingales and peacocks, and the tongues and brains of flamingoes. We must not suppose, however, that many of the Romans lived in this style. The great mass of the people lived, as they do still, at a small expense, their common diet being barley bread, beans and lentils, and cheap fish.

i'-vo-ry	pre-cēd'ing	rad'ish-es	mush'rooms	mull'et
guests	an'te-past	oys'ters	on'ions	bar'bel
re-clined'	des-sert'	do-mes'tic	en-ter-tained'	night'in-gales
rai'sins	ap'pe-tite	thrush'es	jug'gling	fla-miñ'goes
vol-can'ic	let'tuce	as-par'a-gus	per-form'anç-es	len'tils

WORD EXERCISE :—

1. Write sentences containing the words **slave, slavery, slavish, and enslave.**
2. Give the various meanings which may be expressed by the word **court.**
3. Show the connection in meaning of the words **court, courtly, courteous, courtier, courtesy, curtesy.**

For NOTES, see page 255.

45. THE FISHERMEN.

[1. The fisheries off the coast of Newfoundland have been for nearly three hundred years among the most important of the world. Hundreds of schooners and other fishing craft crowd the great Bank of Newfoundland and the neighbouring coasts from June to September, some of them British, some French, and

others American. The cold current which flows past the coast of Labrador, often bringing icebergs with it, meets the warmer waters of the Gulf Stream near these banks, and dense fogs are very common where this meeting takes place. In the following poem the Quaker Poet of America refers to the dangers of the fisherman's life :—]

2. Hurrah ! the seaward breezes
Sweep down the bay amain ;
Heave up, my lads, the anchor,
Run up the sail again !
Leave to the lubber landsmen
The rail-car and the steed ;
The stars of heaven shall guide us,
The breath of heaven shall speed.
3. From the hill-top looks the steeple,
And the lighthouse from the sand,
And the scattered pines are waving
Their farewell from the land.
One glance, my lads, behind us,
For the homes we leave one sigh,
Ere we take the change and chances
Of the ocean and the sky.
4. Now, brothers, for the icebergs
Of frozen Labrador,
Floating spectral in the moonshine
Along the low, black shore,
Where like snow the gannet's feathers
On 'Brador's rocks are shed,
And the noisy murre are flying
Like black scuds overhead ;
5. Where in mist the rock is hiding,
And the sharp reef lurks below,

- And the white squall smites in summer,
 And the autumn tempests blow ;
 Where through grey and rolling vapour,
 From evening unto morn,
 A thousand boats are hailing,
 Horn answering unto horn.
6. There we'll drop our lines, and gather
 Old Ocean's treasures in,
 Where'er the mottled mackerel
 Turns up a steel-dark fin.
 The sea's our field of harvest,
 Its scaly tribes our grain ;
 We'll reap the teeming waters
 As at home they reap the plain.
7. Though the mist upon our jackets
 In the bitter air congeals,
 And our lines wind stiff and slowly
 From off the frozen reels ;
 Though the fog be dark around us,
 And the storm blow high and loud,
 We'll whistle down the wild wind,
 And laugh beneath the cloud.
8. In the darkness as in daylight,
 On water as on land,
 God's eye is looking on us,
 And beneath us is His hand.
 Death will find us soon or later,
 On the deck or in the cot ;
 And we cannot meet Him better
 Than in working out our lot.
9. Hurrah ! hurrah ! the west wind
 Comes freshening down the bay ;
 The rising sails are filling,—
 Give way, my lads, give way !

Leave the coward landsman clinging
 To the dull earth, like a weed ;
 The stars of heaven shall guide us,
 The breath of heaven shall speed !—WHITTIER.

schoon'ers	sea'ward	gan'net	mot'tled	con-geals'
neigh'bour-ing	a-main'	murre	mack'er-el	hur-rah'
ice'bergs	lub'ber	squall	scäl'y	fresh'en-ing
Quäk'er	spec'tral	treas'ures	teem'ing	cow'ard

WORD EXERCISE :—

1. Write out the compound words in the poem, and show the relation between their component parts.
2. Write in simple language the substance of verses 6 and 8.

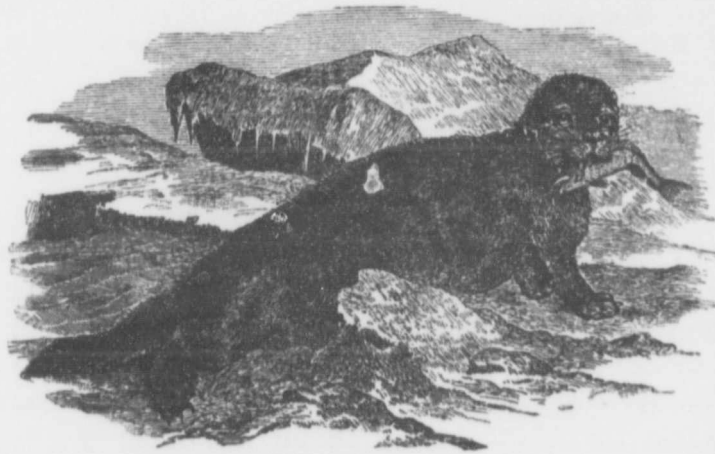
For NOTES, see page 255.

 46. HUNTING THE SEA-OTTER.

1. As the schooner came to anchor, Rae saw before him a little town clinging to the side of a mountain that rose up precipitously behind it, with its summit lost in the mist. Here several hundred Aleutian hunters of the sea-otter lived with their families. Rae found the Aleuts not at all an ill-looking people. Most of them were short and squat of figure, with broad faces, high cheek-bones, flat noses, and small black eyes.

2. Baranov went to make arrangements for sharing in a sea-otter hunt with Kahgoon, the chief hunter in the village ; and when this had been done, Rae was anxious to learn as much as he could about the strange animal whose skin is more precious to the fur-dealer than any other. When at its best, a perfect sea-otter skin will bring a hundred pounds at any of the centres of the fur-trade.

3. Sometimes these creatures are killed by clubbing; but it is only in the midst of a wild storm, when the billows are breaking in thunder upon the beach, and the air is thick with flying spray, that even a native can approach near enough to kill them in this way. The animal spends very little time on land; in fact it comes ashore only in severe storms, to get a rest from the tumbling of the billows. So, in the midst of the tempest, the Aleuts will launch



SEA-OTTER.

their "bidarkies" or skin-covered canoes, and scud like an arrow before the gale towards some tiny islet where the otter may be found sleeping. This, however, is no undertaking for white men; only natives could dare such dangers, and Rae felt no desire to engage in a hunt of this kind.

4. Shooting in the surf is another way of hunting the sea-otter. Rae and Baranov tried this method one day in the midst of a raging gale; but the wind and spray dashing in their faces prevented

them from taking accurate aim, and after wasting much powder they gave it up in disgust, although the natives, with much inferior weapons, were able to secure several good skins.

5. The two lads were therefore all the more eager to try their luck in the great "spearing surround" for which Kahgoon arranged, as soon as the water became sufficiently calm for this purpose. The party started soon after dawn in twenty bidarkies, each having two occupants, and one larger boat which held Rae and Baranov and the four natives who were to paddle it.

6. When the hunting-ground was reached, the fleet spread out into a long single line, an interval of a hundred feet or so being between the boats. Thus arranged, they paddled softly and slowly over the rolling water in perfect silence. It seemed an age to the eager boys before the "view-halloo" was raised by old Kahgoon. His keen eye detected the nose of an otter lifted for a moment above the waves, and he held up his paddle as a signal. The creature had taken the alarm, and had shot away down into the depths of the sea with the speed of a salmon. But, as Kahgoon well knew, he must soon reappear to breathe.

7. Kahgoon stopped his canoe where the otter had disappeared, and held up his paddle in the air, while the other boats rapidly formed round him in a circle of about half a mile in diameter, so that when the otter rose again some one would be sure to see him. After about fifteen minutes he rose breathless, so near the big boat that both Rae and Baranov saw him at the same moment. There was no longer any need

for silence, so with shouts of "There he is! I see him!" they urged their boat towards the spot, and raised their paddles for another circle to form.

8. In this way the hunted animal was forced to dive again and again without being allowed time for a full breath. The chase continued for over an hour. Each disappearance of the otter was shorter than the preceding one, and the fatal circle drew ever closer about him.

9. At length, exhausted by his tremendous exertions, and so breathless as to be unable to dive any longer, the animal floated helplessly on the water, and a well-aimed throw of Kahgoon's spear put an end to the struggle. The chase was over and the prize was won. All rejoiced with the veteran hunter over his success, each hoping that he might himself be the lucky one next time.

After the hunters had rested for a little while and had a chat together, the boats lined out again and moved over the water in search of another victim.

J. MACDONALD OXLEY.

sea-ot'ter	bi-dar'kies	oc'cu-pants	ex-haust'ed
pre-cip'i-tous-ly	isl'et	re-ap-pear'	tre-men'dous
squat	ac'cūr-ate	cir'cle	ex-er'tions
ar-range'ments	in-fe'ri-or	di-am'e-ter	re-joiced'
se-vere'	weap'ons	dis-ap-pear'ance	vet'er-an

WORD EXERCISE :—

1. Write a list of nouns ending in *-ant*, meaning the doer of a thing (like *occupant*).
2. Give a list of words with the prefix *inter-* (like *interval*), and give their meanings.
3. Write out a short list of words with the prefix *pre-*, and also with the prefix *per-*, giving their meanings.

For NOTES, see page 256.



47. A SEAL-SKIN COAT.

1. "Look at this Christmas present," said Kate to me, as she held up a pretty seal-skin coat which her uncle had sent her. "Is it not perfectly lovely?"

I admired the handsome garment, while Kate went on: "I should so like to see the seals, with their pretty, soft furry coats."

2. "Have you ever heard of the magic carpet which the Arabian legends tell of?" I asked. "When one took his seat on this carpet, and wished to be in any distant place, the carpet immediately rose into the air, and in a moment carried him there. Suppose

we imagine your coat to be a magic carpet, and let it carry us, or at least our thoughts, to the far-off home of the fur-seal."

"Yes, let us go at once," cried Kate.

3. "Nay, if we go at once, not a seal shall we behold. They are far out at sea just now, and we need not expect them to come to land before May. But let us make a new use of the magic carpet: if it can carry our thoughts to a distant place, why not to a distant time as well?"

"The one seems as easy as the other," she replied.

4. "Very well, then. It is now May, about the 20th, let us say, and we are already at the other side of the world. This is the Behring Sea, which tumbles its cold, grey billows on the shore; and the island on which we stand is St. Paul's Island, one of a small group called the Pribylov Islands.

5. "It is cool and misty; but there are few warm or clear days in this quarter, even in summer. On the rocks we can see a few large seals, seven feet long every one of them; we recognize them at once by the pictures of seals that we have seen. The nearest one shows no fear of us, and we need not fear him. He walks up the beach, lies or sits down and fans himself in a comical way with his hind flippers. He is very fat, and it is well for him that he is so. When he has his family gathered round him on that rock, he will stay there to defend them from all comers for the next three or four months, and during that time he will neither eat nor drink.

6. "Soon the mother seals arrive, and come on shore to nurse their little ones; for, curiously enough, the baby seals cannot swim when they are born.

As they grow older, they begin to roll about the shore, and are very frolicsome. When about three months old, they begin to venture into the water; but at first they soon scramble out again, sputtering and spitting and crying as loud as they can. In a few days they learn to swim and dive perfectly."

7. "But the fur," cried Kate. "Are all these seals dressed in soft brown fur like this?"

"No, not one of them. The old chiefs have a coat of coarse grey hair, and the females have a more silky coat, no doubt; but still it is hair, not fur. But now, in obedience to your wish, our magic carpet carries us onwards to see the fur. We have left the crowded 'rookeries,' or nursing homes, and at some distance along the shore we see thousands of other seals.

8. "They are young male seals—'bachelors' the hunters call them—from two to six years old. They seem to enjoy life, and roll and tumble about like so many kittens. When they get older, they will take up their residence on the rookeries, and gather a family group round them like the old warriors we have left there.

9. "Now it is near the end of June, and the seal-hunters have arrived. They are mostly Indians, natives of the islands. They approach a swarm of those bachelor seals, and surround and drive inland a flock of two or three hundred, as if they were sheep. Then an experienced hunter goes round and points out any seal that is not to be killed, because he is too young, or too old, or is shedding his coat.

10. "At last we reach the fur. The seals have been killed, and their skins have been sprinkled with salt and sent on to London. Now each skin is stretched

on a frame, and the inside is scraped until it becomes thin and soft. Next it is heated, and then all the coarse hairs are easily combed out, and the soft silky fur which remains is dyed a rich brown colour, as you see it in the coat which you admire so much.

11. "The seal has really two coats—long hair outside, and soft, short fur growing among it, just as the soft down of the duck grows below its feathers. The long hairs have deeper roots than the fur, and when the skin is pared thin, these roots are cut away from the inside, and the hairs come out easily, leaving the fur firmly fixed in the outer skin.

12. "All the skins are taken from the young or 'bachelor' seals, and the rookeries are carefully preserved, so as to keep up the supply of seals year after year. The American Government, to whom these islands now belong, is very careful to prevent the killing of too many seals.

"But now it is tea-time; let us wish ourselves back again. Our magic carpet has proved its power once more, for here we are back at Christmas and home again."

ad-mired'	bil' lows	sput' ter-ing	sprink' led
hand' some	flip' pers	o-be' di-ence	dyed
leg' ends	cu' ri-ous-ly	rook' er-ies	pared
im-me' di-ate-ly	frol' ic- some	bach' e-lors	pre-served'
im-ã' gine	scram' ble	war' ri-ors	Gov' ern-ment

WORD EXERCISE :—

1. Make words ending in *-ery* (like *rookery*), formed from *bake*, *brew*, *tan*, and *hatch*, with their meanings.
2. Give a list of words which have a meaning like that of *swarm*, and show how they are used in sentences.
3. Write a list of adverbs, and another of adjectives, ending in *-ly*, and give their meanings.

For NOTES, see page 256.

48. SELF-DEFENCE.

1. We sometimes hear of animals that have become extinct, such as the great auk, the last specimen of which was shot during the present century. Plants, too, run the risk of becoming extinct in certain districts. When a rare plant is found in some nook among the mountains, botanists are so eager to get a specimen of it that sometimes not a single plant is left. There is no danger of our cultivated plants becoming extinct, however, for farmers take care to preserve a sufficient quantity of seed every year.

2. The lower animals are not so intelligent as to preserve or cultivate the plants on which they feed. Where animals of the graminivorous or browsing type are plentiful, therefore, their food-plants run the risk of being eaten up entirely, while they are young and juicy, and before the seeds of another crop have been sown.

3. Plants have therefore to rely on certain means of self-defence, in order that they may live their lives and sow their seeds, instead of being eaten up bodily by the first grass-eating animal that happens to pass. Those that have no means of self-defence will naturally be eaten up first, while those with the best weapons or the toughest armour will live longest and produce most seed, and so will spread most widely over the ground.

4. The ways in which plants protect themselves from animals are often most ingenious and effective. Some plants contain a poisonous juice, and if an animal does not take warning from its taste or smell, his attack on the plant will cost him his

life. A few poisonous plants grow in this country—the deadly nightshade, the water-hemlock, and others; and children have sometimes been poisoned by eating such plants. There are others, such as water-cress, which we find very good to eat, but

which are too bitter for animals to feed on.

5. It is a curious fact that the deadly nightshade, which is so poisonous to the browsing animals that might otherwise eat it all up, is quite harmless to beetles and smaller creatures that live on it. The plant can easily spare as much of its leaves as they require, and they seem rather to like its juice. Animals appear to detect poisonous plants by their smell, though there are some of them which to us have no smell at all.



DEADLY NIGHTSHADE.

6. Next to poisonous plants we might place stinging plants, such as the nettle. The leaves of the nettle are studded with fine hollow hairs, rounded at the tip. When one of these hairs is touched, its round point breaks off, and its sharp, ragged edge pierces the

skin, while the juice which filled the hollow flows into the wound. The sting of some of the huge tropical plants of this kind is nearly as dangerous as the bite of a poisonous snake. Yet the nettle can hardly be called poisonous, for the young shoots are sometimes used as food, and taste a little like spinach when they are boiled.

7. The most common means of defence among plants are thorns, spines, prickles, or bristles of various kinds, some of them very strong and dangerous-looking, others just sharp enough to be unpleasant for any animal that may be in quest of a meal. We have all come in contact with such plants as thistles at one time or another, and we have found that they defend themselves very well. Yet the donkey can make a meal of them in spite of their spears.

8. Thistles have both stem and leaves covered with prickles.

Other plants, such as the hawthorn and blackthorn, have them on the stem or branches only, and the young leaves spring up under shelter of these thorns. Certain grasses and sedges have their prickles set on the leaves themselves, which are so hard and



HEMLOCK.

jagged at the edges that most animals leave them alone.

9. The furze has so many thorns that we hardly notice anything else to be protected; but there is a family of plants, called the cactus, that has gone still further in the way of self-defence.



CACTUS.

They are found in the desert, where plants are scarce, and even the roughest and least juicy are in danger of being eaten up, if they do not die of drought. But the cactus remains juicy and green in spite of either heat or animals.

10. Its leaves have turned into mere prickles, hard, sharp, and dangerous to touch, without any of that soft green

surface which is necessary to the life and growth of a plant. The stem, on the other hand, is covered, not with bark, but with that green surface which is found on the leaves of other plants. The stem has undertaken the work of the leaves, seeing that the leaves have had to undertake the work of defence

against animals; and so the plant thrives where hardly any other vegetable life is found.

11. After all, plants do not carry on war against animals; they act only in self-defence, and have no more armour than is absolutely needed. You may see this by looking at the next holly tree you pass. If it is a tall one, you will notice that while the lower leaves that are exposed to danger are sharp and prickly at the edges, those on the higher branches are smooth and unprotected. This fact about the holly tree has suggested the poem by Southey, which you will find as your next lesson.

auk	gram-i-niv'-or-ous	ef-fec'-tive	spin'-ach	sedg'-es
spec'-i-men	brows'-ing	poi'-son-ous	prick'-les	furze
bot'-an-ists	plen'-ti-ful	bee'-tles	con'-tact	cac'-tus
in-tel'-li-gent	ar'-mour	stud'-ded	this'-tles	thrives

WORD EXERCISE :—

1. Give a list of nouns ending in -ist, meaning the doer of a thing (like **botanist**).
2. Write out the words connected with **effect** and with **affect**, and give their meanings.
3. Write out a list of words, with meanings, formed from -take (like **undertake**), with various prefixes.

For NOTES, see page 256.

49. THE HOLLY TREE.

1. O reader! hast thou ever stood to see
 The holly tree?
 The eye that contemplates it well, perceives
 Its glossy leaves
 Ordered by an Intelligence so wise,
 As might confound the atheist's sophistries.

2. Below, a circling fence, its leaves are seen
 Wrinkled and keen,—
 No grazing cattle through their prickly round
 Can reach to wound ;
 But as they grow where nothing is to fear,
 Smooth and unarmed the pointless leaves appear.
3. I love to view these things with curious eyes,
 And moralize ;
 And in this wisdom of the holly tree
 Can wisdom see
 Wherewith, perchance, to make a pleasant rhyme—
 One which may profit in the after-time.
4. Thus, though abroad perchance I might appear
 Harsh and austere ;
 To those who on my leisure would intrude,
 Reserved and rude ;—
 Gentle at home amid my friends I'd be,
 Like the high leaves upon the holly tree.
5. And should my youth, as youth is apt, I know,
 Some harshness show,
 All vain asperities I day by day
 Would wear away,
 Till the smooth temper of my age should be
 Like the high leaves upon the holly tree.
6. And as when all the summer trees are seen
 So bright and green,
 The holly leaves a sober hue display,
 Less bright than they ;
 But when the bare and wintry woods we see,
 What then so cheerful as the holly tree ?
7. So serious should my youth appear among
 The thoughtless throng ;

So would I seem among the young and gay
 More grave than they ;
 That in my age as cheerful I might be
 As the green winter of the holly tree.

SOUTHEY.

con-tem'plates	a'the-ist	wriñ'kled	aus-tere'	as-per'i-ties
per-ceives'	soph'is-tries	mor'al-ize	in-trude'	so'ber
In-tel'li-gence	cir'cling	rhyme	re-served'	throng

WORD EXERCISE :—

1. Write out the words containing the syllable *-ieve*, and those containing *-eive*.
2. Make sentences containing *round* as noun, adjective, verb, adverb, and preposition.
3. Write out pairs of adjectives ending in *-ful* and in *-less*, formed from the same noun (like *thoughtful*, *thoughtless*).

For NOTES, see page 256.

50. THE "SPECIAL."

1. Roy Kingsley lived near a railway in America, on which his big brother was an engineer. Roy was delighted when Hal allowed him, as he sometimes did, to make a trip on the engine, and to help Jack Dunn the fireman.

2. One afternoon Hal came home looking vexed. "Roy, would you care to go up to Silverton with me to-night?" he asked, as his brother met him at the door. "I am just back from my run, and I have got orders to take a special goods train up the branch line to-night. Dunn is unwell, and I cannot get another man. Will you fire for me this trip?"

"Of course I will!" exclaimed Roy; "it's just what I want. Hurrah!"

3. The Silverton branch ran through an almost uninhabited and thickly-wooded country to a large mining settlement some thirty miles from the junction.

"Look at all this smoke!" cried Hal, as they passed the junction and ran on to the branch line. "The woods up the line are on fire, and the smoke will soon be so thick that we shall not be able to see our funnel."



4. The train had finished half its journey. The smoke had become so thick that nothing could be seen even a few yards away, and through it came the occasional flashes of a great fire. The air grew hot. Sparks and cinders rattled against the engine.

5. A few minutes passed, and then, as if a curtain had been drawn away, the smoke disappeared, and the train plunged into almost clear air, between two lines of flaming trees which sent up great tongues of fire

under the hurrying clouds of black vapour that rolled towards the sky.

"Hallo!" exclaimed Hal, "this is scorching! I shall put on more steam, and make a rush through it."

6. Just then Tom Brainerd, the guard, made his way to the engine. "What are you doing, Kingsley?" he shouted. "Surely you are not going on?"

"Going on!" gasped Hal, utterly amazed; "of course I am going on. I am not afraid of a little fire, I hope; but I believe you are, Tom."

"Reverse, quick, man, and back us out!" said Brainerd, in a harsh, vehement voice, seizing the engineer's arm with both hands. "Do you know what we have for freight?"

"No, and I don't care!" said Hal. "But what is it?"

"Blasting powder!"

"What?" cried the brothers together.

"Yes, tons of it, for the Silverton mines. And the men loosened the staves of some of the kegs when they loaded it, so that there is loose powder scattered all about the next carriage!"

7. Kingsley pulled the throttle wide open. "Sit down, Tom," he said calmly, without looking at the guard. "We can't go back. The fire is all along the line by this time. We must go right through.—Coal up, Roy, but not too much. Quick, boy!"

Suddenly Brainerd sprang up, and left the engine. Roy saw him on the top of the powder-van scraping off the sparks and putting out the little fires which started upon the dry boards of the roof.

"Tom is a brave fellow," said Hal. "It was the worry and dread that made him so weak. You see

he knew what this fire was like, and he knew what he had to carry through it. But he will be all right now."

8. When Hal turned his eyes to the track again, he gave a start, and shut off steam. "Put on the brake, Roy! quick!"

A great burning tree lay across the rails in front. Even while Roy threw his weight on the brake, he was thinking, "What shall we do now?" and before he had finished turning the iron wheel, he had made up his mind. He cut away the leather curtain which closed the back of the engine cab, and rolling it up he plunged it into the water-tank, drew it out dripping wet, and threw it over his shoulders. Then with an axe in his hand he jumped down and ran forward to the tree.

9. Roy felt the heat as he had not felt it before, but he chopped blindly on, and as he did so he wondered confusedly whether he could hold out long enough to finish his task.

At last he heard a voice faintly calling him, and at the same moment the tree trunk gave way under his axe.

Then he managed to stagger to the side of the engine, and his brother lifted him up.

"I can do the rest," said Hal.

He turned on the steam, backed some distance, and then ran full tilt at the divided tree. The engine caught it and tossed it aside. Once more the train flew on at full speed.

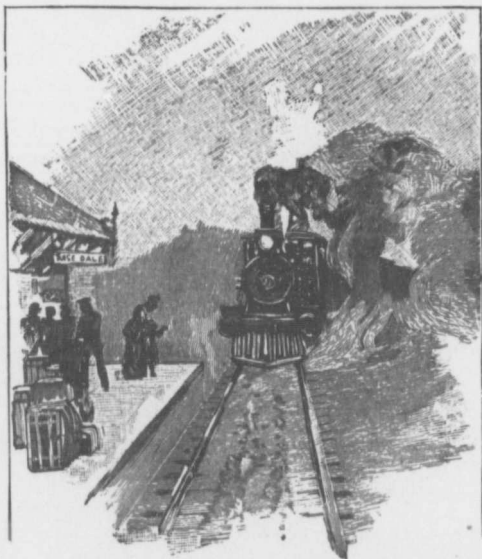
10. They left the fire behind, and plunged once more into thick smoke. This also was left behind; and the train reached the cleared land around Sil-

verton, and drew up at the little station. Roy had lain exhausted ever since his brother had helped him up. He now looked up, and saw Tom Brainerd coming—black, blistered, and almost without a hair on his head.

"Well, boys," said he cheerfully, "the fast powder train's up to time."

Hal was as calm as ever. The only praise

he gave Roy was contained in one remark, but this was the greatest compliment he could pay him. "You will make a railwayman some day, Roy," was what he said.



en-gi-neer'	fun-nel	re-verse'	loos-ened	leath-er
un-in-hab-it-ed	oc-ca-sion-al	ve-he-ment	throt-tle	con-fus-ed-ly
set-tle-ment	rat-tled	seiz-ing	calm-ly	stag-ger
junc-tion	scorch-ing	freight	brake	com-pli-ment

WORD EXERCISE :—

1. Write out a few nouns ending in -eer, -ier, and -er, meaning the agent or doer (like **engineer**).
2. Give various meanings for the words **brake** and **break**.
3. Give a list of words, with their meanings, formed from the root **fuse** (like **confuse**), with various prefixes.

For NOTES, see page 256.



ON THE MOSELLE.

51. DOWN THE MOSELLE.

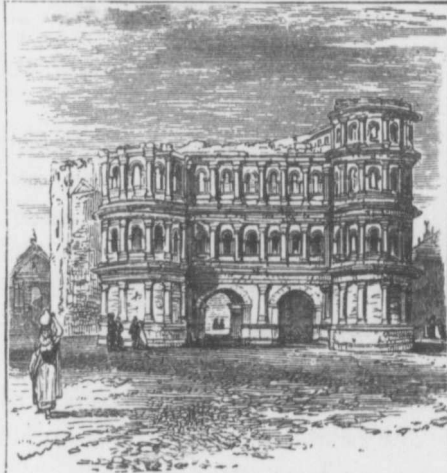
1. The river Moselle, often called "The Bride of the Rhine," is even more picturesque than the Rhine itself. It is more winding and also narrower, so that the voyager is nearer the beauty and quaintness of its shores. Its bordering hills, although no higher than

those along the Rhine, are at least equally impressive; while the valleys and ravines which wind away between them are more irregular and inviting.

2. A rowing trip down the Moselle is safe, easy, and full of pleasure. One may start at Metz, or even at Nancy, but the best point is Treves. This ancient town, so interesting by reason of its Roman ruins and its quaint old buildings, is reached directly from Cologne in less than six hours by railway, through a delightfully picturesque country.

3. Imagine yourself at last gliding down stream, with Treves fading into the distance as the afternoon shadows lengthen. You are at the oars,

pulling with slow, even strokes. Your friend in the stern holds the tiller. You are fairly under way, and already the scenes on either hand begin to interest you. Here, for instance, you pass a company of German infantry bathing. They keep their ranks, and at signals from the bugle throw off their clothing, plunge, still in line, into the stream, and a few moments later emerge and dress. One wonders if they keep their ranks and move by signal when they eat, drink, and sleep.



ROMAN GATEWAY, TREVES.

4. Now you pass a great foundry on the other bank. Volumes of smoke pour from its tall chimney, glowing furnaces light up its dark interior, and its distant workmen suggest to your fancy fairies working underground in some enchanted cavern. Next you float for a mile or two between green meadows, behind which lie villages embowered in trees. A rude barge crosses your course laden with peasants returning from work, and singing some evening hymn. There a group of merry girls and boys run along the nearest bank, shouting, "Englander! Englander!"

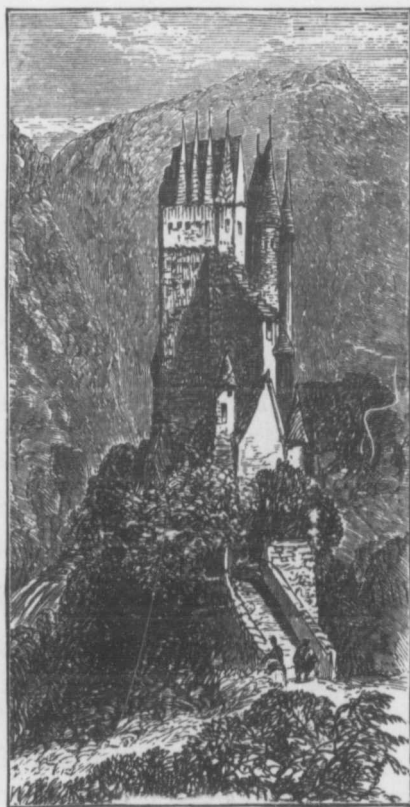
5. Presently a steamer passes you, one of the regular line from Coblenz, and its passengers look at you smilingly. Here you come to a chain-ferry, a barge made fast by a buoyed chain to an anchor far up in mid-stream. When the barge is pushed off, the force of the current swings it over to the other shore like a pendulum; but as the pull straightens the chain, bringing it sharply to the surface of the water between the buoys, you must be careful not to let your boat get caught by it, or you will be capsized instantly. Another sort of ferry is common. A strong wire rope extends from a tower upon one bank to a similar tower opposite. The boat, square-ended and flat-bottomed, is fastened to this cable, and is drawn across by another rope passing over a pulley.

6. By-and-by you land, stroll through a quiet village, buy some fruit, and sketch the picturesque outline of some old house. Perhaps you climb a neighbouring hill to gain the lovely view from its summit. Later, in some quiet cove, you rest awhile and bathe. You explore the ruins of a castle upon a

height, or rest beneath some sheltering bridge while a sudden shower passes over.

7. Sometimes for miles the hillsides rise almost from the water's edge, and are covered with well-cultivated vineyards. Now and then you pass a considerable town, and hear a band playing in the garden of its chief hotel. Charming views succeed each other swiftly, and no one who has any taste for natural beauty can fail to be continually delighted.

8. The Moselle castles are less famous than those on the Rhine, perhaps, but they are quite as picturesque and equally worth visiting. Usually they stand upon high places above the villages. The most striking castle of all



SCHLOSS ELTZ.

is Schloss Eltz, three miles inland from the river, rising upon a knoll above the mass of foliage which fills the surrounding valley, like some great rock above the waves of the ocean. It is one of the best preserved specimens of its kind in all Germany, and many of its rooms still retain their original furnishings.

9. These are only a few of the many pleasures which such a trip affords. On reaching the Rhine at Coblenz, one finds his face browned, his muscles hardened, and his appetite become enormous. He has also learned to appreciate better whatever is beautiful in nature or quaint in architecture, and has been entertained and instructed by his intercourse with a simple, kindly peasantry.

quaint'ness	bu'gle	cap-sized'	o-rig'i-nal
im-pres'sive	in-te'ri-or	sim'i-lar	e-nor'mous
ra-vines'	em-bow'ered	con-tin'u-al-ly	ap-pre'ci-ate
ir-reg'u-lar	pen'du-lum	knoll	ar-chi-tec'ture
in'fan-try	buoys	fo'li-age	in'ter-course

WORD EXERCISE :—

1. Make out a list of adjectives ending in **-ive** (like **impressive**), and give their meanings.
2. Make sentences containing the words **cave**, **cavity**, **cavern**, and **excavate**.
3. Make sentences containing the words **succeed** (in two meanings), **success**, **succession**, and **successor**.

For NOTES, see page 257.

52. THE LAST FRENCH LESSON.

[1. In 1871 the province of Alsace was ceded to Germany, after the Franco-German War. The people were mostly French, and had the greatest dislike to becoming subjects of Germany—a feeling which was strengthened by the efforts of the German Government to force the German language on them. The following sketch gives an example of the popular dislike of the conquering nation.]

2. This morning I was late in going to school, and

I was very much afraid of a reprimand, as Mr. Hamel had said he would question me on the participles, and I had not prepared a single word. For a moment I thought of playing truant; the day was warm and bright, the blackbirds were whistling, and the Prussian soldiers were at drill in the park. I managed to resist all these attractions, however, and hurried on to school.

3. In passing the mayor's house, I saw that a new notice was posted up on the board, which every one stopped to read. Many a sad notice had been posted up there during the last two years—news of battles lost, and orders for men and money for the war. As I passed on, the blacksmith, who was standing there, called to me, "Don't hurry, my boy; you will be at your school soon enough to-day." I thought he was making fun of me, and ran on.

4. When I reached the playground, I did not hear that buzz of noise which I had counted on to enable me to get to my place unnoticed. Everything was quiet. You may imagine how frightened I was at having to open the door and enter in the midst of this silence. But Mr. Hamel only looked at me, and said in a kindly voice, "Hurry to your place, my little Franz; we were about to commence without you."

5. When I was seated at my own desk, I had time to notice that the master had on his handsome green coat, his finely-embroidered shirt-front, and his black silk skull-cap, all of which he wore in school only on examination days and at the distribution of prizes. But what surprised me most was to see the benches at the end of the room, which were usually unoccupied, filled by the old people of the town, all sitting silent like ourselves.

6. Mr. Hamel took his seat, and in a grave, sweet voice he said, "My children, this is the last time I shall teach you. The order has come from Berlin that nothing but German is to be taught in the schools of Alsace. The new master will come to-morrow. To-day is your last lesson in French. Be very attentive, I pray you."

7. Now I understood why he had put on his fine Sunday clothes, and why the old men were seated at the end of the room. My last French lesson! Why, I could hardly write. How I regretted the time I had wasted in bird-nesting, and in sliding on the Saar! My books, that I had found so wearisome, now seemed old friends that were about to leave me.

8. I heard my name called. What would I not have given to be able to recite all those rules of the participles without a blunder! But I could only stand silent, with a swelling heart, not daring to look up.

"I will not scold you, my little Franz," said Mr. Hamel, in a sad tone; "you are punished enough. Every day you have said, 'I have time enough—I will learn to-morrow;' and now what has happened? This putting off instruction till to-morrow has been the fault of us all in Alsace. Now the invaders say to us, 'How can you pretend to be French, when you cannot read and write your own language?'"

9. Mr. Hamel went on to speak of the French language, saying that it was the most beautiful, the most polished, and the richest language in the world, and that we must now watch over each other and see that we never forgot it; for even when a people become slaves, while they keep their own language it is as if they held the key to their prison.

10. Then he took up a grammar, and went over our lesson with us. I was astonished to find that I could understand it quite easily. I had never listened so eagerly, and the master had never explained so patiently. It seemed as if he wished to make all his knowledge enter our heads at once.

Next we passed to writing. He had prepared an entirely new exercise for us, to be written in round hand: "France, Alsace; France, Alsace." How eagerly each one applied himself! Nothing could be heard but the scratching of the pens upon the paper. A butterfly entered, but no one stopped to watch it. The pigeons cooed on the roof, and I thought, "I wonder if they will be required to sing in German."

11. Mr. Hamel sat silent in the chair he had occupied for forty years. To-morrow he would leave the country for ever; even now we could hear his sister in the room above packing the trunks. Yet he had the courage to go through the school work to the end.

Suddenly the clock struck noon. At the same time the bugles of the Prussian soldiers sounded under our windows, where they had come to drill.

12. Mr. Hamel rose, pale, but full of dignity.

"My friends," he said in a low voice—"my friends, I—" But he was not able to finish the sentence.

He turned to the blackboard, and with a piece of chalk wrote, in letters that covered the whole board, "*Vive la France!*"

Then he stopped, leaned against the wall, and without saying a word, he waved his hand as if to say, "The end has come; go!"

From the French of ALPHONSE DAUDET.

cēd'ed	tru'ant	un-oc'cu-pied	in-struc'tion
strength'ened	at-trac'tions	at-ten'tive	pol'ished
pop'u-lar	em-broi'dered	re-gret'ted	gram'mar
rep'ri-mand	ex-am-i-na'tion	wear'i-some	pig'eons
par'tiç-i-ples	dis-tri-bu'tion	re-cite'	cooed

WORD EXERCISE :—

1. Show the connection in meaning between **image**, **imagine**, **imagination**, **imaginary**, and **imitate**.
2. Give the meanings of **tribute**, **tributary**, **distribute**, **contribute**, and **retribution**, showing their connection.
3. Give the words formed from the root **-tend** with the prefixes **ad-**, **con-**, **in-**, **ex-**, **dis-**, and **pre-**, with their meanings.

For NOTES, see page 257.

 53. BINGEN ON THE RHINE.

1. A soldier of the Legion lay dying in Algiers ;
 There was lack of woman's nursing, there was dearth of
 woman's tears ;
 But a comrade stood beside him, while his life-blood ebbed
 away,
 And bent, with pitying glances, to hear what he might say.
 The dying soldier faltered, as he took that comrade's hand,
 And he said, " I never more shall see my own, my native
 land :
 Take a message and a token to some distant friends of
 mine :
 For I was born at Bingen—at Bingen on the Rhine.
2. " Tell my brothers and companions, when they meet and
 crowd around
 To hear my mournful story, in the pleasant vineyard
 ground,
 That we fought the battle bravely ; and when the day
 was done,
 Full many a corse lay ghastly pale beneath the setting sun.

And amidst the dead and dying were some grown old in
wars—
The death-wound on their gallant breasts, the last of
many scars :
But some were young, and suddenly beheld life's morn
decline ;
And one had come from Bingen—fair Bingen on the
Rhine.



BINGEN.

3. "Tell my mother that her other sons shall comfort her old
age,
And I was aye a truant bird, that thought his home a
cage ;
For my father was a soldier, and, even as a child,
My heart leaped forth to hear him tell of struggles fierce
and wild ;
And when he died, and left us to divide his scanty hoard,
I let them take whate'er they would, but kept my father's
sword ;

- And with boyish love I hung it where the bright light
used to shine,
On the cottage-wall at Bingen—calm Bingen on the
Rhine.
4. "Tell my sister not to weep for me, and sob with drooping
head,
When the troops are marching home again, with glad and
gallant tread ;
But to look upon them proudly, with a calm and stead-
fast eye,
For her brother was a soldier too, and not afraid to die.
And if a comrade seek her love, I ask her in my name
To listen to him kindly, without regret or shame ;
And to hang the old sword in its place (my father's sword
and mine),
For the honour of old Bingen—dear Bingen on the Rhine !
5. "There's *another*—not a sister: in the happy days gone by,
You'd have known her by the merriment that sparkled
in her eye ;
Too innocent for coquetry, too fond for idle scorning !—
O friend, I fear the lightest heart makes sometimes
heaviest mourning !
Tell her the last night of my life (for ere this moon be
risen
My body will be out of pain, my soul be out of prison)
I dreamed I stood with *her*, and saw the yellow sunlight
shine
On the vine-clad hills of Bingen—fair Bingen on the
Rhine.
6. "I saw the blue Rhine sweep along ; I heard, or seemed
to hear,
The German songs we used to sing in chorus sweet and
clear ;

And down the pleasant river, and up the slanting hill,
That echoing chorus sounded, through the evening calm
and still ;
And her glad blue eyes were on me, as we passed with
friendly talk
Down many a path beloved of yore, and well-remembered
walk ;
And her little hand lay lightly, confidingly in mine ;—
But we'll meet no more at Bingen—loved Bingen on the
Rhine.”

7. His voice grew faint and hoarser ; his grasp was childish
weak ;
His eyes put on a dying look ; he sighed, and ceased to
speak.
His comrade bent to lift him, but the spark of life had
fied ;
The soldier of the Legion in a foreign land—was dead !
And the soft moon rose up slowly, and calmly she looked
down
On the red sand of the battle-field, with bloody corpses
strown ;
Yea, calmly on that dreadful scene her pale light seemed
to shine,
As it shone on distant Bingen—fair Bingen on the
Rhine !

HON. MRS. NORTON.

Le'gion	fal'tered	ghast'ly	mer'ri-ment	mourn'ing
dearth	to'ken	de-cline'	spar'kled	cho'rus
com'rade	com-pan'ions	hoard	in'no-cent	con-fid'ing-ly
ebbed	corse	stead'fast	co'quet-ry	hoars'er

WORD EXERCISE :—

1. Show the connection in meaning between dear (in two senses), dearth, and darling.
2. Make sentences containing the words decline and incline, each in various senses.

For NOTES, see page 257.

54. KINDNESS TO ANIMALS.

1. Some years ago, a Polish exile in Siberia was passing by a village, when he heard terrible cries of pain coming from one of the outlying houses. Hurrying to the place, he was shocked to find a peasant boy torturing a dog.

2. The Polish gentleman, finding the dog mortally injured, shot it through the head and put it out of its pain. The boy was very angry at being interfered with, and called for help. Up came his father, who was indignant that any one should have dared to interfere with his son. "It is his dog," said the father; "he may do what he likes with it." Finally, the Pole only escaped from a very unpleasant scene by giving the boy some money to keep him quiet.

3. "What a pair of brutes!" you will exclaim; and indeed they hardly deserved the name of human beings. Only a savage can be so stupid as to inflict pain for its own sake, or so unfeeling as to take pleasure in looking at suffering. Cruelty is natural to the savage, and to children who are quite untaught; civilized people are proud of ceasing to be barbarous, and of learning to be men.

4. It is man's nature to live together in families and tribes, and cities and nations, and therefore men have learned to prize those qualities in each other which make social life happiest and best. Of these qualities one of the most important is sympathy—fellow-feeling. If a man had no fellow-feeling, we should call him "inhuman;" he would be no true man. We think so much of this quality that we call a kind man

"humane"—that is, man-like in his conduct, first to other men, and afterwards to all living things.

5. If you are cruel to animals, you are not likely to be kind and thoughtful to men; and if you are thoughtful towards men, you are not likely to be cruel and thoughtless towards animals. This is why the wise man of old wrote, "The merciful man is merciful to his beast." He could not be unkind to creatures that are dependent on him; he would feel unjust.

6. What a pleasure it is also to be loved by our pets or domestic animals, and to feel that we are caring for them and are deserving of their love; or to watch the ways of wild creatures, and gradually to make friends with them! Kind treatment makes animals far more useful to us than unkindness, so that from every point of view—from justice to ourselves, from pleasure and interest, and from profit as well—it is good to treat animals kindly.

7. Treating animals kindly does not mean that we must never inflict any pain on them. We ourselves are trained by pains as well as by pleasures; so, too, punishment is sometimes needed to train our dogs and horses to obey us. We endure pain at the hands of the surgeon, to cure some wound or to heal some disease; so, too, animals must submit to be doctored.

8. We send out our bravest men to face wounds, sickness, and death, for the good of the nation; so, too, we let our horses share the risks of battle. For similar reasons, we cannot hesitate to destroy dangerous creatures like wolves and tigers and poisonous snakes, or creatures which cause loss and suffering; but to destroy them cruelly only shows senseless ferocity. It is no excuse to say that these animals

deserve to be treated cruelly on account of their own cruelty; they are not really cruel, for they tear and kill not from love of unkindness, but because they must do so in order to live.

L. HUXLEY.

tor'tür-ing	bar'bar-ous	sym'pa-thy	ceas'ing	sur'geon
mor'tal-ly	qual'i-ties	in-hu'man	mer'ci-ful	dis-case'
in-ter-fered'	so'cial	hu-mane'	jus'tice	doc'tored
in-dig'nant	hap'pi-est	civ'i-lized	in-flict'	fe-roç'i-ty

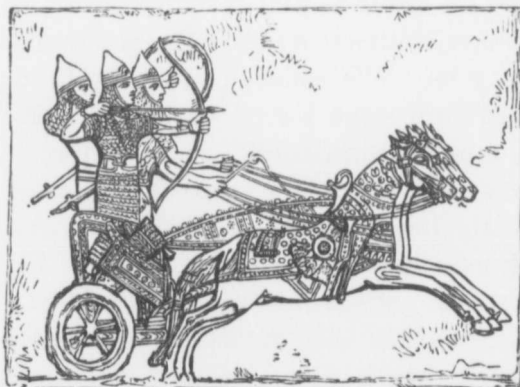
WORD EXERCISE :—

1. Make sentences containing the words **mortal** (in two senses), **mortality**, and **immortal**.
2. Show the connection in meaning between **human**, **humane**, **humanity** (in two senses), and **inhuman**.
3. By adding the proper prefix, make words which mean the *opposite* of **just**, **justly**, **justice**.

For NOTES, see page 257.

55. THE HORSE.

1. The horse seems to have been early domesti-



HORSES FROM ANCIENT ASSYRIAN SCULPTURES.

War, indeed, and hunting were what the best horses

cated in the fertile plains of the Old World. The Egyptians and the Assyrians, we know, employed horses in war five thousand years ago.

were used for, their speed and their spirit being specially suited to these pursuits.

2. Among the Arabs they are still peculiarly valued, and treated almost as members of the family. The Arab horses are famous for their speed, gentleness,



ARABIAN HORSE.

and endurance, as well as for their beauty. Our own thoroughbreds are descended from Arabian horses which were imported into England in the eighteenth century. The greater size to which we have bred our horses enables them now to beat the pure Arabs in racing.

3. How do we treat these most useful servants of ours? They do us good service; do we take care that they are worked in the easiest—which is also the most profitable—way possible? Horses suffer far more than other animals, because they bear pain silently. What a yelping a dog makes if you whip him! But the horse does not cry out at the cut of the whip, or at the galling of a sore under his harness, nor does he refuse to carry an extra load, like the camel and the llama. So he is too often over-driven, overburdened, and worn out before his time.

4. If we lived with our horses like the Arabs, we should have learned to understand them, and to treat them tenderly. As it is, many who drive horses are ignorant of the real facts about them, and believe things which we know to be false; while many of those who can understand and feel for them do not come enough into contact with horses to notice the effects of such treatment.

5. Much useless suffering is caused by the bearing-rein. The coachmen of fashionable people put bearing-reins on the carriage-horses, to make them carry their heads high and look smart; and other drivers follow this example. But a horse drawing a load should always have its neck free, especially when it comes to a hill. If the head is held up, the horse can do less pulling, and is worn out by pulling in a cramped position. And all this happens because the driver is too stupid to perceive it.

6. Sir Arthur Helps tells a story of some English cart-horses that were taken to Glasgow. The Scotch carters did not need to be told to take off the bearing-reins; but the poor animals were so much accustomed

to the reins that at first they would not work without them. So the carters put them on again, but loosely, till after a few days the horses got used to the change, and worked without any bearing-rein far better than they had done before.

7. Fashion has been the cause of even worse cruelties. When a horse is in the shafts, he ought to be harnessed as close to the cart as possible, so as to pull the weight more easily. Now this causes the horse's tail to rub against the cart, and it has been thought best to shorten it by cutting off the last joint or two while the creature was young. But see the results of a stupid fashion. It is considered smart to dock the tails of riding-horses also; then the shorter the tail, the smarter the horse is thought to look.

8. This cutting of the tails is often cruelly done, and a great number of horses die every year from unskilful docking, or from neglect of the wounds. Then there is another consequence. The horses are dreadfully tormented by the flies they can no longer brush away. At the battle of Minden, fought in 1759, a great part of the cavalry was rendered useless by the suffering of the horses from this cause. There is a story of an innkeeper who charged twice as much for feeding a long-tailed horse as a short-tailed one. The latter was too much troubled by the flies to eat steadily.

9. What else can we do for our good servant the horse besides seeing that he is not barbarously docked, nor strapped up with a bearing-rein till he is prevented from working properly? We can house him comfortably, and see that the stable is clean and properly ventilated. We can choose the least slippery kinds of

paving for the streets, and take care in winter either to rough the horses' shoes or spread gravel over the slippery surfaces. We can use proper brakes and drags to ease the weight of the cart on hills.

10. The Society for the Prevention of Cruelty to Animals has done a great work for horses. Cruel treatment of animals is now forbidden by law. Inspectors are sent out to watch, and to have those punished who break the law. The fear of punishment is wonderfully stimulating to the minds of men who are too stupid or too ignorant to think for themselves how animals should be treated.

11. Last of all, when a horse grows too old for the work it is doing, it would be very heartless to send it off into a new service where it would be harshly treated. The old servant is worthy of kindness at the end. Either make sure that it will be well treated, or have an end put to its life quietly and painlessly.

L. HUXLEY.

do-mes'ti-cāt-ed	prof'i-ta-ble	un-skil'ful	ven'ti-lāt-ed
spē'cial-ly	llā'ma	ne-glect'	So-ci'e-ty
pur-suits'	ig'no-rant	con'se-quence	Pre-ven'tion
pe-cu'li-ar-ly	bear'ing-rein	dread'ful-ly	in-spec'tors
thor'ough-bred	har'nessed	cav'al-ry	stim'u-lāt-ing

WORD EXERCISE :—

1. Make sentences containing the words **family**, **familiar**, **familiarity**, and **unfamiliar**.
2. Give two meanings of **sensible**, and say which of them is the opposite of **insensible**, and which of **senseless**.
3. Distinguish between the meanings of **brethren** and **brothers**, and give some other examples of nouns with two forms in the plural.

For NOTES, see page 258.

56. HASSAN'S DREAM.

1. By a clear well, beside a lonely road,
Hassan the humble had his poor abode ;
He could not roam abroad in search of fame
And noble deeds, for he was bent and lame.
No eyes smiled back to his at night or morn,
And evermore he moaned, " Why was I born ?
What good can I achieve ? Why do I live,
Who have no strength to strive, no gold to give ?
Others are opulent, beloved, renowned ;
What can *I* do ? Why cumber I the ground ? "
2. Even then a honey-bee, in passing, fell,
Burdened with pollen, in his crystal well ;
And Hassan raised it as it struggling lay.
Dried its wet wings, and sped it on its way ;
And, still repining, sought his daily toil,
Digging and watering the needy soil
Of his small vineyard, that he might one day
Share its rich fruit with those who came that way.
3. He pruned the cruel thorns and briers which tore
The feet and robes of travellers by his door ;
He picked the sharp stones from the trodden way
Where barefoot pilgrims plodded day by day,
And beggar children, with unsandalled feet,
Wandered along in weariness and heat ;
He brought them in his carven cocoa-shell
Draughts of sweet water from his living well.
4. He found the lost lamb, wandering from its own,
And soothed its shivering by his chimney-stone ;
Spared the poor moth that sought his taper's blaze,
And fed the hungry birds in winter days ;

Saved the weak fledgeling fallen from the nest,
 Calmed its wild fear, and warmed it in his breast ;
 Rescued the firefly from the spider's snare,
 And sent it on its shining path in air,
 And was a helper and a friend indeed
 To every suffering creature in its need ;
 Yet all the while bewailed his lack of worth,
 And marvelled what his use could be on earth.

5. Once, musing thus, he laid him down to rest,
 And mourned no more, for comfort filled his breast :
 He dreamt his weary days had all gone by,
 And that he sought his bed of boughs to die ;
 A great white angel stood beside him there,
 And said, "Thou hast had many ills to bear,
 O Hassan, and hast grieved in solitude
 Because thou canst not do great deeds of good ;
 But since thy hand each day fresh succour brings
 To men distressed, even beasts and creeping things,
 Cherishing all with thy wide charity,
 This thou hast done, beloved, unto Me."
 Then Hassan saw how blindly he had wept
 His narrow powers, and he smiled and slept.

ELIZABETH AKERS.

moaned	poll'en	un-san'dalled	be-wailed'	sol'i-tude
a-chieve'	pruned	co-co-a-shell	mar'velled	suc'cour
op'u-lent	bri'ers	draughts	mūs'ing	dis-tressed'
cum'ber	trav-el-lers	fledge'ling	grieved	char'i-ty

WORD EXERCISE :—

1. Write a list of words with the prefix *be-* (like *beloved*), and give its meaning in each.
2. Make sentences with the word *speed* as a noun, an intransitive verb, and a transitive verb.
3. Give a list of verbs that have two forms of past participle (like *carved* and *carven*).

For NOTES, see page 258.

57. THE BLOOD.

1. Every boy and girl has seen blood at one time or other, from some cut or scratch, but no one likes to see it. Many people faint at the sight of blood, and some young people think that a hurt which bleeds a little must be very serious indeed. A century or two ago it was believed that the loss of some blood was good for one's health. People used to go to doctors, and even to barbers and others who knew how to open a vein and bandage it again, in order that they might be bled; nowadays we think that a holiday with change of air is a better thing than bleeding for keeping us in good health.

2. While the loss of a little blood does not hurt a healthy person, the loss of too much is certain to cause death. The loss of less than half of the whole quantity in the body would be fatal. We speak of it as our "life-blood," and you will see that the name is well deserved when you think of its uses to us.

3. Every part of the body—flesh, skin, bones, and the rest—was at one time blood. All the parts of the body are constantly wasting away, some of them quickly, and others more slowly, and this waste must be made up by new material, which has to be got from the blood. Where does the blood get its supplies of material for building up the body? You know in a general way, no doubt, that all our nourishment comes from our food. This nourishment must be changed into blood, however, before it is of real service to the body. Let us see how this change takes place.

4. The first part of the change takes place in the mouth. The food is ground by the teeth and mixed with the saliva in the mouth. Our food should be well chewed if we want it to do us good. Birds swallow their food without chewing it, and dogs seem able to swallow and digest anything except a bone with very little chewing. Our power of digestion is not so great as theirs, however, so we should eat our food in a different and slower way, even though we feel very hungry.

5. When we swallow our food, it passes into the stomach. There it is mixed with a fluid which comes from the walls of the stomach, and it is kept turning round and round by the slow movements of those muscular walls until it becomes a creamy-like fluid. Then it leaves the stomach and passes into the very long and crooked tube known as the intestines.

6. In this tube it is mixed with various other fluids, the most important of which is bile from the liver; and as it receives these fluids, it becomes completely digested, or ready for mixing with the blood. All over the walls of the stomach and intestines there are little openings, the ends of very fine tubes, which suck up the food as it is fully digested. These pipes join, like brooks forming a river, and carry their load of nourishment to one of the large veins above the heart, where it is poured into the blood.

7. Since the nourishment of our body depends so much on what we eat and drink, young people, as well as old, should learn to avoid what is useless and hurtful in food and drink. This is specially

important for the young, for the body is more easily injured in some ways during youth. Besides, young people, while they are growing, have to attend to some extent to the *making* of their bodies, and they should learn to do it well.

8. Young people should take the kind of food that suits them, not the kind that may suit older people. Foods of a highly-seasoned or stimulating nature may be needed by old people, but are always hurtful to the young. The most dangerous habit in our country, however, is the use of stimulating and intoxicating drinks. They are not only dangerous to health, but the increasing desire for them, which often arises after one begins to use them, leads to many terrible evils.

9. No alcohol should ever pass the lips of a young person unless it is specially ordered by a doctor, and even tea and coffee should be very little used if at all. These drinks contain little or no nourishment, and young people do not need them as stimulants.

10. Doctors tell us that people are as much given to excess in eating as in drinking, and that much of their weak health comes from eating too much. Eating quickly, and eating too much, alike throw extra work on the stomach, and the result is that its work is badly done, the blood is imperfectly supplied with nourishment, and the health suffers. The same result follows if our food is not properly cooked.

11. We should take our meals regularly. The stomach seems to expect this, and is ready to pour out its fluid and mix it with the food at the usual time. When we eat at irregular times, the work

of digestion is not so well done. These are the most important things to attend to as regards the food that gives nourishment to the blood. In addition, a supply of fresh air is as necessary as food itself to keep the blood in a proper state.

vein	sa-li'va	in-tes'tines	in-tox'i-cāt-ing	ex-cess'
band'age	chew'ing	re-ceives'	in-creas'ing	im-per'fect-ly
hol'i-day	di-ges'tion	a-void'	al-co-hol	sup-plied'
fa'tal	mus-cu-lar	sea'soned	stim'u-lants	im-port'ant

WORD EXERCISE :—

1. Make sentences containing the words **season** (in two senses), **seasoning**, and **seasonable**.
2. Give some nouns in **-ant**, meaning the person or thing which does (like **stimulant**).
3. Give some examples of the prefix **in-** (meaning **not**) becoming **ir-**, **im-**, and **il-**.

For NOTES, see page 258.

58. THE HEART AND ITS WORK.—I.

1. Have you ever noticed that when you were ill the first thing the doctor did when he came to see you



was to take up your hand and place his two fingers firmly on your wrist? Perhaps you know why he did so: it was in order that he might feel your pulse. If you place the points of your two first fingers on the wrist of your other hand, a little way above the thumb, and press firmly, you will feel a throbbing movement under the skin.

throbbing movement under the skin.

2. Do this again after you have been running, and you will find the throbbing movement much more rapid, and also stronger, as if the moving part were able to resist a harder pressure. Place your hand next on the left side of your chest, and you will feel a throbbing movement there which keeps time exactly with that in your wrist.

3. So the pulse in your wrist tells the doctor the rate at which your heart is beating, and it also tells him the strength with which the heart is doing its work. In many kinds of disease the heart beats too rapidly, and at the same time the pulse feels feeble, and wanting in firmness.

4. We must now try to understand how the heart does its work, and what the use of that work is to the body. The work of the heart is to send the blood to every part of the body. The blood flows away from the heart in strong tubes called arteries. These arteries divide up into branches, which again divide and subdivide into smaller tubes. At last they are broken up into a network of tubes or blood-vessels called capillaries, which are finer than hairs. The capillaries join again to form small tubes called veins, and these small veins unite like the tributaries of a river to form the large veins which carry the blood back to the heart.

5. All movements in the body are caused by contraction of muscle, and the movement of the blood is due to this cause also. The heart is a hollow bag of strong muscle. Its movements will be most easily understood by thinking of it first as having a single chamber with two doors—one for the blood to enter from the veins, and one for it to leave by the ar-

teries. When the heart is at rest, the blood pours into it from the veins. Then it suddenly contracts. One would think that the blood would be squeezed out through both openings, but there is a valve or trap-

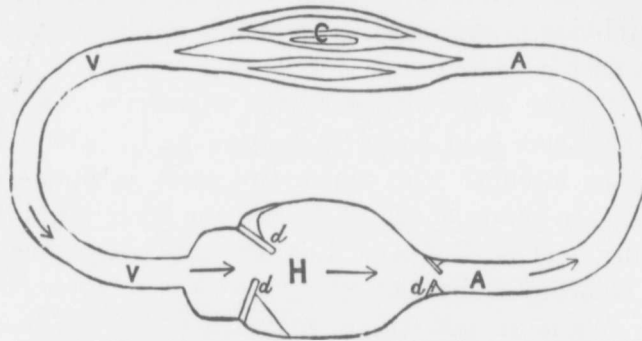


DIAGRAM TO ILLUSTRATE THE ACTION OF THE HEART.

H, Heart. A, Arteries. V, Veins. C, Capillaries. d, Trap-doors or valves.

door which prevents it from getting back into the veins, so it is forced through the other door into the arteries.

6. Then the muscles of the heart become slack once more. Blood pours into it from the veins; but a valve at the entrance to the arteries prevents any from coming back that way, so it is filled from the veins alone. The next contraction forces this blood along the arteries in the same way as before, and thus the current is kept up. Every contraction or beat of the heart sends a fresh wave along the arteries, and it is this wave which we call the pulse.

7. But the heart is not by any means so simple in its form as we have so far thought of it. In the first place, the blood does not enter the large chamber or ventricle direct from the veins; it gathers in an entrance-chamber or lobby above, called the auricle.

While the ventricle is discharging one portion of blood, another portion is getting ready for it in this entrance-chamber. There is a trap-door between the two chambers which opens downwards only, so that blood cannot get back from the ventricle to the auricle again.

8. We have spoken of it so far as a single organ, but the heart is really a double organ, or as we might say, consists of two hearts joined together—a right heart and a left. It has a right and a left division, each with its own auricle and ventricle, and there is no direct communication between these two divisions. The reason for this is that we have two circulations in our body. By the first the blood is sent all through the body, to nourish and warm it; by the second it is sent through the lungs, to be purified and supplied with oxygen to prepare it for its next journey, as we shall see in another lesson.

pulse	ar'ter-ies	squeezed	aur'i-cle
throb'bing	cap'il-la-ries	valve	dis-charge'ing
press'ure	trib'u-ta-ries	ven'tri-cle	com-mu-ni-ca'tion
firm'ness	con-trac'tion	lob'by	pu'ri-fied

WORD EXERCISE :—

1. Give the words formed from the root **-sist**, with the prefixes **ad-**, **ex-**, **in-**, and **per-**, with their meanings.
2. Make sentences containing the words **unit**, **unite**, **unity**, **unify**, **union**, and **uniform**.
3. Give various meanings for the words **charge** and **discharge**.

For NOTES, see page 258.

59. THE HEART AND ITS WORK.—II.

1. Let us now follow a drop of blood from the time it starts on a journey through the body till it is ready

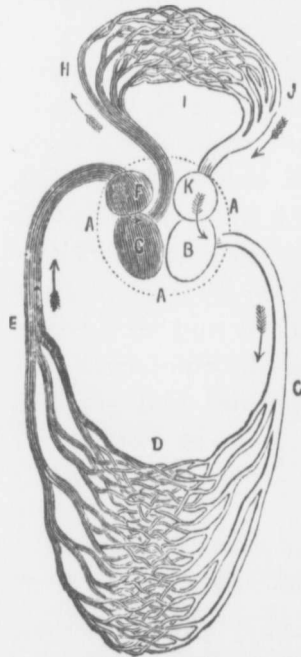


DIAGRAM OF THE CIRCULATION.

A, Heart. B, Left Ventricle.
C, Arteries. D, Capillaries of body.
E, Veins. F, Right Auricle.
G, Right Ventricle. H, I, J, Circulation through the arteries, capillaries, and veins of the lungs.
K, Left Auricle.

for its next journey. It leaves the left ventricle of the heart and enters the largest of the arteries. It travels downwards, we shall suppose, through the branch artery, which conveys blood to the foot. This artery gives off branch after branch, becoming smaller and smaller itself. At last it spreads out into a fine network of capillaries which you cannot see without a microscope, and which are so close together that you cannot push a needle into the skin without piercing some of them and letting out the blood.

2. Our drop of blood moves very slowly here; but it is urged on by the pressure of the stream from the heart. By-and-by a few of these fine capillaries unite to form a tiny vein, and the drop begins to travel up through this vein. As it ascends, the vein becomes larger and larger through new tributaries joining it. Here and there, little bag-shaped valves or doors open to allow the blood to pass upwards, but shut to prevent it from

flowing downwards. By this means the whole weight of the blood does not rest on the lower parts of the veins.

3. Upwards our drop is pushed, until it reaches the large vein that enters the heart, but this time it enters the *right* auricle. Then it descends through the trap-door into the right ventricle, and is at once forced out through an artery which takes it to the lungs, where it is again sent through a network of capillaries. What happens to it there we shall learn later on. Back it comes from the lungs to the heart, once more through a vein, and this time enters the *left* auricle. Then it goes through the trap-door into the left ventricle, and is ready for a new journey.

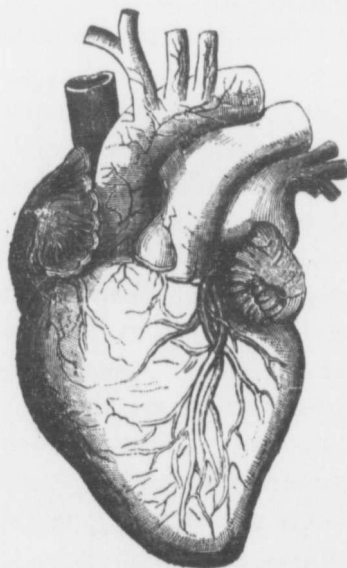
4. The blood moves rapidly through the larger arteries—about twelve inches per second. While in the capillaries, however, it moves only at the rate of an inch or two in a minute. The blood spends most of its time in the capillaries, for it is there that its work is really done; but each drop of blood must pass through only a very small length of these capillaries, or it would have all its nourishment taken away, and would become useless.

5. While the blood passes slowly through the capillaries, it gives up to the body the nourishment it received from the food, and the oxygen it took in from the air. Each part of the body finds in the blood what it requires. The flesh, the bone, the skin, and the hair are all helping themselves to something as the blood passes along. It carries back some waste matter which the body no longer needs, and gets rid of that chiefly through the lungs.

6. You can see that the heart has a great deal of work to do. It is unwise, therefore, to do anything

that would throw unnecessary work on it. Sometimes the heart is injured by people taking too violent exercise—running too hard, or lifting very heavy weights. Frequently it is injured by the use of strong drink. Alcohol affects the beating of the heart, and makes it work harder. It is like whipping a horse to make him run fast when there is no need for it; his strength is wasted, and he becomes weakened and exhausted. Spirits cause warmth at first, but this is apt to be followed by greater cold, and so men never use alcohol when they are in the polar regions. It wastes the strength without renewing it.

7. You have all seen the heart of a bullock or of a sheep in the butcher's window. Your own heart



is of very nearly the same shape, and in size it is a little larger than your closed fist. You may judge of its strength by the amount of work which it has been calculated a man's heart performs every day. The heart beats about seventy-five times a minute in a grown-up person, and somewhat faster in a young person. This means that it beats 108,000 times every twenty-four hours. It has been found that the

heart of a grown-up man does as much work every twenty-four hours in sending the blood through his

body as the muscles of his legs do when he walks to the top of a hill over 1,500 feet high.

8. What seems the greatest wonder of all, perhaps, is this, that all those movements are made without our knowing anything about them. If we try to keep our hand or arm moving regularly backwards and forwards, the muscles will soon become fatigued; and after they become fatigued, the movement will soon stop in spite of all our efforts. But the heart goes on without ceasing, minute after minute, hour after hour, day and night, for all the days and years of our life.

mi'cro-scope	af-fects'	pōl'ar	būtch'er
pierç'ing	weak'ened	re-new'ing	cal'cu-lāt-ed
vi'o-lent	spir'its	būll'ock	fa-tigued'

WORD EXERCISE:—

1. Give a list of verbs with the prefix re- (like renew), and give its meaning in each.
2. Make sentences containing the words regular, regulate, regulation, irregular, and irregularity.
3. Write a list of words ending in -gue (like fatigue), where the -ue is not sounded.

For NOTES, see page 258.

60. THE LUNGS AND THEIR WORK.

1. The beating of the heart is not the only movement that must go on during sleep. The movements of breathing are as necessary to our life as those of the heart. You know that fresh air is necessary for our life and health, and that we should get fresh air into our houses by ventilating our rooms, especially our bedrooms; and you know that living in the open air as much as we can is good for the health. We

have now to see how the lungs do their work in making use of this fresh air.

2. You must not think that the lungs cause the movements of our breathing. We speak of them as the "organs of respiration," but the movements by which the air is drawn in and forced out again are not caused by the lungs. The ribs are covered with muscles which move them upwards and outwards, thus making the chest wider. At the same time a partition which lies across the body below the lungs is pulled downwards, and this increases the depth of the chest.

3. When you have a hollow space which is suddenly increased in size in this way, what will happen? Just what happens when you pull the handles of a pair of bellows apart, so as to enlarge their inside cavity. A quantity of air rushes in to fill up the additional space. It is the sudden enlargement of the chest cavity that causes the air to rush in through the nostrils, although we sometimes speak as if it were the entrance of the air that expanded the chest.

4. As soon as the chest has thus been filled with air, the muscles relax. The chest falls back to its former size, and in doing so it sends out a quantity of air equal to that which was breathed in. Then there is a slight pause, after which another breath is taken in and expelled in the same way. So the movements go on all through our life, sometimes faster, sometimes slower, but without any stoppage. These movements are partly under our control. We can make them a little faster or slower for a short time, but they go on in spite of us and without any effort on our part.

5. If anything causes the breathing to stop, the

heart soon ceases to beat also, and death is the result. The breathing stops either when no air can get into the chest, as in cases of suffocation and drowning, or when the air is bad, as in cases of gas poisoning. Those who dive for pearls and sponges learn to hold their breath for a much longer time than other people can do; but these occupations are generally bad for the health.

6. When you are happy and active, your breathing goes on regularly and quickly; but if something has made you sad and gloomy, you sit still, and your breathing is less vigorous. Have you ever noticed what happens then? All at once, in spite of yourself, you take in a long, deep breath, which we call a sigh. This sigh is a hint to you that your lungs are not getting enough fresh air, and that it would be better to take some exercise or do some work than to sit still and injure your health.

7. The lungs lie inside the chest, and fill up most of it. They extend above, behind, and on both sides of the heart. The air passes into them down the windpipe, which has two branches, one for each lung. These branches divide and subdivide until they end in very tiny little bags or cells, and it is those air-cells which form most of the lungs.

8. The walls of the air-cells are covered with a network of capillaries, or small tubes, through which blood is circulating. In last

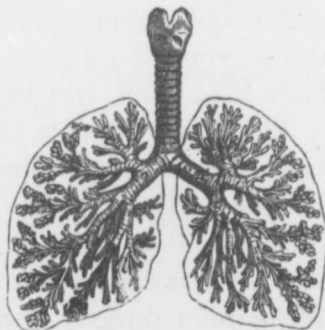


DIAGRAM OF THE LUNGS SHOWING
THE WINDPIPE AND AIR-CELLS.

lesson you were told that the blood all passed through the lungs, and most of its time there is passed in these little pipes in the cell-walls of the lungs.

9. When the blood comes to the lungs, it is of a dark purplish-red colour, with little oxygen in it, and too much carbonic acid and other waste matter, which it has gathered up and carried with it from the various parts of the body. When it leaves the lungs, it is of a bright scarlet colour, and full of oxygen to be carried throughout the body, and given away to it as the blood flows along. The thin walls of the capillaries allow the oxygen to pass inwards and the carbonic acid to pass outwards through them. Thus the blood is made pure, and fitted for going once more on its life-giving journey.

10. The air we breathe in ought to be pure air; the air we breathe out is always impure. It contains carbonic acid and watery vapour from the blood, and other impurities, and we should have good ventilation in our houses to let this impure air escape. A grown-up person requires as much fresh air every day as would fill a room seven feet square and a little more than seven feet high.

11. Young people should be careful always to breathe through the nose and not through the mouth. Breathing through the mouth is not only an unpleasant habit, but it is often hurtful to the health. In cold weather it allows the air we breathe in to strike more directly down into the windpipe and the lungs, and we are thus apt to get colds. When coming out of a warm room in winter, it is specially important to keep the mouth shut for some time, and to breathe through the nostrils.

12. We should take care that our clothing is not too tight to allow the free movement of the chest in breathing. Much oxygen is needed by the body, and a want of good air is as sure to cause weakness as a want of good food. On the other hand, there is nothing better for our health than exercise in the fresh air by the sea-side or among the hills. The exercise causes our breathing to become deep and vigorous, while the air in such places is rich in oxygen, and free from the impurities which we can never get rid of in cities and crowded places.

brēath'ing	ad-dī'tion-al	stop'page	vig'or-ous
res-pi-ra'tion	en-large'ment	con-trōl'	cir-cu-lāt-ing
par-ti'tion	re-lax'	suf-fo-ca'tion	pur'plish
han'dles	pause ¹	pearls	car-bon'ic
cav'i-ty	ex-pelled'	oc-cu-pa'tions	im-pu'ri-ties

WORD EXERCISE :—

1. Write the words formed from the root **-spire** with the prefixes **in-**, **ex-**, **per-**, **re-**, **con-**, and **ad-**, and give their meanings.
2. Give a list of adjectives ending in **-ish**, and give the meaning of the termination in each.
3. Make sentences containing the words **expand**, **expansion**, **expansive**, and **expansive**.

For NOTES, see page 258.

POETRY.

TO A WATER-FOWL.

1. Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far through their rosy depths dost thou pursue
Thy solitary way?

2. Vainly the fowler's eye
Might mark thy distant flight to do thee wrong
As, darkly seen against the crimson sky,
Thy figure floats along.

3. Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?

4. There is a Power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—
Lone wandering, but not lost.

5. All day thy wings have fanned
At that far height the cold, thin atmosphere,
Yet stoop not weary to the welcome land,
Though the dark night is here.

6. And soon that toil shall end :
 Soon shalt thou find a summer home and rest,
 And scream among thy fellows ; reeds shall bend
 Soon o'er thy sheltered nest.

7. Thou'rt gone—the abyss of heaven
 Hath swallowed up thy form ; yet on my heart
 Deeply hath sunk the lesson thou hast given,
 And shall not soon depart.

8. He who from zone to zone
 Guides through the boundless sky thy certain flight,
 In the long way that I must tread alone
 Will lead my steps aright. W. C. BRYANT.

 BRING FLOWERS.

1. Bring flowers, young flowers, for the festal board,
 To wreath the cup ere the wine is poured ;
 Bring flowers ! they are springing in wood and vale,
 Their breath floats out on the southern gale,
 And the touch of the sunbeam hath waked the rose,
 To deck the hall where the bright wine flows.
2. Bring flowers to strew in the conqueror's path,
 He hath shaken thrones with his stormy wrath !
 He comes with the spoils of nations back,
 The vines lie crushed in his chariot's track,
 The turf looks red where he won the day ;
 Bring flowers to die in the conqueror's way.
3. Bring flowers to the captive's lonely cell ;
 They have tales of the joyous woods to tell,
 Of the free blue streams, and the glowing sky,
 And the bright world shut from his languid eye ;

They will bear him a thought of the sunny hours,
And a dream of his youth—bring him flowers, wild flowers !

4. Bring flowers, fresh flowers, for the bride to wear !
They were born to blush in her shining hair ;
She is leaving the home of her childhood's mirth,
She hath bid farewell to her father's hearth,
Her place is now by another's side—
Bring flowers for the locks of the fair young bride !
5. Bring flowers, pale flowers, o'er the bier to shed—
A crown for the brow of the early dead !
For this through its leaves hath the white rose burst,
For this in the woods was the violet nursed ;
Though they smile in vain for what once was ours,
They are love's last gift—bring ye flowers, pale flowers !
6. Bring flowers to the shrine where we kneel in prayer ;
They are nature's offering, their place is there !
They speak of hope to the fainting heart,
With a voice of promise they come and part ;
They sleep in dust through the wintry hours,
They break forth in glory—bring flowers, bright flowers !

MRS. HEMANS.

IVY SONG.

1. Oh, how could Fancy crown with thee
In ancient days the god of wine,
And bid thee at the banquet be
Companion of the vine ?
Thy home, wild plant, is where each sound
Of revelry hath long been o'er,
Where song's full notes once pealed around,
But now are heard no more.

2. The Roman on his battle-plains,
Where kings before his eagles bent,
Entwined thee with exulting strains
Around the victor's tent ;
Yet there, though fresh in glossy green
Triumphantly thy boughs might wave,
Better thou lovest the silent scene
Around the victor's grave.
3. Where sleep the sons of ages flown,
The bards and heroes of the past ;
Where, through the halls of glory gone,
Murmurs the wintry blast ;
Where years are hastening to efface
Each record of the grand and fair,—
Thou in thy solitary grace,
Wreath of the tomb, art there.
4. Oh, many a temple once sublime,
Beneath a blue Italian sky,
Hath nought of beauty left by time
Save thy wild tapestry !
And reared 'midst crags and clouds, 'tis thine
To wave where banners waved of yore,
O'er towers that crest the noble Rhine,
Along his rocky shore.
5. High from the fields of air look down
Those eyries of a vanished race—
Homes of the mighty, whose renown
Hath passed, and left no trace.
But there thou art ; thy foliage bright
Unchanged the mountain storm can brave—
Thou, that wilt climb the loftiest height,
Or deck the humblest grave !

6. 'Tis still the same : where'er we tread,
 The wrecks of human power we see—
 The marvels of all ages fled
 Left to decay and thee !
 And still let man his fabrics rear,
 August, in beauty, grace, and strength ;
 Days pass—thou ivy never sere,
 And all is thine at length ! MRS. HEMANS.

◆◆◆

THE DAY IS DONE.

1. The day is done, and the darkness
 Falls from the wings of night,
 As a feather is wafted downward
 From an eagle in his flight.
2. I see the lights of the village
 Gleam through the rain and the mist,
 And a feeling of sadness comes o'er me
 That my soul cannot resist—
3. A feeling of sadness and longing
 That is not akin to pain,
 And resembles sorrow only
 As the mist resembles the rain.
4. Come, read to me some poem,
 Some simple and heartfelt lay,
 That shall soothe this restless feeling,
 And banish the thoughts of day.
5. Not from the grand old masters,
 Not from the bards sublime,
 Whose distant footsteps echo
 Through the corridors of Time.

6. For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavour ;
And to-night I long for rest.
7. Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start ;
8. Who, through long days of labour,
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.
9. Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.
10. Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.
11. And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents, like the Arabs,
And as silently steal away. LONGFELLOW.

◆◆◆

THE SHIP-BUILDERS.

1. The sky is ruddy in the east,
The earth is grey below,
And, spectral in the river-mist,
The ship's white timbers show.

- Then let the sounds of measured stroke
And grating saw begin—
The broad axe to the gnarled oak,
The mallet to the pin !
2. Hark !—roars the bellows, blast on blast,
The sooty smithy jars,
And fire-sparks, rising far and fast,
Are fading with the stars.
All day for us the smith shall stand
Beside that flashing forge ;
All day for us his heavy hand
The groaning anvil scourge.
3. From far-off hills the panting team
For us is toiling near ;
For us the raftsmen down the stream
Their island barges steer.
Rings out for us the axeman's stroke
In forests old and still—
For us the century-circled oak
Falls crashing down his hill.
4. Up, up ! in nobler toil than ours
No craftsmen bear a part :
We make of Nature's giant powers
The slaves of human art.
Lay rib to rib and beam to beam,
And drive the tree-nails free ;
Nor faithless joint nor yawning seam
Shall tempt the searching sea.
5. Where'er the keel of our good ship
The sea's rough field shall plough,
Where'er her tossing spars shall drip
With salt spray caught below,

That ship must heed her master's beck,
Her helm obey his hand,
And seamen tread her reeling deck
As if they trod the land.

6. Her oaken ribs the vulture-beak
Of Northern ice may peel ;
The sunken rock and coral peak
May grate along her keel ;
And know we well the painted shell
We give to wind and wave
Must float, the sailor's citadel,
Or sink, the sailor's grave.
7. Ho ! strike away the bars and blocks,
And set the good ship free ;
Why lingers on these dusty rocks
The young bride of the sea ?
Look ! how she moves adown the grooves
In graceful beauty now,
How lowly on the breast she loves
Sinks down her virgin prow.
8. God bless her, wheresoe'er the breeze
Her snowy wing shall fan,
Beside the frozen Hebrides,
Or sultry Hindostan ;
Where'er, in mart or on the main,
With peaceful flag unfurled,
She helps to wind the silken chain
Of commerce round the world.
9. Speed on the ship ! but let her bear
No merchandise of sin,
No groaning cargo of despair
Her roomy hold within ;

No Lethean drug for Eastern lands,
 Nor poison-draught for ours ;
 But honest fruits of toiling hands
 And Nature's sun and showers.

10. Be hers the prairie's golden grain,
 The desert's golden sand,
 The clustered fruits of sunny Spain,
 The spice of Morning-land !
 Her pathway on the open main
 May blessings follow free,
 And glad hearts welcome back again
 Her white sails from the sea !

WHITTIER.

THE TREASURES OF THE DEEP.

1. What hidest thou in thy treasure-caves and cells,
 Thou hollow-sounding and mysterious main ?—
 Pale glistening pearls, and rainbow-coloured shells,
 Bright things which gleam unrecked of and in vain.—
 Keep, keep thy riches, melancholy Sea !
 We ask not such from thee.
2. Yet more, the depths have more ! What wealth untold,
 Far down, and shining through their stillness, lies !
 Thou hast the starry gems, the burning gold,
 Won from ten thousand royal argosies,—
 Sweep o'er thy spoils, thou wild and wrathful main !
 Earth claims not *these* again !
3. Yet more, the depths have more ! Thy waves have rolled
 Above the cities of a world gone by !
 Sand hath filled up the palaces of old,
 Sea-weed o'ergrown the halls of revelry !—
 Dash o'er them, Ocean, in thy scornful play !
 Man yields them to decay !

4. Yet more, the billows and the depths have more !
 High hearts and brave are gathered to thy breast !
 They hear not now the booming waters roar ;
 The battle-thunders will not break their rest !—
 Keep thy red gold and gems, thou stormy grave !
 Give back the true and brave !
5. Give back the lost and lovely ! those for whom
 The place was kept at board and hearth so long,
 The prayer went up through midnight's breathless gloom,
 And the vain yearning woke 'midst festal song !
 Hold fast thy buried isles, thy towers o'erthrown—
 But all is not thine own !
6. To thee the love of woman hath gone down,
 Dark flow thy tides o'er manhood's noble head,
 O'er youth's bright locks and beauty's flowery crown ;
 Yet must thou hear a voice—Restore the dead !
 Earth shall reclaim her precious things from thee !—
 Restore the dead, thou Sea ! MRS. HEMANS.

♦♦

YOUNG LOCHINVAR.

1. Oh, young Lochinvar is come out of the west ;
 Through all the wide Border his steed was the best :
 And save his good broad-sword he weapons had none ;
 He rode all unarmed, and he rode all alone.
 So faithful in love, and so dauntless in war,
 There never was knight like the young Lochinvar.
2. He stayed not for brake, and he stopped not for stone
 He swam the Esk river where ford there was none ;
 But, ere he alighted at Netherby gate,
 The bride had consented—the gallant came late :
 For a laggard in love and a dastard in war
 Was to wed the fair Ellen of brave Lochinvar.

3. So boldly he entered the Netherby hall,
Among bridesmen, and kinsmen, and brothers and all:
Then spoke the bride's father, his hand on his sword,
(For the poor craven bridegroom said never a word),
"Come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?"
4. "I long wooed your daughter, my suit you denied;—
Love swells like the Solway, but ebbs like its tide—
And now am I come, with this lost love of mine
To lead but one measure, drink one cup of wine.
There are maidens in Scotland, more lovely by far,
That would gladly be bride to the young Lochinvar."
5. The bride kissed the goblet; the knight took it up,
He quaffed off the wine, and he threw down the cup;
She looked down to blush, and she looked up to sigh,
With a smile on her lips and a tear in her eye.
He took her soft hand, ere her mother could bar,—
"Now tread we a measure!" said young Lochinvar.
6. So stately his form, and so lovely her face,
That never a hall such a galliard did grace;
While her mother did fret, and her father did fume,
And the bridegroom stood dangling his bonnet and
plume;
And the bride-maidens whispered, "'Twere better by far
To have matched our fair cousin with young Lochinvar."
7. One touch to her hand, and one word in her ear,
When they reached the hall door, and the charger stood
near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!—
"She is won! we are gone, over bank, bush, and scaur!
They'll have fleet steeds that follow!" quoth young
Lochinvar.

8. There was mounting 'mong Græmes of the Netherby
clan ;
Fosters, Fenwicks, and Musgraves, they rode and they
ran ;
There was racing and chasing on Cannobie lee,
But the lost bride of Netherby ne'er did they see !
So daring in love and so dauntless in war,
Have ye e'er heard of gallant like young Lochinvar ?

SIR WALTER SCOTT.

THE RIDE OF JENNIE MACNEAL.

1. Paul Revere was a rider bold—
Well has his valorous deed been told ;
Sheridan's ride was a glorious one—
Oft it has been dwelt upon.
But why should *men* do all the deeds
On which the love of a patriot feeds ?
Hearken to me, while I reveal
The dashing ride of Jennie Macneal.
2. On a spot as pretty as might be found
In the dangerous length of the Neutral Ground,
In a cottage, cosy, and all their own,
She and her mother lived alone.
Safe were the two, with their frugal store,
From all of the many who passed their door ;
For Jennie's mother was strange to fears,
And Jennie was tall for fifteen years ;
With fun her eyes were glistening,
Her hair was the hue of the blackbird's wing.
And while the friends who knew her well
The sweetness of her heart could tell,
A gun that hung on the kitchen wall
Looked solemnly quick to heed her call ;

And they who were evil-minded knew
Her nerve was strong and her aim was true.

3. One night, when the sun had crept to bed,
And rain-clouds lingered overhead,
Soon after a knock at the outer door,
There entered a dozen dragoons or more.
The captain his hostess bent to greet,
Saying, "Madam, please give us a bit to eat ;
We will pay you well.....
Then we must dash ten miles ahead,
To catch a rebel colonel abed.
He is visiting home, it doth appear ;
We will make his pleasure cost him dear."
4. Now, the grey-haired colonel they hovered near
Had been Jennie's true friend, kind and dear ;
And oft, in her younger days, had he
Right proudly perched her upon his knee.
She had hunted by his fatherly side ;
He had taught her how to fence and ride,
And once had said, "The time may be
Your skill and courage may stand by me."
5. With never a thought or a moment more,
Bareheaded she slipped from the cottage door ;
Ran out where the horses were left to feed,
Unhitched and mounted the captain's steed ;
And down the hilly and rock-strewn way
She urged the fiery horse of grey.
Around her slender and cloakless form
Pattered and moaned the ceaseless storm ;
Secure and tight a gloveless hand
Grasped the reins with stern command ;
And on she rushed for the colonel's weal,
Brave, fearless-hearted Jennie Macneal.

6. Hark! from the hills, a moment mute,
Came a clatter of hoofs in hot pursuit;
And a cry from the foremost trooper said,
"Halt, or your blood be on your head!"
She heeded it not, and not in vain
She lashed the horse with the bridle-rein.
Into the night the grey horse strode,
His shoes struck fire from the rocky road,
And the high-born courage that never dies
Flashed from his rider's coal-black eyes.
The pebbles flew from the fearful race;
The rain-drops splashed on her glowing face.
"On—on, brave horse!" with loud appeal,
Cried eager, resolute Jennie Macneal.
7. "Halt!" once more came that voice of dread—
"Halt, or your blood be on your head!"
But no one answering to the calls,
After her sped a volley of balls.
They passed her in her rapid flight—
They screamed to her left, they screamed to her
right;
But, rushing still o'er the slippery track,
She sent no token of answer back.
8. The grey horse did his duty well,
Till all at once he stumbled and fell—
Himself escaping the nets of harm,
But flinging the girl with a broken arm.
Still undismayed by the numbing pain,
She clung to the horse's bridle-rein,
And gently bidding him to stand,
Patted him with her able hand;
Then sprang again to the saddle-bow,
"Good horse! one more trial now!"

9. As if ashamed of the heedless fall,
He gathered his strength once more for all ;
And galloping down a hillside steep,
Gained on the troopers at every leap.
They were a furlong behind or more,
When the girl burst through the colonel's door—
Her poor arm, helpless, hanging with pain,
And she all drabbled and drenched with rain ;
But her cheeks as red as firebrands are,
And her eyes as bright as a blazing star—
And shouted, "Quick ! be quick, I say !
They come ! they come ! Away ! away !"
Then fainting on the floor she sank.
10. The startled colonel pressed
His wife and children to his breast,
And turned away from his fireside bright,
And glided into the stormy night ;
Then soon and safely made his way
To where the patriot army lay.
But first he bent in the warm firelight,
And kissed the forehead cold and white.
11. The girl roused up at the martial din,
Just as the troopers came rushing in ;
And laughed, even in the midst of a moan,
Saying, "Good sirs, your bird has flown.
'Twas I who scared him from his nest ;
So deal with me now as you think best.".....
12. But the gallant young captain bowed, and said,
"Of womankind I must crown you queen ;
So brave a girl I have never seen.
Wear this gold ring as your valour's due ;
And when peace comes, I'll come for you."

13. But Jennie's face an arch smile wore :
 "There's a lad in Putnam's corps
 Told me the same a long time ago ;
 You two would never agree, I know.
 I promised my love to be true as steel,"
 Said brave, true-hearted Jennie Macneal.

WILL CARLETON.

THE DESERTED VILLAGE.

I. THE VILLAGE PREACHER.

Near yonder copse, where once the garden smiled,
 And still where many a garden flower grows wild—
 There, where a few torn shrubs the place disclose,
 The village preacher's modest mansion rose.
 A man he was to all the country dear,
 And passing rich with forty pounds a year ;
 Remote from towns he ran his godly race,
 Nor e'er had changed, nor wished to change, his place ;
 Unpractised he to fawn, or seek for power,
 By doctrines fashioned to the varying hour ;
 Far other aims his heart had learned to prize,
 More skilled to raise the wretched than to rise.
 His house was known to all the vagrant train ;
 He chid their wanderings, but relieved their pain ;
 The long-remembered beggar was his guest,
 Whose beard descending swept his aged breast ;
 The ruined spendthrift, now no longer proud,
 Claimed kindred there, and had his claims allowed ;
 The broken soldier, kindly bade to stay,
 Sat by his fire, and talked the night away,
 Wept o'er his wounds, or, tales of sorrow done,
 Shouldered his crutch, and showed how fields were won.

Pleased with his guests, the good man learned to glow,
And quite forgot their vices in their woe ;
Careless their merits or their faults to scan,
His pity gave ere charity began.

Thus to relieve the wretched was his pride,
And even his failings leaned to virtue's side ;
But in his duty prompt at every call,
He watched and wept, he prayed and felt for all ;
And as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reproved each dull delay,
Allured to brighter worlds, and led the way.

Beside the bed where parting life was laid,
And sorrow, guilt, and pain, by turns dismayed,
The reverend champion stood. At his control
Despair and anguish fled the struggling soul ;
Comfort came down the trembling wretch to raise,
And his last faltering accents whispered praise.

At church, with meek and unaffected grace,
His looks adorned the venerable place ;
Truth from his lips prevailed with double sway,
And fools who came to scoff remained to pray.
The service past, around the pious man,
With ready zeal, each honest rustic ran ;
E'en children followed, with endearing wile,
And plucked his gown, to share the good man's smile.
His ready smile a parent's warmth expressed ;
Their welfare pleased him, and their cares distressed ;
To them his heart, his love, his griefs were given,
But all his serious thoughts had rest in heaven :
As some tall cliff that lifts its awful form,
Swells from the vale, and midway leaves the storm ;
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.

II. THE VILLAGE SCHOOLMASTER.

Beside yon straggl'ing fence that skirts the way,
With blossomed furze unprofitably gay—
There, in his noisy mansion, skilled to rule,
The village master taught his little school.

A man severe he was, and stern to view,—
I knew him well, and every truant knew ;
Well had the boding tremblers learned to trace
The day's disasters in his morning face ;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he ;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned.

Yet he was kind, or if severe in aught,
The love he bore to learning was in fault.
The village all declared how much he knew ;
'Twas certain he could write and cipher too ;
Lands he could measure, terms and tides presage,
And e'en the story ran that he could gauge.

In arguing, too, the parson owned his skill,
For e'en though vanquished, he could argue still ;
While words of learned length and thund'ring sound
Amazed the gazing rustics ranged around ;
And still they gazed, and still the wonder grew
That one small head could carry all he knew.
But past is all his fame ; the very spot
Where many a time he triumphed is forgot.

GOLDSMITH.

NOTES AND MEANINGS.

1. THE MILLER'S TENTH.—I.

- | | |
|--|---|
| 3 His conscience, the power by which he knew right from wrong. | 4 Peace of mind, happiness. Diminishing, becoming less. |
| Widow, a married woman whose husband is dead. | 6 Confession, telling of his wrongdoing. |
| | 8 Restored, given back. |
-

2. THE MILLER'S TENTH.—II.

- | | |
|---|--|
| 3 Convinced, satisfied in her mind. | 9 Transgressors, evil-doers; those who do wrong. |
| 6 Dread of evil, fear of something going to happen. | 10 Blushing, becoming red from shame, etc. |
| Dismounted, came off his horse. | |
-

3. THE LADDER OF ST. AUGUSTINE.

- | | |
|--|---|
| 1 Vices, errors; evil habits. | 6 Gigantic, immense; very high. |
| Tread, trample upon. | 8 Attained, reached; gained. |
| 3 Impedes, stands in the way of. | 9 Discern, see plainly. |
| 4 Renown, fame. [session. | Destinies, fortunes; what is appointed or destined for one. |
| Eminent domain, supreme pos- | 10 Irrevocable, that can never be recalled. |
| 6 Pyramids, very ancient Egyptian buildings with a square base, and tapering to a point. | Longfellow, Henry Wadsworth (1807-1882), American poet. |
| Cleave, divide. | |
-

4. "PAPER, SIR?"

- | | |
|---|---|
| 2 General Election, choosing Members to make up a new Parliament. | 5 India, a large country in the south of Asia under British rule. |
| 5 Summary, short accounts of the chief news of the day. | China, a large empire in the east of Asia. |
| | 6 Gossip, idle talk. |

- | | |
|---|--|
| <p>6 Cafés, coffee-houses; eating-houses.
 Paris, the capital of France.</p> | <p>9 Reporters, men who write reports of matters of interest for a newspaper. [writing.]
 Writing out, copying into ordinary
 Shorthand, a system of signs which can be written more quickly than ordinary writing.</p> |
| <p>7 Ancestors, forefathers.
 Telegraph, wires along which messages are sent by means of electricity.</p> | |

5. CONTENTMENT.

- | | |
|---|--|
| <p>1 Disguised himself, made himself look different by changing his dress or appearance.
 2 Tedious, tiresome.
 4 Sphere, position.
 Despised, looked down on; thought little of.</p> | <p>5 Ambition, desire for honour or high place.
 6 Wretched, small; mean-looking.
 9 Lot, position in life; what is allotted to one.
 Rheumatism, a severe pain in the muscles and joints.</p> |
|---|--|

6. THE MALLANGONG.

- | | |
|---|--|
| <p>1 Natural history, the study of animals.
 2 Realized, knew it to be true.
 3 Regular, accustomed; practised.
 Wary, watchful; always on the look-out for danger.</p> | <p>3 Equipped, fitted out; furnished with everything needful.
 7 Scientific people, people having an exact knowledge of a subject.
 9 Mammal, an animal that suckles its young.</p> |
|---|--|

7. THE STORY OF CYRUS FIELD.—I.

- | | |
|---|---|
| <p>1 Massachus'etts, one of the United States of North America.
 New York, the largest city in the United States.
 3 Definite, settled.
 Enterprise, undertaking.
 Cable, rope of copper wire covered with gutta-percha, strengthened and protected by iron or steel wires on the outside.
 Gulf of St. Lawrence, a large gulf on the east of Canada.</p> | <p>3 New'foundland, a large island off the east coast of Canada.
 Engineer, one who plans roads, bridges, etc.
 4 Electric current, the passage of electricity along a wire.
 10 Distracted, put in confusion.
 Civil war, war between different parties of the same country.
 11 Grappling-irons, an instrument having many iron hooks to catch hold with.</p> |
|---|---|

8. THE STORY OF CYRUS FIELD.—II.

- | | |
|--|--|
| <p>1 The "Great Eastern," the name of the largest ship ever built.</p> | <p>2 Columbus (1445-1506), the discoverer of America.</p> |
|--|--|

- | | |
|---|---|
| <p>2 The New World, America.</p> <p>4 Spliced, joined by working each broken end into the other.</p> <p style="padding-left: 2em;">Hold, the hollow or lower part of a ship where goods are put.</p> <p>5 Valentia, an island off the west coast of Ireland.</p> <p style="padding-left: 2em;">Nova Scotia, a peninsula on the east coast of Canada.</p> <p style="padding-left: 2em;">St. Pierre', a small island belonging to France.</p> <p style="padding-left: 2em;">Panama', an isthmus joining North and South America.</p> | <p>5 Lisbon, the capital of Portugal, in the south-west of Europe.</p> <p style="padding-left: 2em;">Pernambú'co, a town of Brazil, South America.</p> <p style="padding-left: 2em;">Brest, a town on the north-west coast of France.</p> <p>6 Universal, general; world-wide.</p> <p style="padding-left: 2em;">Reproached, found fault with.</p> <p style="padding-left: 2em;">Sacrifice, self-denial.</p> <p>7 Brazen, made of brass.</p> <p style="padding-left: 2em;">Musketry, muskets or rifles.</p> <p style="padding-left: 2em;">Skirmish, a slight battle between small parties.</p> |
|---|---|

9. A SEA DREAM.

- | | |
|--|---|
| <p>1 Sapphire, bright blue.</p> <p style="padding-left: 2em;">Silvery spears, etc., rays of light coming from the stars.</p> <p>2 Phosphorus, a light given out by small sea animals like the faint blue light of phosphorus.</p> | <p>3 Croon, sing softly; hum.</p> <p style="padding-left: 2em;">Sultry, very hot.</p> <p style="padding-left: 2em;">Radiant, beaming with light.</p> <p>4 Amethyst, violet blue.</p> <p style="padding-left: 2em;">Passionate, fervent; showing strong feelings.</p> |
|--|---|

10. BETWEEN SEA AND SKY.—I.

- | | |
|---|--|
| <p>3 Salad, herbs, such as samphire, lettuce, etc., eaten raw with salt, vinegar, oil, etc.</p> <p style="padding-left: 2em;">Crevices, nooks; small openings in the rocks.</p> | <p>4 Athletic, robust; well adapted to all physical exercise.</p> <p style="padding-left: 2em;">Expeditions, outings; journeys.</p> <p>6 Disembarked, landed from the Projecting, jutting out. [boat.]</p> |
|---|--|

11. BETWEEN SEA AND SKY.—II.

- | | |
|---|---|
| <p>2 Sneer, a look of contempt or disdain.</p> <p>3 Dissuade him, turn his mind from it (opposite of <i>persuade</i>).</p> <p>5 Recess, nook; opening.</p> | <p>9 Dent, mark or hollow made by a blow.</p> <p style="padding-left: 2em;">Clutched, seized hold of.</p> <p>10 Emphatically, firmly; with emphasis.</p> |
|---|---|

12. THE KANGAROO.

- | | |
|---|---|
| <p>1 Quadruped, any four-footed animal.</p> <p>8 Endurance, power of continuing for a long time.</p> <p style="padding-left: 2em;">Brought to bay, forced to fight; without means of escape.</p> | <p>9 Balcony, a small gallery or platform outside a window.</p> <p>10 Retreated, went back.</p> <p>11 Incident, occurrence.</p> <p style="padding-left: 2em;">Impressed, affected; touched in the feelings.</p> |
|---|---|

13. LAKE COMO.

- | | |
|--|---|
| <p>1 Italy, a country in the south of Europe.
 Invalids, people who are unwell.
 Balmy, soothing; sweet-smelling, like balm.</p> | <p>4 Tremulous, quivering; trembling.
 5 Awning, a curtain to give shelter from the heat of the sun.
 After-part, stern.
 Bow, fore-part.</p> |
| <p>4 Placid, peaceful; unruffled.
 Mysterious, strange; difficult to understand.
 Profound, deep; intense.</p> | <p>6 Canopied, provided with awnings.
 Picturesque (<i>pic-tu-resk'</i>), picture.
 8 Oozes, flows slowly. [like.
 9 Factories, workshops.</p> |

14. BOOTS AND SHOES.

- | | |
|--|--|
| <p>2 Rudely, roughly.
 Plaited, braided; twisted.
 Eastern lands, countries to the east of Europe; Asia.</p> | <p>6 Adopted, brought into use.
 Duke of Wellington (1769-1852), great British general.</p> |
| <p>4 France, a country in the west of Europe. [lessly.
 Absurdly, ridiculously; sense-</p> | <p>7 Belgium, a country in the west of Europe.
 8 Corn, a hard growth on a part of the foot.</p> |
| <p>5 Horse Guards, the chief British cavalry regiments.</p> | <p>Bunion, a painful swelling on the toe-joints.</p> |

15. FOLLOWING A STAR.

- | | |
|---|--|
| <p>1 Egypt, a country in the north-east of Africa.
 Dominions, domains; places under one government.
 Sultan, the title of the ruler of Turkey.
 Turkey, a country in the south-east of Europe.
 Sû'ez Canal, a canal made to join the Mediterranean and the Red Sea.</p> | <p>2 Pasha, a title given to officers of high rank in the Turkish army.
 Tel-el-Kebir', a small village in</p> |
| <p>2 Hostile, unfriendly.</p> | <p>3 Tablet, slab. [Lower Egypt.
 Commemorated, kept in memory.
 5 Goal, purpose; end.
 Sudden morning. This refers to the absence of twilight in the tropics.
 7 Hapless, unfortunate; unlucky.
 9 Mission, service.
 Enlisted, engaged.</p> |

16. WHY "PAT" WORE THE V.C.

- | | |
|---|---|
| <p>1 Rampart, bulwark; wall or mound round a fortified place.
 Prospect, view.
 Bastion, a building of earth or stone at the angle of a fortress.</p> | <p>3 Descent, parentage.
 Parade, drill.
 Deserter, one who runs away.
 Colonel (<i>kur'nel</i>), the leader of a body or <i>column</i> of soldiers.</p> |
| <p>3 Exhibited, shown; open to view.</p> | <p>Comical, peculiar; strange.</p> |

- | | |
|---|---|
| <p>4 Afghans, the people of Afghanistan, a country in Asia, north-west of India.</p> <p>Colour-Sergeant, the sergeant who carries the colours or flag of a regiment.</p> <p>5 Valour, bravery.</p> | <p>5 Heroic, brave; gallant.</p> <p>6 Candahar', a large city in Afghanistan.</p> <p>7 Assailant, one who makes an attack.</p> <p>8 Dispatches, reports.</p> <p>Unconscious, insensible.</p> |
|---|---|

17. STRANGE SAVINGS-BANKS.—I.

- | | |
|---|--|
| <p>2 Evidently, seemingly; clearly.</p> <p>3 Miser, one who denies himself and others the comforts of life in order to hoard up money.</p> <p>Retort, answer back.</p> <p>4 Plundered, robbed.</p> <p>5 Scanty, small; poor.</p> | <p>5 Fare, feeding.</p> <p>Flabby, soft; loose.</p> <p>Menageries, collections of wild animals for show.</p> <p>6 Bankrupt, one not able to pay his debts; one whose bank is broken.</p> |
|---|--|

18. STRANGE SAVINGS-BANKS.—II.

- | | |
|---|--|
| <p>1 Hoards, supplies; what they have saved up.</p> <p>2 Staff of life, bread.</p> <p>3 Absorbs, drinks in.</p> <p>Shrivel, wither.</p> | <p>3 Decay, waste away.</p> <p>4 Ingenious, clever; skilful.</p> <p>8 Cape Colony, a country in the south of Africa belonging to Britain.</p> |
|---|--|

19. THE LAST TREE OF THE FOREST.

- | | |
|---|---|
| <p>3 Glades, open spaces in a forest.</p> <p>4 Plume, feather.</p> <p>5 Train, followers.</p> <p>Borne, carried.</p> <p>Panoply, armour.</p> | <p>6 Array, dress.</p> <p>Yore, olden times.</p> <p>9 Embowered, shaded; protected.</p> <p>11 Cabin, cottage; small house.</p> <p>Recks not of, gives no thought to.</p> |
|---|---|

20. A SWIM FOR LIFE.

- | | |
|---|--|
| <p>1 Skiff, a light boat.</p> <p>2 Twilight, the faint light before sunrise or after sunset.</p> <p>Moored, tied to the shore.</p> <p>Buck, a male deer.</p> <p>Skirting, keeping close to the side of.</p> <p>3 Antlers, branching horns.</p> <p>Chambers, compartments; parts of a fire-arm in which the charge is placed.</p> | <p>3 Cartridge, case of pasteboard, copper, or brass, containing the exact charge of powder for any fire-arm.</p> <p>5 Gunwale (<i>gun'l</i>), the upper edge of a boat's side.</p> <p>8 Tenacity, firmness; power of holding fast.</p> <p>9 Exhausted, tired out.</p> <p>12 Molest, harm; hurt.</p> <p>Towed, pulled through the water.</p> |
|---|--|

21. COVERINGS FOR THE HEAD.

- | | |
|---|--|
| <p>1 Savage, untaught; uncivilized.
Tribes, clans; divisions of a nation.
Matted, uncombed; like a mat.</p> <p>2 Cone, a figure with a round base,
and tapering towards the top,
like a sugar-loaf.</p> <p>3 Thirteenth century, 1201-1300.
James the Fifth, King of Scotland
from 1513 to 1542.
Elizabeth, Queen of England from
1558 to 1603.</p> <p>4 Carded, combed; smoothed out.</p> | <p>5 Microscope, an instrument for
viewing very small objects.</p> <p>6 Fibres, thin threads.</p> <p>7 Queen Victoria, began to reign in
1837.</p> <p>8 Varnish, polish.
Flush, a kind of cloth like velvet,
but having a longer nap.</p> <p>9 Mary, Queen of Scots, Queen of
Scotland from 1542 to 1587.
James the Sixth, King of Great
Britain from 1603 to 1625.</p> |
|---|--|

22. THE BATTLE OF MORGARTEN.

- | | |
|--|--|
| <p>1 Switzerland, Austria, countries
of Central Europe.</p> <p>2 Routed, put to flight.</p> <p>3 Wine-month, October.
Prime, perfection; full beauty.
Switzer's clime, the country of
the Swiss.
Vintage music, the songs of those
who gather the grapes.
Steel-girt, armour-clad.</p> <p>5 Hasli, a valley in Switzerland.
Schreckhorn, Rigi, lofty summits
of the Alps.</p> <p>6 Blazoned streamers, flags adorned
with coats of arms, etc.</p> <p>7 Rock defile, narrow gully or</p> | <p>valley between high cliffs.</p> <p>7 Brood, hang over.</p> <p>8 Wound, followed the winding
path; came.
Columns, lines of soldiers.</p> <p>9 Serried power, crowded ranks.</p> <p>10 Lauwine (<i>lou-ve'nay</i>), avalanche.</p> <p>11 Chivalry, knights and warriors.
Uri, a district in the centre of
Switzerland.
William Tell, famous as the
champion of Swiss liberty.</p> <p>13 Curass, breastplate.</p> <p>14 Mien, look; expression.
Mrs. Hemans (1794-1835), En-
glish poetess.</p> |
|--|--|

23. A SWISS VILLAGE.

- | | |
|---|---|
| <p>1 Remote regions, out-of-the-way
districts.</p> <p>3 Perpendicular, straight up and
down.
Glaciers, bodies of ice slowly mov-
ing down a mountain valley;
rivers of ice.</p> <p>4 Familiar, intimate; well-known.</p> <p>6 Sun-dial, a flat surface with a pin
in the centre, the direction of
the shadow of which shows the
time of day.</p> | <p>7 Luxury, something used for en-
joyment over and above what
is necessary.</p> <p>8 Loom, an instrument for weaving
cloth.
Exporters, people who send goods
out of the country.
Zürich, a town in the north of
Switzerland.
Dawn, daybreak.</p> <p>11 Promptly, without hesitating;
at once.</p> |
|---|---|

24. ULRICA: A TALE OF NOVA SCOTIA.—I.

- | | |
|--|---|
| <p>1 Commotion, confusion.
Proclamation, order; notice given to the people.</p> <p>2 Betrothed, engaged; promised in marriage.</p> <p>3 Tilled, made ready for seed.</p> | <p>4 Halifax, chief city of Nova Scotia.
Site, place selected; situation.
Flax, a plant from which linen is made.</p> <p>5 Meditation, deep thought.
Recognized, knew.</p> |
|--|---|

25. ULRICA: A TALE OF NOVA SCOTIA.—II.

- | | |
|--|---|
| <p>1 Plumage, feathers.</p> <p>3 Venture, run the risk of going.</p> <p>4 Resolute, determined; fixed in purpose.</p> | <p>5 Pastures, feeding grounds for Sleek, smooth; shining. [cattle.]</p> <p>7 Pedigree, descent.
Ancestry, forefathers.</p> |
|--|---|

26. GRAND PRÉ.

- | | |
|--|---|
| <p>1 Pri-me'val, belonging to the earliest ages.
Roe, the female deer.
Aca'dian, belonging to Acadia, the French name of Nova Scotia.</p> <p>2 Tradition, story passed down from father to son.</p> <p>3 Basin of Minas, a bay on the east side of the Bay of Fundy.
Secluded, retired; separated from others.
Incessant, without ceasing.
Turbulent, restless.</p> <p>4 Blom'idon, a headland of Nova Scotia.</p> <p>5 Normandy, an old province in the north-west of France.</p> | <p>5 Henries, French kings of the name of Henry.
Dormer-windows, windows on a sloping roof, standing straight up and down.
Basement, floor on the level of the street.</p> <p>6 Tranquill, peaceful; calm.
Vanes, weather-cocks.
Distaff, staff or rod on which flax is fixed for spinning.</p> <p>8 Serenely, peacefully.
Anon, forthwith; at once.
Belfry, a tower in which a bell is hung. [prayer.]
An'gelus, bell calling to evening
Incense, spices burned in worship.</p> |
|--|---|

27. THE FUGITIVES OF FRENCH CROSS.

- | | |
|---|--|
| <p>1 Patriotism, love of country or people.
Indians, native inhabitants of America.</p> <p>2 Port Royal, now Annapolis, on west coast of Nova Scotia.</p> <p>3 Bay of Fundy, between Nova Scotia and New Brunswick.</p> | <p>3 New Brunswick, a province in the east of Canada.</p> <p>4 Mussels, a kind of shell-fish</p> <p>5 Glistened, shone.
Stricken, struck down.</p> <p>6 Echoed, repeated.
Eddies, currents.</p> <p>10 Lustre, brightness.</p> |
|---|--|

28. THE BLOW-PIPE.

- | | |
|---|--|
| <p>1 Guiana (<i>ge-d'na</i>), a country in the north of South America.</p> <p>Quest, search.</p> <p>Rio Negro, a river of Brazil, South America.</p> <p>2 Reed, a thick, coarse grass, with hollow, jointed stalks, growing near or in water.</p> | <p>2 Tapering, becoming narrower towards one end.</p> <p>4 Brittle, easily broken.</p> <p>5 Quiver, a case in which arrows are carried.</p> <p>6 Lynx, a wild animal of the cat kind.</p> <p>Decoys, entices.</p> |
|---|--|

29. THE VENETIAN GONDOLA.

- | | |
|---|--|
| <p>Venétian, belonging to Venice, a city in the north of Italy.</p> <p>1 Prow, bow; fore-part.</p> <p>2 Propelled, driven forward.</p> <p>Draws, requires for floating.</p> | <p>3 Merchandise, goods; trade.</p> <p>4 Vague, hazy.</p> <p>7 Rowlock, rest for an oar.</p> <p>10 Quays (<i>kees</i>), landing-places.</p> <p>Doge (<i>do'jay</i>), the ruler of Venice.</p> |
|---|--|

30. VENICE.

- | | |
|---|--|
| <p>2 Invisible, unseen; not to be traced by sight.</p> <p>Dome, rounded roof, like a cup turned upside down.</p> <p>Mosque (<i>mosk</i>), a Mohammedan church or temple.</p> <p>Portico, porch; covered entrance.</p> | <p>2 Azure, deep blue.</p> <p>Pile, lofty building.</p> <p>4 Lagoon, a shallow lake or pool, especially one into which the tide flows.</p> <p>Mandolin, a stringed musical instrument.</p> |
|---|--|

31. A STORY OF TWO ARTISTS.

- | | |
|---|--|
| <p>1 Professed, pretended to have.</p> <p>Sincere, real.</p> <p>2 Jew, descendant of Jacob; Israelite; Hebrew.</p> <p>4 Council, rulers.</p> <p>Frank, open; straightforward.</p> <p>5 Commission, order; piece of work entrusted to any one.</p> | <p>8 Brilliant, distinguished; grand.</p> <p>August', imposing.</p> <p>9 Signor (<i>sen'yor</i>), Sir.</p> <p>Compete, try against.</p> <p>Wretched, miserable.</p> <p>Base, low; mean.</p> <p>10 Masterpiece, a piece of work done with great skill.</p> |
|---|--|

32. GOOD FOR EVIL.

- | | |
|--|---|
| <p>2 Unaffected, natural; without affectation or pretence.</p> <p>3 Turks, the people of Turkey, a</p> | <p>country partly in Europe and partly in Asia.</p> <p>Smyrna, chief town of Asia Minor.</p> |
|--|---|

- | | | |
|---|--|--|
| 3 | Traitor, betrayer; one who is false to something entrusted to him.
League, alliance. | pelled to leave one's native country. |
| 4 | Corfu, a small island off the west coast of Turkey in Europe.
Banishment, exile; being com- | 10 Remorse, regret; being sorry for what one has done.
Self-reproach, finding fault with oneself. |

33. CARNIVOROUS PLANTS.—I.

- | | | |
|---|--|--|
| 2 | Rosettes, something in the form of a rose (literally a small rose). | 5 Acid, sour.
Skeleton, bones without the flesh or skin. |
| 3 | Dusky, dark-coloured.
Mingle, mix.
Kindred, relations; those of the same kind or family. | 7 Curdle, change into a solid mass.
Lapland, a district in the far north of Europe. |

34. CARNIVOROUS PLANTS.—II.

- | | | |
|---|---|---|
| 2 | Suffocated, killed from want of air; choked. | the Torrid Zone, the hottest part of the earth. |
| 3 | Tentacle, a long feeler or finger for laying hold of anything.
Palm, inner part of the hand. | 9 Botanic, belonging to botany, the science of plants.
Tendril, the slender shoot of a |
| 5 | Minute', very small; tiny. | 10 Absorbed, sucked in. [plant. |
| 6 | Bristles, stiff hairs standing erect. | 11 Acquired, learned; got possession of. |
| 7 | Lobes, flat rounded parts. | Ingenious, clever; skilful. |
| 9 | Tropical countries, countries in | |

35. FISHING SONGS.

- | | | |
|---|--|--|
| 1 | Gaff, wooden handle, with a hook attached, for landing fish.
Staff, fishing-rod. | 6 Trailer, dropper, names given to different flies in a cast.
Cast, number of flies fastened to the same line.
Midges, small flies.
Plover, a common wild bird.
Hackle, feathers used for making artificial flies. |
| 2 | Whirlpool, body of water whirling round in a circle.
Fitful, irregular in movement.
Grating, harsh-sounding. | 7 Alder, a tree or shrub growing in moist ground. |
| 3 | Wily, cunning; sly.
Sullen, gloomy; silent. | 8 Subtle (<i>sut'l</i>), wily; cunning. |
| 6 | Osier, made of willow twigs.
Creel, a basket for carrying fish. | |

36. SUMMER AND WINTER IN SWEDEN.

- | | |
|--|--------------------------------------|
| Sweden, a country in the north-west of Europe. | 1 Balloon, silk bag filled with gas. |
|--|--------------------------------------|

- | | |
|---|---|
| <p>2 Translate, change from one language into another.</p> <p>4 Horizon, line where earth and sky seem to meet.</p> <p>9 Abeam, in the direction of the</p> | <p>cross beams that support the deck of a ship; on the side.</p> <p>9 Yacht (<i>yawl</i>), a swift, light boat for pleasure-sailing.</p> <p>10 Luminous, bright; full of light.</p> |
|---|---|

37. SIR HENRY BESSEMER.

- | | |
|--|--|
| <p>2 The French Revolution, 1789 to 1795.</p> <p>Clay modelling, making figures out of clay.</p> <p>Designer, one who plans and sketches.</p> <p>Engraver, one who cuts pictures or letters on stone or metal.</p> <p>3 Documents, written or printed papers.</p> <p>Embossed, raised.</p> <p>4 Suggested, proposed.</p> | <p>4 Die, stamp.</p> <p>6 Bronze, a mixture of copper and tin.</p> <p>7 Patent law, law giving the right to the profits of an invention to the inventor for a certain time.</p> <p>9 Malleable, that can be beaten out.</p> <p>Oxygen, a gas found in the air necessary for the support of life and flame.</p> <p>Carbon, an element found in wood, coal, charcoal, etc.</p> |
|--|--|

38. A DAY IN THE DESERT.

- | | |
|--|---|
| <p>1 Bleaching, whitening.</p> <p>2 Train, line of camels and attendants.</p> <p>5 Amiable, lovable. [ants. Notable, worthy of being noticed. Virtues, good points in his character. Evade, escape; get out of the way of. Irsome, troublesome; tiresome.</p> <p>7 Jerking, jolting; throwing or pulling with a quick, short motion.</p> <p>8 Posture, position.</p> | <p>8 Arab, a native of Arabia, a country in the south-west of Asia. Philosopher, a man of great wisdom.</p> <p>9 Halter, a rope for leading an animal. Indian file, one behind the other; single file.</p> <p>10 Wistfully, longingly; eagerly. Presumed, ventured; taken it upon him. Swarthy, tawny; dark-coloured.</p> |
|--|---|

39. RAVEN'S CRAG.

- | | |
|--|---|
| <p>2 The civil war, war between Charles the First and the Parliament, 1642-1649.</p> <p>Charles the First, King of Great Britain from 1625 to 1649.</p> <p>Cromwell, the leader of the Parliamentary forces during the civil war.</p> <p>3 Kinsman, relation; one of the same kindred or family.</p> | <p>3 The Commonwealth, 1649-1660. Steward, overseer; one who looks after another's estate.</p> <p>4 Winsome, attractive; lovable.</p> <p>8 Ironsides, the name given to the soldiers under Cromwell.</p> <p>11 Signature, a person's name written by his own hand.</p> <p>12 Dingy, dirty-coloured; soiled.</p> <p>13 Genuine, real; not false.</p> |
|--|---|

40. ENGLAND'S DEAD.

- | | |
|--|--|
| <p>1 Son of the ocean isle, native of Britain.
Reared, raised; erected.
Glory's bed, the graves of those who have died in war.</p> <p>3 Egypt, a country in the north-east of Africa.
Burning plains, deserts.
Noon-day, mid-day sun.</p> <p>5 Ganges, the great river of India.</p> | <p>7 Western wilds, forests of America
Columbia, part of British North America.</p> <p>8 Reck, care.</p> <p>9 Pyrenees', mountains between France and Spain.
Ron'cesvalles, a village in Spain.</p> <p>13 The men of field and wave, soldiers and sailors.
Piles, monuments.</p> |
|--|--|

41. A CLIMB UP MOUNT VESUVIUS.

- | | |
|--|---|
| <p>Mount Vesu'vius, a volcanic mountain in the south-west of Italy, near Naples.</p> <p>1 Cable railway, a railway on which the cars are drawn by a strong rope.</p> <p>2 Indigo, the name of a plant from which a blue dye is got.
Liquorice, a plant used in medicine.
Torrid zone, the broad belt round the middle of the earth where the heat is very great.
Temperate regions, places between the tropics and the polar</p> | <p>circles, where it is neither very hot nor very cold.</p> <p>4 Lava, melted matter thrown out of a volcano.
Molten, melted.</p> <p>5 Bay of Na'ples, a lovely bay on the south-west of Italy.
City, Naples.
Ap'ennines, a mountain range running through Italy.</p> <p>9 Crater, the mouth of a volcano.</p> <p>11 Field-glasses, instruments for seeing objects at a distance.
Shrouded, covered as with a shroud.</p> |
|--|---|

42. A CITY OF THE DEAD.

- | | |
|---|--|
| <p>1 Extinct, put out; ended.</p> <p>5 Tottering, shaking.
Panic, state of great alarm and confusion.</p> <p>6 Chariot, a kind of carriage.
Convulsions, violent shakings. [out</p> <p>9 Excavation, digging or hollowing</p> | <p>12 Flinching, wavering; shrinking.</p> <p>13 Gladiator, one who fought for pay to amuse a crowd.
Edile, Roman magistrate.
Kalends, the first day of each month.
Scribe, writer.</p> |
|---|--|

43. ROME AND THE ROMANS.

- | | |
|---|--|
| <p>2 Latin, language spoken by the ancient Romans.</p> <p>3 Greeks, the people of Greece, a</p> | <p>country in the south-east of Europe.</p> <p>4 Usurper, one who takes by force</p> |
|---|--|

- the position belonging to another.
- 4 **Tiber**, a river in Central Italy.
- 6 **Republic**, a country whose ruler is chosen by the people.
- Empire**, country ruled over by an emperor.
- 7 **Spartans**, a warlike race who lived in the south of Greece.
- 8 **Treason**, being false to one's king or country.
- 9 **Senators**, councillors.
- 12 **Danube**, a large river flowing east through Central Europe.
- Rhine**, a river flowing north through Germany.
- 13 **Triumphal arches**, arches built in memory of a great triumph or victory.
- Aqueducts** (*ak'we-ducts*), channels constructed for conducting or bringing in water.
- Amphitheatre**, circular building with seats all round, and having an open space, called the arena, in the centre.
- 14 **Client**, one who comes to another for help.
- Patron**, one who gives help and favour.
- 15 **Bribery**, paying for office or honour.

44. THE ROMANS AT TABLE.

- 2 **Columns**, pillars.
- 3 **Ivory**, a substance got mostly from the tusks of elephants.
- 5 **Preceding**, previous.
- 6 **Dessert**, fruit served after dinner.
- Bill of fare**, list of dishes.
- Dregs**, the part of a liquid that falls to the bottom.
- 9 **Repast**, meal.
- Juggling**, conjuring; making sport by tricks.
- Mullet**, a fish highly esteemed as food.
- Barbel**, a fresh-water fish.
- Flamingoes**, wading birds found in the tropics.

45. THE FISHERMEN.

- 1 **Schooners**, vessels with two masts.
- Craft**, vessels.
- Bank of Newfoundland**, a large sand-bank to the east of Newfoundland.
- Labrador**, a district on the north-east coast of Canada.
- Gulf Stream**, a stream of warm water flowing from the Gulf of Mexico across the Atlantic to the shores of Britain and Norway.
- Quaker**, one of the Society of Friends.
- Quaker Poet**, John Greenleaf Whittier (1807-1892).
- 2 **Amain**, with might and main.
- Lubber**, lazy; stay-at-home.
- 4 **Spectral**, ghostly; like a spectre or ghost.
- Gannet**, a bird found in the northern seas.
- Murre**, a sea-bird; also called guillemot.
- Scuds**, clouds scudding or being driven quickly across the sky.
- Reef**, a line of rocks lying near or at the surface of the water.
- 6 **Teeming**, swarming.
- 7 **Congeals**, turns into ice.
- 9 **Give way**, work hard at your oars or sails.

46. HUNTING THE SEA-OTTER.

- | | |
|---|---|
| 1 Precipitously, like a precipice.
Aleu'tian, belonging to the Aleu-
tian Islands in the North Pa-
cific.
Squat, broad. | 3 Clubbing, striking with clubs.
4 Accurate, sure; certain.
7 Diameter, breadth through the
centre.
9 Veteran, old and experienced. |
|---|---|

47. A SEAL-SKIN COAT.

- | | |
|---|--|
| 2 Arabian, belonging to Arabia, a
large country in the south-west
of Asia.
Legends, stories founded on im-
agination; fables. | 4 Behring Sea, part of the North
Pacific Ocean.
5 Quarter, part of the world.
Comical, funny.
6 Frolicsome, full of fun. |
|---|--|

48. SELF-DEFENCE.

- | | |
|---|---|
| 1 Great auk, a large bird of the
auk species, somewhat like a
penguin.
Botanists, people who make a
special study of plants.
2 Browsing, feeding on plants and
6 Studded, covered. [grass.] | 7 Quest, search.
8 Sedges, a kind of coarse grass
growing in swamps.
9 Drought, want of rain.
11 Absolutely, really.
Southey, Robert (1773-1843), En-
glish poet. |
|---|---|

49. THE HOLLY TREE.

- | | |
|--|--|
| 1 Contemplates, thinks carefully
about.
Confound, baffle; put into con-
fusion.
Atheist, one who does not believe
in God. | 1 Sophistries, false reasonings in-
tended to mislead.
3 Moralize, draw a moral from; learn
4 Austere, stern; severe. [a lesson.
5 Asperities, roughness of manner.
6 Sober, quiet. |
|--|--|

50. THE "SPECIAL."

- | | |
|---|--|
| 1 Engineer, one who works an en-
gine.
3 Junction, the place where two or
more railway lines meet.
6 Reverse, make the engine go in
the opposite direction.
Vehement, forcible; violent; fu-
rious.
Freight, cargo. | 6 Staves, narrow strips of wood.
Kegs, casks.
7 Throttle, a valve which regulates
the supply of steam.
8 Brake, drag; a piece of wood
pressed against a wheel to
stop it.
10 Compliment, praise; words said
in one's favour. |
|---|--|

51. DOWN THE MOSELLE.

- | | |
|--|---|
| <p>1 Quaintness, strangeness; rustic appearance.
 Impressive, striking.
 Ravines, deep hollows; gorges.</p> | <p>are melted and poured into moulds.</p> |
| <p>2 Metz, Treves, Cologne, towns in the west of Germany.
 Nancy, town in the east of France.</p> | <p>4 Embowered, enclosed; surrounded.</p> |
| <p>3 Tiller, the handle by which the helm is moved.
 Infantry, foot-soldiers.
 Emerge, come out.</p> | <p>5 Coblentz, a town in the west of Germany.
 Buoyed, supported by floats or buoys.</p> |
| <p>4 Foundry, a workshop where metals</p> | <p>9 Appreciate, value.
 Architecture, styles of building.
 Intercourse, coming in contact with.</p> |

52. THE LAST FRENCH LESSON.

- | | |
|---|--|
| <p>1 Alsace, a district in the south-west of Germany.
 Ceded, given up.
 Franco-German War, war between France and Germany in 1870-1871.</p> | <p>3 Mayor, chief magistrate.</p> |
| <p>2 Reprimand, severe rebuke.
 Prussian, belonging to Prussia, the chief state of the German Empire.</p> | <p>5 Embroidered, adorned with figures worked in needlework.</p> |
| | <p>6 Berlin', the capital of Germany.
 Saar, a tributary of the Moselle.</p> |
| | <p>9 Polished, refined; elegant.
 Richest, grandest; most complete.</p> |
| | <p>12 Vive la France! long live France! France for ever!</p> |

53. BINGEN ON THE RHINE.

- | | |
|---|--|
| <p>Bingen, a village of Germany, on the Rhine. [army.]</p> | <p>2 Life's morn, the days of youth.</p> |
| <p>1 Legion, a regiment; part of an Algers, the capital of Algeria, a country in the north of Africa.</p> | <p>3 Scanty hoard, small savings.</p> |
| <p>Dearth, want.
 Token, something given as a remembrance.</p> | <p>4 Steadfast, firm.</p> |
| <p>2 Corse, corpse; lifeless body.</p> | <p>5 Coquetry, trifling; flirting.
 Prison, the body.</p> |
| | <p>6 Of yore, long ago.
 Confidingly, trustingly.
 Hon. Mrs. Norton (1808-1877), English poetess.</p> |

54. KINDNESS TO ANIMALS.

- | | |
|--|--|
| <p>1 Polish, belonging to Poland, a country in the west of European Russia.</p> | <p>2 Indignant, very angry.</p> |
| <p>Siberia, a large territory in Northern Asia belonging to Russia.</p> | <p>3 Barbarous, like savages.</p> |
| | <p>7 Surgeon, a doctor; one who cures wounds or injuries of the body.</p> |
| | <p>8 Ferocity, fierceness.</p> |

55. THE HORSE.

- | | |
|--|--|
| 1 Domesticated , trained to live near houses ; tamed. | 3 Llama , a small animal of the camel kind. |
| Assyrians , an ancient race that lived in Western Asia. | 6 Sir Arthur Helps (1817-1875), English essayist and historian. |
| 2 Endurance , the power of working for a long time without rest or complaint. | 7 Dock , cut short. |
| Thoroughbreds , horses bred from the best blood. | 8 Minden , a town of Prussia.
Cavalry , horse-soldiers. |
| | 9 Ventilated , aired. |
| | 10 Stimulating , rousing. |

56. HASSAN'S DREAM.

- | | |
|---|---|
| 1 Achieve , perform ; do.
Opulent , wealthy.
Renowned , famous ; noted.
Cumber the ground , be in the way. | 3 Unsaddled , bare ; without sandals. |
| 2 Pollen , the fine powder on flowers.
Repining , complaining ; murmuring. | 4 Fledgeling , a bird that has newly got its feathers.
Bewailed , lamented ; deplored. |
| | 5 Musing , pondering ; thinking
Succour , relief ; help. [deeply.] |

57. THE BLOOD.

- | | |
|--|--|
| 1 Vein , a tube carrying the blood to the heart. | 8 Intoxicating drinks , drinks which make one drunk. |
| 4 Saliva , the fluid that moistens the mouth ; spittle. | 9 Alcohol , the intoxicating or poisonous element in certain drinks |
| 5 Muscular , made of muscle. | 10 Excess , taking too much ; intemperance. |
| 8 Seasoned , flavoured with spices. | |

58. THE HEART AND ITS WORK.—I.

- | | |
|---|--|
| 2 Resist , withstand ; keep back. | 7 Discharging , emptying out. |
| 4 Subdivide , divide again. | 8 Organ , part of the body fitted to do a certain kind of work. |
| 5 Contraction , drawing or gathering together. | Communication , means of passing from one place to another. |
| Valve , a kind of flap or lid. | |

59. THE HEART AND ITS WORK.—II.

- | | |
|---|---|
| 1 Microscope , an instrument for viewing very small objects. | 6 Polar regions , land near the Poles. |
| 6 Exhausted , worn out.
Spirits , alcohol. | 7 Calculated , reckoned ; counted. |
| | 8 Fatigued , exhausted ; very tired. |

60. THE LUNGS AND THEIR WORK.

- | | |
|--|---|
| 2 Respiration , taking in and putting out air from the lungs.
Partition , division. | 3 Expanded , enlarged. |
| 3 Cavity , hollow part. | 4 Relax , slacken.
Expelled , put out. |
| | 6 Vigorous , strong ; forcible. |

WORD-BUILDING AND DERIVATION.

FORMATION OF NOUNS, ADJECTIVES, AND VERBS
FROM EACH OTHER.

There are **three** ways in which one word is formed from another word :—

- (a) By a **change within the word**; as, *sing, song*.
 (b) By an **addition at the end of the word (affix)**; as, *hard, hardness*;
treat, treatment.
 (c) By an **addition at the beginning of the word (prefix)**; as, *large*,
enlarge; *dew, bedew*.

1. NOUNS FORMED FROM VERBS.

	<i>Verb.</i>	<i>Noun.</i>	
(a) BY CHANGE.	{ to sing	song	= thing sung.
	{ to speak	speech	= thing spoken.
	{ to tell	tale	= thing told.
	{ to grieve	grief	= act of grieving.
(b) BY AFFIX.	{ to beg	beggar	} = agent, or doer of the action.
	{ to read	reader	
	{ to trust	trustee	= person to whom.
	{ to resemble	resemblance	= state, or condition
	{ to weigh	weight	} = thing done.
{ to act	action		
(c) BY PREFIX.	{ to come	income	= that which comes in.
	{ to lay	outlay	= that which is laid out.

2. NOUNS FORMED FROM ADJECTIVES.

	<i>Adjective.</i>	<i>Noun.</i>	
BY AFFIX.	{ broad	breadth	} = state, or act.
	{ hard	hardness	
	{ honest	honesty	
	{ hale	health	
	{ brave	bravery	
	{ high	height	

3. NOUNS FORMED FROM NOUNS.

(a) BY CHANGE.	<i>Noun.</i>	<i>Noun.</i>	
	head	hood	= cover for head.
(b) BY AFFIX.	{ king	kingdom	} = sphere, or state.
	{ bishop	bishopric	
	{ man	manhood	} = diminutives, meaning "little."
	{ lamb	lambkin	
	{ cat	kitten	
	{ duck	duckling	
(c) BY PREFIX.	{ law	outlaw	= one outside the law.
	{ house	outhouse	= an outside house.

4. ADJECTIVES FORMED FROM NOUNS.

	<i>Noun.</i>	<i>Adjective.</i>	
(a) BY CHANGE.	{ pride heat wit	{ proud hot wise	} = having, or full of.
(b) BY AFFIX.	{ health peace gold passion	{ healthy peaceful golden passionate	{ = full of health. = full of peace. = made of gold. = full of passion.
(c) BY PREFIX.	{ door side	{ indoor, outdoor. inside, outside.	

5. ADJECTIVES FORMED FROM VERBS.

	<i>Verb.</i>	<i>Adjective.</i>
BY AFFIX.	{ act please	{ active. pleasant.

6. ADJECTIVES FORMED FROM ADJECTIVES.

	<i>Adjective.</i>	<i>Adjective.</i>
BY AFFIX.	{ green foul	{ greenish. fulsome.

7. VERBS FORMED FROM NOUNS

	<i>Noun.</i>	<i>Verb.</i>
(a) BY CHANGE.	{ cloth glass	{ clothe. glaze.
(b) BY AFFIX.	{ captive author	{ captivate. authorize.
(c) BY PREFIX.	{ force dew	{ enforce. bedew.

8. VERBS FORMED FROM ADJECTIVES.

	<i>Adjective.</i>	<i>Verb.</i>	
(a) BY CHANGE.	hale	heal	= to make.
(b) BY AFFIX.	{ bright equal	{ brighten equalize	} = to make.
(c) BY PREFIX.	{ able calm	{ enable becalm	} = to make.

9. VERBS FORMED FROM VERBS.

	<i>Verb.</i>	<i>Verb.</i>	
(a) BY CHANGE.	{ to sit to fall to rise	{ to set to fell to raise	{ = to make to sit. = to make to fall. = to make to rise.
(b) BY AFFIX.	{ to daze to hang to gleam to roam to wrest to stride	{ to dazzle to hanker to glimmer to ramble to wrestle to straddle	} frequentative terminations, denoting repeated action.
(c) BY PREFIX.	{ to carry to trust to tie to fill to sprinkle	{ to miscarry. to distrust. to untie. to refill. to besprinkle.	

MEANING AND USE OF PREFIXES.

1. LATIN PREFIXES.

Latin Prefixes are prepositions or adverbs put before root-words in the Latin language, in order to make compounds. The Latin compounds have in most cases been converted into English words, but sometimes a Latin prefix is joined to an English word; as, *ante-room*.

The prefix alters or modifies the meaning of the root to which it is joined. Thus, *ceed* or *cede* means to go: *ex-ceed* means to go out or beyond; *pro-ceed*, to go forward; *pre-cede*, to go before; *re-cede*, to go back; *suc-ceed*, to go under or after; *inter-cede*, to go between.

The form of the prefix is frequently altered in composition. A very common change is that the last letter of the prefix is made the same as the first letter of the root; as, *sub* and *ceed* become *succeed*; *sub* and *fer* become *suffer*; *sub* and *port* become *support*; *ad* and *cept* become *accept*; *ad* and *tend* become *attend*; *con* and *lect* become *collect*.

A, ab, abs, from:

a-vert (to turn from), ab-solve (to loose from), abs-tract (to draw from).

Ad, to; also ac-, af-, ag-, al-, an-, ap-, ar-, as-, at-, a-:

ad-here, ac-cess, af-fect, ag-gressor, al-lude, an-nex, ap-pear, ar-rive, as-sume, at-tach, a-gree.

Amb, round about, on both sides: amb-ient (surrounding), amb-ition (going round, canvassing for office).

Ante, before; also anti-:

ante-date, ante-chamber, ante-room (a room before or leading to another room), anti-cipate.

Bene, well:

bene-fit (well-done), bene-factor (well-doer).

Bis, twice; also bi-, bin-:

bis-cuit (twice-cooked), bi-ped, bin-ocular (with double vision).

Circum, around; also circu-:

circum-vent (to come round, to deceive), circu-it (a journey round).

Con, together, with; also co-, cog-, col-, com-, cor-:

con-nect, co-operate, cog-nate (born with, allied), col-lect, com-mence, cor-rect.

Contra, against; also contro-, counter-:

contra-dict (to speak against), contro-vert (to turn against), counter-mand (to order against).

De, down, from, of:

de-jected (cast down), de-part (to part from), de-scribe (to write of).

Dis, asunder, apart, not; dif-, di-.

dis-pel (to drive apart), dis-trust (not to trust), dif-fer (to bear apart, to be unlike), di-vest (to unclothe).

Ex, out of, beyond; also ec-, ef-, e-:

ex-press (to press out), ec-centric, ef-fect, e-mit.

Extra, beyond:

extra-ordinary, extra-vagant.

In, into or in (before verbs); also il-, im-, ir-, em-, en-:

in-ject, il-lumine, im-pose, ir-rigate, em-body, en-velop.

In, not (before adjectives, etc.); also il-, im-, ir-, i-:

in-active, il-legal, im-possible, ir-reverent, i-gnoble.

Inter, between; also intel-, enter-:

inter-pose, inter-dict, inter-fere, intel-ligent, enter-tain.

Intro, within.

intro-duce, intro-mit, intro-vert.

Male, badly; also mali-, mal-:

male-factor, mali-gnant (of an evil nature), mal-treat.

Non, not:

non-sense, non-descript.

Ob, against; also oc-, of-, op-, os-, o-:

ob-struct, oc-casion, of-fer, op-pose, os-tensible (held out to view), o-mit.

- Per**, through; also **pel-**:
per-mit, per-sist, pel-lucid (clear through and through).
- Post**, after:
post-pone, post-humous (after death), post-script.
- Pre**, before:
pre-fix, pre-figure, pre-dict, pre-cede, pre-fer.
- Preter**, beyond:
preter-natural, preter-mit.
- Pro**, before, instead of; also **pol-**, **por-**, **pur-**:
pro-duce, pro-noun, pol-lute (to overflow), por-tend (to stretch forward), pur-vey, pur-pose.
- Re**, back, again; also **red-**:
re-mit, re-repeat, red-emption (buying back).
- Retro**, backward:
retro-spect, retro-grade.
- Se**, apart; also **sed-**:
se-cede, sed-ition (going away).
- Sine**, without:
sine-cure (without care).
- Sub**, under; also **suc-**, **suf-**, **sug-**, **sum-**, **sup-**, **sur-**, **sus-**, **su-**:
sub-ject, suc-ceed, suf-fer, sug-gest (to carry under one's notice), sum-mon, sup-port, sur-reptitious, sus-pend, sus-pect.
- Subter**, beneath:
subter-fuge (an underhand escape).
- Super**, over; also **supra-**, **sur-**:
super-lative, super-sede, supra-mundane, sur-prise, sur-mount, sur-vey, sur-pass.
- Trans**, beyond, across; also **tran-**, **tra-**:
trans-port, tran-spire (to breathe through; to become public), tra-verse, tra-duce.
- Ultra**, beyond, extremely:
ultra-marine (beyond the sea), ultra-montane (beyond the mountains—that is, the Alps; hence, Italian), ultra-liberal (over-liberal).

The following are examples of **Double Prefixes**:—circum-amb-ient, re-col-lect, re-com-mence, in-cor-rect, re-im-pose, in-sub-ordinate, in-trans-itive.

2. ENGLISH PREFIXES.

English Prefixes are prefixes derived from Old English (or Anglo-Saxon) words.

In some cases an English prefix is joined to a word of Latin or French origin; as, *out-cry*, *out-line*, *out-post*. Such compounds are called **Hybrids**.

- A**, on; also **an-**, **on-**, **o'**:
a-board, a-foot, a-bed, a-wake, a-rise, an-on (in one-instant), on-set, o'clock.
- Be**, by, about:
be-speak, be-dew, be-calm, be-praise, be-spatter, be-neath, be-low.
- For**, against:
for-bid, for-swear.
- Fore**, before:
fore-see, fore-know, fore-tell.
- Gain**, against:
gain-say.
- In**, in, to make; also **en-**, **em-**, **im-**:
in-come, en-throne, em-bark, im-bitter.
- Mis**, wrong:
mis-deed, mis-hap, mis-conduct.
- No**, not; usually **n-**:
n-aught, n-ay, n-either, n-ever, n-one, n-or, no-body (= none-body).
- Off**, from, proceeding from:
off-shoot, off-spring, off-ing.
- Out**, beyond:
out-live, out-do, out-run, out-side, out-law, out-look.
- Over**, above, beyond:
over-do, over-charge, over-throw, over-seer, over-look.
- Over**, upper:
over-coat, over-shoes.
- To**, for, to:
to-day (*for* the day), to-night, to-morrow; to-gether, to-ward.
- Un**, not (with adjectives):
un-happy, un-able, un-clean, un-fair, un-wise.
- Un**, reversal (with verbs):
un-do, un-tie, un-bind, un-fold, un-cover, un-dress, un-make.

Un , on: un-til, un-to.	Up , upward: up-heave, up-hold, up-land, up-ward.
Under , beneath: under-stand, under-sell, under-neath.	With , against, back: with-hold, with-draw, with-stand.

3. GREEK PREFIXES.

Greek Prefixes are derived from Ancient Greek. They are frequent in scientific terms.

A , without, not; also an -: a-theist (without God), a-pathy (without feeling), an-archy (without government).	Endon , within: endo-genous (growing from within).
Amphi , both: amphi-bious (with both lives—land and water), amphi-theatre (a circular theatre).	Epi , upon: epi-demic (on, or common to, a people), epi-taph (on a tomb).
Ana , through, up: ana-lysis (a loosening up), ana-tomy (a cutting up).	Exo , without; also ex -: exo-genous (growing outside), ex-odus (a way out).
Anti , against; also ant -: anti-dote (given against poison), anti-agonist (a striver against).	Hyper , over, above: hyper-critical (over critical).
Apo , from; also ap -: apo-state (an offstander), ap-helion (farthest from the sun).	Hypo , under: hypo-thesis (something placed under).
Cata , down, against: cata-ract (a rushing down), cata-strophe (an over-turning).	Meta , change: meta-phor (a change of object, a name belonging to one thing applied to another).
Dia , through: dia-meter (a measure through), dia-tribe (a rubbing through—a bitter speech).	Para , against, side by side; also par -: para-dox (against common opinion), para-phrase (something beside or like something else), par-allel (one beside another).
En , in or on; also em -: en-demic (in, or peculiar to, a people), em-phasis (a showing on, making clear).	Peri , round about: peri-meter (measurement around).
	Syn , together; also sy -, syl -, sym -: syn-thesis (a placing together), sy-stem (parts placed together), syl-lable (letters taken together), sym-pathy (feeling together).

AFFIXES OR TERMINATIONS.

In the following lists, the most common **Affixes or Terminations** used in **English** are grouped according to their meaning or force, not according to their origin in different languages:—

(1.) Denoting the agent , or the doer of a thing.	er reader, baker.
an grammarian, librarian.	ist botanist, duellist.
ant descendant, occupant.	or confessor, inspector.
ar beggar, liar.	ster maltster, spinster.
ard drunkard, sluggard.	(2.) Denoting the object , or the receiver of a thing.
ary lapidary, plenipotentiary.	ate advocate, confederate.
eer auctioneer, mutineer.	ee trustee, committee.
ent respondent, agent.	ite favourite.

(3.) Denoting state of being, or quality.

acy	accuracy, celibacy.
age	average, foliage.
ance, ancy	fragrance, occupancy.
dom	kingdom, freedom.
ence, ency	excellence, tendency.
hood	manhood, neighbourhood.
ion	creation, tension.
ism	heroism, egotism.
ment	banishment, engagement.
mony	parsimony, testimony.
ness	hardness, darkness.
ry	slavery, bravery.
ship	courtship, partnership.
t	weight, height.
th	warmth, health.
tude	multitude, gratitude.
ty	royalty, poverty.
ure	pleasure, rapture.
y	jealousy, victory.

(4.) Denoting littleness (diminutive).

cle, cule	particle, animalcule.
kin, en	lambkin, kitten.
let	rivulet, eaglet.
ling	darling, seedling.
ock	hillock, paddock.
y	baby, Tommy.

(5.) Denoting rank or office.

acy	curacy, papacy.
ate	protectorate, pontificate.
dom	dukedom, kingdom.
ric	bishopric.
ship	mastership, clerkship.

(6.) Denoting place.

ary, ory	library, depository.
erie	menagerie.
ery, ry	brewery, heronry.
y	rectory.

(7.) Denoting full of.

ful	plentiful, beautiful.
ical	methodical, poetical.
ive	instructive, operative.

ose	verbose, jocose.
ous	populous, glorious.
some	fulsome, wearisome.
y	wealthy, healthy.

(8.) Denoting of, or belonging to.

ac	demoniac, elegiac.
al	paternal, filial.
an, ane	human, humane.
ar	circular, ocular.
ary	military, adversary.
en	wooden, golden.
ic	public, domestic.
id	florid, morbid.
ile	juvenile, hostile.
ine	feminine, sanguine.
ish	British, selfish.

(9.) Other Adjective terminations.

ant, ent, denoting being	abundant, prevalent.
ble	arable, audible.
ern	direction, southern, western.
ile	may be, docile, tractile.
less	without, careless, homeless.
like	likeness, warlike, manlike.
ly	likeness, friendly, brotherly.

(10.) Denoting to make.

ate	abdicate, complicate.
en	deepen, lengthen.
fy	beautify, sanctify.
ish	publish, admonish.
ise	advertise.
ize	authorize.

(11.) Adverbial terminations.

ly	denoting like, artfully, fearfully.
ward	direction, homeward, outward.
wise	manner, likewise, otherwise.

COMMON ROOTS AND THEIR DERIVATIVES.

(Lists of Words grouped for Analysis and Explanation.)

pos, pon (place)	ject, jac (throw)	rect, reg (rule, ruled, right)	excursion incursion precursor current concurrence incur occur recur course concourse discourse intercourse recourse succour	participate principal recipe receipt conceit deceit conceive deceive receive
pose post position positive compose decompose discompose deposit dispose expose impose interpose oppose preposition propose purpose repose suppose transpose component opponent postpone depone exponent compound expound propound	abject adjective conjecture dejected eject interjection object project reject subject trajectory ejaculate jet jetty jut	rector correct direct erect rectify rectitude rectangle regent regiment regal regicide regular region	serv (<i>wait on, keep</i>) conservative conservatory observe preserve reserve reservoir serve servant servile deserve subservient serf desert' dessert	fact, fac, fect, fic, fy (<i>do, make</i>) fact factory benefactor faculty facility affect affection confectioner defect effect infect perfect refectory beneficial deficient efficient sufficient edifice office artificial difficult proficiency magnify feat fit forfeit
spect, spic (look)	gress, grad (step)	cess, ced (go, yield)	cap, cep, cip, ceipt, ceit, ceiv (<i>take</i>)	duct, duc (lead)
spectacles spectator spectre aspect expect inspect perspective prospect respect retrospect suspect conspicuous despicable despise despite suspicion species specify special	aggressor congress digression egress progress retrogressive transgress grade gradual degrade retrograde degree ingredient	accession ancestor (=anteccessor) excess intercession predecessor process procession recess secession success successor cede accede antecedent concede exceed intercede precede proceed recede secede succeed cease cessation decease	capable capacity captor captive accept conception deception except intercept perception precept reception susceptible anticipate incipient	duct ductile conduct deduct induction introduction production reduction
	vert, vers (turn)	curs, cur, cours (<i>run</i>)		
	avert convert divert invert pervert revert subvert verse adversary averse conversation diverse inverse	cursory discursive		

RENOUF'S
EASY EXERCISES IN ENGLISH
AND GRAMMAR

Part II.

Simple Sentences. The Parts of Speech

E. M. RENOUF, PUBLISHER,
ST. CATHERINE & UNIVERSITY STREETS, MONTREAL

1904

Entered, according to Act of Parliament of Canada, in the year one thousand
nine hundred and one, by E. M. RENOUF, in the Office
of the Minister of Agriculture

E.

I

1.

E

a su

2.

or (

(

N

Ma

Ro

this

this

as,

kin

ch

se

pu

th

EASY EXERCISES IN ENGLISH.

PART II.—SIMPLE SENTENCES. THE PARTS OF SPEECH.

SUBJECT AND PREDICATE.

1. **A sentence is the expression of a thought in words.**

Every sentence, even the shortest, must have *two parts*, a **subject** and a **predicate**—as, *John slipped*.

2. The **subject** *names something*, and must be (a) *a noun*, or (b) *some word or words that do naming work*.

(a) **A noun is the name of a thing.**

Nouns may name many things : for example, *persons*—as, Mary, Alfred the Great, mother, boy ; *places*—as, France, Rome, city, garden ; *animals*—as, dog, monkey, mouse ; *things without life*—as, ship, bacon, house ; *a collection of things, living or not*—as, flock, mob, bunch, fleet ; *feelings*—as, grief, fear, joy, pain ; *qualities*—as, honesty, dishonesty, kindness, cruelty ; *actions*—as, running, walking.

(b) *Words that do naming work* may be :—

(1.) **Pronouns**—as, *He hurt himself ; they escaped*.

(2.) **Parts of verbs**—as, *To obey* (obedience) is our duty ; *cheating* (dishonesty) is wrong.

(3.) **Adjectives**—as, *The poor* (that is, poor people) deserve pity ; *the dishonest* (that is, dishonest people) deserve punishment.

To find out the **subject** of a sentence, ask yourself who is the person, or what is the thing, about which something is

said. The noun or other word standing for that person or thing is the **subject**.

3. **The predicate tells something about the subject.**

The *predicate* must be, or must have in it, a **verb**. Whatever else may be omitted from a sentence, the *verb*, or *telling word*, must be there.

KINDS OF VERBS.

4. **Intransitive and Transitive Verbs.**

Compare the verbs in these two sentences:—

The dog barked. The dog caught a rat.

We see that in the first the verb *barked* is not followed by any noun, but that in the second the verb *caught* is followed by a noun—*rat*. We also see that the verb *caught* really needs some noun to follow it, if the sense is to be complete. *The dog caught* would seem to us unfinished, and would suggest the question, "What did he catch?" On the other hand, the verb *barked* is complete in sense, and does not need the addition of a noun. In fact, if we were to add a noun to the sentence, "*The dog barked,*" we should make nonsense.

Examining the noun that follows *caught*, we find that it names the *receiver* of the action expressed by the verb. Such a noun is called the **object**.

A verb that makes complete sense without an object is intransitive.

A verb that requires an object after it in order to make complete sense is transitive.

5. Every transitive verb expresses *action*. The subject names the *doer of the action*. The object names the *receiver of the action*. Thus in the sentence, "The Indian bends his bow," the Indian (subject) performs, and the bow (object) receives, the action expressed by the verb.

The object, like the subject, being the *name* of something, must be either a noun or some word doing naming work.

To find the **object** of a sentence, ask yourself who is the person, or which is the thing, that receives the action expressed by the verb. The noun or other word standing for that person or thing is the object.

*The child broke his **plaything**.*

*The woman cut the **pie**.*

The words "plaything" and "pie," which name the receiver of the action expressed by the verb, are *objects*.

EXERCISE 1.

Tell which verbs are transitive and which intransitive, and why. Fill in suitable objects after the transitive verbs to make complete predicates :—

1. The lion roared.
2. The lion killed.
3. The leaves fell.
4. The leaves covered.
5. Water trickled.
6. Water filled.
7. The girl shut.
8. The girl screamed.
9. The girl bought.
10. Winter has come.
11. Winter has brought.
12. Winter has gone.
13. The boy broke.
14. The boy wept.

EXERCISE 2.

Do the same :—

1. The sun shines.
2. The sun scorched.
3. The woodman cut down.
4. The tree fell.
5. The cock crew.
6. The water boils.
7. The grocer has sold.
8. The grocer has failed.
9. A cobbler makes.
10. A cobbler mends.
11. A watch keeps.
12. A watch ticks.
13. The horse shied.
14. The horse threw.

EXERCISE 3.

Fill each blank with several suitable pronouns as subjects and objects :—

I—me ; we—us ; he—him ; she—her ; they—them.

1.found.....in the woods.
2.asked.....to dinner.
3.visited.....last week.
4.helped.....with our lessons.
5.gave.....and.....a book.
6.saw.....and.....

6. Copulative verbs and complements.

Some verbs that are very important in making sentences

have so little meaning that we might easily fail to recognize them as verbs at all. These are the verb *to be* in its different forms, *am, is, are, was, were, etc.*, and some other verbs, as *become, seem, appear*. In such sentences as "Jack *is* a sailor," or, "The apples *seem* ripe," the meaning of the predicate is really contained in the words that follow the verbs *is* and *seem*. Yet if we omit these verbs, we no longer have sentences:—*Jack* \wedge *sailor*, *Apples* \wedge *ripe*.

7. Verbs of this kind are intransitive, but, like transitive verbs, they require some word or words after them to make them *complete predicates*. To distinguish the words that follow such verbs from the objects of transitive verbs, we call them **complements**—that is, words that *fill up* or *make complete*. The verbs we call *coupling* or **copulative verbs**, because they link together the subject and complement.

A *complement* may be a noun, and help to tell *what* the subject is—as, "The birds are *pigeons*;" or it may be an *adjective*, and help to tell *what* the subject is *like*—as, "The girls seemed *tired*."

EXERCISE 4.

Complete the predicate by adding a complement, and say whether it is a noun or adjective:—

1. The St. Lawrence is.
2. The mice were.
3. The bud became.
4. John seems.
5. The flowers are.
6. Edinburgh is.
7. Pirates are.
8. Horses are.
9. The water appears.
10. The brooks may become.
11. His plan proved.
12. The wolves were.
13. The colour of a hare is.
14. Some kinds of fish are.
15. The eagle is.
16. All trees are.
17. She looks.
18. The Marseillaise is.
19. Ottawa is.
20. A colonel is.
21. His speech was.
22. The boy proved.

EXERCISE 5.

Add copulative verbs and complements to these subjects:—

- | | | | |
|-------------|----------------|--------------|------------------------|
| 1. A river. | 5. The lilies. | 9. A box. | 13. The old man. |
| 2. A gate. | 6. Buttercups. | 10. A sack. | 14. Flower-pots. |
| 3. Clocks. | 7. An island. | 11. A hill. | 15. My new hat. |
| 4. A lake. | 8. The picnic. | 12. A field. | 16. A railway station. |

8. Thus in every sentence we must have—

(a) A *subject*, which must be a noun or some word or words doing naming work.

(b) A *predicate*, which may be—

(1.) An intransitive verb,—*Sparrows chirp.*

(2.) A transitive verb + an object,—*Sparrows build nests.*

(3.) A copulative verb + a complement,—*Sparrows are birds.*

Such sentences are made up of *simple subject* and *simple predicate*, and contain no more words than are necessary to make a sentence.

EXERCISE 6.

Supply predicates of *each of the three kinds* to go with *each of these subjects* :—

1. Swallows. 2. Chalk. 3. The cat. 4. Horses. 5. The trees.
6. The moon. 7. Gold. 8. Summer. 9. The camel. 10. Salt.

PARTS OF SPEECH.

9. The words we use are our speech. Our words may be arranged in eight classes, called **Parts of Speech**. *The kind of work which a word does when we use it in a sentence determines the part of speech to which it belongs.* If a word is used to *name* a thing, it is a *noun*; if it is used to *tell* something, it is a *verb*. **Nouns** and **Verbs** are two of the eight Parts of Speech. We shall now speak of four others—**Pronouns, Adjectives, Adverbs, and Conjunctions.**

PRONOUNS.

10. A pronoun is a word used instead of a noun.

Personal pronouns.

(a) When a person speaks about himself, he does not mention his name, but uses some form of the pronoun "I." This is the pronoun of the **First** person.

I (the speaker) *hope to win a prize.*

(b) When we speak to a person, we do not mention his name, but we use some form of the pronoun "you." This is the pronoun of the **Second** person.

Everybody praises you (the person spoken to).

(c) When some person or thing is spoken of, we do not repeat the noun which names that person or thing if the person or thing has been named already, but we use instead some pronoun of the **Third** person.

Fruit is good, and it agrees with me.

Pronouns most used are *I—we; you; he, she, it—they* as *subjects*; and *me—us; you; him, her, it—they* as *objects*.

This, that, these, those, are also common,—“Give me **that**.”

EXERCISE 7.

Fill in the blanks and answer the questions, using a variety of suitable pronouns :—

1. Mary and.....visited the park. 2.and.....attended the funeral. 3. That is..... Is it.....? Which is.....? 4. Neither.....nor.....is right. 5. The doctor came to see.....and..... 6. A thought struck.....and.....wrote a letter. 7. Who opened the window? It was..... 8. Who is there? It is..... 9. Is that Frank? 10. It is.....who am speaking. 11. Was it.....? 12. Is it.....? 13. It was either.....or..... 14. Ifwere.....,would go. 15. Who is writing?

ADJECTIVES.

11. Sometimes words are added to the *subject, object, or noun complement*, to give them a clearer or fuller meaning. These words show :—

(1.) The **number** or the **quantity** of the things, either exactly or in a general way—as, *five oxen, fifteen wolves, many people, every eye, little mercy, no straw*.

(2.) **Which** things—as, *that book, these children, the tenth house, the same story, my uncle, her own clothes*.

(3.) **What sort** of things—as, *a tall girl, blind children, the lame old man, this strong oak stick*.

Words attached to nouns to add something to their meaning are called adjectives.

The word "a" is a short form of the adjective *one*; and the word "the" is a short form of the adjective *this* or *that*.

EXERCISE 8.

Point out the adjectives, and tell what each shows about its noun :—

1. We cannot have good health without fresh air and a sufficient amount of wholesome food. 2. A cat, according to a common proverb, has nine lives. 3. All the people saw that monkey on the branch of a high tree. 4. Our cow gives several pints of good milk every day. 5. The third boy in the class has been absent all the week. 6. A large number of ripe apples fell from the same branch while that violent wind was blowing. 7. Spare a poor, innocent trumpeter. I have killed no man. I have done nothing but blow this harmless trumpet.

12. A writer (or speaker) of correct and expressive English is never tied down to one word only with which to express his ideas. He is careful not only to use the right word in the right way, but to have a store of similar and suitable nouns, verbs, adjectives, and adverbs. The daily reading lessons afford helpful practice in the exact use of words, and in the exchange of equivalent words and phrases.

EXERCISE 9.

Put those adjectives and nouns together, each to each, which most appropriately go together—as, *a spirited horse*.

(a) Modest, lovely, flaunting, meek, patient, faithful, saucy, spirited, gentle, sly, waddling, cooing, chattering, homely, chirping, cackling.

(b) Violet, dahlia, sheep, pansy, ox, dog, horse, rose, duck, puss, robin, dove, sparrow, blackbird, cow, hen.

EXERCISE 10.

Put suitable nouns with these adjectives :—

Proud, tall, rusty, ruinous, anxious, careless, faithful, angry,

blue-eyed, plentiful, purple, flowery, outrageous, accurate, swift, patriotic, torrid, athletic, Canadian.

13. Thought is often required in selecting from a number of adjectives similar in meaning the one that describes most appropriately a particular noun. Thus we may say **huge** *beast*, **vast** *desert*, **immense** *waves*, **enormous** *giant*.

EXERCISE 11.

Make suitable combinations of the following :—

1. Still, calm, placid, tranquil ; lake, scene, waters, sea.
2. Courageous, fearless, daring, valorous ; deed, conduct, sailor, act.
3. Fruitful, fertile, productive, luxuriant ; tree, vegetation, soil, land.
4. Essential, necessary, requisite ; tools, number, part.
5. Famous, renowned, distinguished, celebrated ; preacher, judge, poet, warrior.

EXERCISE 12.

Combine with suitable nouns :—

1. Costly, dear, expensive, high-priced.
2. Happy, delightful, blithesome, jubilant.
3. Sly, crafty, artful, cunning.
4. Desolate, comfortless, wretched, forlorn.
5. Safe, secure, trustworthy, sure.
6. Dangerous, perilous, risky, hazardous.
7. Timid, faint-hearted, cowardly, fearful.

EXERCISE 13.

Think of several adjectives similar in meaning to :—

1. Timid.
2. Wearisome.
3. Shrewd.
4. Surly.
5. Pleasant.
6. Ugly.
7. Victorious.
8. Barren.
9. Skilful.
10. Awkward.

14. It will be found excellent practice, after describing an incident, to take another requiring words exactly opposite in *sense* or meaning to describe it ; for example :—

You saw a poor boy in the street, ill-clad and hungry. A little girl went up to him and offered him an apple. What *adjectives* would describe such an action ? You might say,—

“It was a **kind, worthy, unselfish, generous** action.”

A bigger boy met the same ill-clad lad, forcibly snatched his apple, and ran away. What adjectives would you now use to describe this conduct? You might say,—

“This conduct was **mean, cruel, base, selfish, bullying.**”

Do not be content to say of the first action that it was *good* or *kind*, and of the second that it was *bad* or *unkind*.

EXERCISE 14.

Use in sentences words that best describe :—

1. A boy who ill-treats dumb animals. 2. A girl who is giddy. 3. A boy who saves another's life. 4. Children who tell lies. 5. A persevering scholar. 6. Untidy scholars. 7. Those who like to have their own way. 8. Weather you dislike. 9. Books that help. 10. The work of doctors.

EXERCISE 15.

Use sentences to describe people or things quite opposite.

EXERCISE 16.

Use a group of adjectives to describe :—

1. The sunset. 2. A poodle. 3. The story. 4. The sermon. 5. Ice-cream. 6. A new gown. 7. A scene or view. 8. The face, the manner, the disposition of some one you like.

15. All words added to subjects, objects, or noun complements are called **attributive adjuncts**—that is, words *added to make the meaning of the nouns more complete*. Several attributive adjuncts may be added to the same noun.

EXERCISE 17.

Arrange in five columns—(a) subjects, (b) attributive adjuncts of subjects, (c) simple predicates, (d) objects, (e) attributive adjuncts of objects.

1. That black cow gives much good milk. 2. Those hungry

little boys ate several thick slices. 3. My youngest sister bought some sweet oranges. 4. Surly Tom stole a fat pig. 5. That rusty old nail has torn her new brown dress. 6. No white sail specked the yellow sky. 7. Many kind people visited that blind old woman. 8. A rough, ill-natured tinker was beating his half-starved little dog. 9. I visited my old friend.

16. Attributive adjuncts are usually adjectives, but they may be *words that do the work of adjectives*. Nouns sometimes do the work of adjectives, and so become attributive adjuncts of other nouns. Such are :—

- (a) *A noun in the possessive case*—as, **Eagles'** eyes.
 (b) *A noun used for an adjective*—as, **Village** bells.
 (c) *A noun in apposition to another man*—as, Jack, **the sailor** ; Peter, **the lamplighter** ; Mr. Jones, **the banker**.

These nouns, being added to other nouns to make their meaning more complete, are attributive adjuncts.

EXERCISE 18.

Point out subjects, objects, and noun complements, with the attributive adjuncts of each :—

1. Summer birds shall cross the winter seas. 2. Autumn winds will tinge the golden grain. 3. The rat is a four-footed animal. 4. He disobeys me, his father. 5. The men's last hope had vanished. 6. The golden-rod is a wayside flower. 7. The English sparrow is a little John Bull. 8. My father's house will be your brother's home. 9. Iron is a strong metal. 10. Iron tools prove strongest. 11. Calm weather makes a calm. 12. Our friends, the Indians, left us. 13. Our daughter Mary's hair is brown. 14. We drove off the enemy, horsemen and footmen.

ADVERBS.

17. Words are added to the predicate to show—

- (a) The **time**—that is, **when** something is, or was, or will be—as, *He will come soon* ; *we saw them to-day*.
 (b) The **place**—that is, **where**—as, *He is buried there* ; *the children went homeward* ; *the rabbits are yonder*.

(c) The **manner**—that is, **how**—as, *Snakes move silently ; they behaved ill ; the ass was treated cruelly.*

A word added to the verb to modify its meaning is called an **adverb**.

Adverbs are regarded as added to or going with the verb or predicate, and are called **adverbial adjuncts of the predicate**. Their name, *adverb*, or *to-verb*, indicates this.

EXERCISE 19.

Build sentences containing verbs and adverbs as below :—

1. Departed suddenly.
2. Arrived unexpectedly.
3. Taken unawares.
4. Properly constructed.
5. Becomingly dressed.
6. Suitably furnished.
7. Acted warily.
8. Crept cautiously.
9. Spoke discreetly.
10. Intentionally hurt.
11. Deliberately shot.
12. Purposely left.

EXERCISE 20.

Use with suitable verbs the following kindred adverbs :—

1. Wisely, prudently.
2. Rudely, uncivilly.
3. Heedlessly, forgetfully.
4. Gravely, seriously.
5. Chiefly, principally.
6. Boldly, bravely.
7. Scantly, meagrely.

EXERCISE 21.

Find adverbs similar in meaning to the following, and use them in sentences :—

- | | | | |
|---------------|---------------|-------------------|---------------|
| 1. Wilfully. | 4. Sensibly. | 7. Foolishly. | 10. Serenely. |
| 2. Instantly. | 5. Evidently. | 8. Violently. | 11. Seldom. |
| 3. Correctly. | 6. Securely. | 9. Treacherously. | 12. Severely. |

18. Adverbs may also be added to *adjectives* or to *other adverbs* to modify their meaning. Such adverbs are called **adverbs of degree**, and answer the question, "To what degree or extent?"

Examples of adverbs with adjectives :—**Less clever, most curious, very large, extremely interesting, totally blind, quite harmless, rather long, far too short.**

Examples of adverbs with other adverbs:—**Very** *slowly*, quite *rudely*, **more** *politely*, **far more** *diligently*.

Adverbs of degree help to make a more complete adjective or adverb, and must go wherever the adjective or adverb goes.

EXERCISE 22.

Point out the adverbs, tell what kind each is, and what part of speech it modifies:—

1. She sings beautifully. 2. You are walking too far. 3. I feel better already. 4. He spoke most kindly. 5. We are going to-morrow. 6. You are walking too fast. 7. They went home yesterday. 8. He arrived much earlier than I. 9. She is almost penniless. 10. A donkey's bray is very harsh. 11. I put it there safely. 12. A foolishly suspicious woman is never happy.

EXERCISE 23.

Point out attributive adjuncts and adverbial adjuncts, and tell to what word each belongs:—

1. Some bold men caught the impudent burglars yesterday. 2. Much snow often lies there long. 3. The blind old woman's son is standing yonder now. 4. The happy children tossed the new-made hay everywhere. 5. That weary child cannot walk farther to-day. 6. The old village smithy stands there. 7. Several boys are playing noisily outside. 8. The poor often suffer great hardships. 9. Our Toronto friends are coming here to-morrow.

CONJUNCTIONS.

19. The most important conjunction is **and** (both-and). The conjunction **and** may join two or more *words*; for example:—

- (a) **Subjects**: The *cattle and the sheep* were feeding together.
- (b) **Objects**: The fall killed **both** the *man and the horse*.
- (c) **Complements**: Robert Bruce was a *king and a hero*.
- (d) **Adjectives**: He sells *cheap, neat, and durable* boots.
- (e) **Adverbs**: *Slowly and sadly* we laid him down.

When **and** joins two *verbs*, we have two *statements*. Other conjunctions usually join together statements, not words.

20
with
base
fitti
buil
pow

V
hur
stea
curv
A
sall
lan
gra
love
bra

T
list

;
pie
ent
em
Cor
a l
fol
adj
cor
me
in

20. Plenty of good material for word-study may be met with in the daily reading-lesson. The following exercise is based on Tennyson's "Brook." Notice the large number of fitting and expressive **verbs**, **adjectives**, and **nouns**. The building up of similar word lists will greatly strengthen the power of forcible speech.

Verbs.—The *brook* named in the poem sparkles, bickers, hurries, flows, chatters, babbles, bubbles, frets, winds, travels, steals, slips, slides, glooms, glances, murmurs, lingers, loiters, curves.

Adjectives and Nouns (expressive combinations).—Sudden sally, brimming river, stony ways, eddying bays, fairy foreland, lusty trout, foamy flake, silvery waterbreak, golden gravel, grassy plots, hazel covers, sweet forget-me-nots, happy lovers, skimming swallows, netted sunbeam, sandy shallows, brambly wildernesses, shingly bars.

EXERCISE 24.

Take selections from the reading books, and build up similar lists of expressive verbs, adjectives, and adverbs.

ANALYSIS OF A SENTENCE.

21. To **analyze** a sentence is to take the sentence to pieces in such a way as will show the uses of the different classes of words, or Parts of Speech, that have been employed in making it up. **Analysis** is the opposite of **Composition**, or *building-up*.

A convenient form for analysis may be obtained by ruling a large sheet of paper into six columns, and inserting the following headings:—(1) Simple subject; (2) Attributive adjuncts of subject; (3) Simple predicate; (4) Object or complement; (5) Attributive adjuncts of object or complement; (6) Adverbial adjuncts of predicate. A sheet ruled in this way will last some time.

FORM OF ANALYSIS.

NO.	COMPLETE SUBJECT.		COMPLETE PREDICATE.			
	SIMPLE SUBJECT.	ATTRIBUTIVE ADJUNCTS OF SUBJECT.	SIMPLE PREDICATE.	OBJECT OR COMPLEMENT.	ATTRIB. ADM. OF OBJ. OR COMP.	ADVERBIAL ADJUNCTS OF PREDICATE.
1.	Pigeons	1. some. 2. gray	were cooing			sweetly (<i>manner</i>).
2.	Birds	1. those. 2. very little	do build	nests (<i>object</i>)	their	1. not. 2. there (<i>place</i>). 3. often (<i>time</i>).
3.	Tom	1. old. 2. the town bellman	was	tinker (<i>compl.</i>)	1. a. 2. wander- ing	once (<i>time</i>).

EXERCISE 25.

Three sentences have been analyzed above as models. Rule a similar form, and analyze other sentences.

1. Some gray pigeons were cooing sweetly. 2. Those very little birds do not often build their nests there. 3. Old Tom, the town bellman, was once a wandering tinker. 4. A wise son makes a glad father. 5. Hatred stirs up strife. 6. Love covers many faults. 7. A cow's neck is short. 8. I saw him lately. 9. He went away secretly and silently. 10. Three dogs were chasing a single cat. 11. A hungry fox once saw some ripe grapes. 12. The officer lost his only weapon, a sword. 13. Charles I, King of England, was beheaded long ago. 14. Smith, the tanner, is becoming rich. 15. This little red-hooded girl was once very greatly frightened. 16. The trees' trunks were unusually thick.

22.
been
assert
Th
In
subje
junct
a dec
"An
"At
door
are :-
(1.
(2.
(3.

(1.
1.
3. Tl
fatal
7. Tl
gray.
dwell
to-ni
2:
orde
take
(
(l
(
7
H

THE FORMS OF A SENTENCE.

22. All the sentences that we have studied so far have been statements made in a straightforward way. We have *asserted* or *declared* that something is or is not.

This is the Declarative form of the sentence.

In such sentences the *usual order of the words* is (1) the subject with its adjuncts; (2) the predicate with its adjuncts. But words may be arranged in a different order in a declarative sentence without changing its meaning. Thus, "An old man sat at the cottage door," might be set down, "At the cottage door an old man sat," or, "At the cottage door sat an old man." Common changes in the order are:—

- (1.) Predicate first—as, "**Down went** the 'Royal George.'"
- (2.) Object first—as, "**Money** I cannot give."
- (3.) Complement first—as, "**A frozen corpse** was he."

EXERCISE 26.

(1.) Change to usual order. (2.) Analyze.

1. Down came the storm. 2. In stepped the funny old man.
3. The rogue they never caught. 4. Silently and swiftly fell the fatal blow. 5. Wild is thy lay and loud. 6. Me ye cannot harm.
7. Thus speaks your king. 8. There stands the castle, old and gray. 9. His voice no longer could the father hear. 10. There dwelt a miller, hale and bold. 11. There will be no meeting to-night.

23. Some sentences are put in the form of a *request* or *order*. Sentences with all three kinds of predicates may take this form.

- (a) Intransitive: **Rise**; **sit there**; **work diligently**.
- (b) Transitive: **Bring the books**; **fetch the new slates**.
- (c) Copula with complement: **Be always obliging**.

This is the Imperative form of the sentence.

Here the predicate, or part of the predicate, comes first,

and the subject—the pronoun *thou* or *you*—is left out, since it stands for the person or persons to whom we are actually speaking, and whom, therefore, we do not need to name. “*Carry (you) the child home.*”

When analyzing the sentence, supply the subject.

EXERCISE 27.

Analyze :—

1. Drink this water quickly. 2. Stir the fire gently. 3. Work harder. 4. Walk faster. 5. Creep along quietly. 6. Look well everywhere. 7. Read that verse again. 8. Learn obedience. 9. Man the boats. 10. Save the man. 11. Come back soon. 12. Be always gentle. 13. Become a good scholar. 14. Help the unfortunate.

24. Some sentences are put in the form of a *question*.

This is the Interrogative form of the sentence.

Here also some change is made in the usual order of words. The verb, or some part of the verb, often comes first. Thus the declarative sentence, “There five noble maidens sat,” may be put in the form of a question, thus :—

Sat *five noble maidens there ? or,*

Were *five noble maidens sitting there ? or,*

Did *five noble maidens sit there ?*

EXERCISE 28.

Change to interrogative or declarative form :—

1. He has come to-day. 2. They will come to-morrow. 3. Is the Amazon a large river? 4. Did that merchant keep many horses and vans? 5. Has the big parcel not been sent away? 6. Those books were brought here. 7. I bought them last week. 8. You cannot see the castle. 9. Can you help me? 10. He has been very sick. 11. I must return at once. 12. Has she read her mother’s letter?

EXERCISE 29.

Make interrogative sentences with these subjects or predicates :—

1. W
mothe
fasteni
9. Car

25.

how
prono
words
you d
Wh
a nou
be at
cap is

Sup
prono
1. .
there
was l
8.
buy ?

26
sente
some
them

Th
“E
“I
“T
“V
“T

At
1.

1. Will bring sunshine. 2. Must not stay longer. 3. His aged mother. 4. Cannot carry that load. 5. Was fastened. 6. Was fastening the gate. 7. That little mouse. 8. Some large cherries. 9. Can post the letter.
-

25. The interrogative adverbs *when* (time), *where* (place), *how* (manner), and *why* (reason), and the interrogative pronouns *who*, *whom*, *whose*, *which*, *what*, are often the first words in interrogative sentences—for example, **What** are you doing?

Whose, and sometimes *which* and *what*, may accompany a noun. They then do the work of adjectives, and must be analyzed as attributive adjuncts—for example, **Whose** cap is lost?

EXERCISE 30.

Supply a variety of interrogative adverbs or interrogative pronouns, so as to make interrogative sentences:—

1.did you hide the ball? 2.did you hide the ball there? 3.do you see? 4.do you see it? 5.dog was lost? 6.did you come? 7.did you walk so fast? 8.saw the little girl? 9.is he so lazy? 10.did you buy? 11.school do you attend?
-

26. Interrogative sentences are analyzed like other sentences; but as the two parts, subject and predicate, are sometimes mixed up, care must be taken in separating them.

- Thus, "**How** did he hurt himself so severely?" becomes "*He did hurt himself so severely **how***" (adv. of manner).
 "*Whose hens did the wild gypsies steal?*" becomes "*The wild gypsies did steal **whose** (att. adjunct) hens.*"
 "**What** does that old man want here?" becomes "*That old man does want **what** (object) here.*"
-

EXERCISE 31.

Analyze:—

1. Where did they find the lost children? 2. Which house do

- you like best? 3. Have the hungry birds eaten all the cherries?
 4. What has the postman brought? 5. Why doth the Jew pause?
 6. Which book do you choose? 7. Who found the lady's purse?
 8. Can you bring the book immediately?

27. Some sentences are put in the form of a *wish* or *exclamation*.

This is the Exclamatory form of the sentence.

May you be happy! Long live the king!

EXERCISE 32.

Analyze :—

1. What a noise the boy makes!
2. How fast the horse runs!
3. What beautiful flowers these are!
4. May you be happy!
5. What horror fills his heart!
6. What a fellow you are!
7. How foolishly you have acted!

A **mark of exclamation** (!) is often used after a word or phrase expressing *fear*, *surprise*, *anger*, etc. In such cases the *sentence* itself ends with a period or interrogation mark, as usual.

EXERCISE 33.

Explain the punctuation marks in the following sentences :—

1. Hurrah! the foes are moving.
2. Hallo, Mary! where are you going?
3. "Here's Martha, mother!" cried the two children.
4. Take, O boatman! thrice thy fee.
5. Break! break! break! on thy cold gray stones, O Sea!

SUMMARY AND REVIEW.

THE USES OF THE PARTS OF SPEECH.

28. The **noun** (or **personal pronoun** standing for a noun) has four uses—(a) as **subject** of a verb, (b) as **object** of a transitive verb, (c) as **complement** of a copulative verb, (d) as an **attributive adjunct** of another noun.

State
 1. H
 instruct
 footed
 eyes, s
 books
 sion.
 miller'
 rescue
 13. H
 Willia

29.
 about
 differ
 form
 or ea
 30
 utiv
 latic

S
 1.
 plac
 hor
 her
 4.
 tw
 tee
 pa
 th
 so:
 8.
 m

a

EXERCISE 34.

State the use of each noun or personal pronoun :—

1. Honesty is the best policy. 2. Fools despise wisdom and instruction. 3. I wish to know your name. 4. Rats are four-footed animals, and they do much damage. 5. They have bright eyes, smooth fur, long tails, and sharp teeth. 6. His cap and books he left behind. 7. Farmer Grove's house is quite a mansion. 8. Cæsar scorns the poet's lays. 9. Philip Ray was the miller's only son. 10. I, the king, command you. 11. Crusoe rescued Friday, a savage. 12. We were hopeful boys, he and I. 13. Have you seen Rover, my dog, anywhere? 14. This man, William Jones, is he.

29. The **verb** has only one use—namely, to *tell* something about the subject. Verbs may say this something in four different forms, and it depends on the verb whether the form of the sentence is *declarative*, *interrogative*, *imperative*, or *exclamatory*.

30. An **adjective** has two chief uses—(a) as the **attributive adjunct** of a noun, (b) as the **complement** of a copulative verb.

EXERCISE 35.

State the use of each adjective :—

1. Among our four-footed friends the cow holds a very high place. 2. The cow has a heavy body and short legs, while a horse has a light body and long legs. 3. Her neck is short and her tail is long, with a bunch of long coarse hair at the end of it. 4. Her hoof is not round, like that of the horse, but is split into two parts, so as to make a cloven hoof. 5. The cow has six front teeth in her lower jaw, but none in the upper one. 6. In the back part of her mouth she has six broad flat teeth on each side of the lower jaw. 7. Cows are different in colour: some are red, some are black, some are white, and some are spotted or striped. 8. A cow eats various kinds of food, but likes grass best. This makes her fat, and keeps her healthy.

31. An **adverb** may be used as an **adjunct** to a *verb*, *adjective*, or *other adverb*.

EXERCISE 36.

Pick out the adverbs, and state to what part of speech each is an adjunct :—

1. There was once a prince who sometimes visited the chief prison, to see whether the prisoners were properly treated. 2. Spring came upon us suddenly. 3. Mrs. Taylor was extremely uneasy. 4. She somewhat reluctantly accepted this service. 5. Do not speak so indistinctly. 6. Swiftly, swiftly flew the ship. 7. It was a bitterly cold winter's night. 8. How fast the time flies! 9. I never saw him run so quickly.

32. The same word may do more than one sort of work in a sentence. The same word, therefore, without any change in spelling, may be one part of speech in one place, and another in another.

EXERCISE 37.

Say whether the words in italics are verbs or nouns, and give a reason :—

1. These *plants* have grown tall. 2. The gardener *plants* potatoes. 3. Use good *salt* when you *salt* meat. 4. Each person should carry a *watch*, for we must *watch* the time closely. 5. If any deserve *praise*, *praise* him; but if he deserve *blame*, *blame* him. 6. *Place* the box in its proper *place*. 7. *Mount* your horse and ride up *Mount Ararat*. 8. *Honour* those to whom *honour* is due. 9. Men who *work* hard generally do good *work*. 10. You will *sleep* a sound *sleep* to-night. 11. We shall require a *guard* to *guard* these boxes. 12. *Milk* the cow, and see how much *milk* she can give. 13. When trees *shade* the sun, they throw a *shade* on the ground. 14. Take a two-cent *stamp* to *stamp* this letter.

EXERCISE 38.

Say whether the words in italics are adjectives or verbs, and give a reason :—

1. A brave man will *humble* the proud, and raise them that are *humble*. 2. The sun is now *warm* enough to *warm* the ground. 3. It is *wrong* to *wrong* any one. 4. *Sour* thoughts *sour* the mind. 5. *Wet* your face with a *wet* towel. 6. An *idle* man will always

idle away
8. *Smooth*
the young
weary. I

Say wh
give the
1. His
2. A *gold*
in the r
enemy.
birth. C

Say w
give the
1. Th
praise, l
loud vo
hit the
and ha
son. 8
report
first wo
along t

Mal
parts
1. P
2. I
3. C
4. I

33
ever!

idle away his time. 7. *Dry* the damp clothes in this *dry* wind. 8. *Smooth* words will *smooth* the wrinkles of his face. 9. *Trim* the young trees ; they are *trim* already. 10. I fear you are very *weary*. Did I *weary* you? _____

EXERCISE 39.

Say whether the words in italics are nouns or adjectives, and give the reason :—

1. His wound is *mortal*, and he will die like any other *mortal*. 2. A *gold* watch is made of *gold*. 3. Always defend the *right* in the *right* way. 4. I will tell you a *secret* about your *secret* enemy. 5. His character is *noble*, but he is not a *noble* by birth. 6. *Mountain* air, if the *mountain* is high, is very cold.

EXERCISE 40.

Say whether the words in italics are adjectives or adverbs, and give the reason :—

1. The *little* boy can read but *little*. 2. If you give him *less* praise, he will improve *less*. 3. He speaks too *loud*, for he has a *loud* voice. 4. Take an *early* train, so as to arrive *early*. 5. He hit the horse *hard* with a *hard* stick. 6. He has slept *enough*, and has had *enough* rest. 7. He went *only* once to see his *only* son. 8. I am *wide* awake, and see a *wide* view before me. 9. This report is *worse*, for he has behaved *worse* than ever. 10. You must *first* work harder if you wish to get the *first* place. 11. Go *straight* along this *straight* road. _____

EXERCISE 41.

Make sentences, using each of the words below as two different parts of speech, and mark the two uses :—

- | | | | |
|------------|----------|------------|-------------|
| 1. Nail. | 5. Rain. | 9. Stone. | 13. Shade. |
| 2. Fast. | 6. Sail. | 10. Low. | 14. Water. |
| 3. Copper. | 7. Warm. | 11. Rope. | 15. Still. |
| 4. Loads. | 8. Hurt. | 12. Flock. | 16. Weekly. |

CAPITAL LETTERS.

33. **Capital letters** are used (1) for the first word of every sentence, (2) for all proper names, (3) for the letters

“I” and “O” when standing alone, (4) at the beginning of every line of poetry. (See Fourth Reader, page 246.)

Capital letters are also used for—

(1.) Words derived from names of places—as, *English, Canadian.*

(2.) Names of days, months, holidays, and festivals—as, *Sunday, July, Dominion Day, Easter, Christmas.*

(3.) Titles of books, papers, magazines, pictures, poems, etc.—as, *Pilgrim's Progress, The Daily Star, The Strand, The Angelus, The Wreck of the Hesperus.*

(4.) Events of history—as, *the Gunpowder Plot, the Crucifixion, the Flood, the Crusades, the Civil War.*

MARKS OF PUNCTUATION.

34. I. The **period** is used after (a) a *declarative* or *imperative* sentence, (b) an *abbreviation* or *initial*.

II. The **interrogation point** (?) is used after an *interrogative* sentence.

III. The **exclamation point** (!) is used after an *exclamatory* word or sentence. (See page 286.)

IV. The **comma** is used—

(a) To mark off *nouns of address*—as, **John, come here.**

(b) To mark off *nouns in apposition*—as, **Tom, the bellman, was once a tinker.**

(c) To separate *words that break a quotation* from the rest of the sentence—as, “**Yes,**” said the doctor, “*you must get well.*”

(d) To separate a *series of similar subjects, objects, complements, adjuncts, or predicates*—as, **Peter, Charles, and I** have picked flowers, fruit, and vegetables in the garden to-day, yesterday, and all last week.

V. **Quotation marks** (“ ”) are used to enclose a *direct quotation* and *each part of a broken quotation*. (See IV. c.)

VI. The **apostrophe** is used (a) to mark the *omission of a letter or letters*, (b) to mark the *possessive case*.

EXERCISE 42.

Fill in the blanks and punctuate :—

1. The Montreal daily papers are.....
2. I have read and like these books.....
3. My favourite poems are.....
4. Events in history, worth remembering, are.....
5. The holidays we keep in Canada are.....
6. Some poems in the class reader are.....
7. The days of the week are.....
8. The months of the year are.....
9. The five oceans are.....
10. The great lakes of North America are.....

EXERCISE 43.

Put in capital letters and punctuation marks :—

1. The great williams said the professor are william the conqueror william of orange and william shakespeare.
2. Oh dear me sighed the girl what must I do.
3. Well sam inquired his mother how did you enjoy your ride.
4. You are a fine little fellow repeated the smiling stranger will you fetch me a little hot water. I will gladly replied the boy.

SOME EXERCISES IN COMPOSITION.

35. **Simple** sentences may be joined together to make a **compound** sentence by the conjunctions **and**, **but**, **or**.

(a) We may *add* one statement *to* another, using **and**.
 “*Heavy rain had fallen, and the brooks were overflowing.*”

(b) We may set one statement in *contrast* to another, using **but**. “*Mary tried to untie the knot, but her brother cut it.*”

(c) We may give a *choice* between two statements, using **or** (*either-or*). “*You must come at once, or you will miss the train.*”

EXERCISE 44.

Add a second statement with a different subject :—

1. Several ships were driven ashore, but.....
2. You must prop up that tree, or.....
3. The sky was clear in the morning, but.....
4. The morning gave promise of a lovely day, and.....
5. We had put a net over the cherries, but.....
6. The train stopped at the station, and.....

EXERCISE 45.

The two statements may have the *same subject*, and this subject is then often omitted from the second statement.

"The man tried his best, but (he) did not succeed."

Add a second predicate, but do not repeat the subject :—

1. They went to London and.....
2. He expected a large reward, but.....
3. Many a hill did Lucy climb, but.....
4. The tree was covered with blossom, but.....

EXERCISE 46.

Make compound sentences about these things, telling (1) where or how got, or what made of, and (2) what used for :—

1. An album.
2. Ivory.
3. Saddles.
4. Straw.
5. Salt.
6. Furs.
7. Flags.
8. Shells.
9. Sun-dials.

EXERCISE 47.

Use the first word as some part of the first statement, and the second word as some part of the second statement. The conjunction is to join the two statements.

1. Ants—and—aunt.
2. Road—but—rode.
3. Blew—and—blue.
4. Pail—and—pale.
5. Night—and—knight.
6. Boy—but—buoy.
7. Roses—and—rows.

36. In writing several sentences about any subject, remember (*a*) to write short sentences, (*b*) to see that the stops and capitals are properly placed, (*c*) to vary the form—that is, to say some things by means of a simple sentence, and some by means of a compound sentence. Avoid adding statement to statement by repeating the conjunction **and**.

Thus about a certain subject we might be able to tell *some* of these things : (1) what it is, (2) what it is made of, (3) where or how it is got, (4) what it is used for, (5) where it is to be met with, (6) what sort of work it does, (7) some of its habits or ways of living.

About **nests**, for example, we might say, (1), (2), (5), and (4) :—
"Nests are the houses built for themselves by birds. They are often made of straw and feathers, or of clay, and are seen on the ground,

in hedges, or in trees. In these nests birds lay their eggs and rear their young."

EXERCISE 48.

Write several similar things about :—

1. Money. 2. A canal. 3. Sheep. 4. Newspapers. 5. Lions.
6. Water. 7. Flowers. 8. A camel. 9. A river. 10. The sea.

Or, again, we may name the *different parts* of which something consists, and tell what we know *of the parts and of their uses*. Thus about an orange we may say :—

"The orange is a round fruit, which consists generally of ten pulpy parts enclosed in a leathery rind, called the skin or peel. The outside of the rind is yellow, rough and glossy, but the inside is white and smooth. The orange is a delicious fruit, with a cooling juice. The rind protects the fruit, and is made into candied orange peel. Brides wear orange blossoms."

EXERCISE 49.

Write several sentences, telling similar things about :—

1. A tree. 2. A ship. 3. A house. 4. A day. 5. The body.
6. A railway train. 7. A farm. 8. A school. 9. A potato.

LETTERS.

37. For particulars about letter-forms, see Fourth Reader, page 249. Examine this friendly letter.

*Maplewood Cottage,
Lachute, May 15, 1901.*

MY DEAR MOTHER,

I arrived here safely last night, although my train was nearly an hour late. Uncle Jack met me at the station.

The country about here is very beautiful just now. The fruit-trees in the orchard are in full bloom, and look one mass of white and delicate pink. The squirrels seem quite tame. Kate and I throw corn for them to eat. Harold saw a rabbit yesterday in the wood, and he thinks it is one that has been eating the lettuce in the garden. A bird has built its nest in a hollow tree close to the house.

Aunt Mary says she should like me to stay a month. May I?
I should miss home very much, but I love the country.

Your loving daughter,

MABEL BLAKE.

The Paragraph.—Notice that this letter contains three parts or *paragraphs*. The first paragraph has two sentences telling about the writer's safe arrival; the second has six sentences, of which the main thought is "*Life at Maplewood Cottage*;" and the third has three sentences, which are *personal*. A paragraph contains one or more sentences about the same thought or topic. When the thought or topic is changed, begin a new paragraph. Notice the margin to the left of each new paragraph.

38. Suitable subjects for letters.

These outlines are for the bodies of letters. Add at least one other paragraph by way of introduction or conclusion, or both.

- (1.) A cheery, congratulatory letter to a relative or friend wishing "Many happy returns of the day."
- (2.) An invitation to a birthday party.
- (3.) A reply accepting the invitation.
- (4.) A letter on the pleasures, sports, and pretty customs of Christmas.
- (5.) A letter describing Canadian outdoor sports on a winter day—skating, snowballing, tobogganing, etc.—written to a friend in New Orleans, where there is no snow or ice.
- (6.) A letter describing a concert or other entertainment which you have attended. Tell when and where it was; name the chief things and persons you saw and heard.
- (7.) A letter describing your favourite poems, books, or school songs, and which parts you like best, and why.
- (8.) A letter describing any railway journey or voyage you have made—the places and objects of interest on the route; the time, and your companions; your arrival at your destination; how you spent your time there.
- (9.) A letter describing a walk in spring—the pleasures, sights, and sounds; the birds, flowers, trees, hedges, farm-work in the fields, sunshine, and animal life.

(10.) A letter describing life in the country in summer or autumn ; the scenes, occupations in the hay-field, harvesting, fruit-gathering, nutting, picnics.

(11.) A letter to your teacher, telling of difficulties you meet in learning rules of arithmetic, composition, grammar, or difficulties caused by deafness or weak sight.

(12.) A letter to your mother, who is away from home on a visit, telling her what has happened at home since she left.

39. Write two paragraphs on each of the following :—

(1.) **The Flag.**—(a) How the Union Jack is made up ; the three crosses and their colours. (b) What the flag represents ; where it is most often seen ; why we should honour it.

(2.) **The Cat.**—(a) *General description* : hair, pads on paws, claws, surface of tongue, eye, whiskers, tail. (b) *Kinds* : Tabby, Tortoiseshell, Angora, Persian, Manx. (Use pictures of cat.)

(3.) **Daisy.**—(a) *Introduction* : name means day's eye, because it opens in early morning ; a feature of the fields ; adds beauty. (b) *Description* : white rim of petals arranged like star ; yellow centre ; flower held in green cup ; stalk. (Poem, "The Daisy.")

(4.) **River.**—(a) *Source* : flows down hillside to valley in little streams which unite. (Tennyson's "Brook.") (b) *On the way to sea* : narrow, shallow, and swift at first ; joined by tributaries ; grows in volume ; slope less ; current slower ; rapids ; waterfalls.

(5.) **Moses in the Bulrushes** (Exod. ii.).—(a) *Introduction* : Israelites captive in Egypt ; Pharaoh's order ; Moses born. (b) *Story* : little boat of rushes ; afloat in Nile ; baby in it ; hidden among the reeds ; sister watching.

40. (a) Read through two or three times, noting and explaining stops and capitals. (b) Copy, changing the words in heavy type to other equivalent words or phrases. (c) Rewrite from memory.

EXERCISE 50.

A **smart** conjurer was **performing** tricks before an **audience** of colliers. He asked for the loan of a halfpenny, which he **appeared** to change **rapidly** into a sovereign. Then he placed the coin on a table **beside** the collier. "Is that my ha'penny?" asked the **surprised** collier. "Yes, sir, it is," answered the conjurer.

"Very well, then," exclaimed the smiling collier, "I will keep it as it is ; you won't have the **chance** of changing it back again."

EXERCISE 51.

A lamb was **peacefully paddling** in a brook. A wolf came to the same spot, and **began** to drink higher up the stream. **Wishing to quarrel** with the lamb, he **asked** in a **harsh tone** why she was **disturbing** the water. The lamb, **surprised** at the **unjust accusation**, **replied humbly**, "Sir, you see that I am drinking lower down, and that the water runs from you to me."

EXERCISE 52.

One day in autumn, when the grapes were ripe, a fox **stole** into a vineyard. **Spread out on trellises** above him were **great masses** of **luscious** grapes, and he **longed** to have some. He **made many and many a jump** ; but the grapes were high, and he could not reach them. **Tired out** at last, he said to himself, "Bah ! I don't care. The grapes are sour."

EXERCISE 53.

Tell a similar story of a girl who saw a ring of a peculiar kind in a jeweller's shop ; her admiration for it ; her vain efforts to buy it ; her remark when she found she could not succeed.

EXERCISE 54.

In his last **terrible battle** King Arthur was wounded **unto death**. He **called** his knight, Sir Bedivere, and **bade** him take his sword Excalibur, throw it into a lake **near by**, and then come back and tell him what he saw. Bedivere took the sword, and **went fast** up the hill. **Swinging it overhead**, he **flung** it from him into the waters of the lake. An arm **clothed** in white samite (velvet) **came up** from the lake and caught the sword. Bedivere **went back** and told the king, who then knew that it was time for him to **depart from this life**.

EXERCISE 55.

Now the Philistines had a champion, Goliath of Gath, a **mighty** man of **gigantic stature**, whose spear's staff was like a weaver's

beam, and his spear-head of almost twenty pounds weight. This man came **daily** to cry to the men of Israel, "**Choose** a man for you, and send him to fight with me. If he be able to kill me, then will we be your servants; but if I **prevail over** him, and kill him, then shall ye **serve** us." But there was no man in Israel to **match** him in **stature**, nor in the strength of his armour.

EXERCISE 56.

Fill the blanks with (a) **is** or **are**, (b) **was** or **were** :—

1. There.....nine men in the boat. 2. There.....a handsome building opposite. 3. There.....wounds on his body. 4. There.....a regiment of cavalry approaching. 5.there a book for each person? 6. There.....a crowd of workmen yonder. 7. Where.....the scissors? 8.there any apples left? 9.his sums correct? 10.there a pack of wolves?

EXERCISE 57.

Fill the blanks with **has** or **have** and the correct form of the given verb :—

1. The wind the trees (*break*). 2. Tom any marbles? 3. The scholars to draw (*begin*). 4. your brothers? (*go*). 5. the rain? (*cease*). 6. His wages been paid. 7. the boys and girls been here? 8. The child down to rest (*lie*). 9. He out his shoes (*wear*). 10. their new hats come?

EXERCISE 58.

(a) Write in three columns the **principal parts** of the following verbs. (See Fourth Reader, page 254.)

(b) Make sentences containing the three forms of each verb—for example,

He digs a pit.

He dug a pit.

A pit was dug.

1. Drink.

7. Shrink.

13. Swim.

19. Eat.

2. Ring.

8. Spring.

14. Wear.

20. Fall.

3. Dig.

9. Break.

15. Tear.

21. Bite.

4. Run.

10. Choose.

16. Steal.

22. Bear.

5. Sing.

11. Freeze.

17. Speak.

23. Swear.

6. Sink.

12. Shake.

18. Hide.

24. Take.

1.
has
that
req
wri
2
his
hea
ing
?
by
tio
an
ow
cri
.
we
be
sp
m
a
.
ge
bi
at
ri
n
ti
u
r
s

NOTES TO TEACHERS.

1. An abundance of work in sentence-building and composition has been provided in the exercises of this book. It is expected that the teacher will use this material as the needs of the class require. Some of the topics may be treated orally, and some in writing; others may be omitted altogether.

2. A teacher should not undertake to correct every paper that his pupils write. If he does, his burden of work becomes too heavy to be borne, or the pupils have much less practice in writing than they need.

3. The more common faults should be corrected one at a time by having two or three sentences containing the error in question, as well as others quite free from it, copied upon the board and criticised by the class. Pupils should then correct their own papers, and may afterwards exchange them for mutual criticism.

4. Show the best work rather than the poor work. When work is put on the board for correction, only so much should be written as is necessary to show the error, and it should be speedily erased. When good work is put on the board for commendation, show as much as is convenient, and let it remain as a model.

5. Do not discourage by criticism. The pupils' standard of good work should not be raised so high as to seem unattainable, but should rise as the class progresses.

6. In the beginning, criticisms should be limited mainly to arrangement, misspelled words, and violations of the fundamental rules of punctuation and capitalization.

7. Pupils should be trained to write freely and rapidly, with no undue anxiety about correctness, and then to revise with thought and painstaking.

8. To indicate errors without making corrections, S may be used in the margin to indicate an error in spelling, G in grammar, P in punctuation or capitals, and R in arrangement or style.

NLC - BNC



3 3286 02636740 5